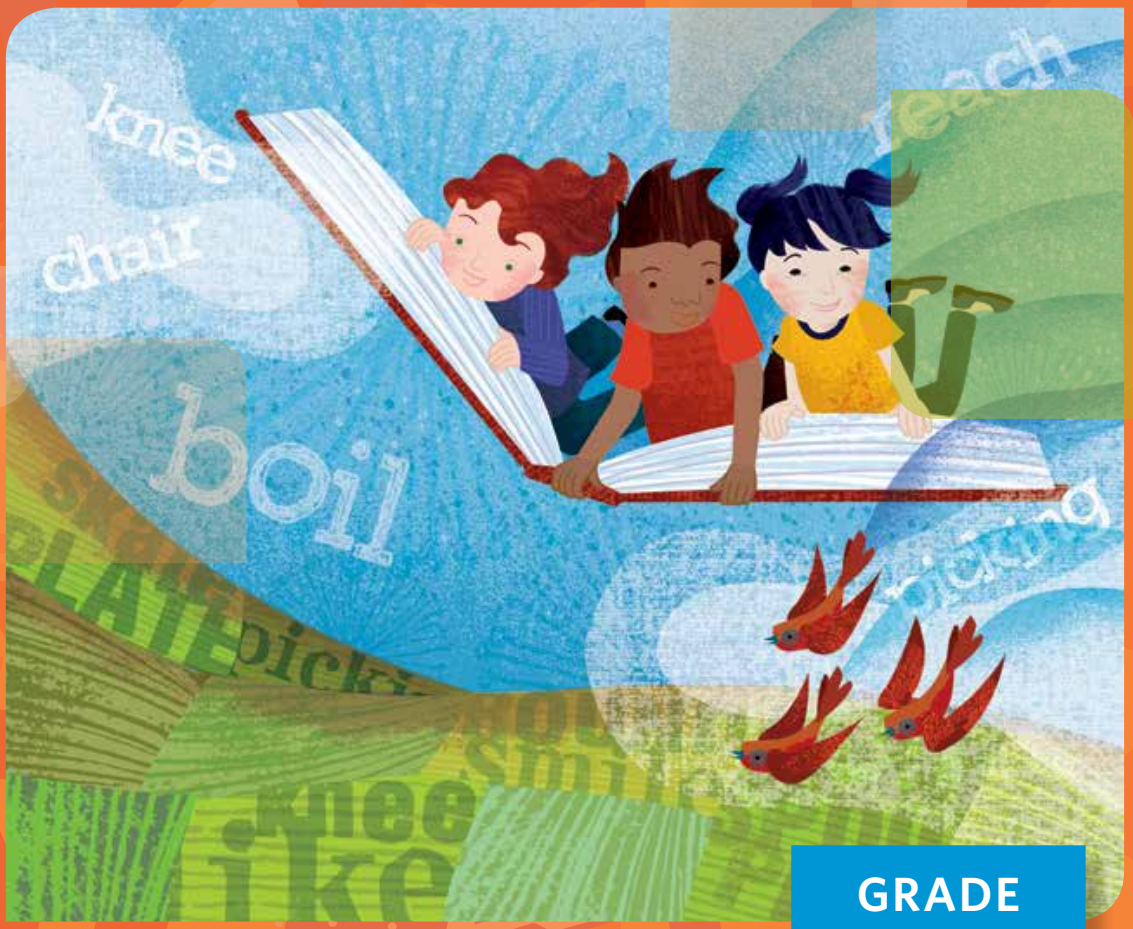
Teacher's Manual | Volume 1

CCC Collaborative Literacy

Being a Reader™



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Introduction

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The Collaborative Classroom

Center for the Collaborative Classroom (CCC) is a mission-driven, nonprofit organization committed to ensuring that all students have the opportunity to become highly literate critical thinkers who learn from, care for, and respect one another. The organization has more than four decades of experience providing professional development for teachers and innovative curriculum for classrooms.

How we teach matters as much as *what* we teach. CCC nurtures continuous professional learning that empowers teachers to transform classrooms, build school communities, and inspire the academic and social growth of children.

All of our curriculum materials and professional development services reflect the following core principles:

- Fostering caring relationships and building inclusive, safe environments are foundational practices for both student and adult learning communities.
- Classroom learning experiences should be built around students constructing knowledge and engaging in action.
- Honoring and building on students' intrinsic motivation leads to engagement and achievement.
- Social and academic curricula are interdependent and integrated.

Our innovative, research-based curricula not only support deep student learning and engagement but also guide teachers in creating CCC's vision of a Collaborative Classroom—an intentional environment in which students become caring members of a learning community.

Collaborative Classroom teachers become mindful of their practice by using materials that engage and motivate students, develop critical thinkers, and promote reflection about learning and community.

Collaborative Classroom students learn to work independently and collaboratively, to respectfully share their thinking with others, and to take responsibility for their learning.

Overview of the CCC Collaborative Literacy Suite

The CCC Collaborative Literacy™ suite is an innovative set of modular programs that fosters students' ongoing development as readers, writers, and caring members of the classroom community. The *Being a Reader*™ program focuses on teaching students to read well and to love reading. The *Making Meaning*® program focuses on reading comprehension strategies, and

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the *Being a Writer*™ program develops students' capacity to write well in a variety of genres using a workshop model.

Together, the programs that make up the CCC Collaborative Literacy suite address the core concepts, strategies, and skills traditionally taught in the language arts block while transforming the learning environment into one that is student centered. As the students learn to think, talk, and share ideas, they come to value the thinking of others. They become thoughtful readers and writers and discuss big ideas with respect, clarity, and understanding.

IMPLEMENTATION GUIDE

The CCC Collaborative Literacy suite also includes an *Implementation Guide*, available on the CCC Learning Hub (ccclearninghub.org), for planning and pacing that models customizing instruction based on the length of a teacher's language arts block. It shows teachers how to use *Being a Reader*, *Making Meaning*, and *Being a Writer* in a single classroom.

While *Being a Reader*, *Making Meaning*, and *Being a Writer* have been designed to work together as modules in the CCC Collaborative Literacy suite, each can also serve as a stand-alone program that can be used in combination with other literacy programs.

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Program Overview

We all aspire to provide elementary school students with the strategies and skills they need to learn in order to read well and to love reading. We want students to approach reading with motivation and confidence, to deeply comprehend text, and to grow as readers and thinkers and as caring and collaborative citizens. The *Being a Reader* program supports students in achieving these goals through a thorough early reading curriculum of whole-class and small-group instruction.

The authors of the *Being a Reader* program understand that learning to read is a developmental process that begins even before children enter school and that proceeds at different rates for different students. *Being a Reader* creates an environment in which all students can develop into eager, confident readers, independent learners, and caring members of the classroom community.

The *Being a Reader* program is a yearlong curriculum for each grade from kindergarten through grade 2. The program has been carefully designed to nurture students academically and socially while providing rigorous instruction in early literacy skills and strategies, including reading comprehension, fluency, phonics and decoding, and high-frequency words. *Being a Reader* also provides specific instruction to develop students' ability to work independently by taking responsibility for their learning and behavior. A strong foundation in independent work makes it possible for a teacher to provide differentiated instruction to small groups of students.

Unique Pedagogy

Being a Reader is an innovative program that uses research-based best practices to combine foundational-skills instruction and rich literacy experiences that foster students' growth as responsible, caring, and collaborative people.

RESEARCH BASED/CLASSROOM TESTED

The *Being a Reader* program is based on recent research, best practices, and portraits of successful classrooms by experts such as Marilyn Adams, P. David Pearson, Irene Fountas and Gay Su Pinnell, Jennifer Serravallo, Gail Boushey and Joan Moser, Timothy Rasinski, and Don Holdaway. The authors of the program wedded research in best practices into a coherent literacy curriculum of mutually supportive strands.

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The *Being a Reader* program has also been shaped by discussions with a range of classroom teachers, including many who piloted and provided feedback on selected lessons. The program incorporates best practices in teaching methods and strategies, including:

- Shared reading experiences in kindergarten and grade 1 that develop the students' capacity to explore and learn from and about texts
- Systematic phonics instruction in small-group settings that is immediately applied to reading appropriately leveled books
- Small-group work that supports the students as they read and discuss progressively more-complex text with teacher support and learn reading comprehension strategies
- Word study instruction in grade 2 that teaches skills such as identifying prefixes and base words and that develops enthusiasm for thinking about how words work
- Fluency instruction to support comprehension and engagement
- Independent work instruction that provides the tools and motivation for the students to work responsibly and gives them autonomy in choosing their own work

WHOLE-CLASS LITERACY AND LANGUAGE EXPERIENCES

In kindergarten and grade 1, whole-class Shared Reading lessons foster oral fluency and a love of language while building classroom community. Shared Reading lessons also develop concepts of print, phonemic awareness, letter and high-frequency word recognition, and understanding of author's craft through repeated readings of stories, songs, and poems. Shared Reading also supports the targeted instruction that happens in small groups.

In grade 2, the focus of whole-class instruction shifts from Shared Reading to Word Study. During Word Study lessons, the students explore how words are put together, using spelling-sound correspondences, inflectional endings, and strategies for analyzing and reading polysyllabic words. Meaningful prefixes and suffixes are introduced throughout the year along with common syllable types. Ongoing whole-class and pair work builds the students' ability to work together, explain their thinking, and come to agreement.

SETTING A STRONG FOUNDATION FOR INDEPENDENT WORK

In grades K–2, detailed whole-class lessons at the beginning of the year instill foundational independent work habits, including working respectfully, handling materials responsibly, using time wisely, and making meaningful decisions around choosing activities. These work habits build personal responsibility and provide a structure for the students to make choices about their reading and writing. A solid foundation in independent work allows a teacher to work with small, differentiated groups while other students are engaged in working independently.

After the foundation is set, weekly whole-class check-ins support ongoing independent work rotations. The Independent Work Check-in lessons are located in volume 2 of the whole-class *Teacher's Manual* (see Appendix B, "Independent Work Resources").

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SMALL-GROUP DIFFERENTIATED INSTRUCTION

Small-group Reading is the part of the *Being a Reader* program in which the students work with you in differentiated groups to become strategic readers. All small-group instruction is organized around high-quality, carefully selected fiction and nonfiction texts in a variety of genres that have been assembled into 12 sets of similarly leveled books.

In Small-group Reading, each student moves at his or her own pace along a continuum of reading development. In these small groups, you strive to understand how each student learns, how he or she excels, and where the student needs more support. Working with the students in small groups allows you to efficiently meet the needs of individual readers as you teach strategies and skills for application to the students' independent reading. Small groups of students naturally build community as they work together toward similar goals and learn from one another.

There are two overarching types of small-group lessons: those for emerging readers and those for developing readers. Emerging readers, who are just beginning to grasp letter-sound relationships, read texts that have been carefully written to accompany lessons developed on a scope and sequence of phonics and high-frequency word instruction. While the students receive comprehensive instruction on spelling-sound correspondences and decoding, as well as on high-frequency words, the primary goal is that the students comprehend what they read.

Developing readers are ready to practice and build upon many reading strategies, some of which were informally introduced in earlier instruction. Developing readers continue to read appropriately leveled texts in differentiated groups. Books and poems for these Small-group Reading lessons have been carefully selected to provide opportunities to learn and practice specific strategies. The strategies are taught explicitly with the goal of having the students apply them to their independent reading.

Lessons for Small-group Reading are located in individual *Small-group Teacher's Manuals* that accompany the leveled book sets.

DUAL FOCUS: ACADEMIC AND SOCIAL/ETHICAL LEARNING

Child development research tells us that children learn and grow best in environments where their basic psychological needs are met. Children need to feel physically and emotionally safe. They need to feel that they belong. They need to have a sense of themselves as autonomous and capable. Studies indicate that when these basic needs are met at school by helping students experience a sense of community, the students do better academically (as measured over time by grades and test scores), exhibit more prosocial tendencies, and show greater resistance to problem behaviors, such as drug use and violence (Durlack et al. 2011). The *Being a Reader* program helps you to create a classroom community where your students feel empowered, supported in taking risks, and responsible to themselves and the group. Cooperative learning and social skills instruction are woven throughout the lessons.*

* To read more about the theoretical and research basis for the *Being a Reader* program, please refer to the Bibliography on page 571.

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TEACHER SUPPORT

The program is designed to support your own professional growth as you support your students' growth as readers and members of the classroom community. Detailed, easy-to-follow lesson plans include suggestions for introducing and practicing cooperative structures, reading aloud to and with the class, facilitating discussions, helping your students to develop the work habits necessary to work independently, and assessing your students. Teacher Notes and references to professional development media throughout the lessons explain the underlying pedagogy of various activities and provide examples of what might happen in the classroom. Strategies and relationships you develop during the lessons carry over and support instruction in other parts of the day. A regular "You might say" feature provides you with language you might draw on as you model your thinking.

Program at a Glance

Being a Reader has five mutually supportive strands—Independent Work (K-2), Small-group Reading (K-2), Shared Reading (K-1), Handwriting (K-1), and Word Study (2). While Guided Spelling is not a separate strand in the program, it is an important part of the curriculum for grades 1 and 2. In grade 1, it is integrated into Small-group Reading, and in grade 2, it is part of Word Study.

There are also two distinct lesson configurations in the *Being a Reader* program: whole-class and small-group. Whole-class instruction in grade 1 focuses on shared reading experiences, handwriting practice, and developing independent work habits. Small-group work consists of differentiated reading instruction in small groups.

The sections that follow describe the program components as well as the skill and strategy development across the grades in both whole-class and small-group instruction. At each grade level, materials are provided for both whole-class and small-group instruction. Each grade includes four to six leveled sets of small-group reading books and a *Small-group Teacher's Manual* for each set. The leveled sets overlap between adjacent grades in order to provide support for a range of reading levels. You might find that you need more books at a certain level or sets below or above your grade-level materials in order to meet your students' needs. Individual small-group reading sets at all levels are available to meet the needs of different classrooms. (For more information, visit collaborativeclassroom.org/being-a-reader.)

DEVELOPMENT ACROSS THE GRADES

The tables on the following pages provide a snapshot of how instruction in the *Being a Reader* program develops over grades K-2. For additional information, including details on specific skills taught within Shared Reading, Word Study, and Small-group Reading, see Appendix D, "Scope and Sequence."

The tables are divided into two sections: Whole-class Instruction (grades K-2) and Small-group Reading Instruction (Sets 1-12).

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Whole-class Instruction

	K	1	2
Shared Reading			
Phonological awareness (e. g., rhyming, alliteration)	■	■	
Word recognition and analysis	■	■	
Concepts of print and book	■	■	
Comprehension	■	■	
Noticing author's craft	■	■	
Oral fluency	■	■	
Letter Names			
Capital and lowercase letter names	■		
Word Study			
Vowels: short, long, complex, *r*-controlled			■
Inflectional endings, prefixes, suffixes			■
Consonant-*l*-*e* syllables			■
Open and closed syllables			■
Syllabication strategies			■
Guided spelling/Spelling memory lists			■
Handwriting			
Hand and finger strengthening exercises	■	■	
Pencil grip	■	■	
Posture	■	■	
Capital letters, lowercase letters, punctuation	■	■	
Independent Work			
Build stamina and independence	■	■	■
Develop effective work habits	■	■	■
Rotate successfully through independent reading, writing, and word work areas	■	■	■

■ formally instructed

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Small-group Reading Instruction

Reading Strategy	K	1	2
Phonological awareness	■	■	
Phonics and decoding	■	■	□
High-frequency words	■	■	□
Guided spelling		■	
Word analysis	■	■	■
Fluency	□	■	■
Comprehension	□	■	■
Self-monitoring and self-correcting		■	■
Generating independent thinking		■	■

■ formally instructed □ informally addressed

PROGRAM COMPONENTS

The grade 1 *Being a Reader* program includes:

- *Teacher's Manual* in two volumes for whole-class lessons, containing Shared Reading, Independent Work, and Handwriting lessons
- 15 big books for Shared Reading (trade books with enlarged illustrations and text)
- *Small-group Teacher's Manuals* for Sets 4–8
- 6–15 student texts (6 copies of each) for each Small-group Reading set
- Digital versions of the student texts in Sets 4–5
- *Handwriting Notebook*, one for each student to use during whole-class handwriting instruction
- Wipe-off boards and dry-erase markers, one set for each student to use during whole-class handwriting and small-group spelling instruction
- Alphabet wall cards, for reference in reading and writing
- 2 sets of high-frequency word cards for instruction in Small-group Reading and to use on the word wall
- A set of sound cards for spelling-sound review in Small-group Reading
- "Spelling-Sound Chart" of vowel spellings, for reference in reading and writing
- *Assessment Resource Book*, containing information and reproducible record sheets to help you regularly monitor the progress and needs of individual students, small groups, and the whole class

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- *Digital Teacher's Set*, which includes digital versions of the whole-class and small-group *Teacher's Manuals* and the *Assessment Resource Book*
- Access to online resources via the CCC Learning Hub (ccclearninghub.org), such as interactive whiteboard activities, assessment forms, reproducibles (including poems for Shared Reading), and professional development media
- Access to the CCC ClassView™ app (classview.org), which allows for electronic collecting, sorting, synthesizing, and reporting of assessment data for individual students, small groups, and the whole class

For more information about the print format of the *Teacher's Manuals*, see the "Getting Started with Your Print *Teacher's Manual*" tutorial (AV19). For more information about the digital format of the *Teacher's Manuals*, see the "Getting Started with Your *Digital Teacher's Set*" tutorial (AV20).

AV19 AV20

For information about additional materials you and your students will need that are not provided by the *Being a Reader* program, see "Room Arrangement and Materials" on page xl.

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Understanding the Program

The *Being a Reader* program not only helps the students learn to read well and love reading but also helps them develop as caring, collaborative people. The dual focus is based on two beliefs: that students' academic learning flourishes when social learning is integrated into the curriculum and that we are called on as educators to help students develop as whole people—academically, socially, and ethically.

Focus on Early Reading Development

The *Being a Reader* program provides a wide range of essential early literacy experiences to inspire the students' love of reading, allow them to move at their own pace as they develop as readers, build their confidence, and establish their sense of identity as readers. The four strands of the grade 1 curriculum—Shared Reading, Independent Work, Small-group Reading, and Handwriting—are described on the following pages. While Guided Spelling (described on page xxviii) is not a separate strand in grade 1, it is an important part of the curriculum.

SHARED READING

Shared Reading is an instructional model developed by Don Holdaway (1979), which builds on research demonstrating the positive impact that reading to and with young children, as well as returning to and rereading texts, has on early literacy development.

In the *Being a Reader* program, Shared Reading is a collaborative literacy activity in which you read and reread carefully selected enlarged text (big books and poems) with the whole class. During Shared Reading, you model effective reading behaviors and strategies, and consistently invite the students to be involved in reading and attending to print. Shared Reading offers a supportive context for young learners to develop a delight in reading and an understanding of their ability to interact with books and print.

This interaction with and "sharing of" print distinguishes Shared Reading from typical read-alouds. As the class returns to beloved books and poems over many readings, and as you involve the students in an enjoyable and purposeful way, the students' interest in reading and their sense of identity as readers increase. As the year progresses, a body of familiar texts is produced that the students can approach with confidence as a class, in pairs, or on their own.

The books and poems in Shared Reading have been carefully selected with the following criteria in mind:

- **Appeal.** The students' enjoyment of the text is of paramount importance.
- **Pattern, repetition, rhythm, and rhyme.** These characteristics support the students' ability to use language patterns and syntax and help them to readily join in reading.

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- **Print clarity and simplicity.** Just-right spacing between words and few lines of text on each page of a big book allow the students to easily follow along and attend to print.
- **Genre.** The texts include a variety of stories, poems, and nonfiction texts.

Sharing and participating in the reading together builds the classroom community, and the supportive, whole-class format of Shared Reading allows all the students to participate and engage with the reading at their own levels.

The Shared Reading lessons occur three days per week. On Day 1, you introduce an engaging text (big book or poem), read it aloud, and lead a class discussion about the text. You then reread the text and invite the students to join in the reading as they are able. On Days 2 and 3, you reread the same text and draw the students' attention to various aspects of the text, such as high-frequency words, letter-sound relationships, pattern, and rhyme. You also engage the students in various reading activities related to the text.

INDEPENDENT WORK

In a collaborative classroom, students have opportunities to take responsibility for their own learning and behavior (Zemelman et al. 2012). Having choices in what they will read and write is an important part of students' development.

Independent Work in *Being a Reader* provides the students with choice in what they do as they read, write, and do word work independently. It also gives them practice in working responsibly while you work with small groups or individual students. Taking the time to set a strong foundation for independent work during the first few weeks of school is crucial. After setting the foundation, weekly check-in lessons throughout the year maintain independent work habits.

Setting the foundation for independent work can take from four to six weeks. Four weeks of whole-class lessons are provided for grade 1; however, instruction should be repeated or the pace slowed depending on the needs of your particular class.

During the foundation lessons, you introduce independent work and the students talk about why reading and writing independently is important to their growth. The students generate ideas for a "Ways We Work on Our Own" chart and they practice work habits as they learn procedures for independent reading, writing, and word work. After building stamina for working independently over several weeks, the students begin rotations to independent reading, writing, and word work areas set up around the room. (See Appendix B, "Independent Work Resources" for more information.)

While teaching the whole-class foundation lessons, it is important to monitor the way the students are incorporating independent work habits and adjust the pace of your instruction if needed. Some classes may take longer to establish independent work rotations, and as a result, Small-group Reading will begin later in the year in these classrooms.

After you have assessed and grouped the students for differentiated reading instruction and finished the Independent Work foundation-setting lessons, small-group reading and independent work rotations (described in the next section) occur on four days of each week. The fifth day—the weekly check-in lesson—can be used for teaching whole-class lessons to support ongoing successful independent work. Specific lessons are provided in Appendix B,

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"Independent Work Resources" for introducing new materials, sharing books, and conferring, among other topics.

SMALL-GROUP READING

Small-group Reading in the *Being a Reader* program provides targeted, differentiated reading instruction that is appropriate for readers at each stage of reading development. The students are grouped with others at a similar stage and then matched with texts at the appropriate level. All the small-group instruction is organized around high-quality, carefully selected fiction and nonfiction texts in a variety of genres that are assembled into 12 sets of similarly leveled books.

There are two overarching types of small-group lessons, those for emerging readers (Sets 1-5) and those for developing readers (Sets 6-12). Emerging readers, who are just beginning to grasp letter-sound relationships and the conventions of written English, read texts that have been specially written to match a scope and sequence of phonics and high-frequency word instruction. Careful attention has been paid to create books with high-quality illustrations, natural-sounding language, interesting plot and character development, and fiction and nonfiction topics appropriate for young students. The lessons that accompany these books focus on phonological awareness, concepts of print, phonics and decoding, and high-frequency word recognition, but the instruction is always in the service of making sense of what the students read.

Developing readers are ready to practice, apply, and expand a wide array of reading tools and strategies that are informally introduced in Small-group Reading Sets 4-5. Developing readers continue to read appropriately leveled texts in differentiated groups, but the focus and structure of the instruction—and the texts themselves—change.

Reading strategies are explicitly taught throughout these sets with the goal of having the students apply the strategies to their independent reading. Strategies and their accompanying texts in each set are developmentally appropriate for students at that instructional level and become more complex as the students advance through the sets. At the lower sets, you may provide more modeling and support for a strategy while at the upper sets, you may guide the students to use the strategy more independently and in more complex ways.

For more information about Small-group Reading in *Being a Reader*, see the *Small-group Teacher's Manuals*. For information about assessing and grouping, see the Assessment Overview in the *Assessment Resource Book*.

Guided Spelling

Students develop into better spellers when they are guided to think about spelling rather than memorize words from a list. Research shows that students need exposure to spelling through reading, writing, and direct instruction. Students are most successful when studying words they know how to read and are likely to use in their writing. Most students require careful teacher guidance and lots of practice to internalize foundational spelling patterns.

Becoming a good speller involves more than memorizing words. Both in and outside of school, students will need to spell and write many more words than they can possibly memorize. Guided Spelling develops thoughtful spellers who recognize patterns in words, know how

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to spell by sounds, and understand how to spell by syllables and add inflectional endings, suffixes, and prefixes. Spelling knowledge is closely linked to reading (Bear et al. 2012), and Guided Spelling builds on and reinforces reading instruction.

The *Being a Reader* program provides Guided Spelling instruction in Small-group Reading Sets 1–5 and 7–8 to help the students make the connection between decoding as a reader and encoding as a writer. (Guided Spelling is not included in the Set 6 lessons as those are designed with the goal of transitioning students from a decoding focus to one on comprehension.) The primary goal of Guided Spelling is to encourage the students to use spelling strategies to help them spell effectively. Instruction is explicit, systematic, and teacher guided. It is most effective when the students are able to apply the skills and strategies learned during spelling lessons in their independent writing across the school day.

Guided Spelling is incorporated into the Small-group Reading lessons. The students spell words using spelling-sound relationships and they practice the high-frequency words they are learning in reading instruction. The Guided Spelling scope and sequence closely follows, complements, and reviews the decoding instruction of Small-group Reading Sets 1–5. Guided Spelling in Sets 7–8 reviews all the common complex vowel spellings as well as high-frequency words, inflectional endings, and compound words.

HANDWRITING

Children have a natural desire to make marks on paper. From an early age, given any kind of writing tool, they are eager to express themselves. As students begin to understand the alphabetic principle (that sounds correspond with particular spellings and that particular marks on paper communicate specific words), they usually scribble to approximate words. As they learn more, they often write single letters to represent words.

As students develop small-motor coordination, they become more able to hold a pencil and control the shapes of the marks they are making. Handwriting instruction, including standard letter formation, is critical at this point. Careful handwriting instruction makes it possible for students to write clearly, quickly, and for longer periods of time without tiring or cramping. Legible writing allows students to record their ideas so they can read them and to communicate with others.

In the *Being a Reader* program, whole-class instruction on handwriting begins in the first week of the school year. At first, the once-a-week lessons focus on hand and finger strengthening, pencil grip, posture, and paper placement. Then, when the students begin independent work rotations, instruction in letter formation begins. The students practice what they are learning when they go to independent writing before beginning free writing.

Focus on Social and Emotional Development

Helping students to develop socially and ethically, as well as academically, is part of the educator's role, and we believe it should be integrated into every aspect of the curriculum. Social and academic learning flourish when they are integrated naturally, rather than pursued separately. Research shows that building a safe and caring classroom community helps students develop a sense of responsibility for their own learning and behavior, as well as

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empathy and motivation to help others (Schaps et al. 2004). Students who receive support in building their social and emotional skills demonstrate significant gains in academic achievement (Durlack et al. 2011). In a collaborative classroom community, students work in pairs, in small groups, and as a class to listen to and discuss reading.

BUILDING RELATIONSHIPS

Caring, respectful relationships are the foundation of a collaborative classroom and you, as teacher, play a key role in building a warm relationship with each student as well as in facilitating and strengthening relationships among the students. The *Being a Reader* program provides opportunities to build those relationships in a deliberate way. Early in the year, the students learn procedures (such as gathering for lessons and using cooperative structures) in which they are responsible to one another. As the year goes on, the students regularly discuss and solve problems related to their work together. When students feel connected to others and cared for, they learn to become comfortable taking the risks necessary to grow academically and socially.

VALUES AND SOCIAL SKILLS

As you help the students build relationships, you also help them understand the values that underlie these relationships. The students reflect on what it means to act on values such as respect and responsibility and how their actions affect the community. Lapses in applying these values are seen as normal learning experiences, rather than as failures.

The social skills the students learn in *Being a Reader* help them act on these values in a deliberate way. They learn basic social skills (such as listening carefully and speaking clearly) early in the year, laying the foundation for the more sophisticated skills they will learn later in the year.

Social development objectives for each week's Shared Reading lessons are listed in that strand's Overview (see "Week and Strand Overviews" on page xxxiv). The lessons provide activities, questions, and cooperative structures that target these objectives (see also "Cooperative Structures" on page xxxi). Social skills emphasized include participating responsibly, listening carefully, taking turns, speaking clearly, working responsibly in pairs, handling materials responsibly, and sharing one another's thinking. A Social Skills Assessment is included for use early in the year, mid-year, and at the end of the year to help you assess your students' progress in meeting the social development objectives of the program.

RANDOM PAIRING

Many whole-class lessons in the *Being a Reader* program are designed for pair work. We recommend that you randomly pair students for whole-class lessons every five weeks over the school year. (See "Considerations for Pairing ELLs" on page liii.) Working with the same partner over time helps each student work through and learn from problems, build successful methods of interaction, and develop his or her speaking and listening skills.

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Random pairing sends several positive messages to the students: there is no hidden agenda behind how you pair the students (such as choosing pairs based on achievement), every student is considered a valuable partner, and everyone is expected to learn to work with everyone else. Random pairing also results in heterogeneous groupings over time, even though some pairs may be homogeneous in some way during any given five-week period (for example, both partners may be male).

The box below suggests some methods for randomly pairing the students.

Some Random Pairing Methods

- Distribute playing cards and have each student pair up with someone who has the same number or suit.
- Place identical pairs of number or letter cards in a bag. Have each student pull a card out of the bag and find someone who has the same number or letter.
- Put pairs of matching objects in a bag, such as two matching baby socks, two marbles of the same color, two crayons of the same color, or two pattern blocks of the same shape. Have each student select an object from the bag and pair up with the person who has the other matching object.

Small-group Reading Sets 6–12 also include pair work, though the students do not need to always work within the same preassigned partnerships. For more information, see "Pairing Students and Using Cooperative Structures" in the Introduction of your *Small-group Teacher's Manual*.

COOPERATIVE STRUCTURES

Cooperative structures are taught and used at every grade level to increase the students' engagement and accountability for participation. These structures help the students learn to work together, develop social skills, and take responsibility for their learning. The students talk about their thinking and hear about the thinking of others. Suggested uses of cooperative structures in the lessons are highlighted with an icon. In addition, you can use the cooperative structures whenever you feel that not enough students are participating in a discussion, or, conversely, when many students want to talk at the same time.

Cooperative Structures in the Program

- **Turn to Your Partner.** Partners turn to each other to discuss a question.
- **Think, Pair, Share.** Each student thinks individually about a question before discussing his or her thoughts with a partner. Select pairs then report their thinking to the class. This strategy is especially appropriate when the students are asked to respond to complex questions.

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CONSIDERATIONS FOR SELECTING VOLUNTEERS

Throughout the year in Shared Reading lessons, the instruction calls for students to volunteer for activities such as using a pointer to guide the class in reading a text, adding or changing sentence strips in a pocket chart, or reading in front of the class. Fostering a safe and nurturing environment and providing any necessary modifications for how the students may participate in a lesson will encourage many students to volunteer and will allow them to engage at a level that is comfortable for them. We recommend using a random method of selection when choosing volunteers (such as pulling student names from a hat or selecting wooden craft sticks labeled with your students' names from a can). This sends the message that there is no agenda behind how you choose volunteers, and it ensures that the students will have a balanced number of opportunities to participate over the course of the year. It is important to encourage less-eager students to participate, but we do not recommend requiring them to do so. Building a classroom community where the participation of readers of all levels is encouraged and celebrated will help create an environment where students are more likely to volunteer, stay engaged, and take on new challenges as they grow in their skills.

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Teaching the Program

How the Grade 1 Program Is Organized

There are two distinct lesson configurations in the *Being a Reader* program: whole-class and small-group. Whole-class instruction focuses on Shared Reading and Handwriting and on developing and maintaining effective habits for Independent Work. Small-group work consists of differentiated reading instruction. This work begins after a foundation-setting period in which the students have learned procedures for working independently.

WHOLE-CLASS WORK

This manual includes whole-class lessons for Shared Reading, Independent Work, and Handwriting.

Shared Reading begins in the first week of the school year and continues for 30 weeks. Shared Reading occurs three times per week throughout the year.

Teacher-led Handwriting lessons occur once per week. They begin in the first week of the school year and continue through Week 19.

Independent Work lessons start in the first week and occur five days a week for the first four weeks of the year. These lessons prepare the students to participate in independent work rotations so that you can instruct Small-group Reading four days a week. A weekly Independent Work Check-in lesson then begins in Week 5.

SMALL-GROUP WORK

Small-group Reading begins no earlier than Week 5 of the school year, after the foundation for Independent Work is set and the students have been assessed for grouping.

SUGGESTED WEEKLY SCHEDULES

The first calendar on the next page shows a suggested weekly schedule for the foundation-setting period (Week 2). The schedule needs for the foundation-setting period vary slightly from week to week as the Independent Work lessons may take more or less time to complete. Additionally, Independent Work foundation-setting lessons occur five days a week during this time.

The second calendar shows a suggested weekly schedule for Weeks 5–30. The weekly calendars for Weeks 5–30 remain mostly the same throughout the year. (Formal handwriting instruction ends after Week 19.)

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Suggested Weekly Schedule (Week 2 of Foundation-setting Period)

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	**Shared Reading** (20)		**Shared Reading** (20)	**Shared Reading** (20)
Independent Work: Setting the Foundation (30–45)	**Independent Work:** Setting the Foundation (30–45)	**Independent Work:** Setting the Foundation (30–45)	**Independent Work:** Setting the Foundation (45–60)	**Independent Work:** Setting the Foundation (40–60)
50–65 minutes	**50–65 minutes**	**30–45 minutes**	**65–80 minutes**	**60–80 minutes**

Suggested Weekly Schedule (Weeks 5–30)

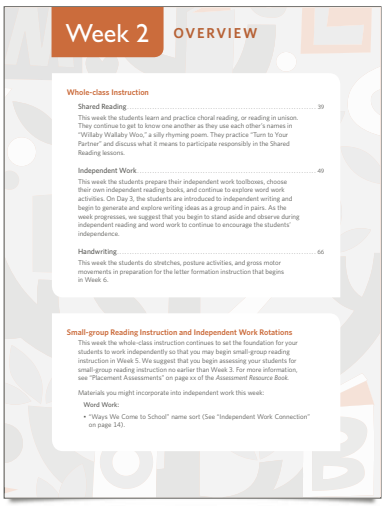
Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	**Shared Reading** (20)		**Shared Reading** (20)	**Shared Reading** (20)
Independent Work Rotations/Small-group Reading (60)	**Independent Work Rotations/Small-group Reading** (60)	**Independent Work Check-in** (35)	**Independent Work Rotations/Small-group Reading** (60)	**Independent Work Rotations/Small-group Reading** (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

Planning and Teaching the Lessons

We offer the following considerations to help you plan and teach the *Being a Reader* lessons.

WEEK AND STRAND OVERVIEWS

Prepare for each week by reading that week's Overview pages. The contents page gives a brief preview of all the strand instruction for the week and, after the foundation-setting period for Independent Work, suggests an Independent Work Check-in lesson as well as materials to add to the independent work areas. The Resources page specifies the physical materials and any extension activities for the entire week, while the Online Resources list indicates all the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org).


Week 2 OVERVIEW

Whole-class Instruction

Shared Reading 39

This week the students learn and practice choral reading, or reading in unison. They continue to get to know one another as they use each other's names in "Willaby Wallaby Woo," a silly rhyming poem. They practice "Turn to Your Partner" and discuss what it means to participate responsibly in the Shared Reading lessons.

Independent Work 49

This week the students prepare their independent work toolboxes, choose their own independent reading books, and continue to explore word work activities. On Day 3, the students are introduced to independent writing and begin to generate and explore writing ideas as a group and in pairs. As the week progresses, we suggest that you begin to stand aside and observe during independent reading and word work to continue to encourage the students' independence.

Handwriting 66

This week the students do stretches, posture activities, and gross motor movements in preparation for the letter formation instruction that begins in Week 6.

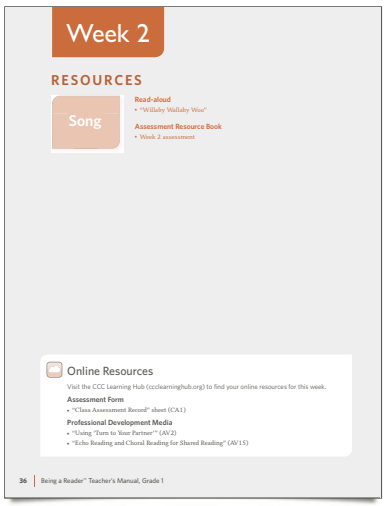
Small-group Reading Instruction and Independent Work Rotations

This week the whole-class instruction continues to set the foundation for your students to work independently so that you may begin small-group reading instruction in Week 5. We suggest that you begin assessing your students for small-group reading instruction no earlier than Week 3. For more information, see "Placement Assessments" on page xx of the *Assessment Resource Book*.

Materials you might incorporate into independent work this week:

Word Work:

- "Ways We Come to School" name sort (See "Independent Work Connection" on page 14).


Week 2

RESOURCES

Song

Read-aloud
- "Willaby Wallaby Woo"

Assessment Resource Book
- Week 2 assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form
- "Class Assessment Record" sheet (CA1)

Professional Development Media
- "Using 'Turn to Your Partner'" (AV2)
- "Echo Reading and Choral Reading for Shared Reading" (AV15)

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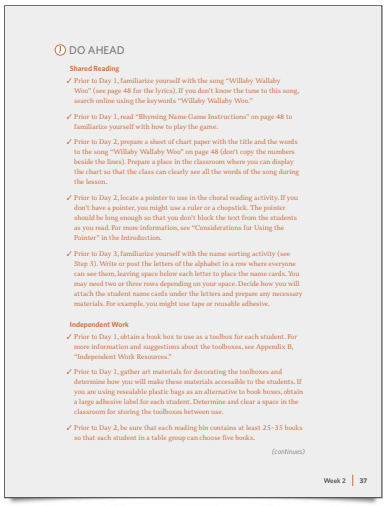
The Do Ahead section alerts you to special requirements for each strand for the week and any preparations you should make ahead of time. The Suggested Weekly Schedule provides an example of how to coordinate the strands of *Being a Reader* instruction for the week. Consider your own daily schedule and plan how you will build the *Being a Reader* lessons into your literacy instruction for the week. No two classrooms have the same schedule, and you may decide to teach lessons on different days from the ones suggested in the week Overview.



DO AHEAD

Shared Reading

✓ Prior to Day 1, familiarize yourself with the song "Willaby Wallaby Woo" (see page 48 for the lyrics). If you don't know the tune to this song, search online using the keywords "Willaby Wallaby Woo."

✓ Prior to Day 1, read "Rhyming Name Game Instructions" on page 48 to familiarize yourself with how to play the game.

✓ Prior to Day 2, prepare a sheet of chart paper with the title and the words to the song "Willaby Wallaby Woo" on page 48 (don't copy the numbers beside the lines). Prepare a place in the classroom where you can display the chart so that the class can clearly see all the words of the song during the lesson.

✓ Prior to Day 2, locate a pointer to use in the choral reading activity. If you don't have a pointer, you might use a ruler or a chopstick. The pointer should be long enough so that you don't block the text from the students as you read. For more information, see "Considerations for Using the Pointer" in the Introduction.

✓ Prior to Day 3, familiarize yourself with the name sorting activity (see Step 3). Write or post the letters of the alphabet in a row where everyone can see them, leaving space below each letter to place the name cards. You may need two or three rows depending on your space. Decide how you will attach the student name cards under the letters and prepare any necessary materials. For example, you might use tape or reusable adhesive.

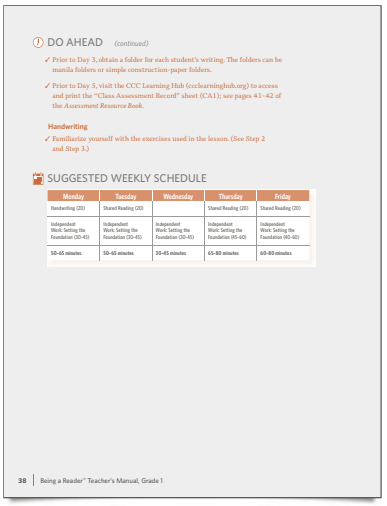
Independent Work

✓ Prior to Day 1, obtain a book box to use as a toolbox for each student. For more information and suggestions about the toolboxes, see Appendix B, "Independent Work Resources."

✓ Prior to Day 1, gather art materials for decorating the toolboxes and determine how you will make these materials accessible to the students. If you are using resealable plastic bags as an alternative to book boxes, obtain a large adhesive label for each student. Determine and clear a space in the classroom for storing the toolboxes between use.

✓ Prior to Day 2, be sure that each reading bin contains at least 25–35 books so that each student in a table group can choose five books.

(continues)



DO AHEAD *(continued)*

✓ Prior to Day 3, obtain a folder for each student's writing. The folders can be manila folders or simple construction-paper folders.

✓ Prior to Day 5, visit the CCC Learning Hub (cccLearningHub.org) to access and print the "Class Assessment Record" sheet (CA1); see pages 41–42 of the *Assessment Resource Book*.

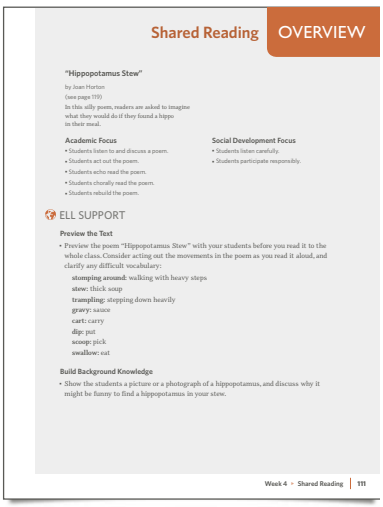
Handwriting

✓ Familiarize yourself with the exercises used in the lesson. (See Step 2 and Step 3.)

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work: Setting the Foundation (30–45)	Independent Work: Setting the Foundation (30–45)	Independent Work: Setting the Foundation (30–45)	Independent Work: Setting the Foundation (45–60)	Independent Work: Setting the Foundation (60–60)
50–65 minutes	50–65 minutes	30–45 minutes	65–80 minutes	60–80 minutes

Each lesson strand includes an Overview at the beginning of the week. Preview the strand Overview and the lessons and note how the instruction supports the academic and social development focuses from lesson to lesson. The ELL Support feature offers lesson-specific support to make lesson content more accessible to your English Language Learners. (See "Support for English Language Learners" on page xlviii for more information.)



Shared Reading OVERVIEW

"Hippopotamus Stew"

by Joan Horton
(see page 119)
In this silly poem, readers are asked to imagine what they would do if they found a hippo in their meal.

Academic Focus
- Students listen to and discuss a poem.
- Students act out the poem.
- Students echo read the poem.
- Students chorally read the poem.
- Students rebuild the poem.

Social Development Focus
- Students listen carefully.
- Students participate responsibly.

ELL SUPPORT

Preview the Text
- Preview the poem "Hippopotamus Stew" with your students before you read it to the whole class. Consider acting out the movements in the poem as you read it aloud, and clarify any difficult vocabulary:
  - **stomping around:** walking with heavy steps
  - **stew:** thick soup
  - **trampling:** stepping down heavily
  - **gravy:** sauce
  - **cart:** carry
  - **dip:** put
  - **scoop:** pick
  - **swallow:** eat

Build Background Knowledge
- Show the students a picture or a photograph of a hippopotamus, and discuss why it might be funny to find a hippopotamus in your stew.

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PREPARING THE LESSONS

Prepare for your week by reading the entire week of instruction for each strand and anticipate how your students will respond. The procedure below outlines the standard steps to follow when planning any *Being a Reader* lesson. Each specific lesson strand requires different preparation for the day or week of instruction and these special considerations are listed in the sections that follow. Small-group Reading lessons and information for how to prepare for those lessons are found in the *Small-group Teacher's Manuals*.

- Read the bulleted lesson focuses that precede each day's instruction and keep them in mind as you read the entire lesson, including any *Handwriting Notebook* pages, reproducible materials, and whiteboard activities (WA), and anticipate how your students will respond.
- Collect materials and anticipate room arrangement needs.
- View any professional development media (AV) referred to in the lessons.
- Plan any teacher modeling required in the lesson.
- Review suggested discussion questions. Also review any Facilitation Tips and look for opportunities in the lessons to use facilitation techniques.
- Plan how you will pace the lesson to keep it moving. (Also see "Lesson Length and Pacing" on the next page.)
- Review any optional activities and decide if and when you would like to do them with the class. Some require additional materials or preparation.
- Consider the level of support within each day's instruction for your English Language Learners. Review the suggestions in the ELL Support section in the strand Overview, the ELL Notes in the lesson, and any Suggested Vocabulary and ELL Vocabulary lists within the lessons. Provide any extra support or preteaching for your students as appropriate. (For more information, see "Support for English Language Learners" on page xlviii.)

Considerations for Preparing Shared Reading Lessons

Prior to Day 1, be sure to familiarize yourself with the week's Shared Reading text. Review Suggested Vocabulary and the ELL Vocabulary lists and locate these words in the text. Identify any other words that may be difficult for your students. Use self-stick notes to record definitions you may want to share as you read, and place them in the text. Also place self-stick notes in the text if needed to mark any stopping points indicated in the lessons.

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Prepare how you will share the text with your students. Practice reading the text aloud, focusing on reading fluently and in a way that shows that you enjoy reading the text. For poems, write the words on a sheet of chart paper, large enough for all the students to see them. Decide where you will post the poem so that all the students can see all the words of the text. When the text is a big book, note how the illustrations support vocabulary development and comprehension, and consider how you will point to the illustrations as you read.

Prior to Days 2 and 3, make sure to practice any procedures that may be unfamiliar to you (for example, reassembling a poem in a pocket chart or sorting words from the story).

Considerations for Preparing Handwriting Lessons

Handwriting is taught once a week in Weeks 1–19. Prepare for each lesson by reading the lesson objectives and collecting any necessary materials. For the first five weeks of instruction, read the lesson and anticipate any new concepts you will introduce. When letter formation instruction begins, review the stroke sequences for the week's letters so that you can easily demonstrate them during the lesson.

Considerations for Preparing Independent Work Lessons

For each Independent Work lesson in Weeks 1–4, decide if your students are ready to move on to each next step in working independently and, if not, modify or repeat a lesson.

Starting in Week 5, hold a short weekly lesson to check in on procedures, habits, and work. Supporting the students' independent work during these brief weekly check-ins will ensure that your students continue to work independently and productively. Preview the check-in lesson suggested from Appendix B, "Independent Work Resources," and determine if you will teach that or another check-in lesson, based on your students' needs.

Prepare any new materials to add to the independent work areas as suggested in the week Overview, and introduce them to the students as needed.

LESSON LENGTH AND PACING

It is important to monitor the pace of the lessons, not only to complete them in a reasonable amount of time, but also to help the students stay focused and engaged. To maintain the pace of the lessons, we suggest the following:

- As much as possible, teach the lessons as written, understanding that adjustments may be needed based on your knowledge of your students and their needs.
- Keep partner conversations brief (20–30 seconds).

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- After partners have shared, have only one or two volunteers share their thinking with the class, even if others have their hands up.
- During class discussions, have only two or three volunteers share their thinking. If many students want to contribute to the discussion, use "Turn to Your Partner" to give partners an opportunity to share with each other. Then have only one or two volunteers share with the class.

EXTENDING THE INSTRUCTION

In addition to the core lessons, the *Being a Reader* program features the following additional opportunities to extend instruction:

- **Extensions.** These optional activities provide additional learning opportunities that extend or enhance the instruction in the core lessons.
- **Foundational Skills Practice.** These optional activities provide suggestions for building upon foundational reading skills introduced in the Shared Reading lessons. Examples of foundational-skills practice activities include reviewing and reading letter names, class names, or high-frequency words with the class whenever you have a few extra minutes during the day.
- **Independent Work Connections.** These optional activities are suggestions for integrating the instruction from weekly lessons into the current or subsequent weeks' independent work areas. Some suggestions repeat from week to week (for example, introducing the Shared Reading book into the classroom library for independent reading), and some are modeled after a specific week's lesson (for example, rebuilding a poem line by line as was done during a Shared Reading lesson). Weekly handwriting practice is another connection from whole-class instruction to independent work rotations. Students in Small-group Reading Sets 1-5 may also have weekly sorts from their small-group lessons.

There are also opportunities to extend instruction in some Small-group Reading lessons. For more information, see "Extending the Instruction" of the Introduction in the *Small-group Teacher's Manuals* for Sets 6-12.

PROFESSIONAL DEVELOPMENT MEDIA

Brief videos created for the *Being a Reader* program help you with effective implementation. The videos, intended for viewing when planning lessons, provide a range of support, including demonstrations of teachers modeling specific techniques as well as tips for and examples of students using cooperative structures. For a complete list of professional development media, visit the CCC Learning Hub (ccclearninghub.org).

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HELPFUL LESSON FEATURES

The lessons include a number of features that help you navigate the instruction and that provide background information and tips. These lesson features are listed in the table below.

Helpful Lesson Features

- **Topic Notes.** These notes appear at the beginning of some lessons and provide background information about important aspects of the instruction, including lesson purpose, structure, pedagogy, and approach.
- **ELL Support Features.** In some lessons, these features provide suggestions for preteaching for English Language Learners (ELLs). The features often suggest previewing a text and provide support in building background knowledge or vocabulary.
- **Teacher Notes.** These notes appear in the lesson margins and alert you to such information as the purposes of different activities, materials to be collected or saved, hints for managing the lesson, and ways to support the students.
- **ELL Notes.** These notes suggest various strategies to support ELLs during a lesson.
- **Cooperative Structure Icons.** These icons indicate where in the lesson the students work in pairs and where cooperative structures, such as "Turn to Your Partner" and "Think, Pair, Share," are used.
- **Suggested Vocabulary.** This feature identifies words in a read-aloud that you might want to define for your students as you read. We have selected vocabulary words based on how crucial they are to understanding the text and on the unlikeliness that students will be able to glean their meanings from the context. Definitions are provided, and illustration support is noted when relevant.
- **ELL Vocabulary.** This feature identifies and defines additional words in a read-aloud that you may want to address with your ELLs.
- **"Students might say."** This feature gives you examples of the kinds of responses you might expect from your students. If the students have difficulty answering a question, you can suggest some of the ideas in the "Students might say" note and then ask them to generate additional ideas.
- **"You might say."** This feature provides sample language that you can draw on when you introduce an activity, a procedure, or a cooperative structure.
- **Chart Diagrams.** These diagrams illustrate charting techniques and examples of text generated by the class or by teacher modeling.
- **2D Barcodes.** You can scan these 2D barcodes with an app installed on your smartphone or tablet device to gain instant access to professional development and instructional media.
- **Assessment Notes.** These notes help you observe and assess the whole class, small groups, and individual students. Your observations can be used to inform instruction. (See "Assessments" on page xlii.)

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Tips for Managing the Program in Your Classroom

We offer the following suggestions to help you set up your classroom and collect the materials needed to teach the *Being a Reader* program.

ROOM ARRANGEMENT AND MATERIALS

- We recommend a classroom arrangement that allows for whole-class gatherings and discussion. A rug or classroom library area is ideal for whole-class gathering. Plan to place an easel or a big book stand in the whole-class gathering area to display the Shared Reading big books and charted poems so that all the students can see the text and illustrations. If you are not able to dedicate space for a gathering area, think of a way to have the students face and sit close enough to you to hear and see texts and to participate in discussions.
- You will need an easel or a big book stand, a pocket chart, and a pointer for Shared Reading lessons. For more information about the use of the pointer, see "Considerations for Using the Pointer in Shared Reading" on the next page.
- Free up wall space for a word wall on which to post the high-frequency words taught and the "Spelling-Sound Chart," and for posting paper charts generated in the lessons.
- You will need a table for gathering small groups to teach Small-group Reading. We recommend a location that allows for easy access to the student texts and any other small-group materials.

Independent Work

The following is a brief overview of the room arrangement and whole-class materials needs for Independent Work. For more information, see Appendix B, "Independent Work Resources."

- For setting the foundation for Independent Work in the earliest weeks of the year, we recommend a classroom arrangement that allows for the students to sit in "table groups" (groups of students who sit at the same table or grouping of desks) to work in pairs or individually, in addition to a whole-class gathering area.
- During the foundation-setting period, you will need bins to store reading, writing, and word work materials for the students to use. You will need the same number of each type of bin as you have table groups.
- When the students begin independent work rotations in Week 3, plan a classroom arrangement that allows for three areas (reading area, writing area, word work area) where groups of students will work independently. We recommend using the classroom library as the reading area, and tables (or desks pushed together) for the word work and writing areas.

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STUDENT TOOLBOXES, NOTEBOOKS, AND FOLDERS

- ***Handwriting Notebooks.*** These consumable student books are included as part of the *Being a Reader* program. Each student is responsible for maintaining the notebook to use during the whole-class Handwriting lessons. Label the covers of these notebooks with the students' names, and encourage the students to be responsible for maintaining these in good shape.
- **Independent Work Toolboxes.** Beginning in Week 2, the students keep and manage their own independent work toolboxes. These toolboxes store the students' books for Small-group Reading and other materials to use in the independent work areas (such as those that follow).
- **Independent Work Folders.** The students are responsible for maintaining individual writing folders and word work folders for papers they generate during independent work.
- **Poetry Readers.** Each student is responsible for maintaining a poetry reader for copies of poems they learn during the Shared Reading lessons. These poetry readers are introduced in Week 9. We recommend using three-prong folders that can be easily reopened, added to, and closed many times throughout the year. Label the covers of these folders with the students' names, and encourage the students to be responsible for maintaining these in good shape in their toolboxes.

CHARTS

In the *Being a Reader* program, charts are used to display poems, list ideas, and display content. The program features both paper charts and some digital whiteboard charts. The latter are referred to in the lessons as whiteboard activities and are accessed via the CCC Learning Hub (ccclearninghub.org). If your classroom is not equipped with an interactive whiteboard, you can print the whiteboard activity charts and display them using a projection device. The weekly Do Ahead section and daily Materials lists make clear which type of chart will be used for any specific task. In cases where a chart needs to be displayed throughout the week or year, we recommend paper charts. (Write large enough so that the charts can be seen from a distance.) For more information, view the "Using CCC's Whiteboard Activities" tutorial (AV21).



CONSIDERATIONS FOR USING THE POINTER IN SHARED READING

The use of a pointer to point below words as they are read is a distinguishing and integral feature of Shared Reading lessons and serves many instructional purposes. Using a pointer helps the students track text and follow along during the reading of big books and poems. Beginning readers develop one-to-one word correspondence and match the written word to the spoken word as they watch you point distinctly under each word while reading. Concepts such as tracking print from left to right and top to bottom on the page become more obvious and explicit for the students as they follow the pointer. Finally, the pointer guides the students as they read together so that they read the same words at the same time.

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It is important to model fluent, phrased reading while using the pointer, especially when pointing distinctly under each word. As the students master the concepts of directionality and one-to-one word correspondence, we recommend sliding the pointer under the words instead of pointing distinctly under words. The transition from pointing to sliding is written into the Week 19 Shared Reading lessons, but you may find that your students are ready for this transition earlier or later. We recommend that you consider your students' needs and make this transition whenever you feel your class is ready.

Assessments

The assessments that accompany the *Being a Reader* program are designed to help you (1) make informed instructional decisions as you teach the program, and (2) track and evaluate your students' academic growth and social development over time. The expectation is that all of your students are developing—at their own pace—into eager, confident readers and that they can each develop positive social skills.

The program includes formative, placement, and summative assessment tools. Most assessments have a corresponding record sheet in the *Assessment Resource Book*, which you may use to record your students' progress. You may choose to record your students' progress using printed copies of the forms in the *Assessment Resource Book* or through the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record, collect, sort, synthesize, and report assessment data for each student and the whole class. For more information, see "CCC ClassView App" on page xlvi.

The following is an overview of the assessment component in the *Being a Reader* program. See the Assessment Overview in the *Assessment Resource Book* for detailed descriptions of all the assessments and how they are used in the program.

FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students' academic and social growth over time through observation. Formative assessments in *Being a Reader* comprise the following:

- **Class Assessment.** Class Assessment Notes within the foundation-setting Independent Work and Handwriting lessons occur about once per week. They are designed to help you assess the learning of the whole class. During this assessment, we suggest you walk around and observe students working individually and in pairs (select strong, average, and struggling students to observe). Ask yourself the questions in the Class Assessment Note and follow up with the suggested interventions, if necessary. You can record your observations on the corresponding "Class Assessment Record" sheet (CA).
- **Group Progress Assessment.** Group Progress Assessment Notes in the Small-group Reading lessons are designed to help you assess the learning of the group. During this assessment, ask yourself the questions in the Group Progress Assessment Note and follow up with the suggested interventions, if necessary. You can record your observations on the corresponding "Group Progress Assessment Record" sheet (GA).

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- **Independent Work Observation.** The Independent Work Observation is designed to be completed three times per year to help you assess how well the students are implementing independent work procedures and habits. You can record your observations on the "Independent Work Observation Class Assessment Record" sheet (CA).
- **Independent Work Conference.** Independent Work Conferences provide you with the opportunity to confer with individual students about their independent work rotations. You can document your observations on a "Conference Notes" record sheet (CN).
- **Handwriting Samples (Optional).** Assessment of students' handwriting is not formally included in the *Being a Reader* program. The most reliable way to assess student progress in handwriting is through the writing that the students do in other parts of the day. You might additionally keep a record of each student's handwriting progress by collecting the students' work on the review blackline masters (BLM) that are provided every few weeks in the Handwriting lesson sequence. Record sheets are not provided as these are not formal assessments.

For more information about the formative assessments in the program, see the Assessment Overview in the *Assessment Resource Book*.

PLACEMENT ASSESSMENTS

Placement assessments allow you to form differentiated groups of students for Small-group Reading. We suggest two different methods of assessment for placing students in small groups.

- **Placement Assessments for Small-group Reading Sets 1–5.** First administer the Placement Assessments in the *Assessment Resource Book* and record student responses in the corresponding recording forms (PA).
- **Placement Assessments for Small-group Reading Sets 6–12.** If the students demonstrate mastery of the content in the Placement Assessment for Small-group Reading Sets 1–5, use the Placement Assessment for Small-group Reading Sets 7–12 or another assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading and Writing Project (TCRWP) *Running Records Assessments*.

For more information about small-group placement, see "Placement Assessments" in the Assessment Overview of the *Assessment Resource Book*.

SUMMATIVE ASSESSMENTS

Summative assessments allow you to evaluate and score each student's academic progress, as well as the students' social development.

- **Social Skills Assessment.** The Social Skills Assessment allows you to note how well each student is learning and applying the social skills taught in the program. In addition to social skills, this assessment allows you to track how well each student integrates the values of responsibility, respect, fairness, caring, and helpfulness into his or her

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behavior. We recommend that you assess your students' social development three times per year (at the beginning, middle, and end of the year), using the "Social Skills Assessment Record" sheet (SS).

- **Mastery Tests for Small-group Reading Sets 1–5.** A Mastery Test Assessment Note occurs once every four weeks in Small-group Reading Sets 1-5. The Mastery Tests are designed to assess how well individual students are learning the spelling-sounds, phonics patterns, and high-frequency words taught in Small-group Reading Sets 1-5. You can record the students' responses on the "Mastery Test" record (MT).

For more information about the summative assessments in the program, see the Assessment Overview in the *Assessment Resource Book*.

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Using the Technology Features

The *Being a Reader* program incorporates digital technology to enhance your students' learning experience and streamline your preparation, instruction, and assessment processes.

Digital Teacher Resources

The program comprises a suite of digital resources, including the *Digital Teacher's Set* as well as access to the CCC Learning Hub and the CCC ClassView app.

DIGITAL TEACHER'S SET

The *Being a Reader Digital Teacher's Set* includes digital versions of the whole-class and small-group *Teacher's Manuals* and the *Assessment Resource Book* for use on a tablet device or computer. Features of the *Digital Teacher's Set* include linked cross-references and direct access to the CCC Learning Hub, the CCC ClassView app (see the next page for more information), and professional development media.

CCC LEARNING HUB

The CCC Learning Hub (ccclearninghub.org) is your source for the following resources:

- Whiteboard activities in grades 1–2
- Printable blackline masters ("reproducibles"), including poems for Shared Reading, weekly word sorts for students in grade 2, and scripts for reader's theater and other small-group reading activities
- Digital reference copy of the *Handwriting Notebook*
- Digital versions of the student texts for Small-group Reading Sets 1–6
- A link to the CCC ClassView app, as well as direct links to printable or interactive assessment forms
- Professional development media

For more information, see the "Using the CCC Learning Hub" tutorial (AV23).

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CCC CLASSVIEW APP

The CCC ClassView app is an online application that contains all of the same assessment forms and instructions available in the *Assessment Resource Book*. This tool also enables you to electronically collect, sort, synthesize, and report assessment data for each student. You can access the CCC ClassView app by tapping the assessment icons or links in the *Digital Teacher's Set*, visiting the CCC Learning Hub (ccclearninghub.org), or going directly to the app (classview.org). For more information about using the CCC ClassView app, view the "Using the CCC ClassView App" tutorial (AV22).



Additional Technology Features

Additional lesson features integrate technology into the program in a variety of ways.

TECHNOLOGY EXTENSIONS

These optional activities identify ways in which you can use technology to extend instruction, when appropriate. For example, the students might visit a website to investigate a topic or create an audio recording of a dramatic reading.

For teachers who would like to integrate electronic writing into their independent writing area, specific lessons on blogging are included in Appendix B, "Independent Work Resources."

TECHNOLOGY TUTORIALS

These videos help you understand how to effectively implement the program's technology features and how to use widely available technology. They include:

- "Getting Started with Your Print *Teacher's Manual*" tutorial (AV19)
- "Getting Started with Your *Digital Teacher's Set*" tutorial (AV20)
- "Using CCC's Whiteboard Activities" tutorial (AV21)
- "Using the CCC ClassView App" tutorial (AV22)
- "Using the CCC Learning Hub" tutorial (AV23)
- "Preparing a Class Blog" tutorial (AV30)
- "Preparing Student Blogs" tutorial (AV31)
- "Preparing Tablets for Student Blogging" tutorial (AV32)
- "Choosing Blog Privacy Settings" tutorial (AV33)
- "Blogging Tips and Tricks" tutorial (AV34)
- "Expanding the Blog Audience" tutorial (AV35)

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ELECTRONIC VERSIONS OF STUDENT TEXTS

Digital versions of the student texts for Small-group Reading Sets 1–6 are available for download on the CCC Learning Hub (ccclearninghub.org). After the students have read and discussed the texts in class, you can make them available on a tablet device or a computer so that they have a growing library of digital texts that they can access. You can decide when to make texts available to the students in class, or e-mail the texts to parents or guardians for the students to read at home.

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Support for English Language Learners

The *Being a Reader* program helps you implement effective teaching strategies to meet the needs of all students, including English Language Learners (ELLs). English Language Development strategies are an inherent part of the program's design. In addition, an ELL Support feature provides lesson-specific preteaching strategies. ELL Notes suggest ways to modify the instruction to enhance support for ELLs.

While the *Being a Reader* program is an effective tool in teaching early reading to ELLs, it is not intended to stand alone as a comprehensive linguistic development program. It is assumed that additional support in second language acquisition is occurring for ELLs outside of this program.

About Teaching Reading to ELLs

One myth about teaching ELLs is that good teaching alone will meet these students' linguistic and academic needs, and that they will simply "pick up" the language in the typical classroom context. While "good teaching" (using developmental, research-based instructional strategies) certainly benefits students learning English, it is important to build on each student's specific academic and linguistic strengths and plan instruction based on his or her needs. The first step is to develop an accurate picture of each student's level of English language proficiency and his or her previous academic experience.

Stages of Second Language Acquisition

Learning a new language is a developmental process. The table that follows outlines the generally accepted stages of acquiring a language and the characteristics of students in an immersion classroom at each stage. In an immersion classroom, the students are instructed in their second language (English) for all subjects. Progress from one stage to the next depends on a wide variety of factors, including cognitive and social development, maturity, previous academic experience, family education, home literacy practices, personality, cultural background, and individual learning styles.

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Stages of Second Language Acquisition

Developmental Stages of Language Proficiency (under immersion)	Student Characteristics
Stage 1: Receptive or Preproduction (can last up to 6 months)	Often nonverbal during this period Acquires receptive vocabulary (words and ideas that students "take in" or learn before they begin to produce words verbally) Conveys understanding through drawing, writing, and gesturing Gradually becomes more comfortable in the classroom
Stage 2: Early Production (can last 6 months to 1 year)	Comprehends simple language Communicates with one key word and short phrases Verbally labels and categorizes Listens more attentively Begins to use present tense Writes words and some simple sentences
Stage 3: Speech Emergence (can last 1 to 3 years)	Has good comprehension of conversational language Sequences stories using words and pictures Is challenged by figurative language Speaks and writes simple sentences
Stage 4: Intermediate Fluency (can last 3 to 5 years)	Has excellent comprehension Uses newly acquired vocabulary Speaks, reads, and writes more complex sentences Participates in academic discussions Makes few grammatical errors May continue to be challenged by idioms and figurative language Demonstrates higher-order skills, such as analyzing, predicting, debating, etc.
Stage 5: Advanced Fluency (can last 5 to 7 years)	Has near-native fluency Demonstrates excellent comprehension Continues to develop academic vocabulary Continues to speak, read, and write increasingly complex sentences

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How the *Being a Reader* Program Supports ELLs

There are several effective English Language Development instructional strategies integrated throughout the *Being a Reader* program. These strategies help make the content engaging and comprehensible, support the students at their individual levels of language proficiency, and help the students see themselves as valuable members of the classroom community. The strategies included are shown in the chart below.

English Language Development (ELD) Strategies in the *Being a Reader* Program

Creating a respectful, safe learning community	Active, responsible learning High expectations for classroom interactions Explicit classroom procedures and routines Explicit social skills instruction Regular discussions to reflect on classroom values and community
Cooperative learning	Cooperative structures ("Turn to Your Partner" and "Think, Pair, Share") Ongoing peer partnerships Opportunities to express thinking orally and listen to others' thinking Reading in pairs Sharing work and reflecting
Authentic communication	Whole-class, small-group, and partner discussions about interesting and important texts and topics Opportunities to respond to or engage with a text in a variety of modalities (drawing, movement, drama, music)
Vocabulary development	Opportunities to preview and discuss read-alouds and small-group reading texts before lessons Building academic vocabulary
Language-rich environment	Rich, meaningful literature Engaging poems and songs Daily opportunities for listening, speaking, reading, and writing Small-group reading books accessible to all students
Scaffolded instruction	Explicit teacher modeling Rereading text Prompts to begin responses Drawing on prior knowledge and experience Building background knowledge
Critical thinking	Questions that prompt higher-order thinking Sorting words and pictures Exploring and responding to different viewpoints Generating independent thinking

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ELL NOTES

ELL Notes in the margins of the lessons provide specific suggestions for modifying or enhancing instruction during a lesson to support your English Language Learners. For example, notes during a lesson include support in defining unfamiliar words or asking additional questions.

ELL SUPPORT FEATURE

An ELL Support feature in many of the strand Overviews offers lesson-specific support to make lesson content more accessible to your English Language Learners. In addition to identifying opportunities for positive language transfer, such as examples of shared letter-sound correspondences, this feature also identifies sounds of English that do not exist in the students' primary languages or are likely to be especially confusing for ELLs. The ELL Support feature incorporates instructional strategies to help teachers address these challenges and make the most of instructional time.

In addition, the ELL Support feature includes preteaching strategies to help your ELLs participate more fully in the lessons. The suggestions are grouped into three categories: previewing the text, building background knowledge, and providing language support. Examples of the strategies included in each category are listed below.

- **Preview the text.** Read the text aloud with ELLs, define vocabulary, or discuss illustrations.
- **Build background knowledge.** Use visual aids, technology, photographs, and realia to increase comprehension. Preteach concepts.
- **Provide language support.** Provide opportunities for the students to answer lesson questions ahead of time. Model answering lesson questions using simple answers. Introduce and practice using vocabulary that may be useful during class discussions.

SUPPORTING ELLs DURING INDEPENDENT WORK

Independent Work is an excellent opportunity to provide your English Language Learners with targeted literacy support. Here are several ways to differentiate instruction during Independent Work:

- **Provide audiobooks.** Provide a variety of audiobooks so ELLs can listen to a story, hear standard pronunciation, develop story language, and increase their understanding.
- **Use partner reading.** Have ELLs read a book in pairs with native English speakers.
- **Solicit written responses to literature.** Ask ELLs to draw or write responses to the text they are reading independently (for example, draw the main character or write a sentence describing the problem in the story).
- **Arrange one-on-one support.** Enlist instructional assistants, student tutors, student teachers, primary-language speakers, and parents to read and write with ELL students during Independent Work.

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Additional Strategies for Supporting ELLs

In addition to the practices embedded in the *Being a Reader* lessons and ELL Support feature, you can implement additional general strategies to help your English Language Learners participate more fully in the program. We recommend:

- **Speaking slowly.** Beginning English speakers can miss a great deal when the language goes by too quickly. Modifying your rate of speech can make a big difference in helping them to understand you.
- **Simplifying questions.** Open-ended questions are used throughout the *Being a Reader* program to elicit language and higher-order thinking from the students. These questions are often more complex in structure than closed or one-word-answer questions. While all learners, including ELLs, benefit from the opportunity to consider open-ended questions, you might modify complicated questions into simpler ones to increase comprehension and participation by your ELLs. The table below lists some suggestions for simplifying questions.

Suggestions for Simplifying Questions

Suggestion	Original Question	Simplified Question
Use the simple present tense.	What was happening at the beginning of the story?	What happens at the beginning of the story?
Use active rather than passive voice.	How was the window broken in the story?	Who broke the window in the story?
Ask *who/what/where/when* questions rather than *how/why* questions.	How are you and your partner working together?	What do you and your partner do to work well together?
Avoid the subjunctive.	After hearing this part of the book, what do you think raptors might have looked like?	The part of the book we read today describes raptors. What do you think raptors looked like?
Provide definitions in the question.	Why is the old woman so reluctant to name the dog?	The old woman is *reluctant*; she does not want to name the dog. Why?
Provide context clues as part of the question.	Why is Sally Jane's visit to the reservoir important?	At the end of the story, Sally Jane visits the reservoir and thinks about what her mother said. What is important about that?
Elicit nonverbal responses. (Stages 1–3)	What do you see in this picture that tells about the words?	This picture shows the sentence "I like to paint." [Point to the paints. Point to the paintbrushes.]
Elicit responses of 1–2 words or short phrases. (Stages 1–3)	What do you think will happen when Peter puts the snowball in his pocket?	Peter puts the snowball in his pocket. Is that a good idea?

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Strategies for Assessing Comprehension

When students are in the preproduction and early production stages of language acquisition, it can be hard to assess exactly what they understand. It is important not to confuse lack of verbal response with lack of understanding. Rather than force English Language Learners to produce language before they are ready (which can raise anxiety and inhibit their progress), you can assess nonverbal responses while the students are actively engaged by asking yourself questions such as:

- Do the student's drawings and written symbols communicate thinking or show evidence of understanding?
- Does the student nod, laugh, or demonstrate engagement through other facial expressions?
- Does the student pick up academic and social cues from peers?
- Does the student follow classroom signals and routines?
- Does the student follow simple directions (such as "Please get out your pencils")?
- Does the student utter, chant, or sing some familiar words or phrases?

Considerations for Pairing ELLs

A key practice in the *Being a Reader* program is to have the students work in partnerships. Random pairing is suggested as a way to ensure equity by reinforcing the value of each student in the classroom (see "Random Pairing" on page xxx). However, when considering the needs of English Language Learners, it may be advantageous to partner these students in a more strategic way. You might pair a beginning English speaker with a fluent English or multilingual speaker. It can be effective if the multilingual partner shares the ELL's primary language, but we recommend prudence in asking the more fluent English speaker to serve as translator. Another option is to place ELLs in trios with fluent English speakers to allow them more opportunities to hear English spoken in conversation. In this case, it is important to make sure that all three students are participating and including one another in the work.

By carefully observing your ELLs and employing some of the strategies suggested here (as well as those in the ELL Support feature and ELL Notes in the lessons), you will be able to support your students' development as readers and as caring, collaborative participants in your reading community.

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Alignment with Standards

Being a Reader addresses the standards for foundational reading skills, including systematic instruction in print concepts, phonological awareness, phonics and decoding, and high-frequency words. Students read for comprehension and gradually develop fluency as they gain automaticity. Starting in grade 2, *Being a Reader* incorporates targeted instruction in word study skills and polysyllabic decoding, with an emphasis on reading words with inflectional endings, prefixes, derivational suffixes, and common syllable patterns.

At all levels of the *Being a Reader* program, students listen to literature that is read aloud to them. Students also read a variety of fiction and nonfiction texts in small groups. These small groups receive differentiated instruction in phonics, high-frequency words, comprehension, and fluency. Ongoing assessment helps to ensure that every student is reading appropriately leveled texts and that each student is progressing at his or her own pace.

Students who use the *Being a Reader* program become confident, competent readers and active participants in the classroom learning community. Students regularly interact with partners and small groups. They take responsibility for their own learning and engage in meaningful conversations about the texts they listen to and read.

The *Being a Reader* program addresses standards in the following areas:

- **Foundational reading skills.** The program provides systematic instruction in early reading foundational skills, including letter names, concepts of print, phonological awareness, phonics and decoding, high-frequency words, word analysis, and fluency. In addition, students have time each day to read books they choose.
- **Foundational writing skills.** The program provides instruction and practice in handwriting in kindergarten and grade 1. Guided spelling instruction to support word study is taught in grades 1 and 2. In addition, students have time most days to write whatever they choose.
- **Reading comprehension.** Reading comprehension is the most important instructional goal of the *Being a Reader* program. Comprehension strategies taught include understanding text features, retelling, making connections, wondering, identifying topics, and understanding story elements.
- **Speaking and listening.** Students share their thinking with the class or group and with partners. They listen carefully to the thinking of others. They also have opportunities to share books, writing, and dramatic readings with the class and in pairs.

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- **Vocabulary acquisition.** Small-group and whole-class lessons include suggested vocabulary to be taught during and before reading. In grade 2, explicit teaching of meaningful prefixes and suffixes supports students in reading and understanding longer words.
- **Comprehension and collaboration.** Collaboration is built into every aspect of the program. Students have ongoing practice in working together cooperatively, appreciating and building on one another's ideas, sharing materials, and coming to agreement.

For a detailed correlation of the skills taught in the *Being a Reader* program with state standards, visit the Center for the Collaborative Classroom's website (collaborativeclassroom.org).

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Lessons

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Week 1 OVERVIEW

Whole-class Instruction

Shared Reading 6

This week the students are introduced to Shared Reading and learn about how children around the world go to school as they listen to and discuss the book *This Is the Way We Go to School*. In their discussions, they make text-to-self connections and build the classroom community. They also learn the procedure for "Turn to Your Partner" and read and sort their classmates' names.

Independent Work 15

This week the students are introduced to and learn the purposes of independent work, beginning with independent reading at their seats. As the week progresses, the students begin to do independent word work and learn procedures for choosing, sharing, and cleaning up their materials. Throughout the week, the students identify the various work habits they need to develop in order to work effectively on their own.

Handwriting 29

This week the students participate in hand-strengthening finger games and songs to prepare for the letter-formation instruction that begins in Week 6.

Small-group Reading Instruction and Independent Work Rotations

This week the whole-class instruction begins to set the foundation for your students to work independently so that you may begin small-group reading instruction in Week 5. We suggest that you begin assessing your students for Small-group Reading no earlier than Week 3. For more information, see "Placement Assessments" in the Assessment Overview of the *Assessment Resource Book*.

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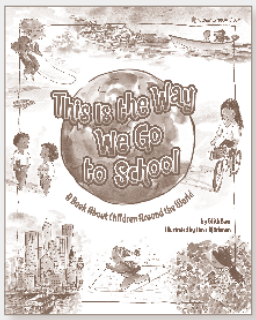
Week 1

RESOURCES



Read-aloud

- *This Is the Way We Go to School: A Book About Children Around the World**
  by Edith Baer, illustrated by Steve Björkman
  This rhyming text tells how children from all around the world travel to school.
  **This is a big book.*

Assessment Resource Book

- Week 1 assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducible

- "Family Letter" (BLM1)

Professional Development Media

- "Cooperative Structures Overview" (AV1)
- "Using 'Turn to Your Partner'" (AV2)
- "Turning and Looking at the Speaker" (AV6)
- "Using the CCC Learning Hub" tutorial (AV23)

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DO AHEAD

- ✓ Familiarize yourself with the CCC Learning Hub (ccclearninghub.org), where the online lesson resources for each week are located. For more information, view the "Using the CCC Learning Hub" tutorial (AV23).



- ✓ Plan a space in the classroom, such as a rug area, for the class to gather. For the Shared Reading lessons, the students should sit, facing you, close enough to see the text and the illustrations of the books and poems that you will be sharing. If a rug area is not available, plan how the students will sit in their chairs facing you. Keep in mind that the students will begin partner work on Day 2, and your setup should allow for partners to easily turn and talk to each other. For more information about setting up your classroom for Independent Work, see Appendix B, "Independent Work Resources."
- ✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print the introductory family letter (BLM1). Make enough copies to send one letter home with each student.

Shared Reading

- ✓ Prior to Day 1, acquire a stand or easel on which to share big books and poems, and place it at the front of the gathering area.
- ✓ Prior to Day 1, teach the students a procedure for gathering. See "Teaching a Procedure for Gathering" in Appendix B, "Independent Work Resources."
- ✓ Prior to Day 2, decide how you will randomly assign partners to work together during the *Being a Reader* lessons. For suggestions about assigning partners, see "Random Pairing" and "Considerations for Pairing ELLs" in the Introduction. For more information, view "Cooperative Structures Overview" (AV1).



- ✓ Prior to Day 2, prepare a sheet of chart paper with the title "Ways We Come to School" and post the chart where everyone can see it. The chart paper should be large enough to fit all the students' name cards during the sorting activity. If you know that all your students come to school in the same way, you will need to modify this lesson (see Step 4).

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DO AHEAD *(continued)*

- ✓ Prior to Day 3, make individual student name cards. Write each student's name on a sentence strip or large note card with a marker. Write each name large enough that the students can see it when you hold it up during the lesson.
- ✓ Prior to Day 3, decide how you will attach the individual student name cards to the "Ways We Come to School" chart and prepare the necessary materials. For example, depending on where you post the chart, you may want to use tape, thumbtacks, or a reusable adhesive (see Step 4).

Independent Work

- ✓ Prior to Day 1, choose and be ready to introduce a cleanup signal (such as ringing a bell or playing a song) to alert the students that it is time to finish working and clean up.
- ✓ Prior to Day 1, choose a favorite children's picture book of your own to share with the class. Also gather enough fiction picture books to give one to each student.
- ✓ Prior to Day 2, choose a children's nonfiction book to use to model choosing a book.
- ✓ Prior to Day 2, prepare your reading bins, one bin for each table group. For more information about preparing your reading bins, see Appendix B, "Independent Work Resources."
- ✓ Prior to Day 3, prepare your word work bins, one bin for each table group. For more information about preparing your word work bins, see Appendix B, "Independent Work Resources."
- ✓ Prior to Day 3, obtain a folder for each student's word work. The folders can be manila folders or simple construction-paper folders.
- ✓ Prior to Day 4, create a chart titled "Ways We Work on Our Own," using the students' ideas from their brainstorm on Day 2. (See the "Ways We Work on Our Own" chart on page 24 for an example.)
- ✓ Prior to Day 5, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see pages 40–41 of the *Assessment Resource Book*.

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DO AHEAD *(continued)*

Handwriting

- ✓ Familiarize yourself with the finger exercises used in this lesson (see Step 2 on page 30).
- ✓ Familiarize yourself with the poem "The Train Is Coming" and its accompanying hand motions (see page 31).
- ✓ Familiarize yourself with the song "Where Is Thumbkin?" and its accompanying hand motions (see pages 32–33). If you do not know the tune to this song, search online using the keywords "where is thumbkin."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work: Setting the Foundation (30–45)	Independent Work: Setting the Foundation (20–40)	Independent Work: Setting the Foundation (20–40)	Independent Work: Setting the Foundation (30–45)	Independent Work: Setting the Foundation (20–30)
50–65 minutes	**40–60 minutes**	**20–40 minutes**	**50–65 minutes**	**40–50 minutes**

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OVERVIEW Shared Reading

This Is the Way We Go to School: A Book About Children Around the World*

by Edith Baer,

illustrated by Steve Björkman

This rhyming text tells how children from all around the world travel to school.

**This is a big book.*

Academic Focus

- Students listen to and discuss a book.
- Students make text-to-self connections.
- Students read and sort individual student name cards.

Social Development Focus

- Teacher and students build the classroom community.
- Students learn the procedure for "Turn to Your Partner."
- Students listen carefully.

ELL SUPPORT

Preview the Text

- Preview this week's book, *This Is the Way We Go to School* with your students before you read it to the whole class. You might read it aloud while pointing to and discussing the illustrations and review any difficult vocabulary:

  as a rule: usually (p. 6)
  rooftops: tops of buildings (p. 14)
  El: train that moves on tracks built above a city (p. 14)
  bundled up: dressed in warm clothes (p. 18)
  a hop and skip away: close by (p. 21)
  from peak to vale: from the top of a mountain to the bottom (p. 22)
  in stride: walking or running (p. 28)

Build Background Knowledge

- Discuss with your students ways children might come to school, and provide pictures as additional support (for example, of a bike, car, bus, or feet).

Provide Language Support

- Write the question *How did you come to school today?* where the students can see it and read it aloud. Model answering the question using simple answers such as "My mom drove me" or "I rode the school bus." Then have the students practice answering the question.

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Shared Reading
This Is the Way We Go to School

Day 1

In this lesson, the students:

- Listen to and discuss a book
- Listen carefully

1 Gather and Introduce Shared Reading

Gather the class with the students sitting, facing you. Introduce Shared Reading by telling the students that during Shared Reading lessons they will listen to, read, think about, and talk about books, songs, and poems together. Explain that these books, songs, and poems will often have large print, or words, so the students can easily see and follow along as you read. Tell the students that sometimes they will read the words with you. Point out that this time of the day is called Shared Reading because it is a time when the teacher and the students *share* the reading. Explain that the work they do in Shared Reading will help them become better readers.

State your expectations about the way the students will listen to the story today.

> **You might say:**
>
> "I would like you to sit facing forward, without touching anyone else. As I read, you will look at the pictures and the words, and think about what is happening in the story."

2 Read *This Is the Way We Go to School* Aloud

Place *This Is the Way We Go to School* on the big book stand. Show the cover of the book and read the title, subtitle, and names of the author and the illustrator aloud. Explain that the *author* is the person who writes the story and the *illustrator* is the person who draws the pictures. Tell the students that this book is about different ways children around the world go to school.

Read the book aloud slowly and clearly. As you read each page, point to the modes of transportation in the illustrations as they are mentioned in the text.

Clarify vocabulary that cannot be easily defined by the illustrations as you read by reading the word, briefly defining it, rereading it in context, and continuing (for example, "'Michael and his friend Miguel see the

Materials

- *This Is the Way We Go to School* (big book)
- Big book stand
- Copy of the introductory family letter (BLM1) for each student

Teacher Note

The *Being a Reader* program assumes that you have previously taught the students a procedure for gathering. (See "Do Ahead" in the Week Overview.)

Teacher Note

Pointing to the illustrations supports the students' understanding of each mode of transportation without interrupting the rhythm of the story by stopping to define each word.

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rooftops from the El'—the *El* is a 'train that moves on tracks built above a city'—'Michael and his friend Miguel see the rooftops from the El'").

Suggested Vocabulary

El: train that moves on tracks built above a city (p. 14)
from peak to vale: from the top of a mountain to the bottom (p. 22)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

as a rule: usually (p. 6)
rooftops: tops of buildings (p. 14)
bundled up: dressed in warm clothes (p. 18)
a hop and skip away: close by (p. 21)
in stride: walking or running (p. 28)

Teacher Note

The Suggested Vocabulary and ELL Vocabulary lists include words that are not easily defined by the illustrations and are important for the students to understand in order to comprehend the book. To maintain the flow of the story, these words should be defined during the reading but not discussed.

Use self-stick notes to mark the places in the text where the words appear. You might write the meanings of the words on the notes to help you define them smoothly without interrupting the reading.

3 Discuss the Book and Make Personal Connections

At the end of the book, facilitate a brief discussion of the book. Ask:

Q *What is one way that the children in this book go to school?*

Have a few volunteers share their ideas with the class. As the students share, reread parts of the book and show the illustrations again to help the students recall what they heard. Then help the students make a personal connection to the text by thinking about the ways they come to school. Ask:

Q *How did you come to school today?*

Have a few volunteers share their ideas with the class. Point out any similarities or differences between the ways these students come to school and the ways the children in the book go to school.

Teacher Note

The students will discuss this question again in the next lesson when they learn and practice "Turn to Your Partner."

4 Reflect on Listening

Without mentioning any of the students' names, share your observations about how the students did with listening to the book today.

> **You might say:**
> "I noticed that you looked at the book as I was reading. You listened to the words as I read and looked at the pictures without talking."

Explain that the students will have many chances to listen to stories and to one another. Tell the students that you will read *This Is the Way We Go to School* again in the next lesson.

Teacher Note

Send home with each student a copy of the introductory family letter (BLM1).

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Shared Reading
This Is the Way We Go to School

Day 2

In this lesson, the students:

- Begin working with partners
- Listen to and discuss a book
- Make text-to-self connections
- Learn the procedure for "Turn to Your Partner"
- Listen carefully
- Get to know one another

ABOUT REREADING TEXTS IN SHARED READING

Rereading texts is a key feature of Shared Reading. Rereading stories, songs, and poems encourages the students to explore a text in ways that they may not have during the first reading. Rereading texts also allows the students to become familiar with the text, recognize words and phrases, and hear a model for fluent reading, all of which will support their efforts to read the text fluently on their own. It also develops the students' awareness of the functions of print, their familiarity with language patterns, and their word recognition skills.

1 Pair Students and Introduce "Turn to Your Partner"

Explain that beginning today the students will work with partners during the Shared Reading lessons. Working with partners will give them a chance to talk about what they are thinking and learning before sharing their ideas with the class. Randomly assign partners and make sure they know each other's names (see "Do Ahead" in the Week Overview).

Gather the class with partners sitting together, facing you. Explain the "Turn to Your Partner" procedure by saying, "I will ask a question and say 'Turn to your partner.' When you hear this, you will turn to face your partner and start talking about the question. When I raise my hand, you will finish what you're saying, raise your own hand so others can see the signal, and turn back to face me."

2 Model "Turn to Your Partner"

Have a student act as your partner and model turning to face each other and introducing yourselves by your first names. Turn back to the class. Point out that you and your partner looked at each other as you talked, and explain that looking at your partner is important because it is one way to show that you are listening to him or her. Also point out that you and your partner took turns talking and listening. Explain that it

Materials

- *This Is the Way We Go to School* (big book)
- Big book stand
- "Ways We Come to School" chart (prepared ahead) and a marker

Teacher Note

The students may work in partnerships already established or you may assign new partners for the Shared Reading lessons. The partners you assign today will work together for the first five weeks of *Being a Reader*.

Teacher Note

To see an example, view "Using 'Turn to Your Partner' " (AV2). If your students are unfamiliar with "Turn to Your Partner," this lesson may take an extended class period.

Teacher Note

If your students are already familiar with "Turn to Your Partner," you do not need to model it in Step 2. Instead, remind the students of your expectations for the procedure.

A visual signal such as a raised hand allows the students to finish what they are saying before turning back to face you. Build accountability by reminding the students to raise their own hands when they turn to face you.

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ELL Note

Support your English Language Learners by providing the prompt "My name is . . . ."

Teacher Note

Notice that you ask the question *before* saying, "Turn to your partner." This gives all the students a chance to hear and consider the question before moving to face their partners.

is important for the students to take turns so that each partner gets a chance to talk.

Ask partners to turn and introduce themselves. After a moment, raise your hand and have them turn back to face you. Practice "Turn to Your Partner" by asking:

Q *What is an animal that you like? Turn to your partner.*

Have partners turn to face each other and take turns talking about their thinking. After a moment, signal for the students' attention and have a few volunteers briefly share what they discussed with the class.

If the students need further practice with "Turn to Your Partner," have partners practice again by asking:

Q *What is a food you like to eat? Turn to your partner.*

Q *What is something you like to do after school? Turn to your partner.*

3 Review *This Is the Way We Go to School* and Reread

Show the cover of *This Is the Way We Go to School* and read the title and the name of the author aloud. Ask:

Q *What do you remember about this book? Turn to your partner.*

Have partners take turns talking about the question for a moment; then signal for the students' attention and have a few volunteers share their thinking with the class.

Tell the students that today you will read *This Is the Way We Go to School* again. Explain that in Shared Reading, the students will listen to and read stories more than once. Reading a story more than once helps them learn the story and remember it better so they can talk about it with the class. It also helps them learn the words of the story so they can read along with you when they are ready. Tell the students that today you would like them to listen carefully for any information they may have missed during the first reading.

Reread the book aloud slowly and clearly, pointing to the modes of transportation in the illustrations as they are mentioned in the text. When you come to the end of the book, ask:

Q *Think about the ways the children in the book go to school. Which way of getting to school do you like best? Why? Turn to your partner.*

Have partners take turns talking about the question for a moment; then signal for the students' attention and have a few volunteers share their thinking with the class.

TEKS 6.E.i
Student/Teacher Activity Step 3
(second discussion question in Step 2 on page 10)

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4 Introduce the "Ways We Come to School" Chart

Direct the students' attention to the "Ways We Come to School" chart. Read the title aloud. Explain that today they will talk about the ways they come to school and you will list the different ways on the chart. Ask:

Q *How did you come to school today? Turn to your partner.*

Have partners take turns talking about the question for a moment; then ask a volunteer to share how he came to school. Write his response as a column heading on the chart underneath the title. Then ask:

Q *Is there another way students came to school today? What is it?*

Repeat this procedure until you have written all the ways the students came to school as headings on the chart.

Ways We Come to School				
car	bike	walk	bus	train

When the chart headings are complete, ask the students to read the headings aloud with you. Tell the students that they will continue to work with this chart in the next lesson.

5 Reflect on "Turn to Your Partner"

Without mentioning any of the students' names, share your observations about how the students did with "Turn to Your Partner."

> **You might say:**
>
> "I noticed that partners turned and sat facing each other when I said, 'Turn to your partner.' I also saw that partners looked at each other when they were talking and listened carefully to what the other person was saying."

Tell the students they will have many more opportunities to use "Turn to Your Partner" during Shared Reading.

Teacher Note

In the next lesson, the students will sort individual student name cards into each column on the chart. If the students in your class all came to school in the same way—by car, for example—you may want to modify this lesson so that there are at least two categories by which to sort the names in the next lesson. For example, you might create a chart titled "Our Favorite Ways to Come to School" and create column headings based on the students' responses to the question in Step 3.

Teacher Note

Save the "Ways We Come to School" chart to use on Day 3.

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Day 3

Shared Reading

This Is the Way We Go to School

Materials

- *This Is the Way We Go to School* (big book)
- Big book stand
- "Ways We Come to School" chart from Day 2 and a marker
- Individual student name cards, prepared ahead
- Tape, thumbtacks, or reusable adhesive

In this lesson, the students:

- Listen to and discuss a book
- Read and sort individual student name cards
- Practice "Turn to Your Partner"
- Listen carefully
- Get to know one another

1 Gather and Review "Turn to Your Partner"

Gather the class with partners sitting together, facing you. Review that in the last lesson they reread the book *This Is the Way We Go to School* and learned the procedure for "Turn to Your Partner." Explain that the students will continue to use this procedure as they hear and read books together during Shared Reading. Ask and briefly discuss:

Q *What do you remember about "Turn to Your Partner"?*

> **Students might say:**
>
> "We turn and look at each other when you say, 'Turn to your partner.'"
>
> "We listen to each other."
>
> "When you raise your hand, we finish talking and turn back to face you."

Encourage the students to keep these things in mind as they use "Turn to Your Partner" today.

2 Reread *This Is the Way We Go to School*

Remind the students that in Shared Reading they will listen to and read the same stories more than once. Review that reading a story more than once helps them think more about the story and learn the words of the story so they can read along with you when they are ready.

Explain that today you will read *This Is the Way We Go to School* again, and that they may read aloud with you any parts of the book they remember.

Reread the book aloud slowly and clearly, pointing to the illustrations as you read. At the end of the book, ask:

Q *What is something you liked about this book, and why? Turn to your partner.*

Teacher Note

While *choral reading*, or reading in unison, is not taught formally until next week, you might informally invite the students to read along with you today by pausing before the end of a rhyming sentence or phrase and encouraging them to fill in missing text.

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Have partners discuss the question for a few moments; then signal for the students' attention. Have a few volunteers share their thinking.

> **Students might say:**
>
> "I liked hearing about all the different ways kids go to school."
>
> "I liked when the kids took a boat to school."
>
> "I liked seeing the pictures of different places and ways to go to school."

3 Review the "Ways We Come to School" Chart

Direct the students' attention to the "Ways We Come to School" chart and review that in the last lesson they discussed ways they come to school and listed those ways on the chart. Point to and read each heading aloud; then ask:

Q *Is there any other way students came to school today? If so, what is it?*

As students respond, write additional headings as needed.

4 Read and Sort the Students' Names

Explain that now the students will practice reading the names of students in the class and then *sort* them, or group them on the chart according to how each student came to school today.

Show the students the individual name cards. Explain that you have written each student's name on a card. Tell the students that learning to recognize their classmates' names will help them get to know each other better. It will also help them read and write the names during the year.

Hold up one name card so that the students can easily see it. Read the student's name aloud and then ask the class to read it aloud together. Look at the student whose name card was displayed and ask:

Q *[Niobe], how did you come to school today?*

Place the student's name card under the appropriate heading on the chart, thinking aloud as you decide where to place it.

> **You might say:**
>
> "Niobe answered that she walked to school. I am going to look across this row and find the word that says 'walk.' I will put Niobe's card underneath the word *walk* because that is how Niobe came to school."

Hold up another student's name card, read it aloud, and have the class read it. Look at the student whose name card was displayed and ask:

Q *[Samuel], how did you come to school today?*

Place the student's name card under the appropriate heading on the chart, thinking aloud as you decide where to place it.

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In the same way, have the class read and sort the remainder of the name cards. When all the names are on the chart, point to the heading of the first column, read it aloud, and ask the students to read each name in that column aloud as you point to it. Repeat this procedure for each column. Ask:

Q *What is something this chart shows us about how we come to school?*

> **Students might say:**
>
> "Most of the kids came to school in a car."
>
> "Only one student rode the bus."
>
> "No one came to school on a bike today."

Tell the students that they will have a chance to sort the name cards another way next week.

Teacher Note

Save the individual student name cards to use in Week 2.

5 Reflect on Listening

Review that this week the students listened carefully when they heard the story, talked with their partners, and shared their thinking with the class. Ask and discuss:

Q *What is one thing you did to be a good listener during Shared Reading this week?*

> **Students might say:**
>
> "I turned to face my partner and didn't talk while she was talking."
>
> "I sat quietly and looked at the pictures while you read."
>
> "I listened when my partner was talking."

Independent Work Connection

For next week's Independent Work, we suggest the following:

- Add a set of student name cards to the word work bins. Also include a set of picture cards or word cards for ways the students come to school. The students can sort the name cards as they did in Day 3 of this week.

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Independent Work OVERVIEW

The whole-class Independent Work lessons in the first four weeks of the year are designed to help the students build their capacity for working on their own without your direct supervision. These lessons teach the students the purposes of and the procedures for independent work time, and help build the students' stamina to work independently for longer periods of time. These lessons also teach the students how to independently rotate to the reading, writing, and word work areas around the room and to effectively solve any problems that may arise. Each week, the students learn, practice, and reflect upon specific work habits. It is important that you take the time and effort to establish meaningful independent work rotations before you begin small-group reading instruction (as early as Week 5).

This week the students are introduced to independent work, beginning with independent reading. At first the students read at their seats for 5–10 minutes at a time. As the week progresses, the students are introduced to independent word work and learn the procedures for choosing, sharing, and cleaning up their materials. Throughout the week, the students identify the various work habits they need to develop in order to work effectively on their own. The focus work habits for this week are: *handle materials responsibly and share them fairly* and *clean up when you hear the cleanup signal*.

We suggest that the students work at their seats until Weeks 3 and 4, when they are introduced to the independent work areas around the room.

By the end of this week, the students will:

- Read and do word work independently at their seats for 5–10 minutes
- Choose books and materials from bins, handle them responsibly, and share them fairly
- Put materials away upon hearing the cleanup signal

Independent Work Focus

- Students learn the purposes of independent work.
- Students learn independent work habits: *handle materials responsibly and share them fairly*; *clean up when you hear the cleanup signal*.
- Students explore independent reading and word work activities.
- Students build stamina for working independently.

Social Development Focus

- Students take responsibility for their learning and behavior.
- Students work in a way that is respectful of others.
- Students listen respectfully to the thinking of others and share their own.

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Day 1 Independent Work

Setting the Foundation

Materials

- Favorite fiction children's book for modeling, prepared ahead
- Fiction picture book for each student, prepared ahead

In this lesson, the students:

- Learn the purposes of independent reading
- Learn independent work habits: *clean up when you hear the cleanup signal*
- Build stamina for independent reading

INDEPENDENT READING

ABOUT INDEPENDENT READING

The goal of independent reading is for the students to have an enjoyable experience interacting with books in whatever manner is appropriate for them. Those who are not yet reading text will look at the pictures and may tell themselves the story. Those who are able to read some high-frequency or sight words may look at the pictures and also at the text to read the words they know.

Teacher Note

This *Being a Reader* lesson assumes that you have previously taught the students a procedure for gathering. (See "Do Ahead" on page 3.)

Facilitation Tip

During discussions this week and next, help the students learn that they are talking to one another (not just to you) by directing them to **turn and look** at the person who is about to speak. Ask speakers to wait until they have the class's attention before starting to speak, and model doing this yourself. If students are unable to hear the speaker, encourage them to ask the speaker politely to speak up. Repeat these techniques often to help the students learn to participate responsibly in discussions. To see this Facilitation Tip in action, view "Turning and Looking at the Speaker" (AV6).

1 Gather and Introduce Independent Work

Gather the class with the students sitting, facing you. Explain that this year there will be times when the students will work with you and times when they will work independently. Explain that *to work independently* means "to work on your own."

Ask and briefly discuss:

Q *What is something you know how to do* independently, *or on your own?*

> **Students might say:**
> "I can ride a bike."
> "I can draw a robot."
> "I can set the table."

2 Introduce Independent Reading

Tell the students that reading a lot on their own will help them become stronger readers. This year they will have many opportunities to read with their classmates and independently.

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Ask and briefly discuss:

Q *What do you like about reading books or hearing books read to you?*

Q *What kinds of books do you like to read?*

After hearing from the students, share why you like books and enjoy reading. Show one of your favorite picture books and explain why it is a favorite.

3 Discuss Reading a Fiction Book

Tell the students that not all readers read in the same way. Explain that each student will look at a book for a minute or two, and then the students will stop to talk about how they read their books.

Distribute the fiction picture books you collected and have the students start reading. After a minute or so, ask the students to stop reading and to put their closed books on the floor in front of them.

Ask and briefly discuss:

Q *What did you do when you read your book?*

> **Students might say:**
>
> "I looked at the pictures."
>
> "I looked at the pictures and read the words I knew."

As the students share their thinking, quickly demonstrate with the picture book you chose. For example, if a student mentions looking at the cover, point to the cover of your book and explain that the title and the cover picture often give clues to the reader about the story. If a student mentions looking at the pictures, show a few in your book and explain what they tell about the story. If a student mentions reading the words, demonstrate reading a page, and explain that the words tell the story.

4 Get Ready to Read Independently

Tell the students that they will read their books independently at their seats. Explain that if they read aloud, they should use quiet voices so as not to bother other readers. Model this or have students demonstrate the difference between a loud voice and a quiet one.

Introduce your cleanup signal. Explain that when the students hear this signal, they will close their books and wait quietly for directions. Have the students return to their seats with their books, one table group at a time.

5 Read Independently (5–10 minutes)

Have the students read for 5–10 minutes. Walk around and observe as the students read. If a student is experiencing difficulty, model the desired behavior for the student and then have her return to independent

ELL Note

Questions like these help to create a sense of community that benefits everyone. English Language Learners, in particular, rely on having a supportive environment to take the necessary risks to practice and grow in their new language.

Teacher Note

Give the students enough time to get a sense of what they do when they read, but not enough time to read much of their books.

Teacher Note

The *Being a Reader* program uses the word *reading* to describe looking at pictures to encourage the students to think of themselves as readers. Discuss and model reading by looking at the pictures and reading the words, even if you need to suggest these ideas yourself.

Teacher Note

The term *table group* is used to describe a group of students who sit at the same table or grouping of desks. You may need to adjust these instructions based on how your classroom is set up.

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reading. If many students are having difficulty, signal for their attention and stop the activity so that the students do not practice unwanted behaviors.

After about 5–10 minutes, or when you notice that many of the students have finished reading their books, signal for cleanup. Wait as the students close their books and give you their quiet attention.

6 Reflect

Ask and briefly discuss:

Q *What did you read about today?*

Q *What did you do when you heard the cleanup signal?*

Have a few volunteers share their ideas. Then have the students stack their books in the middle of each table. Ask one student from each table group to return the stack of books to you or to a designated area.

Teacher Note

Integrate these books into the reading bins for the next lesson.

Day 2 Independent Work

Setting the Foundation

Materials

- Nonfiction picture book for modeling, prepared ahead
- Reading bins, prepared ahead
- Chart paper and a marker

In this lesson, the students:

- Learn procedures for independent reading
- Practice independent work habits: *clean up when you hear the cleanup signal*
- Discuss additional work habits
- Build stamina for independent reading

INDEPENDENT READING

1 Gather and Model Reading a Nonfiction Book

Gather the class with the students sitting, facing you. Tell the students that today they will continue to read books *independently*, or on their own. Show the nonfiction book you have chosen for modeling. Explain that the book in the previous lesson was a *fiction* (make-believe) story and that this is a *nonfiction* book. A nonfiction book gives information about something real. Ask and briefly discuss:

Q *What does the picture on the cover tell us about this book?*

Read the title aloud; then ask:

Q *What does the title tell us about this book?*

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Have a few volunteers share. Turn to the first text page in the book, direct the students' attention to its accompanying picture, and ask:

Q *What does the picture on this page tell us about [turtles]?*

Have a few volunteers share. Read aloud the text on the first page and ask:

Q *What did we find out about [turtles] from the words?*

Continue to model looking at the pictures and reading the words for a few more pages.

2 Introduce Reading Bins

Direct the students' attention to where you are storing the reading bins. Hold up a bin and explain that the bins contain fiction (make-believe) stories and nonfiction (true) books about real things. Explain that during independent reading each table group will have a reading bin and that each student may take a book from the bin and read it. When a student finishes his book or decides he would like another one, he can return his book to the bin and choose another one.

Model how you expect the students in each table group to share the bin and choose books.

> **You might say:**
>
> "It's important to quickly choose a book from the bin so that the other students can also choose books and so that you spend most of your time reading. Take just one book from the bin at a time. When you are finished with a book, put it back in the bin so that others can read it. Then choose another book."

Teacher Note

If you have not yet discussed how to handle books responsibly, discuss your expectations at this time. Otherwise, review your expectations.

3 Get Ready to Read Independently

Remind the students to use quiet voices if they read aloud to themselves. Review that when they hear the cleanup signal, they will close their books, put them back in the bin carefully, and give you their quiet attention.

Have a volunteer from each table group pick up a reading bin that you indicate, and have the students return to their seats, one table group at a time.

Teacher Note

Keep track of the reading bins so that you can rotate them through the groups on subsequent days.

4 Read Independently (5–10 minutes)

Have the students choose books and read independently for 5–10 minutes. Walk around and support individual students as needed. If the students lose focus, stop the activity early, even if the students have read for less time than you anticipated or for less time than they read previously.

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After 5–10 minutes, or when you notice that many of the students have finished reading their books, signal for cleanup. Wait as the students return their books to the bins and give you their quiet attention.

5 Reflect on Independent Reading

Gather the class with the students sitting, facing you. Ask and briefly discuss:

Q *What did you read about today?*

Q *If you had a book about real things (nonfiction), what did you find out from your book?*

6 Discuss Work Habits

Tell the students that they are learning how to use good work habits when they work on their own. Explain that a *habit* means "something you do the same way every time," such as brushing your teeth or putting your jacket in the cubby each morning.

Title a blank sheet of chart paper "What do we do when we work on our own?" Then ask:

Q *What do you do when you work on your own?*

As the students respond, list their ideas using the students' own words.

> **Students might say:**
>
> "We read quietly."
>
> "We wait our turn to take a book."
>
> "We share. We don't grab books from other people."
>
> "We read until you give the cleanup signal."
>
> "We put the books back in the bin."
>
> "We pick up books if they fall on the floor."

Explain that you will combine the students' ideas and bring them back to discuss in a later lesson.

Teacher Note

You will combine the students' ideas into a manageable chart. Take down all the students' ideas, using additional paper if necessary.

Teacher Note

Prior to Day 4, use this list of the students' ideas to create a new chart titled "Ways We Work on Our Own." Include a few consolidated work habits using language from your students' brainstorm. See the "Ways We Work on Our Own" chart on page 24 for a list of the basic work habits.

At first the habits will focus on reading. You will revise the chart during future lessons to make it applicable to independent word work and independent writing.

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Independent Work
Setting the Foundation

Day 3

In this lesson, the students:

- Learn procedures for independent word work
- Learn the purposes of independent word work
- Learn independent work habits: *handle materials responsibly and share them fairly*
- Build stamina for independent reading

Materials

- Word work bins, prepared ahead
- Word work folder for each student, prepared ahead

INDEPENDENT WORD WORK

ABOUT INDEPENDENT WORD WORK

The goal of this independent activity is for the students to manipulate and play with words. Through enjoyable games and activities, the students work independently to find, identify, build, unscramble, and sort grade-level words.

1 Gather and Introduce Independent Word Work

Gather the class with the students sitting, facing you. Tell the students that today they are going to start independent word work, exploring and having fun with letters and words. Tell the students that word work will help them learn to read and write more words and become stronger readers and writers.

Direct the students' attention to where you are storing the word work bins. Hold up a bin and explain that you have put materials in these bins for the students to explore independently. Explain that each table group will have a word work bin. Show the materials in one of the bins and suggest an idea or two for what the students might do with the materials.

> **You might say:**
>
> "In this bin are letters, trays, and a scoop. You might take a scoop of letters and carefully pour them onto a tray so they don't spill. You might decide to put all of the letters that are the same in a pile or you might make words. You can think of many other things to do."

Explain that it is important to take care of the materials so that everyone will be able to use them again and again. Ask and briefly discuss:

Q *If your table group works with this word work bin today, what can you do to make sure everyone in your group gets [some letters]?*

Q *What can you do to take care of [the letters]?*

Teacher Note

Keep this explanation short. The goal is for the students to freely explore the materials and find ways to use them for themselves.

Facilitation Tip

Continue to prompt the students to **turn and look** at the person who is about to speak. (For example, you might say, "Taylor is going to speak now. Let's all turn and look at her.") Scan the class to ensure that the students are looking at the person who is speaking. If necessary, interrupt the discussion to remind the students of your expectations.

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Students might say:

"Each person could take a small scoop."

"Then if there are more letters, we could each take another small scoop."

"I can try to keep the letters on my tray. If a letter falls on the floor, I can pick it up."

Show the materials in another bin. Then ask:

Q *What is something you might do with these materials?*

Have one or two students share their thinking. Briefly show the materials in the other bins and demonstrate how to use any materials that need special instructions. Explain that each table group will get a different bin of materials each day.

2 Get Ready to Work Independently

Review the cleanup signal. Explain that when the students hear this signal, they will stop working, hold on to any work or papers they have created, put all the shared materials in the bin, and wait quietly for directions.

Have a volunteer from each table group pick up a bin that you indicate. Have the students move to their seats, one table group at a time.

Teacher Note

Keep track of the word work bins so that you can rotate them through the groups on subsequent days.

3 Work Independently (5–10 minutes)

Have the students work for 5–10 minutes. As the students work, walk around and observe, assisting individual students as needed. If a student is having difficulty, model the desired behavior and have the student practice. If many students are having difficulty, signal for their attention. Explain what you noticed, discuss and model the desired behaviors, and explain why they are important to the students' learning. If the students continue to have problems after returning to work, stop the activity.

After 5–10 minutes, signal for cleanup. Remind the students to hold onto any work or papers they have created, return all other materials to the bins, and then give you their quiet attention.

4 Distribute the Word Work Folders

Show a word work folder, and explain that the students will keep any finished word work papers in folders. Explain that they will do some word work activities on tables (such as spelling words with letter tiles) and others on paper. The students will not necessarily have finished word work papers to add to their folders every day, and this is OK.

Distribute the folders to the students. Have each student write his name on the folder and label it *Word Work*.

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Ask the students to put any papers they have from today's lesson in their folders, then have them stack the folders in the middle of each table. Have a volunteer from each table group bring the folders to you or to a designated area and another return the word work bin.

5 Reflect on Handling and Sharing Materials

Ask:

Q *What did you have in your word work bin? What did you do to make sure everyone had [letter tiles]? What did you do with the [letter tiles]?*

Have a few volunteers share their ideas.

Teacher Note

Beginning next week, the students will keep their folders in their toolboxes.

Teacher Note

When more than one question appears next to a **Q**, ask the first question, discuss it, and follow up with the subsequent questions, one at a time.

Independent Work
Setting the Foundation

Day 4

In this lesson, the students:

- Practice independent work habits: *handle materials responsibly and share them fairly; clean up when you hear the cleanup signal*
- Review and modify the "Ways We Work on Our Own" chart
- Build stamina for independent word work and reading

Materials

- Word work bins from Day 3
- Word work folders from Day 3
- "Ways We Work on Our Own" chart, prepared ahead, and a marker
- Reading bins from Day 2

INDEPENDENT WORD WORK

1 Gather and Review Independent Word Work

Gather the class with the students sitting, facing you. Review that reading and doing word work independently this year will help the students become stronger readers and writers. Ask and briefly discuss:

Q *What did you do with the word work materials in the last word work lesson?*

> **Students might say:**
>
> "I made words with the letter tiles."
>
> "I wrote my name with the letter stamps."
>
> "I put an alphabet puzzle together."

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2 Get Ready to Work Independently

Explain that each table group will have a different word work bin today. Review the cleanup signal. Remind the students that when they hear the signal, they will stop working, put their papers in their word work folders, and return all other materials to the bin.

Choose a volunteer from each table group to pick up a word work bin that you indicate and another volunteer to pick up the table group's word work folders. Have the students return to their seats, one table group at a time.

Teacher Note

Continue to keep track of the bin rotations.

3 Work Independently (5–10 minutes)

Have the students work for 5–10 minutes. As the students work, walk around and observe, assisting individual students as necessary. If you notice many students struggling, signal for their attention, model the desired behavior, and have the students practice it. If the students continue to have problems after returning to work, stop the activity.

After 5–10 minutes, signal for cleanup and wait for the students to put away all word work materials and give you their quiet attention. Remind the students to put any word work papers in their word work folders and to stack these folders in the center of each table. Have a volunteer from each table group return the word work bin and another return the word work folders.

Teacher Note

If necessary, have a few volunteers model cleanup procedures.

4 Reflect on Work Habits

Gather the class with the students sitting, facing you. Direct the students' attention to the "Ways We Work on Our Own" chart and explain that you created this chart from all of the ideas the students previously shared about work habits. Remind the students that a *habit* means "something you do the same way every time."

ELL Note

You might consider adding picture cues for your English Language Learners.

Ways We Work on Our Own

We share the books.

We use quiet voices.

We take care of the books.

We get started right away.

We work for the whole time.

We stop and clean up when we hear the signal.

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Read the work habits aloud to the students and explain how you chose what to include.

> **You might say:**
>
> "I took all your ideas about how you read on your own, and I put them on this chart. For example, I took the different things you said about how you treat the books and I wrote: *We take care of the books.* Then I took all of the things you said about not spending time walking around the room and talking with friends and I wrote: *We get started right away* and *We work for the whole time.*"

Then ask and briefly discuss:

Q *Which of these work habits did you use while doing word work on your own?*

Q *What do we need to change or add now that we are doing word work, too?*

Make changes and additions to the chart based on the students' comments. For example, you might show how adding the words *and materials* beside *books* makes the chart work for both reading and word work. If the students do not mention all of the habits listed on the diagram on the previous page, suggest them and add them to the chart.

Explain that the students will use these work habits whenever they work on their own and that you will keep this chart posted every day where everyone can see it as a reminder.

INDEPENDENT READING

5 Get Ready to Read Independently

Have the students return to their seats, one table group at a time. Explain that the students are building their stamina for reading independently. Explain that *building stamina* means "learning to do something for longer amounts of time." Tell the students that they will be learning to read for longer amounts of time each week and that today they will read for a few more minutes than they did on previous days.

Have a volunteer from each table group pick up a reading bin that you indicate.

6 Read Independently (about 10 minutes)

Have the students read for about 10 minutes. As the students read, walk around the room and observe them, assisting individual students as needed.

After about 10 minutes, signal for cleanup and wait for the students to return the books to the bins and give you their quiet attention.

Have a volunteer from each table group return the reading bin.

Teacher Note

The goal is for the students to sustain their focus for longer periods of time. It is important, however, to stop when the students are unable to sustain their focus so they do not practice unwanted behaviors—even if they have worked for less time than you anticipated or for less time than on previous days.

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7 Reflect on Work Habits

Ask and briefly discuss:

Q *What did you notice about how the class worked today?*

Without mentioning any of the students' names, provide some of your observations.

> **You might say:**
>
> "I noticed students using soft voices to share. That was helpful to neighbors."
>
> "I noticed that students were sharing the reading bins and word work bins."
>
> "I noticed that everyone stopped reading when I signaled for cleanup."

Teacher Note

Save the "Ways We Work on Our Own" chart to use on Day 5 and throughout the year.

Day 5 Independent Work

Setting the Foundation

Materials

- "Ways We Work on Our Own" chart from Day 4
- Word work bins from Day 4
- Word work folders from Day 4
- "Class Assessment Record" sheet (CA1)
- Reading bins from Day 4

In this lesson, the students:

- Practice independent work habits: *handle materials responsibly and share them fairly*
- Build stamina for independent reading and word work

INDEPENDENT WORD WORK

1 Gather and Model Independent Work Habits

Gather the class with the students sitting, facing you. Place a word work bin on a table and ask a few volunteers to sit at the table. Direct the students' attention to the "Ways We Work on Our Own" chart and read aloud "We share the books and materials." Ask:

Q *What can you do if two of you reach for the same materials (or book)?*

Have a few students share; then have the volunteers role-play the ideas.

Point to and read "We take care of the books and materials" from the chart and ask:

Q *What can you do to take care of the materials so they can be used again?*

Have a few students share and the volunteers model. Then have the volunteers return to the gathering area. Tell the students that you will observe during word work and reading time today and that you will check in later to see how the students did with sharing and taking care of the materials.

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2 Get Ready to Work Independently

Have a volunteer from each table group pick up a word work bin that you indicate and another volunteer pick up the table group's word work folders. Have the students return to their seats, one table group at a time.

3 Work Independently (about 10 minutes)

Have the students work for about 10 minutes. As the students work, walk around the room and observe them, assisting as needed. Be ready to share your observations with the students.

CLASS ASSESSMENT NOTE

The purpose of this week's assessment is to determine whether the students are engaged and are learning and following the procedures for Independent Work. Observe the students and ask yourself:

- Do the students use their independent work habits consistently?
- Do the students follow the cleanup procedures?

Independent Word Work

- Do the students engage in word work for the entire time?
- Do the students handle the materials responsibly?
- Do the students share the materials fairly?

Independent Reading

- Do the students read for the entire time?
- Do the students handle the books responsibly?
- Do the students share the books fairly?

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to use their work habits consistently and to work independently for about 10 minutes, repeat this week's instruction before going on to Week 2.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 40–41 of the *Assessment Resource Book*.

After about 10 minutes, signal for cleanup and wait for the students to put the materials away and give you their quiet attention. Remind the students to put any word work papers in their folders and to stack these folders in the center of each table. Have a volunteer from each table group return the word work bin and another return the word work folders.

Teacher Note

You will use the questions on the "Class Assessment Record" sheet (CA1) to guide your observations of the students during independent word work and reading today.

Teacher Note

Stop the activity if the students struggle, even if the students have worked for less than you anticipated or for less time than on previous days so that they do not practice unwanted behaviors.

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INDEPENDENT READING

4 Get Ready to Read Independently

Have the students remain in their seats. Have a volunteer from each table group pick up a reading bin that you indicate.

5 Read Independently (about 10 minutes)

Have the students read for about 10 minutes. Walk around and observe as the students read.

After about 10 minutes, signal for cleanup and wait for the students to put the books back in the bins and give you their quiet attention. Have a volunteer from each table group return the reading bin.

Teacher Note

Continue to record your observations on the "Class Assessment Record" sheet (CA1).

6 Reflect on Work Habits

Ask the students to think back to their time doing independent word work and reading today. Ask and briefly discuss:

Q *How did you do with sharing and taking care of the materials during word work? How did you do with sharing and taking care of the books during reading time?*

Q *What went well when you cleaned up? What can you do differently next time?*

Without mentioning any of the students' names, provide some observations of your own.

> **You might say:**
>
> "I saw students putting the caps back on the markers so they won't dry out."
>
> "I saw students handling the books gently."
>
> "When two students reached for the same book at the same time, one student let the other read it first, while she chose a different book."

Teacher Note

Keep the "Ways We Work on Our Own" chart posted to use throughout the year.

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Handwriting OVERVIEW

This week the students participate in hand-strengthening finger games and songs to prepare for the letter-formation instruction that begins in Week 6.

Handwriting
Hand-strengthening Finger Games and Songs

In this lesson, the students:

- Participate in hand-strengthening finger games and songs to prepare for handwriting

ABOUT THE FIRST FIVE WEEKS OF HANDWRITING INSTRUCTION IN GRADE 1

The first five weeks of Handwriting lessons include hand-strengthening finger games and songs as well as stretches and gross-motor activities that address posture and pencil grip in an active and engaging way. Establishing good posture and appropriate pencil grip is essential to handwriting success, and developing these skills early in the year sets a foundation for the letter-formation instruction that begins in Week 6. During these first few weeks, the students have many opportunities to practice holding a pencil and marker using the correct grip. They are introduced to procedures and routines for using wipe-off boards and *Handwriting Notebooks*, which are used each week of letter-formation instruction.

Materials

- "The Train Is Coming" (see page 31)
- "Where Is Thumbkin?" (see page 32–33)

1 Introduce and Explain the Activities

Gather the class with the students sitting, facing you. Explain that this year the students will practice writing letters. Tell the students that to get ready for practicing handwriting, they will learn some warm-up games and exercises to strengthen their hands and fingers. Explain that students who have strong hands and fingers are able to hold their pencils well and write without getting tired too quickly—and that warming up hands and fingers is just like warming up our bodies before we play a sport.

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2 Do Hand Warm-up Exercises

Model the following exercises and invite the students to copy what you do.

Hand press: Press your palms together and push really hard. Count backward "Five, four, three, two, one" and release. Repeat two or three times.

Piano playing: Lift your hands as if you are about to play the piano. Tell the students that you are playing the piano as you wiggle your fingers to simulate piano playing—first slowly, then faster, then slowly again. Lift your hands higher, about shoulder height, as you tell the students you are playing higher. Then lower your hands toward your knees as you tell the students you are playing lower.

Rub your palms: Rub your palms together as if it were cold outside and you were trying to warm up. Rub slowly, then faster, and then slowly again.

3 Introduce and Play "The Train Is Coming"

Tell the students that you will tell them a poem with hand motions and you would like them to copy your hand motions as you do them. Then say the poem aloud as you demonstrate the hand motions for the students (see "The Train Is Coming" on page 31). You may wish to repeat this activity several times until the students are able to say the words with you.

4 Sing and Play "Where Is Thumbkin?"

Explain that the students will learn a song that uses hand motions. Tell the students that you would like them to copy the hand motions as you do them. Then sing the song as you demonstrate the hand motions for the students (see "Where Is Thumbkin?" on pages 32–33). You may wish to repeat this activity several times until the students are able to say the words with you.

5 Wrap Up

Remind the students that strong fingers will help them with their writing, and tell them that they will practice these games again during the week.

Teacher Note

We suggest that you lead the students in these exercises, songs, and games any time you have a few minutes during the day.

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Poem

The Train Is Coming

author unknown

Hold your hands out in front of you at shoulder level and make a fist with the back of your hands facing up to the ceiling. Then say the verse, doing the accompanying hand motions.

The train is coming and the lights are blinking far away. [Slowly open and close your fingers like blinking lights.]
The train is coming closer and the lights are blinking faster. [Open and close your fingers faster and faster.]

The train passes by and then fades away,
And the lights blink slower and slower! [Slow down the opening and closing of your fingers.]

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Song

Where Is Thumbkin?

author unknown

Sung to the tune of "Frère Jacques."

Where is thumbkin? Where is thumbkin?	[Hold up your left thumb and bend and straighten it.]
Here I am, here I am.	[Hold up your right thumb and bend and straighten it, while holding the left thumb in place.]
How are you today, sir?	[Bend and straighten the left thumb repeatedly.]
Very well, I thank you.	[Bend and straighten the right thumb repeatedly.]
Run away.	[Hide your left hand behind your back.]
Run away.	[Hide your right hand behind your back.]
Where is pointer? Where is pointer?	[Hold up your left pointer finger and bend and straighten it.]
Here I am. Here I am.	[Hold up your right pointer finger and bend and straighten it, while holding the left pointer in place.]
How are you today, sir?	[Bend and straighten the left pointer repeatedly.]
Very well, I thank you.	[Bend and straighten the right repeatedly.]
Run away.	[Hide your left hand behind your back.]
Run away.	[Hide your right hand behind your back.]
Where is tall man? Where is tall man?	[Hold up your left middle finger and bend and straighten it.]
Here I am. Here I am.	[Hold up your right middle finger and bend and straighten it, while holding the left middle finger in place.]
How are you today, sir?	[Bend and straighten the left middle finger repeatedly.]
Very well, I thank you.	[Bend and straighten the right middle finger repeatedly.]
Run away.	[Hide your left hand behind your back.]
Run away.	[Hide your right hand behind your back.]

(continues)

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Where Is Thumbkin? *(continued)*

author unknown

Where is ring man? Where is ring man?	[Hold up your left ring finger and bend and straighten it.]
Here I am. Here I am.	[Hold up your right ring finger and bend and straighten it, while holding the left ring finger in place.]
How are you today, sir?	[Bend and straighten the left ring finger repeatedly.]
Very well, I thank you.	[Bend and straighten the right ring finger repeatedly.]
Run away.	[Hide your left hand behind your back.]
Run away.	[Hide your right hand behind your back.]

Where is pinky? Where is pinky?	[Hold up your left pinky finger and bend and straighten it.]
Here I am. Here I am.	[Hold up your right pinky finger and bend and straighten it, while holding the left pinky finger in place.]
How are you today, sir?	[Bend and straighten the left pinky finger repeatedly.]
Very well, I thank you.	[Bend and straighten the right pinky finger repeatedly.]
Run away.	[Hide your left hand behind your back.]
Run away.	[Hide your right hand behind your back.]

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Week 2 OVERVIEW

Whole-class Instruction

Shared Reading 39

This week the students learn and practice choral reading, or reading in unison. They continue to get to know one another as they use each other's names in "Willaby Wallaby Woo," a silly rhyming poem. They practice "Turn to Your Partner" and discuss what it means to participate responsibly in the Shared Reading lessons.

Independent Work 49

This week the students prepare their independent work toolboxes, choose their own independent reading books, and continue to explore word work activities. On Day 3, the students are introduced to independent writing and begin to generate and explore writing ideas as a group and in pairs. As the week progresses, we suggest that you begin to stand aside and observe during independent reading and word work to continue to encourage the students' independence.

Handwriting 66

This week the students do stretches, posture activities, and gross-motor movements in preparation for the letter-formation instruction that begins in Week 6.

Small-group Reading Instruction and Independent Work Rotations

This week the whole-class instruction continues to set the foundation for your students to work independently so that you may begin small-group reading instruction in Week 5. We suggest that you begin assessing your students for Small-group Reading no earlier than Week 3. For more information, see "Placement Assessments" in the Assessment Overview of the *Assessment Resource Book*.

The following are materials you might incorporate into independent work areas this week:

Word Work:

- Student name cards, picture cards, and word cards for "Ways We Come to School" sorting activity (See "Independent Work Connection" on page 14)

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Week 2

RESOURCES

Song

Read-aloud

- "Willaby Wallaby Woo"
  adapted from "Willoughby Wallaby Woo" by Dennis Lee
  (see page 48)
  This playful song is a starting point for rhyming nonsense words with children's names.

Assessment Resource Book

- Week 2 assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Class Assessment Record" sheet (CA1)

Professional Development Media

- "Using 'Turn to Your Partner'" (AV2)
- "Echo Reading and Choral Reading for Shared Reading" (AV15)

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DO AHEAD

Shared Reading

- ✓ Prior to Day 1, familiarize yourself with the song "Willaby Wallaby Woo" (see page 48 for the lyrics). If you don't know the tune to this song, search online using the keywords "willaby wallaby woo."
- ✓ Prior to Day 1, read "Rhyming Name Game Instructions" on page 48 to familiarize yourself with how to play the game.
- ✓ Prior to Day 2, prepare a sheet of chart paper with the title and the words to the song "Willaby Wallaby Woo" on page 48 (don't copy the numbers beside the lines). Prepare a place in the classroom where you can display the chart so that the class can clearly see all the words of the song during the lesson.
- ✓ Prior to Day 2, locate a pointer to use in the choral reading activity. If you don't have a pointer, you might use a ruler or a chopstick. The pointer should be long enough so that you don't block the students' view of the text as you read. For more information, see "Considerations for Using the Pointer" in the Introduction.
- ✓ Prior to Day 3, familiarize yourself with the name sorting activity (see Step 3). Write or post the letters of the alphabet in a row where everyone can see them, leaving space below each letter to place the name cards. You may need two or three rows depending on your space. Decide how you will attach the student name cards under the letters and prepare any necessary materials. For example, you might use tape or reusable adhesive.

Independent Work

- ✓ Prior to Day 1, obtain a book box to use as a toolbox for each student. For more information and suggestions about the toolboxes, see Appendix B, "Independent Work Resources."
- ✓ Prior to Day 1, gather art materials for decorating the toolboxes and determine how you will make these materials accessible to the students. If you are using resealable plastic bags as an alternative to book boxes, obtain a large adhesive label for each student. Determine and clear a space in the classroom for storing the toolboxes between use.
- ✓ Prior to Day 2, be sure that each reading bin contains at least 25–35 books so that each student in a table group can choose five books.

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DO AHEAD *(continued)*

✓ Prior to Day 3, obtain a folder for each student's writing. The folders can be manila folders or simple construction-paper folders.

✓ Prior to Day 5, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see pages 42–43 of the *Assessment Resource Book*.

Handwriting

✓ Familiarize yourself with the exercises used in the lesson. (See Step 2 and Step 3.)

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work: Setting the Foundation (30–45)	Independent Work: Setting the Foundation (30–45)	Independent Work: Setting the Foundation (30–45)	Independent Work: Setting the Foundation (45–60)	Independent Work: Setting the Foundation (40–60)
50–65 minutes	**50–65 minutes**	**30–45 minutes**	**65–80 minutes**	**60–80 minutes**

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Shared Reading OVERVIEW

"Willaby Wallaby Woo"

adapted from "Willoughby Wallaby Woo" by Dennis Lee
(see page 48)

This playful song is a starting point for rhyming nonsense words with children's names.

Academic Focus

- Students learn and practice the procedure for choral reading.
- Students learn, sing, and chorally read a song.
- Students practice rhyming classmates' names with nonsense words.
- Students identify the first letter in their names.
- Students read and sort individual student name cards.

Social Development Focus

- Teacher and students build the classroom community.
- Students participate responsibly.
- Students practice "Turn to Your Partner."

Shared Reading Day 1
"Willaby Wallaby Woo"

In this lesson, the students:

- Learn and sing a song
- Practice reading classmates' names
- Learn and play a rhyming name game
- Get to know one another
- Participate responsibly

Materials

- "Willaby Wallaby Woo" (see page 48)
- Individual student name cards from Week 1

1 Gather and Discuss Participating Responsibly

Gather the class with the students sitting, facing you. Remind the students that during Shared Reading lessons, they will listen to, read, think about, and talk about books, songs, and poems together. Review that last week they read a book together, and explain that this week they will sing and read a song together.

Explain that during Shared Reading the students will talk about ways they can participate responsibly as they read and learn together. Tell the students that when they participate *responsibly*, they act in ways that

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help them learn and work well with their classmates. Explain that one way they can participate responsibly when they learn the song today is to sing along with the group, making an effort to sing the words at the same time and at the same volume, or loudness.

2 Introduce and Sing "Willaby Wallaby Woo"

Explain that today the students will sing a song called "Willaby Wallaby Woo." Encourage any students who are familiar with the song to sing along with you and invite those who do not know it to join in singing when they are ready. Sing the song several times, until most of the students have joined in.

3 Sing "Willaby Wallaby Woo" as Call-and-response

Explain that now you and the students will take turns singing different parts of the song. Ask the students to listen as you describe how they will sing the song this time.

> **You might say:**
>
> "I will sing the first line of the song, 'Willaby wallaby woo,' and then you will respond by singing the second line of the song, 'An elephant sat on you.' Next, I will sing the third line, 'Willaby wallaby wee,' and you will respond with the fourth line, 'An elephant sat on me.' "

Sing the song in this call-and-response format until the students know the words of the song well.

4 Read Name Cards as a Class

Explain that now the students will practice reading their classmates' names and use the names to change some of the words in "Willaby Wallaby Woo." Remind the students that learning to recognize their classmates' names will help them get to know one another better and will help them read and write the names during the year.

Show the first individual name card, read it aloud, and have the class read the name aloud with you. Show the second name card, read it aloud, and have the class read it with you. Continue using this procedure until the class has finished reading all the name cards.

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5 Play a Rhyming Name Game with "Willaby Wallaby Woo"

Tell the students that they will play a rhyming name game with the song "Willaby Wallaby Woo." Explain that, just as before, you and the students will take turns singing different parts of the song, but that this time you will change some of the words. Ask the students to listen as you describe how they will sing the song.

> **You might say:**
>
> "I will sing the first line of the song and change the last word to a nonsense word. Then you will think about a student in our class whose name rhymes with, or sounds like, the nonsense word I added. You will change the last word in the line you sing to that student's name. For example, if I sing, 'Willaby wallaby [warah],' you will respond with, 'An elephant sat on [Sarah].' [*Warah*] and [*Sarah*] rhyme. And if I sing, 'Willaby wallaby [wustin],' you will respond with, 'An elephant sat on [Justin].' [*Wustin*] and [*Justin*] rhyme."

Without showing the card to the students, select one name card and change the initial sound in the name to /w/. Sing the first line of the song and insert the nonsense word. Ask the students to sing the second line of the song. As the students sing the second line, show them the matching name card. Continue using this procedure until all the student's names have been used in the song.

Tell the students that in the next lesson, they will continue to sing "Willaby Wallaby Woo" and work with one another's names.

Teacher Note

See the "Rhyming Name Game Instructions" on page 48 for the directions for this activity.

Teacher Note

Showing the name card as the students orally respond to the song helps to connect the students' auditory knowledge (guessing the name based on auditory information—the rhyme) with visual information (seeing the name in print on the card).

6 Reflect on Participating Responsibly

Help the students think about how they did with singing the song today by sharing your own observations.

> **You might say:**
>
> "I noticed many ways that you participated responsibly today. I noticed that you sang along with the group when we were singing 'Willaby Wallaby Woo.' You sang at the same volume and worked to say the same words at the same time."

Teacher Note

Save the individual student name cards and the "Willaby Wallaby Woo" chart to use on Day 2.

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Day 2

Shared Reading

"Willaby Wallaby Woo"

Materials

- "Willaby Wallaby Woo" chart, prepared ahead
- Pointer
- Individual student name cards from Day 1

In this lesson, the students:

- Learn and practice the procedure for choral reading
- Chorally read a song
- Discuss names in pairs
- Play a rhyming name game
- Practice "Turn to Your Partner"
- Get to know one another

ABOUT CHORAL READING

In this lesson, the students learn and practice the procedure for choral reading. *Choral reading*, or reading aloud in unison, is a technique used in Shared Reading to support students as they learn to read. For students who are not yet reading on their own, choral reading provides a model of fluent reading and the opportunity to comfortably practice and receive support while reading a text. For students who are starting to read on their own, choral reading provides the opportunity to practice fluent reading with a familiar text and increases their confidence in their oral reading abilities. Choral reading builds the classroom community as the students share the experience of learning and reading a story aloud together.

This week, the students are introduced to choral reading using an easily memorized song. The students learn and practice singing the words before they are invited to chorally read the words of the song. Hearing and singing the song before seeing the text supports their ability to chorally read the words later. For more information, view "Echo Reading and Choral Reading for Shared Reading" (AV15).

1 Gather and Review "Turn to Your Partner"

Gather the class with partners sitting together, facing you. Review that last week the students learned the procedure for "Turn to Your Partner." Explain that today they will have the chance to practice using "Turn to Your Partner" again. Ask and briefly discuss:

Q *What do you remember about "Turn to Your Partner"?*

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Students might say:

"We turn and sit facing each other when you say, 'Turn to your partner.'"

"We listen to each other."

"When you raise your hand, we finish talking and turn back to face you."

Encourage the students to keep these things in mind as they use "Turn to Your Partner" today.

2 Read "Willaby Wallaby Woo" and Introduce Choral Reading

Direct the students' attention to the "Willaby Wallaby Woo" chart and tell the class that this chart has the words to the song on it. Read the title and the words aloud, distinctly pointing under each word with your finger as you read it. Explain that today the students will practice reading the words of the song together.

Have the students read the title and the words of "Willaby Wallaby Woo" with you. Point under each word as you read it with the students. Then ask:

Q *What did you notice about how we read the title and words of "Willaby Wallaby Woo"? Turn to your partner.*

After most partners have finished talking, have a few volunteers share their thinking with the class.

Students might say:

"I noticed that we read the words together instead of singing them."

"You pointed to each of the words."

"We said the words at the same time."

Explain that in Shared Reading the students will often read the words of books, songs, and poems together. Tell them that just as it is important to stay together when they sing the words of a song, it is also important to stay together when they read the words of a poem or a book. Explain that when the class reads the same words aloud together at the same time, it is called *choral reading*.

3 Chorally Read "Willaby Wallaby Woo" Using the Pointer

Show the students the pointer and tell them that the pointer is used to point under each word as it is read. Explain that during choral reading, you will use the pointer to help the class follow along and stay together as they read the words aloud. Tell the students that now they

Teacher Note

Use your finger to point under the title and words as you read. You will introduce the pointer and talk about its purpose in the next step.

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will practice chorally reading "Willaby Wallaby Woo" and that this time you will point under the words with the pointer to help them stay together as they read.

Chorally read "Willaby Wallaby Woo" with the students and use the pointer to distinctly point under each word. If necessary, remind the students to follow the pointer and stay together as they read the words. Chorally read the song several times, and then share your observations about how the students did with choral reading.

> **You might say:**
>
> "I noticed that you followed the pointer to help you all say the same words at the same time."

If you noticed any problems, briefly comment on them without mentioning any of the students' names.

> **You might say:**
>
> "I noticed that some students tried to read the words faster than the rest of the class. When we read chorally, it is important that we all follow the pointer to try to say the same words at the same time."

Tell the students that they will have many opportunities to read chorally this year.

4 Review the Rhyming Name Game and Discuss Names in Pairs

Remind the students that they are practicing reading and recognizing one another's names. Briefly review how to play the rhyming name game (see Day 1, Step 5 on page 41) and use the individual name cards and the procedure from the last lesson to play the game.

Teacher Note

Play the game with a small selection of the names to keep it brief and hold the students' attention.

Give each student her own name card. Have partners turn and face each other and take turns reading their own names aloud to each other. Next, have partners trade name cards and take turns reading each other's name aloud. After partners have shared their names, have them discuss what they notice about their names.

Signal for the students' attention. Ask and briefly discuss:

Q *What did you notice about your name and your partner's name?*

Teacher Note

If the students have difficulty answering the question, offer some examples like those in the "Students might say" note.

> **Students might say:**
>
> "My name is longer than Josiah's."
>
> "Both of our names end with the letter *n*."
>
> "I noticed that Marta's name has two *a*'s in it."

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Explain that in the next lesson the students will continue to look at, talk about, and read their classmates' names. Collect the name cards from the students.

5 Reflect on "Turn to Your Partner"

Help the students reflect on their partner work by asking and briefly discussing:

Q *What did you and your partner do to work well together during "Turn to Your Partner" today?*

Q *What do you still need to practice?*

If the students have difficulty answering the questions, share some of your own observations without mentioning any of the students' names.

Teacher Note

Save the individual student name cards to use on Day 3. Save the "Willaby Wallaby Woo" chart to use in Week 9.

Shared Reading
"Willaby Wallaby Woo"

Day 3

In this lesson, the students:

- Sort name cards by first letter
- Discuss and compare names in pairs
- Play a rhyming name game
- Practice "Turn to Your Partner"
- Listen carefully
- Get to know one another

Materials

- Written or posted alphabet letters, prepared ahead
- Individual student name cards from Day 2
- Posted alphabet letters (see Do Ahead)
- Tape or reusable adhesive

1 Gather and Review Listening Carefully

Gather the class with partners sitting together, facing you. Remind the students they have been using "Turn to Your Partner" to share their thinking with their partners. Briefly discuss:

Q *What is one way to show your partner you are listening carefully?*

> **Students might say:**
>
> "I turn to face my partner."
>
> "I wait to talk until he is done talking."
>
> "I look at her while she is talking."

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2 Discuss Names in Pairs

Remind the students that in the last lesson they played a rhyming name game and talked with a partner about their names. Ask:

Q *What is one thing you remember noticing about your name or your partner's name?*

Have a few volunteers share their thinking. Then tell the students that today they will talk with their partners about their names again. Remind them to listen carefully to their partners as they share.

Give each student his own name card. Explain that partners will compare their names and think about one thing that is the *same* and one thing that is *different* about their names. Have the students turn to face their partners and discuss what is the same and what is different about their names.



Observe the pairs as they talk. If the students struggle to notice similarities and differences in their names, signal for their attention and model how to compare the names of two volunteers. Then have partners compare their names again.

After a few moments, signal for the students' attention and ask:

Q *How is your name the same as your partner's name? How is it different?*

Have a few volunteers share their thinking.

> **Students might say:**
>
> "Torsten's name starts with a *T* and so does mine."
>
> "Mariah has two *a*'s in her name. I don't have any."
>
> "Akira and I both have five letters in our names."

3 Sort Class Names by First Letter

Explain that now the students will sort, or group, all their names. Direct the students' attention to the letters of the alphabet. Explain that the students will sort their names by the first letter.

Ask the students to look at their own name cards. Have each student point to the first letter, or the letter at the beginning of her name. Point to the letter *A* and ask:

Q *Who has a capital* A *at the beginning of his or her name?*

Invite any students with a capital *A* at the beginning of their names to raise their hands. Collect the name cards of those students and post them below the letter *A*. Repeat this procedure for all the letters of the alphabet.

Teacher Note

If necessary, have the students move to sit at desks or tables, partners together, so that they can easily see the letters.

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When all the names have been sorted, ask the students to read aloud the names in each column with you. Point distinctly under each name as you read it. Ask and briefly discuss:

Q *What is one thing you notice about our class names? Turn to your partner.*

When most partners have finished talking, signal for attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "We have a lot of people in class with names that start with *M*."
>
> "No one has a name that starts with *E*, *K*, or *Q*."
>
> "There are three names that start with *J*."

4 Reflect

Encourage the students to reflect on this week's Shared Reading lessons. Ask questions that invite reflection, such as:

Q *What did you enjoy about singing and reading "Willaby Wallaby Woo"?*

Q *What do you like about reading and working with each others' names?*

Independent Work Connection

For next week's Independent Work, we suggest the following:

- If you have not already done so, place sets of name cards into the word work bins. Encourage the students to practice reading one another's names, look for similarities and differences, and sort names by first letter.

Foundational Skills Practice

- Sing "Willaby Wallaby Woo" by replacing the initial consonant sound with other sounds besides /w/. Phonological awareness is nurtured through word play like this.

Teacher Note

If the students have difficulty answering the question, offer some examples like those in the "Students might say" note.

Teacher Note

If you use a word wall in your classroom, consider adding the student name cards to it. This will provide support for the students in reading and writing their classmates' names during the year.

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Song

Willaby Wallaby Woo

adapted from "Willoughby Wallaby Woo" by Dennis Lee

1 Willaby wallaby woo,
2 An elephant sat on you.
3 Willaby wallaby wee,
4 An elephant sat on me.

Rhyming Name Game Instructions

In this rhyming name game, the teacher sings lines 1 and 3, and students respond by singing lines 2 and 4.

In line 1, the teacher will replace "woo" with a student's name and change the initial sound to /w/. In line 2, the students will replace "you" with the name of the student that rhymes with the "silly" word the teacher inserted in line 1. For example:

Teacher: Willaby wallaby [wennifer],
Students: An elephant sat on [Jennifer].
Repeat this with a different name for lines 3 and 4. For example:

Teacher: Willaby wallaby [wiguel],
Students: An elephant sat on [Miguel].

If you have a student whose name begins with the /w/ sound, you may choose to begin "Willaby wallaby" with a different initial consonant. For example:

Billaby ballaby [bendy],
An elephant sat on Wendy.
Billaby ballaby [billiam],
An elephant sat on William.

From "Willoughby Wallaby Woo" by Dennis Lee © Dennis Lee, 1974, 2006. Published by Key Porter Books.

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Independent Work OVERVIEW

This week the students prepare their independent work toolboxes, choose their own independent reading books, and continue to explore word work activities. On Day 3, the students are introduced to independent writing and begin to generate and explore writing ideas as a group and in pairs. As the week progresses, we suggest that you begin to stand aside during independent reading and word work to continue to encourage the students' independence. The focus work habits for this week are: *use quiet voices* and *get started right away and work for the whole time*.

By the end of this week, the students will:

- Read and do word work independently at their seats for 15 minutes while the teacher stands aside and intervenes less than previously
- Write independently at their seats for 5–10 minutes
- Use their personal toolboxes to store their independent work materials
- Use quiet voices
- Get started right away and work for the whole time

Independent Work Focus

- Students learn the purposes of independent work.
- Students learn independent work habits: *use quiet voices; get started right away and work for the whole time.*
- Students generate writing ideas and write independently.
- Students build stamina for working independently.

Social Development Focus

- Students take responsibility for their learning and behavior.
- Students work in a way that is respectful of others.
- Students handle materials responsibly and share them fairly.
- Students listen respectfully to the thinking of others and share their own.
- Students take turns talking in pairs.

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Day 1

Independent Work

Setting the Foundation

Materials

- Toolbox for each student, prepared ahead
- Art materials for decorating toolboxes, prepared ahead
- "Ways We Work on Our Own" chart from Week 1
- Word work bins and folders from Week 1

Teacher Note

If the class did not meet last week's goals for Independent Work, you may wish to delay introducing independent writing and consider adapting and reteaching the Week 1 instruction to focus on building stamina for reading and word work this week.

Teacher Note

If the students are using resealable plastic bags, have them write their names on large adhesive labels, decorate the labels, and then affix them to the bags.

In this lesson, the students:

- Learn independent work habits: *use quiet voices*
- Decorate their own toolboxes
- Build stamina for independent reading and word work

INDEPENDENT READING

ABOUT BUILDING STAMINA FOR WORD WORK AND INDEPENDENT READING

To accustom your students to working more independently this week, try to intervene as little as possible. If an individual student's behavior is disruptive, assist her. If several students lose focus or struggle with work habits, stop the class, review and model as needed, and have the students return to work.

1 Introduce Toolboxes

Have the students remain in their seats. Explain that during independent reading time today the students will decorate and personalize toolboxes for independent work. Explain that a *toolbox* is a box to keep all the tools they will need to work independently—books to read, word work folders, and any other materials they might need.

2 Get Ready to Work Independently

Tell the students that they will put their names on their toolboxes and decorate their toolboxes in any ways they choose.

Show the art materials the students will use and explain that the materials are for the students to share. Ask and briefly discuss:

Q *What will you do to take care of the materials?*

Q *What will you do to share the materials?*

> **Students might say:**
>
> "If someone is using a marker that I want to use, I can ask to use it next."
>
> "I can put whatever I'm finished with back so others can use them."

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Remind the students that you expect them to use their independent work habits while they decorate their toolboxes, and tell them that you will walk around and help them as needed. Have the students pick up their toolboxes and return to their seats, one table group at a time. Have a volunteer from each table group bring the art materials to that table.

3 Work Independently (about 15 minutes)

Have the students decorate their toolboxes for about 15 minutes. Walk around as the students work, offering assistance as needed.

After about 15 minutes or when most of the students have finished decorating their toolboxes, signal for cleanup and ask for the students' attention before they put away their materials.

4 Reflect on Cleaning Up

Ask and briefly discuss:

Q *What do we need to do to clean up?*

Have the students clean up the art materials and wait for the students to give you their quiet attention. Have a volunteer from each table group return the materials. Have the students put their toolboxes on the floor next to them.

Explain that the students will add their word work folders to their toolboxes today and choose books for their toolboxes in the next independent reading lesson.

INDEPENDENT WORD WORK

5 Gather and Get Ready to Work Independently

Review that the students are building stamina for doing word work and reading on their own for a longer amount of time each day.

Direct the students' attention to the "Ways We Work on Our Own" chart and review it briefly. Explain that one of the things the students will focus on this week is using quiet voices. Ask and briefly discuss:

Q *What does it sound like to use a quiet voice during word work?*

Q *What can you do to remember to use a quiet voice?*

Have a volunteer from each table group pick up a word work bin that you indicate and another pick up the word work folders for the group.

Teacher Note

If two students have difficulty sharing the materials, you might ask questions such as:

Q *How can you share in a way that is fair to both of you?*

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6 Work Independently (about 10 minutes)

Have the students work for about 10 minutes. Walk around and observe. Try to intervene as little as possible.

After about 10 minutes, signal for cleanup and wait as the students clean up, put all word work papers in their folders, and give you their quiet attention.

7 Reflect on Using Quiet Voices

Ask and briefly discuss:

Q *How did you do with using a quiet voice today during word work?*

Q *What else did you do to make word work go smoothly?*

As the students respond, direct their attention to the "Ways We Work on Our Own" chart and point out connections to the work habits on the chart.

> **You might say:**
>
> "[Jamal] says he didn't make much noise. He used a quiet voice like it says here on our chart."
>
> "[Zoe] says she finished with some materials, passed them to [Jacob], and then took out something new. That goes with 'We share the materials.' "

Have the students add their word work folders to their toolboxes. Have a volunteer from each table group return the word work bin. Then have the students return their toolboxes to the area you have designated, one table group at a time.

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Independent Work
Setting the Foundation

Day 2

In this lesson, the students:

- Practice independent work habits: *use quiet voices*
- Choose books for their toolboxes
- Build stamina for independent reading and word work

Materials

- Reading bins, prepared ahead
- Student toolboxes
- "Ways We Work on Our Own" chart
- Word work bins

INDEPENDENT READING

ABOUT ON-TASK TALK WHEN READING INDEPENDENTLY

Most young readers vocalize as they read, so the room will not be absolutely quiet during independent reading. Also, the students naturally will want to talk about and share what they are reading with others. Sharing helps the students think about and comprehend text, and adds to their love of reading, but it also increases the hum in the room.

Encourage the students to use quiet voices and to notice if they are interfering with others' ability to read. Observe how much of the students' talk is about books and how much the students are talking rather than reading. Discuss these issues with individual students as needed. If necessary, stop the class to draw attention to the noise level, off-task talk, or the need to spend more time reading; then have the students return to reading. Discuss these issues during the reflection at the end of the lesson as well.

1 Gather and Discuss Choosing Books

Gather the class with the students sitting, facing you. Review that in the previous lesson, the students decorated toolboxes for storing their independent work. Explain that today they will choose up to five books to put in their toolboxes for independent reading.

Explain a little about how you choose a book.

> **You might say:**
>
> "When I choose a book, I read the title and look at the picture on the cover to find out what the book is about. Then I read the first two or three pages and look at the pictures. If it looks interesting or funny, I'll choose it."

Teacher Note

Keep this introduction short and informal, as it is designed just to give the students a few ideas to help them easily identify books they might like.

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2 Model Choosing a Book

Model taking a book from a reading bin; then look at the cover and a few pictures.

> **You might say:**
>
> "Let's see what I can learn about this book from the cover. I see [a mother and kids in a kitchen. There are footprints on the floor]. I'm curious about [why the mom is baking all of those cookies, and who is going to eat them]! I'm wondering about the title [*The Doorbell Rang*]. I'm excited about reading this book because it might be [funny]."

3 Get Ready to Choose Books

Explain that each student will take a book from the reading bin, look at a few pages, and decide whether she wants to read it. If the student wants to read the book, she will put it in her toolbox. If not, she will put it back in the bin for someone else to choose. Each student may pick five books to read.

Ask and briefly discuss:

Q *What can you do if someone else chooses a book that you also want?*

> **Students might say:**
>
> "I can wait to see if the person puts it back in the bin."
>
> "I can choose another book."
>
> "I can say, 'Oh well, I'll read that book another time.' "

Have the students pick up their toolboxes and return to their seats, one table group at a time. Have a volunteer from each table group pick up a reading bin that you indicate.

4 Choose Books and Read Independently (about 20 minutes)

Have the students choose books for about 5 minutes. Walk around the room and observe, assisting students as needed. Ask individual students:

Q *Why did you choose this book?*

When most of the students have chosen five books each, signal for cleanup and have them return any extra books to the reading bins. Ask the students to put the five books they have chosen into their toolboxes. Wait for their quiet attention.

Explain that from now on during independent reading time, the students will read books from their toolboxes rather than from book bins.

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Ask and briefly discuss:

Q *What will it sound like when you read independently?*

Q *Why is it important to use a quiet voice if you read aloud to yourself?*

Have the students read books from their toolboxes for about 10 minutes. Walk around and observe as they read.

Signal for cleanup and wait for the students to return the books to their toolboxes and give you their quiet attention.

5 Wrap Up

Remind the students that when they spend time reading books they like, they become stronger readers. Have a volunteer from each table group return the reading bin and have the students put their toolboxes on the floor next to them.

INDEPENDENT WORD WORK

6 Get Ready to Work Independently

Have the students remain in their seats. Direct the students' attention to the "Ways We Work on Our Own" chart, and point out and read aloud "We use quiet voices."

Q *What will it sound like when you do word work?*

Q *Why is using a quiet voice important?*

Have a few students share their ideas. Then have a volunteer from each table group pick up a word work bin that you indicate.

7 Work Independently (10–15 minutes)

Have the students work for 10–15 minutes. Walk around and observe as they work, assisting individual students as needed.

After 10–15 minutes, signal for cleanup and wait as the students put any loose papers into their word work folders, put their folders into their toolboxes, and give you their quiet attention.

8 Reflect on Working Independently

Ask:

Q *How did you do with using a quiet voice today?*

Q *What was challenging during word work? What can you do differently next time?*

Have a few students share their ideas. Then have a volunteer from each table group return the word work bin, and have the students return their toolboxes, one table group at a time.

Facilitation Tip

Continue to remind the students to **turn and look** at the person who is about to speak. Ask speakers to wait until they have the class's attention before starting to speak. Scan the class to ensure that all of the students are actively listening and participating in the discussion.

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Day 3

Independent Work

Setting the Foundation

Materials

- Chart paper and a marker
- Writing/drawing paper
- "Ways We Work on Our Own" chart
- Student toolboxes
- Writing folder for each student, prepared ahead

Teacher Note

Consider how well the students have been doing with independent reading and word work. If they have been struggling, you might wait before starting independent writing. Instead, focus on the reading and word work sections of the lessons this week, building the students' independent work habits and stamina.

In this lesson, the students:

- Learn procedures for independent writing
- Learn the purposes of independent writing
- Learn independent work habits: *get started right away and work for the whole time*
- Generate and choose writing ideas

INDEPENDENT WRITING

ABOUT WRITING INDEPENDENTLY

At the beginning of the year, some students may scribble to simulate writing and will need to tell their stories orally; some may be able to write a few letters, words, or a sentence; and others may be writing multiple sentences. Encourage approximated (or "best guess") spelling to help the students write freely without worrying about spelling or correctness.

1 Gather and Introduce Independent Writing

Gather the class with partners sitting together, facing you. Explain that today the students will begin to write independently about things that interest them.

Explain that people write every day for many different reasons. Have the students close their eyes and think of someone they have seen writing. Ask:

Q *Who have you seen writing? What do you think that person was writing? Think to yourself.*

After a few moments, have the students open their eyes. Ask a few volunteers to share their thinking.

> **Students might say:**
>
> "I saw my brother writing. He was writing a story."
>
> "I saw my mom writing. She was writing a note for me to bring to school."
>
> "I saw my dad copying a recipe from a magazine."

Explain that people often write to tell someone something, to remember something, or to write a story. Briefly explain why writing is important to you and share some of the things you write each day.

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2 Model Drawing and Writing

Explain that writers sometimes begin by drawing a picture and then writing about it. Use "Turn to Your Partner" to discuss:

Q *What do you like to draw? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share with the class.

Draw a picture where everyone can see it, and talk about the drawing. Then model writing about the drawing and adding your name to the writing.

> **You might say:**
>
> "I like to draw my dog, Ralph. He is big and hairy. He tries to sit on my lap, but he's too big. I'll write: *This is my dog. He is very big. He has lots of hair.*"



Read what you have written aloud, pointing under each word as you read. Then have the students read the writing aloud together. Explain that some students may write about their drawings by writing letters and others by writing words or sentences.

ELL Note

Cooperative structures like "Turn to Your Partner" support the language development of English Language Learners by providing frequent opportunities for them to share their thinking and listen to others. For this discussion, you might provide the prompt "I like to draw . . ." to help them verbalize their answers to the question.

3 Discuss Writing Ideas

Ask the students to think about something they would like to draw and write about today. After a few moments, ask:

Q *What might you draw and write about today? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. Title a blank sheet of chart paper "Writing Ideas" and list the students' ideas.

ELL Note

Provide your English Language Learners with the prompt "Today I will write about . . ." to help them verbalize their answers to the question.

Teacher Note

If you have already started a list of writing ideas for your writing instruction, you might review and add to that list instead of starting a new one.

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Writing Ideas

- a rocket blasting into space
- my two cats playing together
- a dinosaur chasing another dinosaur
- my brother playing soccer with me

Explain that the students may choose one of these ideas to write about or they may draw and write about anything they wish.

4 Get Ready to Write Independently

Direct the students' attention to the "Ways We Work on Our Own" chart and read aloud "We get started right away." Tell the students that when they get to their seats, they will get started writing right away. Ask and briefly discuss:

Q *Why is it important to get started right away?*

> **Students might say:**
> "So that we have a lot of time to write."
> "If we get quiet and start right away we can do our writing."

Review that when you signal for cleanup, the students will stop working, put down their pencils, and give you their quiet attention.

Have the students pick up their toolboxes and return to their seats, one table group at a time.

5 Write Independently (5–10 minutes)

Distribute the writing paper. Have the students write for 5–10 minutes. Walk around and observe, assisting individual students as needed. If necessary, stop the class to model procedures or work habits.

After 5–10 minutes, signal for cleanup and wait for the students to put down their pencils and give you their quiet attention. Explain that those who did not finish their drawings and writing will be able to work on their writing again in another lesson if they wish.

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6 Reflect on Getting Started Right Away

Ask and briefly discuss:

Q *How did you do with getting started right away? What was challenging? What can you do differently next time?*

Show a writing folder and explain that the students will keep their writing in folders. Distribute the folders to the students. Have each student write her name on the folder and label it *Writing*. Have each student add today's writing and put the folder in her toolbox. Then have the students return their toolboxes, one table group at a time.

Teacher Note

Save the "Writing Ideas" chart to use throughout the year.

Independent Work
Setting the Foundation

Day 4

In this lesson, the students:

- Practice independent work habits: *get started right away and work for the whole time*
- Build stamina for working independently

Materials

- "Writing Ideas" chart from Day 3 and a marker
- "Ways We Work on Our Own" chart
- Student toolboxes
- Reading bins
- Word work bins

INDEPENDENT WRITING

1 Gather and Model Writing and Drawing

Gather the class with partners sitting together, facing you. Explain that today the students will do all three independent work activities: writing, reading, and word work.

Model writing and then illustrating a fanciful story. As you write, model how the students might try to spell an unfamiliar word by sounding it out and using approximated spelling.

> **You might say:**
>
> "I'm really using my imagination today. I think I'll write about dragons. I'll write: *There is a castle on a hill. Dragons guard it. They fly around it and spit fire.* I'm not sure how to spell the word *guard*. I think I'll sound it out. /g/ /är/ /d/. *Guard* starts with the sound /g/, so I'll write: *g*. I hear the sound /är/ next, so I'll write: *r*. /g/ /är/ /d/. At the end, I hear the sound /d/, so I'll write: *d*. /g/ /är/ /d/."

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Read the story aloud, pointing under each word as you read. Ask:

Q *What could I draw to illustrate my story?*

Use a few of the students' suggestions to quickly illustrate the story.

2 Get Ready to Write Independently

Direct the students' attention to the "Writing Ideas" chart and review the list of ideas. Explain that the students might choose one of these ideas to write about, write about something else, or finish something they started writing in the last lesson. Ask:



Q *What might you write about today? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. Add any new ideas to the "Writing Ideas" chart. If the students do not mention it, suggest and add: *Finish something that I started.*

Direct the students' attention to the "Ways We Work on Our Own" chart, and point out that for the rest of this week, the students will be working on getting started right away and working for the whole time.

Ask and briefly discuss:

Q *What can you do to get started right away?*

Q *What can you do if you get stuck and can't think of what to do even though writing time is not over?*

Have the students pick up their toolboxes and return to their seats, one table group at a time. Ask a volunteer from each table group to pick up writing paper. Have the students take out their writing folders and put their toolboxes on the floor next to them.

3 Write Independently (5–10 minutes)

Have the students write for 5–10 minutes. Walk around and observe, assisting individual students as needed. If necessary, stop the class to discuss and model specific work habits.

After 5–10 minutes, signal for cleanup and wait for the students to put down their pencils, put their writing in their writing folders and the folders in their toolboxes, and give you their quiet attention.

4 Reflect on Working Independently

Direct the students' attention to the "Ways We Work on Our Own" chart and remind the students that today they were working on getting started right away and working for the whole time. Ask:

Q *How did you do with getting started right away today? What was challenging? What can you do differently next time?*

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Q *How did you do with working for the whole time? What was challenging? What can you do differently next time?*

Have a few students share their thinking. Take a moment to address any challenges the students might have had with these particular work habits.

INDEPENDENT READING

5 Get Ready to Read Independently

Tell the students that now they will read independently. Ask and briefly discuss:

Q *What can you do if you finish a book and reading time is not yet over?*

Explain that starting today, you will stand aside and observe as the students read.

6 Read Independently (10–15 minutes)

Have the students read for 10–15 minutes. Stand aside and observe the students, intervening as little as possible.

After 10–15 minutes, signal for cleanup and wait for the students to return their books to their toolboxes and give you their quiet attention. Have the students put their toolboxes on the floor next to them.

7 Reflect on Reading for the Whole Time

Ask and briefly discuss:

Q *How did it go with reading for the whole time today?*

INDEPENDENT WORD WORK

8 Get Ready to Work Independently

Tell the students that now they will do word work. Review that today's focus is on getting started right away and working for the whole time.

Ask:

Q *What will it look like to get started right away?*

Q *What will you do if you finish an activity before word work time is over?*

Q *If you have a problem, what can you do to solve the problem without me?*

> **Students might say:**
>
> "I can ask someone else at my table for help."
>
> "I can figure out what to do on my own."
>
> "I can ask you for help later."

Teacher Note

If the students have difficulty answering the questions, offer some examples like those in the "Students might say" note.

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Explain that you will also stand aside and observe during word work. Have a volunteer from each table group pick up a word work bin that you indicate.

9 Work Independently (10–15 minutes)

Have the students work for 10–15 minutes. Stand aside and observe as the students work. Avoid intervening unless the students cannot solve on their own any challenges that arise.

After 10–15 minutes, signal for cleanup. Have the students put any papers in their word work folders and their folders in their toolboxes, and give you their quiet attention.

10 Reflect on Working Independently

Ask and briefly discuss:

Q *What was challenging during word work today? What can you do differently next time?*

Have a volunteer from each table group return the word work bin. Have the students return their toolboxes, one table group at a time.

Day 5 Independent Work

Setting the Foundation

Materials

- "Ways We Work on Our Own" chart
- "Writing Ideas" chart and a marker
- Student toolboxes
- "Class Assessment Record" sheet (CA1)
- Word work bins

In this lesson, the students:

- Practice independent work habits: *use quiet voices* and *get started right away and work for the whole time*
- Build stamina for working independently
- Share their thinking with partners and listen respectfully

INDEPENDENT WRITING

1 Gather and Review Work Habits

Gather the class with partners sitting together, facing you. Direct the students' attention to the "Ways We Work on Our Own" chart and remind the students that this week they have been focusing on two work habits: *use quiet voices* and *get started right away and work for the whole time*. Tell the students that today you will observe them during Independent Work to see how they are doing with these work habits.

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2 Get Ready to Write Independently

Direct the students' attention to the "Writing Ideas" chart. Explain that today the students might choose one of these ideas to write about or write about something else. Ask:

Q *What might you write about today? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. Add any new ideas to the "Writing Ideas" chart.

Have the students pick up their toolboxes and return to their seats, one table group at a time. Have the students take out their writing folders and put their toolboxes on the floor next to them. Have a volunteer from each table group pick up writing paper.

Teacher Note

You might prefer to have the students add blank paper to their own folders so that they have all of the materials they need on hand.

3 Write Independently (about 10 minutes)

Have the students write for about 10 minutes. As the students work, walk around and observe them, assisting as needed.

CLASS ASSESSMENT NOTE

The purpose of this week's assessment is to determine whether the students are able to write on their own for 10 minutes, and to read and do word work on their own for about 15 minutes. Observe the students and ask yourself:

- Do the students use quiet voices?
- Do the students engage with the activities appropriately?
- Is the overall noise level reasonable? Is the student talk largely on task?

Independent Writing

- Do the students get started right away?
- Do the students choose and write/draw about a topic?
- Do the students write for 10 minutes?

Independent Reading

- Do the students get started right away?
- Do the students read for 15 minutes?

Independent Word Work

- Do the students get started right away?
- Do the students do word work for 15 minutes?

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to use their work habits consistently, to read and do word work independently for about 15 minutes, and to write independently for about 10 minutes, repeat this week's instruction before going on to Week 3.

Record your observations on the "Class Assessment Record" sheet (CA1); see pages 42–43 of the *Assessment Resource Book*.

Teacher Note

You will use the questions on the "Class Assessment Record" sheet (CA1) to guide your observations of the students during independent writing, reading, and word work today.

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After about 10 minutes, signal for cleanup and wait as the students put down their pencils and give you their quiet attention. Have the students add today's writing to their writing folders but keep their writing folders in front of them.

4 Wrap Up

Explain that the students have written several pieces independently this week. Ask them to look through their folders and find one they really like or had fun writing. Give the students a few minutes to choose a piece of writing. Ask:



Q *What do you like about the piece of writing you chose? Turn to the person sitting next to you.*

After a few moments, signal for the students' attention and have a few volunteers share with the class.

Have the students put their writing in their writing folders and put the folders in their toolboxes.

INDEPENDENT READING

5 Get Ready to Read Independently

Tell the students that you will stand aside and observe while they read.

6 Read Independently (about 15 minutes)

Have the students read for about 15 minutes. Stand aside and observe as the students read.

After about 15 minutes, signal for cleanup and wait for the students to put their books in their toolboxes and give you their quiet attention.

Teacher Note

Continue to record your observations on the "Class Assessment Record" sheet (CA1).

7 Wrap Up

Have the students put their toolboxes on the floor next to them.

INDEPENDENT WORD WORK

8 Get Ready to Work Independently

Explain that you will stand aside during word work to observe. Have a volunteer from each table group pick up a word work bin.

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9 Work Independently (about 15 minutes)

Have the students work for about 15 minutes. Stand aside and observe as the students work.

After about 15 minutes, signal for cleanup and wait for the students to return the materials to the bins and give you their quiet attention. Remind the students to add any in-progress or finished work to their word work folders and put their folders in their toolboxes.

10 Reflect on Work Habits

Ask and briefly discuss:

- Q *What is one of your favorite word work activities? Why do you like that activity?*
- Q *How did you do today with your work habits (during writing, reading, and word work)? Which habits did you use? Which habits are challenging?*

Without mentioning any of the students' names, share some of your observations about the students' use of work habits and about the on-task and off-task talk you noticed. Have a volunteer from each table group return the word work bin. Then have the students return their toolboxes, one table group at a time.

Teacher Note

Continue to record your observations on the "Class Assessment Record" sheet (CA1).

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OVERVIEW Handwriting

This week the students do stretches, posture activities, and gross-motor movements in preparation for the letter-formation instruction that begins in Week 6.

Handwriting

Stretches, Posture, and Gross-motor Movement

In this lesson, the students:

- Stretch and practice good handwriting posture
- Practice gross-motor movements

1 Briefly Review Finger Exercises and Games

Have the students stay at their seats and push their chairs back a few inches. Remind the students that you are helping them get their hands ready for lots of handwriting practice. Review one or two of the games, songs, and exercises you introduced last week.

2 Introduce and Do Stretches and Posture Activities

Explain that the students will continue to get their bodies and hands ready for handwriting by doing some stretching, posture exercises, and air writing. Sit in a chair facing the class. Model each of the following activities and invite the students to copy what you do.

Marionettes: Tell the students that they will pretend they are puppets being pulled up by a string. Demonstrate by sitting in a chair, slumping over, and then slowly uncurling, raising yourself to an erect sitting position. Have the students slump over and then uncurl, pretending they are being pulled by a string. Walk around and pull individual students up by the imaginary string as they straighten. Explain that sitting up tall while they are writing helps them write without getting tired.

Stampede: Have each student put both feet flat on the ground. Invite the students to stamp their feet to make an elephant stampede. Explain that having feet flat on the floor while they are writing helps them write without getting tired.

Teacher Note

If time permits, walk around the classroom and pretend to pull each student to an erect sitting position, one at a time.

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Shoulder roll: Have the students copy your actions as you roll your shoulders forward five times. Then roll your shoulders backward five times as the students copy you.

Shoulder shrug: Have the students copy your actions as you shrug your shoulders up and down five times, making an "I don't know" or shrugging gesture.

Rainbow: Have the students stand and step back from their tables. Explain that the students will be moving their bodies during this activity, and it is important that they move in their own spaces, without bumping into anyone else. Have the students copy your actions as you raise your arms straight up to the sky and sway back and forth, making the shape of a rainbow with your arms and upper body.

3 Do Large-motion Activities

Have the students remain standing and take a giant step backward to avoid bumping into their tables. Remind the students that it is important for them to move without bumping into anyone else. For each activity, demonstrate first and then have the students copy your actions.

- With one finger, draw a large circle in the air, starting at the top and going to the *right*, all the way around.
- Draw a large circle in the air, starting at the top and going to the *left*, all the way around.
- Draw a large circle in the air and add two eyes, a nose, and a mouth.
- Draw a snowman with three circles in the air: draw a small circle high, a medium-sized circle below the small circle, and a big circle below the medium circle.
- Draw a lot of small circles in the air as if someone is blowing bubbles right in front of you.
- Draw a horizontal line in the air from left to right.
- Draw a horizontal line in the air from right to left.
- Draw a vertical line in the air from low to high (upward direction).
- Draw a vertical line in the air from high to low (downward direction).

Teacher Note

We suggest that you lead the students in these activities or the exercises, songs, and games from Week 1 any time you have a few minutes during the day.

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Week 3 OVERVIEW

Whole-class Instruction

Shared Reading 73

This week the students read and discuss *Flower Garden*. They learn and practice echo reading, and later in the week, they count words in a line and rebuild lines from the story. They expand their understanding of respectful partner work as they discuss taking turns talking during "Turn to Your Partner."

Independent Work 83

This week the students continue to build stamina and focus on work habits for all three types of independent work in preparation for rotating to work areas around the room next week. For reading, the students learn procedures for exchanging books in the reading area. For writing, the students explore writing to share information about something they know. For word work, the students are introduced to new word work materials.

Handwriting 103

This week the students learn and practice the pincer and pencil grip to prepare for the letter-formation instruction that begins in Week 6.

Small-group Reading Instruction and Independent Work Rotations

This week the whole-class instruction continues to set the foundation for your students to work independently so that you may begin small-group reading instruction in Week 5. We suggest that you begin assessing your students for Small-group Reading this week. For more information, see "Placement Assessments" in the Assessment Overview of the *Assessment Resource Book*.

The following are materials you might incorporate into independent work areas this week:

Word Work:

- Individual student name cards (see "Independent Work Connection" on page 47)

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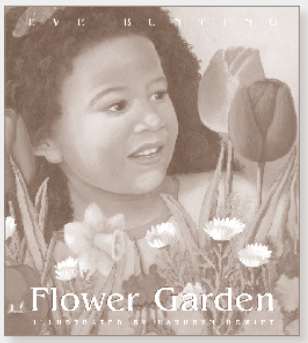
Week 3

RESOURCES



Read-aloud

- *Flower Garden**
  by Eve Bunting, illustrated by Kathryn Hewitt
  With her father's help, a young girl prepares a surprise flower garden.
  **This is a big book.*

Assessment Resource Book

- Week 3 assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Class Assessment Record" sheet (CA1)

Professional Development Media

- "Echo and Choral Reading in Shared Reading" (AV15)

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DO AHEAD

Shared Reading

✓ Prior to Day 3, write the following line from page 31 of *Flower Garden* on a sentence strip, and place it in a pocket chart in the gathering area: *Happy, happy birthday, Mom!*

✓ Prior to Day 3, decide how you will select volunteers to place words in the pocket chart (see Step 4). For more information, see "Considerations for Selecting Volunteers" in the Introduction.

Independent Work

✓ Prior to Day 1, set up your classroom library or other location to use as the reading area. Remove the books from the reading bins and place them in this area. For more information about setting up your reading area, see Appendix B, "Independent Work Resources."

✓ Prior to Day 1, prepare a bin for returning books in the reading area, and label it *Return*. Prepare to introduce any procedures you would like the students to use to return books to the reading area. For example, decide in advance whether or not the students can take newly returned books directly from the "Return" bin.

✓ Prior to Day 3, collect a few nonfiction books with interesting pictures and simple text features for modeling during independent writing.

✓ Prior to Day 4, exchange any word work materials that are not holding the students' attention with new materials that focus on letter and word formation. For more information about materials for the word work bins, see Appendix B, "Independent Work Resources."

✓ Prior to Day 5, prepare to introduce a procedure for managing the writing and the word work papers that have been accumulating in the students' folders. We suggest having the students take home or turn in any work they have finished or no longer want to work on.

✓ Prior to Day 5, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 44 of the *Assessment Resource Book*.

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SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work: Setting the Foundation (45–60)	Independent Work: Setting the Foundation (45–60)	Independent Work: Setting the Foundation (30–45)	Independent Work: Setting the Foundation (45–60)	Independent Work: Setting the Foundation (45–60)
65–80 minutes	**65–80 minutes**	**30–45 minutes**	**65–80 minutes**	**65–80 minutes**

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Shared Reading OVERVIEW

*Flower Garden**

by Eve Bunting,
illustrated by Kathryn Hewitt
With her father's help, a young girl prepares a surprise flower garden.
**This is a big book.*

Academic Focus

- Students listen to and discuss a story.
- Students learn and practice the procedure for echo reading.
- Students chorally read the story.
- Students rebuild a line from the story.

Social Development Focus

- Students participate responsibly.
- Students listen carefully.

ELL SUPPORT

Preview the Text

- Preview this week's book, *Flower Garden*, with your students before you read it to the whole class. You might read it aloud while showing and discussing the illustrations and clarifying any difficult vocabulary by pointing to the illustrations:

  trowel: (p. 16; refer to the illustration on p. 17)
  pansies: (p. 18; refer to the illustration)
  daisies: (p. 18; refer to the illustration)
  daffodils: (p. 19; refer to the illustration)
  geraniums: (p. 19; refer to the illustration)
  tulips: (p. 19; refer to the illustration)
  window box: (p. 21; refer to the illustration on p. 20)
  jamboree: celebration or party (p. 25; refer to the window box on p. 24 and explain that the author is comparing the flowers in the window box to a colorful celebration or party)

(continues)

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ELL SUPPORT *(continued)*

Provide Language Support

- Collect pictures of people feeling happy, nervous, excited, or proud. Discuss and act out each emotion with the students. Explain that during the lesson, the class will talk about how the girl in the story feels about planting her garden.
- Write the question *How do you think the girl feels about planting her garden?* where the students can see it, and read it aloud. After previewing or reading the book, model answering the question. Use a sentence such as "I think she feels proud because she made something beautiful." Then help the students answer the question, using the prompt "I think she feels _____ because _____."

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Shared Reading
Flower Garden

Day 1

In this lesson, the students:

- Listen to and discuss a story
- Make text-to-self connections
- Take turns talking and listening
- Listen carefully

Materials

- *Flower Garden* (big book)
- Big book stand
- Pointer

1 Gather and Discuss Working in Pairs

Gather the class with partners sitting together, facing you. Review that in Shared Reading, the students will listen to, read, think about, and talk about books, songs, and poems together.

Remind the students that they have been using "Turn to Your Partner" to share their thinking. Explain that during "Turn to Your Partner" it is important that each partner has a chance to talk. Ask:

Q *What will you do to make sure both you and your partner have chances to talk today?*

> **Students might say:**
>
> "We'll take turns."
>
> "I'll say, 'It's your turn now.' "
>
> "I won't start talking until my partner is done."

Encourage the students to take turns talking during "Turn to Your Partner" today, and tell them that you will check in with them to see how they did.

2 Read *Flower Garden* Aloud

Place *Flower Garden* on the big book stand. Show the cover of the book and read the title and the names of the author and the illustrator aloud. Explain that this is a story about a girl who plants flowers for a special garden.

Review your expectations for the way the students will listen to the story.

> **You might say:**
>
> "Today when I read *Flower Garden* for the first time, you will sit quietly, look at the words and the pictures, and think about what is happening in the story."

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Read the story aloud slowly and clearly. Clarify vocabulary as you encounter it in the text by using your finger to point to the corresponding illustration.

Suggested Vocabulary

trowel: (p. 16; refer to the illustration on p. 17)
pansies: (p. 18; refer to the illustration)
daisies: (p. 18; refer to the illustration)
daffodils: (p. 19; refer to the illustration)
geraniums: (p. 19; refer to the illustration)
tulips: (p. 19; refer to the illustration)
window box: (p. 21; refer to the illustration on p. 20)
jamboree: celebration or party (p. 25; refer to the window box on p. 24 and explain that the author is comparing the flowers in the window box to a colorful celebration or party)

Teacher Note

Much of the vocabulary in *Flower Garden* can be clarified using the illustrations of the book. Pointing to the illustration but not stopping to define each word supports the students' understanding without interrupting the rhythm of the story.

For *jamboree*, you might use a self-stick note to mark the place the word appears. Write the meaning of the word on the note to help you define it smoothly without interrupting the reading.

3 Discuss the Story

At the end of the book, ask:

Q *What happens in this story? Turn to your partner.*

Remind partners to take turns talking and listening. After a few moments, signal for the students' attention and have a few volunteers share their thinking. If necessary, review that the girl in the story makes a special garden to give to her mother on her birthday. Ask:

TEKS 6.E.i
Student/Teacher Activity
Step 3
(second discussion question in step)

Q *Who is someone you would like to make a gift for? What would it be? Turn to your partner.*

Have partners discuss the questions for a few moments; then have a few volunteers share their thinking.

4 Reread *Flower Garden*

Explain that now you will read the story again. Remind the students that in Shared Reading they will listen to and read a story more than once. Reading a story more than once helps them remember it better so they can talk about it with the class. It also helps them learn the words of the story so they can read aloud with you when they are ready.

Explain that as you read the story again, you would like the students to think about how the girl might feel about the garden. Tell them that they may read aloud with you any parts of the story they remember. Reread the story, using the pointer to point distinctly under each word as you read.

Teacher Note

The pointer helps the students track the text as you read and will help any students who are ready to join you in reading the same words at the same time.

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When you have finished reading, ask:

Q *How do you think the girl feels about planting her garden? Why? Turn to your partner.*

Have partners discuss the questions for a few moments. Then have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "She feels excited to give her mom a birthday present."
>
> "I think she is happy because she made something beautiful."
>
> "I think she feels proud because she worked hard to make the garden."

5 Reflect on Talking in Pairs

Help the students think about how they took turns talking and listening with their partners today. Ask:

Q *What did you and your partner do to make sure you both had chances to talk today?*

Q *What will you do [the same way/differently] next time?*

Have a few volunteers share their thinking. Explain that in the next lesson, the students will listen to *Flower Garden* again and learn a new way to read together.

Teacher Note

If the students have difficulty answering the question, offer some examples like those in the "Students might say" note.

ELL Note

Support your English Language Learners by providing the prompt, "I think she feels _____ because _____."

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Day 2 Shared Reading

Flower Garden

Materials

- *Flower Garden* (big book)
- Big book stand
- Pointer

In this lesson, the students:

- Learn and practice the procedure for echo reading
- Chorally read part of a story
- Listen carefully

ABOUT ECHO READING

During this week of Shared Reading the students will learn and practice the procedure for *echo reading*. Echo reading is a form of choral reading in which the teacher reads a phrase or sentence aloud while tracking the print and the students echo back the same phrase or sentence together. Echo reading helps the students develop expressive, fluent reading and reinforces concept of word. It familiarizes the students with the words of the text and helps them match the visual cues of the words on the page with the auditory cues of the words as they are read aloud. For more information, view "Echo Reading and Choral Reading for Shared Reading" (AV15).



1 Gather and Review *Flower Garden*

Gather the class with partners sitting together, facing you. Show the cover of *Flower Garden* and remind the students that they listened to and discussed the story in the last lesson. Ask:



Q *What do you remember about the book* Flower Garden*? Turn to your partner.*

Have partners take turns talking about the question for a moment. Then signal for the students' attention and have a few volunteers share their thinking with the class.

2 Reread *Flower Garden*

Explain that today you will read *Flower Garden* again. Read the title and the names of the author and the illustrator aloud. Tell the students that they may read aloud with you any parts of the story that they remember. Read the story aloud slowly and clearly, using the pointer to point distinctly under each word as you read.

3 Introduce Echo Reading

Review that last week the students learned and practiced choral reading, and tell them that today they will learn another way to read together called *echo reading*.

Teacher Note

This is the third time the students have listened to *Flower Garden* this week and many students may be ready to read aloud parts of the story with you. You might informally invite the students to read with you by pausing before the end of a rhyming sentence or phrase and encouraging them to fill in the missing text.

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Explain that in echo reading, the students echo, or repeat back, what they see and hear you read. They watch and listen as you point under and read aloud words from a book or poem, and then they echo you by reading aloud the same words together. Explain that during echo reading, it is important that the students listen carefully as you read and then stay together when it is their turn to read. Tell the students that you will use the pointer to help them stay together as they echo read.

4 Practice Echo Reading

Open the book to page 4 and read aloud the first line on the page ("Garden in a shopping cart"). Use the pointer to distinctly point under each word as you read. Have the students read aloud the words after you as you point under each word. Echo read the same line again. Remind the students to listen carefully as you read and then to read the same words together in voices that are not too loud or too soft. Repeat this procedure to echo read the next line on the page twice ("Doesn't it look great?").

Tell the students that now they will echo read all of the words on this page. Remind the students to wait until you finish reading both lines before they start reading. Echo read page 4.

Continue to echo read the entire text on each page. Point under each word as you read and as the students read.

Stop after:

p. 15 "At last—our own front door."

Teacher Note

It is important to model fluent phrasing and reading with expression while using the pointer to point distinctly under each word.

Teacher Note

If the students struggle to echo read two lines at a time you might practice those lines again or echo read line by line instead.

5 Chorally Read *Flower Garden*

Tell the students that now they will chorally read the same pages of the book they just echo read. Review that choral reading is when the class reads the same words aloud together at the same time.

Chorally read pages 4–15 of the book, distinctly pointing under each word as it is read.

Tell the students that they will read the second half of *Flower Garden* in the next lesson.

Teacher Note

Echo reading the text prior to choral reading helps the students learn the words in preparation for choral reading.

6 Reflect on Echo Reading

Help the students reflect on how they did with echo reading today. Ask and briefly discuss:

Q *What did you do well during echo reading today?*

Q *What is something you need to practice?*

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Students might say:

"I listened carefully when you read first."

"I followed the pointer."

"I think we can work on saying the words together instead of trying to race ahead."

If the students have difficulty answering the questions, share some of your own observations with the class.

Day 3

Shared Reading

Flower Garden

Materials

- *Flower Garden* (big book)
- Big book stand
- Pointer
- Sentence strip in a pocket chart, prepared ahead
- Scissors

Teacher Note

If the students struggle to answer the question, offer some examples like those in the "Students might say" note.

In this lesson, the students:

- Echo read part of a story
- Count words in a line
- Rebuild a line from the story
- Listen carefully

1 Gather and Review Echo Reading

Gather the class with the students sitting, facing you. Show the cover of *Flower Garden* and remind the students that in the last lesson they echo read and chorally read part of the story. Ask and briefly discuss:

Q *What is important to remember during echo reading?*

Students might say:

"We read the words after you."

"We shouldn't read the words faster than everyone else."

"We listen carefully when you read."

Encourage the students to keep these things in mind as they echo read the story today.

2 Echo Read *Flower Garden*

Explain that you will read the first part of *Flower Garden* aloud and then the students will echo read the rest of the story with you. Read the story aloud slowly and clearly, pointing distinctly under each word as you read.

Stop after:

p. 15 "At last—our own front door."

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Explain that now the students will echo read the rest of the story with you. Review that in echo reading, the students watch and listen as you read aloud and then they read aloud the same words together. Remind them to listen carefully as you read and to use voices that are not too loud or too soft when they read the same words together.

Turn to page 16 and echo read each page through the end of the book.

Teacher Note

Consider echo reading the text on pages 18 and 19 column by column rather than page by page. You might also consider echo reading the text on page 25 in two parts.

3 Discuss Words in *Flower Garden*

Tell the students that now they will look at some words in the story. Direct their attention to page 31 and remind them that when they read the words on a page, you use the pointer to point under each word. Echo read page 31, pointing distinctly under each word as it is read.

Explain that words in books are separated by spaces. Point to the first word on the page—*Happy*. Point to the space after *Happy* and tell the students that this space separates the word *Happy* from the next word in the line—*happy*. Continue to point out the words and the spaces between the words in this line.

Ask the students to watch and think in their heads about how many words are in the first line on page 31. Read the line aloud, pointing under each word as you read it. Ask:

Q *How many words are in this line?*

Have one or two volunteers share their thinking; then invite the students to count the words with you as you point under each word in the line.

4 Rebuild a Line from the Story

Direct the students' attention to the sentence strip you placed in the pocket chart (*Happy, happy birthday, Mom!*) and point out that this is the same line you just read. Invite the students to chorally read it with you. Point distinctly under each word as it is read.

Remove the sentence strip from the pocket chart and use scissors to cut the line into four parts, with one word on each card. As you cut each word, show it to the students, read it aloud, and have the students read it aloud.

Teacher Note

Include the comma and the exclamation point with the words that precede them. Do not stop to explain the punctuation at this point.

Place the word cards back into the pocket chart in order and reread the line aloud. Point under the first two words in the line: *Happy* and *happy*. Point out that these words are the same, but that the first one has a capital *H* because it is at the beginning of the line.

Remove the words from the pocket chart and shuffle them in your hands. Think aloud as you model placing the cards back into the pocket chart in order.

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You might say:

"I remember that this card says 'Mom,' which is the last word of the line, so I'll put it here. [Place the card on the right-hand side of the pocket chart.] This card says 'Happy' and there's a capital *H*, so I know it is the first word in the line. [Place the card at the left-hand side of the pocket chart.] Then the next *happy* goes here. [Place it after *Happy*.] This long word says 'birthday,' which I know comes after *happy*. [Place the card between *happy* and *Mom!*] Now I'll read it all together: 'Happy, happy birthday, Mom!' Yes, that looks and sounds right."

Remove the words from the pocket chart again and shuffle them in your hands. Invite a volunteer to place the words in order in the pocket chart and then read the line aloud. Repeat this procedure with a few more volunteers.

Tell the students that they will rebuild a poem next week.

5 Reflect on Shared Reading

Help the students reflect on their work in Shared Reading this week. Ask and discuss:

Q *What did you like about echo reading* Flower Garden *this week?*

Q *What went well? What might we do differently next week?*

Independent Work Connections

For next week's Independent Work, we suggest the following:

- Have the students rebuild a line from *Flower Garden*. Prepare several identical envelopes to put in the word work bins by writing the line *Happy, happy birthday, Mom!* on heavy-stock paper for each table group. Then cut the words on each line apart, place those in an envelope with the line written clearly on the front, and place the envelope in a word work bin for the students to reassemble on their own during independent word work.
- Collect copies of the book *Flower Garden* and place them in the reading bins for the students to read during independent reading.
- Have the big book version of *Flower Garden* available for students to read during independent reading. Be sure to model and practice any procedures for reading and handling big books prior to doing so.
- On a sheet of paper, write *Happy, happy birthday,* _____*!* *A* _____ *for you.* Then make copies to put in the independent writing bins. Encourage the students to fill in the blanks on their own and to illustrate their writing.

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Independent Work OVERVIEW

This week the students continue to build stamina and focus on work habits for all three types of independent work in preparation for rotating to work areas around the room next week. For reading, the students learn procedures for exchanging books in the reading area. For writing, the students explore writing to share information about something they know. For word work, the students are introduced to new word work materials.

The focus work habit of the week is: *review and use all the work habits on the "Ways We Work on Our Own" chart.* We suggest you continue to stand aside during Independent Work in preparation for next week when the students begin moving to and working in the reading, writing, and word work areas around the room.

By the end of this week, the students will:

- Read and do word work independently at their seats for about 15 minutes while the teacher sits at the small-group reading table
- Write independently at their seats for about 15 minutes while the teacher stands aside
- Exchange books responsibly in the reading area
- Use the work habits on the "Ways We Work on Our Own" chart

Independent Work Focus

- Students practice independent work habits.
- Students build stamina for working independently.

Social Development Focus

- Students take responsibility for their learning and behavior.
- Students use all the work habits on the "Ways We Work on Our Own" chart.

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Day 1

Independent Work

Setting the Foundation

Materials

- "Ways We Work on Our Own" chart
- "Writing Ideas" chart and a marker
- Student toolboxes
- "Return" bin in the reading area, prepared ahead
- Word work bins

Teacher Note

If the class did not meet last week's goals for Independent Work, you may wish to repeat the Week 2 lessons before continuing on.

In this lesson, the students:

- Learn procedures for exchanging books in the reading area
- Determine when they are finished with books
- Learn independent work habits: *review and use the work habits on the "Ways We Work on Our Own" chart*
- Build stamina for working independently

INDEPENDENT WRITING

1 Gather and Review Work Habits

Gather the class with partners sitting together, facing you. Explain that the students are building stamina this week for writing. Direct the students' attention to the "Ways We Work on Our Own" chart and review it briefly. Remind the students that using these work habits when they work on their own is important because it helps them become stronger readers and writers.

Choose a work habit that you would like the students to focus on today. Ask and briefly discuss:

Q *What does it look like and sound like when you [get started right away]?*

Q *How does [getting started right away] help you to be responsible?*

> **Students might say:**
>
> "It looks like us sitting and working quietly."
>
> "Getting into our seats and starting right away is being responsible."
>
> "If we do this, we can work more and learn more."

Explain that throughout the week you will be discussing the work habits on the chart and helping the students with any that are particularly challenging.

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Ways We Work on Our Own

We share the books and materials.

We use quiet voices.

We take care of the books and materials.

We get started right away.

We work for the whole time.

We stop and clean up when we hear the signal.

2 Get Ready to Write Independently

Direct the students' attention to the "Writing Ideas" chart. Explain that today the students might choose one of these ideas to write about or write about something else. Ask:

Q *What might you write about today? Turn to your partner.*

After a few moments, signal for the students' attention and have one or two volunteers share their thinking with the class. Add any new ideas to the "Writing Ideas" chart.

Explain that today you will be standing aside as the students write on their own but that you are available to help if needed.

Have the students pick up their toolboxes and return to their seats, one table group at a time. Have the students take out their writing folders and put their toolboxes on the floor next to them.

Teacher Note

Stand aside only if the students are ready for this step. If they need more support, continue to circulate and offer support for a few more days.

3 Write Independently (about 10 minutes)

Have the students write for about 10 minutes. As the students work, try to intervene less than on previous days.

After about 10 minutes, signal for cleanup and wait for the students to put down their pencils, put their writing in their writing folders and the folders in their toolboxes, and give you their quiet attention.

Teacher Note

Throughout the week, stop the activity early if the students are unable to sustain their focus or good work habits, even if they have worked for less time than anticipated or for less time than on previous days.

4 Wrap Up

Ask:

Q *What did you write about today? Turn to the person sitting next to you.*

After a few moments, signal for the students' attention and have one or two volunteers share with the class.

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INDEPENDENT READING

5 Choose Books to Exchange

Have the students stay in their seats with their toolboxes on the floor next to them. Direct the students' attention to the reading area and explain that you have set up the reading area as a place for the students to read books and to exchange, or trade, the books in their toolboxes that they are finished with for new ones.

Have each student look through his toolbox and find a book he has finished reading. Once most of the students have chosen books, ask:

Q *How do you know when you are finished with a book? Turn to the person sitting next to you.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking.

> **Students might say:**
>
> "I'm finished when I've read it lots of times."
>
> "I'm finished when I'm tired of it."

Have the students look at the books in their toolboxes and pick two or three books they are finished with and would like to exchange. Have them put these books in the front of their toolboxes so they can find them easily.

Teacher Note

We suggest using the terminology *reading area* to reinforce the concept of "areas" for all three types of independent work. You may prefer to refer to this area as the *library*.

ELL Note

You might provide the prompt "I am finished with a book when . . ." to your English Language Learners to help them verbalize their answers to the question.

6 Discuss Procedures for Exchanging Books

Direct the students' attention to the "Return" bin in the reading area and explain that this is where they will put the books they are returning. Explain and model how you expect the students to return books.

> **You might say:**
>
> "I'll put the two books that I am finished with at the front of my toolbox. Now I will go to the reading area and put these books in the 'Return' bin."

Tell the students that once they have returned books, they may choose new ones. If they return two books, they will take two new ones. If they return three books, they will take three new ones. Explain that they will keep five books in their toolboxes.

Review that when choosing a book, a student might look for a book that is about something she likes or is interested in. Give a few examples and show the students where in the reading area these types of books are located.

Teacher Note

Decide in advance whether the students can take newly returned books directly from the "Return" bin. As the students become more familiar with the reading area, consider teaching them to reshelve the books they are returning.

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You might say:

"If you like animals, you might look for a book that tells about an animal you like or you want to know more about. [Point out such books.] If you like sports, you might look for a book about your favorite sport or about a sport you'd like to learn. [Point out such books.] Or you might look for a story by an author you like. [Describe how the students might find books by a few specific authors.]"

7 Get Ready to Read and Exchange Books Independently

Tell the students that over the next few days you will invite one or two table groups at a time to visit the reading area to exchange books. Each student will leave the reading area with five books in his toolbox.

Ask and briefly discuss:

Q *What might be important to remember when your group visits the reading area?*

Q *What will you do to [get started right away]?*

Students might say:

"We should remember to take our toolboxes with us."

"We should get started right away and return and choose books quietly."

"I'm going to be ready."

Review that the students will either read quietly at their seats or first exchange books and then return to their seats to read.

Have the students in one or two table groups stand, pick up their toolboxes, and go to the reading area.

Teacher Note

If you prefer to send fewer students at once, consider rotating smaller groups in and out of the reading area today and in the next lesson.

8 Read and Exchange Books Independently (about 15 minutes)

Have the seated students read for about 15 minutes. Stand aside near the reading area, but support any students who are having difficulty exchanging books. Ask the students in the reading area who have finished choosing books to return to their seats to read quietly.

After about 15 minutes, send any remaining students from the reading area to their seats. Then signal for cleanup and wait for the students to give you their quiet attention.

Teacher Note

To keep up with the flow of book traffic, consider reshelving books in the "Return" bin as the students are browsing and choosing new books.

Keep track of which students or table groups visit the reading area today.

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9 Wrap Up

Ask and briefly discuss:

Q *What questions do you have about exchanging books?*

Clarify any important procedures or expectations about exchanging books; then have the students move their toolboxes to the floor next to them.

INDEPENDENT WORD WORK

10 Get Ready to Work Independently

Remind the students of the independent work habit you would like them to focus on today. Tell the students that during word work you will stand aside and observe. Choose a student from each table group to pick up a word work bin that you indicate.

11 Work Independently (about 15 minutes)

Have the students work for about 15 minutes. Stand aside and observe as the students work on their own. Try not to intervene.

After about 15 minutes, signal for cleanup and wait for the students' quiet attention.

12 Reflect on Work Habits

Direct the students' attention to the "Ways We Work on Our Own" chart. Ask and briefly discuss:

Q *How did you do with [getting started right away] today? What did you do?*

Q *What is challenging about [getting started right away]? What can you do differently next time?*

Q *What other work habits did you use today?*

Then have a volunteer from each table group return the word work bin. Have the students return their toolboxes, one table group at a time.

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Independent Work
Setting the Foundation

Day 2

In this lesson, the students:

- Exchange books in the reading area
- Practice independent work habits: *review and use the work habits on the "Ways We Work on Our Own" chart*
- Build stamina for working independently

Materials

- "Ways We Work on Our Own" chart
- "Writing Ideas" chart and a marker
- Student toolboxes
- Word work bins

INDEPENDENT WRITING

ABOUT THE IMPORTANCE OF GENERATING AND CHOOSING WRITING TOPICS

To build and maintain stamina for writing independently, the students need to be intrinsically motivated to write. The Independent Work lessons in the initial weeks of this program focus on several key components of developing this motivation: inspiring the students' ideas for writing, helping the students learn how to choose writing topics and allowing them to freely do so, and offering opportunities for the students to share their writing with others.

1 Gather and Discuss Work Habits

Gather the class with partners sitting together, facing you. Direct the students' attention to the "Ways We Work on Our Own" chart.

Review the work habit that the students focused on in the previous lesson. Discuss any follow-up plans they might have made during the reflection at the end of that lesson. Then identify a work habit that you would like the students to focus on today. Ask and briefly discuss:

Q *What does it look like and sound like when you [work for the whole time]?*

Q *How does [working for the whole time] help you to be responsible?*

> **Students might say:**
>
> "We don't get up until we hear the signal."
>
> "We keep our pencils moving."
>
> "It helps us get to be stronger writers."

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Teacher Note

If you are teaching the *Being a Writer*™ program from Center for the Collaborative Classroom, an early lesson there addresses choosing writing ideas. On that day, you might refer to and build on this discussion.

2 Discuss Writing Ideas

Direct the students' attention to the "Writing Ideas" chart and remind the students that they listed ideas for writing on the chart.

Ask:

Q *How do you choose something to write about? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. Record their ideas on the chart.

> **Students might say:**
>
> "I pick an idea from the chart."
>
> "I make up a story."
>
> "I draw a picture and write about it."

Have the students pick up their toolboxes and return to their seats, one table group at a time. Have them take out their writing folders and put their toolboxes on the floor next to them.

3 Write Independently (10–15 minutes)

Have the students write for 10–15 minutes. Stand aside as the students work, intervening as little as possible.

After 10–15 minutes, signal for cleanup, but ask the students to keep their writing in front of them.

4 Wrap Up

Ask:

Q *What did you write about today? Turn to a person sitting next to you.*

After a few moments, signal for the students' attention and have the students put their writing in their writing folders and the folders in their toolboxes.

INDEPENDENT READING

5 Review Exchanging Books

Teacher Note

By the end of this lesson, all the students should have had a chance to exchange books.

Tell the students which table groups will visit the reading area today to exchange books. Explain that the students will be reading at their seats unless their group is called to the reading area.

Ask and briefly discuss:

Q *What do you remember about how to exchange books?*

Q *What can you do to make it go smoothly when you exchange books?*

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Send one or two table groups to the reading area with their toolboxes. Remind the students that they will return to their seats with new books so they can spend most of their time reading and becoming stronger readers.

6 Read Independently (about 15 minutes)

Have the students read for about 15 minutes. Stand aside near the reading area, but support any students who are having difficulty exchanging books. Ask the students in the reading area who have finished choosing books to return to their seats to read quietly. Invite additional table groups to come to the reading area with their toolboxes.

After about 15 minutes, send any remaining students from the reading area to their seats. Then signal for cleanup and wait for the students' quiet attention.

7 Wrap Up

Ask:

Q *Which book in your toolbox are you especially excited to read? Turn to the person sitting next to you.*

After a few moments, signal for the students' attention. Then have the students put their toolboxes on the floor next to them.

INDEPENDENT WORD WORK

8 Get Ready to Work Independently

Remind the students of the work habit they are focusing on today. Ask:

Q *What does it mean to [work for the whole time] during word work?*

Have a few students share their ideas. Then have a student from each table group pick up a word work bin that you indicate.

9 Work Independently (about 15 minutes)

Have the students work for about 15 minutes. Stand aside and observe while the students work, intervening as little as possible.

After about 15 minutes, signal for cleanup.

10 Reflect on Work Habits

Ask and briefly discuss:

Q *What did you do today that shows that you [worked for the whole time]?*

Q *Why is it important to use this work habit when you work on your own?*

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Without mentioning any of the students' names, share any observations you have about how the students worked today. Then have a volunteer from each table group return the word work bin. Have the students return their toolboxes, one table group at a time.

Day 3 Independent Work

Setting the Foundation

Materials

- Nonfiction picture books for modeling, collected ahead
- "Writing Ideas" chart and a marker
- Student toolboxes

In this lesson, the students:

- Explore writing to share information
- Build stamina for independent writing

INDEPENDENT WRITING

ABOUT ON-TASK TALK WHEN WRITING INDEPENDENTLY

Sharing their writing helps the students think about their writing, add to what they have written, and build excitement about their work. Just as with independent reading: 1) encourage the students to use quiet voices and to notice if they are interfering with another student's ability to work; 2) observe whether the student talk is about the writing; 3) notice the amount of time the students are talking rather than writing; and 4) discuss these issues with individual students as needed. If necessary, stop the class and draw the students' attention to the noise level, off-task talk, or the need to spend more time writing. Discuss these issues during the reflection at the end of the Independent Work lesson.

1 Gather and Introduce Writing to Share Information

Gather the class with partners sitting together, facing you. Tell the students that writers write for different reasons. Sometimes they write to tell stories, sometimes they write to remember something, and other times they write about something they know—or to share information.

Show each of the nonfiction books you have chosen, and briefly discuss the information shared by the author in each.

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You might say:

"This writer, Debbie Bailey, writes about hats. She tells about hats you can wear for many reasons. She also shows some hats that you can make.

This writer, Paul Collicutt, writes about airplanes. He shares information about different types of planes and what they are made of. He also explains how they fly.

This writer, Rozanne Lanczak Williams, tells us about colors. She wrote a different page for every color. She writes about how you can find colors all around you."

Tell the students that writers sometimes write about things from their own lives, such as their pets, their rooms, or how they celebrate particular holidays. Ask:

Q *What is something you know about? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share with the class. Add their ideas to the "Writing Ideas" chart. Also add an example of something you know about from your own life, such as *my pet* or *the people on my block*.

2 Model Writing to Share Information

Choose an idea from the chart to model writing to share information. Ask and briefly discuss:

Q *What might I tell about [our classroom]?*

Students might say:

"Our classroom has a lot of posters."

"Our classroom is very big and has blue walls."

"Our classroom has a gerbil for a pet."

Using the students' suggestions, write one or two sentences where everyone can see them. Then ask and discuss:

Q *What else can I tell about [our classroom]?*

Use the students' suggestions to add to the writing. Read what you have written aloud, pointing under each word as you read. Then have the students read the writing aloud with you. Ask and discuss:

Q *How might we illustrate the information about [our classroom]?*

Use the students' suggestions to illustrate the writing.

ELL Note

You might provide the prompt "I know about . . ." for your English Language Learners to help them verbalize their answers to the question.

Facilitation Tip

Continue to prompt the students to **turn and look** at the person who is about to speak. Also remind speakers to wait until they have the class's attention before starting to speak.

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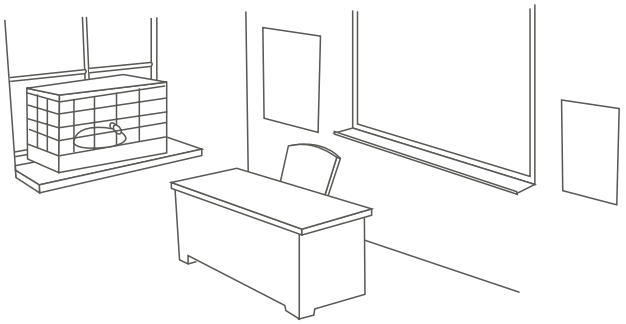

My classroom is very big. There are a lot of posters on the blue walls. We have a pet gerbil in the classroom. His name is Sammy.

3 Get Ready to Write Independently

Explain that the students can write about an idea listed on the "Writing Ideas" chart or another idea they think of, or they can continue writing a piece they already started.

Ask:

Q *What might you write about today? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share with the class.

Have the students pick up their toolboxes and return to their seats, one table group at a time. Have the students take out their writing folders and put their toolboxes on the floor next to them.

Teacher Note

Although writing to share information is the focus today and throughout the week, the students should feel free to write about whatever they wish.

4 Write Independently (10–15 minutes)

Have the students write for 10–15 minutes. As the students work, stand aside and observe. If necessary, stop the class to model specific procedures or work habits.

After 10–15 minutes, signal for cleanup, but ask the students to keep their writing in front of them.

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5 Wrap Up

Ask:

Q *What did you write about today? Turn to the person sitting next to you.*

After a few moments, signal for the students' attention and have a few volunteers share with the class.

Have the students put away their writing and writing folders and then return their toolboxes, one table group at a time.

Independent Work
Setting the Foundation

Day 4

In this lesson, the students:

- Practice independent work habits: *review and use the work habits on the "Ways We Work on Our Own" chart*
- Explore new word work materials
- Build stamina for working independently

Materials

- "Writing Ideas" chart
- Chart paper and a marker
- Student toolboxes
- Word work bins, prepared ahead

INDEPENDENT WRITING

1 Gather and Review Writing to Share Information

Gather the class with partners sitting together, facing you. Direct the students' attention to the "Writing Ideas" chart. Identify a nonfiction writing idea from the previous lesson and ask the students what you might write to tell about the idea. Using the students' suggestions, write one or two sentences where everyone can see them. Then ask and discuss:

Q *What else do you know about [skateboarding] that we could add to our writing?*

Use the students' suggestions to add to the writing. Read what you have written aloud, pointing under each word as you read. Invite the students to offer ideas for a quick illustration; then add that to the writing.

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2 Get Ready to Write Independently

Explain that the students may write about an idea on the chart or about anything else they wish. Ask:

Q *What might you write about today? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

If there is a particular work habit the students are struggling with during writing (for example, using quiet voices), discuss it now. Then have the students pick up their toolboxes and return to their seats, one table group at a time. Have them take out their writing folders and put their toolboxes on the floor next to them.

3 Write Independently (10–15 minutes)

Have the students write for 10–15 minutes. Stand aside and observe as the students work. Notice the independent work habits the students are using well and any that need attention. Try not to intervene if problems occur today. Instead, stop the activity before the problems become disruptive, even if the students have worked for less time than anticipated or for less time than on previous days.

After 10–15 minutes, signal for cleanup. Wait for the students to put their pencils down, put their writing in their folders and the folders in their toolboxes, and then give you their quiet attention.

4 Wrap Up

Without mentioning any of the students' names, share some of your observations about how the students did with the work habit you asked them to focus on today or any work habits discussed in recent lessons.

> **You might say:**
>
> "I heard students telling each other about their writing using quiet voices."
>
> "You worked for the whole time without any reminders!"
>
> "I noticed that most students started writing right away."

INDEPENDENT READING

5 Get Ready to Read Independently

Remind the students that they all have had a chance to exchange books and that they all have five books to read in their toolboxes. Explain that starting today, you will sit at the small-group reading table while the students do their independent reading and word work. Encourage the students to try to solve any problems that come up on their own.

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If there is a particular work habit that is challenging for the students during independent reading (such as using quiet voices), discuss it now.

6 Read Independently (about 15 minutes)

Have the students read for about 15 minutes. Sit at the small-group reading table and observe as the students work. If an individual student's behavior is disruptive, assist the student and then return to the small-group reading table. If several students lose focus, stop the activity, even if the students have worked for less time than anticipated or for less time than on previous days.

After about 15 minutes, signal for cleanup and wait for the students' quiet attention.

Teacher Note

Sitting at the small-group reading table helps accustom the students to where you will sit once small-group reading instruction begins.

7 Wrap Up

Without mentioning any of the students' names, provide some observations about how the students worked and about their reading stamina.

INDEPENDENT WORD WORK

8 Introduce New Word Work Materials

Explain that you have put new materials in some of the word work bins and that these materials will help the students become stronger readers and writers. Show the new materials in one of the bins and suggest a few ideas for what the students might do with them.

> **You might say:**
>
> "In this bin are cards with our names, plus some crayons and pictures of the students in our class. You might trace the names with the crayons and then wipe them off. Or you might sort all the cards by the first letter of each name."

Teacher Note

Keep this explanation short. The goal is for the students to freely explore the materials and find ways to use them for themselves.

Show the new materials in another bin. Ask:

Q *How might you use these materials?*

Have one or two students share their thinking. Show any other bins with new materials and demonstrate how to use anything that needs special instructions.

Ask and briefly discuss:

Q *What can you do to use these [cards, crayons, and pictures] responsibly?*

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Students might say:

"We could take a set of name cards and then help each other sort."

"We could make sure the cards are wiped off."

"We could put the pictures back into the bag so they don't get lost."

Identify something specific to the materials that the students need to work on from previous lessons, and share it briefly with them.

You might say:

"I've noticed that at the end of word work, some people hear the cleanup signal and toss the materials in the bin really fast, perhaps not paying attention to how they're returning them to the bin. Some of the bins are looking very messy and disorganized. Let's see if today you can use the habit *We take care of the materials* when you put them away. I will check in with you at the end of this lesson to see how it went."

9 Get Ready to Work Independently

Remind the students that you will sit at the small-group reading table today during word work. Have a volunteer from each table group pick up a word work bin that you indicate.

10 Work Independently (about 15 minutes)

Have the students work for about 15 minutes. Sit at the small-group reading table and observe as the students work. Try not to intervene.

After about 15 minutes, signal for cleanup and wait for the students to put the materials away and give you their quiet attention.

11 Reflect on Taking Care of Materials

Ask and briefly discuss:

Q *What did you do with the new word work materials?*

Q *How did it go with taking care of the materials today? What went well? What was challenging?*

Without mentioning any of the students' names, share some of your own observations.

Have a volunteer from each table group return the word work bin. Have the students return their toolboxes, one table group at a time.

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Independent Work
Setting the Foundation

Day 5

In this lesson, the students:

- Practice independent work habits: *review and use the work habits on the "Ways We Work on Our Own" chart*
- Build stamina for working independently

Materials

- "Ways We Work on Our Own" chart
- "Writing Ideas" chart and a marker
- Student toolboxes
- "Class Assessment Record" sheet (CA1)
- Word work bins

INDEPENDENT WRITING

1 Gather and Review Independent Work Habits

Gather the class with partners sitting together, facing you. Direct the students' attention to the "Ways We Work on Our Own" chart.

Ask and briefly discuss:

Q *Which work habit seems to be the most challenging for you to remember and use? What makes it challenging? What might you do about it?*

Ask follow-up questions as the students respond to help them generate ideas about what they might do differently, such as:

Q *[Riley] says her table group is not always sharing the materials well during word work time. What can you do to share the materials fairly?*

Q *[Andre] says it's hard to use a quiet voice. What can you do when voices get too loud?*

Explain that today you will observe the students as they work independently and that later you will share what you notice.

2 Get Ready to Write Independently

Direct the students' attention to the "Writing Ideas" chart. Explain that today each student might choose one of these ideas to write about or write about something else. Ask:

Q *What might you write about today? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share with the class. Add any new ideas to the "Writing Ideas" chart.

Have the students pick up their toolboxes and return to their seats, one table group at a time. Then have them take out their writing folders and put their toolboxes on the floor next to them.

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3 Write Independently (about 15 minutes)

Have the students write for about 15 minutes. As the students work, stand aside and observe.

Teacher Note

You will use the questions on the "Class Assessment Record" sheet (CA1) to guide your observations of the students during independent writing, reading, and word work today.

CLASS ASSESSMENT NOTE

The purpose of this week's assessment is to determine whether the students are able to sustain independent writing, reading, and word work for at least 15 minutes each. Observe the students and ask yourself:

- Do the students use their independent work habits consistently?
- Is the student talk largely on task and at a reasonable volume?

Independent Writing

- Do the students write independently for the whole time?

Independent Reading

- Do the students read independently for the whole time?

Independent Word Work

- Do the students do word work independently for the whole time?

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to use their work habits consistently or to work independently for about 15 minutes, repeat this week's instruction before going on to Week 4.

Record your observations on the "Class Assessment Record" sheet (CA1) see page 44 of the *Assessment Resource Book*.

After about 15 minutes, signal for cleanup, and have the students put their writing in their folders. Ask the students to keep their folders in front of them.

4 Wrap Up

Explain that the students have written several pieces independently this week. Ask them to look through their folders and find one piece they really like or had fun writing. Give the students a few minutes to choose a piece of writing. Ask:

Q *What do you like about the piece of writing you chose? Turn to the person sitting next to you.*

After a few moments, signal for the students' attention and have a few volunteers share their writing with the class.

Explain the procedure you have chosen to manage the writing in the students' folders so that the folders do not get too full. Follow whatever method you have determined, and then have the students put their remaining writing in their folders and the folders in their toolboxes.

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INDEPENDENT READING

5 Get Ready to Read Independently

Review that today you will be sitting at the small-group reading table again to observe while the students read independently.

6 Read Independently (about 15 minutes)

Have the students read for about 15 minutes. Sit at the small-group reading table and observe.

After about 15 minutes, signal for cleanup. Have the students put their toolboxes on the floor next to them.

Teacher Note

Continue to record your observations on the "Class Assessment Record" sheet (CA1).

7 Reflect on Reading Independently

Ask and briefly discuss:

Q *What do you like about reading on your own?*

Q *What can be challenging about reading on your own?*

INDEPENDENT WORD WORK

8 Get Ready to Work Independently

Choose a student from each table group to pick up a word work bin that you indicate.

Teacher Note

Rotate the bins so that different table groups have the bins with new materials.

9 Work Independently (about 15 minutes)

Have the students work for about 15 minutes. Sit at the small-group reading table and observe as the students work.

After about 15 minutes, signal for cleanup. Have a volunteer from each table group return the bin.

Teacher Note

Continue to record your observations on the "Class Assessment Record" sheet (CA1).

10 Reflect on Work Habits

Remind the students of the work habit(s) they identified at the beginning of the lesson as being challenging. Ask and briefly discuss:

Q *How did you do with [sharing the word work materials] during Independent Work today? With [using quiet voices]?*

> **Students might say:**
>
> "I remembered to use a quiet voice."
>
> "[Devona] and I shared the crayons and letter stamps."
>
> "My whole table group was quiet today!"

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Without mentioning any of the students' names, share some of your own observations about how the students did with their work habits.

Explain the procedure you have chosen to manage the word work in the students' folders so that the folders do not get too full. Follow whatever method you have determined, and then have the students put their word work folders in their toolboxes. Have the students return their toolboxes, one table group at a time.

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Handwriting OVERVIEW

This week the students learn and practice the pincer and pencil grip to prepare for the letter-formation instruction that begins in Week 6.

Handwriting
Learn and Practice Pencil Grip

In this lesson, the students:

- Learn and practice the pincer grip and pencil grip

Materials

- Pencil and dry-erase marker for each student

1 Review Hand Exercises

Have the students stay at their seats. Remind them that they practiced movements and games to make their hands strong.

Lead the students through the hand exercises from Week 1, Step 2 (see page 30).

- Hand press
- Piano playing
- Rub your palms
- "The Train Is Coming"
- "Where Is Thumbkin?"

2 Introduce the Pincer Grip

Explain that today you will show the students a way to hold a pencil and pen so that they can write for a long time without their hands getting tired. Demonstrate a pincer grip by tapping the pointer and middle finger of your dominant hand against your thumb pad.



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Teacher Note

Left-handed students use the same grip as right-handed students, but using their left hand.

Have each student copy your motion, using his dominant hand. Circulate as the students practice, offering support as needed.

Sit at a table where the students can see you. Model picking up a pencil with the correct grip using this procedure:

- Place a pencil on a table with the point facing toward you.
- With your writing hand, use your pincer grip to grab the pencil near the point but do not lift it.
- With your other hand, lift the pencil by the eraser end and pull it up so that it rests in "ready-to-write" position in your hand. (You will need to lift your writing hand slightly to do this.)
- Hold up the pencil.



Repeat the procedure, having the students copy what you do using their pencils. Say each step as they follow the action:

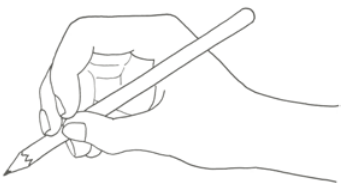
> "Place the pencil on the table with the point facing toward you.
>
> With your writing hand, use the pincer grip to grab it, but do not lift it.
>
> Now use your other hand to lift the pencil by the eraser and flip it backward.
>
> Hold up the pencil like you are ready to write."

Teacher Note

Notice which students are using the proper grip and which students need additional modeling or help. Using the proper grip is a good start, but you will need to continue to monitor the students throughout the year. Some students can demonstrate the grip in isolation, but will change to an inconsistent grip at other times.

Circulate as the students practice, offering support as needed. After the students practice holding a pencil with the proper grip, have them repeat the above procedure using a dry-erase marker.

Some students may be more comfortable using an alternate pencil grip in which the pencil is held by the thumb, pointer, and middle finger as it rests on the ring finger. You may wish to have students who are struggling try this alternate grip.



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3 Wrap Up

Tell the students that you will help them with the pencil grip as you see them writing during the week. Explain that next week the students will use the proper grip to write on wipe-off boards with their dry-erase markers.

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Week 4 OVERVIEW

Whole-class Instruction

Shared Reading 111

This week the students listen to, read, and discuss the poem "Hippopotamus Stew." On Day 2, they use their knowledge of the poem to rebuild it in the pocket chart. Later, they act out the poem and discuss moving responsibly.

Independent Work 120

This week is the final week of lessons that set the foundation for independent work rotations. The students begin working in the reading, writing, and word work areas of the classroom and learn the procedures for rotating to one, then two and three, areas each day.

Handwriting 134

This week the students are introduced to and learn the procedures for using the wipe-off boards, which they will use each week of letter formation instruction.

Small-group Reading Instruction and Independent Work Rotations

This week the whole-class instruction continues to set the foundation for your students to work independently so that you may begin small-group reading instruction next week. We suggest that you continue assessing your students for Small-group Reading this week. For more information, see "Placement Assessments" in the Assessment Overview of the *Assessment Resource Book*.

The following are materials you might incorporate into independent work areas this week:

Word Work:

- Lines from *Flower Garden* (see "Independent Work Connections" on page 82)

Reading:

- Big book and other copies of *Flower Garden* (see "Independent Work Connections" on page 82)

Writing:

- "Happy, happy birthday" sentence frames (see "Independent Work Connections" on page 82)

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Week 4

RESOURCES

Poem

Read-aloud

- "Hippopotamus Stew"
  by Joan Horton
  (see page 119)
  In this silly poem, readers are asked to imagine what they would do if they found a hippo in their meal.

Assessment Resource Book

- Week 4 assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Class Assessment Record" sheet (CA1)

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DO AHEAD

Shared Reading

✓ Prior to Day 1, prepare a sheet of chart paper with the title and the words of the poem "Hippopotamus Stew" on page 119 (don't copy the number beside each line). Decide where in the classroom to post the chart so that the class can clearly see all the words of the poem during the lesson.

✓ Prior to Day 1, bring in a drawing or a photograph of a hippopotamus to show the students in Step 2.

✓ Prior to Day 2, write the title and each line of "Hippopotamus Stew" on a separate sentence strip, and place the strips in order in a pocket chart in the gathering area.

Independent Work

✓ Prior to Day 1, set up a writing area in your room. Ideally this is a place to both store writing bins and have the students work. Post the "Writing Ideas" chart from Week 3 to the wall in or near the writing area. For more information about setting up and preparing materials for the writing area, see Appendix B, "Independent Work Resources."

✓ Prior to Day 1, set up a word work area in your room. Ideally this is a place to both store word work bins and have the students work. For more information about setting up and preparing materials for the word work area, see Appendix B, "Independent Work Resources."

✓ Prior to Day 1, divide the class into three heterogeneous groups for Independent Work. Consider creating an "Independent Work Groups" chart listing the students in each group. Choose easy-to-remember group names, such as colors, and consider color-coding the chart and placing a colored dot sticker on each student's toolbox.

✓ Prior to Day 5, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 45 of the *Assessment Resource Book*.

Handwriting

✓ Think ahead about the procedures your students will follow when using the markers and wipe-off boards during *Being a Reader* lessons. For example, you might instruct the students to open the markers only when directed by you. Provide tissues or pieces of soft cloth (such as old socks, which can also be used for storing the markers between uses) to use as erasers.

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SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work: Setting the Foundation (35-50)	Independent Work: Setting the Foundation (30-45)	Independent Work: Setting the Foundation (40-60)	Independent Work: Setting the Foundation (40-60)	Independent Work: Setting the Foundation (60-75)
55-70 minutes	**50-65 minutes**	**40-60 minutes**	**60-80 minutes**	**80-95 minutes**

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Shared Reading OVERVIEW

"Hippopotamus Stew"

by Joan Horton

(see page 119)

In this silly poem, readers are asked to imagine what they would do if they found a hippo in their meal.

Academic Focus

- Students listen to and discuss a poem.
- Students act out the poem.
- Students echo read the poem.
- Students chorally read the poem.
- Students rebuild the poem.

Social Development Focus

- Students listen carefully.
- Students participate responsibly.

ELL SUPPORT

Preview the Text

- Preview the poem "Hippopotamus Stew" with your students before you read it to the whole class. Consider acting out the movements in the poem as you read it aloud, and clarify any difficult vocabulary:

  stomping around: walking with heavy steps
  stew: thick soup
  trampling: stepping down heavily
  gravy: sauce
  cart: carry
  dip: put
  scoop: pick
  swallow: eat

Build Background Knowledge

- Show the students a picture or a photograph of a hippopotamus, and discuss why it might be funny to find a hippopotamus in your stew.

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Day 1

Shared Reading
"Hippopotamus Stew"

Materials

- Drawing or photograph of a hippopotamus
- "Hippopotamus Stew" chart, prepared ahead
- Pointer

In this lesson, the students:

- Listen to and discuss a poem
- Listen carefully

1 Gather and Discuss Listening Carefully

Gather the class with partners sitting together, facing you. Explain that today the students will listen to a poem and discuss it with their partners. Ask and discuss:

Q *What can you do to show that you are listening carefully to the poem?*

> **Students might say:**
> "I will look at the words as you read."
> "I can be quiet."
> "I won't touch anyone when you are reading."

2 Read "Hippopotamus Stew" Aloud

Tell the students that the poem you will read today is called "Hippopotamus Stew." Show them the picture of a hippopotamus and explain that a *hippopotamus* is a "large animal with a big head, fat body, and thick gray skin." Explain that *hippo* is a shorter way to say *hippopotamus*.

Direct the students' attention to the "Hippopotamus Stew" chart and read the title and the name of the author aloud. Tell the students this is a silly poem about finding a hippo in your food. Explain that you will read the poem two times. The first time you will read the poem without stopping, and the second time you will stop to explain some of the words.

Read the poem aloud slowly and clearly, without stopping to define vocabulary. Use the pointer to point distinctly under each word as you read.

Read the poem aloud again, clarifying vocabulary as you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing (for example, "'Trampling on carrots'—*trampling* means 'stepping down heavily'—'Trampling on carrots and squashing the peas'").

Teacher Note

Reading the poem once without stopping will allow the students to better hear the rhythm and rhyme of the poem.

Teacher Note

The pointer helps the students track the text as you read and will help any students who are ready to join you in reading the same words at the same time.

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Suggested Vocabulary

stew: thick soup
trampling: stepping down heavily
cart: carry

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

stomping around: walking with heavy steps
gravy: sauce
dip: put
scoop: pick
swallow: eat

3 Discuss the Poem

Facilitate a brief discussion about the poem by asking questions such as:

Q *What is this poem about?*

Q *Do you think this poem is funny? Why or why not?*

Have a few volunteers share; then ask:

Q *What would you do if a hippo were in your stew? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their ideas with the class.

4 Reread "Hippopotamus Stew"

Explain that now you will read the poem aloud again. Encourage the students to read aloud with you any parts of the poem they remember. Read the poem aloud, using the pointer to point under each word as you read.

5 Reflect on Listening

Help the students think about how they listened today by sharing your own observations.

> **You might say:**
> "I noticed that everyone looked at the chart when I was reading the poem. I also noticed that you kept your hands to yourself and didn't touch anyone."

Tell the students that in the next lesson, they will read "Hippopotamus Stew" again.

ELL Note

Support your English Language Learners by providing a prompt for their response, such as, "If a hippo were in my stew, I would . . . ."

Teacher Note

Save the "Hippopotamus Stew" chart to use on Days 2 and 3.

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Day 2

Shared Reading
"Hippopotamus Stew"

Materials

- "Hippopotamus Stew" chart from Day 1
- Pointer
- Sentence strips in a pocket chart, prepared ahead

In this lesson, the students:

- Echo read a poem
- Chorally read the poem
- Rebuild the poem
- Listen carefully

1 Gather and Review "Hippopotamus Stew"

Gather the class with partners sitting together, facing you. Review that in the last lesson the students listened to and discussed the poem "Hippopotamus Stew." Ask:

Q *What do you remember about this poem? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking.

2 Echo Read "Hippopotamus Stew"

Tell the students that today they will echo read "Hippopotamus Stew." Review that in echo reading, the students watch and listen to you read aloud, and then they echo you by reading aloud the same words together. Remind the students that during echo reading it is important that they listen carefully as you read and then read the same words together in voices that are not too loud or too soft. Review that echo reading will help them learn the words of the poem.

Direct the students' attention to the "Hippopotamus Stew" chart and read the title and the name of the author aloud. Echo read the poem with the students one line at a time. Use the pointer to point distinctly under each word as you read. Then echo read the poem two lines at a time, again pointing under each word as you read.

3 Chorally Read "Hippopotamus Stew"

Direct the students' attention to the pocket chart and explain that you wrote the title and the words of "Hippopotamus Stew" on sentence strips and placed them in order in the pocket chart. Tell the students that now they will chorally read the poem in the pocket chart.

Chorally read the poem in the pocket chart, pointing distinctly under each word as it is read.

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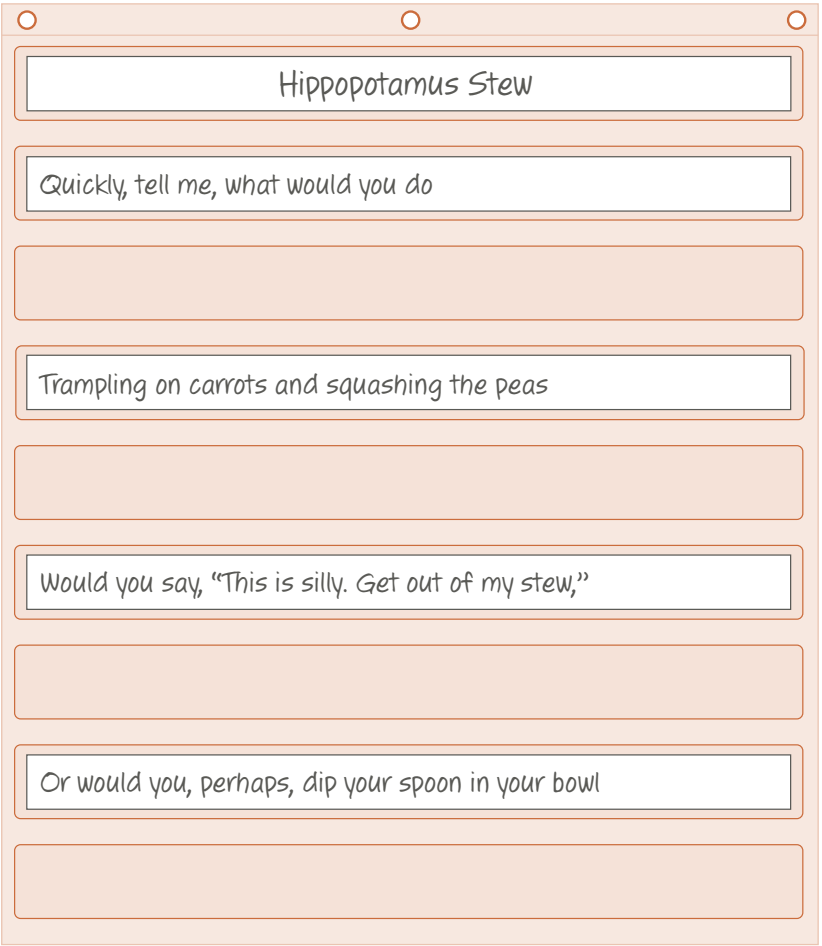
4 Rebuild the Poem in a Pocket Chart

Explain that you are going to remove some of the lines of the poem and then the students will put them back in the pocket chart in the correct places. Remove the sentence strip with line 2 written on it ("If a hippo were stomping around in your stew,"), and read it aloud as you remove it from the pocket chart. Repeat this procedure to remove lines 4, 6, and 8 of the poem from the pocket chart.



Chorally read the first line of the poem in the pocket chart ("Quickly, tell me, what would you do"), and use the pointer to point distinctly under each word as you read it. Explain that you would like the students to think about which line goes next. Read aloud the lines of the poem on the sentence strips that you removed; then ask:

Q *Which line of the poem goes next?*

Invite a volunteer to choose a sentence strip and place it under the first line of the poem in the pocket chart. Now read aloud the first and second lines; then have the class discuss:

Q *Does that sound right? Does it look right?*

Teacher Note

If the students struggle to answer the question, encourage them to use the poem on the chart as a reference.

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If necessary, invite volunteers to choose a different line until the poem looks and sounds right.

Read the poem aloud and stop after line 3 ("Trampling on carrots and squashing the peas"). Use the same procedure to have the students think about and choose which line goes next. Have a volunteer place that line in the pocket chart, and then have the class chorally read the poem up to and including the replaced line. Continue using this procedure until the students have replaced all the lines of the poem.

When the poem is complete, ask the students to chorally read it with you.

5 Reflect

Help the students reflect on their work in Shared Reading today. Ask and briefly discuss:

Q *What do you like about reading "Hippopotamus Stew"?*

Q *How did you do with echo reading today?*

> **Students might say:**
>
> "I like putting the lines back in order."
>
> "I like the poem because it is funny."
>
> "I listened carefully when it was your turn to read during echo reading."

If the students have difficulty answering the question, offer some of your own observations.

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Shared Reading
"Hippopotamus Stew"

Day 3

In this lesson, the students:

- Chorally read a poem
- Act out the poem
- Move in a responsible way

Materials

- "Hippopotamus Stew" chart from Days 1–2
- Pointer

1 Gather and Discuss Moving in a Responsible Way

Gather the class with partners sitting together, facing you. Explain that today the students will read "Hippopotamus Stew" again and the class will act out the poem. Share your expectations about how the students will move when acting out the poem.

> **You might say:**
>
> "I expect you to stay in your square on the rug and not touch the person next to you. I expect you to be respectful of others and not bump anyone when you move."

2 Review and Chorally Read "Hippopotamus Stew"

Direct the students' attention to the "Hippopotamus Stew" chart. Briefly review the poem by asking and discussing:

Q *What do you remember about this poem?*

Ask the students to chorally read the poem with you, and use the pointer to point under each word as it is read.

3 Discuss Ways to Act Out the Poem

Tell the students that now you will read part of the poem and ask them to think about how they might act that part out. Read the first four lines of the poem aloud. Then ask:

Q *What is happening in this part of the poem? How might you act it out?*

Have one or two volunteers share their thinking. Invite one of the volunteers to demonstrate his suggestion as the class chorally rereads the first four lines. Then have the class read and act out the lines together. Remind the students to move in a way that is respectful to others.

Repeat this procedure for each pair of lines in the remainder of the poem.

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4 Act Out the Poem

Explain that now the students will read and act out all of "Hippopotamus Stew" together. Remind them to move in a responsible way when they act out the poem. Have the students chorally read and act out "Hippopotamus Stew" with you.

When the class is finished acting out the poem, ask:

Q *What was your favorite part of acting out "Hippopotamus Stew"? Turn to your partner.*

> **Students might say:**
>
> "I liked squashing the peas."
>
> "It was fun to cart the hippo to the zoo."
>
> "My favorite part was stomping in the stew."

Have a few students share their ideas with the class. If time permits, consider reading and acting out the poem again.

5 Reflect on Moving in a Responsible Way

Help the students think about how they did with moving responsibly today. Ask:

Q *How did you move in a responsible way when we acted out the poem?*

Have a few volunteers share their ideas with the class.

Independent Work Connections

For next week's Independent Work, we suggest the following:

- Have the students rebuild the poem "Hippopotamus Stew." Prepare several identical envelopes to put in the word work bins by making two copies of the poem for each table group and placing one copy in an envelope. Then cut the individual lines of the other copy into strips, add those to the envelope, and place the envelope in a word work bin. Have the students put the strips in order, using the complete poem as a reference. For an additional challenge, invite the students to do the activity without looking at the poem.
- Encourage the students to read the "Hippopotamus Stew" chart during independent reading. Be sure to model and practice any procedures for reading the chart prior to doing so.

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Poem

Hippopotamus Stew

by Joan Horton

Quickly, tell me, what would you do
If a hippo were stomping around in your stew,
Trampling on carrots and squashing the peas
And splashing the gravy clear up to his knees?
Would you say, "This is silly. Get out of my stew,"
And then cart the hippo right off to the zoo?
Or would you, perhaps, dip your spoon in your bowl
And scoop him right up and swallow him whole?

"Hippopotamus Stew" from *Hippopotamus Stew and Other Silly Animal Poems* by Joan Horton. Text copyright © 2006 by Joan Horton. Reprinted by arrangement with Henry Holt and Company, LLC. All rights reserved.

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OVERVIEW Independent Work

This week the students learn the procedures for moving to and working in the independent reading, writing, and word work areas around the room.

The focus work habit of the week is: *move to and work in the independent work areas calmly and responsibly*. Because the students are learning new procedures, they may work independently for shorter periods of time than they did last week. We suggest you return to circulating and supporting the students in their new responsibilities as they get accustomed to moving to and working in the different areas around the room, and then begin to stand aside and observe again on Day 5. It is important that the students are able to successfully rotate to and work in the independent work areas before you begin small-group reading instruction.

By the end of this week, the students will:

- Rotate to three different independent work areas calmly and responsibly
- Work independently in each area for 10–15 minutes each
- Take responsibility for and use the "Ways We Work on Our Own" work habits in all three independent work areas
- Follow cleanup procedures in each work area upon hearing the signal

Independent Work Focus

- Students learn procedures for working in the reading, writing, and word work areas.
- Students learn to rotate from one work area to another.
- Students build stamina for working independently in the work areas.

Social Development Focus

- Students take responsibility for their learning and behavior as they move to and work in the independent work areas.

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Independent Work
Setting the Foundation

Day 1

In this lesson, the students:

- Learn procedures for working in the independent work areas
- Learn independent work habits: *move to and work in the independent work areas calmly and responsibly*
- Build stamina for working independently in the work areas

ABOUT INDEPENDENT WORK AREAS

The students have already been introduced to the reading area. This week you will introduce the independent writing and word work areas and have groups of students go to each area to work independently, clean up, and rotate to the next area.

Working in the independent work areas might be challenging at first. Anticipate that your students may have difficulty following procedures and settling down to work. Plan on having them work on their own for shorter periods than they did when they worked at their seats. Plan to circulate through the class and support the students as they learn new procedures. With repeated modeling and practice, working in the different areas will become increasingly smooth over time.

1 Gather and Introduce Independent Work Areas

Have the students bring their toolboxes and gather with partners sitting together, facing you. Have them put their toolboxes on the floor in front of them.

Remind the students that they have been doing two very important things that will help them become stronger readers and writers: they have been building stamina to work independently for longer amounts of time and they have been working on using independent work habits.

Explain that so far the students have been working at their seats and that this week they will start working independently in three areas that are set up around the room.

Walk around the room and introduce the areas you have set up by showing and explaining how the materials are organized.

Materials

- Student toolboxes
- Word work bins in the word work area, prepared ahead
- Writing bins in the writing area, prepared ahead
- "Ways We Work on Our Own" chart
- (Optional) "Independent Work Groups" chart and/or color-coded sticker for each student's toolbox

Teacher Note

If the class did not meet last week's goals for Independent Work, you may wish to repeat the Week 3 lessons before continuing on.

Teacher Note

If having the students sit at tables is a better choice for this discussion and the modeling of the work areas in Step 2, ask the students to take their toolboxes directly back to their seats.

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You might say:

"I have set up three areas for your materials. As you know, the *reading area* is the library. You visited the reading area last week to exchange books. The *writing area* is at this table in the back of the room. This is where the writing supplies are located. I've put different kinds of paper on the shelves and markers, pens, and pencils in labeled writing bins. The bins for word work are stored over here in the *word work area*. The bins are labeled so that you will know what is in them."

Tell the students that when they read independently, they will go to the reading area to read books from their toolboxes or exchange books and then find comfortable places to read. When they write independently, they will go with their toolboxes to the writing area and either start new pieces of writing or work on pieces they have already started in their writing folders. When they do word work, they will go with their toolboxes to the word work area, choose one of the bins, take out the materials, and start working.

2 Model Working in the Independent Work Areas

Model taking your toolbox (or a student's toolbox) to the word work area. Select a bin and start to work.

You might say:

"It is my turn to go to the word work area. I know that there are letter stamps and name cards in different bins here and that I like to use both. I used the stamps in the last lesson, so I think I will practice sorting name cards. I'll take this bin."

Ask and discuss:

Q *What did you see me do when I went to the word work area?*

Students might say:

"You thought about what you like to do. You sorted name cards."

"You read the labels."

"You took something different from what you did last time."

"You got started right away."

Model the procedures you would like the students to use to clean up in the word work area.

You might say:

"I hear the cleanup signal. It is time to clean up. I will put all the materials I used back into the bin I took them from. Then I will put the bin back on the shelf where I found it. When I am done cleaning up, I will look up and wait quietly for directions."

Teacher Note

If the students struggle to answer the question, offer some examples like those in the "Students might say" note.

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In the same way, model working in the writing area, including following the cleanup procedures. Review that all writing goes back in the students' writing folders, and writing materials go back in the bins (or shelves). Finally, model going to the reading area, exchanging two books, and then sitting down to read a book from your toolbox.

Ask:

Q *What can you do if you and another student want to use the same materials or book? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "If there are enough materials in the bin, both of us can take some."
>
> "Maybe we can use the materials together. Like, we could sort the name cards together."
>
> "I can let the other person read the book first, and then I can read it next."

3 Get Ready to Work Independently

Tell the students that you have divided the class into three groups and that one group will go to each area. When a group goes to an area, the students will get out the materials for that area and start working right away. They will also work for the whole time until they hear the cleanup signal.

Tell the students which group they are in.

4 Work Independently (about 10 minutes)

Have the students in the first group stand and pick up their toolboxes. Send these students to the word work area.

Once the first group is settled, have the second group stand, and then send these students to the writing area to begin writing. Finally, have the third group stand and send these students to the reading area.

As the students work, walk around the room, assisting as needed.

After about 10 minutes, signal for cleanup. Wait for the students to clean up their work areas and give you their quiet attention. Tell the students that each independent work area should look just as it did when the students arrived.

When every area is tidy, have the students return their toolboxes and move to the gathering area, one table group at a time.

Teacher Note

To help the students keep track of their groups, consider creating a class chart or affixing a color-coded sticker to each student's toolbox.

Keep track of which area each group visits today to ensure that you send each group to a different work area in the next lesson.

Teacher Note

If necessary, have the students return to the gathering area and review the procedure for moving and choosing materials, and practice the procedure until they are able to move in an orderly way.

ELL Note

You may wish to narrate what each group does to follow procedures as the students move to support the comprehension of English Language Learners.

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ELL Note

You might provide the prompts "Today I did . . ." and "I was responsible when I . . ." to your English Language Learners to help them verbalize their answers to the first two questions.

Teacher Note

When you introduce new procedures, expect that the students may not be able to maintain stamina for working independently for as long as they have previously.

5 Reflect on Work Habits

Ask and briefly discuss:

Q *What did you do in your independent work area today?*

Q *What did you do to be responsible today?*

Q *What challenges did you have? What can you do next time?*

Direct the student's attention to the "Ways We Work on Our Own" chart. Make connections between the students' answers and the work habits on the chart. Without mentioning any of the students' names, provide some observations of your own.

Day 2

Independent Work

Setting the Foundation

Materials

- Student toolboxes

In this lesson, the students:

- Practice procedures for working in the independent work areas
- Practice independent work habits: *move to and work in the independent work areas calmly and responsibly*
- Build stamina for working independently in the work areas

Teacher Note

If having the students sit at tables is a better choice for this discussion, ask the students to take their toolboxes directly back to their seats.

1 Gather and Review Independent Work Areas

Have the students bring their toolboxes and gather sitting, facing you. Have them put their toolboxes on the floor in front of them.

Remind the students that they are now working in three different areas around the room. Ask:

Q *What do you remember about how to move to the independent work areas?*

> **Students might say:**
>
> "We push in our chairs and walk quietly."
>
> "We wait for you to call on our group."
>
> "We take our toolboxes with us. We also share the materials."

Facilitation Tip

Continue to remind the students to **turn and look** at the person who is about to speak.

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2 Get Ready to Work Independently

Review the student groupings. Explain that each independent work group will go to a different work area from the one they went to in the previous lesson.

Review that when it is time to move to an area, the students will stand, pick up their toolboxes, and move. Ask and briefly discuss:

Q *What will you do when you hear the cleanup signal today?*

Q *What will you do to clean up if you are in the reading area? The writing area? The word work area?*

If is the students do not mention it, remind them that after cleaning up they will give you their quiet attention and wait for directions.

Teacher Note

Continue to keep track of which area each group visits today. It will be important to start each group in a different work area in the next lesson.

3 Work Independently (about 10 minutes)

Have the students stand and pick up their toolboxes. Send the first group to the word work area.

Once the first group is settled, send the second group to the writing area. Finally, send the third group to the reading area.

Walk around and support the students who need help settling into their work routines. Check in on the students in the reading area to assist them, if necessary, with exchanging books without disturbing other readers.

Teacher Note

If necessary, have the students return to the gathering area and review the procedure for moving and choosing materials.

After about 10 minutes, signal for cleanup. Wait for the students to put away their materials and give you their quiet attention. Tell the students that each independent work area should look just as it did when the students arrived.

When every area is tidy, have the students return their toolboxes and move to their seats, one group at a time.

Teacher Note

If necessary, review and model the cleanup procedures with the students in a particular work area.

4 Reflect on Sharing Materials and Cleaning Up

Have the students reflect on their work. Ask:

Q *What did you do in Independent Work today? Turn to the person sitting next to you.*

After a few moments, signal for the students' attention and have a few volunteers share with the class. Then ask:

Q *How did you do with sharing the books or materials in your work area?*

Q *How did you do with cleaning up today?*

Have a few students share with the class. Help them brainstorm solutions to any challenges they are having.

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Day 3

Independent Work

Setting the Foundation

Materials

- Student toolboxes

In this lesson, the students:

- Learn procedures for rotating to two independent work areas
- Learn independent work habits: *move to and work in the independent work areas calmly and responsibly*
- Build stamina for working independently in the work areas

ABOUT INDEPENDENT WORK ROTATIONS

Today the students begin rotating to two independent work areas. We suggest that you have the groups move in a consistent order. For example, have the students in the writing area always go next to reading; from reading, go to word work; and from word work, go to writing. You may also want to have the students point to their next work area before moving at each rotation. Keep in mind that moving through rotations will be challenging at first and that the students may have difficulty settling down to work.

1 Gather and Review Independent Work Areas

Have the students bring their toolboxes and gather with partners sitting together, facing you. Have them put their toolboxes on the floor in front of them.

Walk over to the writing area. Ask:

Q *What do you do here in the writing area? Turn to your partner.*

After a few moments, signal for the students' attention and have a few students share their ideas with the class.

> **Students might say:**
>
> "We can make up a story."
>
> "We can draw a picture and write about it."
>
> "We can work more on something we started writing."

Walk over to the reading area. Ask:

Q *What do you do here in the reading area? Turn to your partner.*

After a few moments, signal for the students' attention and have one or two volunteers share their ideas.

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Students might say:

"We read the books in our toolboxes."

"We can trade finished books for new ones. We can put some in the 'Return' bin and take new ones. When I return one, I take one. When I return two, I take two new ones."

Finally, walk over to the word work area. Ask:

Q *What do you do here in the word work area? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their ideas with the class.

Students might say:

"We use the letter tiles to spell words."

"We use the letter stamps and ink to make cards and write things."

2 Get Ready to Work Independently

Explain that today the students in each independent work group will visit two different work areas. Briefly review your expectations and the student groupings. Explain that each group will start in one area and that you will let the students know when it is time to move to the second area.

Ask and briefly discuss:

Q *When you move to your work area with your group, what can you do to make it go smoothly?*

Teacher Note

Having groups consistently rotate through areas in the same order will make it easier for you and the students to track and manage.

ELL Note

You might provide the prompt "When I move with my group, I will . . ." to your English Language Learners to help them verbalize their answers to the question.

3 Work Independently: First Rotation (about 10 minutes)

Have the students stand and pick up their toolboxes. Send one group to the word work area.

Once the first group is settled, send the second group to the writing area. Finally, send the third group to the reading area.

Walk around the room as the students work and support them as needed. If individual students are struggling, remind them of your expectations, model for them, and have them practice. If many students struggle, have the class return to the gathering area, and review the procedures for moving and choosing materials. Then have the students practice again.

Teacher Note

Keep track of your group rotations during this lesson and the next lesson to ensure that all of the groups have an opportunity to visit each work area at least once.

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4 Signal for Cleanup

After about 10 minutes, signal for cleanup. Wait for the students to put away their materials and then give you their quiet attention. Remind the students that each work area should look just as it did when the students arrived so that the next group will be able to use it.

5 Work Independently: Second Rotation (about 10 minutes)

Explain that now the students in each group will go to a second independent work area. Explain which group will move to which area and remind the students that they will always rotate in the same order. Have the students stand and pick up their toolboxes. Have the groups move to their next area.

Walk around and observe as the students work. Check in on the students in the reading area and observe if they are able to exchange books and read without disturbing one another. If necessary, remind the students about good work habits, and refocus any students who need support.

Teacher Note

Rotating from one area to another is likely to be challenging because the students in each area will need to vacate before the next group can move in.

6 Signal for Cleanup

After about 10 minutes, signal for cleanup. Wait for the students to put away their materials and give you their quiet attention. Have the students return their toolboxes and move to the gathering area, one group at a time.

7 Reflect on Moving to Work Areas

Ask and briefly discuss:

Q *How did it go with moving to two independent work areas today?*

Q *What did you do today to help Independent Work go smoothly?*

Without mentioning any of the students' names, share your own observations about how the students did with rotating to work areas and cleaning up today.

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Independent Work
Setting the Foundation

Day 4

In this lesson, the students:

- Rotate to two independent work areas
- Practice independent work habits: *move to and work in the independent work areas calmly and responsibly*
- Build stamina for working independently in the work areas

1 Gather and Revise the "Ways We Work on Our Own" Chart

Have the students bring their toolboxes and gather with partners sitting together, facing you. Have them put their toolboxes on the floor in front of them. Explain that today the students in each independent work group will visit two work areas again.

Direct the students' attention to the "Ways We Work on Our Own" chart, and ask:

Q *Now that we are rotating to different work areas, which work habits seem easiest to use? Which work habits are more challenging to use? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their ideas. Then ask:

Q *Are there any work habits that we need to change? What do we need to add to our chart? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share with the whole class.

> **Students might say:**
>
> "We need to push in our chairs when we leave each work area. I think we should add 'We push in our chairs' to the chart."
>
> "I agree with [Mohamed]. We need to be neater and push in our chairs."
>
> "I think we need to clean up the things that fall on the floor in the work areas. We forget to do that. We should add it to the chart where it says 'We stop and clean up when we hear the signal' so we can remember."

Add any new work habits to the chart based on the students' suggestions.

Materials

- Student toolboxes
- "Ways We Work on Our Own" chart and a marker

Teacher Note

If having the students sit at tables is a better choice for this discussion, ask the students to take their toolboxes directly back to their seats.

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2 Get Ready to Work Independently

Remind the students that they are again going to visit two different independent work areas in their groups today. Review procedures and the student groupings.

3 Work Independently: First Rotation (10–15 minutes)

Have the students stand and pick up their toolboxes. Send the first group to the word work area. Once the first group is settled, send the second group to the writing area. Finally, send the third group to the reading area.

Walk around and observe as the students work. If necessary, provide individual students with support for specific work habits. If many students are struggling, have the class return to the gathering area, and review the procedures for moving and starting to work. Then have the students practice again.

Teacher Note

Continue to have the students in each group rotate to work areas in the same order and point to the areas to which they will move before asking them to move.

4 Signal for Cleanup

After 10–15 minutes, signal for cleanup. Wait for the students to put away their materials and give you their quiet attention. Remind them that each work area should look just as it did when the students arrived.

5 Work Independently: Second Rotation (10–15 minutes)

Have the students stand and pick up their toolboxes. Then have the students in each group move quietly and carefully to their next area.

Walk around and observe as the students work.

6 Signal for Cleanup

After 10–15 minutes, signal for cleanup. When every area is tidy, have the students return their toolboxes and move to the gathering area, one group at a time.

7 Reflect on Work Habits

Ask and briefly discuss:

- **Q** *How did you do with the new habits we added to the "Ways We Work on Our Own" chart today?*
- **Q** *What do you want to do differently next time?*

Have a few students share their experiences. Help the students discuss or brainstorm solutions to the challenges they mention.

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Independent Work
Setting the Foundation

Day 5

In this lesson, the students:

- Rotate to three independent work areas
- Learn independent work habits: *move to and work in the independent work areas calmly and responsibly*
- Build stamina for working independently in the work areas

Materials

- Student toolboxes
- "Ways We Work on Our Own" chart
- "Class Assessment Record" sheet (CA1)

1 Introduce Three Rotations

Have the students pick up their toolboxes and return to their seats. Have them put their toolboxes on the floor next to them. Tell the students that on most days from now on, they will pick up their toolboxes and come directly back to their seats before they start independent work rotations.

Explain that the students in each group are ready to go to all three work areas today.

Direct the students' attention to the "Ways We Work on Our Own" chart and review briefly. Ask and briefly discuss:

Q *What is one thing you can do to make rotating to and working in the different areas go smoothly today?*

Teacher Note

If your students are not ready to rotate to three areas, continue with two.

2 Get Ready to Work Independently

Briefly review the procedures and the student groupings. Tell the students that you will stand aside to observe as the students work today.

3 Work Independently: First Rotation (10–15 minutes)

Have the students stand and pick up their toolboxes. Send the students to their first independent work area, one independent work group at a time.

Stand aside and observe as the students work.

Teacher Note

Continue to keep track of group rotations, and start each group in a different work area each day than where they started the previous day.

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Teacher Note

You will use the questions on the "Class Assessment Record" sheet (CA1) to guide your observations of the students in all three independent work areas today. Take note of the ways they are successful and identify areas or work habits that need attention.

CLASS ASSESSMENT NOTE

The purpose of this week's assessment is to determine whether the students are engaged and following the procedures in each of the three independent work areas—and to determine which area needs the most support. Observe the students and ask yourself:

Rotations

- Do the students manage the transitions each time they rotate?

Independent Writing

- Do the students manage their own learning and behavior in the writing area?

Independent Reading

- Do the students manage their own learning and behavior in the reading area?

Independent Word Work

- Do the students manage their own learning and behavior in the word work area?

Take note of which independent work habits need additional attention and practice and be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to manage their own learning and behavior in the work areas for 10–15 minutes or to manage the transitions as they rotate, repeat this week's instruction before going on to Week 5.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 45 of the *Assessment Resource Book*.

4 Signal for Cleanup

After 10–15 minutes, signal for cleanup. Wait for the students to put away their materials and give you their quiet attention.

5 Work Independently: Second Rotation (10–15 minutes)

Tell the students which group will move to which area, in the same familiar order. Have the students stand and pick up their toolboxes. Have the students in each group move to their next area. Stand aside and observe as the students work.

Teacher Note

Continue to record your observations on the "Class Assessment Record" sheet (CA1).

6 Signal for Cleanup

After 10–15 minutes, signal for cleanup. Wait for the students to put away their materials and give you their quiet attention.

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7 Work Independently: Third Rotation (10–15 minutes)

Tell the students which group will move to which area, in the same familiar order. Have the students stand and pick up their toolboxes.

Have the students in each group move to their next area. Stand aside and observe as the students work.

8 Signal for Cleanup

After 10–15 minutes, signal for cleanup and wait for the students to put away their materials and give you their quiet attention. Have the students return their toolboxes and move to the gathering area, one group at a time.

9 Reflect on Rotating to Work Areas

Ask and briefly discuss:

Q *What did you like about rotating to the reading, writing, and word work areas this week?*

Without mentioning any of the students' names, briefly share your observations about how the students are doing with their new rotations.

Teacher Note

Continue to record your observations on the "Class Assessment Record" sheet (CA1).

Teacher Note

Review your notes on the "Class Assessment Record" sheet (CA1). If your students need additional time to practice and work on rotating to the work areas and using effective work habits, spend the next week practicing before moving on to full 20-minute rotations. The students will need to be able to work effectively in the work areas to allow you to work with individual students and small groups.

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OVERVIEW Handwriting

This week the students are introduced to and learn the procedures for using the wipe-off boards, which they will use each week of letter-formation instruction.

Handwriting
Introduction to Wipe-off Boards

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student, plus one for teacher modeling

In this lesson, the students:

- Review hand exercises and proper writing grip
- Freely explore the wipe-off board in preparation for writing letters

1 Review Hand Exercises

Have the students stay in their seats. Remind them that last week they learned how to hold a pencil and pen with the proper grip for writing. Tell the students that today they will practice writing and that they will get ready by doing some hand exercises and other movements.

Lead the students through one or two of the hand exercises from Week 1 (see page 30):

- Hand press
- Piano playing
- Rub your palms
- "The Train Is Coming"
- "Where Is Thumbkin?"

2 Review the Pincer Grip and Holding a Dry-erase Marker

Sit at a table where the students can see you, and model the pincer grip and picking up a dry-erase marker (refer to the procedure in Week 3, Step 2 on page 103). Have the students practice picking up their dry-erase markers a few times.

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3 Introduce the Wipe-off Boards

Explain that the students will be using wipe-off boards to practice their handwriting this year, as well as notebooks. Tell them that today they will practice making shapes and lines on the wipe-off boards using dry-erase markers that can be wiped off the boards easily. Demonstrate this using a wipe-off board, dry-erase marker, and cloth. Explain that the students should not use regular markers on these special boards because it will be very hard to wipe off their marks and get their boards clean so they can use them again.

4 Explore the Wipe-off Boards

Distribute the wipe-off boards, dry-erase markers, and cloths. Have the students pick up their dry-erase markers using the proper grip; then give the students 5 minutes to draw freely. Circulate as the students draw, and provide modeling and support for students who are not using the proper grip.

After about 5 minutes, call for attention and explain that the students will practice drawing shapes and lines that will be helpful with handwriting. Have the students erase their boards and turn them to the lined side.

Tell the students that you would like them to watch and listen carefully, as they will repeat what you say and do.

Model making a straight vertical line on the lined side of your board, starting on the top line and ending at the base line, while saying the stroke sequence: "Pull down." Then erase the line with your cloth, using the same motion and saying the stroke sequence again.

Ask the students to follow along as you repeat the procedure: draw a straight vertical line while saying the stroke sequence "Pull down" and then erase the line using the same motion. Lead the students through the motions that follow, erasing the boards after each exercise.

- Draw a slanted line to the right: "Slant down."
- Draw a slanted line to the left: "Slant in."
- Draw a horizontal line from left to right: "Slide."
- Draw a counter-clockwise circle: "Pull back, all the way around."

Teacher Note

If necessary, state the starting point for each of the motions. If you have time, repeat this procedure several times.

5 Wrap Up

Explain that the students will use the boards for writing practice in future weeks.

Collect the wipe-off boards, dry-erase markers, and cloths or introduce a process for having students store these materials.

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Week 5 OVERVIEW

Whole-class Instruction

Shared Reading 140

This week the students discuss and explore the concept of rhyme as they read *Over in the Meadow* and play a game that asks them to identify and match rhyming words from the text. On Day 3, they act out parts of the book and discuss moving responsibly.

Independent Work Check-in 148

Beginning this week you will teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. We suggest you teach the "Introduce New Materials" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different lesson.

Handwriting 149

This week the students review the pincer grip and receive their *Handwriting Notebooks*. The students practice completing pages of their notebooks in preparation for the letter-formation instruction that begins next week.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This is the first week of small-group reading instruction and independent work rotations. You will teach Small-group Reading lessons at the small-group reading table while the rest of the students rotate to and work independently in the reading, writing, and word work areas.

Independent Work

The following are materials you might incorporate into independent work areas this week:

Word Work:

- Envelopes for rebuilding "Hippopotamus Stew" (see "Independent Work Connections" on page 118)

Reading:

- Charted "Hippopotamus Stew" poem (see "Independent Work Connections" on page 118)

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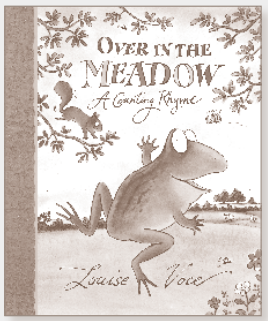
Week 5

RESOURCES



Read-aloud

- *Over in the Meadow**
  by Louise Voce
  In this traditional counting rhyme, animal babies play with their mothers in a meadow.

  **This is a big book.*

Assessment Resource Book

- Week 5 assessment

Handwriting Notebook

- Practice pages

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Class Assessment Record" sheet (CA1)

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DO AHEAD

Shared Reading

✓ Prior to Day 2, locate a pocket chart and place it in the gathering area.

✓ Prior to Day 2, familiarize yourself with the procedure for having the students identify rhyming words in the book. Collect six index cards, a black marker, and a blue marker to use for this activity (see Step 2).

Independent Work Check-in

✓ Familiarize yourself with the "Introduce New Materials" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

Handwriting

✓ Locate the student *Handwriting Notebooks* and label each with a student's name. Familiarize yourself with the practice pages on pages 1–3 of the *Handwriting Notebook*.

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 46 of the *Assessment Resource Book*.

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Shared Reading

*Over in the Meadow: A Counting Rhyme**

by Louise Voce

In this traditional counting rhyme, animal babies play with their mothers in a meadow.

**This is a big book.*

Academic Focus

- Students listen to and discuss a book.
- Students discuss the concept of rhyme.
- Students identify and match rhyming words.
- Students chorally read the book.
- Students act out the book.

Social Development Focus

- Students participate responsibly.
- Students listen carefully.

ELL SUPPORT

Preview the Text

- Preview this week's book, *Over in the Meadow*, with your students before you read it to the whole class. You might read it aloud and clarify any difficult vocabulary. Point to the illustrations on each page, and use them to clarify vocabulary such as *meadow*, *sand*, *stream*, *gate*, *pine*, and *den*.

  snug: comfortable and warm (p. 12)
  mossy: covered with a fuzzy green plant (p. 18)
  cozy: comfortable (p. 22)

Provide Language Support

- Some of the phrasing in *Over in the Meadow* may be unfamiliar to your students. Explain the phrasing "said the [Two]" that repeats throughout the rhyme.
- Count the baby animals in each illustration in *Over the Meadow* to reinforce the number words in the book.

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Shared Reading
Over in the Meadow

Day 1

In this lesson, the students:

- Listen to and discuss a book
- Turn and look at the person who is speaking
- Listen carefully

Materials

- *Over in the Meadow* (big book)
- Big book stand
- Pointer

1 Gather and Discuss Listening Carefully

Gather the class with the students sitting, facing you. Explain that today the students will listen to and talk about a book. Review that when they talk about their ideas together, it is important to listen to one another carefully. Remind the students that one way they can show they are listening carefully is to turn and look at the person who is about to speak. Encourage the students to turn and look at the person who is talking today, and tell them you will check in with them at the end of the lesson.

2 Introduce *Over in the Meadow*

Place *Over in the Meadow* on the big book stand. Show the cover of the book and read the title and the subtitle aloud. Read the name of the author aloud and tell the students that the author of this book is also the illustrator, or the person who made the pictures. Explain that this is a book about baby animals and their mothers playing in a meadow, or a grassy field.

3 Read and Discuss the Book

Read the book aloud, slowly and clearly. As you read, point to the illustrations that correspond with the text. Clarify vocabulary that cannot be easily defined by the illustrations as you read by reading the word, briefly defining it, rereading it in context, and continuing (for example, "'in a snug beehive'—*snug* means 'comfortable and warm'—'in a snug beehive'").

Suggested Vocabulary

snug: comfortable and warm (p. 12)
mossy: covered with a fuzzy green plant (p. 18)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

cozy: comfortable (p. 22)

Teacher Note

Much of the vocabulary in *Over in the Meadow* can be clarified using the illustrations in the book. Pointing to the illustrations supports the students' understanding of the animals and where they are in the meadow without interrupting the rhythm of the story by stopping to define each word.

Use your finger to point to the illustrations during this first reading of the book. In subsequent readings you will use the pointer to point under the words in the book.

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At the end of the book, briefly discuss it with the class. Ask:

Q *What happens in this book?*

Have a few volunteers share their thinking. As they share, remind the students to turn and look at the person who is speaking.

> **Students might say:**
>
> "The mothers take care of their babies."
>
> "There's one animal, then two, then three."
>
> "The babies do what their mothers say."

4 Reread the Book

Tell the students that now you will read *Over in the Meadow* again. Explain that as you read the book again, the students may read aloud with you any parts they remember. For example, they might read the lines where the baby animals repeat what their mothers say.

Reread the book slowly and clearly, pointing distinctly under each word with the pointer as it is read.

When you have finished reading, ask and discuss:

Q *What is something you notice about this book?*

> **Students might say:**
>
> "It has rhyming words."
>
> "I notice that each page is kind of the same, but the animal and the number changes."
>
> "I notice there's a list with all the animals at the end of the book."
>
> "The baby animals repeat what the mother says."

Teacher Note

The pointer helps the students track the text as you read and will help any students who are ready to join you in reading the same words at the same time.

Teacher Note

If the students struggle to answer the question, offer some examples like those in the "Students might say" note.

5 Reflect on Listening

Have the students reflect on how they listened today. Ask and discuss:

Q *What did you do to be a good listener today?*

> **Students might say:**
>
> "I turned and looked at [Jorge] when he was talking."
>
> "I sat quietly when you were reading."
>
> "I didn't interrupt [Maria] when she answered a question."

Tell the students that in the next lesson, they will read *Over in the Meadow* again.

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Shared Reading
Over in the Meadow

Day 2

In this lesson, the students:

- Discuss the concept of rhyme
- Identify and match rhyming words
- Chorally read a book

1 Discuss Rhyme in *Over in the Meadow*

Gather the class with partners sitting together, facing you. Show the cover of *Over in the Meadow* and remind the students that this book is about baby animals and their mothers playing in a meadow.

Point to the cover and read the title and the subtitle of the book. Tell the students that this is called a *rhyme* because it has rhyming words in it. Ask:

Q *What do you know about rhyming words? Turn to your partner.*

> **Students might say:**
>
> "They're words that sound the same at the end."
>
> "*Cat* and *mat* rhyme."
>
> "We rhymed silly words with our names when we played 'Willaby Wallaby Woo.'"

Have a few volunteers share their ideas with the class. If necessary, explain that words that rhyme sound the same at the end (for example, *can* and *man* or *stop* and *mop*). Tell the students that today they will read parts of the book again and name some of the rhyming words in it.

2 Identify Rhyming Words in the Book

Open the book to page 6. Read aloud the first sentence, using the pointer to point under each word. Have the students echo read the sentence; then ask:

Q *Which two words rhyme, or sound the same at the end, in this sentence?*

Have a volunteer share. If necessary, read aloud the sentence again and emphasize the words *blue* and *two* to help highlight the rhyme.

Point under the words *blue* and *two* and say each word aloud. Review that *blue* and *two* rhyme because they sound the same at the end.

Write the words *blue* and *two* on index cards and make a simple illustration for each. Place the cards side by side in the pocket chart.

Materials

- *Over in the Meadow* (big book)
- Big book stand
- Pointer
- 6 index cards
- Black marker
- Blue marker
- Pocket chart

Teacher Note

Support students who struggle to identify rhyming words by asking them to say the rhyming words aloud again after the words have been identified.

Teacher Note

Use the blue marker to illustrate *blue*.

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Direct the students' attention to page 6 of the book again. Have the students chorally read the page with you and ask them to look and listen for the rhyming words *blue* and *two* as they read.

Use the same procedure to have the students identify the rhyming words in the first sentence on page 8 (*tree/three*) and on page 10 (*door/four*). Place the rhyming word pairs side by side in the pocket chart.

3 Play a Rhyming Game

Explain that now the students will play a rhyming game with the words in the pocket chart. Have the students chorally read each word as you point under it.

Remove the cards from the pocket chart, shuffle them, and then put them back in the pocket chart face down. Invite a volunteer to select two of the cards, turn them over, and read them aloud; then ask:

Q *Do [two] and [door] rhyme? How do you know?*

If necessary, reread the two words aloud to help the student hear whether or not they sound the same at the end. If the words rhyme, set them aside. If they do not rhyme, return them to the pocket chart face down.

Repeat this procedure until all the rhyming word pairs have been matched. When all the words are matched, place the paired cards side by side in the pocket chart and chorally read the rhyming pairs.

4 Chorally Read *Over in the Meadow*

Tell the students that now they will read *Over in the Meadow* again. Ask them to listen for rhyming words as they read. Chorally read the book, using the pointer to point distinctly under each word as it is read.

When you are finished reading, ask:

Q *Did you read any other words that rhyme? What are they?*

Have a few volunteers share. If the students struggle to answer the question, reread passages to help them identify words that rhyme.

Tell the students that tomorrow they will act out parts of *Over in the Meadow*.

Teacher Note

When you read page 16, you might point out that the words *even* and *seven* have the same letters at the end, but they do not rhyme.

Teacher Note

Consider adding any rhyming pairs the students mention to the pocket chart and playing the rhyming game with all the words at another time.

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Shared Reading
Over in the Meadow

Day 3

In this lesson, the students:

- Chorally read a book
- Act out the book
- Move in a responsible way

Materials

- *Over in the Meadow* (big book)
- Big book stand
- Pointer

1 Gather and Review Moving Responsibly

Gather the class with partners sitting together, facing you. Explain that today the class will read *Over in the Meadow* again and then act out parts of the book. Ask and briefly discuss:

Q *How will you move in a responsible way when you act out the book?*

> **Students might say:**
>
> "I won't bump into other people."
>
> "I will stay in one area."
>
> "I will be careful of other people and watch where I'm moving."

If necessary, review any additional expectations for how the students will move responsibly. Explain that you will check in with the students at the end of the lesson to see how they did.

2 Chorally Read *Over in the Meadow*

Point to the title of *Over in the Meadow* and read it aloud. Explain that before they act part of it out, the students will chorally read the book. As they read, you would like them to think about the different animals and what they do. This will help them act out the rhyme after they read.

Chorally read the book, stopping after:

p. 22 "So they played all day round their cozy little den."

Ask:

Q *What is an animal in this book? What does that animal do? Turn to your partner.*

Have partners take turns talking about the question for a moment; then signal for the students' attention and have a few volunteers share their thinking. As the students share, turn to the pages that show the animals they mention.

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3 Act Out Pages 24–25

Turn to pages 24–25 of the book and explain that these pages list all the animals in the book and what they do. Read the pages aloud, using the pointer to point under the numbers, pictures, and words as you read. Encourage the students to read aloud with you any parts they remember.

Tell the students that now they will act out the animals and their movements or sounds. Describe the procedure and how you would like the students to move.

> **You might say:**
>
> "You will chorally read one line at a time and then pretend to be that animal. For example, you will read 'One turtle digs' and then pretend you are the turtle digging. Remember to stay in your own space and not touch anyone else when you move. As you move, watch for my signal. When you see it, stop moving, raise your hand, quietly turn and face me, and get ready to read and act out the next part."

Teacher Note

A visual signal such as a raised hand allows the students to complete their movements and then turn back to face you. Build accountability by reminding the students to raise their own hands when they stop moving and turn to face you.

Have the students chorally read and act out the first line on page 24 ("One turtle digs"). After a moment, signal for their attention. If necessary, remind the students to stop moving and to quietly turn and face you when they see your signal.

Repeat this procedure for each line on pages 24–25. When the class has acted out all the animals, ask:

Q *What was your favorite animal to act out? Why? Turn to your partner.*

After a few moments, signal for attention and have a few students share their thinking with the class.

4 Reflect on Moving Responsibly

Encourage the students to think about how they participated responsibly during today's lesson. Ask and briefly discuss:

Q *How did you move in a responsible way today?*

Q *What will you do differently next time?*

Tell the students that they will have more chances to act out stories, rhymes, and poems this year in Shared Reading.

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Independent Work Connections

For next week's Independent Work, we suggest the following:

- Place sets of rhyming word pair cards from Day 2, Step 3 in envelopes in the word work bins. Have the students turn the cards over face down on the table and play the rhyming game using the procedure from Day 2.
- Collect copies of Louise Voce's *Over in the Meadow*, and place them in your classroom library for the students to read during independent reading. You may also consider adding other authors' versions of this same rhyme to your classroom library. Students can discuss what is the same about the different versions of the rhymes and what is different.
- Have the big book version of *Over in the Meadow* available for students to read during independent reading. Be sure to model and practice any procedures for reading and handling big books prior to doing so.

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OVERVIEW

Independent Work

This is the first week the students rotate to and work in all three independent work areas around the room while you teach Small-group Reading. With repeated modeling and practice, rotations will become increasingly smooth over time. We suggest continuing any procedures that have worked effectively in previous weeks. For example, you might have the students move through the areas in a consistent order, point to where they will move, and sing a moving song as they move.

Independent Work Check-in

Beginning this week, you will teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The check-in lessons provide time for you to assess your students, conduct conferences, and introduce new activities and materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Introduce New Materials" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Handwriting OVERVIEW

This week the students review the pincer grip and receive their *Handwriting Notebooks*. The students practice completing pages of their notebooks in preparation for the letter-formation instruction that begins next week.

Handwriting

Introduction to *Handwriting Notebooks*

In this lesson, the students:

- Review proper writing grip
- Practice making lines and circles in the *Handwriting Notebook*

Materials

- *Handwriting Notebook* pages 1–3
- Pencil for each student
- "Class Assessment Record" sheet (CA1)

1 Review the Pincer Grip and Holding a Pencil

Have the students stay at their seats. Sit at a table where the students can see you, and model the pincer grip and picking up a pencil (refer to the procedure in Week 3, Step 2 on page 103). Have the students practice picking up their pencils a few times.

2 Introduce the *Handwriting Notebook*

Explain that the students will practice writing this year in a *Handwriting Notebook*. Show a notebook. Open to page 1 and explain that the first pages of the book have several activities for them to work on.

Distribute the *Handwriting Notebooks* pre-labeled with the students' names. Have the students open to page 1 and follow along as you go over the directions for completing each activity on pages 1–3.

Have the students complete pages 1–3 in their *Handwriting Notebooks*. As the students work, walk around and observe, supporting them with pencil grip as needed.

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CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students make the appropriate marks to complete the activities?
- Do they grip their pencils in a standard way?

You might consider working with a small group of students who struggle with completing the activities or using proper pencil grip by working with them individually or in a small group during another time of the day.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 46 of the *Assessment Resource Book*.

3 Wrap Up

Collect the *Handwriting Notebooks*. Tell the students that they will work more with these notebooks as they practice writing letters this year.

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Week 6 OVERVIEW

Whole-class Instruction

Shared Reading 155

This week the students learn about and explore syllables in the poems "Bippity Boppity Bumblebee" and "Kitty Caught a Caterpillar." The students also begin working with new partners.

Independent Work Check-in 164

This week we suggest you teach the "Share a Book" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Handwriting 165

This week the students learn to form the lowercase letters *c*, *o*, and *s*.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might also incorporate into independent work areas this week:

Word Work:

- Rhyming word pair cards (see "Independent Work Connections" on page 147)

Reading:

- Big book and other copies of *Over in the Meadow* (see "Independent Work Connections" on page 147)

Writing:

- Letter practice sheets for *c*, *o*, and *s* (see "Independent Work Connection" on page 167)

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Week 6

RESOURCES

Poems

Read-alouds

- "Bippity Boppity Bumblebee"
  author unknown
  (see page 163)
  This simple rhyming poem helps students learn one another's names.
- "Kitty Caught a Caterpillar"
  by Jack Prelutsky
  (see page 163)
  A kitten's curiosity gets the best of her when she meets a bumblebee.

Assessment Resource Book

- Week 6 assessment

Handwriting Notebook

- c
- o
- s

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Class Assessment Record" (CA1)

Reproducibles

- "Letter Practice: c" (BLM1)
- "Letter Practice: o" (BLM2)
- "Letter Practice: s" (BLM3)
- (Optional) "Capital C, O, and S" (BLM4)

Professional Development Media

- "Cooperative Structures Overview" (AV1)

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DO AHEAD

Shared Reading

✓ Prior to Day 1, decide how you will randomly assign partners to work together during the lessons. For suggestions about assigning partners, see "Random Pairing" and "Considerations for Pairing ELLs" in the Introduction. For more information, view "Cooperative Structures Overview" (AV1).



✓ Prior to Day 1, prepare a piece of chart paper with the title and the words of the poem "Bippity Boppity Bumblebee" on page 163. Decide where in the classroom to post the chart so that the class can see all of the words of the poem during the lesson.

✓ Prior to Day 1, make a set of individual student name cards. Write each student's name on a sentence strip or a large note card with a marker. Write each name large enough that the students can see it when you hold it up during the lesson. Alternatively, you might use the name cards from Weeks 1 and 2.

✓ Prior to Day 2, familiarize yourself with the name-sorting activity (see Step 3) and prepare a space for the activity. You will need room to write the numbers *1*, *2*, *3*, and *4* horizontally across the top and space below each number on which to post name cards during the activity. Decide how you will post the name cards, and collect any necessary materials. For example, you might use tape or reusable adhesive.

✓ Prior to Day 3, prepare a piece of chart paper with the title and words of the poem "Kitty Caught a Caterpillar" on page 163. Decide where in the classroom to post the chart so that the class can see all of the words of the poem during the lesson.

Independent Work Check-in

✓ Familiarize yourself with the "Share a Book" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

(continues)

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DO AHEAD *(continued)*

Handwriting

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 47 of the *Assessment Resource Book*.

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Letter Practice: c" (BLM1), "Letter Practice: o" (BLM2), and "Letter Practice: s" (BLM3). Make a class set of copies (plus a few extra) to place in the independent writing area after the lesson.

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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Shared Reading OVERVIEW

"Bippity Boppity Bumblebee"

author unknown

(see page 163)

This simple rhyming poem helps students learn one another's names.

"Kitty Caught a Caterpillar"

by Jack Prelutsky

(see page 163)

A kitten's curiosity gets the best of her when she meets a bumblebee.

Academic Focus

- Students learn and practice a rhyming poem.
- Students listen to, discuss, and read a poem.
- Students clap on and count syllables in words.
- Students read and sort class names.

Social Development Focus

- Students begin working with new partners.
- Students participate responsibly.
- Students listen carefully.

ELL SUPPORT

Preview the Texts

- Read "Bippity Boppity Bumblebee" with your students before you read it to the whole class, and have them practice answering the question "Will you say your name for me?" Point out that the words *bippity* and *boppity* are nonsense words, or made-up words that do not mean anything.
- Read and discuss "Kitty Caught a Caterpillar" with your students before you read it to the whole class.

Build Background Knowledge

- Gather pictures of a caterpillar, a snail, a turtle, a cricket, and a bumblebee. Discuss the pictures with the students before you read the poem to the whole class. Explain that *kitty* is another name for a cat and that *bee* is a shorter way of saying *bumblebee*.

Provide Language Support

- The instruction on Days 1 and 3 requires that students clap on the syllables of various words. For some English Language Learners, these words might be unfamiliar, which will complicate their ability to say, count, and clap on the syllables in the words. Familiarize your students with the words that follow. Have the students repeat each word after you say it, and then copy you as you repeat the word, clapping on each syllable as you say it aloud. For Day 1: *spider*, *butterfly*, *lizard*, *ladybug*, *ant*, *rabbit*, *worm*, *caterpillar*, *bippity*, *boppity*, *bumblebee* (clarify that *bippity* and *boppity* are funny made-up words). For Day 3: *dog*, *holiday*, *refrigerator*, *reading*, *snail*, *turtle*, and *cricket*.

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Day 1

Shared Reading

"Bippity Boppity Bumblebee"

Materials

- "Bippity Boppity Bumblebee" chart, prepared ahead
- Pointer
- Individual student name cards, prepared ahead
- Listen carefully

Teacher Note

You may want to assign the students new partners for the *Being a Reader* lessons, or have them work in partnerships already established. The partners you assign today will work together for the next five weeks of *Being a Reader*.

Teacher Note

Remember to clap on each syllable as you say the words.

In this lesson, the students:

- Begin working with new partners
- Clap on and count syllables in words
- Listen to and chorally read a rhyming poem
- Play a name game
- Take turns
- Listen carefully

1 Gather and Introduce Syllables

Randomly assign partners and gather the class with partners sitting together, facing you. Tell the students that today they will practice hearing and counting *syllables*, or the separate parts, of words. Explain that some words, like *cleaning* and *melted*, are made up of two parts. Say "cleaning" while clapping on each syllable of the word. Then say "melted," clapping on each syllable. Explain that some words have one syllable, some have two syllables, and some have more than two syllables.

2 Clap on Syllables in Words

Explain that the students will play a game to help them count the syllables in words. Tell them that you will say some words and they will repeat the words and then clap on the syllables in them. Model with the words *spider* and *butterfly*.

> **You might say**
>
> "Spider; spi-der. I hear /spī/ and /dər/. The word *spider* has two syllables. Butterfly; bu-tter-fly. I hear /bŭ/, /tər/, /flī/. The word *butterfly* has three syllables."

Have the students practice with the word *lizard*. Have the students say the word and then clap as they say each syllable. Ask and briefly discuss:

Q *How many syllables do you hear in* lizard*?*

If necessary, point out that the word *lizard* has two parts, or syllables. Repeat the procedure using the word *ladybug*.

For each of the following words, have the students say the word, clap on the syllables, and tell how many syllables are in the word.

ant	worm	bippity	bumblebee
rabbit	caterpillar	boppity	

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3 Read "Bippity Boppity Bumblebee" Aloud

Direct the students' attention to the "Bippity Boppity Bumblebee" chart and read the title aloud. Point out that the students just said and clapped on the syllables of the words in the title. Ask the students to listen and watch as you read the poem aloud. Read the poem twice, pointing under each word with the pointer as you read.

4 Chorally Read the Poem and Play a Game

Have the students chorally read "Bippity Boppity Bumblebee" with you until most of the students have joined in. Use the pointer to point under each word.

Explain that now the students will play a game with "Bippity Boppity Bumblebee" to practice clapping on the syllables in one another's names. Ask the students to listen as you describe the game.

> **You might say:**
>
> "I will hold up a name card and then the class will chorally read the poem. At the end of the poem, the student whose name is on the card will say and clap his or her name; then the class will say and clap the name."

Hold up the first name card and have the students chorally read the poem. Ask the student whose name is on the card to say and clap on the syllables in his name; then have the class say and clap on the syllables in the name. Continue to play the game with all the individual name cards.

5 Play the Game in Pairs

Tell the students that now they will play "Bippity Boppity Bumblebee" with their partners. Explain that first one partner will read the poem. At the end of the poem, the other partner will respond by saying and clapping on the syllables in her own name. Then partners will switch roles and play again—one partner reads the poem, and then the other partner says and claps on the syllables in his own name. Explain that partners will take turns. Ask:

Q *How will you and your partner decide who will read the poem first?*

Have one or two volunteers share their ideas with the class.

> **Students might say:**
>
> "We can do 'rock, paper, scissors' to decide who will read first."
>
> "I will let my partner choose which one he wants to do first."
>
> "We can let the person with the longer name go first."

Give each student her name card and have the students play the game in pairs. Observe partners as they play. Support any students who struggle by having them say and clap on the syllables in their names with you.

Teacher Note

If the students have difficulty answering the question, offer some examples like those in the "Students might say" note.

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After each partner has had a turn to read the poem and say and clap on the syllables in his name, signal for the students' attention. Review that when the students clap on the parts of a word, they clap on the syllables.

Ask and briefly discuss:

Q *How many syllables does your name have?*

Q *Does your name or your partner's name have more syllables? How do you know?*

6 Reflect on Taking Turns

Help the students reflect on how they did with taking turns today. Ask questions such as:

Q *How did you do with taking turns today?*

Q *How did you decide who would read the poem first?*

Q *What might you do differently next time?*

Have a few volunteers share their thinking. Explain that in the next lesson the students will play "Bippity Boppity Bumblebee" again.

Teacher Note

Save the "Bippity Boppity Bumblebee" chart and the individual student name cards to use on Day 2.

Day 2

Shared Reading

"Bippity Boppity Bumblebee"

Materials

- "Bippity Boppity Bumblebee" chart from Day 1
- Pointer
- Individual student name cards from Day 1
- Tape or reusable adhesive

In this lesson, the students:

- Play a name game
- Clap on and count syllables in their names
- Sort names by number of syllables
- Take turns

1 Gather and Chorally Read "Bippity Boppity Bumblebee"

Gather the class with partners sitting together, facing you. Review that in the last lesson, the students read a poem and played a name game. Direct their attention to the "Bippity Boppity Bumblebee" chart. Chorally read the poem, using the pointer to point distinctly under each word as it is read.

2 Play "Bippity Boppity Bumblebee" in Pairs

Explain that today partners will play "Bippity Boppity Bumblebee" again. Review that partners will take turns—one partner will read the poem and the other partner will respond by clapping on the syllables in her name.

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Encourage the students to have a different partner read the poem first today.

Give each student his name card and have partners play "Bippity Boppity Bumblebee." When all the students have had a chance to read the poem and say and clap on the syllables in their names, signal for their attention. Ask:

Q *How many syllables are in your name? How do you know?*

Have a few volunteers share their thinking with the class.

3 Sort Names by Number of Syllables

Direct the students' attention to the space you have prepared for the name-sorting activity. Explain that now the students will sort their names by number of syllables. Write the numbers *1*, *2*, *3*, and *4* in a row where everyone can see them. If you have students with more than four syllables in their names, modify accordingly.

Point to the number *1* and ask:

Q *Whose name has one syllable in it?*

Invite the students with one syllable in their names to raise their hands. Collect those students' name cards, and post the cards below the number *1*. Confirm the number of syllables in each name by saying and clapping on the syllables in the name with the students.

Repeat this procedure for each of the numbers you have listed. When all names have been sorted, ask the students to read aloud the names in each column with you. Ask:

Q *What does this show us about our names? Turn to your partner.*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "Juan, Quinn, and Max all have one syllable in their names."
>
> "Nobody in our class has a name with four syllables."
>
> "Most of the kids in our class have names with two syllables."

Tell the students that in the next lesson they will learn another poem and continue to clap on and count syllables in words.

Teacher Note

If necessary for the students to see clearly, have the students sit at their seats with partners together.

Teacher Note

If the students have difficulty answering the question, offer some examples like those in the "Students might say" note.

Teacher Note

Save the "Bippity Boppity Bumblebee" chart to use in Week 9.

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Day 3

Shared Reading
"Kitty Caught a Caterpillar"

Materials

- "Kitty Caught a Caterpillar" chart, prepared ahead
- Pointer

In this lesson, the students:

- Listen to and discuss a poem
- Clap on and count syllables in words
- Read the poem together
- Listen carefully

1 Gather and Review Syllables

Gather the class with partners sitting together, facing you. Remind the students that in the last lesson they played "Bippity Boppity Bumblebee" and clapped on and counted the syllables in their names. Help the students identify the number of syllables in words. For each word in the following list, have the students say the word, clap on the syllables, and tell how many syllables are in the word.

spider	holiday	reading
dog	refrigerator	

Explain that today the students will clap on and count syllables in some of the words in a new poem.

2 Read and Discuss "Kitty Caught a Caterpillar"

Direct the students' attention to the "Kitty Caught a Caterpillar" chart and read the title and the name of the author aloud. Explain that this poem is about a kitty, or cat, that catches things.

Read the poem aloud slowly and clearly, using the pointer to point distinctly under each word as it is read. Briefly discuss the poem by asking:

Q *What happens in this poem?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "A kitty cat tries to catch a bunch of bugs."
>
> "The cat gets stung by a bumblebee."
>
> "A cat catches some different things, and then a bee stings her."

TEKS 6.F.i
Student/Teacher Narrative
Step 2
(Teacher Note in margin next to step 2 at bottom of the page)

Teacher Note

The last line of the poem requires the students to infer that the bee stings the kitty. If your students do not mention it, you might ask a clarifying question such as:

Q *What do you think the last line of the poem, "the bee caught her instead," means?*

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3 Reread the Poem and Make a List

Tell the students that now you will read the poem again. Explain that as you read, you would like them to listen carefully for what Kitty catches or tries to catch and you will ask them about it at the end of the poem.

Read "Kitty Caught a Caterpillar" aloud slowly and clearly, using the pointer to point under each word as you read. Then ask:

Q *What is something that Kitty catches or tries to catch? Turn to your partner.*

After a moment, signal for the students' attention and have a few volunteers share their ideas with the class. If the students have difficulty remembering, you might reread all or part of the poem. As they share, list the words where everyone can see them.

> **Students might say:**
>
> "caterpillar"
>
> "snail"
>
> "turtle"
>
> "cricket"
>
> "bumblebee"

4 Clap on and Count Syllables

Explain that the students will clap on and count the syllables in each word that you just listed. Point to the first word and read it aloud. Invite a volunteer to say the word, clap on the syllables, and tell how many syllables are in the word. Then have the class say the word and clap on the syllables. Repeat this procedure for each word on the list.

5 Read "Kitty Caught a Caterpillar" Together

Explain that you will read "Kitty Caught a Caterpillar" again, and encourage the students to read aloud with you any parts of the poem they remember. For example, they might read aloud the words that say what Kitty caught or tried to catch. Read aloud the poem, using the pointer to point under each word as you read.

6 Reflect

Help the students reflect on their work in Shared Reading this week. Ask and briefly discuss:

Q *What did you do well when playing "Bippity Boppity Bumblebee" with your partner? What might you do differently next time?*

Q *What did you like about reading "Kitty Caught a Caterpillar"?*

Teacher Note

Save the "Kitty Caught a Caterpillar" chart to use in Week 9.

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Independent Work Connections

For next week's Independent Work, we suggest the following:

- If you have not already done so, add a set of class name cards to the word work bins. Encourage the students to sort the cards by numbers of syllables as they did on Day 2.
- Encourage the students to read the "Bippity Boppity Bumblebee" and "Kitty Caught a Caterpillar" charts during independent reading. Be sure to model and practice any procedures for reading the charts prior to doing so.

Foundational Skills Practice

- Find ways to practice segmenting and clapping on syllables in words throughout the day. Some simple ideas: have the students clap on the syllables in one another's names to send one another to line up, encourage the students to practice clapping on the syllables in their own last names, have the students clap on the syllables in words elsewhere in the classroom, or say and clap on the syllables in any new or unfamiliar vocabulary words as they are taught or practiced.

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Poems

Bippity Boppity Bumblebee

author unknown

Bippity boppity bumblebee
Will you say your name for me?

Kitty Caught a Caterpillar

by Jack Prelutsky

Kitty caught a caterpillar,
Kitty caught a snail,
Kitty caught a turtle
by its tiny turtle tail,
Kitty caught a cricket
with a sticky bit of thread,
she tried to catch a bumblebee,
the bee caught her instead.

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OVERVIEW

Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Share a Book" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Handwriting OVERVIEW

This week the students learn to form the lowercase letters *c*, *o*, and *s*.

Stroke Sequences	
c	*Pull back, around.*
o	*Pull back, all the way around.*
s	*Pull back, snake around, curve back.*

Handwriting

Learn and Practice Lowercase Letters *c*, *o*, and *s*

In this lesson, the students:

- Learn and practice forming the lowercase letters *c*, *o*, and *s*

ABOUT LETTER-FORMATION INSTRUCTION IN GRADE 1

This is the first week in which the students learn and practice letter formation. The instructional procedures and routines are the same each week intentionally so that the students can focus on learning the correct stroke sequence for each new letter and on using the correct posture and pencil grip while writing. After you teach and model writing each letter, the students practice writing the letter on their wipe-off boards as they say the stroke sequence aloud. Later in the lesson, the students practice writing the day's letters independently in their *Handwriting Notebooks*, giving you the opportunity to observe their writing and make note of students who may need additional support.

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student, plus one for modeling
- *Handwriting Notebook* pages 4–6
- "Class Assessment Record" sheet (CA1)

1 Introduce, Model, and Practice *c*, *o*, and *s*

Have the students stay in their seats. Tell the students that today they will learn to form the lowercase letters *c*, *o*, and *s*. Write each letter where everyone can see it, and say the name of the letter as you write it.

Explain that first the students will learn to write the letters on the wipe-off boards, and then they will practice forming the letters in their

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Handwriting Notebooks. Distribute a wipe-off board, dry-erase marker, and tissue or cloth to each student.

Tell the students that you would like them to watch and listen carefully, as they will repeat what you say and do. Explain that the first letter they will learn to write is the letter *c*. Model "air writing" lowercase *c* with your index finger, saying the stroke sequence aloud.

> "c: Pull back, around."

Then have the students "air write" lowercase *c* and say the stroke sequence aloud. Repeat this procedure a few times until the students appear confident with the sequence.

Direct the students' attention to your wipe-off board. Model writing lowercase *c* on the lined side with the dry-erase marker, saying the stroke sequence aloud.

Tell the students to form a *c* on the lined side of their wipe-off boards. Invite them to say the stroke sequence aloud with you as they form the letter.

Then tell the students to use their cloths to erase the lowercase *c* using the same procedure they used to form the letter. Encourage them to say the stroke sequence aloud as they erase the letter.

In the same way, repeat for lowercase *o*.

> "o: Pull back, all the way around."

In the same way, repeat for lowercase *s*.

> "s: Pull back, snake around, curve back."

Collect the wipe-off boards, dry-erase markers, and cloths.

Teacher Note

It is important that the students see the proper formation (not a mirror image) of letters. Consider facing away from the majority of students when modeling "air writing."

2 Practice *c*, *o*, and *s* Independently

Distribute the *Handwriting Notebooks* to the students. Remind the students about the differences between capital and lowercase letters by drawing both a capital and lowercase *c* on the lines on your wipe-off board, followed by a capital and lowercase *o*, followed by a capital and lowercase *s*. Have the students open their notebooks to page 4. Explain that the students will trace the letters on the top two lines and write a row of lowercase letters on the bottom line using the starting dot as a guide. Remind the students to use the correct pencil grip and good posture as they write.

Have the students complete pages 4–6 in their notebooks. As the students work, walk around and observe, assisting them as needed.

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CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students form the letters properly?
- Do they form letters that rest on the line and are appropriately sized?
- Do they grip their pencils in a standard way?

You might consider working with a small group of students who struggle with letter formation and/or pencil grip during another time of the day.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 47 of the *Assessment Resource Book*.

Teacher Note

For students who may benefit from additional practice with capital letter formation and writing, you might consider providing a copy of "Capital C, O, and S" (BLM4).

3 Wrap Up

Collect the *Handwriting Notebooks*. Tell the students that during independent writing they will practice forming the letters they learned today.

Independent Work Connection

For this week's Independent Work, we suggest the following:

- Place copies of "Letter Practice: c" (BLM1), "Letter Practice: o" (BLM2), and "Letter Practice: s" (BLM3) in the writing area for the students to use for writing practice during Independent Work.

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Week 7 OVERVIEW

Whole-class Instruction

Shared Reading 172

This week the students listen to and discuss *This Little Chick* and then identify the pattern in the story and use it to help them chorally read. They brainstorm sentences similar to ones in the story, and then some students use the pointer to guide the class in chorally reading those sentences.

Independent Work Check-in 181

This week we suggest you teach the "Work Habits" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Handwriting 182

This week the students learn to form the lowercase letters *l*, *t*, and *i*.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might also incorporate into independent work areas this week:

Word Work:

- Student name cards for syllable sorting activity (see "Independent Work Connections" on page 162)

Reading:

- Charted "Bippity Boppity Bumblebee" and "Kitty Caught a Caterpillar" poems (see "Independent Work Connections" on page 162)

Writing:

- Letter practice sheets for *l*, *t*, and *i* (see "Independent Work Connection" on page 183)

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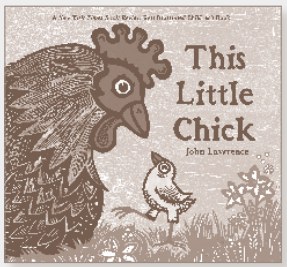
Week 7

RESOURCES



Read-aloud

- *This Little Chick**
  by John Lawrence
  A tiny chick ventures around the farm to meet new playmates.

  **This is a big book.*

Assessment Resource Book

- Week 7 assessment

Handwriting Notebook

- l
- t
- i

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducibles

- "Letter Practice: l" (BLM1)
- "Letter Practice: t" (BLM2)
- "Letter Practice: i" (BLM3)
- (Optional) "Capital L, T, and I" (BLM4)

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DO AHEAD

Shared Reading

✓ Prior to Day 3, familiarize yourself with the pocket chart activity (see Step 2). Write the sentences from pages 2–3 of the book on sentence strips. Underline the words *play* and *pigs*. Cut the sentences so that each word is on an individual card, and place the cards in order in the pocket chart. Gather a marker and colored index cards to use for the activity.

✓ Prior to Day 3, decide how you will select volunteers to use the pointer to guide the class in chorally reading the sentences (see Step 4). For more information, see "Considerations for Selecting Volunteers" in the Introduction.

Independent Work Check-in

✓ Familiarize yourself with the "Work Habits" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

Handwriting

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 48 of the *Assessment Resource Book*.

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Letter Practice: l" (BLM1), "Letter Practice: t" (BLM2), and "Letter Practice: i" (BLM3). Make a class set of copies (plus a few extra) to place in the independent writing area after the lesson.

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Shared Reading

*This Little Chick**

by John Lawrence

A tiny chick ventures around the farm to meet new playmates.

**This is a big book.*

Academic Focus

- Students listen to and discuss a story.
- Students identify and discuss the pattern in the story.
- Students chorally read the story.
- Students learn and practice the procedure for using the pointer.
- Students chorally read sentences in a pocket chart.

Social Development Focus

- Students participate responsibly.
- Students listen carefully.

ELL SUPPORT

Preview the Text

- Preview this week's book, *This Little Chick*, with your students before you read it to the whole class. You might read it aloud and clarify any difficult vocabulary. Point to the illustrations, and use them to clarify vocabulary when possible.

  laze: rest (p. 10)

Build Background Knowledge

- Familiarize your students with the word *pattern*. Explain that a pattern is something that repeats over and over again and that in this book, words repeat over and over. You might show the students visual examples of simple patterns, such as striped fabric or paper, or examples of books with simple patterned text.

Provide Language Support

- Discuss with your students the following animal sounds and the animals that make them: *oink*, *quack*, *moo*, *ribbit*, *baa*, *cheep*, and *squeak*. Then, discuss additional animals the chick might meet (see Step 5). Talk about what the animals might do with the chick (for example, dogs/sleep, horses/gallop, geese/waddle) and discuss the sounds produced by each of the animals the students suggest.

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Shared Reading
This Little Chick

Day 1

In this lesson, the students:

- Listen to and discuss a story
- Listen carefully

1 Gather and Get Ready to Listen

Gather the class with partners sitting together, facing you. Tell the students that today they will listen to and talk about a story. Ask and briefly discuss:

Q *Why is it important to listen during a story?*

Q *What is one thing you do to listen carefully during a story?*

> **Students might say:**
>
> "If you don't listen to the story, you won't know what happens."
>
> "It is important to listen so you can learn new things."
>
> "I sit quietly with my hands in my lap and look at the pictures and words."

Tell the students that today as you read, you will stop before the end of the book to ask a question. Partners will then talk about this question, so they will need to listen carefully to the story to answer the question thoughtfully.

2 Read *This Little Chick* Aloud

Place *This Little Chick* on the big book stand. Show the cover of the book and read the title and the name of the author aloud. Explain that this is a story about a little chick that plays with different animals.

Read the story aloud, slowly and clearly, stopping as described below. As you read, point to the illustrations that correspond with the text. Clarify vocabulary as you read by reading the word, briefly defining it, rereading it in context, and continuing (for example, "'. . . went to laze'—*laze* means 'rest'—'. . . went to laze with the cows one day'").

Suggested Vocabulary

laze: rest (p. 10)

Materials

- *This Little Chick* (big book)
- Big book stand
- Pointer

Teacher Note

Use your finger to point to the illustrations during this first reading of the book. Also use your finger to point to and track the words the chick says on pages 5, 8, 13, 17, 21, and 24–25. In Step 3 and subsequent readings you will use the pointer to point under each word as you read.

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ELL Note

You might provide the prompt "I think the chick will say _____ because_____." to your English Language Learners to help them verbalize their answer to the question.

Stop after:

p. 23 "And what do you think she heard him say?"

Ask:

Q *What do you think the chick will say? Why do you think that? Turn to your partner.*

Without discussing the questions as a class, reread page 22 and continue reading to the end of the book.

3 Discuss the Story

At the end of the story, facilitate a discussion. Ask:

Q *What happens in this story? Turn to your partner.*

After partners discuss the question for a few moments, have a few volunteers share their ideas. Then open the book to pages 24–25 and ask:

Q *What do you think the little chick is telling his mother on these pages? Why do you think that? Turn to your partner.*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I think the chick is telling his mom about the other animals because he is making the sounds!"
>
> "He is probably telling her what he did all day and about his new friends."
>
> "He is showing her what he learned from all the other animals."

4 Reread the Story

Explain that now you will reread the book. Review that reading a story more than once helps the students remember it better so they can talk about it with the class. It also helps them learn the words of the story so they can read it aloud with you.

Read the story aloud slowly and clearly, using the pointer to point under each word as you read. Encourage the students to read aloud with you any parts of the story they remember. For example, the students might read aloud the refrain "And what do you think they heard him say?" with you each time it appears in the text, or they might make the different animal sounds with the chick.

When you have finished reading, ask and briefly discuss:

Q *Did you notice anything during the second reading of the story that you missed during the first reading? If so, what is it?*

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5 Reflect on Listening

Help the students think about how they did with listening today by asking and discussing:

Q *What did you do that helped you listen to the story today?*

> **Students might say:**
> "I sat quietly with my hands in my lap during the story."
> "I didn't talk while you were reading."
> "I looked at the words in the book and tried to follow along."

Tell the students that in the next lesson they will read *This Little Chick* again and talk about the pattern in the story.

Shared Reading
This Little Chick

Day 2

In this lesson, the students:

- Listen to a story
- Identify and discuss the pattern in the story
- Chorally read the story
- Listen carefully
- Participate responsibly

Materials

- *This Little Chick* (big book)
- Big book stand
- Pointer

1 Gather and Review *This Little Chick*

Gather the class with partners sitting together, facing you. Show the cover of *This Little Chick* and ask:

Q *What do you remember about* This Little Chick*? Turn to your partner.*

After a few moments, have a few volunteers share their ideas with the class.

> **Students might say:**
> "A little chick meets a bunch of new animals and makes their sounds."
> "The chick goes back to his mama and makes all the sounds at once."
> "The story repeats itself but with different animals each time."

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2 Reread the Story and Identify the Pattern

Explain that some of the words and phrases in *This Little Chick* are repeated over and over again. Tell the students that when words or phrases repeat over and over again, it is called a *pattern*. Explain that when a story follows a pattern, the students can learn the pattern to help them read the words. Tell the students that you are going to read the story again and that you would like them to listen carefully for the pattern.

Read the story aloud slowly and clearly, using the pointer to point under each word as you read. Encourage the students to read aloud with you any of the parts of the story they remember. At the end of the story, ask:

Q *What is a pattern you noticed in this story?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "Most of the words stay the same but the chick meets different animals."
>
> "It repeats 'And what do you think they heard him say?' "
>
> "The chick always makes the sounds of the animals it meets."
>
> "The chick does what the animals do."

If necessary, tell the students that each time the chick meets a new animal the words in the book follow the same pattern. The only words that change are the names of the animals and what the chick does with them.

3 Discuss the Pattern and Chorally Read Sentences

Remind the students that knowing the pattern in a book can help them read the words of the book. Explain that the class will discuss the words that change in the pattern each time the chick meets a new animal. Then the class will chorally read the sentences. Turn to page 2 and ask:

Q *Which animal does the chick meet here? What do they do together?*

Have one or two volunteers share. As they share, point to the words *pigs* and *play* on the page. Then have the students chorally read pages 2–5.

Continue reading, stopping as described below, and repeat this procedure to discuss and read the sentences for each new animal the chick meets.

Stop after:

p. 21 "Baa Baa Baa Baa . . ."

Turn to pages 22–23. Point to the illustrations and tell the students that in this part of the story, the chick is on his way home with all the animals he met that day, so the words on this page do not follow the same pattern as the rest of the book. Echo read pages 22–23, and then chorally read pages 24–25.

Teacher Note

On page 10, if necessary, review that the chick lazes with the cow and remind the students that *laze* means "rest."

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4 Chorally Read *This Little Chick*

Tell the students that now they will chorally read the entire book without stopping. Encourage them to use the pattern and the illustrations to help them read. Chorally read the story, using the pointer to point under each word as it is read. At the end of the book, ask and briefly discuss:

Q *How did you use the pattern to help you read the words in this story?*

> **Students might say:**
>
> "I knew what the words were going to say, so I only had to think about what animal was on that page."
>
> "I learned the words because the book says them over and over."
>
> "I knew what it was going to say next because it repeats."

Explain that in the next lesson, the students will read the story again and think of other animals the little chick might meet.

Shared Reading
This Little Chick

Day 3

In this lesson, the students:

- Chorally read sentences in the pocket chart
- Discuss and read new versions of the sentences
- Learn and practice the procedure for using the pointer
- Participate responsibly
- Listen carefully

Materials

- *This Little Chick* (big book)
- Sentences in a pocket chart, prepared ahead
- Colored index cards and a marker
- Pointer

1 Gather and Review *This Little Chick*

Gather the class with partners sitting together, facing you. Review that in the last lesson, the class read *This Little Chick* and talked about the pattern in the book. Review that when a story follows a pattern, the students can learn the pattern to help them read the words of the story.

2 Review the Pattern and Chorally Read Sentences

Direct the students' attention to the pocket chart. Explain that you have written the sentences that repeat from the story on cards and placed them in the pocket chart. Read the sentences in the pocket chart, using the pointer to point under each word as you read. Explain that these sentences are from the part of the story when the chick meets and plays with the pigs. Point to the words *play* and *pigs*, and review that these are

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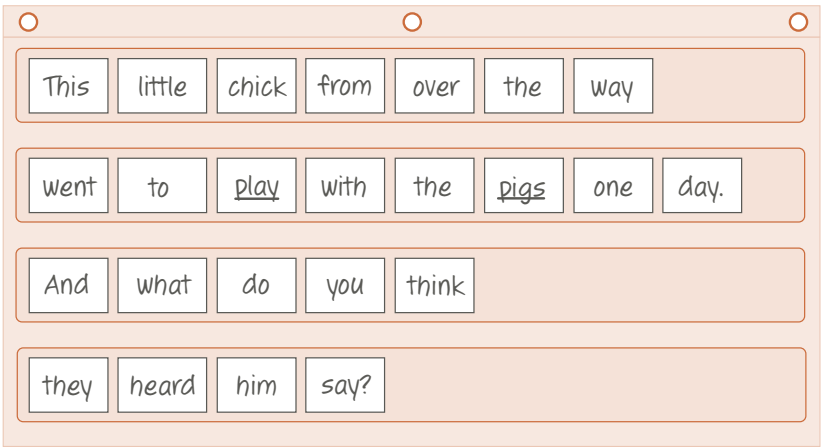
Teacher Note

Displaying the sentences with the words on individual index cards reinforces concept of word, which was taught in Week 3. For additional support with concept of word, you might have the students count the words in each line or scramble the words in each line and rebuild it.

the words that change each time the chick meets a new animal. Chorally read the sentences in the pocket chart, using the pointer to point under each word as it is read. Then have the students make the appropriate animal sounds.



This Little Chick. Copyright © 2002 by John Lawrence. Reproduced by permission of the publisher, Candlewick Press, Somerville, MA on behalf of Walker Books, London.

Ask:

Q *What is another animal the chick meets in the story?*

As a student shares, write his response on a colored index card and place it in the appropriate place in the pocket chart. Then turn to the pages in the book where the chick meets that animal and ask:

Teacher Note

Using colored index cards will help the students distinguish the words that change from the words that repeat in the patterned text.

Q *What does the chick do with the [ducks]?*

As a student shares, write her response on a colored index card, and place it in the appropriate place in the pocket chart. Chorally read the sentences in the pocket chart, using the pointer to point under each word as it is read. Then have the students make the appropriate animal sounds.

Repeat this procedure to have the students identify each animal and corresponding action in the story. Write the name of each animal and action on individual index cards and have the students chorally read the sentences each time you change the cards in the pocket chart.

3 Discuss How to Use the Pointer

Explain that the students will now take turns using the pointer to help the class chorally read the sentences in the pocket chart. Review that when the class reads words in big books or in the pocket chart, you use the pointer to help them stay together as they read. State your expectations for how students will use the pointer.

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You might say:

"You will only use the pointer to point to the words in big books, on charts, or in the pocket chart. You will point under each word as you read, or as the class reads. When you are finished, you will place the pointer on the big book stand so we will always know where it is when we need it this year. You will take turns using the pointer because there is only one for all of us to share."

4 Use the Pointer to Chorally Read Sentences

Display the animal and action cards under the sentences in the pocket chart. Have a volunteer choose one animal card and the corresponding action card and place them in the appropriate places in the sentence. Give the volunteer the pointer and have him point under each word in the sentences as the class reads them chorally. If necessary, remind the volunteer to point distinctly under each word as it is read.

Have another student choose a different animal and corresponding action card, place them in the appropriate places in the pocket chart, and use the pointer to point under each word in the pocket chart as the class chorally reads. Continue to use this procedure until the students have changed all of the animals and corresponding action cards in the pocket chart and chorally read the sentences.

Teacher Note

There will not be time in this lesson for every student to use the pointer. Assure the students that they will have opportunities to use the pointer in future lessons.

5 Share Ideas for New Sentences

Explain that now the students will think of other animals for the chick to meet and use them in the sentences in the pocket chart. Ask:

Q *What other animal might the chick meet? What might they do together? Turn to your partner.*

Have partners discuss the question for a few moments; then signal for the students' attention and have a few volunteers share their thinking with the class.

For each animal and action the students suggest, write the name of the animal and the action on individual index cards, place them in the appropriate places in the pocket chart, and have the students chorally read the two sentences. After the students read the sentences, invite them to make the sounds of the animal, just as the chick does in the story.

6 Reflect on Participating Responsibly

Encourage the students to think about how they participated responsibly during Shared Reading this week. Ask and briefly discuss questions such as:

Q *What is one way you listened carefully during Shared Reading this week?*

Q *What is important to remember about taking care of the pointer?*

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Independent Work Connections

For next week's Independent Work, we suggest the following:

- Collect copies of the book *This Little Chick* and place them in the classroom library for the students to read during independent reading. Students can also read the big book version of *This Little Chick* during independent reading.
- Provide blank index cards and markers for the students to write additional animals and actions for the pocket chart sentences. Have the students use the pointer with the pocket chart to read the new sentences during independent reading.
- Have the students write their own versions of *This Little Chick*. At the bottom of a blank sheet of paper, write: *This little chick from over the way went to* _____ *with the* _____ *one day. And what do you think they heard him say?* Make copies to put in the independent writing bins. Have the students fill in the blanks on their own and illustrate their sentences. Compile the students' pages into a class book.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Work Habits" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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OVERVIEW Handwriting

This week the students learn to form the lowercase letters *l*, *t*, and *i*.

Stroke Sequences	
l	*Pull down straight.*
t	*Pull down straight. Lift. Go to the middle and cross.*
i	*Pull down straight. Lift. Up and dot.*

Handwriting

Learn and Practice Lowercase Letters *l*, *t*, and *i*

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student, plus one for modeling
- *Handwriting Notebook* pages 7–9
- "Class Assessment Record" sheet (CA1)

In this lesson, the students:

- Learn and practice forming the lowercase letters *l*, *t*, and *i*

1 Introduce, Model, and Practice *l*, *t*, and *i*

Have the students stay in their seats. Tell the students that today they will learn the way to form the lowercase letters *l*, *t*, and *i*. Write each letter where everyone can see it, and say the name of the letter as you write it.

Review that first the students will learn to write the letters on the wipe-off boards, and then they will practice forming the letters in their *Handwriting Notebooks*. Distribute a wipe-off board, dry-erase marker, and tissue or cloth to each student.

Using the same procedure as in Week 6, Step 1, guide the students through forming each letter using the stroke sequence listed above. For each letter, model and have the students practice first air writing and then writing the letter on their wipe-off boards, all while saying the stroke sequence aloud.

Collect the wipe-off boards, dry-erase markers, and cloths.

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2 Practice *l*, *t*, and *i* Independently

Distribute the *Handwriting Notebooks* to the students. Have the students open their notebooks and flip through pages 7–9. Explain that the students will trace the letters on the top two lines and write a row of lowercase letters on the bottom line, using the starting dot as a guide. Demonstrate and point out the differences between capital and lowercase letters by drawing both a capital and lowercase *l* on the lines on your wipe-off board, followed by a capital and lowercase *t*, followed by a capital and lowercase *i*. Remind the students to use the correct pencil grip and good posture as they write.

As the students work, walk around and observe, assisting them as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students using the correct stroke sequences to form the letters?
- Do they form letters that are appropriately sized?
- Are they gripping their pencils in a standard way?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 48 of the *Assessment Resource Book*. Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

Teacher Note

For students who may benefit from additional practice with capital letter formation and writing, you might consider providing a copy of "Capital L, T, and I" (BLM4).

3 Wrap Up

Collect the *Handwriting Notebooks*. Tell the students that during independent writing they will practice forming these letters again.

Independent Work Connection

For this week's Independent Work, we suggest the following:

- Place copies of "Letter Practice: l" (BLM1), "Letter Practice: t" (BLM2), and "Letter Practice: i" (BLM3) in the writing area for the students to use for writing practice during Independent Work.

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Week 8 OVERVIEW

Whole-class Instruction

Shared Reading 188

This week the students explore the use of punctuation in *The Busy Little Squirrel* and then echo read and chorally read the story with attention to punctuation. Throughout the week, they continue to work on listening carefully and participating responsibly.

Independent Work Check-in 197

This week we suggest you teach the "Introduce New Materials" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Handwriting 198

This week the students review the letters *c*, *o*, *s*, *l*, *t*, and *i* and practice writing words using those letters.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials and activities you might also incorporate into independent work areas this week:

Reading:

- Pocket chart activity with animals and actions from *This Little Chick* (see "Independent Work Connections" on page 180)
- Big book and other copies of *This Little Chick* (see "Independent Work Connections" on page 180)

Writing:

- Sentence frames for *This Little Chick* (see "Independent Work Connections" on page 180)
- "Week 8 Review" handwriting sheet (see "Independent Work Connection" on page 199)

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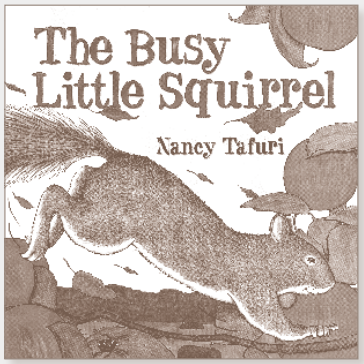
Week 8

RESOURCES



Read-aloud

- *The Busy Little Squirrel**
  by Nancy Tafuri
  A squirrel turns down his friends' invitations to play as he prepares for winter.

  **This is a big book.*

Extensions

- "Perform *The Busy Little Squirrel*"
- "Create a Class Book"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for the week.

Reproducible

- "Week 8 Review" (BLM1)

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DO AHEAD

Shared Reading

✓ Prior to Day 2, familiarize yourself with the reading activity in Step 5. Create a set of animal cards for the activity. Gather a set of index cards equal to the number of students in your class. On each card, write the name of one of the following characters from the story, so that each character has roughly the same number of cards: *Mouse*, *Bird*, *Frog*, *Cat*, *Dog*, and *Owl*.

Independent Work Check-in

✓ Familiarize yourself with the "Introduce New Materials" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

Handwriting

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 8 Review" (BLM1). Make two copies (plus a few extra) for each student in the class. You will place one class set of copies in the independent writing area after the lesson. Save one copy to use in modeling.

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Shared Reading

*The Busy Little Squirrel**

by Nancy Tafuri

A squirrel turns down his friends' invitations to play as he prepares for winter.

**This is a big book.*

Academic Focus

- Students listen to and discuss a story.
- Students identify and discuss the pattern in the story.
- Students discuss punctuation.
- Students read with attention to punctuation.
- Students chorally read the story.
- Students share ideas for new sentences for the story and read them.

Social Development Focus

- Students participate responsibly.
- Students listen carefully.

ELL SUPPORT

Preview the Text

- Preview this week's book, *The Busy Little Squirrel*, with your students before you read it to the whole class. You might read it aloud while pointing to and discussing the illustrations, and clarifying any difficult vocabulary:

  nibble: eat (p. 6)

Provide Language Support

- Model and practice reading sentences in an excited voice with your students. Write examples of simple sentences with exclamation points such as *I was so happy!* or *She was so mad!* and have your students practice repeating them after you model reading in an excited voice.

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Shared Reading
The Busy Little Squirrel

Day 1

In this lesson, the students:

- Listen to and discuss a story
- Identify and discuss the pattern in the story
- Discuss the purpose of punctuation
- Read with attention to punctuation
- Listen carefully

Materials

- *The Busy Little Squirrel* (big book)
- Big book stand
- Pointer

1 Gather and Introduce *The Busy Little Squirrel*

Gather the class with partners sitting together, facing you. Tell the students that today you will read a story called *The Busy Little Squirrel*. Place the book on the big book stand, and read the title and the name of the author aloud. Explain that this is a story about a squirrel who gathers food to get ready for the winter.

Teacher Note

You might explain that winter can be hard for some animals because it can be cold and there is less food available. Squirrels prepare for cold winters by gathering and storing plenty of food and making sure their nests are strong and warm.

2 Read and Discuss the Story

Explain that you will read *The Busy Little Squirrel* aloud to the class. Tell the students that the illustrations in the book are full of details that help tell the story. Encourage the students to look carefully at the illustrations as you read. Read the story aloud, slowly and clearly, and clarify vocabulary as you read.

Suggested Vocabulary

nibble: eat (p. 6)

Teacher Note

Because there is relatively little text on each page, pause on each page to give the students enough time to look carefully at and notice the details in the illustrations.

Stop after:

p. 11 "Will you rest on a branch with us?"

Have the students look carefully at the illustrations on pages 10–11; then ask:

Q *What do you think is happening here? Turn to your partner.*

Signal for the students' attention and have a few volunteers share their ideas with the class. If necessary, point out that the bird asks the squirrel to rest on a branch but the squirrel is going somewhere with the fruit he gathered.

Continue reading to the end of the story; then ask:

Q *What happens in this story?*

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Have a few volunteers share their thinking. If necessary, support the students' understanding of the story by asking follow-up questions, such as:

- **Q** *What is the squirrel busy doing?*
- **Q** *What pattern do you notice in the story? What happens over and over again? What words repeat?*

3 Discuss Exclamation Points

Write the sentence *He was so busy!* where everyone can see it. Explain that this is a sentence that repeats throughout *The Busy Little Squirrel*. Point to the exclamation point and tell the students that this mark is called an *exclamation point*. Explain that an exclamation point is a type of punctuation mark.

Tell the students that some punctuation marks, like the exclamation point, are clues at the end of sentences that authors give readers. They help readers know how a story should sound. Explain that knowing how a story should sound helps readers better understand the story.

Tell the students that an exclamation point at the end of a sentence tells the reader to read the words with an excited voice. Model reading the sentence *He was so busy!* in an excited voice as you use the pointer to point under each word; then have the students echo read the sentence in an excited voice.

4 Reread *The Busy Little Squirrel*

Explain that now you will read aloud the story again and that as you read, you would like the students to chorally read the sentence "He was so busy!" in an excited voice each time it appears in the book. Remind the students to stay together and read the words with the same volume as they chorally read. Reread the story, using the pointer to point under each word as it is read.

Tell the students that in the next lesson, they will read *The Busy Little Squirrel* again.

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Shared Reading
The Busy Little Squirrel

Day 2

In this lesson, the students:

- Read with attention to punctuation
- Chorally read part of a story
- Participate responsibly
- Listen carefully

Materials

- *The Busy Little Squirrel* (big book)
- Big book stand
- Pointer
- Animal cards, prepared ahead

1 Gather and Review *The Busy Little Squirrel*

Gather the class with partners sitting together, facing you. Review that in the last lesson, the students read *The Busy Little Squirrel*. Show the cover of the book and ask:

Q *What do you remember about this story? Turn to your partner.*

After partners have shared, have a few volunteers share their thinking.

2 Reread the Story

Tell the students that you will read *The Busy Little Squirrel* again today and then they will discuss it as a class. Explain that as you read, you would like the students to read aloud with you any parts they remember. Encourage them to chorally read the sentence "He was so busy!" with an excited voice, as they did in the last lesson.

Read the story aloud slowly and clearly, using the pointer to point under each word as you read. When you are finished reading, ask:

Q *What is one animal that talks to Squirrel in the story?*

Q *What does [Frog] ask Squirrel to do?*

As volunteers share, reread the text and show the illustration that supports their thinking.

3 Discuss Question Marks

Remind the students that the punctuation marks at the end of sentences in a story help readers know how the words should sound, and that knowing how the words should sound helps readers understand the story.

Turn to page 6, and review that this is when Mouse asks Squirrel to nibble a pumpkin. Point to and read aloud the question on page 6 ("Will you nibble a pumpkin with us?"). Point to the question mark and tell the students that this punctuation mark is called a *question mark*. Explain that the question mark shows that the sentence is a question and the reader should say the sentence like a question. The reader's voice should go up at the end of the sentence to show that it is a question.

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Model making your voice go up at the end as you read the question aloud. Then have the students echo read the question after you. If necessary, remind them to make their voices go up at the end.

4 Echo Read the Questions in *The Busy Little Squirrel*

Explain that now the students will echo read the other questions in the story. Turn to page 11, point to the animal Squirrel meets on this page, and model making your voice go up as you read the question aloud. Have the students echo read the question after you. Repeat this procedure to echo read the questions on pages 14, 19, 23, and 27.

5 Read the Story in Groups

Tell the students that now you will divide the class into groups and that each group will read a different part of the story. Explain that first you will give each student a card with the name of one of the animals.

Teacher Note

Having the students read in small groups raises the level of accountability for both listening and participating.

Distribute the animal cards. Have each student read her own card and then share it with her partner. Confirm which students will read the part of Mouse by asking:

Q *Who will read the part of Mouse?*

Have the students with a *Mouse* card raise their hands. Repeat this procedure to confirm which students will read the parts of each of the other animals in the story.

Explain that the students will read the part of the story in which their animal talks to the squirrel; the whole class will read the words "But Squirrel couldn't . . . He was so busy!". Ask the students to listen as you describe how they will read the story.

> **You might say:**
>
> "All the students with a *Mouse* card will read '"Squeak, squeak," said Mouse. "Will you nibble a pumpkin with us?"' Then the rest of the class will chorally read, 'But Squirrel couldn't . . . He was so busy!' Whenever you are not reading the part of the animal on your card, you will read with the rest of the class. You will need to listen carefully so that you know when it is your turn to read. It is also important that you sit quietly when it is not your turn to read. Just like when we chorally read as a class, you will watch the pointer so that you can read the words at the same time when it is your turn to read."

Review that as the class reads the story, the students will need to listen carefully to know when it is their turn to read. They will sit quietly when it is not their turn to read.

Read aloud pages 2–5 of the story. Turn to page 6 and have the students with a *Mouse* card chorally read the text; then have the rest of the class chorally read pages 7–9. Remind the students to pay attention to the

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punctuation marks in the story to read the story the way it should sound. If necessary, have the students read these pages again.

Use the same procedure to have the students in each group read the part of the animal on their cards and continue reading to the end of the story.

Teacher Note

If time permits, redistribute the cards and have the students read the parts of different animals in the story.

6 Reflect on Participating Responsibly

Help the students reflect on how they participated during Shared Reading today. Ask and briefly discuss:

Q *What did you like about reading different parts of the story?*

Q *What is one thing you did to participate responsibly today?*

Q *What do you still need to work on?*

Shared Reading
The Busy Little Squirrel

Day 3

In this lesson, the students:

- Chorally read a story
- Read with attention to punctuation
- Use the pattern to add to the story
- Participate responsibly

Materials

- *The Busy Little Squirrel* (big book)
- Big book stand
- Pointer
- Chart paper and a marker

1 Gather and Review *The Busy Little Squirrel*

Gather the class with the students sitting, facing you. Review that this week in Shared Reading, the students read *The Busy Little Squirrel*. Explain that today the students will chorally read the entire story and then think about sentences they could add to the story.

2 Chorally Read *The Busy Little Squirrel*

Review that punctuation marks help readers know how a story should sound, and remind the students to pay attention to the punctuation marks as they chorally read the story today. Briefly discuss:

Q *What else is important to remember when you chorally read today?*

> **Students might say:**
>
> "We all read the words together."
>
> "You use the pointer to help us read the words at the same time."
>
> "When we read, we should try to stay together and also not read too loudly or too quietly."

Teacher Note

If necessary, offer some examples like those listed in the "Students might say" note.

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Chorally read *The Busy Little Squirrel*, using the pointer to point under each word as it is read.

3 Use the Pattern to Add to the Story

Explain that now the class will think of different animals Squirrel might meet and you will use their ideas to write sentences that follow the same pattern as the story. Remind the students that the same pattern repeats each time a new animal sees Squirrel and asks him to do something. Ask:

Q *What is another animal that Squirrel might meet? What sound does that animal make?*

Have the students share their thinking, and use one student's idea to write a sentence on a piece of chart paper that follows the same pattern as the story. For example, you might write: *"Quack, quack," said Duck.*

Then ask:

Q *What might a [duck] ask Squirrel to do?*

Use one student's idea to write a question on the chart paper in the same pattern as the story. For example, you might write *"Will you swim in a lake with us?"* Then write the refrain *But Squirrel couldn't . . . He was so busy!* to complete the pattern.

Repeat this procedure to write additional sentences on the chart that follow the same pattern as the story.

"Quack, quack," said Duck. "Will you swim in a lake with us?" But Squirrel couldn't . . . He was so busy!

"Baa, baa," said Sheep. "Will you skip in the field with us?" But Squirrel couldn't . . . He was so busy!

"Honk, honk," said Goose. "Will you waddle in a row with us?" But Squirrel couldn't . . . He was so busy!

Teacher Note

You might mention the purpose of the quotation marks as you write, but keep this discussion brief.

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4 Chorally Read New Sentences for the Story

After you have written several sentences on the chart, have the students chorally read the sentences. Use the pointer to point under each word as it is read, and remind the students to pay attention to the punctuation marks to read the sentences the way they should sound.

5 Reflect

Help the students reflect on the work they do in Shared Reading by asking:

Q *How do you think the work you do in Shared Reading helps you to become a better reader? Why do you think that?*

Have a few volunteers share their thinking.

> **Students might say:**
>
> "It helps me because we read a lot of books and learn the words in them."
>
> "Seeing the words and talking about them helps me learn them."
>
> "When we read a story aloud together, it helps me to learn the words and then I can read the story by myself."

Teacher Note

If the students struggle to answer the question, provide some examples like those listed in the "Students might say" note.

EXTENSIONS

Perform *The Busy Little Squirrel*

Have the students perform *The Busy Little Squirrel* as a dramatic reading. You might assign the parts of Squirrel, Mouse, Bird, Frog, Cat, Dog, and Owl, and have the assigned students say the dialogue as the rest of the class chorally reads the book with you.

Create a Class Book

Write an alternate version of *The Busy Little Squirrel* as a class. Choose a different animal that prepares for winter to be the main character, and have the students brainstorm other animals for the story. Write the story as a whole class (using a similar procedure as in Day 3, Step 3), or have the students write and illustrate their own pages for a book. Read the completed story to the class, and make it available for the students to read on their own.

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Independent Work Connections

For next week's Independent Work, we suggest the following:

- Collect copies of *The Busy Little Squirrel* and place them in the classroom library for students to read during independent reading. Students can also read the big book version of *The Busy Little Squirrel* during independent reading.
- Have the students write and illustrate sentences that follow the pattern in *The Busy Little Squirrel* during independent writing. Encourage them to use the charted sentences from Day 3 as a model for their writing, or provide each student with the following story starter to complete: *"_____, _____," said _____. "Will you _____ with us?" But Squirrel couldn't . . . He was so busy!* Compile the students' pages to make a class book.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Introduce New Materials" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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OVERVIEW Handwriting

This week the students review the letters *c*, *o*, *s*, *l*, *t*, and *i* and practice writing words using those letters.

Handwriting

Review *c*, *o*, *s*, *l*, *t*, and *i*, and Teach Words and Spaces

Materials

- Copy of "Week 8 Review" (BLM1) for each student, prepared ahead
- Self-stick notes

In this lesson, the students:

- Practice forming the letters *c*, *o*, *s*, *l*, *t*, and *i*
- Write words

ABOUT REVIEW WEEKS

Review weeks appear periodically throughout the year. During these weeks, the students independently write the letters they have learned so far on a review sheet. Early in the year, these review sheets list the letters individually. Later, the students move on to writing the letters in words and sentences. These review sheets serve as a record of the students' progress to keep in their individual assessment folders. Review weeks are a built-in opportunity for you to observe and make note of each student's handwriting progress as well as any specific concerns you might have.

1 Get Ready to Work

Have the students stay in their seats. Remind them that in the past few weeks they have practiced writing many lowercase letters—*c*, *o*, *s*, *l*, *t*, and *i*. Explain that now they will practice writing words using these letters on a review sheet. Write the words they will be practicing where everyone can see them, and have the students say them aloud after you: *lot*, *lost*, *cot*, *cost*, *list*, and *sit*.

TEKS 2.F.i
Student/Teacher Narrative Step 2 (all, beginning on page 198 and continuing to the top of page 199)

2 Teach Word Spacing

Explain that when they practice writing words, the students will need to leave a space between the words. Illustrate by writing a sentence, such as "We go to school," where everyone can see it so that it runs together: *Wegotoschool*. Then demonstrate writing the sentence properly by writing the first word and then using two fingers to make a space before

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writing the next word until you have written the complete sentence. Have the students read the sentence aloud with you as you point under each word. Ask and briefly discuss:

Q *Why is it important to leave a space between words?*

If necessary, point out that it is important to leave a space between words so that they can be read more easily. Explain that students can make a space between words as they write by using two fingers to measure where to start the next word.

3 Introduce the Review Sheet

Distribute "Week 8 Review" (BLM1) and have the students write their names at the top. Explain that first the students will trace the word and then form their own word in the blank space between the lines. Review that it is helpful to say the stroke sequence for each letter to themselves as they write.

Model tracing and writing the first word on your own review sheet as you say the stroke sequence for each letter aloud. Remind the students to leave a space between the words, and to take their time practicing their letters.

4 Work Independently

Have the students complete the review sheet. As the students work, walk around and observe, assisting them as needed. Note your observations about individual students' handwriting progress on self-stick notes.

5 Wrap Up

Collect the student review sheets. Tell the students that during independent writing they will practice forming the letters and words they reviewed today.

Independent Work Connection

For this week's Independent Work, we suggest the following:

- Place copies of "Week 8 Review" (BLM1) in the writing area for the students to use for writing practice during Independent Work.

TEKS 2.F.i
Student/Teacher Activity
Step 2 and Step 3 (all

Teacher Note

Take this opportunity to review each student's handwriting progress using the review sheet and *Handwriting Notebook*, as well as selected writing samples. Attach any of your observations or notes about each student's progress to the review sheet and file it in the student's individual assessment folder. Be sure to take aside any struggling students and provide them with the necessary support before teaching the next Handwriting lesson.

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Week 9 OVERVIEW

Whole-class Instruction

Shared Reading 205

This week the students revisit the poems they've read and discussed in Shared Reading. They use the poems to explore the concepts of alliteration and rhyme. On Day 3 they are introduced to their poetry readers, a folder in which they will compile the year's Shared Reading poems to read from throughout the year.

Independent Work Check-in 214

This week we suggest you teach the "Introduce New Materials" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Handwriting 215

This week the students learn to form the lowercase letters *u*, *v*, and *w*.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might also incorporate into independent work areas this week:

Reading:

- Big book and other copies of *The Busy Little Squirrel* (see "Independent Work Connections" on page 196)
- Story starters from *The Busy Little Squirrel* (see "Independent Work Connections" on page 196)

Writing:

- Letter practice sheets for *u*, *v*, and *w* (see "Independent Work Connection" on page 216)

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Week 9

RESOURCES

Poems

Read-alouds

- "Willaby Wallaby Woo" adapted from Dennis Lee (from Week 2)
- "Hippopotamus Stew" by Joan Horton (from Week 4)
- "Bippity Boppity Bumblebee" traditional (from Week 6)
- "Kitty Caught a Caterpillar" by Jack Prelutsky (from Week 6)

Assessment Resource Book

- Week 9 assessment
- Social skills assessment

Handwriting Notebook

- u
- v
- w

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "Social Skills Assessment Record" sheet (SS1)

Reproducibles

- "Willaby Wallaby Woo" (BLM1)
- "Hippopotamus Stew" (BLM2)
- "Bippity Boppity Bumblebee" (BLM3)
- "Kitty Caught a Caterpillar" (BLM4)
- "Letter Practice: u" (BLM5)
- "Letter Practice: v" (BLM6)
- "Letter Practice: w" (BLM7)
- (Optional) "Capital U, V, and W" (BLM8)

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DO AHEAD

Shared Reading

✓ Prior to Day 1, locate the "Kitty Caught a Caterpillar" chart from Week 6 and post it where everyone can see it.

✓ Prior to Day 2, locate the following charts and post them where everyone can see them: "Willaby Wallaby Woo" (Week 2), "Hippopotamus Stew" (Week 4), and "Bippity Boppity Bumblebee" (Week 6). Consider how you will post the charts so the students can easily choose one to read in Step 3. For example, you may decide to post all the charts on an easel, to flip through as you teach the lesson, or you may choose to post them side by side on the board.

✓ Prior to Day 2, decide how you will select volunteers to read poems with the pointer. For more information, see "Considerations for Selecting Volunteers" in the Introduction.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the following poems: "Willaby Wallaby Woo" (BLM1), "Hippopotamus Stew" (BLM2), "Bippity Boppity Bumblebee" (BLM3), and "Kitty Caught a Caterpillar" (BLM4). Make copies of each poem for each student in the class.

✓ Prior to Day 3, collect a class set of three-prong folders that can be easily reopened, added to, and closed many times throughout the year. Punch holes in the poetry blackline masters (BLM) and collate them inside the folders in the order they were introduced this year to create individual student poetry readers. Label the covers of these folders with the students' names. The students will add a copy of each new poem they learn this year to these poetry readers.

Independent Work Check-in

✓ Familiarize yourself with the "Introduce New Materials" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

(continues)

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DO AHEAD *(continued)*

Handwriting

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 49 of the *Assessment Resource Book*.

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Letter Practice: u" (BLM5), "Letter Practice: v" (BLM6), and "Letter Practice: w" (BLM7). Make a class set of copies (plus a few extra) to place in the independent writing area after the lesson.

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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Shared Reading OVERVIEW

"Willaby Wallaby Woo"

adapted from "Willoughby Wallaby Woo"
by Dennis Lee
(see Week 2, page 48)

"Hippopotamus Stew"

by Joan Horton
(see Week 4, page 119)

"Bippity Boppity Bumblebee"

author unknown
(see Week 6, page 163)

"Kitty Caught a Caterpillar"

by Jack Prelutsky
(see Week 6, page 163)

Academic Focus

- Students read and discuss familiar poems.
- Students discuss alliteration and rhyme in a poem.
- Students learn procedures for the poetry readers.
- Students read from the poetry readers as a class and in pairs.

Social Development Focus

- Students participate responsibly.
- Students listen carefully.

ELL SUPPORT

Provide Language Support

- The instruction on Day 1 requires that students identify the beginning sounds /k/ and /t/ in the words in the poem. Students who speak Vietnamese and Hmong may substitute /d/ for /t/. Model how to produce /t/ by placing the tongue on the hard ridge behind the upper teeth and forcing a lot of air out. Help the students compare the sounds by asking them to cover their ears as they repeat the sounds alternately: /d/, /t/, /d/, /t/. Students who speak Vietnamese may substitute /g/ for initial /k/.

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Day 1

Shared Reading

Poetry Review

Materials

- "Kitty Caught a Caterpillar" chart from Week 6
- Two markers in different colors
- Pointer

In this lesson, the students:

- Read a familiar poem
- Explore alliteration in the poem
- Identify rhyming words in the poem
- Listen carefully

ABOUT REVIEW WEEKS IN SHARED READING

Review weeks provide the students with the opportunity to revisit familiar texts and engage with them in new and deeper ways. For example, early in the year students may rely entirely on memorization to read a text. When revisiting the text later in the year, the students will use knowledge of pattern, rhyme, high-frequency words, and letter-sound correspondences to read words on the page. As the students return to familiar texts with new skills and strategies, their confidence increases and their identity as readers develops.

This week, the students revisit the poems they have read so far this year. On Day 3, the students each receive a poetry reader, or a folder in which they collect copies of the poems they learn throughout the year. The poetry readers provide familiar reading material for the students to reread often, on their own and in pairs. Next week the students revisit some of the books they have read this year. They chorally reread and discuss the books, practice using the pointer, and review rhyme and syllables.

1 Gather and Discuss Revisiting Texts

Gather the class with partners sitting together, facing you. Remind the students that they have read many poems and books in Shared Reading. Explain that this week they will reread the poems they have read so far this year.

Remind the students that they reread poems and books in Shared Reading to help them learn the words and better understand what they read. Tell them that as they reread familiar poems this week, you would like them to notice any ways they may have grown as readers since the last time they read the poems. For example, they might notice that they can read more words than they could read before, or that they understand a poem they did not understand before. Explain that they will have the chance to reread familiar texts throughout the year and that they will be able to use their new skills and understanding each time they revisit a text.

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2 Review and Read "Kitty Caught a Caterpillar"

Direct the students' attention to the "Kitty Caught a Caterpillar" chart and read the title and the name of the author aloud. Ask:

Q *What do you remember about this poem? Turn to your partner.*

Have partners discuss the question for a few moments, and then have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "It is about a cat trying to catch things."
>
> "We clapped on the syllables in some of the words in that poem."
>
> "The kitty catches a caterpillar and a turtle."

Explain that you will read the poem aloud two times and then talk about some of the words in the poem. Tell the students that they may read aloud with you any of the words they remember.

Read the poem aloud twice slowly and clearly, using the pointer to point under each word as you read.

3 Introduce Alliteration Using the Poem

TEKS 2.A.ii
Student/Teacher Narrative Step 3 (all, beginning on page 207 and continuing to the top of page 208)

Point to and reread the first line of the poem aloud; then ask:

Q *What do you notice about the sounds in the words I just read?*

Reread the first line of the poem and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "They all sound the same."
>
> "They are like a tongue twister."
>
> "They start with the /k/ sound."

If the students do not mention that *kitty*, *caught*, and *caterpillar* begin with the same sound, ask and briefly discuss:

Q *The first word,* Kitty, *starts with the sound /k/. What other words in this line start with that sound?*

If necessary, reread the first line, and point out that the words *kitty*, *caught*, and *caterpillar* all start with the sound /k/. Say the words *kitty*, *caught*, and *caterpillar* aloud while emphasizing the beginning sound /k/. Have the students say the words after you.

Underline the first letter in the words *Kitty*, *caught*, and *caterpillar* in the first line on the chart. Point out that these words all start with the same *sound*, but they do not start with the same *letter*. Explain that different letters or combinations of letters sometimes stand for the same sound.

Teacher Note

Consider asking the students to close their eyes and listen for the /k/ sound.

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Tell the students that when two or more words are near each other and have the same first sound, it is called *alliteration*. Point to and reread the first line of the poem. Explain that poets, or authors of poems, sometimes use alliteration because it makes a poem enjoyable to read and say.

TEKS 2.A.ii
Student/ Teacher Activity
Step 4 (all)

4 Echo Read the Poem and Listen for Alliteration

Explain that there are more examples of alliteration in "Kitty Caught a Caterpillar." Tell the students that they will echo read the rest of the poem line by line and you would like them to listen for words in each line that begin with the same sound.

Point to and echo read the second line. Ask:

Q *Do you hear any words in this line that start with the same sound? What are they?*

Have a few volunteers share. If necessary, tell the students that the words *Kitty* and *caught* start with the same sound, and underline the first letter in each of these words.

Repeat this procedure to echo read lines 3–8 one at a time, and have the students identify any words that begin with the same sound in each line. Use one line to underline words that start with the sound /k/, and use two lines to underline the words that start with the sound /t/.

Teacher Note

Lines 6 and 8 do not have any alliterative words. In line 7, emphasize the /t/ sound in *tried* so as to highlight the alliteration of *tried to*.

Kitty Caught a Caterpillar

by Jack Prelutsky

Kitty caught a caterpillar,
Kitty caught a snail,
Kitty caught a turtle
by its tiny turtle tail,
Kitty caught a cricket
with a sticky bit of thread,
she tried to catch a bumblebee,
the bee caught her instead.

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5 Chorally Read and Identify Rhyming Words in the Poem

Explain that another way that poets make poems enjoyable to read and say is by including rhyming words in the poem. Review that rhyming words sound the same at the end, like *mix* and *fix*. Ask the students to listen for rhyming words as they read "Kitty Caught a Caterpillar."

Read the poem chorally. Then ask:

Q *What rhyming words do you hear in this poem?*

Have one or two volunteers share their thinking with the class. If the students struggle to identify the rhyming words, read aloud lines 1–4 of the poem again and emphasize the words *snail* and *tail* as you read. Repeat this procedure to read lines 5–8, emphasizing the words *thread* and *instead*. Use markers to circle the first pair of rhyming words in one color and the second pair in a different color.

6 Chorally Read the Poem

Explain that now the class will read "Kitty Caught a Caterpillar" chorally while a volunteer uses the pointer to guide the class. Invite a volunteer to use the pointer, and have the students chorally read the poem.

Tell the students that in the next lesson, they will review and reread the other poems they have read in Shared Reading this year.

SOCIAL SKILLS ASSESSMENT NOTE

Over the course of this week, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1). Access and print a record sheet from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 58–59 of the *Assessment Resource Book*. Note that you will use the same record sheet to document each student's progress when you reassess social skill development in Weeks 19 and 29. For more information, see "Social Skills Assessment" in the Assessment Overview of the *Assessment Resource Book*.

Teacher Note

Save the "Kitty Caught a Caterpillar" chart to use on Day 2.

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Day 2 Shared Reading

Poetry Review

Materials

- "Kitty Caught a Caterpillar" chart from Week 6
- "Willaby Wallaby Woo" chart from Week 2
- "Hippopotamus Stew" chart from Week 4
- "Bippity Boppity Bumblebee" chart from Week 6
- Pointer

In this lesson, the students:

- Chorally read familiar poems
- Listen carefully
- Participate responsibly

1 Gather and Discuss Participating Responsibly

Gather the class with the students sitting, facing you. Review that this week the students are rereading poems they have read in Shared Reading this year.

Explain that today the class will chorally read the poems and that sometimes you will have a student use the pointer to guide the class in choral reading. Point out that just as it is important to listen carefully and participate responsibly when the teacher uses the pointer, it is also important when a student uses the pointer. Tell the students that you will check in with them at the end of the lesson to see how they did with participating responsibly.

2 Chorally Reread Familiar Poems

Direct the students' attention to the charted poems. Explain that the class will chorally read each poem twice. First you will use the pointer to guide the class in chorally reading a poem; then a student will use the pointer to guide the class.

Point to the "Kitty Caught a Caterpillar" chart and read the title aloud. Read the poem chorally, using the pointer to point under each word as it is read. Then invite a volunteer to guide the class in reading the poem chorally again. Give the student the pointer and have the class read the poem chorally.

Repeat this procedure to chorally read each of the other charted poems twice. Remind the students to participate responsibly and to follow the pointer when you guide the choral reading and also when a classmate guides the choral reading.

Teacher Note

If necessary, remind the student to point under each word as it is read.

3 Choose Poems to Read

Explain that now you will invite volunteers to choose a poem to read. Tell the students that each volunteer will use the pointer and that volunteers may choose to guide the class in chorally reading the poem or choose to read it aloud on their own. Remind the students that when they use the pointer, it is important to use it in a responsible way.

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Have a volunteer choose one poem to read. Give the student the pointer and ask:

Q *Do you want to read ["Hippopotamus Stew"] on your own or guide the class in reading it chorally?*

Have the student use the pointer to point under each word as she reads the poem aloud or guides the class in reading it chorally.

Continue to use this procedure to have other volunteers choose a posted poem to read or guide the class in reading.

4 Reflect on Participating Responsibly

Help the students think about how they did with listening carefully and participating responsibly today. Ask:

Q *What did you do to participate responsibly today?*

Q *What do you still need to work on?*

Teacher Note

Giving the students the option to read a poem aloud on their own provides any students who are ready the opportunity to practice these skills. If a student chooses to read a poem on her own, support her as needed.

Teacher Note

Be sure to leave time at the end of the lesson for reflection. If many students volunteer, consider having some of them read later in the day or the next day.

Teacher Note

Save the charted poems to use in the next lesson.

Shared Reading
Poetry Review

Day 3

In this lesson, the students:

- Explore poetry readers
- Read poems in poetry readers as a class and in pairs
- Participate responsibly

Materials

- Poetry reader for each student, prepared ahead
- Charted poems from Day 2

1 Gather and Introduce the Poetry Readers

Gather the class with partners sitting together, facing you. Remind the students that this week they are rereading familiar poems. Tell them that today each student will receive a poetry reader, or a folder with a copy of each of the poems inside. Explain that the students will collect copies of all the poems they read in Shared Reading this year in their poetry readers.

2 Explore and Discuss the Poetry Readers

Distribute the poetry readers and give the students one or two minutes to look through them.

Signal for the students' attention, and explain that whenever the class learns a new poem, each student will receive a copy of the poem to put

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in his poetry reader. The students will keep the poetry readers in their toolboxes to read during independent reading.

Tell the students that they need to take care of the poetry readers so they can use them all year. Ask and briefly discuss:

Q *What can you do to take care of your poetry reader?*

> **Students might say:**
>
> "Be careful turning the pages so they don't rip."
>
> "Put it away carefully in my toolbox when I'm not using it."
>
> "Don't lose it."

If necessary, describe any additional expectations for how the students will take care of their poetry readers.

3 Chorally Read Poems in Poetry Readers

Explain that now the class will chorally read the poems and that each student will read from the poem in her poetry reader. Tell the students that they will need to listen carefully to read the words together because they will not follow a pointer as they do when they read chorally from a chart. Instead, each student will use a finger to point under each word on his own copy of the poem.

Direct the students' attention to the "Willaby Wallaby Woo" chart and read the title aloud. Explain that this is the first poem in their poetry readers; have the students turn to this poem in their individual folders.

When all of the students have turned to the correct page, have them point to the title of the poem on their individual copies and chorally read the title aloud. Then have the students chorally read the poem. Remind the students to use a finger to point under each word as they read.

Repeat this procedure to have the students chorally read each of the poems in their poetry readers.

4 Reflect

Help the students reflect on their work in this week's Shared Reading lessons. Ask and discuss:

Q *What do you like about the poetry readers?*

Q *How did you and your partner do reading together today? What went well? What will you do differently next time?*

Have the students get their independent work toolboxes, place their poetry readers inside, and return to their seats.

Teacher Note

Save the charted poems to use in Week 29.

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Independent Work Connections

For next week's Independent Work, we suggest the following:

- Encourage the students to read the poems in their poetry readers during independent reading.
- Have the students illustrate each poem in the poetry readers during independent writing.

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OVERVIEW

Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Introduce New Materials" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Handwriting OVERVIEW

This week the students learn the way to form the lowercase letters *u*, *v*, and *w*.

Stroke Sequences	
∪	*Pull down straight and curve around. Push up. Pull down straight.*
∨	*Slant down, slant up*
∨∨	*Slant down, slant up. Slant down, slant up.*

Handwriting

Learn and Practice Lowercase Letters *u*, *v*, and *w*

In this lesson, the students:

- Learn and practice forming the lowercase letters *u*, *v*, and *w*

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student, plus one for modeling
- *Handwriting Notebook* pages 10–13
- "Class Assessment Record" sheet (CA1)

1 Introduce, Model, and Practice *u*, *v*, and *w*

Have the students stay in their seats. Tell the students that today they will learn the way to form the lowercase letters *u*, *v*, and *w*. Write each letter where everyone can see it, and say the name of each letter as you write it.

Distribute a wipe-off board, dry-erase marker, and tissue or cloth to each student. Using the same procedure as in Week 6, Step 1, guide the students through forming each letter using the stroke sequence listed above. For each letter, model and have the students practice first air writing and then writing the letter on their wipe-off boards, all while saying the stroke sequence aloud.

Collect the wipe-off boards, dry-erase markers, and cloths.

2 Practice *u*, *v*, and *w* Independently

Open a *Handwriting Notebook* to page 10 and tell the students that they will be practicing writing capital and lowercase letters and then writing words using lowercase letters. Write the words they will be practicing where everyone can see them, and invite the students to read them aloud with you: *sit*, *will*, *cost*, *cut*, *vow*, and *slow*.

Teacher Note

Provide vocabulary support as needed by giving a simple definition for each word.

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Distribute the *Handwriting Notebooks*. Have the students open their notebooks and complete pages 10–13. As the students work, walk around and observe, assisting them as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students using the correct stroke sequences to form the letters?
- Do they form letters that are appropriately sized?
- Do they leave spaces between words?
- Are they gripping their pencils in a standard way?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 49 of the *Assessment Resource Book*. Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

Teacher Note

For students who may benefit from additional practice with capital letter formation and writing, you might consider providing a copy of "Capital U, V, and W" (BLM8).

3 Wrap Up

Collect the *Handwriting Notebooks*. Tell the students that during independent writing they will practice forming these letters again.

Independent Work Connection

For this week's Independent Work, we suggest the following:

- Place copies of "Letter Practice: u" (BLM5), "Letter Practice: v" (BLM6), and "Letter Practice: w" (BLM7) in the writing area for the students to use for writing practice during Independent Work.

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Week 10 OVERVIEW

Whole-class Instruction

Shared Reading 220

This week the students revisit and reread Shared Reading big books. While rereading these familiar books they also review rhyme and syllables. On Day 3, volunteers have the opportunity to read from and guide the class in chorally reading parts of *The Busy Little Squirrel*.

Independent Work Check-in 228

This week we suggest you teach the "Work Habits" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Handwriting 229

This week the students learn to form the lowercase letters *a*, *d*, and *g*.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might also incorporate into independent work areas this week:

Reading:

- Poetry readers (see "Independent Work Connections" on page 213)

Writing:

- Drawing materials for illustrating poetry readers (see "Independent Work Connections" on page 213)
- Letter practice sheets for *a*, *d*, and *g* (see "Independent Work Connection" on page 230)

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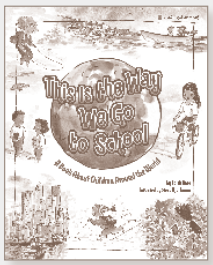
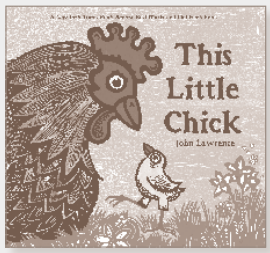
Week 10

RESOURCES



Read-alouds

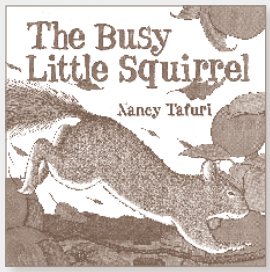
- *This Is the Way We Go to School: A Book About Children Around the World*
  by Edith Baer
  (from Week 1)



- *This Little Chick*
  by John Lawrence
  (from Week 7)



- *Flower Garden*
  by Eve Bunting
  (from Week 3)



- *The Busy Little Squirrel*
  by Nancy Tafuri
  (from Week 8)

Assessment Resource Book

- Week 10 assessment

Handwriting Notebook

- a
- d
- g

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for the week.

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducibles

- "Letter Practice: a" (BLM1)
- "Letter Practice: d" (BLM2)
- "Letter Practice: g" (BLM3)
- (Optional) "Capital A, D, and G" (BLM4)

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DO AHEAD

Shared Reading

✓ Prior to Day 1, place a pocket chart in the gathering area.

✓ Prior to Day 1, familiarize yourself with the procedure for having the students identify and match rhyming words in *This Is the Way We Go to School* (see Step 3). Collect ten index cards and a marker to use for this activity.

✓ Prior to Day 3, decide how you will select volunteers to read big books with the pointer. For suggestions for how to choose volunteers, see "Considerations for Selecting Volunteers" in the Introduction.

Independent Work Check-in

✓ Familiarize yourself with the "Work Habits" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

Handwriting

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 50 of the *Assessment Resource Book*.

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Letter Practice: a" (BLM1), "Letter Practice: d" (BLM2), and "Letter Practice: g" (BLM3). Make a class set of copies (plus a few extra) to place in the independent writing area after the lesson.

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Shared Reading

This Is the Way We Go to School: A Book About Children Around the World*

by Edith Baer,
illustrated by Steve Bjorkman
**This is a big book.*

Flower Garden*

by Eve Bunting,
illustrated by Kathryn Hewitt
**This is a big book.*

This Little Chick*

by John Lawrence
**This is a big book.*

The Busy Little Squirrel*

by Nancy Tafuri
**This is a big book.*

Academic Focus

- Students read familiar books.
- Students identify and match rhyming words.
- Students clap on and count syllables in words.
- Students practice using the pointer to read big books.

Social Development Focus

- Students participate responsibly.
- Students listen carefully.

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Shared Reading
Big Book Review

Day 1

In this lesson, the students:

- Review and reread a familiar book
- Identify and match rhyming words
- Chorally read a story
- Discuss why they revisit stories
- Listen carefully
- Participate responsibly

Materials

- *This Is the Way We Go to School* (big book) from Week 1
- Big book stand
- Pointer
- 10 index cards and a marker
- Pocket chart

1 Gather and Discuss Revisiting Texts

Gather the class with students sitting, facing you. Remind the students that last week they reread poems from Shared Reading and they also received their poetry readers. Explain that this week they will revisit some of the books they have read this year. Ask:

Q *What are some reasons we reread stories and poems in Shared Reading?*

Have a few volunteers share their thinking with the class. If necessary, review that rereading poems and books helps the students learn the words and better understand what they read and gives them a chance to see the ways they have grown as readers.

2 Read and Discuss *This Is the Way We Go to School*

Place *This Is the Way We Go to School* on the big book stand and read the title and the names of the author and the illustrator aloud. Remind the students that this story is about different ways children around the world go to school. Ask and briefly discuss:

Q *What else do you remember about this book?*

Explain that you will read the story and that as you read, you would like the students to think about anything they notice this time that they did not notice the last time they read the book. Tell the students that they may join you by reading aloud any words they remember. Read the story aloud slowly and clearly, using the pointer to point under each word as it is read. Ask and briefly discuss:

Q *What do you like about hearing this story again?*

Q *Did you notice something new? What is it?*

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3 Identify Rhyming Words in the Book

Remind the students that there are many words that rhyme in *This Is the Way We Go to School*. Explain that the class will read parts of the book again and name some of the rhyming words in it.

Open the book to page 3. Read aloud the words on the page, using the pointer to point under each word. Have the students echo read the sentence; then ask:

Q *Which two words rhyme in this sentence?*

Have a volunteer share. If necessary, read the page aloud again and emphasize the words *two* and *do* to help highlight the rhyme. Point to the words *two* and *do* and say each word aloud. Review that *two* and *do* rhyme because they sound the same at the end.

Write the words *two* and *do* on index cards and place the words side by side in the pocket chart.

Use the same procedure to have the students identify the rhyming words on pages 4–5 (*slow/grow*), page 6 (*rule/school*), page 7 (*past/fast*), and pages 8–9 (*far/car*). Place the rhyming word pairs side by side in the pocket chart.

4 Play a Rhyming Game

Explain that now the students will play a rhyming game with the words in the pocket chart. Have the students chorally read each word as you point under it.

Remove the cards from the pocket chart and shuffle them. Then put them back in the pocket chart face down and in random order. Invite a volunteer to select two of the cards, turn them over, and read them aloud. Then ask and discuss:

Q *Do [*slow*] and [*school*] rhyme? How do you know?*

If necessary, reread the two words aloud to help the student hear whether or not they sound the same at the end. If the words rhyme, set them aside. If they do not rhyme, return them to the pocket chart face down.

Repeat this procedure until all the rhyming word pairs have been matched. When all words are matched, place the paired cards side by side in the pocket chart and chorally read the rhyming pairs.

5 Chorally Read *This Is the Way We Go to School*

Tell the students that now they will read *This Is the Way We Go to School* again, and ask them to listen for rhyming words as they read. Read the book chorally, using the pointer to point under each word as it is read.

Teacher Note

This Is the Way We Go to School contains long sentences that may be challenging for the students to read chorally. If the students struggle, read the text aloud and have the students chorally read only the rhyming words to complete the sentences on each page.

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At the end of the book, ask:

Q *Did you read any other words that rhyme? What are they?*

Have a few volunteers share. If necessary, reread passages to help the students identify words that rhyme.

Tell the students that in the next lesson they will reread and talk about another Shared Reading book.

Teacher Note

Consider adding any rhyming word pairs the students mention to the pocket chart and playing the rhyming game with all the words at another time.

Shared Reading
Big Book Review

Day 2

In this lesson, the students:

- Echo read a familiar story
- Clap and count syllables in words
- Listen carefully
- Participate responsibly

Materials

- *Flower Garden* (big book) from Week 3
- Big book stand
- Pointer

1 Gather and Review

Gather the class with partners sitting together, facing you. Remind the students that this week they are revisiting some of the books they have read in Shared Reading this year. Tell them that today they will reread and discuss the book *Flower Garden*.

2 Read and Discuss *Flower Garden*

Place *Flower Garden* on the big book stand, and read the title and the name of the author aloud. Remind the students that this book is about a girl who plants flowers for a special garden. Explain that you will read the story and that the students may join you by reading aloud any parts of the story they remember.

Read the story aloud, using the pointer to point under each word as it is read. When you have finished reading, have partners discuss the following questions:

Q *What makes the girl's garden special? Why does she plant it? Turn to your partner.*

After a moment, signal for the students' attention and have a few volunteers share. Then ask:

Q *How does the girl's mother feel about the garden? How do you know? Turn to your partner.*

Have a few volunteers share their ideas with the class. As the students share, turn to any pages in the book that support their thinking.

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3 Echo Read the Story and Clap on and Count Syllables

Explain that now the students will echo read *Flower Garden* and that you will stop to have the class talk about some of the words in the story. Remind the students to listen carefully as you read and to read the same words at the same time when it is their turn to read.

Echo read *Flower Garden* one page at a time, stopping as described below.

Stop after:

p. 19 "Daffodils, geraniums and tulips in a row."

Point to the text on pages 18–19 and tell the students that these pages have the names of the flowers the girl plants in her garden box. Explain that the students will read each flower word and then clap on and count the syllables in the word. Review that saying and clapping on syllables can help readers as they learn to read longer words.

Point to the word *pansies* on page 18. Read it aloud and have the students read it aloud after you. Invite a volunteer to say the word, clap on the syllables, and tell how many syllables are in the word. Then have the class say the word and clap on the syllables. Repeat this procedure for the other flower words on pages 18–19 (*daisies*, *daffodils*, *geraniums*, *tulips*).

Turn to page 21 and continue to echo read one page at a time until you reach the end of the book.

Teacher Note

Echo read page 25 two lines at a time.

4 Reflect on Echo Reading

Facilitate a brief discussion about how the students did with echo reading today. Ask and discuss:

Q *What went well during echo reading today?*

Q *What do we still need to work on?*

Tell the students that in the next lesson, they will revisit and reread two more Shared Reading books.

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Shared Reading
Big Book Review

Day 3

In this lesson, the students:

- Read two familiar books
- Use the pointer to guide the class in choral reading
- Listen carefully

Materials

- *This Little Chick* (big book) from Week 7
- *The Busy Little Squirrel* (big book) from Week 8
- Big book stand
- Pointer

1 Gather and Review Participating Responsibly

Gather the class with the students sitting, facing you. Review that this week the class is revisiting some of the Shared Reading books they have read this year. Explain that today the class will reread two stories and that you will invite volunteers to use the pointer to read and guide the class in choral reading. Help the students think about how they will participate responsibly today by asking and discussing:

Q *What is important to remember about using and taking care of the pointer?*

Q *How will you participate responsibly when a classmate is reading and guiding the class in choral reading?*

If necessary, review your expectations for how the students will use and take care of the pointer and participate responsibly during choral reading.

2 Review *This Little Chick* and Reread

Place *This Little Chick* on the big book stand and read the title and the name of the author aloud. Review that this story is about a chick that meets and plays with other animals on the farm. Remind the students that the same word pattern repeats each time the chick meets a new animal in the story. Turn to pages 2–3 and read them aloud, using the pointer to point under each word. Then turn to page 5 and have the students read the animal sounds as you point under each word.

Explain that now you will invite volunteers to read aloud the parts of the story when the chick meets other animals and then guide the rest of the class in chorally reading the animal sounds. Explain that the volunteers will use the pointer to read and to guide the class. Remind the students to watch the pointer and to listen carefully for when it is their turn to join in.

Teacher Note

Not all of the students will have a turn to use the pointer today. Assure them that they will have other opportunities to use it this year.

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Invite one volunteer to read pages 6–7 aloud and to use the pointer to point under each word. Then have the student guide the rest of the class in chorally reading the animal sounds on page 8. Use the same procedure to have different volunteers read and then guide the class in reading pages 10–13, pages 14–17, and pages 18–21.

Have the class chorally read pages 22–25 as you point under each word with the pointer.

Without mentioning any of the students' names, share your observations about how the volunteers did with using the pointer and how the class did with listening carefully and watching for their turn to read.

Teacher Note

Encourage the volunteers to think about the pattern and the illustrations on each page to help them read the words. Provide the words as needed.

3 Review *The Busy Little Squirrel* and Reread

Explain that now the students will read another big book. Place *The Busy Little Squirrel* on the big book stand, and read the title and the name of the author aloud. Ask and briefly discuss:

Q *What do you remember about this story?*

> **Students might say:**
>
> "The squirrel is getting ready for winter."
>
> "Lots of animals ask the squirrel to play with them."
>
> "He's too busy to play with his friends."

Review that this book is similar to *This Little Chick* because it has a pattern that repeats each time a new animal asks the squirrel to play. Explain that you will invite volunteers to use the pointer to read the parts of individual animals and then guide the class in chorally reading the refrain "He was so busy!" each time it appears. Turn to page 9, and point to the exclamation point at the end of the sentence. Remind the students that an exclamation point at the end of a sentence tells readers to read the words with an excited voice.

Read pages 2–5 aloud. Invite one student to read pages 6–7 aloud and to use the pointer to point under each word. Then have the student guide the rest of the class in chorally reading the refrain on page 9. Repeat this procedure for the remainder of the book: have a different volunteer read the part of each animal aloud and then guide the rest of the class in chorally reading the refrain.

Teacher Note

Encourage the volunteers to think about the patterned text to help them read the words. Provide words as needed.

4 Reflect

Help the students think about the work they did in Shared Reading this week. Ask and briefly discuss:

Q *What is something you did to participate responsibly this week?*

Q *What do you like about revisiting books?*

Q *Which book did you like reading the most this week? Why?*

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Independent Work Connection

For next week's Independent Work, we suggest the following:

- Make additional sets of the rhyming word pair cards from Day 1, Step 3 and place them in envelopes in the word work bins. Have the students turn the cards over face down on the table and practice matching the rhyming pairs.

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OVERVIEW

Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Work Habits" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Handwriting OVERVIEW

This week the students learn to form the lowercase letters *a*, *d*, and *g*.

Stroke Sequences	
a	*Pull back, around. Push up. Pull down straight.*
d	*Pull back, around. Push all the way up. Pull down straight.*
g	*Pull back, around. Push up. Pull down straight below the line, curve back.*

Handwriting
Learn and Practice Lowercase Letters *a*, *d*, and *g*

In this lesson, the students:

- Learn and practice forming the lowercase letters *a*, *d*, and *g*

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student, plus one for teacher modeling
- *Handwriting Notebook* pages 14–17
- "Class Assessment Record" sheet (CA1)

1 Introduce, Model, and Practice *a*, *d*, and *g*

Have the students stay in their seats. Tell the students that today they will learn to form the lowercase letters *a*, *d*, and *g*. Write each letter where everyone can see it, and say the name of the letter as you write it.

Distribute a wipe-off board, dry-erase marker, and tissue or cloth to each student. Using the same procedure as in Week 6, Step 1, guide the students through forming each letter using the stroke sequence listed above. For each letter, model and have the students practice first air writing and then writing the letter on their wipe-off boards, all while saying the stroke sequence aloud.

Collect the wipe-off boards, dry-erase markers, and cloths.

2 Practice *a*, *d*, and *g* Independently

Open your *Handwriting Notebook* to page 14 and tell the students that they will be practicing capital and lowercase letters and words. Write the words they will be practicing where everyone can see them, and invite the students to say them aloud with you: *cat*, *dog*, *wall*, *lad*, *dug*, and *bags*.

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Distribute the *Handwriting Notebooks* to the students. Have the students open their notebooks and complete pages 14–17. As the students work, walk around and observe, assisting them as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students using the correct stroke sequences to form the letters?
- Do they form letters that are appropriately sized?
- Do they leave spaces between words?
- Are they gripping their pencils in a standard way?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 50 of the *Assessment Resource Book*. Support any students who struggle with letter formation, spacing between words, and/or pencil grip by working with them individually or in a small group during another time of the day.

Teacher Note

For students who may benefit from additional practice with capital letter formation and writing, you might consider providing a copy of "Capital A, D, and G" (BLM4).

3 Wrap Up

Collect the *Handwriting Notebooks*. Tell the students that during independent writing they will practice forming these letters and words again.

Independent Work Connection

For this week's Independent Work, we suggest the following:

- Place copies of "Letter Practice: a" (BLM1), "Letter Practice: d" (BLM2), and "Letter Practice: g" (BLM3) in the writing area for the students to use for writing practice during Independent Work.

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Week 11 OVERVIEW

Whole-class Instruction

Shared Reading 235

This week the students learn the procedure for "Think, Pair, Share" and continue to build positive working relationships with their partners. They visualize while listening to the poem "Listen" and then discuss the pictures in their minds with their partners. They also explore the author's use of onomatopoeia in the poem. On Day 3, they add the poem to their poetry readers, add a table of contents to the readers, and read the poem in pairs.

Independent Work Check-in 245

This week we suggest you teach the "Independent Work Observation" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Handwriting 246

This week the students review the letters *u*, *v*, *w*, *a*, *d*, and *g* and practice writing words using those letters.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week, you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might also incorporate into independent work areas this week:

Word Work:

- Rhyming word pair cards (see "Independent Work Connection" on page 227)

Writing:

- "Week 11 Review" (see "Independent Work Connection" on page 247)

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Week 11

RESOURCES

Poem

Read-aloud

- "Listen"
  by Margaret Hillert
  (see page 244)
  This poem describes some of the sounds of winter.

Extension

- "Draw Mental Pictures of 'Listen'"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for the week.

Whiteboard Activity

- WA1

Reproducibles

- "Listen" (BLM1)
- "Poetry Reader Table of Contents" (BLM2)
- "Week 11 Review" (BLM3)

Professional Development Media

- "Cooperative Structures Overview" (AV1)
- "Using 'Think, Pair, Share'" (AV3)

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DO AHEAD

Shared Reading

✓ Prior to Day 1, decide how you will randomly assign partners to work together during the lessons. For suggestions about assigning partners, see "Random Pairing" and "Considerations for Pairing ELLs" in the Introduction. For more information, view "Cooperative Structures Overview" (AV1).



✓ Prior to Day 1, prepare a sheet of chart paper with the title and the words of the poem "Listen" on page 244 (don't copy the number beside each line). Post the chart so that everyone can see all the words of the poem during the lesson. Cover the chart until you read the poem aloud to the class in Step 4.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Listen" (BLM1) and "Poetry Reader Table of Contents" (BLM2). Make a class set of copies of each and prepare the copies as necessary for the students to add them to their poetry readers. (For more information, see Step 5 and Step 6.)

✓ Prior to Day 3, collect the students' poetry readers from their independent work toolboxes to distribute in Step 5.

✓ Prior to Day 3, locate a copy of the book *Iris and Walter and Cousin Howie* by Elissa Haden Guest from the *Being a Reader* Small-group Reading Set 7. You will use the book to model using a table of contents in Step 5.

Independent Work Check-in

✓ Familiarize yourself with the "Independent Work Observation" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

Handwriting

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 11 Review" (BLM3). Make two copies (plus a few extra) for each student in the class. You will place one class set of copies in the independent writing area after the lesson. Save one copy to use in modeling.

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SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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Shared Reading OVERVIEW

"Listen"

by Margaret Hillert

(see page 244)

This poem describes some of the sounds of winter.

Academic Focus

- Students listen to and discuss a poem.
- Students visualize while listening to the poem.
- Students echo read and chorally read the poem.
- Students read the poem in pairs.
- Students explore onomatopoeia in the poem.
- Students learn how to use a table of contents.

Social Development Focus

- Students learn the procedure for "Think, Pair, Share."
- Students listen carefully.
- Students participate responsibly.

ELL SUPPORT

Preview the Text

- Preview the poem "Listen" with the students before you read it to the whole class. You might read it aloud and clarify any difficult vocabulary:

  brittle: easily cracked
  stamping: stepping down heavily

Build Background Knowledge

- Tell the students that this poem is about winter, and explain that *winter* is a season of the year. In some parts of the world, it snows and is very cold in winter.

Provide Language Support

- Read "Listen" with the students. Point out that the words in lines 1–2 of the poem describe the sounds of snow and ice under feet and under cars. Tell the students that when authors use words that sound like the things they describe, it is called *onomatopoeia*. Give other examples of onomatopoeia, such as the words *buzz*, *hiss*, and *honk*.

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Day 1

Shared Reading

"Listen"

Materials

- "Listen" (see page 244)
- "Listen" chart, prepared ahead
- Pointer

Teacher Note

If your students are already familiar with "Think, Pair, Share," simply remind them of your expectations.

You may want to assign the students new partners for the *Being a Reader* lessons, or have them work in partnerships already established. The partners you assign today will work together for the next five weeks of the program.

Teacher Note

To see an example of "Think, Pair, Share," view "Using 'Think, Pair, Share'" (AV3).

Teacher Note

After you ask the question, pause for 10 seconds for the students to think. Then say "Turn to your partner" and have partners discuss the question.

TEKS 6.D.i
Teacher Narrative
Step 2
(all, beginning on page 236 and continuing to the top of page 237)

In this lesson, the students:

- Begin working with new partners
- Learn the procedure for "Think, Pair, Share"
- Listen to and discuss a poem
- Visualize while listening to the poem
- Listen carefully

1 Gather and Introduce "Think, Pair, Share"

Randomly assign partners and gather the class with partners sitting together, facing you. Review that the students have been using "Turn to Your Partner" to talk about their thinking. Explain that today they will learn another way to help them talk in pairs called "Think, Pair, Share."

Explain that "Think, Pair, Share" is like "Turn to Your Partner." The difference is that the students think by themselves before they talk in pairs. Explain that you will ask the students a question, and they will think about it quietly for a moment. Then when you say "Turn to your partner," they will turn to their partners and begin talking. When you signal for their attention, partners will end their conversations and turn their attention back to you.

To have the students practice "Think, Pair, Share," ask:

Q *What can you do to be a good listener?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

2 Introduce Visualizing

Explain that today the students will listen to a poem and use the words in it to *visualize*, or make pictures in their minds about the poem. Have them practice visualizing by asking them to close their eyes and think about the following question:

Q *Think about your bedroom. What kinds of things do you see in your bedroom?*

After a few moments, ask the students to open their eyes. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What did you visualize, or picture in your mind, when you thought about your room?* [pause] *Turn to your partner.*

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After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

3 Read "Listen" and Visualize

TEKS 10.D.i
Student/Teacher Narrative
Step 3 (all)

Tell the students that now you will read the poem "Listen" by Margaret Hillert. Explain that this is a poem about winter, or the season of the year when it snows and is very cold in some parts of the world.

Explain that you will read the poem aloud twice and that as you read, you would like the students to close their eyes and use the words they hear to make pictures in their minds. Then you will ask the students to open their eyes and talk with their partners about what they pictured in their minds.

Have the students close their eyes. Remind them to listen carefully as you read. Read "Listen" aloud, slowly and clearly, clarifying vocabulary as you read. Then read the poem aloud again, without stopping to define vocabulary.

Suggested Vocabulary

brittle: easily cracked
stamping: stepping down heavily

Teacher Note

Read the poem aloud without showing the students the words of the poem. You will have the students follow along with the words when you read from the "Listen" chart in Step 4.

Ask the students to open their eyes. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What did you picture in your mind as you listened to the poem?* [pause] *Turn to your partner.*

Teacher Note

The purpose of rereading is to help the students recall what they heard and focus on the words that trigger their mental images. Talking about their mental images in pairs helps the students identify words or phrases that trigger those images. It also helps them realize that what each person pictures in his mind is unique.

After a few moments, signal for the students' attention and have one or two volunteers share their mental pictures with the class. As the students share, ask which words or phrases helped them create pictures in their minds.

4 Reread "Listen"

Uncover the "Listen" chart and read the title and the author's name aloud. Explain that now you will read the poem aloud from the chart and you would like the students to follow along. Read the poem aloud, pointing under each word as you read.

When you are finished reading, ask:

Q *Do you think "Listen" is a good title for this poem? Why or why not? Turn to your partner.*

After a few moments, signal for the students' attention, and have a few volunteers share their thinking with the class.

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ELL Note

Cooperative structures like "Turn to Your Partner" and "Think, Pair, Share" support the language development of English Language Learners by providing frequent opportunities for them to talk about their thinking and listen to others.

Teacher Note

Save the "Listen" chart to use in Days 2 and 3.

5 Reflect on "Think, Pair, Share"

Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *How does taking time to think before you talk with your partner help you?* [pause] *Turn to your partner.*

After pairs have had a chance to talk, signal for the students' attention and have one or two volunteers share their thinking with the class.

Tell the students that in the next lesson they will read the poem "Listen" again.

Day 2 Shared Reading

"Listen"

Materials

- "Listen" chart from Day 1
- Pointer

In this lesson, the students:

- Listen to and discuss a poem
- Echo read and chorally read the poem
- Explore onomatopoeia in the poem
- Listen carefully
- Practice "Think, Pair, Share"

1 Gather and Review "Think, Pair, Share"

Gather the class with partners sitting together, facing you. Review that in the last lesson the students listened to the poem "Listen" with their eyes closed and used the words in the poem to visualize, or make pictures in their minds. Explain that today they will visualize again and continue to use "Think, Pair, Share" to talk about the poem. Ask:

Q *Why is it important to give each other time to think about a question before talking?*

Have a few volunteers to share their thinking with the class.

> **Students might say:**
>
> "It helps us know what we want to say."
>
> "You have to think about your own ideas before you hear someone else's."
>
> "If we start talking right away, I might forget what I want to say."

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2 Reread "Listen" and Explore Onomatopoeia

Explain that now you will reread the poem "Listen." Tell the students that as you read today, you would like them to think about the pictures and the sounds that the words in the poem bring to mind. Ask the students to close their eyes. Read the poem "Listen" aloud, slowly and clearly.

Ask the students to open their eyes. Have them turn to their partners and share the pictures in their minds. After a few moments, signal for the students' attention and have one or two volunteers share what they discussed with the class.

Next, use "Think, Pair, Share" to have partners first think about and then discuss the questions that follow. Remind the students to give their partners time to think and to also listen carefully when their partners share.

Q *What sounds did you imagine when you listened to this poem?* [pause] *Turn to your partner.*

Signal for the students' attention and have a few volunteers share their thinking with the class. Then ask:

Q *What do the words* scrunch *and* crunch *bring to your mind?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I imagine the sounds of cars on the streets."
>
> "I think about the sound of snow crunching."
>
> "I hear cracking ice."

Explain that in the poem, the words *scrunch* and *crunch* make the sounds of the snow and the ice under feet and cars. Tell the students that using a word that sounds like the thing it is describing is called *onomatopoeia*. Give the students some other examples of onomatopoeia, such as the words *buzz*, *hiss*, and *honk*; then ask:

Q *Can you think of any other examples of onomatopoeia? What are they?*

Have a few volunteers share their thinking. Tell the students that onomatopoeia, like rhyme and alliteration, helps make a poem enjoyable to read and say.

3 Echo Read and Chorally Read "Listen"

Tell the students that now they will echo read and then chorally read the poem. Direct the students' attention to the "Listen" chart and read the title and the author's name aloud. Review that during echo reading, it is important for the students to listen carefully and watch for their turn to read.

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Echo read the poem with the students two lines at a time, pointing under each word and emphasizing the words *scrunch* and *crunch* as you read. Then read the poem chorally.

4 Reflect on Partner Work

Help the students reflect on their work in Shared Reading today. Ask and briefly discuss:

Q *What did you do to be respectful while your partner was talking about the poem today?*

Tell the students that in the next lesson they will add the poem "Listen" to their poetry readers.

Day 3 Shared Reading

"Listen"

Materials

- "Listen" chart from Day 2
- Pointer
- Copy of "Listen" (BLM1) for each student
- Poetry reader for each student
- *Iris and Walter and Cousin Howie* from Small-group Reading Set 7
- "Poetry Reader Table of Contents" (WA1)
- Copy of "Poetry Reader Table of Contents" (BLM2) for each student

Teacher Note

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 3 and then finish the lesson later in the day or the next day.

In this lesson, the students:

- Chorally read a poem as a class and in pairs
- Learn how to use a table of contents
- Listen carefully
- Work responsibly in pairs

1 Gather and Review "Listen"

Gather the class with partners sitting together, facing you. Explain that today the students will read "Listen" again and add the poem to their poetry readers.

Ask and briefly discuss:

Q *What do you remember about this poem?*

2 Chorally Read "Listen"

Direct the students' attention to the "Listen" chart and read the title and the author's name aloud. Then read the poem chorally, pointing under each word as it is read.

3 Introduce and Model Reading in Pairs

Tell the students that now you will give them each a copy of the poem and that they will read the poem with their partners. Explain that when partners read together during the Shared Reading lessons, sometimes they will take turns reading and other times they read chorally or will

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read the same words at the same time. Tell the students that today they will read chorally. Explain that it is important that they work responsibly when reading the poem together.

Have a student act as your partner. Give her a copy of the poem, and model turning to face each other and reading the poem together. Turn back to the class. Point out that each of you held your own copy of the poem in your lap and that you read from your own copy. Explain that holding the poem in your lap is important because it keeps the paper away from your face and helps your partner hear you. Also point out that each of you used a finger to point under the words as you read, and explain that pointing under each word is important because it helps you and your partner read the same words at the same time. Ask:

Q *What else can you do to work responsibly when reading with your partner?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "If my partner has trouble reading the words, I can help him."
>
> "We will sit close together so we can hear each other."
>
> "We should read in quiet voices so the room doesn't get too loud."

If necessary, share any additional expectations you have for how the students will work responsibly while reading in pairs.

4 Read "Listen" in Pairs and Reflect

Distribute a copy of "Listen" (BLM1) to each student. Have partners turn to face each other and chorally read the poem in pairs.

Circulate and observe as the students read. If the students struggle to read the words together, signal for their attention and remind them to use their fingers to point under the words and to listen to their partners as they read. Then have them read the poem again.

When all pairs have had time to read the poem, signal for the students' attention. Ask and discuss:

Q *What did you enjoy about reading the poem with your partner today?*

Q *What do you want to do [the same way/differently] next time?*

5 Add the Poem to the Poetry Readers

Tell the students that now they will add their copies of the poem "Listen" to their poetry readers. Explain that after they add the poem to their readers, they can read it quietly to themselves until all the students have finished adding the poem to their readers.

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Teacher Note

You may want to model how to add the poem to a poetry reader before having the students do so.

Distribute the poetry readers and have each student add her copy of the poem at the back of her reader behind the poem "Kitty Caught a Caterpillar."

When all of the students have added the poem to their readers, signal for their attention. Remind them that whenever the class learns a new poem in the Shared Reading lessons, each student will add a copy of the poem to his reader.

TEKS 2.D.i
Student/Teacher Narrative
Step 6 (all)

6 Discuss Tables of Contents and Write Page Numbers

Tell the students that they will include a table of contents in their poetry readers so they can easily find each poem in the reader. Explain that a table of contents tells readers what information is in a book and on which page to find it.

Show the cover of the book *Iris and Walter and Cousin Howie* and read the title and the author's name aloud. Turn to page 5. Explain that this is the table of contents page and that it lists the title and the number of the first page of each chapter in the book. Read aloud the first chapter title ("Walter's Great News"), and point out that the chapter begins on page 7. Turn to page 7, and point to and read aloud the chapter title.

Repeat this process with the second chapter, "Cousin Howie."

Display the "Poetry Reader Table of Contents" chart (WA1) and tell the students that they will add this table of contents page to their poetry readers. Point out that just as the table of contents in *Iris and Walter and Cousin Howie* lists the chapter titles and page number each chapter starts on, this table of contents lists the poem titles and the page number where each poem can be found.

WA1

Poetry Reader Table of Contents

Title of Poem	Page
Willaby Wallaby Woo	2
Hippopotamus Stew	3
Bippity Boppity Bumblebee	4
Kitty Caught a Caterpillar	5
Listen	6

Teacher Note

You may want to model how to add the table of contents page to a poetry reader before having the students do so.

Distribute a copy of "Poetry Reader Table of Contents" (BLM2) to each student. Have the students add the page to their poetry readers in front of all the poems, making it the first page in their readers.

Explain that the poems in their poetry readers do not have page numbers written on them, so now the students will add the correct page number

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to each poem in their readers. Point to and read aloud the title and the page number of the first poem on the "Poetry Reader Table of Contents" chart, "Willaby Wallaby Woo." Ask the students to turn to that poem in their readers. Distribute pencils and have the students write the number *2* in the bottom right-hand corner of the page. Repeat this procedure for each of the poems in the reader.

Explain that as the students add poems to the poetry readers in future lessons, they will also add the titles and page numbers to the table of contents.

Have the students stand, place their poetry readers in their independent work toolboxes, and return to their seats.

Teacher Note

You may wish to explain that the page for "Willaby Wallaby Woo" is numbered as page 2 because the table of contents in the poetry reader is page 1.

Teacher Note

Save the "Listen" chart to use in Week 19.

EXTENSION

Draw Mental Pictures of "Listen"

Have the students use crayons or markers to draw their mental pictures of the poem "Listen." Chorally read "Listen" and ask the students to first think about and then draw the pictures in their minds. Have partners share and discuss their drawings.

Independent Work Connections

For next week's Independent Work, we suggest the following:

- Encourage the students to read "Listen" in their poetry readers during independent reading.
- Encourage the students to read the "Listen" chart during independent reading.
- Have the students illustrate the poem "Listen" in their poetry readers during independent writing.

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Poem

Listen

by Margaret Hillert

Scrunch, scrunch, scrunch.
Crunch, crunch, crunch.
Frozen snow and brittle ice
Make a winter sound that's nice
Underneath my stamping feet
And the cars along the street.
Scrunch, scrunch, scrunch.
Crunch, crunch, crunch.

"Listen" copyright © 1994 by Margaret Hillert appears in *Weather: Poems for All Seasons* published by HarperCollins Publishers.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Independent Work Observation" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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OVERVIEW Handwriting

This week the students review the letters *u*, *v*, *w*, *a*, *d*, and *g* and practice writing words using those letters.

Handwriting
Review and Practice

Materials

- "Week 11 Review" for each student (BLM3)
- Self-stick notes

In this lesson, the students:

- Practice forming the letters *u*, *v*, *w*, *a*, *d*, and *g* in words

1 Get Ready to Work

Have the students stay in their seats. Remind them that in the past few weeks they have learned many lowercase letters—*u*, *v*, *w*, *a*, *d*, and *g*. Explain that now they will practice writing words using these letters on a review sheet. Write the words they will be practicing where everyone can see them, and have the students say the words aloud after you: *tug*, *dive*, *wave*, *wag*, *slow*, and *cool*.

TEKS 2.F.i
Student/Teacher Activity
Step 2 and Step 3 (all)

2 Introduce the Review Sheet

Distribute "Week 11 Review" (BLM3) and have the students write their names at the top. Explain that first the students will trace the word and then form their own word in the blank space between the lines. Model tracing and writing the first word on your own review sheet as you say the stroke sequence for each letter aloud. Remind the students to leave a space between the words, and to take their time practicing their letters.

3 Work Independently

Have the students complete the review sheet. As the students work, walk around and observe, assisting them as needed. Note your observations about each student's handwriting progress on a self-stick note.

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4 Wrap Up

Collect the student review sheets. Tell the students that during independent writing they will practice forming these letters and words again.

Independent Work Connection

For this week's Independent Work, we suggest the following:

- Place copies of "Week 11 Review" (BLM3) in the writing area for the students to use for writing practice during Independent Work.

Teacher Note

Take this opportunity to review each student's handwriting progress using the review sheet and *Handwriting Notebook*, as well as selected writing samples. Attach any of your observations or notes about each student's progress to the review sheet and file it in the student's individual assessment folder. Be sure to take aside any struggling students and provide them with the necessary support before teaching the next Handwriting lesson.

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Week 12 OVERVIEW

Whole-class Instruction

Shared Reading 252

This week the students discuss figurative language in the book *When Winter Comes*. The rhyming words in the book provide a basis for further exploration of the concept of rhyme as the students look at different spellings in rhyming words.

Independent Work Check-in 263

This week we suggest you teach the "Share Writing" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Handwriting 264

This week the students learn to form the ending punctuation *?* and *!*.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might also incorporate into independent work areas this week:

Reading:

- Charted "Listen" poem and poetry readers (see "Independent Work Connections" on page 243)

Writing:

- Drawing materials for illustrating poetry readers (see "Independent Work Connection" on page 243)
- "Punctuation Practice: ? and !" (see "Independent Work Connection" on page 265)

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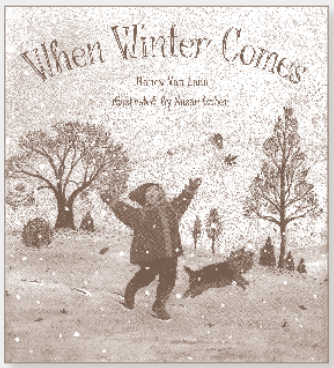
Week 12

RESOURCES



Read-aloud

- *When Winter Comes** by Nancy Van Laan, illustrated by Susan Gaber
  A curious child wonders what happens to plants and animals when winter arrives.

  **This is a big book.*

Assessment Resource Book

- Week 12 assessment

Handwriting Notebook

- ?
- !

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for the week.

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducible

- "Punctuation Practice: ? and !" (BLM1)

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DO AHEAD

Shared Reading

✓ Prior to Day 3, familiarize yourself with the rhyming word activity (see Step 3). Collect a set of index cards and a marker to use, and place a pocket chart in the gathering area.

Independent Work Check-in

✓ Familiarize yourself with the "Share Writing" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

Handwriting

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 51 of the *Assessment Resource Book*.

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Punctuation Practice: ? and !" (BLM1). Make a class set of copies (plus a few extra) to place in the independent writing area after the lesson.

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Shared Reading

*When Winter Comes**

by Nancy Van Laan,
illustrated by Susan Gaber

A curious child wonders what happens to plants and animals when winter arrives.

**This is a big book.*

Academic Focus

- Students listen to and discuss a story.
- Students identify and discuss the pattern in the story.
- Students chorally read and echo read the story.
- Students discuss figurative language in the story.
- Students generate rhyming words.
- Students explore different spellings in rhyming words.

Social Development Focus

- Students listen carefully.
- Students participate responsibly.
- Students practice the procedure for "Think, Pair, Share."

ELL SUPPORT

Preview the Text

- Preview the book *When Winter Comes* with the students before you read it to the whole class. You might read it aloud and clarify any difficult vocabulary as well as the use of the phrase, "Where oh where . . ." to begin a question. Point to the illustrations to support the students' comprehension where appropriate.

  tumble: fall (p. 5)
  petals: colorful parts of a flower (p. 9)
  wilt: dry up (p. 9; refer to the illustration)
  burrow down: make a hole (p. 9)
  cocoons: protective coverings caterpillars make around themselves when they are changing into butterflies (p. 13; refer to the illustration)
  wound: curled up (p. 13)
  warm-weather bound: going to a place with warm weather (p. 17)
  bask: relax; rest and feel good (p. 17)
  tunnel: dig a hole (p. 21)

(continues)

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ELL SUPPORT *(continued)*

thistledown: fuzzy part of some plants (p. 21; refer to the illustration)
wander: walk (p. 25)
closely knit: close together (p. 25)
mound: pile (p. 25)
icebound: frozen on top (p. 27)
gusting: blowing loudly (p. 31)

Build Background Knowledge

- Discuss the four seasons with the students. Gather photographs or illustrations that are representative of each season, and provide examples of some of the changes that happen during each season in the area where you live.

Language Support

- Discuss the figurative language in the book (see Day 2, Step 4).

Shared Reading
When Winter Comes

Day 1

In this lesson, the students:

- Listen to and discuss a story
- Identify and discuss the pattern in the story
- Practice the procedure for "Think, Pair, Share"
- Listen carefully

Materials

- *When Winter Comes* (big book)
- Big book stand

1 Gather and Introduce *When Winter Comes*

Gather the class with partners sitting together, facing you. Tell the students that today you will read a story called *When Winter Comes*. Place the book on the big book stand and read the title and the names of the author and the illustrator aloud. Explain that this story describes the changes that happen in nature when winter comes. Ask:

Q *What is something you know about winter? Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share what they discussed with the class.

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Explain that in many places in the world, the weather turns very cold and it snows during winter. As the weather gets colder, some animals act differently and plants change. Point to the boy on the cover of the book and tell the students that in this story, a boy goes for a walk and asks questions about what happens to plants and animals when the cold weather of winter comes.

2 Read and Discuss the Story

Explain that today you will read *When Winter Comes* aloud two times. The first time you will read the book without stopping. The second time you will stop to explain some of the words.

Teacher Note

Reading the story without stopping will help the students to clearly hear the rhyme, rhythm, and pattern in the story.

Tell the students that there is a pattern in the book *When Winter Comes* and that as you read, you would like the students to listen carefully for it. Read the story aloud, slowly and clearly. As you read, use your finger to point to any illustrations in the story that correspond to the text.

At the end of the story, ask:

Q *What is this story about?*

Q *Did you hear a pattern in the story? What is it?*

Have a few volunteers share their thinking with the class. As they share, refer to the text that supports their thinking and read it aloud. If necessary, describe the pattern to the students.

> **You might say:**
>
> "The boy's question repeats throughout the story. [Turn to page 3 and read it aloud.] Here he's asking where the leaves all go when winter comes. Then there is an answer to the boy's question. [Turn to page 5 and read it aloud.] The boy asks almost the same question each time throughout the book, but asks it about a different plant or animal. The pattern is that the boy asks a question that is always followed by an answer."

3 Reread the Story

Tell the students that now you will read the story aloud again and stop to explain some of the words. Explain that as you read, you would like the students to listen carefully for any information about what happens to plants and animals in winter. When you are finished reading, the class will discuss the information from the book.

Read the story aloud slowly and clearly. Clarify vocabulary as you read.

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Suggested Vocabulary

wilt: dry up (p. 9; refer to the illustration)

burrow down: make a hole (p. 9)

cocoons: protective coverings caterpillars make around themselves when they are changing into butterflies (p. 13; refer to the illustration)

wound: curled up (p. 13)

bask: relax; rest and feel good (p. 17)

thistledown: fuzzy part of some plants (p. 21; refer to the illustration)

wander: walk (p. 25)

closely knit: close together (p. 25)

icebound: frozen on top (p. 27)

gusting: blowing loudly (p. 31)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

tumble: fall (p. 5)

petals: colorful parts of a flower (p. 9)

warm-weather bound: going to a place with warm weather (p. 17)

tunnel: dig a hole (p. 21)

mound: pile (p. 25)

At the end of the book, use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What is something the book explains that happens to plants and animals in winter?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "Fish go to the bottom of the pond because the water doesn't freeze there."
>
> "I learned that some birds fly to warmer places."
>
> "It says that mice go in their tunnels underground."
>
> "Leaves fall off trees."

As the students share, refer to the parts of the book that support their thinking and read them aloud. If necessary, reread parts of the story to help the students remember any information.

Tell the students that in the next lesson they will read *When Winter Comes* again and talk more about the story.

Teacher Note

The Suggested Vocabulary and ELL Vocabulary lists include words that are not easily defined by the illustrations and are important for the students to understand in order to comprehend the story. To maintain the flow of the story, these words should be defined during the reading but not discussed. You will discuss some of the figurative language in the book in the next lesson.

Use self-stick notes to mark the places in the text where the words appear. You might write the meanings of the words on the notes to help you define them smoothly without interrupting the reading.

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Day 2 Shared Reading

When Winter Comes

Materials

- *When Winter Comes* (big book)
- Big book stand
- Pointer

In this lesson, the students:

- Listen to a story
- Chorally read and echo read the story
- Discuss figurative language in the story
- Listen carefully

1 Gather and Review *When Winter Comes*

Gather the class with partners sitting together, facing you. Review that in the last lesson the class read and discussed the book *When Winter Comes* and explain that today they will read it again. Show the cover of the book and read the title and the names of the author and the illustrator aloud. Ask:

Q *What do you remember about this book? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking.

2 Reread the Story

Explain that you will reread *When Winter Comes* and that the students may join you in reading any parts of the book they remember.

Read the book aloud, slowly and clearly, pointing under each word as you read.

3 Chorally Read and Echo Read the Story

Review that there is a pattern in *When Winter Comes* and that knowing the pattern can help the students read the words of the book. Remind them that the boy asks questions throughout the story and the questions are always followed by answers.

Open the book to page 3 and tell the students that on this page the boy asks where the leaves all go in the winter. Read aloud page 3. Then point under the words *leaves all* and read them aloud a second time. Explain that these are the words that will change the next time the boy in the story asks the question. Have the students chorally read page 3 with you as you point under each word.

Turn to page 5 and review that this page answers the boy's question. Echo read the page two lines at a time; then read the entire page chorally, pointing under each word.

Teacher Note

Identifying the word(s) that change within the question supports the students' ability to read the text chorally.

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Turn to page 6 and point to the illustration of the boy sniffing the flower. Explain that on this page, the boy asks what happens to the flowers. Point to the word *flowers* and read it aloud. Remind the students that this is the word in the question that has changed. Then have the students read page 6 chorally as you point under each word.

Turn to page 9 and review that this page answers the boy's question. Point under each word as you echo read the page two lines at a time and then read the entire page chorally. Continue to use this procedure to read the book through page 27.

Turn to page 28 and explain that on this page the parents ask the question. Point to the illustration of the boy resting in his father's arms. Explain that the parents ask the same question as the boy but they ask where "our little one" goes when winter comes. Read the words "our little one" aloud as you point under each word. Have the students chorally read page 28.

Echo read pages 31 and 32 with the students, and then read the pages chorally.

4 Explore Figurative Language in the Story

Explain that now you will discuss some of the answers to the boy's questions. Open the book to page 3 and remind the students that on this page the boy asks where the leaves all go in the winter. Read page 3 chorally, and then turn to page 5 and echo read the page two lines at a time.

Ask and discuss:

Q *What happens to the leaves when winter comes?*

Tell the students that the last two lines on page 5 describe what happens to the leaves once they are on the ground. Use "Think, Pair, Share" to have the students first think about and then discuss:

Q *It says, "Snow is their blanket. Their bed is the ground." What do you think that means?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking.

> **Students might say:**
>
> "I think it means the snow covers the leaves like a blanket."
>
> "It means the leaves lie on the ground and the snow covers them up."
>
> "It's like the leaves are sleeping on the ground."

If necessary, explain that the author uses this language to help the reader think about the leaves resting, as if on a bed, and that the snow covers the leaves like a blanket.

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Turn to page 6 and remind the students that on this page the boy asks what happens to the flowers in winter. Chorally read page 6, and then turn to page 9 and echo read the page two lines at a time.

Ask and discuss:

Q *What happens to the flowers when winter comes?*

Tell the students that the last two lines on page 9 describe what happens to the seeds of the flower after they fall from the flower. Use "Think, Pair, Share" to have the students first think about and then discuss:

Q *It says that the seeds "rest underneath the leaves' golden crown." What do you think that means?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking.

> **Students might say:**
>
> "The leaves are like a crown."
>
> "The seeds are under the leaves."
>
> "The seeds rest under the yellow leaves."

If necessary, explain that the author uses this language to help readers think about the seeds resting under the leaves, which are like a beautiful gold crown on the ground, similar to how a head could be underneath a crown.

Tell the students that when authors use language like "snow is their blanket" and "the leaves' golden crown" they are using *figurative language*. Point out that authors sometimes use figurative language to make a book enjoyable to listen to and read and to help readers picture things in a new way.

5 Reflect

Have the students reflect on their work in Shared Reading today by asking and briefly discussing:

Q *How did knowing the pattern help you read the words in the book?*

Q *Did you learn anything new today about what happens when winter comes? What is it?*

Explain that in the next lesson, the students will reread *When Winter Comes* and talk about rhyming words.

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Shared Reading
When Winter Comes

Day 3

In this lesson, the students:

- Read a story chorally
- Identify rhyming words
- Generate rhyming words
- Sort words by spelling pattern
- Discuss multiple spellings for the sound /ō/
- Listen carefully
- Participate responsibly

Materials

- *When Winter Comes* (big book)
- Big book stand
- Pointer
- Pocket chart
- Index cards and a marker

ABOUT PHONICS INSTRUCTION IN SHARED READING

Occasionally, Shared Reading lessons include instruction of general phonics concepts. These concepts do not follow a particular scope and sequence, as they are taught through the use of specific examples from the Shared Reading texts. Today's lesson, for example, covers the concept that a single sound can be spelled multiple ways. The focus is on specific spelling-sound patterns for the sound /ō/, two of which are found in this week's Shared Reading text, *When Winter Comes*. For some of your students, this will be their first introduction to the concept of multiple spellings for one sound. For others, it will be a review of material they have already covered in their Small-group Reading lessons.

Your students' level of competency with the phonics instruction in the Shared Reading lessons will depend on their literacy experiences outside of school and whether or not they have received similar instruction in Small-group Reading. The phonics instruction in Shared Reading lessons is not designed to be comprehensive, nor are students expected to master the concepts within the context of Shared Reading. Rather, the instruction is designed to be engaging and useful for all students no matter the level of prior instruction or knowledge that they bring to the lessons.

1 Gather and Review

Gather the class with partners sitting together, facing you. Remind the students that this week they have been reading the book *When Winter Comes*. Explain that today the students will read the book again and talk about rhyming words.

2 Chorally Read *When Winter Comes*

Show the cover of *When Winter Comes* and read the title and names of the author and illustrator aloud. Tell the students that they will chorally

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read the story. Remind them to use the pattern to help them read. Read the story chorally, pointing under each word.

Teacher Note

When Winter Comes may still be too challenging for your students to chorally read accurately. If necessary, echo read the answers to the boy's questions before reading them chorally.

3 Generate Rhyming Words

Point out that the author of *When Winter Comes* uses rhyming words to make the book fun to read. Open the book to page 3 and invite a volunteer to read the words aloud. Ask:

Q *Which two words rhyme in this part?*

Have a volunteer share. If necessary, read page 3 aloud again and emphasize the words *go* and *blow* to help highlight the rhyme. Write the words *go* and *blow* on individual index cards and place them side by side in the bottom half of the pocket chart. Remind the students that these two words rhyme because they have the same sound (/ō/) at the end. Have the students chorally read the words as you point under each one.

Teacher Note

The cards should be placed in the bottom half of the pocket chart to leave room to sort them in the top half of the chart in Step 4.

Explain that the class will add more words that rhyme with *go* and *blow* to the pocket chart. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What other words do you know that rhyme with* go *and* blow*?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. As the students share, use each word in a sentence, write it on an index card, and place it in the bottom half of the pocket chart. If the students suggest a word for which there is a homophone (for example, *no/know* or *so/sew*) write each word on an individual index card, use each one in a sentence, and place both words in the pocket chart. If the students suggest a nonsense rhyming word such as *mo* or *po*, acknowledge that the word rhymes, but do not add it to the pocket chart. For the purposes of the sorting activity in Step 4, you will want to have words that represent at least three different spellings for the /ō/ sound. If necessary, provide additional words such as *throw*, *so*, *sew*, *toe*, *tow*, *doe*, *dough*, or *grow* to build the list of words.

Teacher Note

Place the cards in the pocket chart in the order in which they are suggested. The class will sort the words according to spelling pattern in Step 4.

4 Sort Rhyming Words

Have the students chorally read the list of rhyming words with you as you point under each word in the pocket chart. Ask the students to look at the words in the chart and think about the ways they are spelled. Next, have partners turn and face each other and talk about what they notice about the ways the words in the chart are spelled.

Teacher Note

Oral word play with nonsense rhyming words can help build students' phonological awareness. However, nonsense words do not have agreed-upon spellings and, therefore, cannot be sorted according to spelling pattern in Step 4.

After a few moments, signal for the students' attention. Ask and briefly discuss:

Q *What do you notice about how these rhyming words are spelled?*

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Students might say:

"A lot of them end in *o-w*."

"There are some words that have weird spellings, like *sew*."

"They aren't spelled the same way."

Point out the spelling patterns at the end of the words. Explain that even though these words all end with the sound /ō/, they are not all spelled the same way.

Place the word *blow* in the upper-left side of the pocket chart. Tell the students that the sound /ō/ in *blow* is spelled *o-w*; then ask:

Q *What other words in the pocket chart end in* o-w*?*

As the students share, place the suggested words one at a time in a column under *blow*. Read each word aloud as you place it in the column.

Next, place the word *go* to the right of *blow* in the pocket chart. Tell the students that the /ō/ sound in *go* is spelled *o*; then ask:

Q *What other words in the pocket chart end in* o*?*

As the students share, place the suggested words one at a time in a column under the word *go*. Read each word aloud as you place it in the column.

Repeat this procedure to sort the words by additional /ō/ spelling patterns, until all the words are sorted into the appropriate columns.



Chorally read the rhyming words in each column with the students, pointing under each word as it is read. Point out that this chart shows some of the different ways the sound /ō/ is spelled.

Teacher Note

Save the rhyming /ō/ word cards to use in the Independent Work Connection.

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5 Reflect

Have the students reflect on their work this week in Shared Reading. Ask and discuss:

Q *What did you like about reading* When Winter Comes *this week?*

Q *What do you like about having time to think before you talk with your partner?*

Independent Work Connections

For next week's Independent Work, we suggest the following:

- Make available a pocket chart and the rhyming /ō/ word cards (see Day 3, Step 4). Create additional rhyming /ō/ word cards, including some with different spellings from those on the chart. During independent word work, the students can sort all the /ō/ cards according to spelling pattern in columns on the pocket chart.
- Collect copies of *When Winter Comes* and place them in the classroom library for the students to read during independent reading. Students can also read the big book version of *When Winter Comes* during independent reading.
- On a sheet of paper, write the following text: *Where oh where do the _____ go when winter comes and the cold winds blow?* Then make copies to put in the independent writing area. Encourage the students to fill in the blank on their own and to illustrate their writing. The students may also write answers to their questions on additional sheets of paper.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Share Writing" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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OVERVIEW Handwriting

This week the students learn to form the ending punctuation marks *?* and *!*.

Stroke Sequences	
?	*Curve down to the middle. Pull down straight and dot.*
!	*Pull down straight and dot.*

Handwriting

Learn and Practice Ending Punctuation (*?* and *!*) and Sentences

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student, plus one for modeling
- *Handwriting Notebook* pages 18–19
- "Class Assessment Record" sheet (CA1)

In this lesson, the students:

- Learn the formation of *?* and *!*
- Practice writing sentences with *?* and *!*

1 Model and Practice *?* and *!*

Have the students stay in their seats. Tell the students that today they will learn the way to form the question mark and exclamation point. Write each punctuation mark where everyone can see it, and say the name of the mark as you write it.

Distribute a wipe-off board, dry-erase marker, and tissue or cloth to each student. Using the same procedure as in Week 6, Step 1, guide the students through forming each mark using the stroke sequence listed above. For each mark, model and have the students practice first air writing and then writing the mark on their wipe-off boards, all while saying the stroke sequence aloud.

Collect the wipe-off boards, dry-erase markers, and cloths.

2 Practice *?* and *!* Independently

Explain that students will practice forming punctuation marks and writing sentences with ending punctuation. Write the sentences they will practice where everyone can see them: *I saw a lost dog! Did a cat run? I was glad.* Model using two fingers to make a space before you write each word, and point out the ending punctuation in each sentence. Read the sentences aloud and then have the students read them.

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Distribute the *Handwriting Notebooks* to the students. Have the students open their notebooks to pages 18–19 and complete the activities. Remind the students to use two fingers to leave space between words. As the students work, walk around and observe, assisting them as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students using the correct stroke sequences to form the letters and punctuation marks?
- Do they form letters and marks that are appropriately sized?
- Do they leave spaces between words?
- Are they gripping their pencils in a standard way?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 51 of the *Assessment Resource Book*. Support any students who struggle with letter and mark formation, space between words, or pencil grip by working with them individually or in a small group during another time of the day.

3 Wrap Up

Collect the *Handwriting Notebooks*. Tell the students that during independent writing they will practice writing these sentences and punctuation marks again.

Independent Work Connection

For this week's Independent Work, we suggest the following:

- Place copies of "Punctuation Practice: ? and !" (BLM1) in the writing area for the students to use for writing practice during Independent Work.

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- Improved self-esteem
- An increase in academic performance

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—Eve Cheung, principal, K–5 elementary school

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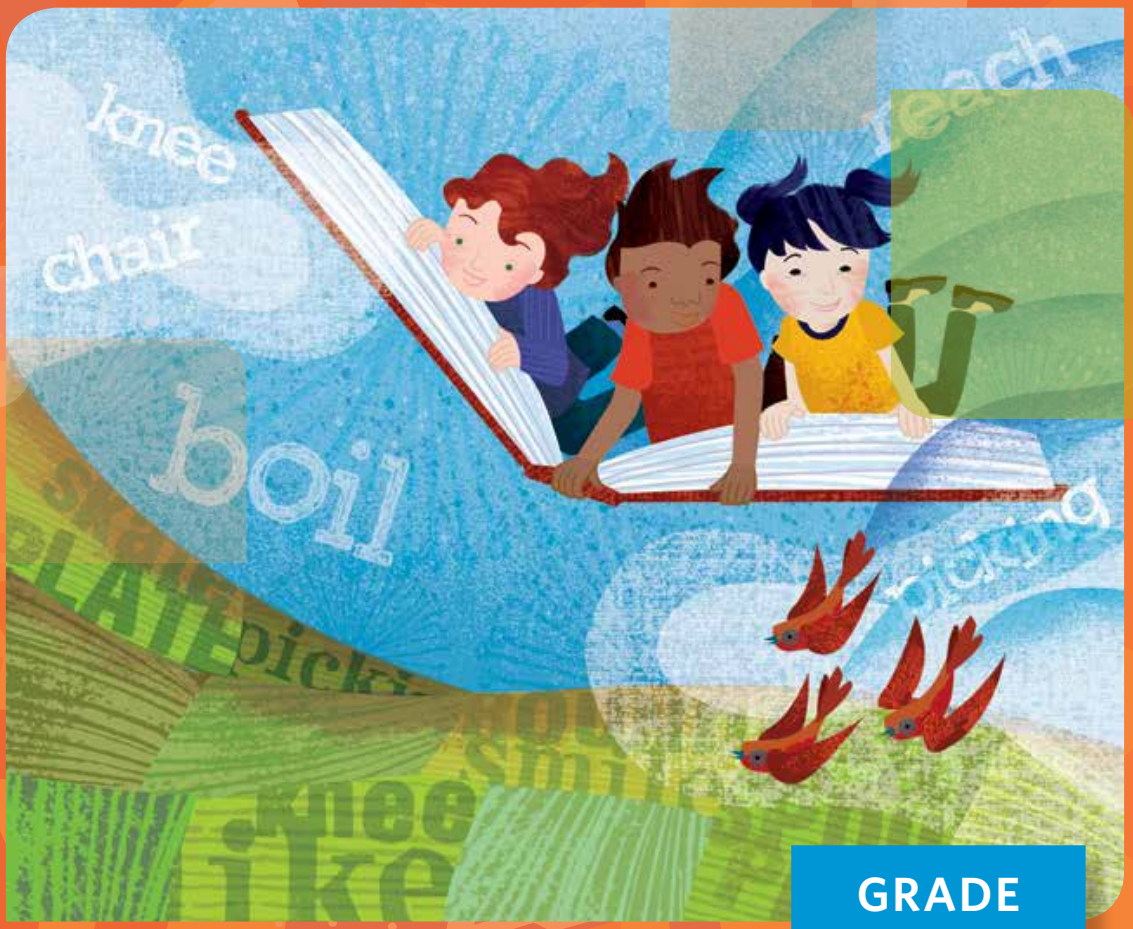

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GRADE 1

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Week 13 OVERVIEW

Whole-class Instruction

Shared Reading 271

This week the students review visualizing as they listen to the poem "In a Winter Meadow." They also act out the poem, first using body movements and, later, using hand motions. On Day 3 they add the poem to their poetry readers and practice reading it in pairs.

Independent Work Check-in 280

This week we suggest you teach the "Conferring" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Handwriting 281

This week the students learn to form the lowercase letters *e*, *f*, and *q*.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might also incorporate into independent work areas this week:

Reading:

- Big book and other copies of *When Winter Comes* (see "Independent Work Connections" on page 262)

Word Work:

- Rhyming /ō/ word cards (see "Independent Work Connections" on page 262)

Writing:

- *When Winter Comes* sentence frames (see "Independent Work Connections" on page 262)
- Letter practice sheets for *e*, *f*, and *q* (see "Independent Work Connection" on page 282)

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Week 13

RESOURCES

Poem

Read-aloud

- "In a Winter Meadow"
  by Jack Prelutsky
  (see page 279)
  In this winter poem, snowshoe hares play in a meadow.

Assessment Resource Book

- Week 13 assessment

Handwriting Notebook

- e
- f
- q

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for the week.

Whiteboard Activity

- WA1

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducibles

- "In a Winter Meadow" (BLM1)
- "Letter Practice: e" (BLM2)
- "Letter Practice: f" (BLM3)
- "Letter Practice: q" (BLM4)
- (Optional) "Capital E, F, and Q" (BLM5)

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DO AHEAD

Shared Reading

✓ Prior to Day 1, prepare a sheet of chart paper with the title and the words of the poem "In a Winter Meadow" on page 279 (don't copy the number beside each line) and post the chart where everyone can see it.

✓ Prior to Day 2, decide how you will select volunteers to read the poem to the class. For suggestions for how to choose volunteers, see "Considerations for Selecting Volunteers" in the Introduction.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "In a Winter Meadow" (BLM1). Make a class set of copies and prepare the copies as necessary for the students to add them to their poetry readers.

Independent Work Check-in

✓ Familiarize yourself with the "Conferring" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

Handwriting

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 52 of the *Assessment Resource Book*.

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Letter Practice: e" (BLM2), "Letter Practice: f" (BLM3), and "Letter Practice: q" (BLM4). Make a class set of copies (plus a few extra) to place in the independent writing area after the lesson.

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SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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Shared Reading OVERVIEW

"In a Winter Meadow"

by Jack Prelutsky

(see page 279)

In this winter poem, snowshoe hares play in a meadow.

Academic Focus

- Students listen to, visualize, and discuss a poem.
- Students act out the poem.
- Students echo read and chorally read the poem.
- Students read the poem in pairs.

Social Development Focus

- Students participate responsibly.
- Students listen carefully.

ELL SUPPORT

Preview the Text

- Preview the poem "In a Winter Meadow" with the students before you read it to the whole class, and clarify any difficult vocabulary. You might also consider acting out the poem with the students.

  scurry: move fast, with small steps
  darting: moving quickly and stopping to change directions
  breezes: winds

Build Background Knowledge

- Show the students a picture or photograph of a snowshoe hare and explain that a *snowshoe hare* is a "type of rabbit that lives in some snowy places." In the winter, its fur turns white to blend in with the snow.

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Day 1

Shared Reading

"In a Winter Meadow"

Materials

- "In a Winter Meadow" chart, prepared ahead
- Pointer

In this lesson, the students:

- Listen to and discuss a poem
- Visualize the poem
- Act out the poem
- Move in a responsible way
- Listen carefully

1 Gather and Review Visualizing

Gather the class with partners sitting together, facing you. Explain that today the students will listen to a poem called "In a Winter Meadow." Tell them that as they listen to the poem, they will visualize, or use the words they hear to make a picture in their minds.

2 Read "In a Winter Meadow" and Visualize

Direct the students' attention to the "In a Winter Meadow" chart and read the title and the author's name aloud. Tell the students that this is a poem about snowshoe hares. Explain that a snowshoe hare is a type of rabbit that lives in some snowy places. In the winter, its fur turns white to blend in with the snow. Tell the students that you will read the poem aloud twice, and that as you read you would like them to close their eyes and to use the words they hear to make a picture in their minds.

Have the students close their eyes. Read "In a Winter Meadow" aloud slowly and clearly, without stopping to clarify vocabulary. Then read the poem aloud again, clarifying vocabulary as you read.

Suggested Vocabulary

scurry: move fast, with small steps

darting: moving quickly and stopping to change directions

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

breezes: winds

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Ask the students to open their eyes. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What did you picture in your mind as you listened to the poem?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. As the students share, ask which words or phrases helped them create pictures in their minds.

3 Briefly Review Moving in a Responsible Way

Explain that you will read the poem aloud again and that this time you will have the students act out what is happening in the poem. Ask and briefly discuss:

Q *How will you move in a responsible way when you act out the poem?*

> **Students might say:**
>
> "I'll look around when I move."
>
> "I won't bump into anyone."
>
> "I will watch the people around me and stay out of their way."

Point out that the author of the poem uses the words *running*, *scurry*, and *darting* to describe how the snowshoe hares move. If necessary, briefly review the meanings of *scurry* and *darting* with your students.

Teacher Note

Consider demonstrating both *scurry* and *darting*.

Q *What will you do to* run, scurry, *or* dart *in a responsible way? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking. If necessary, review any expectations you have for how the students will move as they act out the poem. Tell the students that you will check in with them later to see how they did with moving in a responsible way.

4 Reread and Act Out "In a Winter Meadow"

Reread the poem "In a Winter Meadow" aloud slowly and clearly, pointing under each word. Encourage the students to read aloud with you any parts of the poem they remember. Stop after every two lines to have the students act out the words that describe movement with you.

Teacher Note

If necessary, have the students spread out so they have room to move.

5 Reflect

After reading and acting out the poem, ask and briefly discuss:

Q *What was fun about acting out the poem today?*

Q *What did you do to move in a responsible way when you were acting out the poem? What do you want to do [the same way/differently] next time?*

Q *Why is it important to move responsibly when you act out poems?*

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Without mentioning any of the students' names, offer some observations about what went well as the students acted out the poem as well as any problems you noticed. Encourage the students to continue to think about how to move in the classroom in a responsible way.

Tell the students that in the next lesson they will read "In a Winter Meadow" again.

Teacher Note

Save the "In a Winter Meadow" chart to use on Days 2 and 3.

Day 2 Shared Reading

"In a Winter Meadow"

Materials

- "In a Winter Meadow" chart from Day 1
- Pointer

In this lesson, the students:

- Echo read a poem
- Use hand motions to act out the poem
- Read the poem chorally
- Move in a responsible way
- Listen carefully
- Participate responsibly

1 Gather and Review "In a Winter Meadow"

Gather the class with partners sitting together, facing you. Review that in the last lesson, the students listened to the poem "In a Winter Meadow." Direct the students' attention to the "In a Winter Meadow" chart and read the title and the author's name aloud. Ask:



Q *What do you remember about this poem? Turn to your partner.*

After a few moments, signal for the students' attention, and have a few volunteers share their thinking with the class.

2 Echo Read the Poem

Tell the students that today they will echo read "In a Winter Meadow" two lines at a time. Remind the students that during echo reading, it is important that they listen carefully as you read and then read the same words together in voices that are not too loud or too soft.

Echo read the poem two lines at a time, pointing under each word as you read.

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3 Discuss Hand Motions for the Poem

Remind the students that they acted out "In a Winter Meadow" in the last lesson. Explain that today they will act it out again, but this time they will act it out using only their hands.

Read lines 1 and 2 of the poem aloud; then ask:

Q *What hand motions might we use to act out these lines?*

Have one or two volunteers share and demonstrate their ideas for hand motions. Then have the class chorally read while using hand motions to act out the lines together.

Repeat this procedure for each pair of lines in the remainder of the poem.

Teacher Note

It is not necessary for all the students to use the same hand motions.

4 Chorally Read and Act Out the Poem Using Hand Motions

Explain that now the students will chorally read the entire poem and act it out using hand motions as they read. Briefly review any expectations you have for how the students will move in a responsible way when they make the hand motions.

Have the class chorally read "In a Winter Meadow" with you and use hand motions to act out the poem.

Teacher Note

If time permits, have the class chorally read the poem while using hand motions a second time.

5 Read the Poem Individually

Invite a volunteer to read "In a Winter Meadow" aloud to the class. The student may choose to use the pointer or to act out the poem using hand motions as she reads aloud. Repeat this procedure with additional volunteers as time permits.

Explain that in the next lesson, the students will add this poem to their poetry readers and practice reading it in pairs.

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Day 3

Shared Reading
"In a Winter Meadow"

Materials

- "In a Winter Meadow" chart from Days 1–2
- Pointer
- Copy of "In a Winter Meadow" (BLM1) for each student
- Poetry reader for each student
- "Poetry Reader Table of Contents" (WA1)

Teacher Note

This lesson may require an extended class period. You might want to stop the lesson at the end of Step 5 and then finish the lesson later in the day or the next day.

Teacher Note

If the students struggle to read the words together, stop and remind them to use their fingers to point under the words and to listen to the rest of the class as they read; then begin again.

In this lesson, the students:

- Chorally read a poem as a class and in pairs
- Listen carefully
- Participate responsibly
- Work responsibly in pairs

1 Gather and Review

Gather the class with partners sitting together, facing you. Explain that today the students will read "In a Winter Meadow" again, read the poem with their partners, and add the poem to their poetry readers.

2 Chorally Read "In a Winter Meadow"

Direct the students' attention to the "In a Winter Meadow" chart and read the title and the name of the author aloud. Chorally read the poem, pointing under each word as it is read.

3 Chorally Read "In a Winter Meadow" from Individual Copies

Tell the students that now they will chorally read the poem again, but that each student will read from his own copy of the poem. Remind the students that during choral reading, it is important that the class reads the same words at the same time.

Ask and briefly discuss:

Q *How can we be sure to read the same words together at the same time when we are reading from our own copies of the poem?*

Distribute a copy of "In a Winter Meadow" (BLM1) to each student. Have the students point under each word as they chorally read the title and the author's name followed by the poem.

4 Review Working Responsibly in Pairs

Tell the students that now they will chorally read the poem with their partners. Review that when partners read together during the Shared Reading lessons, sometimes they will take turns reading and other times they will read the same words at the same time. Tell the students that today they will read the same words at the same time.

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Have the students think about ways to work responsibly when reading the poem in pairs by asking:

Q *What are some ways you can work responsibly when reading the poem with your partner?*

Have a few volunteers share their thinking with the class. If necessary, review any expectations you have for how the students will work responsibly while reading together today.

5 Read "In a Winter Meadow" in Pairs

Tell the students that you would like them to read the poem chorally twice and remind them to use their fingers to point under each word and to listen to their partners as they read. Have partners turn to face each other and chorally read the poem in pairs.

Circulate and observe, assisting students as needed.

When all pairs have read the poem at least twice, signal for the students' attention and ask:

Q *How did you do with reading with your partner today? What went well? What will you do differently next time?*

Have a few volunteers share their thinking. Tell the students that they will have more opportunities to read with their partners this year during the Shared Reading lessons.

6 Add "In a Winter Meadow" to the Poetry Readers

Explain that now the students will add the poem to their poetry readers. Have the students get their independent work toolboxes and return to their seats.

Ask the students to take out and open their poetry readers and add "In a Winter Meadow" to the back of their readers behind the poem "Listen." Have them write the number *7* in the bottom right-hand corner of the page.

Next, ask the students to turn to the table of contents page as you display the "Poetry Reader Table of Contents" activity (WA1). Review that this page lists all the poems in the reader and the page numbers on which they can be found. Remind the students that during the year they will add the title and page number of each new poem they learn to the table of contents page.

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WA1

Poetry Reader Table of Contents

Title of Poem	Page
Willaby Wallaby Woo	2
Hippopotamus Stew	3
Bippity Boppity Bumblebee	4
Kitty Caught a Caterpillar	5
Listen	6
In a Winter Meadow	7

Teacher Note

Save the "In a Winter Meadow" chart to use in Week 19.

Also save the "Poetry Reader Table of Contents" activity (WA1) to use in future poetry lessons.

Write the title and the page number of "In a Winter Meadow" on the "Poetry Reader Table of Contents" activity, and ask the students to copy the same information onto the table of contents page in their readers.

Have the students close their poetry readers and place them in their independent work toolboxes.

Independent Work Connections

For next week's Independent Work, we suggest the following:

- Encourage the students to read "In a Winter Meadow" during independent reading.
- Have the students illustrate "In a Winter Meadow" in their poetry readers during independent writing.

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Poem

In a Winter Meadow

by Jack Prelutsky

In a winter meadow
icy breezes blow,
snowshoe hares are running
softly through the snow.

Up and down they scurry,
darting left and right,
snowshoe hares are running,
dressed in winter white.

"In a Winter Meadow" copyright © 2002 by Jack Prelutsky. Used by permission of HarperCollins Publishers.

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OVERVIEW Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Conferring" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Handwriting OVERVIEW

This week the students learn to form the letters *e*, *f*, and *q*.

Stroke Sequences	
e	*Slide. Pull back, around.*
f	*Pull back and pull down straight. Lift. Go to the middle and cross.*
q	*Pull back, around. Push up. Pull down straight below the line, curve around.*

Handwriting
Learn and Practice Lowercase Letters *e*, *f*, and *q*

In this lesson, the students:

- Learn and practice forming the lowercase letters *e*, *f*, and *q*

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student, plus one for modeling
- *Handwriting Notebook* pages 20–23
- "Class Assessment Record" sheet (CA1)

1 Introduce, Model, and Practice *e*, *f*, and *q*

Have the students stay in their seats. Tell the students that today they will learn to form the lowercase letters *e*, *f*, and *q*. Write each letter where everyone can see it, and say the name of the letter as you write it.

Distribute a wipe-off board, dry-erase marker, and tissue or cloth to each student. Using the same procedure as in Week 6, Step 1, guide the students through forming each letter using the stroke sequence listed above. For each letter, model and have the students practice first air writing and then writing the letter on their wipe-off boards, all while saying the stroke sequence aloud.

Collect the wipe-off boards, dry-erase markers, and cloths.

2 Practice *e*, *f*, and *q* Independently

Open your *Handwriting Notebook* to page 20 and tell the students that they will practice writing lowercase letters and words. Write the words they will be practicing where everyone can see, and invite them to say them aloud with you: *west*, *wave*, *fast*, *fed*, *quit*, and *quiet*.

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Distribute the *Handwriting Notebooks* to the students. Have the students open their notebooks to pages 20–23 and complete the activities. As the students work, walk around and observe, assisting them as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students using the correct stroke sequences to form the letters?
- Do they form letters that are appropriately sized?
- Do they leave spaces between words?
- Are they gripping their pencils in a standard way?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 52 of the *Assessment Resource Book*. Support any students who struggle with letter formation, spacing between words, and/or pencil grip by working with them individually or in a small group during another time of the day.

Teacher Note

For students who may benefit from additional practice with capital letter formation and writing, you might consider providing a copy of "Capital E, F, and Q" (BLM5).

3 Wrap Up

Collect the *Handwriting Notebooks*. Tell the students that during independent writing they will practice forming these letters and words again.

Independent Work Connection

For this week's Independent Work, we suggest the following:

- Place copies of "Letter Practice: e" (BLM2), "Letter Practice: f" (BLM3), and "Letter Practice: q" (BLM4) in the writing area for the students to use for writing practice during Independent Work.

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Week 14 OVERVIEW

Whole-class Instruction

Shared Reading 287

This week the students discuss information they learn from the book *Up, Down, and Around* about how different foods grow. They sort a list of foods based on that information, find high-frequency words in the text, and discuss the typography in the book.

Independent Work Check-in 294

This week we suggest you continue teaching the "Conferring" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Handwriting 295

This week the students learn to form the lowercase letters *r*, *n*, and *m*.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might also incorporate into independent work areas this week:

Reading:

- Charted "In a Winter Meadow" poem and poetry readers (see "Independent Work Connections" on page 278)

Writing:

- Drawing materials for illustrating for poetry readers (see "Independent Work Connections" on page 278)
- Letter practice sheets for *r*, *n*, and *m* (see "Independent Work Connection" on page 296)

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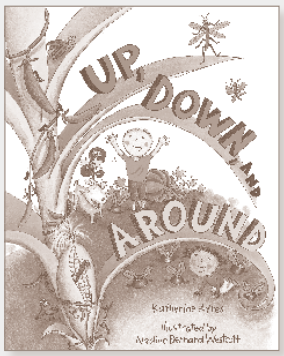
Week 14

RESOURCES



Read-aloud

- *Up, Down, and Around**
  by Katherine Ayres,
  illustrated by Nadine Bernard Westcott
  This rhythmic text describes how different foods grow in the garden.

  **This is a big book.*

Assessment Resource Book

- Week 14 assessment

Handwriting Notebook

- r
- n
- m

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for the week.

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducibles

- "Letter Practice: r" (BLM1)
- "Letter Practice: n" (BLM2)
- "Letter Practice: m" (BLM3)
- (Optional) "Capital R, N, and M" (BLM4)

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DO AHEAD

Shared Reading

✓ Prior to Day 2, write each of the following words on individual index cards: *up*, *down*, *around*. Write large enough so that the students can see the words when you show the word cards.

✓ Prior to Day 2, locate highlighter tape to mark words in the book during the lesson (see Step 3). You may consider using a different material to mark the words, such as framing boxes or wax sticks.

✓ Prior to Day 3, decide how you will select volunteers to find and mark the words in the book. For suggestions for how to choose volunteers, see "Considerations for Selecting Volunteers" in the Introduction.

✓ Prior to Day 3, place the *up*, *down*, and *around* word cards in the top row of a pocket chart and place it in the gathering area.

Independent Work Check-in

✓ Continue with the "Conferring" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

Handwriting

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 53 of the *Assessment Resource Book*.

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Letter Practice: r" (BLM1), "Letter Practice: n" (BLM2), and "Letter Practice: m" (BLM3). Make a class set of copies (plus a few extra) to place in the independent writing area after the lesson.

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SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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Shared Reading OVERVIEW

*Up, Down, and Around**

by Katherine Ayres,
illustrated by Nadine Bernard Westcott

This rhythmic text describes how different foods grow in the garden.

**This is a big book.*

Academic Focus

- Students listen to and discuss a book.
- Students identify what they learn from the book.
- Students make text-to-self connections.
- Students discuss text features in the book.
- Students read and find words in the book.
- Students sort food words by how they grow.

Social Development Focus

- Students listen carefully.
- Students participate responsibly.

ELL SUPPORT

Preview the Text

- Preview this week's book, *Up, Down, and Around* with the students before you read it to the whole class. Read it aloud while showing and discussing the illustrations, and clarify any difficult vocabulary:

  row: a line (p. 3; refer to the illustration)
  vine: grow by twisting or creeping (p. 12; refer to the illustration)
  wind: wrap around something (p. 16; refer to the illustration)
  twine: wrap around something (p. 21; refer to the illustration)

Build Background Knowledge

- Explain that this book discusses many different foods and how they grow. As you discuss the foods in the book, encourage the students to share the words for these foods in their primary languages. Invite the students to share which foods they are familiar with and which foods are new to them.

Provide Language Support

- Prepositions can be challenging for English Language Learners. Define the prepositions *up*, *down*, and *around* for the students by using the illustrations to support the discussion. Then demonstrate each preposition using hand movements, and have the students repeat the prepositions and movements with you.

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Day 1

Shared Reading

Up, Down, and Around

Materials

- *Up, Down, and Around* (big book)
- Big book stand
- Pointer

Teacher Note

You may wish to explain that fruits and vegetables grow from seeds that are planted just under the top layer of earth in a garden. Some vegetables, such as carrots, grow down into the ground. Other vegetables grow straight up toward the sun; and still others grow along the ground..

ELL Note

You might provide the prompts "I have eaten . . ." and "I have not eaten . . ." to your English Language Learners to help them verbalize their answers to the questions.

In this lesson, the students:

- Listen to and discuss a book
- Discuss what they learn from the book
- Make text-to-self connections
- Listen carefully

1 Gather and Introduce *Up, Down, and Around*

Gather the class with partners sitting together, facing you. Tell the students that today you will read a book called *Up, Down, and Around*. Place the book on the big book stand and read the title and the names of the author and the illustrator aloud. Point to and name some of the foods on the cover and explain that this book is about different foods that grow in a garden.

2 Read and Discuss the Book

Read the book aloud slowly and clearly, pointing to the illustration of the food mentioned on each page. Clarify vocabulary as you read.

Suggested Vocabulary

row: line (p. 3; refer to the illustration)
vine: grow by twisting or creeping (p. 12; refer to the illustration)
twine: wrap around something (p. 21; refer to the illustration)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

wind: wrap around something (p. 16; refer to the illustration)

After reading, use "Turn to Your Partner" to have the students discuss:

Q *What is a food in this book that you have eaten? Do you like that food? Turn to your partner.*

Q *What is a food you have not eaten? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking.

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3 Reread the Book and Discuss Information from the Book

Explain that now you will read the book again and that you would like the students to listen carefully for any information they learn about the foods in the book. When you are finished reading, the class will discuss what they learned.

Read the book aloud slowly and clearly, pointing under each word as you read. Encourage the students to join you in reading any parts of the book they remember.

Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What is one thing you learned from this book?* [pause] *Turn to your partner.*

Q *Did you learn anything that surprised you? What is it?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. As the students share, turn to the part of the book that supports their thinking and read it aloud. If necessary, reread parts of the book to help the students remember any information.

Tell the students that in the next lesson they will read *Up, Down, and Around* again and look more closely at how different foods grow.

Shared Reading
Up, Down, and Around

Day 2

In this lesson, the students:

- Chorally read a book
- Read the words *up*, *down*, and *around* and find them in the book
- Discuss typography in the book
- Participate responsibly

Materials

- *Up, Down, and Around* (big book)
- Big book stand
- Pointer
- Word cards for *up*, *down*, and *around*, prepared ahead
- Highlighter tape

1 Gather and Review *Up, Down, and Around*

Gather the class with partners sitting together, facing you. Explain that today the class will reread the book *Up, Down, and Around*. Show the cover of the book and read the title and the names of the author and the illustrator aloud. Ask:

Q *What do you remember about this book? Turn to your partner.*

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After a moment, have a few volunteers share their thinking with the class.

2 Read the Book Aloud

Read *Up, Down, and Around* aloud slowly and clearly, pointing under each word as you read. Encourage the students to join you in reading any parts of the book they remember.

3 Find the Words *Up*, *Down*, and *Around* in the Book

Tell the students that they will practice reading the words the author of *Up, Down, and Around* uses to describe how foods grow. Open the book to pages 4–5. Read aloud the text, pointing under each word as you read. Then point under and reread the words *up*, *down*, and *around*.

Show the students the word card for *up*, point under the word, and read it aloud. Have the students chorally read *up* and then spell it as you point under each letter.

Review that the author uses the word *up* to describe how some of the foods in the book grow. Invite a few volunteers to find other examples of the word *up* in the book and use highlighter tape to mark them.

Repeat this procedure for the words *down* and *around*.

4 Chorally Read *Up, Down, and Around*

Explain that now the class will chorally read *Up, Down, and Around*. Tell the students that as they read, you would like them to notice how the words are printed on each page. Point under the words on the page and have the students chorally read the book with you.

5 Discuss Typography in the Book

TEKS 10.C.i
Student/Teacher Narrative
Step 5 (all)

When you are finished reading, ask:

Q *What did you notice about the way some of the words are printed in this book? Why do you think they are printed this way? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. If necessary, point out that when the author writes about a food growing *down*, the print goes down on the page. When the author writes about foods growing *around*, the words are written like waves across the page. Explain that sometimes the way words are printed can make the information in a book clearer or more interesting to read.

Tell the students that in the next lesson, they will reread *Up, Down, and Around* again and talk more about the book.

Teacher Note

The sentences that describe food growing *up* do not go up on the page. Consider asking the students why they think the *up* sentences were not printed going up on the page, or simply point out that words going up on the page might be too difficult to read.

Teacher Note

Save the word cards for *up*, *down*, and *around* to use on Day 3.

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Shared Reading
Up, Down, and Around

Day 3

In this lesson, the students:

- Chorally read a book
- Sort foods by how they grow
- Participate responsibly
- Listen carefully

Materials

- *Up, Down, and Around* (big book)
- Big book stand
- Pointer
- Pocket chart with *up*, *down*, and *around* word cards, prepared ahead
- 12 index cards
- Marker
- Scratch paper and a pencil

1 Gather and Review

Gather the class with the students sitting, facing you. Review that in the last lesson the students read the book *Up, Down, and Around*. They found the words *up*, *down*, and *around* in the book and discussed how the words were printed on the page. Explain that today the students will reread the book and talk about the foods in the book. Tell the students that as they chorally read the book today, they should listen carefully for the different foods that are mentioned.

2 Chorally Read *Up, Down, and Around*

Show the cover of *Up, Down, and Around* and read the title and the names of the author and the illustrator aloud. Chorally read the book, pointing under each word as it is read.

3 Sort the Foods in the Book

When you are finished reading, explain that you will write the name of each food in the book on an index card and then the class will sort the foods by how they grow.

Ask and briefly discuss:

Q *What is a food we learned about in this book?*

As the students share, write the name of each food they mention on a separate index card and quickly draw an illustration next to the word. If necessary, turn the pages of the book to help the students remember every food.

When you have written the name of each food on an index card, direct the students' attention to the pocket chart and have the class chorally read the *up*, *down*, and *around* word cards with you. Review that now the students will sort each food based on whether it grows up, down, or around.

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Show one of the food word cards and read it aloud. Ask and briefly discuss:

Q *Do [pumpkins] grow up, down, or around?*

As a student shares, place the card in the appropriate column in the pocket chart. If necessary, refer back to the text to help the students think about how the food grows. Repeat this procedure to sort the remainder of the foods in the book.

When all of the cards are sorted, review that the class sorted the foods by how they grow. Chorally read each column; then ask:

Q *What is one thing this chart shows us about the foods from the book?*

Have a few volunteers share their thinking.

Teacher Note

You may choose to have the students answer by using hand motions for *up*, *down*, and *around*.

Teacher Note

If the students have difficulty answering this question, offer some examples like those listed in the "Students might say" note.

> **Students might say:**
>
> "There is the same number of foods in each group."
>
> "There are four foods that grow down."
>
> "Cucumbers, pumpkins, green beans, and tomatoes are the foods that grow around."

Then ask:

Q *Can you think of another way to sort these words? What is it?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "We could sort them by the first letter."
>
> "They could be sorted by the number of syllables in the words."
>
> "You could sort them by what color the food is."

As the students share, jot down their ideas on scratch paper.

Teacher Note

Save the food word cards and the student-suggested sorting categories from this lesson for the students to use in the Independent Work Connection.

4 Reflect

Have the students reflect on their work this week in Shared Reading. Ask and discuss:

Q *What did you like about reading* Up, Down, and Around *this week?*

Q *How did you participate responsibly during Shared Reading? What do you still need to work on?*

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Independent Work Connections

For next week's Independent Work, we suggest the following:

- Make a pocket chart and the food word cards from Day 3, Step 3 available. Create word sort category names using the students' suggestions that you recorded on scratch paper. Place the word sort category names in like sets (such as color, first letter, number of syllables) and place each set in an envelope. Label the envelopes. During independent word work, the students can choose a set of category names to place in the top row of the pocket chart and then sort the food word cards in the appropriate columns.
- Collect copies of *Up, Down, and Around* and place them in the classroom library for the students to read during independent reading. Students can also read the big book version of *Up, Down, and Around* during independent reading.

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OVERVIEW Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Conferring" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Handwriting OVERVIEW

This week the students learn to form the letters *r*, *n*, and *m*.

Stroke Sequences	
r	*Pull down straight. Push up and curve.*
n	*Pull down straight. Push up and curve, pull down straight.*
m	*Pull down straight. Push up and curve, pull down straight. Push up and curve, pull down straight.*

Handwriting
Learn and Practice Lowercase Letters *r*, *n*, and *m*

In this lesson, the students:

- Learn and practice forming the lowercase letters *r*, *n*, and *m*

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student, plus one for modeling
- *Handwriting Notebook* pages 24–27
- "Class Assessment Record" sheet (CA1)

1 Introduce, Model, and Practice *r*, *n*, and *m*

Have the students stay in their seats. Tell the students that today they will learn to form the lowercase letters *r*, *n*, and *m*. Write each letter where everyone can see it, and say the name of the letter as you write it.

Distribute a wipe-off board, dry-erase marker, and tissue or cloth to each student. Using the same procedure as in Week 6, Step 1, guide the students through forming each letter using the stroke sequence listed above. For each letter, model and have the students practice first air writing and then writing the letter on their wipe-off boards, all while saying the stroke sequence aloud.

Collect the wipe-off boards, dry-erase markers, and cloths.

2 Practice *r*, *n*, and *m* Independently

Open your *Handwriting Notebook* to page 24 and tell the students that they will practice writing capital and lowercase letters and words. Write the words they will be practicing where everyone can see them, and invite the students to say them aloud with you: *ref*, *card*, *nest*, *true*, *room*, and *same*.

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Distribute the *Handwriting Notebooks* to the students. Have the students open their notebooks to pages 24–27 and complete the activities. As the students work, walk around and observe, assisting them as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students using the correct stroke sequences to form the letters?
- Do they form letters that are appropriately sized?
- Do they leave spaces between words?
- Are they gripping their pencils in a standard way?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 53 of the *Assessment Resource Book*. Support any students who struggle with letter formation, spacing between words, and/or pencil grip by working with them individually or in a small group during another time of the day.

Teacher Note

For students who may benefit from additional practice with capital letter formation and writing, you might consider providing a copy of "Capital R, N, and M" (BLM4).

3 Wrap Up

Collect the *Handwriting Notebooks*. Tell the students that during independent writing they will practice forming these letters and words again.

Independent Work Connection

For this week's Independent Work, we suggest the following:

- Place copies of "Letter Practice: r" (BLM1), "Letter Practice: n" (BLM2), and "Letter Practice: m" (BLM3) in the writing area for the students to use for writing practice during Independent Work.

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Week 15 OVERVIEW

Whole-class Instruction

Shared Reading 300

This week the students read the book *beetle bop* and identify, discuss, and sort information from the text. They also continue to explore how typography can give clues to a word's meaning. Socially, they work on developing respectful partnerships and participating responsibly in the lessons.

Independent Work Check-in 308

This week we suggest you teach the "Introduce New Materials" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Handwriting 309

This week the students write words and sentences with previously taught letters and punctuation marks.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might also incorporate into independent work areas this week:

Reading:

- Big book and other copies of *Up, Down, and Around* (see "Independent Work Connections" on page 293)

Word Work:

- Food word cards, pocket chart, and envelopes with word sort category names for sorting activity (see "Independent Work Connections" on page 293)

Writing:

- "Week 15 Review" (see "Independent Work Connection" on page 310)

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Week 15

RESOURCES



Read-aloud

- *beetle bop**
  by Denise Fleming
  This book describes beetles of all different types.

  **This is a big book.*

Extension

- "Research Beetles"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for the week.

Reproducible

- "Week 15 Review" (BLM1)

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DO AHEAD

Shared Reading

✓ Prior to Day 2, familiarize yourself with the activity for discussing typography. Use self-stick notes to mark pages 2, 5, 8, 12, 16–18, and 20 so that you may easily turn to them during the lesson (see Step 3).

✓ Prior to Day 3, prepare three sheets of chart paper, each with one of the following titles: "How Beetles Look," "What Beetles Do," and "Where Beetles Live." Post the charts so that the class can easily see them during the lesson.

✓ Prior to Day 3, familiarize yourself with the activity for having the students sort the information in the text (see Step 3).

Independent Work Check-in

✓ Familiarize yourself with the "Introduce New Materials" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

Handwriting

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 15 Review" (BLM1). Make two copies (plus a few extra) for each student in the class. You will place one class set of copies in the independent writing area after the lesson. Save one copy to use in modeling.

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Shared Reading

beetle bop*

by Denise Fleming

This book describes beetles of all different types.

**This is a big book.*

Academic Focus

- Students listen to and discuss a book.
- Students identify what they learn from the book.
- Students discuss typography in the book.
- Students echo read and chorally read the book.
- Students sort information from the book.

Social Development Focus

- Students listen carefully.
- Students participate responsibly.

ELL SUPPORT

Preview the Text

- Read the book *beetle bop* with the students before you read it to the whole class, and clarify any difficult vocabulary:

  all-over-dotted: spotted (p. 2)
  not-often-seen: hiding (p. 5)
  drumming: making a noise like a drum (p. 7)
  sawing, gnawing: chewing (pp. 10–11)
  bark: outside part of a tree trunk (p. 14)
  fill-up-your-hand: as big as your hand (p. 15)
  whirling, spiraling, swirling: turning around in the water (pp. 16–17)
  glowing, flashing: lighting up (p. 20)

Build Background Knowledge

- Show the students a picture of a beetle. Tell the students that all beetles have six legs and almost all have two sets of wings, but that they come in many colors, shapes, and sizes. Have the students share the word for *beetle* in their primary languages.

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Shared Reading
beetle bop

Day 1

In this lesson, the students:

- Listen to a book
- Discuss what they learn from the book
- Take turns talking and listening
- Listen carefully

Materials

- *beetle bop* (big book)
- Big book stand

1 Gather and Discuss Taking Turns

Gather the class with partners sitting together, facing you. Tell the students that today you will read a book called *beetle bop* and that partners will discuss it. Remind the students that it is important that partners take turns talking and listening to each other so that everyone has a chance to talk. Explain that you will check in with them at the end of the lesson to see how they did.

2 Read *beetle bop* Aloud

Place *beetle bop* on the big book stand and read the title and the author's name aloud. Point out that Denise Fleming is the author and also the illustrator of the book. Tell the students that the book is about beetles, or a type of bug with six legs. Point to the illustrations of the beetles on the front cover and tell the students that this book describes how beetles look, what beetles do, and where beetles live.

Explain that you will read the book aloud once without stopping. Read the entire book aloud, slowly and clearly. As you read, use your finger to point to the illustrations that correspond with the text.

Explain that now you will read *beetle bop* again and that you will stop during the reading to explain some of the words in the book and to have partners discuss what they have heard about beetles. Read the book aloud slowly and clearly, clarifying vocabulary as you read, and stopping as described below.

Suggested Vocabulary

not-often-seen: hiding (p. 5)
sawing, gnawing: chewing (pp. 10–11)
fill-up-your-hand: as big as your hand (p. 15)
whirling, spiraling, swirling: turning around in the water (pp. 16–17)

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

all-over-dotted: spotted (p. 2)

drumming: making a noise like a drum (p. 7)

bark: outside part of a tree trunk (p. 14)

glowing, flashing: lighting up (p. 20)

Stop after:

p. 8 "Big beetles, small beetles, crawl-up-the-wall beetles."

Use "Think, Pair, Share" to have partners discuss:

Q *What have you heard about beetles so far?* [pause] *Turn to your partner.*

If necessary, remind the students to take turns talking and listening. After a few moments, signal for their attention and have a few volunteers share with the class. Reread page 8 aloud and then continue reading to the next stop. Stop after:

pp. 16–17 "Diving beetles, whirling beetles, spiraling, swirling beetles."

Then ask:

Q *What did you hear about beetles in this part of the book?* [pause] *Turn to your partner.*

After a few moments, signal for the student's attention and have a few volunteers share with the class. Reread pages 16–17 aloud and continue reading to the end of the book; then ask:

Q *What did you hear about beetles in this part of the book?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers briefly share their ideas.

3 Discuss the Book as a Class

When you are finished reading the book, ask and briefly discuss:

Q *Did you hear anything about beetles today that you already knew? What was it? Where do you know that from?*

> **Students might say:**
>
> "I already knew that beetles live in sand because sometimes I find them in my sandbox."
>
> "I already knew that beetles chew. I read that in another book."
>
> "I knew that there are spotted beetles. I know that because I've seen them near my house."

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As volunteers share, refer to the text that supports their thinking and read it aloud. Then ask and briefly discuss:

Q *Did you hear anything about beetles that was new to you or that surprised you? What was it?*

As volunteers share, refer to the text that supports their thinking and read it aloud.

Reread pages 22–27, then ask and briefly discuss:

Q *Why do you think the author wrote "Beetles . . . bop!" at the end of the book?*

> **Students might say:**
>
> "They look like they're dancing, and a bop is like a dance."
>
> "*Bop* rhymes with *flop*."
>
> "*Beetles* and *bop* both start with /b/ so that makes it fun to say."

4 Reflect on Partner Work

Have the students reflect on their partner work today by asking and briefly discussing:

Q *How did you do with taking turns talking and listening to your partner today?*

Tell the students in the next lesson they will read *beetle bop* again.

Shared Reading
beetle bop

Day 2

In this lesson, the students:

- Chorally read a book
- Discuss typography in the book
- Participate responsibly

Materials

- *beetle bop* (big book)
- Big book stand
- Pointer

1 Gather and Review *beetle bop*

Gather the class with partners sitting together, facing you. Explain that today the class will reread the book *beetle bop*. Show the cover of the book and read the title and the author's name aloud. Ask:

Q *What is one thing you heard about beetles in this book? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share with the class.

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2 Reread the Book

Explain that now you will reread *beetle bop*. Encourage the students to join you in reading aloud any part of the book they remember. Tell the students that as they read, you would like them to notice the way the words are printed on each page. Read the book aloud slowly and clearly, pointing under each word as you read.

3 Discuss Typography in the Book

When you are finished reading, turn back to page 2. Have the students echo read the page with you. Then point to the word *striped*, read it aloud, and ask:



Q *What do you notice about the way* striped *and* spotted *are printed on the page? Why do you think they are printed this way? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking. If necessary, tell the students that the letters in the word *striped* are printed in a way to make the word look like it is striped. Point to the word *spotted* and tell the students that the letters of this word are printed in difference sizes and look like the spots on a beetle.

Remind the students that sometimes the way words are printed on the page can make the information in the book clearer or more interesting to read. Explain that in this book, the way the words are printed on the page gives the reader clues about their meaning.

Turn to page 5 and have the students echo read it with you. Then ask:



Q *What do you notice about the way the words are printed on this page? Why do you think they are printed this way? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking. If necessary, point out that the words *brown* and *green* are printed in the colors they describe. Also point out that *not-often-seen* means that beetles are good at hiding and that the letters start large and get smaller to make it look like beetles moving away and hiding.

Continue to use this procedure to echo read and then discuss the way the words are printed on pages 8, 12, 16–18, and 20.

4 Chorally Read the Book

Explain that now the class will chorally read the entire book. Remind the students to follow the pointer to help them stay together as they read. Chorally read the book, pointing under each word as it is read.

Tell the students in the next lesson they will read *beetle bop* again and talk more about what they are learning about beetles.

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Shared Reading
beetle bop

Day 3

In this lesson, the students:

- Echo read and chorally read a book
- Discuss facts from the book
- Sort information from the book
- Participate responsibly

1 Gather and Review

Gather the class with the students sitting, facing you. Review that in the last lesson the class read the book *beetle bop* and discussed the way some of the words in the book are printed on the page. Explain that today they will read the book again and discuss the information in the book.

2 Reread *beetle bop*

Show the cover of the book and read the title and the author's name aloud. Tell the students that you will reread *beetle bop* and that they may join you in reading aloud any part of the book. Read the book aloud slowly and clearly, pointing under each word as you read.

3 Echo Read the Book and Sort Information About Beetles

Remind the students that the information in *beetle bop* describes what beetles look like, what beetles do, and where beetles live. Direct the students' attention to the posted charts and read each title aloud. Explain that now the class will echo read *beetle bop* one page at a time and then sort the information about beetles onto the charts. Tell the students that some information may be sorted onto more than one chart.

Echo read page 2 with the students; then ask and discuss:

Q *Does the information on this page describe how beetles look, what beetles do, or where beetles live?*

If necessary, explain that this page describes how beetles look. Write *striped*, *spotted*, and *all-over-dotted* on the "How Beetles Look" chart.

Repeat this procedure to echo read the book one page at a time and then have the class sort the information about beetles onto the appropriate chart or charts (see the example diagrams on the next page).

Materials

- *beetle bop* (big book)
- Big book stand
- Pointer
- "How Beetles Look," "What Beetles Do," and "Where Beetles Live" charts, prepared ahead, and a marker

Teacher Note

When the text stretches across more than one page, echo read all of the text at one time.

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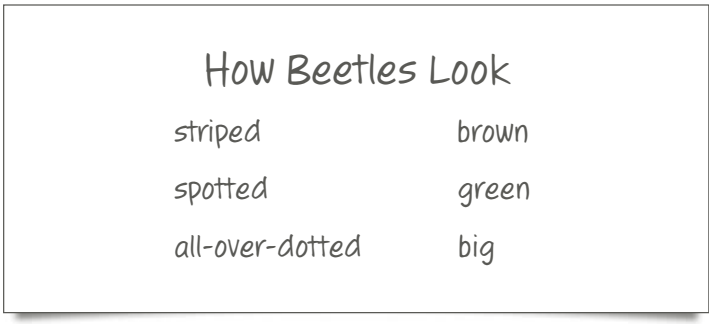

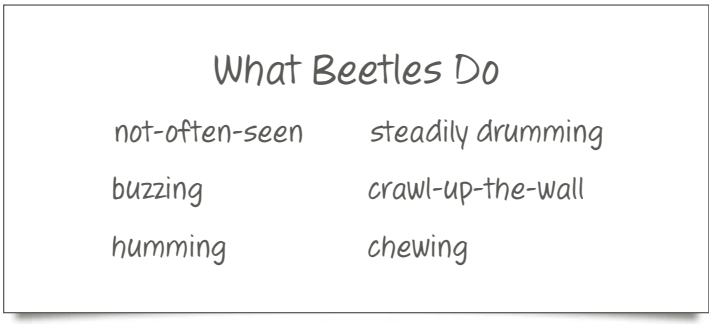



When you have finished reading and sorting the information onto the charts, ask:

Q *What is something these charts show us about beetles?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "Beetles can do so many things!"
>
> "The charts only tell us two places that beetles live."
>
> "There are many different ways that beetles look."

Teacher Note

If necessary, offer some examples like those listed in the "Students might say" note.

4 Chorally Read *beetle bop*

Explain that now the class will chorally read the entire book. Remind the students to follow the pointer to help them stay together as they read. Chorally read the book, pointing under each word as it is read.

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5 Reflect

Have the students reflect on their work this week in Shared Reading. Ask and briefly discuss:

- Q *What did you like about reading* beetle bop *this week?*
- Q *What is something new you learned about beetles?*
- Q *What questions do you have about beetles?*

EXTENSION

Research Beetles

Tell the students that different types of beetles live in different areas and that you would like to know more about beetles that live in your area. Turn to page 28 of *beetle bop* and read the text aloud. Have the students do research to find out the kinds of beetles that live in your area. Use the search term "beetles in [your state]" to locate appropriate websites for research, or provide books on the topic. Either start a new chart for information the students discover, or have them categorize the information they find and add to the three charts used in this lesson.

Independent Work Connections

For next week's Independent Work, we suggest the following:

- Collect copies of *beetle bop*, and place them in the classroom library for the students to read during independent reading. Students can also read the big book version of *beetle bop* during independent reading.
- Encourage the students to explore different ways of writing or printing text during independent writing. For example, you might provide colored pencils or markers for the students to use when writing color words. Similarly, they could vary the size of their print when writing words such as *big*, *little*, *thin*, or *thick*.

Teacher Note

If you choose to do the extension "Research Beetles," save the "How Beetles Look," "What Beetles Do," and "Where Beetles Live" charts.

TEKS 13.A.i
Student/Teacher Activity
Extension (all)

TEKS 13.D.i
Teacher Narrative
Extension (all)

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OVERVIEW

Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Introduce New Materials" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Handwriting OVERVIEW

This week the students write words and sentences with previously taught letters and punctuation marks.

Handwriting
Review and Practice

In this lesson, the students:

- Write words and sentences with previously taught letters and punctuation marks

Materials

- "Week 15 Review" for each student (BLM1)
- Self-stick notes

1 Get Ready to Work

Have the students stay in their seats. Remind them that in the past few weeks they have practiced writing many lowercase letters and punctuation marks.

Explain that today they will write words and sentences using these letters and punctuation marks on a review sheet. Write the sentences they will practice where everyone can see them, and have them say the sentences aloud after you: *I love frogs! Did Mom win? May I quit now? We are going to a fair.*

2 Introduce the Review Sheet

Show the students "Week 15 Review" (BLM1) and model completing the first example.

Distribute "Week 15 Review" and have the students write their names at the top of the review page. Remind the students to leave a space between the words, and to take their time writing the sentences.

3 Work Independently

Have the students complete the review sheet. As the students work, walk around and observe, assisting them as needed. Note your observations about each student's handwriting progress on a self-stick note.

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Teacher Note

Take this opportunity to review each student's handwriting progress using the review sheet and *Handwriting Notebook*, as well as selected writing samples. Attach any of your observations or notes about each student's progress to the review sheet and file it in the student's individual assessment folder. Be sure to take aside any struggling students and provide them with the necessary support before teaching the next Handwriting lesson.

4 Wrap Up

Collect the student review sheets. Tell the students that during independent writing they will practice forming these letters and words again.

Independent Work Connection

For this week's Independent Work, we suggest the following:

- Place copies of "Week 15 Review" (BLM1) in the writing area for the students to use for writing practice during Independent Work.

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Week 16 OVERVIEW

Whole-class Instruction

Shared Reading 315

This week the students learn about compound words in the poem "Kick a Little Stone." They also review syllables and visualizing. On Day 3, they add the poem to their poetry readers and practice reading the poems in pairs.

Independent Work Check-in 324

This week we suggest you teach the "Share a Book" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Handwriting 325

This week the students learn to form the lowercase letters *h*, *b*, and *p*.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might also incorporate into independent work areas this week:

Reading:

- Big book and other copies of *beetle bop* (see "Independent Work Connections" on page 307)

Writing:

- Colored pencils and markers to explore printing (see "Independent Work Connections" on page 307)
- Letter practice sheets for *h*, *b*, and *p* (see "Independent Work Connection" on page 326)

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Week 16

RESOURCES

Poem

Read-aloud

- "Kick a Little Stone"
  by Dorothy Aldis
  (see page 323)
  This poem tells about kicking a stone on a sunny day.

Assessment Resource Book

- Week 16 assessment

Handwriting Notebook

- h
- b
- p

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for the week.

Whiteboard Activity

- WA1

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducibles

- "Kick a Little Stone" (BLM1)
- "Letter Practice: h" (BLM2)
- "Letter Practice: b" (BLM3)
- "Letter Practice: p" (BLM4)
- (Optional) "Capital H, B, and P" (BLM5)

Professional Development Media

- "Cooperative Structures Overview" (AV1)

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DO AHEAD

Shared Reading



✓ Prior to Day 1, decide how you will randomly assign partners to work together during the lessons. For more information, view "Cooperative Structures Overview" (AV1).

✓ Prior to Day 1, prepare a sheet of chart paper with the title and the words of the poem "Kick a Little Stone" on page 323 (don't copy the number beside each line). Post the chart where everyone can see all the words of the poem during the lesson.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Kick a Little Stone" (BLM1). Make a class set of copies and prepare the copies as necessary for the students to add them to their poetry readers.

Independent Work Check-in

✓ Familiarize yourself with the "Share a Book" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

Handwriting

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 54 of the *Assessment Resource Book*.

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Letter Practice: h" (BLM2), "Letter Practice: b" (BLM3), and "Letter Practice: p" (BLM4). Make a class set of copies (plus a few extra) to place in the independent writing area after the lesson.

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SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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Shared Reading OVERVIEW

"Kick a Little Stone"

by Dorothy Aldis

(see page 323)

This poem tells about kicking a stone on a sunny day.

Academic Focus

- Students listen to, visualize, and discuss a poem.
- Students echo read and chorally read the poem.
- Students clap on and count the syllables in the words of the poem.
- Students discuss compound words.
- Students read the poem in pairs.

Social Development Focus

- Students listen carefully.
- Students participate responsibly.

ELL SUPPORT

Preview the Text

- Preview the poem with the students before you read it to the whole class. You might read it aloud and clarify any difficult vocabulary. You may also want to bring in a small stone to show the students and use it to demonstrate parts of the poem.

  shadow: dark area made by an object when the sun shines on it (point to a shadow)
  cracks: broken places in the sidewalk
  bounces: moves up and down

Provide Language Support

- Discuss the compound words in the poem with the students. Explain that compound words are words that are made up of two smaller words. Provide additional examples of compound words (with picture support), such as *basketball*, *fishbowl*, *mailbox*, and *washcloth*.

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Day 1

Shared Reading

"Kick a Little Stone"

Materials

- "Kick a Little Stone" chart, prepared ahead
- Pointer

Teacher Note

You may want to assign the students new partners for *Being a Reader* lessons or have them work in partnerships already established. The partners you assign today will work together for the next five weeks of the program.

In this lesson, the students:

- Begin working with new partners
- Listen to and discuss a poem
- Visualize while listening to the poem
- Listen carefully
- Participate responsibly

1 Gather and Review Visualizing

Randomly assign partners and gather the class with partners sitting together, facing you. Explain that today the students will listen to a poem and discuss it with their partners. Tell them that as they listen to the poem, they will *visualize*, or use the words they hear to make a picture in their minds.

2 Read "Kick a Little Stone" and Visualize

Tell the students that you will read a poem called "Kick a Little Stone" by Dorothy Aldis. Explain that this poem describes someone kicking a stone, or a small rock, on a sunny day.

Tell the students that you will read the poem aloud twice and that as you read, you would like them to close their eyes and use the words to make pictures in their minds. Then partners will talk about what they pictured in their minds as they listened to the poem.

Have the students close their eyes, and remind them to listen carefully as you read. Read "Kick a Little Stone" aloud, slowly and clearly, clarifying vocabulary as you read. Pause briefly after the first reading; then read the poem again.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

shadow: dark area made by an object when the sun shines on it (point to a shadow)

cracks: broken places in the sidewalk

bounces: moves up and down

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Ask the students to open their eyes. Use "Think, Pair, Share" to discuss:

Q *What did you picture in your mind as you listened to the poem?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their mental pictures with the class. As the students share, ask which words or phrases helped them create pictures in their minds.

Reread the last two lines of the poem. Then ask and briefly discuss:

Q *What do you think the line "the shadow bounces too" means? Turn to your partner.*

> **Students might say:**
>
> "The shadow moves because the stone moves."
>
> "It means the shadow moves up and down."

3 Echo Read and Chorally Read "Kick a Little Stone"

Direct the students' attention to the "Kick a Little Stone" chart and read the title and the author's name aloud. Tell the students that now they will echo read the poem line by line. Remind them to listen carefully and watch for their turn to read.

Echo read the poem one line at a time, pointing under each word as you read. Then read the poem chorally.

4 Reflect on Visualizing

Have the students reflect on the work they did in today's Shared Reading lesson. Ask and discuss:

Q *What do you like about closing your eyes when you listen to a poem?*

Q *What do you like about discussing the pictures in your mind with your partner?*

Teacher Note

Save the "Kick a Little Stone" chart to use on Days 2 and 3.

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Day 2

Shared Reading

"Kick a Little Stone"

Materials

- "Kick a Little Stone" chart from Day 1 and a marker
- Pointer

In this lesson, the students:

- Chorally read a poem
- Clap on and count the syllables in the words of the poem
- Discuss compound words
- Participate responsibly
- Listen carefully

1 Gather and Review "Kick a Little Stone"

Gather the class with partners sitting together, facing you. Review that in the last lesson, the students listened to the poem "Kick a Little Stone." Direct the students' attention to the "Kick a Little Stone" chart and read the title and the author's name aloud.

Ask and briefly discuss:

Q *What do you remember about this poem?*

2 Chorally Read the Poem and Review Syllables

Chorally read the poem, pointing under each word as it is read. Then tell the students that now they will read the poem again and clap on and count the syllables in each word. Remind the students that saying and clapping on syllables can help them as they learn to read longer words.

Direct the students' attention to the title of the poem. Model clapping on the syllables in each word of the title as you read it, and have the students read each word and clap on the syllables after you. After reading and clapping on a word, mark it as either a one- or two-syllable word by placing one dot beneath the one-syllable words and circling the two-syllable words.

Teacher Note

Do not use the pointer as you read the words and clap on the syllables. You will use the pointer again when the class chorally reads the poem in Step 5.

3 Clap on the Syllables in the Words of the Poem

Explain that now you will read the poem one line at a time and clap on the syllables in the words of the line as you read. Tell the students that they will read the same line after you and clap on the syllables in the words as they read.

Read the first line of the poem. Clap on the syllables of the words as you read. Then have the students say the same line, clapping on the syllables in the words as they read.

Tell the students that next you will point to each word in the line and ask how many syllables it has. You will mark a dot under each one-syllable word and circle each two-syllable word.

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Use your finger to point under the first word of the line and ask:

Q *How many syllables are in the word* When*?*

Have a volunteer share her thinking. Place a dot under *When*.

Repeat the same procedure until all the words in that line have been marked.

For each line of the poem, use this same procedure to read the words and clap on the syllables, and to mark each word as a one- or two-syllable word.

Teacher Note

You may wish to have the students hold up their fingers to indicate if a word has one or two syllables instead of asking a volunteer each time.

4 Discuss Compound Words

Tell the students that now they will look more closely at some of the two-syllable words in the poem. Direct their attention to the "Kick a Little Stone" chart and chorally read the two-syllable words with the class.

Write the words *yourself*, *something*, and *sidewalk* where everyone can see them, and explain that these words are called compound words. Tell the students that a *compound word* is a "word that is made up of two smaller words." Point to the word *yourself* and explain that it is made up of the two words *your* and *self*.

Point to the word *something* and ask:

Q *What are the two words that combine to make up the word* something*?*

Have a volunteer share. If necessary, explain that *something* is made up of the words *some* and *thing*. Repeat this procedure for the word *sidewalk*.

Give a few more examples of compound words, such as *everyone* and *basketball*. Then use "Think, Pair, Share" to discuss:

Q *Can you think of another compound word? What is it?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention, and have a few volunteers share. As the students share, write each word they suggest where everyone can see it and discuss why it *is* or is *not* a compound word.

> **Students might say:**
>
> "sunshine"
>
> "shoebox"
>
> "haircut"
>
> "everything"

Tell the students that knowing that compound words are made up of two smaller words can help them read longer words when they come to them in their reading.

Teacher Note

If the students struggle to answer the question, offer some examples like those listed in the "Students might say" note.

If the students suggest words such as *aloud* or *along*, explain that these words are indeed two-syllable words but they are not compound words—the letter *a* in each does not stand for a separate word.

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5 Chorally Read "Kick a Little Stone" in Groups

Explain that now you will divide the class into two groups and one group will chorally read the poem while the other group listens and watches; then the groups will switch. Remind the students to listen carefully and stay together when they read. Tell the students that it is also important to listen carefully when they are not reading.

Divide the class into two groups. Have each group chorally read the poem while the other group watches and listens. Use the pointer to help the students stay together as they read. If time permits, have volunteers take turns using the pointer to read the poem aloud to the class.

Teacher Note

Having the students read in small groups raises the level of accountability for both listening and participating.

6 Reflect

Have the students reflect on their work in today's Shared Reading lesson by asking and briefly discussing:

Q *What do you like about reading "Kick a Little Stone" in two groups?*

Q *What part of the poem do you like best? Why?*

Tell the students that in the next lesson, they will add this poem to their poetry readers and practice reading it in pairs.

Day 3

Shared Reading

"Kick a Little Stone"

Materials

- "Kick a Little Stone" chart from Days 1–2
- Pointer
- Copy of "Kick a Little Stone" (BLM1) for each student
- Poetry reader for each student
- "Poetry Reader Table of Contents" (WA1)

In this lesson, the students:

- Chorally read a poem as a class and in pairs
- Listen carefully
- Participate responsibly
- Work responsibly in pairs

1 Gather and Get Ready to Read

Gather the class with partners sitting together, facing you. Explain that today the students will read "Kick a Little Stone" again, read the poem with their partners, and add the poem to their poetry readers.

2 Chorally Read "Kick a Little Stone"

Direct the students' attention to the "Kick a Little Stone" chart and read the title and the author's name aloud. Chorally read the poem, pointing under each word as it is read.

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3 Chorally Read "Kick a Little Stone" from Individual Copies

Tell the students that now they will chorally read the poem again, but that each student will read from his own copy of the poem. Review that during choral reading, it is important that the class reads the same words at the same time.

Distribute a copy of "Kick a Little Stone" (BLM1) to each student. Have the students point under each word as they chorally read the title and the author's name, followed by the rest of the poem.

4 Read "Kick a Little Stone" in Pairs

Tell the students that now they will chorally read the poem with their partners. Review that when partners read together during the Shared Reading lessons, sometimes they will take turns reading and other times they will read the same words at the same time. Tell the students that today they will read the poem two times. First, they will read the same words at the same time, and then they will take turns reading the poem.

Have partners turn to face each other and read the poem chorally in pairs. Circulate and observe, assisting students as needed. Remind the students to use their fingers to point under each word and to listen to their partners as they read. When all pairs have read the poem chorally, have them read the poem again, taking turns reading and listening.

When all pairs have finished reading the poem, signal for their attention.

5 Add "Kick a Little Stone" to the Poetry Readers

Explain that now the students will add the poem to their poetry readers. Have the students pick up their independent work toolboxes and return to their seats.

Ask the students to take out and open their poetry readers and add "Kick a Little Stone" to the back of their readers behind the poem "In a Winter Meadow." Have them write the number *8* in the bottom right-hand corner of the page.

Next, ask the students to turn to the table of contents page as you display the "Poetry Reader Table of Contents" activity (WA1). Review that this page lists all the poems in the reader and the page numbers on which they can be found. Remind the students that during the year they will add the title and page number of each new poem they learn to the table of contents page.

Teacher Note

If the students struggle to read the words together, stop and remind them to use their fingers to point under the words and to listen to the rest of the class as they read; then begin again.

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WA1

Poetry Reader Table of Contents

Title of Poem	Page
Willaby Wallaby Woo	2
Hippopotamus Stew	3
Bippity Boppity Bumblebee	4
Kitty Caught a Caterpillar	5
Listen	6
In a Winter Meadow	7
Kick a Little Stone	8

Write the title and the page number of "Kick a Little Stone" on the "Poetry Reader Table of Contents" activity (WA1), and ask the students to copy the same information onto the table of contents page in their readers.

Have the students close their poetry readers and place them in their independent work toolboxes.

Teacher Note

Save the "Kick a Little Stone" chart to use in Week 19.

Independent Work Connections

For next week's Independent Work, we suggest the following:

- Encourage the students to read "Kick a Little Stone" during independent reading.
- Encourage the students to make a list of compound words they encounter during independent reading.
- Have the students illustrate "Kick a Little Stone" in their poetry reader during independent writing.

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Poem

Kick a Little Stone

by Dorothy Aldis

When you are walking by yourself
Here's something nice to do:
Kick a little stone and watch it
Hop ahead of you.

The little stone is round and white,
Its shadow round and blue.
Along the sidewalk over the cracks
The shadow bounces too.

"Kick a Little Stone," from *All Together* by Dorothy Aldis, copyright © 1925-1928, 1934, 1939, 1952, renewed 1953, © 1954-1956, 1962 by Dorothy Aldis, © 1967 by Roy E. Porter, renewed. Used by permission of G. P. Putnam's Sons Books for Young Readers, an imprint of Penguin Young Readers Group, a division of Penguin Random House LLC.

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OVERVIEW

Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Share a Book" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Handwriting OVERVIEW

This week, the students learn to form the letters *h*, *b*, and *p*.

Stroke Sequences	
h	*Pull down straight. Push up to the middle. Curve and pull down straight.*
b	*Pull down straight. Push up to the middle. Curve down to the bottom.*
p	*Pull down straight below the line. Push up and curve down to the bottom.*

Handwriting

Learn and Practice Lowercase Letters *h*, *b*, and *p*

In this lesson, the students:

- Learn and practice forming the lowercase letters *h*, *b*, and *p*

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student, plus one for modeling
- *Handwriting Notebook* pages 28–31
- "Class Assessment Record" sheet (CA1)

1 Introduce, Model, and Practice *h*, *b*, and *p*

Have the students stay in their seats. Tell the students that today they will learn to form the lowercase letters *h*, *b*, and *p*. Write each letter where everyone can see it, and say the name of the letter as you write it.

Distribute a wipe-off board, dry-erase marker, and tissue or cloth to each student. Using the same procedure as in Week 6, Step 1, guide the students through forming each letter using the stroke sequence listed above. For each letter, model and have the students practice first air writing and then writing the letter on their wipe-off boards, all while saying the stroke sequence aloud.

Collect the wipe-off boards, dry-erase markers, and cloths.

2 Practice *h*, *b*, and *p* Independently

Open your *Handwriting Notebook* to page 28 and tell the students that they will practice writing capital and lowercase letters and words. Write the words they will be practicing where everyone can see them, and invite the students to say them aloud with you: *him*, *hand*, *best*, *head*, *hip*, and *post*.

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Distribute the *Handwriting Notebooks* to the students. Have the students open their notebooks to pages 28–31 and complete the activities. As the students work, walk around and observe, assisting them as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students using the correct stroke sequences to form the letters?
- Do they form letters that are appropriately sized?
- Do they leave spaces between words?
- Are they gripping their pencils in a standard way?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 54 of the *Assessment Resource Book*. Support any students who struggle with letter formation, spacing between words, and/or pencil grip by working with them individually or in a small group during another time of the day.

Teacher Note

For students who may benefit from additional practice with capital letter formation and writing, you might consider providing a copy of "Capital H, B, and P" (BLM5).

3 Wrap Up

Collect the *Handwriting Notebooks*. Tell the students that during independent writing they will practice forming these letters and words again.

Independent Work Connection

For this week's Independent Work, we suggest the following:

- Place copies of "Letter Practice: h" (BLM2), "Letter Practice: b" (BLM3), and "Letter Practice: p" (BLM4) in the writing area for the students to use for writing practice during Independent Work.

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Week 17 OVERVIEW

Whole-class Instruction

Shared Reading 330

This week the students explore how both the text and the illustrations in *no two alike* work to tell the story's message. They read with attention to punctuation and italics, and they make text-to-self connections. In pair work, they practice speaking clearly so that their partners can hear.

Independent Work Check-in 339

This week we suggest you teach the "Share Writing " check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Handwriting 340

This week the students learn to form the lowercase letters *j* and *y*.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials and activities you might also incorporate into independent work areas this week:

Reading:

- Charted "Kick a Little Stone" poem and poetry readers (see "Independent Work Connections" on page 322)
- Search for compound words (see "Independent Work Connections" on page 322)

Writing:

- Drawing materials for illustrating poetry readers (see "Independent Work Connections" on page 322)
- Letter practice sheets for *j* and *y* (see "Independent Work Connection" on page 341)

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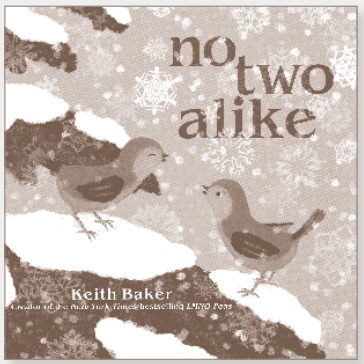
Week 17

RESOURCES



Read-aloud

- *no two alike**
  by Keith Baker
  This story, set in a wintry forest, celebrates similarities and differences in the world.

  **This is a big book.*

Assessment Resource Book

- Week 17 assessment

Handwriting Notebook

- j
- y

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducibles

- "Letter Practice: j" (BLM1)
- "Letter Practice: y" (BLM2)
- (Optional) "Capital J and Y" (BLM3)

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DO AHEAD

Shared Reading

✓ Prior to Day 1, use self-stick notes to mark pages 9, 17, 20, and 25 in *no two alike* for discussing the text and the illustrations with the students.

Independent Work Check-in

✓ Familiarize yourself with the "Share Writing" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

Handwriting

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 55 of the *Assessment Resource Book*.

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Letter Practice: j" (BLM1) and "Letter Practice: y" (BLM2). Make a class set of copies (plus a few extra) to place in the independent writing area after the lesson.

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Shared Reading

no two alike*

by Keith Baker

This story, set in a wintry forest, celebrates similarities and differences in the world.

**This is a big book.*

Academic Focus

- Students listen to and discuss a story.
- Students discuss how the text and the illustrations tell the story.
- Students discuss the story's message.
- Students make text-to-self connections.
- Students read with attention to italics and punctuation.
- Students echo read and chorally read the story.

Social Development Focus

- Students speak clearly so others can hear.
- Students listen carefully.
- Students participate responsibly.

ELL SUPPORT

Preview the Text

- Read the story *no two alike* with the students before you read it to the whole class. Clarify any difficult vocabulary, and include the use of the phrases *but not quite* and *among you all*. Tell the students that *but not quite* is a way of saying "almost" and that *among you all* means "out of all of you." Use the illustrations to support the students' understanding of the text as you read and talk about the story.

  tracks: marks made in the snow (p. 11, refer to the illustration)

Provide Language Support

- Provide the students with opportunities to discuss the concepts of *same* and *different* to prepare for Day 1. Show the illustrations on pages 9, 17, 20, and 25 and have the students describe how items in the pictures are the same and how they are different.
- Additionally, have the students think about ways they are the same as and different from each other in preparation for the conversations with their partners on Day 2.

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Shared Reading
no two alike

Day 1

In this lesson, the students:

- Listen to and discuss a story
- Discuss how the text and the illustrations tell the story
- Speak clearly
- Listen carefully

Materials

- *no two alike* (big book)
- Big book stand

1 Gather and Discuss Speaking Clearly

Gather the class with partners sitting together, facing you. Tell the students that today you will read a story and partners will use "Turn to Your Partner" to discuss the story. Explain that it is important for the students to speak clearly so that their partners and the class can hear and understand what they are saying. Tell the students that you will check in with them at the end of the lesson to see how they did with speaking clearly.

Teacher Note

If necessary, explain that *speaking clearly* means "talking loudly enough to be heard." Model speaking too softly to be heard and then speaking clearly.

2 Read *no two alike* Aloud

Place *no two alike* on the big book stand. Show the cover of the book and read the title and the name of the author aloud. Explain that Keith Baker, the author of this book, is also the illustrator. Tell the students that in this story, two birds explore a wintry forest.

Explain that you will read the book two times and then the class will discuss the book. Tell the students that the illustrations in *no two alike* are full of details that help tell the story, and explain that as you read, you will pause on each page to give the students time to notice details in the illustrations.

Read the story aloud slowly and clearly, using your finger to point to any illustrations that correspond to the text. Clarify vocabulary as you read, and pause on each page to give the students time to look carefully at and notice the details in the illustrations.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

tracks: marks made in the snow (p. 11, refer to the illustration)

Read the story aloud again, pausing on each page and pointing to any illustrations that correspond to the text.

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3 Discuss the Story

At the end of the story, ask:

Q *What do you think this story is about? Turn to your partner.*

If necessary, remind the students to speak clearly as they talk with their partners. After a few moments, signal for the students' attention and have a few volunteers share their thinking.

Turn back to pages 3–6 and read them aloud. Tell the students that *almost, almost . . . but not quite* appears again at the end of the book. Turn to pages 30–33 and read the words aloud. Ask:

Q *What do you think* almost, almost . . . but not quite *means? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking.

> **Students might say:**
>
> "Things that look the same can still be different."
>
> "Nothing is exactly the same."
>
> "Snowflakes are almost the same, but if you look closely, they are different."

TEKS 6.F.ii
TEKS 7.C.i
TEKS 8.A.i
Student/Teacher Narrative Step 4 (all)

4 Discuss Details in the Text and the Illustrations

Explain that now the class will look at some pages in the book and talk about how the words and the illustrations on the pages give readers information about the story.

Turn to page 9 and read it aloud, pointing under the words as you read; then have the students echo read the words. Point out that this page describes the nests. Ask:

Q *How are the nests the same? How do you know?*

Q *How are they different? How do you know?*

Have a few volunteers share.

> **Students might say:**
>
> "The book says they are both soft and round."
>
> "I can see in the picture that one is covered in snow and one isn't."
>
> "One is inside the tree and one is outside the tree."

Point out that on this page, the author uses the words to describe how the nests are the same, and he uses the illustrations to show how the nests are different.

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Use the same procedure to discuss how the author uses the words and illustrations to show how the fences (page 17), the bridges (page 20), and the friends (pages 25–27) in the story are the same and different.

Then ask:

Q *Do you think* no two alike *is a good title for this book? Why or why not? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

5 Reflect on Speaking Clearly

Remind the students that one goal for the class today was to talk in voices that others could hear and understand. Encourage the students to reflect on how they did with speaking clearly by asking and discussing questions such as:

Q *What did you do to make sure your partner could hear you today?*

Q *Why is it important for you and your partner to hear one another?*

Tell the students that in the next lesson, they will read *no two alike* again and talk more about the story.

Shared Reading
no two alike

Day 2

In this lesson, the students:

- Listen to a story
- Discuss the story's message
- Make text-to-self connections
- Speak clearly
- Listen carefully

Materials

- *no two alike* (big book)
- Big book stand

1 Gather and Review *no two alike*

Gather the class with partners sitting together, facing you. Remind the students that yesterday they listened to and discussed the story *no two alike*. Show the cover of *no two alike* and read the title and the author's name aloud. Ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking with the class.

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2 Reread the Story and Discuss the Illustrations of the Birds

Remind the students that the illustrations in the book include a lot of details that help to tell the story. Point to the two red birds on the cover of the book and explain that as you read the book today, you would like the students to pay close attention to the illustrations of the birds in the story. You will stop to have the students discuss what they notice with their partners. Remind them to listen carefully and speak clearly when talking with their partners.

Read the story aloud slowly and clearly, stopping as described below. To allow the students to focus on the illustrations of the birds, avoid pointing to the text or to other illustrations as you read.

Read pages 3–6. Stop after:

p. 6 ". . . but not quite."

Ask:



Q *What did you notice about the birds in the part of the story I just read? Turn to your partner.*

After a few moments, signal for the students' attention and have one or two volunteers share their thinking with the class.

> **Students might say:**
>
> "They like to play together."
>
> "Sometimes they do different things."
>
> "Even though they're doing the same sort of thing, they still are doing it differently."
>
> "They look a lot alike."

As the students share, refer to the parts of the illustrations that support their thinking.

Continue to read the story, and then use the same procedure at the following stop:

p. 23 ". . . no two houses—anyone home?"

When you are finished reading, have the students think about what they noticed about the illustrations of the two birds throughout the story. Then ask:

Q *How does Keith Baker use the illustrations of the birds to help tell the story?*

Have a few volunteers share their thinking with the class.

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Students might say:

"The story is about how nothing is exactly the same. He shows that with the birds, too."

"At first the birds seem so much alike, but then each of the pictures shows how they are different."

3 Discuss the Story's Message

Explain that sometimes stories have messages, or they teach us lessons that can help us in our own lives. Point out that the author, Keith Baker, uses the text and the illustrations in *no two alike* to communicate the message of the story. Use "Think, Pair, Share" to discuss:

Q *What do you think Keith Baker wants us to learn from this story? Which part of the story makes you think that?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking.

Students might say:

"He tells us that even though things might look the same, they can still be different."

"I think he's trying to tell us that nothing is exactly the same. He tells us that the fences are both long and low, but they also look different."

"I think he's trying to tell us that we can be friends with people that like to do different things than we do—just like the birds."

4 Make Text-to-self Connections

Turn to pages 25–27 and read them aloud. Explain that just like the "friends" in the book, we all have ways we are the same and different. Share some of your observations of ways the students are the same as and different from one another.

You might say:

"[Alejandra] is wearing a sweater and [Micah] is wearing a tee shirt, so that is one way that they are different. One way [Valentina] and [Franklin] are the same is that they both have brown hair! I know that [Evan] is a big brother, and [Marcie] doesn't have any brothers or sisters. That is one way they are different."

Have partners turn and talk about one way they are the same as and one way they are different from each other. After a few moments, signal for the students' attention and have a few pairs share what they talked about with the class.

Ask:

Q *What do you like about having friends that are different from you? The same as you?*

TEKS 6.E.i
Student/Teacher Activity
Step 4
(all, beginning on page 335 and continuing to page 336)

Teacher Note

If necessary, provide additional examples of ways the students are the same and different. Be sure to provide examples of ways in which students are the same and different that include more than the students' outward appearances or physical characteristics.

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Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I like learning new things from my friends when they like things that I've never tried before."
>
> "I like when my friends like to play the same games as I do."
>
> "It would be boring if we were all the same."

5 Reflect

Have the students reflect on their work in today's Shared Reading lesson by asking:

Q *How did you do with listening carefully and speaking clearly today?*

Q *What do you like about reading* no two alike*?*

Tell the students that in the next lesson, they will reread *no two alike* and practice reading the story the way it should sound.

Day 3 Shared Reading

no two alike

Materials

- *no two alike* (big book)
- Big book stand
- Pointer

In this lesson, the students:

- Echo read and chorally read a story
- Read with attention to punctuation and italics
- Listen carefully
- Participate responsibly

1 Gather and Review Participating Responsibly

Gather the class with partners sitting together, facing you. Show the cover of *no two alike* and read the title and the author's name aloud. Tell the students that they will echo read the story. Remind them that one way to participate responsibly when they are echo reading is to watch and listen carefully so they will know when it is their turn to read.

2 Echo Read *no two alike* and Discuss Italics and Ellipses

Echo read *no two alike* one page at a time with the class, pointing under each word as it is read.

Tell the students that now they will discuss some clues the author gives in this book to know how the story should sound. Remind the students

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that reading the story the way it should sound is important because it helps readers better understand and enjoy stories.

Read pages 3–6 aloud. As you read page 4, read the second *almost* slowly and with more feeling, and pause before turning to and reading page 5.

Turn back to page 4. Ask and briefly discuss:

Q *What did you notice about the way I read the words* almost, almost . . .*?*

Tell the students that sometimes the way words are printed on the page gives the reader clues about how the words should sound when they are read. Point to the second *almost* on page 4 and explain that this is an *italicized* word. Tell the students that readers read italicized words more slowly and with more feeling.

Point to the punctuation mark that looks like three periods in a row, and tell the students that this is a punctuation mark called an *ellipsis*. An ellipsis tells readers to pause and that more of the sentence is coming. Explain that the ellipsis on this page tells the reader to pause before turning the page and reading the rest of the sentence.

Read pages 3–5 aloud again. As you read page 4, emphasize the second *almost* and pause before turning to and reading page 6; then have the students echo read pages 3–6 after you.

3 Chorally Read the Story

Explain that now the class will chorally read the entire story. Tell the students to pay attention to the italicized words and to the punctuation marks to know how the story should sound.

Explain that you will divide the class into two groups and the groups will take turns reading the pages of the book. Tell the students that it is important to watch and listen carefully so they will know when it is their turn to read.

Divide the class into two groups. Have the groups take turns chorally reading the pages of the book. Remind them to pay attention to the italicized words and to the punctuation to know how the story should sound.

Teacher Note

If time permits, start with the other group and have the class take turns chorally reading the pages of the book again.

4 Reflect

Help the students reflect on their work in today's Shared Reading lesson by asking and discussing:

Q *How did you do with paying attention to punctuation and to the italicized words?*

Q *Why is it important to pay attention to punctuation and to the way the words are printed on the page as you read?*

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Independent Work Connection

For next week's Independent Work, we suggest the following:

- Collect copies of *no two alike* and place them in the classroom library for the students to read during independent reading. Students can also read the big book version of *no two alike* during independent reading.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Share Writing" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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OVERVIEW Handwriting

This week, the students learn to form the letters *j* and *y*.

Stroke Sequences	
j	*Pull down straight below the line. Curve back. Lift. Up and dot.*
y	*Slant down. Lift. Up and over, slant back below the line.*

Handwriting

Learn and Practice Lowercase Letters *j* and *y*

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student, plus one for modeling
- *Handwriting Notebook* pages 32–34
- "Class Assessment Record" sheet (CA1)

In this lesson, the students:

- Learn and practice forming the lowercase letters *j* and *y*

1 Introduce, Model, and Practice *j* and *y*

Have the students stay in their seats. Tell the students that today they will learn to form the lowercase letters *j* and *y*. Write each letter where everyone can see it, and say the name of the letter as you write it.

Distribute a wipe-off board, dry-erase marker, and tissue or cloth to each student. Using the same procedure as in Week 6, Step 1, guide the students through forming each letter using the stroke sequence listed above. For each letter, model and have the students practice first air writing and then writing the letter on their wipe-off boards, all while saying the stroke sequence aloud.

Collect the wipe-off boards, dry-erase markers, and cloths.

2 Practice *j* and *y* Independently

Open your *Handwriting Notebook* to page 32 and tell the students that they will practice writing lowercase letters and words. Write the words they will be practicing where everyone can see them, and invite the students to say them aloud with you: *jab*, *just*, *yet*, and *joy*.

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Distribute the *Handwriting Notebooks* to the students. Have the students open their notebooks to pages 32–34 and complete the activities. As the students work, walk around and observe, assisting them as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students using the correct stroke sequences to form the letters?
- Do they form letters that are appropriately sized?
- Do they leave spaces between words?
- Are they gripping their pencils in a standard way?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 55 of the *Assessment Resource Book*. Support any students who struggle with letter formation, spacing between words, and/or pencil grip by working with them individually or in a small group during another time of the day.

Teacher Note

For students who may benefit from additional practice with capital letter formation and writing, you might consider providing a copy of "Capital J and Y" (BLM3).

3 Wrap Up

Collect the *Handwriting Notebooks*. Tell the students that during independent writing they will practice forming these letters and words again.

Independent Work Connection

For this week's Independent Work, we suggest the following:

- Place copies of "Letter Practice: j" (BLM1) and "Letter Practice: y" (BLM2) in the writing area for the students to use for writing practice during Independent Work.

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Week 18 OVERVIEW

Whole-class Instruction

Shared Reading 347

This week the students learn and use hand motions for the poem "The Little Turtle." They rebuild the poem in a pocket chart and then take turns reading aloud stanzas of the poem. On Day 3, they add the poem to their poetry readers and practice reading the poems in pairs.

Independent Work Check-in 356

This week we suggest you teach the "Independent Work Observation" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Handwriting 357

This week the students learn to form the lowercase letters *x*, *z*, and *k*.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might also incorporate into independent work areas this week:

Reading:

- Big book and other copies of *no two alike* (see "Independent Work Connection" on page 338)

Writing:

- Letter practice sheets for *x*, *z*, and *k* (see "Independent Work Connection" on page 358)

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Week 18

RESOURCES

Poem

Read-aloud

- "The Little Turtle"
  by Vachel Lindsay
  (see page 355)
  This poem describes the behavior of a pet turtle.

Assessment Resource Book

- Week 18 assessment

Handwriting Notebook

- x
- z
- k

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA1

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducibles

- "The Little Turtle" (BLM1)
- "Letter Practice: x" (BLM2)
- "Letter Practice: z" (BLM3)
- "Letter Practice: k" (BLM4)
- (Optional) "Capital X, Z, and K" (BLM5)

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DO AHEAD

Shared Reading

✓ Prior to Day 1, prepare a sheet of chart paper with the title and the words of the poem "The Little Turtle" on page 355 (don't copy the number or the hand motions beside each line). Post the chart where everyone can see it. Also familiarize yourself with the poem and the accompanying hand motions.

✓ Prior to Day 2, prepare 12 sentence strips for the poem rebuilding activity in Step 3. Write each line from "The Little Turtle" on a sentence strip, making the words large enough for everyone to see. Use a different colored marker for each stanza of the poem. Then place the lines of the first stanza of the poem in order in a pocket chart in the gathering area.

✓ Prior to Day 2, decide how and where you will post the sentence strips of each stanza after the students rebuild it. You might use reusable adhesive or tape to post the sentence strips where everyone can see them, or you might place the sentence strips in a second pocket chart that is long enough to hold all 12 lines of the poem.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "The Little Turtle" (BLM1). Make a class set of copies and prepare the copies as necessary for the students to add them to their poetry readers.

Independent Work Check-in

✓ Familiarize yourself with the "Independent Work Observation" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

Handwriting

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Class Assessment Record" sheet (CA1); see page 56 of the *Assessment Resource Book*.

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Letter Practice: x" (BLM2), "Letter Practice: z" (BLM3), and "Letter Practice: k" (BLM4). Make a class set of copies (plus a few extra) to place in the independent writing area after the lesson.

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SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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Shared Reading OVERVIEW

"The Little Turtle"

by Vachel Lindsay

(see page 355)

This poem describes the behavior of a pet turtle.

Academic Focus

- Students listen to and discuss a poem.
- Students learn and use hand motions for the poem.
- Students echo read and chorally read the poem.
- Students rebuild the poem.
- Students take turns reading aloud stanzas of the poem.
- Students read the poem in pairs.

Social Development Focus

- Students listen carefully.
- Students participate responsibly.

ELL SUPPORT

Preview the Text

- Preview the poem "The Little Turtle" with the students before you read it to the whole class. Show a picture of a pet turtle in a terrarium to help them picture the sentence "He lived in a box."

Provide Language Support

- Explain that in this poem, the author writes that the turtle snapped and that *snapped* means "tried to bite quickly." Also explain that a *mosquito* is a flying bug that bites, a *flea* is a jumping bug that bites, and a *minnow* is a small fish.

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Day 1

Shared Reading

"The Little Turtle"

Materials

- "The Little Turtle" (see page 355)
- "The Little Turtle" chart, prepared ahead
- Pointer

In this lesson, the students:

- Listen to a poem
- Learn and use hand motions for the poem
- Echo read and chorally read the poem
- Listen carefully
- Participate responsibly

1 Gather and Discuss Participating Responsibly

Gather the class with the students sitting, facing you. Tell the students that today they will learn a poem and hand motions that go with the poem. Review that when they do hand motions, it is important to move in a responsible way. Ask:

Q *How will you move in a responsible way when you do hand motions today?*

Have a few volunteers share their thinking. If necessary, remind the students of your expectations for how they will move in a responsible way. Tell the students that you will check in with them at the end of the lesson to see how they did.

Teacher Note

Using hand motions to teach poems increases the students' comprehension of and engagement with the poem. Learning the words as they say the poem and do the hand motions prepares the students for subsequent echo and choral readings of the poem.

2 Introduce "The Little Turtle" and Teach Hand Motions

Tell the students that the poem the students will learn today is called "The Little Turtle." Explain that the poem is about a pet turtle who *snapped* at, or tried to bite, some different things. Say the poem aloud and demonstrate the hand motions for the students as you read (see page 355).

Tell the students that now you will say the poem one line at a time with the hand motions and you would like them to echo back the same words and do the same hand motions.

Say the poem aloud one line at a time and demonstrate the corresponding hand motions. Have the students echo back the same line and do the same hand motions.

Teacher Note

You might tell the students that a *minnow* is a small fish.

3 Echo Read the Poem

Direct the students' attention to the "The Little Turtle" chart and explain that these are the words to the poem that the students just learned. Point to and read the title and the name of the author aloud.

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Explain that now the students will echo read the poem as you point under each word. Encourage the students to do the hand motions for the poem as they read. Echo read the poem one line at a time, pointing under each word as it is read.

4 Chorally Read the Poem

Explain that now the students will chorally read the poem and do the hand motions as they read. Read the poem chorally with the students, pointing under each word as you read.

5 Reflect on Participating Responsibly

Help the students reflect on how they did with participating responsibly today. Ask and discuss:

Q *How did you do with moving responsibly when doing hand motions today? What do you still need to work on?*

Q *What do you like about doing hand motions for "The Little Turtle"?*

Tell the students that in the next lesson, they will read "The Little Turtle" again.

Teacher Note

If the students need more practice, have them echo read the poem twice before they read it chorally in the next step.

Teacher Note

Save the "The Little Turtle" chart to use in Days 2 and 3.

Shared Reading
"The Little Turtle"

Day 2

In this lesson, the students:

- Chorally read a poem
- Rebuild the poem
- Participate responsibly
- Listen carefully

Materials

- "The Little Turtle" chart from Day 1
- Pointer
- Pocket chart
- Lines of the poem on sentence strips, prepared ahead

1 Gather and Review "The Little Turtle"

Gather the class with partners sitting together, facing you. Remind the students that in the last lesson, they read the poem "The Little Turtle" and learned hand motions for the poem. Ask:

Q *What do you remember about this poem? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking. Explain that today the students will read the poem again.

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2 Echo Read and Chorally Read the Poem

Direct the students' attention to the "The Little Turtle" chart and read the title and the name of the author aloud. Echo read the poem with the students, pointing under each word as it is read. Encourage the students to do the hand motions as they read, and remind them to move in a way that is respectful to others. Then have the class chorally read the poem as you point under each word.

3 Rebuild the Poem

Tell the students that poems are often divided into *stanzas*, or groups of lines. Point to each stanza on the "The Little Turtle" chart and explain that this poem has three stanzas. Explain that today the students will rebuild each stanza of the poem in the pocket chart.

Direct the students' attention to the pocket chart and explain that you have placed the lines of the first stanza of the poem in the pocket chart. Have the students chorally read the stanza as you point under each word.

Remove the last three lines of the stanza from the pocket chart and shuffle them in your hands. Distribute the sentence strips to three volunteers and have each student hold her strip in front of the class so everyone can see it.

Point to the first line of the poem still in the pocket chart and have the students read it aloud. Then ask:

Q *What is the next line of the stanza?*

Have a volunteer share. If necessary, point to the posted "The Little Turtle" chart and read aloud the second line of the first stanza.

Then point to the volunteers' sentence strips and ask:

Q *Which sentence strip says* [He lived in a box.]*? How do you know?*

Have a few volunteers share their thinking.

> **Students might say:**
>
> "I see that the last word in [Lorenzo's] line starts with *b* and I know that *box* starts with *b*."
>
> "I know the first word is *He* and then the next word starts with *l*, so I think that's probably *lived*."
>
> "[Lorenzo's] line is the shortest one, so I remember that one goes second."

Have the student with the second line of the stanza place it under the first line in the pocket chart; then have the students read the two lines aloud.

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Repeat the same procedure to have the students rebuild the rest of the first stanza of the poem in the pocket chart. When all four lines of the stanza are in the correct order in the pocket chart, have the class read them aloud.

Ask and briefly discuss:

Q *Does that sound right? Does it look right?*

After the class confirms that the lines of the stanza are in the correct order, remove them from the pocket chart and post them in order where everyone can see them.

Use a similar procedure to have the class rebuild the second and third stanzas of the poem, one at a time. For each stanza, distribute all four of the sentence strips to volunteers instead of leaving the first line in the pocket chart. When the class is finished rebuilding each stanza, remove the sentence strips from the pocket chart and post them under the previous stanza.

Teacher Note

Distinguishing the first three lines of the second stanza requires students to look carefully at the last word of the sentence. Additionally, *mosquito* and *minnow* could be confused by students who rely solely on initial consonants to identify the words. Support the students as necessary by modeling how to decode the entire word.

4 Take Turns Reading Stanzas of the Poem

Explain that now you will invite volunteers to use the pointer and take turns reading aloud stanzas of the poem.

Have a volunteer use the pointer and read the first stanza aloud. Then invite other volunteers to use the pointer and read aloud the second and third stanzas.

Teacher Note

If time permits, invite more volunteers to use the pointer and read the stanzas of the poem aloud.

5 Reflect

Have the students reflect on their work in today's Shared Reading lesson by asking:

Q *What did you like about rebuilding the poem "The Little Turtle"?*

Tell the students that in the next lesson, they will add this poem to their poetry readers and practice reading it in pairs.

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Day 3

Shared Reading

"The Little Turtle"

Materials

- "The Little Turtle" chart from Days 1–2
- Pointer
- Copy of "The Little Turtle" (BLM1) for each student
- Poetry reader for each student
- "Poetry Reader Table of Contents" (WA1)

In this lesson, the students:

- Chorally read a poem as a class and in pairs
- Listen carefully
- Participate responsibly
- Work responsibly in pairs

1 Gather and Get Ready to Read

Gather the class with partners sitting together, facing you. Explain that today the students will read "The Little Turtle" again, read the poem with their partners, and add the poem to their poetry readers.

2 Chorally Read "The Little Turtle"

Direct the students' attention to the "The Little Turtle" chart and read the title and the name of the author aloud. Chorally read the poem, pointing under each word as it is read.

3 Chorally Read "The Little Turtle" from Individual Copies

Tell the students that now they will chorally read the poem again, but that each student will read from her own copy of the poem.

Distribute a copy of "The Little Turtle" (BLM1) to each student. Have the students point under each word as they chorally read the title and the author's name, followed by the rest of the poem.

4 Read the Poem in Pairs

Tell the students that now they will read the poem with their partners. Explain that they will read the poem two times. First, they will read the same words at the same time and then they will take turns reading the poem.

Have partners turn to face each other and chorally read the poem in pairs. Circulate and observe, assisting students as needed. When all pairs have read the poem chorally, have them read the poem again, taking turns reading and listening.

When all pairs have read the poem, signal for the students' attention.

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5 Add "The Little Turtle" to the Poetry Readers

Explain that now the students will add the poem to their poetry readers. Have the students pick up their independent work toolboxes and return to their seats.

Ask the students to take out and open their poetry readers and add "The Little Turtle" to the back of their readers behind the poem "Kick a Little Stone." Have them write the number *9* in the bottom right-hand corner of the page.

Next, ask the students to turn to the table of contents page as you display the "Poetry Reader Table of Contents" activity (WA1). Review that this page lists all the poems in the reader and the page numbers on which they can be found. Remind the students that during the year they will add the title and the page number of each new poem they learn to the table of contents page.

WA1

Poetry Reader Table of Contents

Title of Poem	Page
Willaby Wallaby Woo	2
Hippopotamus Stew	3
Bippity Boppity Bumblebee	4
Kitty Caught a Caterpillar	5
Listen	6
In a Winter Meadow	7
Kick a Little Stone	8
The Little Turtle	9

Write the title and the page number of "The Little Turtle" on the "Poetry Reader Table of Contents" activity (WA1), and ask the students to copy the same information onto the table of contents page in their readers.

Have the students close their poetry readers and place them in their independent work toolboxes.

Teacher Note

Save the "The Little Turtle" chart to use in Week 19.

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Independent Work Connections

For next week's Independent Work, we suggest the following:

- Encourage the students to read "The Little Turtle" during independent reading.
- Have the students rebuild "The Little Turtle." Prepare several identical envelopes to put in the word work area. For each envelope, make two copies of the poem, and place one intact copy in the envelope. Cut the individual lines of the other copy into strips and add the strips to the envelope. Have the students put the strips in order, using the complete poem as a reference.
- Have the students illustrate "The Little Turtle" in their poetry readers during independent writing.

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Poem

The Little Turtle

by Vachel Lindsay

1	There was a little turtle.	[Cup your hands together.]
2	He lived in a box.	["Frame" a box with your hand.]
3	He swam in a puddle.	[Make swimming motions.]
4	He climbed on the rocks.	[Make climbing motions.]
5	He snapped at a mosquito.	[Clap your hands to the left.]
6	He snapped at a flea.	[Clap your hands to the right.]
7	He snapped at a minnow.	[Clap your hands in front of you.]
8	And he snapped at me.	[Clap your hands towards yourself.]
9	He caught the mosquito.	[Make a grabbing motion to the left.]
10	He caught the flea.	[Make a grabbing motion to the right.]
11	He caught the minnow.	[Make a grabbing motion in front of you.]
12	But he didn't catch me.	[Wave your pointer finger back and forth.]

"The Little Turtle" by Vachel Lindsay appears in *Read-Aloud Rhymes for the Very Young*, copyright © 1986, edited by Jack Prelutsky and published by Random House Children's Books.

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OVERVIEW

Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Independent Work Observation" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Handwriting OVERVIEW

This week the students learn to form the letters *x*, *z*, and *k*.

Stroke Sequences	
x	*Slant down. Lift. Up and slant back.*
z	*Slide. Slant back. Slide.*
k	*Pull down straight. Lift. Go to the middle and over. Slant in, slant out.*

Handwriting
Learn and Practice Lowercase Letters *x*, *z*, and *k*

In this lesson, the students:

- Learn and practice forming the lowercase letters *x*, *z*, and *k*

Materials

- Wipe-off board, dry-erase marker, and tissue or cloth for each student, plus one for modeling
- *Handwriting Notebook* pages 35–38
- "Class Assessment Record" sheet (CA1)

1 Introduce, Model, and Practice *x*, *z*, and *k*

Have the students stay in their seats. Tell the students that today they will learn to form the lowercase letters *x*, *z*, and *k*. Write each letter where everyone can see it, and say the name of the letter as you write it.

Distribute a wipe-off board, dry-erase marker, and tissue or cloth to each student. Using the same procedure as in Week 6, Step 1, guide the students through forming each letter using the stroke sequence listed above. For each letter, model and have the students practice first air writing and then writing the letter on their wipe-off boards, all while saying the stroke sequence aloud.

Collect the wipe-off boards, dry-erase markers, and cloths.

2 Practice *x*, *z*, and *k* Independently

Open your *Handwriting Notebook* to page 35 and tell the students that they will practice writing lowercase letters and words. Write the words they will be practicing where everyone can see them, and invite the students to say them aloud with you: *fox*, *boxer*, *jazz*, *zebra*, *kick*, and *jacks*.

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Distribute the *Handwriting Notebooks* to the students. Have the students open their notebooks to pages 35–38 and complete the activities. As the students work, walk around and observe, assisting them as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students using the correct stroke sequences to form the letters?
- Do they form letters that are appropriately sized?
- Do they leave spaces between words?
- Are they gripping their pencils in a standard way?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 56 of the *Assessment Resource Book*. Support any students who struggle with letter formation, spacing between words, and/or pencil grip by working with them individually or in a small group during another time of the day.

Teacher Note

For students who may benefit from additional practice with capital letter formation and writing, you might consider providing a copy of "Capital X, Z, and K" (BLM5).

3 Wrap Up

Collect the *Handwriting Notebooks*. Tell the students that during independent writing they will practice forming these letters and words again.

Independent Work Connection

For this week's Independent Work, we suggest the following:

- Place copies of "Letter Practice: x" (BLM2), "Letter Practice: z" (BLM3), and "Letter Practice: k" (BLM4) in the writing area for the students to use for writing practice during Independent Work.

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Week 19 OVERVIEW

Whole-class Instruction

Shared Reading 363

This week the students revisit familiar poems from Shared Reading. They explore rhythm in poems and read from their poetry readers as a class and in pairs. They learn the purpose of sliding the pointer as they echo read and chorally read the poems. Throughout the week, they listen carefully and participate responsibly.

Independent Work Check-in 372

This week we suggest you introduce new materials to an independent work area using the "Introduce New Materials" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Handwriting 373

This week is the last week of handwriting instruction. The students write words and sentences with previously taught letters and punctuation marks.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might also incorporate into independent work areas this week:

Reading:

- Charted "The Little Turtle" poem and poetry readers (see "Independent Work Connections" on page 354)

Word Work:

- "The Little Turtle" poem strips (see "Independent Work Connections" on page 354)

Writing:

- Drawing materials for illustrating poetry readers (see "Independent Work Connections" on page 354)
- "Week 19 Review" (see "Independent Work Connection" on page 374)

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Week 19

RESOURCES

Poems

Read-alouds

- "Listen"
  by Margaret Hillert
  (see Week 11, page 244)
- "In a Winter Meadow"
  by Jack Prelutsky
  (see Week 13, page 279)
- "Kick a Little Stone"
  by Dorothy Aldis
  (see Week 16, page 323)
- "The Little Turtle"
  by Vachel Lindsay
  (see Week 18, page 355)

Assessment Resource Book

- Social skills assessment



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for the week.

Assessment Form

- "Social Skills Assessment Record" sheet (SS1)

Reproducible

- "Week 19 Review" (BLM1)

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DO AHEAD

Shared Reading

✓ Prior to Day 1, locate the "Listen" chart from Week 11 and the "In a Winter Meadow" chart from Week 13, and post them where everyone can see them.

✓ Prior to Day 2, locate the "Kick a Little Stone" chart from Week 16 and the "The Little Turtle" chart from Week 18, and post them where everyone can see them.

✓ Prior to Day 2, familiarize yourself with the lesson and decide whether you need to alter the instruction to meet the needs of your class. For example, your students may not yet be ready for you to start sliding the pointer under the words as you read them, or you may have already started sliding the pointer earlier in the year. For information about using the pointer in the Shared Reading lessons, see "Considerations for Using the Pointer in Shared Reading" in the Introduction.

✓ Prior to Day 3, post the charted poems from Days 1–2 where everyone can see them. Consider how you will post the charts so that the class can easily read each poem chorally in Step 2. For example, you may decide to post all the charts on an easel to flip through as you teach the lesson, or you may choose to post them side by side, using reusable adhesive or tape.

✓ Prior to Day 3, collect the students' poetry readers from their independent work toolboxes to distribute in Step 3.

Independent Work Check-in

✓ Familiarize yourself with the "Introduce New Materials" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see "Appendix B, "Independent Work Resources."

Handwriting

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 19 Review" (BLM1). Make two copies (plus a few extra) for each student in the class. You will place one class set of copies in the independent writing area after the lesson. Save one copy to use in modeling.

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SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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Shared Reading OVERVIEW

"Listen"

by Margaret Hillert

(see Week 11, page 244)

"In a Winter Meadow"

by Jack Prelutsky

(see Week 13, page 279)

"Kick a Little Stone"

by Dorothy Aldis

(see Week 16, page 323)

"The Little Turtle"

by Vachel Lindsay

(see Week 18, page 355)

Academic Focus

- Students echo read and chorally read familiar poems.
- Students clap on and count syllables in the lines of two poems.
- Students explore rhythm in poems.
- Students learn the purpose of sliding the pointer.
- Students read from the poetry readers as a class and in pairs.

Social Development Focus

- Students participate responsibly.
- Students listen carefully.

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Day 1

Shared Reading
Poetry Review

Materials

- "Listen" chart from Week 11
- "In a Winter Meadow" chart from Week 13
- Pointer
- Self-stick notes and a marker

In this lesson, the students:

- Read two familiar poems
- Clap on and count syllables in the poems
- Discuss rhythm in poems
- Listen carefully
- Participate responsibly

1 Gather and Review Revisiting Texts

Gather the class with partners sitting together, facing you. Remind the students that they have read many poems and books in Shared Reading this year. Explain that this week they will reread some of the poems they have learned so far.

Review that rereading poems and books in Shared Reading helps the students learn the words and better understand what they read. Tell them that as they reread familiar poems this week, you would like them to notice any ways they may have grown as readers since the last time they read the poems.

2 Review and Reread "Listen"

Direct the students' attention to the "Listen" chart and read the title and the author's name aloud. Ask:

Q *What do you remember about this poem? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "It's about walking in the snow."
>
> "It has words that are sounds, like '*scrunch*' and '*crunch.*' "
>
> "We closed our eyes and pictured the poem when we listened to it."

Read the poem aloud slowly and clearly, pointing under each word as you read. Encourage the students to join you in reading any words they remember.

3 Echo Read "Listen" and Clap on and Count the Syllables

Explain that now the class will echo read the poem one line at a time and clap on the syllables in the words of each line. Echo read the poem one

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line at a time, clapping on the syllables in the words as you read. Have the students clap on the syllables when it is their turn to read.

Tell the students that now you will read aloud the poem again and you would like them to listen carefully to the number of syllables you clap on in each line.

Read line 1 aloud and clap on the syllables in the words. Then ask:

Q *How many syllables did you hear me clap on in this line?*

Have a volunteer share. Write the number *3* on a self-stick note and place it at the end of line 1 on the chart.

Continue reading the poem one line at a time, and use the above procedure to have the students count the number of syllables in each line of the poem.

Teacher Note

If necessary, read and clap on the syllables in the line again.

Listen

by Margaret Hillert

Scrunch, scrunch, scrunch, 3
Crunch, crunch, crunch, 3
Frozen snow and brittle ice 7
Make a winter sound that's nice 7
Underneath my stamping feet 7
And the cars along the street. 7
Scrunch, scrunch, scrunch, 3
Crunch, crunch, crunch. 3

After you have identified the number of syllables in each line of the poem, use "Think, Pair, Share" to discuss:

Q *What do you notice about the number of syllables in the lines of this poem?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Teacher Note

If necessary, offer some examples like those listed in the "Students might say" note on the next page.

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Students might say:

"It's like a pattern, it goes 3, 3, 7, 7, 7, 7, 3, 3."

"Each line has either three or seven syllables."

"It's like a sandwich, with the 3 syllables at the top and bottom of the poem and the sevens in the middle."

4 Discuss Rhythm in Poems

Explain that the pattern of syllables in the lines of a poem creates a *rhythm* in the poem. Point out that readers can hear the rhythm when they listen to or read a poem.

Tell the students that now they will chorally read "Listen" twice. The first time, they will read the words as they clap on the syllables in the poem. The second time, they will chorally read the poem without clapping. Chorally read "Listen" with the students, clapping on the syllables in the words. Then ask the students to listen again for the rhythm as they chorally read the poem without clapping.

Teacher Note

Do not use the pointer as you read the poem.

Tell the students that *rhythm*, like *onomatopoeia*, *alliteration*, and *rhyme*, makes poems fun to read and say.

5 Review and Reread "In a Winter Meadow"

Explain that now the class will look at the pattern of syllables and listen for the rhythm in the poem "In a Winter Meadow." Direct the students' attention to the "In a Winter Meadow" chart and read the title and the author's name aloud.

Ask:

Q *What do you remember about this poem? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share. Then read the poem aloud, pointing under each word as you read. Encourage the students to join you in reading any words they remember.

6 Echo Read "In a Winter Meadow" and Clap on and Count the Syllables

Use the procedure in Step 3 to echo read "In a Winter Meadow" and to clap on and count the syllables in the words.

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In a Winter Meadow

by Jack Prelutsky

In a winter meadow 6
icy breezes blow, 5
snowshoe hares are running 6
softly through the snow. 5
Up and down they scurry, 6
darting left and right, 5
snowshoe hares are running, 6
dressed in winter white. 5

After you have identified the number of syllables in each line of the poem, use "Think, Pair, Share" to discuss:

Q *What do you notice about the number of syllables in the lines of this poem?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Tell the students that now they will chorally read "In a Winter Meadow" twice. The first time, they will read the words as they clap on the syllables in the poem. The second time, they will read the words without clapping. Chorally read "In a Winter Meadow" with the students, clapping on the syllables in the words. Then ask the students to listen again for the rhythm as they chorally read the poem without clapping.

7 Reflect on Listening Carefully

Share your observations about how the students did with listening carefully in today's Shared Reading lesson.

Tell the students that in the next lesson, they will reread two other familiar poems.

Teacher Note

Save the "Listen" and "In a Winter Meadow" charts to use on Day 3.

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SOCIAL SKILLS ASSESSMENT NOTE

Over the course of this week, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1). Access and print a record sheet from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 58–59 of the *Assessment Resource Book*. Note that you will use the same record sheet to document each student's progress when you reassess social skill development in Week 29. For more information, see "Social Skills Assessment" in the Assessment Overview of the *Assessment Resource Book*.

Day 2 Shared Reading

Poetry Review

Materials

- "Kick a Little Stone" chart from Week 16
- "The Little Turtle" chart from Week 18
- Pointer

In this lesson, the students:

- Echo read and chorally read two familiar poems
- Learn the purpose of sliding the pointer
- Listen carefully
- Participate responsibly

1 Gather and Get Ready to Read

Gather the class with the students sitting, facing you. Review that this week the students are rereading poems they have learned this year in Shared Reading. Explain that today they will read two more familiar poems and discuss using the pointer in a new way.

2 Introduce Sliding the Pointer

Show the students the pointer, and remind them that during echo reading and choral reading, you use the pointer to help the class follow along and read the same words at the same time. Review that you point under each word with the pointer to help the students focus on each word as they read.

Explain that the students are growing as readers. They can now read more than one word at a time, so they can read the words more smoothly and in a way that makes them easy to understand. Explain that you will start to slide the pointer under the words instead of pointing under each word to help the students read smoothly.

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3 Echo Read and Chorally Read Two Poems

Tell the students that they will echo read and then chorally read two poems aloud as you slide the pointer under the words. Remind the students to follow the pointer and to read the words smoothly. Echo read "Kick a Little Stone" with the students, sliding the pointer under the words as you read and also as the students read. Then have the students chorally read the poem as you slide the pointer under the words.

Repeat this procedure to echo read and then chorally read "The Little Turtle" as you slide the pointer under the words.

4 Reflect

Help the students think about their work in Shared Reading today by asking and discussing questions, such as:

- Q *What do you like about rereading familiar poems?*
- Q *What do you like about following a sliding pointer while reading? What is challenging about it?*
- Q *What is one way you have grown as a reader this year? What is something you want to work on in your reading?*

Teacher Note

Save the "Kick a Little Stone" and "The Little Turtle" charts to use on Day 3.

Shared Reading
Poetry Review

Day 3

In this lesson, the students:

- Chorally read familiar poems as a class and in pairs
- Listen carefully
- Participate responsibly
- Work responsibly in pairs

Materials

- Charted poems from Days 1–2
- Pointer
- Poetry reader for each student

1 Gather and Review

Gather the class with partners sitting together, facing you. Remind the students that this week they are reading familiar poems. Review that they talked about rhythm in the poems and they also read poems as you slid the pointer under the words. Explain that today the students will chorally read all of the poems they have reviewed this week as a class and then in pairs.

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2 Read Familiar Poems Chorally

Direct the students' attention to the "Listen" chart and read the title and the name of the author aloud. Chorally read the poem, using the pointer to slide under the words as you read. Remind the students to follow the pointer and to read the words smoothly and in a way that makes them easy to understand.

Repeat this procedure to chorally read "In a Winter Meadow," "Kick a Little Stone," and "The Little Turtle."

3 Chorally Read Poems in Poetry Readers

Tell the students that now they will chorally read the poems again but that each student will read from his copy of the poem in the poetry reader.

Distribute the poetry readers and ask the students to turn to the poem "Listen" on page 6. Have the students chorally read "Listen" and use their fingers to slide under the words as they read. Remind them to listen carefully and to read the same words at the same time.

Use the above procedure to have the students chorally read "In a Winter Meadow," "Kick a Little Stone," and "The Little Turtle" in the poetry readers.

4 Read Poems in Pairs

Tell the students that now they will chorally read the poems in their poetry readers with their partners. Remind them that when they read with their partners, it is important that they listen carefully to each other and read the words at the same time.

Have partners turn to face each other, turn to page 6 in their poetry readers, and chorally read "Listen" in pairs.

Circulate and observe, assisting students as needed. If necessary, remind the students to use their fingers to slide under the words and to read the poem smoothly and in a way that makes it easy to understand and enjoy.

Use the above procedure to have the students chorally read "In a Winter Meadow," "Kick a Little Stone," and "The Little Turtle" in pairs. When all pairs have read the four poems, signal for the students' attention.

Teacher Note

If you notice any students struggling to read the poem while sliding their fingers under the words, encourage them to point under each word instead.

5 Reflect

Encourage the students to reflect on their work in Shared Reading this week by asking and discussing questions such as:

Q *What poem did you enjoy reading most this week? Why?*

Q *What do you like about having all the poems in your poetry reader?*

Teacher Note

Save the charted poems to use in Week 29.

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Independent Work Connections

For next week's Independent Work, we suggest the following;

- Encourage the students to read the poems in their poetry readers during independent reading.
- Encourage the students to mark the one- and two-syllable words in the poems in their poetry readers during independent word work. Have them place one dot under one-syllable words and circle two-syllable words.

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OVERVIEW

Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you introduce new materials to an independent work area using the "Introduce New Materials" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Handwriting OVERVIEW

This week is the last week of handwriting instruction. The students write words and sentences with previously taught letters and punctuation marks.

Handwriting
Review and Practice

In this lesson, the students:

- Write words and sentences with previously taught letters and punctuation marks

Materials

- "Week 19 Review" for each student (BLM1)
- Self-stick notes

TEKS 2.F.ii
Student/Teacher Narrative
Step 1 (all)

1 Get Ready to Work

Have the students stay in their seats. Remind them that in the past few weeks they have practiced writing many lowercase letters and punctuation marks.

Explain that today they will write words and sentences using these letters and punctuation marks on a review sheet. Write the sentences they will practice where everyone can see them, and have the students say the sentences aloud after you: *Is she happy? You can go to the zoo. Is this just an exit? His baby is full of joy!*

TEKS 2.F.ii
Student/Teacher Activity
Step 2 and Step 3 (all)

2 Introduce the Review Sheet

Show the students "Week 19 Review" (BLM1) and model completing the first example.

Distribute "Week 19 Review" (BLM1) and have the students write their names at the top. Remind the students to leave a space between the words, and to take their time writing the sentences.

3 Work Independently

Have the students complete the review sheet. As the students work, walk around and observe, assisting them as needed. Note your observations about each student's handwriting progress on a self-stick note.

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Teacher Note

Take this opportunity to review each student's handwriting progress using the review sheet and *Handwriting Notebook*, as well as selected writing samples. Attach any of your observations or notes about each student's progress to the review sheet and file it in the student's individual assessment folder. Be sure to take aside any struggling students and provide them with the necessary support.

4 Wrap Up

Collect the student review sheets. Tell the students that during independent writing they will practice forming these letters and words again.

Independent Work Connection

For this week's Independent Work, we suggest the following:

- Place copies of "Week 19 Review" (BLM1) in the writing area for the students to use for writing practice during Independent Work.

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Week 20 OVERVIEW

Whole-class Instruction

Shared Reading 378

This week the students revisit familiar Shared Reading books. They continue to explore sliding the pointer as they echo read and chorally read the books. They make text-to-text connections after reading two of the books on Day 2. They explore speaking clearly when reading a book aloud to the class or guide the class in chorally reading it.

Independent Work Check-in 386

This week we suggest you teach the "Blogging 1" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials and activities you might also incorporate into independent work areas this week:

Reading:

- Poetry readers (see "Independent Work Connections" on page 371)

Word Work:

- Marking one- and two-syllable words in poetry readers (see "Independent Work Connections" on page 371)

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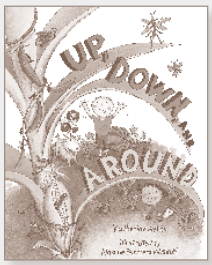
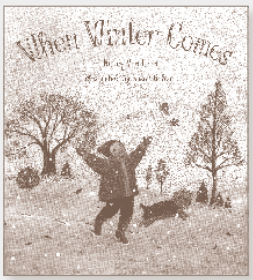
Week 20

RESOURCES



Read-alouds

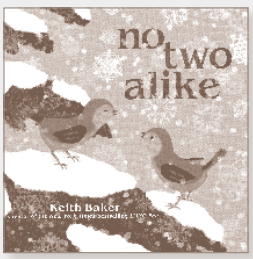
- *Up, Down, and Around*
  by Katherine Ayres
  (from Week 14)



- *When Winter Comes*
  by Nancy Van Laan
  (from Week 12)



- *beetle bop*
  by Denise Fleming
  (from Week 15)



- *no two alike*
  by Keith Baker
  (from Week 17)

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DO AHEAD

Shared Reading

✓ Prior to Day 1, review *Up, Down, and Around* and *beetle bop*, and prepare to slide the pointer under the words while reading the books. You will want to modify the way you slide the pointer on any pages where the text is not printed in a horizontal line. For example, in *Up, Down, and Around*, the words on pages 4, 7, 11, 15, and 19 are printed diagonally down the page. Consider sliding the pointer diagonally along the left side of the words (instead of sliding under each word) on these pages to help the students read the words more smoothly and in a way that makes them easy to understand.

✓ Prior to Day 3, display this week's big books where everyone can see the covers. The students will choose a book to read in Step 2.

✓ Prior to Day 3, decide how you will select volunteers to read big books with the pointer. For suggestions for how to choose volunteers, see "Considerations for Selecting Volunteers" in the Introduction.

Independent Work Check-in

✓ Familiarize yourself with the "Blogging 1" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
60 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Shared Reading

*Up, Down, and Around**

by Katherine Ayres,
illustrated by Nadine Bernard Westcott
**This is a big book.*

*beetle bop**

by Denise Fleming
**This is a big book.*

*When Winter Comes**

by Nancy Van Laan,
illustrated by Susan Gaber
**This is a big book.*

*no two alike**

by Keith Baker
**This is a big book.*

Academic Focus

- Students listen to and review familiar books.
- Students echo read and chorally read the books.
- Students read with attention to punctuation and italics.
- Students explore making text-to-text connections.

Social Development Focus

- Students participate responsibly.
- Students listen carefully.
- Students speak clearly.

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Shared Reading
Big Book Review

Day 1

In this lesson, the students:

- Review, echo read, and chorally read two familiar books
- Listen carefully
- Participate responsibly

Materials

- *Up, Down, and Around* (big book) from Week 14
- *beetle bop* (big book) from Week 15
- Big book stand
- Pointer

1 Gather and Review Revisiting Texts and Sliding the Pointer

Gather the class with students sitting, facing you. Remind the students that last week they reread poems from Shared Reading. Explain that this week they will revisit some of the books they have read this year. Review that rereading poems and books helps the students learn the words and better understand what they read. It also gives them a chance to see how they have grown as readers.

Tell the students that as they read books this week, you will use the pointer to slide under the words instead of point under each word. Review that sliding the pointer helps the students read the words more smoothly and in a way that makes it easy to understand.

2 Review and Echo Read *Up, Down, and Around*

Place *Up, Down, and Around* on the big book stand and read the title and the names of the author and the illustrator aloud. Remind the students that this book is about different foods that grow in the garden. Ask and briefly discuss:

Q *What else do you remember about this book?*

> **Students might say:**
>
> "The foods in the book grow up, down, or around."
>
> "I remember there are some foods in the book I've never eaten."
>
> "At the end of the book, they make lunch with all the foods in the book."

Explain that the class will echo read the story that as they read, you would like the students to think about what they notice this time that they did not notice the last time they read the book. Ask the students to listen carefully and read the same words at the same time. Remind them that you will slide the pointer under the words to help them read the words smoothly and in a way that is easy to understand.

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Echo read the story, one page at a time, sliding the pointer under the words as they are read. Then ask:

Q *Did you notice something new about this book? What is it?*

Have a few volunteers share their thinking with the class.

3 Chorally Read *Up, Down, and Around*

Chorally read the book with the students, sliding the pointer under the words as they are read.

When the class is finished reading, share some of your observations about how the students did with following the pointer and reading the words smoothly and in a way that was easy to understand during echo reading and choral reading.

4 Review and Echo Read *beetle bop*

Explain that now the class will echo read another familiar book. Place *beetle bop* on the big book stand and read the author's name aloud. Remind the students that this book is about beetles. Echo read *beetle bop* one page at a time, sliding the pointer under the words as you read.

5 Chorally Read *beetle bop* in Two Groups

Tell the students that now you will divide the class into two groups and that the groups will take turns chorally reading pages of the book. One group will start by reading the first page of the book and then the second group will read the next page. The groups will continue taking turns reading pages until they have read the entire book.

Divide the class into two groups. Have the groups take turns chorally reading *beetle bop*. Slide the pointer under the words to help the students stay together and read the words more smoothly and in a way that is easy to understand.

When the class is finished reading, ask and briefly discuss:

Q *What do you like about reading this story again?*

6 Reflect on Participating Responsibly

Have the students reflect on how they did with participating responsibly during today's Shared Reading lesson by asking:

Q *How did you do today with following the pointer and reading the same words at the same time? What do you still need to work on?*

Have a few volunteers share their thinking. Tell the students that in the next lesson they will read two other familiar books.

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Shared Reading
Big Book Review

Day 2

In this lesson, the students:

- Review and echo read two familiar books
- Chorally read with attention to punctuation and italics
- Explore making text-to-text connections
- Listen carefully
- Participate responsibly

Materials

- *When Winter Comes* (big book) from Week 12
- *no two alike* (big book) from Week 17
- Big book stand
- Pointer

1 Gather and Get Ready to Read

Gather the class with partners sitting together, facing you. Remind the students that this week they are revisiting some of the books they have read in Shared Reading this year. Explain that today they will reread and discuss the books *When Winter Comes* and *no two alike*.

2 Review and Echo Read *When Winter Comes*

Place *When Winter Comes* on the big book stand and read the title and the names of the author and the illustrator aloud. Remind the students that this story describes changes that happen in nature when winter comes. Ask and briefly discuss:

Q *What else do you remember about this book?*

> **Students might say:**
>
> "The boy in the story wants to know what happens to the leaves and animals in winter."
>
> "I remember that the words rhyme."
>
> "The boy asks a lot of questions."

Explain that the class will echo read the story and that you would like the students to think about what they notice this time that they did not notice the last time they read the book. Review that during echo reading, it is important to listen carefully and to read the words at the same time.

Echo read the story, one page at a time, sliding the pointer under the words as you read.

When you are finished reading, ask and briefly discuss:

Q *Did you notice something new about this book? What is it?*

Teacher Note

When there are four lines of text on a page, consider echo reading the page two lines at a time.

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3 Chorally Read *When Winter Comes*

Remind the students that they have been learning about how punctuation marks, such as periods and question marks, help readers know how a story should sound. Review that paying attention to punctuation helps the students read the story the way it should sound.

Tell the students that they will chorally read *When Winter Comes* and that you would like them to pay close attention to the periods and question marks in the story to help them read the story the way it should sound. Briefly review that a period tells the reader to read the words in a calm voice and a question mark tells the reader to make her voice go up at the end.

Chorally read the story with the students, sliding the pointer under the words as you read.

When the class is finished reading, share some of your observations about how the students did with reading the story the way it should sound.

4 Review and Echo Read *no two alike*

Explain that now the class will echo read another familiar book. Place *no two alike* on the big book stand and read the title and the author's name aloud. Remind the students that in this book, two birds explore a wintry forest. Echo read the story, one page at a time, sliding the pointer under the words as you read.

5 Chorally Read *no two alike*

Tell the students that now they will chorally read *no two alike*. Remind them that in this book, the author uses ellipses and italics, as well as other punctuation marks, to help readers know how the story should sound. Turn to page 4 and briefly review that the use of italics tells a reader to read a word slowly and with more feeling and that an ellipsis tells readers to pause and that more of the sentence is coming.

Chorally read the story with the students, one page at a time, sliding the pointer under the words as you read. If necessary, remind the students to use the ellipses and italics, as well as punctuation marks in the story, to read the story the way it should sound.

When the class is finished reading, share some of your observations about how the students did with reading the story; then ask:

Q *What do you like about reading this story again?*

Have one or two volunteers share their thinking with the class.

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6 Explore Making Text-to-text Connections

Show the covers of *no two alike* and *When Winter Comes*. Use "Think, Pair, Share" to discuss:

Q *What is one way these books are the same? What is one way they are different?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "One way the books are the same is that they both have rhyming words."
>
> "They are both about winter."
>
> "Both books are about exploring outside in winter."
>
> "One way they are different is that *When Winter Comes* has people and animals in the story and *no two alike* only has animals."

Then ask:

Q *Can you think of other books or poems that remind you of* no two alike *or* When Winter Comes*? What are they?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I remember the poem about snowshoe hares. It's about winter, too."
>
> "They remind me of the book *A Snowy Day* in our class library."
>
> "*no two alike* reminds me of *This Is the Way We Go To School*. The kids in the story are the same because they all go to school, but they are different because they get to school in different ways."

Explain that that making connections between two stories or poems is something that good readers do. Point out that thinking about how stories are the same and how they are different is a way to enjoy and make sense of stories.

Tell the students that in the next lesson they will continue to read familiar books.

ELL Note

You might provide the prompt "One way the books are [the same/different] is . . ." to your English Language Learners to help them verbalize their answers to the questions.

Teacher Note

The questions in this step encourage the students to begin to make text-to-text connections. Making connections between texts is challenging for young students, and the connections they make may be based more on details than on substantive aspects of the stories, such as plot or theme.

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Day 3

Shared Reading
Big Book Review

Materials

- *no two alike* (big book)
- *When Winter Comes* (big book)
- *beetle bop* (big book)
- *Up, Down, and Around* (big book)
- Pointer
- Big book stand

In this lesson, the students:

- Chorally read familiar books
- Listen carefully
- Participate responsibly
- Speak clearly

1 Gather and Discuss Speaking Clearly and Participating Responsibly

Gather the class with the students sitting, facing you. Review that this week the class is revisiting some of the Shared Reading books they have read this year. Explain that today you will invite volunteers to choose a book to read or guide the class in reading.

Tell the students that when they read in front of the class it is important that they speak clearly so that the class can hear and understand what they are saying. It is also important that they use the pointer in a responsible way. Ask:

Q *How will you participate responsibly when a classmate is reading or guiding the class in choral reading?*

Have a few volunteers share. If necessary, review your expectations for how the students participate responsibly during choral reading.

2 Choose and Chorally Read Books

Show the covers of *When Winter Comes*; *Up, Down, and Around*; *beetle bop*; and *no two alike* and remind the students that they revisited these books this week. Explain that you will invite volunteers to choose a book to read and that each volunteer may choose to guide the class in chorally reading the book or choose to read it aloud on her own. The volunteers will use the pointer to slide under the words as they are read.

Have a volunteer choose one book to read. Give the student the pointer and ask:

Q *Do you want to read [*When Winter Comes*] on your own or guide the class in reading it chorally?*

Have the student use the pointer to slide under the words as she reads the book aloud or guides the class in reading it chorally. If necessary, remind the student to speak clearly so the class can hear her as she reads.

Teacher Note

Giving the volunteer the option to read on her own provides any students who are ready the opportunity to practice these skills. If the student chooses to read a book on her own, support her as needed.

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Continue to use this procedure to have other volunteers choose a book to read or guide the class in reading.

3 Reflect on Speaking Clearly and Participating Responsibly

Help the students think about the work they did in Shared Reading in this lesson. Ask and briefly discuss:

Q *If you read a book in front of the class, how did you do with speaking clearly? What do you still need to work on?*

Q *What did you do to participate responsibly during today's lesson?*

Independent Work Connection

For next week's Independent Work, we suggest the following:

- Have the students read this week's big books during independent reading. Remind them to slide the pointer under the words as they read and to read the words smoothly and in a way that makes them easy to understand.

Teacher Note

Be sure to leave time at the end of the lesson for reflection. There will not be time in this lesson for every student to read or guide the class in choral reading. Assure the students that they will have other opportunities in future lessons.

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OVERVIEW

Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Blogging 1" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 21 OVERVIEW

Whole-class Instruction

Shared Reading 390

This week the students listen to and discuss a poetic text, *I Love Our Earth*. They discuss the author's use of punctuation in the book and they read with attention to punctuation. On Day 3 they discuss describing words in the book and generate new words to write new sentences which they then read aloud.

Independent Work Check-in 398

This week we suggest you teach the "Blogging 2" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might also incorporate into independent work areas this week:

Reading:

- Big books from Week 20 (see "Independent Work Connection" on page 385)

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Week 21

RESOURCES



Read-aloud

- *I Love Our Earth**
  by Bill Martin Jr. and Michael Sampson, photographs by Dan Lipow
  The beauty and diversity of our Earth is captured in this book's poetic text and vibrant photographs.
  **This is a big book.*

Extension

- "Write a Class *I Love Our Earth* Book"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Professional Development Media

- "Cooperative Structures Overview" (AV1)

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DO AHEAD

Shared Reading



✓ Prior to Day 1, decide how you will randomly assign partners to work together during the lessons. For more information, view "Cooperative Structures Overview" (AV1).

✓ Prior to Day 3, write the text from pages 3-10 of *I Love Our Earth* on sentence strips. Use one strip for the text on each page of the book and leave enough space between the words so that an index card can cover the adjective in each line without covering any other text. Place the strips in order in a pocket chart in the gathering area.

✓ Prior to Day 3, familiarize yourself with the activity in Step 3. Gather a set of index cards to use for the activity and locate a marker in a different color from the one you use to make the sentence strips above.

Independent Work Check-in

✓ Familiarize yourself with the "Blogging 2" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
60 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Shared Reading

*I Love Our Earth**

by Bill Martin Jr. and Michael Sampson,
photographs by Dan Lipow

The beauty and diversity of our Earth is captured in this book's poetic text and vibrant photographs.

**This is a big book.*

Academic Focus

- Students listen to and discuss a book.
- Students discuss punctuation in the book.
- Students read with attention to punctuation.
- Students discuss and generate describing words for part of the book.

Social Development Focus

- Students listen carefully.
- Students participate responsibly.
- Students speak clearly so others can hear.

ELL SUPPORT

Preview the Text

- Read the book *I Love Our Earth* with the students before you read it to the whole class. Show and discuss the illustrations, and clarify any difficult vocabulary:

  ripple: make small waves (p. 5)
  rise: go up (p. 6)
  forests: groups of trees (p. 15)
  drift: move slowly (p. 16)
  swirl: make a curvy shape (p.10; refer to the photograph)
  glow: shine with a colorful light (p. 20)
  flicker: sparkle or shine (p. 25)
  flame: turn the color of red and orange (p. 26)

Build Background Knowledge

- Explain that this book discusses different places and things on our Earth. Discuss the places and the things in the book, and encourage the students to share the words for these places and things in their primary languages. Invite the students to share which places and things in the book they are familiar with and which places and things are new to them.

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Shared Reading
I Love Our Earth

Day 1

In this lesson, the students:

- Begin working with new partners
- Listen to and discuss a book
- Echo read the book
- Participate responsibly
- Listen carefully
- Speak clearly

Materials

- *I Love Our Earth* (big book)
- Big book stand
- Pointer

1 Gather and Review Speaking Clearly and Listening

Randomly assign partners and gather the class with partners sitting together, facing you. Tell the students that today they will listen to a book and discuss it with their partners. Explain that when they talk with their partners, it is important that they listen carefully and also speak clearly so their partners can hear. Explain that you will check in with them at the end of the lesson to see how they did with listening carefully and speaking clearly.

Teacher Note

You may want to assign the students new partners for the *Being a Reader* lessons, or have them work in partnerships already established. The partners you assign today will work together for the next five weeks of the program.

2 Read *I Love Our Earth* Aloud

Place *I Love Our Earth* on the big book stand and read the title and the names of the authors aloud. Point to the photographs on the cover and explain that this book has photographs instead of drawings. Tell the students that Dan Lipow is the photographer, or the person who took the pictures in this book. Explain that the book describes some places and things on Earth. Ask:

Q *What is something you know about Earth? Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share what they discussed with the class.

Explain that you will read *I Love Our Earth* two times. The first time you will read the book without stopping, and the second time you will stop to explain some of the words.

Read the story aloud, slowly and clearly. As you read, use a finger to refer to any parts of the photographs that correspond with the text. Tell the students that as you read the second time, you would like them to pay attention to the places and things the authors mention in the book and how they describe them.

Read the book aloud again, clarifying vocabulary as you read.

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Suggested Vocabulary

ripple: make small waves (p. 5)
drift: move slowly (p. 16)
flicker: sparkle or shine (p. 25)
flame: turn the color of red and orange (p. 26)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

rise: go up (p. 6)
swirl: make a curvy shape (p. 10; refer to the photograph)
forests: groups of trees (p. 15)
glow: shine with a colorful light (p. 20)

ELL Note

You might provide the prompt "I heard about . . ." to your English Language Learners to help them verbalize their answers to the question.

3 Discuss the Book

When you are finished reading, ask:

Q *What is a place or thing you heard about in the book? How do the authors describe that place or thing? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share. As the students share, refer to the part of the book that corresponds with their thinking and read it aloud.

> **Students might say:**
> "I heard about sunsets and how they glow."
> "I heard about forests. They are wet and they drip."
> "I remember the flowers. It said they come out in the spring."

Then ask:

Q *Why do you think the authors used photographs in this book?*

Have a few volunteers share. Then ask:

Q *Do you think it was a good idea for the authors to use photographs in this book instead of illustrations? Why or why not? Turn to your partner.*

After a few moments, signal for the students' attention and have one or two volunteers share their thinking with the class.

4 Echo Read the Book

Explain that now the students will echo read the book. Remind them that during echo reading, it is important to listen carefully and to read the same words at the same time. Echo read the book, one page at a time, sliding the pointer under the words as they are read.

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Review that the authors of this book describe what they love about our Earth. Use "Think, Pair, Share" to discuss:

Q *What is something you love about our Earth? Why?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

5 Reflect on Listening and Speaking Clearly

Have the students think about how they did with speaking clearly and listening carefully during today's lesson by asking questions such as:

Q *How did you do with speaking clearly while talking with your partner? What do you still need to work on?*

Q *What did you do to show your partner you were listening carefully when she or he talked?*

Have a few volunteers share their thinking with the class. Tell the students that in the next lesson they will read the book again and talk more about it.

Shared Reading
I Love Our Earth

Day 2

In this lesson, the students:

- Echo read and chorally read a book
- Discuss punctuation in the book
- Read with attention to punctuation
- Participate responsibly
- Listen carefully

Materials

- *I Love Our Earth* (big book)
- Big book stand
- Pointer

1 Gather and Review *I Love Our Earth*

Gather the class with partners sitting together, facing you. Explain that today the class will reread the book *I Love Our Earth*. Show the cover of the book and read the title and the names of the authors and the photographer aloud. Then ask:

Q *What do you remember about this book? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

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2 Echo Read the Book

Explain that the class will echo read *I Love Our Earth*. Remind the students to listen carefully and to read the same words at the same time. Echo read *I Love Our Earth*, one page at a time, sliding the pointer under the words as they are read.

3 Reread the Book and Discuss Punctuation

Explain that now you will read part of the book again and that as you read, you would like the students to pay attention to the punctuation in the book. Remind the students that *punctuation marks* are clues that authors give readers to help them know how a story should sound.

Read pages 3–10 aloud, sliding the pointer under the words. When you are finished reading, ask and briefly discuss:

Q *What punctuation marks do you notice in the part of the book you just listened to?*

If necessary, point out the ellipsis on page 3, the comma on pages 5, 6, and 9, and the period on page 10.

Turn back to page 3, point to the ellipsis, and remind the students that this is a punctuation mark called an *ellipsis*. Ask:

Q *Why do you think the authors use an ellipsis on this page?*

Have one or two volunteers share. Review that an ellipsis tells the reader to pause and that more of the sentence is coming. Point out that after the ellipsis, the authors go on to list places they love about Earth. Turn to page 10 and explain that the period on this page shows that this is the end of the sentence, and review that a period tells the reader to read the words in a calm voice.

Continue reading to the end of the book, and encourage the students to notice the punctuation as you read.

At the end of the book, point to the exclamation point on page 32. Ask and briefly discuss:

Q *Why do you think the authors use an exclamation point on this page?*

If necessary, point out that the exclamation point shows that it is the end of the sentence and explain that this page is also the end of the book. The authors do not go on to list what they love about our Earth after the exclamation point as they do after the ellipses. Review that the exclamation point also tells the reader to read the sentence in an excited voice.

Teacher Note

The use of the commas in the text is not explicitly covered in this lesson. As you read, you may choose to briefly point out that the commas are used because the authors are listing things they love about our Earth, and the commas separate the parts of the list.

4 Chorally Read the Book

Explain that now the students will chorally read *I Love Our Earth* and use what they know about the punctuation marks to read the book the way

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it should sound. Chorally read the book, sliding the pointer under the words as they are read.

When the class is finished reading, share some of your observations about how the students did with reading the book.

Tell the students that in the next lesson, they will reread *I Love Our Earth* again and talk more about the book.

Shared Reading
I Love Our Earth

Day 3

In this lesson, the students:

- Chorally read a book
- Discuss describing words in the book and generate new ones
- Read with attention to punctuation
- Participate responsibly
- Listen carefully
- Speak clearly

Materials

- *I Love Our Earth* (big book)
- Big book stand
- Pointer
- Sentence strips in the pocket chart, prepared ahead
- 4 index cards and a marker in a different color than the sentence strips
- (Optional) Additional index cards

1 Gather and Review

Gather the class with the students sitting, facing you. Review that this week the students are reading the book *I Love Our Earth*. Show the cover of the book and read the title and the names of the authors and the photographer aloud. Remind the students that in the last lesson, they discussed the punctuation in the book and paid attention to the punctuation as they read.

Explain that today they will read the book again and talk about some of the words.

2 Chorally Read *I Love Our Earth*

Tell the students that they will chorally read *I Love Our Earth*. Ask them to pay attention to the punctuation marks in the book to help them read the words the way they should sound. Remind them to listen carefully and to read the same words at the same time. Chorally read the book, sliding the pointer under the words as they are read.

3 Discuss Describing Words in Part of the Book and Generate New Words

Direct the students' attention to the pocket chart and explain that you wrote the lines of the first part of the book on sentence strips and

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placed them in order in the pocket chart. Read the lines aloud, sliding the pointer under the words as you read.



Point to the second line and read it aloud. Explain that the author uses the word *green* to describe what the grasses in the book look like; then ask:

Q *What is another word you could use to describe the grasses?*

Have a volunteer share. As the student shares, write his idea on an index card and place it over the word *green* to cover it in the pocket chart.

Repeat this procedure to have the students generate new words to describe the mountains, oceans, and deserts. As the students share, write their ideas on individual index cards and place them in the appropriate places in the pocket chart.



Teacher Note

If necessary, stimulate the students' thinking by showing the photograph of the grasses on pages 4–5.

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When you have finished adding the students' suggested words to the pocket chart, chorally read the new lines aloud with the students, sliding the pointer under the words as they are read.

4 Reflect

Have the students reflect on their work this week in Shared Reading. Ask and briefly discuss:

Q *What did you like about reading* I Love Our Earth *this week?*

Q *What did you do to participate responsibly during the Shared Reading lessons this week? What do you still need to work on?*

EXTENSION

Write a Class *I Love Our Earth* Book

Create a class *I Love Our Earth* book. Have each student write one sentence about what he loves about our Earth and then illustrate it. Alternatively, consider asking each student to bring in a photograph of a place or thing that she loves. Have the student write a sentence describing the place or thing in the photograph and then include the photograph on her page of the book. Bind all of the students' pages into a book, and give the book a title. Read the book aloud with the class, and keep it in the classroom library for the students to read on their own.

Independent Work Connections

For next week's Independent Work, we suggest the following:

- Collect copies of *I Love Our Earth* and place them in the classroom library for the students to read during independent reading. The students can also read the big book version of *I Love Our Earth* during independent reading.
- Make the pocket chart, the sentence strips, and the index card words from Day 3, Step 3, available for the students to read during independent reading.
- Make the pocket chart and the sentence strips from Day 3, Step 3, available to the students during independent writing. Provide blank index cards and a marker for the students to write additional adjectives or verbs to use in the pocket chart. Encourage the students to change the words in the pocket chart and to read the sentence strips as they slide the pointer under the words.

Teacher Note

If time permits, remove the index cards from the pocket chart, and use the same procedure to help the students generate words to describe what the grasses, mountains, oceans, and deserts *do* (for example, green grasses *sway*, gray mountains *stand*, blue oceans *roll*, or brown deserts *blow*).

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OVERVIEW

Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Blogging 2" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 22 OVERVIEW

Whole-class Instruction

Shared Reading 402

This week the students listen to and discuss two poems, and then make text-to-text connections as they discuss the poems. They speak clearly so others can hear in partner discussions and begin to share their partners' thinking in class discussions. On Day 3 they add the poems to their poetry readers and practice reading the poems in pairs.

Independent Work Check-in 413

This week we suggest you teach the "Blogging 3" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might also incorporate into independent work areas this week:

Reading:

- Big book and other copies of *I Love Our Earth* (see "Independent Work Connections" on page 397)
- Pocket chart with *I Love Our Earth* words and phrases (see "Independent Work Connections" on page 397)

Writing:

- Index cards and sentence strips to add to pocket chart (see "Independent Work Connections" on page 397)

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Week 22

RESOURCES

Poems

Read-alouds

- "Mice"
  by Rose Fyleman
  (see page 411)
- "Caterpillars"
  by Aileen Fisher
  (see page 412)
  These poems describe two small creatures.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA1

Reproducibles

- "Mice" (BLM1)
- "Caterpillars" (BLM2)

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DO AHEAD

Shared Reading

✓ Prior to Day 1, prepare a sheet of chart paper with the title and the words of the poem "Mice" on page 411 (don't copy the number beside each line). Post the chart where everyone can see all the words of the poem during the lesson.

✓ Prior to Day 2, prepare a sheet of chart paper with the title and the words of the poem "Caterpillars" on page 412 (don't copy the number beside each line). Post the chart where everyone can see all the words of the poem during the lesson.

✓ Prior to Day 3, post the "Mice" chart and the "Caterpillars" chart where everyone can see them from their seats.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Mice" (BLM1) and "Caterpillars" (BLM2). Make a class set of copies and prepare the copies as necessary for the students to add them to their poetry readers.

Independent Work Check-in

✓ Familiarize yourself with the "Blogging 3" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
60 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Shared Reading

"Mice"

by Rose Fyleman

(see page 411)

"Caterpillars"

by Aileen Fisher

(see page 412)

These poems describe two small creatures.

Academic Focus

- Students listen to and discuss two poems.
- Students echo read and chorally read the poems.
- Students make text-to-text connections.
- Students read the poems in pairs.

Social Development Focus

- Students listen carefully.
- Students participate responsibly.
- Students speak clearly so others can hear.
- Students share their partners' thinking.

ELL SUPPORT

Preview the Text

- Preview the poem "Mice" with the students before you read it to the whole class. Show a picture of a mouse and clarify vocabulary:

  rather: very
  nibble: eat

- Preview the poem "Caterpillars" with the students before you read it to the whole class and clarify vocabulary:

  chew: eat

Build Background Knowledge

- Show the students a picture of a caterpillar and briefly explain the stages of a caterpillar's life cycle. Be sure that the students understand that a caterpillar becomes a butterfly in its life cycle.

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Shared Reading
"Mice"

Day 1

In this lesson, the students:

- Listen to and discuss a poem
- Echo read and chorally read the poem
- Listen carefully
- Participate responsibly
- Speak clearly so others can hear

Materials

- "Mice" chart, prepared ahead
- Pointer

1 Gather and Discuss Speaking Clearly and Being a Responsible Listener

Gather the class with partners sitting together, facing you. Explain that this week the students will read two new poems and discuss them with the class and with their partners. Remind them that when they share their ideas with the class and in pairs, it is important that they speak clearly so everyone can hear. Explain that listeners also have a responsibility to ask speakers to speak more clearly when they are unable to hear them. Ask and briefly discuss:

Q *How can you ask someone in a respectful way to speak a little louder or to repeat what he or she said?*

> **Students might say:**
>
> "I could say, 'Can you speak a little louder? I am having trouble hearing you.' "
>
> "I might say, 'Can you say that again, please?' "
>
> "I can say, 'I really want to hear your ideas, could you speak a little louder?' "

Encourage the students to use these ideas during partner and class discussions.

2 Read "Mice" Aloud

Direct the students' attention to the "Mice" chart and read the title and the author's name aloud. Explain that in this poem, the author shares some of her ideas about mice. Ask:

Q *What is something you know about mice?*

Have a few volunteers share with the class. Then have partners discuss:

Q *Do you like mice? Why or why not? Turn to your partner.*

Signal for the students' attention and have a few volunteers share their thinking with the class.

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Explain that you will read "Mice" twice and then the class will discuss it. Read the poem aloud slowly and clearly, sliding under the words and clarifying vocabulary as you read. Pause briefly after the first reading; then read the poem again without stopping.

Suggested Vocabulary

rather: very

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

nibble: eat

3 Discuss "Mice"

After you finish reading, have partners discuss the question that follows. Remind the students to listen carefully and to respectfully ask their partners to speak louder if they cannot hear.

Q *What is this poem about? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share what they discussed with the class. Then ask:

Q *How do you think Rose Fyleman, the author of this poem, feels about mice? What makes you think that? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "She likes mice. In the poem, she says, 'I think mice are nice.' "
>
> "I think she likes them because she knows so much about them."

4 Echo Read and Chorally Read the Poem

Explain that now the students will echo read and then chorally read "Mice." Remind them to listen carefully and to watch for their turn to read. Echo read the poem one line at a time, sliding under the words as you read. Then chorally read the poem with the students.

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5 Reflect on Speaking Clearly and Listening Responsibly

Have the students reflect on the work they did in today's Shared Reading lesson. Ask and briefly discuss:

Q *What did you and your partner do today to make sure you could hear when one of you was speaking?*

Tell the students that in the next lesson they will read and discuss another poem.

Teacher Note

Save the "Mice" chart to use on Days 2 and 3.

Shared Reading
"Mice" and "Caterpillars"

Day 2

In this lesson, the students:

- Listen to and discuss a poem
- Echo read and chorally read the poem
- Make text-to-text connections
- Share their partners' thinking
- Listen carefully
- Participate responsibly

Materials

- "Caterpillars" chart, prepared ahead
- "Mice" chart from Day 1
- Pointer

1 Gather and Discuss Sharing a Partner's Thinking

Gather the class with partners sitting together, facing you. Review that in the last lesson, the students listened to and discussed the poem "Mice" by Rose Fyleman. They practiced speaking clearly so their partners could hear and asking their partners to speak more clearly if they could not hear them.

Explain that today the students will listen to another poem and discuss it with their partners. Tell the students that they will need to listen carefully to each other because sometimes you will ask them to share what their partners said with the class. Explain that you will check in with them at the end of the lesson to discuss how they did with sharing their partners' thinking.

2 Read "Caterpillars" Aloud

Direct the students' attention to the "Caterpillars" chart and read the title and the author's name aloud. Tell the students that in this poem, the author shares some thoughts about caterpillars. Ask:

Q *What is something you know about caterpillars?*

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Have a few volunteers share with the class. If necessary, tell the students that caterpillars turn into butterflies.

Have partners discuss the question that follows. Remind the students to listen carefully because you will ask them to share what their partners said with the class.

Q *Do you like caterpillars? Why or why not? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their partners' thinking with the class.

Explain that you will read "Caterpillars" twice and then partners will discuss it. Read the poem aloud slowly and clearly, sliding under the words and clarifying vocabulary as you read. Pause briefly after the first reading; then read the poem again without stopping.

Teacher Note

It may be challenging for students to share their partners' thinking without also sharing their own. If necessary, give the students time to share their own thinking after they share their partners' thinking.

ELL Note

You might provide the prompt "My partner [Marisol] said that . . ." to your English Language Learners to help them share their partners' thinking.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

chew: eat

3 Discuss the Poem

After you finish reading the poem, ask:

Q *What is this poem about? Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share what they discussed. If necessary, reread the poem to support the students' understanding of it. Then ask:

Q *How do you think Aileen Fisher, the author of this poem, feels about caterpillars? What makes you think that? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking.

> **Students might say:**
>
> "I think the author thinks caterpillars are interesting because they turn into butterflies."
>
> "The author wrote 'that is more than I can do' so she thinks they are special."
>
> "The author doesn't think they do very much."

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4 Echo Read and Chorally Read the Poem

Explain that now the students will echo read and then chorally read "Caterpillars." Remind them to listen carefully as you read and to watch for their turn to read. Echo read the poem one line at a time, sliding under the words as they are read. Then chorally read the poem with the students.

5 Make Text-to-text Connections

Direct the students' attention to the "Mice" chart, and review that this is the poem they read in the last lesson. Read the poem aloud, and invite the students to join you in chorally reading it if they are ready.

Use "Think, Pair, Share" to discuss the questions that follow. Remind the students to listen carefully because you will ask them to share what their partners said with the class.

Q *What is one way the poems "Caterpillars" and "Mice" are the same? What is one way they are different?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their partners' thinking with the class.

> **Students might say:**
>
> "My partner said that both poems are about animals."
>
> "[Marshall] shared how both poems tell about things that the animals do and what the author thinks about those animals."
>
> "[Anna] said that one way they are different is that caterpillars and mice are different animals."
>
> "My partner noticed that there are questions in 'Caterpillars' but not in 'Mice.'"

Remind the students that making connections between two stories or poems is something that good readers do. Point out that thinking about how poems are the same and how they are different is a way to enjoy and make sense of poems.

6 Reflect on Sharing Their Partners' Thinking

Help the students reflect on how they did with sharing their partners' thinking today. Ask and discuss questions such as:

Q *What do you like about sharing your partner's thinking, or having your partner share your thinking?*

Q *What is challenging about sharing your partner's thinking?*

ELL Note

You might provide the prompt "One way the poems are [the same/different] is . . ." to your English Language Learners to help them verbalize the answer to the question.

Teacher Note

Save the "Mice" chart and the "Caterpillars" chart to use on Day 3.

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Day 3

Shared Reading

"Mice" and "Caterpillars"

Materials

- "Mice" chart from Days 1–2
- "Caterpillars" chart from Day 2
- Pointer
- Copy of "Mice" (BLM1) for each student
- Copy of "Caterpillars" (BLM2) for each student
- Poetry reader for each student
- "Poetry Reader Table of Contents" (WA1)

In this lesson, the students:

- Chorally read two poems as a class and in pairs
- Listen carefully
- Participate responsibly
- Work responsibly in pairs

1 Get Ready to Read

Have the students pick up their independent work toolboxes and pencils and sit at tables with partners together. Explain that today the students will read "Mice" and "Caterpillars" again and add the poems to their poetry readers.

2 Briefly Review and Chorally Read "Mice" and "Caterpillars"

Direct the students' attention to the "Mice" chart and read the title and the author's name aloud. Briefly review the poem by having one or two volunteers share what they remember about the poem. Chorally read "Mice," sliding under the words as they are read. Repeat this procedure to review and chorally read "Caterpillars."

3 Add the "Mice" and "Caterpillars" to the Poetry Readers

Explain that now the students will add "Mice" and "Caterpillars" to their poetry readers. Distribute a copy of "Mice" (BLM1) and a copy of "Caterpillars" (BLM2) to each student and have the students take out their poetry readers from their independent work toolboxes.

Ask the students to take out and open their poetry readers and add "Mice" to the back of their readers behind the poem "The Little Turtle." Have them write the number 10 in the bottom right-hand corner of the page. Then have them add "Caterpillars" behind the poem "Mice" and write the number 11 in the bottom right-hand corner of the page.

Next, ask the students to turn to the table of contents page as you display the "Poetry Reader Table of Contents" activity (WA1).

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WA1

Poetry Reader Table of Contents

Title of Poem	Page
Willaby Wallaby Woo	2
Hippopotamus Stew	3
Bippity Boppity Bumblebee	4
Kitty Caught a Caterpillar	5
Listen	6
In a Winter Meadow	7
Kick a Little Stone	8
The Little Turtle	9
Mice	10
Caterpillars	11

Write the title and the page number of "Mice" and "Caterpillars" on the chart, and ask the students to copy the same information onto the table of contents page in their readers.

4 Chorally Read "Mice" and "Caterpillars" from the Poetry Readers

Tell the students that now they will chorally read "Mice" and "Caterpillars" again, but that each student will read from his own copy of the poem in the poetry reader.

Have the students open to the poem "Mice." Have the students use their fingers to slide under the words and chorally read the title and the name of the author aloud; then have the students chorally read the rest of the poem. Repeat this procedure to have the students chorally read "Caterpillars" from their copies of the poem.

5 Chorally Read "Mice" and "Caterpillars" in Pairs

Tell the students that now they will chorally read the poems with their partners.

Have partners turn to face each other and chorally read each poem in pairs. Circulate and observe, assisting students as needed.

Have the students close their poetry readers and place them in their independent work toolboxes.

Teacher Note

Save the "Mice" chart and the "Caterpillars" chart to use in Week 29.

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Independent Work Connections

For next week's Independent Work, we suggest the following:

- Encourage the students to read "Mice" and "Caterpillars" during independent reading.
- Have the students illustrate "Mice" and "Caterpillars" in their poetry readers during independent writing.

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Poem

Mice

by Rose Fyleman

I think mice
Are rather nice.

Their tails are long,
Their faces small,
They haven't any
Chins at all.
Their ears are pink,
Their teeth are white,
They run about
The house at night.
They nibble things
They shouldn't touch
And no one seems
To like them much.

But I think mice
Are nice.

"Mice" by Rose Fyleman. Copyright © 1986 Rose Fyleman. Used by permission of The Society of Authors as the Literary Representative of the Estate of Rose Fyleman.

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Poem

Caterpillars

by Aileen Fisher

What do caterpillars do?
Nothing much but chew and chew.

What do caterpillars know?
Nothing much but how to grow.

They just eat what by and by
will make them be a butterfly,

But that is more than I can do
however much I chew and chew.

"Caterpillars" from *Cricket In a Thicket* by Aileen Fisher. Copyright © 1963, 1991 by Aileen Fisher. Used by permission of Marian Reiner on behalf of the Public Library Foundation, Inc.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Blogging 3" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 23 OVERVIEW

Whole-class Instruction

Shared Reading 418

This week the students discuss descriptive language in the lyrical text *Listen to the Rain*. They echo read and chorally read the book, and they explore how the authors re-create a rainstorm with the words of the book. On Day 3 the students use their hands to make the sounds of their own rainstorm.

Independent Work Check-in 427

This week we suggest you teach the "Work Habits" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might also incorporate into independent work areas this week:

Reading:

- Charted "Mice" and "Caterpillars" poems and poetry readers (see "Independent Work Connections" on page 410)

Writing:

- Drawing materials for illustrating poetry readers (see "Independent Work Connections" on page 410)

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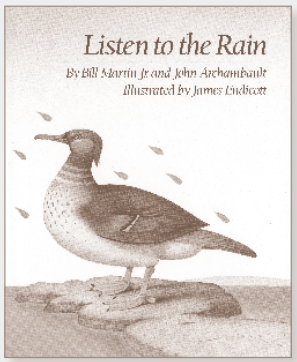
Week 23

RESOURCES



Read-aloud

- *Listen to the Rain**
  by Bill Martin Jr. and John Archambault, illustrated by James Endicott
  This lyrical text takes the reader on a journey through a rainstorm.
  **This is a big book.*

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DO AHEAD

Shared Reading

✓ Prior to Day 3, familiarize yourself with the activity in Step 4 and plan a space where the students can sit in a circle, facing one another. If you are not familiar with how to use your hands to "make a rainstorm," search online using the keywords "create a rainstorm with your hands" to learn more and to see video examples.

Independent Work Check-in

✓ Familiarize yourself with the "Work Habits" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
60 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Shared Reading

*Listen to the Rain**

by Bill Martin Jr. and John Archambault,
illustrated by James Endicott

This lyrical text takes the reader on a journey through a rainstorm.

**This is a big book.*

Academic Focus

- Students listen to and discuss a book.
- Students echo read and chorally read the book.
- Students discuss descriptive language in the book.
- Students use their hands to re-create the sounds of a rainstorm.

Social Development Focus

- Students listen carefully.
- Students participate responsibly.
- Students develop the skill of sharing ideas with one another.
- Students share their partners' thinking.

ELL SUPPORT

Preview the Text

- Read the book *Listen to the Rain* with the students before you read it to the whole class. Show and discuss the illustrations, and clarify vocabulary:

  sprinkle: light drops of rain (p. 4)
  tinkle: sound of a sprinkle (p. 4)
  pitter-patter: soft sounds like footsteps (p. 11)
  hurly-burly: busy; active (p. 16)
  topsy-turvy: moving in all directions (p. 16)
  lashing gnashing: whipping and biting (p. 16)
  muddle: mixed-up mess (p. 20)
  solitude: stillness (p. 23)

Build Background Knowledge

- Explain that this book talks about the different stages of a rainstorm. Invite any students who have been in a rainstorm before to describe what it was like. Consider showing the students a brief video illustrating the phases of a rainstorm.

Provide Language Support

- *Listen to the Rain* contains metaphors and other figurative language that may be challenging for the students. Explain the meaning of the phrases *tiptoe pitter-patter*, *the singing of the rain*, and *lashing gnashing teeth of rain*.

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Shared Reading
Listen to the Rain

Day 1

In this lesson, the students:

- Listen to and discuss a book
- Listen carefully
- Share ideas with one another
- Share their partners' thinking

Materials

- *Listen to the Rain* (big book)
- Big book stand

1 Gather and Discuss Sharing Ideas

Gather the class with partners sitting together, facing you. Tell the students that today you will read a book called *Listen to the Rain* and that they will discuss the book with their partners. Explain that the students will be responsible for thinking on their own and sharing their thinking in pairs. Remind them to listen carefully because sometimes you will ask them to share what their partners said with the class. Ask:

Q *What else will you do to be a good partner when you and your partner are sharing ideas with each other?*

Have a few volunteers share their ideas with the class.

> **Students might say:**
>
> "I'll let my partner finish talking before I start talking."
>
> "I'll look at my partner when he's talking. Then he'll know I'm listening."
>
> "I can give my partner time to think before talking."

Tell the students that at the end of the lesson you will ask them to talk about how they worked with their partners.

2 Introduce *Listen to the Rain*

Place *Listen to the Rain* on the big book stand and read the title and the names of the authors and the illustrator aloud. Explain that this book describes a rainstorm.

Ask the question that follows. Remind the students to listen carefully because you will ask them to share what their partners said with the class.

Q *What do you know about rain? Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their partners' thinking with the class. Then ask:

Q *Do you like rain? Why or why not? Turn to your partner.*

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After a few moments, signal for the students' attention and have a few pairs share their partners' thinking with the class.

3 Read and Discuss the Book

Explain that you will read the book *Listen to the Rain* twice today. The first time you read the book, you would like the students to close their eyes and listen to the words without looking at the pictures. The second time you read, you will show the students the pictures and stop to explain some of the words.

Have the students close their eyes. Read *Listen to the Rain* aloud, slowly and clearly.

When you are finished reading, have the students open their eyes; then ask and discuss:

Q *What sounds did you hear as you listened to the book?*

Q *Did you picture something in your mind as you listened to this book? What did you picture?*

> **Students might say:**
>
> "I heard the sound of soft rain tapping on the windows."
>
> "I could hear the rain get louder and then quieter."
>
> "I pictured everything getting wet."
>
> "I imagined puddles all over the sidewalks."

Explain that now you will read the book again and you would like the students to think about how they feel as they listen to the book.

Read *Listen to the Rain* aloud slowly and clearly, sliding under the words and clarifying vocabulary as you read.

Suggested Vocabulary

hurly-burly: busy; active (p. 16)
lashing gnashing: whipping and biting (p. 16)
muddle: mixed-up mess (p. 20)
solitude: stillness (p. 23)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

sprinkle: light drops of rain (p. 4)
tinkle: sound of a sprinkle (p. 4)
pitter-patter: soft sounds like footsteps (p. 11)
topsy-turvy: moving in all directions (p. 16)

Teacher Note

Listening to the book with their eyes closed will help the students focus on the sounds of the rainstorm and picture it in their minds.

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When you are finished reading, use "Think, Pair, Share" to discuss:

Q *How did you feel as you listened to this book? What words or parts of the book made you feel that way?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their partners' thinking with the class. As the students share, reread the part of the book that corresponds with their thinking.

> **Students might say:**
>
> "[Jia] said she felt peaceful when the rain got quiet at the end."
>
> "My partner said he felt a little nervous when the book said that the rain has teeth!"
>
> "[Omar] felt cold and wet and he wanted to be home where he could be warm and dry."

4 Reflect on Working Together

Facilitate a brief discussion about how the students worked with their partners today. Ask and briefly discuss:

Q *What did you and your partner do to work well together today?*

> **Students might say:**
>
> "We both talked loud enough to hear each other."
>
> "We took turns talking."
>
> "We gave each other time to think before we talked about the questions."

Tell the students that in the next lesson, they will read and discuss *Listen to the Rain* again and continue to share their ideas with their partners.

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Day 2 Shared Reading

Listen to the Rain

Materials

- *Listen to the Rain* (big book)
- Pointer
- Big book stand
- Chart paper and a marker

In this lesson, the students:

- Listen to and echo read a book
- Discuss descriptive language in the book
- Listen carefully and participate responsibly
- Share ideas with one another
- Share their partners' thinking

1 Gather and Get Ready to Read

Gather the class with partners sitting together, facing you. Remind the students that this week they are reading the book *Listen to the Rain*. Explain that today they will reread the book and look more closely at some of the words that the authors use to describe the rain. Tell the students that as they discuss the book today, they will be responsible for thinking on their own and sharing their thinking in pairs.

2 Reread *Listen to the Rain*

Tell the students that you will read *Listen to the Rain* and that the students may join you in reading any of the words they know. Read the book aloud, slowly and clearly, sliding under the words as you read.

3 Echo Read the Book and Discuss the Words That Describe Rain

Explain that now the class will echo read *Listen to the Rain* and that as they read, you will stop to have them discuss the words the authors use to describe the rain. Title a sheet of chart paper "Rain Words." Explain that as the students discuss the words at each stop, you will write their ideas on the chart.

Review that during echo reading, it is important that the students listen carefully and watch for their turn to read.

Echo read pages 3–7, one page at a time. Then ask:

Q *What are some words the authors use to describe the rain in the part of the book you just listened to? Turn to your partner.*

Have a few volunteers share. As the students share, turn to the page in the book that corresponds with their thinking; then write the students' ideas in the left-hand column of the "Rain Words" chart.

Continue echo reading the book, stopping as described on the next page. At each stop, have the students identify some of the words or phrases

Teacher Note

It is not necessary for the students to identify every word or phrase the authors use to describe the rain at each stop.

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that describe the rain in that part of the book, and then write the students' ideas in a separate column on the "Rain Words" chart.

Stop after:

p. 12 ". . . the singing of the rain."

p. 20 ". . . a mishy mushy muddy puddle."

p. 27 ". . . the fresh wet silent after-time of rain."

Rain Words

whisper	singing	roaring	silence
soft	tiptoe pitter-patter	pouring	solitude
drip-drop	splish	hurly-burly	dripping
tinkle	splash	topsy-turvy	dropping
sprinkle	splatter	lashing gnashing teeth	stopping
	steady	thunder-crashing	fresh

4 Discuss the "Rain Words" Chart

When you are finished reading, point to the left-most column on the "Rain Words" chart and read the words aloud. Ask and discuss questions such as:

Q *What do you notice about this group of words?*

Q *What kind of rain do these words describe?*

Q *Why do you think the authors chose these words to describe [soft rain]?*

> **Students might say:**
>
> "The words are all quiet words."
>
> "I think they describe soft rain."
>
> "I think the author chose those words to help us hear the soft beginning of a rainstorm."

Use the above procedure to have the students discuss the words in each column on the chart. Point out that the rain starts off soft and quiet, gets louder and stronger, and finally gets quiet again until it stops.

Teacher Note

You may want to point out that some of the words on the chart are examples of onomatopoeia (for example, *tinkle, drip-drop, splish*).

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5 Reread *Listen to the Rain* with Expression

Explain that now you will read *Listen to the Rain* again and that as you read, you will make your voice louder and softer to match the kind of rain that is described in each part of the book. Read the book aloud, changing the volume of your voice to match the kind of rain that is described in each part of the book, and sliding under the words as you read.

When you are finished reading, ask the question that follows. Remind the students to listen carefully because you will ask them to share what their partners said with the class. Ask:

Q *Do you think* Listen to the Rain *is a good title for this book? Why or why not? Turn to your partner.*

After a few moments, signal for the students' attention and have one or two volunteers share their partners' thinking with the class.

6 Reflect on Working Together

Share some of your observations about how the students did while working with their partners and sharing ideas with them today.

Tell the students that in the next lesson, they will reread *Listen to the Rain* again and talk more about the book.

Teacher Note

Save the "Rain Words" chart to use on Day 3.

Day 3 Shared Reading

Listen to the Rain

Materials

- *Listen to the Rain* (big book)
- Big book stand
- Pointer
- "Rain Words" chart from Day 2

In this lesson, the students:

- Echo read and chorally read a book
- Make a rainstorm with their hands
- Listen carefully
- Participate responsibly
- Move in a responsible way

1 Gather and Review *Listen to the Rain*

Gather the class with partners sitting together, facing you. Explain that today the class will reread *Listen to the Rain*. Show the cover of the book and read the title and the names of the authors and the illustrator aloud. Ask:

Q *What do you remember about this book? Turn to your partner.*

After a few moments, signal for the students' attention and have one or two volunteers share their thinking with the class. If necessary, review

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that *Listen to the Rain* describes a rainstorm that is soft and quiet, gets louder and stronger, and finally gets quiet again until it stops.

2 Review the "Rain Words" Chart and Echo Read the Book

Direct the students' attention to the "Rain Words" chart and remind them that in the last lesson the students discussed some words the authors use to describe the rain in the book and you listed their ideas on the chart. Briefly review the kind of rain described in each column on the chart.

Explain that the students will echo read *Listen to the Rain* and make their voices louder or softer to match the kind of rain that is described in each part of the book. Remind the students to listen carefully so they will know when it is their turn to read.

Echo read *Listen to the Rain* with expression, one page at a time, sliding under the words as you read.

3 Chorally Read the Book

Explain that now the class will chorally read *Listen to the Rain* and make their voices louder or softer to match the kind of rain that is described in each part of the book. Chorally read the book, sliding under the words as they are read.

Teacher Note

Listen to the Rain may still be too challenging for your students to chorally read with accuracy at this point. Depending on the needs of your students, consider echo reading the book with expression again.

4 Make a Rainstorm

Explain that now the class will use their hands to make the sounds of a rainstorm. Tell them that before they make the rainstorm, they will move into a circle so they can all see each other. Remind the students that it is important that they move in a way that is respectful to others.

Have the students move to sit into a circle. When they are all seated, signal for their attention. Explain that the rainstorm they will make, like the one in the book, will be quiet and soft at first, get louder and stronger, and then get quiet and soft again until it stops.

Tell the students that you will begin the rainstorm by rubbing your palms together, and explain that you will "send" the sound around the circle by passing the movement to the student on your left. You will look at the student to your left and then she will also rub her palms together; then she will look at the student on her left and he will join both of you in rubbing his palms together. This will continue until all the students in the circle are rubbing their palms together. When the last student in the circle is rubbing her palms together, you will change the movement to make a different sound of the rainstorm and then "send" that movement around the circle.

Tell the students that they will need to watch carefully so they will know what movement to make next and when it is their turn to make

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the movement. Remind them that it is important that they move in a responsible way during the activity.

Follow the rainstorm procedure to have the class make the sounds of a rainstorm using the order of hand movements below:

1. Rub your palms together.
2. Snap your fingers.
3. Clap with two fingers on your palm.
4. Clap.
5. Slap your lap with both hands.
6. Clap.
7. Clap two fingers on your palm.
8. Snap your fingers.
9. Rub your palms together.
10. Place your hands in your lap.

When the class is finished making the rainstorm, share some of your observations about how the students did with listening carefully and moving in a responsible way.

5 Reflect

Have the students reflect on their work in Shared Reading this week. Ask and briefly discuss:

Q *What did you like about reading* Listen to the Rain *this week?*

Q *What did you like about making a rainstorm with your hands?*

Q *What was challenging about it?*

Independent Work Connections

For next week's Independent Work, we suggest the following:

- Collect copies of *Listen to the Rain* and place them in the classroom library for the students to read during independent reading. Students can also read the big book version of *Listen to the Rain* during independent reading.
- Have the students explore writing words that describe the rain during independent writing. Provide photographs or illustrations of the different stages of a rainstorm and have the students write words that describe each stage.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Work Habits" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 24 OVERVIEW

Whole-class Instruction

Shared Reading 432

This week the students chorally read "The Secret Song," a poem of questions and answers, taking turns to read the parts in groups. They develop the skill of sharing ideas with one another as they discuss details in the poem. On Day 3 they add the poem to their poetry readers and practice reading the poem in pairs.

Independent Work Check-in 441

This week we suggest you teach the "Introduce New Materials" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might also incorporate into independent work areas this week:

Reading:

- Big book and other copies of *Listen to the Rain* (see "Independent Work Connections" on page 426)

Writing:

- Photographs and illustrations for writing about rain (see "Independent Work Connections" on page 426)

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Week 24

RESOURCES

Poem

Read-aloud

- "The Secret Song"
  by Margaret Wise Brown
  (see page 440)
  Animals are privy to some of nature's special moments in this poem of questions and answers.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for the week.

Whiteboard Activity

- WA1

Reproducible

- "The Secret Song" (BLM1)

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DO AHEAD

Shared Reading

✓ Prior to Day 1, prepare a sheet of chart paper with the title and the words of the poem "The Secret Song" on page 440 (don't copy the number beside each line). Post the chart where everyone can see all the words of the poem during the lesson.

✓ Prior to Day 2, familiarize yourself with the reading activity in Step 4 and create a set of animal cards for the activity. Gather a set of index cards equal to the number of students in your class. On each card, write the name of one of the following animals in the poem, so that each group has roughly the same number of cards: *spider*, *fish*, *pigeon*, *night owl*, and *grey fox*.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "The Secret Song" (BLM1). Make a class set of copies and prepare the copies as necessary for the students to add them to their poetry readers.

Independent Work Check-in

✓ Familiarize yourself with the "Introduce New Materials" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
60 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Shared Reading

"The Secret Song"

by Margaret Wise Brown

(see page 440)

Animals are privy to some of nature's special moments in this poem of questions and answers.

Academic Focus

- Students listen to and discuss a poem.
- Students echo read the poem.
- Students chorally read the poem as a class and in groups.
- Students read the poem in pairs.

Social Development Focus

- Students listen carefully.
- Students participate responsibly.
- Students develop the skill of sharing ideas with one another.

ELL SUPPORT

Preview the Text

- Preview the poem "The Secret Song" with the students before you read it to the whole class. You might read it aloud and clarify vocabulary:

  petals: colorful parts of a flower
  flash: shine
  fog: misty cloud that is close to the ground
  pigeon: bird
  moss: soft green plant
  creep: grow slowly

Build Background Knowledge

- Show the students pictures of the events in the poem and discuss the phrases that describe them. For example, show the students a picture of a sunrise and discuss the use of the phrase "the first green light of the sun." Provide similar support for other events described in the poem. Discuss why seeing these events might be considered a unique or special experience.

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Shared Reading
"The Secret Song"

Day 1

In this lesson, the students:

- Listen to and discuss a poem
- Echo read the poem
- Listen carefully
- Participate responsibly
- Share ideas with one another

Materials

- "The Secret Song" chart, prepared ahead
- Pointer

1 Gather and Review Sharing Ideas

Gather the class with partners sitting together, facing you. Explain that today the students will listen to a poem called "The Secret Song" and discuss it with their partners. Remind them that they will be responsible for both thinking on their own and sharing their thinking with their partners. Ask and discuss:

Q *What can you and your partner do to make sure you both have a chance to share your ideas?*

> **Students might say:**
>
> "We can make sure we don't talk too long."
>
> "We can take turns talking first."
>
> "We can think before we talk so that we know what we want to say."

Tell the students that you will check in with them about how they did with sharing ideas at the end of the lesson.

2 Read and Discuss "The Secret Song"

Direct the students' attention to the "The Secret Song" chart and read the title and the author's name aloud. Explain that you will read the poem two times. The first time you will read the poem without stopping, and the second time you will stop to explain some of the words.

Read the poem aloud slowly and clearly without stopping, sliding under the words as you read. Pause briefly after the first reading; then read the poem again, clarifying vocabulary as you read.

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Suggested Vocabulary

petals: colorful parts of a flower
fog: misty cloud that is close to the ground
moss: soft green plant
creep: grow slowly

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

flash: shine
pigeon: bird

Ask:

Q *What is this poem about? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share what they discussed with the class.

Explain that now you will read the poem one more time and that you would like the students to listen carefully and think about anything they notice that they did not notice the first two times they listened to the poem.

Read the poem aloud again, sliding under the words as you read. Then ask:

Q *Did you notice something this time that you did not notice the last time you heard the poem? What is it?*

Have a few volunteers share their thinking. Then use "Think, Pair, Share" to discuss:

Q *Why do you think this poem is called "The Secret Song?"* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking.

Students might say:

"I think it's called 'The Secret Song' because each animal is the only one to see something happen, so it's like a secret."

"It's like each animal sees something special happen, and secrets can be special things that only you know about."

"The poem repeats over and over, which is kind of like a song."

Teacher Note

Rereading the poem after an initial discussion will help deepen the students' understanding of it.

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3 Echo Read the Poem

Explain that now the students will echo read the poem. Remind them to listen carefully so they will know when it is their turn to read. Echo read "The Secret Song" two lines at a time, sliding under the words as they are read.

4 Reflect on Sharing Ideas

Facilitate a brief discussion about sharing ideas by asking the students to think quietly about these questions:

Q *What did you do to make sure both you and your partner got a chance to share your ideas?*

Q *Why is it important for both of you to share your ideas?*

After a moment, have two or three volunteers share their thoughts with the class. Share your own observations about how the students took responsibility for making sure both partners had an opportunity to share their ideas, and raise any problems that you would like to bring to their attention.

Tell the students that in the next lesson they will read and talk more about "The Secret Song."

Teacher Note

Save the "The Secret Song" chart to use on Days 2 and 3.

Shared Reading
"The Secret Song"

Day 2

In this lesson, the students:

- Listen to and discuss a poem
- Echo read the poem
- Chorally read the poem in groups
- Listen carefully
- Participate responsibly

Materials

- "The Secret Song" chart from Day 1
- Pointer

1 Gather and Review "The Secret Song"

Gather the class with partners sitting together, facing you. Remind the students that in the last lesson, they listened to and discussed the poem "The Secret Song" by Margaret Wise Brown. Ask:

Q *What do you remember about the poem "The Secret Song"? Turn to your partner.*

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After a few moments, signal for the students' attention and have a few volunteers share their thinking. Explain that today the students will read and talk about the poem again.

2 Discuss the Pattern in the Poem

Direct the students' attention to the "The Secret Song" chart and read the title and the author's name aloud. Explain that you will read the poem aloud and that the students may join you in reading any of the words they know. Ask the students to listen carefully for the pattern in the poem as you read.

Read the poem aloud slowly and clearly, sliding under the words as you read. Then ask:

Q *What pattern did you notice in this poem?*

Have a few volunteers share their thinking. If necessary, point out that each stanza includes a question and an answer. The question always begins with the words "Who saw the _____" and the answer always begins with the words "I, said the _____."

3 Echo Read the Poem

Explain that now the students will echo read the poem two lines at a time. Echo read "The Secret Song" two lines at a time, sliding under the words as they are read.

4 Chorally Read the Poem in Two Groups

Explain that now the students will chorally read the poem. Explain that you will divide the class into two groups and that half of the class will read the questions in the poem, or the first two lines in each stanza, and the other half of the class will read the answers, or the last two lines in each stanza. After reading the poem once, the groups will switch roles and chorally read the poem again. Tell the students that it is important to watch and listen carefully so they will know when it is their turn to read.

Divide the class into two groups. Assign the questions in the poem to one group and the answers to the other group. Have the students chorally read the poem in two groups. Then have the groups switch roles and chorally read the poem again.

5 Chorally Read the Animals' Answers in Small Groups

Tell the students that now you will divide the class into smaller groups and that each group will read an animal's answer in the poem. Explain that you will give each student a card with the name of one of the animals in the poem. You will read aloud all the questions in the poem

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and the students will read aloud the answers of the animals named on their cards.

Review that there are five animals mentioned in the poem. Hold up each animal card, read it aloud, and have the class read it aloud with you.

Distribute the animal cards. Have each student read his own card and then share it with his partner. Confirm which students will read the spider's answer by asking:

Q *Who will read the spider's answer?*

Have the students with a spider card raise their hands. Point to lines 3 and 4 on "The Secret Song" chart and explain that these are the lines the students with a spider card will read.

Repeat this procedure to confirm which students will read the other animals' answers in the poem. Review that the students need to watch and listen carefully to know when it is their turn to read.

Read the poem aloud, and have the students in each group read aloud the answer of the animal named on their cards.

6 Reflect

Have the students reflect on their work in today's Shared Reading lesson by asking and discussing:

Q *What did you like about reading the poem in groups? What was challenging about it?*

Tell the students that in the next lesson, they will add this poem to their poetry readers and practice reading it in pairs.

Teacher Note

If time permits, redistribute the cards to have the students read the answer of a different animal in the poem. You may also consider assigning individual students to each animal's answer and having the class chorally read the questions together.

Shared Reading
"The Secret Song"

Day 3

In this lesson, the students:

- Chorally read a poem as a class and in pairs
- Listen carefully
- Participate responsibly
- Work responsibly in pairs

Materials

- "The Secret Song" chart from Days 1–2
- Pointer
- Copy of "The Secret Song" (BLM1) for each student
- Poetry reader for each student
- "Poetry Reader Table of Contents" (WA1)

1 Gather and Get Ready to Read

Gather the class with partners sitting together, facing you. Explain that today the students will read "The Secret Song" again from the chart, read the poem with their partners, and add the poem to their poetry readers.

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2 Chorally Read "The Secret Song"

Direct the students' attention to the "The Secret Song" chart and read the title and the author's name aloud. Chorally read the poem, sliding under the words as they are read.

3 Chorally Read "The Secret Song" from Individual Copies

Tell the students that now they will chorally read the poem again, but that each student will read from her own copy of the poem.

Distribute a copy of the poem "The Secret Song" to each student (BLM1). Have the students slide their fingers under the words as they chorally read the title and the author's name followed by the rest of the poem.

4 Read "The Secret Song" in Pairs

Tell the students that now they will read the poem with their partners. Explain that they will read the poem three times. First, they will read the same words at the same time. Next, one partner will read the questions in the poem and the other partner will read the answers. Finally, they will switch roles and read the poem again.



Have partners turn to face each other and read the poem in pairs. Circulate and observe, assisting students as needed. When all the pairs of students have read the poem three times, signal for their attention.

5 Add "The Secret Song" to the Poetry Readers

Explain that now the students will add the poem to their poetry readers. Have the students get their independent work toolboxes and return to their seats.

Ask the students to take out and open their poetry readers and add "The Secret Song" to the back of their readers behind the poem "Caterpillars." Have them write the number 12 in the bottom right-hand corner of the page.

Next, ask the students to turn to the table of contents page as you display the "Poetry Reader Table of Contents" activity (WA1).

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WA1

Poetry Reader Table of Contents

Title of Poem	Page
Willaby Wallaby Woo	2
Hippopotamus Stew	3
Bippity Boppity Bumblebee	4
Kitty Caught a Caterpillar	5
Listen	6
In a Winter Meadow	7
Kick a Little Stone	8
The Little Turtle	9
Mice	10
Caterpillars	11
The Secret Song	12

Write the title and the page number of "The Secret Song" on the "Poetry Reader Table of Contents" activity (WA1), and ask the students to copy the same information onto the table of contents page in their readers.

Have the students close their poetry readers and place them in their independent work toolboxes.

Independent Work Connections

For next week's Independent Work, we suggest the following:

- Encourage the students to read "The Secret Song" during independent reading.
- Have the students rebuild the poem "The Secret Song." Prepare several identical envelopes to put in the word work area. For each envelope, make two copies of the poem, and place one intact copy in the envelope. Cut the other copy into questions and answers; for example, the stanza "Who saw the petals/drop from the rose?/ I, said the spider,/But nobody knows." should be cut into two parts, with the question in one part and the answer in the other. Add the cut-up questions and answers to the envelope. Have the students rebuild the poem in order, using their knowledge of rhyming words and the questions and answers in the poem. Encourage them to use the complete poem as a reference.
- Have the students illustrate "The Secret Song" in their poetry readers during independent writing.

Teacher Note

Save the "The Secret Song" chart to use in Week 29.

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Poem

The Secret Song

by Margaret Wise Brown

Who saw the petals
    drop from the rose?
I, said the spider,
But nobody knows.

Who saw the sunset
    flash on the bird?
I, said the fish,
But nobody heard.

Who saw the fog
    come over the sea?
I, said the pigeon,
only me.

Who saw the first
    green light of the sun?
I, said the night owl,
The only one.

Who saw the moss
    creep over the stone?
I, said the grey fox,
All alone.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Introduce New Materials" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 25 OVERVIEW

Whole-class Instruction

Shared Reading 446

This week the students make predictions about the story *The Napping House* as they listen to it for the first time. Later they work on retelling the story by discussing the beginning, middle, and end of the story. They also chorally read the story as a class and in groups.

Independent Work Check-in 454

This week we suggest you teach the "Conferring" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might also incorporate into independent work areas this week:

Reading:

- Charted "The Secret Song" poem and poetry readers (see "Independent Work Connections" on page 439)

Word Work:

- Envelopes with cut-up questions and answers from "The Secret Song" (see "Independent Work Connections" on page 439)

Writing:

- Drawing materials for illustrating poetry readers (see "Independent Work Connections" on page 439)

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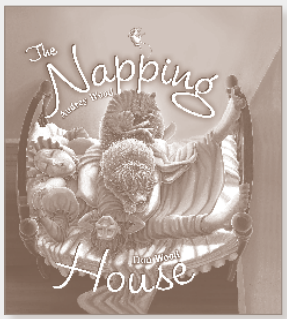
Week 25

RESOURCES



Read-aloud

- *The Napping House** by Audrey Wood, illustrated by Don Wood

  In this cumulative tale, sleepy characters pile together into a cozy bed for a nap.

  **This is a big book.*

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DO AHEAD

Shared Reading

✓ Prior to Day 2, write the following phrases from *The Napping House* on individual sentence strips: *cozy bed*, *snoring granny*, *dreaming child*, *dozing dog*, *snoozing cat*, *slumbering mouse*, and *wakeful flea*. Familiarize yourself with the pocket chart activity in Step 3 and the retelling activity in Step 4. Practice retelling the story in your own words using the sentence strips in the pocket chart.

✓ Prior to Day 2, decide how you will select volunteers to retell the story in the pocket chart. For suggestions for how to choose volunteers, see "Considerations for Selecting Volunteers" in the Introduction.

✓ Prior to Day 3, familiarize yourself with the reading activity in Step 3. Create a set of character cards for the activity. Gather a set of index cards equal to the number of students in your class. On each card, write one of the following characters from the story, so that each character has roughly the same number of cards: *granny*, *child*, *dog*, *cat*, *mouse*, and *flea*.

Independent Work Check-in

✓ Familiarize yourself with the "Conferring" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
60 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Shared Reading

*The Napping House**

by Audrey Wood,
illustrated by Don Wood

In this cumulative tale, sleepy characters pile together into a cozy bed for a nap.

**This is a big book.*

Academic Focus

- Students listen to and discuss a story.
- Students make predictions about the story.
- Students discuss the beginning, middle and end of the story.
- Students retell the story.
- Students chorally read the story as a class and in groups.

Social Development Focus

- Students listen carefully.
- Students develop the skill of sharing ideas with one another.
- Students participate responsibly.

ELL SUPPORT

Preview the Text

- Preview the book *The Napping House* with the students before you read it to the whole class. Show the cover of the book and read the title aloud. Explain that *napping* means "sleeping for a short time, usually during the daytime." Give the students time to look at the book cover and then have them discuss what they think the story might be about. Do not read the story aloud, as the students will make predictions about what will happen next when they listen to the story in Day 1, Step 2.

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Shared Reading
The Napping House

Day 1

In this lesson, the students:

- Listen to and discuss a story
- Make predictions about the story
- Share ideas with one another
- Listen carefully

1 Gather and Review Sharing Ideas

Gather the class with partners sitting together, facing you. Tell the students that today you will read a story called *The Napping House* and that the students will discuss the story with their partners. Remind them that when they talk with their partners, they will be responsible for both thinking on their own and sharing their thinking. Tell the students that you will check in with them at the end of the lesson about how they worked with their partners.

2 Read *The Napping House* Aloud and Make Predictions

Place *The Napping House* on the big book stand and read the title and the names of the author and the illustrator aloud. Have the students take a moment to look at the cover of the book; then ask:

Q *What do think this story might be about? Why do you think that?*

Have a few volunteers share their thinking with the class.

Explain that you will read *The Napping House* aloud and that as you read, you will stop to have partners discuss what they think might happen next. Encourage the students to look carefully at the illustrations as you read.

Read the story aloud slowly and clearly, stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

wakeful: awake, energetic (p. 18)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

cozy: comfortable, warm (p. 6)

granny: grandmother (p. 8)

claws: scratches (p. 24)

thumps: bumps into (p. 26)

Materials

- *The Napping House* (big book)
- Big book stand

Teacher Note

You may have students who are familiar with this story and are eager to share what happens. Ask any students who know the story to simply listen so that others can make authentic predictions.

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Read pages 5–10 aloud, stopping after:

p. 10 ". . . where everyone is sleeping."

Ask:

Q *What do you think might happen next? What makes you think that? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking.

> **Students might say:**
>
> "I think someone else is going to climb in the bed and make a big pile. I think that because the cover shows them all on the bed."
>
> "The dog is stretching and waking up, so I think he's going to get on the bed."

Continue reading the story, and use the same procedure to have partners discuss what they think might happen next at the following three stops.

Stop after:

p. 14 ". . . where everyone is sleeping."

p. 18 ". . . where everyone is sleeping."

p. 24 ". . . who claws the dog,"

Reread page 24 and continue reading to the end of the story.

3 Discuss the Story

When you are finished reading, have partners discuss the questions that follow. Remind them to listen carefully to each other, as you will have them share their partners' thinking with the class. Ask:

Q *What was your favorite part of the story? Why? Turn to your partner.*

Q *Did any part of the story surprise you? If so, which part, and why? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share what their partners said with the class. As the students share, refer to the parts of the story that correspond with their thinking.

Then ask and briefly discuss:

Q *Do you think* The Napping House *is a good title for this story? Why or why not?*

4 Reflect on Working Together

Facilitate a brief discussion about how the students worked with their partners today. Ask and discuss questions such as:

Q *How did you and your partner do with listening to each other and sharing ideas today?*

Teacher Note

Ask any students who know the story to let their partners speak first, so they can make genuine predictions.

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Q *What went well? What do you still need to work on?*

Tell the students that in the next lesson, they will listen to *The Napping House* again and have more opportunities to share their thinking about the story with their partners.

Shared Reading
The Napping House

Day 2

In this lesson, the students:

- Listen to a story
- Discuss the beginning, middle, and end of the story
- Retell the story using sentence strips
- Speak clearly
- Listen carefully

Materials

- *The Napping House* (big book)
- Big book stand
- Pointer
- Pocket chart
- Sentence strips, prepared ahead

1 Gather and Review *The Napping House*

Gather the students with partners sitting together, facing you. Remind the students that in the last lesson they listened to and discussed *The Napping House*. Show the cover of the book and read the title and the names of the author and the illustrator aloud. Ask:

Q *What do you remember about this book? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

2 Read the Book and Discuss the Beginning, Middle, and End

Explain that today you will read *The Napping House* again and that as you read, you would like the students to think about what happens in the beginning, in the middle, and at the end of the story. When you are finished reading, the class will talk about each part.

Read the story aloud, slowly and clearly, sliding under the words as you read. Invite the students to join you in reading any of the words they know.

When you are finished reading, use "Think, Pair, Share" to discuss:

Q *What happens in the beginning of this story?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have one or two volunteers share their thinking. As they share, refer to the parts

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Teacher Note

Encourage the students to keep their answers brief. They will retell the entire story in Step 4.

of the book that support their thinking. If necessary, review that in the beginning of the story, the characters are sleeping in a house on a rainy day and then they pile on the bed, one at a time.

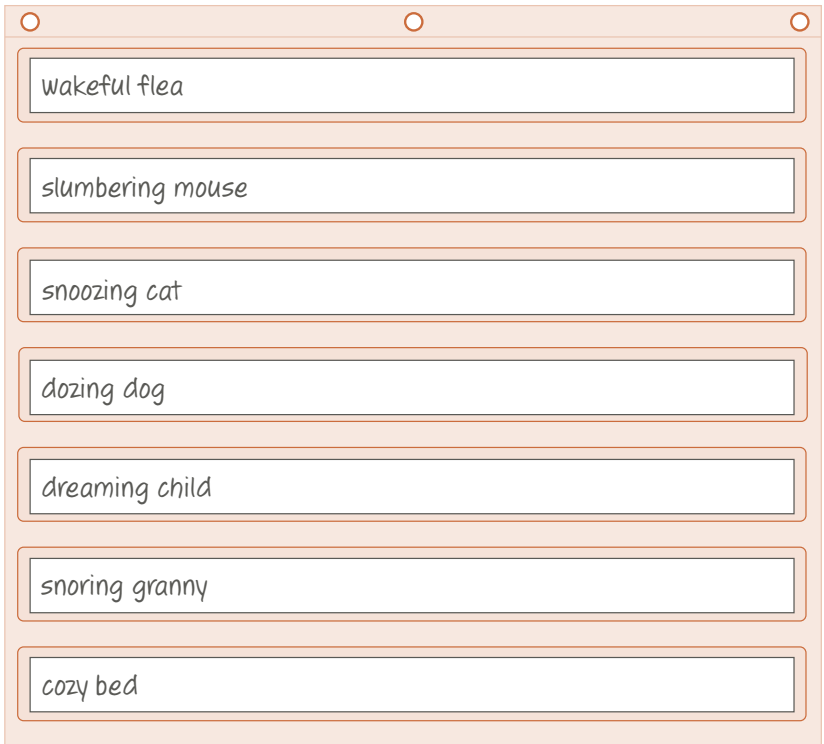
Use the same procedure to have partners think about and discuss what happens in the middle and also what happens at the end of the story. Support the students' understanding by referring to the book and providing information as needed.

3 Reread the Book and Introduce the Sentence Strips

Explain that now you will read *The Napping House* again and that as you read, you will place sentence strips with phrases from the book into the pocket chart to show the order that the characters in the story pile into and out of the bed.

Read the story aloud, slowly and clearly, sliding under the words as you read. As you read page 6, place the sentence strip with the phrase *cozy bed* written on it in the bottom row of the pocket chart. Continue reading, and as you read page 8, place the strip with the phrase *snoring granny* in the row above *cozy bed* in the pocket chart.

Continue reading through page 18. As you read each page, place the sentence strip with the corresponding new character in the appropriate row in the pocket chart.



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Turn to page 20 and read it aloud. As you read, remove the sentence strips with *wakeful flea* and *slumbering mouse* written on them from the pocket chart and set them aside. Continue reading to the end of the story. As you read each page, remove the corresponding sentence strip from the pocket chart and set it aside.

4 Retell the Story Using the Sentence Strips

Explain that now you will use the sentence strips to tell the story of *The Napping House* in your own words. Close the book, and start retelling the story by saying, "There is a house, a napping house, where everyone is sleeping." Continue to retell the story in your own words. As you retell how the characters pile onto the bed, place the corresponding sentence strips in the appropriate row—from the bottom up—in the pocket chart (as you did in Step 3). Similarly, as you retell how each character in the story gets out of bed, remove the corresponding sentence strip from the pocket chart and set it aside.

When you are finished retelling, invite a volunteer to use the sentence strips to retell the story in his own words. Remind the student to speak clearly so that others can hear. Support him by referring to the book and providing information as needed.

Continue to use this procedure to have one or two more volunteers retell the story using the sentence strips.

Tell the students that in the next lesson, they will read *The Napping House* again.

Teacher Note

If many students volunteer, assure them that they will have opportunities to retell the story in the pocket chart during independent reading next week.

Shared Reading
The Napping House

Day 3

In this lesson, the students:

- Chorally read a story
- Read parts of the story in groups
- Listen carefully
- Participate responsibly

Materials

- *The Napping House* (big book)
- Big book stand
- Pointer
- Character cards, prepared ahead

1 Gather and Review Listening and Participating Responsibly

Gather the class with partners sitting together, facing you. Review that this week the class is reading *The Napping House*. Explain that today the students will chorally read the book and then read parts of the book in groups. Review that when they read in groups, it is important that they

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watch and listen carefully so they will know when it is their group's turn to read. Ask and briefly discuss:

Q *What is another way you can participate responsibly during today's lesson?*

Explain that you will check in with the students at the end of the lesson to talk about how they did with listening carefully and participating responsibly.

2 Chorally Read *The Napping House*

Explain that now the students will chorally read *The Napping House* as a class. Show the cover of the book and read the title and the names of the author and the illustrator aloud. Chorally read the book, sliding under the words as they are read.

Teacher Note

The Napping House may still be too challenging for your students to chorally read with accuracy. If necessary, have the students only read the cumulative text as it builds in the story.

3 Read Parts of the Book in Small Groups

Explain that now you will divide the class into small groups and that each group will read a part of the story in which a different character gets on the bed. Explain that you will give each student a card with the name of one of the characters in the story. The class will chorally read the beginning of the story and then each small group of students will read aloud the part in which the character on their cards is first mentioned in the story.

Review that there are six characters that get on the bed. Hold up each character card, read it aloud, and have the class read it aloud with you. Distribute the character cards. Have each student read her own card and then share it with her partner.

Read aloud pages 5–6; then turn to page 8 and review that this is the page where the granny is on the bed. Tell the students that if they hold a "granny" card, they will read aloud the first three lines of this page on their own. Have the students with the granny card read aloud the lines. Then have the class chorally read the rest of the page.

Use the same procedure to prepare the groups to read pages 10, 12, 14, 16, and 18. Remind the students to watch and listen carefully to know when it is their turn to read. Explain that after page 18, the class will chorally read the rest of the book together.

Chorally read pages 5–6 of the book as a class. Continue reading, and have each character group chorally read the appropriate lines on the page in which their character is introduced; then have the class chorally read the rest of each page. After page 18, chorally read to the end of the book as a class.

Teacher Note

On each page, the students with the corresponding character card read the first three lines of the page before the class chorally reads the rest of the page. The only exception is on page 18, when the students with the "flea" card read the first *four* lines of text on the page before the rest of the class reads.

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4 Reflect on Listening Carefully and Participating Responsibly

Have the students think about their work in today's Shared Reading lesson. Ask and discuss questions such as:

- Q *How did you do with watching and listening carefully when reading* The Napping House *in groups?*
- Q *How did you participate responsibly during today's lesson? What do you still want to work on?*

After the students share, offer some of your own observations.

Independent Work Connections

For next week's Independent Work, we suggest the following:

- Collect copies of *The Napping House* and place them in the classroom library for the students to read during independent reading. Students can also read the big book version of *The Napping House* during independent reading.
- Encourage the students to use the sentence strips in the pocket chart to retell *The Napping House* during independent reading.

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OVERVIEW

Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Conferring" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teacha different check-in lesson.

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Week 26 OVERVIEW

Whole-class Instruction

Shared Reading 458

This week the students read *Bugs for Lunch*, an informational text, and discuss what they learn from it. They explore a picture glossary and discuss how the glossary supports the information in the book. They continue to listen carefully and respectfully as they share their partners' thinking and participate responsibly.

Independent Work Check-in 467

This week we suggest you teach the "Conferring" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might also incorporate into independent work areas this week:

Reading:

- Big book and other copies of *The Napping House* (see "Independent Work Connections" on page 453)
- *The Napping House* sentence strips and pocket chart for retelling (see "Independent Work Connections" on page 453)

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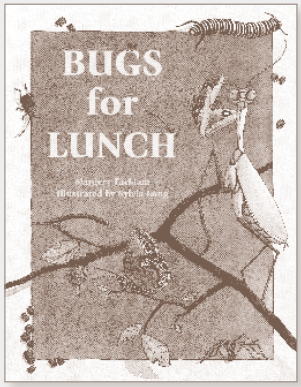
Week 26

RESOURCES



Read-aloud

- *Bugs for Lunch**
  by Margery Facklam,
  illustrated by Sylvia Long
  This rhyming text shares information about a variety of creatures that eat bugs.
  **This is a big book.*

Extensions

- "Read About Other Creatures in the 'More About Bugs for Lunch' Section"
- "Research Bugs"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Professional Development Media

- "Cooperative Structures Overview" (AV1)

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DO AHEAD

Shared Reading

✓ Prior to Day 1, decide how you will randomly assign partners to work together during the lessons. For more information, view "Cooperative Structures Overview" (AV1).



✓ Prior to Day 3, decide how you will select volunteers to read or guide the class in chorally reading *Bugs for Lunch*.

Independent Work Check-in

✓ Familiarize yourself with the "Conferring" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small -group Reading (60)	Independent Work Rotations/Small-group Reading (60)
60 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Shared Reading

*Bugs for Lunch**

by Margery Facklam,
illustrated by Sylvia Long

This rhyming text shares information about a variety of creatures that eat bugs.

**This is a big book.*

Academic Focus

- Students listen to and discuss a book.
- Students identify what they learn from the book.
- Students explore the picture glossary in the book.
- Students chorally read the book.

Social Development Focus

- Students listen carefully.
- Students share their partners' thinking.
- Students speak clearly so others can hear.
- Students participate responsibly.

ELL SUPPORT

Preview the Text

- Read the book *Bugs for Lunch* with the students before you read it to the whole class. Use the illustrations to support the students' understanding of the text as you read and talk about the book. Clarify any difficult vocabulary as you read:

  nuthatch: type of bird (p. 2; refer to the illustration on p. 3)
  cruises: moves across (p. 6)
  gecko: type of lizard (p. 9; refer to the illustration on p. 8)
  shrew: mouse-like animal (p. 13; refer to the illustration on p. 12)
  in the blink of an eye: (idiom) quickly (p. 14)
  mantis: large insect (p. 17; refer to the illustration on p. 16)
  prey on: eat (p. 17)
  happens its way: (idiom) comes by (p. 17)
  brook: small river (p. 18)
  slurps: eats (p. 23)

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Shared Reading
Bugs for Lunch

Day 1

In this lesson, the students:

- Begin working with new partners
- Listen to a book
- Discuss what they learn from the book
- Listen carefully
- Share their partners' thinking

Materials

- *Bugs for Lunch* (big book)
- Big book stand

1 Gather and Introduce *Bugs for Lunch*

Randomly assign partners and gather the class with partners sitting together, facing you. Tell the students that today you will read a book called *Bugs for Lunch* and the students will discuss the book with their partners. Remind them to listen carefully to each other because sometimes you will ask them to share what their partners said with the class.

Place *Bugs for Lunch* on the big book stand and read the title and the names of the author and the illustrator aloud. Give the students a moment to look at the cover of the book. Then ask:

Q *What do you think this book will be about? Why do you think that? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their partners' thinking with the class.

Teacher Note

You may want to assign the students new partners for the *Being a Reader* lessons or have them work in partnerships already established. The partners you assign today will work together for the last five weeks of the program.

2 Read the Book Aloud

Explain that you will read *Bugs for Lunch* two times. The first time you will read it without stopping. The second time you will stop to explain some of the words and have partners discuss what they heard. Read the book aloud, slowly and clearly. As you read, use your finger to point to the illustrations that correspond to the text.

When you are finished reading, ask:

Q *What is this book about? Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

Explain that now you will read *Bugs for Lunch* again. Read the book aloud, clarifying vocabulary as you read, and stopping as described on the next page.

Teacher Note

Stop reading after page 27. You will read pages 28–30 and discuss them with the class in the next lesson.

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Suggested Vocabulary

nuthatch: type of bird (p. 2, refer to the illustration on p. 3)
gecko: type of lizard (p. 9, refer to the illustration on p. 8)
shrew: mouse-like animal (p. 13, refer to the illustration on p. 12)
mantis: large insect (p. 17, refer to the illustration on p. 17)
prey on: eat (p. 17)
happens its way: (idiom) comes by (p. 17)
brook: small river (p. 18)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

cruises: moves across (p. 6)
in the blink of an eye: (idiom) quickly (p. 14)
slurps: eats (p. 23)

Stop after:

p. 13 "On bugs by the bunch."

Use "Think, Pair, Share" to have partners discuss the question that follows. Remind the students to listen carefully as they will share their partners' thinking.

Q *What information did you hear in the part of the book I just read?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share what their partners said with the class. Continue reading, stopping after:

p. 27 "As some people do."

Use "Think, Pair, Share" to have partners discuss:

Q *What other information did you hear in the part of the book I just read?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share what their partners said with the class.

3 Discuss the Book

At the end of the book, ask and briefly discuss:

Q *Did you hear anything in* Bugs for Lunch *that you already knew? If so, what is it? Where did you learn that?*

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Students might say:

"I already knew that spiders eat bugs because we sometimes have spider webs in our house and I see them trap bugs in there."

"I knew that bats eat bugs. I learned that at the zoo."

"I have a book about toads and it tells that they eat flies, so I already knew that."

As volunteers share, refer to the part of the book that supports their thinking. Then use "Think, Pair, Share" to have partners discuss:



Q *Did you hear any information in this book that was new to you or that surprised you? What is it?* [pause] *Turn to your partner.*

Signal for the students' attention and have a few volunteers share their thinking with the class. As they share, refer to the part of the book that supports their thinking.

4 Reflect on Listening Carefully and Sharing a Partner's Thinking

Share some of your observations about how the students did with listening carefully and sharing their partners' thinking today.

Tell the students that in the next lesson they will read *Bugs for Lunch* again and talk more about the book.

Shared Reading
Bugs for Lunch

Day 2

In this lesson, the students:

- Listen to a book
- Explore the picture glossary in the book
- Discuss details in the text and the illustrations of the book
- Listen carefully

Materials

- *Bugs for Lunch* (big book)
- Big book stand
- Pointer

1 Gather and Review *Bugs for Lunch*

Gather the class with partners sitting together, facing you. Explain that today the class will reread the book *Bugs for Lunch*. Show the cover of the book and read the title and the names of the author and the illustrator aloud. Ask and briefly discuss:



Q *What is something you remember from this book? Turn to your partner.*

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2 Reread the Book Aloud

Explain that now you will read *Bugs for Lunch* and that you would like the students to join you in reading any words they know. Read the book aloud slowly and clearly, sliding under the words as you read. Stop reading after page 27.

3 Introduce the "More About Bugs for Lunch" Section

Turn to page 28 and explain that this section of the book is called "More About Bugs for Lunch." Tell the students that these pages have more information about each creature described in the book. Point to and read aloud the name of some of the creatures listed.

Explain that now the class will reread the pages about the nuthatch and the trout in the book and talk about what they learn from the words and the illustrations on those pages. Then they will read about the nuthatch and the trout in the "More About Bugs for Lunch" section to learn more.

4 Discuss Details in the Text and the Illustrations

Turn to page 2 and read it aloud, sliding under the words as you read. Then echo read the page with the students, two lines at a time. Ask:

Q *What information can we learn about the nuthatch from the words and pictures on this page?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "It says the bird eats bugs."
>
> "The nuthatch works in trees."
>
> "There are caterpillars and ants on the tree so maybe the bird likes to eat those kinds of bugs."

As volunteers share, refer to the text or the part of the illustration that supports their responses.

Explain that now you will read more about the nuthatch in the "More About Bugs for Lunch" section in the back of the book. Turn to page 28. Point to the illustration of the nuthatch and ask the students to listen carefully as you read the paragraph about the nuthatch. Read the paragraph aloud, slowly and clearly. Ask:

Q *What new information did you learn about the nuthatch in this paragraph? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share. Then turn back to pages 2–3 and have the students

Teacher Note

Paraphrase the paragraph as needed to support the students' comprehension of the information. Be sure the students understand the meanings of the words *trunk*, *beak*, *pries*, and *bark*.

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chorally read the page with you. Ask the students to look carefully at the illustration. Then ask:

Q *What information from the paragraph in the "More About Bugs for Lunch" section do you notice in this illustration?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "It shows the nuthatch walking headfirst!"
>
> "I see the eggs in the cracks of the tree."
>
> "The paragraph about the nuthatch says it has a strong beak and that it pulls the bugs from cracks. It looks like it's about to do that!"

Repeat the procedure to read and discuss the information about the trout on pages 18–19 and then read and discuss the paragraph about the trout in the "More About Bugs for Lunch" section on page 29. Be sure to have the students think about and discuss any information from the paragraph on page 29 that is evident in the illustration on pages 18–19.

Teacher Note

Paraphrase the trout paragraph as needed to support the students' comprehension of the information. Be sure the students understand the meanings of the words *leap* and *bait*.

5 Reread *Bugs for Lunch* and Discuss Pages 26–27

Explain that now you will reread the entire book and that you would like the students to join you in reading any words they know. Read the book aloud slowly and clearly, sliding under the words as you read. Stop reading after page 27.

When you are finished reading, reread pages 26–27 aloud and ask:

Q *What can we learn from these pages?*

Q *Where can we look to find more information about people eating bugs?*

Have one or two volunteers share. If necessary, remind the students that the "More About Bugs for Lunch" section in the back of the book provides more information.

Turn to page 30 and read aloud the paragraph about people eating bugs at the bottom of the page. Then ask:

Q *What new information did you learn about people eating bugs in this paragraph?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "The paragraph says that people eat bugs where there isn't a lot of meat."
>
> "It says that in Cambodia, people think tarantulas are a treat!"
>
> "It tells us some of the countries where people eat bugs."

Teacher Note

Paraphrase the paragraph as needed to support the students' comprehension of the information.

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Tell the students that the food people eat is often determined by the kind of food that is available in the part of the world they live. Point out that some foods we like may seem unpleasant to people who live in a different part of the world, and that some foods other people like may seem unpleasant to us.

Tell the students that in the next lesson they will read *Bugs for Lunch* again.

Day 3

Shared Reading

Bugs for Lunch

Materials

- *Bugs for Lunch* (big book)
- Big book stand
- Pointer

In this lesson, the students:

- Chorally read a book
- Speak clearly
- Listen carefully
- Participate responsibly

1 Gather and Review Speaking Clearly and Listening Carefully

Gather the class with the students sitting, facing you. Remind the students that in the last lesson the students read *Bugs for Lunch* and talked about the "More About Bugs for Lunch" section in the back of the book. Explain that today the class will chorally read *Bugs for Lunch* and then you will invite volunteers to choose to read or lead the class in reading the book.

Remind the students that when they read in front of the class it is important to speak clearly so the class can hear and understand what they are saying. Point out that it is also important to listen carefully when a classmate reads. That way they will show respect for the reader and better understand what they hear.

Teacher Note

Bugs for Lunch may still be too challenging for your students to chorally read with accuracy at this point. Depending on the needs of your students, consider having the students echo read the book before having them read it chorally. Additionally, this will prepare them to read the book again in Step 3.

2 Chorally Read *Bugs for Lunch*

Show the cover of *Bugs for Lunch* and read the title and the names of the author and the illustrator aloud. Chorally read the book with the students, sliding under the words as you read.

3 Read the Book Chorally or Individually

Explain that now you will invite volunteers to read the book and that volunteers may choose to guide the class in chorally reading the book or

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choose to read it aloud on their own. The volunteers will use the pointer to slide under the words as they are read.

Invite a volunteer to read. Give the student the pointer, and ask:

Q *Do you want to read* Bugs for Lunch *on your own or guide the class in reading it chorally?*

Have the student use the pointer to slide under the words as she reads the book aloud or guides the class in reading it chorally. If necessary, remind the student to speak clearly so the class can hear her, and remind the class to listen carefully and respectfully.

Continue to use this procedure to have additional volunteers read or guide the class in reading the book.

Teacher Note

To maximize the number of students who have the chance to read aloud during the lesson, consider inviting individual volunteers to read aloud a few pages of the book instead of having just one student read the book.

4 Reflect on Speaking Clearly and Listening Carefully

Help the students reflect on their work in today's Shared Reading lesson by asking and discussing:

Q *What did you like about reading* Bugs for Lunch?

Q *How did you do with speaking clearly and listening carefully and respectfully during today's lesson?*

Teacher Note

Be sure to leave time at the end of the lesson for reflection.

EXTENSIONS

Read About Other Creatures in the "More About Bugs for Lunch" Section

Have the students choose more creatures to read about in the "More About Bugs for Lunch" section. Use the model of instruction provided in Day 2, Step 4 to have the students discuss the information.

Research Bugs

Turn to page 28 of *Bugs for Lunch* and read the paragraph under "More About Bugs for Lunch" aloud. Briefly review the names of some of the bugs mentioned in the book (flies, bees, termites, caterpillars, etc.). Have each student choose a bug and do research to find out more information about the bug. Provide books about bugs for the students to read, or direct them to appropriate websites for their research.

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Independent Work Connections

For next week's Independent Work, we suggest the following:

- Collect copies of *Bugs for Lunch* and place them in the classroom library for the students to read during independent reading. Students can also read the big book version of *Bugs for Lunch* during independent reading.
- Collect other nonfiction books with picture indexes or glossaries similar to the one in *Bugs for Lunch* for the students to read during independent reading.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Conferring" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 27 OVERVIEW

Whole-class Instruction

Shared Reading 472

This week the students explore contractions in the book *A Pig Is Big*. They develop the skill of sharing ideas with one another, especially in the context of being respectful when their ideas differ.

Independent Work Check-in 480

This week we suggest you teach the "Share a Book" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might also incorporate into independent work areas this week:

Reading:

- Big book and other copies of *Bugs for Lunch* (see "Independent Work Connections" on page 466)
- Books with picture indexes and glossaries (see "Independent Work Connections" on page 466)

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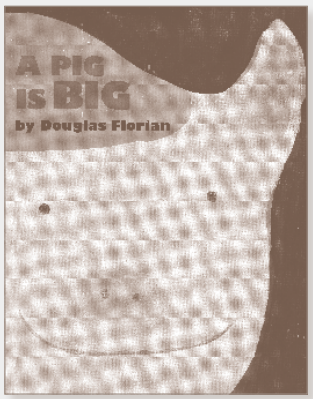
Week 27

RESOURCES



Read-aloud

- *A Pig Is Big**
  by Douglas Florian
  In this rhyming book, readers explore the ever-expanding concepts of big, bigger, and biggest.
  **This is a big book.*

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DO AHEAD

Shared Reading

✓ Prior to Day 3, familiarize yourself with the sorting activity in Step 3 and place a pocket chart in the gathering area to use for the activity.

✓ Prior to Day 3, make a set of word cards to use for the sorting activity. Write the following words on large index cards: *pig*, *cow*, *car*, *truck*, *street*, *neighborhood*, *city*, *earth*, and *universe*.

✓ Prior to Day 3, prepare a space for the sorting activity. You will need room to write the numbers 1, 2, and 3 horizontally across the top and space below each number on which to post word cards during the activity. Decide how you will post the word cards, and collect any necessary materials. For example, you might use tape or reusable adhesive.

Independent Work Check-in

✓ Familiarize yourself with the "Share a Book" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
60 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Shared Reading

*A Pig Is Big**

by Douglas Florian

In this rhyming book, readers explore the ever-expanding concepts of big, bigger, and biggest.

**This is a big book.*

Academic Focus

- Students listen to and discuss a book.
- Students explore contractions in the book.
- Students chorally read the book.
- Students clap on and count syllables in words.
- Students sort words by number of syllables.

Social Development Focus

- Students develop the skill of sharing ideas with one another.
- Students listen carefully.
- Students speak clearly so others can hear.
- Students participate responsibly.

ELL SUPPORT

Preview the Text

- Read the book *A Pig Is Big* with the students before you read it to the whole class, and clarify any difficult vocabulary:

  boar or sow: male or female pig (p. 8)
  with ease: easily (p. 10)
  haul: pull (p. 12)
  dimensions do excel: size is very big (p. 20)
  magnitude: size (p. 20)
  gigantic: very big or huge (p. 20)
  universe: all of space and everything in it (p. 22)
  girth: size (p. 22)

Provide Language Support

- Discuss the words *big*, *bigger*, and *biggest* to prepare for this week's book. Bring in objects of varying sizes and have the students ask and answer questions such as "What's bigger?" or "What's the biggest?"

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Shared Reading
A Pig Is Big

Day 1

In this lesson, the students:

- Listen to and discuss a book
- Listen carefully
- Speak clearly
- Share ideas with one another

Materials

- *A Pig Is Big* (big book)
- Big book stand

1 Gather and Review Sharing Ideas

Gather the class with partners sitting together, facing you. Tell the students that today they will listen to a book and discuss it with their partners. Remind them that when they talk with their partners, it is important to listen carefully and also speak clearly so their partners can hear. Point out that it is also important to listen respectfully because sometimes partners will have ideas that are different from each other.

2 Read *A Pig Is Big* Aloud

Place *A Pig Is Big* on the big book stand. Show the cover of the book and read the title and the author's name aloud. Ask and briefly discuss:

Q *What do you think this book will be about? Why do you think that? Turn to your partner.*

Explain that you will read the book two times and then the class will discuss the book. The first time you will read the book without stopping, and the second time you will stop to explain some of the words.

Read the book aloud slowly and clearly, using your finger to point to any illustrations that correspond to the text. Read the book aloud again, pointing to illustrations that correspond to the text and clarifying vocabulary as you read.

Suggested Vocabulary

boar or sow: male or female pig (p. 8)
haul: pull (p. 12)
dimensions do excel: size is very big (p. 20)
magnitude: size (p. 20)
girth: size (p. 22)

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

with ease: easily (p. 10)

gigantic: very big or huge (p. 20)

universe: all of space and everything in it (p. 22)

3 Discuss the Book

At the end of the book, ask:

Q *What is this book about? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking.

Then have partners discuss the questions that follow, and remind them to listen respectfully to their partners' ideas. Ask:

Q *What is something you like about this book? Turn to your partner.*

Q *Do you think* A Pig Is Big *is a good title for this book? Why or why not? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

4 Reflect on Partner Work

Have the students reflect on their partner work today by asking and discussing questions such as:

Q *How did you do with listening to your partner today?*

Q *Why is it important to speak clearly when talking to your partner?*

Q *Did you and your partner share ideas that were different from each other's today? If so, what did you do to show you were listening respectfully?*

Tell the students that in the next lesson, they will read *A Pig Is Big* again and talk more about the book.

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Shared Reading
A Pig Is Big

Day 2

In this lesson, the students:

- Listen to a book
- Discuss the pattern in the book
- Explore contractions in the book
- Listen carefully

Materials

- *A Pig Is Big* (big book)
- Big book stand
- Pointer

1 Gather and Review *A Pig Is Big*

Gather the class with partners sitting together, facing you. Remind the students that in the last lesson they listened to and discussed the book *A Pig Is Big*. Show the cover of the book and read the title and the author's name aloud. Ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking with the class.

2 Reread the Book and Discuss the Pattern

Tell the students that you are going to read *A Pig Is Big* again and that as you read, you would like them to pay attention to the pattern in the book. If necessary, review that a *pattern* is when words or phrases repeat over and over again in a book.

Read the book aloud slowly and clearly, sliding under the words as you read. Encourage the students to join you in reading any of the words they know.

When you are finished reading, ask:

Q *What pattern did you notice in this book?*

Have a few volunteers share their thinking with the class. If necessary, point out that the question "What's bigger than a _____?" repeats after each new place or thing is introduced.

3 Introduce Contractions

Write the question *What's bigger than a pig?* where everyone can see it, and read it aloud. Then point to the word *What's* and read it aloud again. Tell the students that the word *What's* is a *contraction*, and that a contraction is a shortened word that is made when some of the letters of a word are removed and replaced by an apostrophe. Point to the apostrophe and circle it. Write the words *What* and *is* beneath the word *What's*, and explain that the contraction *What's* is made when the two words *what* and *is* are combined. The *i* is removed and replaced by an apostrophe.

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4 Identify and Discuss Contractions in *A Pig Is Big*

Explain that now you will read *A Pig Is Big* again and stop to have the students identify and discuss the other contractions in the book. Read the book aloud, slowly and clearly, sliding under the words as you read.

Stop after:

p. 9 "What's bigger than a cow?"

Ask:

Q *What contractions do you see on these pages? Turn to your partner.*

Signal for the students' attention and have a few volunteers share. If necessary, point out that there are two contractions on these pages: *It's* and *What's*. Remind the students that the two words that make the contraction *What's* are *What* and *is*.

Point to the word *It's* on page 8 and ask:

Q *What two words do you think combine to make the contraction* It's*?*

Have a volunteer share. If necessary, tell the students that *It* and *is* combine to make the contraction *It's*. Write the word *It's* where everyone can see it and then write *It* and *is* below *It's*.

Continue reading the book, and use the same procedure to have the students identify and discuss any contractions on the pages. Write any new contractions and the two words that combine to make each contraction where everyone can see them. For *I'll*, use the same procedure you used to introduce *what's*, rather than asking the students to guess.

what's	it's	that's	I'll	you'll
what is	it is	that is	I will	you will

Teacher Note

Be sure to have the students look for contractions on pages 8 and 9.

Teacher Note

When you read page 20, you might point out that the word *earth's* is a possessive noun, not a contraction. This means that when we read "earth's dimensions" the apostrophe and the *s* in *earth* tell us that the author is referring to the dimensions (measurements) of the earth.

5 Chorally Read the Questions in the Book

Remind the students that the question "What's bigger than a _____?" repeats over and over in *A Pig Is Big*. Explain that now you will read the book and that you would like the students to join you in chorally reading the questions in the book.

Read the book aloud, sliding under the words as they are read, and have the students chorally read the questions that appear in the book.

Tell the students that in the next lesson, they will reread *A Pig Is Big* and sort some of the words from the book.

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Shared Reading
A Pig Is Big

Day 3

In this lesson, the students:

- Chorally read a book
- Clap on and count syllables in words
- Sort words by number of syllables
- Listen carefully
- Participate responsibly

Materials

- *A Pig Is Big* (big book)
- Big book stand
- Pointer
- Word cards, prepared ahead
- Pocket chart
- Tape or reusable adhesive

1 Gather and Review *A Pig Is Big*

Gather the class with partners sitting together, facing you. Review that in the last lesson the students read *A Pig Is Big* and discussed the pattern of questions and the contractions in the book. Explain that today they will reread the book and sort some of the words in the book.

2 Chorally Read *A Pig Is Big* and Discuss Answers to Questions

Show the cover of *A Pig Is Big* and read the title and the author's name aloud. Explain that the class will chorally read the book and that as the students read, you would like them to listen carefully for the answers to the questions in the book. Chorally read the book, sliding under the words as they are read.

When you are finished reading, turn back to page 5 and read it aloud. Then turn to page 6 and remind the students that the answer to the question "What's big?" is "a pig." Show the students the card with *pig* written on it and place it in the pocket chart. Explain that now the class will discuss the answers to the other questions in the book and add them to the pocket chart.

Read the question on page 7 aloud; then turn to page 8 and ask:

Q *What does the book tell us is bigger than a pig?*

Have a volunteer share; then show the students the *cow* card and place it in the pocket chart.

Continue reading the questions in the book and discussing the answers until you have placed all the word cards in the pocket chart (*pig*, *cow*, *car*, *truck*, *street*, *neighborhood*, *city*, *earth*, and *universe*).

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3 Sort Words by Number of Syllables

Explain that now the students will sort the words in the pocket chart by number of syllables. Have the students chorally read the words as you point under each one. Then, one word at a time, have the students say the word, clap on the syllables, and tell how many syllables are in the word.

Direct the students' attention to the space you have prepared for the sorting activity. Write the numbers *1*, *2*, and *3* in a row where everyone can see them. Point to the number *1* and ask:

Q *Which words in the pocket chart have one syllable in them?*

Have a few volunteers share. As they share, post the words they suggest below the number *1*. Confirm the number of syllables in each word by saying and clapping on each syllable in the word with the students.

Repeat this procedure for words with two and three syllables. When all the words have been sorted, ask the students to read aloud the words in each column with you; then have partners discuss:



Q *What does this show us about these words? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "There are six one-syllable words."
>
> "The one-syllable words don't all have the same number of letters."
>
> "There is only one two-syllable word."
>
> "The three-syllable words are longest."

Teacher Note

Consider having the students hold up one, two, or three fingers to indicate the number of syllables in each word.

4 Discuss Other Ways to Sort the Words

Remove the posted word cards and put them back in the pocket chart in any order. Tell the students that there is often more than one way to sort a set of words. Explain that paying attention to the way words are spelled, how they sound, or what they mean can help the students notice different ways to group some of the words together. Ask:

Q *What are some words in this list that you could group together? Why would you group those words together?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I would group *pig* and *cow* together because they are both farm animals."
>
> "I would put *pig*, *cow*, and *car* together because they are three-letter words."
>
> "*Cow*, *car*, and *city* all start with a *c*."
>
> "*Street*, *neighborhood*, *city*, *earth*, and *universe* all describe places."

Teacher Note

Encourage the students to think of ways to group some of the words in the list together without having to decide on a rule for sorting all of them. Thinking about different ways to group the words together will prepare the students for sorting more complex sets of words according to specific sorting rules in the *Being a Reader* Grade 2 Word Study lessons.

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As each volunteer shares, place the corresponding cards next to one another in the pocket chart and read them aloud.

5 Reflect on Participating Responsibly

Help the students reflect on their work in this week's Shared Reading lessons by asking and discussing:

Q *What did you like about reading* A Pig Is Big *this week?*

Q *How did you participate responsibly during Shared Reading this week? Is there anything you still need to work on?*

Independent Work Connections

For next week's Independent Work, we suggest the following:

- Collect copies of *A Pig Is Big* and place them in the classroom library for the students to read during independent reading. Students can also read the big book version of *A Pig Is Big* during independent reading.
- Add a few sets of word cards from Day 3, Step 3 to the word work bins and have the students sort the words by number of syllables. Place blank index cards in the bins and encourage the students to write additional words and then sort all the words into new categories.

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OVERVIEW

Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Share a Book" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 28 OVERVIEW

Whole-class Instruction

Shared Reading 485

This week the students read and act out the humorous story *One Duck Stuck*. They work together responsibly to determine how to act out parts of the story in groups and review reading with attention to punctuation.

Independent Work Check-in 491

This week we suggest you teach the "Share Writing" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might also incorporate into independent work areas this week:

Reading:

- Big book and other copies of *A Pig Is Big* (see "Independent Work Connections" on page 479)

Word Work:

- Word cards for syllable sorting (see "Independent Work Connections" on page 479)

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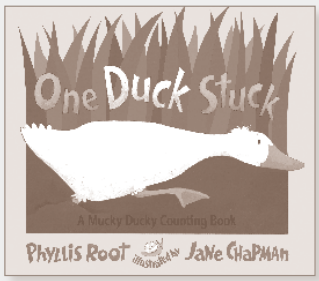
Week 28

RESOURCES



Read-aloud

- *One Duck Stuck*
  by Phyllis Root,
  illustrated by Jane Chapman
  Different animals help a stuck duck find its way out of the mud.
  **This is a big book.*

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DO AHEAD

Shared Reading

✓ Prior to Day 2, familiarize yourself with the reading activity in Step 3. Create a set of animal cards for the activity. Gather a set of index cards equal to the number of students in your class. On each card, write one of the following animals from the story, so that each character has roughly the same number of cards: *fish*, *moose*, *cricket*, *frog*, *skunk*, *snail*, *possum*, *snake*, and *dragonfly*.

✓ Prior to Day 3, familiarize yourself with the group activity in Step 3. Gather nine large index cards, one for each group to use for the activity. On each card, write the text from the even-numbered page of book that an animal group will read aloud (the same part each group reads aloud in Day 2, Step 3). For example, for the group reading the part of the fish, write "*We can! We can! Two fish, tails going swish, swim to the duck. Splish, splish.*" (p. 4).

Independent Work Check-in

✓ Familiarize yourself with the "Share Writing" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
60 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Shared Reading

One Duck Stuck: A Mucky Ducky Counting Book*

by Phyllis Root,
illustrated by Jane Chapman

Different animals help a stuck duck find its way out of the mud.

**This is a big book.*

Academic Focus

- Students listen to and discuss a story.
- Students read with attention to punctuation.
- Students chorally read part of the story.
- Students act out part of the story.

Social Development Focus

- Students listen carefully.
- Students participate responsibly.

ELL SUPPORT

Preview the Text

- Read the story *One Duck Stuck* with the students before you read it to the whole class. You might also act out the movement words in the book as you read. Show and discuss the illustrations and clarify any difficult vocabulary. After reading, point out that the author uses pairs of interesting-sounding words (such as *creaky* and *croaky* or *muggy* and *buggy*) at the end of each even-numbered page. Consider explaining some of these words for the students and describing how they add to the playfulness of the text:

  marsh: soft, muddy land where ducks and other animals live (p. 2; refer to the illustration)
  muck: mud (p. 2)
  munching: eating (p. 6)
  spruce: type of tree (p. 6)
  plod: walk with slow, heavy steps (p. 6)
  chirping: making sounds (p. 8)
  thickets: bushes (p. 8)
  trunks: parts of trees (p. 12)
  trails: marks (p. 14; refer to the illustration)
  nibbling on: eating (p. 16)
  blossoms: flowers (p. 16)
  wakes: waves in water (p. 18; refer to the illustration)
  slither: move forward by sliding back and forth (p. 18)
  whir: fly (p. 20)

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Shared Reading
One Duck Stuck

Day 1

In this lesson, the students:

- Listen to and discuss a story
- Listen carefully

Materials

- *One Duck Stuck* (big book)
- Big book stand

1 Gather and Discuss Listening Carefully

Gather the class with partners sitting together, facing you. Tell the students that today they will listen to a story called *One Duck Stuck*. Explain that it is important to listen carefully as you read because at the end of the book you will have partners discuss what they notice about the story.

2 Read and Discuss *One Duck Stuck*

Place *One Duck Stuck* on the big book stand. Show the cover of the book and read the title and the names of the author and the illustrator aloud. Tell the students that this is a book about a duck that gets stuck in the muck, or mud.

Read the story aloud slowly and clearly, using your finger to point to any illustrations that correspond to the text and clarifying vocabulary as you read.

Suggested Vocabulary

marsh: soft, muddy land where ducks and other animals live (p. 2; refer to the illustration)

spruce: type of tree (p. 6)

plod: walk with slow, heavy steps (p. 6)

thickets: bushes (p. 8)

wakes: waves in water (p. 18; refer to the illustration)

whir: fly (p. 20)

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

muck: mud (p. 2)
munching: eating (p. 6)
chirping: making sounds (p. 8)
trunks: parts of trees (p. 12)
trails: marks (p. 14; refer to the illustration)
nibbling on: eating (p. 16)
blossoms: flowers (p. 16)
slither: move forward by sliding back and forth (p. 18)

At the end of the story, ask and discuss:

Q *What happens in this story?*

Q *How does the duck get out of the muck, or mud?*

3 Reread the Story

Tell the students that now you will read *One Duck Stuck* again and ask them to join you in reading any words they know. Explain that as you read, you would like the students to listen for the pattern in the story and anything else they find interesting. When you are finished reading, they will discuss what they notice with their partners.

Read the story aloud slowly and clearly. Then have partners discuss:

Q *What is the pattern in this story? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking. If necessary, point out that the words, "Help! Help! Who can help?" repeat and that new animals keep coming to try to help the duck; then have partners discuss:

Q *What else do you notice about this story? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. If the students do not mention it, you may want to point out that this is a counting book and that the numbers go up to 10. You may also want to point out that some of the words in the book, such as *splish*, *clomp*, *plop*, and *zing*, are examples of *onomatopoeia* since they sound like what they are describing.

4 Reflect on Listening Carefully

Share some of your observations about how the students did with listening carefully during today's Shared Reading lesson.

Tell the students that in the next lesson they will read *One Duck Stuck* again.

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Shared Reading
One Duck Stuck

Day 2

In this lesson, the students:

- Listen to a story
- Read with attention to punctuation
- Chorally read parts of the story in groups
- Listen carefully
- Participate responsibly

Materials

- *One Duck Stuck* (big book)
- Big book stand
- Pointer
- Animal cards, prepared ahead

1 Gather and Review *One Duck Stuck*

Gather the class with partners sitting together, facing you. Remind the students that in the last lesson they listened to and discussed the story *One Duck Stuck*. Show the cover of the book and read the title and the names of the author and the illustrator aloud. Ask:



Q *What do you remember about this book? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

2 Briefly Review Punctuation and Read *One Duck Stuck* Aloud

Remind the students that the words "Help! Help! Who can help?" are repeated many times in the story. Explain that now you will read aloud *One Duck Stuck* and that the students will join you in reading these words each time they appear in the book.

Turn to page 3 and read it aloud. Point to the exclamation points and the question mark on the page and remind the students that these punctuation marks help readers know how a story should sound. Invite a volunteer to read page 3 aloud the way it should sound. Tell the students that as they read with you today, you would like them to pay attention to the punctuation marks and read the words the way they should sound.

Read the book aloud, slowly and clearly, sliding under the words as you read. Have the students join you in chorally reading the words "Help! Help! Who can help?" each time they appear in the book.

3 Read Parts of the Story in Small Groups

Explain that now you will divide the class into small groups and that each group will read a part of the story in which different animals come to help the duck. Tell the class that you will give each student a card with the name of one of the animals from the story. The class will chorally read the beginning of the story when the duck gets stuck, and then each

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small group of students will read aloud a part in the book in which a new animal (the one on their cards) comes to try to help. The whole class will read aloud the parts about the duck staying stuck.

Review that there are nine animals that try to help the duck. Hold up one animal card, read it aloud, and have the class read it with you. Repeat this procedure to read one of each animal card aloud. Distribute the animal cards. Have each student read his own card and then share it with his partner.



Remind the students that when they read the book, they will need to watch and listen carefully so they will know when it is their group's turn to read.

Chorally read pages 2–3; then turn to page 4 and review that this is the page where the fish try to help the duck. Tell the students that if they hold a "fish" card they will read this page and stop after the words "Splish, splish." Have the students with "fish" cards read aloud the lines; then have the rest of the class chorally read the last five lines about the duck staying stuck, as well as the facing page.

Continue reading the book, using the same procedure to have the students in each animal group chorally read the appropriate lines on each even-numbered page from page 6 to page 20. Have the rest of the class chorally read the lines about the duck staying stuck. After each even page is read, have the rest of the class read the facing page. After page 20, chorally read to the end of the book as a class.

When the class is finished reading the book, have the students return the animal cards to you.

Teacher Note

As the students return the cards, jot each student's name on the back of her card. Save the animal cards to use on Day 3.

4 Reflect on Listening Carefully and Participating Responsibly

Share your observations about how the students did with watching and listening carefully so they would know when it was their turn to read the story.

Explain that in the next lesson, the students will work in the same groups to read *One Duck Stuck* again and act it out.

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Shared Reading
One Duck Stuck

Day 3

In this lesson, the students:

- Read and act out parts of a story in groups
- Listen carefully
- Move in a responsible way
- Work responsibly in groups

Materials

- *One Duck Stuck* (big book)
- Big book stand
- Pointer
- Animal cards from Day 2
- Cards with each animal group's part, prepared ahead

1 Gather and Get Ready to Read

Gather the class with the students sitting, facing you. Show the cover of *One Duck Stuck* and read the title and the names of the author and the illustrator aloud. Remind the students that in the last lesson they read parts of *One Duck Stuck* in small groups. Explain that today they will read the same part again and also act it out.

2 Move Into Small Groups

Tell the students that before they read and act out *One Duck Stuck*, you will have them move to sit with their groups and decide how to act out their parts. Review that it is important that the students move in a way that is respectful to others, and state your expectations for how they will move.

> **You might say:**
>
> "When I ask you to move, you will stand and walk carefully and quietly to find the other members of your group. When your group is together, you will sit down with your legs crossed and your hands in your lap; then you will look at me and wait for my signal."

Distribute the animal cards so that each student has the same card as in the previous lesson. Have the students stand and form groups with others who have the same animal card. Assist them as necessary in finding their groups. When all the students are sitting with their groups, signal for their attention and have the students return the animal cards to you.

3 Prepare to Read and Act Out *One Duck Stuck*

Tell the students that you wrote the lines for each part on a large index card. Explain that you will give a card to each group and then the students in the group will chorally read their part and also decide on movements to act out their part. For example, the group reading the part of the crickets needs to decide how to act out "chirping" and "leap," and the group reading the part of the possums needs to decide how to act out "nibbling on blossoms" and "crawl."

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Have the students think about how they will work responsibly in their groups today by asking and discussing questions such as:

Q *What are some ways you will participate responsibly while working in your group today?*

Have a few volunteers share. If necessary, remind the students to move in a responsible way when acting out their parts, and share any additional expectations you have for how the students will work in their groups.



Distribute the appropriate card to each group. Have the students in each group chorally read the card and then decide how to act out the movements. Circulate and observe, assisting the groups as necessary.

When all the groups are finished, signal for their attention and have the groups sit together, facing you. Share some of your observations about how the students did with working responsibly in their groups.

Teacher Note

You may want to review the definitions of the action words for some of the groups.

4 Chorally Read and Act Out the Story

Briefly review the procedure for chorally reading and acting out *One Duck Stuck*. Remind the students that the class will chorally read the beginning of the story when the duck gets stuck, and the groups will read aloud and act out the parts in the book in which the animals on their cards try to help the duck. The whole class will also read aloud the parts about the duck staying stuck.

Have the groups stand, and remind the students that it is important to move responsibly as they read and act out the story. Chorally read *One Duck Stuck*, sliding under the words as they are read. As you read, have the students in each group read and act out their part in the story.

5 Reflect on Participating Responsibly

Help the students reflect on their work in today's Shared Reading lesson. Ask and briefly discuss:

Q *What did you like about reading and acting out* One Duck Stuck*?*

Q *What did you do to participate responsibly today?*

After the students share, offer some of your own observations about how they participated responsibly today.

Independent Work Connection

For next week's Independent Work, we suggest the following:

- Collect copies of *One Duck Stuck* and place them in the classroom library for the students to read during independent reading. Students can also read the big book version of *One Duck Stuck* during independent reading.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Share Writing" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 29 OVERVIEW

Whole-class Instruction

Shared Reading 496

This week the students discuss what they liked about reading poems in Shared Reading this year. They revisit all of the year's poems, read the poems in pairs, and read poems aloud to the class. Socially, they continue to listen carefully, share their partners' thinking, and participate responsibly.

Independent Work Check-in 502

This week we suggest you continue to teach the "Share Writing" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials you might also incorporate into independent work areas this week:

Reading:

- Big book and other copies of *One Duck Stuck* (see "Independent Work Connections" on page 490)

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Week 29

RESOURCES

Poems

Read-alouds

- "Mice"
  by Rose Fyleman
  (from Week 22)
- "Caterpillars"
  by Aileen Fisher
  (from Week 22)
- "The Secret Song"
  by Margaret Wise Brown
  (from Week 24)

Assessment Resource Book

- Social skills assessment



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Social Skills Assessment Record" sheet (SS1)

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DO AHEAD

Shared Reading

✓ Prior to Day 1, locate the "Mice" and "Caterpillars" charts from Week 22 and the "The Secret Song" chart from Week 24 and post them where everyone can see them.

✓ Prior to Day 2, collect the students' poetry readers from their independent work toolboxes to distribute in Step 4.

✓ Prior to Day 3, collect the students' poetry readers from their independent work toolboxes to distribute in Step 2.

✓ Prior to Day 3, gather all the charted poems from this year's Shared Reading lessons and post them where everyone can see them. Consider how you will post the charts so that the students can easily choose ones to read in Step 3. For example, you may decide to post all the charts on an easel for the students to flip through easily when they read. For a complete list of poems from this year, see Appendix C, "Texts in the Program."

Independent Work Check-in

✓ Familiarize yourself with the "Share Writing" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
60 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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OVERVIEW Shared Reading

"Mice"

by Rose Fyleman
(see Week 22, page 411)

"Caterpillars"

by Aileen Fisher
(see Week 22, page 412)

"The Secret Song"

by Margaret Wise Brown
(see Week 24, page 440)

Academic Focus

- Students discuss what they liked about reading poems in Shared Reading this year.
- Students chorally read familiar poems.
- Students read familiar poems in pairs.
- Students read poems aloud to the class.

Social Development Focus

- Students participate responsibly.
- Students listen carefully.
- Students share their partners' thinking.

Day 1 Shared Reading
Poetry Review

Materials

- "Mice" chart from Week 22
- "Caterpillars" chart from Week 22
- "The Secret Song" chart from Week 24
- Pointer

In this lesson, the students:

- Chorally read three familiar poems
- Listen carefully
- Participate responsibly

1 Gather and Review Revisiting Texts

Gather the class with partners sitting together, facing you. Remind the students that they have read many poems in Shared Reading this year. Explain that today they will revisit three poems they learned recently. Later in the week, they will revisit all the poems they have learned this year.

Ask and briefly discuss:

Q *What do you like about rereading poems?*

Q *How does rereading poems help you as a reader?*

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2 Review and Chorally Read "Mice" and "Caterpillars"

Direct the students' attention to the "Mice" chart and read the title aloud. Ask:



Q *What do you remember about this poem? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. Then chorally read the poem, sliding under the words as they are read.

Repeat this procedure to have the class review and chorally read "Caterpillars."

When the class is finished reading both poems, remind the students that in another lesson, they discussed how these two poems are the same and how they are different. Review that one way they are the same is that they are both about animals. Ask:

Q *Can you think of other poems we read this year that are about animals? What are they?*

Have a few volunteers share their ideas with the class.

> **Students might say:**
>
> "I remember reading 'Hippopotamus Stew' at the very beginning of the year!"
>
> "I loved the poem 'The Little Turtle.' "
>
> "I liked the bumblebee poem but I don't remember what it is called."

Remind the students that later in the week, they will have the chance to read some of the poems they mentioned.

3 Review and Chorally Read "The Secret Song" in Two Groups

Explain that now the students will read the poem "The Secret Song." Direct the students' attention to the "The Secret Song" chart and read the title aloud. Ask:



Q *What do you remember about this poem? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. If necessary, review that each stanza in the poem has a question and an answer.

Explain that you will divide the class into two groups and that half of the class will read the questions in the poem and the other half of the class will read the answers. Divide the class into two groups. Assign the questions in the poem to one group and the answers to the other group.

Have the students chorally read the poem in two groups. Then have the groups switch roles and chorally read the poem again.

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Teacher Note

Save the "Mice," "Caterpillars," and "The Secret Song" charts to use on Day 3.

4 Reflect on Participating Responsibly

Share your observations about how the students did with participating responsibly during today's lesson. Explain that they will continue to revisit familiar poems in the next lesson.

SOCIAL SKILLS ASSESSMENT NOTE

Over the course of this week, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1). Access and print a record sheet from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 58–59 of the *Assessment Resource Book*. For more information, see "Social Skills Assessment" in the Assessment Overview of the *Assessment Resource Book*.

Day 2 Shared Reading

Poetry Review

Materials

- Poetry reader for each student

In this lesson, the students:

- Discuss what they liked about reading poems in Shared Reading
- Read poems in poetry readers in pairs
- Listen carefully
- Work responsibly in pairs

1 Gather and Get Ready to Read

Gather the students with partners sitting together, facing you. Remind the students that in the last lesson they read three familiar poems. Explain that today they will review other poems they read in Shared Reading this year and also read from their poetry readers with their partners.

2 Discuss What the Students Liked About Reading Poems in Shared Reading

Review that each time the students learned a new poem in Shared Reading this year, they added a copy of the poem to their poetry readers. Show the students your poetry reader, read two or three of the poem titles; then talk about each poem.

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You might say:

"When we read 'Hippopotamus Stew' we acted out the poem and also rebuilt the poem in the pocket chart. When we read 'Listen' you closed your eyes to visualize, or make pictures in your mind, to help you understand the poem. You also visualized the poem 'Kick a Little Stone' and we talked about the compound words in the poem."

Ask and briefly discuss:

Q *What is another poem we read this year? What do you remember about it?*

Have a few volunteers share their thinking with the class. Then have partners discuss:

Q *What did you like about reading poems in Shared Reading this year? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Students might say:

"I liked reading the poems in the poetry readers."

"Rhyming words make poems fun to read!"

"I liked using the pointer to read poems in front of the class."

"My favorite poems are the ones we acted out."

3 Review Working Responsibly in Pairs

Tell the students that now they will read some poems in their poetry readers with their partners. Review that when partners read together it is important that they work responsibly. Ask:

Q *What can you do to work responsibly when reading with your partner?*

Have a few volunteers share their thinking with the class. If necessary, share any additional expectations you have for how the students will work responsibly when reading in pairs.

4 Read Poems in Pairs

Distribute the students' poetry readers and ask the students to turn to "Willaby Wallaby Woo" on page 2. Read the title aloud and explain that they will read this poem three times. First, they will read the same words at the same time. Next, one partner will read the poem while the other partner listens and follows along. Finally, partners will switch roles and read the poem again.

Remind the students to wait until their partners are ready before they begin reading. Have partners turn to face each other and chorally read the poem in pairs.

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Circulate, observe, and support the students as they read. When all pairs of students have read the poem three times, signal for the students' attention and share your observations about how they did with reading in pairs.

Explain that now the students will choose other poems in their poetry readers to read with their partners. Have partners turn to face each other, choose at least two more poems to read, and then read each of the poems three times, as they did with "Willaby Wallaby Woo."

5 Reflect

When the students have finished reading the poems, signal for their attention. Have them reflect on their work by asking and discussing:

Q *What did you enjoy about reading poems with your partner today?*

Q *What did you like about having your own poetry reader this year?*

Have the students place their poetry readers in their independent work toolboxes and return to their seats.

Day 3 Shared Reading
Poetry Review

Materials

- Poetry reader for each student
- Charted poems, prepared ahead
- Pointer

In this lesson, the students:

- Discuss favorite poems
- Choose poems and read them aloud
- Listen carefully
- Participate responsibly
- Share their partners' thinking

1 Gather and Review Participating Responsibly

Gather the class with partners sitting together, facing you. Remind the students that this week they are rereading the poems they learned in Shared Reading this year. Explain that today they will discuss their favorite poems and then some students will choose one poem each to read aloud to the class.

Review that it is important that the students participate responsibly and listen carefully when a student reads a poem to the class. It is also important that they use the pointer responsibly when reading to the class and return the pointer to the big book stand when they are finished. That way the pointer will be ready for the next student to use.

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2 Discuss Favorite Poems

Explain that now the students will talk to their partners about which poems they enjoyed reading most this year. Borrow a student's poetry reader and open it to the "Poetry Reader Table of Contents." Review that this page lists the titles of all the poems the students have read this year.

Distribute the students' poetry readers and ask the students to turn to the "Poetry Reader Table of Contents." When all the students are ready, read the title of each poem aloud; then have the students take a moment and look through the poems in their readers.

After a few moments, signal for the students' attention and have partners discuss the question that follows. Remind them to listen carefully since you will ask them to share their partners' thinking. Ask:

Q *Which poem or poems did you most enjoy reading this year? Why? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their partners' thinking with the class.

3 Read Poems Aloud

Explain that now you will invite individual students to choose a poem and read it aloud to the class. Direct the students' attention to the charted poems and explain that each reader will use the pointer to slide under the words on the chart as he reads.

Have a student choose one of the charted poems to read. Give the student the pointer and have him slide under each word as he reads the poem aloud.

Continue to use this procedure to have more students choose poems and read them aloud to the class.

4 Reflect on Participating Responsibly

Share some of your observations about ways the students participated responsibly during today's lesson. Then ask and briefly discuss:

Q *What other ways did you participate responsibly?*

Tell the students that this is the last week they will read poems in Shared Reading this year. Have them take their poetry readers home, and encourage them to read the poems on their own or to read them aloud to a friend or a family member.

ELL Note

You might provide the prompt "My partner said [she] enjoyed reading . . ." to your English Language Learners to help them verbalize their answers to the question.

Teacher Note

Be sure to leave time at the end of the lesson for reflection. If necessary, have some of the students read later in the day or on the next day.

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OVERVIEW

Independent Work

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you continue to teach the "Share Writing" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Week 30 OVERVIEW

Whole-class Instruction

Shared Reading 505

This week the students discuss what they liked about reading books in Shared Reading this year. They revisit the year's big books in pairs and discuss the books with their partners. They reflect on ways they've grown as readers, share which books they enjoyed reading most this year, and choose books to read aloud to the class. They also reflect on how they've grown as members of the classroom community during Shared Reading.

Independent Work Check-in 511

This week we suggest you teach the "Independent Work Observation" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

Small-group Reading Instruction and Independent Work Rotations

Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work.

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Week 30

DO AHEAD

Shared Reading

✓ Prior to Day 1, gather all the big books from this year's Shared Reading lessons. For a complete list of books from this year, see Appendix C, "Texts in the Program."

✓ Prior to Day 1, familiarize yourself with the revisiting activity in Step 3. Decide how you will arrange the big books around the room for partners to circulate to and revisit (you will also arrange the books in the same way on Day 2). Each big book will need to be placed in a way so that pairs of students will have room to sit beside it. Also decide how you will have pairs move in order to revisit more than one book during the activity.

✓ Prior to Day 2, arrange the big books around the room in the same way as on Day 1.

✓ Prior to Day 3, decide how you will display the big books so that the students can easily choose one to read in Step 3. For example, you might display them on a whiteboard tray, against a wall, or both. Decide how you will select volunteers to read big books.

Independent Work Check-in

✓ Familiarize yourself with the "Independent Work Observation" check-in lesson (or another check-in lesson of your choice) in Appendix B, "Independent Work Resources." Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

SUGGESTED WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
60 minutes	**80 minutes**	**35 minutes**	**80 minutes**	**80 minutes**

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Shared Reading OVERVIEW

Academic Focus

- Students discuss what they liked about reading books in Shared Reading this year.
- Students read and discuss familiar books in pairs.
- Students reflect on their growth as readers in Shared Reading.
- Students read familiar books aloud.

Social Development Focus

- Students participate responsibly.
- Students listen carefully.
- Students share their partners' thinking.

Shared Reading
Big Book Review

Day 1

In this lesson, the students:

- Discuss what they liked about reading books in Shared Reading
- Read and discuss familiar books in pairs
- Listen carefully
- Work responsibly in pairs

Materials

- Big books, prepared ahead

1 Gather and Discuss What the Students Liked About Reading Books in Shared Reading

Gather the class with partners sitting together, facing you. Remind the students that this year you read aloud many books and poems in Shared Reading, and the students joined by following along and also reading the words with you. Ask:

Q *What did you like about reading books in Shared Reading this year? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I liked being able to see the words and pictures and follow along."
>
> "It was fun to act out some of the books."
>
> "I liked chorally reading the books because it helped me learn the words."

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Review that last week the students revisited the poems they learned this year, and explain that this week they will revisit all of the big books they read this year.

2 Introduce and Model the Procedure for Revisiting Big Books

Direct the students' attention to the big books you placed around the room and explain that today the students will revisit several of the books with their partners. Tell them that each pair will move to sit with one of the books; then partners will read the book and take turns talking about what they like about the book. Explain that when pairs are finished reading and discussing their books, you will signal for their attention and each pair will move to read and discuss another book.

Have a student act as your partner. Model walking together to sit with one of the big books and deciding whether to read the pages together or to take turns reading them.

Teacher Note

Choose a big book in a location where all the students can see you and your partner from the gathering area.

Read aloud part of the book with your partner, take turns talking about what you like about it, and then turn back to the class. Point out that you and your partner worked responsibly by walking carefully to the book, listening to each other's ideas, and reading the book in voices that were not too loud and not too soft.

Ask and briefly discuss:

Q *What else can you do to work responsibly when revisiting books with your partner today?*

3 Revisit Big Books in Pairs

Teacher Note

Assure the students that they will have the chance to read other books today and in the next lesson.

Assign a big book to each pair. Have partners move to sit with a big book, decide how they will read it, and then read the book. Remind them to take turns talking about what they like about the book when they are finished reading.

Circulate and observe partners as they read and discuss, assisting the students as necessary. When the students are finished, signal for their attention.

Explain that now the students will move to the next big book and read it with their partners. Describe which direction you would like the students to move. Have partners move to sit with the next book, decide how they will read it, and then read and discuss the book. Continue using this procedure to have pairs of students revisit additional books, as time permits.

Teacher Note

Keep track of the last book each pair read and save your notes to use on Day 3.

After the students have revisited several big books, gather the class with partners sitting together, facing you.

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Ask and briefly discuss:

Q *What is a big book you and your partner revisited today? What do you like about that book?*

4 Reflect on Listening Carefully and Working Responsibly

Share some of your observations about how the students did with listening carefully and working responsibly in pairs during today's lesson.

Tell the students that in the next lesson, they will have the chance to revisit and discuss more big books with their partners.

Shared Reading
Big Book Review

Day 2

In this lesson, the students:

- Read and discuss familiar books in pairs
- Discuss ways they have grown as readers in Shared Reading
- Listen carefully
- Work responsibly in pairs

Materials

- Big books, arranged as on Day 1

1 Gather and Get Ready to Read

Gather the students with partners sitting together, facing you. Review that in the last lesson, the students revisited some of the big books they read this year and explain that today they will work in pairs to revisit more books. Tell the students that as they reread books today, you would like them to think about ways they have grown as readers in Shared Reading this year.

2 Revisit Big Books in Pairs

Direct the students' attention to the big books and explain that the books are arranged around the room as they were in the last lesson. Briefly review the procedure for revisiting and discussing the books (see Day 1, Step 2) and remind the students of your expectations for how they will move and work in a responsible way during the activity.

Tell partners the title of the last book they read together. Then have them move to sit with the next book, decide how they will read it, and then read and discuss the book.

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Teacher Note

As you circulate, note your observations about how the students have grown as readers during Shared Reading this year.

Circulate and observe partners as they read and discuss, assisting the students as necessary. When the students are finished, signal for their attention.

Tell the students that now they will move to another big book and read it with their partners, and remind them which direction you would like them to move. Have partners move to sit with the next book, decide how they will read it, and then read and discuss the book.

Continue using this procedure to have pairs of students revisit additional books, as time permits. After the students have revisited several big books, gather the class with partners sitting together, facing you.

Ask and briefly discuss:

Q *What is a big book you and your partner revisited today? What do you like about that book?*

3 Reflect on the Students' Growth in Shared Reading

Share some of your observations about how the students have grown as readers in Shared Reading this year.

> **You might say:**
>
> "Many of these books have words that you could not read earlier in the year. Now I hear you reading them and understanding what you are reading. I see many students using what they learned about punctuation marks to read the story the way that it should sound. I also notice students using what they know about patterns in books to help them read and understand books."

Ask and briefly discuss:

Q *What are some other ways you have grown as a reader this year?*

Tell the students that in the next lesson they will discuss their favorite Shared Reading books and choose ones to read aloud.

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Shared Reading
Big Book Review

Day 3

In this lesson, the students:

- Discuss their favorite Shared Reading books
- Read familiar books aloud or guide the class in chorally reading them
- Participate responsibly
- Listen carefully
- Share their partners' thinking

Materials

- Big books displayed, prepared ahead
- Big book stand
- Pointer

1 Gather and Get Ready to Read

Gather the students with partners sitting together, facing you. Remind the students that this week they worked with their partners to reread and discuss this year's Shared Reading books. Explain that today they will discuss their favorite Shared Reading books as a class, and then some students will choose one book each to read aloud or guide the class in reading.

2 Discuss Favorite Books

Direct the students' attention to the displayed big books and explain that these are all of the Shared Reading books the class read this year. Read aloud a few of the titles. Then have partners discuss the question that follows. Tell the students to listen carefully because you will ask them to share their partners' thinking. Ask:

Q *Which book or books did you most enjoy reading this year? Why? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their partners' thinking with the class.

> **Students might say:**
>
> "My partner liked *Listen to the Rain* best because he liked making the rainstorm with his hands!"
>
> "Lorena liked *The Napping House* because she thinks it's really funny."
>
> "*Beetle Bop* was Orion's favorite because he liked learning about different kinds of beetles."

3 Read Books Aloud

Explain that now you will invite volunteers to choose books to read. Each volunteer will use the pointer and may choose to guide the class in chorally reading a book or choose to read it aloud on her own.

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Teacher Note

To maximize the number of students who have the chance to read aloud during the lesson, consider choosing the book yourself and inviting individual volunteers to read aloud a few pages of the book instead of having just one student read the book.

Teacher Note

Be sure to leave time at the end of the lesson for reflection. If necessary, have some of the students read later in the day or the next day.

Remind the students that it is important to participate responsibly and listen carefully when a student reads or guides the class in reading. It is also important that each volunteer speaks clearly so that others can hear.

Have a volunteer choose a book to read. Give the student the pointer and ask:

Q *Do you want to read [*This Little Chick*] on your own or guide the class in reading it chorally?*

Have the student use the pointer to slide under the words as she reads the book aloud or guides the class in reading it chorally.

Continue to use this procedure to have other volunteers choose books to read or guide the class in reading.

4 Reflect on the Students' Growth in Shared Reading

Share some of your observations about how the students have grown as members of the classroom community during Shared Reading this year.

> **You might say:**
>
> "I remember that at the beginning of the year some students had trouble sitting and listening to the book during Shared Reading. Now I see you following the pointer, reading the words you know, and reading in voices that are not too loud or soft during echo and choral reading. I also remember that some students didn't always listen to their partners when they discussed a book. Now I see you looking at your partner and waiting for your turn to talk. That shows me you are listening carefully to each other."

Have the students take a moment to thank one another for their work together during the Shared Reading lessons this year.

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Independent Work OVERVIEW

This week the students continue to rotate to and work in all three independent work areas around the room while you teach Small-group Reading. We suggest continuing any procedures that have worked effectively in previous weeks.

Independent Work Check-in

This week you will continue to teach an Independent Work Check-in lesson on the day of the week you do not teach Small-group Reading. The purpose of these check-in lessons is to ensure that the students are able to maintain successful independent work rotations. The lessons provide the time for you to assess your students, conduct conferences, and introduce new materials and activities. For more information about the check-in lessons, see Appendix B, "Independent Work Resources."

This week we suggest you teach the "Independent Work Observation" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

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Appendix A

MINI-LESSONS

Teaching a Procedure for Gathering

Mini-lesson 1

DO AHEAD

✓ Plan a space in the classroom, such as a rug area, for the whole class to gather. If a rug area is not available, plan how the students will sit in their chairs facing you. Keep in mind that the space should allow for students to easily turn to their partners and talk. The students should sit close enough to see the lesson materials.

In this lesson, the students:

- Learn and practice the procedure for gathering
- Gather in a responsible way

1 Learn and Practice the Procedure for Gathering

Explain that at the beginning of many lessons, the students will gather together. Direct their attention to the gathering area. Model where you will sit and explain where you would like the students to sit. Before asking the students to move, state your expectations for how to gather in an orderly way.

> **You might say:**
> "I expect you to walk quietly and quickly to the gathering area without bumping into one another, and I expect you to sit down and wait quietly until everyone else is seated."

Have the students practice gathering. As they practice, comment on what you observe without mentioning any of the students' names.

> **You might say:**
> "I notice people are sitting toward the front of the rug so that others can sit behind them."

If necessary, have the students return to their seats and practice the procedure until they are able to gather in an orderly way.

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2 Reflect on Gathering

Tell the students that when they work *responsibly*, they act in ways that help them learn and work well with their classmates. Tell the students that one way to work responsibly is to gather in a calm and orderly way. Without mentioning any of the students' names, offer your own observations.

> **You might say:**
> "I noticed students taking seats in the gathering area and waiting there quietly until everyone else was seated."

Tell the students that this is the way you expect them to gather for lessons. Then explain how you expect them to return to their seats or transition to the next activity. If necessary, practice the procedure until the students are able to return to their seats or transition to the next activity in an orderly way.

Teacher Note
When you focus on describing appropriate behavior, the students learn what it means to work responsibly, and they develop the intrinsic motivation to do so.

Mini-lesson 2 Teaching a Procedure for "Turn to Your Partner"

DO AHEAD

✓ Decide how you will randomly assign partners to work together for Shared Reading and Independent Work. For suggestions about assigning partners, see "Random Pairing" and "Cooperative Structures" in the Introduction. For more information, view "Cooperative Structures Overview" (AV1).

In this lesson, the students:

- Learn and practice the procedure for "Turn to Your Partner"
- Listen respectfully to the thinking of others and share their own
- Work in a responsible way

Teacher Note
The cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used in whole-class and small-group instruction to increase students' engagement and accountability for participation. The students may have different partners when they work in small groups than they do in whole-class lessons.

1 Pair Students and Practice the Procedure for Gathering with Partners

Tell the students that they will often work with partners during lessons. Explain that working with partners gives everyone a chance to talk about what they are thinking and learning before sharing their ideas with the class.

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Randomly assign partners and make sure they know each other's names. Explain and model how you would like pairs to gather, sitting together and facing you, and then have them gather. If pairs have difficulty gathering in an orderly way, ask them to return to their seats and practice the procedure.

2 Introduce "Turn to Your Partner"

Explain the "Turn to Your Partner" procedure.

> **You might say:**
>
> "Sometimes I will ask a question and say, 'Turn to your partner.' When you hear this, you will turn to face your partner and take turns talking about the question. When I raise my hand, you will finish what you're saying, raise your own hand so others can see the signal, and turn back to face me."

Teacher Note

To see an example, view "Using 'Turn to Your Partner' " (AV2).

Teacher Note

Using a signal that the students will notice but that does not interrupt their discussion, such as a raised hand, allows them to finish what they are saying before turning back to face you.

3 Model and Practice "Turn to Your Partner"

Have a student act as your partner, and model turning to face each other and introducing yourselves by your full names. Turn back to the class. Point out that you and your partner looked at each other as you talked, and explain that looking at your partner is important because it is one way to show that you are listening. Also point out that you and your partner took turns talking and listening. Explain that it is important for the students to take turns so that each partner gets a chance to talk.

Have partners turn and introduce themselves. After a moment, raise your hand and have them turn back to face you. Practice again by asking:

Q *What is an animal that you like? Turn to your partner.*

Have partners take turns talking about their thinking. After a moment, signal for their attention and have a few volunteers briefly share what they discussed with the class.

If the students need further practice with "Turn to Your Partner," have partners practice again by asking:

Q *What is a food you like to eat? Turn to your partner.*

Q *What is something you like to do after school? Turn to your partner.*

ELL Note

A cooperative structure like "Turn to Your Partner" supports students' language development by providing frequent opportunities for them to talk about their thinking and listen to the thinking of others.

Teacher Note

Notice that you ask the question *before* saying, "Turn to your partner." This gives all the students a chance to hear and consider the question before moving to face their partners.

4 Reflect on "Turn to Your Partner"

Tell the students that when they work *responsibly*, they act in ways that help them learn and work well with their classmates. Ask and briefly discuss:

Q *What did you and your partner do to act responsibly during "Turn to Your Partner"?*

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Teacher Note

By listening to your observations, the students will become more thoughtful about their social interactions over time.

Without mentioning any of the students' names, share some of your observations about how the students did with "Turn to Your Partner."

> **You might say:**
>
> "I noticed that partners turned to face each other when I said, 'Turn to your partner.' I also noticed that partners took turns talking and listening so that both partners had a chance to talk."

Have the students return to their seats or transition to the next activity.

Mini-lesson 3

Teaching a Procedure for "Think, Pair, Share"

DO AHEAD

✓ Before teaching this lesson, teach the procedure for "Turn to Your Partner" using Mini-lesson 2, "Teaching a Procedure for 'Turn to Your Partner.'" For more information, view "Cooperative Structures Overview" (AV1).

In this lesson, the students:

- Learn and practice the procedure for "Think, Pair, Share"
- Listen respectfully to the thinking of others and share their own
- Work in a responsible way

Teacher Note

The cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used in whole-class and small-group instruction to increase students' engagement and accountability for participation. The students may have different partners when they work in small groups than they do in whole-class lessons.

1 Practice the Procedure for Gathering with Partners

Tell the students that today they will practice gathering with their partners. Remind them that working with partners gives everyone a chance to talk about what they are thinking and learning before sharing their ideas with the class.

Have the students practice gathering with their partners. If necessary, ask them to return to their seats and practice the procedure until they are able to gather in an orderly way.

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2 Introduce "Think, Pair, Share"

Remind the students that they have used "Turn to Your Partner" to talk in pairs. Explain that today they will learn a new way to talk with their partners called "Think, Pair, Share."

Tell the students that "Think, Pair, Share" is like "Turn to Your Partner." The difference is that the students think by themselves before they talk in pairs. Explain the procedure for "Think, Pair, Share."

> **You might say:**
>
> "Sometimes I will ask a question and then you will think about it quietly for a moment. When I say, 'Turn to your partner,' you will turn to face your partner and take turns talking about the question. When I raise my hand, you will finish what you're saying, raise your own hand so others can see the signal, and turn back to face me."

3 Model and Practice "Think, Pair, Share"

Have a student act as your partner to help you model "Think, Pair, Share." Model "Think, Pair, Share" with the student volunteer by asking:

Q *What is something you do in the morning to get ready for school?* [pause] *Turn to your partner.*

Model pausing for 5–10 seconds to think about the question. Then, with your partner, model turning to face each other and taking turns answering the question, listening to each other, and speaking clearly. Turn back to the class and point out that you paused to think about the question before taking turns talking and listening.

Have the students practice "Think, Pair, Share" by asking:

Q *What is something you like to do in school?* [pause] *Turn to your partner.*

Have partners take turns talking about their thinking. After a moment, signal for their attention and have a few volunteers briefly share what they discussed with the class.

If the students need further practice with "Think, Pair, Share," have partners practice again by asking:

Q *What do you like to do in your free time?* [pause] *Turn to your partner.*

Q *What can you do to be a good partner?* [pause] *Turn to your partner.*

4 Reflect on "Think, Pair, Share"

Tell the students that when they work *responsibly*, they act in ways that help them learn and work well with their classmates. Ask:

Q *What did you do to be a good partner today?*

Q *What can you do to be a better partner next time?*

Teacher Note

To see an example, view "Using 'Think, Pair, Share' " (AV3).

ELL Note

A cooperative structure like "Think, Pair, Share" supports students' language development by providing frequent opportunities for them to talk about their thinking and listen to the thinking of others.

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Teacher Note

By listening to your observations, the students will become more thoughtful about their social interactions over time.

If the students have difficulty answering the questions, share some of your observations without mentioning any of their names.

> **You might say:**
>
> "I noticed that partners let each other think quietly before starting to talk. I also noticed that partners looked at each other as they talked and didn't interrupt each other. This is important because it shows that you think what your partner is saying is important."

Have the students return to their seats or transition to the next activity.

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Appendix B

INDEPENDENT WORK RESOURCES

Introduction

The Independent Work component in the *Being a Reader* program provides students with constructive opportunities to learn to work independently and cooperatively without much teacher support or intervention. A key feature is teacher instruction and modeling during the first four weeks or the "foundation-setting" period. You model using different strategies, handling and sharing materials, and making choices. You then guide the students as they practice these skills and build their capacity to work independently and solve problems on their own. Each week, the work becomes increasingly student-driven. By the end of Week 4, the students are able to rotate to and use their independent work skills and habits in three work areas around the room for 60 minutes. You can then use this time to work with small groups of students in differentiated reading groups.

The benefits of Independent Work are:

- The teacher has designated time to work on reading with individual students and small groups at their differentiated reading levels.
- The students learn to take responsibility for their own learning.
- The students have time for extensive practice on concepts and skills that are taught in a whole-class setting across the language arts block.
- The students develop confidence to take initiative and make choices.
- The students build stamina to read, write, and explore word-review and word-building activities on their own for 20 minutes at a time.

WHAT DOES INDEPENDENT WORK LOOK LIKE?

The first few weeks of Independent Work are devoted to laying the foundation for success in the classroom. The students are introduced to all three types of independent work (reading, writing, and word work), and they build stamina for working on their own at their seats with teacher support and guidance.

One of the most important goals of Independent Work is to help the students identify and practice work habits that allow them to work effectively and independently for longer periods of time. The early foundation-setting weeks are focused on helping the students develop these important work habits, which are charted and referred to throughout the year.

Beginning in Week 3, the students begin to work independently in reading, writing, and word work areas around the room, and they begin to rotate to these work areas each day. After Week 4, the students work in these areas with little teacher support, while you use this time to work with differentiated small groups of students.

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Daily Lessons During Weeks 1–4

Independent Work lessons are held with the whole class. These lessons include short blocks of time for the students to explore independent reading, writing, and word work activities—first at their seats and then in work areas around the room. There is an explicit focus on developing effective work habits and on building the students' stamina to work on their own. Student work time builds from 5 to 10 to 20 minutes over these first weeks.

Developing Effective Work Habits

A significant focus during Weeks 1–4 is helping the students identify and practice work habits so they can work effectively and build stamina for independent work.

Work Habits

- Using a quiet voice
- Getting started right away
- Working for the whole time
- Handling materials responsibly
- Sharing materials fairly
- Putting materials away upon hearing the cleanup signal

One or two habits are focused on each week, and the students are given opportunities to discuss how they will use the work habits and why they are important. Each work habit is discussed, charted, and then revisited several times during this period. The students have multiple opportunities to talk about how they will use each work habit, what this looks like, and why it is important. The lessons provide support for modeling these work habits, reflecting on how the students are doing with using the work habits, and discussing possible solutions for any challenges that arise. In addition, the lessons guide you to ask reflective questions about how the students are using each work habit and how they might improve. We suggest that during the reflection at the end of each lesson you help the students brainstorm possible solutions for any challenges they are having using work habits.

Building Stamina and Independence

Students build their stamina for working independently during the foundation-setting weeks. At first the students read, write, and do word work independently for only 5 minutes at a time while you circulate around the room supporting those who need help. Over 3–4 weeks, this time is increased by amounts in step with what the students can manage, building up to 20 minutes of work time for each area: reading, writing, and word work. You first begin to stand aside, and then sit aside at the small-group reading table, while the students work on their own. By taking these gradual steps and intervening less over time, you signal to the students that they can work with greater independence and manage challenges that arise.

Independent Work in Week 5 and Beyond

After you have formed groups for Small-group Reading, you begin to bring the students in each small group to a table for differentiated instruction. During this time, the remainder of the students in the class rotate in groups to the three independent work areas around the

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room (reading, writing, and word work). They work for 20 minutes in each area, attempting to solve problems on their own.

To maintain Independent Work throughout the year after the foundation-setting weeks, the *Teacher's Manual* suggests a short check-in lesson each week, provided in this appendix. Additionally, we recommend returning to the process of modeling work habits, reflecting on how things are going, and brainstorming any necessary solutions throughout the year.

GETTING READY FOR INDEPENDENT WORK

During the foundation-setting weeks, the students work from bins at table groups (groups of students who sit at the same table or group of desks). Later, the students begin rotating through the work areas. In order to prepare your classroom, your students, and yourself for Independent Work—both the foundation-setting lessons as well the ongoing independent work rotations—we offer the following suggestions.

Setting Up Your Classroom

At the start of the school year, your classroom will need to be arranged in a way to best support learning during the foundation-setting lessons and then as independent work rotations during small-group reading instruction begin (as early as Week 5). You will need a space for the whole class to gather and three independent work areas for groups of students to gather, in addition to a small-group reading table, where you provide reading instruction. You will also need to dedicate space for the students to keep their independent work "toolboxes" (boxes in which to store their small-group reading books and other independent work materials).

Gathering

Plan a space in the classroom, such as a rug area, for the class to gather. If a rug area is not available, plan how the students will sit in their chairs facing you. Your setup should allow for partners to easily turn and talk to each other. For more information, see Mini-lesson 1, "Teaching a Procedure for Gathering," in Appendix A.

Independent Work Areas

During the foundation-setting weeks of independent work instruction, the students will work in their table groups using bins of materials that you prepare. Later, they transition from using these bins at their seats to working at specific independent work areas. For the foundation-setting weeks of instruction, you will need to fill these bins with appropriate materials. (For information about setting up your bins, including suggestions for materials, see "Preparing and Using Independent Work Bins, Areas, and Toolboxes" on page 525.) Later, as you transition to having the students work in the areas around the classroom, you will integrate the materials from these bins into those areas.

You will need to set up areas for reading, writing, and word work in your classroom. Suggestions are provided below.

Setting Up the Reading Area (Classroom Library)

The classroom library is one key to helping your students become better readers and lovers of reading. It also is integral to supporting students' ability to read independently. Beginning in

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Week 3, the students start to use the classroom library ("reading area"), where they choose and exchange books to keep in their toolboxes for their independent reading. Later, as the students become more established in their work habits, you may also offer the classroom library as a place for students to read during independent work rotations.

In the first few weeks, when the students are reading from bins in their table groups, you can use books from your classroom library to fill the bins. Later, as the students begin exchanging books in the library and then also reading in this area, you will need to have your library set up for them to do so.

Your library should have a wide range of fiction and nonfiction texts at various levels. For easy browsing, you might display books in boxes or baskets labeled with the name of the book category and/or a picture cue. Categories can include:

- Genres (such as mystery, science fiction, folktale, poetry, biography)
- Subjects or topics (animals, weather, school, sports)
- Themes (faraway places, friendship, growing up)
- Favorite authors or illustrators
- Popular series
- Student favorites
- Recent read-aloud texts
- Student-made books

A classroom library will ideally consist of at least 300-600 titles, although many teachers start with a smaller collection and add to it over time. The library should include a balance of fiction and nonfiction books. Consider also having a place to display charts and poems and to store big books in your library area.

Consider arrangements that could make your library an inviting place to read. You might add a beanbag chair, pillows, a rug, or other comfortable places to sit. You also might add some items that bring novelty to the library, such as old glasses with the lenses popped out for students to wear when they read or a collection of pointers for the students to use as they read big books and charts.

Discuss your expectations for the classroom library with your students. You might address the following:

- What are the rules and procedures for using the library?
- How many students can be in the library at any one time?
- What are the expectations for behavior in the library?
- What are the procedures for taking out and returning books?
- What are the cleanup procedures?

You will introduce the procedures for using the classroom library when the students begin to rotate to the independent work areas, and you may follow up during subsequent check-in lessons.

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Setting Up the Writing Area

Ideally, the writing area in your classroom is a place to store bins that contain a variety of materials for writing and also a place where the students can work. Post the "Writing Ideas" chart that the students create in the whole-class sessions to the wall in or near the writing area. For suggestions about writing materials to incorporate into the bins and the writing area, see "Writing Bins" and "Independent Work Folders" below.

Setting Up the Word Work Area

Ideally, the word work area in your classroom is a place to both store materials for word work and a place for the students to work during independent work rotations. The students can choose from a variety of materials in word work bins to engage in word-building, letter games, and more. After small-group reading instruction has begun, the students may have additional differentiated work to complete at the word work area during independent work rotations. For suggestions about word work materials, see "Word Work Bins" on the next page.

Preparing and Using Independent Work Bins, Areas, and Toolboxes

During the foundation-setting weeks of Independent Work, you will need bins to store reading, writing, and word work materials for the students to use. These bins rotate each day to give students opportunities to interact with a variety of different books (reading bins) and materials (word work and writing bins). You might choose to use plastic dish tubs, milk crates, or similar-sized storage containers for your bins.

In addition to the suggestions below, an Independent Work Connections feature at the end of many Shared Reading and Handwriting lessons alerts you to additional suggestions for materials to incorporate into the bins or the independent work areas.

Reading Bins (Foundation-setting Weeks)

The reading bins used during the foundation-setting weeks of independent work instruction can easily be created using books from your classroom library. Collect as many bins as you have table groups (or sets of desks). Fill each bin with a selection of fiction and nonfiction books in a variety of reading levels. You should have enough books in a bin so that each student in a table group is able to select five books from the bin. Label each bin so that you can keep track of the bin each table group uses, as you will rotate the reading bins among the table groups for the first weeks until you establish procedures for exchanging books in the reading area.

Writing Bins

When the students learn independent writing habits in their table groups, each group will use a similar writing bin (unlike the reading bins, which will each be unique in the books they contain). Collect as many bins as you have table groups. In each bin, place a variety of materials, such as:

- Pencils and erasers
- Colored pencils, markers, and crayons

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- Paper—both lined and unlined in a variety of sizes
- Staplers

In Week 3, when you set up the writing area for students to rotate to, rearrange the materials so that each bin contains like materials (one bin for pencils, one for paper, etc.). Place these bins in the writing area for the students to use.

Word Work Bins

In kindergarten and grade 1, the goal of independent word work is to engage the students in letter-recognition and word-formation activities to support their early reading development. The word work bins will first be used at the students' table groups beginning in Week 1, and then they will be incorporated later into the word work area. To prepare the bins, first collect as many bins for word work as you have table groups. Make each bin unique from the others, containing enough of one type of material to be shared among the students in one table group. Label the bins for easy identification; you will rotate the bins among table groups until the students begin working in the word work area during independent work rotations.

Suggested materials and activities for word work bins include:

- Letter tiles and alphabet strips or mats
- Letter stamps, stamp pads, and paper
- Stencils, paper, and colored pencils
- Modeling compound and alphabet dough cutters
- Tablet devices preloaded with appropriate apps (see the "Introduce a Tablet App" check-in lesson on page 550)
- Wipe-off boards and dry-erase markers
- Index cards with high-frequency words written on them
- Individual student name cards and student photographs (for reading and matching names to photographs)
- Developmentally appropriate word and letter board games
- Picture dictionaries
- "Word hunt" activity sheets

Some word work activities to suggest to the students might include:

- Sort letters or words
- Match letters to an alphabet chart
- Write letters/words on different surfaces or with a variety of materials (modeling compound, stamps, other tactile manipulatives)
- Sort pictures by initial sound
- Scoop out magnetic letters from a bin or bag, then record the letters or make words with the letters and record them
- Do ABC puzzles

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- Play word games
- Read/write/illustrate ABC books
- Divide words into syllables, sort by affixes, spell homonyms
- Look up words in a picture dictionary
- Illustrate new vocabulary words

For additional ideas for word work materials and activities, search online using the keywords "word work activities for primary grades."

Independent Work Folders

The students are responsible for maintaining writing folders and word work folders for papers they generate while working independently. Label these folders with the students' names, and encourage the students to be responsible for maintaining these in good shape in their toolboxes. The students will be generating work during independent writing and word work that they will put in their folder at the end of the independent work rotation. As the students' work accumulates in their folders, you will need to determine and introduce a procedure for managing the papers. We suggest having the students take home or turn in any work they have finished or no longer want to work on. We include a suggestion to introduce this procedure to manage the writing work in Week 3. We suggest revisiting this procedure weekly or as the folders fill up.

Toolboxes

Beginning in Week 2, the students keep and manage their own independent work toolboxes. These toolboxes store the students' small-group reading books, writing folders, word work folders, and other materials. You will need to provide each student with a box or an alternative, such as a book bin, magazine file, cereal box with the top and part of narrow side cut away, or resealable plastic bag (large enough to hold books). Label the toolboxes with the students' names, and encourage them to be responsible for maintaining these in good shape throughout the year.

Managing and Grouping Students for Independent Work Rotations

Independent work groups, unlike small-group reading groups, should include students at a variety of reading levels. Heterogeneous groups will allow for students to engage with and learn from one another as the students explore materials and activities in each of the independent work areas in ways that homogenous groups might not.

The students begin working in groups for independent work rotations in Week 3. Prior to Day 1 of that week, divide the class into three heterogeneous groups. Consider creating an "Independent Work Groups" chart that lists the students in each group. Choose easy-to-remember group names, such as colors, and consider color-coding the chart and placing a colored dot sticker on each student's toolbox.

Beginning as early as Week 5, you will begin pulling small groups of students for differentiated small-group reading instruction. The students in the rest of the class will rotate through the three independent work areas on the four days each week that you teach the Small-group Reading lessons. For management, you may additionally want to create a chart that shows the group rotations for each day.

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ABOUT THE CHECK-IN LESSONS

To maintain the students' ability to successfully work independently after the foundation-setting instruction is complete, continue to remind the students about the importance of independent work and the work habits by teaching a check-in lesson each week. Specific lessons are suggested in each week's instruction over the course of the year and are provided in this appendix. Although we do suggest a check-in lesson, you may choose to teach another lesson during any given week depending on the needs of your class. A series of three lessons on introducing blogging to your class is included for teachers who want to introduce technology into the writing area. A single lesson that supports you in introducing new apps to your students is also included, should you have tablet devices for the students to use, but it is not suggested in the weekly instruction.

Familiarize yourself with these lessons so that you can easily choose a lesson for your class each week. To choose a lesson, consider how the students have been working independently and ask yourself questions such as:

- Might you need to introduce new materials to one of the work areas?
- Is the noise level in the classroom creeping up day by day?
- Would the students benefit from reviewing the "Independent Work Habits" chart?
- Will having the students share their writing increase motivation for the writing area?

Once you have selected a lesson, review the materials and any preparation needed for the lesson. Read the lesson and consider how you might adapt it for your particular needs.

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Introduce New Materials

Check-in

DO AHEAD

✓ Preview this lesson and consider the new material you plan to introduce. Do any necessary preparations. For example, prepare and label a bin with enough new materials for the number of students who will visit the area at any one time.

✓ Consider how you will describe the new material to the students and any procedures you would like them to follow when working with the new material (see Step 1).

In this lesson, the students:

- Learn about using new material in the word work, writing, or reading area
- Handle materials responsibly
- Share materials fairly

ABOUT THE INTRODUCE NEW MATERIALS CHECK-IN LESSON

In this lesson, the students are introduced to a new material in one of the independent work areas. Introducing new materials from time to time will help maintain the students' interest in independent work activities and will give them opportunities to apply and practice what they have learned in reading, writing, and word work.

Materials

- New material, prepared ahead
- Student toolboxes

1 Gather and Introduce Using a New Material

Have the students pick up their toolboxes and gather with partners sitting together, facing you. Explain that today you will introduce a new material for the students to use in an independent work area.

Show the students the new material and tell them in which independent work area they will use it. Ask them to listen as you describe how to use the material and specify the procedures you would like them to follow when working with the material.

> **You might say:**
>
> "These are envelopes that I will put in the writing area. You can write a note to anyone in the classroom or school and put it in one of these envelopes with the person's name written on the outside. Each week, I will collect the letters and deliver them. It is important that you write the name of the person on the envelope so that I know who it is for."

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Model how to use the material and, if necessary, have a volunteer help you model. When you are finished, facilitate a discussion about the new material by asking and discussing questions such as:

- Q *What questions do you have about [using the envelopes]?*
- Q *What else might you do with [envelopes] in the [writing] area?*

2 Discuss Using the New Material

Remind the students that it is important they use the materials in the independent work areas responsibly. Have partners discuss:

- Q *What can you do to share [the envelopes] fairly? Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class.

Then ask and briefly discuss:

- Q *What is important to remember when cleaning up [the envelopes]?*
- Q *What can you do or say if you think your partner needs some help [deciding who to write to]?*

Explain that the students who go to the area with the new material today may choose to use the new material, and that students who do not go to the area with the new material will have the chance to use it another day.

ELL Note

You might provide the prompts "We can share by . . ." and "We can be fair by . . ." to your English Language Learners to help them verbalize their answers to the questions.

Teacher Note

You may want to have the students do one long independent work rotation rather than two shorter ones today.

3 Work Independently: Two Rotations (about 20 minutes)

Have the students take their toolboxes and line up, one independent work group at a time. Send one group at a time to the appropriate independent work area to begin working. Observe the students who are working with the new material, offering support as needed.

After about 10 minutes, signal for cleanup. Then have the students stand with their toolboxes and move to the next work area. Continue to observe the students who work with the new material, offering support as needed.

After about 10 minutes, signal to let the students know that independent work time is over. Have them clean up, return their toolboxes, and gather sitting, facing you.

4 Reflect on Working with the New Material

Ask and briefly discuss:

- Q *If you used the new material today, how did it go?*
- Q *What did you like about [using the envelopes]? What was challenging about it?*

Remind the students that if they did not have the chance to work with the new material today, they will get to work with it on another day.

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Follow-up Tip

Follow up by asking questions such as the following at the beginning of independent work time over the next few days:

Q *What can you do to share [the envelopes] fairly?*

Q *What is important to remember when cleaning up [the envelopes]?*

Throughout the year, repeat this lesson whenever you would like to introduce a new material into an independent work area.

Share a Book Check-in

DO AHEAD

✓ Select a picture book to use for modeling (see Step 1).

✓ Write the following prompts where everyone can see them: *My book is _____ by _____. The book is about _____. I like this book because _____.*

Materials

- Student toolboxes
- Written prompts, prepared ahead
- Picture book to use for modeling

In this lesson, the students:

- Share independent reading books in pairs
- Speak clearly
- Listen carefully

ABOUT THE SHARE A BOOK CHECK-IN LESSON

In this lesson, each student chooses an independent reading book to share with a partner. Sharing about books requires the students to think more deeply about their reading, and hearing about others' books allows them to get ideas for things they would like to read in the future.

1 Gather and Model Sharing a Book

Have the students pick up their toolboxes and gather with partners sitting together, facing you. Ask them to put their toolboxes on the floor in front of them. Review that the students have been reading books during independent reading and that today they will each choose one to share with a partner.

Direct the students' attention to the prompts you have written and read them aloud. Tell the students that they will use these prompts to help them share about their books, and that they can also share other things about their books.

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Show the cover of the book you selected and ask the students to listen as you share the book with them.

> **You might say:**
>
> "My book is *Matthew and Tilly* by Rebecca C. Jones. The book is about two friends who love to play together. One day Matthew and Tilly get in an argument and stop playing together. I like this book because it is about friendship. My favorite part is when say they are sorry and become friends again."

Then ask and briefly discuss:

Q *What did you learn about my book?*

Q *Is [*Matthew and Tilly*] a book you might want to read? Why or why not?*

Point out that you used the prompts to help you share your book. Tell the students that if they would like to share more about their books than the prompts suggest, they may do so.

2 Choose Books and Prepare to Share

Explain that now the students will each choose a book from their toolboxes to share with a partner. Have them look at the books in their toolboxes, each choose one to share, and hold the books in their laps.

When all of the students have books to share, ask:

Q *What can you do to make sure you and your partner both have a chance to share?*

Have a few volunteers share their thinking with the class. Explain that the students should be ready to share what their partners talked about.

Direct the students' attention to the prompts and read them aloud again. Ask the students to use the prompts to think quietly for a moment about what they will say about the books they chose.

3 Share Books in Pairs



Have partners turn to face each other and take turns sharing their books. As they share, walk around and observe, assisting as needed. After a few minutes, remind partners to change roles, if necessary.

After 5–10 minutes, signal for the students' attention; then ask:

Q *What book did your partner share with you? What did you learn about the book?*

Q *Would you like to read your partner's book? Why or why not?*

Have a few volunteers share with the class.

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4 Reflect on Sharing Books

Ask and briefly discuss:

Q *What did you like about sharing books today?*

Follow-up Tip

Over the next few days, have any students who want to share their books with the whole class do so at the beginning and end of independent work time. After each student shares, ask and discuss:

Q *What did you find out about [Marco's] book?*

Q *What questions do you have for [Marco] about his book?*

Teacher Note

Repeat this check-in lesson at other times during the year or whenever the students have independent reading books they want to share.

Work Habits Check-in

In this lesson, the students:

- Reflect on how they are doing during independent work time
- Discuss ways to improve on a specific work habit
- Work responsibly

Materials

- Student toolboxes
- "Ways We Work on Our Own" chart

ABOUT THE WORK HABITS CHECK-IN LESSON

In this lesson, the students reflect on what is going well during Independent Work and what is challenging about it. They discuss how they might improve on a specific work habit, and they have the opportunity to practice the work habit during independent work rotations as you observe and support them as needed. Providing time for the students to reflect on and improve their work habits throughout the year will help them maintain successful independent work rotations throughout the year.

1 Gather and Discuss Independent Work

Have the students pick up their toolboxes and gather sitting, facing you. Ask them to put their toolboxes on the floor in front of them. Explain that today the students will discuss how they are working independently.

Direct the students' attention to the "Ways We Work on Our Own" chart and review that these are the work habits the students use during independent work rotations. Read each work habit aloud; then ask and discuss:

Q *What work habits are going well?*

Q *What habits do you still need to work on?*

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Students might say:

"We always share the materials."

"We usually work for the whole time."

"We need to use quieter voices."

"Sometimes we don't clean up right away."

Teacher Note

Choosing just one work habit to focus on today will increase the likelihood that the students will effectively use the work habit during independent work time.

Choose a work habit that the students mention they need to work on; then ask and discuss:

Q *Why do you think it's important to [use a quiet voice]?*

Q *What can you do to [use a quiet voice]?*

Q *What can you do or say to remind someone else to [use a quiet voice]?*

Explain that the students will have an opportunity to practice this work habit during their independent work today and that you will observe and support them as they work. Tell them that you will check in at the end of the lesson to see how they did.

2 Work Independently: One Rotation (about 15 minutes)

Teacher Note

If necessary, remind the students to practice the focus work habit, and support them in doing so.

Have the students line up, one independent work group at a time. Send one group at a time to the appropriate independent work area to begin working. Walk around and observe, assisting the students as needed. Note your observations to share with the class at the end of the lesson.

After about 15 minutes, signal for cleanup. Have the students return their toolboxes and gather sitting, facing you.

3 Reflect on the Work Habit

Teacher Note

Have the students focus on improving other work habits by repeating this lesson at other times during the year.

Ask and briefly discuss:

Q *What did you do to [use a quiet voice] today?*

Q *What did you do or say to remind someone else to [use a quiet voice]?*

Without mentioning any names, share some of your own observations with the class.

Follow-up Tip

Follow up by asking questions such as the following as the students begin independent work over the next few days:

Q *What can you do to [use a quiet voice]?*

Q *What can you do or say to remind someone else to [use a quiet voice]?*

Q *Why is it important to [use a quiet voice]?*

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Independent Work Observation

Check-in

DO AHEAD

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Independent Work Observation Class Assessment Record" sheet (CA1); see page 62 of the *Assessment Resource Book*.

In this lesson, the students:

- Reflect on ways to improve how they work independently
- Work responsibly

ABOUT THE INDEPENDENT WORK OBSERVATION CHECK-IN LESSON

In this lesson, the students work independently while you observe how they use the independent work routines, procedures, and work habits. Afterward, you share your observations with the students and they reflect on what they can do to improve in their independent work. Taking the time to support the students in using the independent work routines, procedures, and work habits will help them maintain successful independent work rotations throughout the year.

Materials

- Student toolboxes
- "Ways We Work on Our Own" chart
- "Independent Work Observation Class Assessment Record" sheet (CA1)

1 Gather and Get Ready to Work

Have the students pick up their toolboxes and gather sitting, facing you. Ask them to put their toolboxes on the floor in front of them. Tell the students that today they will work in the independent work areas while you walk around the room and observe. Direct the students' attention to the "Ways We Work on Our Own" chart and read it aloud. Explain that you will observe how the students use these work habits as well as other independent work procedures and routines. Tell the students that you will share your observations with the class at the end of independent work time.

2 Work Independently: Two Rotations (about 20 minutes)

Have the students pick up their toolboxes and line up, one independent work group at a time. Send one group at a time to the appropriate independent work area to begin working. As the students work, walk around and observe.

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CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students get started right away?
- Do they use quiet voices?
- Do the students handle materials responsibly and share them fairly?
- Do they play games fairly?
- Are the students able to work the whole time?
- Are the students able to rotate between independent work areas calmly and quietly?

Be ready to share your observations with the class during the reflection at the end of the lesson. Record your observations on the "Independent Work Observation Class Assessment Record" sheet (CA1); see page 62 of the *Assessment Resource Book*.

After about 10 minutes, signal for cleanup and have the groups move to the next independent work area. Continue to walk around, observe, and record your observations.

After about 10 minutes, signal for cleanup. Have the students bring their toolboxes and gather sitting, facing you.

3 Discuss Observations

Ask the students to listen as you share your observations of what went well during independent work time.

> **You might say:**
>
> "I noticed you started working right away and shared materials fairly as you worked. This helped independent work time go smoothly. I also noticed that you worked for the whole time, which means you used the time to learn and become better readers and writers."

Then ask and briefly discuss:

Q *What else do you think went well?*

Next, ask the students to listen as you share one thing you would like them to improve on.

> **You might say:**
>
> "I noticed that sometimes you didn't put materials away carefully. I saw pencils on the floor and glue sticks without their caps. Also, there were open scissors in the bin."

Teacher Note

Focus on just one routine, procedure, or work habit for the students to improve upon today. Choosing one, rather than several, will allow the students to better incorporate the behavior in their independent work.

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Ask and discuss:

Q *Why is it important to [take care of the materials] during independent work time?*

4 Discuss and Model the Routine, Procedure, or Work Habit

Tell the students that now you will ask a volunteer to help you model the routine, procedure, or work habit that the students need to improve on. Explain that you would like the rest of the class to watch and think about what it looks like and sounds like to use the routine, procedure, or work habit.

Ask a volunteer to help you model using the routine, procedure, or work habit. Then ask and briefly discuss:

Q *What does [taking care of the materials] look like? What does it sound like?*

> **Students might say:**
>
> "You put the materials back where you found them."
>
> "I heard you remind each other to put the caps on the glue sticks."
>
> "You closed the scissors before you put them away."

Explain that now the students will have an opportunity to practice this during independent work time. Tell them that you will check in at the end of the lesson to see how they did.

5 Work Independently: Third Rotation (about 10 minutes)

Have the students in each group line up quietly with their toolboxes. Send one group at a time to the appropriate independent work area to begin working. As the students work, walk around and observe, noting your observations.

After about 10 minutes, signal for cleanup. Have the students return their toolboxes and gather sitting, facing you.

Teacher Note

If necessary, remind the students to practice the routine, procedure, or work habit, and support them in doing so.

6 Reflect on the Routine, Procedure, or Work Habit

Ask and briefly discuss:

Q *How did you do with [taking care of the materials] during independent work time today?*

Q *What did you do or say to remind someone else to [take care of the materials]?*

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Teacher Note

Have the students focus on other routines, procedures, and work habits by repeating this lesson at other times during the year.

Without mentioning any names, share some of your observations about how the students did with the routine, procedure, or work habit during the last independent work rotation.

Follow-up Tip

Follow up by asking questions such as the following when the students begin independent work over the next few days:

- Q *What does [taking care of the materials] look like? What does it sound like?*
- Q *What can you do or say to remind someone else to [take care of the materials]?*
- Q *Why is it important to [take care of the materials] during independent work time?*

Check-in Share Writing

DO AHEAD

✓ Write and illustrate a short piece to use for modeling (see Step 1).

Materials

- Student toolboxes
- Writing piece to use for modeling, prepared ahead
- Self-stick note for each student

In this lesson, the students:

- Share independent writing in pairs
- Speak clearly
- Listen carefully

ABOUT THE SHARE WRITING CHECK-IN LESSON

In this lesson, the students each choose a piece of writing from their independent writing to share in pairs. Sharing their writing and hearing from others about their writing provides an important purpose for independent writing as well as a way to get future writing ideas.

1 Gather and Model Sharing Writing

Have the students pick up their toolboxes and gather with partners sitting together, facing you. Ask them to put their toolboxes on the floor in front of them. Explain that today each student will choose one piece of independent writing to share with a partner.

Tell the students that first you will share a piece of your writing with the class and that, as you share, you would like them to pay attention to the way you read your writing.

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Read your writing aloud, showing any illustrations; then ask and briefly discuss:

Q *What did you notice about the way I read my writing?*

If necessary, point out that you spoke clearly and that you held the paper in front of you in a way that did not cover your face.

2 Choose a Piece of Writing and Prepare to Share

Explain that the students will look through their independent writing and each choose a piece of writing to share. Encourage the students to choose pieces they are proud of or that they really enjoyed writing and drawing. Distribute a self-stick note to each student and tell the students to place the self-stick note on the piece of writing they choose.

Give the students a few minutes to review their writing, choose a piece to share, and mark it with a self-stick note; then call for their attention. Ask and briefly discuss:

Q *What can you do to be a good listener when your partner shares?*

Explain that the students should be ready to tell the class what their partners wrote about.

3 Share Writing in Pairs



Have partners turn to face each other and take turns sharing their writing with one another. Remind the students to speak clearly, if needed. As partners share, walk around and observe, assisting as needed. After a few minutes, remind partners to change roles if they have not done so already.

After 5-10 minutes, signal for the students' attention; then ask:

Q *What did your partner write about?*

Q *What did you like about your partner's writing?*

Have a few volunteers share with the class.

> **Students might say:**
>
> "[Clio] wrote about our field trip."
>
> "[Shyam] listed his favorite songs."
>
> "I liked my partner's story about pigs."

4 Reflect on Sharing Writing

Ask and briefly discuss:

Q *What did you like about sharing your writing today?*

Without mentioning any names, share your observations about how the students did with listening to one another today.

Teacher Note

Repeat this check-in lesson periodically throughout the year as the students produce more pieces of independent writing.

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Follow-up Tip

Follow up by having any students who want to share their writing with the whole class do so at the beginning or at the end of independent work time over the next few days. After each student shares, facilitate a class discussion by asking questions, such as:

Q *What do you like about [Marlena's] writing?*

Q *What questions do you have for [Marlena] about her writing?*

Check-in Conferring

DO AHEAD

✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Independent Work Conference Notes" record sheet (CN1); see page 63 of the *Assessment Resource Book*. Make a class set of copies.

Materials

- Student toolboxes
- Class set of the "Independent Work Conference Notes" record sheet (CN1), prepared ahead

In this lesson, the students:

- Share and discuss in individual conferences with the teacher what is going well and what challenges they are having working independently
- Work responsibly

ABOUT THE CONFERRING CHECK-IN LESSON

In this lesson, you will confer with individual students about their independent work. You will discuss what each student is doing during independent work rotations, what is going well, and what challenges may need to be addressed. These conferences provide an opportunity for the students to share their work with you and for you to note areas in which the students need more support. Each student conference should take about 5 minutes; you will need to devote the check-in lessons over the next few weeks to conferring in order to meet with all the students.

Teacher Note

You may want to explain that you will be able to confer with only some of the students today, but that you will make time to confer with the rest of the students in the coming weeks.

1 Gather and Introduce Conferring

Have the students pick up their toolboxes and gather sitting, facing you. Ask them to put their toolboxes on the floor in front to them. Tell the students that today you will meet, or *confer*, with individual students to talk about what they have been working on, what has been going well, and what has been challenging. Explain that when you confer with individual students, the rest of the class will work in the independent work areas.

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2 Confer and Work Independently: One Rotation (about 30 minutes)

Have the students pick up their toolboxes and line up, one independent work group at a time. Send one group at a time to the appropriate independent work area to begin working. Ask one student to bring his toolbox to the small-group reading table for a conference.

CONFERENCE NOTE

Over the next few weeks, confer individually for a few minutes with each student to learn more about the student's independent work. Ask each student to show you what he is working on, and talk about what is going well and what challenges he is experiencing. As you listen, ask yourself:

- Is this student able to share what he is working on?
- Does this student share things that are going well?
- Does this student share things he is struggling with?

You might support the student by asking questions, such as:

Q *Which area do you enjoy working at? What do you like to do there?*

Q *What is going well for you during independent work time?*

Q *What is hard for you during independent work time? What can I do to help you?*

Q *Which work habits do you use during independent work time?*

Q *What else would you like to be able to do in the [reading/writing/word work] area?*

Document your observations for each student on an "Independent Work Conference Notes" record sheet (CN1); see page 63 of the *Assessment Resource Book*.

After about 5 minutes, bring the conference to a close and ask the student to join his independent work group. Then ask another student to bring her toolbox to the small-group reading table for a conference.

Confer with as many students as time permits. Then signal to let the students know when independent work time is over. Have the students clean up, return their toolboxes, and return to their seats.

3 Wrap Up

Tell the students that you will continue to confer with them about their independent work in the coming weeks.

Teacher Note

We recommend having the students work at only one independent work area for a longer period today rather than doing two rotations. However, if you think your students are able to rotate successfully during this period, you may choose to do two rotations.

Teacher Note

Over the next few weeks, continue to teach this check-in lesson until you have conferred with all of your students about their independent work.

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Check-in | Blogging 1

DO AHEAD

- ✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print "Blogging Permission Slip" (BLM1). Make enough copies to send one home with each student. Collect a signed permission slip from each student before teaching this lesson.
- ✓ Set up a class blog using *Easy Blog* or another blogging tool of your choice. (We recommend that you choose a blogging tool that has a simple interface, such as the one used by *Easy Blog*.) and create a page for yourself and one for each student, using either names or pictures as links from the home page. Set the privacy settings on the blog so that only you and the students can access it. For more information about creating a class blog with student links, view the "Preparing a Class Blog" tutorial (AV30) and the "Preparing Student Blogs" tutorial (AV31).


AV30


AV31

- ✓ Bookmark the blog to display on the whiteboard in Step 1.
- ✓ Find out if your school has an acceptable use policy that the students and their families need to sign before the students can use the classroom tablets.
- ✓ Download the *Easy Blog* app for the classroom tablets, and place the tablets in the independent writing area. For more information, view the "Preparing Tablets for Student Blogging" tutorial (AV32). If the students will be sharing tablets, label them so that the students use the same tablet each time they blog.



- ✓ Select a piece of your writing. Practice taking a picture of it and making a voice recording about it to prepare for the modeling you will do in Step 3.

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In this lesson, the students:

- Learn about blogs
- Choose writing to post on the class blog
- Learn how to create a blog post
- Post on the class blog

ABOUT THE BLOGGING CHECK-IN LESSONS

In the blogging check-in lessons, the students learn how to post on the class blog using the *Easy Blog* app. They use a tablet to take a picture of their writing and make an accompanying voice recording. They discuss the importance of using kind and friendly language in their posts and sharing tablets fairly. They explore another class's blog and discuss expanding their blog audience.

Materials

- Bookmarked class blog, prepared ahead for projection on the whiteboard
- Student toolboxes
- Self-stick notes
- Piece of writing for modeling, prepared ahead
- Tablet device

1 Introduce Blogging

Have the students pick up their toolboxes and gather sitting, facing the whiteboard. Tell them that today you will show them a type of website called a *blog*.

Explain that a blog is similar to a bulletin board in the classroom because it shows what the students are learning about and doing in class. Tell them that a blog is different from a bulletin board because a bulletin board hangs on the wall at school, while a blog can be seen on a computer or a tablet at school or outside of school.

Tell the students that you have created a class blog and that you will teach them how to share their writing on the blog. Display the class blog and direct the students' attention to the home page with their names or pictures. Ask:

Q *What do you see on our class blog?*

Point to the students' names or pictures, and tell the students that the links lead to each student's own page on the class blog. Explain that they will *post*, or share, pictures and voice recordings of their writing on the class blog during independent writing time.

Teacher Note

This lesson will take 40–45 minutes.

Teacher Note

Depending on your students, consider telling them that they may post pictures and voice recordings of drawings instead.

2 Model How to Create a Post

Hold up a tablet device and explain that an app called *Easy Blog* is on it. Explain that the students will use this app to take a picture of one of their pieces of writing, make a voice recording, and post their piece on the class blog. Tell the students that they will need to have the sound on the tablets turned up just enough so that they can hear the directions without distracting the other students.

Ask the students to pay close attention as you demonstrate how to use the app. Demonstrate following the app's directions to take a picture of your writing, make a voice recording in which you talk about what you wrote and read your writing aloud, and post on the class blog.

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3 Choose Writing and Discuss Voice Recordings

Ask the students to open their writing folders and each choose a piece of writing that they would like to post on the class blog. Distribute a self-stick note to each student and have him use it to mark the piece of writing he has chosen.

After a few minutes, signal for the students' attention. Tell them that when they make a voice recording, they may read what they wrote, they may talk about what they wrote, or they may do both. Ask them to think about the writing they chose; then ask:

Q *What might you tell someone about your writing?*

> **Students might say:**
>
> "I might tell where I got the idea from. After you read *The Doorbell Rang*, I wrote what you need to make cookies and what you need to do to make them."
>
> "I might say what I like about my writing. I like the words I wrote to show how cold I was when I was making a snowman with my cousin: *I was shivering so much I thought I'd never stop shaking!*"
>
> "I want to post this picture I drew. I can tell the story."

Then explain that when the students visit the independent writing area, they will use the tablets to post on the class blog. Explain how each student will identify the tablet she will use at independent work time. Explain that if they are not posting on the class blog, they will continue writing and drawing.

Teacher Note

You may want to tell the students that they will discuss sharing the tablets fairly in the next lesson and that you will help them do so today.

For ideas for managing student work, view the "Blogging Tips and Tricks" tutorial (AV34).

4 Work Independently: One Rotation (about 15 minutes)

Have the students take their toolboxes and line up, one group at a time. Send one group at a time to the appropriate independent work area to begin working.

Observe the students in the writing area and assist them with posting on the class blog and sharing the tablets. Note your observations to share with the class at the end of the lesson.

After about 15 minutes, signal for cleanup. Have the students return their toolboxes and gather sitting, facing you.

5 Reflect on Blogging

Ask and briefly discuss:

Q *For those students who blogged today, what went well?*

Q *What was challenging?*

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Without mentioning any names, share some of your own observations with the class.

Follow-up Tip

Follow up by asking the following question at the beginning of independent work time over the next few days:

Q *What questions do you have about posting on the blog?*

Briefly review any procedures for which the students need additional support, and give the students time to post on the class blog during independent writing time.

Blogging 2 Check-in

DO AHEAD

- ✓ Select a few of the students' posts to share and discuss with the class (see Step 1).
- ✓ Prepare a chart titled "Our Class Blogging Rules" (see Step 2).

In this lesson, the students:

- Explore and discuss the class blog
- Discuss the class blogging rules
- Post on the class blog

Materials

- Bookmarked class blog, prepared ahead for projection on the whiteboard
- "Our Class Blogging Rules" chart, prepared ahead, and a marker

Teacher Note

This lesson will take 35–40 minutes.

1 Gather and Review the Class Blog

Gather the students with partners sitting together, facing the whiteboard. Remind them that they have posted pictures and voice recordings of their writing on the class blog.

Explain that the students will look at and listen to some of their classmates' posts. Display the class blog and click a student's name or picture. Show the picture of the student's writing and play the accompanying voice recording aloud. Then ask:

Q *What do you like about [Benji's] post?*

Q *What would you like to ask [Benji] about his post?*

Teacher Note

If necessary, remind the students that it is important to be respectful when talking about another student's post.

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Students might say:

"I like how he read his story aloud with lots of expression."

"I like how he got the idea from a story that [Flor] wrote. I remember you telling us that sometimes writers get ideas from other writers."

"Is your story a true story or a made-up story?"

Repeat this procedure with a few other students' posts.

2 Discuss the Class Blogging Rules

Tell the students that people, including their classmates, their families, and you, will see and hear what they post on the class blog. Explain that their writing and their voice recordings should use kind and friendly language. Ask:

Q *Why do you think it's important to use kind and friendly language when blogging? Turn to your partner.*

Have a few volunteers share their thinking with the class.

Students might say:

"I think it's important so that we don't hurt anybody's feelings."

"We say friendly things in our classroom, and so we should say friendly things on our blog too."

Post the "Our Class Blogging Rules" chart and read it aloud.

Our Class Blogging Rules

We use kind and friendly language.

3 Discuss Sharing the Tablets

Teacher Note

If you have enough tablets for every student in an independent work group to have one, simply go to Step 4.

Tell the students that since there are more students in each independent work group than there are tablets, they will need to share the tablets fairly. Ask:

Q *What can you do to share the tablets fairly? Turn to your partner.*

Have a few volunteers share their thinking with the class.

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Students might say:

"We can take turns using the tablet. Maybe [Daniel] can blog first today and I can blog first next time."

"I won't take too long because I know other people want to blog too."

"I can remember that if there's not time for me to blog today, I can blog next time."

Then add *We share the tablets fairly* to the "Our Class Blogging Rules" chart. Remind the students that if they are not blogging, they will continue writing and drawing instead.

Teacher Note

Post the "Our Class Blogging Rules" chart near the independent writing area.

4 Work Independently: One Rotation (about 15 minutes)

Have the students pick up their toolboxes and line up, one independent work group at a time. Send one group at a time to the appropriate independent work area to begin working.

Observe the students in the writing area and assist them as needed. Note your observations to share with the class at the end of the lesson.

After about 15 minutes, signal for cleanup. Have the students return their toolboxes and gather sitting, facing you.

5 Reflect on Sharing Tablets Fairly

Ask and briefly discuss:

Q *If you worked in the independent writing area, how did it go sharing the tablets today?*

Without mentioning any names, share some of your own observations with the class.

Follow-up Tip

Follow up by asking questions such as the following at the beginning of independent work time over the next few days:

Q *What can you do to share the tablets fairly?*

Q *What can you do if you need help with your post?*

Give the students time to post on the blog during independent writing time. Review the students' posts to assess what is going well and what kind of additional support or instruction is needed.

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Check-in | Blogging 3

DO AHEAD

- ✓ Select a few of the students' posts to share and discuss with the class (see Step 1).
- ✓ Visit the CCC Learning Hub (ccclearninghub.org) to access "Primary Class Blog Resources" (BLM2). Choose one to share and discuss with the class, and bookmark the blog to display on the whiteboard (see Step 2).
- ✓ Change the privacy settings on the class blog to give the students' families access to the blog. You will discuss the new blog audience with the students in Step 3. For more information, view the "Choosing Blog Privacy Settings" tutorial (AV33) and the "Expanding the Blog Audience" tutorial (AV35).

AV33 AV35

Materials

- Bookmarked class blog and a sample class's blog, prepared ahead for projection on the whiteboard

In this lesson, the students:

- Discuss the class blog
- Explore and discuss another class's blog
- Discuss the blog audience

1 Gather and Discuss the Class Blog

Gather the students with partners sitting together, facing you. Remind them that they have posted pictures and voice recordings of their writing on the class blog.

Explain that the students will look at and listen to some of their classmates' posts. Display the class blog and click a student's name or picture. Show the picture of the student's writing and play the accompanying voice recording aloud. Then ask:

Q *What did you notice about [Callie's] post that you might like to try?*

Q *What would you like to ask [Callie] about her post?*

Repeat this procedure with a few other students' posts.

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2 Explore and Discuss Another Class's Blog

Tell the students that other classes create blogs to share what they are learning. Display the class blog you selected and direct the students' attention to several recent student posts. Then ask and briefly discuss:

Q *What do you see on this class's blog? What do you like about it?*

Q *What do you notice about this blog that you might like to do on our blog?*

Point out that class blogs help you learn about the students in the class. Ask:

Q *What is something you learned about the students from their blog? Turn to your partner.*

Have a few volunteers share their thinking with the class.

3 Discuss the Blog Audience

Explain that up to this point, the audience for the class blog—the people who can see the blog—has been just you and the students. Tell the students that you will invite their parents, guardians, and other family members to see the blog to let them know what the students are learning about and doing in class. Ask:

Q *How does it feel knowing that your families will be able to see our class blog? Turn to your partner.*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I'm excited because my grandpa always asks me what I'm learning about in school."
>
> "I'm kind of nervous that other people will see my writing."
>
> "I think it'll be fun. It's like we're sharing from the Author's Chair every day!"

4 Wrap Up

Ask and briefly discuss:

Q *What other kinds of things would you like to post on our class blog?*

Tell the students that during independent writing time this week, they may continue posting on the class blog.

Follow-up Tip

Follow up by reviewing the "Our Class Blogging Rules" chart periodically throughout the year. Address any challenges the students are having and assist individual students as needed. Consider allowing the students to post other kinds of things on the class blog (such as writing done outside of independent work time, math work, or artwork).

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Check-in

Introduce a Tablet App

DO AHEAD

- ✓ Find out if your school has an acceptable use policy that the students and their families need to sign before the students can use tablets in the classroom.
- ✓ Visit the CCC Learning Hub (ccclearninghub.org) to access "Recommended Primary Apps" (BLM3). Choose an app from the list and familiarize yourself with it.
- ✓ Load the app onto your classroom tablets and prepare them as needed. Place the classroom tablets in the appropriate independent work area for the app you have chosen.
- ✓ Collect and prepare any other materials that are necessary for modeling how to use the app (for example, you might ask the students to use headphones when using the tablets).
- ✓ Set up the necessary equipment so that you can display the app from your tablet onto the whiteboard or project it in another way.

Materials

- Educational app chosen ahead from "Recommended Primary Apps" (BLM3)
- Tablet device loaded with the app, prepared ahead for display on the whiteboard
- Classroom tablet devices in an independent work area
- Any other necessary materials, prepared ahead

In this lesson, the students:

- Learn how to use a new app
- Discuss sharing the tablets fairly

ABOUT THE INTRODUCE A TABLET APP LESSON

In this lesson, the students are introduced to a tablet app, and they review how to share the tablets fairly.

1 Introduce the App

Have the students gather with partners sitting together, facing the whiteboard. Tell them that today you will introduce them to a new app that they may use during independent work time.

Display the app and ask the students to listen as you introduce the app and tell them what they can do on it. As you demonstrate, you may wish to make a few mistakes so that the students can learn the functionality of the app.

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You might say:

"This app is called [app name]. It lets you [write a blog post, draw a picture, etc.]. You can open the app and then select . . . ."

"You can use this tool to . . . ."

"You can draw using this tool."

"What might this tool do?"

"How do you think you can save your project?"

"This icon allows you to add sound. You may want to wear your headphones when using this feature."

Then ask and discuss:

Q *What questions do you have about using this app?*

Q *What can you do if you need help?*

Tell the students that if they are not using the tablets, they will use the other materials at the independent work area.

2 Discuss Sharing the Tablets

Tell the students that since there are more students in each independent work group than there are tablets, they will need to share the tablets fairly. Ask:

Q *What can you do to share the tablets fairly? Turn to your partner.*

Have a few volunteers share their thinking with the class.

Students might say:

"We can take turns using them."

"You shouldn't get to use the tablet first every time."

"If all the tablets are being used, I can write and wait for someone to finish."

"I'll only use a tablet for part of the time, so another person has time to use it."

3 Work Independently: One Rotation (about 15 minutes)

Have the students pick up their toolboxes and line up, one independent work group at a time. Send one group at a time to the appropriate independent work area to begin working.

Observe the students who are working in the area with the tablet devices, and assist them with the app as needed. Note your observations to share with the class at the end of the lesson.

After about 15 minutes, signal for cleanup. Have the students return their toolboxes and gather sitting, facing you.

Teacher Note

If you have enough tablets for every student in an independent work group to have one, then you may skip to Step 3.

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4 Reflect on Using the App

Ask and briefly discuss:

Q *For those students who used the app today, what went well?*

Q *What was challenging?*

Q *What questions do you have about using the app?*

Without mentioning any names, share some of your own observations with the class.

Follow-up Tip

Follow up by asking questions such as the following at the beginning of independent work time over the next few days:

Q *What questions do you have about using the app?*

Q *What can you do to share the tablets fairly?*

Q *What can you do if you need help?*

Address any challenges the students are having by providing additional support or instruction.

Teacher Note

Repeat this check-in lesson at other times during the year to introduce new apps to the students.

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Appendix C

TEXTS IN THE PROGRAM

WHOLE-CLASS INSTRUCTION

Kindergarten

Week	Title	Author(s)
1	*Chicka Chicka Boom Boom*	Bill Martin Jr. and John Archambault
2	*the alphabet*	Monique Felix
3	"The Itsy Bitsy Spider"	traditional
4	*I Went Walking*	Sue Williams
5	"The More We Get Together"	traditional
6	*Hands Can*	Cheryl Willis Hudson
7	*What Is Round?*	Rebecca Kai Dotlich
8	*Gossie*	Olivier Dunrea
9	"Ten Galloping Horses"	traditional
9	"Five Little Monsters"	Eve Merriam
12	*Barnyard Banter*	Denise Fleming
13	"Windshield Wipers"	Mary Ann Hoberman
14	"Just Watch"	Myra Cohn Livingston
15	*red sled*	Lita Judge
16	"It Fell in the City"	Eve Merriam
17	*Millions of Snowflakes*	Mary McKenna Siddals
18	*Walking Through The Jungle*	Julie Lacome
19	"One, Two, Buckle My Shoe"	traditional
22	*Fish Eyes*	Lois Ehlert
23	"Way Down Deep"	Mary Ann Hoberman

(continues)

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Kindergarten *(continued)*

Week	Title	Author(s)
24	"I'm a Yellow-bill Duck"	Jack Prelutsky
25	*Five Little Ducks*	illustrated by Penny Ives
26	*Here Are My Hands*	Bill Martin Jr. and John Archambault
27	*I Love Bugs!*	Philemon Sturges
28	*My Favorite Bear*	Andrea Gabriel

Grade 1

Week	Title	Author(s)
1	*This Is the Way We Go to School*	Edith Baer
2	"Willaby Wallaby Woo"	adapted from Dennis Lee
3	*Flower Garden*	Eve Bunting
4	"Hippopotamus Stew"	Joan Horton
5	*Over in the Meadow: A Counting Rhyme*	Louise Voce
6	"Bippity Boppity Bumblebee"	traditional
6	"Kitty Caught a Caterpillar"	Jack Prelutsky
7	*This Little Chick*	John Lawrence
8	*The Busy Little Squirrel*	Nancy Tafuri
11	"Listen"	Margaret Hillert
12	*When Winter Comes*	Nancy Van Laan
13	"In a Winter Meadow"	Jack Prelutsky
14	*Up, Down, and Around*	Katherine Ayres
15	*beetle bop*	Denise Fleming
16	"Kick a Little Stone"	Dorothy Aldis
17	*no two alike*	Keith Baker
18	"The Little Turtle"	Vachel Lindsay
21	*I Love Our Earth*	Bill Martin Jr. and Michael Sampson

(continues)

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Grade 1 *(continued)*

Week	Title	Author(s)
22	"Mice"	Rose Fyleman
22	"Caterpillars"	Aileen Fisher
23	*Listen to the Rain*	Bill Martin Jr. and John Archambault
24	"The Secret Song"	Margaret Wise Brown
25	*The Napping House*	Audrey Wood
26	*Bugs for Lunch*	Margery Facklam
27	*A Pig Is Big*	Douglas Florian
28	*One Duck Stuck*	Phyllis Root

Grade 2

Week	Title	Author
1	*There's an Ant in Anthony*	Bernard Most
11	*Alpha Oops! The Day Z Went First*	Alethea Kontis
30	*Max's Words*	Kate Banks

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SMALL-GROUP INSTRUCTION

Set 1

Week	Title	Author	Genre
1	*We Can Read*	Amy Bauman	fiction
2	*We Can't See!*	Amy Bauman	fiction
3	*Nan and Sam*	Kenni Alden	fiction
4	*It Can Sit!*	Amy Helfer	expository nonfiction
Review	*Nat the Rat*	Elizabeth Johnson	fiction
5	*Go Down, Fat Fish*	Corinn Kintz	fiction
7	*Where Is My Hat?*	Valerie Fraser	fiction
Review	*Can You See My Fish?*	Corinn Kintz	fiction
7	*My Cat Dot*	Elizabeth Johnson	fiction
8	*The Kick*	Elizabeth Johnson	fiction
Review	*Kat and Rick Get a Rock*	Elizabeth Johnson	fiction

Set 2

Week	Title	Author	Genre
1	*Rub-a-dub-dub*	Erica J. Green	fiction
2	*Pat and Pam*	Valerie Fraser	fiction
Review	*The Pet*	Elizabeth Johnson	fiction
3	*Gus*	Amy Helfer	fiction
4	*We Have Homes*	Amy Helfer	expository nonfiction
Review	*Wag*	Amy Helfer	fiction

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Set 2 *(continued)*

Week	Title	Author	Genre
5	*Sled Dogs*	Valerie Fraser	narrative nonfiction
6	*What Vets Do*	Lucy Bledsoe	narrative nonfiction
Review	*We Have Fish*	Valerie Fraser	fiction
7	*Fish for Max*	Amy Helfer	fiction
8	*On the Job*	Amy Helfer	narrative nonfiction
Review	*A Bad Fox*	Amy Helfer	fiction

Set 3

Week	Title	Author	Genre
1	*Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling*	Corinn Kintz	expository nonfiction
2	*The Good Little Ducks, Part 1*	Corinn Kintz	fiction
Review	*The Good Little Ducks, Part 2*	Corinn Kintz	fiction
3	*The Jug of Water*	Rob Arego	fiction
4	*Where Is Mom?*	Rob Arego	fiction
Review	*The Skunk*	Kenni Alden	narrative nonfiction
5	*Drip Drop*	Erica J. Green	fiction
6	*Make Plum Jam*	Erica J. Green	narrative nonfiction
Review	*The Band*	Elizabeth Johnson	fiction
7	*The Spelling Test*	Rob Arego	fiction
8	*Winter Fun*	Rob Arego	narrative nonfiction
Review	*The Clowns*	Rob Arego	fiction

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Set 4

Week	Title	Author(s)	Genre
1	*A Hike by the Lake*	Corinn Kintz	fiction
2	*Life in a Plains Tribe, Part 1*	Corinn Kintz	expository nonfiction
Review	*Life in a Plains Tribe, Part 2*	Corinn Kintz	expository nonfiction
3	*Snakes!*	Amy Helfer	expository nonfiction
4	*A Cold Ride*	Amy Helfer	fiction
Review	*Get Out and Get Fit*	Amy Helfer	expository nonfiction
5	*Out My Window*	Amy Bauman	narrative nonfiction
6	*What Little Deer Eat*	Amy Bauman	fiction
Review	*A Good Team*	Kenni Alden and Margaret Goldberg	fiction
7	*Bird School*	Amy Helfer	fiction
8	*Fox Spills the Stars*	retold by Amy Helfer	folktale
Review	*Sharks!*	Amy Helfer	expository nonfiction

Set 5

Week	Title	Author	Genre
1	*Fun Forts*	Lucy Bledsoe	expository nonfiction
2	*Ann's Book Club*	Lucy Bledsoe	fiction
Review	*Ants, Moths, and Wasps*	Lucy Bledsoe	narrative nonfiction
3	*Have You Ever?*	Margaret Goldberg	fiction
4	*Spring on the Farm*	Rob Arego	narrative nonfiction
Review	*Animal Homes*	Rob Arego	expository nonfiction
5	*A Play Day with My Brother Ray*	Lucy Bledsoe	fiction
6	*Cook Food on a Campfire*	Lucy Bledsoe	fiction

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Set 5 *(continued)*

Week	Title	Author	Genre
Review	*Sailboats*	Lucy Bledsoe	expository nonfiction
7	*Ball Games*	Erica J. Green	expository nonfiction
8	*Dance!*	Valerie Fraser	expository nonfiction
Review	*New School*	Kenni Alden	fiction
9	*Sunny Days, Starry Nights*	Corinn Kintz	expository nonfiction
10	*Scout's Puppies*	Corinn Kintz	fiction
Review	*The Night Skies*	Corinn Kintz	expository nonfiction
11	*The Desert*	Rob Arego	expository nonfiction
12	*The Silver Coins*	Rob Arego	folktale
Review	*The Four Seasons*	Rob Arego	expository nonfiction
13	*Grizzly Bears*	Lucy Bledsoe	expository nonfiction
14	*Glaciers*	Kenni Alden	expository nonfiction
Review	*Glaciers and the Earth*	Kenni Alden	expository nonfiction

Set 6

Title	Author	Genre
Sunny Days, Starry Nights	Corinn Kintz	expository nonfiction
New School	Kenni Alden	fiction
Sailboats	Lucy Bledsoe	expository nonfiction
The Silver Coins	Rob Arego	folktale
Ball Games	Erica J. Green	expository nonfiction

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Set 7

Title	Author	Genre
Chameleon!	Joy Cowley	nonfiction
Cowgirl Kate and Cocoa: Horse in the House	Erica Silverman	fiction: chapter book
Jellyfish	Ann Herriges	expository nonfiction
Elephant	Wendy Perkins	expository nonfiction
Puffin Peter	Petr Horáček	fiction
Aggie Gets Lost	Lori Ries	fiction: chapter book
Iris and Walter and Cousin Howie	Elissa Haden Guest	fiction: chapter book
What's It Like to Be an Ant?	Jinny Johnson	expository nonfiction
Leon and Bob	Simon James	fiction

Set 8

Title	Author	Genre
The Great Gracie Chase	Cynthia Rylant	fiction
Lightning	Ann Herriges	expository nonfiction
The Polar Bear Son	Lydia Dabcovich	folktale
Ruby Bridges Goes to School	Ruby Bridges	memoir
"Under the Ground"	Rhoda Bacmeister	poetry
"Accidentally"	Maxine W. Kumin	poetry
"I Wouldn't"	John Ciardi	poetry
Koalas	Valerie Bodden	expository nonfiction
Jamaica's Find	Juanita Havill	fiction

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Set 9

Title	Author	Genre
Not Norman	Kelly Bennett	fiction
Penguins	Valerie Bodden	expository nonfiction
Happy Like Soccer	Maribeth Boelts	fiction
Golden Gate Bridge	Kate Riggs	expository nonfiction
Gravity	Joy Frisch-Schmoll	expository nonfiction
Earth	Derek Zobel	expository nonfiction
Upstairs Mouse, Downstairs Mole	Wong Herbert Yee	fiction: chapter book
Only One Year	Andrea Cheng	fiction: chapter book

Set 10

Title	Author(s)	Genre
Bink & Gollie	Kate DiCamillo and Alison McGhee	graphic novel
To Be an Artist	Maya Ajmera and John D. Ivanko	nonfiction
"Old Tortoise"	Madeline Comora	poetry
"Every Time I Climb a Tree"	Davis McCord	poetry
I Love Guinea Pigs	Dick King-Smith	narrative nonfiction
The Beckoning Cat	Koko Nishizuka	folktale
Helen Keller	Margaret Davidson	biography

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Set 11

Title	Author	Genre
The Tree Lady	H. Joseph Hopkins	biography
My Name Is María Isabel	Alma Flor Ada	fiction: chapter book
Ice Bear	Nicola Davies	narrative nonfiction
"Story"	Eloise Greenfield	poetry
The Key Collection	Andrea Cheng	fiction: chapter book
The Babe & I	David A. Adler	historical fiction

Set 12

Title	Author	Genre
Shark Lady	Ann McGovern	biography
Bee	Kate Riggs	expository nonfiction
Pop's Bridge	Eve Bunting	historical fiction
Fly Away Home	Eve Bunting	fiction
Family Reminders	Julie Danneberg	historical fiction

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Appendix D

SCOPE AND SEQUENCE

WHOLE-CLASS INSTRUCTION

	K	1	2
SHARED READING			
Phonological Awareness/Decoding			
Rhyme	■	■	
Syllables (segmenting, clapping, counting)	■	■	
Letter names and sounds	■		
Word recognition and analysis	■	■	
High-frequency words	■	■	
Recognizing classmates' names	■	■	
Rebuilding sentences	■	■	
Sorting words by concepts, sounds, or syllables	■	■	
Comprehension			
Retelling	■	■	
Making text-to-self connections	■	■	
Making text-to-text connections	■	■	
Making predictions	■	■	
Identifying details and facts in informational text	■	■	
Visualizing	■	■	
Using illustrations to build comprehension	■	■	
Responding to/engaging with text in a variety of modalities	■	■	
Concepts of Print and Book			
Directionality	■	■	
Tracking print	■	■	
Concept of letters and words	■	■	
Front cover, author, illustrator	■	■	
Features of a sentence	■	■	
Different text types: poems, books, stories	■	■	
Recognizing punctuation	■	■	

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	K	1	2
SHARED READING *(continued)*			
Author's Craft			
Alliteration	■	■	
Rhyme	■	■	
Patterns	■	■	
Onomatopoeia	■	■	
Figurative language	■	■	
Oral Fluency			
Echo reading	■	■	
Choral reading	■	■	
Reading with attention to punctuation	■	■	
Reading with attention to a character's feelings	■	■	
Reading with attention to typography	■	■	
HANDWRITING			
Capital letters	■		
Lowercase letters	■	■	
Punctuation marks	■	■	
Spaces between words		■	
INDEPENDENT WORK			
Handles materials responsibly	■	■	■
Uses a quiet voice	■	■	■
Gets started right away	■	■	■
Works for the whole time	■	■	■
Cleans up	■	■	■
WORD STUDY			
Short vowels			■
Long vowels with final *e*			■
Complex vowels *ai, ay, oa, ow, igh, y, ee, ea, oo, ew, ou, ow, oi, oy, au, aw*			■
r-controlled vowels *er, ir, ur, ar, or*			■
Inflectional endings *-ed, -ing*			■
Alphabetizing			■
Consonant-*l*-*e* syllables			■

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WHOLE-CLASS INSTRUCTION *(continued)*

	K	1	2
WORD STUDY *(continued)*			
Open and closed syllables			■
Syllabication strategies			■
Prefixes *re-*, *un-*			■
Suffixes *-er*, *-est*, *-ly*, *-or*, *-ist*, *-ful*, *-less*, *-tion*, *-ion*, *-sion*, *-ment*, *-ness*, *-able*, *-ible*			■
Homophones, synonyms, antonyms			■
Compound words			■

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SMALL-GROUP INSTRUCTION

	Small-group Reading for Emerging Readers				
	Set 1	Set 2	Set 3	Set 4	Set 5
Phonological Awareness					
Oral blending	■	■	■	■	■
Oral segmenting	■	■	■	■	■
Identifying beginning sounds	■				
Identifying middle sounds	■	■	■		
Identifying ending sounds	■	■			
Blending onsets and rimes		■	■		
Identifying and producing rhymes			■	■	
Identifying syllables				■	■
Dropping first sound					■
Dropping initial blend					■
Dropping last sound					■
Phonics and Decoding					
Single consonants	■	■	●	●	●
Short vowels/CVC pattern	■	■	●	●	●
th, sh, ch, tch, dge		■	■	●	●
Consonant blends			■	●	●
Inflectional endings *-ed, -ing*			■	■	●
Inflectional endings *-s, -es*			■	■	●
Long vowels/CVCe pattern				■	●
ee, ea				■	●
r-controlled vowels *er, ir, ur, ar, or*				■	●
ai, ay, oa, ow, oo, ew, igh, final *y*					■
all, au, aw					■
wr, kn					■
oi, ow, ou					■
ci, ce, cy					■
Word Analysis					
Reading polysyllabic words			■	■	■
Reading compound words				■	■
Analyzing polysyllabic words					
Recognizing homophones				■	■
High-frequency words	■	■	■	■	■

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Small-group Reading for Developing Readers						
Set 6	Set 7	Set 8	Set 9	Set 10	Set 11	Set 12
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●
■	■	■	●	●	●	●
■	●	■	●	●	●	●
	■	■	●	●	●	●
●	●	●	●	●	●	●
●	●	●	●	●	●	●

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SMALL-GROUP INSTRUCTION *(continued)*

	Small-group Reading for Emerging Readers				
	Set 1	Set 2	Set 3	Set 4	Set 5
Fluency					
Phrasing (grouping words together)					
Paying attention to punctuation					☐
Paying attention to characters' feelings			■		■
Reading for listeners					
Comprehension					
Exploring text features					☐
Sequencing and retelling			☐	☐	☐
Understanding character (and setting)			☐		☐
Understanding problem and solution					☐
Making text-to-self connections			☐	☐	☐
Making text-to-text connections					☐
Determining topic					
Wondering					
Making and supporting predictions					☐
Determining theme					
Self-monitoring and Self-correcting					
Self-monitoring and self-correcting					
Generating Independent Thinking					
Sharing and supporting opinions					
Responding to literature					

■ = formally instructed ☐ = informally instructed ● = applied

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Small-group Reading for Developing Readers						
Set 6	Set 7	Set 8	Set 9	Set 10	Set 11	Set 12
■				■		
■	■	■	■			
■	■		■	■		
	■	■		■	■	
■	■	■	■			■
■	■	■				
	■		■	■	■	
			■		■	
■	■			■	■	
			■	■	■	■
	■		■		■	
	■	■	■			
	■		■			
				■	■	
		■		■	■	
		■		■		■
		■	■	■	■	■

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Being a Reader™

The Collaborative Classroom

The Collaborative Classroom differs from traditional learning environments in that students and teachers work together on shared academic and social goals.

The Collaborative Classroom is an intentional environment in which collaboration goes beyond conventional cooperation and compliance. Students become caring members of a learning community who take responsibility for their own learning. As students think, talk, and share ideas, they come to value the thinking of others. They become thoughtful writers and engaged speakers and listeners. They discuss and debate big ideas with respect, clarity, and understanding.

The Collaborative Classroom in *Being a Reader*

The *Being a Reader* program embodies the practices of the Collaborative Classroom. Students of *Being a Reader* demonstrate:

- Deeper understanding of content
- Ownership of their own learning
- Intrinsic motivation to remain on task
- Improved self-esteem
- An increase in academic performance

"As we practice collaboration, we are building community. It has changed our school climate and helped our students academically. They now have the language to work together differently and resolve problems quickly. We have reduced interruptions during academic instruction and don't lose important learning time. We have increased student engagement, which ensures increased academic achievement and gains."

—Eve Cheung, principal, K–5 elementary school

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SET 3

Being a Reader™

SMALL-GROUP TEACHER'S MANUAL

CCC

Small-group Teacher's Manual

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Being a Reader™



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Being a Reader™

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Small-group Teacher's Manual

CCC Collaborative Literacy

Being a Reader™



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Introduction

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Overview of Small-group Reading

The Small-group Reading strand of the *Being a Reader*™ program provides targeted, differentiated reading instruction that is appropriate for readers at their individual reading levels. Students are grouped with others at a similar stage of development and then matched with texts at the appropriate level. The small-group instruction is organized around high-quality, carefully selected texts in a variety of genres that are assembled into 12 leveled sets. As the sets progress, they increase in sophistication and complexity.

The *Being a Reader* Program

The *Being a Reader* program is a yearlong curriculum for grades K–2 in whole-class and small-group instructional settings. The program has been carefully designed to nurture students academically and socially while providing rigorous instruction in early literacy skills and strategies. *Being a Reader* lessons also provide specific instruction to develop students' ability to work independently and take responsibility for their learning and behavior. The strong foundation in independent work makes it possible for you to work with small groups of students to provide differentiated instruction.

The *Being a Reader* program's academic strands provide students with a wide range of essential early literacy experiences. These strands combine to inspire the students' love of reading, allow them to move at their own pace along a continuum of reading development, build their confidence, and establish their sense of identity as readers. In addition to Small-group Reading, the program includes four types of whole-class lessons: Shared Reading (grades K–1), Independent Work (grades K–2), Handwriting (grades K–1), and Word Study (grade 2). For more information about the *Being a Reader* program, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

- **Shared Reading (K–1).** In Shared Reading, the teacher reads and rereads carefully selected large-format texts with the whole class. The teacher models effective reading behaviors and strategies, and invites the students to be involved. Shared Reading offers a supportive context for young learners to develop a delight in reading and an understanding of their ability to interact with texts.
- **Independent Work (K–2).** During Independent Work, students take responsibility for their learning and behavior by working independently on meaningful literacy activities while the teacher instructs small groups or individuals. Students have the opportunity to be autonomous as they practice procedures, internalize expectations, monitor their own behavior, and make decisions about how to work independently.

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- **Handwriting (K–1).** In the first weeks of the year, the lessons focus on hand and finger strengthening, pencil grip, posture, and paper placement. Then, as the students begin independent work rotations, the lessons begin to focus on letter formation. Teacher-led Handwriting lessons occur once a week throughout kindergarten and for the first half of grade 1.
- **Word Study (2).** Word Study lessons focus on developing the strategies students can use to decode polysyllabic words. Word Study develops the students' understanding of how words are constructed and engages them in examining patterns and similarities in words. This instruction also helps the students develop curiosity about the structure of words that will benefit them in later grades.

Small-group Reading at a Glance

In the Small-group Reading strand of the *Being a Reader* program, the students work with you in differentiated groups to become strategic readers. The small-group reading sets allow students to move at their own pace in their reading development. You will carefully match the students with texts at their assessed reading levels and provide instruction to address their differing needs. See "Placement Assessment" on page xx.

During small-group instruction, you will strive to understand how each student learns and where the student excels and/or needs more support. Working with students in small groups allows you to efficiently match the needs of individual readers as you teach strategies and skills for the students to apply to their independent reading. Small groups of students naturally build community as they work together on similar goals and learn from one another.

There are two phases of small-group sets: one for emerging readers (Sets 1–5) and one for developing readers (Sets 6–12).

SMALL-GROUP READING SETS 1–5 (EMERGING READERS)

Small-group reading instruction for emerging readers was developed for students who are just beginning to grasp letter-sound relationships and the conventions of written English. The goal for these sets is to quickly and efficiently teach foundational skills in the context of reading for comprehension and develop the students' understanding of themselves as readers. In these sets, the students read books that correspond to a scope and sequence of phonics and high-frequency word instruction. The books were developed by the Center for the Collaborative Classroom with careful attention to natural-sounding language, plot and character development, a variety of appropriate fiction and nonfiction topics, and high-quality illustrations. Lessons that accompany these books focus on phonological awareness, concepts of print, phonics/decoding, and high-frequency word recognition. By the end of Set 5, the students will have mastered single-syllable phonics, acquired many high-frequency words, and been introduced to polysyllabic decoding. They will also have had many experiences using reading strategies informally to understand text.

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SMALL-GROUP READING SETS 6–12 (DEVELOPING READERS)

Small-group reading instruction for developing readers teaches explicit strategies with the goal of having the students apply the strategies to their independent reading. These students are ready to practice, apply, and expand on a wide array of reading tools, building upon the decoding instruction and informal strategy instruction introduced in Sets 1–5. Strategies and texts taught in each set are appropriate for students at that stage of reading development and become more complex as the students advance. In earlier sets, you will provide more modeling and support for a strategy, while in later sets, you will guide the students to use the strategy more independently and in deeper ways.

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Understanding Small-group Reading Sets 1–5

This *Small-group Reading Teacher's Manual* focuses on the phase of small-group instruction intended for emerging readers.

Many factors contribute to students becoming confident, competent readers, including oral fluency, word-recognition strategies, comprehension, and a love of reading. Small-group Reading Sets 1–5 focus on important parts of learning—phonological awareness, concepts of print, decoding, high-frequency words, and comprehension.

Beginning readers learn that spelling-sound knowledge is vital to decoding text. They come to realize that spoken words are made up of sound units (phonemes) and that the spellings they see on a page correspond with these phonemes. Once the students learn how to connect letters and sounds, they can efficiently read many words. Sets 1–5 build the foundation for reading through systematic instruction in phonological awareness, spelling-sound decoding, and high-frequency words. As the students learn to read accurately and automatically, the students also learn that understanding what they are reading is paramount.

Design Features of Small-group Reading Sets 1–5

Small-group Reading Sets 1–5 differ from more traditional approaches to small-group instruction in some important ways:

- In Small-group Reading, instruction is explicit and systematic.
- Small-group Reading lessons are fully articulated and support you to be thoroughly prepared to lead the group. The step-by-step instruction frees you to focus on the students and their reading.
- When students are correctly placed in the appropriate set, they receive the instruction they need. Students do not unnecessarily repeat instruction or receive instruction beyond what they are ready for.
- The books the students read were developed to correspond to the scope and sequence of phonics and high-frequency word instruction. These books provide opportunities to engage in comprehension work within and beyond the text.

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Goals for Emerging Readers

The primary goals of Small-group Reading Sets 1-5 are for the students to:

- Receive explicit, systematic instruction in phonological awareness, spelling-sounds, and high-frequency words
- Comprehend what they read
- Cultivate a love of reading
- Learn to read well independently
- Receive individualized instruction
- Read a variety of high-quality books

Elements of Instruction

Instruction for emerging readers is guided by a scope and sequence of phonological awareness, phonics, and high-frequency words. Spelling-sounds and high-frequency words are taught in order of utility, with the goal of quickly preparing students to start reading books. Success in reading is a strong motivator for young readers. As the books become more challenging, reading strategies such as retelling, identifying characters' feelings, and making connections are informally introduced.

Emerging readers learn at different paces, and the small-group lessons provide opportunities for reteaching to slow the pace of instruction as necessary. At the same time, some readers make sudden gains in their decoding ability at different times. These students may be able to move ahead in the instructional sequence. For the complete scope and sequence for Sets 1-5 and Sets 6-12, see Appendix D, "Scope and Sequence" in your grade-level whole-class *Teacher's Manual*, or visit the General Resources section of the CCC Learning Hub (ccclearninghub.org).

PHONOLOGICAL AWARENESS

Phonological awareness is the awareness that words are made up of sounds. The ability to hear the different sounds that make up a word is critical for both reading and spelling. Through a variety of oral activities, the students identify the phonemes in words. Basic blending (/mmăănn/ into *man*) and segmenting (*man* into /mm/ /ăă/ /nn/) activities lead to identifying first, last, and middle sounds and finally dropping and substituting sounds. Oral phonological awareness activities appear in every week.

SPELLING-SOUNDS

Explicit, systematic instruction ensures that the students build their knowledge of spelling-sound relationships by applying them to reading words in isolation (in word lists) and in books. Spelling-sounds are introduced gradually, with ample time for practice. Decodable word lists often include challenging words from the week's book. This provides the students with opportunities to read words with teacher support before they encounter them when reading to themselves. Once a week, the students review spelling-sounds in isolation using

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the sound card review deck. This helps to solidify their knowledge and allows you to evaluate the students' mastery of the spelling-sounds. To hear the recommended pronunciation for sounds, see the video "Pronunciation Guide" on the CCC Learning Hub.

SOUND SORTS

Sorting independently reinforces spelling-sound knowledge and provides review on days when the small group does not meet. The students first work with pictures that show familiar objects (such as the sun). The students sort pictures according to the first, last, or middle sound in the word (/ss/ /ŭ/ /nn/), which builds phonological awareness. In later sets, the students sort words based on the week's spelling-sound instruction. The word sorts are the foundation for word study in later grades.

POLYSYLLABIC WORDS

Reading polysyllabic words requires students to use different strategies than simple left-to-right decoding. At this stage of reading development, students begin to read words in syllables or word parts rather than letter by letter. As early as Set 4, the students begin to read two-syllable words that include inflectional endings. In Set 5, the students are introduced to strategies for reading polysyllabic words and begin to develop the word analysis skills that will allow them to tackle easy-to-read trade books (books at level J of the *Fountas & Pinnell Text Level Gradient*™ or level 18 of the *Developmental Reading Assessment*® [DRA]). As the students are ready, you may encourage them to add easy-to-read books to their toolboxes for independent reading.

HIGH-FREQUENCY WORDS

A repertoire of high-frequency words supports students' automaticity in reading connected text. After you introduce each word, the students read and spell it, which focuses the students' attention on the left-to-right sequence of letters. High-frequency words are reviewed daily and are added cumulatively to the weekly books. Word cards that can be added to the class word wall are provided, as well as a "Word Bank" that the students can use for reference. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org).

FLUENCY

Fluency is more than reading rate. It is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from word-by-word processing of text to smoother, more natural-sounding reading (when reading aloud and when reading silently to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on reading individual words.

Instruction and practice with spelling-sound correspondences and high-frequency words builds the accuracy and automaticity needed to read with expression and proper phrasing. Emerging readers at first read haltingly, word by word. But beginning in Set 4 or 5, you will notice the students starting to read in phrases. At this point, the students will be paying increasing attention to comprehension. Students who still struggle with phrasing after completing Set 5 can go on to Set 6, which focuses on fluency, while those who are reading with prosody continue to Set 7 or 8.

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COMPREHENSION

The purpose of teaching spelling-sound correspondences, high-frequency words, and strategies for reading polysyllabic words is to facilitate comprehension. Students who read accurately and with automaticity and prosody are able to direct most of their attention to understanding what they read. Sets 1 and 2 focus on establishing accuracy and automaticity in the context of reading fiction and nonfiction with plots and topics that are readily accessible to the students. Repeated rereading in Small-group Reading lessons and during independent work time develops fluency. The students read and discuss books during every Small-group Reading lesson. Discussion questions beginning in Set 3 start to informally address some of the comprehension strategies that will appear in later sets, such as using illustrations to support comprehension, using text features, and understanding how characters change during a story.

GUIDED SPELLING

In each Guided Spelling lesson, the students spell decodable words and high-frequency words with teacher support. Spelling practice coordinated with on-level reading strengthens both reading (decoding) and spelling (encoding). The purpose of Guided Spelling is to support the students in being strategic spellers rather than to test their knowledge of individual words. It is an opportunity for the students to apply their growing knowledge to writing.

Texts for Emerging Readers (Sets 1–5)

The books provided for Sets 1–5 have been carefully written and illustrated to provide engaging reading experiences within the scope and sequence of Small-group Reading. The books are attractive, appealing, and designed for success.

Each set includes a balance of fiction and nonfiction texts. Nonfiction becomes more prevalent in later sets.

The books in Set 1 make full use of high-frequency words and a few spelling-sound relationships. The books taught in the first two weeks use only high-frequency words, allowing the students to start reading real books immediately. Simple consonant-vowel-consonant (CVC) words are added as soon as the students learn their first vowel spelling-sound.

The books in Set 2 include nonfiction about single topics, such as sled dogs and animal homes. The fiction books focus on single events.

Nonfiction books in Set 3 include information about single topics, such as skunks and making jam. The plots of fiction books are more complex here than in previous sets. Comprehension questions begin to informally address topics taught in depth in later sets, such as using illustrations to confirm what one reads, identifying characters' feelings and how they change, and making inferences.

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Nonfiction books in Set 4 include less familiar topics, such as life in a Native American plains tribe. The more complex plots of fiction books require the students to make inferences. Comprehension questions continue to informally address topics taught in depth in later lessons.

Set 5 includes mostly nonfiction books featuring new topics with more complex content, such as why we have night and day on Earth and how glaciers shape the planet. Comprehension questions informally address topics taught in depth in later sets, such as making connections between texts and identifying information that is learned from a book. The students in Set 5 are likely to be able to add easy-to-read trade books to their repertoire. Abundant reading with high levels of accuracy develops fluency, comprehension, and vocabulary. The students at this stage of development will benefit from reading a large variety of books at their appropriate reading levels.

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Teaching Small-group Reading Sets 1–5

How Sets 1–5 Are Organized

Each set features between 12 and 21 books. There are three lessons associated with each main book, plus an additional Reteaching text provided for every other week. Lessons are designed to take approximately 15 minutes in kindergarten. In grade 1, Guided Spelling takes an additional 5 minutes. Each week of instruction follows a similar outline, with some variation in later sets. Using a familiar lesson structure allows the students to focus on new content.

The steps on Days 1 and 2 follow a similar sequence:

- **Phonological Awareness.** The lessons begin with an oral phonological awareness activity. Blending and segmenting are emphasized in early sets, and more sophisticated activities are emphasized in later sets. These activities become less frequent on Day 2 beginning in Set 5.
- **Introduce the Spelling-Sound.** A spelling-sound is introduced through modeling and practice.
- **Blend Decodable Words.** The students practice blending words in a list. Many of the words are selected from the week's new book. Once the students are reading two-syllable words, this step is called "Read Decodable Words," because the students begin to read by syllable rather than by blending individual sounds.
- **Introduce the Sound Sort.** On Day 2, a new sound sort is included in the instruction.
- **Introduce the High-frequency Word.** A word is introduced through reading and spelling.
- **Review High-frequency Words.** Words are reviewed using handheld cards.
- **Read or Reread.** On Day 1, the students reread the previous week's book. On Day 2, they read a new book. Comprehension questions are provided.
- **Guided Spelling (for grade 1 students).** The students are guided to spell two decodable words and then write one high-frequency word.

On Day 3, the format is modified to allow more time for review, reading, and discussion. No new sounds or words are introduced.

- **Phonological Awareness.** The Day 3 lesson usually begins with an oral phonological awareness activity. These activities become less frequent on Day 3 beginning in Set 4.

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- **Review Spelling-Sounds.** Spelling-sounds are reviewed using handheld cards.
- **Review High-frequency Words.** Words are reviewed using handheld cards.
- **Reread.** The students reread the Day 2 book.
- **Check Comprehension and Reflect.** The students answer comprehension questions and discuss what they have read.
- **Guided Spelling (for grade 1 students).** The students are guided to spell the words in a sentence, including capitalization and ending punctuation.

Planning and Teaching the Lessons

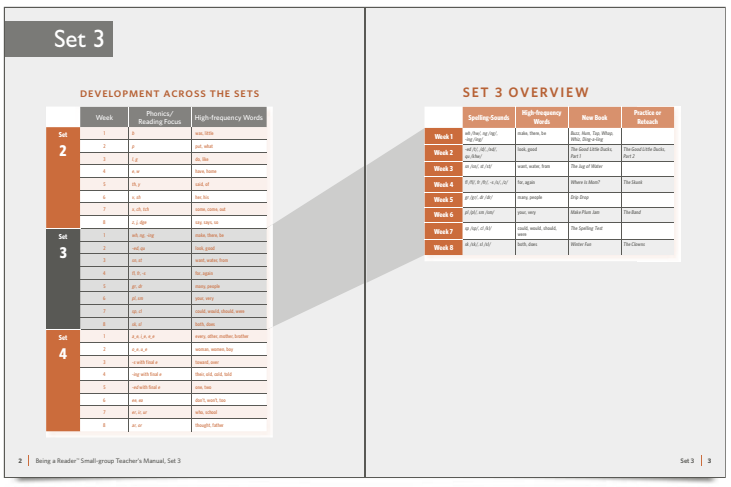
SET OVERVIEW


Set 3

Set 3 readers have mastered short vowels and single consonants. They are comfortable reading consonant-vowel-consonant (CVC) words, although they may read slowly, word by word. Their increasing facility with one-syllable and high-frequency words allows them to attend more to the content of what they are reading. Set 3 lessons introduce consonant blends and inflectional endings. By the end of the set, the students may begin to read more smoothly by grouping words together.

Nonfiction books in this set include information about single topics, such as skunks and making jam. The plots of fiction stories are more complex than those in previous sets. Comprehension questions begin to informally address topics taught in depth in later sets, such as using illustrations to confirm what one reads, identifying characters' feelings and how they change, and making inferences.

To prepare to teach each set, begin by reading the Set introduction. The Set introduction describes the readers at that level, the characteristics of the texts in the set, and the focuses of the instruction.


Set 3

DEVELOPMENT ACROSS THE SETS

	Week	Phonics/ Reading Focus	High-frequency Words
Set 2	1	-h	was, little
	2	-p	just, what
	3	l, -g	do, like
	4	-e, -w	have, home
	5	-ff, -y	said, of
	6	-x, -zz	her, his
	7	-s, -ck, -ss	come, some, out
	8	-v, -j, digraphs	day, take, we
Set 3	1	-nd, -ng, -ng	make, there, be
	2	-ook, -oo	look, good
	3	-ea, -ul	read, water, from
	4	-ll, -ll, -y	for, again
	5	-gr, -ght	many, people
	6	-ul, -ch	your, very
	7	-qu, -ck	could, would, should, were
	8	-ch, -sh	both, does
Set 4	1	-r, -r, -ch, -tch, -r	every, other, mother, brother
	2	-r, -r, -r, -r	woman, women, boy
	3	-e with final -e	biased, over
	4	-ng with final -e	their, old, sold, told
	5	-ind with final -e	she, two
	6	-ea, -ea	don't, aren't, live
	7	-er, -ir, -ur	who, school
	8	-ar, -or	thought, father

2 | Being a Reader™ Small-group Teacher's Manual, Set 3

SET 3 OVERVIEW

	Spelling-Sounds	High-frequency Words	New Book	Practice or Reteach
Week 1	-nd, -ng, -ng	make, there, be	Buzz, Skunk, Tags, Whoop, Whiz, Ding-a-ling	
Week 2	-ook, -oo	look, good	The Good Little Ducks, Part 1	The Good Little Ducks, Part 2
Week 3	-ea, -ul	want, water, from	The Jug of Water	
Week 4	-ll, -ll, -y	for, again	Where Is Mom?	The Shoot
Week 5	-gr, -ght	many, people	Drip Drop	
Week 6	-ul, -ch	your, very	Make Plum Jam	The Band
Week 7	-qu, -ck	could, would, should, were	The Spelling Test	
Week 8	-ch, -sh	both, does	Winter Fun	The Gloves

Set 3 | 3

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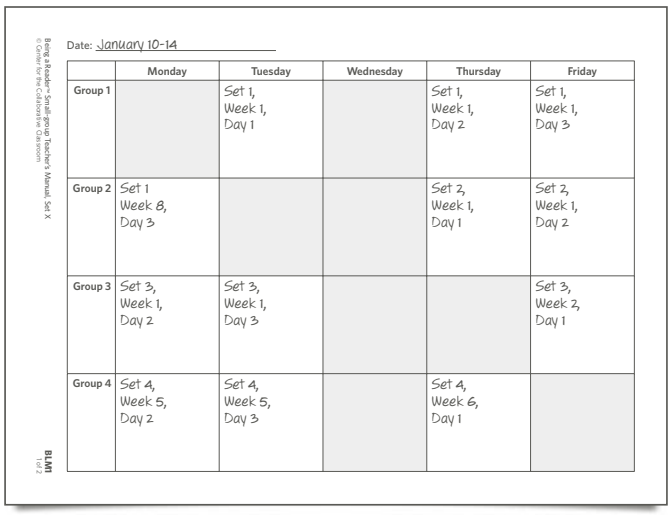
The Development Across the Sets table provides a context for the material covered in each set by listing material covered in the previous and subsequent sets. The table can serve as a reminder of what spelling-sounds and high-frequency words the group has recently covered, as well as a preview of what is covered in the next set.

SCHEDULING LESSONS

Small-group Reading was developed to be used in conjunction with independent work, enabling you to meet with four small groups, three times per week each (in 12 total instructional sessions). If you have more than four groups or find that you want to meet with some groups more often than others, you can schedule your groups into the 12 sessions according to your students' needs.

To schedule your small-group instruction, write the instructional lessons and any Reteaching lessons you plan to teach each group on the "Small-group Reading Two-week Planner." Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.



Being a Reader™ Small-group Teacher's Manual, Set X
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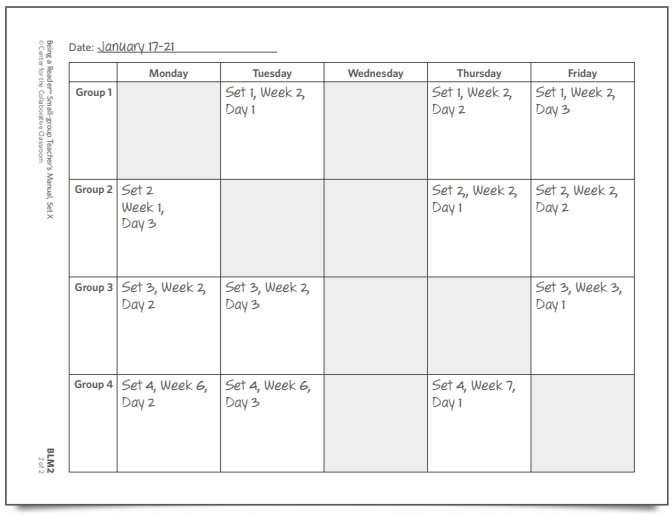
Date: January 10-14

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 1, Week 1, Day 1		Set 1, Week 1, Day 2	Set 1, Week 1, Day 3
Group 2	Set 1 Week 8, Day 3			Set 2, Week 1, Day 1	Set 2, Week 1, Day 2
Group 3	Set 3, Week 1, Day 2	Set 3, Week 1, Day 3			Set 3, Week 2, Day 1
Group 4	Set 4, Week 5, Day 2	Set 4, Week 5, Day 3		Set 4, Week 6, Day 1	

BLM1
1 of 2



Being a Reader™ Small-group Teacher's Manual, Set X
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Date: January 17-21

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 1, Week 2, Day 1		Set 1, Week 2, Day 2	Set 1, Week 2, Day 3
Group 2	Set 2 Week 1, Day 3			Set 2,, Week 2, Day 1	Set 2, Week 2, Day 2
Group 3	Set 3, Week 2, Day 2	Set 3, Week 2, Day 3			Set 3, Week 3, Day 1
Group 4	Set 4, Week 6, Day 2	Set 4, Week 6, Day 3		Set 4, Week 7, Day 1	

BLM2
2 of 2

ENTRY-POINT WEEKS

Because students may enter the Small-group Reading lessons at varying points along the instructional continuum, you may have students who are beginning instruction with the first week in a set. The activities in Week 1 of each set are written out completely for groups that are beginning instruction. If you are teaching an entry-point lesson, consider budgeting more time for modeling than you normally would.

If your group is continuing from the previous week, you will not need to repeat the activity introductions in Week 1 of the new set; simply remind the students of your expectations. Beginning in Week 2, instruction is abbreviated unless a new activity is being introduced.

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PREPARING THE DAILY LESSONS

To prepare to teach a set of lessons, begin by reading the lessons and thinking about how to tailor them to meet the students' needs. The Resources list specifies the books, assessment forms, and reproducibles that will be used throughout the set of lessons. The Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Overview lists the academic goals and alerts you to any advance preparation needed for each lesson.

Before teaching a set of lessons:

- Read each lesson carefully, including Teacher Notes and Support Notes.
- Read any book that is new to the students. Review the concepts and vocabulary to be introduced before the students read, and anticipate whether any students will need additional support with background knowledge or vocabulary. We provide suggestions in each book introduction, but you may decide to provide additional support.
- Make any preparations specified in the "Do Ahead" section of the Overview.
- Gather the necessary materials and organize them near your small-group area.
- Review the "ELL Support" feature in the Overview. This feature helps you anticipate spelling-sounds that may be challenging for students depending on their language backgrounds.

GUIDED SPELLING FOR GRADE 1 STUDENTS

In Guided Spelling lessons on Days 1 and 2, the students spell two decodable words and one high-frequency word with your support. On Day 3, they write a sentence as you support them in the conventions of sentence writing, including capitalization and punctuation. Guided Spelling sessions are intended for grade 1 students, but kindergarten students may also benefit from Guided Spelling instruction if time is available.

Guided Spelling lessons should take approximately 5 minutes. For each word, say the word, have the students say it, and then support them as they spell. For decodable words, refer to the "Spelling Support" section for specific suggestions to help you guide the students. For high-frequency words, allow the students to use the word wall or their personal "Word Bank" for support as needed. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org).

RETEACHING

Every two weeks, an assessment note alerts you to consider slowing the pace of instruction for the group by reteaching content. A new book is provided for application of the spelling-sounds and high-frequency words taught during the previous two weeks. Use the same three-day pattern laid out for regular weeks, dividing spelling-sounds and high-frequency words to be taught over the first two days, introducing the new book on Day 2, and following up with review, rereading, and discussion on Day 3. Some groups, especially in Set 1, may need

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two Reteaching weeks rather than one. Students who do not need reteaching can use the reteaching book for independent reading.

Assessments

PLACEMENT ASSESSMENT

A placement assessment for Sets 1–5 will help you determine the appropriate small group in which to place each student, and which set the group will begin in. Once you have assessed the students and grouped them, instruction can begin. The placement assessment and instructions for administering it can be found in the *Assessment Resource Book*.

Forming Small Groups

You will form differentiated small groups after finishing beginning-of-the-year placement assessments and setting the foundation for independent work. In kindergarten, it is likely that some students will be ready for small-group instruction earlier in the year than other students. For students who are not ready for reading instruction, use the suggestions in Appendix E, "Letter-name Instruction," in your grade-level whole-class *Being a Reader Teacher's Manual* to teach letter names. For information on assessment, forming and managing reading groups, and monitoring student progress, see the *Assessment Resource Book*.

FORMATIVE ASSESSMENTS

Individual Reading Observation

Beginning in Set 3, the Individual Reading Observation will give you the opportunity to listen to and observe individual students as they read. An Individual Reading Observation Note will appear every two weeks on Day 3. You can record your observations about each student on an "Individual Reading Observation" sheet (IR), which should be printed out before you begin teaching each set. For information on the "Individual Reading Observation" sheet, see the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView™ assessment app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level *Teacher's Manual*. You can also access the CCC ClassView app directly (classview.org).

Group Progress Assessment

The Group Progress Assessment will give you the opportunity to observe the group as they practice strategies. A Group Progress Assessment Note will appear every four weeks, on Day 3. Each Group Progress Assessment Note has a corresponding "Group Progress Assessment" sheet (GA), which should be printed out before you begin teaching the lesson. The sheet includes questions that you can ask yourself to focus your observations as well as suggestions

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for how to proceed with the instruction based on those observations. For information on the "Group Progress Assessment" sheet, see the *Assessment Resource Book*. You will find copies of "Group Progress Assessment" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level *Teacher's Manual*.

SUMMATIVE ASSESSMENTS

The Mastery Tests will allow you to monitor the progress of individual students. A Mastery Test Assessment Note will appear every four weeks, on Day 3. Each Mastery Test has a "Mastery Test" record (MT) and a corresponding "Mastery Test Student Card" (SC) for the students to read from. Suggestions for reteaching as needed are provided with each Mastery Test Assessment Note. The students who master material in a set should move directly into Week 1 of the next set. You will find the Mastery Tests in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level *Teacher's Manual*.

Tips for Managing Small-group Reading in Your Classroom

Small-group Reading lessons assume students' familiarity with some basic procedures, cooperative structures, and facilitation techniques.

ROOM ARRANGEMENT AND MATERIALS

For Small-group Reading, the students should sit at a table facing you, close enough to see the cards and wipe-off board. Individual wipe-off boards are used by the grade 1 students during Guided Spelling. The students participating in Guided Spelling should be seated so that they can easily refer to the high-frequency word wall.

You may want to post your "Small-group Reading Two-week Planner" next to the small-group table so that you know which groups you will see each day. When you signal for the students to switch tasks, ask the students in the next small group to sit at the small-group reading table. Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

The students may need to practice moving quickly and quietly to the small-group reading area. Consider beginning each instructional session by asking questions that help the students take responsibility for the gathering procedure, such as "How did you do with coming to the small-group reading area quickly and quietly?"

Since the students carry their toolboxes during independent work rotations, they will bring their toolboxes with them to the small-group reading table. The students store their books and bags containing sound sorts in their toolboxes.

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Special Considerations

Support for English Language Learners

Small-group Reading in the *Being a Reader* program is designed to be accessible to all students. Special attention was given to particular challenges for English Language Learners. An "ELL Support" feature before each set of lessons alerts you to pronunciation and language transfer issues that may arise during the lessons. Additionally, ELL Notes at point of use provide information that can be included in the lessons, including vocabulary support and background knowledge needed to comprehend the weekly books. For more information about how the program supports English Language Learners, see "Supporting English Language Learners" in the Introduction of your grade-level *Being a Reader Teacher's Manual*.

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Lessons

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Set 3

Set 3 readers have mastered short vowels and single consonants. They are comfortable reading consonant-vowel-consonant (CVC) words, although they may read slowly, word by word. Their increasing facility with one-syllable and high-frequency words allows them to attend more to the content of what they are reading. Set 3 lessons introduce consonant blends and inflectional endings. By the end of the set, the students may begin to read more smoothly by grouping words together.

Nonfiction books in this set include information about single topics, such as skunks and making jam. The plots of fiction stories are more complex than those in previous sets. Comprehension questions begin to informally address topics taught in depth in later sets, such as using illustrations to confirm what one reads, identifying characters' feelings and how they change, and making inferences.



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Set 3

DEVELOPMENT ACROSS THE SETS

	Week	Phonics/ Reading Focus	High-frequency Words
Set 2	1	*b*	was, little
	2	*p*	put, what
	3	*l, g*	do, like
	4	*e, w*	have, home
	5	*th, y*	said, of
	6	*v, sh*	her, his
	7	*x, ch, tch*	some, come, out
	8	*z, j, dge*	say, says, so
Set 3	1	*wh, ng, -ing*	make, there, be
	2	*-ed, qu*	look, good
	3	*sn, st*	want, water, from
	4	*fl, fr, -s*	for, again
	5	*gr, dr*	many, people
	6	*pl, sm*	your, very
	7	*sp, cl*	could, would, should, were
	8	*sk, sl*	both, does
Set 4	1	*a_e, i_e, e_e*	every, other, mother, brother
	2	*o_e, u_e*	woman, women, boy
	3	*-s* with final *e*	toward, over
	4	*-ing* with final *e*	their, old, cold, told
	5	*-ed* with final *e*	one, two
	6	*ee, ea*	don't, won't, too
	7	*er, ir, ur*	who, school
	8	*ar, or*	thought, father

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SET 3 OVERVIEW

	Spelling-Sounds	High-frequency Words	New Book	Practice or Reteach
Week 1	*wh* /hw/, *ng* /ng/, *-ing* /ing/	make, there, be	*Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling*	
Week 2	*-ed* /t/, /d/, /əd/; *qu* /khw/	look, good	*The Good Little Ducks, Part 1*	*The Good Little Ducks, Part 2*
Week 3	*sn* /sn/, *st* /st/	want, water, from	*The Jug of Water*	
Week 4	*fl* /fl/; *fr* /fr/; *-s* /s/, /z/	for, again	*Where Is Mom?*	*The Skunk*
Week 5	*gr* /gr/, *dr* /dr/	many, people	*Drip Drop*	
Week 6	*pl* /pl/, *sm* /sm/	your, very	*Make Plum Jam*	*The Band*
Week 7	*sp* /sp/, *cl* /kl/	could, would, should, were	*The Spelling Test*	
Week 8	*sk* /sk/, *sl* /sl/	both, does	*Winter Fun*	*The Clowns*

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Week 1

RESOURCES

New



Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling

by Corinn Kintz

Revisit (with continuing students)



On the Job

by Amy Helfer

Assessment Resource Book

- Week 1 assessment

Sound Cards

- *wh* /hw/
- *ng* /ng/
- *_ing* /ing/

High-frequency Word Cards

- *make*
- *there*
- *be*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Individual Reading Observation" sheet (IR1)

Reproducible

- "Set 3, Week 1 Sort" (BLM1)

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OVERVIEW

Spelling-Sound Focus	High-frequency Words
▪ *wh* /hw/ (whale)	▪ *make*
▪ *ng* /ng/	▪ *there*
▪ inflectional ending *-ing*	▪ *be*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *make, there*, and *be* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 3, Week 1 Sort" (BLM1). Make a copy for each student in the group, plus two. Cut apart the pictures on each sheet (keeping one copy intact) to create a set of sorting pictures for beginning sounds /j/ and /ch/ for each student in the group and one for yourself. Place each set of pictures in a resealable plastic bag.

✓ Prior to Day 3, if your group is continuing from Set 2, add the sound cards for *wh*, *ng*, and *_ing* to the sound card review deck. If your group is beginning with this lesson, use the sound cards for *wh*, *ng*, and *_ing* to start the review deck.

✓ Prior to Day 3, make a group set of the "Individual Reading Observation" sheet (IR1); see page 149 of the *Assessment Resource Book* or the CCC Learning Hub. Make a copy for each student in the group. You will use the observation sheets throughout this set of lessons.

ELL SUPPORT

- **wh**

  Speakers of Spanish, Cantonese, Vietnamese, and Hmong may be unfamiliar with the sound /hw/. Have the students listen to and repeat words that begin with this sound. Emphasize the mouth position for the beginning sound as you say it and have the students repeat after you.

(continues)

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ELL SUPPORT *(continued)*

ng

When you introduce *ng* to Spanish-speaking students, help them make the connection between the English sounds and the sounds that occur at syllable junctures in Spanish words. Explain that the sound /ng/ is like the sound they hear in the middle of the words *bilingüe* (bee-LEEN-gway), "bilingual," and *tengo* (TAYN-goh), "I have."

there

English Language Learners often have difficulty distinguishing and producing *r*-controlled vowels. When you introduce *there*, you may wish to review the words *are*, *where*, *here*, and *her*. Write these words where the students can see them, and pair each with a mnemonic picture to cue the vowel sound (such as pictures of a car, pear, deer, and bird). Call on the students to quickly identify the words in random sequence. For example: *are* (car), *where* and *there* (pear), *here* (deer), *her* (bird).

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Oral Blending; *wh*; *make* and *there*

Day 1

In this lesson, the students:

- Practice oral blending
- Learn the spelling-sound *wh* /hw/
- Read decodable words
- Learn the high-frequency words *make* and *there*
- Review high-frequency words
- Read a familiar book (continuing students)

ABOUT ENTRY-POINT LESSONS

Because students may enter the Small-group Reading lessons at varying points along the instructional continuum, you may have students who are beginning instruction with this lesson or who are continuing from Set 2. Each activity in this week is written out completely for groups that are beginning instruction with this lesson.

If your group is continuing from the previous week, you will not need to repeat the activity introductions in this lesson; simply remind the students of your expectations for the procedures.

1 Gather and Get Ready

Explain that during Small-group Reading the students will learn new sounds and words, read books, and talk about their reading.

2 Phonological Awareness: Oral Blending

Explain that you will say the sounds in a word, and then the students will put the sounds together to make the word. Model the procedure, using the word *whiz*. Slowly and clearly, say the sounds three times, drawing out the sounds as you say them: /hwĭĭzz/. Clap softly as you say each sound. Then blend the sounds more quickly to make the word. Brush your hands past each other as you say the word. Slowly say the sounds one more time: /hwĭĭzz/. Have the students repeat by drawing out the sounds and then blending them to say the word. Repeat the procedure to practice blending a second word, such as *jam*.

Materials

- (For continuing students) Teacher and student copies of *On the Job* from Set 2, Week 8
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *make*
- High-frequency word card for *there*
- High-frequency word card review deck
- (Optional, for students beginning with this lesson) Student copies of *A Bad Fox* from Set 2, Week 8
- (For Guided Spelling) Wipe-off board, dry-erase marker, and tissue or cloth for each student

Teacher Note

If the students are familiar with the oral blending routine, you do not need to model it here. Instead, simply go to the word list on the next page and remind the students of your expectations for the procedure.

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Blending Support

For blending activities, use continuous blending, drawing out the sounds without leaving pauses between them (for example, /hwĭĭzz/, not /hw/ /ĭĭ/ /zz/). Model this for the students and have them also use continuous blending. In contrast, when segmenting, leave a very short pause between sounds.

If the students have difficulty blending, you might use a visual aid. Draw three blanks side by side on a wipe-off board and point to each blank as you say each sound again slowly. Sweep under all three blanks as you say the word. Then have the students say the sounds as you point to the blanks and say the word as you sweep under them.

Have the students blend each of the words that follow. Say the phonemes using continuous blending and have the students repeat. Remember to clap softly as you say each sound and then brush your hands past each other as the students say the word.

/hwĭĭff/	whiff
/hwĕĕnn/	when
/hwăămm/	wham
/hwĭĭch/	which
/hwĭĭp/	whip
/hwĭĭmm/	whim

ELPS 5.A.i
Step 3 (all)

Teacher Note

The sound /hw/ is disappearing from many regional dialects. The students may say /hw/ as /w/ when they are reading words.

3 Introduce the Spelling-Sound *wh* /hw/

Explain that today's sound is /hw/, and have the students say the sound. Point to the alphabet wall card for *wh*. Tell the students that the picture of the whale will help them remember the sound /hw/ because the word *whale* begins with the sound /hw/. Write *wh* on the lined side of your wipe-off board, point to the spelling, and say the letter names. Tell the students that the spelling *w-h* stands for the sound /hw/. Have the students repeat the sound as you point to the spelling. Then have the students each trace the spelling *w-h* on the table in front of them with one finger as they say /hw/.

Teacher Note

This is the first time students are asked to read decodable words, rather than blend them. Provide the full instruction and modeling, even if this group is continuing instruction from Set 2.

4 Read Decodable Words

Tell the students that they will read words that use spellings they know. Explain that you will write some words, and the students will read them. Some of the words can be sounded out, and some have base words that can be sounded out, plus inflectional endings. Explain that the students will have to recognize the endings *i-n-g* and *e-d* when they come to them.

Teacher Note

Many of the words in the Read Decodable Words activities are selected from the books students read on Day 2.

Explain that to read the list, you will point to a word and wait to give the students a chance to read the word quietly to themselves. Then, all the students will read the word aloud together. Model with the word *whizzing*. Write *whizzing* on your wipe-off board, point to the left of the word, pause, and then sweep under the word as the students read it. You may wish to establish a cue, such as "Read," to signal the group when

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to read. If necessary, use the tips in the Decoding Support note below to support the students.

Write the following words on your wipe-off board:

when	which
edge	whap
buzzing	mixing

Point to the left of *when* and sweep under it as the students read it. Follow the same procedure for the remaining words on the list.

Decoding Support

If the students struggle to blend decodable words, support them by saying each sound with them while you point to each spelling. Then have the students blend the sounds to read the word. For words with inflectional endings, cover the ending (and any doubled letters) and have the students read the base word in isolation before reading the whole word.

5 Introduce the High-frequency Words *Make* and *There*

make	"I will make a birthday card for my sister."
there	"Look over there."

Tell the students that *high-frequency words* are words they will see again and again in their reading. Explain that recognizing these words will help them read stories. Tell the students that today they will learn two new high-frequency words, and explain that the first new word is *make*. Say *make*. Use *make* in a sentence. ("I will make a birthday card for my sister.") Show the high-frequency word card for *make*, point to the word, and say it as you sweep under it. Consider establishing a signal, such as pointing to the first letter of the word or saying "Read," to support the students in reading the words chorally.

Tell the students that when they are learning a new high-frequency word, they will practice by reading the word and spelling it. Have the students chorally read *make* and then spell *make* as you point to each letter. Then have them read, spell, and read the word again.

Point to *make* on the word wall.

Repeat the procedure for the high-frequency word *there*, using an example sentence such as "Look over there." Point to *there* on the word wall. Use the word cards for *make* and *there* to begin the high-frequency word card review deck.

Teacher Note

You may wish to write the homophones *there*, *their*, and *they're* on your wipe-off board. Read each word aloud as you point to it. Explain to the students that these three words sound the same but have different meanings: *There* means "a place." ("Please go over there.") *Their* means "belonging to them." ("I am their teacher.") *They're* is a shorter way to say *they are*. ("They're sitting at the table.") Tell the students that they can usually figure out which word is meant by listening to the sentence the word is in. As you point to it, review that the word they are learning today is *there*, as in "The books are there on the shelf."

Teacher Note

If your group is continuing from Set 2, add the word cards for *make* and *there* to the high-frequency word card review deck.

6 Review High-frequency Words

Tell the students that on small-group reading days they will review some of the words they have already learned by reading them from cards. Explain that they will read each word, spell it, and then read it again. Model the procedure, using *make*. Hold up the card, point to the left of

Teacher Note

If your group is continuing from Set 2, retain only the cards for the words the students do not know well in the review deck.

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the word, and read it aloud. Then point under each letter as you say each letter name. Finally, read the word again as you sweep under it.

Have the students practice reading, spelling, and then rereading the word *make*. Practice again, using the word *there*. To review previously introduced high-frequency words with continuing students, show each word in the review deck and have the students read it, spell it, and read it again.

Teacher Note

If the students struggle to read a high-frequency word, say the word and then have the students read it and spell it.

7 Reread *On the Job* with Continuing Students

Teacher Note

The rereading step is intended for students who are continuing instruction from Set 2. If your group is beginning instruction with this lesson, you may wish to have the students read *A Bad Fox* using the preteaching words and comprehension questions from Set 2, Week 8.

Have the students take the book *On the Job* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking with the group. Then have the students read the book in quiet voices.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

GUIDED SPELLING

ELPS 5.A.i
ELPS 5.C.i
Guided Spelling
(all, beginning on page 10 and continuing on to page 11)

which	"Which of our books is your favorite?"
when	"When is your birthday?"
says	"Kenji says he likes to read about airplanes."

Teacher Note

Guided Spelling is an optional component intended for grade 1 students. In every Guided Spelling lesson, the students will need wipe-off boards, dry-erase markers, and tissue or cloth.

If your group is continuing, simply support the students in writing the words as you did in previous lessons. See "Spelling Support" at the end of the Guided Spelling section.

Distribute wipe-off boards, dry-erase markers, and tissues or pieces of soft cloth to the students. Tell them that they will use these boards throughout the year to write letters, words, and sentences, and remind them of your expectations for use.

TEKS 2.A.viii
Student/Teacher Narrative
Guided Spelling
(third paragraph)

Tell the students that when they write words, they will use the side of the board with lines. Explain that they will write each word you say, check their word, and then erase the word.

Teacher Note

For segmenting activities, draw out the sounds leaving a very short pause between them (/sh/ /ĭ/ /p/, not /shĭĭp/).

Explain to the students that when they are spelling, it is often helpful to *segment* words, or say all the sounds in the word before they write. Model how to segment a word, using the word *ship*. Say the word normally: *ship*; then say it again, drawing out the sounds: /shh/ /ĭĭ/ /p/. Finally, say each individual sound: /sh/ /ĭ/ /p/. Clap softly as you say each sound. Tell the students that you clapped three times as you said the sounds, so there are three sounds in the word. Have the students practice with the word *judge*. Have the students say *judge* and then segment *judge*, clapping softly on each sound.

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Say *which*. Use *which* in a sentence. ("Which of our books is your favorite?") Have the students segment *which*, clapping softly as they say each sound. Then ask them how many sounds they hear in the word. Encourage the students to pay attention to all the sounds in the word as they write the word on the lined side of their wipe-off board. Remind them that in *which*, the sound /hw/ is spelled *w-h* and tell them that the sound /ch/ is spelled *c-h*. Have the students write *which*.

When all the students have finished writing, write *which* on your own wipe-off board.

Tell the students that they will check their work by comparing the word they wrote to the one you wrote. Explain that they will compare each letter in the word to make sure all the letters are there and that they are in the same order. Model this by writing *whech* on your wipe-off board and then comparing each letter to *which*. When you get to the mistake, tell the students that you see that you made a mistake; then change *e* to *i*. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *which*.

Say *when*. Use *when* in a sentence. ("When is your birthday?") Have the students segment *when.*

Encourage the students to pay attention to all the sounds in the word as they write the word on the lined side of their wipe-off boards. Have the students write *when*.

When all the students have finished writing, write *when* on your own wipe-off board. Tell the students that they will check their work by comparing the word they wrote to the one you wrote. Review that when they check, they will compare each letter in the word to make sure all the letters are there and that they are in the same order. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *when*.

Explain that the next word the students will write is a high-frequency word. Say *says*. Use *says* in a sentence. ("Kenji says he likes to read about airplanes.") Ask:

Q *Where can you find the word* says *if you're not sure how to spell it? (on the word wall)*

Have the students write *says*.

When all the students have finished writing, write *says* on your own wipe-off board. Review that the students will check their work by comparing the word they wrote to the one you wrote. Remind them that when they check, they will compare each letter in the word to make sure all the letters are there and that they are in the same order. Have the students check their work and erase and correct any mistakes they find.

Teacher Note

You may wish to point out to the students that two words sound the same but are spelled differently: *which* ("Which book is this?") and *witch* ("A make-believe woman who can do magic".) The students can tell which word is meant by listening to the sentence the word is in. Today's word is *which*, as in "I don't know which book to read first."

Teacher Note

If the students struggle to segment *which*, you might support them by using a visual aid. Draw three blanks side by side on your wipe-off board; then point to each blank in succession as the students say each sound.

To provide more support, you might have the students segment the word, having them write the spelling for each sound as they say it.

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Have the students erase *says*. Then collect the wipe-off boards, dry-erase markers, and soft cloths.

Spelling Support

which: Tell the students that in *which* the sound /hw/ is spelled *w-h*, and the sound /ch/ is spelled *c-h*.

when: Tell the students that in *when* the sound /hw/ is spelled *w-h*.

Day 2

Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling

Identifying Middle Sounds; *ng* and *-ing; be*

Materials

- Teacher and student copies of *Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Teacher and student bags of sorting pictures, prepared ahead from "Set 3, Week 1 Sort" (BLM1)
- Intact copy of "Set 3, Week 1 Sort" (BLM1), prepared ahead
- High-frequency word card for *be*
- High-frequency word card review deck
- (For Guided Spelling) Wipe-off board, dry-erase marker, and tissue or cloth for each student

Teacher Note

If the students are beginning instruction this week and are learning the procedure for the sound sort (see Step 6), this lesson may require an extended class period.

In this lesson, the students:

- Identify middle sounds
- Learn the spelling-sound *ng* /ng/ and the inflectional ending *-ing* /ing/
- Read decodable words
- Identify beginning sounds
- Learn the procedure for the sound sort
- Learn the high-frequency word *be*
- Review high-frequency words
- Read a new book

1 Gather and Get Ready

Remind the students that during Small-group Reading they will learn new sounds and words, read books, and talk about their reading.

2 Phonological Awareness: Identifying Middle Sounds

Tell the students that today they will listen for the sound they hear in the middle of a word. Explain that you will say a word, and they will say the middle sound. Practice, using the word *pet*. First say the word once normally, then say the word twice, emphasizing the middle sound. Ask:

Q *What sound do you hear in the middle of* pet*?*

Practice again using a second word, such as *hum*.

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Segmenting Support

If the students struggle to identify the middle sound, you might use a visual aid. Draw three blanks side by side on a wipe-off board. Have the students say the three sounds in *pet* as you point to the blanks. Then point to the middle blank and ask the students to identify the middle sound.

Have the students say the sound they hear in the middle of each of the words that follow. Say the word once normally, then say the word again, emphasizing the middle sound. For each word, ask:

Q *What sound do you hear in the middle of* [whip]*?*

whip	whiz
job	zap
zip	jet

3 Introduce the Spelling-Sound *ng* /ng/ and the Inflectional Ending *-ing* /ing/

Tell the students that today they will learn two spellings that appear frequently in words. Write the spelling *ng* on the lined side of your wipe-off board, point to the spelling, say the letter names, and explain that this spelling stands for the sound /ng/. Have the students repeat the sound as you point to the letters. Then have the students each trace the spelling *n-g* on the table in front of them with one finger as they say /ng/. Write the spelling *i-n-g* on your wipe-off board, point to the spelling, say the letter names, and explain that this spelling stands for the sounds /ing/. Have the students repeat the sounds as you point to the spelling. Then have the students each trace the spelling *i-n-g* on the table in front of them with one finger as they say /ing/.

Explain that the spelling *i-n-g* usually comes at the end of words like *king* or *sing*, and that the spelling *i-n-g* can be added to the end of some words to make new words. Write the pairs *hum/humming* and *tap/tapping* on your wipe-off board and read the words with the students. Use each pair in example sentences, such as "Every day I pat my kitten. Yesterday I was patting my kitten when the doorbell rang."

4 Read Decodable Words

Write the following words on your wipe-off board:

thing	which
song	humming
when	hitting

Point to the left of *thing* and sweep under the word as the students read it. Follow the same procedure for the remaining words on the list.

Teacher Note

If the students are familiar with identifying middle sounds, you do not need to model it here. Instead, simply go to the word list below and remind the students of your expectations for the procedure.

Teacher Note

You may wish to explain that when we add the ending *-ing* to words such as *hum* that have one short vowel and one consonant at the end, we double the final consonant (except when the consonant is *x*, as in *mixing*).

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Decoding Support

If the students struggle to blend decodable words, support them by saying each sound with them while you point to each spelling. Then have the students blend the sounds to read the word. For words with inflectional endings, cover the ending (and any doubled letters) and have the students read the base word in isolation before reading the whole word.

Teacher Note

If the students are familiar with identifying beginning sounds, you do not need to model it here. Instead, simply continue to the sound sort in Step 6.

5 Get Ready to Sort: Identifying Beginning Sounds

Explain that the students will learn to listen for the first sound they hear in a word. You will say a word, and then they will say the first sound. Practice, using the word *jog*. Say the word normally; then say the word twice, emphasizing the first sound. Ask:

Q *What sound do you hear at the beginning of* jog*?*

Segmenting Support

If the students struggle to identify the first sound, you might use a visual aid. Draw three blanks side by side on a wipe-off board and point to each blank as you say the sounds. Then ask the students to say the word slowly as you point to each blank. Finally, point to the first blank and ask the students to identify the first sound.

TEKS 2.A.ii
Student/Teacher Activity
Step 6 (all, beginning on page 14 and continuing to the top of page 16)

Teacher Note

If the students are familiar with the sound sort, simply display the intact "Set 3, Week 1 Sort" sheet (BLM1) and proceed with the activity.

6 Introduce the Sound Sort

Tell the students that they will sort pictures into two groups. Explain that they will make one group with pictures whose names begin with /j/ and another group with pictures whose names begin with /ch/. Tell them that they will practice sorting pictures now and then sort their pictures during independent word work.

Display the intact "Set 3, Week 1 Sort" sheet (BLM1) and explain that these are the pictures the students will sort this week. Point to each picture and say its name. Then have the students say the names as you point to the pictures.

Teacher Note

Refer to the picture key for this week's sort. See Appendix B, "Sound Sort Picture Key."

Take the sorting guide from your own bag of pictures and hold it up. Point out the arrow on the sorting guide (the first square on BLM1). Explain that the arrow pointing to the first blank on the sorting guide means that the students will sort by first sound. Then point to the pictures of the jar and the chair on the sorting guide and explain that these pictures show the sounds the students will match (in this case, /j/ and /ch/).

Tell the students that they will each have their own bag of pictures, and when they begin the sort, they will first find the sorting guide and place it on the table in front of them. Place your sorting guide on the table in front of you. Point to the picture of the jar and say: *jar*, /j/. Then point to the picture of the chair and say: *chair*, /ch/.

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Hold up the *cheese* picture from your bag. Ask the students to say the name of the picture and say the beginning sound. Ask:

Q *Does* cheese *begin with /j/? Does* cheese *begin with /ch/? Which picture does* cheese *belong with,* jar *or* chair*?*

Have a few volunteers share.

Confirm that *cheese* begins with /ch/ and belongs with the *chair* picture. Show the students how to place the *cheese* picture below the *chair* picture. Practice the procedure again, using the *jack-o'-lantern* picture. Hold up the *jack-o'-lantern* picture from your bag. Ask the students to say the name of the picture and then say the beginning sound. Ask:

Q *Does* jack-o'-lantern *begin with /j/? Does* jack-o'-lantern *begin with /ch/? Which picture does the* jack-o'-lantern *belong with,* jar *or* chair*?*

Confirm that *jack-o'-lantern* begins with /j/ and belongs with *jar*. Place the *jack-o'-lantern* picture below the *jar* picture.

Distribute one bag of sorting pictures to each student. Have the students first find the sorting guide in their bags and place it on the table. Remind them that the arrow pointing to the first blank shows them that they will sort by first sound and that the pictures of the jar and the chair show that they will sort by the sounds /j/ and /ch/.

Ask each student to choose one picture from her bag, say the name of the picture quietly to herself, and decide whether the word starts with /j/ or /ch/. Review that if the word starts with /j/, she will put the picture below the *jar* picture; if the word starts with /ch/, she will put it below the *chair* picture. Support the students as necessary.

When all the students have placed at least one picture, tell them that they will now check their work. Explain that they will say the name of the picture to themselves and listen carefully to what they say. If they have put the picture in the wrong place, they can move it. Practice by checking the pictures you sorted earlier. Point to the *cheese* picture and say: ***ch****eese*. Ask:

Q *Does the word* cheese *start with /ch/? Is the* cheese *picture in the right place?*

Confirm that the *cheese* picture belongs with the *chair* picture because both pictures begin with the sound /ch/. Have each student point to the picture she sorted. Ask each student to say the name of the picture aloud, and think about the first sound in the word. Ask:

Q *Does the name of your picture start with* /j/ *or* /ch/*? Is it in the right place?*

Have each student check her picture and move it if necessary. Then have the students check any additional pictures they sorted.

Teacher Note

Depending on how much time you have, you may wish to have the students practice sorting more than one picture each during Small-group Reading.

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Explain that when the students go to independent word work, they will sort all their pictures before they do anything else. Briefly review the procedure:

1. Put the sorting guide on the table.
2. Look at another picture and say its name to see if it has the same beginning sound as one of the pictures on the sorting guide: /j/ for *jar* or /ch/ for *chair*.
3. Put all the pictures whose names start with /j/ below the *jar* picture and those that start with /ch/ below the *chair* picture.
4. Check the sort by saying the name of each picture to make sure it is in the right place.

Tell the students that if they need help remembering how to sort their pictures during independent word work, they may quietly ask another student in their reading group to remind them. Have them put their sorting pictures in their bags and put the bags in their toolboxes.

7 Introduce the High-frequency Word *Be*

be "Will you be here tomorrow?"

Remind the students that *high-frequency words* are words that they will see again and again in their reading. Explain that recognizing these words will help them read stories. Explain that the high-frequency word they will learn today is *be*. Say *be*. Use *be* in a sentence. ("Will you be here tomorrow?") Show the high-frequency word card for *be*, point to the word, and say it as you sweep under it.

Have the students chorally read *be* and then spell *be* as you point to each letter. Then have them read, spell, and read the word again.

If *be* is already on the word wall, point to the word. If it is not, post one word card for *be* on the word wall.

Teacher Note

Add the word card for *be* to the high-frequency word card review deck.

8 Review High-frequency Words

Remind the students that during Small-group Reading lessons they will review some of the words they have learned by reading the words from cards. Explain that when they review a word, they will read it, spell it, and read it again. Show the high-frequency word card for *make*, point to the left of the word, and have the students chorally read it as you sweep under it. Then have the students spell the word as you point under each letter. Finally, have the students read the word as you sweep under it again. Repeat the procedure to review the remaining words in the review deck.

Teacher Note

If you have already taught the procedure for reviewing high-frequency words, simply use it here to review the words you have taught.

Teacher Note

Continue to build the high-frequency word card review deck by adding the cards for the words you introduce to the group.

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9 Read *Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling*

Distribute a copy of *Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling* to each student. Tell the students that they will read this book today. Show the cover and identify the title and author.

Explain that this book tells about many kinds of sounds we might hear. Open to page 9, and ask the students to find today's new word, *be*. Then ask the students to find the new words *make* and *there* on the same page. Have the students say the words.

Write the words *sound*, *must*, and *something* on your wipe-off board, show the board to the students, and read the words. Have the students say the words. Explain that a sound is something that you hear. Tell the students that they will see these words in today's book. Explain that they will have to remember the words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Explain to the students that when they read their books, they will start on the first page and point to each word on the page as they read it. Tell them that if they finish reading the book, they will turn back to the first page and read it again. Tell the students that they will read out loud today. Point out that all of them will be reading at the same time, so it is important for them to read in quiet voices. Model speaking in a quiet voice. Have all the students turn to page 1 in their own books, point to the first word, and read the first page in quiet voices. If necessary, model again and have the students practice. Have the students read *Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling*.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask:

Q *What are some things that make a humming sound?*

Have a few volunteers share their thinking with the group. Then ask:

Q *What can make a whizzing sound?*

After the students have shared, have them put their books in their toolboxes. Tell them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

Teacher Note

If the students are continuing instruction from Set 2, you do not need to repeat the instruction here. Instead, simply have the students read in quiet voices.

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Teacher Note

If your group is continuing, see "Spelling Support" below.

Teacher Note

If the students struggle to segment *whiz*, you might support them with a visual aid. Draw three blanks side by side on your wipe-off board. Point to each blank in succession as the students say each sound.

Teacher Note

If the students have trouble checking their work, model the procedure as you did on Day 1.

Teacher Note

It is not possible to segment words with /ng/ or /ing/ or with inflectional endings in a way that supports spelling. If necessary, support the students by asking them more generally to listen for all the sounds in a word before they write it.

GUIDED SPELLING

whiz	"I heard something whiz by me."
thing	"What is your favorite thing to draw?"
so	"I am so happy to be here."

Distribute wipe-off boards, dry-erase markers, and tissues or pieces of soft cloth to the students.

Say *whiz*. Use *whiz* in a sentence. ("I heard something whiz by me.") Have the students segment *whiz*.

Have the students write *whiz*.

When all the students have finished writing, write *whiz* on your own wipe-off board. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *whiz*.

Say *thing*. Use *thing* in a sentence. ("What is your favorite thing to draw?") Have the students write *thing*.

When all the students have finished writing, write *thing* on your own wipe-off board. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *thing*.

Explain that the next word the students will write is a high-frequency word. Say *so*. Use *so* in a sentence. ("I am so happy to be here.") Ask:

Q *Where can you find the word* so *if you're not sure how to spell it? (on the word wall)*

Have the students write *so*.

When all the students have finished writing, write *so* on your own wipe-off board. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *so*. Then collect the wipe-off boards, dry-erase markers, and soft cloths.

Spelling Support

whiz: Tell the students that in *whiz* the sound /hw/ is spelled *w-h*.

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Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling

Blending Onsets and Rimes; Review and Reread

Day 3

In this lesson, the students:

- Blend onsets and rimes
- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

ABOUT THE INDIVIDUAL READING OBSERVATION

This week you will begin the Individual Reading Observation (IR). This assessment, conducted every other week, gives you the opportunity to listen to individual students and make notes about their reading accuracy and automaticity. While mastery tests tell you whether a student has mastered the phonics and high-frequency word content, this more frequent and informal assessment of each student's reading provides other important information. By recording your observations about a particular student over time, you will develop a clear sense of her strengths and weaknesses as a reader. For more information, see "Individual Reading Observation" in the Assessment Overview of the *Assessment Resource Book*.

1 Gather and Get Ready

Explain that today the students will review sounds and words they have already learned and read their small-group books again.

2 Phonological Awareness: Blending Onsets and Rimes

Tell the students that they will put sounds together to make words. Explain that you will say a word in two parts; then they will put the parts together to make a word. Model the procedure, using the word *fed*. Say the sounds slowly and clearly three times, isolating the beginning sound (onset) from the rest of the word (rime): /ff/ . . . ed. Then say the sounds more quickly, blending them to say the word. Say the sounds again: /ff/ . . . ed. Have the students repeat the sounds, /f/ . . . ed, and then blend them to say the word. If necessary, practice using a second word, such as *red*.

Materials

- Teacher and student copies of *Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- (For Guided Spelling) Wipe-off board, dry-erase marker, and tissue or cloth for each student

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Blending Support

If the students have difficulty blending, you might use a visual aid. Draw a blank and a box side by side on a wipe-off board. Point to the blank as you say the onset and the box as you say the rime. Sweep under the blank and box as you say the word. Then have the students say the sounds as you point to the blank and box and say the word as you sweep under them. You might also point out that only the first sound changes from word to word.

Have the students blend each of the following words after you say the onset and rime:

/f/ . . . ed	fed
/r/ . . . ed	red
/t/ . . . ed	Ted
/n/ . . . ed	Ned
/w/ . . . ed	wed
/l/ . . . ed	led

Teacher Note

Build the review deck by adding the sound cards for the sounds you introduce to the group. After you have accumulated about 20 cards, begin removing cards for sounds the students know well.

3 Review Spelling-Sounds

Tell the students that they will use cards to review the sounds they are learning. Explain that they will say the sound of the spelling when they see it. Model by displaying the sound card for *wh*, pointing to the spelling, and saying /hw/. Have the students say /hw/ as you point to the spelling. Then display the sound card for *wh* and have the students say the sound /hw/.

Teacher Note

Continue to build the review deck by adding the word cards for the words you introduce to the group. After you have accumulated about 20 cards, begin removing cards for words the students know well.

4 Review High-frequency Words

Remind the students that when they review words they have learned, they will read each word, spell it, and read it again. Show the high-frequency word card for *some*, point to the left of the word, and have the students chorally read it as you sweep under it. Then have the students spell the word as you point under each letter. Finally, have the students read the word as you sweep under it again. Use the same procedure to review the remaining words in the review deck.

5 Reread *Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling*

Have the students take *Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling* from their toolboxes. Read the title aloud with the students. Write the words *sound*, *must*, and *something* on your wipe-off board and say the words. Remind the students that they will see these words in the book and they will have to remember the words when they see them, or ask you for help. Then explain that today the students will read the book in quiet voices. Remind the students that if they finish reading, they will go back to the first page and read the book again. Have the students read *Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling*.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

6 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *Which are loud sounds? Which are soft sounds?*

Q *What are some sounds we can hear in the classroom right now?*

Have students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

She can sing.

Distribute wipe-off boards, dry-erase markers, and tissues or pieces of soft cloth to the students. Explain that today the students will write a sentence.

Say: *She can sing*. Have the students repeat the sentence. Then ask:

Q *What's the first word?* (She)

Q *Where will you find the word* she *if you are not sure how to spell it? (on the word wall)*

Q *What's special about the first word in a sentence? (It has a capital letter.)*

Have the students write *She*. Then ask:

Q *What's the next word?* (can)

Have the students write *can*. Then ask:

Q *What's the next word?* (sing)

Have the students write *sing*. Then ask:

Q *What mark do we need at the end of a sentence? (a period)*

When all the students have finished writing, write the sentence on your own wipe-off board. Have the students check their work and erase and correct any mistakes they find.

Have the students erase the sentence. Then collect the wipe-off boards, dry-erase markers, and soft cloths.

Teacher Note

If your group is continuing, simply support the students in writing the sentence as you did in previous lessons.

Teacher Note

If necessary, support the students by asking them to identify whether each word in the sentence is a high-frequency word or one that they can sound out.

Teacher Note

If the students have trouble keeping track of the sentence, you might support them with a visual aid. Draw three boxes side by side on your wipe-off board. Point to each in succession as the students say the sentence.

Teacher Note

If necessary, tell the students that every sentence ends with a punctuation mark. This sentence ends with a period.

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Week 2

RESOURCES

New



The Good Little Ducks, Part 1

by Corinn Kintz, illustrated by Barbara Gibson

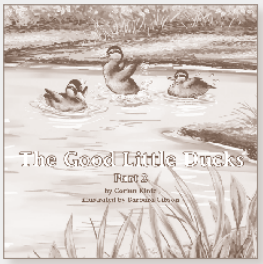
Revisit



Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling

by Corinn Kintz

Practice or Reteach



The Good Little Ducks, Part 2

by Corinn Kintz, illustrated by Barbara Gibson

Reteaching

- "Reteach with *The Good Little Ducks, Part 2*"

Assessment Resource Book

- Week 2 assessment

Sound Cards

- *_ed* /t/, /d/, /əd/
- *qu* /khw/

High-frequency Word Cards

- *look*
- *good*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Group Progress Assessment" sheet (GA1)

Reproducible

- "Set 3, Week 2 Sort" (BLM2)

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OVERVIEW

Spelling-Sound Focus

- inflectional ending *-ed* /t/, /d/, /əd/
- *qu* /khw/ (queen)

High-frequency Words

- *look*
- *good*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *look* and *good* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 3, Week 2 Sort" (BLM2). Make a copy for each student in the group, plus two. Cut apart the pictures on each sheet (keeping one copy intact) to create a set of sorting pictures for ending sounds /d/ and /t/ for each student in the group and one for yourself. Place each set of cards in a resealable plastic bag.

✓ Prior to Day 3, add the sound cards for *_ed* and *qu* to the sound card review deck.

✓ Prior to Day 3, make a copy of the "Group Progress Assessment" sheet (GA1); see page 168 of the *Assessment Resource Book*.

ELL SUPPORT

- **-ed**

  In Spanish, the final consonant *d* stands for a soft sound similar to /th/. When you introduce *-ed*, point out the difference in English. Model producing /d/ with the tongue placed on the bony plate behind the top teeth and a voiced burst of air. When you introduce the three sounds of *-ed*, model each pronunciation and provide several example words for each.

- **qu**

  There is no equivalent for the combined sounds /khw/ in Spanish, Chinese dialects, or Hmong. Model producing the separate sounds /k/ and /hw/. Then have students blend the sounds to say /khw/. To hear the recommended pronunciation for the spelling *qu*, view the Pronunciation Guide video on the CCC Learning Hub.

(continues)

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ELL SUPPORT *(continued)*

- **qu**

  In Spanish, the spelling *qu* stands for the /k/ sound before the letters *i* or *e*. Spanish-speaking students may omit the /hw/ sound when blending English words with *qu*. For example, these students may say *kit* for *quit*. To help them produce /khw/, explain that it is like the sounds they hear in the middle of the Spanish word *escuela* (ehs-KWAY-lah), "school."

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Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling

Oral Blending; Inflectional Ending *-ed* and *look*

Day 1

In this lesson, the students:

- Practice oral blending
- Learn the inflectional ending *-ed* /t/, /d/, /əd/
- Read decodable words
- Learn the high-frequency word *look*
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling* from Week 1
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *look*
- High-frequency word card review deck

1 Phonological Awareness: Oral Blending

Have the students blend each of the words that follow after you say the phonemes, using continuous blending. Clap softly as you say each sound. Then brush your hands past each other as the students say the word.

/tĕĕd/	Ted
/păăd/	pad
/jŏŏt/	jot
/zzăăp/	zap
/llĕĕt/	let
/rrĕĕd/	red

2 Introduce the Inflectional Ending *-ed* /t/, /d/, /əd/

ELPS 5.C.iii
Step 2 (all, beginning on page 25 and continuing to page 26)

Tell the students that today they will learn the word ending *e-d*. Explain that when *e-d* is added to an action word, it shows that the action happened in the past. Write the following pairs of words on your wipe-off board:

drop/dropped lift/lifted

tag/tagged

Read the word pairs to the students. Ask:

Q *What do you notice about these words?*

> **Students might say:**
> "They all end with the letters *e-d*."
> "They have different sounds at the end."

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ELL Note

English Language Learners may not have the vocabulary knowledge to know which pronunciation "sounds right." You may have to model the correct pronunciation and have the students repeat what you say.

Decoding Support

Reading words with inflectional endings is challenging. You may wish to support the students by covering the ending (including any doubled consonant) and having the students read the base word alone. Then uncover the ending and have them read the entire word. Another option is to write just the base word, have the students read that, double the final consonant if needed, add the ending, and have the students read the inflected word.

Teacher Note

Add the word card for *look* to the high-frequency word card review deck.

Tell the students that the ending *e-d* can stand for three different sounds. Sometimes the sound is /t/, as in *dropped*; sometimes it is /d/, as in *tagged*; and sometimes it is /əd/, as in *lifted*. Point out that when *e-d* is added to the words *drop* and *tag*, the last letter in the word is doubled.

Have the students read each pair of words with you as you point to them. Tell the students that when they see *e-d* at the end of a word, they will have to say the word to hear which sound—/t/, /d/, or /əd/—sounds right.

3 Read Decodable Words

Write the following words on your wipe-off board:

tipped	checked
ducked	nodded
hopping	batted

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Word *Look*

look "Look at the colorful rainbow."

Introduce *look* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling*

Have the students take the book *Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What are some of the things in this book that make noise?*

Have a few volunteers share their thinking with the group. Then have the students read the book in quiet voices.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

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GUIDED SPELLING

back	"Our fish tank is in the back of the classroom."
wing	"The bird's wing was hurt."
make	"Will you make me a sandwich?"

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to Week 1, Day 1 Guided Spelling for the detailed procedure.

Spelling Support

back: Remind the students that the sound /k/ at the end of a word is usually spelled *c-k*. Tell the students that in *back* the sound /k/ is spelled *c-k*.

The Good Little Ducks, Part 1

Identifying Middle Sounds; *qu* and *good*

Day 2

In this lesson, the students:

- Identify middle sounds
- Learn the spelling-sound *qu* /khw/
- Read decodable words
- Identify last sounds for the sound sort
- Learn the high-frequency word *good*
- Review high-frequency words
- Read a new book

Materials

- Teacher and student copies of *The Good Little Ducks, Part 1*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Teacher and student bags of sorting pictures, prepared ahead from "Set 3, Week 2 Sort" (BLM2)
- Intact copy of "Set 3, Week 2 Sort" (BLM2), prepared ahead
- High-frequency word card for *good*
- High-frequency word card review deck

1 Phonological Awareness: Identifying Middle Sounds

Have the students say the sound they hear in the middle of each of the following words:

match	fetch
chin	chop
zip	jet

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ELL Note

English Language Learners may have difficulty distinguishing the sound /khw/ from the sound /w/. If necessary, provide practice with word pairs such as *quit/wit*, *quake/wake*, and *quill/will*.

Decoding Support

Support struggling students by covering the ending (including any doubled consonant) and having the students read the base word alone. Then uncover the ending and have them read the entire word. Another option is to write just the base word, have the students read that, double the final consonant if needed, add the ending, and have the students read the inflected word.

Teacher Note

Sorting by last sound was taught in Set 2. If you introduced the procedure to this group in Set 2, you can review it quickly here rather than provide the full introduction. Use the full introduction if this group started instruction with this set.

Teacher Note

Refer to the picture key for this week's sort. See Appendix B, "Sound Sort Picture Key."

Teacher Note

If necessary, support the students in identifying last sound by repeating the question for other pictures on the sheet of sorting pictures.

2 Introduce the Spelling-Sound *qu* /khw/

Explain that today's sound is /khw/, and have the students say the sound. Point to the alphabet wall card for *Qq*. Explain that the picture of the queen will help them remember the sound /khw/ because the word *queen* begins with the sound /khw/. Write *qu* on your wipe-off board, point to the spelling, and say the letter names. Tell the students that the spelling *q-u* stands for the sound /khw/. Have the students repeat the sound as you point to the spelling. Then have the students each trace the spelling *q-u* on the table in front of them with one finger as they say /khw/.

3 Read Decodable Words

Write the following words on your wipe-off board:

quack	quick
nodded	running
quit	latch

Point to each word and sweep under it as the students read it. For *latch*, explain that a latch is a type of door lock.

4 Introduce the Sound Sort

Ask and briefly discuss:

Q *How did you do with sorting last week? What questions do you have about sorting?*

Explain that this week, the students will sort pictures by last sound. Display the intact "Set 3, Week 2 Sort" sheet (BLM2) and explain that these are the pictures the students will sort this week. Point to each picture and say its name. Then have the students say the names as you point to the pictures.

Take the sorting guide from your own bag of pictures and hold it up. Point out the arrow on the sorting guide (the first square on BLM2). Explain that the arrow pointing to the last blank on the sorting guide means that the students will sort by last sound. Then point to the pictures of the bed and the cat on the sorting guide. Explain that these pictures show the sounds the students will match (in this case, /d/ and /t/).

Place your sorting guide on the table in front of you. Point to the picture of the bed and say: *bed*, /d/. Then point to the picture of the cat and say: *cat*, /t/. Hold up the *bat* picture from your bag. Ask:

Q *What sound do you hear at the end of* bat*?*

Confirm that *bat* ends with the sound /t/ and model placing the picture below the *cat* picture. Practice the procedure again, using the *hand* picture.

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Distribute one bag of sorting pictures to each student. Have the students first find the sorting guide and place it on the table. Remind them that the arrow pointing to the last blank will remind them to sort by last sound. Review that the pictures of the bed and the cat show that they will sort by the last sounds /d/ and /t/.

Ask each student to choose one picture from his bag, say the name of the picture quietly to himself, and decide whether the word ends with /d/ or /t/. Review that if the word ends with /d/, he will put the picture below the *bed* picture; if it ends with /t/, he will put it below the *cat* picture. Support the students as necessary.

When all the students have placed at least one picture, tell them that they will now check their work. Explain that they will say the name of the picture to themselves and listen carefully to what they say. If they have put a picture in the wrong place, they can move it. Model by checking the *hand* picture. Point to the *hand* picture and say: *han**d***. Ask:

Q *Does the word* hand *end with /d/? Is the* hand *picture in the right place?*

Have each student check his picture and move it if necessary. Then have the students check any additional pictures they sorted.

Tell the students that if they need help remembering how to sort their pictures during independent word work, they may quietly ask another student in their reading group to remind them. Have them put their sorting pictures in their bags and put the bags in their toolboxes.

5 Introduce the High-frequency Word *Good*

good "Eating fruit is good for us."

Introduce *good* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *good* to the high-frequency word card review deck.

6 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

7 Read *The Good Little Ducks, Part 1*

Distribute a copy of *The Good Little Ducks, Part 1* to each student. Tell the students that they will read this book today. Read the title with the students and identify the names of the author and illustrator. Tell the students that this story is about three little ducks. Open to page 1, and ask the students to find today's new word *good*. Then turn to page 2, and ask the students to find the new word *look*.

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Teacher Note

Consonant blends are formally introduced beginning in Week 3. For this week, support the students in reading the words with blends that appear in *The Good Little Ducks*.

Write the words *pond, swim*, and *jump* on your wipe-off board and tell the students that they will see these words in their reading today. Have them sound out each word and then read it. If necessary, read the words for the students. Add *-ed* to *jump* and read the word *jumped* for the students. Have the students say the word.

Write *watch* on your wipe-off board and read it for the students. Have the students say the word. Tell the students that they will see this word in today's story. Explain that they will have to remember this word when they see it, or ask you for help. Leave the word on the wipe-off board as a reminder and place the board where everyone can see it. Have the students turn to page 1 in their books and read the story in quiet voices.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask:

Q *What do the little ducks do in this story?*

Q *How do the pictures help you understand the story?*

Have the students put their books in their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

Teacher Note

You may wish to point out to the students that three words sound the same: *there* (as in "over there"), *their* (meaning "belonging to them"), and *they're* (an abbreviation for "they are"). The students can tell which word it is by listening to the sentence the word is in. Today's word is *there*, as in "The books are there in the library."

GUIDED SPELLING

thing	"A jackhammer is a thing that makes a loud noise."
quit	"We all quit playing the game."
there	"I see a tree over there."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to Week 1, Day 1 Guided Spelling for the detailed procedure.

Spelling Support

quit: Tell the students that in *quit* the sound /khw/ is spelled *q-u*.

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The Good Little Ducks, Part 1

Blending Onsets and Rimes; Review and Reread

Day 3

In this lesson, the students:

- Blend onsets and rimes
- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and students copies of *The Good Little Ducks, Part 1* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- "Group Progress Assessment" sheet (GA1)

ELPS 5.C.ii
Step 1 and Step 2 (all)

1 Phonological Awareness: Blending Onsets and Rimes

Have the students blend each of the following onsets and rimes after you say the phonemes:

/p/ . . . ill	pill
/f/ . . . ill	fill
/b/ . . . ill	bill
/h/ . . . ill	hill
/khw/ . . . ill	quill
/w/ . . . ill	will

2 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

Teacher Note

When you review the sound card for *_ed*, always have the students say the sounds in the same order: /t/, /d/, /əd/.

3 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

4 Reread *The Good Little Ducks, Part 1*

Have the students take *The Good Little Ducks, Part 1* from their toolboxes and tell them that they will reread this story today. Read the title aloud with the students. Write the words *jumped* and *watch* on your wipe-off board, say the words, and remind the students that they will see these words in today's book. Remind them that they will have to remember the words when they see them, or ask for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

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Remind the students that if they finish reading, they will go back to the first page and read the book again. Have the students read *The Good Little Ducks, Part 1* in quiet voices.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the group, ask yourself:

- Do the students look at the illustrations to confirm that what they read makes sense?
- Can the students read words with inflectional endings?

Record your observations on the "Group Progress Assessment" sheet (GA1); see page 168 of the *Assessment Resource Book*. Support struggling students by reteaching previous content; see "Reteach with *The Good Little Ducks, Part 2*" on the next page. If the students struggle with inflectional endings, provide additional practice. Create several lists of five or six CVC words with inflectional endings and have students read one or more of the lists until they have mastered them.

Teacher Note

You may wish to have students who do not require reteaching put *The Good Little Ducks, Part 2* in their toolboxes for independent reading. If so, introduce the words *something*, *pond*, and *jumped* by writing them on your wipe-off board, saying the words, and explaining that the students will see these words in the book.

5 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *What do the ducks do in the pond?*

Q *How do the little ducks feel about the pond? How do you know?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

Teacher Note

If the students do not mention it, explain that the pictures in a book can help readers understand a story. For example, you might show the illustration on page 12, read the text aloud, and ask, "What do you see in the illustration that helps you know how the ducks feel?"

GUIDED SPELLING

ELPS 5.C.ii
ELPS 5.C.iii
Guided Spelling (all)

The ducks quacked.

Guide the students through the sentence, word by word. Refer to Week 1, Day 3 Guided Spelling for the detailed procedure.

Spelling Support

ducks: Support the students in writing the base word, *duck*. Remind the students that the sound /k/ at the end of a word is usually spelled *c-k*. Tell the students that in *duck* the sound /k/ is spelled *c-k*. Support the students in adding the inflectional ending to write *ducks*.

quacked: Support the students in writing the base word, *quack*. Tell the students that in *quack* the sound /khw/ is spelled *q-u*. Remind the students that the sound /k/ at the end of a word is usually spelled *c-k*. Tell the students that in *quack* the sound /k/ is spelled *c-k*. Then support the students in adding the inflectional ending to write *quacked*.

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RETEACHING

Reteach with *The Good Little Ducks, Part 2*

Review the spelling-sounds *wh* /hw/; *ng* /ng/, *-ing* /ing/; *-ed* /d/, /t/, /əd/; and *qu* /khw/; and the high-frequency words *make*, *there*, *be*, *look,* and *good*. Use the book *The Good Little Ducks, Part 2* for reading practice.

After reading the title aloud with the students, write the word *something* on your wipe-off board, and explain that this word is made up of two smaller words. Cover *thing* and have the students read *some*. Then cover *some* and have the students read *thing*. Then have them read the whole word. Tell the students that they will have to remember the word *something* when they see it, or ask for help. Leave the word on your wipe-off board as a reminder and place the board where everyone can see it. If necessary, review *pond* and *jumped* as you did on Day 2, Step 7.

Explain that the students will read the book in quiet voices. Review that students who finish reading will go back to the first page and read the book again. Have the students read *The Good Little Ducks, Part 2*.

When all the students have finished reading, ask and briefly discuss:

Q *What happens in this story?*

Q *How does the mother duck feel? How can you tell?*

Collect the books or have the students put their books in their toolboxes.

Teacher Note

If you have students who are struggling to learn the sounds and words you have taught in the previous two weeks, you might provide an additional week of instruction before introducing new sounds and words. For more information, see "Reteaching" in the Introduction.

Inflectional endings are particularly difficult for students. You may wish to reteach this week with the whole group to solidify their learning.

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Week 3

RESOURCES

New



The Jug of Water

by Rob Arego,
illustrated by Adam Record

Revisit



The Good Little Ducks, Part 1

by Corinn Kintz,
illustrated by
Barbara Gibson

Assessment Resource Book

- Week 3 assessment

Sound Cards

- *sn* /sn/
- *st* /st/

High-frequency Word Cards

- *want*
- *water*
- *from*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Individual Reading Observation" sheet (IR1)

Reproducible

- "Set 3, Week 3 Sort" (BLM3)

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OVERVIEW

Spelling-Sound Focus	High-frequency Words
▪ *sn* /sn/	▪ *want*
▪ *st* /st/	▪ *water*
	▪ *from*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *want, water,* and *from* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC learning Hub (ccclearninghub.org) to access and print "Set 3, Week 3 Sort" (BLM3). Make a copy for each student in the group, plus two. Cut apart the pictures on each sheet (keeping one copy intact) to create a set of sorting pictures for middle sound /ă/ and middle sound /ĕ/ for each student in the group and one for yourself. Place each set of pictures in a resealable plastic bag.

✓ Prior to Day 3, add the sound cards for *sn* and *st* to the sound card review deck.

ELL SUPPORT

▪ **sn, st**

There are no initial or final *s* consonant blends in Spanish. The spellings *sn* and *st* only occur in separate syllables, such as in *cisne* (SEEZ-nay), "swan," and *estar* (ay-STAHR), "to be." The students may add a vowel sound before the initial consonant and after the final consonant in words with *s* consonant blends.

▪ **sn, st**

There are no initial consonant clusters in Chinese. The students may insert a slight vowel sound between the consonants.

▪ **water**

If you created a mnemonic display in Week 1, add the word *water* next to the *r*-controlled *her* (bird mnemonic).

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Day 1

The Good Little Ducks, Part 1

Oral Blending; *sn*; *want* and *water*

Materials

- Teacher and student copies of *The Good Little Ducks, Part 1* from Week 2
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *want*
- High-frequency word card for *water*
- High-frequency word card review deck

TEKS 2.A.vi
Student/Teacher Narrative
Step 1 (all)

In this lesson, the students:

- Practice oral blending
- Learn the consonant blend *sn* /sn/
- Read decodable words
- Learn the high-frequency words *want* and *water*
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Oral Blending

Have the students blend each of the words that follow after you say the phonemes, using continuous blending. Clap softly as you say each sound. Then brush your hands past each other as the students say the word.

/ssnnĭĭff/	sniff
/ssnnăăp/	snap
/ssnnĭĭp/	snip
/ssnnăăg/	snag
/ssnnŭŭg/	snug
/ssnnăăk/	snack

2 Introduce the Consonant Blend *sn* /sn/

Explain that today the students will learn a pair of letters that they will often see together at the beginning of words. Write the spelling *sn* on your wipe-off board. Explain that when the students see the letters *s* and *n* together, they will blend the sounds. Point to the left of *sn* and sweep under the spelling as you say /sn/. Have the students blend the sounds as you sweep under the spelling. Then say each of the words that follow, emphasizing the beginning blend. Have the students repeat each word: ***sn**ake*, ***sn**eeze*, ***sn**ack*.

Have the students each trace the spelling *sn* on the table in front of them with one finger as they say /sn/.

Decoding Support

When saying sounds, try to say the pure sounds (/sssnnn/) without adding a slight vowel (/sssnnnŭ/).

ELL Note

You may wish to have the students practice saying additional words beginning with *sn*, such as ***sn**ow*, ***sn**ap*, and ***sn**ip*.

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3 Read Decodable Words

Write the following words on your wipe-off board:

snapped	jug
snack	song
ringing	help

Point to each word and sweep under it as the students read it.

Decoding Support

Support struggling students by covering the ending and having the students read the base word alone. Then uncover the ending and have them read the entire word. Another option is to write just the base word, have the students read that, add the ending, and have the students read the inflected word.

4 Introduce the High-frequency Words *Want* and *Water*

want "I want to be a painter."

Introduce *want* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word cards for *want* and *water* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *The Good Little Ducks, Part 1*

Have the students take the book *The Good Little Ducks, Part 1* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do the little ducks in this story do?*

Have a few volunteers share their thinking with the group. Then have the students read the book in quiet voices.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

GUIDED SPELLING

snap	"I can snap my fingers."
king	"Some countries have a king and a queen."
look	"It's fun to look at clouds."

Spelling Support

king: Tell the students that in *king* the sound /k/ is spelled *k*.

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Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Day 2

The Jug of Water

Oral Segmenting; *st* and *from*

Materials

- Teacher and student copies of *The Jug of Water*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Teacher and student bags of sorting pictures, prepared ahead from "Set 3, Week 3 Sort" (BLM3)
- Intact copy of "Set 3, Week 3 Sort" (BLM3), prepared ahead
- High-frequency word card for *from*
- High-frequency word card review deck

TEKS 2.A.viii
Student/Teacher Activity
Step 1 (all)

TEKS 2.A.v
Student/Teacher Narrative
Step 2
(first two paragraphs starting on page 38 and continuing on to page 39)

ELL Note

You may wish to have the students practice saying additional words beginning with *st*, such as ***st****ick*, ***st****ep*, and ***st****ar*.

In this lesson, the students:

- Practice oral segmenting
- Learn the consonant blend *st* /st/
- Read decodable words
- Identify middle sounds for the sound sort
- Learn the high-frequency word *from*
- Review high-frequency words
- Read a new book

1 Phonological Awareness: Oral Segmenting

Have the students segment the phonemes after you say each of the words that follow. Have them clap softly as they say each sound. Then for each word, ask:

Q *How many sounds are in the word* [mist]*?*

mist	/m/ /ĭ/ /s/ /t/
stiff	/s/ /t/ /ĭ/ /f/
step	/s/ /t/ /ĕ/ /p/
stuck	/s/ /t/ /ŭ/ /k/
past	/p/ /ă/ /s/ /t/
stack	/s/ /t/ /ă/ /k/

2 Introduce the Consonant Blend *st* /st/

Explain that today the students will learn a pair of letters that they will often see together at the beginning of words. Write the spelling *st* on your wipe-off board. Explain that when the students see the letters *s* and *t* together, they will blend the sounds. Point to the left of *st* and sweep under the spelling as you say /st/. Have the students blend the sounds as you sweep under the spelling. Then say each of the words that follow, emphasizing the beginning blend. Have the students repeat each word: ***st****iff*, ***st****amp*, ***st****ack*.

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Tell the students that they will also see *s* and *t* together at the end of words. Say each of the words that follow, emphasizing the ending blend. Have the students repeat each word: ***last***, ***best***, ***list***.

Have the students each trace the spelling *st* on the table in front of them with one finger as they say /st/.

3 Read Decodable Words

Write the following words on your wipe-off board:

Stan	stuck
snap	still
snuck	padded

Point to each word and sweep under it as the students read it.

Decoding Support

Support struggling students by covering the ending (including any doubled consonant) and having the students read the base word alone. Then uncover the ending and have them read the entire word. Another option is to write just the base word, have the students read that, double the final consonant if needed, add the ending, and have the students read the inflected word.

4 Introduce the Sound Sort

Remind the students that they have been sorting pictures by first sound and last sound. Tell the students that this week they will sort pictures by middle sound. Display the intact "Set 3, Week 3 Sort" sheet (BLM3) and explain that these are the pictures the students will sort this week. Point to each picture, and say its name. Then have the students say the names as you point to the pictures.

Teacher Note

Refer to the picture key for this week's sort. See Appendix B, "Sound Sort Picture Key."

Take the sorting guide from your own bag of pictures and hold it up. Point out the arrow on the sorting guide (the first square on BLM3). Explain that the arrow pointing to the middle blank on the sorting guide means that the students will sort by middle sound. Then point to the pictures of the cat and the net on the sorting guide and explain that these pictures show the middle sounds the students will match (in this case, /ă/ and /ĕ/).

Place your sorting guide on the table in front of you. Point to the picture of the cat and say: *c**a**t*, /ă/. Then point to the picture of the net and say: *n**e**t*, /ĕ/. Hold up the *web* picture from your bag. Ask:

Q *What sound do you hear in the middle of* web*?*

Teacher Note

If necessary, support the students in identifying middle sound by repeating the question for other pictures on the sheet of sorting pictures.

Confirm that *web* has the middle sound /ĕ/ and model placing the picture below the *net* picture. Practice the procedure again, using the *fan* picture. Distribute one bag of pictures to each student. Have the students first find the sorting guide and place it on the table. Remind them that the arrow pointing to the middle blank will remind them to sort by middle sound. Review that the pictures of the cat and the net show that they will sort by the middle sounds /ă/ and /ĕ/.

Ask each student to choose one picture from her bag, say the name of the picture quietly to herself, and decide whether the word has the middle sound /ă/ or /ĕ/. Review that if the word has the middle sound /ă/, she will put the picture below the *cat* picture; if it has the middle sound /ĕ/, she will put it below the *net* picture. Support the students as necessary.

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When all the students have placed at least one picture, tell them that they will now check their work. Explain that they will say the name of the picture to themselves and listen carefully to what they say. If they have put a picture in the wrong place, they can move it. Model by checking the *fan* picture. Point to the *fan* picture and say: *fan*. Ask:

Q *Does the word* fan *have the middle sound /ă/? Is the* fan *picture in the right place?*

Have each student check her picture and move it if necessary. Then have the students check any additional pictures they sorted.

Tell the students that if they need help remembering how to sort their pictures during independent word work, they may quietly ask another student in their reading group to remind them. Have them put their sorting pictures in their bags and put the bags in their toolboxes.

5 Introduce the High-frequency Word *from*

from "My family came here from Mexico."

Introduce *from* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

6 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

7 Read *The Jug of Water*

Distribute a copy of *The Jug of Water* to each student. Tell the students that they will read this book today. Read the title with the students and identify the names of the author and illustrator. Tell the students that this story is about some animals that get stuck in a house. Open to page 3, and ask the students to find today's new word, *from*. Ask them to find the new word *water* on the same page. Then turn to page 6 and ask the students to find the new word *want*.

Write the word *wanted* on your wipe-off board and tell the students that they will see the word in their reading today. Cover the inflectional ending and have the students read the high-frequency word *want*. Then uncover the inflectional ending and have them read the whole word.

Write the word *more* on your wipe-off board and read it for the students. Have the students say the word. Tell the students that they will see this word in today's story. Explain that they will have to remember the word when they see it, or ask you for help. Leave the word on the wipe-off board as a reminder and place the board where everyone can see it. Have the students turn to page 1 in their books and read the story in quiet voices.

ELL Note

English Language Learners may benefit from hearing several example sentences. Encourage the students to repeat the sentences and to act them out when appropriate.

Teacher Note

Add the word card for *from* to the high-frequency word card review deck.

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Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What happens in this story?*

Q *Why does Stan get stuck?*

Have the students put their books in their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

fast	"A cheetah runs very fast."
stuck	"My shoe got stuck in the mud."
good	"I hope there is something good for lunch today."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

stuck: Remind the students that the sound /k/ at the end of a word is usually spelled *c-k*. Tell the students that in *stuck* the sound /k/ is spelled *c-k*.

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Day 3

The Jug of Water

Blending Onsets and Rimes; Review and Reread

Materials

- Teacher and student copies of *The Jug of Water* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- Group set of the "Individual Reading Observation" sheet (IR1) from Week 1

In this lesson, the students:

- Blend onsets and rimes
- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Blending Onsets and Rimes

Have the students blend each of the following onsets and rimes after you say the phonemes:

/b/ . . . un	bun
/r/ . . . un	run
/s/ . . . un	sun
/f/ . . . un	fun
/st/ . . . un	stun

2 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

3 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

4 Reread *The Jug of Water*

Have the students take *The Jug of Water* from their toolboxes and tell them that they will reread this story today. Read the title aloud with the students. Write the word *more* on your wipe-off board, say the word, and remind the students that they will see this word in today's book. Remind them that they will have to remember the word when they see it, or ask for help. Leave the word on your wipe-off board as a reminder and place the board where everyone can see it.

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Remind the students that if they finish reading, they will go back to the first page and read the book again. Have the students read *The Jug of Water* in quiet voices.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

5 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *How do the illustrations help you understand this story?*

Q *What part of the story do you think is funniest? Why?*

Have the students return their books to their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

Stan had a snack.

Guide the students through the sentence, word by word.

Spelling Support

Stan: Remind the students that *Stan* is a name, and that a name always starts with a capital letter.

snack: Remind the students that the sound /k/ at the end of a word is usually spelled *c-k*. Tell the students that in *snack* the sound /k/ is spelled *c-k*.

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Week 4

RESOURCES

New



Where Is Mom?

by Rob Arego,
illustrated by Nancy Meyers

Revisit



The Jug of Water

by Rob Arego,
illustrated by Adam Record

Practice or Reteach



The Skunk

by Kenni Alden,
illustrated by Gail Guth

Reteaching

- "Reteach with *The Skunk*"

Assessment Resource Book

- Week 4 assessments

Sound Cards

- *fl* /fl/
- *fr* /fr/
- *_s* /s/, /z/

High-frequency Word Cards

- *for*
- *again*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Mastery Test 5" record (MT5)
- "Mastery Test 5 Student Card" (SC5)

Reproducibles

- "Set 3, Week 4 Sort" (BLM4)
- (Optional) "High-frequency Words Review 4" (BLM5)

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OVERVIEW

Spelling-Sound Focus

- *fl* /fl/
- *fr* /fr/
- inflectional ending *-s* /s/, /z/

High-frequency Words

- *for*
- *again*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *for* and *again* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 3, Week 4 Sort" (BLM4). Make a copy for each student in the group, plus one. Cut apart the pictures on each sheet (keeping one copy intact) to create a set of sorting pictures for middle sounds /ĭ/ and /ŭ/ for each student in the group. Place each set of pictures in a resealable plastic bag.

✓ Prior to Day 3, add the sound cards for *fl*, *fr* and *_s* to the sound card review deck.

✓ Prior to Day 3, make a copy of the "Mastery Test 5" record (MT5) for each student in the group; see page 171 of the *Assessment Resource Book*.

✓ Prior to Day 3, make one copy of the "Mastery Test 5 Student Card" (SC5); see page 172 of the *Assessment Resource Book*.

✓ (Optional) If you plan to integrate the new high-frequency words in the word work area, visit the CCC Learning Hub (ccclearninghub.org) to access and print "High-frequency Words Review 4" (BLM5). See "Independent Work Connections" on page 54.

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ELL SUPPORT

- **fl, fr**

  There are words in Spanish with initial *fl* and *fr*, including the cognates *flor* (FLOHR), "flower," and *frente* (FRAYN-tay), "front." However, the letter *r* stands for a stronger trilled sound than the English /r/. There are no equivalent sounds for /fl/ or /fr/ in Korean, Chinese, Vietnamese, or Hmong. Model producing each sound separately. Then have the students blend the sounds together.

- **s**

  The final consonant sound /z/ does not occur in Spanish, Hmong, Korean, or many Chinese dialects. The students may substitute /s/ for /z/. Teach them how to produce /z/ by placing the tongue behind the teeth, forcing air through, and letting the vocal cords vibrate. Help the students compare the sounds by asking them to cover their ears as they pronounce words with final /s/ and final /z/, such as *Gus*, *has*, *is*, *miss*, *pass*, *as*.

- **-s**

  There are no plural forms for nouns in Chinese, Vietnamese, or Hmong. In Korean, plural nouns are used only when referring to people. The students may need additional help understanding and correctly using inflectional ending *-s* to signal plurals.

- **again**

  Many English Language Learners have difficulty learning how to stress the appropriate syllable in English words. When you introduce the word *again*, clap the two syllables with the students, marking the syllable division. Repeat the word, stressing the second syllable.

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The Jug of Water

Oral Blending; *fl* and *fr*; *for*

Day 1

In this lesson, the students:

- Practice oral blending
- Learn the consonant blends *fl* /fl/ and *fr* /fr/
- Read decodable words
- Learn the high-frequency word *for*
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Oral Blending

Have the students blend each of the words that follow after you say the phonemes, using continuous blending. Clap softly as you say each sound. Then brush your hands past each other as the students say the word.

/bĕĕsst/	best
/ssnnăăk/	snack
/fflllŏŏp/	flop
/ssnnăăg/	snag
/rrŭŭsst/	rust
/sstŭŭk/	stuck

2 Introduce the Consonant Blends *fl* /fl/ and *fr* /fr/

Explain that today the students will learn two different spellings that they will often see at the beginning of words. Write the spelling *fl* on your wipe-off board. Explain that when the students see the letters *f* and *l* together, they will blend the sounds. Point to the left of *fl* and sweep under the spelling as you say /fl/. Have the students blend the sounds as you sweep under the spelling. Then say each of the words that follow, emphasizing the beginning blend. Have the students repeat each word: ***fl**ake*, ***fl**ip*, ***fl**ag*.

Have the students each trace the spelling *fl* on the table in front of them with one finger as they say /fl/.

Repeat the procedure to introduce the consonant blend *fr*, using the words ***fr**esh*, ***fr**om*, and ***fr**eeze*.

Materials

- Teacher and student copies of *The Jug of Water* from Week 3
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *for*
- High-frequency word cards review deck

TEKS 2.A.v
Student/Teacher Activity
Step 1
(all)

ELL Note

Speakers of Spanish and Chinese may have difficulty distinguishing between the blends *fl* and *fr*. Provide the students with practice saying additional *fl* words and *fr* words, such as ***fr**og*, ***fr**uit*, ***fr**iend*, ***fl**oat*, ***fl**ower*, and ***fl**ag*.

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Decoding Support

If necessary, support struggling students by covering the ending (including any doubled consonant) and having the students read the base word alone. Then uncover the ending and have them read the entire word. Another option is to write just the base word, have the students read that, double the final consonant if needed, add the ending, and have the students read the inflected word.

ELL Note

English Language Learners may benefit from hearing several example sentences. Encourage the students to repeat the sentences and to act them out when appropriate.

Teacher Note

Add the word card for *for* to the high-frequency word card review deck.

3 Read Decodable Words

Write the following words on your wipe-off board:

Fran	flap
patted	flopping
frog	flat

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Word *for*

for "I picked a flower for you."

Introduce *for* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *The Jug of Water*

Have the students take the book *The Jug of Water* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What is funny in this story?*

Have a few volunteers share their thinking with the group. Then have the students read the book in quiet voices.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

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GUIDED SPELLING

list	"I always make a grocery list before I go shopping."
flock	"I saw a flock of geese."
water	"Water is good to drink."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

flock: Remind the students that the sound /k/ at the end of a word is usually spelled *c-k*. Tell the students that in *flock* the sound /k/ is spelled *c-k*.

ELL Note

If necessary, explain that a *flock* is a group of birds or animals, like sheep.

Where Is Mom?

Oral Segmenting; Inflectional Ending -*s* and *again*

Day 2

In this lesson, the students:

- Practice oral segmenting
- Learn the spelling-sound of the inflectional ending -*s* /s/, /z/
- Read decodable words
- Learn the high-frequency word *again*
- Review high-frequency words
- Read a new book

Materials

- Teacher and student copies of *Where Is Mom?*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting pictures, prepared ahead from "Set 3, Week 4 Sort" (BLM4)
- Intact copy of "Set 3, Week 4 Sort" (BLM4), prepared ahead
- High-frequency word card for *again*
- High-frequency word card review deck

1 Phonological Awareness: Oral Segmenting

Have the students segment the phonemes after you say each of the words that follow. Have them clap softly as they say each sound. Then for each word, ask:

Q *How many sounds are in the word* [sniff]*?*

sniff	/s/ /n/ /ĭ/ /f/
test	/t/ /ĕ/ /s/ /t/
tack	/t/ /ă/ /k/
must	/m/ /ŭ/ /s/ /t/
step	/s/ /t/ /ĕ/ /p/
snip	/s/ /n/ /ĭ/ /p/

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TEKS 3.C.i
Student/Teacher Narrative
Step 2 (all)

2 Introduce the Inflectional Ending -s /s/, /z/

Tell the students that today they will learn about two sounds that the letter *s* stands for at the end of words.

Write the word *cat* on your wipe-off board. Have the students read the word. Then add the letter *s* to the end of the word to make the word *cats*. Point to the word and say *cats*. Tell the students that *cats* means "more than one cat." Point out that the letter *s* in *cats* stands for the sound /s/. Have the students repeat the word as you point to it.

Tell the students that the letter *s* sometimes stands for a different sound at the end of a word. Write *bug* on your wipe-off board. Have the students read the word. Then add the letter *s* to the end of the word to make the word *bugs*. Point to the word and say *bugs*, emphasizing the ending sound /z/. Tell the students that *bugs* means "more than one bug." Have the students repeat the word as you point to it.

Teacher Note

To provide more support, use the same procedure to have the students read more words that end in *s*, such as *nuts*, *mats*, *runs*, *socks*, and *fans*. Have the students name the sound they hear at the end of each word: /s/ or /z/.

3 Read Decodable Words

Write the following words on your wipe-off board:

flops	sniff
ducks	rocks
stems	ruff

Point to each word and sweep under it as the students read it.

4 Introduce the Sound Sort

Display the intact "Set 3, Week 4 Sort" sheet (BLM4) and explain that these are the pictures the students will sort this week. Point to each picture, and say its name. Then have the students say the names as you point to the pictures.

Distribute one bag of sorting pictures to each student. Remind the students that they will sort these pictures into two groups during independent word work. Tell them that one group will have pictures whose names have the middle sound /ĭ/, and the other group will have pictures whose names have the middle sound /ŭ/. Remind them that after they have sorted, they will check their sorts by saying the name of each picture to make sure it is in the right group.

Have the students put their bags in their toolboxes.

Teacher Note

Refer to the picture key for this week's sort. See Appendix B, "Sound Sort Picture Key."

ELPS 4.C.i
Step 5 and Step 6
(all, beginning on page 50 and continuing on to page 51)

5 Introduce the High-frequency Word *Again*

again "Please come visit me again."

Introduce *again* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *again* to the high-frequency word card review deck.

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6 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

7 Read *Where Is Mom?*

Distribute a copy of *Where Is Mom?* to each student. Tell the students that they will read this book today. Read the title with the students and identify the names of the author and illustrator. Tell the students that this story is about a puppy who is looking for her mother. Open to page 1, and ask the students to find today's new word, *again*. Then turn to page 2, and ask the students to find the new word *for*.

Write the words *bird* and *hears* on your wipe-off board. Read each word as you point to it and have the students say it after you. Tell the students that they will see these words in today's story. Explain that they will have to remember these words when they see them or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see them. Have the students turn to page 1 in their books and read the story in quiet voices.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What happens in this story?*

Q *Where does Fran look for Mom? What does she find?*

Have the students put their books in their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

flap	"A bird can flap its wings."
frog	"A frog can jump very far."
want	"Do you want a snack?"

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

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Day 3

Where Is Mom?

Blending Onsets and Rimes; Review and Reread

Materials

- Teacher and student copies of *Where Is Mom?* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- "Mastery Test 5" record (MT5) for each student
- One copy of "Mastery Test 5 Student Card" (SC5)

In this lesson, the students:

- Blend onsets and rimes
- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Blending Onsets and Rimes

Have the students blend each of the following onsets and rimes after you say the phonemes:

/t/ . . . uck	tuck
/d/ . . . uck	duck
/p/ . . . uck	puck
/l/ . . . uck	luck
/b/ . . . uck	buck
/st/ . . . uck	stuck

2 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

3 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

4 Reread *Where Is Mom?*

Have the students take *Where Is Mom?* from their toolboxes and tell them that they will reread this story today. Read the title aloud with the students. Write the words *bird* and *hears* on your wipe-off board, say the words, and remind the students that they will see these words in today's

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book. Remind them that they will have to remember these words when they see them, or ask for help. Leave the word on your wipe-off board as a reminder and place the board where everyone can see it.

Remind the students that if they finish reading, they will go back to the first page and read the book again. Have the students read *Where Is Mom?* in quiet voices.

5 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *How does Fran feel at the beginning of the story? How do you know?*

Q *How does Fran feel at the end of the story? How do you know?*

Have the students return their books to their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their tool boxes.

Teacher Note

You may wish to support your students by showing the illustrations on pages 10 and 14 when you ask these questions.

MASTERY TEST ASSESSMENT NOTE

Administer Mastery Test 5 after this lesson, using "Mastery Test 5" (MT5) and "Mastery Test Student Card" (SC5); see pages 171–172 of the *Assessment Resource Book*.

If you identify students who need to repeat instruction, first determine which sounds and high-frequency words the student missed. Then use "Reteach with *The Good Little Ducks, Part 2*" on page 33 and "Reteach with *The Skunk*" on the next page to reteach needed content. Administer Mastery Test 5 again after reteaching.

Teacher Note

You may wish to have students who do not require reteaching put *The Skunk* in their toolboxes for independent reading. If so, introduce the words *bobcat*, *tail*, *feet*, and *spring* by writing them on your wipe-off board, saying the words, and explaining that the students will see these words in the book.

GUIDED SPELLING

Did the frog flip?

Guide the students through the sentence, word by word.

Spelling Support

?: Remind the students that a question always ends with a question mark instead of a period.

Teacher Note

Mastery Test 5 follows this lesson. You may wish to omit Guided Spelling today and use the time to administer mastery tests. Have the students read books from previous weeks during this time.

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Teacher Note

If you have students who are struggling to learn the sounds and words you have taught in the previous two weeks, you might provide an additional week of instruction before introducing new sounds and words. For more information, see "Reteaching" in the Introduction.

Teacher Note

Administer Mastery Test 5 again after reteaching. See "Mastery Test Assessment Note" on the previous page.

RETEACHING

Reteach with *The Skunk*

Review the spelling-sounds *sn* /sn/, *st* /st/, *fl* /fl/, *fr* /fr/, the inflectional ending *-s* /s/, /z/, and the high-frequency words *want*, *water*, *from*, *for*, and *again*. Use the book *The Skunk* for reading practice.

Read the title aloud with the students and say that this is a book about a skunk. Write the word *bobcat* on your wipe-off board. Cover *cat* and have the students read *bob*. Then cover *bob* and have the students read *cat*. Then have the students read the whole word. Explain that a bobcat is a wild cat that is bigger than a pet cat but smaller than a lion and that the students will see this word in their book. Show the picture of the bobcat on page 10. Write the words *tail*, *feet*, and *spring* on your wipe-off board, say the words, and have the students say them. Explain that the students will see these words in today's book. Tell the students that they will have to remember these words when they see them, or ask you for help. Leave the words on your wipe-off board as a reminder and place the board where everyone can see it.

Explain that the students will read the book in quiet voices. Review that students who finish reading early will go back to the first page and read the book again. Have the students read *The Skunk*.

When all the students have finished reading, ask and briefly discuss:

Q *What did you find out about skunks from this book?*

Collect the books or have the students put their books in their toolboxes.

Independent Work Connections

- You may wish to use "High-frequency Words Review 4" (BLM5) to have the students practice high-frequency words using any activities you have introduced. If you decide to add these words, we recommend printing them on colored paper or identifying them by color in another way (for example, by using colored dots or colored baskets). Show these to the students and tell them which color set of words to use during independent word work.

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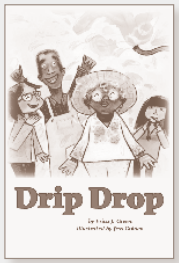
Week 5

RESOURCES

New



Drip Drop

by Erica J. Green,
illustrated by Jess Golden

Revisit



Where Is Mom?

by Rob Arego,
illustrated by Nancy Meyers

Assessment Resource Book

- Week 5 assessment

Sound Cards

- *gr* /gr/
- *dr* /dr/

High-frequency Word Cards

- *many*
- *people*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Individual Reading Observation" sheet (IR1)

Reproducible

- "Set 3, Week 5 Sort" (BLM6)

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OVERVIEW

Spelling-Sound Focus	High-frequency Words
▪ *gr* /gr/	▪ *many*
▪ *dr* /dr/	▪ *people*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *many* and *people* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 3, Week 5 Sort" (BLM6). Make a copy for each student in the group, plus two. Cut apart the pictures on each sheet (keeping one copy intact) to create a set of sorting pictures for rimes *an* and *at* for each student in the group and one for yourself. Place each set of pictures in a resealable plastic bag.

✓ Prior to Day 3, add the sound cards for *gr* and *dr* to the sound card review deck.

ELL SUPPORT

ELPS 4.E.i
ELL Support (all)

▪ gr, dr

There are words in Spanish with initial *gr* and *dr*, including the cognates *grupo* (GROO-poh), "group," and *dragón* (dra-GOHN), "dragon." However, the letter *r* stands for a stronger trilled sound than the English /r/.

▪ gr, dr

There are no initial consonant blends in Chinese. The students may insert a slight vowel sound between the consonants.

▪ gr, dr

There are no equivalents for the combined sounds /gr/ or /dr/ in Korean, Chinese, Vietnamese, or Hmong. Model producing each sound separately. Then have the students blend the sounds together.

(continues)

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ELL SUPPORT *(continued)*

- **people**

  Many English Language Learners have difficulty pronouncing words that end with consonant-*l*-*e*. Write the word *people* where the students can see it and mark the syllable juncture between the two syllables: *peo-ple*. Say one syllable at a time and have the students repeat it. Then model saying the entire word. If necessary, have the students repeat the consonant-*l*-*e* syllable several times.

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Where Is Mom?

Oral Blending; *gr* and *many*

Day 1

In this lesson, the students:

- Practice oral blending
- Learn the consonant blend *gr* /gr/
- Read decodable words
- Learn the high-frequency word *many*
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *Where Is Mom?* from Week 4
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *many*
- High-frequency word card review deck

TEKS 2.A.v
Student/ Teacher Activity
Step 1 (all)

1 Phonological Awareness: Oral Blending

Have the students blend each of the words that follow after you say the phonemes, using continuous blending. Clap softly as you say each sound. Then brush your hands past each other as the students say the word.

/ffrrĕĕsh/	fresh
/fflläät/	flat
/ffrrŏŏg/	frog
/fflläág/	flag
/mmŏŏpss/	mops
/fflläásh/	flash
/pĕĕtss/	pets

2 Introduce the Consonant Blend *gr* /gr/

Explain that today the students will learn a pair of letters that they will often see at the beginning of words. Write the spelling *gr* on your wipe-off board. Explain that when the students see the letters *g* and *r* together, they will blend the sounds. Point to the left of *gr* and sweep under the spelling as you say /gr/. Have the students blend the sounds as you sweep under the spelling. Then say the words that follow, emphasizing the beginning blend. Have the students repeat each word: *grape*, *grin*, *grab*.

Have the students each trace the spelling *gr* on the table in front of them with one finger as they say /gr/.

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Teacher Note

If necessary, explain that *grip* means "hold tightly." Demonstrate by gripping the back of a chair or another object.

Decoding Support

Support struggling students by covering the ending (including any doubled consonant) and having the students read the base word alone. Then uncover the ending and have them read the entire word. Another option is to write just the base word, have the students read that, double the final consonant if needed, add the ending, and have the students read the inflected word.

Teacher Note

Add the word card for *many* to the high-frequency word card review deck.

3 Read Decodable Words

Write the following words on your wipe-off board:

Gran	grip
gripping	flip
grass	flat

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Word *Many*

many "There are many kinds of fruit."

Introduce *many* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Where Is Mom?*

Have the students take the book *Where Is Mom?* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this story?*

Have a few volunteers share their thinking with the group. Then have the students read the book in quiet voices.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

GUIDED SPELLING

grip	"Grip the bat tightly when you hit the ball."
flap	"The duck will flap its wings to take off from the pond."
for	"I brought a sandwich to eat for lunch."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

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Drip Drop
Oral Segmenting; *dr* and *people*

Day 2

In this lesson, the students:

- Practice oral segmenting
- Learn the consonant blend *dr* /dr/
- Read decodable words
- Identify rhyming sounds for the sound sort
- Learn the high-frequency word *people*
- Review high-frequency words
- Read a new book

Materials

- Teacher and student copies of *Drip Drop*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Teacher and student bags of sorting pictures, prepared ahead from "Set 3, Week 5 Sort" (BLM6)
- Intact copy of "Set 3, Week 5 Sort" (BLM6), prepared ahead
- High-frequency word card for *people*
- High-frequency word card review deck

1 Phonological Awareness: Oral Segmenting

Have the students segment the phonemes after you say each of the words that follow. Have them clap softly as they say each sound. Then for each word, ask:

Q *How many sounds are in the word [*flag*]?*

flag	/f/ /l/ /ă/ /g/
Fran	/f/ /r /ă/ /n/
casts	/k/ /ă/ /s/ /t/ /s/
flop	/f/ /l/ /ŏ/ /p/
bud	/b/ /ŭ/ /d/
frill	/f/ /r/ /ĭ/ /l/

2 Introduce the Consonant Blend *dr* /dr/

Explain that today the students will learn a pair of letters that they will often see together at the beginning of words. Write the spelling *dr* on your wipe-off board. Explain that when the students see the letters *d* and *r* together, they will blend the sounds. Point to the left of *dr* and sweep under the spelling as you say /dr/. Have the students blend the sounds as you sweep under the spelling. Then say each of the words that follow, emphasizing the beginning blend. Have the students repeat each word: ***dr**ip*, ***dr**op*, ***dr**ink*.

Have the students each trace the spelling *dr* on the table in front of them with one finger as they say /dr/.

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3 Read Decodable Words

Write the following words on your wipe-off board:

drip	drag
drops	buds
flapped	frog

Point to each word and sweep under it as the students read it.

4 Introduce the Sound Sort

Remind the students that they have been sorting pictures by the first sounds, last sounds, and middle sounds in their names. Explain that this week they will sort pictures with names that rhyme. Display the intact "Set 3, Week 5 Sort" sheet (BLM6) and explain that these are the pictures the students will sort this week. Point to each picture and say its name. Then have the students say the names as you point to the pictures.

Teacher Note

Refer to the picture key for this week's sort. See Appendix B, "Sound Sort Picture Key."

Take the sorting guide from your own bag of pictures and hold it up. Point out the arrow on the sorting guide (the first square on BLM6). Explain that the arrow pointing to the box on the sorting guide means that the students will sort by rhyming sounds. Then point to the pictures of the fan and the cat on the sorting guide and explain that these pictures show the rhyming sounds the students will match (in this case, *an* and *at*).

Place your sorting guide on the table in front of you. Point to the picture of the fan and say: ***fan***, ***an***. Then point to the picture of the cat and say: ***cat***, ***at***. Hold up the *hat* picture from your bag. Ask:

Q *What sounds do you hear at the end of* hat*? Does* hat *rhyme with* cat *or with* fan*?*

Confirm that *hat* rhymes with *cat* and model placing the picture below the *cat* picture. Practice the procedure again, using the *man* picture.

Teacher Note

If necessary, support the students in identifying rhymes by repeating the question for other pictures on the sheet of sorting pictures.

Distribute one bag of sorting pictures to each student. Have the students first find the sorting guide and place it on the table. Remind them that the arrow pointing to the box will remind them to sort by rhyming sounds. Review that the pictures of the fan and the cat show that they will sort by the rhyming sounds *an* and *at*.

Ask each student to choose one picture from his bag, say the name of the picture quietly to himself, and decide whether the word rhymes with *at* or *an*. Review that if the word rhymes with *an*, he will put the picture below the *fan* picture; if it rhymes with *at*, he will put it below the *cat* picture. Support the students as necessary.

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When all the students have placed at least one picture, tell them that they will now check their work. Explain that they will say the name of the picture to themselves and listen carefully to what they say. If they have put a picture in the wrong place, they can move it. Model by checking the *man* picture. Point to the *man* picture and say: *man*. Ask:

Q *Does* man *rhyme with* an*? Is the* man *picture in the right place?*

Have each student check his picture and move it if necessary. Then have the students check any additional pictures they sorted.

Tell the students that if they need help remembering how to sort their pictures during independent word work, they may quietly ask another student in their reading group to remind them. Have them put their sorting pictures in their bags and put the bags in their toolboxes.

5 Introduce the High-frequency Word *People*

people "There were many people on the bus this morning."

Introduce *people* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *people* to the high-frequency word card review deck.

6 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

7 Read *Drip Drop*

Distribute a copy of *Drip Drop* to each student. Tell the students that they will read this book today. Read the title with the students and identify the names of the author and illustrator. Tell the students that this story is about a problem and how the problem is fixed. Open to page 1, and ask the students to find the new word *many*. Then to page 2, and ask the students to find today's new word, *people*.

Write the word *bud* on your wipe-off board and have the students read the word. Point to the buds in the illustration on page 1, and explain that a *bud* is a flower that hasn't opened yet. Write the words *new* and *hose* on your wipe-off board. Read each word as you point to it and have the students say it after you. Tell the students that they will see these words in today's story. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Have the students turn to page 1 in their books and read the story in quiet voices.

Teacher Note

You may wish to draw a hose and a bud next to the words.

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Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *Why does Gran need the hose?*

Q *What happens in the story?*

Have the students put their books in their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

drip	"Rain will drip from the sky."
buds	"The flower buds will open soon."
again	"We will read again tomorrow."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

buds: Support the students in writing the base word, *bud*, before adding the inflectional ending to write *buds*.

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Drip Drop
Blending Onsets and Rimes; Review and Reread

Day 3

In this lesson, the students:

- Blend onsets and rimes
- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Blending Onsets and Rimes

Have the students blend each of the following onsets and rimes after you say the phonemes:

/b/ . . . **all**	ball
/f/ . . . **all**	fall
/w/ . . . **all**	wall
/t/ . . . **all**	tall
/h/ . . . **all**	hall
/k/ . . . **all**	call

2 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

3 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

4 Reread *Drip Drop*

Have the students take *Drip Drop* from their toolboxes and tell them that they will reread this story today. Read the title aloud with the students. Write the words *new* and *hose* on your wipe-off board, say the words, have the students say them, and remind the students that they will see these words in today's book. Remind them that they will have to remember these words when they see them, or ask for help. Leave the words on the wipe-off board and place the board where everyone can see it.

Materials

- Teacher and student copies of *Drip Drop* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- Group set of the "Individual Reading Observation" sheet (IR1) from Week 3

Teacher Note

Build the review deck by adding the sound cards for the sounds you introduce to the group. After you have accumulated about 20 cards, begin removing cards for spelling-sounds the students know well.

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Remind the students that if they finish reading, they will go back to the first page and read the book again. Have the students read *Drip Drop* in quiet voices.



INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

5 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *When have you needed help doing something? Who helped you?*

Have the students return their books to their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

Water can drip.

Guide the students through the sentence, word by word.

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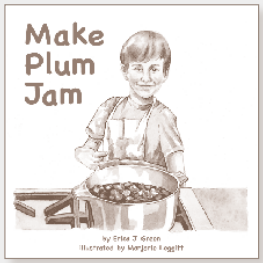
Week 6

RESOURCES

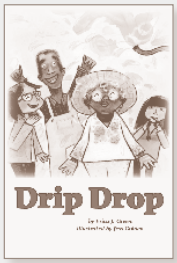
New



Make Plum Jam

by Erica J. Green,
illustrated by
Marjorie Leggitt

Revisit



Drip Drop

by Erica J. Green,
illustrated by Jess Golden

Practice or Reteach



The Band

by Elizabeth Johnson,
illustrated by Jess Golden

Reteaching

- "Reteach with *The Band*"

Assessment Resource Book

- Week 6 assessment

Sound Cards

- *pl* /pl/
- *sm* /sm/

High-frequency Word Cards

- *your*
- *very*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Group Progress Assessment" sheet (GA2)

Reproducible

- "Set 3, Week 6 Sort" (BLM7)

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OVERVIEW

Spelling-Sound Focus	High-frequency Words
▪ *pl* /pl/	▪ *your*
▪ *sm* /sm/	▪ *very*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *your* and *very* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 3, Week 6 Sort" (BLM7). Make a copy for each student in the group, plus one. Cut apart the pictures on each sheet (keeping one copy intact) to create a set of sorting pictures for the rimes *in* and *ing* for each student in the group. Place each set of pictures in a resealable plastic bag.

✓ Prior to Day 3, add the sound cards for *pl* and *sm* to the sound card review deck.

✓ Prior to Day 3, make a copy of the "Group Progress Assessment" sheet (GA2); see page 169 of the *Assessment Resource Book*.

ELL SUPPORT

▪ pl

There are words in Spanish with initial *pl*, including the cognates *plan* (PLAN), "plan," and *planta* (PLAN-tah), "plant."

▪ sm

There are no initial or final *s* blends in Spanish. The spelling *sm* only occurs in separate syllables, such as in *esmeralda* (ehs-mair-AHL-dah), "emerald." The students may add a vowel sound before the initial consonant in words that begin with *sm*.

(continues)

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ELL SUPPORT *(continued)*

- **pl, sm**

  There are no equivalents for the combined sounds /pl/ or /sm/ in Korean, Chinese, Vietnamese, or Hmong. Model producing each sound separately. Then have the students blend the sounds together.

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Drip Drop
Oral Blending; *pl* and *your*

Day 1

In this lesson, the students:

- Practice oral blending
- Learn the consonant blend *pl* /pl/
- Read decodable words
- Learn the high-frequency word *your*
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *Drip Drop* from Week 5
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *your*
- High-frequency word cards review deck

1 Phonological Awareness: Oral Blending

Have the students blend each of the words that follow after you say the phonemes, using continuous blending. Clap softly as you say each sound. Then brush your hands past each other as the students say the word.

/pllăănn/	plan
/pllŏŏp/	plop
/ffĭĭtss/	fits
/pllŭŭmm/	plum
/pllŭŭk/	pluck
/llăăpss/	laps

2 Introduce the Consonant Blend *pl* /pl/

Explain that today the students will learn a pair of letters that they will often see together at the beginning of words. Write the spelling *pl* on your wipe-off board. Explain that when the students see the letters *p* and *l* together, they will blend the sounds. Point to the left of *pl* and sweep under the spelling as you say /pl/. Have the students blend the sounds as you sweep under the spelling. Then say each of the words that follow, emphasizing the beginning blend. Have the students repeat each word: ***pl****ease*, ***pl****ate*, ***pl****ug*.

Have the students each trace the spelling *pl* on the table in front of them with one finger as they say /pl/.

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3 Read Decodable Words

Write the following words on your wipe-off board:

plums	plan
mixed	plop
drum	flag

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Word *Your*

your "What is your name?"

Introduce *your* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *your* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Drip Drop*

Have the students take the book *Drip Drop* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What is funny about this story?*

Have a few volunteers share their thinking with the group. Then have the students read the book in quiet voices.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

GUIDED SPELLING

plum "A plum is a fruit."

plan "We made a plan to go to the library on Saturday."

many "I like many kinds of fruit."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

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Make Plum Jam

Oral Segmenting; *sm* and *very*

Day 2

In this lesson, the students:

- Practice oral segmenting
- Learn the consonant blend *sm* /sm/
- Read decodable words
- Learn the high-frequency word *very*
- Review high-frequency words
- Read a new book

1 Phonological Awareness: Oral Segmenting

Have the students segment the phonemes after you say each of the following words:

TEKS 2.A.viii
Student/Teacher Activity
Step 1 (all)

stack	/s/ /t/ /ă/ /k/
smell	/s/ /m/ /ĕ/ /l/
pots	/p/ /ŏ/ /t/ /s/
smash	/s/ /m/ /ă/ /sh/
naps	/n/ /ă/ /p/ /s/
smock	/s/ /m/ /ŏ/ /k/

2 Introduce the Consonant Blend *sm* /sm/

Explain that today the students will learn a pair of letters that they will often see together at the beginning of words. Write the spelling *sm* on your wipe-off board. Explain that when the students see the letters *s* and *m* together, they will blend the sounds. Point to the left of *sm* and sweep under the spelling as you say /sm/. Have the students blend the sounds as you sweep under the spelling. Then say each of the words that follow, emphasizing the beginning blend. Have the students repeat each word: ***sm**ile*, ***sm**udge*, ***sm**all*.

Have the students each trace the spelling *sm* on the table in front of them with one finger as they say /sm/.

Materials

- Teacher and students copies of *Make Plum Jam*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting pictures, prepared ahead from "Set 3, Week 6 Sort" (BLM7)
- Intact copy of "Set 3, Week 6 Sort" (BLM7), prepared ahead
- High-frequency word card for *very*
- High-frequency word card review deck

Teacher Note

You may wish to explain that a *smock* is a kind of jacket or coat that is worn to protect clothing from paint or other messy things.

ELL Note

You may wish to have the students practice saying additional words beginning with *sm*, such as ***sm**ell*, ***sm**art*, ***sm**oke*.

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Decoding Support

Support struggling students by covering the ending (including any doubled consonant) and having the students read the base word alone. Then uncover the ending and have them read the entire word. Another option is to write just the base word, have the students read that, double the final consonant if needed, add the ending, and have the students read the inflected word.

3 Read Decodable Words

Write the following words on your wipe-off board:

smack	smash
back	smudge
drilled	flapping

Point to each word and sweep under it as the students read it.

4 Introduce the Sound Sort

Teacher Note

Refer to the picture key for this week's sort. See Appendix B, "Sound Sort Picture Key."

Display the intact "Set 3, Week 6 Sort" sheet (BLM7), and explain that these are the pictures the students will sort this week. Point to each picture and say its name. Then have the students say the names as you point to the pictures.

Distribute one bag of sorting pictures to each student. Remind the students that they will sort these pictures into two groups during independent word work. Tell them that one group will have pictures whose names rhyme with *ring*, and the other group will have pictures whose names rhyme with *pin*. Remind them that after they have sorted, they will check their sorts by saying the name of each picture to make sure it is in the right group.

Have the students put their bags in their toolboxes.

5 Introduce the High-frequency Word *Very*

very "It is very warm today."

Teacher Note

Add the word card for *very* to the high-frequency word card review deck.

Introduce *very* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

6 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

7 Read *Make Plum Jam*

Distribute a copy of *Make Plum Jam* to each student. Tell the students that they will read this book today. Read the title with the students and identify the names of the author and illustrator. Ask:

Q *What do you think this book is about?*

Have a few volunteers share their thinking with the group.

Open to page 1, and ask the students to find today's new word, *very*. Then turn to page 2, and ask the students to find the new word *your*.

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Write the word *plot* on your wipe-off board and read the word with the students. Explain that a *plot* is a small piece of land that is used as a garden. Write the words *smidge* and *smudge* on your wipe-off board and blend and read them with the students. Explain that a *smidge* of something is a little bit of it. Then explain that when you *smudge* something, you make it dirty. Write the word *make* on your wipe-off board and have the students read the word. Write *take* immediately below *make* and tell the students that this word rhymes with the word *make*, which they know, but it begins with the sound /t/. Have the students say *take*. Explain that they will see this word in the book today, and they will have to notice that it rhymes with *make* when they come to it.

Then write the words *sugar*, *stir*, and *adult* on your wipe-off board and read them for the students. Have the students say the words. Tell the students that they will see these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Then have the students turn to page 1 in their books and read the story in quiet voices.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What did you find out about making jam?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

smell	"I like the way roses smell."
stop	"We will stop class to eat lunch at 11:45."
people	"People need food and water to live."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

smell: Tell the students that the sound /l/ at the end of a word is usually spelled *l-l*. Tell the students that in *smell* the sound /l/ is spelled *l-l*.

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Day 3

Make Plum Jam

Producing Rhymes; Review and Reread

Materials

- Teacher and student copies of *Make Plum Jam* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- "Group Progress Assessment" sheet (GA2)

TEKS 2.A.i
Student/Teacher Narrative
Step 1 (all)

In this lesson, the students:

- Produce rhymes
- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Producing Rhymes

Tell the students that today they will make words that rhyme. Ask:

Q *What do you know about rhymes?*

Q *What are some words that rhyme?*

Have a few volunteers share their thinking with the group.

Explain that the students will say words that rhyme with *at*. You will say the first sound and the students will make a word that begins with that sound and rhymes with *at*. Model, using the sound /s/. Say *at*. Then say /s/. Blend the sounds to say the word, /s/ . . . /at/, *sat*. Say the two rhyming words (*at*, *sat*) and have the students repeat the words. Ask:

Q *Does* sat *rhyme with* at*?*

Confirm that *sat* rhymes with *at*. Have the students add each of the following first sounds to *at* to make rhyming words:

/b/ *(bat)*
/f/ *(fat)*
/h/ *(hat)*
/m/ *(mat)*
/r/ *(rat)*
/p/ *(pat)*

> **You might say:**
> "Rhyme these sounds with *at*: /b/ (*bat*), /f/ (*fat*)."

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2 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

3 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

4 Reread *Make Plum Jam*

Have the students take *Make Plum Jam* from their toolboxes and tell them that they will reread this book today. Read the title aloud with the students. Write the words *take*, *sugar*, *stir*, and *adult* on your wipe-off board, say the words, and remind the students that they will see these words in today's book. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Remind the students that if they finish reading, they will go back to the first page and read the book again. Have the students read *Make Plum Jam* in quiet voices.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the group, ask yourself:

- Can the students produce rhyming words?
- Did the group understand the steps in making jam?

Record your observations on the "Group Progress Assessment" sheet (GA2); see page 169 of the *Assessment Resource Book*. Support struggling students by reteaching previous content; see "Reteach with *The Band*" on the next page. If the students struggle with rhyming, provide additional practice by repeating the phonological awareness activity with another rime (see Day 1, Step 2).

Teacher Note

You may wish to have students who do not require reteaching put *The Band* in their toolboxes for independent reading. If so, introduce the words *play* and *show* by writing them on your wipe-off board, saying the words, and explaining that the students will see these words in the book.

5 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *What do you do to make jam?*

Q *Do you think it is easy or hard to make plum jam? Why?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

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GUIDED SPELLING

Are plums good?

Guide the students through the sentence, word by word.

Spelling Support

Support the students in writing the base word, *plum*, before adding the inflectional ending to write *plums*.

?: Remind the students that a question always ends with a question mark instead of a period.

RETEACHING

Reteach with *The Band*

Review the consonant blends *gr* /gr/, *dr* /dr/, *pl* /pl/, and *sm* /sm/, and the high-frequency words *many*, *people*, *your*, and *very*. Use *The Band* for reading practice.

After reading the title aloud with the students, write the words *play* and *show* on your wipe-off board, say the words, and have the students say them. Explain that the students will see these words in today's book. Tell the students that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Explain that the students will read the book in quiet voices. Review that students who finish reading early will go back to the first page and read the book again. Have the students read *The Band*.

When all the students have finished reading, ask and briefly discuss:

Q *What happens first in this book? Next? At the end?*

Collect the books or have the students put their books in their toolboxes.

Teacher Note

If you have students who are struggling to learn the sounds and words you have taught in the previous two weeks, you might provide an additional week of instruction before introducing new sounds and words. For more information, see "Reteaching" in the Introduction.

EXTENSION

Write About How to Make Plum Jam

Tell the students that they will write a shared piece about how to make plum jam. They will look at the book *Make Plum Jam* to get ideas for a list of steps about how to make plum jam. On a sheet of chart paper, write *How to Make Plum Jam*.

TEKS 12.B.i
Student/Teacher Narrative Extension (all, beginning on page 78 and continuing to the top of page 79)

TEKS 12.B.i
Student/Teacher Activity Extension (all, beginning on page 78 and continuing to the top of page 79)

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Show pages 2–3 of *Make Plum Jam* and ask the students to watch as you think about the first thing the boy does, and use that to help you write the first step in your list.

> **You might say:**
>
> "The first thing the boy does is to pick big plums from the trees. I'll write *1. Pick big plums.*"

Then show pages 4–5 and ask:

Q *What do the boy and his mom do next? What could I write as my second step?*

Have a few volunteers share their thinking and record the next step on the chart paper.

Then repeat the procedure with pages 6, 7, and 8–9. After the piece is written, read it aloud, pointing to each word as you read it.

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Week 7

RESOURCES

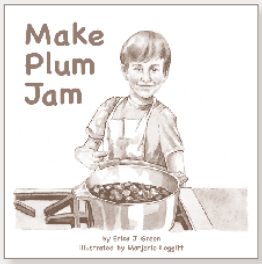
New



The Spelling Test

by Rob Arego,
illustrated by Linda Pierce

Revisit



Make Plum Jam

by Erica J. Green,
illustrated by
Marjorie Leggitt

Assessment Resource Book

- Week 7 assessment

Sound Cards

- *sp* /sp/
- *cl* /kl/

High-frequency Word Cards

- *could*
- *would*
- *should*
- *were*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Individual Reading Observation" sheet (IR1)

Reproducible

- "Set 3, Week 7 Sort" (BLM8)

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OVERVIEW

Spelling-Sound Focus

- *sp* /sp/
- *cl* /kl/

High-frequency Words

- *could*
- *would*
- *should*
- *were*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *could*, *would*, *should*, and *were* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 3, Week 7 Sort" (BLM8). Make a copy for each student in the group, plus two. Cut apart the pictures on each sheet (keeping one copy intact) to create a set of sorting pictures with rhyming pairs for each student in the group and one for yourself. Place each set of pictures in a resealable plastic bag.

✓ Prior to Day 3, add the sound cards for *sp* and *cl* to the sound card review deck.

ELL SUPPORT

- **cl**

  There are words in Spanish with initial *cl*, including the cognates *club*, "club" (KLUB), and *clima* (KLEE-mah), "climate."

- **sp**

  There are no initial or final *s* blends in Spanish. The spelling *sp* only occurs in separate syllables, such as in *espero* (ehs-PAIR-oh), "I hope." The students may add a vowel sound before the initial consonant in words that begin with *sp* and after the final consonant in words that end with *sp*.

(continues)

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ELL SUPPORT *(continued)*

▪ could, would, should

Even students with advanced levels of English proficiency have difficulty understanding all the different uses of the modals *could*, *would*, and *should*. Spend some time explaining how the words are used in different contexts. *Could* and *would* tell about things that are possible or likely to happen. *Would* is also used in polite questions. *Should* means that something is necessary or important to do. Have pairs of students work together to use each word in a question-and-answer format.

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Make Plum Jam

Oral Blending; *sp*; *could*, *would*, and *should*

Day 1

In this lesson, the students:

- Practice oral blending
- Learn the consonant blend *sp* /sp/
- Read decodable words
- Learn the high-frequency words *could*, *would*, and *should*
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Oral Blending

Have the students blend each of the following words after you say the phonemes, using continuous blending:

/sspĭĭll/	spill
/pllăănn/	plan
/sspĕĕk/	speck
/pllŭŭk/	pluck
/sspĭĭnn/	spin
/pllŏŏp/	plop

2 Introduce the Consonant Blend *sp* /sp/

Explain that today the students will learn a pair of letters that they will often see together at the beginning of words. Write the spelling *sp* on your wipe-off board. Explain that when the students see the letters *s* and *p* together, they will blend the sounds. Point to the left of *sp* and sweep under the spelling as you say /sp/. Have the students blend the sounds as you sweep under the spelling. Then say each of the words that follow, emphasizing the beginning blend. Have the students repeat each word: ***sp****in*, ***sp****ace*, ***sp****ell*.

Tell the students that they will also see *s* and *p* together at the end of words. Say each of the words that follow, emphasizing the ending blend. Have the students repeat each word: *ga****sp***, *li****sp***, *wi****sp***.

Have the students each trace the spelling *sp* on the table in front of them with one finger as they say /sp/.

Materials

- Teacher and student copies of *Make Plum Jam* from Week 6
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *could*
- High-frequency word card for *would*
- High-frequency word card for *should*
- High-frequency word card review deck

ELL Note

You may wish to have the students practice saying additional words beginning with *sp*, such as ***sp****oon*, ***sp****ot*, and ***sp****eak*.

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3 Read Decodable Words

Write the following words on your wipe-off board:

spell	spelling
flag	spot
slipped	list

Point to each word and sweep under it as the students read it.

Decoding Support

If necessary, support struggling students by covering the ending (including any doubled consonant) and having the students read the base word alone. Then uncover the ending and have them read the entire word. Another option is to write just the base word, have the students read that, double the final consonant if needed, add the ending, and have the students read the inflected word.

4 Introduce the High-frequency Words *Could*, *Would*, and *Should*

could	"We could fly if we had wings."
would	"I would like to travel some day."
should	"We should eat lots of fruit and vegetables."

Explain that today the students will learn three high-frequency words that rhyme. Introduce *could*, *would*, and *should* by saying each word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time. Then write all three words where the students can see them and underline the common letters. Have the students read all three words again.

Teacher Note

Add the word cards for *could*, *would*, and *should* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Make Plum Jam*

Have the students take the book *Make Plum Jam* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about making jam?*

Have a few volunteers share their thinking with the group. Then have the students read the story in quiet voices.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

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GUIDED SPELLING

plot	"I grow tomatoes in my garden plot."
test	"The doctor gave me an eye test to see whether I needed glasses."
your	"What is your favorite game to play at recess?"

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

The Spelling Test

Oral Segmenting; *cl* and *were*

Day 2

In this lesson, the students:

- Practice oral segmenting
- Learn the consonant blend *cl* /kl/
- Read decodable words
- Identify rhyming words for the sound sort
- Learn the high-frequency word *were*
- Review high-frequency words
- Read a new book

Materials

- Teacher and student copies of *The Spelling Test*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Teacher and student bags of sorting pictures, prepared ahead from "Set 3, Week 7 Sort" (BLM8)
- Intact copy of "Set 3, Week 7 Sort" (BLM8), prepared ahead
- High-frequency word card for *were*
- High-frequency word card review deck

1 Phonological Awareness: Oral Segmenting

Have the students segment the phonemes after you say each of the words that follow. Have them clap softly as they say each sound.

plum	/p/ /l/ /ŭ/ /m/
spun	/s/ /p/ /ŭ/ /n/
plan	/p/ /l/ /ă/ /n/
spot	/s/ /p/ /ŏ/ /t/
pledge	/p/ /l/ /ĕ/ /j/
span	/s/ /p/ /ă/ /n/

2 Introduce the Consonant Blend *cl* /kl/

Explain that today the students will learn a pair of letters that they will often see together at the beginning of words. Write the letters *cl* on your wipe-off board. Explain that when the students see the letters *c* and *l* together, they will blend the sounds. Point to the left of *cl* and sweep

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under the spelling as you say /kl/. Have the students blend the sounds as you sweep under the spelling. Then say each of the words that follow, emphasizing the beginning blend. Have the students repeat each word: ***cl**ock*, ***cl**ean*, ***cl**ass*.

Have the students each trace the letters *cl* on the table in front of them with one finger as they say /kl/.

3 Read Decodable Words

Write the following words on your wipe-off board:

class	will
clock	shut
Cliff	them

Point to each word and sweep under it as the students read it.

Teacher Note

Point out that *Cliff* is a name. You might also draw a picture of a cliff and explain that *cliff* can also mean a very steep hill.

4 Introduce the Sound Sort

Remind the students that so far they have been sorting pictures into groups, using a sorting guide. Tell the students that today they will sort pictures into pairs, and they will not use a sorting guide. Explain that they will find pictures with names that rhyme and that they will make rhyming pairs with these pictures.

Display the intact "Set 3, Week 7 Sort" sheet (BLM8) and explain that these are the pictures the students will sort today. Point to each picture and say its name. Then have the students say the names as you point to the pictures.

Teacher Note

Refer to the picture key for this week's sort. See Appendix B, "Sound Sort Picture Key."

Take the pictures from your own bag and spread them out on the table in front of you. Hold up the *cake* picture, and have the students say its name. Hold up the *lake* picture and have the students say its name. Then ask:

Q *Do* cake *and* lake *rhyme?*

Confirm that the words *cake* and *lake* do rhyme. Model placing the cards on the table side by side, away from the unsorted cards. Explain that you are putting the pictures side by side because *cake* and *lake* rhyme.

Hold up the *duck* picture, and have the students say its name. Then ask:

Q *Which picture rhymes with* duck*?*

Confirm that *truck* rhymes with *duck*. Hold up the *truck* picture and place it next to the *duck* picture on the table in front of you to form a rhyming pair.

Distribute one bag of sorting pictures to each student. Remind the students that they will sort these pictures into rhyming pairs during independent word work. Review that they will not use a sorting guide this week. Explain that they will find the two pictures whose names

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rhyme and put them on the table side by side. Tell them that when they are finished sorting, they will say the name of each pair to make sure they rhyme. Ask and briefly discuss:

Q *How will you find pictures whose names rhyme?*

> **Students might say:**
>
> "I can take the first picture and then say the names of the other pictures until I find the rhyme."
>
> "I can say the names of the pictures until I find two that rhyme and then take that pair, like a memory game."

Tell the students that if they need help remembering how to sort their pictures during independent word work, they may quietly ask another student in their reading group to remind them. Have them put their sorting pictures in their bags and their bags in their toolboxes.

5 Introduce the High-frequency Word *Were*

were "Some girls were jumping rope at recess yesterday."

Introduce *were* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *were* to the high-frequency word card review deck.

6 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

7 Read *The Spelling Test*

Distribute a copy of *The Spelling Test* to each student. Tell the students that they will read this book today. Read the title aloud and identify the names of the author and illustrator. Tell the students that this story is about children getting ready for a test at school. Open to page 1, and ask the students to find today's new word, *were*. Then turn to page 2, and ask the students to find the new words *could* and *should.* Finally, turn to page 9, and ask the students to find the new word *would*.

Write the words *o'clock*, *knew*, *word*, *eyes*, and *read* on your wipe-off board. Read them for the students one at a time and have the students say each word. Tell the students that they will see these words in today's story. Explain they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Then have the students turn to page 1 in their books and read the story in quiet voices.

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Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What is this story about?*

Q *How does Cliff learn to spell well?*

Have the students put their books in their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

long	"The movie was so long that I fell asleep."
slam	"Don't let the door slam when you shut it."
very	"I'm in a very good mood today."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

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The Spelling Test

Producing Rhymes; Review and Reread

Day 3

In this lesson, the students:

- Produce rhymes
- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *The Spelling Test* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- Group set of the "Individual Reading Observation" sheet (IR1), from Week 5

1 Phonological Awareness: Producing Rhymes

Have the students add each of the following sounds to make words that rhyme with *an*, after you say the phonemes:

/j/ *(Jan)*
/m/ *(man)*
/d/ *(Dan)*
/v/ *(van)*
/r/ *(ran)*
/pl/ *(plan)*

2 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

3 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

4 Reread *The Spelling Test*

Have the students take *The Spelling Test* from their toolboxes and tell them that they will reread this story today. Read the title aloud with the students. Write the words *o'clock*, *knew*, *word*, *eyes*, and *read* on your wipe-off board, say the words, and remind the students that they will see these words in today's book. Explain that they will have to remember these words when they see them, or ask for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

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Remind the students that if they finish reading, they will go back to the first page and read the book again. Have the students read *The Spelling Test* in quiet voices.



INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

5 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *How does Cliff feel at the beginning of the story? How does Cliff feel at the end of the story? How do you know?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

We can spell.

Guide the students through the sentence, word by word.

Spelling Support

spell: Remind the students that the sound /l/ at the end of a word is usually spelled *l-l*. Tell the students that in *spell* the sound /l/ is spelled *l-l*.

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Week 8

RESOURCES

New



Winter Fun

by Rob Arego,
illustrated by
Marjorie Leggitt

Revisit



The Spelling Test

by Rob Arego,
illustrated by Linda Pierce

Practice or Reteach



The Clowns

by Rob Arego,
illustrated by Asha Pearse

Reteaching

- "Reteach with *The Clowns*"

Assessment Resource Book

- Week 8 assessments

Sound Cards

- *sk* /sk/
- *sl* /sl/

High-frequency Word Cards

- *both*
- *does*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Mastery Test 6" record (MT6)
- "Mastery Test 6 Student Card" (SC6)

Reproducible

- "Set 3, Week 8 Sort" (BLM9)

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OVERVIEW

Spelling-Sound Focus	High-frequency Words
▪ *sk* /sk/	▪ *both*
▪ *sl* /sl/	▪ *does*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *both* and *does* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 3, Week 8 Sort" (BLM9). Make a copy for each student in the group, plus one. Cut apart the pictures on each sheet (keeping one copy intact) to create a set of sorting pictures with rhyming pairs for each student in the group. Place each set of pictures in a resealable plastic bag.

✓ Prior to Day 3, add the sound cards for *sk* and *sl* to the sound card review deck.

✓ Prior to Day 3, make a copy of the "Mastery Test 6" record (MT6) for each student in the group; see page 173 of the *Assessment Resource Book*.

✓ Prior to Day 3, make one copy of the "Mastery Test 6 Student Card" (SC6); see page 174 of the *Assessment Resource Book*.

ELL SUPPORT

- **sl**

  There are no initial or final *s* blends in Spanish. The spelling *sl* only occurs in separate syllables, such as in *isla* (EES-lah), "island." The students may add a vowel sound before the initial consonant in words with *s* blends.

- **sk**

  The *s* blend /sk/ occurs in Spanish at syllable junctures. It can be spelled *sc* as in *escuela* (ehs-KWAY-lah), "school," or *squ* as in *bosque* (BOHS-kay), "forest."

(continues)

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ELL SUPPORT *(continued)*

- **sk, sl**

  There are no initial or final consonant blends in Chinese. Students may insert a slight vowel sound between the consonants. When they encounter a final consonant blend, they may add a syllable or drop the last consonant.

- **does**

  Introduce *does* by explaining that you use it when you are talking with a friend about someone else. Contrast *does* with *do* to clarify the difference for the students: *I do. You do. Ana does.* Ask the students a series of questions, and prompt them to answer in both the positive and negative. For example, you might ask, "Does your brother like to [read/jump/paint]?" and have the students answer, "Yes, he does" or "No, he does not." Invite the students to ask each other questions that begin with *does*.

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The Spelling Test

Oral Blending; *sk* and *both*

Day 1

In this lesson, the students:

- Practice oral blending
- Learn the consonant blend *sk* /sk/
- Read decodable words
- Learn the high-frequency word *both*
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *The Spelling Test* from Week 7
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *both*
- High-frequency word card review deck

1 Phonological Awareness: Oral Blending

Have the students blend each of the words that follow after you say the phonemes, using continuous blending. Clap softly as you say each sound. Then brush your hands past each other as the students say the word.

/jēp/	jeep
/gāt/	gate
/ssāff/	safe
/hhōp/	hope
/bīk/	bike
/mmūll/	mule

Teacher Note

You may wish to explain that a *mule* is an animal that is like a donkey.

2 Introduce the Consonant Blend *sk* /sk/

Explain that today the students will learn a pair of letters that they will often see together at the beginning of words. Write the spelling *sk* on your wipe-off board. Explain that when students see the letters *s* and *k* together, they will blend the sounds. Point to the left of *sk* and sweep under the spelling as you say /sk/. Have the students blend the sounds as you sweep under the spelling. Then say each of the words that follow, emphasizing the beginning blend. Have the students repeat each word: ***sk**in*, ***sk**y*, ***sk**ip*.

Tell the students that they will also see *s* and *k* together at the end of words. Say each of the words that follow, emphasizing the ending blend. Have the students repeat each word: *ta**sk***, *ri**sk***, *ma**sk***.

Have the students each trace the spelling *sk* on the table in front of them with one finger as they say /sk/.

ELL Note

You may wish to have the students practice saying additional words beginning with *sk*, such as ***sk**irt*, ***sk**ate*, and ***sk**it*.

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Decoding Support

Support struggling students by covering the ending (including any doubled consonant) and having the students read the base word alone. Then uncover the ending and have them read the entire word. Another option is to write just the base word, have the students read that, double the final consonant if needed, add the ending, and have the students read the inflected word.

Teacher Note

Add the word card for *both* to the high-frequency word card review deck.

3 Read Decodable Words

Write the following words on your wipe-off board:

skill	ask
skidding	stuck
must	rushed

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Word *Both*

both "Both of my sisters are older than I am."

Introduce *both* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *The Spelling Test*

Have the students take the book *The Spelling Test* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What happens in this story?*

Have a few volunteers share their thinking with the group. Then have the students read the book in quiet voices.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

GUIDED SPELLING

skid "Cars can skid on icy roads."

fast "How fast can you run?"

could "If fish had legs, do you think they could walk?"

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

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Winter Fun
Oral Segmenting; *sl* and *does*

Day 2

In this lesson, the students:

- Practice oral segmenting
- Learn the consonant blend *sl* /sl/
- Read decodable words
- Learn the high-frequency word *does*
- Review high-frequency words
- Read a new book

1 Phonological Awareness: Oral Segmenting

Have the students segment the phonemes after you say each of the words that follow. Have them clap softly as they say each sound.

note	/n/ /ō/ /t/
tune	/t/ /o͞o/ /n/
game	/g/ /ā/ /m/
Mike	/m/ /ī/ /k/
read	/r/ /ē/ /d/
whale	/hw/ /ā/ /l/

2 Introduce the Consonant Blend *sl* /sl/

Explain that today the students will learn a pair of letters that they will often see together at the beginning of words. Write the spelling *sl* on your wipe-off board. Explain that when the students see the letters *s* and *l* together, they will blend the sounds. Point to the left of *sl* and sweep under the spelling as you say /sl/. Have the students blend the sounds as you sweep under the spelling. Then say each of the words that follow, emphasizing the beginning blend. Have the students repeat each word: ***sl**ime*, ***sl**ip*, ***sl**ow*.

Have the students each trace the spelling *sl* on the table in front of them with one finger as they say /sl/.

Materials

- Teacher and student copies of *Winter Fun*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting pictures, prepared ahead from "Set 3, Week 8 Sort" (BLM9)
- Intact copy of "Set 3, Week 8 Sort" (BLM9), prepared ahead
- High-frequency word card for *does*
- High-frequency word card review deck

ELL Note

You may wish to have the students practice saying additional words beginning with /sl/, such as ***sl**eep*, ***sl**ope*, and ***sl**am*.

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Decoding Support

Support struggling students by covering the ending (including any doubled consonant) and having the students read the base word alone. Then uncover the ending and have them read the entire word. Another option is to write just the base word, have the students read that, double the final consonant if needed, add the ending, and have the students read the inflected word.

Teacher Note

You may wish to explain that *slick* means "slippery."

Teacher Note

Refer to the picture key for this week's sort. See Appendix B, "Sound Sort Picture Key."

Teacher Note

Add the word card for *does* to the high-frequency word card review deck.

3 Read Decodable Words

Write the following words on your wipe-off board:

slick	grip
sled	clapping
slid	fast

Point to each word and sweep under it as the students read it.

4 Introduce the Sound Sort

Display the intact "Set 3, Week 8 Sort" sheet (BLM9) and explain that these are the pictures the students will sort this week. Just as they did last week, they will make pairs of pictures whose names rhyme. Point to each picture and say its name. Then have the students say the names as you point to the pictures.

Distribute one bag of sorting pictures to each student. Remind them that they will find two pictures whose names rhyme and put them next to each other. Tell them that when they are finished sorting, they will check their sorts by saying the name of each picture in a pair to make sure they rhyme.

Have the students put their bags in their toolboxes.

5 Introduce the High-frequency Word *Does*

does "What sound does a cow make?"

Introduce *does* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

6 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

7 Read *Winter Fun*

Distribute a copy of *Winter Fun* to each student. Tell the students that they will read this book today. Read the title aloud to the students and identify the names of the author and illustrator. Tell the students that this book is about winter sports. Open to page 2, and ask the students to find today's new word, *does*. Then point to page 3, and ask the students to find the new word *both*.

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Write the word *skill* on your wipe-off board and have the students read the word. Explain that a *skill* is something that you practice to learn to do, like dribbling a basketball or riding a bike. You don't do these things the first time you try, you have to practice to get good at them. Write the words *winter*, *ice*, *take*, and *snow* on your wipe-off board. Read them for the students one at a time and have the students say each word. Tell the students that they will see these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Then have the students turn to page 1 in their books and read the story in quiet voices.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What are some of the things that people can do in winter?*

Q *Why does ice skating take a lot of skill?*

Have the students put their books in their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

sled	"It's fun to ride a sled down a hill."
slick	"Ice will make the sidewalk slick."
were	"Where were you born?"

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

slick: Remind the students that the sound /k/ at the end of a word is usually spelled *c-k*. Tell the students that in *slick* the sound /k/ is spelled *c-k*.

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Day 3

Winter Fun

Produce Rhymes; Review and Reread

Materials

- Teacher and student copies of *Winter Fun* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- "Mastery Test 6" record (MT6) for each student
- One copy of "Mastery Test 6 Student Card" (SC6)

In this lesson, the students:

- Produce rhyming words
- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Producing Rhymes

Have the students add each of the following sounds to make words that rhyme with *it*, after you say the phonemes:

/b/ *(bit)*
/f/ *(fit)*
/k/ *(kit)*
/l/ *(lit)*
/s/ *(sit)*
/p/ *(pit)*
/m/ *(mitt)*

2 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

3 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

4 Reread *Winter Fun*

Have the students take *Winter Fun* from their toolboxes. Tell the students that they will reread this book today. Read the title aloud with the students. Write the words *winter*, *ice*, *take*, and *snow* on your wipe-off board, say the words, and remind the students that they will see these words in today's story. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

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Remind the students that if they finish reading early, they will go back to the first page and read the book again. Have the students read *Winter Fun* in quiet voices.

5 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *What did you learn from in this book?*

Q *Which sports look fun to you? Why?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

MASTERY TEST ASSESSMENT NOTE

Administer Mastery Test 6 after this lesson, using "Mastery Test 6" (MT6) and "Mastery Test 6 Student Card" (SC6); see pages 173–174 of the *Assessment Resource Book*.

If you identify students who need to repeat instruction, first determine which sounds and high-frequency words the student missed. Then use "Reteach with *The Band*" on page 78 and "Reteach with *The Clowns*" below to reteach needed content. Administer Mastery Test 6 again after reteaching.

Teacher Note

You may wish to have students who do not require reteaching put *The Clowns* in their toolboxes for independent reading. If so, introduce the words *clown*, *circus*, and *climbs* by writing them on your wipe-off board, saying the words, and explaining that the students will see these words in the book.

GUIDED SPELLING

We could slip.

Guide the students through the sentence, word by word.

Teacher Note

Mastery Test 6 follows this lesson. You may wish to omit Guided Spelling today and use the time to administer mastery tests. Have the students read books from previous weeks during this time.

RETEACHING

Reteach with *The Clowns*

Review the spelling-sounds *sp* /sp/, *cl* /kl/, *sk* /sk/, and *sl* /sl/, and the high-frequency words *could*, *would*, *should*, *were*, *both*, and *does*. Use *The Clowns* for reading practice.

After reading the title aloud to the students, write the words *clown*, *circus*, and *climbs* on your wipe-off board, say the words, and have the students say them. Explain that the students will see these words in today's book. Tell the students that they will have to remember these words when they see them, or ask you for help. Leave the words on your

Teacher Note

If you have students who are struggling to learn the sounds and words you have taught in the previous two weeks, you might provide an additional week of instruction before introducing new sounds and words. For more information, see "Reteaching" in the Introduction.

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wipe-off board as a reminder and place the board where everyone can see it.

Explain that the students will read the book in quiet voices. Review that students who finish reading early will go back to the first page and read the book again. Have the students read *The Clowns*.

When all the students have finished reading, ask and briefly discuss:

Q *What are some things the clowns in the circus do?*

Q *Have you ever seen a clown? Tell us about it.*

Collect the books or have the students put their books in their toolboxes.

Teacher Note

Administer Mastery Test 6 again after reteaching. See "Mastery Test Assessment Note" on the previous page.

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Appendices

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Appendix B, Sound Sort Picture Key 107

Appendix C, Diacritics 111

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Appendix A

HIGH-FREQUENCY WORD INDEX

High-frequency Word	Where Taught
a	Shared Reading, Grade K, Week 4
after	Set 5, Week 1
again	Set 3, Week 4
and	Shared Reading, Grade K, Week 3
answer	Set 5, Week 12
are	Shared Reading, Grade K, Week 5
be	Set 3, Week 1
because	Set 5, Week 5
been	Set 5, Week 10
both	Set 3, Week 8
boy	Set 4, Week 2
brother	Set 4, Week 1
by	Set 1, Week 7
can	Shared Reading, Grade K, Week 6
can't	Set 1, Week 2
change	Set 5, Week 14
children	Set 5, Week 5
cold	Set 4, Week 4
come	Set 2, Week 7
could	Set 3, Week 7
do	Set 2, Week 3
does	Set 3, Week 8
don't	Set 4, Week 6
down	Set 1, Week 5
earth	Set 5, Week 14
enough	Set 5, Week 10
even	Set 5, Week 7

High-frequency Word	Where Taught
ever	Set 5, Week 3
every	Set 4, Week 1
father	Set 4, Week 8
few	Set 5, Week 11
find	Set 5, Week 11
for	Set 3, Week 4
four	Set 5, Week 12
from	Set 3, Week 3
get	Set 1, Week 3
give	Set 5, Week 4
go	Set 1, Week 5
good	Set 3, Week 2
great	Set 5, Week 8
have	Set 2, Week 4
he	Set 1, Week 1
head	Set 5, Week 2
her	Set 2, Week 6
here	Set 1, Week 7
his	Set 2, Week 6
home	Set 2, Week 4
I	Shared Reading, Grade K, Week 4
is	Shared Reading, Grade K, Week 8
isn't	Set 1, Week 2
kind	Set 5, Week 11
large	Set 5, Week 13
learn	Set 5, Week 13
like	Set 2, Week 3
little	Set 2, Week 1

(continues)

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(continued)

High-frequency Word	Where Taught
live	Set 5, Week 4
look	Set 3, Week 2
make	Set 3, Week 1
many	Set 3, Week 5
me	Shared Reading, Grade K, Week 4
mind	Set 5, Week 11
most	Set 5, Week 14
mother	Set 4, Week 1
move	Set 5, Week 8
my	Set 1, Week 6
never	Set 5, Week 3
no	Set 1, Week 4
of	Set 2, Week 5
old	Set 4, Week 4
once	Set 5, Week 9
one	Set 4, Week 5
only	Set 5, Week 3
other	Set 4, Week 1
out	Set 2, Week 7
over	Set 4, Week 3
people	Set 3, Week 5
picture	Set 5, Week 7
put	Set 2, Week 2
read	Set 5, Week 2
said	Set 2, Week 5
saw	Set 1, Week 8
say	Set 2, Week 8
says	Set 2, Week 8
school	Set 4, Week 7
see	Shared Reading, Grade K, Week 4
she	Set 1, Week 1
should	Set 3, Week 7
so	Set 2, Week 8
some	Set 2, Week 7

High-frequency Word	Where Taught
talk	Set 5, Week 5
the	Shared Reading, Grade K, Week 3
their	Set 4, Week 4
there	Set 3, Week 1
they	Set 1, Week 8
though	Set 5, Week 9
thought	Set 4, Week 8
to	Set 1, Week 3
told	Set 4, Week 4
too	Set 4, Week 6
toward	Set 4, Week 3
two	Set 4, Week 5
very	Set 3, Week 6
walk	Set 5, Week 5
want	Set 3, Week 3
was	Set 2, Week 1
watch	Set 5, Week 10
water	Set 3, Week 3
we	Shared Reading, Grade K, Week 5
were	Set 3, Week 7
what	Set 2, Week 2
where	Set 1, Week 6
who	Set 4, Week 7
woman	Set 4, Week 2
women	Set 4, Week 2
won't	Set 4, Week 6
word	Set 5, Week 12
work	Set 5, Week 1
would	Set 3, Week 7
yes	Set 1, Week 4
you	Shared Reading, Grade K, Week 4
young	Set 5, Week 13
your	Set 3, Week 6

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Appendix
B

SOUND SORT PICTURE KEY

Set 3, Week 1 Sort


jar


chair


jack-o'-lantern


jellyfish


giraffe


jacket


cheese


cherries


chicken


chimney


chain


chin

Set 3, Week 2 Sort


bed


cat


bird


hand


slide


nut


bat


foot


gate


tent


net


mat

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Set 3, Week 3 Sort


cat


net

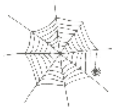

hat


bag


fan

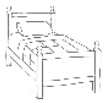

pan

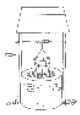

bell


web


net


shell


bed


well

Set 3, Week 4 Sort


pin


sun


pig


fish


ship

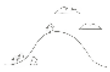

tub


rug


duck


nut


bug


hill


fin

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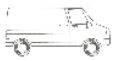
Set 3, Week 5 Sort


fan


cat


van


pan


bat


hat


can


man


mat


rat

Set 3, Week 6 Sort


ring


pin


string


king


sing


swing


wing


bin


chin


spin

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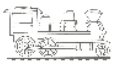
Set 3, Week 7 Sort


cake


lake

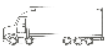

chain


train


clock


block


duck


truck


chair


bear


ring


swing

Set 3, Week 8 Sort


sock


lock


ball

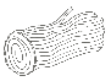

wall


pool


stool


flag


bag


log


frog


moon


spoon

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Appendix C

DIACRITICS

CONSONANT SOUNDS

/b/	*back, bed*	**/t/**	*tip, tab*
/d/	*duck, dog*	**/v/**	*vet, van*
/f/	*fig, fill*	**/w/**	*wit, wall*
/g/	*go, girl*	**/y/**	*yap, yellow*
/h/	*hum, hit*	**/z/**	*zoom, zip*
/j/	*jump, edge*		
/k/	*cat, kit, luck*	**/ch/**	*cheese, chair*
/l/	*lamp, let*	**/ng/**	*sing, long*
/m/	*mat, must*	**/sh/**	*ship, sheep*
/n/	*nut, not*	**/th/**	*think, thaw*
/p/	*pet, pick*	**/TH/**	*those, this*
/khw/	*quit, quiet*	**/ks/**	*box, mix*
/r/	*ram, rug*	**/hw/**	*whale, what*
/s/	*sip, sack*	**/zh/**	*measure, confusion*

VOWEL SOUNDS

/ă/	*bat, camp*	**/ā/**	*lake, mail*	**/o͞o/**	*spoon, tune*	**/ûr/**	*bird, turn*
/ĕ/	*pet, sweat*	**/ē/**	*these, meal*	**/o͝o/**	*book, put*	**/är/**	*car, park*
/ĭ/	*lit, nip*	**/ī/**	*mile, light*	**/ou/**	*house, down*	**/âr/**	*chair*
/ŏ/	*hot, stop*	**/ō/**	*mole, broke*	**/oi/**	*coil, boy*	**/ôr/**	*fort, torn*
/ŭ/	*but, cub*	**/ū/**	*mule, cute*	**/aw/**	*law, taut*		

/ə/	unstressed vowel	*across, basket*
/ər/	unstressed *r*-controlled vowel	*water, color*

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CCC Collaborative Literacy | Empowering teachers. Inspiring students.

Being a Reader™

Set 3 Overview

	Spelling-Sounds	High-frequency Words	New Book	Practice or Reteach
Week 1	*wh* /hw/, *ng* /ng/, *-ing* /ing/	make, there, be	*Buzz, Hum, Tap, Whap, Whiz, Ding-a-ling*	
Week 2	*-ed* /t/, /d/, /əd/; *qu* /khw/	look, good	*The Good Little Ducks, Part 1*	*The Good Little Ducks, Part 2*
Week 3	*sn* /sn/, *st* /st/	want, water, from	*The Jug of Water*	
Week 4	*fl* /fl/; *fr* /fr/; *-s* /s/, /z/	for, again	*Where Is Mom?*	*The Skunk*
Week 5	*gr* /gr/, *dr* /dr/	many, people	*Drip Drop*	
Week 6	*pl* /pl/, *sm* /sm/	your, very	*Make Plum Jam*	*The Band*
Week 7	*sp* /sp/, *cl* /kl/	could, would, should, were	*The Spelling Test*	
Week 8	*sk* /sk/, *sl* /sl/	both, does	*Winter Fun*	*The Clowns*

SET 3

Being a Reader™

SMALL-GROUP TEACHER'S MANUAL

CCC

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collaborativeclassroom.org

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Small-group Teacher's Manual

CCC Collaborative Literacy

Being a Reader™



SET 4

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Being a Reader™

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Small-group Teacher's Manual

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Being a Reader™



SET 4

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Introduction

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Overview of Small-group Reading

The Small-group Reading strand of the *Being a Reader*™ program provides targeted, differentiated reading instruction that is appropriate for readers at their individual reading levels. Students are grouped with others at a similar stage of development and then matched with texts at the appropriate level. The small-group instruction is organized around high-quality, carefully selected texts in a variety of genres that are assembled into 12 leveled sets. As the sets progress, they increase in sophistication and complexity.

The *Being a Reader* Program

The *Being a Reader* program is a yearlong curriculum for grades K–2 in whole-class and small-group instructional settings. The program has been carefully designed to nurture students academically and socially while providing rigorous instruction in early literacy skills and strategies. *Being a Reader* lessons also provide specific instruction to develop students' ability to work independently and take responsibility for their learning and behavior. The strong foundation in independent work makes it possible for you to work with small groups of students to provide differentiated instruction.

The *Being a Reader* program's academic strands provide students with a wide range of essential early literacy experiences. These strands combine to inspire the students' love of reading, allow them to move at their own pace along a continuum of reading development, build their confidence, and establish their sense of identity as readers. In addition to Small-group Reading, the program includes four types of whole-class lessons: Shared Reading (grades K–1), Independent Work (grades K–2), Handwriting (grades K–1), and Word Study (grade 2). For more information about the *Being a Reader* program, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

- **Shared Reading (K–1).** In Shared Reading, the teacher reads and rereads carefully selected large-format texts with the whole class. The teacher models effective reading behaviors and strategies, and invites the students to be involved. Shared Reading offers a supportive context for young learners to develop a delight in reading and an understanding of their ability to interact with texts.
- **Independent Work (K–2).** During Independent Work, students take responsibility for their learning and behavior by working independently on meaningful literacy activities while the teacher instructs small groups or individuals. Students have the opportunity to be autonomous as they practice procedures, internalize expectations, monitor their own behavior, and make decisions about how to work independently.

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- **Handwriting (K–1).** In the first weeks of the year, the lessons focus on hand and finger strengthening, pencil grip, posture, and paper placement. Then, as the students begin independent work rotations, the lessons begin to focus on letter formation. Teacher-led Handwriting lessons occur once a week throughout kindergarten and for the first half of grade 1.
- **Word Study (2).** Word Study lessons focus on developing the strategies students can use to decode polysyllabic words. Word Study develops the students' understanding of how words are constructed and engages them in examining patterns and similarities in words. This instruction also helps the students develop curiosity about the structure of words that will benefit them in later grades.

Small-group Reading at a Glance

In the Small-group Reading strand of the *Being a Reader* program, the students work with you in differentiated groups to become strategic readers. The small-group reading sets allow students to move at their own pace in their reading development. You will carefully match the students with texts at their assessed reading levels and provide instruction to address their differing needs. See "Placement Assessment" on page xx.

During small-group instruction, you will strive to understand how each student learns and where the student excels and/or needs more support. Working with students in small groups allows you to efficiently match the needs of individual readers as you teach strategies and skills for the students to apply to their independent reading. Small groups of students naturally build community as they work together on similar goals and learn from one another.

There are two phases of small-group sets: one for emerging readers (Sets 1–5) and one for developing readers (Sets 6–12).

SMALL-GROUP READING SETS 1–5 (EMERGING READERS)

Small-group reading instruction for emerging readers was developed for students who are just beginning to grasp letter-sound relationships and the conventions of written English. The goal for these sets is to quickly and efficiently teach foundational skills in the context of reading for comprehension and develop the students' understanding of themselves as readers. In these sets, the students read books that correspond to a scope and sequence of phonics and high-frequency word instruction. The books were developed by the Center for the Collaborative Classroom with careful attention to natural-sounding language, plot and character development, a variety of appropriate fiction and nonfiction topics, and high-quality illustrations. Lessons that accompany these books focus on phonological awareness, concepts of print, phonics/decoding, and high-frequency word recognition. By the end of Set 5, the students will have mastered single-syllable phonics, acquired many high-frequency words, and been introduced to polysyllabic decoding. They will also have had many experiences using reading strategies informally to understand text.

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SMALL-GROUP READING SETS 6–12 (DEVELOPING READERS)

Small-group reading instruction for developing readers teaches explicit strategies with the goal of having the students apply the strategies to their independent reading. These students are ready to practice, apply, and expand on a wide array of reading tools, building upon the decoding instruction and informal strategy instruction introduced in Sets 1–5. Strategies and texts taught in each set are appropriate for students at that stage of reading development and become more complex as the students advance. In earlier sets, you will provide more modeling and support for a strategy, while in later sets, you will guide the students to use the strategy more independently and in deeper ways.

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Understanding Small-group Reading Sets 1–5

This *Small-group Reading Teacher's Manual* focuses on the phase of small-group instruction intended for emerging readers.

Many factors contribute to students becoming confident, competent readers, including oral fluency, word-recognition strategies, comprehension, and a love of reading. Small-group Reading Sets 1–5 focus on important parts of learning—phonological awareness, concepts of print, decoding, high-frequency words, and comprehension.

Beginning readers learn that spelling-sound knowledge is vital to decoding text. They come to realize that spoken words are made up of sound units (phonemes) and that the spellings they see on a page correspond with these phonemes. Once the students learn how to connect letters and sounds, they can efficiently read many words. Sets 1–5 build the foundation for reading through systematic instruction in phonological awareness, spelling-sound decoding, and high-frequency words. As the students learn to read accurately and automatically, the students also learn that understanding what they are reading is paramount.

Design Features of Small-group Reading Sets 1–5

Small-group Reading Sets 1–5 differ from more traditional approaches to small-group instruction in some important ways:

- In Small-group Reading, instruction is explicit and systematic.
- Small-group Reading lessons are fully articulated and support you to be thoroughly prepared to lead the group. The step-by-step instruction frees you to focus on the students and their reading.
- When students are correctly placed in the appropriate set, they receive the instruction they need. Students do not unnecessarily repeat instruction or receive instruction beyond what they are ready for.
- The books the students read were developed to correspond to the scope and sequence of phonics and high-frequency word instruction. These books provide opportunities to engage in comprehension work within and beyond the text.

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Goals for Emerging Readers

The primary goals of Small-group Reading Sets 1-5 are for the students to:

- Receive explicit, systematic instruction in phonological awareness, spelling-sounds, and high-frequency words
- Comprehend what they read
- Cultivate a love of reading
- Learn to read well independently
- Receive individualized instruction
- Read a variety of high-quality books

Elements of Instruction

Instruction for emerging readers is guided by a scope and sequence of phonological awareness, phonics, and high-frequency words. Spelling-sounds and high-frequency words are taught in order of utility, with the goal of quickly preparing students to start reading books. Success in reading is a strong motivator for young readers. As the books become more challenging, reading strategies such as retelling, identifying characters' feelings, and making connections are informally introduced.

Emerging readers learn at different paces, and the small-group lessons provide opportunities for reteaching to slow the pace of instruction as necessary. At the same time, some readers make sudden gains in their decoding ability at different times. These students may be able to move ahead in the instructional sequence. For the complete scope and sequence for Sets 1-5 and Sets 6-12, see Appendix D, "Scope and Sequence" in your grade-level whole-class *Teacher's Manual*, or visit the General Resources section of the CCC Learning Hub (ccclearninghub.org).

PHONOLOGICAL AWARENESS

Phonological awareness is the awareness that words are made up of sounds. The ability to hear the different sounds that make up a word is critical for both reading and spelling. Through a variety of oral activities, the students identify the phonemes in words. Basic blending (/mmăănn/ into *man*) and segmenting (*man* into /mm/ /ăă/ /nn/) activities lead to identifying first, last, and middle sounds and finally dropping and substituting sounds. Oral phonological awareness activities appear in every week.

SPELLING-SOUNDS

Explicit, systematic instruction ensures that the students build their knowledge of spelling-sound relationships by applying them to reading words in isolation (in word lists) and in books. Spelling-sounds are introduced gradually, with ample time for practice. Decodable word lists often include challenging words from the week's book. This provides the students with opportunities to read words with teacher support before they encounter them when reading to themselves. Once a week, the students review spelling-sounds in isolation using

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the sound card review deck. This helps to solidify their knowledge and allows you to evaluate the students' mastery of the spelling-sounds. To hear the recommended pronunciation for sounds, see the video "Pronunciation Guide" on the CCC Learning Hub.

SOUND SORTS

Sorting independently reinforces spelling-sound knowledge and provides review on days when the small group does not meet. The students first work with pictures that show familiar objects (such as the sun). The students sort pictures according to the first, last, or middle sound in the word (/ss/ /ŭ/ /nn/), which builds phonological awareness. In later sets, the students sort words based on the week's spelling-sound instruction. The word sorts are the foundation for word study in later grades.

POLYSYLLABIC WORDS

Reading polysyllabic words requires students to use different strategies than simple left-to-right decoding. At this stage of reading development, students begin to read words in syllables or word parts rather than letter by letter. As early as Set 4, the students begin to read two-syllable words that include inflectional endings. In Set 5, the students are introduced to strategies for reading polysyllabic words and begin to develop the word analysis skills that will allow them to tackle easy-to-read trade books (books at level J of the *Fountas & Pinnell Text Level Gradient*™ or level 18 of the *Developmental Reading Assessment*® [DRA]). As the students are ready, you may encourage them to add easy-to-read books to their toolboxes for independent reading.

HIGH-FREQUENCY WORDS

A repertoire of high-frequency words supports students' automaticity in reading connected text. After you introduce each word, the students read and spell it, which focuses the students' attention on the left-to-right sequence of letters. High-frequency words are reviewed daily and are added cumulatively to the weekly books. Word cards that can be added to the class word wall are provided, as well as a "Word Bank" that the students can use for reference. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org).

FLUENCY

Fluency is more than reading rate. It is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from word-by-word processing of text to smoother, more natural-sounding reading (when reading aloud and when reading silently to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on reading individual words.

Instruction and practice with spelling-sound correspondences and high-frequency words builds the accuracy and automaticity needed to read with expression and proper phrasing. Emerging readers at first read haltingly, word by word. But beginning in Set 4 or 5, you will notice the students starting to read in phrases. At this point, the students will be paying increasing attention to comprehension. Students who still struggle with phrasing after completing Set 5 can go on to Set 6, which focuses on fluency, while those who are reading with prosody continue to Set 7 or 8.

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COMPREHENSION

The purpose of teaching spelling-sound correspondences, high-frequency words, and strategies for reading polysyllabic words is to facilitate comprehension. Students who read accurately and with automaticity and prosody are able to direct most of their attention to understanding what they read. Sets 1 and 2 focus on establishing accuracy and automaticity in the context of reading fiction and nonfiction with plots and topics that are readily accessible to the students. Repeated rereading in Small-group Reading lessons and during independent work time develops fluency. The students read and discuss books during every Small-group Reading lesson. Discussion questions beginning in Set 3 start to informally address some of the comprehension strategies that will appear in later sets, such as using illustrations to support comprehension, using text features, and understanding how characters change during a story.

GUIDED SPELLING

In each Guided Spelling lesson, the students spell decodable words and high-frequency words with teacher support. Spelling practice coordinated with on-level reading strengthens both reading (decoding) and spelling (encoding). The purpose of Guided Spelling is to support the students in being strategic spellers rather than to test their knowledge of individual words. It is an opportunity for the students to apply their growing knowledge to writing.

Texts for Emerging Readers (Sets 1–5)

The books provided for Sets 1–5 have been carefully written and illustrated to provide engaging reading experiences within the scope and sequence of Small-group Reading. The books are attractive, appealing, and designed for success.

Each set includes a balance of fiction and nonfiction texts. Nonfiction becomes more prevalent in later sets.

The books in Set 1 make full use of high-frequency words and a few spelling-sound relationships. The books taught in the first two weeks use only high-frequency words, allowing the students to start reading real books immediately. Simple consonant-vowel-consonant (CVC) words are added as soon as the students learn their first vowel spelling-sound.

The books in Set 2 include nonfiction about single topics, such as sled dogs and animal homes. The fiction books focus on single events.

Nonfiction books in Set 3 include information about single topics, such as skunks and making jam. The plots of fiction books are more complex here than in previous sets. Comprehension questions begin to informally address topics taught in depth in later sets, such as using illustrations to confirm what one reads, identifying characters' feelings and how they change, and making inferences.

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Nonfiction books in Set 4 include less familiar topics, such as life in a Native American plains tribe. The more complex plots of fiction books require the students to make inferences. Comprehension questions continue to informally address topics taught in depth in later lessons.

Set 5 includes mostly nonfiction books featuring new topics with more complex content, such as why we have night and day on Earth and how glaciers shape the planet. Comprehension questions informally address topics taught in depth in later sets, such as making connections between texts and identifying information that is learned from a book. The students in Set 5 are likely to be able to add easy-to-read trade books to their repertoire. Abundant reading with high levels of accuracy develops fluency, comprehension, and vocabulary. The students at this stage of development will benefit from reading a large variety of books at their appropriate reading levels.

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Teaching Small-group Reading Sets 1–5

How Sets 1–5 Are Organized

Each set features between 12 and 21 books. There are three lessons associated with each main book, plus an additional Reteaching text provided for every other week. Lessons are designed to take approximately 15 minutes in kindergarten. In grade 1, Guided Spelling takes an additional 5 minutes. Each week of instruction follows a similar outline, with some variation in later sets. Using a familiar lesson structure allows the students to focus on new content.

The steps on Days 1 and 2 follow a similar sequence:

- **Phonological Awareness.** The lessons begin with an oral phonological awareness activity. Blending and segmenting are emphasized in early sets, and more sophisticated activities are emphasized in later sets. These activities become less frequent on Day 2 beginning in Set 5.
- **Introduce the Spelling-Sound.** A spelling-sound is introduced through modeling and practice.
- **Blend Decodable Words.** The students practice blending words in a list. Many of the words are selected from the week's new book. Once the students are reading two-syllable words, this step is called "Read Decodable Words," because the students begin to read by syllable rather than by blending individual sounds.
- **Introduce the Sound Sort.** On Day 2, a new sound sort is included in the instruction.
- **Introduce the High-frequency Word.** A word is introduced through reading and spelling.
- **Review High-frequency Words.** Words are reviewed using handheld cards.
- **Read or Reread.** On Day 1, the students reread the previous week's book. On Day 2, they read a new book. Comprehension questions are provided.
- **Guided Spelling (for grade 1 students).** The students are guided to spell two decodable words and then write one high-frequency word.

On Day 3, the format is modified to allow more time for review, reading, and discussion. No new sounds or words are introduced.

- **Phonological Awareness.** The Day 3 lesson usually begins with an oral phonological awareness activity. These activities become less frequent on Day 3 beginning in Set 4.

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- **Review Spelling-Sounds.** Spelling-sounds are reviewed using handheld cards.
- **Review High-frequency Words.** Words are reviewed using handheld cards.
- **Reread.** The students reread the Day 2 book.
- **Check Comprehension and Reflect.** The students answer comprehension questions and discuss what they have read.
- **Guided Spelling (for grade 1 students).** The students are guided to spell the words in a sentence, including capitalization and ending punctuation.

Planning and Teaching the Lessons

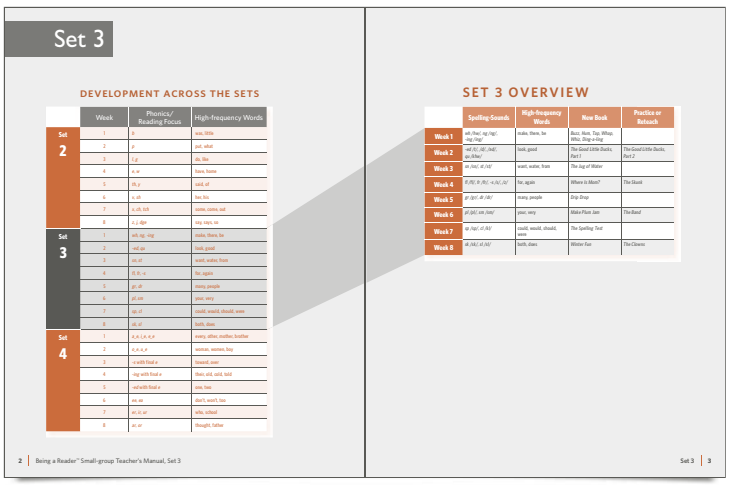
SET OVERVIEW


Set 3

Set 3 readers have mastered short vowels and single consonants. They are comfortable reading consonant-vowel-consonant (CVC) words, although they may read slowly, word by word. Their increasing facility with one-syllable and high-frequency words allows them to attend more to the content of what they are reading. Set 3 lessons introduce consonant blends and inflectional endings. By the end of the set, the students may begin to read more smoothly by grouping words together.

Nonfiction books in this set include information about single topics, such as skunks and making jam. The plots of fiction stories are more complex than those in previous sets. Comprehension questions begin to informally address topics taught in depth in later sets, such as using illustrations to confirm what one reads, identifying characters' feelings and how they change, and making inferences.

To prepare to teach each set, begin by reading the Set introduction. The Set introduction describes the readers at that level, the characteristics of the texts in the set, and the focuses of the instruction.


Set 3

DEVELOPMENT ACROSS THE SETS

	Week	Phonics/ Reading Focus	High-frequency Words
Set 2	1	a	was, little
	2	p	just, what
	3	t, d	do, like
	4	n, w	have, home
	5	th, y	said, of
	6	s, sh	her, his
	7	c, ck, k/k	come, come, out
	8	r, j, dge	big, back, to
Set 3	1	-nk, -ng, -ngg	make, there, be
	2	-ed, ar	look, good
	3	ea, ol	water, water, from
	4	ll, ff, -s	for, again
	5	gr, qu	many, people
	6	pl, cm	your, very
	7	-qu, ci	could, would, should, were
	8	ai, ol	both, does
Set 4	1	e, e, i, ie, e, e	every, other, mother, brother
	2	e, e, o, e	woman, women, boy
	3	-e with final e	toward, over
	4	-ay with final e	their, old, sold, told
	5	-ed with final e	she, love
	6	ee, ea	don't, aren't, live
	7	ar, ir, er	who, school
	8	ar, or	thought, father

SET 3 OVERVIEW

	Spelling-Sounds	High-frequency Words	New Book	Practice or Reteach
Week 1	/nk/, /ng/, /ngg/, /ng/, /ngg/	make, there, be	Buzz, Hum, Tap, Wrap, Whiz, Zing-a-Ling	
Week 2	-ed, /t/, /d/, /id/; /ar/, /ahr/	look, good	The Good Little Ducks, Part 1	The Good Little Ducks, Part 2
Week 3	/ē/, /ō/, /ī/, /ū/	water, water, from	The Jug of Water	
Week 4	/f/, /f/, /l/, /ll/, -s, /s/, /z/	for, again	Where Is Mom?	The Shoot
Week 5	/gr/, /gr/, /ō/, /ō/	many, people	Drip Drop	
Week 6	/pl/, /pl/, /em/, /em/	your, very	Make Plum Jam	The Band
Week 7	/qu/, /kw/, /ī/, /ī/	could, would, should, were	The Spelling Test	
Week 8	/ō/, /ōō/, /ī/, /ī/	both, does	Winter Fun	The Gloves

2 | Being a Reader™ Small-group Teacher's Manual, Set 3

Set 3 | 3

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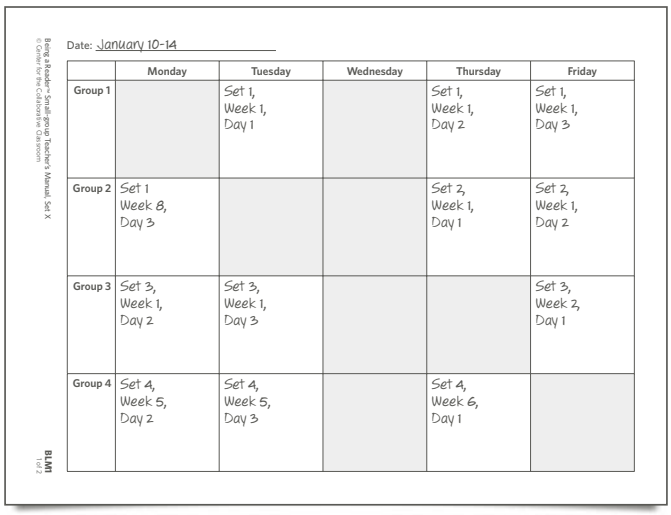
The Development Across the Sets table provides a context for the material covered in each set by listing material covered in the previous and subsequent sets. The table can serve as a reminder of what spelling-sounds and high-frequency words the group has recently covered, as well as a preview of what is covered in the next set.

SCHEDULING LESSONS

Small-group Reading was developed to be used in conjunction with independent work, enabling you to meet with four small groups, three times per week each (in 12 total instructional sessions). If you have more than four groups or find that you want to meet with some groups more often than others, you can schedule your groups into the 12 sessions according to your students' needs.

To schedule your small-group instruction, write the instructional lessons and any Reteaching lessons you plan to teach each group on the "Small-group Reading Two-week Planner." Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

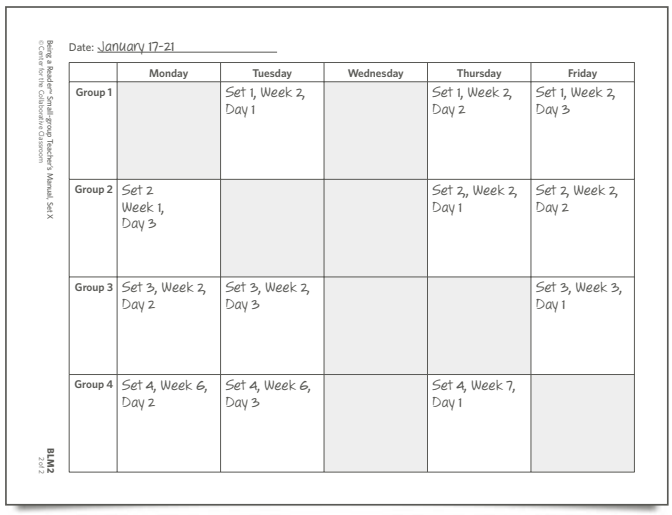


Being a Reader™ Small-group Teacher's Manual, Set X
© Center for the Collaborative Classroom

Date: January 10-14

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 1, Week 1, Day 1		Set 1, Week 1, Day 2	Set 1, Week 1, Day 3
Group 2	Set 1 Week 8, Day 3			Set 2, Week 1, Day 1	Set 2, Week 1, Day 2
Group 3	Set 3, Week 1, Day 2	Set 3, Week 1, Day 3			Set 3, Week 2, Day 1
Group 4	Set 4, Week 5, Day 2	Set 4, Week 5, Day 3		Set 4, Week 6, Day 1	

BLM1
1 of 2



Being a Reader™ Small-group Teacher's Manual, Set X
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Date: January 17-21

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 1, Week 2, Day 1		Set 1, Week 2, Day 2	Set 1, Week 2, Day 3
Group 2	Set 2 Week 1, Day 3			Set 2,, Week 2, Day 1	Set 2, Week 2, Day 2
Group 3	Set 3, Week 2, Day 2	Set 3, Week 2, Day 3			Set 3, Week 3, Day 1
Group 4	Set 4, Week 6, Day 2	Set 4, Week 6, Day 3		Set 4, Week 7, Day 1	

BLM2
2 of 2

ENTRY-POINT WEEKS

Because students may enter the Small-group Reading lessons at varying points along the instructional continuum, you may have students who are beginning instruction with the first week in a set. The activities in Week 1 of each set are written out completely for groups that are beginning instruction. If you are teaching an entry-point lesson, consider budgeting more time for modeling than you normally would.

If your group is continuing from the previous week, you will not need to repeat the activity introductions in Week 1 of the new set; simply remind the students of your expectations. Beginning in Week 2, instruction is abbreviated unless a new activity is being introduced.

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PREPARING THE DAILY LESSONS

To prepare to teach a set of lessons, begin by reading the lessons and thinking about how to tailor them to meet the students' needs. The Resources list specifies the books, assessment forms, and reproducibles that will be used throughout the set of lessons. The Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Overview lists the academic goals and alerts you to any advance preparation needed for each lesson.

Before teaching a set of lessons:

- Read each lesson carefully, including Teacher Notes and Support Notes.
- Read any book that is new to the students. Review the concepts and vocabulary to be introduced before the students read, and anticipate whether any students will need additional support with background knowledge or vocabulary. We provide suggestions in each book introduction, but you may decide to provide additional support.
- Make any preparations specified in the "Do Ahead" section of the Overview.
- Gather the necessary materials and organize them near your small-group area.
- Review the "ELL Support" feature in the Overview. This feature helps you anticipate spelling-sounds that may be challenging for students depending on their language backgrounds.

GUIDED SPELLING FOR GRADE 1 STUDENTS

In Guided Spelling lessons on Days 1 and 2, the students spell two decodable words and one high-frequency word with your support. On Day 3, they write a sentence as you support them in the conventions of sentence writing, including capitalization and punctuation. Guided Spelling sessions are intended for grade 1 students, but kindergarten students may also benefit from Guided Spelling instruction if time is available.

Guided Spelling lessons should take approximately 5 minutes. For each word, say the word, have the students say it, and then support them as they spell. For decodable words, refer to the "Spelling Support" section for specific suggestions to help you guide the students. For high-frequency words, allow the students to use the word wall or their personal "Word Bank" for support as needed. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org).

RETEACHING

Every two weeks, an assessment note alerts you to consider slowing the pace of instruction for the group by reteaching content. A new book is provided for application of the spelling-sounds and high-frequency words taught during the previous two weeks. Use the same three-day pattern laid out for regular weeks, dividing spelling-sounds and high-frequency words to be taught over the first two days, introducing the new book on Day 2, and following up with review, rereading, and discussion on Day 3. Some groups, especially in Set 1, may need

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two Reteaching weeks rather than one. Students who do not need reteaching can use the reteaching book for independent reading.

Assessments

PLACEMENT ASSESSMENT

A placement assessment for Sets 1–5 will help you determine the appropriate small group in which to place each student, and which set the group will begin in. Once you have assessed the students and grouped them, instruction can begin. The placement assessment and instructions for administering it can be found in the *Assessment Resource Book*.

Forming Small Groups

You will form differentiated small groups after finishing beginning-of-the-year placement assessments and setting the foundation for independent work. In kindergarten, it is likely that some students will be ready for small-group instruction earlier in the year than other students. For students who are not ready for reading instruction, use the suggestions in Appendix E, "Letter-name Instruction," in your grade-level whole-class *Being a Reader Teacher's Manual* to teach letter names. For information on assessment, forming and managing reading groups, and monitoring student progress, see the *Assessment Resource Book*.

FORMATIVE ASSESSMENTS

Individual Reading Observation

Beginning in Set 3, the Individual Reading Observation will give you the opportunity to listen to and observe individual students as they read. An Individual Reading Observation Note will appear every two weeks on Day 3. You can record your observations about each student on an "Individual Reading Observation" sheet (IR), which should be printed out before you begin teaching each set. For information on the "Individual Reading Observation" sheet, see the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView™ assessment app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level *Teacher's Manual*. You can also access the CCC ClassView app directly (classview.org).

Group Progress Assessment

The Group Progress Assessment will give you the opportunity to observe the group as they practice strategies. A Group Progress Assessment Note will appear every four weeks, on Day 3. Each Group Progress Assessment Note has a corresponding "Group Progress Assessment" sheet (GA), which should be printed out before you begin teaching the lesson. The sheet includes questions that you can ask yourself to focus your observations as well as suggestions

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for how to proceed with the instruction based on those observations. For information on the "Group Progress Assessment" sheet, see the *Assessment Resource Book*. You will find copies of "Group Progress Assessment" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level *Teacher's Manual*.

SUMMATIVE ASSESSMENTS

The Mastery Tests will allow you to monitor the progress of individual students. A Mastery Test Assessment Note will appear every four weeks, on Day 3. Each Mastery Test has a "Mastery Test" record (MT) and a corresponding "Mastery Test Student Card" (SC) for the students to read from. Suggestions for reteaching as needed are provided with each Mastery Test Assessment Note. The students who master material in a set should move directly into Week 1 of the next set. You will find the Mastery Tests in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level *Teacher's Manual*.

Tips for Managing Small-group Reading in Your Classroom

Small-group Reading lessons assume students' familiarity with some basic procedures, cooperative structures, and facilitation techniques.

ROOM ARRANGEMENT AND MATERIALS

For Small-group Reading, the students should sit at a table facing you, close enough to see the cards and wipe-off board. Individual wipe-off boards are used by the grade 1 students during Guided Spelling. The students participating in Guided Spelling should be seated so that they can easily refer to the high-frequency word wall.

You may want to post your "Small-group Reading Two-week Planner" next to the small-group table so that you know which groups you will see each day. When you signal for the students to switch tasks, ask the students in the next small group to sit at the small-group reading table. Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

The students may need to practice moving quickly and quietly to the small-group reading area. Consider beginning each instructional session by asking questions that help the students take responsibility for the gathering procedure, such as "How did you do with coming to the small-group reading area quickly and quietly?"

Since the students carry their toolboxes during independent work rotations, they will bring their toolboxes with them to the small-group reading table. The students store their books and bags containing sound sorts in their toolboxes.

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Special Considerations

Support for English Language Learners

Small-group Reading in the *Being a Reader* program is designed to be accessible to all students. Special attention was given to particular challenges for English Language Learners. An "ELL Support" feature before each set of lessons alerts you to pronunciation and language transfer issues that may arise during the lessons. Additionally, ELL Notes at point of use provide information that can be included in the lessons, including vocabulary support and background knowledge needed to comprehend the weekly books. For more information about how the program supports English Language Learners, see "Supporting English Language Learners" in the Introduction of your grade-level *Being a Reader Teacher's Manual*.

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Lessons

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Set 4

Set 4 readers have mastered consonant-vowel-consonant (CVC) words and are ready for final *e* spellings and vowel digraphs. At this point in their development, the students must go beyond simply sounding out words from left to right. They must now look at all parts of a word to read it, and it may take some time to develop this habit. Because of the more challenging decoding, they may continue to read slowly. However, some students may be developing fluency in reading by phrases, rather than word by word. Set 4 lessons introduce final *e* spellings with and without inflectional endings, the vowel digraphs *ee* and *ea*, and the *r*-controlled vowels.

Nonfiction books in this set include information about less familiar topics, such as life in a Native American plains tribe. The more complex plots of fiction stories require the students to make inferences. Comprehension questions continue to informally address topics taught in depth in later sets, such as using illustrations to confirm what one reads, and identifying characters' feelings and how they change.



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Set 4

DEVELOPMENT ACROSS THE SETS

	Week	Reading Focus	High-frequency Words
Set 3	1	*wh, ng, -ing*	make, there, be
	2	*-ed, qu*	look, good
	3	*sn, st*	want, water, from
	4	*fl, fr, -s*	for, again
	5	*gr, dr*	many, people
	6	*pl, sm*	your, very
	7	*sp, cl*	could, would, should, were
	8	*sk, sl*	both, does

(continues)

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Set 4

DEVELOPMENT ACROSS THE SETS *(continued)*

	Week	Reading Focus	High-frequency Words
Set 4	1	*a_e, i_e, e_e*	every, other, mother, brother
	2	*o_e, u_e*	woman, women, boy
	3	*-s* with final *e*	toward, over
	4	*-ing* with final *e*	their, old, cold, told
	5	*-ed* with final *e*	one, two
	6	*ee, ea*	don't, won't, too
	7	*er, ir, ur*	who, school
	8	*ar, or*	thought, father
Set 5	1	two-syllable words	after, work
	2	two-syllable words	head, read
	3	two-syllable words	never, ever, only
	4	two-syllable words	give, live
	5	*ai, ay*	walk, talk, because, children
	6	*oa, ow, oo, ew*	
	7	*all*	even, picture
	8	*wr, kn*	move, great
	9	*igh, _y*	though, once
	10	*-es, -ed* with *_y*	enough, watch, been
	11	*ou*	few, kind, find, mind
	12	*oi, oy*	word, four, answer
	13	*au, aw*	learn, young, large
	14	*ci, ce, cy*	earth, most, change

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SET 4 OVERVIEW

	Spelling-Sounds	High-frequency Words	New Book	Practice or Reteach
Week 1	*a_e /ā/, i_e /ī/, e_e /ē/*	every, other, mother, brother	*A Hike by the Lake*	
Week 2	*o_e /ō/; u_e /ū/, /o͞o/*	woman, women, boy	*Life in a Plains Tribe, Part 1*	*Life in a Plains Tribe, Part 2*
Week 3	*-s* with final *e*	toward, over	*Snakes!*	
Week 4	*-ing* with final *e*	their, old, cold, told	*A Cold Ride*	*Get Out and Get Fit*
Week 5	*-ed* with final *e*	one, two	*Out My Window*	
Week 6	*ee, ea /ē/*	don't, won't, too	*What Little Deer Eat*	*A Good Team*
Week 7	*er, ir, ur /ûr/*	who, school	*Bird School*	
Week 8	*ar /är/, or /ôr/*	thought, father	*Fox Spills the Stars*	*Sharks!*

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Week 1

RESOURCES

New



A Hike by the Lake

by Corinn Kintz,
illustrated by Juan Bautista

Revisit (with continuing students)



Winter Fun

by Rob Arego,
illustrated by
Marjorie Leggitt

Assessment Resource Book

- Week 1 assessment

Sound Cards

- *a_e* /ā/
- *i_e* /ī/
- *e_e* /ē/

High-frequency Word Cards

- *every*
- *other*
- *mother*
- *brother*

Extension

- "Vowel and Consonant Recognition"

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Individual Reading Observation" sheet (IR1)

Reproducibles

- "Set 4, Week 1 Sort" (BLM1)
- (Optional) "High-frequency Words Review 5" (BLM2)

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OVERVIEW

Spelling-Sound Focus	High-frequency Words
▪ *a_e* /ā/	▪ *every*
▪ *i_e* /ī/	▪ *other*
▪ *e_e* /ē/	▪ *mother*
	▪ *brother*

DO AHEAD

- ✓ Prior to Day 1, add high-frequency word cards for *every*, *other*, *mother*, and *brother* to the word wall if they are not already displayed.
- ✓ Prior to Day 1, post the "Spelling-Sound Chart" near the small-group reading table where all the students can see it.
- ✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 4, Week 1 Sort" (BLM1). Make a copy for each student in the group, plus two. Cut apart the pictures on each sheet (keeping one copy intact) to create a set of sorting pictures for middle sounds /ā/ and /ă/ for each student in the group and one for yourself. Place each set of pictures in a resealable plastic bag.
- ✓ Prior to Day 3, if your group is continuing from Set 3, add the sound cards for *a_e*, *i_e*, and *e_e* to the sound card review deck. If your group is beginning with this lesson, use the sound cards for *a_e*, *i_e*, and *e_e* to start the review deck.
- ✓ Prior to Day 3, make a group set of the "Individual Reading Observation" sheet (IR1); see page 149 of the *Assessment Resource Book* or on the CCC Learning Hub. Make a copy for each student in the group. You will use the observation sheets throughout this set of lessons.
- ✓ (Optional) If you plan to integrate the new high-frequency words in the word work area, visit the CCC Learning Hub (ccclearninghub.org) to access and print "High-frequency Words Review 5" (BLM2). See "Independent Work Connections" on page 25.

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ELL SUPPORT

final e

In Spanish, vowel pronunciations are not marked by silent letters. Each of the five Spanish vowels represents a distinct and relatively consistent sound. Other than *a*, the vowel letters represent sounds that are similar to long vowel sounds in English. However, the grapheme/phoneme correspondences differ. Several Spanish diphthongs also approximate English long vowel sounds:

- The Spanish spellings *e*, *ey*, and *ei* stand for a sound similar to /ā/.
- The Spanish spellings *ai* and *ay* stand for a sound similar to /ī/.
- The Spanish spellings *i* and *y* stand for a sound similar to /ē/.

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Oral Blending; *a_e* and *every*

Day 1

In this lesson, the students:

- Practice oral blending
- Learn the spelling-sound *a_e* /ā/
- Read decodable words
- Learn the high-frequency word *every*
- Review high-frequency words
- Read a familiar book (continuing students)

ABOUT ENTRY-POINT LESSONS

Because students may enter the Small-group Reading lessons at varying points along the instructional continuum, you may have students who are beginning instruction with this lesson or who are continuing from Set 3. Each activity in this week is written out completely for groups that are beginning instruction with this lesson.

If your group is continuing from the previous week, you will not need to repeat the activity introductions in this lesson; simply remind the students of your expectations for the procedures.

Materials

- (For continuing students) Teacher and student copies of *Winter Fun* from Set 3, Week 8
- Posted "Spelling-Sound Chart"
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *every*
- High-frequency word card review deck
- (Optional, for students beginning with this lesson) Student copies of *The Clowns* from Set 3, Week 8
- (For Guided Spelling) Wipe-off board, dry-erase marker, and tissue or cloth for each student

1 Gather and Get Ready

Explain that during Small-group Reading the students will learn new sounds and words, read books, and talk about their reading.

TEKS 2.A.vi
Student/Teacher Activity
Step 2 (all, beginning on page 9 and continuing to the top of page 10)

2 Phonological Awareness: Oral Blending

Explain that you will say the sounds in a word, and then the students will put the sounds together to make the word. Model, using the word *lane*. Slowly and clearly, say the sounds three times, drawing out the sounds as you say them: /llānn/. Clap softly as you say each sound. Then blend the sounds more quickly to make the word. Brush your hands past each other as you say the word. Slowly say the sounds one more time: /llānn/. Have the students repeat by drawing out the sounds and then blending them to say the word. Repeat the procedure to practice blending a second word, such as *race*.

Teacher Note

If the students are familiar with the oral blending routine, you do not need to model it here. Instead, simply go to the word list on the next page and remind the students of your expectations for the procedure.

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Blending Support

For blending activities, use continuous blending, drawing out the sounds without leaving pauses between them (for example, /llānn/ not /ll/ /ā/ /nn/). Model this for the students and have them also use continuous blending. In contrast, when segmenting, leave a very short pause between sounds.

If the students have difficulty blending, you might use a visual aid. Draw three blanks side by side on a wipe-off board and point to each blank as you say each sound again slowly. Sweep under all three blanks as you say the word. Then have the students say the sounds as you point to the blanks and say the word as you sweep under them.

Have the students blend each of the words that follow. Say the phonemes using continuous blending and have the students repeat. Remember to clap softly as you say each sound and then brush your hands past each other as the students say the word.

/bāk/	bake
/fflāmm/	flame
/ssāvv/	save
/grrāp/	grape
/sskāt/	skate
/shāvv/	shave

3 Introduce the "Spelling-Sound Chart"

Point to the "Spelling-Sound Chart" and tell the students that this chart will help them remember different ways to spell sounds. Point to the first row, and explain that this row shows pictures that stand for the sounds that the students know: apple /ă/, egg /ĕ/, igloo /ĭ/, octopus /ŏ/, umbrella /ŭ/. Say that these sounds are called *short vowel sounds*. Point to the row of letters below the pictures and tell the students that these letters are called *vowels*. Explain that the remaining pictures on the chart stand for different sounds the students will learn.

Teacher Note

You may wish to provide additional instruction in identifying vowels and consonants. We have provided a suggested lesson to be taught at another time in the day. See the extension "Vowel and Consonant Recognition" on page 14.

4 Introduce the Spelling-Sound *a_e* /ā/

Explain that today's sound is /ā/, and have the students say the sound. Tell the students that /ā/ is called a *long vowel sound*. Point to the *cake* picture on the "Spelling-Sound Chart." Explain that the picture of the cake will help them remember the sound /ā/ because the middle sound in the word *cake* is /ā/. Point to the spellings below the picture and explain that the chart shows many ways to spell the sound /ā/. Point to the spelling *a_e* and tell the students that this is one of the spellings that stands for the sound /ā/. Point to the spelling again and say /ā/. Have the students repeat the sound as you point to the spelling. Explain that the blank between *a* and *e* shows that there is one consonant between the vowels in this spelling.

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Write the word *mad* on your wipe-off board and have the students read it. Then add *e* to the end of *mad* to make the word *made* and read it aloud. Point to *d* and explain that there is one consonant between *a* and *e*. Tell the students that the final *e* is silent (it doesn't stand for any sound), but when it comes at the end of a word with *a*, it makes the letter *a* stand for /ā/. Have the students read the word *made*. Repeat the procedure with the word pairs *tap* and *tape*, *cap* and *cape*, and *mat* and *mate*.

5 Read Decodable Words

TEKS 2.A.iii
Student/Teacher Narrative
Step 5 (all, including "Decoding Support" note)

Tell the students that they will read words that use spellings they know. Explain that you will write some words and the students will read them. Some of the words have short vowel sounds and some have the final *e* spelling.

Model how to read the word *mane*. Write *mane* on your wipe-off board. Point to the final *e* at the end of the word. Remind the students that the final *e* will make the *a* stand for /ā/. Point to the left of the word and sweep under it as you read *mane*.

Write the following words on your wipe-off board:

take	same
camp	late
pack	lake

Point to the left of *take* and sweep under it as the students read it. Follow the same procedure for the remaining words on the list.

Decoding Support

Mastering the final *e* pattern can take a great deal of practice, because students often do not look at the end of a word before attempting to read it. If the students have difficulty reading decodable words with final *e*, support them by pointing to the final *e* first and reminding them that the *e* at the end of the word makes the *a* stand for /ā/. Then have the students blend the sounds to read the word.

6 Introduce the High-frequency Word *Every*

every "I like to paint every day."

Tell the students that *high-frequency words* are words that they will see again and again in their reading. Explain that recognizing these words will help them read stories. Explain that the high-frequency word they will learn today is *every*. Say *every*. Use *every* in a sentence. ("I like to paint every day.") Show the high-frequency word card for *every*, point to the word, and say it as you sweep under it. Consider establishing a signal, such as pointing to the first letter of the word or saying "Read," to support the students in reading the words chorally.

Tell the students that when they are learning a new high-frequency word, they will practice by reading the word and spelling it. Have the

ELL Note

Speakers of Spanish, Vietnamese, and Tagalog may have difficulty distinguishing the sound /ā/ from the sound /ĕ/. Provide practice with word pairs, such as *sail/sell*, *tail/tell*, and *wait/wet*.

Teacher Note

If the students are familiar with the routine for reading decodable words, you do not need to model it here. Instead, simply go to the word list below and remind the students of your expectations for the procedure.

Teacher Note

Many of the words in the Read Decodable Words activities are selected from the books students read on Day 2.

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students chorally read *every* and then spell *every* as you point to each letter. Then have them read, spell, and read the word again.

Point to *every* on the word wall.

Use the word card for *every* to begin the high-frequency word card review deck.

Teacher Note

If your group is continuing from Set 3, add the word card for *every* to the review deck you are already using.

7 Review High-frequency Words

Tell the students that on small-group reading days they will review some of the words they have already learned by reading them from cards. Explain that they will read each word, spell it, and then read it again. Model the procedure, using *every*. Hold up the card, point to the left of the word, and read it aloud. Then point under each letter as you say each letter name. Finally, read the word again as you sweep under it.

Have the students practice reading, spelling, and then rereading the word *every*. To review previously introduced high-frequency words with continuing students, show each word in the review deck and have the students read it, spell it, and read it again.

Teacher Note

If your group is continuing from Set 3, retain only the cards for the words the students do not know well in the review deck.

8 Reread *Winter Fun* with Continuing Students

Have the students take the book *Winter Fun* from their toolboxes. Tell the students that they will reread this book today. Read the title to the students and ask:

Q *What sports do you remember from this book?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

Teacher Note

The rereading step is intended for students who are continuing instruction from Set 3. If your group is beginning instruction with this lesson, you may wish to have the students read *The Clowns* using the preteaching words and comprehension questions from Set 3, Week 8.

Teacher Note

Some of the students may be reading silently, while others will be reading quietly to themselves. Ask students who are reading silently to read a page quietly to you.

GUIDED SPELLING

cave	"Ten bats flew out of the cave."
gate	"I keep the gate closed so my dog stays in the yard."
both	"Both of my brothers love broccoli."

Distribute wipe-off boards, dry-erase markers, and tissues or cloth to the students. Tell them that they will use these boards throughout the year to write letters, words, and sentences, and remind them of your expectations for using the boards.

Tell the students that when they write words, they will use the side of the board with lines. Explain that they will write each word you say, check the word, and then erase the word.

Teacher Note

Guided Spelling is an optional component intended for grade 1 students. In every Guided Spelling lesson, the students will need wipe-off boards, dry-erase markers, and tissues or cloth.

If your group is continuing, simply support the students in writing the words as you did in previous lessons. See "Spelling Support" at the end of the Guided Spelling section.

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Say *cave*. Use *cave* in a sentence. ("Ten bats flew out of the cave.")

Encourage the students to pay attention to all the sounds in the word as they write the word on the lined side of their wipe-off boards. Tell the students that in *cave* the sound /k/ is spelled *c*. Then ask:

Q *We hear the sound /ā/ in* cave. *What spelling will you use for /ā/? (final* e*)*

Have the students write *cave*.

When all the students have finished writing, write *cave* on your own wipe-off board.

Tell the students that they will check their work by comparing the word they wrote to the one you wrote. To check, explain that they will compare each letter in the word to make sure all the letters are there and that they are in the same order. Model this by writing *cav* on your wipe-off board and then comparing each letter to *cave*. When you get to the mistake, tell the students that you see that you made a mistake; then add the final *e*. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *cave*.

Say *gate*. Use *gate* in a sentence. ("I keep the gate closed so my dog stays in the yard.") Ask:

Q *We hear the sound /ā/ in* gate. *What spelling will you use for /ā/? (final* e*)*

Have the students write *gate*.

When all the students have finished writing, write *gate* on your own wipe-off board. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *gate*.

Explain that the next word the students will spell is a high-frequency word. Say *both*. Use *both* in a sentence. ("Both of my brothers love broccoli.") Ask:

Q *Where can you find the word* both *if you're not sure how to spell it? (on the word wall)*

Have the students write *both*.

When all the students have finished writing, write *both* on your own wipe-off board. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *both*. Then collect the wipe-off boards, dry-erase markers, and cloths.

Spelling Support

cave: Tell the students that in *cave* the sound /ā/ is spelled *a_e*.

gate: Tell the students that in *gate* the sound /ā/ is spelled *a_e*.

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Teacher Note

You may wish to teach vowel and consonant recognition in a whole-class lesson.

EXTENSION

Vowel and Consonant Recognition

1. **Introduce the vowels.** Point to the alphabet wall cards you have posted and explain that some alphabet letters are called consonants and others are called vowels. Write the vowels where everyone can see them: *a*, *e*, *i*, *o*, *u*. Have the students say the letter names with you. Explain that these five letters are called *vowels*. All the other letters are called *consonants*.

2. **Practice identifying vowels.** Write a mixed set of about ten letters where everyone can see them. As you point to each letter, ask the students whether it is a consonant or a vowel. If the students make a mistake, refer to the vowel letters you have written and have the students say the vowel names. Then point back to the missed letter and continue.

Use the same procedure once or twice a day until the students are confident in identifying vowels.

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A Hike by the Lake

Oral Segmenting; *i_e* and e_e; *other*, *mother*, and *brother*

Day 2

In this lesson, the students:

- Practice oral segmenting
- Learn the spelling-sounds *i_e* /ī/ and e_e /ē/
- Read decodable words
- Identify middle sounds
- Learn the procedure for the sound sort
- Learn the high-frequency words *other*, *mother*, and *brother*
- Review high-frequency words
- Read a new book

1 Gather and Get Ready

Remind the students that during Small-group Reading they will learn new sounds and words, read books, and talk about their reading.

2 Phonological Awareness: Oral Segmenting

TEKS 2.A.ix Student/Teacher Narrative Step 1 (first paragarph)

Explain to the students that in this activity they will segment words. Explain that when they *segment*, you will say a word and then they will say the sounds they hear in the word. Model how to segment a word, using the word *ride*. Say the word normally: *ride*; then say it again, drawing out the sounds: /rr/ /ī/ /d/. Finally, say each individual sound: /r/ /ī/ /d/. Clap softly as you say each sound. Tell the students that you clapped three times as you said the sounds, so there are three sounds in the word.

TEKS 2.A.ix Student/ Teacher Activity Step 1 (all, beginning on page 15 and continuing to page 16)

Now have the students repeat the procedure to segment the word *time*. Have the students say *time* and then say the sounds in the word. Tell them to clap softly as they say each sound. Then ask:

Q *How many sounds are in the word* time*?*

If necessary, practice segmenting a second word, such as *five*.

Segmenting Support

For segmenting activities, draw out the sounds leaving a very short pause between them (/rr/ /ī/ /d/, not /rrīd/).

If the students have difficulty segmenting, you might use a visual aid. First, say the word and the sounds; then draw three blanks side by side on a wipe-off board. Say the word again. Then point to each blank as you say each sound again slowly. Finally, have the students say the word and then the sounds as you point to the blanks.

Materials

- Teacher and student copies of *A Hike by the Lake*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Teacher and student bags of sorting pictures, prepared ahead from "Set 4, Week 1 Sort" (BLM1)
- Intact copy of "Set 4, Week 1 Sort" (BLM1), prepared ahead
- High-frequency word card for *other*
- High-frequency word card for *mother*
- High-frequency word card for *brother*
- High-frequency word card review deck
- (For Guided Spelling) Wipe-off board, dry-erase marker, and tissue or cloth for each student

Teacher Note

If the students are beginning instruction this week and are learning the procedure for the sound sort (see Step 6), this lesson may require an extended class period.

Teacher Note

If the students are familiar with the oral segmenting procedure, you do not need to model it here. Instead, simply go to the word list on the next page and remind the students of your expectations for the procedure.

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Have the students segment the phonemes after you say each of the words that follow. Remind them to clap softly as they say each sound. For each word, ask:

Q *How many sounds are in [*lime*]?*

lime	/l/ /ī/ /m/
peach	/p/ /ē/ /ch/
jeep	/j/ /ē/ /p/
bike	/b/ /ī/ /k/
seal	/s/ /ē/ /l/
side	/s/ /ī/ /d/

3 Introduce the Spelling-Sounds *i_e* /ī/ and *e_e* /ē/

Tell the students that today they will learn two sounds. Explain that the first sound is /ī/, and have the students say the sound. Explain that /ī/ is called a long vowel sound. Point to the *kite* picture on the "Spelling-Sound Chart." Explain that picture of the kite will help them remember the sound /ī/ because the middle sound in the word *kite* is /ī/. Point to the spelling *i_e* on the wall chart and tell the students that this spelling stands for the sound /ī/. Point to the spelling again and say /ī/. Have the students repeat the sound as you point to the spelling. Remind the students that the blank between *i* and *e* shows that there is one consonant between the vowels in this spelling.

Write the word *bit* on your wipe-off board and have the students read it. Then add *e* to the end of *bit* to make the word *bite* and read it aloud. Point to *t* and explain that there is one consonant between *i* and *e*. Remind the students that the final *e* is silent (it doesn't stand for any sound), but when it comes at the end of a word with *i*, it makes the letter *i* stand for /ī/. Have the students read the word *bite*. Repeat the procedure with the word pairs *hid* and *hide*, *fin* and *fine*, and *rip* and *ripe*.

Repeat the procedure to introduce the spelling-sound *e_e* /ē/, using the the *tree* picture on the "Spelling-Sound Chart." Use the word pair *pet* and *Pete* for reading practice.

4 Read Decodable Words

Write the following words on your wipe-off board:

time	pile
jumped	snake
five	helped

Point to the left of *time* and sweep under the word as the students read it. Follow the same procedure for the remaining words on the list.

TEKS 2.A.iv
Student/Teacher Narrative Step 3 (second paragraph)

ELL Note

English Language Learners may have difficulty distinguishing the sound /ī/ from the sound /ă/. Provide practice with word pairs, such as *pine/pan*, *bike/back*, and *kite/cat*.

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Decoding Support

Mastering the final *e* pattern can take a great deal of practice, because students often do not look at the end of a word before attempting to read it. If the students have difficulty reading decodable words with final *e*, support them by pointing to the letter *e* first and reminding them that final *e* makes the letter *a* stand for /ā/, *i* stand for /ī/, or *e* stand for /ē/. Then have the students blend the sounds to read the word.

5 Get Ready to Sort: Identifying Middle Sounds

Explain that the students will listen for the sound they hear in the middle of a word. You will say a word, and then they will say the middle sound. Practice, using the word *tape*. Say the word normally; then say the word twice, emphasizing the middle sound. Ask:

Q *What sound do you hear in the middle of* tape*?*

Teacher Note

If the students are familiar with identifying middle sounds, you do not need to model it here. Instead, simply continue to the sound sort in Step 6.

Teacher Note

If the students struggle to identify the middle sound, you might use a visual aid. Draw three blanks side by side on a wipe-off board and point to each blank as you say the sounds. Then ask the students to say the word slowly as you point to each blank. Finally, point to the middle blank and ask the students to identify the middle sound.

6 Introduce the Sound Sort

Tell the students that they will sort pictures into two groups. Explain that they will make one group with pictures whose names have the middle sound /ā/ and another group with pictures whose names have the middle sound /ă/. Tell them that they will practice sorting pictures now and then sort their pictures during independent word work.

Display the intact "Set 4, Week 1 Sort" sheet (BLM1) and explain that these are the pictures the students will sort this week. Point to each picture and say its name. Then have the students say the names as you point to the pictures. Take the sorting guide from your own bag of pictures and hold it up. Point out the arrow on the sorting guide (the first square on BLM1). Explain that the arrow pointing to the middle blank on the sorting guide means they will sort by middle sound. Then point to the pictures of the cake and the hat on the sorting guide and explain that these pictures show the sounds the students will match (in this case, middle /ā/ and middle /ă/).

Tell the students that they will each have their own bag of pictures, and when they begin the sort, they will first find the sorting guide and place it on the table in front of them. Place your sorting guide on the table in front of you. Point to the picture of the cake and say: *c**a**ke*, /ā/. Then point to the picture of the hat and say: *h**a**t*, /ă/.

Hold up the *tape* picture from your bag. Ask the students to say the name of the picture and say the middle sound. Ask:

Q *Does* tape *have the middle sound /ā/? Does* tape *have the middle sound /ă/? Which picture does* tape *belong with,* cake *or* hat*?*

Have a few volunteers share.

Confirm that *tape* has the middle sound /ā/ and belongs with the *cake* picture. Show the students how to place the *tape* picture below the *cake* picture. Practice the procedure again, using the *map* picture. Hold up

Teacher Note

If the students are familiar with the sound sort, simply display the intact "Set 4, Week 1 Sort" sheet (BLM1) and proceed with the activity.

Teacher Note

Refer to the picture key for this week's sort. See Appendix B, "Sound Sort Picture Key."

TEKS 2.A.iii
Student/Teacher Activity
Step 6 (all, beginning on page 17 and continuing to the top of page 19)

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the *map* picture from your bag. Ask the students to say the name of the picture and then say the middle sound. Ask:

Q *Does* map *have the middle sound /ā/? Does* map *have the middle sound /ă/? Which picture does* map *belong with,* cake *or* hat*?*

Confirm that *map* has the middle sound /ă/ and that it belongs with *hat*. Place the *map* picture below the *hat* picture.

Distribute one bag of sorting pictures to each student. Have the students first find the sorting guide in their bags and place it on the table. Remind them that the arrow pointing to the middle blank shows them that they will sort by middle sound and that the pictures of the cake and the hat show that they will sort by the middle sounds /ā/ and /ă/.

Ask each student to choose one picture from his bag, say the name of the picture quietly to himself, and decide whether the middle sound in the word is /ā/ or /ă/. Review that if the middle sound is /ā/, he will put the picture below the *cake* picture; if the middle sound is /ă/, he will put it below the *hat* picture. Support the students as necessary.

Teacher Note

Depending on how much time you have, you may wish to have the students practice sorting more than one picture during Small-group Reading.

When all the students have placed at least one picture, tell them that they will now check their work. Explain that they will say the name of the picture to themselves and listen carefully to what they say. If they have put the picture in the wrong place, they can move it. Practice by checking the pictures you sorted earlier. Point to the *tape* picture and say: t*a*pe. Ask:

Q *Is the middle sound in the word* tape */ā/? Is the* tape *picture in the right place?*

Confirm that the *tape* picture belongs with the *cake* picture because the names of both pictures have the middle sound /ā/. Have each student point to the picture he sorted. Ask each student to say the name of the picture aloud and think about the middle sound in the word. Ask:

Q *Is the middle sound in the name of your picture /ā/ or /ă/? Is it in the right place?*

Have each student check his picture and move it if necessary. Then have the students check any additional pictures they sorted.

Explain that when the students go to independent word work, they will sort all their pictures before they do anything else. Briefly review the procedure:

1. Put the sorting guide on the table.
2. Look at another picture and say its name to see if it has the same middle sound as one of the pictures on the sorting guide: /ā/ for *cake* or /ă/ for *hat*.
3. Put all the pictures whose names have the middle sound /ā/ below the *cake* picture and those that have the middle sound /ă/ below the *hat* picture.
4. Check the sort by saying the name of each picture to make sure it is in the right place.

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Tell the students that if they need help remembering how to sort their pictures during independent word work, they may quietly ask another student in their reading group to remind them. Have them put their sorting pictures in their bags and put the bags in their toolboxes.

7 Introduce the High-frequency Words *Other*, *Mother*, and *Brother*

other	"One of my sisters is older than me and the other one is younger."
mother	"My mother has a beautiful garden."
brother	"Mateo's brother has a pet snake."

Remind the students that *high-frequency words* are words that they will see again and again in their reading. Explain that recognizing these words will help them read stories. Tell the students that today they will learn three new high-frequency words that rhyme, and explain that the first new word is *other*. Say *other*. Use *other* in a sentence. ("One of my sisters is older than me and the other one is younger.") Show the high-frequency word card for *other*, point to the word, and say it as you sweep under it.

Have the students chorally read *other* and then spell *other* as you point to each letter. Then have them read, spell, and read the word again.

Point to *other* on the word wall.

Repeat the procedure for the high-frequency words *mother* and *brother*, using the example sentences "My mother has a beautiful garden." and "Mateo's brother has a pet snake."

Teacher Note

Add the word cards for *other*, *mother*, and *brother* to the high-frequency word card review deck.

8 Review High-frequency Words

Remind the students that during Small-group Reading lessons they will review some of the words they have learned by reading the words from cards. Explain that when they review a word, they will read it, spell it, and read it again. Show the high-frequency word card for *other*, point to the left of the word, and have the students chorally read it as you sweep under it. Then have the students spell the word as you point under each letter. Finally, have the students read the word as you sweep under it again. Repeat the procedure to review the remaining words in the review deck.

9 Read *A Hike by the Lake*

Distribute a copy of *A Hike by the Lake* to each student. Tell the students that they will read this book today. Show the cover and identify the title, author, and illustrator.

TEKS 2.A.iii
Student/Teacher Activity
Step 9 (all, beginning on page 19 and continuing to page 20)

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Tell the students that this story is about a family that takes a hike. Explain that a *hike* is a long walk. Open to page 1, and ask the students to find *mother*, one of today's new words. Then have the students find today's new words *other* and *brother* on page 2, and the new word *every* on page 3.

Write the words *into* and *backpack* on your wipe-off board, show the board to the students, and explain that some words are made by putting two shorter words together. These words are called *compound words*. You can read the compound word by reading the shorter words and saying them together. Cover *to* and have the students read the first part of the word, *in*. Then cover *in*, and have them read the second part of the word, *to*. Then have them read the entire word. Cover *pack* and have the students read the first part of the word, *back*. Then cover *back*, and have them read the second part of the word, *packs*. Then have them read the entire word.

Now write *let's* on the wipe-off board and have the students read the word. Explain that *let's* is a shorter way of writing *let us*, and that the apostrophe takes the place of a letter. Finally, write *sister* on the board and read the word for the students. Have the students say the words. Tell the students that they will see these words in today's book, and they will have to remember the words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Teacher Note

You may wish to write *let us* on a wipe-off board, and then physically erase the space between the words and the letter *u* and replace them with an apostrophe.

Tell the students that if they finish reading the book, they will turn back to the first page and read it again. Have all the students turn to page 1 in their books and begin reading quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading the book at least once, ask:

Q *What does the family bring on the hike?*

Have a few volunteers share their thinking with the group. Then ask:

Q *What was surprising in the story?*

After the students have shared, have them put their books in their toolboxes. Tell them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

Teacher Note

If the students are continuing instruction from Set 3, Week 8, you do not need to repeat the instruction here. Instead, simply have the students read the book quietly to themselves.

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GUIDED SPELLING

pile	"I made a big pile of sand in the sandbox."
slide	"We like to slide down the hill."
does	"What does your family eat for breakfast."

Distribute wipe-off boards, dry-erase markers, and tissues or cloth to the students.

Say *pile*. Use *pile* in a sentence. ("I made a big pile of sand in the sandbox.") Ask:

Q *We hear the sound /ī/ in* pile. *What spelling will you use for /ī/? (final* e*)*

Have the students write *pile*.

When all students have finished writing, write *pile* on your own wipe-off board. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *pile*.

Say *slide*. Use *slide* in a sentence. ("We like to slide down the hill.") Ask:

Q *We hear the sound /ī/ in* slide. *What spelling will you use for /ī/? (final* e*)*

Have the students write *slide*.

When all the students have finished writing, write *slide* on your own wipe-off board. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *slide*.

Tell the students that the next word they will write is a high-frequency word. Say *does*. Use *does* in a sentence. ("What does your family eat for breakfast?") Ask:

Q *Where can you find the word* does *if you're not sure how to spell it? (on the word wall)*

Have the students write *does*.

When all the students have finished writing, write *does* on your own wipe-off board. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *does*. Then collect the wipe-off boards, dry-erase markers, and cloths. Tell the students where they will go when they leave the small-group reading table.

Spelling Support

pile: Tell the students that in *pile* the sound /ī/ is spelled *i_e*.

slide: Tell the students that in *slide* the sound /ī/ is spelled *i_e*.

Teacher Note

If your group is continuing, see "Spelling Support" below.

Teacher Note

If the students have trouble checking their work, model the procedure again as you did on Day 1.

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Day 3

A Hike by the Lake

Producing Rhymes; Review and Reread

Materials

- Teacher and student copies of *A Hike by the Lake* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- (For Guided Spelling) Wipe-off board, dry-erase marker, and tissue or cloth for each student

In this lesson, the students:

- Produce rhyming words
- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

ABOUT THE INDIVIDUAL READING OBSERVATION

The Individual Reading Observation (IR), conducted every other week, gives you the opportunity to listen to individual students and make notes about their reading accuracy and automaticity. While mastery tests tell you whether a student has mastered the phonics and high-frequency word content, this more frequent and informal assessment of each student's reading provides other important information. By recording your observations about a particular student over time, you will develop a clear sense of his strengths and weaknesses as a reader. For more information, see "Individual Reading Observation" in the Assessment Overview of the *Assessment Resource Book*.

1 Gather and Get Ready

Explain that today the students will review sounds and words they have already learned and read their small-group books again.

TEKS 2.A.i
Student/Teacher Activity Step 2 (all, beginning on page 22 and continuing to the top of page 23)

2 Phonological Awareness: Producing Rhymes

Tell the students that today they will make words that rhyme. Ask:

Q *What do you know about rhymes?*

Q *What are some words that rhyme?*

Have a few volunteers share their thinking with the group.

Explain that the students will say words that rhyme with *in*. You will say the first sound and the students will make a word that begins with that sound and rhymes with *in*. Model, using the sound /f/. Say *in*. Then say /f/. Blend the sounds to say the word, /f/ . . . /in/, *fin*. Say the two rhyming words (*in*, *fin*) and have the students repeat the words. Ask:

Q *Does* fin *rhyme with* in*?*

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Confirm that *fin* rhymes with *in*. Have the students add each of the following first sounds to *in* to make rhyming words:

/p/ *(pin)*
/gr/ *(grin)*
/sp/ *(spin)*
/w/ *(win)*
/ch/ *(chin)*
/t/ *(tin)*

3 Review Spelling-Sounds

Tell the students that they will use cards to review the sounds they are learning. Explain that they will say the sound when they see the spelling that stands for that sound. Model by displaying the sound card for *a_e*, pointing to the spelling, and saying /ā/. Have the students say /ā/ as you point to the spelling. Then display the sound card for *a_e* again and have the students say the sound /ā/.

Teacher Note

Continue to build the review deck by adding the sound cards for the sounds you introduce to the group. After you have accumulated about 20 cards, begin removing cards for spelling-sounds your students know well.

4 Review High-frequency Words

Remind the students that when they review words they have learned, they will read each word, spell it, and read it again. Show the high-frequency word card for *brother*, point to the left of the word, and have the students chorally read it as you sweep under it. Then have the students spell the word as you point under each letter. Finally, have the students read the word again as you sweep under it. Use the same procedure to review the remaining words in the review deck.

Teacher Note

Continue to build the high-frequency word card review deck by adding the word cards for the words you introduce to the group. After you have accumulated about 20 cards, begin removing cards for words the students know well.

5 Reread *A Hike by the Lake*

Have the students take *A Hike by the Lake* from their toolboxes. Read the title aloud with the students. Write the words *into* and *sister* on your wipe-off board and say the words. Remind the students that they will see these words in the story and that they will have to remember the words when they see them, or ask you for help. Remind the students that if they finish reading, they will go back to the first page and read the book again. Have the students read *A Hike by the Lake* quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

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6 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *What happens at the end of this story?*

Q *How do the children feel in this story?*

Have the students return their books in their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

Teacher Note

If your group is continuing, simply support the students in writing the sentence as you did in previous lessons. See "Spelling Support" below.

GUIDED SPELLING

We like that snake.

Distribute wipe-off boards, dry-erase markers, and tissues or cloth to the students. Explain that today the students will write a sentence.

Say: *We like that snake.* Have the students repeat the sentence. Then ask:

Q *What's the first word?* (We)

Then ask:

Q *What is special about the first word in a sentence? (It has a capital letter.)*

Have the students write *We*. Then ask:

Q *What's the next word?* (like)

Have the students write *like*. Then ask:

Q *What's the next word?* (that)

Have the students write *that*. Then ask:

Q *What's the next word?* (snake)

Have the students write *snake*. Then ask:

Q *What mark do we need at the end of a sentence? (a period)*

When all the students have finished writing, write the sentence on your own wipe-off board. Have the students check their work and erase and correct any mistakes they find.

Have the students erase the sentence. Then collect the wipe-off boards, dry-erase markers, and cloths. Tell the students where they will go when they leave the small-group reading table.

Teacher Note

If the students have trouble keeping track of the sentence, you might support them by using a visual aid. Draw three boxes side by side on your wipe-off board. Point to each box in succession as the students say the sentence.

Teacher Note

You may wish to support the students by telling them that in *snake* the sound /k/ is spelled *k*. Provide additional support with the final *e* spelling as you did on Days 1 and 2, if needed.

Spelling Support

like: Remind the students that in *like* the sound /ī/ is spelled *i_e* and the sound /k/ is spelled *k*.

snake: Tell the students that in *snake* the sound /ā/ is spelled *a_e* and the sound /k/ is spelled *k*.

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Independent Work Connections

- You may wish to use "High-frequency Words Review 5" (BLM2) to have the students practice high-frequency words using any activities you have introduced. If you decide to add these words, we recommend printing them on colored paper or identifying them by color in another way (for example, by using colored dots or colored baskets). Show these to the students and tell them which color set of words to use during independent word work.

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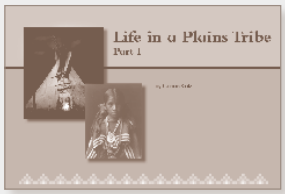
Week 2

RESOURCES

New



Life in a Plains Tribe, Part 1

by Corinn Kintz

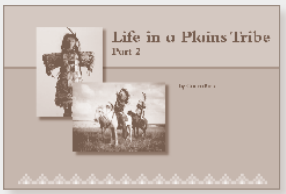
Revisit



A Hike by the Lake

by Corinn Kintz,
illustrated by Juan Bautista

Practice or Reteach



Life in a Plains Tribe, Part 2

by Corinn Kintz

Reteaching

- "Reteach with *Life in a Plains Tribe, Part 2*"

Assessment Resource Book

- Week 2 assessment

Sound Cards

- *o_e* /ō/
- *u_e* /ū/, /o͞o/

High-frequency Word Cards

- *woman*
- *women*
- *boy*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Group Progress Assessment" sheet (GA1)

Reproducible

- "Set 4, Week 2 Sort" (BLM3)

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OVERVIEW

Spelling-Sound Focus	High-frequency Words
▪ *o_e* /ō/	▪ *woman*
▪ *u_e* /ū/, /o͞o/	▪ *women*
	▪ *boy*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *woman*, *women*, and *boy* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 4, Week 2 Sort" (BLM3). Make a copy for each student in the group, plus one. Cut apart the pictures on each sheet (keeping one copy intact) to create a set of sorting pictures for middle sounds /ē/ and /ĕ/ for each student in the group. Place each set of pictures in a resealable plastic bag.

✓ Prior to Day 3, add the sound cards for *o_e* and *u_e* to the sound card review deck.

✓ Prior to Day 3, make a copy of the "Group Progress Assessment" sheet (GA1); see page 176 of the *Assessment Resource Book*.

ELL SUPPORT

▪ final e

If your students are reading Spanish, you may note that in that language vowel pronunciations are not marked by silent letters. Each of the five Spanish vowels stand for a distinct and relatively consistent sound. Other than *a*, the vowel letters stand for sounds that are similar to long vowel sounds in English:

- The Spanish spelling *o* stands for a sound similar to /ō/.
- The Spanish spelling *u* stands for a sound similar to /ū/.

(continues)

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ELL SUPPORT *(continued)*

- **u_e**

  For many English words spelled *u_e* the vowel sound is /ū/. That sound does not exist in Spanish, Vietnamese, or Hmong.

- **o_e**

  In words with the *o_e* spelling, Korean-speaking students may substitute /ôr/ or /ŏ/ for the long vowel sound /ō/.

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A Hike by the Lake

Oral Blending; *o_e*; *woman* and *women*

Day 1

In this lesson, the students:

- Practice oral blending
- Learn the spelling-sound *o_e* /ō/
- Read decodable words
- Learn the high-frequency words *woman* and *women*
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Oral Blending

Have the students blend each of the words that follow after you say the phonemes, using continuous blending. Clap softly as you say each sound. Then brush your hands past each other as the students say the word.

/rrōzz/	rose
/ssmmōk/	smoke
/pōll/	pole
/vvōt/	vote
/hhōmm/	home
/drrōvv/	drove

2 Introduce the Spelling-Sound *o_e* /ō/

Explain that today's sound is /ō/, and have the students say the sound. Tell the students that /ō/ is called a long vowel sound. Point to the *bone* picture on the "Spelling-Sound Chart." Explain that the picture of the bone will help them remember the sound /ō/ because the middle sound in the word *bone* is /ō/. Point to the spelling *o_e* on the wall chart and tell the students that this spelling stands for the sound /ō/. Point to the spelling again and say the letter names. Remind the students that the blank between *o* and *e* shows that there is one consonant between the vowels in this spelling. Have the students repeat the sound as you point to the spelling.

Write the word *not* on your wipe-off board and have the students read it. Then add *e* to the end of *not* to make the word *note* and read it aloud. Point to *t* and explain that there is one consonant between *o* and *e*. Remind the students that final *e* is silent (it doesn't stand for any sound), but when it comes at the end of a word with *o*, it makes the letter *o* stand for /ō/. Have the students read the word *note*. Repeat the procedure with the word pairs *hop* and *hope*, *rob* and *robe*, and *glob* and *globe*.

Materials

- Teacher and student copies of *A Hike by the Lake* from Week 1
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *woman*
- High-frequency word card for *women*
- High-frequency word card review deck

TEKS 2.A.vi
Student/Teacher Activity
Step 1 (all)

ELL Note

English Language Learners may have difficulty distinguishing the sound /ō/ from the sound /ŏ/. Provide more practice with additional minimal word pairs, such as *mop/mope*, *rot/rote*, and *tot/tote*.

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Decoding Support

Support the students in reading this two-syllable word in the same way as with inflected words. Cover the doubled consonant and the ending *-ing* and have the students read the first syllable. Then uncover the ending and have them read the entire word. You may wish to explain that leggings are clothes that cover the legs, like tights.

Teacher Note

Mastering the final *e* pattern can take a great deal of practice, because students often do not look at the end of a word before attempting to read it. If the students have difficulty reading decodable words with final *e*, support them by pointing to the final *e* and reminding them that the final *e* makes the *o* stand for its name. Then have the students blend the sounds to read the word.

Teacher Note

Add the word cards for *woman* and *women* to the high-frequency word card review deck.

Teacher Note

Ask students who are reading silently to read a page quietly to you.

3 Read Decodable Words

Write the following words on your wipe-off board:

leggings	stove
home	cone
shape	games

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Words *Woman* and *Women*

woman	"The principal of our school is a woman."
women	"Some teachers are women and some are men."

Explain that today the students will learn two high-frequency words. Introduce *woman* and *women* by saying each word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Point to the words *woman* and *women* on the word wall and ask:

Q *These words look similar. How will you tell which one is* woman *and which one is* women*?*

Have a few volunteers share their thinking with the group.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *A Hike by the Lake*

Have the students take the book *A Hike by the Lake* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What is surprising in this story?*

Have a few volunteers share their thinking with the group.

Have the students read the book quietly to themselves. Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books in their toolboxes.

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GUIDED SPELLING

hole	"There is a hole in my sock."
cone	"An ice-cream cone is a nice treat."
every	"Every one of you is different."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to Week 1, Day 1 Guided Spelling for the detailed procedure.

Spelling Support

hole: Tell the students that in *hole* the sound /ō/ is spelled *o_e*.

cone: Tell the students that in *cone* the sound /ō/ is spelled *o_e*.

Life in a Plains Tribe, Part 1

Oral Segmenting; *u_e* and *boy*

Day 2

In this lesson, the students:

- Practice oral segmenting
- Learn the spelling-sounds *u_e* /ū/, /o͞o/
- Read decodable words
- Learn the high-frequency word *boy*
- Review high-frequency words
- Read a new book

Materials

- Teacher and student copies of *Life in a Plains Tribe, Part 1*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting pictures, prepared ahead from "Set 4, Week 2 Sort" (BLM3)
- Intact copy of "Set 4, Week 2 Sort" (BLM3), prepared ahead
- High-frequency word card for *boy*
- High-frequency word card review deck

1 Phonological Awareness: Oral Segmenting

TEKS 2.A.ix Student/Teacher Activity Step 1 (all)

Have the students segment the phonemes after you say each of the following words:

cute	/k/ /ū/ /t/
huge	/h/ /ū/ /j/
flute	/f/ /l/ /o͞o/ /t/
mule	/m/ /ū/ /l/
tune	/t/ /o͞o/ /n/
cube	/k/ /ū/ /b/

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2 Introduce the Spelling-Sound *u_e*

Explain that today's sound is /ū/, and have the students say the sound. Point to the *mule* picture on the "Spelling-Sound Chart." Explain that the picture of the mule will help them remember the sound /ū/ because the middle sound in the word *mule* is /ū/. Point to the spelling *u_e* on the wall chart and tell the students that this spelling stands for the sound /ū/. Point to the spelling again and say the letter names. Remind the students that the blank between the *u* and *e* shows that there is one consonant between the vowels in this spelling. Have the students repeat the sound as you point to the spelling.

Point to the spelling again and say /ū/. Have the students repeat the sound as you point to the spelling.

Write the word *cut* on your wipe-off board and have the students read it. Then add *e* to the end of *cut* to make the word *cute*, and read the word aloud. Tell the students that final *e* is silent (it doesn't stand for any sound), but when it comes at the end of a word with *u*, it usually makes the letter *u* stand for /ū/. Have the students read the word *cute*. Repeat the procedure with the word pairs *cub/cube*, *us/use*, and *hug/huge*.

Point to the *u_e* spelling below the *flute* picture on the "Spelling-Sound Chart" and explain that the spelling *u_e* can also stand for the sound /o͞o/. Write the words *flute* and *tune* on your wipe-off board and have the students read each word after you. Explain that when the students come to a word with the *u_e* spelling, they may have to try /o͞o/ if the /ū/ sound does not make a word they recognize.

3 Read Decodable Words

Write the following words on your wipe-off board:

long	smoke
use	plume
dresses	hunted

Point to each word and sweep under it as the students read it.

Teacher Note

If necessary, support the students in reading words with inflectional endings by covering the ending and having them read the base word alone. Then have them read the whole word. For *plume*, read the word, have the students read it, and then explain that a *plume* is a feather.

4 Introduce the Sound Sort

Ask and briefly discuss:

Q *How did you do with sorting last week? What questions do you have about sorting?*

Display the intact "Set 4, Week 2 Sort" sheet (BLM3) and explain that these are the pictures the students will sort this week. Point to each picture and say its name. Then have the students say the names as you point to the pictures.

Distribute one bag of sorting pictures to each student. Remind the students that they will sort these pictures into two groups during

Teacher Note

Refer to the picture key for this week's sort. See Appendix B, "Sound Sort Picture Key."

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independent word work. Tell them that one group will have pictures whose names have the middle sound /ĕ/ and the other group will have pictures whose names have the middle sound /ē/. Remind them that after they have sorted, they will check their sorts by saying the name of each picture to make sure it is in the right group.

Have the students put their bags in their toolboxes.

5 Introduce the High-frequency Word *Boy*

boy "I know a boy who likes to play soccer."

Introduce *boy* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *boy* to the high-frequency word card review deck.

6 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

7 Read *Life in a Plains Tribe, Part 1*

Distribute a copy of *Life in a Plains Tribe, Part 1* to each student. Tell the students that they will read this book today. Read the title to the students and identify the names of the author. Explain that a *tribe* is a group of people who share the same language and customs. Tell the students that this book is about the Native American tribes who lived on the plains—the flat land in the middle of what is now the United States—long ago. Open to page 1, and ask the students to find the new word *women*. Then turn to page 2, and have them find the new word *woman*.

Write the word *sometimes* on your wipe-off board and remind the students that a *compound word* is a word made from two smaller words. Have the students read *some* and *times* by covering each word. Then have them read the whole word. Write the words *plains*, *food*, *clothes*, *animal*, and *animals* on your wipe-off board and read them for the students. Have the students say the words. Tell the students that they will see these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Write the words *plume* and *quills* on your wipe-off board. Have the students read each word with you. Tell the students that they will also see these words in today's book. Open the book to page 6, point to the plume of smoke, and explain that a *plume* can be a feather or something in the shape of a large fluffy feather, like the smoke. Turn to page 13, point to the quills, and explain that *quills* are the sharp needlelike spikes

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an animal called a porcupine has in place of fur. Have the students turn to page 1 in their books and read the story quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What kind of food did the people in this tribe eat?*

Q *What kinds of clothes did they wear?*

Have the students put their books in their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

same	"Dante and Lin are reading the same book."
use	"We use wipe-off boards to practice spelling."
mother	"I went to the beach with my mother."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to Week 1, Day 1 Guided Spelling for the detailed procedure.

Spelling Support

same: Tell the students that in *same* the sound /ā/ is spelled *a_e*.

use: Tell the students that in *use* the sound /ū/ is spelled *u_e*.

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Life in a Plains Tribe, Part 1

Producing Rhymes; Review and Reread

Day 3

In this lesson, the students:

- Produce rhyming words
- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *Life in a Plains Tribe, Part 1* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- "Group Progress Assessment" sheet (GA1)

1 Phonological Awareness: Producing Rhymes

Have the students add each of the following sounds to make words that rhyme with /ŏt/, after you say the phonemes:

TEKS 2.A.i
Student/Teacher Activity
Step 1 (all)

/n/ *(not)*
/d/ *(dot)*
/g/ *(got)*
/t/ *(tot)*
/p/ *(pot)*
/l/ *(lot)*

Repeat the procedure for the rime /ŏg/. Have the students add the following sounds to the beginning of /ŏg/ to make rhyming words:

/f/ *(fog)*
/j/ *(jog)*
/d/ *(dog)*
/l/ *(log)*
/h/ *(hog)*

2 Review Spelling-Sounds

Use the sound card review card deck to have the students say the sound of each spelling.

3 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

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4 Reread *Life in a Plains Tribe, Part 1*

Have the students take *Life in a Plains Tribe, Part 1* from their toolboxes and tell them that they will reread this book today. Read the title aloud with the students. Write the words *plains*, *food*, *clothes*, *animal*, and *animals* on your wipe-off board, say the words, and remind the students that they will see these words in today's book. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Remind the students that if they finish reading, they will go back to the first page and read the book again. Have the students read *Life in a Plains Tribe, Part 1* quietly to themselves.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the group, ask yourself:

- Can the students produce rhyming words?
- Are they able to say what they have learned from a nonfiction text?

Record your observations on the "Group Progress Assessment" sheet (GA1); see page 176 of the *Assessment Resource Book*.

Support struggling students by reteaching previous content; see "Reteach with *Life in a Plains Tribe, Part 2*" on the next page. If the students struggle with rhyming, provide additional practice by repeating the phonological awareness activity with another rime (see Week 1, Day 3, Step 2). If they struggle to remember content, have them retell what they learn after they read each pair of facing pages.

Teacher Note

You may wish to have students who do not require reteaching put *Life in a Plains Tribe, Part 2* in their toolboxes for independent reading. If so, introduce the word *games* by writing it on your wipe-off board, saying the word, and explaining that the students will see this word in the book.

5 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *What jobs did women in a tribe do?*

Q *Which jobs would you like to do? Why?*

Have the students return their books to their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

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GUIDED SPELLING

That rope is mine.

Guide the students through the sentence, word by word. Refer to Week 1, Day 3 Guided Spelling for the detailed procedure.

Spelling Support

rope: Tell the students that in *same* the sound /ō/ is spelled *o_e*.

mine: Tell the students that in *mine* the sound /ī/ is spelled *i_e*.

RETEACHING

Reteach with *Life in a Plains Tribe, Part 2*

Review the spelling-sounds *a_e* /ā/, *e_e* /ē/, *i_e* /ī/, *o_e* /ō/, and *u_e* /ū/, /o͝o/ and the high-frequency words *every*, *other*, *mother*, *brother*, *woman*, *women*, and *boy*. Use the book *Life in a Plains Tribe, Part 2* for reading practice.

After reading the title aloud to the students, write the words *plains*, *food*, *clothes*, *animal*, and *games* on your wipe-off board, say the words, and have the students say them. Explain that the students will see these words in today's book. Tell the students that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *Life in a Plains Tribe, Part 2*.

When all the students have finished reading, ask and briefly discuss:

Q *What are some things children do in this tribe?*

Q *Which of those things do you like to do? Why?*

Collect the books or have the students put their books in their toolboxes.

Teacher Note

If you have students who are struggling to learn the sounds and words you have taught in the previous two weeks, you might provide an additional week of instruction before introducing new sounds and words. For more information, see "Reteaching" in the Introduction.

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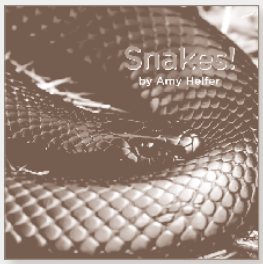
Week 3

RESOURCES

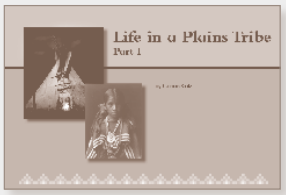
New



Snakes!

by Amy Helfer

Revisit



Life in a Plains Tribe, Part 1

by Corinn Kintz

Assessment Resource Book

- Week 3 assessment

High-frequency Word Cards

- *toward*
- *over*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Individual Reading Observation" sheet (IR1)

Reproducible

- "Set 4, Week 3 Sort" (BLM4)

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OVERVIEW

Reading Focus

- *-s* with final *e*

High-frequency Words

- *toward*
- *over*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *toward* and *over* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 4, Week 3 Sort" (BLM4). Make a copy for each student in the group, plus two. Cut apart the words on each sheet (keeping one copy intact) to create a set of sorting words with middle sounds /ŭ/ and /ū/ for each student in the group and one for yourself. Place each set of words in a resealable plastic bag.

ELL SUPPORT

- **S**

  Nouns in Chinese, Vietnamese, or Hmong do not include a plural form. In Korean, plural nouns are used only when referring to people. The students may need additional help understanding and correctly using the inflectional ending *-s* to signal plurals.

- **S**

  Spanish uses the inflectional ending *-es* for the plural form of nouns ending in a consonant. This turns the plural form of one-syllable nouns into two syllables. For example, *flor* (flohr) means one flower, and *flores* (FLOHR-ays) means two or more flowers. If your students are reading Spanish, point out the difference in English, explaining that words such as *stone* and *stones* have only one syllable.

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Day 1

Life in a Plains Tribe, Part 1

Oral Blending; *-s* and *toward*

Materials

- Teacher and student copies of *Life in a Plains Tribe, Part 1* from Week 2
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *toward*
- High-frequency word card review deck

TEKS 2.A.vi
Student/Teacher Activity
Step 1 (all)

In this lesson, the students:

- Practice oral blending
- Learn about *-s* at the end of words with final *e*
- Read decodable words
- Learn the high-frequency word *toward*
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Oral Blending

Have the students blend each of the words that follow after you say the phonemes, using continuous blending. Clap softly as you say each sound. Then brush your hands past each other as the students say the word.

/bōt/	boat
/ffēt/	feet
/mmūll/	mule
/pllāt/	plate
/grrāp/	grape
/chēk/	cheek

2 Introduce *-s* with Final *e*

Remind the students that they have been learning how to read words that end with final *e*. Tell the students that today they will learn about adding the ending *-s* to words with final *e*.

Write the words *cake*, *like*, and *bone* on your wipe-off board. Have the students read the words.

Remind the students that they already know that the letter *s* at the end of a word sometimes stands for the sound /s/ and sometimes stands for the sound /z/. Write the letter *s* at the end of each word on your wipe-off board to make the words *cakes*, *likes*, and *bones*. Point to each word as you say it, emphasizing the sound of *-s*. Then have the students read the words. Underline *cake*, *like*, and *bone* in each inflected word and explain that in these words, the underlined parts are called base words. A *base word* is the word before an ending is added.

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Repeat the procedure with the words *game/games* and *kite/kites*.

Now write the word *buzz* on your wipe-off board and have the students read the word. Add *-es* to the end of *buzz* and read the inflected word to the students. Explain that when a word ends with /z/, the letter *e* is added before *s* to make the word easier to say. Remind the students that in the word *buzzes*, *buzz* is the base word.

3 Read Decodable Words

Write the following words on your wipe-off board:

snakes	shapes
bites	sizes
stones	hatching

Point to each word and sweep under it as the students read it.

Decoding Support

As necessary, continue to support the students in reading words with inflectional endings by having them read the base word first.

4 Introduce the High-frequency Word *Toward*

toward "I saw the ball rolling toward me."

Introduce *toward* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *toward* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Life in a Plains Tribe, Part 1*

Have the students take the book *Life in a Plains Tribe, Part 1* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What did you find out from this book?*

Have a few volunteers share their thinking with the group.

Have the students read the book quietly to themselves. Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

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GUIDED SPELLING

late	"We went to lunch late because we were finishing our book."
stones	"A snake can also slide over stones."
woman	"A helpful woman gave me directions when I was lost."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

late: Tell the students that in *late* the sound /a/ is spelled *a_e*.

stones: Support the students in writing the base word, *stone*, before adding the inflectional ending to write *stones*. Tell the students that in *stone* the sound /ō/ is spelled *o_e*.

Day 2

Snakes!

Identifying Middle Sounds; *over*

Materials

- Teacher and student copies of *Snakes!*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Teacher and student bags of sorting words, prepared ahead from "Set 4, Week 3 Sort" (BLM4)
- Intact copy of "Set 4, Week 3 Sort" (BLM4), prepared ahead
- High-frequency word card for *over*
- High-frequency word card review deck

Teacher Note

If you have taught the students to identify vowels and consonants, you may wish to use *vowel sound* in place of *middle sound*.

In this lesson, the students:

- Identify middle sounds
- Read decodable words
- Identify middle sounds for the sound sort
- Learn the high-frequency word *over*
- Review high-frequency words
- Read a new book

1 Phonological Awareness: Identifying Middle Sounds

Have the students say the sound they hear in the middle of each of the following words:

queen	knife
drive	groan
float	whale

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2 Read Decodable Words

Write the following words on your wipe-off board:

these	slide
drove	shapes
scales	mute

Point to each word and sweep under it as the students read it.

3 Introduce the Sound Sort

Remind the students that they have been sorting *pictures* into two groups. Tell the students that this week they will start sorting *words* into two groups. Display the intact "Set 4, Week 3 Sort" sheet (BLM4) and explain that these are the words the students will sort this week. Point to each word and read it aloud. Then have the students read the words as you point to them.

Take the sorting guide from your own bag of words. Point to the words *cut* and *cube* on the sorting guide, and read the words aloud. Explain that the students will match the sounds in these words (in this case, the middle sounds /ŭ/ and /ū/).

Place your sorting guide on the table in front of you. Point to the word *cut* and say: *c**u**t*, /ŭ/. Then point to the word *cube* and say: *c**u**be*, /ū/.

Hold up the word *fun* from your own bag and read it with the students. Then say it sound by sound: /f/ /ŭ/ /n/. Ask:

Q *What sound do you hear in the middle of* fun*? Does* fun *belong with* cut*? Does* fun *belong with* cube*?*

Confirm that *fun* has the middle sound /ŭ/ and model placing it below the word *cut*. Practice the procedure again, using the word *mule*.

Distribute one bag of words to each student. Have the students first find the sorting guide and place it on the table. Review that *cut* has the sound /ŭ/ and *cube* has the sound /ū/, and that they will sort the words by these sounds.

Ask each student to choose one word from her bag, read the word quietly to herself, and decide whether the word has the middle sound /ŭ/ or /ū/. Review that if the word has the middle sound /ŭ/, she will put the word below *cut*; if the word has the middle sound /ū/, she will put it below *cube*. Support the students as necessary.

When all the students have placed at least one word, tell them that they will now check their work. Explain that they will read the word aloud to themselves and listen carefully to what they say. If they have put a word in the wrong place, they can move it. Model by checking the word *fun*. Point to the word *fun* and say: *f**u**n*. Ask:

Q *Does the word* fun *have the middle sound /ŭ/? Is* fun *in the right place?*

Teacher Note

You may wish to explain that *mute* means "not speaking" or "not making a noise."

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Have each student check her word and move it if necessary. Then have the students check any additional words they sorted.

Tell the students that if they need help remembering how to sort their words during independent word work, they may quietly ask another student in their reading group to remind them. Have them put their sorting words in their bags and put the bags in their toolboxes.

4 Introduce the High-frequency Word *over*

over "The ceiling is over our heads."

Introduce *over* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

ELL Note

English Language Learners may benefit from hearing several example sentences. Encourage the students to repeat the sentences and to act them out when appropriate.

Teacher Note

Add the word card for *over* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Read *Snakes!*

Distribute a copy of *Snakes!* to each student. Tell the students that they will read this book today. Read the title aloud with the students and identify the name of the author. Open to page 5, and ask the students to find today's new word, *over*. Then turn to page 6, and ask the students to find the new word *toward*.

Write the word *somewhere* on your wipe-off board and tell the students that this is a compound word made up of two high-frequency words they know. Have them read each syllable separately and then read the whole word. Write the words *all*, *find*, *prey*, *tail*, and *about* on your wipe-off board and read them for the students. Have the students say the words. Point to the word *prey* on your wipe-off board and read it for the students. Explain that *prey* is an animal that is hunted by another animal for food.

Explain that the students will see these words in today's book. Tell them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Have the students turn to page 1 in their books and read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *How do snakes move?*

Q *What else did you learn about snakes?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

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GUIDED SPELLING

shapes	"Circles and squares are two kinds of shapes."
bite	"I took a big bite of my sandwich!"
women	"The women in a tribe had many jobs."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

shapes: Support the students in writing the base word, *shape*, before adding the inflectional ending to write *shapes*. Tell the students that in *shape* the sound /ā/ is spelled *a_e*.

bite: Tell the students that in *bite* the sound /ī/ is spelled *i_e*.

Snakes!
Producing Rhymes; Review and Reread

Day 3

In this lesson, the students:

- Produce rhymes
- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *Snakes!* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

1 Phonological Awareness: Producing Rhymes

Have the student add each of the following sounds to make words that rhyme with /ĕst/, after you say the phonemes:

/b/	*(best)*
/t/	*(test)*
/ch/	*(chest)*
/n/	*(nest)*
/r/	*(rest)*
/w/	*(west)*

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2 Review Spelling-Sounds

Use the sound card review card deck to have the students say the sound of each spelling.

3 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

4 Reread *Snakes!*

Have the students take *Snakes!* from their toolboxes, and tell them that they will reread this book today. Read the title aloud with the students. Write the words *all*, *find*, *prey*, *tail*, and *about* on your wipe-off board, say the words, and remind the students that they will see these words in today's book. Remind them that they will have to remember the words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *Snakes!* quietly to themselves.



INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

5 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *Why don't some people like snakes?*

Q *What do you think about snakes? Why?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

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GUIDED SPELLING

Some snakes bite.

Guide the students through the sentence, word by word.

Spelling Support

snakes: Support the students in writing the base word, *snake*, before adding the inflectional ending to write *snakes*. Tell the students that in *snake* the sound /ā/ is spelled *a_e*.

bite: Tell the students that in *bite* the sound /ī/ is spelled *i_e*.

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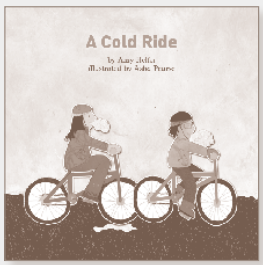
Week 4

RESOURCES

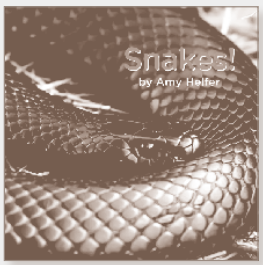
New



A Cold Ride

by Amy Helfer,
illustrated by Asha Pearse

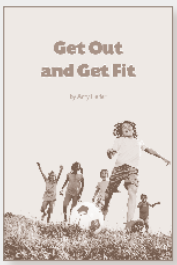
Revisit



Snakes!

by Amy Helfer

Practice or Reteach



Get Out and Get Fit

by Amy Helfer

Reteaching

- "Reteach with *Get Out and Get Fit*"

Assessment Resource Book

- Week 4 assessments

High-frequency Word Cards

- *their*
- *old*
- *cold*
- *told*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Mastery Test 7" record (MT7)
- "Mastery Test 7 Student Card" (SC7)

Reproducible

- "Set 4, Week 4 Sort" (BLM5)

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OVERVIEW

Reading Focus

- *-ing* with final *e*

High-frequency Words

- *their*
- *old*
- *cold*
- *told*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *their*, *old*, *told*, and *cold* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 4, Week 4 Sort" (BLM5). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to create a set of sorting words with spelling-sounds *o* /ŏ/ and *o_e* /ō/ for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, make a copy of the "Mastery Test 7" record (MT7) for each student in the group; see page 179 of the *Assessment Resource Book*.

✓ Prior to Day 3, make one copy of the "Mastery Test 7 Student Card" (SC7); see page 180 of the *Assessment Resource Book*.

ELL SUPPORT

-ing

In Spanish, the sound /ng/ only occurs at syllable junctures. Students may, therefore, substitute /ēn/ for /ĭng/. When you introduce the inflectional ending *-ing*, help them notice the similarity between the English ending and the sounds they hear in the middle of the words *bilingüe* (bee-LEEN-gway), "bilingual," and *tengo* (TAYN-goh), "I have."

their

If you created a mnemonic display in Set 3, add *their* next to the *r*-controlled words *where* and *there* (pear).

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Day 1

Snakes!

Oral Blending; *-ing* and *their*

Materials

- Teacher and student copies of *Snakes!* from Week 3
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *their*
- High-frequency word card review deck

TEKS 2.A.vi
Student/Teacher Activity
Step 1 (all)

In this lesson, the students:

- Practice oral blending
- Learn about *-ing* at the end of words with final *e*
- Read decodable words
- Learn the high-frequency word *their*
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Oral Blending

Have the students blend each of the words that follow after you say the phonemes, using continuous blending. Clap softly as you say each sound. Then brush your hands past each other as the students say the word.

/pīll/	pile
/gāmmzz/	games
/llāt/	late
/hhōll/	hole
/shīnnzz/	shines
/bōnn/	bone

2 Introduce *-ing* with Final *e*

Remind the students that they have been learning how to read words that end with final *e*. Tell the students that today they will learn about adding the ending *i-n-g* to words with final *e*.

Write the words *hop* and *hope* on your wipe-off board and have the students read the words. Remind the students that they already know how to read and write some words with *i-n-g*. Add the letter *p* and then the ending *-ing* to *hop* and have the students read *hopping*. Point to *hope*. Explain that when the ending *i-n-g* is added to words that end in final *e*, the *e* is dropped before *i-n-g* is added. Erase the letter *e* at the end of *hope* and add the ending *-ing* to make the word *hoping*. Point out that the letter *o* stands for the long vowel sound /ō/, even though *e* has been dropped. Explain that one way the students can tell that the word has a long vowel sound is that there is only one consonant before the *i-n-g* ending. When

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there are two consonants before the ending, the word has a short vowel sound. Point to the word and say *hoping*. Then have the students read the word.

Repeat the procedure with the words *tap/tapping* and *tape/taping*.

3 Read Decodable Words

Write the following words on your wipe-off board:

biking	riding
asked	noses
shaking	mittens

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Word *Their*

their "All the students keep their books in their toolboxes."

Introduce *their* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time. You may wish to point out that the students have already learned the word *there*. Write *there* on your wipe-off board. Remind the students that when the word is spelled *t-h-e-r-e* it means "a place," as in "I am walking over there." Explain that today's word means "belonging to them," as in "The kids put on their coats."

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Snakes!*

Have the students take the book *Snakes!* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *Which part of this book did you like best? Why?*

Have a few volunteers share their thinking with the group. As they share, have them turn to the page or photograph they mention and show it to the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

Decoding Support

For each word that ends in *-ing* you may wish to support the students by asking how many consonants are before the ending and what sound the vowel in the base word will have, before the students read the word.

If the students struggle with *asked* or *mittens*, have them read the word in two parts by covering each syllable before reading the whole word.

Teacher Note

Add the word card for *their* to the high-frequency word card review deck.

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GUIDED SPELLING

ride	"It is fun to ride a bike."
shaking	"I was so cold that I was shaking."
boy	"The boy in the story liked to cook with his grandmother."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

ride: Tell the students that in *ride* the sound /ī/ is spelled *i_e*.

shaking: Support the students in writing the base word, *shake*. Tell the students that in *shake* the sound /ā/ is spelled *a_e* and the sound /k/ is spelled *k*. Then support the students in erasing the *e* and adding the inflectional ending to write *shaking*.

Day 2

A Cold Ride

Oral Segmenting; *old*, *cold*, and *told*

Materials

- Teacher and student copies of *A Cold Ride*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 4, Week 4 Sort" (BLM5)
- Intact copy of "Set 4, Week 4 Sort" (BLM5), prepared ahead
- High-frequency word card for *old*
- High-frequency word card for *cold*
- High-frequency word card for *told*
- High-frequency word card review deck

In this lesson, the students:

- Practice oral segmenting
- Read decodable words
- Learn the high-frequency words *old*, *cold*, and *told*
- Review high-frequency words
- Read a new book

1 Phonological Awareness: Oral Segmenting

Have the students segment the phonemes after you say each of the following words:

note	/n/ /ō/ /t/
tame	/t/ /ā/ /m/
late	/l/ ā/ /t/
pole	/p/ /ō/ /l/
cone	/k/ /ō/ /n/
cute	/k/ /ū/ /t/

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2 Read Decodable Words

Write the following words on your wipe-off board:

slip	five
shining	hoping
ride	snapping

Point to each word and sweep under it as the students read it.

3 Introduce the Sound Sort

Ask:

Q *How did sorting go last week? What questions do you have about sorting words?*

Display the intact "Set 4, Week 4 Sort" sheet (BLM5) and explain that these are the words the students will sort this week. Point to each word and read it aloud. Then have the students read the words as you point to them.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Tell them that one group will have words with the middle sound /ŏ/, and the other group will have words with the middle sound /ō/. Remind them that after they have sorted, they will check their sorts by reading each word aloud to make sure it is in the right group.

Have the students put their bags in their toolboxes.

4 Introduce the High-frequency Words *Old*, *Cold*, and *Told*

old	"How old are you?"
cold	"It will be very cold out tonight."
told	"Have I told you how much I like reading about airplanes?"

Explain that today the students will learn three high-frequency words that rhyme. Introduce *old*, *cold*, and *told* by saying each word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

Decoding Support

For each word that ends in *-ing* you may wish to support the students by asking how many consonants are before the ending and what sound the vowel in the base word will have before the students read the word. Remind the students that when they see just one consonant before the ending *-ing*, the base word will have the long vowel sound. When they see two consonants before the ending *-ing*, the base word will have the short vowel sound.

Teacher Note

Add the word cards for *old*, *cold*, and *told* to the high-frequency word card review deck.

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6 Read *A Cold Ride*

Distribute a copy of *A Cold Ride* to each student. Tell the students that they will read this book today. Read the title aloud with the students and identify the names of the author and illustrator. Ask and briefly discuss:

Q *What do you think might happen in this story?*

Open the book to page 2, and ask the students to find *cold*, one of today's new words. Then ask the students to find the new word *their* on the same page. Open to page 3 and have them find *old*, another of today's new words. Then turn to page 5 and have them find *told*, the last of today's new words.

Write the words *warm*, *wanted*, *deer*, and *something* on your wipe-off board and read them for the students. Have the students say the words. Explain that the students will see these words in today's book. Tell them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students turn to page 12. Read the page chorally with the students. Explain that "The sun was fading" means that it was getting darker and that "the cold was biting their noses" does not mean that the cold is actually biting. It means that they were so cold that their noses hurt. Have the students turn to page 1 in their books and read the story.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *Why do you think the children want to go outside?*

Q *What do the children do outside? Where do they go?*

Have the students put their books in their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

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GUIDED SPELLING

hats	"My grandmother has many fancy hats."
shining	"The sun is not shining today."
over	"The alphabet cards in our room are over the blackboard."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

hats: Support the students in writing the base word, *hat*, before adding the inflectional ending to write *hats*.

shining: Support the students in writing the base word, *shine*. Tell the students that in *shine* the sound /ī/ is spelled *i_e*. Then support the students in erasing the *e* and adding the inflectional ending to write *shining*.

A Cold Ride

Producing Rhymes; Review and Reread

Day 3

In this lesson, the students:

- Produce rhyming words
- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *A Cold Ride* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- "Mastery Test 7" record (MT7) for each student
- One copy of "Mastery Test 7 Student Card" (SC7)

1 Phonological Awareness: Producing Rhymes

Have the students add each of the following sounds to make words that rhyme with /ăngk/, after you say the phonemes:

/b/	*(bank)*
/th/	*(thank)*
/y/	*(yank)*
/t/	*(tank)*
/s/	*(sank)*
/dr/	*(drank)*
/r/	*(rank)*

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2 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

3 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

4 Reread *A Cold Ride*

Have the students take *A Cold Ride* from their toolboxes and tell them that they will reread this book today. Read the title with the students. Write the words *warm*, *wanted*, *deer*, and *something* on your wipe-off board, say the words, and remind the students that they will see these words in today's book. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *A Cold Ride* quietly to themselves.

5 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

- Q *What do the children see at the old mill?*
- Q *How do the children feel when they get home?*
- Q *When have you been outside in the cold? What did you do? How did it feel?*

Have the students return their books to their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

MASTERY TEST ASSESSMENT NOTE

Administer Mastery Test 7 after this lesson, using "Mastery Test 7" (MT7) and "Mastery Test 7 Student Card" (SC7); see pages 179–180 of the *Assessment Resource Book*.

If you identify students who need to repeat instruction, first determine which sounds and high-frequency words the student missed. Then use "Reteach with *Life in a Plains Tribe, Part 2*" on page 37 and "Reteach with *Get Out and Get Fit*" on the next page to reteach needed content. Administer Mastery Test 7 again after reteaching.

Teacher Note

You may wish to have students who do not require reteaching put *Get Out and Get Fit* in their toolboxes for independent reading. If so, introduce the words *outside*, *fall*, *jackets*, *walk*, and *too* by writing them on your wipe-off board, saying the words, and explaining that the students will see these words in the book.

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GUIDED SPELLING

They like biking.

Guide the students through the sentence, word by word.

Spelling Support

biking: Support the students in writing the base word, *bike*. Tell the students that in *bike* the sound /ī/ is spelled *i_e*. Then support the students in erasing the *e* and adding the inflectional ending to write *biking*.

RETEACHING

Reteach with *Get Out and Get Fit*

Review adding the endings *-s* and *-ing* to words that end in final *e*, and the high-frequency words *toward*, *over*, *their*, *old*, *cold*, and *told*. Use *Get Out and Get Fit* for reading practice.

After reading the title aloud with the students, write *outside* on your wipe-off board and point out that *outside* is a compound word made of two smaller words that the students can read. Cover the second syllable and have the students read the first syllable. Then cover the first syllable and have the students read the second syllable. Finally, have them read the whole word. Write the words *fall*, *jackets*, *walk*, and *too* on your wipe-off board, say the words, and have the students say them. Explain that the students will see these words in today's book. Tell the students that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *Get Out and Get Fit*.

When all the students have finished reading, ask and briefly discuss:

Q *What are some things the children in this book do?*

Q *What are some things you do to get fit?*

Collect the books or have the students put their books in their toolboxes.

Teacher Note

Mastery Test 7 follows this lesson. You may wish to omit Guided Spelling today and use the time to administer mastery tests. Have the students read books from previous weeks during this time.

Teacher Note

If you have students who are struggling to learn the sounds and words you have taught in the previous two weeks, you might provide an additional week of instruction before introducing new sounds and words. For more information, see "Reteaching" in the Introduction.

Teacher Note

You may wish to explain that *get fit* means "be healthy."

Teacher Note

Administer Mastery Test 7 again after reteaching. See "Mastery Test Assessment Note" on the previous page.

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Week 5

RESOURCES

New



Out My Window

by Amy Bauman,
illustrated by Gail Guth

Revisit



A Cold Ride

by Amy Helfer,
illustrated by Asha Pearse

Assessment Resource Book

- Week 5 assessment

High-frequency Word Cards

- *one*
- *two*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Individual Reading Observation" sheet (IR1)

Reproducible

- "Set 4, Week 5 Sort" (BLM6)

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OVERVIEW

Reading Focus

- *-ed* with final *e*

High-frequency Words

- *one*
- *two*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *one* and *two* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 4, Week 5 Sort" (BLM6). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to create a set of sorting words for the spelling-sounds *i* /ĭ/ and *i_e* /ī/ for each student in the group. Place each set of words in a resealable plastic bag.

ELL SUPPORT

-ed

For English Language Learners, one of the most perplexing things about past-tense verbs is figuring out how to pronounce the inflectional ending *-ed*. You can help the students discover predictable patterns by having them sort words by the sounds of *-ed*. Say each of the following words with the students and ask them to identify the sounds: *hiked* (/t/), *smiled* (/d/), *waded* (/əd/).

Write additional *-ed* words where the students can see them. Have the students say each word and repeat the sound of *-ed*. Lead the students in noticing that when they add *-ed* to a word with an unvoiced consonant sound, it is pronounced /t/. When they add *-ed* to a word that ends in a voiced consonant sound, it is pronounced /d/. When they add *-ed* to a word that ends with the sound /t/ or /d/, it is pronounced as a second syllable, (/əd/). Note that students will encounter exceptions, but these rules generally apply. To check whether the ending sound in a word is voiced or unvoiced, ask them to cover their ears or place their hands on their throats to check for vibration.

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Day 1

A Cold Ride

Producing Rhymes; *-ed* and *one*

Materials

- Teacher and student copies of *A Cold Ride* from Week 4
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *one*
- High-frequency word card review deck

TEKS 2.A.iv
Student/Teacher Activity
Step 1
(all)

In this lesson, the students:

- Produce rhymes
- Learn about *-ed* at the end of words with final *e*
- Read decodable words
- Learn the high-frequency word *one*
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Producing Rhymes

Have the students add each of the following sounds to make words that rhyme with /ŭng/, after you say the phonemes:

/h/ (*hung*)
/r/ (*rung*)
/l/ (*lung*)
/st/ (*stung*)
/fl/ (*flung*)
/sw/ (*swung*)

2 Introduce *-ed* with Final *e*

Remind the students that they have been learning how to read words that end with final *e*. Tell the students that today they will learn about adding the ending *e-d* to words with final *e*. Remind the students that they already know the ending *e-d* sometimes stands for /t/, it sometimes stands for /d/, and it sometimes stands for /əd/. Remind the students that adding *e-d* to an action word usually means that the action happened in the past.

Write the words *like*, *wave*, and *vote* on your wipe-off board and have the students read the words. Explain that when the ending *e-d* is added to a word that ends in final *e*, the *e* is dropped before *e-d* is added. Erase the letter *e* at the end of each word and add *ed* to make the words *liked*, *waved*, and *voted*. Have the students read each word after you. Point out that one way the students can tell that a word has a long vowel sound is that there is only one consonant before the ending *e-d*.

ELL Note

English Language Learners may generalize the pronunciation of the *ed* ending as /əd/. Provide additional practice with words that end with *e-d* that have the sounds /t/ and /d/, such as *hope/hoped* and *smile/smiled*. These students may have difficulty reading words with the *ed* ending because they do not have enough experience to know which ending "sounds right."

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Repeat the procedure with the words *chase/chased*, *tame/tamed*, and *fade/faded.* Say that when they read a word with the ending *e-d*, the students will have to hear whether /t/, /d/, or /əd/ sounds right.

3 Read Decodable Words

Write the following words on your wipe-off board:

waded	splashed
chased	shined
wings	flapped

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Word *One*

one "I have one dog and one cat."

Introduce *one* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *A Cold Ride*

Have the students take the book *A Cold Ride* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking with the class. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return put their books to their toolboxes.

Decoding Support

For words that end in *-ed* you may wish to support the students by asking how many consonants are before the ending and what sound the vowel in the base word will have, before the students read the word.

For *waded*, you may wish to explain that to *wade* is to walk in water that is not deep.

Teacher Note

Add the word card for *one* to the high-frequency word card review deck.

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GUIDED SPELLING

waded	"I waded into the ocean up to my knees."
swim	"Ducks can fly and swim."
other	"One pen is red, the other is black."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

waded: Support the students in writing the base word, *wade*. Tell the students that in *wade* the sound /ā/ is spelled *a_e*. Then support the students in erasing the *e* and adding the inflectional ending to write *waded*.

Day 2

Out My Window

Producing Rhymes; *two*

Materials

- Teacher and student copies of *Out My Window*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 4, Week 5 Sort" (BLM6)
- Intact copy of "Set 4, Week 5 Sort" (BLM6), prepared ahead
- High-frequency word card for *two*
- High-frequency word card review deck

In this lesson, the students:

- Produce rhymes
- Read decodable words
- Learn the high-frequency word *two*
- Review high-frequency words
- Read a new book

1 Phonological Awareness: Producing Rhymes

Have the students add each of the following sounds to make words that rhyme with /āt/, after saying the phonemes:

/l/	*(late)*
/r/	*(rate)*
/sl/	*(slate)*
/w/	*(wait)*
/pl/	*(plate)*
/fr/	*(freight)*

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2 Read Decodable Words

Write the following words on your wipe-off board:

splashed	broke
nest	chased
spring	bobbed

Point to each word and sweep under it as the students read it.

3 Introduce the Sound Sort

Display the intact "Set 4, Week 5 Sort" sheet (BLM6) and explain that these are the words the students will sort this week. Point to each word and read it aloud. Then have the students read the words as you point to them.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Tell them that one group will have words with the middle sound /ĭ/, and the other group will have words with the middle sound /ī/, as in *bike*. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

4 Introduce the High-frequency Word *Two*

two "I have two arms and two legs."

Introduce *two* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time. You may wish to point out that the students have already learned the word *to*. Write *to* on your wipe-off board. Remind the students that when the word is spelled *t-o*, it is used in sentences like "I sent an e-mail to my friend." Explain that today's word is the number two, as in "I have two pencils."

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Read *Out My Window*

Distribute a copy of *Out My Window* to each student. Tell the students that they will read this book today. Read the title to the students and identify the names of the author and illustrator. Show the cover of the book. Ask and briefly discuss:

Q *What do you think this book is about?*

Decoding Support

If necessary, continue to support the students as they read words with inflectional endings by asking how many consonants are before the ending and what the sound of the first vowel will be.

ELL Note

You may wish to demonstrate what it means to *bob* to support comprehension.

Teacher Note

Add the word card for *two* to the high-frequency word card review deck.

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Open to page 1, and ask the students to find today's new word, *two*. Then ask the students to find the new word *one* on the same page.

Write the words *day*, *watched, waddled*, *summer*, *winter*, and *warm* on your wipe-off board and read them for the students. Have the students say the words. Explain that *waddled* means "walked with short steps like a duck." Then tell the students that they will see these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Then have the students turn to page 1 in their own books and read the story quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What happens at the beginning of the story?*

Q *Which happens in the middle of the story? At the end?*

Have the students put their books in their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

smiled	"I smiled when I read that funny book."
hiked	"The ducks hiked to the water."
cold	"Winter weather can be very cold."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

smiled: Support the students in writing the base word, *smile*. Tell the students that in *smile* the sound /ī/ is spelled *i_e*. Then support the students in erasing the *e* and adding the inflectional ending to write *smiled*.

hiked: Support the students in writing the base word, *hike*. Tell the students that in *hike* the sound /ī/ is spelled *i_e*. The sound /k/ is spelled *k*. Then support the students in erasing the *e* and adding the inflectional ending to write *hiked*.

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Out My Window
Review and Reread

Day 3

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

1 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *Out My Window*

Have the students take *Out My Window* from their toolboxes. Tell the students that they will reread this book today. Read the title aloud with the students. Write the words *day*, *watched, waddled*, *summer*, *winter*, and *warm* on your wipe-off board, say the words, and remind the students that they will see these words in the today's book. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *Out My Window* quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

Materials

- Teacher and student copies of *Out My Window* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

Teacher Note

Build the review deck by adding the sound cards for the sounds you introduce to the group. After you have accumulated about 20 cards, begin removing cards for spelling-sounds the students know well.

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4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *What does this story tell about?*

Q *How do the ducks in the story change?*

Q *How have you changed since you were born?*

Have the students return their books to their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

Can she skate?

Guide the students through the sentence, word by word.

Spelling Support

skate: Tell the students that in *skate* the sound /a/ is spelled *a_e.*

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Week 6

RESOURCES

New



What Little Deer Eat

by Amy Bauman,
illustrated by Adam Record

Revisit



Out My Window

by Amy Bauman,
illustrated by Gail Guth

Practice or Reteach



A Good Team

by Kenni Alden and
Margaret Goldberg,
illustrated by Jess Golden

Reteaching

- "Reteach with *A Good Team*"

Assessment Resource Book

- Week 6 assessment

Sound Cards

- *ee* /ē/
- *ea* /ē/

High-frequency Word Cards

- *don't*
- *won't*
- *too*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Group Progress Assessment" sheet (GA2)

Reproducibles

- "Spelling-Sound Chart" (BLM7)
- "Set 4, Week 6 Sort" (BLM8)
- (Optional) "High-frequency Words Review 6" (BLM9)

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OVERVIEW

Spelling-Sound Focus

- *ee, ea* /ē/

High-frequency Words

- *don't*
- *won't*
- *too*

DO AHEAD

- ✓ Prior to Day 1, add high-frequency word cards for *don't*, *won't*, and *too* to the word wall if they are not already displayed.
- ✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print student copies of the "Spelling-Sound Chart" (BLM7). Make a copy for each student in the group (see Step 2 on page 71).
- ✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 4, Week 6 Sort" (BLM8). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to create a set of sorting words for the spelling-sounds *ee* /ē/ and *ea* /ē/ for each student in the group. Place each set of words in a resealable plastic bag.
- ✓ Prior to Day 3, add the sound cards for *ee* and *ea* to the sound card review deck.
- ✓ Prior to Day 3, make a copy of the "Group Progress Assessment" sheet (GA2); see page 177 of the *Assessment Resource Book*.
- ✓ (Optional) If you plan to integrate the new high-frequency words in the word work area, visit the CCC Learning Hub (ccclearninghub.org) to access and print "High-frequency Words Review 6" (BLM9). See "Independent Work Connections" on page 79.

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ELL SUPPORT

- **ee, ea**

  Students who speak Chinese and Korean may have difficulty distinguishing /ē/ from /ĭ/, for example, substituting *it* for *eat*. Help the students distinguish the vowel sounds by having them repeat a number of minimal word pairs such as *feet/fit*, *bean/bin*, and *seal/sill*. If possible, display pictures of the words in each pair to reinforce how one phoneme changes a word's meaning.

- **ee, ea**

  In Spanish words, the spellings *ee* and *ea* occur only in separate neighboring syllables, as in *lee* (LAY-ay), "reads," and *leal* (lay-AL), "loyal." If your students are reading in Spanish, point out the difference in English. Explain that the letters work together as a team to stand for one sound, /ē/. To reinforce the idea, write several words with the *ee* and *ea* spelling where the students can see them. Highlight the vowels and bracket them. Point to the words in random order and have the students say the vowel sound in each.

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Out My Window

Producing Rhymes; *ee*; *don't* and *won't*

Day 1

In this lesson, the students:

- Produce rhymes
- Learn the spelling-sound *ee* /ē/
- Read decodable words
- Learn the high-frequency words *don't* and *won't*
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *Out My Window* from Week 5
- Reproductions of the "Spelling-Sound Chart," prepared ahead (BLM7)
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *don't*
- High-frequency word card for *won't*
- High-frequency word card review deck

1 Phonological Awareness: Producing Rhymes

Have the students add each of the following sounds to make words that rhyme with /āk/, after you say the phonemes:

/l/ *(lake)*
/k/ *(cake)*
/r/ *(rake)*
/m/ *(make)*
/br/ *(brake)*
/fl/ *(flake)*

2 Introduce the Spelling-Sound Chart

Distribute reproductions of the "Spelling-Sound Chart" (BLM7) for the students to keep in their toolboxes to refer to at other times of the day. Introduce the chart by pointing to the wall chart and explaining that the small chart is the same. Then point to the picture of the tree and explain that different ways to spell the sound /ē/ are shown below the picture. Point out that the first way to spell /ē/ is the final e spelling. Point to the picture of the cake and explain that different ways to spell the sound /a/ are shown below the picture. Point out that the first way to spell /a/ is the final e spelling. Then tell the students that they will learn different ways to spell vowel sounds in the coming weeks.

3 Introduce the Spelling-Sound *ee* /ē/

Point to the *tree* picture on the "Spelling-Sound Chart." Remind the students that the chart shows different ways to spell the sound /ē/. Point to the *e_e* on the chart and remind the students that they have already learned that spelling for the sound /ē/. Explain that today they will learn another way to spell the sound /ē/.

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Write *ee* on your wipe-off board, point to the spelling, and say the letter names. Tell the students that the spelling *e-e* stands for the sound /ē/. Have the students repeat the sound as you point to the spelling. Then have the students each trace the spelling *e-e* on the table in front of them with one finger as they say /ē/.

Write the words *eel*, *feel*, and *free* on your wipe-off board, point to each word, and read it. Explain that the spelling *e-e* can stand for the sound /ē/ at the beginning, middle, or end of a word.

Write word *eek* on your wipe-off board and have the students read it.

Repeat the procedure with the word *sheep*.

ELL Note

Spanish speaking students may confuse the sound /ē/ and the sound /ĭ/. Provide practice listening to and saying minimal pairs such as *meet/mitt*, *deep/dip*, and *sheep/ship*.

4 Read Decodable Words

Write the following words on your wipe-off board:

deer	just
beets	cheer
green	feel

Point to each word and sweep under it as the students read it.

Decoding Support

The students will be able to read words with long vowels followed by *r* using the usual long vowel pronunciation.

5 Introduce the High-frequency Words *Don't* and *Won't*

don't	"We don't come to school on Saturdays."
won't	"My dog won't go out in the rain."

Explain that today the students will learn two high-frequency words that rhyme. Introduce the words *don't* and *won't* by saying each word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Explain that *don't* is a shorter way to write and say *do not*. Point out the apostrophe. Explain that to make the word *don't*, one of the letters in the words *do* and *not* is left out and the apostrophe takes the place of the missing letter. Repeat the procedure for high-frequency word *won't*, explaining that *won't* is a shorter way of saying and writing *will not*.

Teacher Note

Add the word cards for *don't* and *won't* to the high-frequency word card review deck.

6 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

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7 Reread *Out My Window*

Have the students take the book *Out My Window* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking with the group.

Have the students read the book quietly to themselves. Monitor the students as they read, and support any student who struggles. When all the students have finished reading the book, collect the books or have the students return their books to their toolboxes.

GUIDED SPELLING

feel	"If you feel sick, you go to the nurse's office."
green	"Green is my favorite color."
two	"I have two sisters."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

feel: Tell the students that in *feel* the sound /ē/ is spelled *e-e*.

green: Tell the students that in *green* the sound /ē/ is spelled *e-e*.

two: Tell the students that the word they will write today is the number *two*.

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Day 2

What Little Deer Eat

Producing Rhymes; *ea* and *too*

Materials

- Teacher and student copies of *What Little Deer Eat*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 4, Week 6 Sort" (BLM8)
- Intact copy of "Set 4, Week 6 Sort" (BLM8), prepared ahead
- High-frequency word card for *too*
- High-frequency word card review deck

Teacher Note

You may wish to explain that *lame* means "unable to walk" and *claim* means "say something is true."

In this lesson, the students:

- Produce rhymes
- Learn the spelling-sound *ea* /ē/
- Read decodable words
- Learn the high-frequency word *too*
- Review high-frequency words
- Read a new book

1 Phonological Awareness: Producing Rhymes

Have the students add each of the following sounds to make words that rhyme with /ām/, after you say the phonemes:

/t/ *(tame)*
/l/ *(lame)*
/s/ *(same)*
/sh/ *(shame)*
/fl/ *(flame)*
/cl/ *(claim)*

2 Introduce the Spelling-Sound *ea* /ē/

Point to the *tree* picture on the "Spelling-Sound Chart" and remind the students that the chart shows different ways to spell sounds. Point to the *ea* spelling and explain that *e-a* is another way to spell the sound /ē/.

Write the spelling *ea* on your wipe-off board, point to the spelling, and say the letter names. Have the students repeat the sound as you point to the spelling. Explain that the spelling *e-a* can come at the beginning, middle, or end of a word. Then have the students each trace the spelling *e-a* on the table in front of them with one finger as they say /ē/. Ask:

Q *When you write a word that has the sound /ē/, what can you do if you don't know which spelling to use?*

> **Students might say:**
> "I can write it one way and see if it looks right."
> "I can copy it from a story."
> "I can look at the 'Spelling-Sound Chart' to see the different spellings."
> "If it is on the word wall, I can check there."

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3 Read Decodable Words

Write the following words on your wipe-off board:

dear	eats
peas	feast
fear	heaps

Point to each word and sweep under it as the students read it.

4 Introduce the Sound Sort

Display the intact "Set 4, Week 6 Sort" sheet (BLM8) and explain that these are the words the students will sort this week. Point to each word and read it aloud. Then have the students read the words as you point to them.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words during independent word work. Tell them that in one group, the spelling *ea* will stand for the sound /ē/, as in *team*. In the other group, the spelling *ee* will stand for the sound /ē/, as in *feet*. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

5 Introduce the High-frequency Word *Too*

too

"I like watching movies and I like reading books, too."

Introduce *too* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Explain that *too* spelled *t-o-o* means "also." Point to the words *to* and *two* on the word wall, say the words, and remind the students that they have already learned two different words that sound like *too*.

Teacher Note

Add the word card for *too* to the high-frequency word card review deck.

6 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

7 Read *What Little Deer Eat*

Distribute a copy of *What Little Deer Eat* to each student. Tell the students that they will read this book today. Read the title aloud with the students and identify the names of the author and illustrator. Open to page 7, and ask the students to find today's new word, *too*. Then turn back to page 1, and ask the students to find the new words *don't* and *won't*.

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Write the word *oh* on your wipe-off board and read it for the students. Have the students say the word. Tell the students that they will see this word in today's book. Explain that they will have to remember this word when they see it, or ask you for help. Leave the word on the wipe-off board as a reminder and place the board where everyone can see it. Then have the students turn to page 1 in their own books and read the story quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What happens in this story?*

Q *Is this story funny? Why or why not?*

Have the students put their books in their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

eats	"A goat eats grass."
leaf	"The leaf on the tree was turning yellow."
one	"One of my cats is named Jack."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

eats: Support the students in writing the base word, *eat*, before adding the inflectional ending to write *eats*. Tell the students that in *eat* the sound /ē/ is spelled *e-a*.

leaf: Tell the students that in *leaf* the sound /ē/ is spelled *e-a*.

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What Little Deer Eat
Review and Reread

Day 3

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

1 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *What Little Deer Eat*

Have the students take *What Little Deer Eat* from their toolboxes and tell them that they will reread this book today. Read the title aloud with the students. Write the word *oh* on your wipe-off board, say the word, and remind the students that they will see this word in today's book. Remind them that they will have to remember this word when they see it, or ask you for help. Leave the word on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *What Little Deer Eat* quietly to themselves.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the group, ask yourself:

- Can the students produce rhyming words?
- Are they able to read words with the *ee* and *ea* spellings?

Record your observations on the "Group Progress Assessment" sheet (GA2); see page 177 of the *Assessment Resource Book*. Support struggling students by reteaching previous content. See "Reteach with *A Good Team*" on the next page. If the students struggle with rhyming, provide additional practice by repeating the phonological awareness activity with another rime (see Week 1, Day 3, Step 2).

Materials

- Teacher and student copies of *What Little Deer Eat* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- "Group Progress Assessment" sheet (GA2)

Teacher Note

You may wish to have students who do not require reteaching put *A Good Team* in their toolboxes for independent reading. If so, introduce the words *fly*, *day*, *watch*, and *play* by writing them on your wipe-off board, saying the words, and explaining that the students will see these words in the book.

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4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *What won't the little deer in this story eat?*

Q *Which part of the story is your favorite? Why do you like that part?*

As the students refer to the part they like, turn to the appropriate page in the book and display it for the group. Have the students return their books to their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

Mother likes beets.

Guide the students through the sentence, word by word.

Spelling Support

beets: Support the students in writing the base word, *beet*, before adding the inflectional ending to write *beets*. Tell the students that in *beet* the sound /ē/ is spelled *e-e*.

RETEACHING

Reteach with *A Good Team*

Review final *e* with *-ed,* the spelling-sounds *ee* /ē/ and *ea* /ē/, and the high-frequency words *one*, *two*, *don't*, *won't*, and *too*. Use the book *A Good Team* for reading practice.

After reading the title aloud with the students, write the words *fly*, *day*, *watch*, and *play* on your wipe-off board, say the words, and have the students say them. Explain that the students will see these words in today's book. Tell the students that they will have to remember these words when they see them, or ask you for help. Leave the words on your wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *A Good Team*.

When all the students have finished reading, ask and briefly discuss:

Q *What does the girl want to do at the beginning of the story? Why does she change her mind?*

Q *Why does the mother think the girl and her brother are a good team?*

Collect the books or have the students put their books in their toolboxes.

Teacher Note

If you have students who are struggling to learn the sounds and words you have taught in the previous two weeks, you might provide an additional week of instruction before introducing new sounds and words. For more information, see "Reteaching" in the Introduction.

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Independent Work Connections

- You may wish to use "High-frequency Words Review 6" (BLM9) to have the students practice high-frequency words using any activities you have introduced. If you decide to add these words, we recommend printing them on colored paper or identifying them by color in another way (for example, by using colored dots or colored baskets). Show these to the students and tell them which color set of words to use during independent word work.

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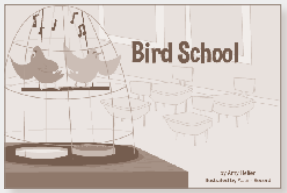
Week 7

RESOURCES

New



Bird School

by Amy Helfer,
illustrated by Adam Record

Revisit



What Little Deer Eat

by Amy Bauman,
illustrated by Adam Record

Assessment Resource Book

- Week 7 assessment

Sound Cards

- *er* /ûr/
- *ir* /ûr/
- *ur* /ûr/

High-frequency Word Cards

- *who*
- *school*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Individual Reading Observation" sheet (IR1)

Reproducible

- "Set 4, Week 7 Sort" (BLM10)

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OVERVIEW

Spelling-Sound Focus

- *er, ir, ur* /ûr/

High-frequency Words

- *who*
- *school*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *who* and *school* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 4, Week 7 Sort" (BLM10). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to create a set of sorting words for the spelling-sound *er* /ûr/, the spelling-sound *ir* /ûr/, and the spelling-sound *ur* /ûr/, for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, add the sound cards for *er*, *ir*, and *ur* to the sound card review deck.

ELL SUPPORT

er, ir, ur

There are no *r*-controlled vowel sounds in Vietnamese, Hmong, or Korean and no exact equivalents in Chinese dialects. Model producing the /ûr/ sound by placing the tongue behind the bottom teeth, pursing the lips, and vibrating the vocal cords. If they say the sound correctly, they will feel a vibration in the back of the mouth near the throat.

er, ir, ur

The sound /ûr/ does not exist in Spanish. The spellings *er*, *ir*, and *ur* occur in Spanish words, but represent different sounds than those in English:

- *er* = /âr/, as in *volver* (vohl-VAIR), "to return"
- *ir* = /ēr/, as in *sentir* (sehn-TIHR), "to feel"
- *ur* = /o͞or/, as in *curso* (KOOR-soh), "course"

(continues)

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ELL SUPPORT *(continued)*

▪ er, ir, ur

Students may have difficulty distinguishing and producing the sound /ûr/. Remind them that they learned the high-frequency word *her*. If you created a mnemonic display in Set 3, add the words *fern*, *dirt*, *burn*, *shirt*, and *turn*. Model blending the three sounds to read each word. Have the students practice blending the sounds.

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What Little Deer Eat

Identifying Syllables; *er* and *ir; who*

Day 1

In this lesson, the students:

- Identify spoken syllables
- Learn the spelling-sounds *er, ir* /ûr/
- Read decodable words
- Learn the high-frequency word *who*
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *What Little Deer Eat* from Week 6
- Posted "Spelling-Sound Chart"
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *who*
- High-frequency word card review deck

1 Phonological Awareness: Identifying Spoken Syllables

Remind the students that they have been listening for and counting sounds in words. Tell them that today, they will listen for and count a different kind of word part that is called a *syllable*. Explain that some words are made up of one part, or syllable, and that a syllable has one vowel sound. Tell the students to listen as you say some words with one syllable. Then clap once as you say each of the following words: *sit*, *skate*, *teach*. Explain that some words are made up of two parts, or two syllables. Tell the students to listen as you say some words with two syllables. Then clap twice as you say each of the following words: *sitting*, *skated*, *teacher*.

Tell the students you will say some words and they will repeat the words. Then they will tell whether the word has one syllable or two syllables. Model with the words *cat* and *baby*, clapping once for *cat* and twice for *baby*.

Have the students practice with the words *cat* and *baby*. Have the students say each word and then repeat the word as they clap on each syllable. Ask:

Q *How many syllables do you hear in* cat*?*

Q *How many syllables do you hear in* baby*?*

Have a few volunteers share. Practice the procedure, saying and counting the syllables in the words *kick* and *glasses*.

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Then have the students say each of the words that follow twice, clapping on the syllables the second time they say the word. For each word, ask:

Q *How many syllables do you hear in [*bike*]?*

bike	yellow
zebra	king
basket	tiger

2 Introduce the Spelling-Sound *er*, *ir* /ûr/

Explain that today's sound is /ûr/, and have the students say the sound. Point to the *bird* picture on the "Spelling-Sound Chart." Explain that the picture of the bird will help them remember the sound /ûr/ because the middle sound in the word *bird* is /ûr/. Point to the spellings on the chart. Explain that there are three ways to spell the sound /ûr/, and that today they will learn two of them.

Point to the spelling *er* on the "Spelling-Sound Chart" and say the letter names. Tell the students that the spelling *e-r* stands for the sound /ûr/. Have the students repeat the sound as you point to the spelling. Then have the students each trace the spelling *e-r* on the table in front of them as they say /ûr/.

Repeat the procedure for the spelling-sound *ir* /ûr/.

3 Read Decodable Words

Write the following words on your wipe-off board:

bird	her
perch	chirp
teach	first

Point to each word and sweep under it as the students read it.

Teacher Note

You may wish to explain that a perch is a stick or branch that a bird sits on.

4 Introduce the High-frequency Word *Who*

who "Who has a pencil that I can borrow?"

Introduce *who* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *who* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

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6 Reread *What Little Deer Eat*

Have the students take the book *What Little Deer Eat* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

GUIDED SPELLING

girl	"My oldest child is a girl."
perch	"A twig makes a good perch for a bird."
too	"I like oranges, and I like apples, too."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

girl: Tell the students that in *girl* the sound /ûr/ is spelled *i-r*.

perch: Tell the students that in *perch* the sound /ûr/ is spelled *e-r*.

too: Tell the students that the word they will write today is the *too* that means "also."

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Day 2

Bird School

Identifying Syllables; *ur* and *school*

Materials

- Teacher and student copies of *Bird School*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 4, Week 7 Sort" (BLM10)
- Intact copy of "Set 4, Week 7 Sort" (BLM10), prepared ahead
- High-frequency word card for *school*
- High-frequency word card review deck

Teacher Note

If necessary, model saying the word and clapping on the syllables as you did on Day 1 using the words *fish, happy,* and *farmer.*

ELL Note

Spanish speaking students may benefit from additional practice with the sound /ûr/. You may wish to provide more examples of the sound by having the students read words such as *stir, her, shirt, burn,* and *fern.*

Decoding Support

Support struggling students by covering the ending and having the students read the base word alone. Then uncover the ending and have them read the entire word. Another option is to write just the base word, have the students read that, add the ending, and have the students read the inflected word.

In this lesson, the students:

- Identify spoken syllables
- Learn the spelling-sound *ur* /ûr/
- Read decodable words
- Learn the high-frequency word *school*
- Review high-frequency words
- Read a new book

1 Phonological Awareness: Identifying Spoken Syllables

Have the students say each of the words that follow and then say the word again while clapping on the syllables. For each word, ask:

Q *How many syllables do you hear in* [rainbow]*?*

rainbow	shake
skipping	hammer
truck	pig

2 Introduce the Spelling-Sound *ur* /ûr/

Explain that today's sound is /ûr/, and have the students say the sound. Point to the picture of the bird on the "Spelling-Sound Chart" and remind the students that they have learned two ways to spell the sound /ûr/: *e-r* and *i-r*. Point to the spelling *ur* on the chart and say the letter names. Tell the students that the spelling *u-r* also stands for the sound /ûr/. Have the students repeat the sound as you point to the spelling. Then have the students each trace the spelling *u-r* on the table in front of them with one finger as they say /ûr/.

3 Read Decodable Words

Write the following words on your wipe-off board:

grapes	asked
turn	fern
third	clerk

Point to each word and sweep under it as the students read it.

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4 Introduce the Sound Sort

Distribute the intact "Set 4, Week 7 Sort" sheet (BLM10) and explain that these are the words the students will sort this week. Point to each word and read it aloud. Then have the students read the words as you point to them. Point out that every word has the sound /ûr/ in it.

Distribute one bag of sorting words to each student. Tell the students that they will sort these words into three groups during independent word work. Explain that in one group of words, the spelling *e-r* will stand for the sound /ûr/. In the second group of words, the spelling *i-r* will stand for the sound /ûr/; and in the third group of words, the spelling *u-r* will stand for the sound /ûr/. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

5 Introduce the High-frequency Word *School*

school "We learn many new things in school."

Introduce *school* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *school* to the high-frequency word card review deck.

6 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

7 Read *Bird School*

Distribute a copy of *Bird School* to each student. Tell the students that they will read this book today. Read the title with the students and identify the names of the author and illustrator. Tell the students that this story is about school pets. Open to page 1, and ask the students to find today's new word, *school*. Then turn to page 5, and ask the students to find the new word *who*.

Write the word *perch* on your wipe-off board and have the students read the word. Clarify that a *perch* is a place for a bird to sit. Write the word *think* on your wipe-off board and say it for the students. Have the students say the word. Tell the students that they will see this word in today's book. Explain that they will have to remember this word when they see it, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Then have the students turn to page 1 in their books and read the story quietly to themselves.

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Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What kind of pets does the first-grade class have?*

Q *What do the children try to teach the birds to do?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

turn	"Turn toward me, please."
teach	"I am trying to teach my dog to sit."
told	"Natalia told me she likes baseball."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

turn: Tell the students that in *turn* the sound /ûr/ is spelled *u-r*.

teach: Tell the students that in *teach* the sound /ē/ is spelled *e-a*. Tell the students that the sound /ch/ is spelled *c-h* after a long vowel. In *teach* the sound /ch/ is spelled *c-h*.

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Bird School
Review and Reread

Day 3

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

1 Review Spelling-Sounds

Use the sound card review card deck to have the students say the sound of each spelling.

2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *Bird School*

Have the students take *Bird School* from their toolboxes, and tell them that they will reread this story today. Read the title aloud with the students.

Write the word *think* on your wipe-off board, say the word, and remind the students that they will see this word in today's book. Remind them that they will have to remember this word when they see it, or ask you for help. Leave the word on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *Bird School* quietly to themselves.

Materials

- Teacher and student copies of *Bird School* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- Group set of "Individual Reading Observation" sheet (IR1) from Week 5

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on each student's "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

If the students are reading fluently, consider whether they are ready to begin reading easy-to-read trade books. The Fox series by James Marshall or the Little Bear series by Else Holmelund Minarik are examples of appropriate books. If the students are ready, show them where to find the books in the classroom library and encourage them to add the books to their toolboxes for independent work.

4 Check Comprehension and Reflect

When all the students have finished reading, ask:

Q *Why do you think this book is called* Bird School*?*

Q *What happens first in this story? What happens next? What happens at the end?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

The girl went first.

Guide the students through the sentence, word by word.

Spelling Support

girl: Tell the students that in *girl* the sound /ûr/ is spelled *i-r*.

first: Tell the students that in *first* the sound /ûr/ is spelled *i-r*.

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Week 8

RESOURCES

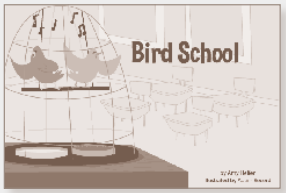
New



Fox Spills the Stars

by Amy Helfer,
illustrated by
Michelle Lopez Deksnys

Revisit



Bird School

by Amy Helfer,
illustrated by Adam Record

Practice or Reteach



Sharks!

by Amy Helfer

Reteaching

- "Reteach with *Sharks!*"

Assessment Resource Book

- Week 8 assessments

Sound Cards

- *ar* /är/
- *or* /ôr/

High-frequency Word Cards

- *thought*
- *father*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Mastery Test 8" record (MT8)
- "Mastery Test 8 Student Card" (SC8)

Reproducible

- "Set 4, Week 8 Sort" (BLM11)

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OVERVIEW

Spelling-Sound Focus	High-frequency Words
▪ *ar* /är/	▪ *thought*
▪ *or* /ôr/	▪ *father*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *thought* and *father* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 4, Week 8 Sort" (BLM11). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to create a set of sorting words for the spelling-sound *ar* /är/ and the spelling-sound *or* /ôr/, for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, make a copy of "Mastery Test 8" record (MT8) for each student in the group; see page 181 of the *Assessment Resource Book*.

✓ Prior to Day 3, make one copy of "Mastery Test 8 Student Card" (SC8); see page 182 of the *Assessment Resource Book*.

✓ Prior to Day 3, add the sound cards for *ar* and *or* to the sound card review deck.

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ELL SUPPORT

- **ar, or**

  In Spanish, the sounds that the spellings *ar* and *or* stand for are similar to those in English, but with a trilled *r* (/rr/). Point out that the English sound /är/ is like the sound students hear in the middle of the Spanish word *parque* (pahr-KAY), "park." Help the students compare the sounds in *parque* to its English cognate *park*. Repeat the process with the sounds in the cognate pair *forma/form*.

  Spanish-speaking students may benefit from additional practice identifying the sounds /är/ and /ôr/ at the beginning, middle, or end of words. Say words with the sound /är/, such *arm*, *mark*, *jar*, *ark*, *dart*, *bar*, *hard*, and *car*. Have the students tell whether they hear /är/ at the beginning, middle, or end of each word. Then have the students tell whether they hear /ôr/ at the beginning, middle, or end of words like *torn*, *for*, *sort*, *corn*, and *or*.

- **ar, or**

  There are no *r*-controlled vowel sounds in Vietnamese, Hmong, or Korean and no exact equivalents in Chinese dialects. Model producing the sound /är/ by placing the tongue in the back of the mouth, opening the lips, producing the sound deep in the throat, and vibrating the vocal cords. Repeat the process for /ôr/, explaining that in this sound the mouth is rounded.

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Bird School
Identifying Syllables; *ar* and *thought*

Day 1

In this lesson, the students:

- Identify spoken syllables
- Learn the spelling-sound *ar* /är/
- Read decodable words
- Learn the high-frequency word *thought*
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *Bird School* from Week 7
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *thought*
- High-frequency word card review deck

1 Phonological Awareness: Identifying Spoken Syllables

Have the students say each of the words that follow as they clap on the syllables. For each word, ask:

Q *How many syllables do you hear in* [spider]*?*

spider	winter
octopus	grin
clap	dinosaur

Teacher Note

If necessary, model saying a word and clapping on the syllables as in Week 7, Day 1, Step 1, using the three-syllable word *elephant*.

2 Introduce the Spelling-Sound *ar* /är/

Explain that today's sound is /är/, and have the students say the sound. Point to the *car* picture on the posted "Spelling-Sound Chart." Explain that the picture of the car will help them remember the sound /är/ because the middle sound in the word *car* is /är/. Point to the spelling *ar* on the chart and say the letter names. Tell the students that the spelling *a-r* stands for the sound /är/. Have the students repeat the sound as you point to the spelling. Then have the students each trace the spelling *a-r* on the table in front of them as they say /är/.

3 Read Decodable Words

Write the following words on your wipe-off board:

time	starting
tar	stars
dark	arm

Point to each word and sweep under it as the students read it.

Decoding Support

Support struggling students by covering the ending and having the students read the base word alone. Then uncover the ending and have them read the entire word. Another option is to write just the base word, have the students read that, add the ending, and have the students read the inflected word.

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4 Introduce the High-frequency Word *Thought*

thought "I thought it was going to rain today."

Introduce *thought* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *thought* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Bird School*

Have the students take the book *Bird School* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *Do you think this book is funny? Why or why not?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

GUIDED SPELLING

dark "It gets dark earlier during the winter."

plan "I plan to go to the grocery store after school."

who "Who is at the door?"

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

dark: Tell the students that in *dark* the sound /k/ is spelled *k*.

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Fox Spills the Stars

Identifying Syllables; *or* and *father*

Day 2

In this lesson, the students:

- Identify spoken syllables
- Learn the spelling-sound *or* /ôr/
- Read decodable words
- Learn the high-frequency word *father*
- Review high-frequency words
- Read a new book

1 Phonological Awareness: Identifying Spoken Syllables

Have the students say each of the words that follow while clapping on the syllables. For each word, ask:

Q *How many syllables do you hear in [*telephone*]?*

telephone	doctor
napkin	watch
rock	umbrella

2 Introduce the Spelling-Sound *or* /ôr/

Explain that today's sound is /ôr/, and have the students say the sound. Point to the *fork* picture on the "Spelling-Sound Chart." Explain that the picture of the fork will help them remember the sound /ôr/ because the middle sound in the word *fork* is /ôr/. Point to the spelling *or* on the chart and say the letter names. Tell the students that the spelling *o-r* stands for the sound /ôr/. Have the students repeat the sound as you point to the spelling. Then have the students each trace the spelling *o-r* on the table in front of them with one finger as they say /ôr/.

3 Read Decodable Words

Write the following words on your wipe-off board:

cork	horse
sealed	each
jar	smart

Point to each word and sweep under it as the students read it.

Materials

- Teacher and student copies of *Fox Spills the Stars*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 4, Week 8 Sort" (BLM11)
- Intact copy of "Set 4, Week 8 Sort" (BLM11), prepared ahead
- High-frequency word card for *father*
- High-frequency word card review deck

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4 Introduce the Sound Sort

Distribute the intact "Set 4, Week 8 Sort" sheet (BLM11) and explain that these are the words the students will sort this week. Point to each word and read it aloud. Then have the students read the words as you point to them.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Tell them that one group will have words with the sound /är/, as in *car*, and the other group will have words with the sound /ôr/, as in *for*. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

5 Introduce the High-frequency Word *Father*

father "My father taught me how to ride a bike."

Introduce *father* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *father* to the high-frequency word card review deck.

6 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

TEKS 9.A.i
Student/Teacher Narrative
Step 7
(first paragraph)

7 Read *Fox Spills the Stars*

Distribute a copy of *Fox Spills the Stars* to each student. Tell the students that they will read this book today. Read the title with the students and identify the names of the author and illustrator. Tell the students that this story is a folktale. Explain that a folktale is a story that people have told over and over again for many years, and that a folktale is a made-up story that is often about something that happens in nature. Open to page 4, and ask the students to find today's new word, *Father*. Then turn to page 5 and ask the students to find the new word *thought*.

Write the words *sky* and *most* on your wipe-off board and read them for the students. Have the students say the words. Tell the students that they will see these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Then have the students turn to page 1 in their books and read the story quietly to themselves.

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Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What is the problem at the beginning of this story?*

Q *What is Father Sky's plan?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

TEKS 8.C.iv
Student/Teacher Activity
Step 7
(first discussion question)

GUIDED SPELLING

hiding	"My cat is always hiding under the bed."
formed	"In art class I formed a bowl out of a lump of clay."
school	"There is no school on Saturday."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

hiding: Support the students in writing the base word, *hide*. Tell the students that in *hide* the sound /ī/ is spelled *i_e*. Then support the students in erasing the *e* and adding the inflectional ending to write *hiding*.

formed: Support the students in writing the base word, *form*, before adding the inflectional ending to write *formed*.

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Day 3

Fox Spills the Stars

Review and Reread

Materials

- Teacher and student copies of *Fox Spills the Stars* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- "Mastery Test 8" record (MT8) for each student
- One copy of "Mastery Test 8 Student Card" (SC8)

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

1 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

2 Review High-frequency Words

Review the previously taught high-frequency words by showing each word in the review card deck and having the students read it, spell it, and read it again.

3 Reread *Fox Spills the Stars*

Have the students take *Fox Spills the Stars* from their toolboxes. Read the title aloud with the students.

Write the words *most* and *sky* on your wipe-off board, say the words, and remind the students that they will see these words in today's book. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *Fox Spills the Stars* quietly to themselves.

TEKS 9.A.i
Student/Teacher Activity
Step 4
(last discussion question in the step)

4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *Why did Fox grab the jar?*

Q *According to this folktale, why do some stars have names and others do not have names?*

Q *This folktale tells how the stars got into the sky. What other folktales have you heard?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

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MASTERY TEST ASSESSMENT NOTE

Administer Mastery Test 8, using "Mastery Test 8" (MT8) and "Mastery Test 8 Student Card" (SC8); see pages 181–182 of the *Assessment Resource Book*.

If you identify students who need to repeat instruction, first determine which sounds and high-frequency words the student missed. Then use "Reteach with *A Good Team*" on page 78 and "Reteach with *Sharks!*" below to reteach needed content. Administer Mastery Test 8 again after reteaching.

Teacher Note

You may wish to have students who do not require reteaching put *Sharks!* in their toolboxes for independent reading. If so, introduce the word *inside* by writing it on your wipe-off board, telling the students that this is a compound word, and having them read each small word before reading the whole word. Explain that the students will see this word in the book.

GUIDED SPELLING

Many stars shine.

Guide the students through the sentence, word by word.

Spelling Support

stars: Support the students in writing the base word, *star*, before adding the inflectional ending to write *stars*.

shine: Tell the students that in *shine* the sound /ī/ is spelled *i_e*.

Teacher Note

Mastery Test 8 follows this lesson. You may wish to omit Guided Spelling today and use the time to administer mastery tests. Have the students read books from previous weeks during this time.

RETEACHING

Reteach with *Sharks!*

Review the spelling sounds *ar* /är/, *or* /ôr/, and /ûr/ spelled *er*, *ir*, *ur,* and the high-frequency words *who*, *school*, *thought*, and *father*. Then use the book *Sharks!* for reading practice.

After reading the title aloud with the students, write the word *inside* on your wipe-off board, tell the students that this is a compound word, and have them read each small word before reading the whole word. Explain that the students will see this word in today's book. Tell the students that they will have to remember these words when they see it, or ask you for help. Leave the word on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *Sharks!* When all the students have finished reading, ask and briefly discuss:

Q *What did you find out about sharks from this book?*

Q *Have you ever seen a shark? Tell us about it.*

Collect the books or have the students put their books in their toolboxes.

Teacher Note

If you have students who are struggling to learn the sounds and words you have taught in the previous two weeks, you might provide an additional week of instruction before introducing new sounds and words. For more information, see "Reteaching" in the Introduction.

Teacher Note

Administer Mastery Test 8 again after reteaching. See "Mastery Test Assessment Note" above.

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Appendix A

HIGH-FREQUENCY WORD INDEX

High-frequency Word	Where Taught
a	Shared Reading, Grade K, Week 4
after	Set 5, Week 1
again	Set 3, Week 4
and	Shared Reading, Grade K, Week 3
answer	Set 5, Week 12
are	Shared Reading, Grade K, Week 5
be	Set 3, Week 1
because	Set 5, Week 5
been	Set 5, Week 10
both	Set 3, Week 8
boy	Set 4, Week 2
brother	Set 4, Week 1
by	Set 1, Week 7
can	Shared Reading, Grade K, Week 6
can't	Set 1, Week 2
change	Set 5, Week 14
children	Set 5, Week 5
cold	Set 4, Week 4
come	Set 2, Week 7
could	Set 3, Week 7
do	Set 2, Week 3
does	Set 3, Week 8
don't	Set 4, Week 6
down	Set 1, Week 5
earth	Set 5, Week 14
enough	Set 5, Week 10
even	Set 5, Week 7

High-frequency Word	Where Taught
ever	Set 5, Week 3
every	Set 4, Week 1
father	Set 4, Week 8
few	Set 5, Week 11
find	Set 5, Week 11
for	Set 3, Week 4
four	Set 5, Week 12
from	Set 3, Week 3
get	Set 1, Week 3
give	Set 5, Week 4
go	Set 1, Week 5
good	Set 3, Week 2
great	Set 5, Week 8
have	Set 2, Week 4
he	Set 1, Week 1
head	Set 5, Week 2
her	Set 2, Week 6
here	Set 1, Week 7
his	Set 2, Week 6
home	Set 2, Week 4
I	Shared Reading, Grade K, Week 4
is	Shared Reading, Grade K, Week 8
isn't	Set 1, Week 2
kind	Set 5, Week 11
large	Set 5, Week 13
learn	Set 5, Week 13
like	Set 2, Week 3
little	Set 2, Week 1

(continues)

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(continued)

High-frequency Word	Where Taught
live	Set 5, Week 4
look	Set 3, Week 2
make	Set 3, Week 1
many	Set 3, Week 5
me	Shared Reading, Grade K, Week 4
mind	Set 5, Week 11
most	Set 5, Week 14
mother	Set 4, Week 1
move	Set 5, Week 8
my	Set 1, Week 6
never	Set 5, Week 3
no	Set 1, Week 4
of	Set 2, Week 5
old	Set 4, Week 4
once	Set 5, Week 9
one	Set 4, Week 5
only	Set 5, Week 3
other	Set 4, Week 1
out	Set 2, Week 7
over	Set 4, Week 3
people	Set 3, Week 5
picture	Set 5, Week 7
put	Set 2, Week 2
read	Set 5, Week 2
said	Set 2, Week 5
saw	Set 1, Week 8
say	Set 2, Week 8
says	Set 2, Week 8
school	Set 4, Week 7
see	Shared Reading, Grade K, Week 4
she	Set 1, Week 1
should	Set 3, Week 7
so	Set 2, Week 8
some	Set 2, Week 7

High-frequency Word	Where Taught
talk	Set 5, Week 5
the	Shared Reading, Grade K, Week 3
their	Set 4, Week 4
there	Set 3, Week 1
they	Set 1, Week 8
though	Set 5, Week 9
thought	Set 4, Week 8
to	Set 1, Week 3
told	Set 4, Week 4
too	Set 4, Week 6
toward	Set 4, Week 3
two	Set 4, Week 5
very	Set 3, Week 6
walk	Set 5, Week 5
want	Set 3, Week 3
was	Set 2, Week 1
watch	Set 5, Week 10
water	Set 3, Week 3
we	Shared Reading, Grade K, Week 5
were	Set 3, Week 7
what	Set 2, Week 2
where	Set 1, Week 6
who	Set 4, Week 7
woman	Set 4, Week 2
women	Set 4, Week 2
won't	Set 4, Week 6
word	Set 5, Week 12
work	Set 5, Week 1
would	Set 3, Week 7
yes	Set 1, Week 4
you	Shared Reading, Grade K, Week 4
young	Set 5, Week 13
your	Set 3, Week 6

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Appendix
B

SOUND SORT PICTURE KEY

Set 4, Week 1 Sort


cake


hat


snail


hand

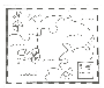

can


plane


chain


tape


gate


map


cage


crab

Set 4, Week 2 Sort


net


seal


bell


tent


break


shell


web


leaf


beach


queen


cheese


sheep

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Appendix C

DIACRITICS

CONSONANT SOUNDS

/b/	*back, bed*	**/t/**	*tip, tab*
/d/	*duck, dog*	**/v/**	*vet, van*
/f/	*fig, fill*	**/w/**	*wit, wall*
/g/	*go, girl*	**/y/**	*yap, yellow*
/h/	*hum, hit*	**/z/**	*zoom, zip*
/j/	*jump, edge*		
/k/	*cat, kit, luck*	**/ch/**	*cheese, chair*
/l/	*lamp, let*	**/ng/**	*sing, long*
/m/	*mat, must*	**/sh/**	*ship, sheep*
/n/	*nut, not*	**/th/**	*think, thaw*
/p/	*pet, pick*	**/TH/**	*those, this*
/khw/	*quit, quiet*	**/ks/**	*box, mix*
/r/	*ram, rug*	**/hw/**	*whale, what*
/s/	*sip, sack*	**/zh/**	*measure, confusion*

VOWEL SOUNDS

/ă/	*bat, camp*	**/ā/**	*lake, mail*	**/o͞o/**	*spoon, tune*	**/ûr/**	*bird, turn*
/ĕ/	*pet, sweat*	**/ē/**	*these, meal*	**/o͝o/**	*book, put*	**/är/**	*car, park*
/ĭ/	*lit, nip*	**/ī/**	*mile, light*	**/ou/**	*house, down*	**/âr/**	*chair*
/ŏ/	*hot, stop*	**/ō/**	*mole, broke*	**/oi/**	*coil, boy*	**/ôr/**	*fort, torn*
/ŭ/	*but, cub*	**/ū/**	*mule, cute*	**/aw/**	*law, taut*		

/ə/	unstressed vowel	*across, basket*
/ər/	unstressed *r*-controlled vowel	*water, color*

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CCC Collaborative Literacy | Empowering teachers. Inspiring students.

Being a Reader™

Set 4 Overview

	Spelling-Sounds	High-frequency Words	New Book	Practice or Reteach
Week 1	*a_e* /ā/, *i_e* /ī/, *e_e* /ē/	every, other, mother, brother	*A Hike by the Lake*	
Week 2	*o_e* /ō/; *u_e* /ū/, /o͞o/	woman, women, boy	*Life in a Plains Tribe, Part 1*	*Life in a Plains Tribe, Part 2*
Week 3	*-s* with final *e*	toward, over	*Snakes!*	
Week 4	*-ing* with final *e*	their, old, cold, told	*A Cold Ride*	*Get Out and Get Fit*
Week 5	*-ed* with final *e*	one, two	*Out My Window*	
Week 6	*ee, ea* /ē/	don't, won't, too	*What Little Deer Eat*	*A Good Team*
Week 7	*er, ir, ur* /ûr/	who, school	*Bird School*	
Week 8	*ar* /är/, *or* /ôr/	thought, father	*Fox Spills the Stars*	*Sharks!*

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Small-group Teacher's Manual

CCC Collaborative Literacy

Being a Reader™



SET 5

Center for the Collaborative Classroom™

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Being a Reader™

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Introduction

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Overview of Small-group Reading

The Small-group Reading strand of the *Being a Reader*™ program provides targeted, differentiated reading instruction that is appropriate for readers at their individual reading levels. Students are grouped with others at a similar stage of development and then matched with texts at the appropriate level. The small-group instruction is organized around high-quality, carefully selected texts in a variety of genres that are assembled into 12 leveled sets. As the sets progress, they increase in sophistication and complexity.

The *Being a Reader* Program

The *Being a Reader* program is a yearlong curriculum for grades K–2 in whole-class and small-group instructional settings. The program has been carefully designed to nurture students academically and socially while providing rigorous instruction in early literacy skills and strategies. *Being a Reader* lessons also provide specific instruction to develop students' ability to work independently and take responsibility for their learning and behavior. The strong foundation in independent work makes it possible for you to work with small groups of students to provide differentiated instruction.

The *Being a Reader* program's academic strands provide students with a wide range of essential early literacy experiences. These strands combine to inspire the students' love of reading, allow them to move at their own pace along a continuum of reading development, build their confidence, and establish their sense of identity as readers. In addition to Small-group Reading, the program includes four types of whole-class lessons: Shared Reading (grades K–1), Independent Work (grades K–2), Handwriting (grades K–1), and Word Study (grade 2). For more information about the *Being a Reader* program, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

- **Shared Reading (K–1).** In Shared Reading, the teacher reads and rereads carefully selected large-format texts with the whole class. The teacher models effective reading behaviors and strategies, and invites the students to be involved. Shared Reading offers a supportive context for young learners to develop a delight in reading and an understanding of their ability to interact with texts.
- **Independent Work (K–2).** During Independent Work, students take responsibility for their learning and behavior by working independently on meaningful literacy activities while the teacher instructs small groups or individuals. Students have the opportunity to be autonomous as they practice procedures, internalize expectations, monitor their own behavior, and make decisions about how to work independently.

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- **Handwriting (K–1).** In the first weeks of the year, the lessons focus on hand and finger strengthening, pencil grip, posture, and paper placement. Then, as the students begin independent work rotations, the lessons begin to focus on letter formation. Teacher-led Handwriting lessons occur once a week throughout kindergarten and for the first half of grade 1.
- **Word Study (2).** Word Study lessons focus on developing the strategies students can use to decode polysyllabic words. Word Study develops the students' understanding of how words are constructed and engages them in examining patterns and similarities in words. This instruction also helps the students develop curiosity about the structure of words that will benefit them in later grades.

Small-group Reading at a Glance

In the Small-group Reading strand of the *Being a Reader* program, the students work with you in differentiated groups to become strategic readers. The small-group reading sets allow students to move at their own pace in their reading development. You will carefully match the students with texts at their assessed reading levels and provide instruction to address their differing needs. See "Placement Assessment" on page xx.

During small-group instruction, you will strive to understand how each student learns and where the student excels and/or needs more support. Working with students in small groups allows you to efficiently match the needs of individual readers as you teach strategies and skills for the students to apply to their independent reading. Small groups of students naturally build community as they work together on similar goals and learn from one another.

There are two phases of small-group sets: one for emerging readers (Sets 1–5) and one for developing readers (Sets 6–12).

SMALL-GROUP READING SETS 1–5 (EMERGING READERS)

Small-group reading instruction for emerging readers was developed for students who are just beginning to grasp letter-sound relationships and the conventions of written English. The goal for these sets is to quickly and efficiently teach foundational skills in the context of reading for comprehension and develop the students' understanding of themselves as readers. In these sets, the students read books that correspond to a scope and sequence of phonics and high-frequency word instruction. The books were developed by the Center for the Collaborative Classroom with careful attention to natural-sounding language, plot and character development, a variety of appropriate fiction and nonfiction topics, and high-quality illustrations. Lessons that accompany these books focus on phonological awareness, concepts of print, phonics/decoding, and high-frequency word recognition. By the end of Set 5, the students will have mastered single-syllable phonics, acquired many high-frequency words, and been introduced to polysyllabic decoding. They will also have had many experiences using reading strategies informally to understand text.

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SMALL-GROUP READING SETS 6–12 (DEVELOPING READERS)

Small-group reading instruction for developing readers teaches explicit strategies with the goal of having the students apply the strategies to their independent reading. These students are ready to practice, apply, and expand on a wide array of reading tools, building upon the decoding instruction and informal strategy instruction introduced in Sets 1–5. Strategies and texts taught in each set are appropriate for students at that stage of reading development and become more complex as the students advance. In earlier sets, you will provide more modeling and support for a strategy, while in later sets, you will guide the students to use the strategy more independently and in deeper ways.

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Understanding Small-group Reading Sets 1–5

This *Small-group Reading Teacher's Manual* focuses on the phase of small-group instruction intended for emerging readers.

Many factors contribute to students becoming confident, competent readers, including oral fluency, word-recognition strategies, comprehension, and a love of reading. Small-group Reading Sets 1–5 focus on important parts of learning—phonological awareness, concepts of print, decoding, high-frequency words, and comprehension.

Beginning readers learn that spelling-sound knowledge is vital to decoding text. They come to realize that spoken words are made up of sound units (phonemes) and that the spellings they see on a page correspond with these phonemes. Once the students learn how to connect letters and sounds, they can efficiently read many words. Sets 1–5 build the foundation for reading through systematic instruction in phonological awareness, spelling-sound decoding, and high-frequency words. As the students learn to read accurately and automatically, the students also learn that understanding what they are reading is paramount.

Design Features of Small-group Reading Sets 1–5

Small-group Reading Sets 1–5 differ from more traditional approaches to small-group instruction in some important ways:

- In Small-group Reading, instruction is explicit and systematic.
- Small-group Reading lessons are fully articulated and support you to be thoroughly prepared to lead the group. The step-by-step instruction frees you to focus on the students and their reading.
- When students are correctly placed in the appropriate set, they receive the instruction they need. Students do not unnecessarily repeat instruction or receive instruction beyond what they are ready for.
- The books the students read were developed to correspond to the scope and sequence of phonics and high-frequency word instruction. These books provide opportunities to engage in comprehension work within and beyond the text.

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Goals for Emerging Readers

The primary goals of Small-group Reading Sets 1–5 are for the students to:

- Receive explicit, systematic instruction in phonological awareness, spelling-sounds, and high-frequency words
- Comprehend what they read
- Cultivate a love of reading
- Learn to read well independently
- Receive individualized instruction
- Read a variety of high-quality books

Elements of Instruction

Instruction for emerging readers is guided by a scope and sequence of phonological awareness, phonics, and high-frequency words. Spelling-sounds and high-frequency words are taught in order of utility, with the goal of quickly preparing students to start reading books. Success in reading is a strong motivator for young readers. As the books become more challenging, reading strategies such as retelling, identifying characters' feelings, and making connections are informally introduced.

Emerging readers learn at different paces, and the small-group lessons provide opportunities for reteaching to slow the pace of instruction as necessary. At the same time, some readers make sudden gains in their decoding ability at different times. These students may be able to move ahead in the instructional sequence. For the complete scope and sequence for Sets 1–5 and Sets 6–12, visit the General Resources section of the CCC Learning Hub (ccclearninghub.org).

PHONOLOGICAL AWARENESS

Phonological awareness is the awareness that words are made up of sounds. The ability to hear the different sounds that make up a word is critical for both reading and spelling. Through a variety of oral activities, the students identify the phonemes in words. Basic blending (/mmăănn/ into *man*) and segmenting (*man* into /mm/ /ăă/ /nn/) activities lead to identifying first, last, and middle sounds and finally dropping and substituting sounds. Oral phonological awareness activities appear in every week.

SPELLING-SOUNDS

Explicit, systematic instruction ensures that the students build their knowledge of spelling-sound relationships by applying them to reading words in isolation (in word lists) and in books. Spelling-sounds are introduced gradually, with ample time for practice. Decodable word lists often include challenging words from the week's book. This provides the students with opportunities to read words with teacher support before they encounter them when reading to themselves. Once a week, the students review spelling-sounds in isolation using

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the sound card review deck. This helps to solidify their knowledge and allows you to evaluate the students' mastery of the spelling-sounds. To hear the recommended pronunciation for sounds, see the video "Pronunciation Guide" on the CCC Learning Hub.

SOUND SORTS

Sorting independently reinforces spelling-sound knowledge and provides review on days when the small group does not meet. The students first work with pictures that show familiar objects (such as the sun). The students sort pictures according to the first, last, or middle sound in the word (/ss/ /ŭ/ /nn/), which builds phonological awareness. In later sets, the students sort words based on the week's spelling-sound instruction. The word sorts are the foundation for word study in later grades.

POLYSYLLABIC WORDS

Reading polysyllabic words requires students to use different strategies than simple left-to-right decoding. At this stage of reading development, students begin to read words in syllables or word parts rather than letter by letter. As early as Set 4, the students begin to read two-syllable words that include inflectional endings. In Set 5, the students are introduced to strategies for reading polysyllabic words and begin to develop the word analysis skills that will allow them to tackle easy-to-read trade books (books at level J of the *Fountas & Pinnell Text Level Gradient*™ or level 18 of the *Developmental Reading Assessment*® [DRA]). As the students are ready, you may encourage them to add easy-to-read books to their toolboxes for independent reading.

HIGH-FREQUENCY WORDS

A repertoire of high-frequency words supports students' automaticity in reading connected text. After you introduce each word, the students read and spell it, which focuses the students' attention on the left-to-right sequence of letters. High-frequency words are reviewed daily and are added cumulatively to the weekly books. Word cards that can be added to the class word wall are provided, as well as a "Word Bank" that the students can use for reference. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org).

FLUENCY

Fluency is more than reading rate. It is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from word-by-word processing of text to smoother, more natural-sounding reading (when reading aloud and when reading silently to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on reading individual words.

Instruction and practice with spelling-sound correspondences and high-frequency words builds the accuracy and automaticity needed to read with expression and proper phrasing. Emerging readers at first read haltingly, word by word. But beginning in Set 4 or 5, you will notice the students starting to read in phrases. At this point, the students will be paying increasing attention to comprehension. Students who still struggle with phrasing after completing Set 5 can go on to Set 6, which focuses on fluency, while those who are reading with prosody continue to Set 7 or 8.

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COMPREHENSION

The purpose of teaching spelling-sound correspondences, high-frequency words, and strategies for reading polysyllabic words is to facilitate comprehension. Students who read accurately and with automaticity and prosody are able to direct most of their attention to understanding what they read. Sets 1 and 2 focus on establishing accuracy and automaticity in the context of reading fiction and nonfiction with plots and topics that are readily accessible to the students. Repeated rereading in Small-group Reading lessons and during independent work time develops fluency. The students read and discuss books during every Small-group Reading lesson. Discussion questions beginning in Set 3 start to informally address some of the comprehension strategies that will appear in later sets, such as using illustrations to support comprehension, using text features, and understanding how characters change during a story.

GUIDED SPELLING

In each Guided Spelling lesson, the students spell decodable words and high-frequency words with teacher support. Spelling practice coordinated with on-level reading strengthens both reading (decoding) and spelling (encoding). The purpose of Guided Spelling is to support the students in being strategic spellers rather than to test their knowledge of individual words. It is an opportunity for the students to apply their growing knowledge to writing.

Texts for Emerging Readers (Sets 1–5)

The books provided for Sets 1–5 have been carefully written and illustrated to provide engaging reading experiences within the scope and sequence of Small-group Reading. The books are attractive, appealing, and designed for success.

Each set includes a balance of fiction and nonfiction texts. Nonfiction becomes more prevalent in later sets.

The books in Set 1 make full use of high-frequency words and a few spelling-sound relationships. The books taught in the first two weeks use only high-frequency words, allowing the students to start reading real books immediately. Simple consonant-vowel-consonant (CVC) words are added as soon as the students learn their first vowel spelling-sound.

The books in Set 2 include nonfiction about single topics, such as sled dogs and animal homes. The fiction books focus on single events.

Nonfiction books in Set 3 include information about single topics, such as skunks and making jam. The plots of fiction books are more complex here than in previous sets. Comprehension questions begin to informally address topics taught in depth in later sets, such as using illustrations to confirm what one reads, identifying characters' feelings and how they change, and making inferences.

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Nonfiction books in Set 4 include less familiar topics, such as life in a Native American plains tribe. The more complex plots of fiction books require the students to make inferences. Comprehension questions continue to informally address topics taught in depth in later lessons.

Set 5 includes mostly nonfiction books featuring new topics with more complex content, such as why we have night and day on Earth and how glaciers shape the planet. Comprehension questions informally address topics taught in depth in later sets, such as making connections between texts and identifying information that is learned from a book. The students in Set 5 are likely to be able to add easy-to-read trade books to their repertoire. Abundant reading with high levels of accuracy develops fluency, comprehension, and vocabulary. The students at this stage of development will benefit from reading a large variety of books at their appropriate reading levels.

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Teaching Small-group Reading Sets 1–5

How Sets 1–5 Are Organized

Each set features between 12 and 21 books. There are three lessons associated with each main book, plus an additional Reteaching text provided for every other week. Lessons are designed to take approximately 15 minutes in kindergarten. In grade 1, Guided Spelling takes an additional 5 minutes. Each week of instruction follows a similar outline, with some variation in later sets. Using a familiar lesson structure allows the students to focus on new content.

The steps on Days 1 and 2 follow a similar sequence:

- **Phonological Awareness.** The lessons begin with an oral phonological awareness activity. Blending and segmenting are emphasized in early sets, and more sophisticated activities are emphasized in later sets. These activities become less frequent on Day 2 beginning in Set 5.
- **Introduce the Spelling-Sound.** A spelling-sound is introduced through modeling and practice.
- **Blend Decodable Words.** The students practice blending words in a list. Many of the words are selected from the week's new book. Once the students are reading two-syllable words, this step is called "Read Decodable Words," because the students begin to read by syllable rather than by blending individual sounds.
- **Introduce the Sound Sort.** On Day 2, a new sound sort is included in the instruction.
- **Introduce the High-frequency Word.** A word is introduced through reading and spelling.
- **Review High-frequency Words.** Words are reviewed using handheld cards.
- **Read or Reread.** On Day 1, the students reread the previous week's book. On Day 2, they read a new book. Comprehension questions are provided.
- **Guided Spelling (for grade 1 students).** The students are guided to spell two decodable words and then write one high-frequency word.

On Day 3, the format is modified to allow more time for review, reading, and discussion. No new sounds or words are introduced.

- **Phonological Awareness.** The Day 3 lesson usually begins with an oral phonological awareness activity. These activities become less frequent on Day 3 beginning in Set 4.

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- **Review Spelling-Sounds.** Spelling-sounds are reviewed using handheld cards.
- **Review High-frequency Words.** Words are reviewed using handheld cards.
- **Reread.** The students reread the Day 2 book.
- **Check Comprehension and Reflect.** The students answer comprehension questions and discuss what they have read.
- **Guided Spelling (for grade 1 students).** The students are guided to spell the words in a sentence, including capitalization and ending punctuation.

Planning and Teaching the Lessons

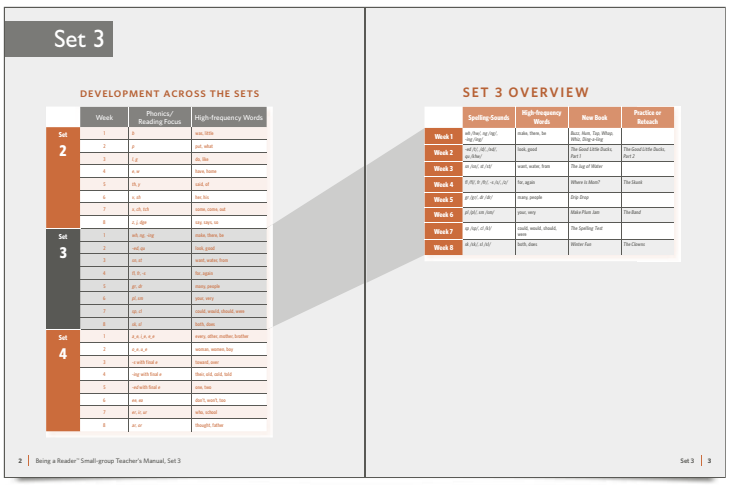
SET OVERVIEW


Set 3

Set 3 readers have mastered short vowels and single consonants. They are comfortable reading consonant-vowel-consonant (CVC) words, although they may read slowly, word by word. Their increasing facility with one-syllable and high-frequency words allows them to attend more to the content of what they are reading. Set 3 lessons introduce consonant blends and inflectional endings. By the end of the set, the students may begin to read more smoothly by grouping words together.

Nonfiction books in this set include information about single topics, such as skunks and making jam. The plots of fiction stories are more complex than those in previous sets. Comprehension questions begin to informally address topics taught in depth in later sets, such as using illustrations to confirm what one reads, identifying characters' feelings and how they change, and making inferences.

To prepare to teach each set, begin by reading the Set introduction. The Set introduction describes the readers at that level, the characteristics of the texts in the set, and the focuses of the instruction.


Set 3

DEVELOPMENT ACROSS THE SETS

	Week	Phonics/ Reading Focus	High-frequency Words
Set 2	1	a	was, little
	2	p	just, what
	3	t, d	do, like
	4	n, w	have, home
	5	th, y	said, of
	6	s, sh	her, his
	7	c, ck, k/k	come, come, out
	8	r, j, dge	big, back, to
Set 3	1	-nk, -ng, -ngg	make, there, be
	2	-ed, ar	look, good
	3	ea, ol	water, water, from
	4	ll, ff, -s	for, again
	5	gr, qu	many, people
	6	pl, cm	your, very
	7	-qu, ci	could, would, should, were
	8	ai, ol	both, does
Set 4	1	e, e, i, ie, e, e	every, other, mother, brother
	2	e, e, o, e	woman, women, boy
	3	-e with final e	toward, over
	4	-ay with final e	their, old, sold, told
	5	-ed with final e	she, love
	6	ee, ea	don't, aren't, live
	7	ar, ir, er	who, school
	8	ar, or	thought, father

SET 3 OVERVIEW

	Spelling-Sounds	High-frequency Words	New Book	Practice or Reteach
Week 1	/nk/, /ng/, /ngg/, /ng/, /ngg/	make, there, be	Buzz, Hum, Tap, Wrap, Whiz, Zing-a-Ling	
Week 2	-ed, /t/, /d/, /id/; /ar/, /ahr/	look, good	The Good Little Ducks, Part 1	The Good Little Ducks, Part 2
Week 3	/ē/, /ō/, /ī/, /ū/	water, water, from	The Jug of Water	
Week 4	/f/, /f/, /l/, /ll/, -s, /s/, /z/	for, again	Where Is Mom?	The Shoot
Week 5	/gr/, /gr/, /ō/, /ō/	many, people	Drip Drop	
Week 6	/pl/, /pl/, /em/, /em/	your, very	Make Plum Jam	The Band
Week 7	/qu/, /kw/, /ī/, /ī/	could, would, should, were	The Spelling Test	
Week 8	/ō/, /ōō/, /ī/, /ī/	both, does	Winter Fun	The Gloves

2 | Being a Reader™ Small-group Teacher's Manual, Set 3

Set 3 | 3

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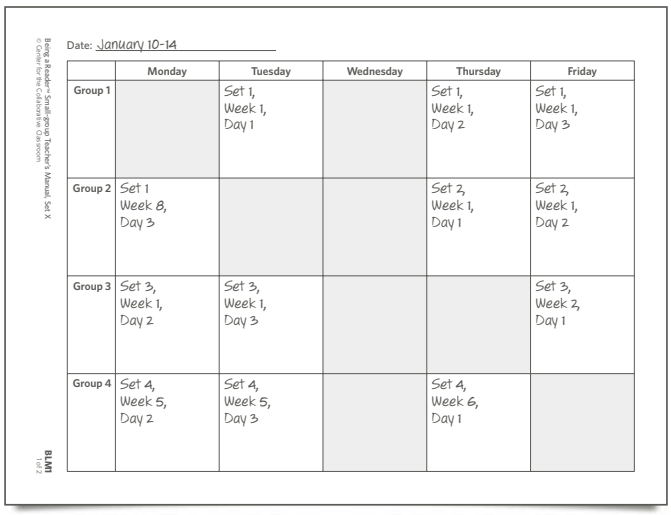
The Development Across the Sets table provides a context for the material covered in each set by listing material covered in the previous and subsequent sets. The table can serve as a reminder of what spelling-sounds and high-frequency words the group has recently covered, as well as a preview of what is covered in the next set.

SCHEDULING LESSONS

Small-group Reading was developed to be used in conjunction with independent work, enabling you to meet with four small groups, three times per week each (in 12 total instructional sessions). If you have more than four groups or find that you want to meet with some groups more often than others, you can schedule your groups into the 12 sessions according to your students' needs.

To schedule your small-group instruction, write the instructional lessons and any Reteaching lessons you plan to teach each group on the "Small-group Reading Two-week Planner." Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.



Being a Reader™ Small-group Teacher's Manual, Set X
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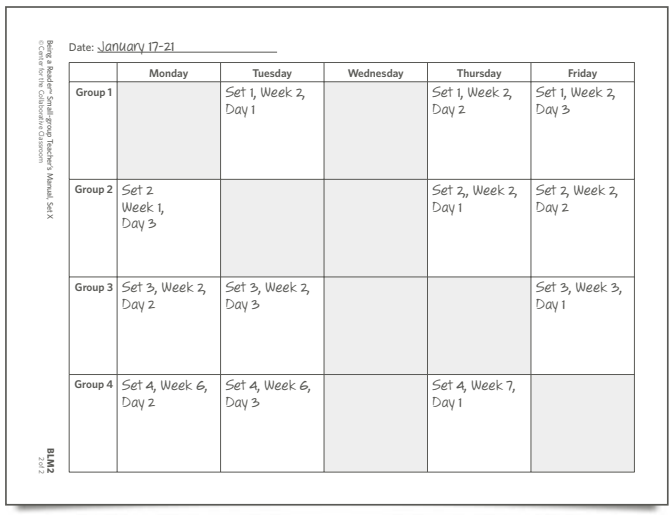
Date: January 10-14

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 1, Week 1, Day 1		Set 1, Week 1, Day 2	Set 1, Week 1, Day 3
Group 2	Set 1 Week 8, Day 3			Set 2, Week 1, Day 1	Set 2, Week 1, Day 2
Group 3	Set 3, Week 1, Day 2	Set 3, Week 1, Day 3			Set 3, Week 2, Day 1
Group 4	Set 4, Week 5, Day 2	Set 4, Week 5, Day 3		Set 4, Week 6, Day 1	

BLM1
1 of 2



Being a Reader™ Small-group Teacher's Manual, Set X
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Date: January 17-21

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 1, Week 2, Day 1		Set 1, Week 2, Day 2	Set 1, Week 2, Day 3
Group 2	Set 2 Week 1, Day 3			Set 2,, Week 2, Day 1	Set 2, Week 2, Day 2
Group 3	Set 3, Week 2, Day 2	Set 3, Week 2, Day 3			Set 3, Week 3, Day 1
Group 4	Set 4, Week 6, Day 2	Set 4, Week 6, Day 3		Set 4, Week 7, Day 1	

BLM2
2 of 2

ENTRY-POINT WEEKS

Because students may enter the Small-group Reading lessons at varying points along the instructional continuum, you may have students who are beginning instruction with the first week in any set. The activities in Week 1 of each set are written out completely for groups that are beginning instruction. If you are teaching an entry-point lesson, consider budgeting more time for modeling than you normally would.

If your group is continuing from the previous week, you will not need to repeat the activity introductions in Week 1 of the new set; simply remind the students of your expectations. Beginning in Week 2, instruction is abbreviated unless a new activity is being introduced.

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PREPARING THE DAILY LESSONS

To prepare to teach a set of lessons, begin by reading the lessons and thinking about how to tailor them to meet the students' needs. The Resources list specifies the books, assessment forms, and reproducibles that will be used throughout the set of lessons. The Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Overview lists the academic goals and alerts you to any advance preparation needed for each lesson.

Before teaching a set of lessons:

- Read each lesson carefully, including Teacher Notes and Support Notes.
- Read any book that is new to the students. Review the concepts and vocabulary to be introduced before the students read, and anticipate whether any students will need additional support with background knowledge or vocabulary. We provide suggestions in each book introduction, but you may decide to provide additional support.
- Make any preparations specified in the "Do Ahead" section of the Overview.
- Gather the necessary materials and organize them near your small-group area.
- Review the "ELL Support" feature in the Overview. This feature helps you anticipate spelling-sounds that may be challenging for students depending on their language backgrounds.

GUIDED SPELLING FOR GRADE 1 STUDENTS

In Guided Spelling lessons on Days 1 and 2, the students spell two decodable words and one high-frequency word with your support. On Day 3, they write a sentence as you support them in the conventions of sentence writing, including capitalization and punctuation. Guided Spelling sessions are intended for grade 1 students, but kindergarten students may also benefit from Guided Spelling instruction if time is available.

Guided Spelling lessons should take approximately 5 minutes. For each word, say the word, have the students say it, and then support them as they spell. For decodable words, refer to the "Spelling Support" section for specific suggestions to help you guide the students. For high-frequency words, allow the students to use the word wall or their personal "Word Bank" for support as needed. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org).

RETEACHING

Every two weeks, an assessment note alerts you to consider slowing the pace of instruction for the group by reteaching content. A new book is provided for application of the spelling-sounds and high-frequency words taught during the previous two weeks. Use the same three-day pattern laid out for regular weeks, dividing spelling-sounds and high-frequency words to be taught over the first two days, introducing the new book on Day 2, and following up with review, rereading, and discussion on Day 3. Some groups, especially in Set 1, may need

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two Reteaching weeks rather than one. Students who do not need reteaching can use the reteaching book for independent reading. Reteaching books from the previous Set can also be used to provide entry-point students with reading material on the first day of instruction.

Assessments

PLACEMENT ASSESSMENT

A placement assessment for Sets 1-5 will help you determine the appropriate small group in which to place each student, and which set the group will begin in. Once you have assessed the students and grouped them, instruction can begin. The placement assessment and instructions for administering it can be found in the *Assessment Resource Book*. Note that there are two versions of the placement assessment, one for grades K-1 and a second one for grade 2. While the assessment is the same in both versions, the placement and grouping guidance differs.

Forming Small Groups

You will form differentiated small groups after finishing beginning-of-the-year placement assessments and setting the foundation for independent work. For information on assessment, forming and managing reading groups, and monitoring student progress, see the *Assessment Resource Book*.

FORMATIVE ASSESSMENTS

Individual Reading Observation

Beginning in Set 3, the Individual Reading Observation will give you the opportunity to listen to and observe individual students as they read. An Individual Reading Observation Note will appear every two weeks on Day 3. You can record your observations about each student on an "Individual Reading Observation" sheet (IR), which should be printed out before you begin teaching each set. For information on the "Individual Reading Observation" sheet, see the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView™ assessment app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level *Teacher's Manual*. You can also access the CCC ClassView app directly (classview.org).

Group Progress Assessment

The Group Progress Assessment will give you the opportunity to observe the group as they practice strategies. A Group Progress Assessment Note will appear every four weeks, on Day 3. Each Group Progress Assessment Note has a corresponding "Group Progress Assessment" sheet (GA), which should be printed out before you begin teaching the lesson. The sheet includes questions that you can ask yourself to focus your observations as well as suggestions for how to proceed with the instruction based on those observations. For information on the

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"Group Progress Assessment" sheet, see the *Assessment Resource Book*. You will find copies of "Group Progress Assessment" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level *Teacher's Manual*.

SUMMATIVE ASSESSMENTS

The Mastery Tests will allow you to monitor the progress of individual students. A Mastery Test Assessment Note will appear every four weeks, on Day 3. Each Mastery Test has a "Mastery Test" record (MT) and a corresponding "Mastery Test Student Card" (SC) for the students to read from. Suggestions for reteaching as needed are provided with each Mastery Test Assessment Note. The students who master material in a set should move directly into Week 1 of the next set. You will find the Mastery Tests in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level *Teacher's Manual*.

Tips for Managing Small-group Reading in Your Classroom

Small-group Reading lessons assume students' familiarity with some basic procedures, cooperative structures, and facilitation techniques.

ROOM ARRANGEMENT AND MATERIALS

For Small-group Reading, the students should sit at a table facing you, close enough to see the cards and wipe-off board. Individual wipe-off boards are used by the grade 1 students during Guided Spelling. The students participating in Guided Spelling should be seated so that they can easily refer to the high-frequency word wall.

You may want to post your "Small-group Reading Two-week Planner" next to the small-group table so that you know which groups you will see each day. When you signal for the students to switch tasks, ask the students in the next small group to sit at the small-group reading table. Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

The students may need to practice moving quickly and quietly to the small-group reading area. Consider beginning each instructional session by asking questions that help the students take responsibility for the gathering procedure, such as "How did you do with coming to the small-group reading area quickly and quietly?"

Since the students carry their toolboxes during independent work rotations, they will bring their toolboxes with them to the small-group reading table. The students store their books and bags containing sound sorts in their toolboxes.

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Special Considerations

Support for English Language Learners

Small-group Reading in the *Being a Reader* program is designed to be accessible to all students. Special attention was given to particular challenges for English Language Learners. An "ELL Support" feature before each set of lessons alerts you to pronunciation and language transfer issues that may arise during the lessons. Additionally, ELL Notes at point of use provide information that can be included in the lessons, including vocabulary support and background knowledge needed to comprehend the weekly books. For more information about how the program supports English Language Learners, see "Supporting English Language Learners" in the Introduction of your grade-level *Being a Reader Teacher's Manual*.

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Lessons

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Set 5

Set 5 readers are ready to tackle two-syllable words. To do this, they continue to develop the habit of looking at all parts of a word before reading it. With teacher guidance, they begin to break longer words into syllables and then read words by putting syllables together. At the same time, these readers rapidly acquire spelling-sound knowledge of complex vowels in single-syllable words. Accuracy and automaticity are well-established, allowing the students to read increasingly sophisticated text. Set 5 lessons introduce two-syllable decoding, complex vowels, final *y*, and silent letters *k* and *w*.

Nonfiction books in this set include unfamiliar topics with more complex content, such as why we have night and day on Earth and how glaciers shape land. Comprehension questions continue to informally address topics taught in depth in later sets, such as making connections between texts and identifying what is learned from a book.

Students who are beginning Set 5 have mastered long-vowel and *r*-controlled spellings and are likely to be able to read easy-to-read trade books (books at Fountas and Pinnell level J or DRA® level 18). Abundant reading with high levels of accuracy develops fluency, comprehension, and vocabulary. The students will benefit from reading a large variety of books at their appropriate reading levels.

Small-group reading books and lessons in the coming weeks continue to provide targeted practice in spelling-sound correspondences and high-frequency words. Books from your classroom library will complement these materials by giving the students opportunities to apply what they know to a wider variety of words and topics.

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Set 5

DEVELOPMENT ACROSS THE SETS

	Week	Decoding Focus	High-frequency Words
Set 4	1	*a_e, i_e, e_e*	every, other, mother, brother
	2	*o_e, u_e*	woman, women, boy
	3	*-s* with final *e*	toward, over
	4	*-ing* with final *e*	their, old, cold, told
	5	*-ed* with final *e*	one, two
	6	*ee, ea*	don't, won't, too
	7	*er, ir, ur*	who, school
	8	*ar, or*	thought, father
Set 5	1	two-syllable words	after, work
	2	two-syllable words	head, read
	3	two-syllable words	never, ever, only
	4	two-syllable words	give, live
	5	*ai, ay*	walk, talk, because, children
	6	*oa, ow, oo, ew*	
	7	*all*	even, picture
	8	*wr, kn*	move, great
	9	*igh, _y*	though, once
	10	*-es, -ed* with *_y*	enough, watch, been
	11	*ou*	few, kind, find, mind
	12	*oi, oy*	word, four, answer
	13	*au, aw*	learn, young, large
	14	*ci, ce, cy*	earth, most, change

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SET 5 OVERVIEW

	Decoding Focus	High-frequency Words	New Book	Practice or Reteach
Week 1	two-syllable words	after, work	*Fun Forts*	
Week 2	two-syllable words	head, read	*Ann's Book Club*	*Ants, Moths, and Wasps*
Week 3	two-syllable words	never, ever, only	*Have You Ever?*	
Week 4	two-syllable words	give, live	*Spring on the Farm*	*Animal Homes*
Week 5	*ai, ay* /ā/	walk, talk, because, children	*A Play Day with My Brother Ray*	
Week 6	*oa* /ō/; *ow* /ō/, /ou/; *oo* /o͞o/, /o͝o/; *ew* /o͞o/		*Cook Food on a Campfire*	*Sailboats*
Week 7	*all* /awl/	even, picture	*Ball Games*	
Week 8	*wr* /r/, *kn* /n/	move, great	*Dance!*	*New School*
Week 9	*igh* /ī/; *_y* /ī/, /ē/	though, once	*Sunny Days, Starry Nights*	
Week 10	*-es, -ed* with *_y*	enough, watch, been	*Scout's Puppies*	*Night Skies*
Week 11	*ou* /ou/	few, kind, find, mind	*The Desert*	
Week 12	*oi, oy* /oi/	word, four, answer	*The Silver Coins*	*The Four Seasons*
Week 13	*au, aw* /aw/	learn, young, large	*Grizzly Bears*	
Week 14	*ci, ce, cy* /s/	earth, most, change	*Glaciers*	*Glaciers and the Earth*

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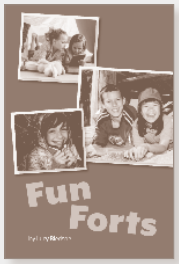
Week 1

RESOURCES

New



Fun Forts

by Lucy Bledsoe

Revisit



Fox Spills the Stars

by Amy Helfer, illustrated by Michelle Lopez Deksnys

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)

High-frequency Word Cards

- *after*
- *work*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Individual Reading Observation" sheet (IR1)

Reproducible

- "Set 5, Week 1 Sort" (BLM1)

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OVERVIEW

Reading Focus

- two-syllable words

High-frequency Words

- *after*
- *work*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *after* and *work* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 1 Sort" (BLM1). Make a copy for each student in the group, plus two. Cut apart the words on each sheet (keeping one copy intact) to create a set of one-syllable and two-syllable sorting words for each student in the group and one for yourself. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, make a group set of the "Individual Reading Observation" sheet (IR1); see of the *Assessment Resource Book*. Make a copy for each student in the group. You will use the observation sheets throughout this set of lessons.

ELL SUPPORT

▪ two-syllable words

Vietnamese is predominantly a monosyllabic language. Students may need extra practice blending syllables into two-syllable words without pausing.

(continues)

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ELL SUPPORT *(continued)*

▪ two-syllable words

Spanish is a language built on a relatively small number of distinct syllables. The most frequent syllable type is an open CV (consonant-vowel) syllable; 20 percent of syllables in Spanish fall into the closed CVC or VC (consonant-vowel-consonant or vowel-consonant) category. Spanish-speaking students will be familiar with two-syllable words that break between two consonant sounds; however, there are fewer consonant combinations than in English. Common spellings at syllable junctures in Spanish include *nt* as in *cantan* (CAHN-tahn), "sing"; *nd* as in *vender* (vehn-DAIR), "sell"; *st* as in *costos* (COHS-tohs), "costs"; *lt* as in *saltan* (sahl-TAHN), "jump"; and *lm* as in palmas (PAHL-mahs), "palms."

▪ cognates

When a two-syllable English word has a Spanish cognate, point out the similarities in the two words' spellings and sounds. Help the students identify the two syllables, or parts, that make up each word. Write the word where the students can see it. Highlight the syllable juncture in a bright color and draw a slash to indicate the syllable break. Some cognate pairs that fit this pattern include *trumpet/trompeta* (trohm-PAY-tah) and *member/miembro* (mee-EHM-broh).

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Fox Spills the Stars

Dropping Beginning Sounds; Two-syllable Words; *after*

Day 1

In this lesson, the students:

- Practice dropping beginning sounds
- Begin to read two-syllable words
- Read decodable words
- Learn the high-frequency word *after*
- Review high-frequency words
- Read a familiar book (continuing students)

ABOUT ENTRY-POINT LESSONS

Because students may enter the Small-group Reading lessons at varying points along the instructional continuum, you may have students who are beginning instruction with this lesson or who are continuing from Set 4. Each activity in this week is written out completely for groups that are beginning instruction with this lesson.

If your group is continuing from the previous week, you will not need to repeat the activity introductions in this lesson; simply remind the students of your expectations for the procedures.

1 Gather and Get Ready

Explain that during Small-group Reading the students will learn new sounds and words, read books, and talk about their reading.

2 Phonological Awareness: Dropping Beginning Sounds

Tell the students that today they will say words without saying the first sound. Explain that you will say a word, and then they will say the word without saying the first sound. Model the procedure, using the word *mad*. Say *mad*. Then drop /m/ and say /ăd/. Model and have the students practice with a second word, such as *lad*.

Materials

- (For continuing students) Teacher and student copies of *Fox Spills the Stars* from Set 4, Week 8
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *after*
- High-frequency word card review deck
- (Optional, for students beginning with this lesson) Student copies of *Fox Spills the Stars* from Set 4, Week 8
- (For Guided Spelling) Wipe-off board, dry-erase marker, and tissue or cloth for each student

Teacher Note

This is the first time the students are asked to drop the beginning sound in a word. Provide the full introduction and modeling, even if this group is continuing instruction from Set 4.

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Say each of the words that follow. Have the students repeat each word and then say the word without the first sound.

leg	/ĕg/
beg	/ĕg/
fox	/ŏks/
box	/ŏks/
sad	/ăd/
bad	/ăd/

Manipulation Support

If the students have difficulty dropping the first sound, you might use a visual aid. Draw a blank and a box side by side on your wipe-off board. First say the word normally as you sweep under the blank and the box. Then point to the blank as you say the onset and point to the box as you say the rime: /l/ . . . /ĕg/. Then point to the box and say, "Say *leg* without the first sound."

3 Review Two-syllable Words

Remind the students that words are made up of word parts called *syllables*. Write the words *come*, *picnic*, and *tomorrow* on your wipe-off board. Say each word, and have the students identify how many syllables are in each word.

Tell the students that when they come to a longer word in their reading, it is often helpful to break the word into syllables, read each syllable, and then read the whole word.

Model breaking a two-syllable word into syllables. Write the word *napkin* on your wipe-off board. Frame the first syllable with your thumb and forefinger and read it aloud: *nap*. Next frame the second syllable and read it aloud: *kin*. Then sweep below the word as you read the whole word aloud: *napkin*. Use the same procedure to have the students practice reading the word *sunbeam*.

Explain that a *syllable* has just one vowel sound. Write a few examples of one-syllable words on your wipe-off board, such as *sat*, *fun*, *tip*, and *beam*. Read the words with the students and point out the consonants and vowels in each word.

> **You might say:**
>
> "The consonants in *sat* are the letters *s* and *t*. The only vowel in *sat* is the letter *a*. The letter *a* stands for the sound /ă/ in *sat*. The vowel sound in *sat* is /ă/. The word *beam* has two vowels: *e* and *a*. The letters *e* and *a* together stand for the sound /ē/. All of these words have one vowel sound, so they have one syllable."

ELL Note

English Language Learners may benefit from additional practice identifying words with two syllables. Read each of the following words one at a time, and have the students say the word, say the word again while clapping on the syllables, and say how many syllables are in the word: *kit/kitten*, *mitt/mitten*, and *yell/yellow*.

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Write the words that follow on your wipe-off board. Repeat the procedure on the previous page to have the students first read each syllable as you frame it, and then read the whole word as you sweep under it.

lumber	sister
kitchen	tunnel
rubber	inside

Decoding Support

When you frame *kitch* in *kitchen*, you may wish to tell the students that *tch* always stays together in a syllable.

4 Read Decodable Words

Tell the students that they will read words that use spellings they know. Explain that you will write some words and the students will read them.

Model how to read the word *forts*. Write *forts* on your wipe-off board. Point to the left of the word, pause, and sweep under it as you say the word. Then point back to the beginning and have the students read the word *forts* with you.

Write the following words on your wipe-off board:

snack	safe
reading	tops
jumping	rested

Tell the students that some of the words they will read today have one syllable and some have two syllables. Point to the left of *snack* and sweep under it as the students read it. Follow the same procedure for the remaining words on the list.

Decoding Support

If the students struggle to read decodable words, support them by saying each sound with them while you point to each spelling. Then have the students blend the sounds to read the word.

For words with inflectional endings, support the students by covering the ending and having them read the base word first. Then uncover the ending and have them read the whole word.

Teacher Note

If the students are familiar with the routine for reading decodable words, you do not need to model it here. Instead, simply go to the word list below and remind the students of your expectations for the procedure.

Teacher Note

Many of the words in the Read Decodable Words activities are selected from the books students read on Day 2.

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5 Introduce the High-frequency Word *After*

after "I will go outside after lunch."

Tell the students that *high-frequency words* are words they will see again and again in their reading. Explain that recognizing these words will help them read stories. Explain that the high-frequency word they will learn today is *after*. Say *after*. Use *after* in a sentence. ("I will go outside after lunch.") Show the high-frequency word card for *after*, point to the word, and say it as you sweep under it. Consider establishing a signal, such as pointing to the first letter of the word or saying "Read," to support the students in reading the words chorally.

Tell the students that when they are learning new high-frequency words, they will practice by reading the word and spelling it. Have the students chorally read *after* and then spell *after* as you point to each letter. Then have them read, spell, and read the word again.

Point to *after* on the word wall.

Use the word card for *after* to begin the high-frequency word card review deck.

ELL Note

English Language Learners may benefit from hearing several example sentences. Encourage the students to repeat the sentences and to act them out when appropriate.

Teacher Note

If your group is continuing from Set 4, add the word card for *after* to the review deck you are already using.

6 Review High-frequency Words

Tell the students that on small-group reading days they will review some of the words that they have already learned by reading them from cards. Explain that they will read each word, spell it, and then read it again. Model the procedure, using *after*. Hold up the card, point to the left of the word, and read it aloud. Then point under each letter as you say each letter name. Finally, read the word again as you sweep under it.

Have the students practice reading, spelling, and then rereading the word *after*. To review previously introduced high-frequency words with continuing students, show each card in the review deck and have the students read it, spell it, and read it again.

Teacher Note

If your group is continuing from Set 4, retain only the cards for the words your students do not know well in the review deck.

Teacher Note

If the students struggle to read a high-frequency word, say the word and then have the students read it and spell it.

7 Reread *Fox Spills the Stars* with Continuing Students

Have the students take the book *Fox Spills the Stars* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this book?*

Teacher Note

The rereading step is intended for students who are continuing instruction from Set 4. If your group is beginning instruction with this lesson, you may wish to have the students read *Sharks!*, using the preteaching words and comprehension questions from Set 4, Week 8.

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Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

GUIDED SPELLING

team	"It's fun to play on a team."
blocks	"I built a tower out of blocks."
thought	"I once thought that I would like to be a veterinarian."

Distribute wipe-off boards, dry-erase markers, and tissues or cloth to the students. Tell them that they will use these boards throughout the year to write letters, words, and sentences and remind them of your expectations for using the boards.

Tell the students that when they write words, they will use the side of the board with lines. Explain that they will write each word you say, check the word, and then erase the word.

Say *team*. Use *team* in a sentence. ("It's fun to play on a team.")

Encourage the students to pay attention to all the sounds in the word as they write the word on the lined side of their wipe-off boards. Tell the students that in *team*, the sound /ē/ is spelled *e-a*.

Have the students write *team*.

When all the students have finished writing, write *team* on your own wipe-off board.

Tell the students that they will check their work by comparing the word they wrote to the one you wrote. Explain that they will compare each letter in the word to make sure all the letters are there and that they are in the same order. Model this by writing *tean* on a wipe-off board and then comparing each letter to *team*. When you get to the mistake, tell the students that you see that you made a mistake; then change the *n* to *m*. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *team*.

Say *blocks*. Use *blocks* in a sentence. ("I built a tower out of blocks.") Have the students segment *blocks*. Explain that in *blocks*, *block* is the base word and *s* is an ending.

Teacher Note

Some of the students may be reading silently, while others will be reading quietly to themselves. Ask students who are reading silently to read a page quietly to you.

Teacher Note

Guided Spelling is an optional component intended for grade 1 students. In every Guided Spelling lesson, the students will need wipe-off boards, dry-erase markers, and tissues or cloth.

If your group is continuing, simply support the students in writing the words as you did in previous lessons. See "Spelling Support" on the next page.

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Remind the students that the sound /k/ at the end of a word is usually spelled *c-k*. Tell the students that in *block* the sound /k/ is spelled *c-k*. Support the students in writing the base word, *block*, before adding the inflectional ending to write *blocks*. Encourage the students to pay attention to all the sounds in the word as they write the word on the lined side of their wipe-off boards. Have the students write *blocks*.

When all the students have finished writing, write *blocks* on your own wipe-off board. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *blocks*.

Explain that the next word the students will write is a high-frequency word. Say *thought*. Use *thought* in a sentence. ("I once thought that I would like to be a veterinarian.") Ask:

Q *Where can you find the word* thought *if you're not sure how to spell it? (on the word wall)*

Have the students write *thought*.

When all the students have finished writing, write *thought* on your own wipe-off board. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *thought*. Then collect the wipe-off boards, dry-erase markers, and cloths. Tell the students where they will go when they leave the small-group reading table.

Spelling Support

team: Tell the students that in *team* the sound /ē/ is spelled *e-a*.

blocks: Support the students in writing the base word, *block*. Remind the students that the sound /k/ at the end of a word is usually spelled *c-k*. Tell the students that in *block* the sound /k/ is spelled *c-k*. Then support students in adding the inflectional ending to write *blocks*.

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Fun Forts

Dropping Beginning Sounds; Two-syllable Words; *work*

Day 2

In this lesson, the students:

- Practice dropping beginning sounds
- Review two-syllable words
- Read decodable words
- Learn the procedure for the sound sort
- Identify one-syllable and two-syllable words for the sound sort
- Learn the high-frequency word *work*
- Review high-frequency words
- Read a new book

1 Gather and Get Ready

Remind the students that during Small-group Reading they will learn new sounds and words, read books, and talk about their reading.

2 Phonological Awareness: Dropping Beginning Sounds

Have the students repeat each of the following words and then say the word without the first sound:

pen	/ĕn/
hen	/ĕn/
luck	/ŭk/
duck	/ŭk/
sip	/ĭp/
lip	/ĭp/

Manipulation Support

If the students have difficulty dropping the first sound, you might use a visual aid. Draw a blank and a box side by side on your wipe-off board. First say the word normally as you sweep under the blank and the box. Then point to the blank as you say the onset and point to the box as you say the rime: /p/ . . . /en/. Then point to the box and say, "Say *pen* without the first sound."

Materials

- Teacher and student copies of *Fun Forts*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Teacher and student bags of sorting words, prepared ahead from "Set 5, Week 1 Sort" (BLM1)
- Intact copy of "Set 5, Week 1 Sort" (BLM1), prepared ahead
- High-frequency word card for *work*
- High-frequency word card review deck
- (For Guided Spelling) Wipe-off board, dry-erase marker, and tissue or cloth for each student

Teacher Note

In this week's sound sort, the students are asked to sort by number of syllables for the first time. The lesson may require an extended class period.

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3 Review Two-syllable Words

Remind the students that yesterday they practiced reading two-syllable words. Review that they read each word one syllable at a time to make it easier to read. Tell them that today they will again read two-syllable words by reading each syllable and then reading the whole word.

Write the words that follow on your wipe-off board. For each word, frame each syllable with your thumb and forefinger and have the students read the syllables before they read the whole word.

tunnel	inside
lumber	rubber
sister	kitchen

4 Read Decodable Words

Write the following words on your wipe-off board:

hide	home
far	landed
helping	make

Point to the left of *hide*, pause to give the students time to look at the whole word, and sweep under the word as the students read it. Follow the same procedure for the remaining words on the list.

Teacher Note

This is the first time the students are asked to identify one-syllable and two-syllable words. Even if the students are familiar with the sorting procedure, use the extended instruction to introduce the week's sort.

5 Introduce the Sound Sort

Tell the students that they will sort words into two groups. Explain that they will make one group with one-syllable words and another group with two-syllable words. Tell them that they will practice sorting words now and then sort their words when they go to independent word work.

Display the intact "Set 5, Week 1 Sort" sheet (BLM1) and explain that these are the words the students will sort this week. Remind the students that they have been reading two-syllable words with the endings *-ed* and *-ing*. Tell the students that some of the words they will sort have one syllable and some have two syllables. Point to each word and read it aloud. Then have the students read the words as you point to them.

Take the sorting guide from your own bag of words and hold it up. Explain that the students will sort by the number of syllables in each word. Point to the words *hide* and *meeting* on the sorting guide. Explain that the words with one syllable will be sorted with *hide* and those with two syllables will be sorted with *meeting*. Tell the students that they will each have their own bag of words, and when they begin the sort, they will first find the sorting guide and place it on the table in front of them. Place your sorting guide on the table in front of you. Point to the word

Teacher Note

If necessary, support the students in reading words with inflectional endings by covering the ending (and any doubled letters) and having them read the base word first.

You may wish to define *steel* ("a kind of metal") and *plotted* ("planned") for the students.

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hide and say it as you clap once: *hide*. Then point to the word *meeting* and say it as you clap twice: *meeting*.

Hold up the word *rubbed* from your bag. Ask the students to read the word; then have them read the word again as they clap on the syllables. Ask:

Q *Does* rubbed *have one syllable or two syllables? Which word does* rubbed *belong with,* hide *or* meeting*?*

Have a few volunteers share.

Confirm that *rubbed* has one syllable and belongs with the one-syllable word *hide*. Show the students how to place the word *rubbed* below the word *hide*. Practice the procedure again, using the word *acted*. Hold up the word *acted* from your bag. Ask the students to read the word. Then have them read the word again while clapping on the syllables. Ask:

Q *Does* acted *have one syllable or two syllables? Which word does* acted *belong with,* hide *or* meeting*?*

Confirm that *acted* has two syllables and belongs with *meeting*. Place the word *acted* below the word *meeting*.

Distribute one bag of sorting words to each student. Have the students first find the sorting guide in their bags and place it on the table. Review that the words *hide* and *meeting* will remind them that they are sorting by the number of syllables.

Ask each student to choose one word from her bag, read the word quietly to herself, and decide whether the word has one syllable, like *hide*, or two syllables, like *meeting*. Review that if the word has one syllable, she will put it below *hide*; if it has two syllables, she will put it below *meeting*. Support the students as necessary.

When all the students have placed at least one word, tell them that they will now check their work. Explain that they will read each word to themselves and listen carefully to what they say. If they have put the word in the wrong place, they can move it. Practice by checking the words you sorted earlier. Point to the word *rubbed* and say: *rubbed*. Ask:

Q *Does the word* rubbed *have one syllable, like* hide*? Is the word* rubbed *in the right place?*

Confirm that the word *rubbed* belongs with the word *hide* because both words have one syllable. Have each student point to the word he sorted and read it. Ask:

Q *Does your word have one syllable or two syllables? Is it in the right place?*

Have each student check her word and move it if necessary. Then have the students check any additional words they sorted.

Teacher Note

Depending on how much time you have, you may wish to have the students practice sorting more than one word each during Small-group Reading.

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Explain that when the students go to independent word work, they will sort all their words before they do anything else. Briefly review the procedure:

1. Put the sorting guide on the table.
2. Choose another word and read it to see if it has the same number of syllables as one of the words on the sorting guide: one syllable, like *hide*, or two syllables, like *meeting*.
3. Put all the words with one syllable below *hide* and those that have two syllables below *meeting*.
4. Check the sort by reading each word to make sure it is in the right place.

Tell the students that they will sort their words first when they go to independent word work before choosing another activity. If they need help remembering how to sort their words during independent word work, they may quietly ask another student in their reading group to remind them. Have them put their sorting words in their bags and put the bags in their toolboxes.

6 Introduce the High-frequency Word *Work*

work "You all work hard in school."

Remind the students that *high-frequency words* are words that they will see again and again in their reading. Explain that recognizing these words will help them read stories. Explain that the high-frequency word they will learn today is *work*. Say *work*. Use *work* in a sentence. ("You all work hard in school.") Show the high-frequency word card for *work*, point to the word, and read it as you sweep under it.

Have the students chorally read *work* and then spell *work* as you point to each letter. Then have them read, spell, and read the word again.

Point to *work* on the word wall.

Teacher Note

Add the word card for *work* to the high-frequency word card review deck.

7 Review High-frequency Words

Remind the students that during Small-group Reading lessons they will review some of the words they have learned by reading the words from cards. Explain that when they review a word, they will read it, spell it, and read it again. Show the high-frequency word card for *work*, point to the left of the word, and have the students chorally read it as you sweep under it. Then have the students spell the word as you point under each letter. Finally, have the students read the word as you sweep under it again. Repeat the procedure to review the remaining words in the review deck.

Teacher Note

Continue to build the high-frequency word card review deck by adding the word cards for the words you introduce to the group. After you have accumulated about 20 cards, begin removing cards for words the students know well.

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8 Read *Fun Forts*

Distribute a copy of *Fun Forts* to each student. Tell the students that they will read this book today. Show the cover and identify the title and author. If necessary, explain that the *title* is the name of the book and the *author* is the person who writes the words in the book. Clarify that a *fort* is a "strong building where soldiers live," and that many children like to build their own forts to play in. Open to page 4, and ask the students to find today's new word, *work*. Then ask the students to find the new word *after* on the same page.

Write the words *chair*, *couch*, *books*, *blanket*, and *hold* on your wipe-off board and read the words. Have the students say the words. Tell the students that they will see these words in today's book, and they will have to remember the words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Tell the students that if they finish reading the book, they will turn back to the first page and read it again. Have all the students turn to page 1 in their books and begin reading quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading the book at least once, ask:

Q *What are some ways to build a fort that are described in this book?*

Have a few volunteers share their thinking with the group. Then ask:

Q *What can you do inside a fort?*

After the students have shared, have them put their books in their toolboxes. Tell them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

Teacher Note

If the students are continuing instruction from Set 4, you do not need to repeat the instruction here. Instead, simply have the students read the book quietly to themselves.

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Teacher Note

If your group is continuing, see "Spelling Support" below.

Teacher Note

If the students have trouble checking their work, model the procedure again as you did on Day 1.

GUIDED SPELLING

flop	"I like to flop down onto my sofa."
safe	"It is not safe to walk on ice."
father	"My father is named after his father."

Distribute wipe-off boards, dry-erase markers, and tissues or cloth to the students.

Say *flop*. Use *flop* in a sentence. ("I like to flop down onto my sofa.") Have the students write *flop*.

When all students have finished writing, write *flop* on your own wipe-off board. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *flop*.

Say *safe*. Use *safe* in a sentence. ("It is not safe to walk on ice.") Have the students write *safe*.

When all the students have finished writing, write *safe* on your own wipe-off board. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *safe*.

Tell the students that the next word they will write is a high-frequency word. Say *father*. Use *father* in a sentence. ("My father is named after his father.") Ask:

Q *Where can you find the word* father *if you're not sure how to spell it? (on the word wall)*

Have the students write *father*.

When all the students have finished writing, write *father* on your own wipe-off board. Have the students check their work and erase and correct any mistakes they find.

Have the students erase *father*. Then collect the wipe-off boards, dry-erase markers, and cloths. Tell the students where they will go when they leave the small-group reading table.

Spelling Support

safe: Tell the students that in *safe* the sound /ā/ is spelled *a_e*.

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Day 3

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book
- Discuss illustrations for comprehension support

ABOUT THE INDIVIDUAL READING OBSERVATION

The Individual Reading Observation (IR), conducted every other week, gives you the opportunity to listen to individual students and make notes about their reading accuracy and automaticity. While mastery tests tell you whether a student has mastered the phonics and high-frequency word content, this more frequent and informal assessment of each student's reading provides other important information. By recording your observations about a particular student over time, you will develop a clear sense of her strengths and weaknesses as a reader. For more information, see "Individual Reading Observation" in the Assessment Overview of the *Assessment Resource Book*.

1 Gather and Get Ready

Explain that today the students will review sounds and words they have already learned and read their small-group books again.

2 Review Spelling-Sounds

If your group is continuing from Set 4, use the sound card review deck to have the students say the sound of each spelling. If the group is beginning with this set, you will start reviewing spelling-sounds in Week 5.

3 Review High-frequency Words

Remind the students that when they review words they have learned, they will read each word, spell it, and read it again. Show the high-frequency word card for *work*, point to the left of the word, and have the students chorally read it as you sweep under it. Then have the students spell the word as you point under each letter. Finally, have the students read the word again as you sweep under it. Use the same procedure to review the remaining words in the review deck.

Materials

- Teacher and student copies of *Fun Forts* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- (For Guided Spelling) Wipe-off board, dry-erase marker, and tissue or cloth for each student

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4 Reread *Fun Forts*

Have the students take *Fun Forts* from their toolboxes. Read the title aloud with the students. Write the words *chair*, *couch*, *books*, *blanket*, and *hold* on your wipe-off board and say the words. Remind the students that they will see these words in the story and they will have to remember them when they see them, or ask you for help. Remind the students that if they finish reading, they will go back to the first page and read the book again. Have the students read *Fun Forts*.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on each student's "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

5 Check Comprehension and Reflect

When all the students have finished reading, turn to pages 6–7, reread page 6, and ask:

Q *How does the illustration on these pages help you understand the words?*

Q *What are some other ways you might make a fort?*

Have the students return their books to their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

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GUIDED SPELLING

Swings are fun.

Distribute wipe-off boards, dry-erase markers, and tissues or cloth to the students. Explain that today the students will write a sentence.

Say: *Swings are fun.* Have the students repeat the sentence. Then ask:

Q *What's the first word?* (Swings)

Q *What is special about the first word in a sentence? (It has a capital letter.)*

Have the students write *Swings*. If necessary, support the students by having them write the base word, *swing*, before adding the inflectional ending to write *swings*. Then ask:

Q *What's the next word?* (are)

Have the students write *are*. Then ask:

Q *What's the next word?* (fun)

Have the students write *fun*. Then ask:

Q *What mark do we need at the end of a sentence? (a period)*

When all students have finished writing, write the sentence on your own wipe-off board. Have the students check their work and erase and correct any mistakes they find.

Have the students erase the sentence. Then collect the wipe-off boards, dry-erase markers, and cloths. Tell the students where they will go when they leave the small-group reading table.

Spelling Support

swings: Support the students in writing the base word, *swing*, before adding the inflectional ending to write *swings*.

Teacher Note

If your group is continuing, simply support the students in writing the sentence as you did in previous lessons. See "Spelling Support" below.

Teacher Note

If necessary, support the students by asking them to identify whether each word in the sentence is a high-frequency word or one that they can sound out.

Teacher Note

If the students have trouble keeping track of the sentence, you might support them with a visual aid. Draw three boxes side by side on your wipe-off board. Point to each box in succession as the students say the sentence.

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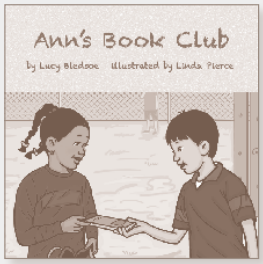
Week 2

RESOURCES

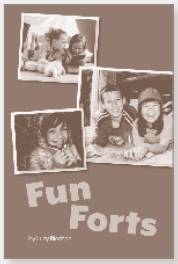
New



Ann's Book Club

by Lucy Bledsoe,
illustrated by Linda Pierce

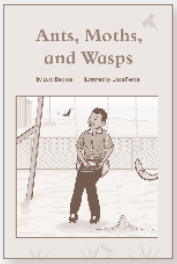
Revisit



Fun Forts

by Lucy Bledsoe

Practice or Reteach



Ants, Moths, and Wasps

by Lucy Bledsoe,
illustrated by Linda Pierce

Reteaching

- "Reteach with *Ants, Moths, and Wasps*"

Assessment Resource Book

- Set 5 assessments

High-frequency Word Cards

- *head*
- *read*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Group Progress Assessment" sheet (GA1)

Reproducible

- "Set 5, Week 2 Sort" (BLM2)

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OVERVIEW

Reading Focus

- two-syllable decoding

High-frequency Words

- *head*
- *read*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *head* and *read* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 2 Sort" (BLM2). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to create a set of one-syllable and two-syllable sorting words for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, make a copy of the "Group Progress Assessment" sheet (GA1); see page 184 of the *Assessment Resource Book*.

ELL SUPPORT

- **read**

  Students often have difficulty with English homographs—words that are spelled the same way but have different pronunciations and meanings. When you introduce the homograph *read* (/rēd/ and /rĕd/), explain how each one is used. For example, /rēd/ is an action word that tells what someone does. ("I read a book.") The verb /rĕd/ tells what someone did in the past. ("Yesterday I read my book.")

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Day 1

Fun Forts

Dropping Beginning Sounds; Two-syllable Words; *head*

Materials

- Teacher and student copies of *Fun Forts* from Week 1
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *head*
- High-frequency word card review deck

In this lesson, the students:

- Practice dropping beginning sounds
- Learn to break two-syllable VCCV words
- Read decodable words
- Learn the high-frequency word *head*
- Review high-frequency words
- Read a familiar book

Teacher Note

If necessary, model the activity as you did in Week 1, Day 1, Step 2 on page 7 using the word *pig*.

1 Phonological Awareness: Dropping Beginning Sounds

Have the students repeat each of the following words and then say the word without the first sound:

jet	/ĕt/
met	/ĕt/
rope	/ōp/
soap	/ōp/
pin	/ĭn/
thin	/ĭn/

2 Introduce Breaking a VCCV Word

Remind the students that they have been reading two-syllable words by first reading each syllable alone and then reading the whole word. Tell the students that today they will learn how to break words into two parts or syllables. Explain that learning how to break a word into parts will help them read long words on their own.

Write the word *magnet* on your wipe-off board. Point out the vowel-consonant-consonant-vowel pattern and write *VCCV* below the word to align with the letters *agne*. Explain that each *V* stands for "vowel," and that each *C* stands for "consonant."

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magnet

V C C V

Explain that when two or more consonants come between two vowels, the students will break the word into syllables between those consonants. Point out the two consonants that come between the two vowels in the word *magnet*. Then break *magnet* by drawing a dot between the *g* and the *n*.

Frame each syllable and read it; then read the word as you sweep under it. Have the students repeat the procedure with you. Then use the same procedure to model breaking and reading a second word with the VCCV pattern, such as *rabbit*.

Write the following words on your wipe-off board:

insect	upset
thunder	problem
Dexter	forget

Point to the two vowels in *insect*. Ask:

Q *How many consonants are between the two vowels? (two)*

Q *What are the consonants?* (n *and* s)

Q *Where will we break the word into syllables? (between the* n *and the* s*)*

Place a dot between the *n* and the *s*. Have the students read each syllable as you point to it and then read the whole word as you sweep under it.

Use the same procedure to have the students read the remaining words.

3 Read Decodable Words

Write the following words on your wipe-off board:

storms	meet
shaking	wings
club	picking

Point to each word and sweep under it as the students read it.

Decoding Support

Support the students by writing just the base word and having the students read it. Erase the final *e* if needed, add the ending, and have the students read the inflected word.

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4 Introduce the High-frequency Word *Head*

head "I bumped my head on the doorway."

Introduce *head* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *head* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Fun Forts*

Have the students take the book *Fun Forts* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

GUIDED SPELLING

pick "It is fun to pick apples in the fall."

upset "I was upset when my car got dented."

work "I think it would be fun to work at a zoo."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to Week 1, Day 1 Guided Spelling on page 11 for the detailed procedure.

Spelling Support

pick: Tell the students that in *pick* the sound /k/ is spelled *c-k*.

upset: Support the students in breaking *upset* into two syllables and writing one syllable at a time. Ask them to identify the first syllable, *up*, and then write it. Use the same procedure for the second syllable, *set*. Remind the students not to leave a space between the syllables.

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Ann's Book Club

Dropping Beginning Sounds; Two-syllable Words; *read*

Day 2

In this lesson, the students:

- Practice dropping beginning sounds
- Review breaking two-syllable VCCV words
- Read decodable words
- Learn the high-frequency word *read*
- Review high-frequency words
- Read a new book

Materials

- Teacher and student copies of *Ann's Book Club*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 2 Sort" (BLM2)
- Intact copy of "Set 5, Week 2 Sort" (BLM2), prepared ahead
- High-frequency word card for *read*
- High-frequency word card review deck

1 Phonological Awareness: Dropping Beginning Sounds

Have the students repeat each of the following words and then say the word without the first sound:

bite	/īt/
zap	/ăp/
wet	/ĕt/
pole	/ōl/
cab	/ăb/
sun	/ŭn/

2 Review Breaking a VCCV Word

Remind the students that they have been learning to read longer words by breaking the word into two parts, or syllables.

Write the word *mistake* on your wipe-off board. Point out the vowel-consonant-consonant-vowel pattern. Review that when two or more consonants come between two vowels, the students will break the word between the consonants. Break *mistake* by drawing a dot between the *s* and the *t*. Point out that the second syllable, *take*, has a long vowel sound. Frame each syllable and read it; then read the whole word as you sweep under it. Remind the students that each syllable has one vowel sound.

Using the same procedure, break and read a second word in which the second syllable has a long vowel sound, such as *mermaid*.

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Write the following words on your wipe-off board:

tadpole	invite
fearless	bedtime
mistake	problem

Point to *tadpole*. Ask:

Q *How many consonants are between the two vowels? (two)*

Q *Where will we break the word into syllables? (between the consonants)*

Place a dot between the *d* and the *p*. Frame and have the students read each syllable before having them read the whole word.

Use the same procedure to have the students read the remaining words.

3 Read Decodable Words

Write the following words on your wipe-off board:

whale	smiles
napkin	better
sunshine	muffin

Point to each word and sweep under it as the students read it.

4 Introduce the Sound Sort

Ask and briefly discuss:

Q *How did sorting go last week? What questions do you have about sorting?*

Distribute the intact "Set 5, Week 2 Sort" sheet (BLM2) and explain that these are the words the students will sort this week. Point to each word and read it aloud. Then have the students read the words as you point to them.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Tell them that one group will have words with one syllable, as in *strip*. The other group will have words with two syllables, as in *jumping*. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

Teacher Note

You may wish to define *slurp* ("drink in a noisy way") and *tramp* ("step loudly") for the students.

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5 Introduce the High-frequency Word *Read*

read "Last night I read a wonderful book."

Explain that today's high-frequency word, *read*, looks the same as the word *read* (/rēd/) but sounds different. Explain that *read* (/rĕd/) means that the reading was done in the past. Tell the students that when they see this word in books, they will have to try saying the word both ways to decide which way is correct. Explain that when they review this word, they will say both pronunciations: /rēd/, /rĕd/. Introduce *read* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *read* to the high-frequency word card review deck.

6 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

7 Read *Ann's Book Club*

TEKS 8.C.iv
Student/Teacher Narrative
Step 7
(first paragraph)

TEKS 8.V.iv
TEKS 8.C.vi
Student/Teacher Activity
Step 7
(last two questions on page 29)

Distribute a copy of *Ann's Book Club* to each student. Tell the students that they will read this book today. Read the title to the students and identify the names of the author and illustrator. Tell the students that this story is about a group of children who want to start a book club, and explain that a *book club* is a group of people who choose books to read together and talk about together. Then explain that the main characters in a story usually have a problem that is solved by the end of the story. Ask the students to think as they read about what the children's problem is and how it is solved.

Open to page 3, and ask the students to find today's new word, *read*. Then ask the students to find the new word *head* on the same page. Point out the quotation marks in the first sentence and explain that quotation marks show that someone is speaking. In this sentence, the phrase *Ann yells* tells that Ann is the one saying the words on this page.

Write the words *everyone*, *book*, *find*, and *about* on your wipe-off board and read them for the students. Have the students say the words. Tell the students that they will see these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Then have the students turn to page 1 in their books and read the story quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What is the problem in the story?*

Q *How do the children solve the problem?*

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Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

forget	"Don't forget to do your homework."
sport	"Soccer is a sport that many kids like to play."
after	"Where do you go after school?"

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to Week 1, Day 1 Guided Spelling on page 11 for the detailed procedure.

Teacher Note

Note that words with *r*-controlled spellings cannot be segmented.

Spelling Support

forget: Support the students in breaking *forget* into two syllables and writing one syllable at a time. Ask them to identify the first syllable, *for*, and then write it, reminding them that *for* is a high-frequency word. Use the same procedure for the second syllable, *get*. Remind the students not to leave a space between the syllables.

Day 3

Ann's Book Club

Review and Reread

Materials

- Teacher and student copies of *Ann's Book Club* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- "Group Progress Assessment" sheet (GA1)

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book and discuss exclamation points and question marks

1 Review Spelling-Sounds

If this group is continuing from Set 4, use the sound card review deck to have the students say the sound of each spelling. If the group is beginning with this set, you will start reviewing spelling-sounds in Week 5.

2 Review High-frequency Words

Review the previously taught high-frequency words by showing each word in the review card deck and having the students read it, spell it, and read it again.

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3 Reread *Ann's Book Club*

Have the students take *Ann's Book Club* from their toolboxes. Read the title aloud. Open to page 3. Point to the exclamation point in the first sentence and explain that the exclamation point tells the reader to say the sentence in an excited voice. Model using expression to read the first sentence. Then have the students read the sentence with expression. Point to the question mark in the second sentence, and explain that the question mark shows that the sentence is a question. Model reading the sentence with expression, and then have the students read the sentence with expression. Tell the students that they will see several exclamation points and question marks in the book. Readers pay attention to exclamation points and question marks to help them read in a way that sounds like talking.

Write the words *everyone*, *book*, *find*, and *about* on your wipe-off board, read the words, and remind the students that they will see these words in today's story. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Remind the students that if they finish reading, they will go back to the first page and read the book again. Have the students read *Ann's Book Club* quietly to themselves.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the group, ask yourself:

- Can the students read two-syllable words?
- Are they beginning to read fluently?

Record your observations on the "Group Progress Assessment" sheet (GA1); see the Set 5 assessments in the *Assessment Resource Book*. Support struggling students by reteaching previous content; see "Reteach with *Ants, Moths, and Wasps*" on the next page. If the students struggle with two-syllable words, provide additional practice. Have them read two-syllable words by framing each syllable and having the students read each syllable separately before reading the whole word.

Teacher Note

You may wish to have students who do not require reteaching put *Ants, Moths, and Wasps* in their toolboxes for independent reading. If so, introduce the words *moths*, *food*, *fly*, and *find* by writing them on your wipe-off board, saying the words, and explaining that the students will see these words in the book.

4 Check Comprehension and Reflect

When the students have finished reading, ask and briefly discuss:

Q *How do the children feel at the beginning of the story? At the end?*

Q *What happens that changes how they feel?*

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Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

Do you go to school?

Guide the students through the sentence, word by word. Refer to Week 1, Day 3 Guided Spelling on page 21 for the detailed procedure.

Teacher Note

If you have students who are struggling to learn the sounds and words you have taught in the previous two weeks, you might provide an additional week of instruction before introducing new sounds and words. For more information, see "Reteaching" in the Introduction.

RETEACHING

Reteach with *Ants, Moths, and Wasps*

Review reading two-syllable words by reading each syllable and the high-frequency words *after*, *work*, *head*, and *read*. Use *Ants, Moths, and Wasps* for reading practice.

After reading the title aloud to the students, point to the word *moths*, say the word, and have the students say it. Explain that *moths* means "more than one moth." Then write the words *food*, *fly*, and *find* on your wipe-off board, say the words, and have the students say them. Explain that the students will see these words in today's book.

Explain that the students will read the book quietly to themselves. Review that students who finish reading early will go back to the first page and read the book again. Have the students read *Ants, Moths, and Wasps*.

When all the students have finished reading, ask and briefly discuss:

Q *What did you find out about ants from this book?*

Q *How are moths and wasps the same? How are they different?*

Collect the books or have the students put their books in their toolboxes.

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Week 3

RESOURCES

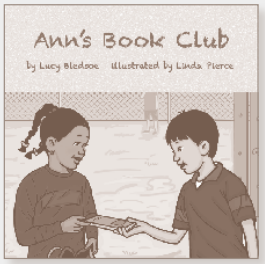
New



Have You Ever?

by Margaret Goldberg,
illustrated by Asha Pearse

Revisit



Ann's Book Club

by Lucy Bledsoe,
illustrated by Linda Pierce

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)

High-frequency Word Cards

- *ever*
- *never*
- *only*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Individual Reading Observation" sheet (IR1)

Reproducibles

- "Set 5, Week 3 Sort" (BLM3)
- (Optional) "High-frequency Words Review 7" (BLM4)

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OVERVIEW

Reading Focus

- two-syllable words

High-frequency Words

- *ever*
- *never*
- *only*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *ever*, *never*, and *only* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 3 Sort" (BLM3). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to create a set of one-syllable and two-syllable words for each student in the group. Place each set of words in a resealable plastic bag.

✓ (Optional) If you plan to integrate the new high-frequency words in the word work area, visit the CCC Learning Hub (ccclearninghub.org) to access and print "High-frequency Words Review 7" (BLM4). See "Independent Work Connections" on page 42.

ELL SUPPORT

ever, never

When Spanish-speaking students read the words *ever* and *never* they may read the first syllable as an open syllable with a long *a* sound: /ā-vûr/ and /nā-vûr/. Explain that in these words, the vowel *e* stands for a short vowel sound. Have the students say the vowel sound and hold it for a few seconds.

only

When you introduce the high-frequency word *only*, make the connection between the /ē/ sound of final *y* and the Spanish word *y*, "and."

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Day 1

Ann's Book Club

Dropping Beginning Sounds; Two-syllable Words; *ever* and *never*

Materials

- Teacher and students copies of *Ann's Book Club* from Week 2
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *ever*
- High-frequency word card for *never*
- High-frequency word review card deck

In this lesson, the students:

- Practice dropping beginning sounds
- Review two-syllable words
- Read decodable words
- Learn the high-frequency words *ever* and *never*
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Dropping Beginning Sounds

Have the students repeat each of the following words and then say the word without the first sound:

cat	/ăt/
pine	/īn/
men	/ĕn/
fudge	/ŭj/
hope	/ōp/
zip	/ĭp/

2 Review Two-syllable Words

Tell the students that today they will again read two-syllable words by reading each syllable and then reading the whole word.

Write the words that follow on your wipe-off board. Frame each syllable and have the students read each syllable before reading the whole word.

shelter	garden
welcome	winter
farmer	better

Teacher Note

You may wish to explain that a shelter is a safe place.

ELL Note

English Language Learners may benefit from additional practice identifying words with two syllables. Read the following words and have the students identify how many syllables they hear in each word: *ten/tennis*, *mitt/mitten*, and *ham/hammer*.

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3 Read Decodable Words

Write the following words on your wipe-off board:

farm	dented
short	spending
barn	slipped

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Words *Ever* and *Never*

ever	"Have you ever flown on an airplane?"
never	"We never play outside in the rain."

Tell the students that today they will learn two high-frequency words that rhyme. Introduce *ever* and *never* by saying each word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Ann's Book Club*

Have the students take *Ann's Book Club* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

Decoding Support

Support struggling students by covering the ending and having the students read the base word alone. Then uncover the ending and have them read the entire word. Another option is to write just the base word, have the students read that, double the final consonant if needed, add the ending, and have the students read the inflected word.

Teacher Note

Add word cards for *ever* and *never* to the high-frequency word card review deck.

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GUIDED SPELLING

next	"What book will we read next?"
until	"I can't wait until spring."
head	"You can wear a hat on your head."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

until: Support the students in breaking *until* into two syllables and writing one syllable at a time. Ask them to identify the first syllable, *un*, and then write it. Use the same procedure for the second syllable, *til*. Remind the students not to leave a space between the syllables.

Day 2

Have You Ever?

Two-syllable Words; *only*

Materials

- Teacher and student copies of *Have You Ever?*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 3 Sort" (BLM3)
- Intact copy of "Set 5, Week 3 Sort" (BLM3), prepared ahead
- High-frequency word card for *only*
- High-frequency word card review deck

In this lesson, the students:

- Review reading two-syllable words
- Read decodable words
- Learn the high-frequency word *only*
- Review high-frequency words
- Read a new book

1 Review Two-syllable Words

Remind the students that they have been reading longer words by breaking the words into syllables. Write the words that follow on your wipe-off board. Frame and have the students read each syllable before reading the whole word.

winter	farmer
better	garden
welcome	shelter

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2 Read Decodable Words

Write the following words on your wipe-off board:

bridge	order
ladder	plates
number	tablet

Point to each word and sweep under it as the students read it.

Decoding Support

If the students struggle to read two-syllable words, support them by framing each syllable and having them read the syllables individually before reading the whole word.

3 Introduce the Sound Sort

Display the intact "Set 5, Week 3 Sort" sheet (BLM3) and explain that these are the words the students will sort this week. Point to each word and read it. Then have the students read the words as you point to them.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Tell them that one group will have words with one syllable, as in *plate*, and the other group will have words with two syllables, as in *mistake*. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

4 Introduce the High-frequency Word *Only*

only "I have only one dollar to spend."

Introduce *only* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *only* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Read *Have You Ever?*

Distribute a copy of *Have You Ever?* to each student. Read the title aloud with the students and identify the names of the author and illustrator. Tell the students that they will read this book today. Open to page 7, and ask the students to find today's new word, *only*. Then turn to page 4 and ask the students to find the new words *ever* and *never*.

Point out that there are several longer words in today's book. Write *Crocker* and *explore* on your wipe-off board. Frame the syllables (*Crock-er*, *ex-plore*) and have the students read the each word by syllable before reading the whole word.

Teacher Note

The students will also encounter the following two-syllable VCCV words in *Have You Ever?*: *Ellen*, *Martin*, *Carmen*, *garden*, *shelter*, *winter*, *tractor*, *inside*, and *better*. Tell the students that they will see many two-syllable words in today's story. Encourage them to use what they have learned about breaking words into syllables to help them read the words.

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Write the words *animals*, *grow*, and *saw* on your wipe-off board and read them for the students. Have the students say the words. Tell the students that they will see these words in today's book. Explain that they will have to remember the words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Have the students turn to page 1 in their own books and read the story quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What does Ellen show her friends at her farm?*

Q *Why does the egg crack?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

barn	"I saw chickens in the barn."
stir	"Be sure to stir the paint carefully."
read	"That was the best book I've ever read."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

stir: Tell the students that in *stir* the sound /ûr/ is spelled *i-r*.

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Have You Ever?
Review and Reread

Day 3

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book and discuss quotation marks and question marks

ABOUT ASSESSING READING RATE

If you wish to begin to assess each student's reading rate, you may include it on the student's "Individual Reading Observation" sheet (IR1).

To assess reading rate, have a student read quietly to you for 1 minute as you record any reading errors. Note the total number of words read in order to calculate how many of the words are read correctly in that minute. Be sure that the student is reading with 95–100 percent accuracy before you record the reading rate. If the student's accuracy falls below 95 percent, reevaluate her reading rate using a text at an appropriate level.

1 Review Spelling-Sounds

If this group is continuing from Set 4, use the sound card review deck to have the students say the sound of each spelling. If the group is beginning with this set, you will start reviewing spelling-sounds in Week 5.

2 Review High-frequency Words

Review the previously taught high-frequency words by showing each word card in the review deck and having the students read it, spell it, and read it again.

3 Reread *Have You Ever?*

Have the students take *Have You Ever?* from their toolboxes and tell them that they will reread this story today. Read the title aloud with the students. Write the words *animals*, *grow*, and *saw* on your wipe-off board, say the words, and remind the students that they will see these words in today's book. Remind them that they will have to remember these when they see them, or ask you for help. Leave the words on your wipe-off board as a reminder and place the board where everyone can see it.

Open to pages 2–3 and point out the quotation marks. Remind the students that quotation marks show that someone is talking. Point to the question mark in the first sentence on page 2 and remind the students that the question mark shows that this sentence is a question.

Materials

- Teacher and student copies of *Have You Ever?* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- Group set of the "Individual Reading Observation" sheet (IR1) from Week 1

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Model reading the sentence with expression, and then have the students read the sentence with expression. Explain that the students will see many questions in this book. Remind them that readers pay attention to question marks to help them read in a way that sounds like talking. Have the students read *Have You Ever?* quietly to themselves.



INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on each student's "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *What is this story about? Did anything surprise you?*

Q *How do question marks help you when you are reading?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

Teacher Note

The students may be ready to write the sentence without word-by-word guidance.

GUIDED SPELLING

Is he inside?

If necessary, guide the students through the sentence word by word.

Spelling Support

inside: Tell the students that *inside* is a compound word. Support the students in breaking the word into its smaller words and then writing each smaller word one at a time. Remind the students not to leave a space between the smaller words.

Independent Work Connections

- You may wish to use "High-frequency Words Review 7" (BLM4) to have the students practice high-frequency words using any activities you have introduced. If you decide to add these words, we recommend printing them on colored paper or identifying them by color in another way (for example, by using colored dots or colored baskets). Show these to the students and tell them which color set of words to use during independent word work.

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Week 4

RESOURCES

New



Spring on the Farm

by Rob Arego,
illustrated by David Dudley

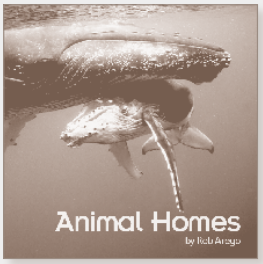
Revisit



Have You Ever?

by Margaret Goldberg,
illustrated by Asha Pearse

Practice or Reteach



Animal Homes

by Rob Arego

Reteaching

- "Reteach with *Animal Homes*"

Assessment Resource Book

- Set 5 assessments

High-frequency Word Cards

- *give*
- *live*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Mastery Test 9" record (MT9)
- "Mastery Test 9 Student Card" (SC9)

Reproducible

- "Set 5, Week 4 Sort" (BLM5)

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OVERVIEW

Reading Focus

- two-syllable words

High-frequency Words

- *give*
- *live*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *give* and *live* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 4 Sort" (BLM5). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to create a set of two-syllable words with short or long vowel sounds in the second syllable for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, make a copy of the "Mastery Test 9" record (MT9) for each student in the group; see the Set 5 assessments in the *Assessment Resource Book*.

✓ Prior to Day 3, make one copy of the "Mastery Test 9 Student Card" (SC9); see the Set 5 assessments in the *Assessment Resource Book*.

ELL SUPPORT

- **live**

  English Language Learners often have difficulty with English homographs—words that are spelled the same way but have different pronunciations and meanings. When you introduce the homograph *live* (/lĭv/ and /līv/), explain how each one is used. For example, /lĭv/ is an action word that tells what someone does. ("I live in a brown house.") The word /līv/ describes, or tells, what something is like. ("I once saw a live rattlesnake!") Help the students think of ways to remember which sound goes with which word; for example, they could draw a picture of a rattlesnake and a thought balloon with the exclamation "Oh my, long *i*!"

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Day 1

Have You Ever?

Dropping Beginning Consonant Blends; Two-syllable Words; *give*

Materials

- Teacher and student copies of *Have You Ever?* from Week 3
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *give*
- High-frequency word card review deck
- (Optional) Sound cards for consonant blends

Teacher Note

The students may benefit from a review of consonant blends. You may want to gather the sound cards for the blends you have introduced and review them with the students before beginning this activity.

Manipulation Support

If the students have difficulty dropping beginning blends, you might use a visual aid. Draw two blanks and a box side by side on your wipe-off board. First say the word normally as you sweep under the blanks and the box. Then point to the blanks as you say the beginning blend (or onset) and point to the box as you say the rime: /st/ . . . /ŏp/. Then point to the box and say, "Say *stop* without the first two sounds."

In this lesson, the students:

- Practice dropping beginning consonant blends
- Review breaking VCCV words into syllables
- Learn the high-frequency word *give*
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Dropping Beginning Consonant Blends

Remind the students that they have been saying words without the first sound. Tell the students that today they will drop the first two sounds from the beginning of words. Explain that you will say a word, and then they will say the word without saying the first two consonant sounds. Model the procedure, using the word *flag*. Say *flag*. Then drop /fl/ and say /ăg/.

If necessary, practice with a second word, such as *snip*.

Say each of the words that follow. Have the students repeat each word and then say the word without the beginning blend.

stop	/ŏp/
stack	/ăk/
stamp	/ămp/
spool	/o͞ol/
slab	/ăb/
still	/ĭl/

2 Review Breaking a VCCV Word

Remind the students that they have been learning to read longer words by breaking the word into two parts, or syllables.

Write the word *fifteen* on your wipe-off board. Point out the vowel-consonant-consonant-vowel pattern. Review that when two or more

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consonants come between vowels, the students will break the word between the consonants. Break *fifteen* by drawing a dot between the *f* and the *t*. Frame each syllable and read it; then read the whole word as you sweep under it.

If necessary, practice breaking and reading a second word, such as *discuss*.

Write the following words on your wipe-off board:

piglets	hotter
outside	summer
inside	garden
winter	bigger

Point to the two vowels in *piglets*. Ask:

Q *How many consonants are between the two vowels? (two)*

Q *Where will we break the word into syllables? (between the consonants)*

Place a dot between the *g* and the *l*. Have the students read each syllable and then the whole word.

Use the same procedure to have the students read the remaining words.

3 Read Decodable Words

Write the following words on your wipe-off board:

rabbit	dentist
basket	absent
plastic	subject

Point to each word and sweep under it as the students read it. If necessary, draw a dot between the syllables and have the students read each syllable before reading the whole word.

4 Introduce the High-frequency Word *Give*

give "I always give my mom flowers on her birthday."

Introduce *give* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *give* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

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6 Reread *Have You Ever?*

Have the students take the book *Have You Ever?* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

GUIDED SPELLING

steps	"I can cross the room in ten steps."
bedtime	"My son's bedtime is at 8 o'clock."
never	"We never have school on Sundays."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

steps: Support the students in writing the base word, *step*, before adding the inflectional ending to write *steps*.

bedtime: Tell the students that *bedtime* is a compound word. Support the students in breaking the word into its smaller words and then writing each smaller word one at a time. Remind the students not to leave a space between the smaller words.

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In this lesson, the students:

- Read decodable words
- Learn the high-frequency word *live*
- Review high-frequency words
- Read a new book

1 Read Decodable Words

Remind the students that they have been reading two-syllable words. Ask and briefly discuss:

Q *What do you remember about reading longer words?*

If necessary, remind the students that when there are two consonants between two vowels, they divide the word between the consonants to read each syllable. Write the following words on your wipe-off board:

summer	compete
mitten	hotter
sunset	trumpet

Point to each word and sweep under it as the students read it.

2 Introduce the Sound Sort

Remind the students that they have been sorting words with one syllable and two syllables. Tell the students that this week they will again sort one-syllable and two-syllable words. Display the intact "Set 5, Week 4 Sort" sheet (BLM5) and explain that these are the words the students will sort this week. Point to each word and read it. Then have the students read the words as you point to them.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Tell them that one group will have words with one syllable, as in *spring*, and the other group will have words with two syllables, as in *winter*. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

Materials

- Teacher and student copies of *Spring on the Farm*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 4 Sort" (BLM5)
- Intact copy of "Set 5, Week 4 Sort" (BLM5), prepared ahead
- High-frequency word card for *live*
- High-frequency word card review deck

Teacher Note

If necessary, frame and have the students read each syllable before reading the whole word.

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3 Introduce the High-frequency Word *Live*

live "I live on Madison Street."

Explain that today's high-frequency word, *live*, looks the same as the word *live* (/līv/) but sounds different and has a different meaning. Explain that *live* (/līv/) means "alive," and that *live* (/lĭv/) means "have a home." Tell the students that when they see this word in books, they will have to try saying the word both ways to decide which way is correct. Explain that when they review this word, they will say both pronunciations: /līv/, /lĭv/.

Introduce *live* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *live* to the high-frequency word card review deck.

4 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

Teacher Note

For the words *read* and *live*, remind the students that there are two ways to say each word. Have them read, spell, and read the words using both pronunciations, with the long vowel pronunciation first.

5 Read *Spring on the Farm*

Distribute a copy of *Spring on the Farm* to each student. Tell the students that they will read this book today. Read the title with the students and identify the names of the author and illustrator. Open to page 3, and ask the students to find today's new word, *live*. Then ask the students to find the new word *give* on the same page. Explain that they will also see the word *live* (/līv/) in their books today. Remind them that when they see the word, they will have to try saying the word both ways to decide which way is correct.

Write the words *warm*, *food*, and *days* on your wipe-off board and read them for the students. Have the students say the words. Tell the students that they will see these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students turn to page 1 in their books and read the story quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What does the farmer do in the spring at the farm?*

Q *What season comes after spring? What work does the farmer do then?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

Teacher Note

The students will find the following VCCV words in the book: *winter*, *outside*, *piglets*, *hotter*, *bigger*, and *summer*. Tell the students that they will see many two-syllable words in today's story. Encourage them to use what they have learned about breaking words into syllables to help them read the words.

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GUIDED SPELLING

piglet	"A piglet is a baby pig."
hatched	"The robin's eggs hatched last spring."
only	"I am the only teacher in this class."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

piglet: Support the students in breaking *piglet* into two syllables and writing one syllable at a time. Ask them to identify the first syllable, *pig*, and then write it. Use the same procedure for the second syllable, *let*. Remind the students not to leave a space between the syllables.

hatched: Support the students in writing the base word, *hatch*. Remind the students that the sound /ch/ after a short vowel sound is usually spelled *t-c-h*. Tell the students that in *hatch* the sound /ch/ is spelled *t-c-h*. Then support the students in adding the inflectional ending to write *hatched*.

Spring on the Farm
Review and Reread

Day 3

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book and make text-to-text connections

Materials

- Teacher and student copies of *Spring on the Farm* from Day 2
- Copy of *Have You Ever?* from Week 3
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- "Mastery Test 9" record (MT9) for each student
- One copy of "Mastery Test 9 Student Card" (SC9)

1 Review Spelling-Sounds

If this group is continuing from Set 4, use the sound card review deck to have the students say the sound of each spelling. If the group is beginning with this set, you will start reviewing spelling-sounds in Week 5.

2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review card deck and having the students read it, spell it, and read it again.

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3 Reread *Spring on the Farm*

Have the students take *Spring on the Farm* from their toolboxes and tell them that they will reread this book today. Read the title aloud with the students. Write the words *warm*, *food*, and *days* on your wipe-off board, say the words, and remind the students that they will see these words in today's book. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Remind the students to use what they know about breaking words into syllables to help them read the two-syllable words they will see in the story.

Have the students read *Spring on the Farm* quietly to themselves.

4 Check Comprehension and Reflect

When all the students have finished reading, display *Have You Ever?* Ask and briefly discuss:

Q *How are the books* Have You Ever? *and* Spring on the Farm *the same? How are they different?*

Have the students return their books to their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

Teacher Note

You may wish to have students who do not require reteaching put *Animal Homes* in their toolboxes for independent reading. If so, introduce the words *about*, *most*, *day*, and *air* by writing them on your wipe-off board, saying the words, and explaining that the students will see these words in the book.

MASTERY TEST ASSESSMENT NOTE

Administer Mastery Test 9 after this lesson, using "Mastery Test 9" (MT9) and "Mastery Test 9 Student Card" (SC9); see the Set 5 assessments in the *Assessment Resource Book*.

If you identify students who need to repeat instruction, first determine which sounds and high-frequency words the student missed. Then use "Reteach with *Ants, Moths, and Wasps*" on page 32 and "Reteach with *Animal Homes*" on the next page to reteach needed content. Administer Mastery Test 9 again after reteaching.

Teacher Note

Mastery Test 9 follows this lesson. You may wish to omit Guided Spelling today and use the time to administer mastery tests. Have the students read books from previous weeks during this time.

GUIDED SPELLING

We plant seeds.

If necessary, guide the students through the sentence, word by word.

Spelling Support

seeds: Support the students in writing the base word, *seed*. Tell the students that in *seed* the sound /ē/ is spelled *e-e*. Then support the students in adding the inflectional ending to write *seeds*.

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RETEACHING

Reteach with *Animal Homes*

Review reading two-syllables words and the high-frequency words *ever*, *never*, *only*, *give*, and *live*. Use *Animal Homes* for reading practice.

After reading the title aloud with the students, write the words *about*, *most*, *day*, and *air* on your wipe-off board, say the words, and have the students say them. Explain that the students will see these words in today's book. Tell the students that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place it where everyone can see it.

Have the students read *Animal Homes*.

When all the students have finished reading, ask and briefly discuss:

Q *Where are some places animals live?*

Q *What is your home like?*

Collect the books or have the students put their books in their toolboxes.

Teacher Note

If you have students who are struggling to learn the sounds and words you have taught in the previous two weeks, you might provide an additional week of instruction before introducing new sounds and words. For more information, see "Reteaching" in the Introduction.

Teacher Note

Administer Mastery Test 9 again after reteaching. See "Mastery Test Assessment Note" on the previous page.

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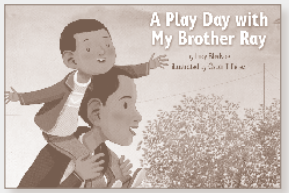
Week 5

RESOURCES

New



A Play Day with My Brother Ray

by Lucy Bledsoe,
illustrated by Óscar T. Pérez

Revisit



Spring on the Farm

by Rob Arego,
illustrated by David Dudley

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)

Sound Cards

- *ai* /ā/
- *ay* /ā/

High-frequency Word Cards

- *walk*
- *talk*
- *because*
- *children*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Individual Reading Observation" sheet (IR1)

Reproducible

- "Set 5, Week 5 Sort" (BLM6)

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OVERVIEW

Spelling-Sound Focus

- *ai* /ā/
- *ay* /ā/

High-frequency Words

- *walk*
- *talk*
- *because*
- *children*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *walk*, *talk*, *because*, and *children* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 5 Sort" (BLM6). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to create a set of sorting words with the spellings *ai* and *ay* for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, if your group is continuing from Set 4, add the sound cards for *ai* and *ay* to the sound card review deck. If your group is beginning with this lesson, use the sound cards for *ai* and *ay* to start the review deck.

ELL SUPPORT

- **ai, ay**

  The spellings *ai* and *ay* occur in Spanish, but they stand for the sound /ī/ as in *baile* (BY-lay), "dance," and *hay* (/ī/), "there is." Point out the difference—in English words, the letters have the /ā/ sound. Write the two letter pairs where the students can see them, and have the students say the vowel sound as you point to each spelling.

(continues)

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ELL SUPPORT *(continued)*

- **ai, ay**

  Students who speak Vietnamese, Spanish, or Tagalog may have difficulty differentiating the sound /ā/ from the sound /ĕ/. Provide practice with minimal word pairs such as *bail/bell*, *tail/tell*, and *sail/sell*.

- **walk, talk**

  The vowel sound /aw/, as in the middle of the high-frequency words *walk* and *talk*, does not exist in Spanish, Hmong, or Korean. Help the students practice distinguishing and producing the sound by having them repeat a number of minimal word pairs such as *walk/wake*, *tall/tail*, and *caught/cat*. If possible, display pictures of the words in each pair to reinforce how one phoneme changes a word's meaning.

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Spring on the Farm

Dropping Beginning Consonant Blends; *ai*; *walk* and *talk*

Day 1

In this lesson, the students:

- Practice dropping beginning consonant blends
- Learn the spelling-sound *ai* /ā/
- Read decodable words
- Learn the high-frequency words *walk* and *talk*
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Dropping Beginning Consonant Blends

Have the students repeat each of the following words and then say each word without the beginning consonant blend:

clap	/ăp/
slap	/ăp/
truck	/ŭk/
stuck	/ŭk/
small	/awl/
crawl	/awl/

2 Introduce the Spelling-Sound *ai* /ā/

Explain that today's sound is /ā/, and have the students say the sound. Point to the spelling *a_e* below the *cake* picture on the "Spelling-Sound Chart." Remind the students that they already know that this spelling stands for the sound /ā/. Point to the spelling *ai* on the wall chart and tell the students that this spelling also stands for the sound /ā/. Write *ai* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /ā/. Have the students repeat the sound as you point to the spelling.

Tell the students that they will see the spelling *a-i* at the beginning and in the middle of words. Write the words *aid* and *paid* on your wipe-off board and have the students read them. Then have the students each trace the spelling *a-i* on the table in front of them with one finger as they say /ā/.

Materials

- Teacher and student copies of *Spring on the Farm* from Week 4
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *walk*
- High-frequency word card for *talk*
- High-frequency word card review deck

Manipulation Support

If the students have difficulty dropping the beginning blends, you might use a visual aid. Draw two blanks and a box side by side on your wipe-off board. First say the word normally as you sweep under the blanks and the box. Then point to the blanks as you say the beginning blend (or onset) and point to the box as you say the rime: /kl/ . . . /ăp/. Then point to the box and say, "Say *clap* without the first two sounds."

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3 Read Decodable Words

Write the following words on your wipe-off board:

paint	rest
nails	rain
need	wipe

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Words *Walk* and *Talk*

walk	"Do you walk to school or ride the bus?"
talk	"I talk to my grandmother every week."

Tell the students that today they will learn two high-frequency words that rhyme. Introduce *walk* and *talk* by saying each word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word cards for *walk* and *talk* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Spring on the Farm*

Have the students take the book *Spring on the Farm* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking with the class. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

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GUIDED SPELLING

chain	"I have a silver chain to wear around my neck."
snail	"A snail has a round shell."
give	"I would like to give you a present."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

chain: Tell the students that in *chain* the sound /ā/ is spelled *a-i*.

snail: Tell the student that in *snail* the sound /ā/ is spelled *a-i*.

A Play Day with My Brother Ray

ay; *because* and *children*

Day 2

In this lesson, the students:

- Learn the spelling-sound *ay* /ā/
- Read decodable words
- Learn the high-frequency words *because* and *children*
- Review high-frequency words
- Read a new book

Materials

- Teacher and student copies of *A Play Day with My Brother Ray*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 5 Sort" (BLM6)
- Intact copy of "Set 5, Week 5 Sort" (BLM6), prepared ahead
- High-frequency word card for *because*
- High-frequency word card for *children*
- High-frequency word card review deck

1 Introduce the Spelling-Sound *ay* /ā/

Explain that today's sound is /ā/, and have the students say the sound. Point to the spellings *a_e* and *ai* on the "Spelling-Sound Chart." Remind the students that they have already learned two spellings that stand for the sound /ā/: *a_e* and *a-i*. Point to the spelling *ay* on the wall chart and tell the students that this spelling also stands for the sound /ā/. Write *ay* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /ā/. Have the students repeat the sound as you point to the spelling.

Tell the students that they will usually see the spelling *a-y* at the end of words. Write the words *day* and *play* on your wipe-off board and have the students read them. Then have the students each trace the spelling *a-y* on the table in front of them with one finger as they say /ā/.

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2 Read Decodable Words

Write the following words on your wipe-off board:

stay	hail
day	yay
short	subway

Point to each word and sweep under it as the students read it.

Teacher Note

You may wish to define *hail* ("small balls of ice that fall from the sky like rain") for the students.

3 Introduce the Sound Sort

Display the intact "Set 5, Week 5 Sort" sheet (BLM6) and explain that these are the words the students will sort this week. Point to each word and read it aloud. Then have the students read the words as you point to them. Point out that they can hear the sound /ā/ in all the words.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Tell them that in one group of words, the spelling *a-i* will stand for /ā/; in the other group of words, the spelling *a-y* will stand for /ā/. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

4 Introduce the High-frequency Words *Because* and *Children*

because	"I have my umbrella because it is raining."
children	"All grown-ups were children once."

Tell the students that they will learn two high-frequency words today. Introduce *because* and *children* by saying each word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word cards for *because* and *children* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Read *A Play Day with My Brother Ray*

Distribute a copy of *A Play Day with My Brother Ray* to each student. Tell the students that they will read this book today. Read the title with the students and identify the names of the author and illustrator. Explain that this book is about a boy who wants to play with his older brother. Open to page 1, and ask the students to find *because*, one of today's new words. Then turn to page 2, and ask the students to find the new words *talk* and *walk*.

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Point to the word *my* on the cover of the book and remind the students that they have learned this high-frequency word. Write the words *sky* and *why* on your wipe-off board and explain that the words *sky* and *why* rhyme with *my*. Write the words *all*, *work*, *fence*, and *slow* on your wipe-off board and read them for the students. Have the students say the words. Tell the students that they will see these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Then have the students turn to page 1 in their books and read the story quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What does the younger boy want to do? What does Ray, his older brother, want to do?*

Q *What happens at the end of the story?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

gray	"You can mix black and white paint to make gray."
day	"Today is a warm and sunny day."
live	"I live in an apartment building."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

gray: Remind the students that the sound /ā/ at the end of a word is usually spelled *a-y*. Tell the students that in *gray* the sound /ā/ is spelled *a-y*.

day: Tell the students that in *day* the sound /ā/ is spelled *a-y*.

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Day 3

A Play Day with My Brother Ray

Review and Reread

Materials

- Teacher and student copies of *A Play Day with My Brother Ray* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- Group set of the "Individual Reading Observation" sheet (IR1) from Week 3

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

ABOUT ADDING EASY-TO-READ TRADE BOOKS TO TOOLBOXES

Students who have mastered long-vowel and *r*-controlled spellings are likely to be able to read easy-to-read trade books (books at Fountas and Pinnell level J or DRA® level 18). Abundant reading with high levels of accuracy develops fluency, comprehension, and vocabulary. The students will benefit from reading a large variety of books at their appropriate reading levels.

Small-group reading books and lessons in the coming weeks continue to provide targeted practice in spelling-sound correspondences and high-frequency words. Books from your classroom library will complement these materials by giving the students opportunities to apply what they know to a wider variety of words and topics.

Beginning this week, offer a selection of easy-to-read books for the students to add to their toolboxes for independent reading. This week, you might select a book for each student, and then in later weeks, direct the students to the appropriate books in your classroom library.

We recommend choosing books such as the following for this transition:

Little Bear series by Else Holmelund Minarik
Frog and Toad series by Arnold Lobel
Henry and Mudge series by Cynthia Rylant
Nate the Great series by Marjorie Weinman Sharmat
Fox series by Edward Marshall
Various titles by Syd Hoff

Teacher Note

Continue to build the review deck by adding the sound cards for the sounds you introduce to the group. After you have accumulated about 20 cards, begin removing cards for spelling-sounds your students know well.

1 Review Spelling-Sounds

Tell the students that they will use cards to review the sounds they are learning. Explain that they will say the sound when they see the spelling that stands for that sound. Model by displaying the sound card for *ai*, pointing to the spelling, and saying /ā/. Have the students say /ā/ as you point to the spelling. Then display the sound card for *ai* again and have the students say the sound /ā/.

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2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *A Play Day with My Brother Ray*

Have the students take *A Play Day with My Brother Ray* from their toolboxes and tell them that they will reread this book today. Read the title aloud with the students. Write the words *all*, *work*, *fence*, *slow*, *sky*, and *why* on your wipe-off board, say the words, and remind the students that they will see these words in today's book. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *A Play Day with My Brother Ray* quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on each student's "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

Consider whether the students are ready to begin reading easy-to-read trade books. See "About Adding Easy-to-read Trade Books to Toolboxes" on the previous page.

4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

- **Q** *How does the younger boy feel at the beginning of the story? At the end? How do you know?*
- **Q** *What do you like to do with a friend when you have a day off from school?*

Have the students return the book to their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

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Teacher Note

The students may be ready to write the sentence without word-by-word guidance.

GUIDED SPELLING

It may rain.

If necessary, guide the students through the sentence word by word.

Spelling Support

may: Remind the students that the sound /ā/ at the end of a word is often spelled *a-y*. Tell the students that in *may* the sound /ā/ is spelled *a-y*.

rain: Tell the students that in *rain* the sound /ā/ is spelled *a-i*.

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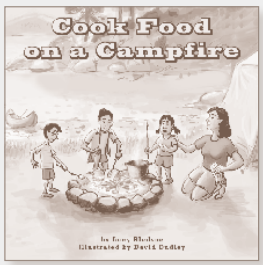
Week 6

RESOURCES

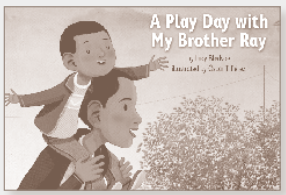
New



Cook Food on a Campfire

by Lucy Bledsoe,
illustrated by David Dudley

Revisit



A Play Day with My Brother Ray

by Lucy Bledsoe,
illustrated by Óscar T. Pérez

Practice or Reteach



Sailboats

by Lucy Bledsoe,
illustrated by
Marjorie Leggitt

Reteaching

- "Reteach with *Sailboats*"

Assessment Resource Book

- Set 5 assessment

Sound Cards

- *oa* /ō/
- *ow* /ō/, /ou/
- *oo* /o͝o/, /o͞o/
- *ew* /o͞o/

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Group Progress Assessment" sheet (GA2)

Reproducible

- "Set 5, Week 6 Sort" (BLM7)

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OVERVIEW

Spelling-Sound Focus

- *oa, ow* /ō/
- *ow* /ou/
- *oo* /o͝o/
- *oo, ew* /o͞o/

DO AHEAD

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 6 Sort" (BLM7). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to make a set of sorting words with the vowel sounds /ō/ and /o͞o/ for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, make a copy of the "Group Progress Assessment" sheet (GA2); see the Set 5 assessments in of the *Assessment Resource Book*.

✓ Prior to Day 3, add the sound cards for *oa*, *ow*, *oo*, and *ew* to the sound card review deck.

ELL SUPPORT

- **oa, ow**

  Some students may have difficulty differentiating the sound /ō/ from the sound /ŏ/. Provide practice with minimal word pairs such as *note/not*, *coat/cot*, and *hope/hop*.

- **oo, ew**

  Students who speak Chinese and Korean may have difficulty distinguishing /o͞o/ from /ŭ/, for example, by substituting *sun* for *soon*. Help the students distinguish between the vowel sounds by having them listen to a number of words (such as *cut*, *tool*, *soon*, *truck*, *rug*, *tooth*, and *hoot*) and identify the vowel sound.

(continues)

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ELL SUPPORT *(continued)*

- **oa, ow, oo, ew**

  The spellings *ow* and *ew* do not occur in Spanish words. The spellings *oa* and *oo* occur rarely and when they do they are in separate syllables, as in the animal name *coatí* (koh-ah-TEE) and in *cooperar* (koh-OH-pay-rahr), "to cooperate." If your students are already reading in Spanish, point out the difference in English. Explain that the letters work together as a team to stand for one sound: *oa* stands for /ō/ and *oo* stands for /o͞o/. To reinforce the idea, write several words with *oa* and *oo* where the students can see them. Highlight the vowels in a bright color and bracket them. Point to the words and have the students read them.

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A Play Day with My Brother Ray

Dropping Beginning Consonant Blends; *oa*, *ow* /ō/ and *ow* /ou/

Day 1

In this lesson, the students:

- Drop beginning consonant blends
- Learn the spelling-sound *oa*, *ow* /ō/
- Learn the spelling-sound *ow* /ou/
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *A Play Day with My Brother Ray* from Week 5
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card review deck

TEKS 2.A.vii
Student/Teacher Activity
Step 1 (all)

1 Phonological Awareness: Dropping Beginning Consonant Blends

Have the students repeat each of the following words and then say the word without the beginning consonant blend:

clam	/ăm/
brick	/ĭk/
plane	/ān/
sleep	/ēp/
truck	/ŭk/
stone	/ōn/

2 Introduce the Spelling-Sounds *oa*, *ow* /ō/ and *ow* /ou/

Tell the students that they will learn the spellings for two sounds today. Explain that the first sound is /ō/, and have the students say the sound. Point to the spelling *o_e* below the *bone* picture on the "Spelling-Sound Chart." Remind the students that they already know that this spelling stands for the sound /ō/. Point to the spelling *oa* on the "Spelling-Sound Chart" and tell the students that this spelling also stands for the sound /ō/. Write *oa* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /ō/. Have the students repeat the sound as you point to the spelling.

Tell the students that they will see the spelling *o-a* at the beginning and in the middle of words. Write the words *oat* and *boat* on your wipe-off board and have the students read them. Then have the students each trace the spelling *o-a* on the table in front of them with one finger as they say /ō/.

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Repeat the procedure for the spelling-sound *ow* /ō/. Explain that when the students hear the sound /ō/ at the end of a word, it is usually spelled *o-w*. Use the words *snow* and *grow* as examples.

Explain that the second sound the students will learn is /ou/, and have the students say the sound. Point to the spelling *ow* below the *clown* picture on the "Spelling-Sound Chart," and explain that the spelling *ow* can stand for /ō/, and it can also stand for the sound /ou/. Tell the students that the *clown* picture will help them remember the sound /ou/ because the middle sound in the word *clown* is /ou/. Write *ow* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /ou/. Have the students repeat the sound as you point to the spelling.

Tell the students that they may hear the sound /ou/ at the beginning, in the middle, and at the end of words. Write the words *owl*, *down*, *clown*, *how*, and *cow* on your wipe-off board and read them with the students. Then have the students each trace the spelling *o-w* on the table in front of them with one finger as they say /ou/.

Teacher Note

For words that contain spellings with multiple pronunciations, you may have to prompt the students to try the other sound if they read the word incorrectly. For example, if the students pronounce *cow* as /kō/, you might say, "Is /kō/ a word that you know? Try the /ou/ sound."

3 Get Ready to Read Decodable Words

Write the words *low*, *crowd*, *plow*, *slow*, *town*, and *drown* on your wipe-off board. Explain that these words all have the *ow* spelling, but sometimes *ow* stands for /ō/ and sometimes it stands for /ou/. Tell the students that they will read these words, saying the /ō/ sound first. If that doesn't sound like a word, they will try saying the /ou/ sound.

Use the following procedure to guide the students' reading of each word on the wipe-off board. Point to a word and sweep under it as the students read it. Using the students' pronunciation of the word, ask:

Q *Is [/lō/] a word you know?*

If necessary, prompt the students to try the second sound for *ow*.

Decoding Support

If the students happen to recognize *crowed* as a word, write it on the wipe-off board and have the students read *crow* and then *crowed*. Point out that *crowed* and *crowd* are pronounced differently.

4 Read Decodable Words

Write the following words on your wipe-off board:

coals	float
frown	glow
chow	grown

Point to each word and sweep under it as the students read it.

Teacher Note

You may wish to define *chow* ("food") for the students. If the word is unfamiliar, the students may not know which pronunciation to use. You may have to read it for the students once before having them read it.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

Teacher Note

Because several complex vowel spellings are introduced this week, there are no new high-frequency words.

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6 Reread *A Play Day with My Brother Ray*

Have the students take the book *A Play Day with My Brother Ray* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this story?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

GUIDED SPELLING

toast	"I like to eat cinnamon toast for breakfast."
low	"We stretch up high and bend down low."
walk	"Let's walk to the park today."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

toast: Tell the students that in *toast* the sound /ō/ is spelled *o-a*.

low: Remind the students that the sound /ō/ at the end of a word is often spelled *o-w*. Tell the students that in *low* the sound /ō/ is spelled *o-w*.

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Day 2

Cook Food on a Campfire

oo /o͝o/ and *oo, ew* /o͞o/

Materials

- Teacher and student copies of *Cook Food on a Campfire*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 6 Sort" (BLM7)
- Intact copy of "Set 5, Week 6 Sort" (BLM7), prepared ahead
- High-frequency word card review deck

Teacher Note

To hear the pronunciations for the spelling *oo*, see the Pronunciation Guide on the CCC Learning Hub.

In this lesson, the students:

- Learn the spelling-sound *oo* /o͝o/
- Learn the spelling-sound *oo, ew* /o͞o/
- Read decodable words
- Review high-frequency words
- Read a new book

1 Introduce the Spelling-Sounds *oo* /o͝o/ and *oo, ew* /o͞o/

Tell the students that they will learn two sounds today. Explain that the first sound is /o͝o/ and have the students say the sound. Point to the *book* picture on the "Spelling-Sound Chart." Explain that the *book* picture will help them remember the sound /o͝o/ because the middle sound in *book* is /o͝o/. Point to the spelling *oo* and explain that the spelling *oo* stands for the sound /o͝o/. Write *oo* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /o͝o/. Have the students repeat the sound as you point to the spelling.

Tell the students that they will hear the sound /o͝o/ in the middle of words. Write the words *foot* and *stood* on your wipe-off board and have the students read them. Then have the students each trace the spelling *o-o* on the table in front of them with one finger as they say /o͝o/.

Explain that the second sound the students will learn is /o͞o/, and have the students say the sound. Point to the spelling *u_e* below the *flute* picture on the "Spelling-Sound Chart" and say *flute*. Remind the students that they have already learned one way to spell the sound /o͞o/. Point to the spelling *oo* and explain that the spelling *o-o* can also stand for the sound /o͞o/. Write *oo* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /o͞o/. Have the students repeat the sound as you point to the spelling.

Tell the students that they will hear the sound /o͞o/ in the middle and at the end of words. Write *spoon*, *food*, and *too* on your wipe-off board and have the students read the words. Then have the students each trace the spelling *o-o* on the table in front of them with one finger as they say /o͞o/.

Then point to the spelling *ew* below the *flute* picture and explain that the spelling *ew* can also stand for the sound /o͞o/ at the end of a word. Write *ew* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /o͞o/. Have the students repeat the

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sound as you point to the spelling. Write the words *new* and *flew* on your wipe-off board and have the students read them. Then have the students each trace the spelling *e-w* on the table in front of them with one finger as they say /o͞o/.

2 Get Ready to Read Decodable Words

Write the words *broom*, *wood*, *pool*, *too*, *took*, and *food* on your wipe-off board. Explain that these words all have the *oo* spelling, but sometimes *oo* stands for /o͝o/ and sometimes it stands for /o͞o/. Tell the students that they will read these words, saying the /o͝o/ sound first. If that doesn't sound like a word, they will try saying the /o͞o/ sound.

Use the following procedure to guide the students' reading of each word on the wipe-off board. Point to a word and sweep under the word as the students read it. Using the students' pronunciation of the word, ask:

Q *Is [/bro͝om/] a word you know?*

If necessary, prompt the students to try the second sound, /o͞o/, for *oo*.

3 Read Decodable Words

Write the following words on your wipe-off board:

cooking	stick
crew	drew
cool	soon

Point to each word and sweep under it as the students read it.

Decoding Support

For words with inflectional endings, cover the ending and have the students read the base word before reading the whole word.

4 Introduce the Sound Sort

Display the intact "Set 5, Week 6 Sort" sheet (BLM7) and explain that these are the words the students will sort this week. Point to each word and read it aloud. Then have the students read the words as you point to them. Point out they can hear the sound /ō/ in some of the words, and in the other words they can hear the sound /o͞o/. Remind them that they learned two ways to spell each sound this week.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Tell them that in one group of words, they will hear the sound /ō/, as in *boat*; and in the other group of words, they will hear the sound /o͞o/, as in *flew*. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

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5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Read *Cook Food on a Campfire*

Distribute a copy of *Cook Food on a Campfire* to each student. Tell the students that they will read this book today. Read the title to the students and identify the names of the author and illustrator. Explain that this book tells how to cook food on a campfire. Open to page 1, and ask the students to find the word *children*.

Write the word *campfire* on your wipe-off board. Tell the students that this is a compound word made up of two smaller words. Have the students read each small word and then the whole word. Write the word *marshmallows* on your wipe-off board and read it for the students. Have the students say the word. Tell the students that they will see this word in today's book. Explain that they will have to remember the word when they see it, or ask you for help. Leave the word on the wipe-off board as a reminder and place the board where everyone can see it. Then have the students turn to page 1 in their books and read the story quietly to themselves.

Teacher Note

You may wish to remind the students that *chow* is another word for *food.*

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What are some things you can cook on a campfire?*

Q *What can children do to help? What can grown-ups do?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

wood	"Many houses are made from wood."
drew	"You all drew pictures to go with your stories."
because	"We read books because it is fun."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

wood: Tell the students that in *wood* the sound /o͝o/ is spelled *o-o.*

drew: Tell the students that in *drew* the sound /o͞o/ is spelled *e-w.*

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Cook Food on a Campfire
Review and Reread

Day 3

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book and discuss commas

1 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *Cook Food on a Campfire*

Have the students take *Cook Food on a Campfire* from their toolboxes. Read the title aloud with the students. Write the word *marshmallows* on your wipe-off board and read the word. Remind the students that they will see this word in today's book and that they will have to remember this word when they see it, or ask you for help. Leave the word on the wipe-off board as a reminder and place the board where everyone can see it.

Open to page 1 and point out the question mark. Remind the students that the question mark shows that the sentence is a question. Model reading the sentence with expression, and then have the students read the sentence with expression. Remind the students that readers pay attention to question marks to make reading sound like talking.

Turn to page 4 and point out the comma in the first sentence. Explain that a comma tells readers to pause. Read the first sentence, pausing explicitly but briefly at the comma. Then have the students read the last sentence, pausing at the comma. Tell the students that paying attention to commas is another way to make reading sound like talking.

Have the students read *Cook Food on a Campfire* quietly to themselves.

Materials

- Teacher and student copies of *Cook Food on a Campfire* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- "Group Progress Assessment" sheet (GA2)

Teacher Note

When you show the sound card for *ow* to the students for review, have them say both sounds: first /ō/ and then /ou/.

When you show the sound card for *oo* to the students for review, have them say both sounds: first /o͞o/ and then /o͞o/.

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Teacher Note

You may wish to have the students who do not require reteaching put *Sailboats* in their toolboxes for independent reading. If so, introduce the words *front*, *watch*, *cabin*, and *everyone* by writing them on your wipe-off board, saying the words, and explaining that the students will see these words in the book.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the group, ask yourself:

- Can the students retell the steps for making a fire and cooking?
- Are they able to read in phrases rather than word by word?

Record your observations on the "Group Progress Assessment" sheet (GA2); see the Set 5 assessments in the *Assessment Resource Book*. Support struggling students by reteaching previous content; see "Reteach with *Sailboats*" below. If the students struggle with retelling, you might have them reread the book, stopping after each spread to tell what happens on those pages.

4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *What do you do first to cook food on a campfire? Next? Last?*

Q *Have you ever cooked food? What did you make?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

Can the boat float?

If necessary, guide the students through the sentence word by word.

Spelling Support

boat: Tell the students that in *boat* the sound /ō/ is spelled *o-a*.

float: Tell the students that in *float* the sound /ō/ is spelled *o-a*.

TEKS 9.D.v
Student/Teacher Narrative
Reteaching
(second paragraph beginning on page 76 and continuing on to page 77)

Teacher Note

If you have students who are struggling to learn the sounds and words you have taught in the previous two weeks, you might provide an additional week of instruction before introducing new sounds and words. For more information, see "Reteaching" in the Introduction.

RETEACHING

Reteach with *Sailboats*

Review the spelling-sounds /ā/ spelled *ai* and *ay*, /ō/ spelled *oa* and *ow*, *ow* /ou/, /o͞o/ spelled *oo* and *ew*, *oo* /o͝o/, and the high-frequency words *walk*, *talk*, *because*, and *children*. Use the book *Sailboats* for reading practice.

Read the title aloud with the students. Tell the students that this is a nonfiction book about sailboats. Tell the students that nonfiction books often include text features such as a table of contents and a glossary.

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Show the students the table of contents and explain that it lists the titles of sections in the book. Then show the students the glossary and explain that it gives the meanings of some of the challenging words.

Explain that sailboats have large *sails*—or pieces of cloth—that the wind pushes against to move the boat. Write the words *front*, *watch*, and *cabin* on your wipe-off board, say the words, and have the students say them. Explain that the students will see these words in today's book. Then write *everyone* on your wipe-off board and tell the students that this is a compound word. Review that a compound word is made up of two smaller words. Point out that *everyone* is made up of two high-frequency words. Have the students read each word separately before reading the whole word. Tell the students that they will have to remember these words when they see them, or ask you for help. Leave the words on your wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *Sailboats*.

When all the students have finished reading, ask and briefly discuss:

Q *What did you find out about sailboats from this book?*

Collect the books or have the students put their books in their toolboxes.

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Week 7

RESOURCES

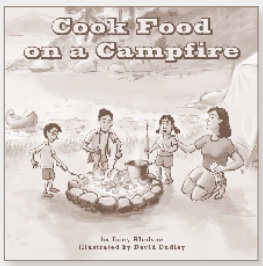
New



Ball Games

by Erica J. Green

Revisit



Cook Food on a Campfire

by Lucy Bledsoe,
illustrated by David Dudley

Assessment Resource Book

- "Individual Reading Observations" sheet (IR1)

Sound Card

- *all* /awl/

High-frequency Word Cards

- *even*
- *picture*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Individual Reading Observation" sheet (IR1)

Reproducible

- "Set 5, Week 7 Sort" (BLM8)

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OVERVIEW

Spelling Focus

- *all* /awl/

High-frequency Words

- *even*
- *picture*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *even* and *picture* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 7 Sort" (BLM8). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to create a set of sorting words with the spelling *all* /awl/ and a set of sorting words with the spelling-sound *ow* /ou/ for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, add the sound card for *all* to the sound card review deck.

ELL SUPPORT

- **all**

  The /awl/ sounds in words such as in *tall*, *ball*, and *small* may be difficult for students who speak Chinese, Vietnamese, Hmong, or Korean. Model producing the sounds /aw/ and /l/ separately, holding the pronunciation for a few seconds. Have the students repeat after you. Then model blending the sounds together to say /awl/.

- **all**

  The spelling *al* occurs in Spanish words such as *mal* (mal), "badly," and *alto* (AL-toh), "high," but the *a* is pronounced more like a short *a*. If the students are reading Spanish, write the English word *mall* next to the Spanish word *mal* where the students can see them. Contrast the sounds by underlining *all* as you say /awl/ and then say the entire English word *mall*. Repeat the procedure with the Spanish word.

(continues)

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ELL SUPPORT *(continued)*

- **picture**

  English Language Learners may have difficulty producing the consecutive /k/ and /ch/ sounds at the syllable juncture in the high-frequency word *picture*. Model saying the sounds separately. Have the students say the sounds in sequence and then say the entire word.

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Cook Food on a Campfire

Dropping Ending Sounds; *all* and *even*

Day 1

In this lesson, the students:

- Practice dropping ending sounds
- Learn the spelling *all* /awl/
- Read decodable words
- Learn the high-frequency words *all* and *even*
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *Cook Food on a Campfire* from Week 6
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *even*
- High-frequency word card review deck

TEKS 2.A.vii
Student/Teacher Activity
Step 1 (all)

TEKS 2.A.vii
Student/Teacher Narrative
"Manipulation Support" note
(next to Step 1 located in margin on page 81)

1 Phonological Awareness: Dropping Ending Sounds

Remind the students that they have been saying words without the first sound. Tell them that today they will say words without saying the ending sound. Explain that you will say a word, and then they will say the word without saying the ending sound. Model the procedure, using the word *meet*. Say *meet*. Then drop /t/ and say /mē/. If necessary, practice with a second word, such as *cap*.

Say each of the words that follow. Have the students repeat each word and then say the word without the ending sound.

bag	/bă/
win	/wĭ/
rope	/rō/
nut	/nŭ/
sheep	/shē/
lock	/lŏ/

Manipulation Support

If the students have difficulty dropping ending sounds, you might use a visual aid. Draw a box and a blank side by side on your wipe-off board. First say the word normally as you sweep under the box and the blank. Then point to the box as you say the first and middle sounds, and point to the blank as you say the ending sound: /bă/ . . . /g/. Then point to the box and say, "Say *bag* without the last sound."

2 Introduce the Spelling *all* /awl/

Explain that today the students will learn a spelling that they will often see at the end of words. Write *all* on your wipe-off board, point to the spelling, and say the letter names. Tell the students that the spelling *all* usually stands for the sounds /awl/. Write the words *fall*, *tall*, and *small* on your wipe-off board, and have the students read the words.

Have the students each trace the spelling *all* on the table in front of them with one finger as they say /awl/.

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3 Read Decodable Words

Write the following words on your wipe-off board:

strike	mall
wall	pitch
baseball	dodgeball

Point to each word and sweep under it as the students read it.

Decoding Support

If necessary, have the students break the compound words *baseball* and *dodgeball* into their smaller words and read each smaller word separately before reading the entire word.

4 Introduce the High-frequency Word *Even*

even "Both teams have two runs, so the score is even."

Introduce *even* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *even* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Cook Food on a Campfire*

Have the students take the book *Cook Food on a Campfire* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

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GUIDED SPELLING

small	"Ants are small but very strong."
team	"Which baseball team do you think will win?"
children	"There are six children at the table today."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

small: Tell the students that in *small* the sounds /awl/ are spelled *a-l-l*.

team: Tell the students that in *team* the sound /ē/ is spelled *e-a*.

Ball Games

picture

Day 2

In this lesson, the students:

- Read decodable words
- Learn the high-frequency word *picture*
- Review high-frequency words
- Read a new book

1 Read Decodable Words

Write the following words on your wipe-off board:

sports	goal
kicking	basketball
tie	cricket

Point to each word and sweep under it as the students read it.

2 Introduce the Sound Sort

Display the intact "Set 5, Week 7 Sort" sheet (BLM8) and explain that these are the words the students will sort this week. Point to each word and read it. Then have the students read the words as you point to them.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Explain that one group of words will have the sounds /awl/, as in *ball*, and the other group of words will have the vowel sound /ou/, as in

Materials

- Teacher and student copies of *Ball Games*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 7 Sort" (BLM8)
- Intact copy of "Set 5, Week 7 Sort" (BLM8), prepared ahead
- High-frequency word card for *picture*
- High-frequency word card review deck

Teacher Note

Explain that in *tie*, the final *e* makes *i* stand for the sound /ī/ even though there is no letter between the *i* and the *e*.

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down. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

3 Introduce the High-frequency Word *Picture*

picture "Sometimes you can learn a lot by looking at a picture."

Introduce *picture* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *picture* to the high-frequency word card review deck.

4 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

5 Read *Ball Games*

Distribute a copy of *Ball Games* to each student. Tell the students that they will read this book today. Read the title with the students and identify the name of the author. Ask and briefly discuss:

Q *What do you think you might find out from this book?*

Open to page 2, and ask the students to find today's new word, *picture*. Then ask the students to find the new word *even* on the same page.

Write the word *play* on your wipe-off board and have the students read the word. Write *er* at the end of the word, frame the syllable, and tell the students that the spelling *e-r* stands for the sound /er/. Have the students say the sound. Then have the students read the whole word. Explain that the spelling *er* at the end of a word often means "a person who." In this case, a player is "a person who plays." Write *painter* on your wipe-off board and tell the students that this is another example of the spelling *er* meaning "a person who." Frame the syllables as the students read each one. Then have the students read the whole word. Explain that a painter is "a person who paints." Tell the students that they will see the word *players* in today's book, and that it means "people who play."

Write the word *tie* on your board, point to *i*, and explain that in this word the final *e* makes *i* stand for the sound /ī/. Review that *tie* is like other words they have learned with final *e*, even though there is no letter between the *i* and the *e*. Have the students read the word. Now write the words *watch*, *basketball*, *cricket*, and *lose* on your wipe-off board and read them for the students. Have the students say the words. Tell the students that they will see these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Then have the students turn to page 1 in their books and read the story quietly to themselves.

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Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What are some games described in this book?*

Q *How are kickball and baseball the same? How are they different?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

tall	"Basketball players are often very tall."
football	"Football players wear pads and helmets."
talk	"Let's talk about the book we read."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

tall: Tell the students that in *tall* the sounds /awl/ are spelled *a-l-l*.

football: Tell the students that *football* is a compound word. Support the students in breaking the word into its smaller words and then writing each smaller word one at a time. Tell the students that in *foot* the sound /o͝o/ is spelled *o-o*. Tell the students that in *ball* the sounds /awl/ are spelled *a-l-l*.

Ball Games
Review and Reread

Day 3

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *Ball Games* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- Group set of the "Individual Reading Observation" sheet (IR1) from Week 5

1 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

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2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *Ball Games*

Have the students take *Ball Games* from their toolboxes, and tell them that they will reread this book today. Read the title aloud with the students.

Write the words *players*, *tie*, *watch*, *basketball*, *cricket*, and *lose* on your wipe-off board, read the words, and remind the students that they will see these words in today's book. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *Ball Games* quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on each student's "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *Which ball games would you like to play? Why?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

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GUIDED SPELLING

Can we play ball?

If necessary, guide the students through the sentence, word by word.

Spelling Support

play: Remind the students that the sound /ā/ at the end of a word is usually spelled *a-y*. Tell the students that in *play* the sound /ā/ is spelled *a-y*.

ball: Tell the students that in *ball* the sounds /awl/ are spelled *a-l-l*.

Teacher Note

The students may be ready to write the sentence without word-by-word guidance.

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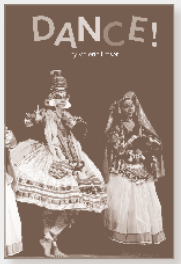
Week 8

RESOURCES

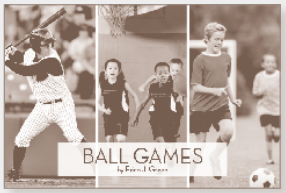
New



Dance!

by Valerie Fraser

Revisit



Ball Games

by Erica J. Green

Practice or Reteach



New School

by Kenni Alden,
illustrated by Juan Bautista

Reteaching

- "Reteach with *New School*"

Assessment Resource Book

- Set 5 assessments

Sound Cards

- *wr* /r/
- *kn* /n/

High-frequency Word Cards

- *move*
- *great*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Mastery Test 10" record (MT10)
- "Mastery Test 10 Student Card" (SC10)

Reproducibles

- "Set 5, Week 8 Sort" (BLM9)
- (Optional) "High-frequency Words Review 8" (BLM10)

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OVERVIEW

Spelling-Sound Focus	High-frequency Words
▪ *wr* /r/	▪ *move*
▪ *kn* /n/	▪ *great*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *move* and *great* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 8 Sort" (BLM9). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to make a set of sorting words for beginning sounds /w/ and /r/ for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, add the sound cards for *wr* and *kn* to the sound card review deck.

✓ Prior to Day 3, make a copy of "Mastery Test 10" record (MT10) for each student in the group; see the Set 5 assessments in the *Assessment Resource Book*.

✓ Prior to Day 3, make one copy of "Mastery Test 10 Student Card" (SC10); see the Set 5 assessments in the *Assessment Resource Book*.

✓ (Optional) If you plan to integrate the new high-frequency words in the word work area, visit the CCC Learning Hub (ccclearninghub.org) to access and print "High-frequency Words Review 8" (BLM10). See "Independent Work Connections" on page 97.

ELL SUPPORT

▪ wr, kn

The spellings *wr* and *kn* do not occur in Spanish. If the students are reading Spanish, reinforce the idea that the initial consonant is silent. Write the words *wrist* and *knot* where the students can see them. Cross out the initial consonant and model blending the remaining sounds to read the word. Make the connection to the initial silent letter *h* in words like *higo* (EE-goh), "fig," and *humo* (OO-moh), "smoke."

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Day 1

Ball Games

Dropping Ending Sounds; *wr* and *move*

Materials

- Teacher and student copies of *Ball Games* from Week 7
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *move*
- High-frequency word card review deck

In this lesson, the students:

- Practice dropping ending sounds
- Learn the spelling-sound *wr* /r/
- Read decodable words
- Learn the high-frequency word *move*
- Review high-frequency words
- Read a familiar book

Teacher Note

If necessary, model the activity as you did in Week 7, Day 1, Step 1 on page 81, using the word *bike*.

1 Phonological Awareness: Dropping Ending Sounds

Have the students repeat each of the following words and then say the word without the last sound:

rain	/rā/
vet	/vĕ/
poke	/pō/
weed	/wē/
mug	/mŭ/
lick	/lĭ/

2 Introduce the Spelling-Sound *wr* /r/

Explain that today's sound is /r/, and have the students say the sound. Remind the students that they know one way to spell /r/, using the letter *r*. Write *wr* on your wipe-off board, point to the spelling, and say the letter names. Tell the students that the spelling *wr* stands for the sound /r/. Have the students repeat the sound as you point to the spelling.

Write the words *wrap* and *write* on your wipe-off board and read the words with the students. Ask:

Q *What do you notice about the letter* w *in these words?*

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After the students have shared, confirm that the letter *w* is silent—it does not stand for any sound. Tell the students that they will often see the spelling *wr* at the beginning of words. Explain that when they see words that begin with the spelling *wr*, the *w* is always silent.

Have the students each trace the spelling *wr* on the table in front of them with one finger as they say /r/.

3 Read Decodable Words

Write the following words on your wipe-off board:

slow	bagpipes
air	ribbons
wrists	arms

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Word *Move*

move "It feels good to get up and move around."

Introduce *move* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Ball Games*

Have the students take the book *Ball Games* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

ELL Note

You may wish to reinforce that in English, two letters can stand for one sound, as in *sh* and *ch*. Then write additional words with *wr*, such as *wren* ("a kind of bird"), *wreck*, *wrote*, and *wrist* on your wipe-off board. Underline the spelling *wr* in each word and have the students read the words with you.

Decoding Support

If necessary, support the students in reading the word *air*, because the vowel sound /ā/ is slightly distorted.

Teacher Note

Add the word card for *move* to the high-frequency word card review deck.

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GUIDED SPELLING

wrist	"I wear a watch on my wrist."
lift	"Will you help me lift this box of books?"
even	"In sports, teams have the same number of players so they are even."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

wrist: Tell the students that in *wrist* the sound /r/ is spelled *w-r*.

Day 2 *Dance!*

kn and *great*

Materials

- Teacher and student copies of *Dance!*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 8 Sort" (BLM9)
- Intact copy of "Set 5, Week 8 Sort" (BLM9), prepared ahead
- High-frequency word card for *great*
- High-frequency word card review deck

In this lesson, the students:

- Learn the spelling-sound *kn* /n/
- Read decodable words
- Learn the high-frequency word *great*
- Review high-frequency words
- Read a new book

1 Introduce the Spelling-Sound *kn* /n/

Explain that today's sound is /n/, and have the students say the sound. Remind the students that they know one way to spell the sound /n/, using the letter *n*. Write *kn* on your wipe-off board, point to the spelling, and say the letter names. Tell the students that the spelling *kn* stand for the sound /n/. Have the students say the sound as you point to the spelling. Write the words *knee* and *know* on your wipe-off board and read the words with the students. Ask:

Q *What do you notice about the letter* k *in these words?*

After the students have shared, confirm that the letter *k* is silent—it does not stand for any sound. Tell the students that they will usually see the spelling *kn* at the beginning of words. Explain that when they see words that begin with the spelling *kn*, the *k* is always silent.

Have the students each trace the spelling *kn* on the table in front of them with one finger as they say /n/.

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2 Read Decodable Words

Write the following words on your wipe-off board:

cloaks	lifting
knees	twisting
knot	wrap

Point to each word and sweep under it as the students read it.

3 Introduce the Sound Sort

Display the intact "Set 5, Week 8 Sort" sheet (BLM9) and explain that these are the words the students will sort this week. Point to each word and read it aloud. Then have the students read the words as you point to them. Explain that some of the words begin with the letter *w* and that some of the words begin with the spelling *wr*. Remind the students that the spelling *wr* stands for the sound /r/.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Explain that one group of words will begin with /w/, as in *water*, and the other group of words will begin with /r/, as in *wrap*. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

Teacher Note

The letter *i* in the word *wind* will be pronounced /ĭ/: /wĭnd/.

4 Introduce the High-frequency Word *Great*

great "I've got a great idea."

Introduce *great* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *great* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Read *Dance!*

Distribute a copy of *Dance!* to each student. Tell the students that they will read this book today. Read the title to the students and identify the name of the author. Explain that this book is about different kinds of dances. Open to page 2, and ask the students to find today's new word, *great*. Then ask the students to find the new word *move* on the same page.

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Write the word *dance* on your wipe-off board and read it for the students. Add the ending *er* and read the word *dancer*. Remind the students that *er* often means "a person who." A *dancer* is a person who dances. Write the words *story*, *music*, *wear*, *shoes*, *facing*, and *stage* on your wipe-off board and read them for the students. Have them say the words. Tell the students that they will see these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Then have the students turn to page 1 in their books and read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What are some ways that dancers move?*

Q *What do different dancers wear?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

knot	"The kite string had a knot in it."
raft	"A raft is like a kind of boat."
picture	"Let's take a picture of the whole class."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

knot: Tell the students that in *knot* the sound /n/ is spelled *k-n*. You may wish to point out that two words sound the same but are spelled differently: *knot* ("something that is tied in string or rope") and *not* ("shows something doesn't happen," as in "Cats do not fly"). The students can tell which word is meant by listening to the sentence the word is in. Today's word is *knot* ("I can tie a knot in my shoelaces").

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Day 3

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

1 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *Dance!*

Have the students take *Dance!* from their toolboxes and tell them that they will reread this book today. Read the title aloud with the students.

Write the words *dance*, *story*, *music*, *wear*, *shoes*, *facing*, and *stage* on your wipe-off board, read the words, and remind the students that they will see these words in today's book. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students reread *Dance!* quietly to themselves.

4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *Why do you think people like to dance?*

Q *What kinds of dances have you seen? What are they like?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

Materials

- Teacher and student copies of *Dance!* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- "Mastery Test 10" record (MT10) for each student
- One copy of the "Mastery Test 10 Student Card" (SC10)

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Teacher Note

You may wish to have students who do not require reteaching put *New School* in their toolboxes for independent reading. If so, introduce the words *everything*, *door*, *friendly*, *favorite*, and *night* by writing them on your wipe-off board, saying the words, and explaining that the students will see these words in the book.

MASTERY TEST ASSESSMENT NOTE

Administer Mastery Test 10 after this lesson, using "Mastery Test 10" (MT10) and "Mastery Test 10 Student Card" (SC10); see the Set 5 assessments in the *Assessment Resource Book*.

If you identify students who need to repeat instruction, first determine which sounds and high-frequency words the student missed. Then use "Reteach with *Animal Homes*" on page 53 and "Reteach with *New School*" below to reteach needed content. Administer Mastery Test 10 again after reteaching.

Teacher Note

Mastery Test 10 follows this lesson. You may wish to omit Guided Spelling today and use the time to administer mastery tests. Have the students read books from previous weeks during this time.

GUIDED SPELLING

He bent his knees.

If necessary, guide the students through the sentence, word by word.

Spelling Support

knees: Support the students in writing the base word, *knee*. Tell the students that in *knee* the sound /n/ is spelled *k-n* and the sound /ē/ is spelled *e-e*. Then support the students in adding the inflectional ending to write *knees*.

Teacher Note

If you have students who are struggling to learn the sounds and words you have taught in the previous two weeks, you might provide an additional week of instruction before introducing new sounds and words. For more information, see "Reteaching" in the Introduction.

RETEACHING

Reteach with *New School*

Review the spelling *all* /awl/, the spelling-sounds *wr* /r/ and *kn* /n/, and the high-frequency words *even*, *picture*, *move*, and *great*. Use *New School* for reading practice.

After reading the title aloud with the students, write the following on your wipe-off board: *"Come in," said Jane*. Point out the quotation marks, and review that the quotation marks tell readers that someone is saying something. Tell the students that they will see many quotation marks in this story. Explain that the words "said Jane" tell the reader who says the words. Write the word *wreck* on your wipe-off board, have the students read the word, and explain that *wreck* means "ruin" or "spoil." Also write *knack*, have the students read the word, and explain that a knack is a skill or ability. Write the words *everything*, *door*, *friendly*, *favorite*, and *night* on your wipe-off board and explain that the students will see these words in today's book. Tell the students that they will have to remember these words when they see them, or ask you for help. Leave the words on your wipe-off board as a reminder and place the board where everyone can see it. Have the students read *New School*.

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When all the students have finished reading, ask and briefly discuss:

Q *How does Jane feel about the new school at the beginning of the story? How does she feel at the end?*

Q *Why do Jane's feeling change?*

Collect the books or have the students put their books in their toolboxes.

Independent Work Connections

- You may wish to use "High-frequency Words Review 8" (BLM10) to have the students practice high-frequency words using any activities you have introduced. If you decide to add these words, we recommend printing them on colored paper or identifying them by color in another way (for example, by using colored dots or colored baskets). Show these to the students and tell them which color set of words to use during independent word work.

Teacher Note

Administer Mastery Test 10 again after reteaching. See "Mastery Test Assessment Note" on the previous page.

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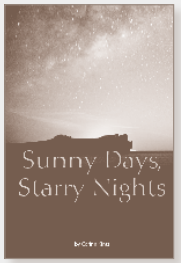
Week 9

RESOURCES

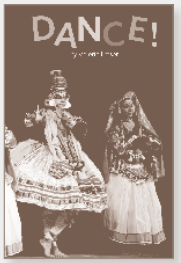
New



Sunny Days, Starry Nights

by Corinn Kintz

Revisit



Dance!

by Valerie Fraser

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)

Sound Cards

- *igh* /ī/
- *_y* /ī/, /ē/

High-frequency Word Cards

- *though*
- *once*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Individual Reading Observation" sheet (IR1)

Reproducible

- "Set 5, Week 9 Sort" (BLM11)

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OVERVIEW

Spelling-Sound Focus	High-frequency Words
▪ *igh* /ī/	▪ *though*
▪ *_y* /ī/, /ē/	▪ *once*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *though* and *once* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 9 Sort" (BLM11). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to create a set of sorting words with the spelling-sounds *igh* /ī/, *_y* /ī/, and *i_e* /ī/ for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, add the sound cards for *igh* and *i_e* to the sound card review deck.

ELL SUPPORT

▪ igh, _y

If your students are reading Spanish, you may wish to note that the spelling *igh* does not occur in Spanish; /ī/ sound is spelled only as *ai* or *ay*. Final *y* only occurs in Spanish words as part of a diphthong, as in the word *hay* (/ī/), "there is" or *rey* (ray), "king."

The letter *y* does not represent the English sound in Vietnamese, Hmong, or Haitian Creole. If your students are reading in these languages, provide practice reading additional words with this sound-symbol correspondence.

▪ igh

Help the students think of ways to remember that *igh* stands for /ī/. For example, they could draw a picture of an eye and label it with the word *sight*.

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Day 1

Dance!

Dropping Ending Sounds; *igh* and *though*

Materials

- Teacher and student copies of *Dance!* from Week 8
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *though*
- High-frequency word card review deck

In this lesson, the students:

- Practice dropping ending sounds
- Learn the spelling-sound *igh* /ī/
- Read decodable words
- Learn the high-frequency word *though*
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Dropping Ending Sounds

Have the students repeat each of the following words and then say the word without the last sound:

wet	/wĕ/
chain	/chā/
shut	/shŭ/
time	/tī/
wrote	/rō/
clap	/klă/

2 Introduce the Spelling-Sound *igh* /ī/

Explain that today's sound is /ī/, and have the students say the sound. Point to the spelling *i_e* below the *kite* picture on the "Spelling-Sound Chart" and remind the students that they have already learned that this spelling stands for the sound /ī/. Point to the spelling *igh* on the "Spelling-Sound Chart" and tell the students that the spelling *i-g-h* also stands for the sound /ī/. Write *igh* on your wipe-off board, point to the spelling, and say the letter names. Tell the students that when the letter *i* is followed by the letters *g-h*, the spelling stands for /ī/. Have the students repeat the sound as you point to the spelling.

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Tell the students that they will see the spelling *i-g-h* in the middle and at the end of words. Write the words *bright*, *might*, and *high* on your wipe-off board and have the students read them. Then have the students each trace the spelling *i-g-h* on the table in front of them with one finger as they say /ī/.

3 Read Decodable Words

Write the following words on your wipe-off board:

moonlight	bright
shining	flashlight
globe	daytime

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Word *Though*

though "I like to walk to the store, even though I have a car."

Introduce *though* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *though* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Dance!*

Have the students take the book *Dance!* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What are some of the dances described in this book?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

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GUIDED SPELLING

night	"The sun goes down at night."
high	"The top shelf is too high for me to reach."
move	"It can be hard to move to a new school."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

night: Tell the students that in *night* the sound /ī/ is spelled *i-g-h*.

high: Tell the students that in *high* the sound /ī/ is spelled *i-g-h*.

Day 2

Sunny Days, Starry Nights

_*y* and *once*

Materials

- Teacher and student copies of *Sunny Days, Starry Nights*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 9 Sort" (BLM11)
- Intact copy of "Set 5, Week 9 Sort" (BLM11), prepared ahead
- High-frequency word card for *once*
- High-frequency word card review deck

In this lesson, the students:

- Learn the spelling-sounds _*y* /ē/, /ī/
- Read decodable words
- Learn the high-frequency word *once*
- Review high-frequency words
- Read a new book

1 Introduce the Spelling-Sounds _*y* /ī/, /ē/

Write *yap* and *yellow* on your wipe-off board and read the words with the students. Remind the students that they already know that the letter *y* stands for the sound /y/ at the beginning of words. Explain that today the students will learn two sounds for the letter *y* at the end of words.

Write the words *my*, *try*, and *sky* on your wipe-off board and read the words. Ask:

Q *What sound does the letter* y *stand for at the end of these words?*

After the students have shared, confirm that the letter *y* stands for the sound /ī/. Have the students read the words.

Without erasing *my*, *try*, and *sky*, write the words *happy*, *party*, and *silly* on your wipe-off board. Read the words for the students and ask:

Q *What sound does the letter* y *stand for at the end of these words?*

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After the students have shared, confirm that the letter *y* stands for the sound /ē/. Have the students read the words. Point to each group of words and ask:

Q *What do you notice about the way* y *sounds in the shorter words and the longer words?*

If necessary, point out that the letter *y* at the end of a one-syllable word usually stands for the sound /ī/ and the letter *y* at the end of a two-syllable word usually stands for the sound /ē/. Write the words *bunny*, *fly*, and *furry* on your wipe-off board and have the students read them.

2 Read Decodable Words

Write the following words on your wipe-off board:

sunny	sky
foggy	spy
dark	fight

Point to each word and sweep under it as the students read it.

3 Introduce the Sound Sort

Display the intact "Set 5, Week 9 Sort" sheet (BLM11) and explain that these are the words the students will sort this week. Point to each word and read it aloud. Then have the students read the words as you point to them. Explain that all the words have the sound /ī/.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into groups during independent word work. Tell them that this week, they will sort their words into three groups. Explain that in one group of words, the spelling *i_e* will stand for the sound /ī/, as in *kite*; in the second group of words, the spelling *igh* will stand for the sound /ī/, as in *high*; and in the third group of words, the spelling *_y* will stand for the sound /ī/, as in *my*. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

Teacher Note

You may wish to define *grime* ("dirt"), *knight* ("a soldier from long ago who wore armor and rode a horse"), *pry* ("to separate two things by pulling hard"), and *spike* ("a pointed piece of metal, like a large nail").

You may wish to point out that *night* and *knight* sound the same but are spelled differently, and then define *night* for the students ("the period of time that follows day").

4 Introduce the High-frequency Word *Once*

once "Thanksgiving only happens once a year."

Introduce *once* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *once* to the high-frequency word card review deck.

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5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Read *Sunny Days, Starry Nights*

Distribute a copy of *Sunny Days, Starry Nights* to each student. Tell the students that they will read this book today. Read the title with the students and identify the name of the author. Explain that this is a nonfiction book about why there is night and day. Open to page 3, and ask the students to find today's new word, *once*. Then ask the students to the new word *though* on the same page.

Remind the students that compound words are words made from two smaller words. There are several compound words in this week's book. Write *nighttime*, *daytime*, *starlight*, *moonlight*, and *flashlight* on your wipe-off board and frame each small word as the students read it. Then frame the whole word for the students to read. Write the words *Earth* and *slowly* on your wipe-off board and read them for the students. Have the students say the words.

Tell the students that they will see these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on your wipe-off board as a reminder and place the board where everyone can see it. Then have the students turn to page 1 in their books and read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *Why is it dark at night even though the sun is still shining?*

Q *How does day turn to night and night turn to day?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

Teacher Note

If you have not already done so, clarify that a globe is an object that is shaped like a ball and has a map of Earth on it. If possible, obtain a globe to show the students.

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GUIDED SPELLING

kneel	"When you kneel, you sit on your knees."
dry	"It rained yesterday but today the ground is dry."
great	"I had a great time at school yesterday."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

kneel: Tell the students that in *kneel* the sound /n/ is spelled *k-n* and the sound /ē/ is spelled *e-e*.

dry: Tell the students that in *dry* the sound /ī/ is spelled *y*.

Sunny Days, Starry Nights
Review and Read

Day 3

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *Sunny Days, Starry Nights* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- Group set of the "Individual Reading Observation" sheet (IR1) from Week 7

1 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *Sunny Days, Starry Nights*

Have the students take *Sunny Days, Starry Nights* from their toolboxes and tell them that they will reread this book today. Read the title aloud with the students. Write the words *Earth* and *slowly* on your wipe-off board, read the words, and remind the students that they will see these

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words in today's book. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students reread *Sunny Days, Starry Nights* quietly to themselves.



INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on each student's "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *What can you say to explain why we have day and night?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

The night is dark.

If necessary, guide the students through the sentence, word by word.

Spelling Support

night: Tell the students that in *night* the sound /ī/ is spelled *i-g-h*.

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Week 10

RESOURCES

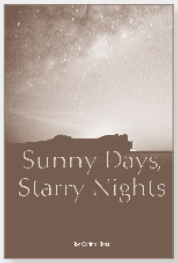
New



Scout's Puppies

by Kenni Alden,
illustrated by Gail Guth

Revisit



Sunny Days, Starry Nights

by Corinn Kintz

Practice or Reteach



Night Skies

by Kenni Alden

Reteaching

- "Reteach with *Night Skies*"

Assessment Resource Book

- Set 5 assessments

High-frequency Word Cards

- *enough*
- *watch*
- *been*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Group Progress Assessment" sheet (GA3)

Reproducible

- "Set 5, Week 10 Sort" (BLM12)

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OVERVIEW

Reading Focus

- *-es* with *_y*
- *-ed* with *_y*

High-frequency Words

- *enough*
- *watch*
- *been*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *enough*, *watch*, and *been* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 10 Sort" (BLM12). Make a copy for each student in the group, plus two. Cut apart the words on each sheet (keeping one copy intact) to create a set of sorting words that end with *y* and a set of sorting words that end with *-ies* and *-ied* for each student in the group and one for yourself. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, make a copy of the "Group Progress Assessment" sheet (GA3); see the Set 5 assessments in of the *Assessment Resource Book*.

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Day 1

Sunny Days, Starry Nights

Dropping Ending Sounds; *-es* with *_y*; *enough* and *watch*

Materials

- Teacher and student copies of *Sunny Days, Starry Nights* from Week 9
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *enough*
- High-frequency word card for *watch*
- High-frequency word card review deck

In this lesson, the students:

- Practice dropping ending sounds
- Learn that *_y* can be changed to *i* when the ending *-es* is added
- Read decodable words
- Learn the high-frequency words *enough* and *watch*
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Dropping Ending Sounds

Have the students repeat each of the following words and then say the word without the last sound:

fish	/fĭ/
jam	/jă/
beg	/bĕ/
light	/lī/
weed	/wē/
sun	/sŭ/

2 Introduce Changing *_y* to *i* with *-es*

Remind the students that they have been learning how to read words that end with *_y*. Remind them that *y* at the end of a one-syllable word usually stands for the sound /ī/ and that the *y* at the end of a two-syllable word usually stands for /ē/. Write the words *try*, *pony*, and *carry* on your wipe-off board and have the students read the words. Ask:

Q *What do you notice about these words?*

After the students have shared, confirm that the words all end with *y*.

Point to the word *try*. Tell the students that you will change the word *try* into *tries*. Erase the letter *y* at the end of *try* and replace it with *i*. Then add the ending *-es* to make the word *tries*. Point to the word and say *tries*. Ask:

Q *What did you see me do to the word* try *to make the word* tries*?*

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After the students have shared, confirm that to change the word *try* into *tries*, you changed the *y* to *i* and added *e-s*. Repeat the procedure with the words *pony* and *carry*.

Write the words that follow on your wipe-off board. For each word, have the students read the word, erase the *y*, replace it with *i*, and add the ending *-es*. Have the students read each new word.

lady	sky
story	baby
berry	cry

3 Read Decodable Words

Write the following words on your wipe-off board:

puppy	growing
puppies	hurries
cries	cleans

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Words *Enough* and *Watch*

enough "We need enough pencils for everyone in our class."

watch "I would rather read a book than watch TV."

Tell the students that they will learn two high-frequency words today. Introduce *enough* and *watch* by saying each word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Sunny Days, Starry Nights*

Have the students take the book *Sunny Days, Starry Nights* from their toolboxes. Tell the students that they will reread this book today. Read the title to the students and ask:

Q *What is this book about?*

Teacher Note

Because the intention in this lesson is to support the students in reading and not spelling, it is unnecessary to explain that the change from *y* to *i* happens only when *y* is preceded by a consonant.

Teacher Note

Add the word cards for *enough* and *watch* to the high-frequency word card review deck.

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Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

GUIDED SPELLING

cries	"A baby cries when she is hungry."
bright	"The sunshine is very bright today."
because	"I feel good because I slept well last night."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

cries: Support the students in identifying and writing the base word, *cry*. Tell them that in *cry* the sound /ī/ is spelled *y*. Then have the students replace *y* with *i* before adding the inflectional ending to write *cries*.

bright: Tell the students that in *bright* the sound /ī/ is spelled *i-g-h*.

Day 2

Scout's Puppies

-ed with _*y*; *been*

Materials

- Teacher and student copies of *Scout's Puppies*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Teacher and student bags of sorting words, prepared ahead from "Set 5, Week 10 Sort" (BLM12)
- Intact copy of "Set 5, Week 10 Sort" (BLM12), prepared ahead
- High-frequency word card for *been*
- High-frequency word card review deck

In this lesson, the students:

- Learn that _*y* can be changed to *i* when the ending *-ed* is added
- Read decodable words
- Learn the high-frequency word *been*
- Review high-frequency words
- Read a new book

1 Introduce Changing _y to *i* with *-ed*

Remind the students that they have been learning that *y* at the end of a word is often changed to *i* when the ending *-es* is added. Write *cry* on your wipe-off board, have the students read the word. Ask:

Q *What will I do to the word* cry *to make the word* cries*?*

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After the students have shared, confirm you will replace the *y* with *i* and added *e-s* to make the word *cries*. Change *cry* to *cries* on your wipe-off board, point to the word, and say *cries*.

Write *cry* on your wipe-off board again. Point to the word. Tell the students that you will change the word *cry* into *cried*. Erase the letter *y* at the end of *cry* and replace it with *i*. Then add the ending *-ed* to make the word *cried*. Point to the word and say *cried*. Ask:

Q *What did you see me do to the word* cry *to make the word* cried*?*

After the students have shared, confirm that to change the word *cry* into *cried*, you changed the *y* to *i* and added *e-d*. Repeat the procedure with the words *try* and *hurry*.

Write the words that follow on your wipe-off board. For each word, have the students read the word, erase the *-y*, replace it with *i*, and add the ending *-ed.* Have the students read each new word.

dry	try
spy	carry
tally	

2 Read Decodable Words

Write the following words on your wipe-off board:

without	explore
nudge	lucky
birth	growl

Point to each word and sweep under it as the students read it.

3 Introduce the Sound Sort

Remind the students that so far they have been sorting words into groups, using a sorting guide. Tell the students that this week they will sort words into pairs, and they will not use a sorting guide. Explain that one card in each pair will be a word that ends with _*y* and the other card will have the same base word with the ending *-es* or *-ed*.

Display the intact "Set 5, Week 10 Sort" sheet (BLM12) and explain that these are the words the students will sort this week. Point to each word and read it. Then have the students read the words as you point to them.

Take the words from your own bag of words and spread them out on the table in front of you. Hold up the *spy* card and read it aloud. Ask:

Q *Can you find the word that starts the same as* spy *but ends with* e-s *or* e-d*?*

Teacher Note

Explain that *tally* means "count."

Decoding Support

Support the students in reading *explore* by framing the syllables. If the students are ready, you might point out that some consonants always stay together in syllables. The spelling *pl* always stays together.

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Confirm that *spies* is the word that matches *spy*. Hold up the *spies* cards and model placing the *spy* and *spies* cards side by side, away from the unsorted cards. Explain that you are putting the words side by side because the word *spies* has the base word *spy* with the ending *-es*.

Hold up the word *dry* and read it aloud. Ask:

Q *Can you find the word that starts the same as* dry *but ends with* e-s *or* e-d*?*

Confirm that *dries* is the word that matches *dry*. Hold up the *dries* card and place the *dry* and *dries* cards side by side.

Distribute one bag of sorting words to each student. Remind the students that they will sort their words into pairs during independent word work. Review that they will not use a sorting guide this week. Explain that they will find pairs of words and put them on the table side by side. Tell them that when they have finished sorting, they will read each word to make sure that one card in each pair is a word that ends with *_y* and the other card is a word that starts with the same letters but ends with *e-s* or *e-d*.

Tell the students that if they need help remembering how to sort their words during independent word work, they may quietly ask another student in their reading group to remind them. Have them put their bags in their toolboxes.

4 Introduce the High-frequency Word *Been*

been "I have been a teacher for ten years."

Introduce *been* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *been* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Read *Scout's Puppies*

Distribute a copy of *Scout's Puppies* to each student. Tell the students that they will read this book today. Read the title with the students and identify the names of the author and illustrator. Explain that this book is about how puppies grow. Open to page 1, and ask the students to find today's new word, *been*. Ask the students to find the new word *enough* on the same page. Then turn to page 7, and ask the students to find the new word *watch*.

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Write the words *eyes*, *about*, *month*, and *before* on your wipe-off board and read them for the students. Have the students say the words. Tell the students that they will see these words in today's book. Explain that they will have to remember them when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Then have the students turn to page 1 in their books and read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What did you learn about puppies?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

lucky	"I feel lucky when I see a rainbow."
dry	"The hot sun will dry the wet grass."
once	"Once upon a time, there were three bears."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

lucky: Tell the students that in *lucky* the sound /ē/ is spelled *y*.

dry: Tell the students that in *dry* the sound /ī/ is spelled *y*.

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Day 3

Scout's Puppies

Review and Read

Materials

- Teacher and student copies of *Scout's Puppies* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- "Group Progress Assessment" sheet (GA3)

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

1 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *Scout's Puppies*

Have the students take *Scout's Puppies* from their toolboxes and tell them that they will reread this book today. Read the title aloud with the students.

Write the words *eyes*, *about*, *month*, and *before* on your wipe-off board, read the words, and remind the students that they will see these words in today's book. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *Scout's Puppies* quietly to themselves.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the group, ask yourself:

- Do the students self-correct by going back to reread or asking for help?
- Are they able to read fluently?

Record your observations on the "Group Progress Assessment" sheet (GA3); see the Set 5 assessments in the *Assessment Resource Book*. Support struggling students by reteaching previous content; see "Reteach with *Night Skies*" on the next page. If you notice students reading on without self-correcting, ask "Does that make sense?" and prompt them to reread. If the students struggle with high-frequency words, provide additional review with the high-frequency word card review deck at another time of the day.

Teacher Note

You may wish to have students who do not require reteaching put *Night Skies* in their toolboxes for independent reading. If so, introduce the words *constellation* and *change* by writing them on your wipe-off board, saying the words, and explaining that the students will see these words in the book.

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4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *How does Scout take care of her puppies?*

Q *What will the puppies do when they go to new homes?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

A puppy can bark.

If necessary, guide the students through the sentence, word by word.

Spelling Support

puppy: Tell the students that in *puppy* the sound /ē/ is spelled *y*.

bark: Tell the students that in *bark* the sound /k/ is spelled *k*.

RETEACHING

Reteach with *Night Skies*

Review the spelling-sounds *igh* /ī/, *_y* /ī/ and /ē/, adding the endings *-es* and *-ed* to words that end with *_y*, and the high-frequency words *though*, *once*, *enough*, *watch*, and *been*. Use *Night Skies* for reading practice.

After reading the title aloud with the students, write the words *constellation* and *change* on your wipe-off board, say the words, and have the students say them. Explain that the students will see these words in today's book. Tell the students that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *Night Skies*.

When all the students have finished reading, ask and briefly discuss:

Q *What did you find out about stars from this book?*

Collect the books or have the students put their books in their toolboxes.

Teacher Note

If you have students who are struggling to learn the sounds and words you have taught in the previous two weeks, you might provide an additional week of instruction before introducing new sounds and words. For more information, see "Reteaching" in the Introduction.

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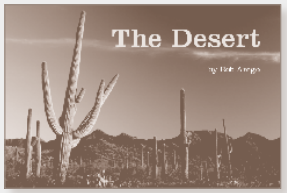
Week 11

RESOURCES

New



The Desert

by Rob Arego

Revisit



Scout's Puppies

by Kenni Alden,
illustrated by Gail Guth

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)

Sound Card

- *ou* /ou/

High-frequency Word Cards

- *few*
- *kind*
- *find*
- *mind*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Individual Reading Observation" sheet (IR1)

Reproducible

- "Set 5, Week 11 Sort" (BLM13)

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OVERVIEW

Spelling-Sound Focus	High-frequency Words
▪ *ou* /ou/	▪ *few* ▪ *kind* ▪ *find* ▪ *mind*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *few*, *kind*, *find*, and *mind* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 11 Sort" (BLM13). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to make a set for sorting words with the spelling-sounds *ow* /ou/ and *ou* /ou/ for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, add the sound card for *ou* to the sound card review deck.

ELL SUPPORT

▪ **ou**

If the students are reading Spanish, you may wish to note that the sound /ou/ in Spanish is spelled *au*. Explain to the students that /ou/ is the same sound they hear in the words *aullido* (ow-YEE-doh), "howl," and *causa* (KOW-sah), "cause."

▪ **/ou/**

English Language Learners may benefit from additional practice identifying words with the sound /ou/. Have them identify the /ou/ word in each of the following word pairs: *found/phone*, *ground/grow*, and *out/owe*.

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Day 1

Scout's Puppies

Dropping Ending Sounds; *ou* and *few*

Materials

- Teacher and student copies of *Scout's Puppies* from Week 10
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *few*
- High-frequency word card review deck

In this lesson, the students:

- Practice dropping ending sounds
- Learn the spelling-sound *ou* /ou/
- Learn the high-frequency word *few*
- Read decodable words
- Review high-frequency words
- Read a familiar book

1 Phonological Awareness: Dropping Ending Sounds

Have the students repeat each of the following words and then say the word without the last sound:

past	/păs/
mask	/măs/
pond	/pŏn/
belt	/bĕl/
pulp	/pŭl/

2 Introduce the Spelling-Sound *ou* /ou/

Explain that today's sound is /ou/, and have the students say the sound. Point to the spelling *ow* below the *clown* picture on the "Spelling-Sound Chart" and remind the students that they have already learned that this spelling stands for the sound /ou/. Point to the spelling *ou* on the "Spelling-Sound Chart" and tell the students that the spelling *ou* also stands for the sound /ou/. Write *ou* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /ou/. Have the students repeat the sound as you point to the spelling.

Tell the students that they will usually see the spelling *ou* at the beginning or in the middle of words. Write the words *loud*, *sound*, and *out* on your wipe-off board and have the students read them. Then have the students each trace the spelling *ou* on the table in front of them with one finger as they say /ou/.

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3 Read Decodable Words

Write the following words on your wipe-off board:

mouse	clouds
drown	tunnels
found	slow

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Word *Few*

few "There are only a few sharp pencils in the writing area."

Introduce *few* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *few* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Scout's Puppies*

Have the students take the book *Scout's Puppies* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about how puppies grow?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

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GUIDED SPELLING

flies	"A bee flies from flower to flower."
cloud	"There is not one cloud in the sky."
been	"Have you ever been to a zoo?"

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

flies: Support the students in identifying and writing the base word, *fly*. Tell them that in *fly* the sound /ī/ is spelled *y*. Then have the students replace *y* with *i* before adding the inflectional ending to write *flies*.

cloud: Tell the students that in *cloud* the sound /ou/ is spelled *o-u*.

Day 2

The Desert

kind, *find*, and *mind*

Materials

- Teacher and student copies of *The Desert*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 11 Sort" (BLM13)
- Intact copy of "Set 5, Week 11 Sort" (BLM13), prepared ahead
- High-frequency word cards for *kind*, *find*, and *mind*
- High-frequency word card review deck

Decoding Support

Support the students in reading *rainstorms* and *pronghorns* by having them read each smaller word separately before reading the entire word.

Explain the pronghorns are animals like deer.

In this lesson, the students:

- Read decodable words
- Learn the high-frequency words *kind*, *find*, and *mind*
- Review high-frequency words
- Read a new book

1 Read Decodable Words

Write the following words on your wipe-off board:

ground	bobcat
toad	pronghorns
out	rainstorms

Point to each word and sweep under it as the students read it.

2 Introduce the Sound Sort

Display the intact "Set 5, Week 11 Sort" sheet (BLM13) and explain that these are the words the students will sort this week. Point to each word and read it. Then have the students read the words as you point to them.

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Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Tell them that in one group of words, the spelling *ow* will stand for the sound /ou/, as in *clown*. In the other group of words, the spelling *ou* will stand for the sound /ou/, as in *shout*. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

3 Introduce the High-frequency Words *Kind*, *Find*, and *Mind*

kind	"Peaches are my favorite kind of fruit."
find	"I couldn't find my car keys this morning."
mind	"I don't mind rainy days."

Tell the students that today they will learn three high-frequency words that rhyme and that are spelled almost the same way. Introduce *kind*, *find*, and *mind* by saying each word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word cards for *kind*, *find*, and *mind* to the high-frequency word card review deck.

4 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

5 Read *The Desert*

Distribute a copy of *The Desert* to each student. Read the title to the students and identify the name of the author. Tell the students that they will read this book today. Explain that this is a nonfiction book about animals and plants that live in the desert. Clarify that a desert is an area of land that gets very little rain. Tell the students they will find all of today's new words in this book. Open to page 1, and have the students find *few*. Turn to page 2, and ask the students to find *kinds*. Turn to page 3, and ask the students to find *find*. Then turn to page 9, and ask the students to find *mind*.

Write the words *bush* and *cactus* on your wipe-off board and have the students read the words. Add the inflectional ending *-es* to each word, and remind the students that this ending means "more than one." Have the students read the new words, and remind them that adding *e-s* to a word can create another syllable. Write the words *desert*, *place*, and *behind* on your wipe-off board and read them for the students. Have the students say the words. Tell the students that they will see these words in today's book. Explain that they will have to remember these words

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when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Have the students turn to page 1 in their books and read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What animals live in the desert?*

Q *What do the animals do during the day? What do they do at night?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

ground	"I can reach down and touch the ground."
night	"We can see the moon at night."
watch	"I like to watch soccer games."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

ground: Tell the students that in *ground* the sound /ou/ is spelled *o-u*.

night: Tell the students that in *night* the sound /ī/ is spelled *i-g-h*.

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The Desert
Review and Reread

Day 3

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

1 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *The Desert*

Have the students take *The Desert* from their toolboxes, and tell them that they will reread this book today. Read the title aloud with the students. Write the words *desert*, *place*, *behind*, *cactuses*, and *bushes* on your wipe-off board, say the words, and remind the students that they will see these words in today's book. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *The Desert* quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on each student's "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

Materials

- Teacher and student copies of *The Desert* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- Group set of the "Individual Reading Observation" sheet (IR1) from Week 9

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4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *What is the desert like?*

Q *What did you read about the animals in this book?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

We found a toad.

If necessary, guide the students through the sentence, word by word.

Spelling Support

found: Tell the students that in *found* the sound /ou/ is spelled *o-u*.

toad: Tell the students that in *toad* the sound /ō/ is spelled *o-a*.

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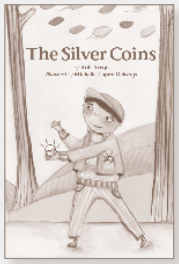
Week 12

RESOURCES

New



The Silver Coins

by Rob Arego,
illustrated by
Michelle Lopez Deksnys

Revisit



The Desert

by Rob Arego

Practice



The Four Seasons

by Rob Arego

Reteaching

- "Reteach with *The Four Seasons*"

Assessment Resource Book

- Set 5 assessments

Sound Cards

- *oi* /oi/
- *oy* /oi/

High-frequency Word Cards

- *word*
- *four*
- *answer*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Mastery Test 11" record (MT11)
- "Mastery Test 11 Student Card" (SC11)

Reproducible

- "Set 5, Week 12 Sort" (BLM14)

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OVERVIEW

Spelling-Sound Focus

- *oi* /oi/
- *oy* /oi/

High-frequency Words

- *word*
- *four*
- *answer*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *word*, *four*, and *answer* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 12 Sort" (BLM14). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to make a set of sorting words for *oi* /oi/ and *oy* /oi/ for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, make a copy of "Mastery Test 11" record (MT11) for each student in the group; see the Set 5 assessments in the *Assessment Resource Book*.

✓ Prior to Day 3, make one copy of "Mastery Test 11 Student Card" (SC11); see the Set 5 assessments in the *Assessment Resource Book*.

✓ Prior to Day 3, add the sound cards for *oi* and *oy* to the sound card review deck.

ELL SUPPORT

- **oi, oy**

  The diphthong /oi/ does not occur in Vietnamese. In Chinese, such blended vowel sounds are clipped, with smaller tongue and lip movements. Speakers of Hmong may also have difficulty with the sound. If necessary, provide additional practice pronouncing words with this sound, such as *coin*, *moist*, and *voice*. Model producing the sound by changing the mouth and lip from rounded to smiling widely and sustaining each sound for emphasis.

(continues)

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ELL SUPPORT *(continued)*

- **oi, oy**

  The diphthong /oi/ occurs in Spanish and, like English, is spelled *oi* inside a word and *oy* at the end of a word. If your students are reading Spanish, make the connection using the examples *boina* (BOY-nah), "beret," and *hoy* (oy), "today."

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The Desert

Dropping Ending Sounds; *oi*; *word* and *four*

Day 1

In this lesson, the students:

- Practice dropping ending sounds
- Learn the spelling-sound *oi* /oi/
- Read decodable words
- Learn the high-frequency words *word* and *four*
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *The Desert* from Week 11
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *word*
- High-frequency word card for *four*
- High-frequency word card review deck

1 Phonological Awareness: Dropping Ending Sounds

Have the students repeat each of the following words and then say the word without the last sound:

melt	/mĕl/
paint	/pān/
vest	/vĕs/
shelf	/shĕl/
toast	/tōs/
find	/fīn/

2 Introduce the Spelling-Sound *oi* /oi/

Explain that today's sound is /oi/, and have the students say the sound. Point to the *toy* picture on the "Spelling-Sound Chart." Explain that the *toy* picture will help them remember the sound /oi/ because the word *toy* ends with the sound /oi/. Point to the spelling *oi* on the "Spelling-Sound Chart" and tell the students that the spelling *o-i* stands for the sound /oi/.

Write *oi* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /oi/. Have the students repeat the sound as you point to the spelling.

Tell the students that they will see the spelling *o-i* at the beginning and in the middle of words. Write the words *oil*, *point*, and *boil* on your wipe-off board and have the students read them. Then have the students each trace the spelling *o-i* on the table in front of them as they say /oi/.

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3 Read Decodable Words

Write the following words on your wipe-off board:

town	soil
sound	grew
silver	join

Point to each word and sweep under it as the students read it.

4 Introduce the High-frequency Words *Word* and *Four*

word	"Today I learned how to read a new word."
four	"Dogs walk on four legs."

Tell the students that today they will learn two high-frequency words. Introduce *word* and *four* by saying each word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time. You may wish to point out that the students have already learned the word *for*. Write *for* on your wipe-off board. Remind the students that when the word is spelled *f-o-r*, it is used in sentences like "I drew a picture for my mom." Explain that today's word is the number four, as in "I have four pens."

Teacher Note

Add the word cards for *word* and *four* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *The Desert*

Have the students take the book *The Desert* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What animals do you like in this book?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

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GUIDED SPELLING

proud	"I am very proud of my students."
coins	"Nickels and dimes are two kinds of coins."
few	"A few students are absent today."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

proud: Tell the students that in *proud* the sound /ou/ is spelled *o-u*.

coins: Support the students in writing the base word, *coin*, before adding the inflectional ending to write *coins*.

The Silver Coins

oy and *answer*

Day 2

In this lesson, the students:

- Learn the spelling-sound *oy* /oi/
- Read decodable words
- Learn the high-frequency word *answer*
- Review high-frequency words
- Read a new book

Materials

- Teacher and student copies of *The Silver Coins*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 12 Sort" (BLM14)
- Intact copy of "Set 5, Week 12 Sort" (BLM14), prepared ahead
- High-frequency word card for *answer*
- High-frequency word card review deck

1 Introduce the Spelling-Sound *oy* /oi/

Explain that today's sound is /oi/, and have the students say the sound. Point to the spelling *oi* below the *toy* picture on the "Spelling-Sound Chart" and remind the students that they have already learned that the spelling *oi* stands for the sound /oi/. Point to the spelling *oy* on the "Spelling-Sound Chart" and tell the students that the spelling *o-y* also stands for the sound /oi/.

Write *oy* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /oi/. Have the students repeat the sound as you point to the spelling.

Tell the students that they will usually see the spelling *oy* at the end of words. Write the words *toy*, *enjoy*, and *boy* on your wipe-off board and have the students read them. Then have the students each trace the spelling *o-y* on the table in front of them as they say /oi/.

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2 Read Decodable Words

Write the following words on your wipe-off board:

toys	boy
smiled	boil
sly	loud

Point to each word and sweep under it as the students read it.

Teacher Note

Explain that *sly* means "tricky."

3 Introduce the Sound Sort

Display the intact "Set 5, Week 12 Sort" sheet (BLM14) and explain that these are the words the students will sort this week. Point to each word and read it. Then have the students read the words as you point to them. Explain that all of the words have the sound /oi/.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Tell them that in one group of words, the spelling *o-i* will stand for the sound /oi/, as in *boil;* in the other group, the spelling *o-y* will stand for the sound /oi/, as in *toy*. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

Teacher Note

You may wish to explain that *moist* means "a little bit wet," *soil* is another word for "dirt," and *joint* is "the connection between bones, such as the elbow joint or the knee joint."

4 Introduce the High-frequency Word *Answer*

answer "We raise our hands when we want to answer a question."

Introduce *answer* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *answer* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Read *The Silver Coins*

Distribute a copy of *The Silver Coins* to each student. Tell the students that they will read this book today. Read the title with the students and identify the names of the author and illustrator. Tell the students that this story is about a boy who must choose what to do with his family's money. Open to page 5, and ask the students to find today's new word, *answered*. If necessary, point out the inflectional ending *e-d* at the end of the word. Turn back to page 2 and have the students find the new word *four*. Then ask the students to find the new word *words* on the same page.

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Write the words *empty*, *magic*, and *voice* on your wipe-off board and read them for the students. Have the students say the words. Tell the students that they will see these words in today's book. Explain they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students turn to page 1 in their books and read the story quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *Why does the boy go to town?*

Q *What happens on the way to town?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

shout	"It is not necessary to shout indoors."
boy	"My sister just had a baby boy."
find	"Our classroom is easy to find."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

shout: Tell the students that in *shout* the sound /ou/ is spelled *o-u*.

boy: Remind the students that the sound /oi/ at the end of a word is usually spelled *o-y*. Tell the students that in *boy* the sound /oi/ is spelled *o-y*.

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Day 3

The Silver Coins

Review and Reread

Materials

- Teacher and student copies of *The Silver Coins* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- "Mastery Test 11" record (MT11) for each student
- One copy of "Mastery Test 11 Student Card" (SC11)

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

1 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *The Silver Coins*

Have the students take *The Silver Coins* from their toolboxes and tell them that they will reread this story today. Read the title aloud with the students. Write the words *empty*, *magic*, and *voice* on your wipe-off board, say the words, and remind the students that they will see these words in today's book. Remind them that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *The Silver Coins* quietly to themselves.

4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *Why does the boy give coins to the old man?*

Q *What do you think the boy's mother will say?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

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MASTERY TEST ASSESSMENT NOTE

Administer Mastery Test 11 after this lesson, using "Mastery Test 11" (MT11) and "Mastery Test 11 Student Card" (SC11); see the Set 5 assessments in the *Assessment Resource Book*.

If you identify students who need to repeat instruction, first determine which sounds and high-frequency words the student missed. Then use "Reteach with *Night Skies*" on page 117 and "Reteach with *The Four Seasons*" below to reteach needed content. Administer Mastery Test 11 again after reteaching.

Teacher Note

You may wish to have students who do not require reteaching put *The Four Seasons* in their toolboxes for independent reading. If so, introduce the words *season*, *shorter*, *longer*, *colder*, and *warmer* by writing them on your wipe-off board, saying the words, and explaining that the students will see these words in the book. You may wish to tell the students that *-er* at the end of a describing word usually means "more." *Shorter* means "more short." *Colder* means "more cold."

GUIDED SPELLING

Children like toys.

If necessary, guide the students through the sentence, word by word.

Spelling Support

like: Tell the students that in *like* the sound /ī/ is spelled *i_e*.

toys: Support the students in writing the base word, *toy*. Remind the students that the sound /oi/ at the end of a word is usually spelled *o-y*. Tell the students that in *toy* the sound /oi/ is spelled *o-y*. Then support the students in adding the inflectional ending to write *toys*.

Teacher Note

Mastery Test 11 follows this lesson. You may wish to omit Guided Spelling today and use the time to administer mastery tests. Have the students read books from previous weeks during this time.

RETEACHING

Reteach with *The Four Seasons*

Review the spelling-sounds /ou/ spelled *ou* and *ow*, /oi/ spelled and *oi* and *oy*, and the high-frequency words *kind*, *mind*, *find*, *word*, *four*, and *answer*. Use *The Four Seasons* for reading practice.

Explain that this is a nonfiction book about seasons of the year. Have the students name the seasons. After reading the title aloud to the students, write the words *season*, *shorter*, *longer*, *colder*, and *warmer* on your wipe-off board, say the words, and have the students say them. You may wish to tell the students that the spelling *er* at the end of a describing word usually means "more." *Shorter* means "more short." *Colder* means "more cold."

Teacher Note

If you have students who are struggling to learn the sounds and words you have taught in the previous two weeks, you might provide an additional week of instruction before introducing new sounds and words. For more information, see "Reteaching" in the Introduction.

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Explain that the students will see these words in today's book. Tell the students that they will have to remember these words when they see them, or ask you for help. Leave the words on your wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *The Four Seasons*.

When all the students have finished reading, ask and briefly discuss:

Q *What happens in the winter where we live?*

Q *What happens in the summer where we live?*

Collect the books or have the students put their books in their toolboxes.

Teacher Note

Administer Mastery Test 11 again after reteaching. See "Mastery Test Assessment Note" on the previous page.

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Week 13

RESOURCES

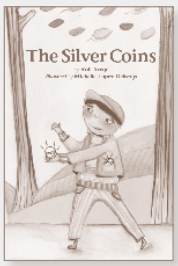
New



Grizzly Bears

by Lucy Bledsoe,
illustrated by
Barbara Gibson

Revisit



The Silver Coins

by Rob Arego,
illustrated by
Michelle Lopez Deksnys

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)

Sound Cards

- *au* /aw/
- *aw* /aw/

High-frequency Word Cards

- *learn*
- *young*
- *large*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Individual Reading Observation" sheet (IR1)

Reproducibles

- "Set 5, Week 13 Sort" (BLM15)
- (Optional) "High-frequency Words Review 9" (BLM16)

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OVERVIEW

Spelling-Sound Focus	High-frequency Words
▪ *au* /aw/	▪ *learn*
▪ *aw* /aw/	▪ *young*
	▪ *large*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *learn*, *young*, and *large* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 13 Sort" (BLM15). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to create a set of sorting words with spelling-sounds *au* /aw/ and *aw* /aw/ for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, add the sound cards for *au* and *aw* to the sound card review deck.

✓ (Optional) If you plan to integrate the new high-frequency words in the word work area, visit the CCC Learning Hub (ccclearninghub.org) to access and print "High-frequency Words Review 9" (BLM16). See "Independent Work Connections" on page 149.

ELL SUPPORT

▪ **au, aw**

The complex vowel sound /aw/ doesn't occur in Spanish, Hmong, or Korean. Model how to produce /aw/ by pressing in the corners of the mouth, dropping the jaw, and shifting the tongue back in the mouth and raising it, with the tip of the tongue toward but not touching the roof of the mouth. Provide time for the students to hear, feel, and experiment with the sound.

(continues)

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ELL SUPPORT *(continued)*

- **large**

  In Spanish, Vietnamese, or Hmong there is no equivalent sound for final /j/. Spanish-speaking students may substitute /ch/ for /j/. Model how to produce /j/ by pursing the lips, placing the tongue behind the bony ridge at the roof of the mouth to stop air flow, and then releasing the air flow, vibrating the vocal cords.

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The Silver Coins

Dropping Ending Sounds; *au*; *learn* and *young*

Day 1

In this lesson, the students:

- Practice dropping ending sounds
- Learn the spelling-sound *au* /aw/
- Read decodable words
- Learn the high-frequency words *learn* and *young*
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *The Silver Coins* from Week 12
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *learn*
- High-frequency word card for *young*
- High-frequency word card review deck

1 Phonological Awareness: Dropping Ending Sounds

Have the students repeat each of the following words and then say the word without the last sound:

gift	/gĭf/
wild	/wīl/
post	/pōs/
last	/lăs/
camp	/kăm/
task	/tăs/

2 Introduce the Spelling-Sound *au* /aw/

Explain that today's sound is /aw/, and have the students say the sound. Point to the *saw* picture on the "Spelling-Sound Chart." Explain that the picture of the saw will help them remember the sound /aw/ because the word *saw* ends with the sound /aw/. Point to the spelling *au* on the "Spelling-Sound Chart" and tell the students that this spelling stands for /aw/.

Write *au* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /aw/. Have the students repeat the sound as you point to the spelling.

Tell the students that they will usually see the spelling *au* at the beginning and in the middle of words. Write the words *August*, *pause*, and *sauce* on your wipe-off board and have the students read them. Then have the students each trace the spelling *au* on the table in front of them with one finger as they say /aw/.

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3 Read Decodable Words

Write the following words on your wipe-off board:

haunches	pounds
haul	moose
brown	point

Point to each word and sweep under it as the students read it.

Teacher Note

You may wish to explain that *haunches* are the upper part of the legs on an animal, such as a bear, and that *haul* means "carry something heavy."

4 Introduce the High-frequency Words *Learn* and *Young*

learn	"We learn many things at school."
young	"A young bear is called a cub."

Tell the students that today they will learn two high-frequency words. Introduce *learn* and *young* by saying each word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word cards for *learn* and *young* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *The Silver Coins*

Have the students take the book *The Silver Coins* from their toolboxes. Tell the students that they will reread this book today. Read the title to the students and ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

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GUIDED SPELLING

haunt	"Some people think that there are ghosts that haunt old houses."
soil	"We planted flower seeds in the soil."
word	"*Soil* is another word for *dirt*."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

haunt: Tell the students that in *haunt* the sound /aw/ is spelled *a-u*.

soil: Tell the students that in *soil* the sound /oi/ is spelled *o-i*.

Grizzly Bears
aw and *large*

Day 2

In this lesson, the students:

- Learn the spelling-sound *aw* /aw/
- Read decodable words
- Learn the high-frequency word *large*
- Review high-frequency words
- Read a new book

Materials

- Teacher and student copies of *Grizzly Bears*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 13 Sort" (BLM15)
- Intact copy of "Set 5, Week 13 Sort" (BLM15), prepared ahead
- High-frequency word card for *large*
- High-frequency word card review deck

1 Introduce the Spelling-Sound *aw* /aw/

Explain that today's sound is /aw/, and have the students say the sound. Point to the spelling *au* below the *saw* picture on the "Spelling-Sound Chart" and remind the students that they have already learned that the spelling *au* stands for the sound /aw/. Point to the spelling *aw* on the "Spelling-Sound Chart" and tell the students that the spelling *aw* also stands for the sound /aw/.

Write *aw* on your wipe-off board, point to the spelling, and say the letter names. Point to the spelling again and say /aw/. Have the students repeat the sound as you point to the spelling.

Tell the students that they will usually see the spelling *aw* in the middle and at the end of words. Write the words *draw*, *hawk*, and *saw* on your wipe-off board and have the students read them. Then have the students each trace the spelling *aw* on the table in front of them with one finger as they say /aw/.

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2 Read Decodable Words

Write the following words on your wipe-off board:

birth	paws
numbers	raw
claw	platforms

Point to each word and sweep under it as the students read it.

3 Introduce the Sound Sort

Display the intact "Set 5, Week 13 Sort" sheet (BLM15) and explain that these are the words the students will sort this week. Point to each word and read it aloud. Then have the students read the words as you point to them. Explain that all of the words have the sound /aw/.

Teacher Note

Explain that a *fawn* is a baby deer.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Tell them that in one group of words, the spelling *au* will stand for the sound /aw/, as in *haunt*. In the other group of words, the spelling *aw* will stand for the sound /aw/, as in *draw*. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

4 Introduce the High-frequency Word *Large*

large "Whales can be very large."

Introduce *large* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *large* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Read *Grizzly Bears*

Distribute a copy of *Grizzly* Bears to each student. Tell the students that they will read this book today. Read the title to the students and identify the names of the author and illustrator. Explain that this is a nonfiction book about grizzly bears. Open to page 2, and ask the students to find today's new word, *large*. Turn to page 11, and ask the students to find the new word *young*. Then ask the students to find the new word *learn* on the same page.

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Write the words *dawn* and *dusk* on your wipe-off board and have the students read the words. Explain that *dawn* is the time when the sun is first coming up in the morning and *dusk* is the time when the sun is going down. Then write the words *grizzly*, *bear*, *away*, and *months* on your wipe-off board and read them for the students. Have the students say the words. Then write the number *1,000* on your wipe-off board and explain that this number means "one thousand." Tell the students that they will see this number and these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Have the students turn to page 1 in their books and read the story quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *What do grizzly bears look like?*

Q *What do grizzly bears eat?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

dawn	"Some people wake up before dawn."
crush	"I crush water bottles before I recycle them."
answer	"I will try to answer all your questions."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

dawn: Tell the students that in *dawn* the sound /aw/ is spelled *a-w*.

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Day 3

Grizzly Bears
Review and Reread

Materials

- Teacher and student copies of *Grizzly Bears* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- Group set of the "Individual Reading Observation" sheet (IR1) from Week 11

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

1 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *Grizzly Bears*

Have the students take *Grizzly Bears* from their toolboxes and tell them that they will reread this book today. Read the title aloud with the students. Write the words *grizzly*, *bear*, *away*, and *months* and the number *1,000* on your wipe-off board, say the words and the number, and remind the students that they will see these them in today's book. Remind the students that they will have to remember these words and the number when they see them, or ask for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *Grizzly Bears* quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on each student's "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

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4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *What did you learn about grizzly bears?*

Q *Why are grizzly bears interesting to watch?*

Have the students return their books to their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

Cubs eat raw meat.

If necessary, guide the students through the sentence, word by word.

Spelling Support

cubs: Support the students in writing the base word, *cub*, before adding the inflectional ending to write *cubs*.

eat: Tell the students that in *eat* the sound /ē/ is spelled *e-a*.

raw: Tell the students that in *raw* the sound /aw/ is spelled *a-w*.

meat: Tell the students that in *meat* the sound /ē/ is spelled *e-a*.

Independent Work Connections

- You may wish to use "High-frequency Words Review 9" (BLM16) to have the students practice high-frequency words using any activities you have introduced. If you decide to add these words, we recommend printing them on colored paper or identifying them by color in another way (for example, by using colored dots or colored baskets). Show these to the students and tell them which color set of words to use during independent word work.

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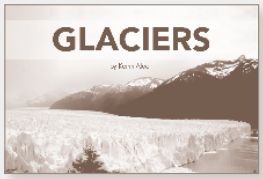
Week 14

RESOURCES

New



Glaciers

by Kenni Alden

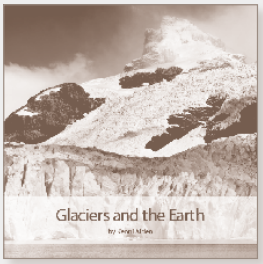
Revisit



Grizzly Bears

by Lucy Bledsoe, illustrated by Barbara Gibson

Practice or Reteach



Glaciers and the Earth

by Kenni Alden

Reteaching

- "Reteach with *Glaciers and the Earth*"

Assessment Resource Book

- Set 5 assessments

Sound Cards

- *ce* /s/
- *ci* /s/
- *cy* /s/

High-frequency Word Cards

- *earth*
- *most*
- *change*

Wipe-off Boards

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Mastery Test 12" record (MT12)
- "Mastery Test 12 Student Card" (SC12)

Reproducible

- "Set 5, Week 14 Sort" (BLM17)

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OVERVIEW

Spelling-Sound Focus

- *ce, ci, cy* /s/ (circle)

High-frequency Words

- *earth*
- *most*
- *change*

DO AHEAD

✓ Prior to Day 1, add high-frequency word cards for *earth*, *most*, and *change* to the word wall if they are not already displayed.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Set 5, Week 14 Sort" (BLM17). Make a copy for each student in the group, plus one. Cut apart the words on each sheet (keeping one copy intact) to create a set of sorting words for the spelling-sounds *c* /k/ and *c* /s/ for each student in the group. Place each set of words in a resealable plastic bag.

✓ Prior to Day 3, add the sound cards for *ce*, *ci*, and *cy* to the sound card review deck.

✓ Prior to Day 3, make a copy of the "Mastery Test 12" record (MT12) for each student in the group; see the Set 5 assessments in the *Assessment Resource Book*.

✓ Prior to Day 3, make one copy of "Mastery Test 12 Student Card" (SC12); see the Set 5 assessments in the *Assessment Resource Book*.

ELL SUPPORT

- **ci, ce, cy**

  If your students are reading Spanish, you can help them remember spelling-sound relationships by making connections between English and Spanish words. When you introduce the sound of soft *c*, reinforce the students' understanding by introducing the English/Spanish cognate pair *circle/círculo* (SIHR-koo-loh).

(continues)

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ELL SUPPORT *(continued)*

ci, ce, cy

In Spanish, as in English, the letter *c* stands for both a soft (/s/) and a hard (/k/) sound. The /s/ sound is spelled *ci* and *ce* in words like *cero* (SAIR-oh), "zero," and *cena* (SAY-nah), "dinner." However, when *ce* appears at the end of a word it is a separate open syllable pronounced *say*. The final letter pattern *cy* does not occur in Spanish.

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Grizzly Bears

Dropping Ending Sounds; *ce*, *ci*, and *cy*; *earth* and *most*

Day 1

In this lesson, the students:

- Practice dropping ending sounds
- Learn the spelling-sounds *ce*, *ci*, *cy* /s/
- Read decodable words
- Learn the high-frequency words *earth* and *most*
- Review high-frequency words
- Read a familiar book

Materials

- Teacher and student copies of *Grizzly Bears* from Week 13
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *earth*
- High-frequency word card for *most*
- High-frequency word card review deck

1 Phonological Awareness: Dropping Ending Sounds

Have the students repeat each of the following words and then say the word without the last sound:

hunt	/hŭn/
self	/sĕl/
milk	/mĭl/
child	/chīl/
ramp	/răm/
post	/pōs/

2 Introduce the Spelling-Sounds *ce*, *ci*, *cy* /s/

Write the words *can*, *come*, and *cot* on your wipe-off board and have the students read the words. Underline all instances of the letter *c*. Ask:

Q *What sound does the letter* c *stand for in these words?*

Confirm that the letter *c* stands for the sound /k/ in each word. Then write the words *place*, *pencil*, and *fancy*. Underline all instances of the letter *c*, and then read the words aloud. Ask:

Q *What sound does the letter* c *stand for in these words?*

Confirm that the letter *c* stands for the sound /s/ in each word. Explain that when the letter *c* is followed by the letter *e*, *i*, or *y*, it stands for the sound /s/. Underline the *e*, *i*, and *y* in *place*, *pencil*, and *fancy* and say /s/ as you point to each spelling. Have the students read each word as you sweep under it. Then have the students each trace the spellings *c*-*e*, *c*-*i*, and *c*-*y* on the table in front of them with one finger as they say /s/.

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3 Read Decodable Words

Write the following words on your wipe-off board:

icy	center
crouch	count
city	force

Point to each word and sweep under it as the students read it.

Teacher Note

If necessary, support the students by underlining the letter after *c* and asking:

Q *Is there an* e, i, *or* y *after the letter* c*? What sound will the* c *stand for?*

4 Introduce the High-frequency Words *Earth* and *Most*

earth	"A tree's roots grow down into the earth."
most	"Most of my friends are teachers."

Tell the students that today they will learn two high-frequency words. Introduce *earth* and *most* by saying each word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word cards for *earth* and *most* to the high-frequency word card review deck.

5 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

6 Reread *Grizzly Bears*

Have the students take the book *Grizzly Bears* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking with the group. Then have the students read the book quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

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GUIDED SPELLING

melted "The ice cube melted into a puddle of water."

place "The students place their backpacks in their cubbies."

learn "I want to learn to play the piano."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

melted: Support the students in writing the base word, *melt*, before adding the inflectional ending to write *melted*.

place: Tell the students that in *place* the sound /ā/ is spelled *a_e* and the sound /s/ is spelled *c*.

Glaciers
change

Day 2

In this lesson, the students:

- Read decodable words
- Learn the high-frequency word *change*
- Review high-frequency words
- Read a new book

Materials

- Teacher and student copies of *Glaciers*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting words, prepared ahead from "Set 5, Week 14 Sort" (BLM17)
- Intact copy of "Set 5, Week 14 Sort" (BLM17), prepared ahead
- High-frequency word card for *change*
- High-frequency word card review deck

1 Read Decodable Words

Write the following words on your wipe-off board:

fleecy	edges
cracks	snowflakes
fence	freeze

Point to each word and sweep under it as the students read it.

2 Introduce the Sound Sort

Display the intact "Set 5, Week 14 Sort" sheet (BLM17) and explain that these are the words the students will sort this week. Point to each

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word and read it aloud. Then have the students read the words as you point to them. Explain that all of the words have the letter *c* in them.

Distribute one bag of sorting words to each student. Remind the students that they will sort these words into two groups during independent word work. Tell them that in one group of words, the letter *c* will stand for the sound /k/, and in the other group of words, the letter *c* will stand for the sound /s/. Remind them that after they have sorted, they will check their sorts by reading each word to make sure it is in the right group.

Have the students put their bags in their toolboxes.

3 Introduce the High-frequency Word *Change*

change "I like to watch the trees as the seasons change."

Introduce *change* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

Teacher Note

Add the word card for *change* to the high-frequency word card review deck.

4 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

5 Read *Glaciers*

TEKS 9.D.v
Student/Teacher Narrative
Step 5
(second paragraph)

Distribute a copy of *Glaciers* to each student. Tell the students that they will read this book today. Read the title to the students and identify the name of the author. Explain that this is a nonfiction book about glaciers, which are large sheets of ice. Open to page 5, and ask the students to find today's new word, *change*. Turn back to page 2, and ask the students to find the new word *earth*. Then point to page 3, and ask the students to find the new word *most*.

Teacher Note

If the students notice that the spelling *ci* does not represent the sound /s/, explain that there are exceptions in many words, and that this is one. You might also point out that some people do pronounce the word as GLAY-see-uhrs.

Tell the students that this book has special features that help readers find and understand important information. Turn to the Contents on page 1. Explain that this feature lists the sections in the book and the page on which each one starts. Read the first item in the Contents aloud with the page number. Explain that this tells readers that they can find out what glaciers are on page 2. Then turn to page 2 and point out the heading. Explain that headings are usually shown in larger print.

Tell the students that another feature that authors sometimes use in books is bold type. Explain that letters in bold type are thicker than other letters, so words with bold letters stand out in a sentence. Turn to page 5. Have the students find the word that is in bold type (*fleecy*). Explain that the author put this word in bold type to show that the word is important and to let readers know that the word is listed in the glossary. Explain

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that a glossary gives the meanings of important words in the book. Turn to page 14 and tell the students that a glossary is often found at the end of the book. Have the students find the word *fleecy* in the glossary. Read the definition to the students. Then explain that they when they read this book, they will look for other words in bold type and, if necessary, look up their meanings in the glossary.

Write the words *glacier*, *gravity*, *heavy* and *recedes* on your wipe-off board and read them for the students. Have the students say the words. Explain that *recedes* means "moves back." Tell the students that they will see these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it. Have the students turn to page 1 in their books and read the story quietly to themselves.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, ask and briefly discuss:

Q *How are glaciers formed?*

Q *What else did you read about glaciers?*

Have the students put their books in their toolboxes. Remind them that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

GUIDED SPELLING

force	"The force of gravity makes things drop to the ground."
icy	"Be careful walking on icy sidewalks."
large	"Tigers are large cats."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

Spelling Support

force: Tell the students that in *force* the sound /ôr/ is spelled *o-r* and the sound /s/ is spelled *c-e*.

icy: Tell the students that in *icy* the sound /s/ is spelled *c* and the sound /ē/ is spelled *y*.

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Day 3

Glaciers
Review and Reread

Materials

- Teacher and student copies of *Glaciers* from Day 2
- Sound card review deck
- High-frequency word card review deck
- Wipe-off board, dry-erase marker, and tissue or cloth
- "Mastery Test 12" record (MT12) for each student
- One copy of the "Mastery Test 12 Student Card" (SC12)

In this lesson, the students:

- Review spelling-sounds
- Review high-frequency words
- Read a familiar book

1 Review Spelling-Sounds

Use the sound card review deck to have the students say the sound of each spelling.

2 Review High-frequency Words

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

3 Reread *Glaciers*

Have the students take *Glaciers* from their toolboxes and tell them that they will reread this book today. Read the title aloud with the students. Write the words *glacier*, *gravity*, *heavy* and *recedes* on your wipe-off board, say the words, and remind the students that they will see these words in today's book. Explain that they will have to remember these words when they see them, or ask you for help. Leave the words on the wipe-off board as a reminder and place the board where everyone can see it.

Have the students read *Glaciers* quietly to themselves.

4 Check Comprehension and Reflect

When all the students have finished reading, ask and briefly discuss:

Q *To find out how far glaciers can move, which section of the book would you read?*

Q *Why don't we see glaciers where we live?*

Q *What would you still like to learn about glaciers?*

Have the students return their books to their toolboxes. Remind the students that when they go to independent reading, they will read today's book before reading the other books in their toolboxes.

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MASTERY TEST ASSESSMENT NOTE

Administer Mastery Test 12 after this lesson, using "Mastery Test 12" (MT12) and "Mastery Test 12 Student Card" (SC12); see the Set 5 assessments in the *Assessment Resource Book*.

If you identify students who need to repeat instruction, first determine which sounds and high-frequency words the student missed. Then use "Reteach with *The Four Seasons*" on page 137 and "Reteach with *Glaciers and the Earth*" below to reteach needed content. Administer Mastery Test 12 again after reteaching.

Teacher Note

You may wish to have students who do not require reteaching put *Glaciers and the Earth* in their toolboxes for independent reading. If so, introduce the words *important*, *future*, *scientists*, and *power* by writing them on your wipe-off board, saying the words, and explaining that the students will see these words in the book.

GUIDED SPELLING

We skate on ice.

If necessary, guide the students through the sentence, word by word.

Spelling Support

skate: Tell the students that in *skate* the sound /ā/ is spelled *a_e* and the sound /k/ is spelled *k*.

ice: Tell the students that in *ice* the sound /ī/ is spelled *i_e* and the sound /s/ is spelled *c-e*.

Teacher Note

Mastery Test 12 follows this lesson. You may wish to omit Guided Spelling today and use the time to administer mastery tests. Have the students read books from previous weeks during this time.

RETEACHING

Reteach with *Glaciers and the Earth*

Review the spelling-sounds *au*, *aw* /aw/ and *ce*, *ci*, *cy* /s/ and the high-frequency words *learn*, *young*, *large*, *earth*, *most*, and *change*. Use *Glaciers and the Earth* for reading practice.

Explain that this is a nonfiction book with more information about glaciers. After reading the title aloud with the students, write the words *important*, *future*, *scientists*, and *power* on your wipe-off board, say the words, and have the students say them. Explain that the students will see these words in today's book. Tell the students that they will have to remember these words when they see them, or ask you for help. Leave the words on your wipe-off board as a reminder and place the board where everyone can see it.

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Teacher Note

Administer Mastery Test 12 again after reteaching. See "Mastery Test Assessment Note" on the previous page.

Have the students read *Glaciers and the Earth*.

When all the students have finished reading, ask and briefly discuss:

Q *What can we find out from glaciers?*

Collect the books or have the students put their books in their toolboxes.

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Appendices

Appendix A, High-frequency Word Index 163

Appendix B, Diacritics 165

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Appendix A

HIGH-FREQUENCY WORD INDEX

High-frequency Word	Where Taught
a	Shared Reading, Grade K, Week 4
after	Set 5, Week 1
again	Set 3, Week 4
and	Shared Reading, Grade K, Week 3
answer	Set 5, Week 12
are	Shared Reading, Grade K, Week 5
be	Set 3, Week 1
because	Set 5, Week 5
been	Set 5, Week 10
both	Set 3, Week 8
boy	Set 4, Week 2
brother	Set 4, Week 1
by	Set 1, Week 7
can	Shared Reading, Grade K, Week 6
can't	Set 1, Week 2
change	Set 5, Week 14
children	Set 5, Week 5
cold	Set 4, Week 4
come	Set 2, Week 7
could	Set 3, Week 7
do	Set 2, Week 3
does	Set 3, Week 8
don't	Set 4, Week 6
down	Set 1, Week 5
earth	Set 5, Week 14
enough	Set 5, Week 10
even	Set 5, Week 7
ever	Set 5, Week 3
every	Set 4, Week 1
father	Set 4, Week 8
few	Set 5, Week 11
find	Set 5, Week 11
for	Set 3, Week 4
four	Set 5, Week 12
from	Set 3, Week 3
get	Set 1, Week 3
give	Set 5, Week 4
go	Set 1, Week 5
good	Set 3, Week 2
great	Set 5, Week 8
have	Set 2, Week 4
he	Set 1, Week 1
head	Set 5, Week 2
her	Set 2, Week 6
here	Set 1, Week 7
his	Set 2, Week 6
home	Set 2, Week 4
I	Shared Reading, Grade K, Week 4
is	Shared Reading, Grade K, Week 8
isn't	Set 1, Week 2
kind	Set 5, Week 11
large	Set 5, Week 13
learn	Set 5, Week 13
like	Set 2, Week 3
little	Set 2, Week 1

(continues)

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(continued)

High-frequency Word	Where Taught
live	Set 5, Week 4
look	Set 3, Week 2
make	Set 3, Week 1
many	Set 3, Week 5
me	Shared Reading, Grade K, Week 4
mind	Set 5, Week 11
most	Set 5, Week 14
mother	Set 4, Week 1
move	Set 5, Week 8
my	Set 1, Week 6
never	Set 5, Week 3
no	Set 1, Week 4
of	Set 2, Week 5
old	Set 4, Week 4
once	Set 5, Week 9
one	Set 4, Week 5
only	Set 5, Week 3
other	Set 4, Week 1
out	Set 2, Week 7
over	Set 4, Week 3
people	Set 3, Week 5
picture	Set 5, Week 7
put	Set 2, Week 2
read	Set 5, Week 2
said	Set 2, Week 5
saw	Set 1, Week 8
say	Set 2, Week 8
says	Set 2, Week 8
school	Set 4, Week 7
see	Shared Reading, Grade K, Week 4
she	Set 1, Week 1
should	Set 3, Week 7
so	Set 2, Week 8
some	Set 2, Week 7

High-frequency Word	Where Taught
talk	Set 5, Week 5
the	Shared Reading, Grade K, Week 3
their	Set 4, Week 4
there	Set 3, Week 1
they	Set 1, Week 8
though	Set 5, Week 9
thought	Set 4, Week 8
to	Set 1, Week 3
told	Set 4, Week 4
too	Set 4, Week 6
toward	Set 4, Week 3
two	Set 4, Week 5
very	Set 3, Week 6
walk	Set 5, Week 5
want	Set 3, Week 3
was	Set 2, Week 1
watch	Set 5, Week 10
water	Set 3, Week 3
we	Shared Reading, Grade K, Week 5
were	Set 3, Week 7
what	Set 2, Week 2
where	Set 1, Week 6
who	Set 4, Week 7
woman	Set 4, Week 2
women	Set 4, Week 2
won't	Set 4, Week 6
word	Set 5, Week 12
work	Set 5, Week 1
would	Set 3, Week 7
yes	Set 1, Week 4
you	Shared Reading, Grade K, Week 4
young	Set 5, Week 13
your	Set 3, Week 6

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Appendix B DIACRITICS

CONSONANT SOUNDS

/b/	*back, bed*	**/t/**	*tip, tab*
/d/	*duck, dog*	**/v/**	*vet, van*
/f/	*fig, fill*	**/w/**	*wit, wall*
/g/	*go, girl*	**/y/**	*yap, yellow*
/h/	*hum, hit*	**/z/**	*zoom, zip*
/j/	*jump, edge*		
/k/	*cat, kit, luck*	**/ch/**	*cheese, chair*
/l/	*lamp, let*	**/ng/**	*sing, long*
/m/	*mat, must*	**/sh/**	*ship, sheep*
/n/	*nut, not*	**/th/**	*think, thaw*
/p/	*pet, pick*	**/TH/**	*those, this*
/khw/	*quit, quiet*	**/ks/**	*box, mix*
/r/	*ram, rug*	**/hw/**	*whale, what*
/s/	*sip, sack*	**/zh/**	*measure, confusion*

VOWEL SOUNDS

/ă/	*bat, camp*	**/ā/**	*lake, mail*	**/o͞o/**	*spoon, tune*	**/ûr/**	*bird, turn*
/ĕ/	*pet, sweat*	**/ē/**	*these, meal*	**/o͝o/**	*book, put*	**/är/**	*car, park*
/ĭ/	*lit, nip*	**/ī/**	*mile, light*	**/ou/**	*house, down*	**/âr/**	*chair*
/ŏ/	*hot, stop*	**/ō/**	*mole, broke*	**/oi/**	*coil, boy*	**/ôr/**	*fort, torn*
/ŭ/	*but, cub*	**/ū/**	*mule, cute*	**/aw/**	*law, taut*		

/ə/	unstressed vowel	*across, basket*
/ər/	unstressed *r*-controlled vowel	*water, color*

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Being a Reader™

Set 5 Overview

	Decoding Focus	High-frequency Words	New Book	Practice or Reteach
Week 1	two-syllable words	after, work	*Fun Forts*	
Week 2	two-syllable words	head, read	*Ann's Book Club*	*Ants, Moths, and Wasps*
Week 3	two-syllable words	never, ever, only	*Have You Ever?*	
Week 4	two-syllable words	give, live	*Spring on the Farm*	*Animal Homes*
Week 5	*ai, ay* /ā/	walk, talk, because, children	*A Play Day with My Brother Ray*	
Week 6	*oa* /ō/; *ow* /ō/, /ou/; *oo* /o͞o/, /o͞o/; *ew* /o͞o/		*Cook Food on a Campfire*	*Sailboats*
Week 7	*all* /awl/	even, picture	*Ball Games*	
Week 8	*wr* /r/, *kn* /n/	move, great	*Dance!*	*New School*
Week 9	*igh* /i/; _*y* /ī/, /ē/	though, once	*Sunny Days, Starry Nights*	
Week 10	*-es, -ed* with _*y*	enough, watch, been	*Scout's Puppies*	*Night Skies*
Week 11	*ou* /ou/	few, kind, find, mind	*The Desert*	
Week 12	*oi, oy* /oi/	word, four, answer	*The Silver Coins*	*The Four Seasons*
Week 13	*au, aw* /aw/	learn, young, large	*Grizzly Bears*	
Week 14	*ci, ce, cy* /s/	earth, most, change	*Glaciers*	*Glaciers and the Earth*

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Small-group Teacher's Manual

CCC Collaborative Literacy

Being a Reader™



SET 6

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Being a Reader™

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Small-group Teacher's Manual

CCC Collaborative Literacy

Being a Reader™



SET 6

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Introduction

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Overview of Small-group Reading

The Small-group Reading strand of the *Being a Reader*™ program provides targeted, differentiated reading instruction that is appropriate for readers at their individual reading levels. Students are grouped with others at a similar stage of development and then matched with texts at the appropriate level. The small-group instruction is organized around high-quality, carefully selected texts in a variety of genres that are assembled into 12 leveled sets. As the sets progress, they increase in sophistication and complexity.

The *Being a Reader* Program

The *Being a Reader* program is a yearlong curriculum for grades K–2 in whole-class and small-group instructional settings. The program has been carefully designed to nurture students academically and socially while providing rigorous instruction in early literacy skills and strategies. *Being a Reader* lessons also provide specific instruction to develop students' ability to work independently and take responsibility for their learning and behavior. The strong foundation in independent work makes it possible for you to work with small groups of students to provide differentiated instruction.

The *Being a Reader* program's academic strands provide students with a wide range of essential early literacy experiences. These strands combine to inspire the students' love of reading, allow them to move at their own pace along a continuum of reading development, build their confidence, and establish their sense of identity as readers. In addition to Small-group Reading, the program includes four types of whole-class lessons: Shared Reading (grades K–1), Independent Work (grades K–2), Handwriting (grades K–1), and Word Study (grade 2). For more information about the *Being a Reader* program, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

- **Shared Reading (K–1).** In Shared Reading, you read and reread carefully selected large-format texts with the whole class. You model effective reading behaviors and strategies, and invite the students to be involved. Shared Reading offers a supportive context for young learners to develop a delight in reading and an understanding of their ability to interact with texts.
- **Independent Work (K–2).** During Independent Work, the students take responsibility for their learning and behavior by working independently on meaningful literacy activities while you instruct small groups or individuals. Students have the opportunity to be autonomous as they practice procedures, internalize expectations, monitor their own behavior, and make decisions about how to work independently.

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- **Handwriting (K–1).** In the first weeks of the year, the lessons focus on hand and finger strengthening, pencil grip, posture, and paper placement. Then, as the students begin independent work rotations, the lessons begin to focus on letter formation. Teacher-led Handwriting lessons occur once a week throughout kindergarten and for the first half of grade 1.
- **Word Study (2).** Word Study lessons focus on developing the strategies students can use to decode polysyllabic words. Word Study develops the students' understanding of how words are constructed and engages them in examining patterns and similarities in words. This instruction also helps the students develop curiosity about the structure of words that will benefit them in later grades.

Small-group Reading at a Glance

In the Small-group Reading strand of the *Being a Reader* program, the students work with you in differentiated groups to become strategic readers. The small-group reading sets allow students to move at their own pace in their reading development. You will carefully match the students with texts at their assessed reading levels and provide instruction to address their differing needs. See "Placement Assessments" on page xxii.

During small-group instruction, you will strive to understand how each student learns and where the student excels and/or needs more support. Working with students in small groups allows you to efficiently match the needs of individual readers as you teach strategies and skills for the students to apply to their independent reading. Small groups of students naturally build community as they work together on similar goals and learn from one another.

There are two phases of small-group sets: one for emerging readers (Sets 1–5) and one for developing readers (Sets 6–12).

SMALL-GROUP READING SETS 1–5 (EMERGING READERS)

Small-group reading instruction for emerging readers was developed for students who are just beginning to grasp letter-sound relationships and the conventions of written English. The goal for these sets is to quickly and efficiently teach foundational skills in the context of reading for comprehension and develop the students' understanding of themselves as readers. In these sets, the students read books that correspond to a scope and sequence of phonics and high-frequency word instruction. The books were developed by the Center for the Collaborative Classroom with careful attention to natural-sounding language, plot and character development, a variety of appropriate fiction and nonfiction topics, and high-quality illustrations. Lessons that accompany these books focus on phonological awareness, concepts of print, phonics/decoding, and high-frequency word recognition. By the end of Set 5, the students will have mastered single-syllable phonics, acquired many high-frequency words, and been introduced to polysyllabic decoding. They will also have had many experiences using reading strategies informally to understand text.

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SMALL-GROUP READING SETS 6–12 (DEVELOPING READERS)

Small-group reading instruction for developing readers teaches explicit strategies with the goal of having the students apply the strategies to their independent reading. These students are ready to practice, apply, and expand on a wide array of reading tools, building upon the decoding instruction and informal strategy instruction introduced in Sets 1–5. Strategies and texts taught in each set are appropriate for students at that stage of reading development and become more complex as the students advance. In earlier sets, you will provide more modeling and support for a strategy, while in later sets, you will guide the students to use the strategy more independently and in deeper ways.

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Understanding Small-group Reading Sets 6–12

This *Small-group Reading Teacher's Manual* focuses on the phase of small-group instruction intended for developing readers.

Design Features of Small-group Reading Sets 6–12

Small-group Reading Sets 6–12 differ from more traditional approaches to small-group instruction in some important ways:

- In Small-group Reading, the sets of lessons for each text focus clearly on one or two strategies at a time and do not attempt to cover every possible teaching point.
- Small-group Reading lessons are fully articulated and support you to be thoroughly prepared to lead the group. The step-by-step instruction frees you to focus on the students and their reading.
- Students in Small-group Reading work with texts on what might be traditionally called their "independent" reading level (rather than their "instructional" level). Rigorous instruction requires that they read with a high degree of accuracy and, in the later sets, that they read parts of texts outside of the small-group setting, during independent work time.
- Each included text is carefully selected from a range of high-quality children's publishers to support instruction on specific reading strategies. The texts in Set 6 include some of the texts, developed by Center for the Collaborative Classroom, from Set 5.

Goals for Developing Readers

The primary goals of Small-group Reading Sets 6–12 are for students to:

- Receive explicit strategy instruction in the context of appropriately leveled texts
- Comprehend what they read
- Cultivate a love of reading
- Develop their ability to participate in discussions in a meaningful way

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- Learn to read well independently
- Learn to work collaboratively in a small-group setting
- Receive individualized instruction
- Read a variety of high-quality texts

Leveled Texts

The texts for developing readers were selected to support instruction on specific reading strategies and are grouped into sets correlating with the *Fountas & Pinnell Text Level Gradient*™ (often referred to as Guided Reading levels) and the *Developmental Reading Assessment*® (DRA) levels. See the Appendix, "Lesson Summary Chart," for the reading strategies taught and the reading levels of texts in this set.

The texts in Small-group Reading Set 6 were selected from Set 5. In Set 6, the students read and further discuss these texts with a focus on fluency and comprehension. The texts in Sets 7–12 were chosen from a range of high-quality children's book publishers.

Each set includes a balance of fiction and nonfiction texts. A variety of text formats are represented across the sets, including picture books, chapter books, poetry, and graphic novels.

Reading Strategies Taught in Sets 6–12

Readers at all levels employ a variety of strategies to help them understand and interpret text. While particular strategies are assigned to particular texts, the intention is for the students to apply strategies they have learned to any text they encounter. The strategies covered in each set are appropriate for readers and texts at that stage of reading development.

Comprehension is always paramount. For each text they read, the students are expected to respond to surface-level comprehension questions (for example, "What did you find out about the topic in the part you just read?") and to discuss deeper comprehension questions (such as "How does the main character feel in this part of the story? What makes you think that?").

Not every strategy appears at each set level. The table on the next page shows the development of the strategies taught formally across Sets 6–12.

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Reading Strategies in Small-group Reading Sets 6–12

	Set 6	Set 7	Set 8	Set 9	Set 10	Set 11	Set 12
Fluency							
Phrasing (grouping words together)	■ □				□		
Paying attention to punctuation	■	■	■	■ □			
Paying attention to characters' feelings	■	■ □		■	■ □		
Reading for listeners		■	■		■	■ □	
Word Analysis							
Reading polysyllabic words	■ □						
Analyzing polysyllabic words		■ □	■ □				
Comprehension							
Exploring text features	■ □	■ □	■ □	■ □			■
Sequencing and retelling	■	■ □	■				
Understanding character (and setting)		□		■	■	■ □	
Understanding problem and solution				■		■ □	
Making text-to-self connections	■	■			■ □	■	
Making text-to-text connections				■ □	■ □	□	■
Determining topic		■		■		■	
Wondering		■	■	■ □			
Making and supporting predictions		■		□			
Determining theme					■	■	
Self-monitoring and Self-correcting							
Self-monitoring and self-correcting			■		■ □	■	
Generating Independent Thinking							
Sharing and supporting opinions			■		■		■
Responding to literature			■	■ □	■	■	■

■ = Covered in core instruction

□ = Covered in an optional More Strategy Practice activity

FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from processing text word-by-word to smoother, more natural-sounding reading (both while reading aloud and while reading quietly to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on decoding individual words.

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Instruction in strategies for building fluency such as automatic word recognition, meaningful **phrasing**, pausing for **punctuation**, and reading with expression with **attention to characters' feelings** can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at appropriate reading levels. Echo and choral reading, partner reading, and **reading for listeners** through presentation/performance experiences (such as readers' theater and dramatic readings) offer meaningful ways for the students to interact with texts and develop fluency.

WORD ANALYSIS

Word analysis develops readers' understanding of **polysyllabic words** by focusing on syllables and word parts. The students learn that when they encounter a polysyllabic word that is challenging to read, it can be helpful to look for syllables or other parts of the word they recognize. Finding syllables or words they know inside a longer word can help them break the word into smaller parts and read the whole word. The students also think about the meaning of the smaller words in compound words to help them determine definitions of compound words.

COMPREHENSION

Readers learn that expository texts may have common features, such as tables of contents, glossaries, and diagrams. As they become comfortable with text features, they can use those features to unlock a text's meaning and deepen their understanding of its topics. **Exploring text features** can help readers determine what is important about a text and provide additional information that may not be written in the text itself.

Young readers listen to and read many narrative texts. Through discussions, the students recognize that narrative stories follow certain patterns and evolve through a sequence of events. As the students practice **retelling** stories, they become increasingly familiar with the way plots develop and with other story elements, such as characters, settings, and problems and solutions. Retelling a story helps the students make logical sense of these elements, form a foundation for talking about fiction, and remember key information in a text.

Proficient readers use their knowledge of narrative text structure to approach and comprehend texts. Readers who recognize and understand story elements, such as setting, character, and plot, have a framework for thinking about stories. The students explore and **understand character**, a key element of narrative text structure. They make inferences to identify character traits and to grasp the importance of character relationships. **Understanding problem and solution** helps the students realize that stories are about characters and the problems they face, how the characters deal with those problems, and how the characters change as a result. The students also gain an **understanding of character and setting** and how one element can affect the other.

Readers construct meaning by **making text-to-self connections** between their prior knowledge and the perspective they gain from a new text. The students learn to connect their own experiences to the new texts they encounter.

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Readers also **make text-to-text connections** to help them understand topics and themes more deeply. In making text-to-text connections, the students analyze the current text and its relationship to other texts—for example, comparing themes in two different poems. When making connections between nonfiction texts, the students build background knowledge from multiple sources on a topic and learn more about the world around them.

Determining topics of nonfiction texts helps readers remember and build a better understanding of what they read, developing a framework for how a text is constructed. The students determine topics and support their thinking with evidence from the texts they read.

Proficient readers **wonder** and ask questions to focus their reading, clarify meaning, and delve deeper into a text. The students wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding.

The students use their prior knowledge to facilitate comprehension of new ideas found in each text. As the students **make and support predictions**, they are motivated to verify their ideas during further reading. The accuracy of predictions is relatively unimportant; rather it is the students' active involvement in making predictions and their investment in the text that leads to greater comprehension.

The **theme** of a story or poem is often a lesson about life that an author wants readers to consider or apply to their own lives. Theme is an abstract concept that can be difficult for students, and even adults, to recognize and define, and a work of literature may have more than one theme. The students explore theme in poetry. When they think about the theme of a poem, they use the poet's words to help them understand what lessons the poet might be trying to teach.

SELF-MONITORING AND SELF-CORRECTING

Self-monitoring is an important metacognitive strategy that enables readers to recognize when they are reading words without comprehending the text. Active readers who self-monitor have an internal dialogue about how well they understand and remember what they read. When readers self-monitor and become aware that they are not understanding or remembering what they read, they take actions to repair their comprehension and restore meaning. These self-correcting actions include going back and rereading more carefully, looking for information in illustrations, and searching for clues to determine the meaning of unfamiliar words.

GENERATING INDEPENDENT THINKING

Readers develop opinions as they read and reflect on texts. Group discussions, in which the students **share and support their opinions** with evidence from the text, deepen their understanding of what they read. These discussions also provide opportunities for the students to react to and learn from the opinions of others and can lead to interesting conversations. The students learn that different readers may have different thoughts and opinions about a text, all of which should be treated respectfully. What is paramount is that readers give reasons for their opinions.

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Student-generated book discussions help the students in their own reading. By **responding to literature**, they learn new things about themselves and others, apply what they have learned to their own lives, see the world in new ways, and bring new understanding to what they read. Supporting students in reacting authentically to books, discussing their thinking, and building on others' thinking is an important part of preparing them for participation in book clubs or literature circles in later grades. Through this work, the students come to recognize that there is no one right interpretation of a text and to discover that the power of reading lies in the relationship between text and reader.

Focus on Social and Emotional Development

During Small-group Reading lessons, as in the whole-class lessons, the students are asked to use cooperative structures and work in pairs. For more information about cooperative structures and pairing in whole-class instruction, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.



PAIRING STUDENTS AND USING COOPERATIVE STRUCTURES

The cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used in Small-group Reading to increase the students' engagement and accountability for participation. The students may have different partners in small groups than in whole-class lessons. Before teaching each small-group reading set, decide how you will pair the students in the group. You can preassign partners or ask the students to partner with the person sitting next to them. For mini-lessons for "Turn to Your Partner" and "Think, Pair, Share," see Appendix A, "Mini-lessons" in your grade-level whole-class *Teacher's Manual*.

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Teaching Small-group Reading Sets 6–12

How Sets 6–12 Are Organized

Each set features between five and nine texts. In most cases, either three or six daily lessons are associated with each text. Each lesson is designed to take approximately 20 minutes. Though instruction is tailored to each text and strategy, on Day 1 the students are typically introduced to a new text, through reading part of the text or by hearing it read aloud. In subsequent lessons, the students continue to read the text and apply reading strategies with teacher support.

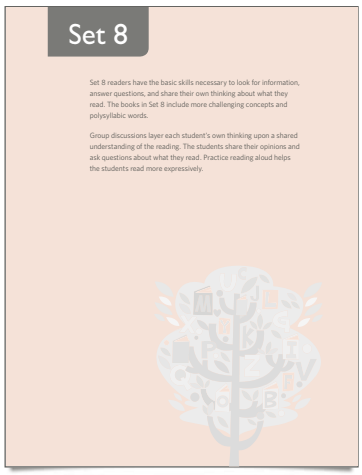
Sets 7 and 8 include optional Guided Spelling lessons. These are intended for students in grade 1 and will add approximately 5 minutes to each instructional session. For more information, see "Guided Spelling for Grade 1 Students" on page xxvii.

Planning and Teaching the Lessons

Two levels of support for choosing and planning sets of lessons are provided in the *Small-group Reading Teacher's Manual*—the Set Overview and the "Lesson Summary" chart.

SET OVERVIEW

To prepare to teach each set, begin by reading the Set introduction. The Set introduction describes the readers at that level, the characteristics of the texts in the set, and the focuses of the instruction.


Set 8

Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books in Set 8 include more challenging concepts and polysyllabic words.

Group discussions layer each student's own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.

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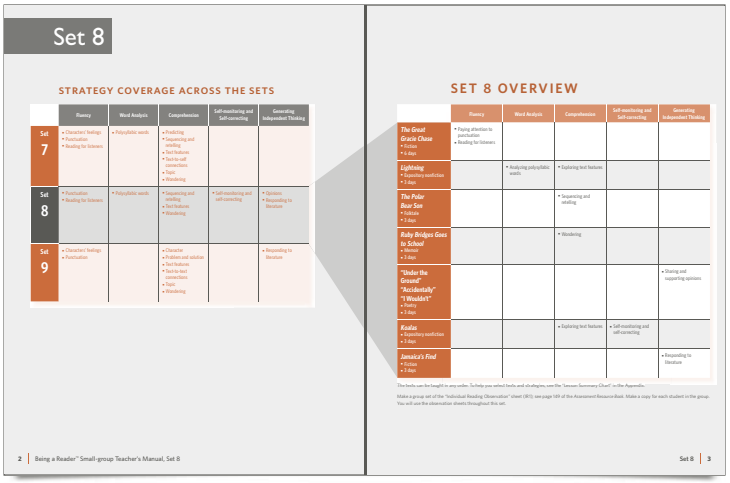
The Strategy Coverage Across the Sets table highlights the strategies covered in the current set and also lists those covered in the previous set and the next set. This table can serve as a reminder of what strategies the group has already covered and a preview of what will be covered in the next set.

The Set Overview table provides a list of texts in the set and which strategies the students focus on while reading them. You can use this table to identify appropriate texts for a specific reading group and select the texts you'd like to use. You do not need to teach the texts in the order they are listed in the table, although you may choose to do so.


Set 8

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 7	• Characters' feelings • Punctuation • Reading for listeners	• Polysyllabic words	• Predicting • Sequencing and retelling • Text features • Text-to-self connections • Topic • Wondering		
Set 8	• Punctuation • Reading for listeners	• Polysyllabic words	• Sequencing and retelling • Text features • Wondering	• Self-monitoring and self-correcting	• Opinion • Responding to literature
Set 9	• Characters' feelings • Punctuation		• Character • Problem and solution • Text features • Text-to-text connections • Topic • Wondering		• Responding to literature

2 | Being a Reader™ Small-group Teacher's Manual, Set 8

SET 8 OVERVIEW

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
The Great Gracie Chase • Fiction • 6 days	• Paying attention to punctuation • Reading for listeners				
Lightning • Expository nonfiction • 5 days		• Analyzing polysyllabic words	• Exploring text features		
The Polar Bear Son • Folktale • 5 days			• Sequencing and retelling		
Ruby Bridges Goes to School • Memoir • 5 days			• Wondering		
"Under the Ground" "Accidentally" "I Wouldn't" • Poetry • 3 days					• Sharing and supporting opinions
Koalas • Expository nonfiction • 5 days			• Exploring text features	• Self-monitoring and self-correcting	
Jamaica's Find • Fiction • 5 days					• Responding to literature

The books can be taught in any order. To help you select books and strategies, see the "Lesson Summary Chart" in the Appendix.

Make a group set of the "Individual Reading Observation" sheet (IRO; see page 169 of the Assessment Resource Book). Make a copy for each student in the group. You will use the observation sheets throughout this set.

Set 8 | 3

Note that students who have completed all the instruction in a set still may not be ready to move to the next set. See "Extending the Instruction" on page xxiv for suggestions on providing students with more strategy practice at their reading levels.

LESSON SUMMARY CHART


Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
Sunny Days, Starry Nights (page 4) Expository nonfiction • F&P: K • Lexile®: 440 • DRA®: 20	**Fluency:** Phrasing (Grouping Words Together) ESL Support	Day 1: Reading a Nonfiction Text	Day 2: Reading Fluently	Day 3: Reading Fluently More Strategy Practice: "Present Sunny Days, Starry Nights to the Class" Technology Extension: "Create an Audio Recording of Sunny Days, Starry Nights"
New School (page 12) Fiction • F&P: I • Lexile®: 430 • DRA®: 16	**Fluency:** Paying Attention to Characters' Feelings Paying Attention to Punctuation ESL Support	Day 1: Reading a Fiction Book	Day 2: Reading Fluently	Day 3: Reading Fluently More Strategy Practice: "Read Fluently in Meaningful Phrases"
Sailboats (page 21) Expository nonfiction • F&P: J • Lexile®: 450 • DRA®: 18	**Comprehension:** Exploring Text Features ESL Support	Day 1: Rereading a Nonfiction Book and Exploring Text Features	Day 2: Rereading a Nonfiction Book and Using Text Features More Strategy Practice: "Explore Text Features"	Day 3: Exploring Text Features More Strategy Practice: "Add to the Glossary" "Read Fluently in Meaningful Phrases"
The Silver Coins (page 28) Folktale • F&P: I • Lexile®: 310 • DRA®: 16	**Comprehension:** Sequencing and Retelling ESL Support	Day 1: Retelling a Story More Strategy Practice: "Read Fluently in Meaningful Phrases"	Day 2: Retelling a Story	Day 3: Retelling a Story More Strategy Practice: "Retell and Write the Story" "Retell The Silver Coins to the Class" Technology Extension: "Create an Audio Recording of The Silver Coins"

(continues)

Appendix • Lesson Summary Chart | 57

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The "Lesson Summary" chart in the Appendix is a more detailed resource to help you select lessons for your small group. You may want to consider the following, detailed in the chart:

- **Strategy.** In addition to its designated strategy, the set of lessons for a text may also include additional instruction on other strategies. Looking at available More Strategy Practice activities and Extensions may help you find options to support the strategy you would like to expand on.
- **Genre.** Reading a variety of genres is important for readers at every level. Consider the genre of each text as you plan the order of your instruction.
- **Level.** Texts within a set have a range of *Lexile® Framework for Reading* text measures. The Lexile measure indicates the complexity of the syntax and vocabulary within each text. Depending on the students' needs, you may choose to begin instruction with texts that have lower Lexile measures and build up toward those with a higher Lexile measure. To choose between texts on the same strategy, the Lexile measures can help you determine which of the available texts may be more challenging.
- **Support for English Language Learners.** The ELL (English Language Learner) icon marks texts with optional "ELL Support" preview sections that preteach vocabulary, build background knowledge, and provide language support. Texts accompanied by ELL support may be more challenging than texts that are not.

  Support indicated by the ELL icon is intended to be used before Day 1 instruction. Consider planning an additional session to help prepare your ELL students prior to beginning instruction. See "Support for English Language Learners" on page xxvii.

SCHEDULING LESSONS

Small-group Reading was developed to be used in conjunction with Independent Work, enabling you to meet with four small groups, three times per week each (in 12 total instructional sessions). If you have more than four groups or find that you want to meet with some groups more often than others, you can schedule your groups into the 12 sessions according to your students' needs.

To schedule your small-group instruction, note the number of core instructional lessons for a text (generally three or six) and consider any optional instruction. This may include "ELL Support" preview sections, More Strategy Practice activities, Extensions, or conferring sessions. See "Extending the Instruction" on page xxiv for more information on optional instruction.

Write the instructional lessons and any optional instruction you plan to teach each group on the "Small-group Reading Two-week Planner," shown on the next page. Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

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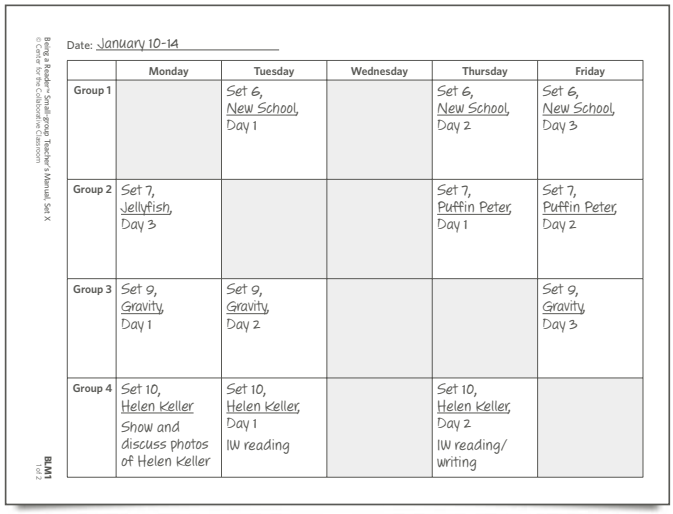

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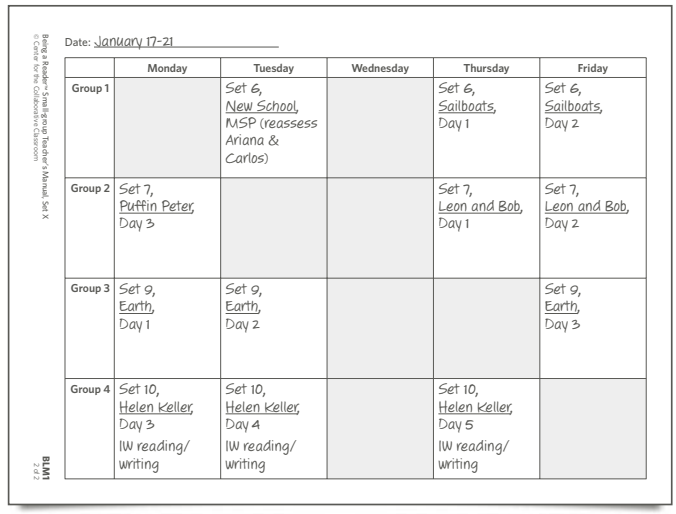
Date: January 10–14

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, Day 1		Set 6, New School, Day 2	Set 6, New School, Day 3
Group 2	Set 7, Jellyfish, Day 3			Set 7, Puffin Peter, Day 1	Set 7, Puffin Peter, Day 2
Group 3	Set 9, Gravity, Day 1	Set 9, Gravity, Day 2			Set 9, Gravity, Day 3
Group 4	Set 10, Helen Keller Show and discuss photos of Helen Keller	Set 10, Helen Keller, Day 1 IW reading		Set 10, Helen Keller, Day 2 IW reading/ writing	

BLM1
1 of 2



Being a Reader™ Small-group Teacher's Manual, Set X
© Center for the Collaborative Classroom

Date: January 17–21

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, MSP (reassess Ariana & Carlos)		Set 6, Sailboats, Day 1	Set 6, Sailboats, Day 2
Group 2	Set 7, Puffin Peter, Day 3			Set 7, Leon and Bob, Day 1	Set 7, Leon and Bob, Day 2
Group 3	Set 9, Earth, Day 1	Set 9, Earth, Day 2			Set 9, Earth, Day 3
Group 4	Set 10, Helen Keller, Day 3 IW reading/ writing	Set 10, Helen Keller, Day 4 IW reading/ writing		Set 10, Helen Keller, Day 5 IW reading/ writing	

BLM1
2 of 2

PREPARING THE DAILY LESSONS

To prepare to teach a set of lessons, begin by reading the lessons and thinking about how to tailor them to meet the students' needs. The Resources list specifies the texts, assessment forms, and reproducibles that will be used throughout the set of lessons. The Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Overview lists the academic and social goals, and alerts you to any advance preparation needed for each lesson.

Before teaching a set of lessons:

- Read each lesson carefully, including Teacher Notes and Support Notes.
- Read the text associated with each lesson.
- Practice using the reading strategy (or strategies) at least once in your own reading to help you anticipate difficulties the students might have.
- Make any preparations specified in the "Do Ahead" section of the Overview.
- Gather the necessary materials and organize them near your small-group area.
- Note any procedures or reading techniques that may be unfamiliar to the students. For example, if all or most students in the group will be reading in pairs for the first time, you may want to plan extra time before or during the instructional session for the students to learn the procedure.
- If there is an "ELL Support" preview section in the Overview, you may want to review that content and introduce it to your English Language Learners before teaching the first lesson. See "Support for English Language Learners" on page xxvii.
- Identify any Extensions or More Strategy Practice activities and determine whether you will plan to teach them.

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Small-group Reading Procedures

The guidelines that follow are referred to in the lessons that include these procedures.

READING INDIVIDUALLY

During most lessons, the students spend time reading the text individually. They may read aloud in soft voices or read quietly to themselves. Students who finish assigned reading before others in the group should reread those pages, rather than read ahead.

Many students, especially those in Sets 6–8, will need to vocalize as they read. You may sometimes ask students to read aloud for assessment purposes. Consider introducing and using a silent signal, such as tapping on a student's text twice, to indicate that the student should read aloud. In fluency lessons, we recommend that all students read aloud in soft voices. This helps the students hear themselves as they practice fluency strategies such as grouping words together (phrasing) or reading with attention to punctuation or characters' feelings.

READING IN PAIRS

The students build fluency by reading parts of the text aloud to each other. Partners typically take turns reading single pages or pairs of facing pages. In some lessons, the students may read alternating paragraphs or take turns reading the main text and text features. Listening students are asked to follow along as their partners read aloud, and they may point to the words in their own copies. If partners are expected to read and then discuss a question without interruption, you may find it helpful to write the question where the group can see it. If any part of the procedure will be unfamiliar to the students, you may want to allow time to model the activity with a student partner.

ECHO READING

During echo reading, you will model reading a portion of text fluently, and then the students read the same text, echoing your expression and phrasing. For most texts, echo reading two sentences at a time or paragraph by paragraph is appropriate. Echo reading more than one sentence at a time will allow the students the opportunity to observe fluent reading, such as reading with attention to punctuation or dialogue.

When introducing or reviewing the echo reading procedure, tell the students that it is important for them to listen carefully as you read and for the students to stay together when they read aloud, using voices that are neither too loud nor too soft.

READING FOR LISTENERS

Readers' theater and dramatic reading provide opportunities for the students to practice reading fluently and expressively, and to share what they read with the class. Before presenting, the students practice a strategy such as reading fluently with attention to characters' feelings. Group members then rehearse the parts of the text they will share with the class.

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For each dramatic reading, you will assign pages from the text to the students, making sure that each student has approximately the same amount of text to read. The students may then present the dramatic reading to the group, the whole class, or both.

For readers' theater, a script based upon the text is provided. Costumes, props, and sets are not typically used. You may need to split your small group into smaller groups if you have more students than there are parts in the script. Before the students perform, facilitate a discussion about how the students will read their parts aloud and how they will listen to others read their parts, using the questions included in the lessons.

READING JOURNALS

Writing about what they read can support the students' comprehension and prepare them for sharing their thinking with others. Reading journals are used in some lessons in Small-group Reading Sets 9-12 when the students are expected to read independently. When the students read and write independently, we recommend that they do so during independent work time, before reading other texts in their toolboxes.

Because reading journals are not included with the program, you will need to provide each student with a reading journal once you begin teaching Set 9. We recommend full-size journals (no smaller than a 7" x 9" composition book) with firmly bound pages, sturdy covers, and line spacing appropriate for your grade level. If the students are already using journals for another purpose, you may want to use those same journals for Small-group Reading.

To introduce reading journals, tell the students that throughout the year they will sometimes write about what they read in their reading journals. Distribute the reading journals and have the students write their names on them. Explain that as the students use their reading journals throughout the year, they are responsible for taking care of them. Ask and discuss:

Q *What will you do to take care of your reading journals?*

When a group will read and write independently, check your independent work rotation schedule to ensure that the students will have the time to complete the work before their next instructional session. You may want to have the students complete their reading and writing at another time of day or as homework.

Assessments

PLACEMENT ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* to identify the students' reading levels for Small-group Reading, Sets 6-12 instruction. You may also want to use the assessment during the year to help you reevaluate placement decisions and to help you decide whether a student is ready to move to the next reading level.

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Forming Small Groups

You will form differentiated small groups after finishing beginning-of-the-year placement assessments and setting the foundation for Independent Work. For information on assessment, forming and managing reading groups, and monitoring student progress, see the *Assessment Resource Book*.

FORMATIVE ASSESSMENTS

Individual Reading Observation

The Individual Reading Observation will give you the opportunity to listen to and observe individual students as they read. An Individual Reading Observation Note will alert you when an assessment is suggested for the step you are teaching. Individual Reading Observation Notes may appear once or twice during each three-day sequence of lessons. You can record your observations about each student on an "Individual Reading Observation" sheet (IR), which should be printed out as you begin teaching each set. For information on the "Individual Reading Observation" sheet, see the *Assessment Resource Book*. You will find copies of "Individual Reading Observation" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView™ app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*. You can also access the CCC ClassView app directly (classview.org).

Group Progress Assessment

The Group Progress Assessment will give you the opportunity to observe the group as they practice strategies. A Group Progress Assessment Note will alert you when an assessment is suggested for the step you are teaching. Group Progress Assessments may appear once or twice during each three-day sequence of lessons. Each Group Progress Assessment Note has a corresponding "Group Progress Assessment" sheet (GA) where you can record your observations. The sheet includes questions that you can ask yourself to focus your observations as well as suggestions for how to proceed with the instruction based on those observations. For information on the "Group Progress Assessment" sheet, see the *Assessment Resource Book*. You will find copies of "Group Progress Assessment" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*.

SUMMATIVE ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment*® (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* in the middle and at the end of the year to monitor the students' progress and to evaluate how each student's progress compares to grade-level expectations. You might administer the assessment prior to completing report cards and/or holding parent-teacher conferences.

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Extending the Instruction

CONFERRING



If the students need to read a section of the text independently and you feel that they need structured time to complete the reading, you might use a small-group instructional session to provide it, rather than teach a lesson. You can confer with the students as they read and provide support as needed. For additional support, view "Listening to Students Read" (AV16).

For more information on monitoring student progress, see the *Assessment Resource Book*.

MORE STRATEGY PRACTICE

More Strategy Practice activities provide additional instruction on strategies covered in Small-group Reading. If the students need additional practice applying a strategy, refer to the "Lesson Summary" chart in the Appendix to see if there is a More Strategy Practice activity for the strategy. Teach the activity before moving on to a different strategy.

Read the More Strategy Practice activity to determine the amount of time required:

- Some activities may take a single 20-minute instructional session.
- Some activities may take less than a full 20-minute instructional session, in which case you may have time to conduct reading conferences, assess a student, or check in with the students doing independent work in addition to teaching the activity.
- Some activities may take multiple instructional sessions, which can be scheduled during small-group reading rotations or at another time of day.

EXTENSIONS AND TECHNOLOGY EXTENSIONS

Extensions are optional activities that provide additional learning opportunities that enhance the instruction in the core lessons. These activities can be done at the end of a lesson or at another time.



Technology Extensions are optional activities that identify ways in which you can use technology to extend instruction, when appropriate.

ADDITIONAL TEXTS

If you have taught all the lessons in a set and the students are not yet ready to move on to the next set, select additional texts from your collection of leveled texts and develop your own Small-group Reading lessons based on those you have already taught. You might:

- Consider having the students read additional books at equivalent F&P/DRA levels.
- Select a different text from your own collection of leveled texts that is from the same series, written by the same author, or in the same genre. Develop your own lesson for this text using a lesson you have already taught as a guide.

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Tips for Managing Small-group Reading in Your Classroom

Small-group Reading lessons assume students' familiarity with some basic procedures, cooperative structures, and facilitation techniques.

ROOM ARRANGEMENT AND MATERIALS

For Small-group Reading, the students should sit at a table facing you, close enough to see your copy of the text when you direct their attention to illustrations or text features. Some lessons may require a chart or sentence strips, so a stand or easel near the small-group table is recommended. Individual wipe-off boards are used by the students during the optional Guided Spelling lessons in Sets 7 and 8, and you may also use a wipe-off board to write ELL prompts or questions so that the group can see them. For Guided Spelling, the students should be seated so that they can easily reference the high-frequency word wall and the "Spelling-Sound Chart."

You may want to post your "Small-group Reading Two-week Planner" next to the small-group table so that you know which groups you will see each day. When you signal for the students to switch tasks, ask the students in the next small group to sit at the small-group table next to their partners (if you have preassigned partners). Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

The students may need to practice moving quickly and quietly to the small-group reading area. Consider beginning each instructional session by asking questions that help the students take responsibility for the gathering procedure, such as: "How did you do with coming to the small-group reading area quickly and quietly?"

Since the students carry their toolboxes during independent work rotations, they will bring their toolboxes with them to the small-group reading table. The students will store their texts and reading journals in their toolboxes.

THE TEACHER'S ROLE

Your role will vary depending on the size of the group, the social dynamics of the group, the time of year, and the reading strategy the group is working on.

- **Cooperative Structures.** During Small-group Reading lessons, you will facilitate the use of cooperative structures the students have learned in whole-class instruction, such as "Turn to Your Partner." When working with groups of four or fewer students, you may choose to have more whole-group discussions. Depending on the number of students and their personalities, you may want to have the students talk without first asking permission by raising their hands. Having a free-flowing conversation may help the students listen to others rather than prepare to speak.
- **Facilitation Techniques.** The students may expect you to tell them a "correct" answer to an open-ended question or an interpretation of the text; responding as such can stifle their independent thinking. To discourage the students from looking to you for answers, try prompting more student participation using these facilitation techniques.

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Facilitation Techniques

- Help the students learn to give their full attention to the speaker during discussions by directing them to **turn and look** at the person who is about to speak.
- **Respond neutrally, with interest** after a student speaks, so as not to encourage a specific line of thinking over other possible answers. Responding neutrally by saying "Interesting" or "Say more about that" can sustain a conversation without directing it.
- Practice **asking facilitative questions** during discussions to help the students respond directly to one another, not just to you. For example, you might ask the group: "What do others think?" or "What do you think about what [Adrienne] shared?"
- Offer an **example response**, such as one in a "Students might say" note. You might suggest, "Some students might say, '[I think it was stealing because Robert took something that wasn't his].' What do you think of that?"
- Use five seconds of **wait-time** after asking a question to make space for quieter students to speak. You may even encourage students who talk frequently to practice waiting for others to talk, rather than chiming in immediately.

- **Special Considerations for Facilitating "Responding to Literature" Lessons.** When students respond to literature, it is ideal for them to have self-sustaining conversations about texts with minimal teacher involvement. However, while the students are still building capacity to hold meaningful discussions, you may need to model reacting authentically to texts and building on other participants' thinking. During discussions, remain open to the students' ideas and let the students' thinking drive the conversation.

  The group may not be able to sustain discussions consistently, and the quality of discussion may be uneven within and across lessons. Some students may express a sophisticated understanding of fiction elements while others may simply retell parts of the story. These variations are normal. Recognizing each student's contribution as valid and meaningful will encourage risk-taking, build student confidence, and raise the overall quality of discussion over time.

RECORD-KEEPING

You may want to keep records of some of the logistics of your small groups, as students may change groups over the course of the the school year. Consider tracking:

- Which students have read each text
- Which students have received instruction on each strategy
- The groups you see each day
- The texts the students are keeping in their independent work toolboxes

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Special Considerations

Support for English Language Learners

Small-group Reading in the *Being a Reader* program is designed to be used with students you have assessed and grouped according to reading level. Because the students have been carefully grouped, the challenges that will most likely arise for English Language Learners are in vocabulary and background knowledge (such as that related to American culture or idioms). These issues were carefully considered for each of the texts in the sets, and guidance for supporting the students is provided in two ways. An "ELL Support" feature before a set of lessons provides ideas for preteaching vocabulary, building background knowledge, and providing language support. Additionally, ELL Notes at point of use provide information that can be included in the lesson. For more information about how the program supports English Language Learners, see "Supporting English Language Learners" in the Introduction of your grade-level *Being a Reader Teacher's Manual.*

Guided Spelling for Grade 1 Students

To ensure that spelling instruction continues for grade 1 students who finish Small-group Reading Sets 1-5 and have transitioned from Set 6, Sets 7 and 8 include optional Guided Spelling lessons. (Grade 2 students receive Guided Spelling instruction during whole-class Word Study.) In each Guided Spelling lesson, the students spell decodable words and high-frequency words with teacher support. Because spelling practice coordinated with on-level reading strengthens both decoding and spelling, the decodable words in each lesson are selected from the corresponding texts. The purpose of Guided Spelling is to support the students in being strategic spellers rather than to test their knowledge of individual words.

Guided Spelling lessons should take approximately five minutes. For each word, say the word, have the students say it, and then support them as they spell. For decodable words, refer to the "Spelling Support" section for specific suggestions to help you guide the students. For high-frequency words, allow the students to use the word wall or their personal "Word Bank" for support as needed. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org). High-frequency word cards are provided for all the words used in each set so that you can easily add them to your word wall before Guided Spelling lessons. Although the students may not memorize all these words, knowing where to find them is useful when the students write independently.

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Lessons

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Set 6

Set 6 readers are beginning to read sentences more smoothly. They build fluency by reading books with familiar phonics and high-frequency words. Set 6 books are specifically written to support decoding, and they have illustrations and photographs to aid comprehension. Some students will have encountered them in Set 5 of Small-group Reading.

Set 6 provides transitional instruction in fluency and comprehension for students who have completed Set 5 but are not yet ready for Set 7. Phrase-cued texts are provided for the books in this set to support students as they practice *phrasing*, grouping words together to read fluently. Optional assessments are available to help evaluate the students' fluency progress.



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Set 6

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 6	▪ Characters' feelings ▪ Phrasing ▪ Punctuation	▪ Polysyllabic words	▪ Sequencing and retelling ▪ Text features ▪ Text-to-self connections		
Set 7	▪ Characters' feelings ▪ Punctuation ▪ Reading for listeners	▪ Polysyllabic words	▪ Predicting ▪ Sequencing and retelling ▪ Text features ▪ Text-to-self connections ▪ Topic ▪ Wondering		

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SET 6 OVERVIEW

	Fluency	Word Analysis	Comprehension
Sunny Days, Starry Nights ▪ Expository nonfiction ▪ 3 days	▪ Phrasing (grouping words together)		
New School ▪ Fiction ▪ 3 days	▪ Paying attention to characters' feelings ▪ Paying attention to punctuation		
Sailboats ▪ Expository nonfiction ▪ 3 days			▪ Exploring text features
The Silver Coins ▪ Folktale ▪ 3 days			▪ Sequencing and retelling
Ball Games ▪ Expository nonfiction ▪ 3 days		▪ Reading polysyllabic words	▪ Making text-to-self connections

Sunny Days, Starry Nights must be taught first. The remaining lessons can be taught in any order. To help you select lessons, see the "Lesson Summary" chart in the Appendix.

Make a group set of the "Individual Reading Observation" sheet (IR1); see page 149 of the *Assessment Resource Book*. Make a copy for each student in the group. You will use the observation sheets throughout this set.

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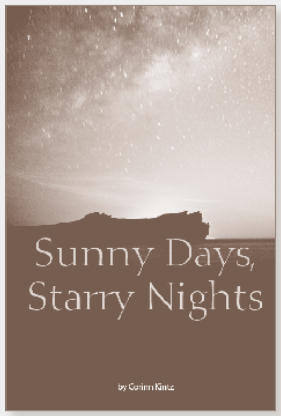
Fluency

Phrasing (Grouping Words Together)

RESOURCES



Sunny Days, Starry Nights

by Corinn Kintz

This nonfiction text explains day and night, using concrete examples.

More Strategy Practice

- "Present *Sunny Days, Starry Nights* to the Class"

Technology Extension

- "Create an Audio Recording of *Sunny Days, Starry Nights*"

Assessment Resource Book

- Set 6 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA1)

Reproducible

- "Grouping Words Together: *Sunny Days, Starry Nights*" (BLM1)

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OVERVIEW

Academic Focus

- Students read part of a nonfiction text fluently.
- Students group words together to read fluently.

Social Development Focus

- Students work in a responsible way.

DO AHEAD

✓ Prior to Day 1, have the students read *Sunny Days, Starry Nights* if they have not already done so.

✓ Prior to Day 1, practice reading page 1 of *Sunny Days, Starry Nights* aloud without proper phrasing (see Step 2).

✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Grouping Words Together: *Sunny Days, Starry Nights*" (BLM1). (Note that the first two pages of the reproducible are the phrase-cued text and the second two are the text from the book that can be used to practice or to assess reading rate and fluency.) Make one copy for each student in the group plus one for yourself. Practice reading "Grouping Words Together: *Sunny Days, Starry Nights*" (BLM1) aloud, phrasing the text as indicated (see Step 3).

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA1); see page 198 of the *Assessment Resource Book*.

✓ Prior to Day 3, assign pages in the book to the students, giving each student approximately the same amount of text (see Step 1).

✓ (Optional) Prior to Day 1, show the students a short demonstration of a flashlight shining on a globe to enhance their understanding of the book. You might search online with the keywords "night and day globe demonstration" to find videos of this activity.

ELL SUPPORT

- **Preview the Book:** In Set 6, you will ask the students to read the book prior to the small-group lessons. It may be beneficial for your students to practice reading the book aloud to you. Phrase-cued texts are provided for all the books in Set 6. If you find students struggle to read fluently, consider adding additional sessions specifically aimed toward fluency.

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Day 1

Sunny Days, Starry Nights

Reading a Nonfiction Text

Materials

- Teacher copy of *Sunny Days, Starry Nights*
- Teacher and student copies of "Grouping Words Together: *Sunny Days, Starry Nights*" (BLM1), prepared ahead

Teacher Note

Sunny Days, Starry Nights is also used in Set 5, Week 9. In that lesson, the students read *Sunny Days, Starry Nights* to practice the high-frequency words *though* and *once* and to practice decoding words with the spelling-sounds *igh*, _*y* /ī/ and _*y* /ē/.

In this lesson, the students:

- Hear part of a book read fluently
- Echo read a phrase-cued text fluently
- Group words together to read fluently

1 Gather and Review *Sunny Days, Starry Nights*

Show the cover of *Sunny Days, Starry Nights* and read the title and the name of the author aloud. Review that the students read this book earlier and remind them that this nonfiction book gives readers true information about day and night.

Ask and briefly discuss:

Q *What do you remember about* Sunny Days, Starry Nights*?*

Tell the students that today they will reread parts of *Sunny Days, Starry Nights* aloud.

2 Discuss Reading Fluently

Tell the students that today you will read page 1 of the book aloud; then you will ask partners to talk about what they noticed. Read page 1 aloud with a combination of rushed and halted phrasing. Ask:

Q *What did you notice about the way I read this? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "It sounded like you didn't know what the words meant."
>
> "I couldn't understand what you were saying."
>
> "You were saying the right words but they sounded wrong."

Explain that you were not grouping the words together to read *fluently*, or smoothly. The sentences were hard to understand, and the reading did not sound like talking.

Tell the students that today they will practice grouping words together so their reading sounds like talking.

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3 Read Aloud and Explore "Grouping Words Together"

Distribute a copy of the "Grouping Words Together: *Sunny Days, Starry Nights*" sheet (BLM1) to each student. Give the students a few moments to look over their sheets and share what they notice with the group.

If necessary, point out that the "Grouping Words Together: *Sunny Days, Starry Nights*" sheet shows the words from *Sunny Days, Starry Nights* without the pictures.

Have the students find and point to the first section on their sheets. Explain that each section on the sheet has the words from one page of the book.

Have the students follow along as you read the page 1 text aloud from your own copy, using the marks in the sentences to phrase your reading. Ask:

Q *What did you notice about the way that I read that time?*

> **Students might say:**
>
> "I noticed that when you got to lines, you stopped."
>
> "I could understand what you were saying."
>
> "It sounded like how you usually read to us."

Explain that the marks between words helped you know which words to group together to make the reading sound like talking.

4 Echo Read Fluently

Tell the students that they will practice grouping the words together by echo reading with you.

Ask the students to notice what you do with your voice to make the reading sound like talking so they can do the same thing with their voices. Tell them that you will use the marks between words to help you know which words to group together. Encourage them to pay attention to the marks when they echo read. For more information about echo reading, see "Echo Reading" in the Introduction.

Have the group echo read the text from *Sunny Days, Starry Nights*, using their copies of the "Grouping Words Together: *Sunny Days, Starry Nights*" sheet (BLM1).

Explain that grouping words together is part of reading fluently, or smoothly. Tell the students that reading fluently helps readers and listeners understand and enjoy what they read.

Teacher Note

The text is marked with double lines at the ends of sentences and single lines in the middle of sentences to indicate where to pause. You can make the activity more challenging by having the students insert slightly longer pauses at the double lines.

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5 Wrap Up

Tell the students that in the next lesson they will read *Sunny Days, Starry Nights* aloud in pairs. Collect the "Grouping Words Together: *Sunny Days, Starry Nights*" sheets. Encourage the students to practice reading fluently by grouping words so their reading sounds like talking.

Day 2

Sunny Days, Starry Nights

Reading Fluently

Materials

- Teacher and student copies of "Grouping Words Together: *Sunny Days, Starry Nights*" (BLM1) from Day 1
- "Group Progress Assessment" sheet (GA1)
- (Optional) Student copies of *Sunny Days, Starry Nights*

In this lesson, the students:

- Read a phrase-cued text aloud in pairs
- Group words together to read fluently
- Work responsibly in pairs

1 Gather and Get Ready to Read

Review that in the last lesson the students practiced reading fluently by grouping words together to make their reading sound like talking. Explain that today partners will take turns reading parts of *Sunny Days, Starry Nights* aloud to each other. Ask and briefly discuss:

Q *What can you do to show you are listening when your partner reads?*

Remind the students to read just loudly enough for their partners to hear, and to listen carefully while their partners are reading.

2 Model Reading in Pairs

Distribute a copy of the "Grouping Words Together: *Sunny Days, Starry Nights*" sheet (BLM1) to each student. Tell the students that partners will take turns reading aloud from the sheet. Explain that one partner will read a section aloud, using the marks to group the words together, while the other partner listens and follows along. For more information about reading in pairs, see "Reading in Pairs" in the Introduction.

Model the procedure by choosing a volunteer to be your partner. Read the first section aloud, using the marks to phrase the reading, as your partner follows along and listens carefully. Then have your partner read the next section aloud as you follow along and listen carefully.

Point out that you and your partner read aloud clearly, using the marks to help you group the words together, and that you followed the words on the page and listened carefully to each other.

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Remind the students that grouping words together will help them read fluently, or smoothly, so the reading sounds like talking.

3 Read Fluently in Pairs

Have partners take turns reading from the "Grouping Words Together: *Sunny Days, Starry Nights*" sheet (BLM1). Observe the students as they read, offering support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Can the students group the words together in meaningful phrases?
- Do they read fluently, making their reading sound like talking?
- Do they follow along and listen carefully as their partners read?

Record your observations on the "Group Progress Assessment" sheet (GA1); see page 198 of the *Assessment Resource Book*.

Teacher Note

If time allows, you may wish to collect the copies of the "Grouping Words Together: *Sunny Days, Starry Nights*" sheet and have pairs use their books to take turns reading the text again.

4 Reflect on Reading in Pairs

When all the pairs have read the text at least once, ask and briefly discuss:

Q *How did you and your partner do working together?*

Review that the students have been practicing reading fluently by grouping words together so that their reading sounds like talking. Ask:

Q *Why is it important to make your reading sound like talking? Turn to your partner.*

Have a few students share their thinking.

Collect the "Grouping Words Together: *Sunny Days, Starry Nights*" sheet to use in the next lesson. Tell the students that in the next lesson they will practice reading pages from *Sunny Days, Starry Nights* aloud to the group.

You may wish to have the students put *Sunny Days, Starry Nights* in their toolboxes. Encourage them to reread the book independently and to practice reading fluently by grouping words together to make their reading sound like talking.

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Day 3

Sunny Days, Starry Nights
Reading Fluently

Materials

- Teacher and student copies of *Sunny Days, Starry Nights*
- Pad of self-stick notes
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- (Optional) Teacher and student copies of "Grouping Words Together: *Sunny Days, Starry Nights*" (BLM1) from Day 2
- (Optional) Highlighter

Teacher Note

If a student requires additional support with phrasing, consider having her read from a copy of the "Grouping Words Together: *Sunny Days, Starry Nights*" sheet (BLM1) with her section highlighted, instead of from the book.

Teacher Note

If you plan to do the more strategy practice activity "Present *Sunny Days, Starry Nights* to the Class" (see the next page) or the technology extension "Create an Audio Recording of *Sunny Days, Starry Nights*" (see the next page) with your students, consider previewing your expectations for making presentations to the class or for creating audio recordings.

In this lesson, the students:

- Read part of a book fluently
- Group words together to read fluently
- Read clearly so others can hear

1 Gather and Get Ready to Read

Tell the students that today they will take turns reading part of the book *Sunny Days, Starry Nights* aloud to the group. Ask:

Q *Why is it important to read aloud in a clear voice?*

> **Students might say:**
>
> "If you don't read clearly, the next person won't know when to read."
>
> "It's important to speak in a clear voice so other people can understand what the book is about."

Distribute several self-stick notes to each student. Tell the students which pages they each will read, and have them mark those pages with the self-stick notes. Explain that the self-stick notes will help them know when it is their turn to read.

2 Read Part of *Sunny Days, Starry Nights* Fluently

Explain that the students will practice reading their pages aloud fluently, grouping the words together to make the reading sound like talking. If necessary, model reading a page aloud fluently in a clear voice.

Have the students open their books to page 1 and take turns reading their assigned pages aloud to the group. If time allows, consider having the group practice reading the book aloud again.

INDIVIDUAL READING OBSERVATION NOTE

Listen to the students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

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3 Reflect on Reading Clearly

Ask and briefly discuss:

Q *How did you do with reading aloud in a clear voice?*

Q *How did you do with making your reading sound like talking?*

Review that reading aloud fluently, grouping words together so the reading sounds like talking, helps readers and listeners understand and enjoy what they read. Invite the students to practice grouping words together by reading aloud from other books they like. Have students return *Sunny Days, Starry Nights* to their toolboxes, and encourage them to reread the book independently.

MORE STRATEGY PRACTICE

Present *Sunny Days, Starry Nights* to the Class

Present *Sunny Days, Starry Nights* to the whole class by having the group read aloud the individual selections they practiced. Remind the students to read fluently, and to speak loudly and clearly so their voices can be heard. Consider using a document camera to display the book illustrations to the class. For suggestions on group presentations, see "Reading for Listeners" in the Introduction.

TECHNOLOGY EXTENSION

Create an Audio Recording of *Sunny Days, Starry Nights*

Have the students record themselves reading aloud using an audio-recording device. Remind them to speak loudly and clearly so their voices can be heard in the recording. You may then play the audio recording while showing the illustrations to the class.

Consider sharing the recordings with the students' families or publishing the recordings on the Internet as podcasts. Search online using the keywords "publishing student podcasts" to learn more about creating podcasts.

Teacher Note

You may assess an individual student's fluency by using an unmarked text of *Sunny Days, Starry Nights* as a modified running record. Use pages 3–4 of the "Grouping Words Together: *Sunny Days, Starry Nights*" sheet (BLM1). Have the student read aloud to you from the book as you follow along on the unmarked text, noting where he or she pauses, self-corrects, or makes an error.

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Fluency

Paying Attention to Characters' Feelings

Paying Attention to Punctuation

RESOURCES



New School

by Kenni Alden, illustrated by Juan Bautista

In this fiction book, Jade is surprised to discover she likes her new school.

More Strategy Practice

- "Read Fluently in Meaningful Phrases"

Assessment Resource Book

- Set 6 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA2)

Reproducible

- (Optional) "Grouping Words Together: *New School*" (BLM2)

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OVERVIEW

Academic Focus

- Students read fluently with attention to characters' feelings.
- Students read fluently with attention to punctuation.
- Students read and discuss a fiction text.

Social Development Focus

- Students work in a responsible way.

DO AHEAD

- ✓ Prior to Day 1, have the students read *New School* if they have not already done so.
- ✓ Prior to Day 1, practice reading pages 1–3 of *New School* aloud with expression (see Step 5).
- ✓ Prior to Day 2, practice reading pages 4–6 of *New School* aloud with expression (see Step 2).
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA2); see page 199 of the *Assessment Resource Book*.

ELL SUPPORT

- **Preview the Book:** In Set 6, you will ask the students to read the book prior to the small-group lessons. It may be beneficial for your students to practice reading the book aloud to you. Phrase-cued texts are provided for all the books in Set 6. If you find students struggle to read fluently, consider adding additional sessions specifically aimed toward fluency.

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Day 1

New School

Reading a Fiction Book

Materials

- Teacher and student copies of *New School*

In this lesson, the students:

- Discuss dialogue
- Read dialogue fluently
- Echo read part of a book fluently
- Work in a responsible way

Teacher Note

New School is also used in Set 5, Week 8 ("Reteaching"). In that lesson, the students read *New School* to review the high-frequency words *even*, *picture*, *move*, and *great* and to practice decoding words with the spelling-sounds *kn* /n/, *wr* /r/, and *all* /awl/.

1 Gather and Review *New School*

Show the cover of *New School* and read the title and the names of the author and illustrator aloud. Remind the students that they read this story earlier.

Ask and briefly discuss:

Q *What do you remember about* New School*?*

2 Introduce Reading Dialogue Fluently

Tell the students that today they will reread parts of *New School* aloud. Provide the students with examples of nonfluent and fluent reading of dialogue.

> **You might say:**
>
> "If I read, 'I . . . know . . . you . . . can . . . hear . . . me . . . knocking . . . called . . . Mom,' it is hard to understand what is happening in the story. My reading did not sound like a person talking because I read one word at a time. If I read, ' "I know you can hear me knocking," called Mom,' it is easier to understand. That time I grouped the words together and read them smoothly to make my reading sound like Mom was talking."

Tell the students that they will practice making their reading sound like the characters in the story are talking.

3 Discuss Punctuation

Distribute the books and have the students open their books to page 1. Ask:

Q *What kinds of punctuation do you see on this page?*

As students share, follow up by asking questions such as:

Q *What do you know about [periods]?*

Q *What do [quotation marks] tell the reader?*

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If necessary, point out the periods, commas, exclamation point, and quotation marks on the page. Explain that paying attention to punctuation helps readers read in a way that sounds like talking.

4 Discuss Dialogue

If necessary, review that quotation marks show when characters in a story are talking and that the words inside the quotation marks are the words characters are saying. Explain that authors use *dialogue*—the words in quotation marks—when they want readers to imagine characters talking.

Tell the students that today the group will echo read some of the dialogue in *New School*. For more information about echo reading, see "Echo Reading" in the Introduction.

Tell the students to pay attention to what you do with your voice when you read dialogue to make the reading sound like talking. Encourage them to do the same thing with their voices when they read.

5 Echo Read Dialogue Fluently

Have the group echo read page 1, two sentences at a time. Ask:

Q *What does Mom say in the part you just read?*

Then follow up by asking:

Q *How do you know that?*

If necessary, explain that Mom says the words inside the quotation marks, "I know you can hear me knocking!"

Have the students point to the words "called Mom." Tell them that "called Mom" is a *dialogue tag*, and explain that these words tell readers who is talking.

Have the students echo read page 2, one sentence at a time, and then ask:

Q *What does Jade say?*

Q *What does Mom say?*

As students share, follow up by asking:

Q *How do you know that?*

Encourage the students to use the terms *dialogue tag* and *quotation marks* to explain their thinking.

If necessary, explain that Jade says, "Come in," and that Mom says, "I know you don't want to move." Remind the students that the dialogue tags "said Jade" and "Mom said" explain which character is talking.

Have the students echo read page 3. Ask:

Q *Who says, "This move is going to wreck everything!"?*

Teacher Note

You may want to mention that readers stop at periods and *pause*, or stop for just a little while, at commas.

Teacher Note

Tell the students that dialogue tags often use words like *said*, *called*, *cried*, *asked*, and *whispered*. You might consider explaining that dialogue tags can come before, after, or in the middle of dialogue.

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Follow up by asking:

Q *How do you know that?*

If necessary, tell the students that Jade says, "This move is going to wreck everything!" Explain how readers can tell Jade is talking.

> **You might say:**
>
> "Jade is upset about moving, so it makes sense that she is the one speaking. Another way to tell that Jade is the one speaking is that the dialogue tag in the first sentence on the page tells readers that Jade is talking, and the next sentence begins on the same line, so readers know that Jade is still talking. Quotation marks and dialogue tags help readers know which character is talking."

Explain that making dialogue sound like the characters are talking is part of reading fluently, or smoothly. Reading fluently helps readers and listeners understand and enjoy books.

6 Wrap Up

Tell the students that in the next lesson they will echo read more of *New School*. Ask them to put *New School* in their toolboxes. Encourage them to reread the book independently and to practice making the dialogue sound like the characters are talking.

Day 2 *New School* Reading Fluently

Materials

- Teacher and student copies of *New School*
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

In this lesson, the students:

- Echo read part of a book fluently
- Read dialogue fluently
- Work in a responsible way

1 Gather and Review Dialogue

Review that in the last lesson, the students read and discussed dialogue in *New School*. Ask:

Q *What do you know about dialogue? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I know that dialogue is when characters are talking."
>
> "The words characters say are inside quotation marks."
>
> "You can tell who is talking because it says 'Mom said' or 'Jade said.'"

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If necessary, review that *dialogue* is what characters in a story say to each other. Have the students open their books to page 4. Point out quotation marks and dialogue tags on the page and review that these things help readers know which character is talking.

2 Echo Read Dialogue Fluently

Tell the students that they will begin to echo read today on page 4 and review your expectations for echo reading.

Have the students echo read the first lines of dialogue ("What if you were wrong? It could be great. Picture your new school."). Ask:

Q *Who do you think is talking?*

As students share, follow up by asking:

Q *What makes you think that?*

Point out that the dialogue they just read does not have a dialogue tag. Tell the students that sometimes when dialogue does not have a dialogue tag, readers must ask themselves which character would say that part.

Explain that readers can expect characters to take turns talking and that paying attention to where new paragraphs begin can help readers know when a different character is talking.

Point to the indentations before "What," "How," and "Picture," and explain that these show where a new paragraph begins.

> **You might say:**
>
> "I notice that each of these sentences starts further in from the side of the page than 'Picture your new school.' Each time a sentence is *indented*, or starts further in from the side of the page, that is the beginning of a new paragraph. Mom's dialogue is one paragraph and when Jade speaks, her words begin a new paragraph. Even though there is no dialogue tag in that paragraph, we know that Jade is the one speaking."

Have the group echo read the rest of the page. Ask and briefly discuss:

Q *Who says, "Picture how you would like it to be"?*

Then follow up by asking:

Q *How do you know that?*

If necessary, explain that readers can tell that Mom says, "Picture how you would like it to be," because it is a new paragraph and the dialogue tag tells readers that Mom is speaking.

Have the group echo read page 5. Ask:

Q *How do you think Jade is feeling? What makes you think that? Turn to your partner.*

Teacher Note

You may need to prompt the students to use the words *paragraph*, *dialogue tag*, and *quotation marks* as they explain their thinking.

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Have a few students share their thinking.

> **Students might say:**
> "Jade feels bad because picturing the new school didn't help."
> "I think she is sad because she says it feels wrong to move."
> "Jade is upset because she doesn't want to go to a new school."

Have the group echo read page 6. Ask and briefly discuss:

Q *What does Mom say? How do you know?*

Then ask:



Q *Why do you think she says that? Turn to your partner.*

Have a few students share their thinking.

3 Practice Reading Fluently

Have the students read the rest of the book aloud in soft voices. Encourage them to pay attention to the dialogue as they read.



INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

4 Reflect on Echo Reading

Ask and briefly discuss:

Q *What did you do to work responsibly during echo reading?*

Remind the students that echo reading is one way to practice reading fluently, or smoothly, in a way that sounds like talking.

Tell the students that in the next lesson they will practice reading fluently by reading *New School* aloud fluently in pairs. Ask them to return *New School* to their toolboxes. Encourage them to reread the book independently and to practice making the dialogue sound like talking.

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New School
Reading Fluently

Day 3

In this lesson, the students:

- Reread a book aloud in pairs
- Read dialogue fluently with attention to characters' feelings
- Work responsibly in pairs

Materials

- Teacher and student copies of *New School*
- "Group Progress Assessment" sheet (GA2)

1 Gather and Review *New School*

Review that in the last lesson, the students practiced reading *New School* fluently by making the *dialogue*, the words the characters in a story say, sound like the characters are talking. Explain that today they will practice reading fluently by reading with partners.

2 Review Reading Dialogue Fluently

Have the students open their books to page 2. Tell them to follow along as you read pages 2–3 aloud with expression.

After reading the pages aloud, ask:

Q *What did I do with my voice to make the dialogue sound like the characters are talking?*

> **Students might say:**
>
> "You made your voice sound like Jade was upset."
>
> "You got loud when there was an exclamation point."
>
> "You used different voices for Jade and for Mom."

Explain that readers can make dialogue sound like talking by thinking about *what* the characters say and about *how* they might say the words. Explain that paying attention to characters' feelings helps readers read dialogue in a way that sounds like talking.

3 Reread *New School* Fluently in Pairs

Explain that partners will take turns reading part of *New School* aloud to each other. Tell the students that when they read with their partners, they will use their voices to make it sound like the characters are talking. Remind the students that paying attention to dialogue as they read with their partners will help them read fluently. For more information about partner reading, see "Reading in Pairs" in the Introduction.

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Model reading pages 2–3 with a partner, using a student volunteer. Ask and briefly discuss:

Q *What can you do to show you are listening when your partner reads?*

Tell the students to follow along and listen carefully as their partners read just loudly enough for them to hear.

Encourage the students to pay attention to characters' feelings to make the dialogue sound like the characters are talking.

Have partners open to page 2 and read the book aloud in soft voices. Observe the students as partners read and offer support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Do the students read dialogue so that it sounds like the characters are talking?
- Can they read the story fluently?
- Do they follow along and listen carefully as their partners read?

Record your observations on the "Group Progress Assessment" sheet (GA2); see page 199 of the *Assessment Resource Book*.

Support any student who struggles with dialogue by reteaching Day 2, Step 2 on page 17.

4 Reflect on Reading Dialogue Fluently in Pairs

When all the pairs have read the book at least once, ask and briefly discuss:

Q *What did you like about reading dialogue with your partner?*

Review that reading dialogue fluently helps readers and listeners understand and enjoy what they read. Invite students to practice making dialogue sound like talking by reading aloud from other books they like. Have the students put *New School* in their toolboxes and encourage them to reread the book independently.

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MORE STRATEGY PRACTICE

Read Fluently in Meaningful Phrases

A phrase-cued text is available for *New School*. For more fluency practice, have a student or group of students practice grouping the words together by reading the phrase-cued text on pages 1–3 aloud. For additional instruction in using a phrase-cued text for echo reading and reading in pairs, see *Sunny Days, Starry Nights*.

You may also use an unmarked text of *New School* as a modified running record to assess an individual student's fluency. Use pages 4–6 of the "Grouping Words Together: *New School*" sheet (BLM2). Have the student read aloud to you from the book as you follow along on the unmarked text, noting where he or she pauses, self-corrects, or makes an error.

Teacher Note

Before teaching this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print "Grouping Words Together: *New School*" (BLM2). Make one copy for each student in the group, plus one for yourself.

TEKS 6.I.ii
Teacher Activity
More Strategy Practice (last sentence in second paragraph)

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RESOURCES



Sailboats

by Lucy Bledsoe, illustrated by Marjorie Leggitt

This nonfiction text gives information about the parts of a sailboat, the role of the crew, and how the wind affects sailing.

More Strategy Practice

- "Explore Text Features"
- "Add to the Glossary"
- "Read Fluently in Meaningful Phrases"

Assessment Resource Book

- Set 6 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA3)

Reproducible

- (Optional) "Grouping Words Together: *Sailboats*" (BLM3)

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OVERVIEW

Academic Focus

- Students explore and use text features in a nonfiction text.
- Students read and discuss a nonfiction text.

Social Development Focus

- Students work responsibly in pairs.

DO AHEAD

✓ Prior to Day 1, have the students read *Sailboats* if they have not already done so.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA3); see page 200 of the *Assessment Resource Book*.

ELL SUPPORT

- **Preview the Book:** In Set 6, you will ask the students to read the book prior to the small-group lessons. It may be beneficial for your students to practice reading the book aloud to you. Phrase-cued texts are provided for all the books in Set 6. If you find students struggle to read fluently, consider adding additional sessions specifically aimed toward fluency.

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Day 1

Sailboats

Rereading a Nonfiction Book and Exploring Text Features

Materials

- Teacher and student copies of *Sailboats* (pages 1–5)
- Self-stick note for each student

In this lesson, the students:

- Explore text features: table of contents and glossary
- Read and discuss part of a book

Teacher Note

Sailboats is also used in Set 5. There, the students read *Sailboats* to review the high-frequency words *because*, *talk*, *walk*, and *children* and to practice the spelling-sounds *ai*, *ay* /ā/; *oa*, *ow* /ō/; o͞o /o͞o/; and *oo*, *ew* /oo/.

1 Gather and Review *Sailboats*

Show the cover of *Sailboats* and read the title and the names of the author and illustrator aloud. Remind the students that they read this book earlier.

Ask and briefly discuss:

Q *What do you remember about* Sailboats*?*

If necessary, remind the students that this book is about *sailboats*—boats that have sails that catch the wind to move them in the water. Point out the sailboats and the sails on the front cover.

Explain that *Sailboats* is a nonfiction book and that nonfiction books give readers true information about a topic. Point out that in *Sailboats*, as in many nonfiction books, the title of the book is also the *topic*, or what the book is about.

Explain that today the students will reread part of *Sailboats*.

TEKS 2.D.i
Student/Teacher Activity Step 2 and Step 3 (all, beginning on page 24 and continuing to the bottom of page 25)

TEKS 9.D.vii
Student/Teacher Activity Step 2 (all, beginning on page 24 and continuing to the top of page 25)

2 Explore the Table of Contents and Section Titles

Distribute *Sailboats*. Have the students open their books to the table of contents on the title page. Ask:

Q *What do you notice about the words on this page?*

Have a few students share their thinking.

> **Students might say:**
> "I notice that 'Contents' is at the top of the list."
> "I notice that every line has a number."
> "'What Is a Sailboat?' is a question."

Teacher Note

Students already familiar with tables of contents and other expository text features will benefit from seeing how a familiar book is organized.

Explain that nonfiction books often have a *table of contents*. Explain that a table of contents is a list at the front of the book that tells readers the names of the sections of a book and the page where each section starts.

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Have the students look at the table of contents and read the title of the first section, "What Is a Sailboat?" aloud. Then have them turn to page 1 and read the section title aloud. Ask:

Q *What do you notice about the heading on page 1?*

> **Students might say:**
>
> "I notice it's the same words as in the table of contents."
>
> "Most of the words start with capital letters."
>
> "I notice the words are bigger and darker than the rest of the words on the page."

Point out that headings let readers know what the part of the book they are reading is about. Have the students turn back to the table of contents, and then ask:

Q *On which page might you find information about the parts of a sailboat?*

Q *Which page may have information about working on a sailboat?*

Explain to the students that a table of contents can help readers find information in the book.

3 Explore the Glossary

TEKS 9.D.v
Student/Teacher Activity
Step 3 (all)

Have the students turn to page 1. Have them find and point to the word *aid* in the first paragraph. Ask:

Q *What do you notice about the word* aid*? Turn to your partner.*

Have a few students share their thinking.

Explain that when a word is in bold type, with thicker letters than the rest of the text—like the word *aid*—readers may find more information about the word at the back of the book.

Have the students turn to page 14 and tell them that this page is a *glossary*. Explain that a glossary lists words from the book that a reader might not know and tells the reader what each word means.

Have the students find and point to the word *aid* in the glossary and read the *definition*, or meaning of the word, to themselves.

Have the students turn back to page 1 and follow along as you read the page aloud, emphasizing the word *aid*.

Explain that nonfiction books often include text features such as a table of contents or glossary that help readers understand the book and give more information about a topic.

Teacher Note

If the students are familiar with dictionaries, consider pointing out that the glossary is organized like a dictionary; it lists the words in alphabetical order and tells what each word means.

4 Read and Discuss "What Is a Sailboat?"

Explain to the students that they will read the first section, "What Is a Sailboat?" and discuss what they read with the group.

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Have the students turn to pages 2–3. Ask them to point to the word *bow* in the diagram on page 3. Explain that the front of the sailboat is called a *bow* (pronounced /bou/). Tell them that the letters *b-o-w* are pronounced /bou/ when talking about the front of a sailboat.

Distribute the self-stick notes and have the students mark page 3 so they know where to stop reading. Have them turn back to page 1 and read the section quietly to themselves. Encourage the students to notice words in bold type and use the glossary to find out what words mean as they read.

When all the students have read the section at least once, ask and briefly discuss:

Q *What did you read about sailboats?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *How do sailboats go?*

Q *Where do sailboats sail?*

Q *What are the parts of a sailboat?*

5 Read and Discuss "Who Works on a Sailboat?"

Have the students turn to page 5 and mark the page with the self-stick note so they know where to stop reading. Ask them to turn back to page 4 and read the next section, "Who Works on a Sailboat?" quietly to themselves. Encourage the students to find the meaning of the words in bold type in the glossary as they read.

When all the students have read the section at least once, ask and briefly discuss:

Q *What did you read about the crew of a sailboat?*

6 Wrap Up

Tell the students that in the next lesson, they will reread the rest of *Sailboats* and continue using text features to help them understand information in the book. Encourage the students to notice text features in nonfiction books they read independently. Collect *Sailboats*, keeping the self-stick notes in the books.

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Sailboats

Rereading a Nonfiction Book and Using Text Features

Day 2

In this lesson, the students:

- Use text features: table of contents and glossary
- Read and discuss part of a book

1 Gather and Review the Table of Contents and Section Titles

Distribute *Sailboats*. Review that in the last lesson, the students reread part of *Sailboats* and discussed text features like the table of contents, words in bold type, and the glossary. Review that text features help readers understand information in nonfiction books and give them more information about a topic like sailboats.

Have the students open their books to the table of contents. Ask and briefly discuss:

Q *What can readers find out from the table of contents?*

If necessary, review that the table of contents tells the reader the titles of the chapters or sections of the book and the page where each section begins. Have the students point to and read the first section title aloud. Ask:

Q *What did you read about what a sailboat is?*

Have the students point to and read the second section title aloud. Ask:

Q *What did you read about who works on a sailboat?*

Explain that today the students will reread the rest of *Sailboats*. Have them point to the next section title, "Parts of a Sailboat," and read it aloud. Ask:

Q *What information might you read in this section?*

Have the students use the table of contents to turn to the first page of the section "Parts of a Sailboat." When all the students have turned to page 6, have them point to the section title and read it aloud as a group. Review that the titles of the sections in the book match the section titles in the table of contents and that they tell readers what that part of the book is about.

Materials

- Teacher and student copies of *Sailboats* (pages 6–13)
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

TEKS 2.D.i
Student/Teacher Activity Step 1 and Step 2 (all, beginning on page 27 and continuing to page 28)

TEKS 9.D.vii
Student/Teacher Activity Step 1 (all)

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TEKS 9.D.v
Student/Teacher Activity
Step 2 (all)

2 Review Words in Bold Type and the Glossary

Explain that one part of a sailboat they will read about in the next section is the *cabin*, a little room under the deck (point to the picture of the cabin on page 9).

Have the students follow along as you read page 9 aloud, emphasizing the word *snooze*.

Have the students find and point to the word *snooze* on page 9. Review that in *Sailboats* and many other nonfiction books, readers can find the definitions, or meaning, of the words in bold type in the glossary at the back of the book.

Have the students turn to page 14, and review that this page is the glossary. Have them find and point to the word *snooze*, read the definition to themselves, and then turn back to page 9. Explain that when readers look up a word in bold type in the glossary, they can check to make sure they understand what it means by reading that part of the book again.

> **You might say:**
> "When I read, 'Children and others in the crew can snooze in the cabin,' I noticed the word *snooze* was in bold type, so I looked it up in the glossary. Now I know *snooze* means nap, so I'm going to fill that in. 'Children and others in the crew can snooze, or nap, in the cabin.' That makes sense because the illustration on page 9 shows a boy napping, or snoozing, on a couch in the cabin."

Encourage the students to notice other words in bold type and use the glossary as they read the rest of *Sailboats*.

3 Read and Discuss "Parts of a Sailboat"

Have the students turn to page 9 and mark the page with the self-stick note so they know where to stop reading. Tell them to turn back to page 6 and read the section "Parts of a Sailboat" quietly to themselves.

When all the students have read the section at least once, ask and briefly discuss:

Q *What did you read about the parts of a sailboat?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did you read about the sails?*

Q *What did you read about the cabin?*

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4 Read and Discuss "When to Sail"

Ask the students to turn to page 13 and mark the page with the self-stick note so they know where to stop reading. Then ask them to use the table of contents to turn to the last section, "When to Sail," and read the section quietly to themselves. Remind them to find the meaning of the words in bold type in the glossary.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the section at least once, ask:

Q *What did you read about the wind? Turn to your partner.*

Have a few students share their thinking.

Teacher Note

If the students need support remembering what they read, encourage them to refer back to the book.

5 Wrap Up

Explain that in the next lesson, the students will think and talk more about text features in *Sailboats*. Have them put the book in their toolboxes and encourage them to read it independently. Encourage them to notice and use text features in other nonfiction books they read.

MORE STRATEGY PRACTICE

TEKS 2.D.i
Student/ Teacher Activity
More Strategy Practice (all)

Explore Text Features

Collect enough expository nonfiction books so that each student in the group has at least one to examine. Use books that the students have already read that contain examples of a range of text features, including tables of contents, indexes, headings, photos and captions, text boxes, maps, labeled diagrams, and glossaries.

Teacher Note

Prior to this activity, you will need to collect a variety of expository nonfiction books. Collect at least one book for each student in the group. You may also use chart paper and a marker to create a "Nonfiction Text Features" chart to record features the students notice to display throughout the year.

Have the students look through the books and invite them to share text features they find with the group. Ask:

Q *How did the [table of contents] help you understand the information in the book?*

Consider creating a chart titled "Nonfiction Text Features" to display in the classroom, which you can add to throughout the year.

Teacher Note

If necessary, point out and briefly explain any unfamiliar text features in the nonfiction books before having the students look through the books on their own.

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Day 3

Sailboats

Exploring Text Features

Materials

- Teacher and student copies of *Sailboats*
- "Group Progress Assessment" sheet (GA3)

Teacher Note

If the students need support remembering what they read, encourage them to refer back to the book.

In this lesson, the students:

- Use text features: diagrams and labels
- Work responsibly in pairs

1 Gather and Review *Sailboats*

Review that in the last lesson, the students reread part of *Sailboats*. Ask:

Q *What is something interesting you read in Sailboats? Turn to your partner.*

Have a few students share their thinking.

2 Review Text Features

Review that in the last lessons the students explored text features in *Sailboats*, such as section titles and words in bold type. Ask:

Q *What do you know about text features?*

Have a few students share their thinking.

> **Students might say:**
>
> "The table of contents is a text feature. It helps you find the sections in the book."
>
> "Another text feature is the glossary. It says what some words in the book mean."
>
> "Text features give more information. They help readers understand the book."

If necessary, review that text features help readers understand information in nonfiction books and give them more information about the topic.

TEKS 9.F.i
TEKS 10.C.ii
Student/Teacher Narrative Step 3 (all, beginning on page 30 and continuing on to page 31)

3 Introduce Diagrams and Labels

Point out that another way to find information about a book's topic is by looking at the pictures in the book. Have the students open their books to pages 2–3 and point to the picture of the sailboat on page 3.

Tell the students that this is a special kind of picture called a *diagram*, a drawing that shows the parts of something. Tell the students that diagrams often include *labels*, words that point to and name the parts. Explain that diagrams and labels are also text features.

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Have the students reread page 2 quietly to themselves and look closely again at the diagram on page 3. Ask and discuss:

Q *What do you notice about this diagram?*

If necessary, explain that this diagram shows the parts of a sailboat. The labels tell what each part of the sailboat is called.

Explain how the diagram gives more information about the text on page 2.

> **You might say:**
>
> "This diagram gives me a lot of information to help me understand the text on page 2. It gives me more information about the words 'The front of a sailboat is the bow. The back of a sailboat is the stern.' The diagram helps me understand those words because I can see that the label that says *bow* points to the front of the sailboat and the label that says *stern* points to the back. The diagram also gives me more information about the words 'The deck is on top, where you can walk.' It helps me understand those words because it shows me what the top part of the boat looks like."

4 Discuss a Diagram

TEKS 3.B.i
TEKS 9.D.vi
TEKS 10.C.ii
Student/Teacher Activity
Step 4 (all)

Have the students turn to pages 6–7 and spend a few moments looking closely at the diagram. Then have them read page 6 quietly to themselves. When all the students have finished reading the page, ask:

Q *How does the diagram help you understand some of the words on page 6? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "The diagram helps me understand the word *mainsail* because I can see what the mainsail looks like and where it is on the sailboat."
>
> "The diagram of the sails helps me understand the words 'The mast and the boom keep the mainsail up.' because I can see how the mast and boom hold the mainsail up."
>
> "The diagram helps me understand which sail is the jib and which sail is the mainsail."

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to use the diagram to help them understand and talk about the information in the text?
- Are they able to work responsibly in pairs?

Record your observations on the "Group Progress Assessment" sheet (GA3); see page 200 of the *Assessment Resource Book*.

Support any student who struggles by having the student reread the page and look closely at the illustration; then ask additional questions, such as:

Q *How does the diagram help you understand that [the jib is a little sail]?*

TEKS 10.C.i
Student/Teacher Activity
Step 5 (all)

5 Reflect on Text Features

Review that in the last few lessons, the students learned about text features such as the table of contents, the glossary, words in bold type, and diagrams. Remind them that text features help readers understand information in nonfiction books and give them more information about a topic. Ask and briefly discuss:

Q *Which text feature is your favorite one to use? Why?*

Encourage the students to continue to use text features in nonfiction books they read both during and outside of Small-group Reading and to think about how text features help them understand information in books. Ask the students to put *Sailboats* in their toolboxes and encourage them to reread the book independently.

MORE STRATEGY PRACTICE

Add to the Glossary

If necessary, review that when a word is in bold type, with thicker letters than the rest of the text, the meaning of the word can usually be found in a glossary at the end of the book. Have the students open *Sailboats* to the glossary on page 14. Review that a *glossary* lists words from the book that a reader might not know and tells the reader what each word means.

Explain that the students will find another word that they think might help readers understand the book and then add the word to the glossary. Tell them that you will model how to add another word to the glossary.

Have the students turn to page 1 and follow along as you reread the page aloud. Explain that you will add the word *bay* to the glossary.

Teacher Note

Prior to this activity, collect an index card and pencil for each student in the group. Prepare a piece of chart paper with the title "More Glossary Words for Sailboats." You may also want to provide a dictionary for each student.

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You might say:

"A *bay* is a part of a lake or ocean that has land on three sides. So I am going to write *bay: a part of a lake or ocean that has land on three sides.*"

Write the word and definition where the group can read it, under the title "More Glossary Words for Sailboats."

After writing the definition of *bay*, have the students turn back to page 1 and follow along as you read the page aloud, emphasizing the word *bay*.

Distribute an index card to each student. Have each student reread the book, find a word to add to the glossary, and then write the word, the page number, and a definition on the index card. When all the students have selected and written the definition for at least one word, have the students share their words and definitions; record these on the list. Review that text features like glossaries help readers understand books and give them more information about the topics.

Teacher Note

If your students are familiar with dictionaries, consider having them use dictionaries to write the definitions.

Read Fluently in Meaningful Phrases

A phrase-cued text is available for *Sailboats*. For more fluency practice, have a student or group of students practice grouping the words together by reading the phrase-cued text on pages 1–2 aloud. For additional instruction in using a phrase-cued text for echo reading and reading fluently in pairs, see *Sunny Days, Starry Nights*.

You may assess an individual student's fluency by using an unmarked text of *Sailboats* as a modified running record. Use pages 3–4 of the "Grouping Words Together: *Sailboats*" sheet (BLM3). Have the student read aloud to you from the book as you follow along on the unmarked text, noting where he or she pauses, self-corrects, or makes an error.

Teacher Note

Before teaching this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print "Grouping Words Together: *Sailboats*" (BLM3). Make one copy for each student in the group, plus one for yourself.

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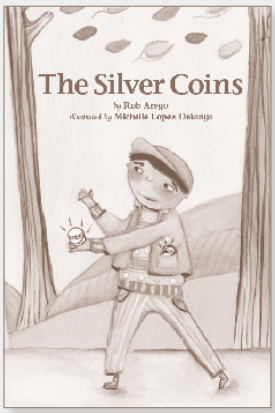
RESOURCES



The Silver Coins

by Rob Arego, illustrated by Michelle Lopez Deksnys

In this fiction text, a boy walks to town to buy food and meets three strangers along the way.

More Strategy Practice

- "Read Fluently in Meaningful Phrases"
- "Retell and Mime the Story"
- "Retell *The Silver Coins* to the Class"

Technology Extension

- "Create an Audio Recording of *The Silver Coins*"

Assessment Resource Book

- Set 6 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA4)

Reproducibles

- "Retelling *The Silver Coins*" (BLM4)
- (Optional) "Grouping Words Together: *The Silver Coins*" (BLM5)

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OVERVIEW

Academic Focus

- Students retell a story orally.
- Students retell part of a story in writing.
- Students reread and discuss a fiction text.

Social Development Focus

- Students take turns talking and listening.
- Students speak clearly so others can hear.

DO AHEAD

✓ Prior to Day 1, have the students read *The Silver Coins*, if they have not already done so.

✓ Prior to Day 2, think of a personal story that you have told many times to share with the group. You may want tell the story of a memorable experience or of a favorite movie or book (see Step 1).

✓ Prior to Day 2, decide how you will divide the pages of *The Silver Coins* among the students in the group for the group retelling (see Step 3).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Retelling *The Silver Coins*" (BLM4). Make a copy for each student in the group. You may prefer to write the sample retellings on chart paper to display during the lesson (see Step 2):

- *Once upon a time, there was a little boy. His mother gave him silver coins and told him to go into town to buy food. The boy promised he would buy only food.*
- *There once lived a boy and his mother. One day, the mother got sick and was not able to go into town to buy food. She gave the boy four silver coins and told him, "Use them only to buy food."*

✓ Prior to Day 3, cut individual sheets of lined chart paper into strips, each strip consisting of several blank lines, so that each student has space on which to write a retelling of part of the story (see Step 3). After the lesson, you will reassemble the strips to create a group retelling that can be displayed for the class.

(continues)

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DO AHEAD *(continued)*

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA4); see page 201 of the *Assessment Resource Book*.

ELL SUPPORT

- **Preview the Book:** In Set 6, you will ask the students to read the book prior to the small-group lessons. It may be beneficial for them to practice reading the book aloud to you. Phrase-cued texts are provided for all the books in Set 6. If you find students struggle to read fluently, consider adding additional sessions specifically aimed toward fluency.

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The Silver Coins
Retelling a Story

Day 1

In this lesson, the students:

- Read and discuss a fiction book
- Retell a story

1 Gather and Review *The Silver Coins*

Show the cover of *The Silver Coins* and read aloud the title and the names of the author and illustrator. Remind the students that they read this story earlier.

Ask and briefly discuss:

Q *What do you remember about* The Silver Coins*?*

If the students might benefit from thinking more deeply about the text, consider asking and discussing additional questions, such as:

Q *Why doesn't the boy spend the silver coins on books or toys?*

Q *Why do you think the boy gives the old man half his silver coins?*

Q *Why do you think the old man gives the boy the sack?*

Explain to the students that they will reread *The Silver Coins* and practice retelling the story in their own words.

2 Read and Retell Part of the Story

Distribute *The Silver Coins* and the self-stick notes. Have the students open their books to page 3 and mark it with a self-stick note so they know where to stop reading. Have the students read pages 1–3 quietly to themselves.

When all the students have read the pages at least once, ask:

Q *What happens at the beginning of the story?*

Have one student share her thinking with the group. Then ask:

Q *[Elise] told the story in her own words. How would you tell the beginning of the story in your own words? Turn to your partner.*

Have one or two students retell the beginning of the story in their own words.

Ask the students to move their self-stick notes to page 11. Have them read pages 4–11 quietly to themselves.

Materials

- Teacher and student copies of *The Silver Coins*
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

Teacher Note

The Silver Coins is also used in Set 5. There, the students read *The Silver Coins* to review the high-frequency words *word*, *four*, and *answer* and to practice the sound /oi/ spelled *oi* and *oy*.

TEKS 6.F.i
Student/Teacher Activity
Step 1
(third and fourth discussion questions in step)

TEKS 8.B.ii
Student/Teacher Activity
Step 1
(second, third, and fourth dicsussion questions)

Teacher Note

Allow the students to refer to the book, but encourage them to use their own words when they retell the story.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the pages at least once, ask:

Q *What happens in the middle of the story?*

Have one student retell the middle of the story in his own words. Then ask:

Q *How would you tell the middle of the story in your own words? Turn to your partner.*

Teacher Note

If the students have difficulty telling the middle of the story in their own words, you may choose to model retelling with one or two examples.

Have a few volunteers share.

Ask the students to move their self-stick notes to page 14. Have them read pages 12–14 quietly to themselves.

When all the students have read the pages at least once, ask:

Q *What happens at the end of the story?*

Have one student retell the end of the story in her own words. Then ask:

Q *How would you tell the end of the story in your own words? Turn to your partner.*

Have a few volunteers share.

3 Discuss Retelling

Point out that the students used their own words to tell what happened in each part of the story. Explain that when readers tell a story in their own words they are *retelling* the story. Explain that when you are retelling, it is important to tell the events in a story, but that each reader may retell the story in a different way.

Teacher Note

If necessary, explain that the *events* are the things that happen in the story.

Ask and briefly discuss:

Q *How was your retelling of the end of the story the same as your partner's retelling? How was it different?*

> **Students might say:**
>
> "We both told about a man with an empty sack."
>
> "I said that the sack is magic and my partner said that the sack fills with coins."
>
> "We both said that the boy gets rich at the end."

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4 Wrap Up

Tell the students that in the next lesson, they will continue to work on retelling the story of *The Silver Coins*. Have them put *The Silver Coins* into their toolboxes and encourage them to reread the book independently.

MORE STRATEGY PRACTICE

Read Fluently in Meaningful Phrases

A phrase-cued text is available for *The Silver Coins*. For more fluency practice, have a student or group of students practice grouping the words together by reading the phrase-cued text on pages 1–3 aloud. For additional instruction in using a phrase-cued text for echo reading and reading in pairs, see *Sunny Days, Starry Nights*.

You may also use an unmarked text of *The Silver Coins* as a modified running record to assess an individual student's fluency. Use pages 3–4 of the "Grouping Words Together: *The Silver Coins*" sheet (BLM5). Have the student read aloud to you from the book as you follow along on the unmarked text, noting where he or she pauses, self-corrects, or makes an error.

Teacher Note

Before teaching this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print "Grouping Words Together: *The Silver Coins*" (BLM5). Make one copy for each student in the group, plus one for yourself.

The Silver Coins
Retelling a Story

Day 2

In this lesson, the students:

- Retell a story
- Reread part of a fiction book
- Listen carefully
- Speak clearly so others can hear

Materials

- Teacher and student copies of *The Silver Coins*
- Story for oral retelling, prepared ahead
- Self-stick note for each student

1 Gather and Discuss Retelling

Remind the students that in the last lesson they practiced retelling the story of *The Silver Coins*. Explain that people often retell stories from books, movies, or their own lives to share them with others. Tell the students that when people tell a story, they try to make it fun for listeners.

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Ask the students to pay attention to how you tell your story. Tell the students the personal story you prepared before the lesson. Ask and briefly discuss:

Q *How did I make the story fun to listen to?*

> **Students might say:**
>
> "You made the story fun by using different voices."
>
> "You made the story fun to listen to by sounding excited."
>
> "You acted out the part at the end."

Tell the students that you have told the story many times but that you do not use exactly the same words each time. Explain that people often *retell*, or tell again, their favorite stories. Point out that they try to make their retellings interesting for listeners.

Tell the students that today they will retell *The Silver Coins* in their own words so that the story is both fun to tell and fun to listen to.

2 Model Retelling Part of the Story

Read aloud pages 1–2 of *The Silver Coins* to the group. Then share your thinking as you decide what to include in a retelling of those pages and retell the events in your own words.

> **You might say:**
>
> "On these pages I met the main character, the boy, and I read about how his mom gave him four silver coins. I also remember that she told him that he should spend the coins only on food. To tell this part of the story in my own words, I might say, 'Once upon a time, there was a little boy. His mother gave him four silver coins and told him to go into town to buy food. The boy promised he would only buy food.'"

Ask and briefly discuss:

Q *What did you notice about my retelling?*

> **Students might say:**
>
> "I noticed you started with 'Once upon a time' and that wasn't in the story."
>
> "I noticed that you said that the boy promised he would buy food."
>
> "You didn't say the same words as in the book, but what happens in the story was still the same."

Teacher Note

The group will retell 12 pages of the story. Consider assigning roughly the same number of pages to each student.

3 Get Ready to Retell the Story as a Group

Explain that each student will reread and retell part of the story. Distribute the self-stick notes. Have the student who will retell the section of the book starting on page 3 mark the assigned pages with self-stick notes and begin quietly rereading. Continue assigning the

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remaining sections, having the students mark and then reread the appropriate pages.

When all the students have had a chance to reread their parts of the story at least once, explain that they will now practice retelling their sections of the story with their partners.



Allow them a few moments to think about what they will say to their partners. Then, have each student retell his part of the story to his partner.

After allowing time for partners to talk, explain that the group will retell the whole story of *The Silver Coins* in order with each student retelling their assigned section. Ask and briefly discuss:

- **Q** *How will you know when it is time to retell your part of the story?*
- **Q** *What can you do to make sure everyone in the group can hear the retelling?*

Explain that it will be important for everyone in the group to listen carefully so they know when to retell their parts and to speak clearly so everyone in the group can hear.

4 Retell the Story as a Group

Begin the retelling of *The Silver Coins* yourself, including an introduction that mentions the title, the author, and the illustrator.

> **You might say:**
>
> "I will begin the retelling. '*The Silver Coins* is a story written by Rob Arego and illustrated by Michelle Lopez Deksnys. Once upon a time, there was a little boy. His mother gave him four silver coins and told him to go into town to buy food. The boy promised he would buy only food.' "

Then invite the student responsible for the section beginning on page 3 to continue telling the story in her own words. After she is finished, have the next student retell his part, and so on, until the group has retold the entire story.

Have the students leave their pages marked for the next lesson.

5 Reflect on Retelling

Ask and discuss:

- **Q** *What went well in our retelling? What could we do better next time?*
- **Q** *Who might you tell this story to?*

Tell the students that in the next lesson, they will continue to work on retelling *The Silver Coins* in their own words. Have the students put *The Silver Coins* into their toolboxes, and encourage them to reread the book independently.

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Day 3

The Silver Coins

Retelling a Story

Materials

- Teacher and student copies of *The Silver Coins*
- Teacher and student copies of "Retelling *The Silver Coins*" (BLM4), prepared ahead
- Strips of lined chart paper, prepared ahead
- Markers
- "Group Progress Assessment" sheet (GA4)

In this lesson, the students:

- Retell a story in writing

1 Gather and Discuss Retelling

Remind the students that in the last lesson they read and retold the story of *The Silver Coins*. Ask and briefly discuss:

Q *What does it mean to retell a story?*

If necessary, remind the students that when readers retell stories, they use their own words to tell the events of a story in order. Tell the students that today they will write a retelling of *The Silver Coins* in their own words. Ask:

Q *Why might you want to write a retelling of a story?*

Remind the students that readers retell stories so they can share them with others. Explain that after the lesson, the group retelling of the story will be displayed for the class to see.

2 Explore Written Retellings

Distribute a copy of the "Retelling *The Silver Coins*" sheet (BLM4) to each student. Read aloud the two sample retellings as the students follow along on their copies. Ask:

Q *What do you notice about these two retellings?*

> **Students might say:**
>
> "I noticed they both start with different words."
>
> "The second one is longer than the first one."
>
> "The second one has the words that the mother says."

Point out that the two retellings do not use exactly the same words, but that they both include the events from the story in the right order. Remind the students that readers may retell a story in different ways.

Collect the copies of the "Retelling *The Silver Coins*" sheet (BLM4).

3 Retell Part of the Story in Writing

Explain that the students will retell the same part of *The Silver Coins* that they did in the previous lesson but that this time they will write their retellings. Give the students a few moments to review the pages they marked with self-stick notes on Day 2.

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Distribute the strips of chart paper and markers. Explain to the students that it is not important for them to use exactly the same words they used before. What is important is that they tell the events from their part of the story in their own words.

Have the students write their retellings.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to determine which events are important to include in a retelling?
- Are they able to put their ideas in writing?
- Are they using their own wording?

Record your observations on the "Group Progress Assessment" sheet (GA4); see page 201 of the *Assessment Resource Book*.

Support any student who struggles to write a retelling by having the student study the illustrations; then encourage him to describe the pictures and tell you what he plans to write. If necessary, you might write the student's ideas on a piece of notebook paper and have him transcribe it onto the chart paper.

4 Retell the Story as a Group

When all the students have finished writing their parts of *The Silver Coins* retelling, display the strips of chart paper so that the story is in chronological order. Have student volunteers read the collective written retelling aloud to the group.

5 Reflect on Retelling

Ask and discuss:

Q *How did we do with writing the story in our own words?*

Encourage the students to continue retelling the story of *The Silver Coins* or any other stories. You might suggest that they tell the story to a classmate during independent work time or to a family member or friend. You might also suggest that students write retellings of their favorite stories in their own words. Have the students put *The Silver Coins* into their toolboxes, and encourage them to reread the book independently.

Teacher Note

Depending on how many students you have in the group, you may choose to have each student read the section she wrote, have each student read the entire retelling, or you may choose to assign the reading in a different way.

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MORE STRATEGY PRACTICE

Retell and Mime the Story

Explain that the students will take turns retelling and *miming*, acting without talking, the story of *The Silver Coins*. Assign the students sections so that each student in the group has the opportunity to narrate and mime.

Teacher Note

Consider writing the assignments prior to beginning the activity and displaying them as you read the parts aloud to the students.

> **You might say:**
>
> "For the beginning of the story, pages 1–3, [Anna] will tell the story, [Jose] will act out the part of the boy and [Kaylee] will play the mother. Then, for the middle of the story, pages 4–11, [Justin] will tell the story, [Esther] will play the boy, [Kaylee] will play the man with the toys, and [Steven] will play the man with the books. Then, for the end of the story, pages 12–14, [Jose] will narrate the end of the story, [Anna] will play the part of the boy, and [Justin] will be the man with the sack."

Have the students who are narrating retell the beginning, middle, and end of the story using their own words while other members of the group silently act out what the narrators say.

Retell *The Silver Coins* to the Class

Have each student in the group retell the whole story of *The Silver Coins* to the whole class. Remind the students to use their own words when retelling and to speak loudly and clearly so their voices can be heard. Consider using a document camera to display the book's illustrations to the class. For suggestions on group presentations, see "Reading for Listeners" in the Introduction.

After a student takes a turn, have her ask the class:

Q *What did you notice about my retelling?*

Teacher Note

If you are using the *Being a Writer*™ program from Center for the Collaborative Classroom, you might use the procedure for Author's Chair sharing.

TECHNOLOGY EXTENSION

Create an Audio Recording of *The Silver Coins*

Have the students record their group retelling of *The Silver Coins* using an audio-recording device. Remind them to speak loudly and clearly so their voices can be heard in the recording. You may then play the audio recording while showing the illustrations or while students mime the story.

Consider sharing the recording with the students' families or publishing the recording on the Internet as a podcast. Search online using the keywords "publishing student podcasts" to learn more about creating student podcasts.

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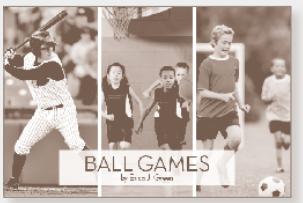
Comprehension — Making Text-to-self Connections

Word Analysis — Reading Polysyllabic Words

RESOURCES



Ball Games

by Erica J. Green

This nonfiction text provides readers with an overview of several sports that use balls, including kickball, baseball, and cricket.

More Strategy Practice

- "Read Fluently in Meaningful Phrases"
- "Explore Compound Words"
- "Create a Compound Word Bank"

Assessment Resource Book

- Set 6 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA5)

Reproducibles

- "Reading Two-syllable Words" (BLM6)
- (Optional) "Grouping Words Together: *Ball Games*" (BLM7)

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OVERVIEW

Academic Focus

- Students make and discuss text-to-self connections.
- Students read and discuss polysyllabic words.
- Students read and discuss compound words.
- Students explore using context to determine word meaning.
- Students read and discuss a nonfiction text.

Social Development Focus

- Students share their thinking.
- Students work responsibly in pairs.

DO AHEAD

✓ Prior to Day 1, have the students read *Ball Games* if they have not already done so.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Reading Two-syllable Words" (BLM6). Make one copy for each student in the group, plus one for yourself (see Step 3).

✓ Prior to Day 2, title a sheet of chart paper "Two-syllable Words" (see Step 5).

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA5); see page 202 of the *Assessment Resource Book*.

ELL SUPPORT

- **Preview the Book:** In Set 6, you will ask the students to read the book prior to the small-group lessons. It may be beneficial for your students to practice reading the book aloud to you. Phrase-cued texts are provided for all the books in Set 6. If you find students struggle to read fluently, consider adding additional sessions specifically aimed toward fluency.

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Day 1

Ball Games

Making Text-to-self Connections

Materials

- Teacher and student copies of *Ball Games*
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

Teacher Note

Ball Games is also used in Set 5, Week 7. There, the students read *Ball Games* to practice the high-frequency words *even* and *picture* and to practice decoding words with the spelling *all* /awl/.

TEKS 6.E.i
Student/Teacher Narrative
Step 2 (all, including "You might say" note)

Teacher Note

You may want to explain that *home plate* is the place where players stand when it is their turn to bat, or hit the ball, and the place where runners score after they run around all the bases.

In this lesson, the students:

- Make and discuss text-to-self connections
- Read and discuss a book
- Share their thinking
- Work responsibly in pairs

1 Gather and Review *Ball Games*

Show the cover of *Ball Games* and read the title and the name of the author aloud. Remind the students that they read the book earlier. Ask and briefly discuss:

Q *What do you remember about* Ball Games*?*

2 Introduce and Model Making Text-to-self Connections

Distribute *Ball Games*. Ask the students to open their books to page 1 and have them follow along as you read. Read pages 1–3 aloud. Explain that readers often think about how what they read reminds them of their own lives. Then model making a connection to the pages.

> **You might say:**
>
> "When I read the part about the batter watching the ball it reminded me of a baseball game I went to. I was sitting behind home plate so I could see each person who came up to bat. Every time a new person came up to bat, I imagined what it would be like if that player hit a home run."

Tell the students that thinking about how things in the book remind them of their own lives is called *making text-to-self connections*. Explain that they can make text-to-self connections to *Ball Games* by thinking about how the book reminds them of things that have happened to them, things they have done, and games they have played.

Reread pages 1–3 aloud; then ask and briefly discuss:

Q *What is something in the part I just read that reminds you of your own life? What does it remind you of?*

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3 Read Part of *Ball Games* in Pairs and Make Text-to-self Connections

Explain that the students will work in pairs to read more of the book. Model partner reading with a student volunteer, if necessary. For more information, see "Reading in Pairs" in the Introduction. Ask and briefly discuss:

Q *What can you do to work well with your partner?*

Distribute the self-stick notes. Have the students mark page 9 so they know where to stop reading, and then ask them to turn back to page 4.

Have partners read pages 4–9, sharing text-to-self connections if they finish early.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read pages 4–9 at least once, ask:

Q *When were you or someone else hurt while playing a game? What did you or others do to help? Turn to your partner.*

Have a few students share their thinking.

Have partners continue reading to the end of the book, sharing text-to-self connections if they finish early.

When all the students have read to the end of the book at least once, ask:

Q *When have you been part of a team? What did you like about working together? Turn to your partner.*

Have a few students share their thinking.

4 Reflect on Making Text-to-self Connections

Remind the students that when readers make text-to-self connections, they use what they know from their own lives to help them understand and enjoy what they read. Ask:

Q *Which text-to-self connection did you enjoy sharing?*

Invite the students to continue making text-to-self connections when they read and to share their connections with others. Ask the students to put *Ball Games* into their toolboxes, and encourage them to reread the book independently.

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Teacher Note

Before teaching this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print "Grouping Words Together: *Ball Games*" (BLM7). Make one copy for each student in the group, plus one for yourself.

MORE STRATEGY PRACTICE

Read Fluently in Meaningful Phrases

A phrase-cued text is available for *Ball Games*. For more fluency practice, have a student or group of students practice grouping the words together by reading the phrase-cued text on pages 1–3 aloud. For additional instruction in using a phrase-cued text for echo reading and reading in pairs, see *Sunny Days, Starry Nights*.

You may also use an unmarked text of *Ball Games* as a modified running record to assess an individual student's fluency. Use pages 4–6 of the "Grouping Words Together: *Ball Games*" sheet (BLM7). Have the student read aloud to you from the book as you follow along on the unmarked text, noting where he or she pauses, self-corrects, or makes an error.

Day 2

Ball Games

Identifying and Reading Polysyllabic Words

Materials

- Teacher and student copies of *Ball Games*
- Teacher and student copies of "Reading Two-syllable Words" (BLM6), prepared ahead
- Pencil for each student
- "Two-syllable Words" chart, prepared ahead
- "Group Progress Assessment" sheet (GA5)

In this lesson, the students:

- Read and discuss polysyllabic words
- Work responsibly in pairs

1 Gather and Review *Ball Games*

Review that in the last lesson, the students read *Ball Games* with partners and thought about how things in the book reminded them of their own lives. Ask and briefly discuss:

Q *Which text-to-self connections did you make with* Ball Games*?*

Remind the students that making connections helps them use what they know to understand and enjoy books.

Explain that in today's lesson, the students will look more closely at some of the words they read in *Ball Games*.

2 Discuss Syllables

Remind the students that words are made up of syllables. Ask and briefly discuss:

Q *What do you know about syllables?*

> **Students might say:**
>
> "Syllables are parts of words."
>
> "I know that each syllable has a vowel sound."
>
> "Words can have a lot of syllables."

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Review that a *syllable* is a word part that has one vowel sound. Remind the students that some words have one syllable and some words have more than one syllable. Review that breaking a longer word into syllables can make the word easier to read.

3 Model Identifying Polysyllabic Words

Show the students a copy of the "Reading Two-syllable Words" sheet (BLM6). Tell them that the words on the sheet are from the book *Ball Games*.

Explain that the students will each receive a copy of the sheet to read quietly to themselves. After they read, they will work with their partners to look for two-syllable words and each student will circle the words on his own sheet.

Model reading the first sentence on the sheet aloud and identifying and circling the two-syllable words.

> **You might say:**
>
> "'In this picture of a baseball game, a tall man stands at the plate.' I'm going to read the sentence again and stop when I think I hear a two-syllable word. 'In this picture . . .' I hear two syllables in *picture*, pic-ture, so I'm going to circle *picture*. Let me start the sentence again. 'In this picture of a baseball . . .' I hear two syllables in *baseball*, base-ball, so I'm going to circle *baseball*. 'In this picture of a baseball game, a tall man stands at the plate.' I don't hear any other two-syllable words in the sentence, so I will move on to the next sentence."

Ask:

Q *What can you do if you and your partner disagree on whether to circle a word?*

> **Students might say:**
>
> "If we disagree, one person could circle the word and the other person doesn't have to."
>
> "I can say the word again to make sure I hear more than one syllable."
>
> "I could clap on the syllables. Maybe I'll change my mind."

4 Identify Polysyllabic Words in Pairs

Distribute a copy of the "Reading Two-syllable Words" sheet (BLM6) and a pencil to each student. Have the students read the sheet quietly to themselves.

When partners have finished reading, have them work together to identify two-syllable words. Make sure each student circles the words on her own sheet.

Observe the students as they identify two-syllable words, offering support as needed.

Teacher Note

If the students need additional review, say some one-, two-, and three-syllable words aloud, clapping on the syllables as you say them. Have the students identify how many syllables are in each word.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to identify two-syllable words?
- Are there particular types of words they struggle to identify as polysyllabic words?
- Are they able to work together to identify polysyllabic words?

Record your observations on the "Group Progress Assessment" sheet (GA5); see page 202 of the *Assessment Resource Book*.

Support any student who struggles to identify two-syllable words by reviewing that one way to check the number of syllables in a word is to read the word aloud and clap on the syllables. Listen as the student reads and claps on difficult words, and provide guidance as necessary.

5 Discuss Polysyllabic Words

When most pairs have finished circling the two-syllable words, explain that the students will share words they circled and talk about breaking the words into syllables. Have a volunteer share a word, and record it on the "Two-syllable Words" chart. Ask:

Q *How do you know there are two syllables in this word?*

Support the students in discussing two-syllable words by asking follow-up questions such as:

Q *What is the first syllable? What is the second syllable?*

Q *Do you agree that [af] is the first syllable? Why or why not?*

Draw a dot between each syllable, just below the word, to indicate the syllable break. Have the students read the word chorally one syllable at a time as you frame each syllable with your thumb and forefinger; then have them read the whole word as you sweep under it.

Repeat this procedure with several more words the students suggest.

Tell the students that when they come to challenging words, they can frame and read the syllables one at a time before reading the whole word.

6 Reflect on Working in Pairs

Ask and briefly discuss:

Q *How did you and your partner do working together?*

Explain that in the next lesson, the students will think and talk more about two-syllable words in *Ball Games*. Have them put their books into their toolboxes, and encourage them to reread the book independently.

Teacher Note

Save the "Two-syllable Words" chart to use on Day 3.

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Ball Games
Analyzing Compound Words

Day 3

In this lesson, the students:

- Read and discuss polysyllabic words
- Read and discuss compound words
- Explore using context to determine word meaning

Materials

- Teacher and student copies of *Ball Games*
- "Two-syllable Words" chart from Day 2

1 Gather and Review Polysyllabic Words

Review that in the last lesson, the students talked about two-syllable words they found in part of *Ball Games*. Direct the students' attention to the "Two-syllable Words" chart and have the students chorally read the words using the framing procedure from Day 2, Step 5 on the previous page. Ask:

Q *How does breaking a word into syllables help you read the word?*

> **Students might say:**
>
> "It helps because if you can read the parts, you can read the whole word."
>
> "If you know part of the word, it can help you figure out the whole word."

Remind the students that thinking about how words break into syllables helps them know what to do when they read challenging words. Explain that today they will think about and discuss more two-syllable words in *Ball Games*.

2 Discuss Compound Words

Write the compound words *kickball*, *dodgeball*, and *ballpark* on the chart, and explain that these are some of the two-syllable words from *Ball Games*. Draw a dot between each syllable, just below the word, and have the students chorally read the words using the framing procedure. Ask:

Q *What do you notice about the syllables in these words? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "Some syllables are in more than one word."
>
> "All the syllables are words."
>
> "*Ball* is the first syllable in *ballpark*, and it's the second syllable in *kickball*."

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Point out that each of these two-syllable words is made up of two smaller one-syllable words. Explain that when two or more words are joined together to make a longer word, the longer word is called a *compound word*.

3 Explore Meaning in Compound Words

Explain that thinking about the meanings of the smaller words in a compound word can sometimes help readers figure out the meaning of the longer word. Direct the students' attention to the word *kickball*. Ask and briefly discuss:

Q *How do the smaller words* kick *and* ball *help you understand the meaning of* kickball*?*

Repeat this procedure for the words *dodgeball* and *ballpark*.

Write *inside* and *outside* where the group can see them, drawing dots to indicate the syllable breaks, and have the students read the words using the framing procedure. Then ask and briefly discuss:

Q *What do you notice about the syllables in these words?*

Point out that *inside* and *outside* are compound words. Ask:

Q *Do the smaller words in* inside *and* outside *help you understand what* inside *and* outside *mean? Why do you think that? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think so. *In* and *out* are opposites, so I know *inside* and *outside* are opposites."
>
> "I don't think so, because parks and playgrounds are outside but *side* isn't a place."
>
> "I think they do help, because you can be on the side of a door that faces in or the side that faces out."

Remind the students that thinking about the smaller words in a compound word sometimes helps readers figure out the meaning of the compound word. Point out that other times the smaller words do not help with meaning, but noticing the smaller words can still help readers break the compound word into syllables and read it more easily.

4 Explore Using Context to Determine Word Meaning

Tell the students that if they are still not sure about the meaning of a compound word after thinking about the smaller words, other information in the book or photographs may help them figure it out.

Teacher Note

You may want to explain that *dodge* means "quickly get out of the way" of something.

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Have the students turn to page 6 and ask a volunteer to read the page aloud; then ask:

Q *How might a reader figure out the meaning of* inside *and* outside*? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "One picture shows kids playing basketball in a gym and the other shows kids playing on the playground. Those places are inside and outside."
>
> "It says, 'This game can be played inside or outside.' It seems like that part is about where people can play."

Encourage the students to notice compound words they come across in their reading and to think about whether the meanings of the smaller words help them figure out the meaning of the longer words.

5 Wrap Up

Have the students put *Ball Games* into their toolboxes, and encourage them to reread the book independently.

MORE STRATEGY PRACTICE

Explore Compound Words

Write the following compound words where the group can see them, drawing dots to show the syllable breaks, just below the word. Do not leave a space between the syllables when you write the words. Have the students chorally read each word aloud using the framing procedure from Day 2, Step 5 on page 52, and use each word in a sentence. For each word, discuss whether the meanings of the smaller words help the students figure out the meaning of the longer words.

ball.game	"The ballgame ended with one of my teammates hitting a home run."
kick.stand	"He put down his kickstand when he parked so the bike wouldn't tip over."
waste.bas.ket	"When she finished the granola bar, she threw the wrapper in the wastebasket."
road.side	"On the way home, they found a lost shoe on the roadside."
bed.side	"I keep a glass of water by my bedside in case I get thirsty during the night."

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Read and discuss the meanings of other compound words with word parts from *Ball Games*. Remind the students to notice other compound words as they read and to think about whether the meanings of the smaller words helps them figure out the meaning of the longer words.

Create a Compound Word Bank

Write the title "Compound Words" on a sheet of chart paper. Have the students brainstorm compound words they know or have come across in their reading and record them. Consider posting the chart in the classroom and having the students add to it throughout the year. Encourage them to use words from the chart and other compound words they know in their writing.

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Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
Sunny Days, Starry Nights* (page 4) Expository nonfiction ▪ F&P: K ▪ Lexile®: 440 ▪ DRA®: 20	**Fluency:** Phrasing (Grouping Words Together) ELL Support	**Day 1:** Reading a Nonfiction Text	**Day 2:** Reading Fluently	**Day 3:** Reading Fluently More Strategy Practice: "Present *Sunny Days, Starry Nights* to the Class" Technology Extension: "Create an Audio Recording of *Sunny Days, Starry Nights*"
New School (page 12) Fiction ▪ F&P: I ▪ Lexile®: 430 ▪ DRA®: 16	**Fluency:** Paying Attention to Characters' Feelings Paying Attention to Punctuation ELL Support	**Day 1:** Reading a Fiction Book	**Day 2:** Reading Fluently	**Day 3:** Reading Fluently More Strategy Practice: "Read Fluently in Meaningful Phrases"
Sailboats (page 22) Expository nonfiction ▪ F&P: J ▪ Lexile®: 430 ▪ DRA®: 18	**Comprehension:** Exploring Text Features ELL Support	**Day 1:** Rereading a Nonfiction Book and Exploring Text Features	**Day 2:** Rereading a Nonfiction Book and Using Text Features More Strategy Practice: "Explore Text Features"	**Day 3:** Exploring Text Features More Strategy Practice: "Add to the Glossary" "Read Fluently in Meaningful Phrases"
The Silver Coins (page 34) Folktale ▪ F&P: I ▪ Lexile®: 510 ▪ DRA®: 16	**Comprehension:** Sequencing and Retelling ELL Support	**Day 1:** Retelling a Story More Strategy Practice: "Read Fluently in Meaningful Phrases"	**Day 2:** Retelling a Story	**Day 3:** Retelling a Story More Strategy Practice: "Retell and Mime the Story" "Retell *The Silver Coins* to the Class" Technology Extension: "Create an Audio Recording of *The Silver Coins*"

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(continued)

Text	Strategy	Lesson		
Ball Games (page 46) Expository nonfiction ▪ F&P: J ▪ Lexile®: 510 ▪ DRA®: 18	**Word Analysis:** Reading Polysyllabic Words **Comprehension:** Making Text-to-self Connections ELL Support	**Day 1:** Making Text-to-self Connections More Strategy Practice: "Read Fluently in Meaningful Phrases"	**Day 2:** Identifying and Reading Polysyllabic Words	**Day 3:** Analyzing Compound Words More Strategy Practice: "Explore Compound Words" "Create a Compound Word Bank"

* *Sunny Days, Starry Nights* must be taught first.

This set of lessons includes additional support for English Language Learners. You may want to schedule time to work with these students before meeting with the group.

Expectations for student work outside of Small-group Reading and opportunities for additional instruction:

- **More Strategy Practice:** This lesson includes optional additional instruction on a strategy taught in this set of lessons or covered elsewhere in Small-group Reading. You may want to plan for an extended session or schedule an additional meeting with the group.
- **Technology Extension:** This lesson includes an optional supplemental activity. You may want to plan for an extended session or schedule an additional meeting with the group.

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Being a Reader™

Set 6 Overview

	Strategy	Book
Fluency	• Phrasing (grouping words together)	*Sunny Days, Starry Nights*
	• Paying attention to characters' feelings • Paying attention to punctuation	*New School*
Word Analysis	• Reading polysyllabic words	*Ball Games*
Comprehension	• Exploring text features	*Sailboats*
	• Sequencing and retelling	*The Silver Coins*
	• Making text-to-self connections	*Ball Games*

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Small-group Teacher's Manual

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Being a Reader™

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Introduction

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Overview of Small-group Reading

The Small-group Reading strand of the *Being a Reader*™ program provides targeted, differentiated reading instruction that is appropriate for readers at their individual reading levels. Students are grouped with others at a similar stage of development and then matched with texts at the appropriate level. The small-group instruction is organized around high-quality, carefully selected texts in a variety of genres that are assembled into 12 leveled sets. As the sets progress, they increase in sophistication and complexity. This *Teacher's Manual* contains additional lessons for Set 6. See the *Small-group Teacher's Manual* for Set 6 in addition to this manual.

The *Being a Reader* Program

The *Being a Reader* program is a yearlong curriculum for grades K–2 in whole-class and small-group instructional settings. The program has been carefully designed to nurture students academically and socially while providing rigorous instruction in early literacy skills and strategies. *Being a Reader* lessons also provide specific instruction to develop students' ability to work independently and take responsibility for their learning and behavior. The strong foundation in independent work makes it possible for you to work with small groups of students to provide differentiated instruction.

The *Being a Reader* program's academic strands provide students with a wide range of essential early literacy experiences. These strands combine to inspire the students' love of reading, allow them to move at their own pace along a continuum of reading development, build their confidence, and establish their sense of identity as readers. In addition to Small-group Reading, the program includes four types of whole-class lessons: Shared Reading (grades K–1), Independent Work (grades K–2), Handwriting (grades K–1), and Word Study (grade 2). For more information about the *Being a Reader* program, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

- **Shared Reading (K–1).** In Shared Reading, you read and reread carefully selected large-format texts with the whole class. You model effective reading behaviors and strategies, and invite the students to be involved. Shared Reading offers a supportive context for young learners to develop a delight in reading, an understanding of their ability to interact with texts, and a sense of themselves as readers. Shared reading also develops oral fluency, which is an essential part of learning to read fluently.
- **Independent Work (K–2).** During Independent Work, the students take responsibility for their learning and behavior by working independently on meaningful literacy activities while you instruct small groups or individuals. Students have the opportunity to be autonomous as they practice procedures, internalize expectations, monitor their own behavior, and make decisions about how to work independently.

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- **Handwriting (K–1).** In the first weeks of the year, the lessons focus on hand and finger strengthening, pencil grip, posture, and paper placement. Then, as the students begin independent work rotations, the lessons begin to focus on letter formation. Teacher-led Handwriting lessons occur once a week throughout kindergarten and for the first half of grade 1.
- **Word Study (2).** Word Study lessons focus on developing the strategies students can use to decode polysyllabic words. Word Study develops the students' understanding of how words are constructed and engages them in examining patterns and similarities in words. This instruction also helps the students develop curiosity about the structure of words that will benefit them in later grades.

Small-group Reading at a Glance

In the Small-group Reading strand of the *Being a Reader* program, the students work with you in differentiated groups to become strategic readers. The small-group reading sets allow students to move at their own pace in their reading development. You will carefully match the students with texts at their assessed reading levels and provide instruction to address their differing needs. See "Placement Assessments" on page xxii.

During small-group instruction, you will strive to understand how each student learns and where the student excels and/or needs more support. Working with students in small groups allows you to efficiently match the needs of individual readers as you teach strategies and skills for the students to apply to their independent reading. Small groups of students naturally build community as they work together on similar goals and learn from one another.

There are two phases of small-group sets: one for emerging readers (Sets 1–5) and one for developing readers (Sets 6–12).

SMALL-GROUP READING SETS 1–5 (EMERGING READERS)

Small-group reading instruction for emerging readers was developed for students who are just beginning to grasp letter-sound relationships and the conventions of written English. The goal for these sets is to quickly and efficiently teach foundational skills in the context of reading for comprehension and develop the students' understanding of themselves as readers. In these sets, the students read books that correspond to a scope and sequence of phonics and high-frequency word instruction. The books were developed by the Center for the Collaborative Classroom with careful attention to natural-sounding language, plot and character development, a variety of appropriate fiction and nonfiction topics, and high-quality illustrations. Lessons that accompany these books focus on phonological awareness, concepts of print, phonics/decoding, and high-frequency word recognition. By the end of Set 5, the students will have mastered single-syllable phonics, acquired many high-frequency words, and been introduced to polysyllabic decoding. They will also have had many experiences using reading strategies informally to understand text.

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SMALL-GROUP READING SETS 6–12 (DEVELOPING READERS)

Small-group reading instruction for developing readers teaches explicit strategies with the goal of having the students apply the strategies to their independent reading. These students are ready to practice, apply, and expand on a wide array of reading tools, building upon the decoding instruction and informal strategy instruction introduced in Sets 1–5. Strategies and texts taught in each set are appropriate for students at that stage of reading development and become more complex as the students advance. In earlier sets, you will provide more modeling and support for a strategy, while in later sets, you will guide the students to use the strategy more independently and in deeper ways.

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Understanding Small-group Reading Sets 6–12

This *Small-group Reading Teacher's Manual* focuses on the phase of small-group instruction intended for developing readers.

Design Features of Small-group Reading Sets 6–12

Small-group Reading Sets 6–12 differ from more traditional approaches to small-group instruction in some important ways:

- In Small-group Reading, the sets of lessons for each text focus clearly on one or two strategies at a time and do not attempt to cover every possible teaching point.
- Small-group Reading lessons are fully articulated and support you to be thoroughly prepared to lead the group. The step-by-step instruction frees you to focus on the students and their reading.
- Students in Small-group Reading work with texts on what might be traditionally called their "independent" reading level (rather than their "instructional" level). Rigorous instruction requires that they read with a high degree of accuracy and, in the later sets, that they read parts of texts outside of the small-group setting, during independent work time.
- Each included text is carefully selected from a range of high-quality children's publishers to support instruction on specific reading strategies. The texts in Set 6 include some of the texts, developed by Center for the Collaborative Classroom, from Set 5.

Goals for Developing Readers

The primary goals of Small-group Reading Sets 6–12 are for students to:

- Receive explicit strategy instruction in the context of appropriately leveled texts
- Comprehend what they read
- Cultivate a love of reading
- Develop their ability to participate in discussions in a meaningful way

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- Learn to read well independently
- Learn to work collaboratively in a small-group setting
- Receive individualized instruction
- Read a variety of high-quality texts

Leveled Texts

The texts for developing readers were selected to support instruction on specific reading strategies and are grouped into sets correlating with the *Fountas & Pinnell Text Level Gradient*™ (often referred to as Guided Reading levels) and the *Developmental Reading Assessment*® (DRA) levels. See the Appendix, "Lesson Summary Chart," for the reading strategies taught and the reading levels of texts in this set.

The texts in Small-group Reading Set 6 were selected from Set 5. In Set 6, the students read and further discuss these texts with a focus on fluency and comprehension. The texts in Sets 7–12 were chosen from a range of high-quality children's book publishers.

Each set includes a balance of fiction and nonfiction texts. A variety of text formats are represented across the sets, including picture books, chapter books, poetry, and graphic novels.

Reading Strategies Taught in Sets 6–12

Readers at all levels employ a variety of strategies to help them understand and interpret text. While particular strategies are assigned to particular texts, the intention is for the students to apply strategies they have learned to any text they encounter. The strategies covered in each set are appropriate for readers and texts at that stage of reading development.

Comprehension is always paramount. For each text they read, the students are expected to respond to surface-level comprehension questions (for example, "What did you find out about the topic in the part you just read?") and to discuss deeper comprehension questions (such as "How does the main character feel in this part of the story? What makes you think that?").

Not every strategy appears at each set level. The table on the next page shows the development of the strategies taught formally across Sets 6–12.

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Reading Strategies in Small-group Reading Sets 6–12

	Set 6	Set 7	Set 8	Set 9	Set 10	Set 11	Set 12
Fluency							
Phrasing (grouping words together)	■ □				□		
Paying attention to punctuation	■	■	■	■ □			
Paying attention to characters' feelings	■	■ □		■	■ □		
Reading for listeners		■	■		■	■ □	
Word Analysis							
Reading polysyllabic words	■ □						
Analyzing polysyllabic words		■ □	■ □				
Exploring Descriptive Language		□					
Comprehension							
Exploring text features	■ □	■ □	■ □	■ □			■
Sequencing and retelling	■	■ □	■				
Understanding character (and setting)	■	□		■	■	■ □	
Understanding problem and solution	□	□	■	■		■ □	
Making text-to-self connections	■ □	■			■ □	■	
Making text-to-text connections		■	■	■ □	■ □	□	■
Determining topic		■	■	■		■	
Wondering		■	■	■ □			
Making and supporting predictions		■	■	□			
Determining theme		■	□		■	■	
Exploring elements of poetry		■					
Exploring text structure	■		■				
Self-monitoring and Self-correcting							
Self-monitoring and self-correcting			■		■ □	■	
Generating Independent Thinking							
Sharing and supporting opinions		■ □	■		■		■
Responding to literature		■	■	■ □	■	■	■

■ = Covered in core instruction

□ = Covered in an optional More Strategy Practice or Extension activity

FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from processing text word-by-word to smoother, more natural-sounding reading (both while reading aloud and while reading quietly to themselves).

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When students read fluently, they are able to focus on the meaning of what they are reading rather than on decoding individual words.

Instruction in strategies for building fluency such as automatic word recognition, meaningful **phrasing**, pausing for **punctuation**, and reading with expression with **attention to characters' feelings** can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at appropriate reading levels. Echo and choral reading, partner reading, and **reading for listeners** through presentation/performance experiences (such as readers' theater and dramatic readings) offer meaningful ways for the students to interact with texts and develop fluency.

WORD ANALYSIS

Word analysis develops readers' understanding of **polysyllabic words** by focusing on syllables and word parts. The students learn that when they encounter a polysyllabic word that is challenging to read, it can be helpful to look for syllables or other parts of the word they recognize. Finding syllables or words they know inside a longer word can help them break the word into smaller parts and read the whole word. The students also think about the meaning of the smaller words in compound words to help them determine definitions of compound words.

COMPREHENSION

Readers learn that expository texts may have common features, such as tables of contents, glossaries, and diagrams. As they become comfortable with text features, they can use those features to unlock a text's meaning and deepen their understanding of its topics. **Exploring text features** can help readers determine what is important about a text and provide additional information that may not be written in the text itself.

Young readers listen to and read many narrative texts. Through discussions, the students recognize that narrative stories follow certain patterns and evolve through a sequence of events. As the students practice **retelling** stories, they become increasingly familiar with the way plots develop and with other story elements, such as characters, settings, and problems and solutions. Retelling a story helps the students make logical sense of these elements, form a foundation for talking about fiction, and remember key information in a text.

Proficient readers use their knowledge of narrative text structure to approach and comprehend texts. Readers who recognize and understand story elements, such as setting, character, and plot, have a framework for thinking about stories. The students explore and **understand character**, a key element of narrative text structure. They make inferences to identify character traits and to grasp the importance of character relationships. **Understanding problem and solution** helps the students realize that stories are about characters and the problems they face, how the characters deal with those problems, and how the characters change as a result. The students also gain an **understanding of character and setting** and how one element can affect the other.

Readers understand that nonfiction texts are often organized in predictable ways. Retelling nonfiction uncovers chronological **text structure**. **Problem and solution** helps readers make connections between events, ideas, and pieces of information within nonfiction texts.

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Readers construct meaning by **making text-to-self connections** between their prior knowledge and the perspective they gain from a new text. The students learn to connect their own experiences to the new texts they encounter.

Readers also **make text-to-text connections** to help them understand topics and themes more deeply. In making text-to-text connections, the students analyze the current text and its relationship to other texts—for example, comparing themes in two different poems. When making connections between nonfiction texts, the students build background knowledge from multiple sources on a topic and learn more about the world around them.

Determining topics of nonfiction texts helps readers remember and build a better understanding of what they read, developing a framework for how a text is constructed. The students determine topics and support their thinking with evidence from the texts they read.

Proficient readers **wonder** and ask questions to focus their reading, clarify meaning, and delve deeper into a text. The students wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding.

The students use their prior knowledge to facilitate comprehension of new ideas found in each text. As the students **make and support predictions**, they are motivated to verify their ideas during further reading. The accuracy of predictions is relatively unimportant; rather it is the students' active involvement in making predictions and their investment in the text that leads to greater comprehension.

The **theme** of a story or poem is often a lesson about life that an author wants readers to consider or apply to their own lives. Theme is an abstract concept that can be difficult for students, and even adults, to recognize and define, and a work of literature may have more than one theme. The students explore theme in poetry. When they think about the theme of a poem, they use the poet's words to help them understand what lessons the poet might be trying to teach. **Exploring elements of poetry**, including descriptive language, helps students access this genre with its very specific demands.

SELF-MONITORING AND SELF-CORRECTING

Self-monitoring is an important metacognitive strategy that enables readers to recognize when they are reading words without comprehending the text. Active readers who self-monitor have an internal dialogue about how well they understand and remember what they read. When readers self-monitor and become aware that they are not understanding or remembering what they read, they take actions to repair their comprehension and restore meaning. These self-correcting actions include going back and rereading more carefully, looking for information in illustrations, and searching for clues to determine the meaning of unfamiliar words.

GENERATING INDEPENDENT THINKING

Readers develop opinions as they read and reflect on texts. Group discussions, in which the students **share and support their opinions** with evidence from the text, deepen their understanding of what they read. These discussions also provide opportunities for the

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students to react to and learn from the opinions of others and can lead to interesting conversations. The students learn that different readers may have different thoughts and opinions about a text, all of which should be treated respectfully. What is paramount is that readers give reasons for their opinions.

Student-generated book discussions help the students in their own reading. By **responding to literature**, they learn new things about themselves and others, apply what they have learned to their own lives, see the world in new ways, and bring new understanding to what they read. Supporting students in reacting authentically to books, discussing their thinking, and building on others' thinking is an important part of preparing them for participation in book clubs or literature circles in later grades. Through this work, the students come to recognize that there is no one right interpretation of a text and to discover that the power of reading lies in the relationship between text and reader.

Focus on Social and Emotional Development

During Small-group Reading lessons, as in the whole-class lessons, the students are asked to use cooperative structures and work in pairs. For more information about cooperative structures and pairing in whole-class instruction, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

PAIRING STUDENTS AND USING COOPERATIVE STRUCTURES

The cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used in Small-group Reading to increase the students' engagement and accountability for participation. The students may have different partners in small groups than in whole-class lessons. Before teaching each small-group reading set, decide how you will pair the students in the group. You can preassign partners or ask the students to partner with the person sitting next to them. For mini-lessons for "Turn to Your Partner" and "Think, Pair, Share," see Appendix A, "Mini-lessons" in your grade-level whole-class *Teacher's Manual*.

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Teaching Small-group Reading Sets 6–12

How Sets 6–12 Are Organized

Each set features between seven and twelve texts. In most cases, either three or six daily lessons are associated with each text. Each lesson is designed to take approximately 20 minutes. Though instruction is tailored to each text and strategy, on Day 1 the students are typically introduced to a new text, through reading part of the text or by hearing it read aloud. In subsequent lessons, the students continue to read the text and apply reading strategies with teacher support.

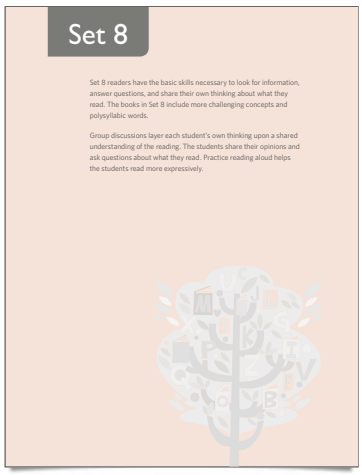
Sets 7 and 8 include optional Guided Spelling lessons. These are intended for students in grade 1 and will add approximately 5 minutes to each instructional session. For more information, see "Guided Spelling for Grade 1 Students" on page xxvii.

Planning and Teaching the Lessons

Two levels of support for choosing and planning sets of lessons are provided in the *Small-group Reading Teacher's Manual*—the Set Overview and the "Lesson Summary" chart.

SET OVERVIEW

To prepare to teach each set, begin by reading the Set introduction. The Set introduction describes the readers at that level, the characteristics of the texts in the set, and the focuses of the instruction.


Set 8

Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books in Set 8 include more challenging concepts and polysyllabic words.

Group discussions layer each student's own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.

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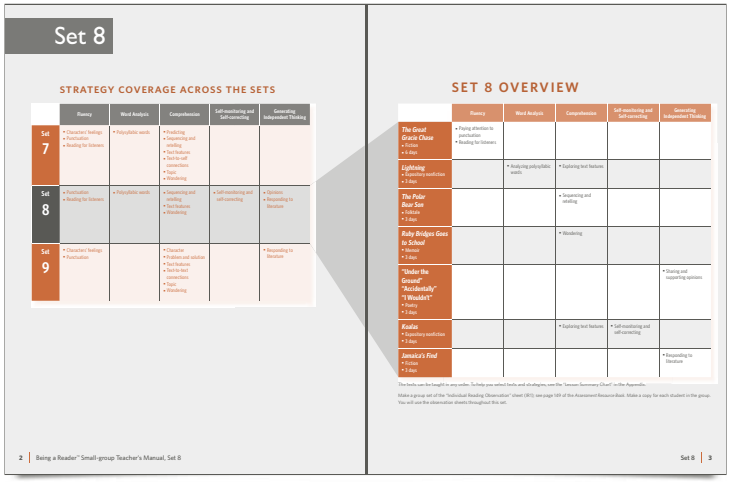
The Strategy Coverage Across the Sets table highlights the strategies covered in the current set and also lists those covered in the previous set and the next set. This table can serve as a reminder of what strategies the group has already covered and a preview of what will be covered in the next set. The table in this *Teacher's Manual* includes all the lessons in the *Small-group Teacher's Manual* for Set 7 and the lessons in this manual.

The Set Overview table provides a list of texts in the set and which strategies the students focus on while reading them. You can use this table to identify appropriate texts for a specific reading group and select the texts you'd like to use. You do not need to teach the texts in the order they are listed in the table, although you may choose to do so. Some groups may not need all the lessons in this Set to progress to the next level.

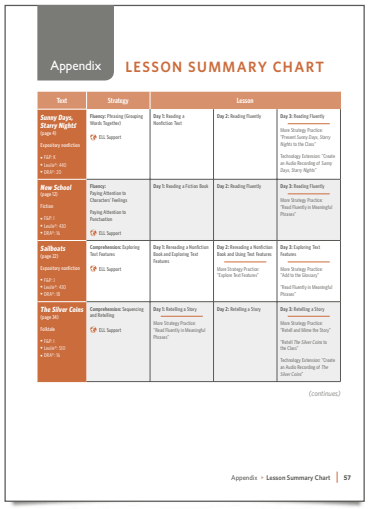

Set 8

STRATEGY COVERAGE ACROSS THE SETS

SET 8 OVERVIEW

Note that students who have completed all the instruction in a set still may not be ready to move to the next set. See "Extending the Instruction" on page xxiv for suggestions on providing students with more strategy practice at their reading levels.

LESSON SUMMARY CHART


Appendix

LESSON SUMMARY CHART

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The "Lesson Summary" chart in the Appendix is a more detailed resource to help you select lessons for your small group. You may want to consider the following, detailed in the chart:

- **Strategy.** In addition to its designated strategy, the set of lessons for a text may also include additional instruction on other strategies. Looking at available More Strategy Practice activities and Extensions may help you find options to support the strategy you would like to expand on.
- **Genre.** Reading a variety of genres is important for readers at every level. Consider the genre of each text as you plan the order of your instruction.
- **Level.** Texts within a set have a range of *Lexile® Framework for Reading* text measures. The Lexile measure indicates the complexity of the syntax and vocabulary within each text. Depending on the students' needs, you may choose to begin instruction with texts that have lower Lexile measures and build up toward those with a higher Lexile measure. To choose between texts on the same strategy, the Lexile measures can help you determine which of the available texts may be more challenging.
- **Support for English Language Learners.** The ELL (English Language Learner) icon marks texts with optional "ELL Support" preview sections that preteach vocabulary, build background knowledge, and provide language support. Texts accompanied by ELL support may be more challenging than texts that are not.

  Support indicated by the ELL icon is intended to be used before Day 1 instruction. Consider planning an additional session to help prepare your ELL students prior to beginning instruction. See "Support for English Language Learners" on page xxvii.

SCHEDULING LESSONS

Small-group Reading was developed to be used in conjunction with Independent Work, enabling you to meet with four small groups, three times per week each (in 12 total instructional sessions). If you have more than four groups or find that you want to meet with some groups more often than others, you can schedule your groups into the 12 sessions according to your students' needs.

To schedule your small-group instruction, note the number of core instructional lessons for a text (generally three or six) and consider any optional instruction. This may include "ELL Support" preview sections, More Strategy Practice activities, Extensions, or conferring sessions. See "Extending the Instruction" on page xxiv for more information on optional instruction.

Write the instructional lessons and any optional instruction you plan to teach each group on the "Small-group Reading Two-week Planner," shown on the next page. Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

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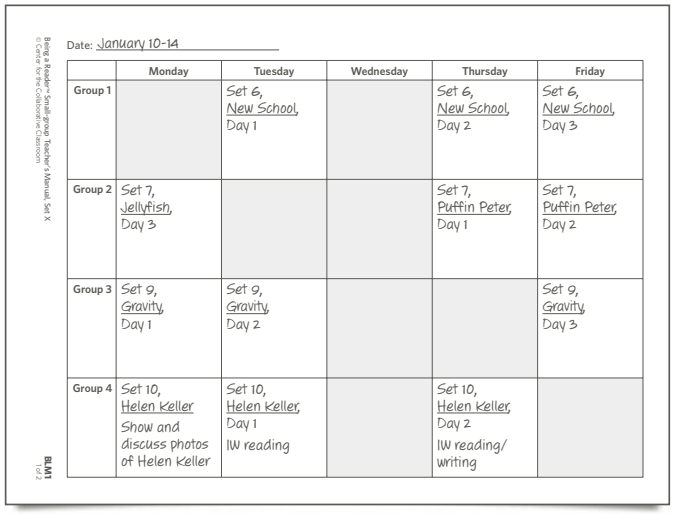
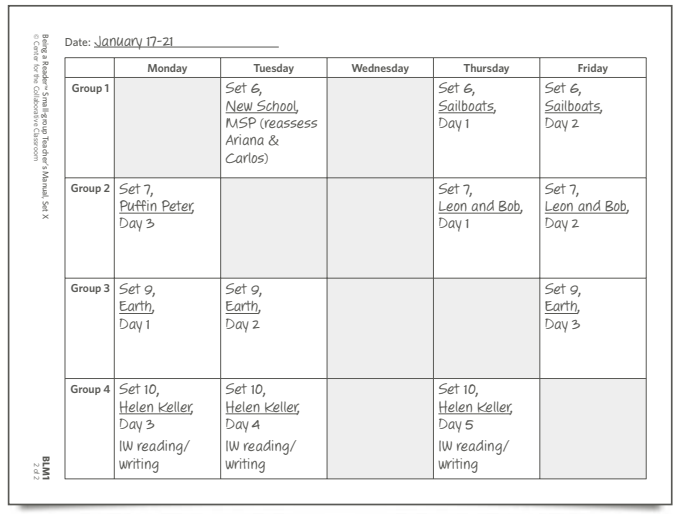


Being a Reader™ Small-group Teacher's Manual, Set X
© Center for the Collaborative Classroom

Date: January 10–14

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, Day 1		Set 6, New School, Day 2	Set 6, New School, Day 3
Group 2	Set 7, Jellyfish, Day 3			Set 7, Puffin Peter, Day 1	Set 7, Puffin Peter, Day 2
Group 3	Set 9, Gravity, Day 1	Set 9, Gravity, Day 2			Set 9, Gravity, Day 3
Group 4	Set 10, Helen Keller Show and discuss photos of Helen Keller	Set 10, Helen Keller, Day 1 IW reading		Set 10, Helen Keller, Day 2 IW reading/ writing	

BLM1
1 of 2



Being a Reader™ Small-group Teacher's Manual, Set X
© Center for the Collaborative Classroom

Date: January 17–21

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, MSP (reassess Ariana & Carlos)		Set 6, Sailboats, Day 1	Set 6, Sailboats, Day 2
Group 2	Set 7, Puffin Peter, Day 3			Set 7, Leon and Bob, Day 1	Set 7, Leon and Bob, Day 2
Group 3	Set 9, Earth, Day 1	Set 9, Earth, Day 2			Set 9, Earth, Day 3
Group 4	Set 10, Helen Keller, Day 3 IW reading/ writing	Set 10, Helen Keller, Day 4 IW reading/ writing		Set 10, Helen Keller, Day 5 IW reading/ writing	

BLM1
2 of 2

PREPARING THE DAILY LESSONS

To prepare to teach a set of lessons, begin by reading the lessons and thinking about how to tailor them to meet the students' needs. The Resources list specifies the texts, assessment forms, and reproducibles that will be used throughout the set of lessons. The Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Overview lists the academic and social goals, and alerts you to any advance preparation needed for each lesson.

Before teaching a set of lessons:

- Read each lesson carefully, including Teacher Notes and Support Notes.
- Read the text associated with each lesson.
- Practice using the reading strategy (or strategies) at least once in your own reading to help you anticipate difficulties the students might have.
- Make any preparations specified in the "Do Ahead" section of the Overview.
- Gather the necessary materials and organize them near your small-group area.
- Note any procedures or reading techniques that may be unfamiliar to the students. For example, if all or most students in the group will be reading in pairs for the first time, you may want to plan extra time before or during the instructional session for the students to learn the procedure.
- If there is an "ELL Support" preview section in the Overview, you may want to review that content and introduce it to your English Language Learners before teaching the first lesson. See "Support for English Language Learners" on page xxvii.
- Identify any Extensions or More Strategy Practice activities and determine whether you will plan to teach them.

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Small-group Reading Procedures

The guidelines that follow are referred to in the lessons that include these procedures.

READING INDIVIDUALLY

During most lessons, the students spend time reading the text individually. They may read aloud in soft voices or read quietly to themselves. Students who finish assigned reading before others in the group should reread those pages, rather than read ahead.

Many students, especially those in Sets 6–8, will need to vocalize as they read. You may sometimes ask students to read aloud for assessment purposes. Consider introducing and using a silent signal, such as tapping on a student's text twice, to indicate that the student should read aloud. In fluency lessons, we recommend that all students read aloud in soft voices. This helps the students hear themselves as they practice fluency strategies such as grouping words together (phrasing) or reading with attention to punctuation or characters' feelings.

READING IN PAIRS

The students build fluency by reading parts of the text aloud to each other. Partners typically take turns reading single pages or pairs of facing pages. In some lessons, the students may read alternating paragraphs or take turns reading the main text and text features. Listening students are asked to follow along as their partners read aloud, and they may point to the words in their own copies. If partners are expected to read and then discuss a question without interruption, you may find it helpful to write the question where the group can see it. If any part of the procedure will be unfamiliar to the students, you may want to allow time to model the activity with a student partner.

ECHO READING

During echo reading, you will model reading a portion of text fluently, and then the students read the same text, echoing your expression and phrasing. For most texts, echo reading two sentences at a time or paragraph by paragraph is appropriate. Echo reading more than one sentence at a time will allow the students the opportunity to observe fluent reading, such as reading with attention to punctuation or dialogue.

When introducing or reviewing the echo reading procedure, tell the students that it is important for them to listen carefully as you read and for the students to stay together when they read aloud, using voices that are neither too loud nor too soft.

READING FOR LISTENERS

Readers' theater and dramatic reading provide opportunities for the students to practice reading fluently and expressively, and to share what they read with the class. Before presenting, the students practice a strategy such as reading fluently with attention to characters' feelings. Group members then rehearse the parts of the text they will share with the class.

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For each dramatic reading, you will assign pages from the text to the students, making sure that each student has approximately the same amount of text to read. The students may then present the dramatic reading to the group, the whole class, or both.

For readers' theater, a script based upon the text is provided. Costumes, props, and sets are not typically used. You may need to split your small group into smaller groups if you have more students than there are parts in the script. Before the students perform, facilitate a discussion about how the students will read their parts aloud and how they will listen to others read their parts, using the questions included in the lessons.

READING JOURNALS

Writing about what they read can support the students' comprehension and prepare them for sharing their thinking with others. Reading journals are used in some lessons in Small-group Reading Sets 9–12 when the students are expected to read independently. When the students read and write independently, we recommend that they do so during independent work time, before reading other texts in their toolboxes.

Because reading journals are not included with the program, you will need to provide each student with a reading journal once you begin teaching Set 9. We recommend full-size journals (no smaller than a 7" x 9" composition book) with firmly bound pages, sturdy covers, and line spacing appropriate for your grade level. If the students are already using journals for another purpose, you may want to use those same journals for Small-group Reading.

To introduce reading journals, tell the students that throughout the year they will sometimes write about what they read in their reading journals. Distribute the reading journals and have the students write their names on them. Explain that as the students use their reading journals throughout the year, they are responsible for taking care of them. Ask and discuss:

Q *What will you do to take care of your reading journals?*

When a group will read and write independently, check your independent work rotation schedule to ensure that the students will have the time to complete the work before their next instructional session. You may want to have the students complete their reading and writing at another time of day or as homework.

Assessments

PLACEMENT ASSESSMENTS

The Small-group Placement Assessment for Sets 7–12 will help you determine the appropriate small group in which to place each student. Alternatively, you can use another assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* to determine the students' levels. For more information about placing students in Set 6, see "Administering Placement Assessments" in the *Assessment Resource Book*.

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Forming Small Groups

You will form differentiated small groups after finishing beginning-of-the-year placement assessments and setting the foundation for Independent Work. For information on assessment, forming and managing reading groups, and monitoring student progress, see the *Assessment Resource Book*.

FORMATIVE ASSESSMENTS

Individual Reading Observation

The Individual Reading Observation will give you the opportunity to listen to and observe individual students as they read. An Individual Reading Observation Note will alert you when an assessment is suggested for the step you are teaching. Individual Reading Observation Notes may appear once or twice during each three-day sequence of lessons. You can record your observations about each student on an "Individual Reading Observation" sheet (IR), which should be printed out as you begin teaching each set. For information on the "Individual Reading Observation" sheet, see the *Assessment Resource Book*. You will find copies of "Individual Reading Observation" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView™ app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*. You can also access the CCC ClassView app directly (classview.org).

Group Progress Assessment

The Group Progress Assessment will give you the opportunity to observe the group as they practice strategies. A Group Progress Assessment Note will alert you when an assessment is suggested for the step you are teaching. Group Progress Assessments may appear once or twice during each three-day sequence of lessons. Each Group Progress Assessment Note has a corresponding "Group Progress Assessment" sheet (GA) where you can record your observations. The sheet includes questions that you can ask yourself to focus your observations as well as suggestions for how to proceed with the instruction based on those observations. For information on the "Group Progress Assessment" sheet, see the *Assessment Resource Book*. You will find copies of "Group Progress Assessment" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*.

SUMMATIVE ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* in the middle and at the end of the year to monitor the students' progress and to evaluate how each student's progress compares to grade-level expectations. You might administer the assessment prior to completing report cards and/or holding parent-teacher conferences.

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Extending the Instruction

CONFERRING



If the students need to read a section of the text independently and you feel that they need structured time to complete the reading, you might use a small-group instructional session to provide it, rather than teach a lesson. You can confer with the students as they read and provide support as needed. For additional support, view "Listening to Students Read" (AV16).

For more information on monitoring student progress, see the *Assessment Resource Book*.

MORE STRATEGY PRACTICE

More Strategy Practice activities provide additional instruction on strategies covered in Small-group Reading. If the students need additional practice applying a strategy, refer to the "Lesson Summary" chart in the Appendix to see if there is a More Strategy Practice activity for the strategy. Teach the activity before moving on to a different strategy.

Read the More Strategy Practice activity to determine the amount of time required:

- Some activities may take a single 20-minute instructional session.
- Some activities may take less than a full 20-minute instructional session, in which case you may have time to conduct reading conferences, assess a student, or check in with the students doing independent work in addition to teaching the activity.
- Some activities may take multiple instructional sessions, which can be scheduled during small-group reading rotations or at another time of day.

EXTENSIONS AND TECHNOLOGY EXTENSIONS

Extensions are optional activities that provide additional learning opportunities that enhance the instruction in the core lessons. These activities can be done at the end of a lesson or at another time.



Technology Extensions are optional activities that identify ways in which you can use technology to extend instruction, when appropriate.

ADDITIONAL TEXTS

If you have taught all the lessons in a set and the students are not yet ready to move on to the next set, select additional texts from your collection of leveled texts and develop your own Small-group Reading lessons based on those you have already taught. You might:

- Consider having the students read additional books at equivalent F&P/DRA levels.
- Select a different text from your own collection of leveled texts that is from the same series, written by the same author, or in the same genre. Develop your own lesson for this text using a lesson you have already taught as a guide.

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Tips for Managing Small-group Reading in Your Classroom

Small-group Reading lessons assume students' familiarity with some basic procedures, cooperative structures, and facilitation techniques.

ROOM ARRANGEMENT AND MATERIALS

For Small-group Reading, the students should sit at a table facing you, close enough to see your copy of the text when you direct their attention to illustrations or text features. Some lessons may require a chart or sentence strips, so a stand or easel near the small-group table is recommended. Individual wipe-off boards are used by the students during the optional Guided Spelling lessons in Sets 7 and 8, and you may also use a wipe-off board to write ELL prompts or questions so that the group can see them. For Guided Spelling, the students should be seated so that they can easily reference the high-frequency word wall and the "Spelling-Sound Chart."

You may want to post your "Small-group Reading Two-week Planner" next to the small-group table so that you know which groups you will see each day. When you signal for the students to switch tasks, ask the students in the next small group to sit at the small-group table next to their partners (if you have preassigned partners). Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

The students may need to practice moving quickly and quietly to the small-group reading area. Consider beginning each instructional session by asking questions that help the students take responsibility for the gathering procedure, such as: "How did you do with coming to the small-group reading area quickly and quietly?"

Since the students carry their toolboxes during independent work rotations, they will bring their toolboxes with them to the small-group reading table. The students will store their texts and reading journals in their toolboxes.

THE TEACHER'S ROLE

Your role will vary depending on the size of the group, the social dynamics of the group, the time of year, and the reading strategy the group is working on.

- **Cooperative Structures.** During Small-group Reading lessons, you will facilitate the use of cooperative structures the students have learned in whole-class instruction, such as "Turn to Your Partner." When working with groups of four or fewer students, you may choose to have more whole-group discussions. Depending on the number of students and their personalities, you may want to have the students talk without first asking permission by raising their hands. Having a free-flowing conversation may help the students listen to others rather than prepare to speak.
- **Facilitation Techniques.** The students may expect you to tell them a "correct" answer to an open-ended question or an interpretation of the text; responding as such can stifle their independent thinking. To discourage the students from looking to you for answers, try prompting more student participation using these facilitation techniques.

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Facilitation Techniques

- Help the students learn to give their full attention to the speaker during discussions by directing them to **turn and look** at the person who is about to speak.
- **Respond neutrally, with interest** after a student speaks, so as not to encourage a specific line of thinking over other possible answers. Responding neutrally by saying "Interesting" or "Say more about that" can sustain a conversation without directing it.
- Practice **asking facilitative questions** during discussions to help the students respond directly to one another, not just to you. For example, you might ask the group: "What do others think?" or "What do you think about what [Adrienne] shared?"
- Offer an **example response**, such as one in a "Students might say" note. You might suggest, "Some students might say, '[I think it was stealing because Robert took something that wasn't his].' What do you think of that?"
- Use five seconds of **wait-time** after asking a question to make space for quieter students to speak. You may even encourage students who talk frequently to practice waiting for others to talk, rather than chiming in immediately.

- **Special Considerations for Facilitating "Responding to Literature" Lessons.** When students respond to literature, it is ideal for them to have self-sustaining conversations about texts with minimal teacher involvement. However, while the students are still building capacity to hold meaningful discussions, you may need to model reacting authentically to texts and building on other participants' thinking. During discussions, remain open to the students' ideas and let the students' thinking drive the conversation.

  The group may not be able to sustain discussions consistently, and the quality of discussion may be uneven within and across lessons. Some students may express a sophisticated understanding of fiction elements while others may simply retell parts of the story. These variations are normal. Recognizing each student's contribution as valid and meaningful will encourage risk-taking, build student confidence, and raise the overall quality of discussion over time.

RECORD-KEEPING

You may want to keep records of some of the logistics of your small groups, as students may change groups over the course of the the school year. Consider tracking:

- Which students have read each text
- Which students have received instruction on each strategy
- The groups you see each day
- The texts the students are keeping in their independent work toolboxes

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Special Considerations

Support for English Language Learners

Small-group Reading in the *Being a Reader* program is designed to be used with students you have assessed and grouped according to reading level. Because the students have been carefully grouped, the challenges that will most likely arise for English Language Learners are in vocabulary and background knowledge (such as that related to American culture or idioms). These issues were carefully considered for each of the texts in the sets, and guidance for supporting the students is provided in two ways. An "ELL Support" feature before a set of lessons provides ideas for preteaching vocabulary, building background knowledge, and providing language support. Additionally, ELL Notes at point of use provide information that can be included in the lesson. For more information about how the program supports English Language Learners, see "Supporting English Language Learners" in the Introduction of your grade-level *Being a Reader Teacher's Manual.*

Guided Spelling for Grade 1 Students

To ensure that spelling instruction continues for grade 1 students who finish Small-group Reading Sets 1-5 and have transitioned from Set 6, Sets 7 and 8 include optional Guided Spelling lessons. (Grade 2 students receive Guided Spelling instruction during whole-class Word Study.) In each Guided Spelling lesson, the students spell decodable words and high-frequency words with teacher support. Because spelling practice coordinated with on-level reading strengthens both decoding and spelling, the decodable words in each lesson are selected from the corresponding texts. The purpose of Guided Spelling is to support the students in being strategic spellers rather than to test their knowledge of individual words.

Guided Spelling lessons should take approximately five minutes. For each word, say the word, have the students say it, and then support them as they spell. For decodable words, refer to the "Spelling Support" section for specific suggestions to help you guide the students. For high-frequency words, allow the students to use the word wall or their personal "Word Bank" for support as needed. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org). High-frequency word cards are provided for all the words used in each set so that you can easily add them to your word wall before Guided Spelling lessons. Although the students may not memorize all these words, knowing where to find them is useful when the students write independently.

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Lessons

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Sets 6 and 6A

Set 6 readers are beginning to read sentences more smoothly. They build fluency by reading books with familiar phonics and high-frequency words. Set 6 books are specifically written to support decoding, and they have illustrations and photographs to aid comprehension. Some students will have encountered them in Set 5 of Small-group Reading.

Set 6 provides transitional instruction in fluency and comprehension for students who have completed Set 5 but are not yet ready for Set 7. Phrase-cued texts are provided for the books in this set to support students as they practice *phrasing*, grouping words together to read fluently. Optional assessments are available to help evaluate the students' fluency progress.



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Sets 6 and 6A

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 6	▪ Characters' feelings ▪ Phrasing ▪ Punctuation	▪ Polysyllabic words	▪ Character ▪ Important ideas ▪ Sequencing and retelling ▪ Text features ▪ Text structure ▪ Text-to-self connections		
Set 7	▪ Characters' feelings ▪ Punctuation ▪ Reading for listeners	▪ Polysyllabic words	▪ Elements of poetry ▪ Predicting ▪ Sequencing and retelling ▪ Text features ▪ Text-to-self connections ▪ Text-to-text connections ▪ Theme ▪ Topic ▪ Wondering		▪ Opinions ▪ Responding to literature

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SETS 6 AND 6A OVERVIEW

	Fluency	Word Analysis	Comprehension
Sunny Days, Starry Nights ▪ Expository nonfiction ▪ 3 days	▪ Phrasing (grouping words together)		
New School ▪ Fiction ▪ 3 days	▪ Paying attention to characters' feelings ▪ Paying attention to punctuation		
Sailboats ▪ Expository nonfiction ▪ 3 days			▪ Exploring text features
The Silver Coins ▪ Folktale ▪ 3 days			▪ Sequencing and retelling
Ball Games ▪ Expository nonfiction ▪ 3 days		▪ Reading polysyllabic words	▪ Making text-to-self connections
Scout's Puppies ▪ Narrative nonfiction ▪ 3 days			▪ Determining important ideas ▪ Exploring text structure ▪ Sequencing and retelling
Ann's Book Club ▪ Fiction ▪ 3 days	▪ Paying attention to characters' feelings ▪ Paying attention to punctuation		▪ Understanding character

■ = Set 6 ■ = Set 6A

The texts can be taught in any order. To help you see the texts and strategies, see the "Lesson Summary" chart in the Appendix.

Make a group set of the "Individual Reading Observation" sheet (IR1); see the *Assessment Resource Book*. Make a copy for each student in the group. You will use the observation sheets throughout this set.

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Comprehension

Determining Important Ideas and Retelling

RESOURCES



Scout's Puppies

by Kenni Alden, illustrated by Gail Guth

This nonfiction text provides information about how puppies grow.

More Strategy Practice

- "Read Fluently in Meaningful Phrases"

Technology Extension

- "Create an Audio Recording of *Scout's Puppies*"

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)
- Set 6 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA6)

Reproducibles

- "Puppy Development Pages" (BLM8)
- (Optional) "Grouping Words Together: *Scout's Puppies*" (BLM9)

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OVERVIEW

Academic Focus

- Students reread and discuss a nonfiction book.
- Students explore author's purpose and text structure in a nonfiction book.
- Students identify and retell important ideas in a nonfiction book.
- Students sequence events in a nonfiction book.

Social Development Focus

- Students listen respectfully and share their thinking.
- Students work responsibly in pairs.

DO AHEAD

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA6); see the Set 6 assessments in the *Assessment Resource Book*.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Puppy Development Pages" (BLM8).

✓ Prior to Day 3, cut individual sheets of lined chart paper into strips, with each strip consisting of several blank lines, so that the students have space on which to write a retelling of part of the text (see Step 3).

ELL SUPPORT

- Preview the Book: The students should have encountered all the books in Set 6 previously in Set 5. It may be beneficial for English Language Learners to practice reading *Scout's Puppies* aloud to you prior to this week's lessons. Phrase-cued texts are provided for all the books in Set 6. If you find students struggle to read fluently, consider adding additional sessions specifically aimed toward fluency.

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Day 1

Scout's Puppies

Retelling a Nonfiction Book and Exploring Text Structure

Materials

- Teacher and student copies of *Scout's Puppies*
- Group set of the "Individual Reading Observation" sheet (IR1)

Teacher Note

Scout's Puppies is also used in Set 5. There, the students read *Scout's Puppies* to review the high-frequency words *enough*, *watch*, and *been* and to practice decoding words in which the final *y* changes to *i* when *-es* or *-ed* is added.

In this lesson, the students:

- Reread and discuss a nonfiction book
- Use illustrations in the book to retell its key ideas
- Discuss how information in the book is organized
- Speak clearly so others can hear

1 Gather and Review *Scout's Puppies*

Show the cover of *Scout's Puppies* and read the title and the names of the author and illustrator aloud. Remind the students that they read this story earlier.

Ask:

Q *What do you remember about this book?*

Tell the students that in today's lesson they will reread *Scout's Puppies* and practice retelling its parts.

2 Reread *Scout's Puppies*

Distribute *Scout's Puppies* and have the students reread the book quietly to themselves.



INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

3 Retell *Scout's Puppies* Using Illustrations

Explain that when readers retell a nonfiction book, they use their own words to tell the important events or ideas from the book in the correct order. Explain that retelling nonfiction helps readers understand what they read and share what they learn from their reading with others. Show page 1 of *Scout's Puppies* and point to the picture of Scout on the blanket. Ask:

Q *What happens first in the book?*

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Have one or two students retell what happens.

Show the remaining illustrations in the book, stopping on each illustration to have one or two students retell what is happening in that part. Encourage the students to use the illustrations to help them think about what is important to retell from each part.

4 Explore Text Structure

Explain that authors of nonfiction texts are careful to organize the ideas in their texts in ways that readers can understand and follow them. Ask:

- Q *How does the author organize the ideas in* Scout's Puppies*? What comes first? Next? Last?*
- Q *How do the words and pictures help you understand how the information is organized?*

> **Students might say:**
>
> "It's organized in order. It starts when the puppies are born. It ends when they get adopted at two months."
>
> "The author tells us how old the puppies are in each part. Like two weeks or one month."
>
> "In addition to what [Miki] said, you know the author is going in order because the puppies get a little bigger in each picture."

If necessary, explain that the author of *Scout's Puppies* tells events in the order they happen, beginning when the puppies are born and ending when they go to new homes at two months old. Explain that when the events in a text are told in the order in which they happen, we say that the text is organized *chronologically*. Point out that the author uses phrases like "at first" (p. 4), "about two weeks" (p. 7), and "After about one month" (p. 8) to tell readers how old the puppies are in each part of the text. Show the illustrations on pages 2–3, 6–7, and 12–13 and point out that the puppies get bigger in each picture. This is another clue that the information in the book is organized according the puppies' age. Explain that thinking about how an author organizes information in a nonfiction book can help readers understand the book.

5 Wrap Up

Tell the students that they will continue to think and talk about *Scout's Puppies* in the next lesson. Have them put *Scout's Puppies* into their toolboxes and encourage them to reread the book independently.

Teacher Note

Allow the students to refer to the book, but encourage them to use their own words when they retell.

TEKS 9.D.ix
TEKS 9.D.x
Student/Teacher Activity
Step 4 (all)

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Teacher Note

Before teaching this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print "Grouping Words Together: *Scout's Puppies*" (BLM9). Make one copy for each student in the group, plus one for yourself.

MORE STRATEGY PRACTICE

Read Fluently in Meaningful Phrases

A phrase-cued text is available for *Scout's Puppies*. For more fluency practice, have a student or group of students practice grouping the words together by reading the phrase-cued text aloud. For additional instruction in using a phrase-cued text for echo reading and reading in pairs, see *Sunny Days, Starry Nights* (Set 6).

You may also use an unmarked text of *Scout's Puppies* as a modified running record to assess an individual student's fluency. Use the "Grouping Words Together: *Scout's Puppies*" (BLM9). Have the student read aloud to you from the book as you follow along on the unmarked text, noting where he or she pauses, self-corrects, or makes an error.

Day 2

Scout's Puppies

Determining Important Ideas

Materials

- Teacher and student copies of *Scout's Puppies*
- "Puppy Development Pages," prepared ahead (BLM8)
- Self-stick notes
- Pencils
- "Group Progress Assessment" sheet (GA6)

TEKS 10.A.i
Student/Teacher Activity
Step 1
(discussion question on page 8)

In this lesson, the students:

- Reread parts of a nonfiction book
- Discuss the author's purpose
- Identify and record important ideas from the book
- Work responsibly in pairs

1 Review *Scout's Puppies* and Discuss Author's Purpose

Show your copy of *Scout's Puppies* and remind the students that in the last lesson they reread the book and used the illustrations to help them retell its parts. Review that retelling nonfiction helps readers understand what they read and share what they learn from their reading with others. Ask:

Q *What do you think the author of* Scout's Puppies *wants readers to learn from the book? Turn to your partner.*

> **Students might say:**
>
> "I think she wants us to learn how puppies grow."
>
> "I agree with [Raul]. I think she wants readers to learn what puppies are like at different ages and how they change."

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Tell the students that today they will revisit *Scout's Puppies* and think about what information is important to understand and remember from each part.

2 Practice Determining Important Ideas

TEKS 6.G.i
Student/Teacher Activity Step 2 and Step 3 (all, including the Group Progress Assessment Note on page 10)

Have the students follow along as you read pages 2–4 aloud. Then ask:

Q *How old are the puppies in this part?*

On a sheet of chart paper, write the title "Puppies When They Are First Born." Ask:

Q *What seems important to understand and remember about puppies when they are first born?*

Invite a few volunteers to share their thinking and record their ideas on the chart.

Puppies When They Are First Born

- Can't see or hear
- Use their noses to smell milk
- Need lots of food and sleep
- Sleep most of the time

3 Determine and Record Important Ideas in Pairs

Distribute the "Puppy Development Pages" (BLM8) so that each pair of students has one page. Then distribute the self-stick notes and have the students use the notes to mark the pages in *Scout's Puppies* that are noted on their "Puppy Development" page. (For example, the pair with the "Puppies at Two Weeks" page will mark pages 6–7 in the book.) Explain that first partners will work together to decide what information in their section seems important to understand and remember. Then they will write those important ideas on the paper. Give partners ample time to identify and record important ideas.

Teacher Note

If you have more pages than pairs of students, give some pairs multiple pages. If there are more than 8 students in the group, make some partnerships groups of three.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are partners able to identify the important ideas from their section of the book?
- Do they take turns talking, listening, and writing?

Record your observations on the "Group Progress Assessment" sheet (GA6); see the Set 6 assessments in the *Assessment Resource Book*.

Support any student who struggles with identifying important ideas by having them read the section of the book they were assigned aloud to you. Then ask:

Q *What things do the puppies do [at one month]?*

Point to the picture(s) and ask:

Q *What are the puppies doing in this picture? Does that seem important to remember?*

4 Share and Discuss Important Ideas

When all the students have finished writing, have each pair of students share the important ideas they identified with the group. Have one partner read the part of the book they were assigned and the other partner read the important ideas they wrote down. After each pair shares, discuss:

Q *Is there anything else that seems important to understand and remember about the puppies [at two weeks]?*

Allow partners time to add to their "Puppy Development Pages" based on the discussion, if necessary.

5 Wrap Up

Explain that thinking about important ideas in nonfiction texts helps readers understand and remember what they read and share it with others. Tell the students that in the next lesson they will use the notes they took today to retell the parts of *Scout's Puppies* in writing. Collect the "Puppy Development Pages" to use on Day 3. Have the students put *Scout's Puppies* into their toolboxes and encourage them to reread the book independently.

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Scout's Puppies
Retelling a Nonfiction Book

Day 3

In this lesson, the students:

- Retell parts of a nonfiction book in writing
- Sequence events in the book
- Work responsibly in pairs

1 Gather and Discuss Retelling

Show the cover of *Scout's Puppies* and remind the students that in the last lesson they discussed what the author, Kenni Alden, might want readers to learn from the book and then they worked in pairs to identify information in the book that seems important to understand and remember. Explain that in today's lesson, partners will use the notes they took yesterday to retell the parts of the book in writing. Ask:

Q *Why might you want to retell information from a nonfiction book?*

If necessary, review that retelling information from nonfiction books helps readers understand and remember what they read and share what they learn from their reading with others.

2 Model Writing a Retelling from Notes

Direct the students' attention to the "Puppies When They Are First Born" chart and review that the chart lists the important information from the first part of *Scout's Puppies*. On a strip of chart paper, model writing a retelling of the first part of the book using the important ideas on the chart.

> **You might say:**
>
> "In my retelling I want to combine the important ideas from the first part of the book into a few sentences that tell what puppies are like when they are first born. I want to be sure to include the puppies' age in my retelling so that my readers know how old they are. I'll write: *When puppies are first born, they need lots of food and sleep. They can't see or hear. They use their noses to smell their mother's milk. They sleep most of the time.*

3 Retell Parts of the *Scout's Puppies* in Writing

Explain that each student will work with the same partner as on Day 2 to write a retelling using the important ideas the pair identified in the previous lesson. Distribute the "Puppy Development Pages" from Day 2 and give the students a few minutes to review their notes.

Materials

- Teacher copy of *Scout's Puppies*
- "Puppies When They Are First Born" chart, from Day 2
- "Puppy Development Pages," from Day 2
- Strips of lined chart paper, prepared ahead
- Markers

Teacher Note

In this lesson, the students use their written notes from Day 2 to retell *Scout's Puppies*. You will need just one copy of the book to support the discussion at the end of today's lesson..

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Distribute the strips of chart paper and markers and have partners work together to write their retellings. Remind the students to include the puppies' age and all the important ideas from their "Puppy Development" page in their retelling.

4 Sequence Retellings

When all the students have finished writing their retellings, collect the strips of chart paper. Place the students' retellings, along with your model, in random order where all the students in the group can see them. Explain that the group will now work together to put the retellings in order to create a complete written retelling of *Scout's Puppies*. Use the following questions to help the students sequence the retellings. Remind the students that they can use the puppies' age in each part of the text to help them determine the correct order. Ask:

Q *What part comes first? How do you know?*

Q *What part do you think comes next? Why do you think so?*

Reposition the strips of paper based on the students' responses.

5 Retell *Scout's Puppies* as a Group and Reflect

When the group is satisfied with the order of events in the collective retelling, check it against your copy of the book and move any strips that are out of order. Facilitate a discussion as you do so about why the revised order makes sense. Then have student volunteers read the collective written retelling aloud to the group.

Afterward, discuss:

Q *How did we do retelling the important ideas from* Scout's Puppies *in our own words?*

Encourage the students to share what they learned about how puppies grow with people outside of the group. You might suggest that they tell what they learned to a classmate during independent work time or to a family member or friend. You might also suggest that students practice retelling what they learn from other nonfiction books they read.

Teacher Note

Depending on how many students you have in the group, you may choose to have each pair read the section they wrote, or you may choose to assign the reading in a different way.

TECHNOLOGY EXTENSION

Create an Audio Recording of *Scout's Puppies*

Have the students record their group retelling of *Scout's Puppies* using an audio-recording device. Remind them to speak loudly and clearly so their voices can be heard in the recording. You may then play the audio recording while showing the illustrations from the book.

Consider sharing the recording with the students' families or publishing the recording on the Internet as a podcast. Search online using the keywords "publishing student podcasts" to learn more about creating student podcasts.

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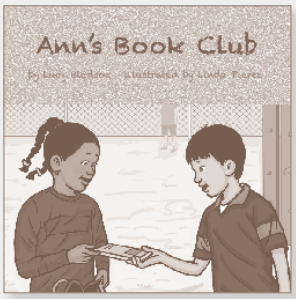
Comprehension	Understanding Character
Fluency	Paying Attention to Characters' Feelings and to Punctuation

RESOURCES



Ann's Book Club

by Lucy Bledsoe, illustrated by Linda Pierce

In this fiction text, Ann learns that she has to compromise with the other children in her book club if she wants the club to work.

More Strategy Practice

- "Read Fluently in Meaningful Phrases"

Extension

- "Explore Problem and Solution in *Ann's Book Club* and Make Text-to-self Connections"

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)
- Set 6 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA7)

Reproducibles

- (Optional) "Grouping Words Together: *Ann's Book Club*" (BLM10)

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OVERVIEW

Academic Focus

- Students read and discuss a fiction text.
- Students explore characters' feelings and character change in a fiction text.
- Students refer to the text and illustrations to support their thinking.
- Students read dialogue fluently with attention to punctuation and characters' feelings.

Social Development Focus

- Students listen respectfully and share their thinking.
- Students work responsibly in pairs.

DO AHEAD

✓ Prior to Day 2, practice reading page 1-7 of *Ann's Book Club* aloud with expression (see Steps 2 and 3).

✓ Prior to Day 3, practice reading pages 8-9 of *Ann's Book Club* aloud with expression (see Step 2).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA7); see the Set 6 assessments in the *Assessment Resource Book*.

ELL SUPPORT

- **Preview the Book:** The students should have encountered all the books in Set 6 previously in Set 5. It may be beneficial for English Language Learners to practice reading *Ann's Book Club* aloud to you prior to this week's lessons. Phrase-cued texts are provided for all the books in Set 6. If you find students struggle to read fluently, consider adding additional sessions specifically aimed toward fluency using the phrase-cued text.

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Day 1

Ann's Book Club

Exploring Character in a Fiction Book

Materials

- Teacher and student copies of *Ann's Book Club*
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

In this lesson, the students:

- Reread parts of a fiction book
- Explore characters' feelings and character change in the story
- Discuss lessons in the story
- Share and support their thinking

Teacher Note

Ann's Book Club is also used in Set 5. There, the students read *Ann's Book Club* to review the high-frequency words *head* and *read* and to practice reading two-syllable words.

1 Gather and Review *Ann's Book Club*

Show the cover of *Ann's Book Club* and read the title and the names of the author and illustrator aloud. Remind the students that they read this story earlier.

Ask and briefly discuss:

Q *What do you remember about* Ann's Book Club*?*

If you think the students would benefit from thinking more deeply about the text, consider asking and discussing additional questions, such as:

Q *Who are the characters in the story?*

Q *What is the problem in the story?*

Q *How do the children solve the problem?*

2 Read Part of the Book Aloud and Discuss Characters' Feelings

Tell the students that today they will reread parts of *Ann's Book Club* and talk about how the characters are feeling in those parts. Explain that paying attention to characters' feelings can help readers understand and enjoy stories.

Distribute *Ann's Book Club*. Have the students open to page 1 and follow along as you read page 1 aloud. Ask and discuss:

Q *How do you think Ann is feeling in this part? How do you think the other children are feeling? What makes you think that?*

As the students share, remind them to refer to the words and illustrations in the book, or what they know from their own experiences, to help them explain their thinking.

Teacher Note

If the students struggle to answer the questions, you may want to share your own thinking or refer to the "Students might say" note for examples. If you do share, remember to let the students' thinking drive the conversation as much as possible.

> **Students might say:**
>
> "I think she's excited because she's starting a book club."
>
> "I agree with [Mira]. Also she's yelling, which makes me think she's excited."
>
> "The other kids in the picture look happy. They're doing fun things on the playground."

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3 Discuss Characters' Feelings in Pairs

Distribute the self-stick notes and have the students mark page 9 so they know where to stop reading. Then have them reread pages 2–9 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

When all the students have reread the pages, ask and discuss:

Q *How is Ann feeling now? How are the other children feeling? How do you know? Turn to your partner.*

Remind the students to refer to the book or their own experiences to explain their thinking. After partners have had a chance to talk, invite a few students to share their ideas with the group.

> **Students might say:**
>
> "Carl and Dexter seem excited about the book club. Carl wants to read about thunder and Dexter wants to read about bugs."
>
> "Ann's getting upset now. It says so on page 5."
>
> "She's upset that the other kids want to read about things she's not interested in. I'd be upset too if I were her."

Have the students read the rest of the book quietly to themselves. Then use the questions above to have partners discuss the characters' feelings on pages 10–13 and page 14.

4 Explore Character Change and Lessons in the Story

Tell the students that it is common in fiction stories for a main character's feelings to change between the beginning of a story and the end. Show page 9 in your copy of *Ann's Book Club* and read it aloud. Then show page 14 and read it aloud. Ask the questions that follow, giving the students time to look through their own copies of the book before sharing their ideas.

Q *How do Ann's feelings change between the middle of the story and the end? Why do you think her feelings change?*

After a few moments, invite volunteers to share their thinking. Remind them to refer to the story, the illustrations, or what they know from experience to explain their thinking.

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Students might say:

"At first she's mad because she doesn't want to read the books her friends want to read. Then she realizes that they can compromise on what to read."

"I think her feelings change because she talks with the other kids about their problem and how to solve it."

"Maybe she realizes that her book club won't work if she doesn't listen to the other kids."

Explain that main characters in stories often learn important lessons that readers can use in their own lives. Ask and discuss:

Q *What lesson do you think Ann learns in this story? How can you use that lesson in your own life? Turn to your partner.*

5 Wrap Up

Tell the students that they will continue to think and talk about *Ann's Book Club* in the next lesson. Have them put *Ann's Book Club* into their toolboxes and encourage them to reread the book independently.

TEKS 8.C.vi
Student/Teacher Narrative
Extension (all)

EXTENSION

Explore Problem and Solution in *Ann's Book Club* and Make Text-to-self Connections

Distribute *Ann's Book Club* if the students do not already have it in their toolboxes, and remind the students that they read the story earlier. Explain that characters in stories usually have a problem they need to solve. Ask and discuss the questions that follow. Encourage the students to refer to their copies of the book to help them answer the questions.

Q *What is the problem in* Ann's Book Club*?*

Q *How do the children solve their problem?*

Have a few volunteers share their thinking. Then ask:

Q *Have you ever had a problem like this one, when you and your friends disagreed about what to do? Were you able to solve your problem? What happened?*

Tell the students that when readers think about how a story reminds them of their own lives, they are *making connections* to the story. Explain that making connections to stories helps readers understand and enjoy them.

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Ann's Book Club
Reading Fluently

Day 2

In this lesson, the students:

- Echo read part of a book fluently
- Read dialogue fluently
- Work in a responsible way

Materials

- Teacher and student copies of *Ann's Book Club*
- Group set of the "Individual Reading Observation" sheet (IR1), from Day 1

1 Gather and Review *Ann's Book Club*

Show your copy of *Ann's Book Club* and remind the students that in the last lesson they talked about how the characters are feeling in different parts of the story. Tell the students that today they will read parts of *Ann's Book Club* aloud and practice making their reading sound like the characters in the story are talking.

2 Model Reading Dialogue Fluently

Explain that you will read a part of *Ann's Book Club* aloud in two different ways; then partners will talk about what they noticed.

Distribute *Ann's Book Club*. Ask the students to open their books to page 1 and follow along in their books as you read the page two times, first fluently, with expression, and then in an inexpressive voice. After you have read the page aloud twice, ask:

Q *What did you notice about the two different ways I read this page? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "It was more fun to listen to the first time."
>
> "The first way you read it I could tell Ann is excited."
>
> "The second way you read the page, you sounded like a robot. It was hard to understand because you didn't stop in between sentences."

Direct the students' attention to the quotation marks on page 1 and review that quotation marks show when characters in a story are talking and that the words inside the quotation marks are the words the characters are saying. Explain that authors use dialogue—the words in quotation marks—when they want readers to know that the characters are talking.

Point to the exclamation point on page 1 and review that authors use exclamation points to show strong feeling. An exclamation point tells readers that the words that come before it should be read in a loud or excited way.

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3 Echo Read Fluently

Tell the students that today they will practice echo reading some of the dialogue in *Ann's Book Club*. For more information about echo reading, see "Echo Reading" in the Introduction.

Tell the students to pay attention to what you do with your voice when you read dialogue to make the reading sound like real people talking. Encourage the students to do the same thing with their voices as they read.

Have the students echo read the dialogue on page 2. ("I do!" Carl says, tapping the top of his head. "I want to read about storms and thunder.") Ask:

Q *Who is talking on this page? How do you know?*

If necessary, explain that Carl is the person speaking on page 2. Tell the students that "Carl says" is a *dialogue tag*, and explain that a dialogue tag tells readers who is talking.

Next, have the students echo read the dialogue on page 3. Then ask:

Q *Who is talking on this page? How do you know?*

Point out that page 3 does not have a dialog tag, and explain that readers have to use other clues to figure out that Ann is the person talking.

> **You might say:**
>
> "One way I can tell that Ann is talking is that the sentence in quotes comes right after the sentence about Ann. Also, I know that characters usually take turns talking, so it makes sense that Ann would speak after Carl speaks."

In the same way, echo read and discuss the dialogue on pages 4–7, one page at a time.

ELL Note

Consider providing additional support for the students by having them echo read pages 8–14. (For more information, see "Support for English Language Learners" in the Introduction.).

4 Practice Reading Fluently

Have the students reread the rest of the book aloud in soft voices. Encourage them to pay attention to who is speaking as they read.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

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5 Reflect on Echo Reading

Ask and briefly discuss:

Q *What did you do to work responsibly during echo reading?*

Tell the students that in the next lesson, they will continue to practice reading fluently by reading *Ann's Book Club* aloud in pairs. Ask them to return *Ann's Book Club* to their toolboxes. Encourage them to reread the book independently and to pay attention to who is speaking in each part.

Ann's Book Club
Reading Fluently

Day 3

In this lesson, the students:

- Reread a book aloud in pairs
- Read dialogue fluently with attention to characters' feelings
- Work responsibly in pairs

Materials

- Teacher and student copies of *Ann's Book Club*
- "Group Progress Assessment" sheet (GA7)

1 Gather and Introduce the Lesson

Review that in the last lesson, the students echo read part of *Ann's Book Club* and talked about dialogue, or the words the characters in a story say. Explain that today partners will reread *Ann's Book Club* with attention to characters' feelings.

2 Model Reading Fluently with Expression

Distribute *Ann's Book Club* and have the students open their books to page 8. Tell the students that you will read pages 8–9 aloud as they follow along in their books. Ask them to listen for and think about how the characters are feeling. Read pages 8–9 aloud with expression.

Ask and briefly discuss:

Q *How is Carl is feeling in this part? How is Ann feeling?*

As students share, follow up by asking:

Q *How did the way I read the words help you know that?*

> **Students might say:**
>
> "I think Carl is confused about why Ann is getting so upset."
>
> "You used a quiet voice for Carl and a different, louder voice for Ann."
>
> "I agree with [David]. Your made you voice really loud when you got to the exclamation points in Ann's part."

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Point to the word *my* on page 9 and explain that this is an *italicized* word. Tell the students that readers read italicized words more slowly and with more feeling.

Explain that readers can make dialogue sound like talking by thinking about *what* the characters say and about *how* they might say the words. Explain that paying attention to characters' feelings helps readers read dialogue in a way that sounds like talking.

3 Reread *Ann's Book Club* Fluently in Pairs

Show page 1 of *Ann's Book Club* and, if necessary, model reading with a partner using a student volunteer. (For more information, see "Reading in Pairs" in the Introduction.)

Ask and briefly discuss:

Q *What can you do to show you are listening when your partner reads?*

Tell the students to follow along and listen carefully as their partners read just loudly enough for them to hear. Explain that when they read with their partners, they will use their voices to make it sound like the characters are talking. Review that paying attention to how the characters are feeling will help them read fluently.

Have the students turn to page 1 read the book aloud in soft voices. Observe the students as partners read and offer support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Can the students read the dialogue in the story fluently?
- Do they read in a way that reflects an understanding of how the characters are feeling?
- Do they follow along and listen carefully as their partners read?

Record your observations on the "Group Progress Assessment" sheet (GA7); see the Set 6 assessments in the *Assessment Resource Book*.

Support any student who struggles to read dialogue fluently by reteaching Day 2, Step 3, using pages 8–14 of *Ann's Book Club*.

4 Reflect on Reading Dialogue Fluently in Pairs

When all the pairs have read the book at least once, ask and briefly discuss:

Q *What did you like about reading dialogue with your partner?*

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Explain that reading dialogue fluently helps readers and listeners understand and enjoy what they read. Invite the students to practice reading dialogue fluently by reading aloud from other books they like. Have the students put *Ann's Book Club* into their toolboxes and encourage them to reread the book independently.

MORE STRATEGY PRACTICE

Read Fluently in Meaningful Phrases

A phrase-cued text is available for *Ann's Book Club*. For more fluency practice, have a student or group of students practice grouping the words together by reading the phrase-cued text aloud. For additional instruction in using a phrase-cued text for echo reading and reading in pairs, see *Sunny Days, Starry Nights* (Set 6).

You may also use an unmarked text of *Ann's Book Club* as a modified running record to assess an individual student's fluency. Use "Grouping Words Together: *Ann's Book Clubs*" (BLM10). Have the student read aloud to you from the book as you follow along on the unmarked text, noting where he or she pauses, self-corrects, or makes an error.

Teacher Note

Before teaching this activity, you will need to visit the CCC Learning Hub (ccclearninghub.org) to access and print "Grouping Words Together: *Ann's Book Club*" (BLM10). Make one copy for each student in the group, plus one for yourself.

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Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
Sunny Days, Starry Nights (Set 6, page 4) Expository nonfiction ▪ F&P: K ▪ Lexile®: 440 ▪ DRA®: 20	**Fluency:** Phrasing (Grouping Words Together) ELL Support	**Day 1:** Reading a Nonfiction Text	**Day 2:** Reading Fluently	**Day 3:** Reading Fluently More Strategy Practice: "Present *Sunny Days, Starry Nights* to the Class" Technology Extension: "Create an Audio Recording of *Sunny Days, Starry Nights*"
New School (Set 6, page 12) Fiction ▪ F&P: I ▪ Lexile®: 430 ▪ DRA®: 16	**Fluency:** Paying Attention to Characters' Feelings Paying Attention to Punctuation ELL Support	**Day 1:** Reading a Fiction Book	**Day 2:** Reading Fluently	**Day 3:** Reading Fluently More Strategy Practice: "Read Fluently in Meaningful Phrases"
Sailboats (Set 6, page 22) Expository nonfiction ▪ F&P: J ▪ Lexile®: 430 ▪ DRA®: 18	**Comprehension:** Exploring Text Features ELL Support	**Day 1:** Rereading a Nonfiction Book and Exploring Text Features	**Day 2:** Rereading a Nonfiction Book and Using Text Features More Strategy Practice: "Explore Text Features"	**Day 3:** Exploring Text Features More Strategy Practice: "Add to the Glossary" "Read Fluently in Meaningful Phrases"
The Silver Coins (Set 6, page 34) Folktale ▪ F&P: I ▪ Lexile®: 510 ▪ DRA®: 16	**Comprehension:** Sequencing and Retelling ELL Support	**Day 1:** Retelling a Story More Strategy Practice: "Read Fluently in Meaningful Phrases"	**Day 2:** Retelling a Story	**Day 3:** Retelling a Story More Strategy Practice: "Retell and Mime the Story" "Retell *The Silver Coins* to the Class" Technology Extension: "Create an Audio Recording of *The Silver Coins*"

(continues)

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(continued)

Text	Strategy	Lesson		
Ball Games (Set 6, page 46) Expository nonfiction ▪ F&P: J ▪ Lexile®: 510 ▪ DRA®: 18	**Word Analysis:** Reading Polysyllabic Words **Comprehension:** Making Text-to-self Connections ELL Support	**Day 1:** Making Text-to-self Connections More Strategy Practice: "Read Fluently in Meaningful Phrases"	**Day 2:** Identifying and Reading Polysyllabic Words	**Day 3:** Analyzing Compound Words More Strategy Practice: "Explore Compound Words" "Create a Compound Word Bank"
Scout's Puppies (Set 6A, page 4) Narrative nonfiction ▪ F&P: I ▪ Lexile®: 500 ▪ DRA®: 16	**Comprehension:** Determining Important Ideas Retelling ELL Support	**Day 1:** Retelling a Nonfiction Book and Exploring Text Structure More Strategy Practice: "Read Fluently in Meaningful Phrases"	**Day 2:** Determining Important Ideas	**Day 3:** Retelling a Nonfiction Book Technology Extension: "Create an Audio Recording of *Scout's Puppies*"
Ann's Book Club (Set 6A, page 14) Fiction ▪ F&P: I ▪ Lexile®: 400 ▪ DRA®: 16	**Comprehension:** Understanding Character **Fluency:** Paying Attention to Characters' Feelings and Punctuation	**Day 1:** Exploring Character in a Fiction Book Extension: "Explore Problem and Solution in *Ann's Book Club* and Make Text-to-self Connections"	**Day 2:** Reading Fluently	**Day 3:** Reading Fluently More Strategy Practice: "Read Fluently in Meaningful Phrases"

■ = Set 6 ■ = Set 6A

This set of lessons includes additional support for English Language Learners. You may want to schedule time to work with these students before meeting with the group.

Expectations for student work outside of Small-group Reading and opportunities for additional instruction:

- **More Strategy Practice:** This lesson includes optional additional instruction on a strategy taught in this set of lessons or covered elsewhere in Small-group Reading. You may want to plan for an extended session or schedule an additional meeting with the group.
- **Extension/Technology Extension:** This lesson includes an optional supplemental activity. You may want to plan for an extended session or schedule an additional meeting with the group.

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Sets 6 and 6A Overview

	Strategy	Book
Fluency	• Paying attention to characters' feelings • Paying attention to punctuation	*New School* *Ann's Book Club*
	• Phrasing (grouping words together)	*Sunny Days, Starry Nights*
Word Analysis	• Reading polysyllabic words	*Ball Games*
Comprehension	• Determining important ideas • Exploring text structure	*Scout's Puppies*
	• Exploring text features	*Sailboats*
	• Making text-to-self connections	*Ball Games*
	• Sequencing and retelling	*The Silver Coins* *Scout's Puppies*
	• Understanding character	*Ball Games* *Ann's Book Club*

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Small-group Teacher's Manual

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SET 7

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Introduction

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Overview of Small-group Reading

The Small-group Reading strand of the *Being a Reader*™ program provides targeted, differentiated reading instruction that is appropriate for readers at their individual reading levels. Students are grouped with others at a similar stage of development and then matched with texts at the appropriate level. The small-group instruction is organized around high-quality, carefully selected texts in a variety of genres that are assembled into 12 leveled sets. As the sets progress, they increase in sophistication and complexity.

The *Being a Reader* Program

The *Being a Reader* program is a yearlong curriculum for grades K–2 in whole-class and small-group instructional settings. The program has been carefully designed to nurture students academically and socially while providing rigorous instruction in early literacy skills and strategies. *Being a Reader* lessons also provide specific instruction to develop students' ability to work independently and take responsibility for their learning and behavior. The strong foundation in independent work makes it possible for you to work with small groups of students to provide differentiated instruction.

The *Being a Reader* program's academic strands provide students with a wide range of essential early literacy experiences. These strands combine to inspire the students' love of reading, allow them to move at their own pace along a continuum of reading development, build their confidence, and establish their sense of identity as readers. In addition to Small-group Reading, the program includes four types of whole-class lessons: Shared Reading (grades K–1), Independent Work (grades K–2), Handwriting (grades K–1), and Word Study (grade 2). For more information about the *Being a Reader* program, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

- **Shared Reading (K–1).** In Shared Reading, you read and reread carefully selected large-format texts with the whole class. You model effective reading behaviors and strategies, and invite the students to be involved. Shared Reading offers a supportive context for young learners to develop a delight in reading and an understanding of their ability to interact with texts.
- **Independent Work (K–2).** During Independent Work, the students take responsibility for their learning and behavior by working independently on meaningful literacy activities while you instruct small groups or individuals. Students have the opportunity to be autonomous as they practice procedures, internalize expectations, monitor their own behavior, and make decisions about how to work independently.

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- **Handwriting (K–1).** In the first weeks of the year, the lessons focus on hand and finger strengthening, pencil grip, posture, and paper placement. Then, as the students begin independent work rotations, the lessons begin to focus on letter formation. Teacher-led Handwriting lessons occur once a week throughout kindergarten and for the first half of grade 1.
- **Word Study (2).** Word Study lessons focus on developing the strategies students can use to decode polysyllabic words. Word Study develops the students' understanding of how words are constructed and engages them in examining patterns and similarities in words. This instruction also helps the students develop curiosity about the structure of words that will benefit them in later grades.

Small-group Reading at a Glance

In the Small-group Reading strand of the *Being a Reader* program, the students work with you in differentiated groups to become strategic readers. The small-group reading sets allow students to move at their own pace in their reading development. You will carefully match the students with texts at their assessed reading levels and provide instruction to address their differing needs. See "Placement Assessments" on page xxii.

During small-group instruction, you will strive to understand how each student learns and where the student excels and/or needs more support. Working with students in small groups allows you to efficiently match the needs of individual readers as you teach strategies and skills for the students to apply to their independent reading. Small groups of students naturally build community as they work together on similar goals and learn from one another.

There are two phases of small-group sets: one for emerging readers (Sets 1–5) and one for developing readers (Sets 6–12).

SMALL-GROUP READING SETS 1–5 (EMERGING READERS)

Small-group reading instruction for emerging readers was developed for students who are just beginning to grasp letter-sound relationships and the conventions of written English. The goal for these sets is to quickly and efficiently teach foundational skills in the context of reading for comprehension and develop the students' understanding of themselves as readers. In these sets, the students read books that correspond to a scope and sequence of phonics and high-frequency word instruction. The books were developed by the Center for the Collaborative Classroom with careful attention to natural-sounding language, plot and character development, a variety of appropriate fiction and nonfiction topics, and high-quality illustrations. Lessons that accompany these books focus on phonological awareness, concepts of print, phonics/decoding, and high-frequency word recognition. By the end of Set 5, the students will have mastered single-syllable phonics, acquired many high-frequency words, and been introduced to polysyllabic decoding. They will also have had many experiences using reading strategies informally to understand text.

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SMALL-GROUP READING SETS 6–12 (DEVELOPING READERS)

Small-group reading instruction for developing readers teaches explicit strategies with the goal of having the students apply the strategies to their independent reading. These students are ready to practice, apply, and expand on a wide array of reading tools, building upon the decoding instruction and informal strategy instruction introduced in Sets 1–5. Strategies and texts taught in each set are appropriate for students at that stage of reading development and become more complex as the students advance. In earlier sets, you will provide more modeling and support for a strategy, while in later sets, you will guide the students to use the strategy more independently and in deeper ways.

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Understanding Small-group Reading Sets 6–12

This *Small-group Reading Teacher's Manual* focuses on the phase of small-group instruction intended for developing readers.

Design Features of Small-group Reading Sets 6–12

Small-group Reading Sets 6–12 differ from more traditional approaches to small-group instruction in some important ways:

- In Small-group Reading, the sets of lessons for each text focus clearly on one or two strategies at a time and do not attempt to cover every possible teaching point.
- Small-group Reading lessons are fully articulated and support you to be thoroughly prepared to lead the group. The step-by-step instruction frees you to focus on the students and their reading.
- Students in Small-group Reading work with texts on what might be traditionally called their "independent" reading level (rather than their "instructional" level). Rigorous instruction requires that they read with a high degree of accuracy and, in the later sets, that they read parts of texts outside of the small-group setting, during independent work time.
- Each included text is carefully selected from a range of high-quality children's publishers to support instruction on specific reading strategies. The texts in Set 6 include some of the texts, developed by Center for the Collaborative Classroom, from Set 5.

Goals for Developing Readers

The primary goals of Small-group Reading Sets 6–12 are for students to:

- Receive explicit strategy instruction in the context of appropriately leveled texts
- Comprehend what they read
- Cultivate a love of reading
- Develop their ability to participate in discussions in a meaningful way

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- Learn to read well independently
- Learn to work collaboratively in a small-group setting
- Receive individualized instruction
- Read a variety of high-quality texts

Leveled Texts

The texts for developing readers were selected to support instruction on specific reading strategies and are grouped into sets correlating with the *Fountas & Pinnell Text Level Gradient*™ (often referred to as Guided Reading levels) and the *Developmental Reading Assessment*® (DRA) levels. See the Appendix, "Lesson Summary Chart," for the reading strategies taught and the reading levels of texts in this set.

The texts in Small-group Reading Set 6 were selected from Set 5. In Set 6, the students read and further discuss these texts with a focus on fluency and comprehension. The texts in Sets 7–12 were chosen from a range of high-quality children's book publishers.

Each set includes a balance of fiction and nonfiction texts. A variety of text formats are represented across the sets, including picture books, chapter books, poetry, and graphic novels.

Reading Strategies Taught in Sets 6–12

Readers at all levels employ a variety of strategies to help them understand and interpret text. While particular strategies are assigned to particular texts, the intention is for the students to apply strategies they have learned to any text they encounter. The strategies covered in each set are appropriate for readers and texts at that stage of reading development.

Comprehension is always paramount. For each text they read, the students are expected to respond to surface-level comprehension questions (for example, "What did you find out about the topic in the part you just read?") and to discuss deeper comprehension questions (such as "How does the main character feel in this part of the story? What makes you think that?").

Not every strategy appears at each set level. The table on the next page shows the development of the strategies taught formally across Sets 6–12.

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Reading Strategies in Small-group Reading Sets 6–12

	Set 6	Set 7	Set 8	Set 9	Set 10	Set 11	Set 12
Fluency							
Phrasing (grouping words together)	■ □				□		
Paying attention to punctuation	■	■	■	■ □			
Paying attention to characters' feelings	■	■ □		■	■ □		
Reading for listeners		■	■		■	■ □	
Word Analysis							
Reading polysyllabic words	■ □						
Analyzing polysyllabic words		■ □	■ □				
Comprehension							
Exploring text features	■ □	■ □	■ □	■ □			■
Sequencing and retelling	■	■ □	■				
Understanding character (and setting)		□		■	■	■ □	
Understanding problem and solution				■		■ □	
Making text-to-self connections	■	■			■ □	■	
Making text-to-text connections				■ □	■ □	□	■
Determining topic		■		■		■	
Wondering		■	■	■ □			
Making and supporting predictions		■		□			
Determining theme					■	■	
Self-monitoring and Self-correcting							
Self-monitoring and self-correcting			■		■ □	■	
Generating Independent Thinking							
Sharing and supporting opinions			■		■		■
Responding to literature			■	■ □	■	■	■

■ = Covered in core instruction

□ = Covered in an optional More Strategy Practice activity

FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from processing text word-by-word to smoother, more natural-sounding reading (both while reading aloud and while reading quietly to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on decoding individual words.

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Instruction in strategies for building fluency such as automatic word recognition, meaningful **phrasing**, pausing for **punctuation**, and reading with expression with **attention to characters' feelings** can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at appropriate reading levels. Echo and choral reading, partner reading, and **reading for listeners** through presentation/performance experiences (such as readers' theater and dramatic readings) offer meaningful ways for the students to interact with texts and develop fluency.

WORD ANALYSIS

Word analysis develops readers' understanding of **polysyllabic words** by focusing on syllables and word parts. The students learn that when they encounter a polysyllabic word that is challenging to read, it can be helpful to look for syllables or other parts of the word they recognize. Finding syllables or words they know inside a longer word can help them break the word into smaller parts and read the whole word. The students also think about the meaning of the smaller words in compound words to help them determine definitions of compound words.

COMPREHENSION

Readers learn that expository texts may have common features, such as tables of contents, glossaries, and diagrams. As they become comfortable with text features, they can use those features to unlock a text's meaning and deepen their understanding of its topics. **Exploring text features** can help readers determine what is important about a text and provide additional information that may not be written in the text itself.

Young readers listen to and read many narrative texts. Through discussions, the students recognize that narrative stories follow certain patterns and evolve through a sequence of events. As the students practice **retelling** stories, they become increasingly familiar with the way plots develop and with other story elements, such as characters, settings, and problems and solutions. Retelling a story helps the students make logical sense of these elements, form a foundation for talking about fiction, and remember key information in a text.

Proficient readers use their knowledge of narrative text structure to approach and comprehend texts. Readers who recognize and understand story elements, such as setting, character, and plot, have a framework for thinking about stories. The students explore and **understand character**, a key element of narrative text structure. They make inferences to identify character traits and to grasp the importance of character relationships. **Understanding problem and solution** helps the students realize that stories are about characters and the problems they face, how the characters deal with those problems, and how the characters change as a result. The students also gain an **understanding of character and setting** and how one element can affect the other.

Readers construct meaning by **making text-to-self connections** between their prior knowledge and the perspective they gain from a new text. The students learn to connect their own experiences to the new texts they encounter.

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Readers also **make text-to-text connections** to help them understand topics and themes more deeply. In making text-to-text connections, the students analyze the current text and its relationship to other texts—for example, comparing themes in two different poems. When making connections between nonfiction texts, the students build background knowledge from multiple sources on a topic and learn more about the world around them.

Determining topics of nonfiction texts helps readers remember and build a better understanding of what they read, developing a framework for how a text is constructed. The students determine topics and support their thinking with evidence from the texts they read.

Proficient readers **wonder** and ask questions to focus their reading, clarify meaning, and delve deeper into a text. The students wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding.

The students use their prior knowledge to facilitate comprehension of new ideas found in each text. As the students **make and support predictions**, they are motivated to verify their ideas during further reading. The accuracy of predictions is relatively unimportant; rather it is the students' active involvement in making predictions and their investment in the text that leads to greater comprehension.

The **theme** of a story or poem is often a lesson about life that an author wants readers to consider or apply to their own lives. Theme is an abstract concept that can be difficult for students, and even adults, to recognize and define, and a work of literature may have more than one theme. The students explore theme in poetry. When they think about the theme of a poem, they use the poet's words to help them understand what lessons the poet might be trying to teach.

SELF-MONITORING AND SELF-CORRECTING

Self-monitoring is an important metacognitive strategy that enables readers to recognize when they are reading words without comprehending the text. Active readers who self-monitor have an internal dialogue about how well they understand and remember what they read. When readers self-monitor and become aware that they are not understanding or remembering what they read, they take actions to repair their comprehension and restore meaning. These self-correcting actions include going back and rereading more carefully, looking for information in illustrations, and searching for clues to determine the meaning of unfamiliar words.

GENERATING INDEPENDENT THINKING

Readers develop opinions as they read and reflect on texts. Group discussions, in which the students **share and support their opinions** with evidence from the text, deepen their understanding of what they read. These discussions also provide opportunities for the students to react to and learn from the opinions of others and can lead to interesting conversations. The students learn that different readers may have different thoughts and opinions about a text, all of which should be treated respectfully. What is paramount is that readers give reasons for their opinions.

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Student-generated book discussions help the students in their own reading. By **responding to literature**, they learn new things about themselves and others, apply what they have learned to their own lives, see the world in new ways, and bring new understanding to what they read. Supporting students in reacting authentically to books, discussing their thinking, and building on others' thinking is an important part of preparing them for participation in book clubs or literature circles in later grades. Through this work, the students come to recognize that there is no one right interpretation of a text and to discover that the power of reading lies in the relationship between text and reader.

Focus on Social and Emotional Development

During Small-group Reading lessons, as in the whole-class lessons, the students are asked to use cooperative structures and work in pairs. For more information about cooperative structures and pairing in whole-class instruction, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.



PAIRING STUDENTS AND USING COOPERATIVE STRUCTURES

The cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used in Small-group Reading to increase the students' engagement and accountability for participation. The students may have different partners in small groups than in whole-class lessons. Before teaching each small-group reading set, decide how you will pair the students in the group. You can preassign partners or ask the students to partner with the person sitting next to them. For mini-lessons for "Turn to Your Partner" and "Think, Pair, Share," see Appendix A, "Mini-lessons" in your grade-level whole-class *Teacher's Manual*.

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Teaching Small-group Reading Sets 6–12

How Sets 6–12 Are Organized

Each set features between five and nine texts. In most cases, either three or six daily lessons are associated with each text. Each lesson is designed to take approximately 20 minutes. Though instruction is tailored to each text and strategy, on Day 1 the students are typically introduced to a new text, through reading part of the text or by hearing it read aloud. In subsequent lessons, the students continue to read the text and apply reading strategies with teacher support.

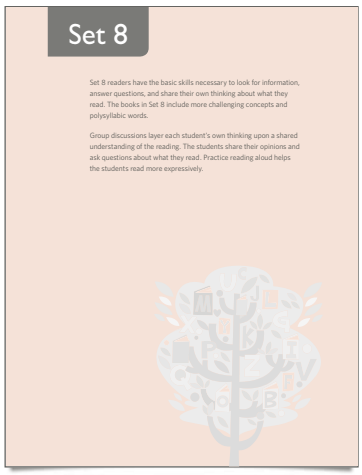
Sets 7 and 8 include optional Guided Spelling lessons. These are intended for students in grade 1 and will add approximately 5 minutes to each instructional session. For more information, see "Guided Spelling for Grade 1 Students" on page xxvii.

Planning and Teaching the Lessons

Two levels of support for choosing and planning sets of lessons are provided in the *Small-group Reading Teacher's Manual*—the Set Overview and the "Lesson Summary" chart.

SET OVERVIEW

To prepare to teach each set, begin by reading the Set introduction. The Set introduction describes the readers at that level, the characteristics of the texts in the set, and the focuses of the instruction.


Set 8

Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books in Set 8 include more challenging concepts and polysyllabic words.

Group discussions layer each student's own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.

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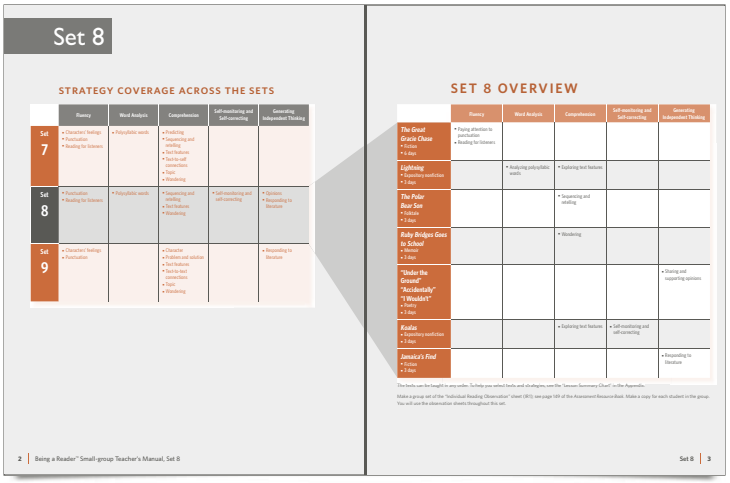
The Strategy Coverage Across the Sets table highlights the strategies covered in the current set and also lists those covered in the previous set and the next set. This table can serve as a reminder of what strategies the group has already covered and a preview of what will be covered in the next set.

The Set Overview table provides a list of texts in the set and which strategies the students focus on while reading them. You can use this table to identify appropriate texts for a specific reading group and select the texts you'd like to use. You do not need to teach the texts in the order they are listed in the table, although you may choose to do so.


Set 8

STRATEGY COVERAGE ACROSS THE SETS

SET 8 OVERVIEW

Note that students who have completed all the instruction in a set still may not be ready to move to the next set. See "Extending the Instruction" on page xxiv for suggestions on providing students with more strategy practice at their reading levels.

LESSON SUMMARY CHART


Appendix

LESSON SUMMARY CHART

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The "Lesson Summary" chart in the Appendix is a more detailed resource to help you select lessons for your small group. You may want to consider the following, detailed in the chart:

- **Strategy.** In addition to its designated strategy, the set of lessons for a text may also include additional instruction on other strategies. Looking at available More Strategy Practice activities and Extensions may help you find options to support the strategy you would like to expand on.
- **Genre.** Reading a variety of genres is important for readers at every level. Consider the genre of each text as you plan the order of your instruction.
- **Level.** Texts within a set have a range of *Lexile® Framework for Reading* text measures. The Lexile measure indicates the complexity of the syntax and vocabulary within each text. Depending on the students' needs, you may choose to begin instruction with texts that have lower Lexile measures and build up toward those with a higher Lexile measure. To choose between texts on the same strategy, the Lexile measures can help you determine which of the available texts may be more challenging.
- **Support for English Language Learners.** The ELL (English Language Learner) icon marks texts with optional "ELL Support" preview sections that preteach vocabulary, build background knowledge, and provide language support. Texts accompanied by ELL support may be more challenging than texts that are not.

  Support indicated by the ELL icon is intended to be used before Day 1 instruction. Consider planning an additional session to help prepare your ELL students prior to beginning instruction. See "Support for English Language Learners" on page xxvii.

SCHEDULING LESSONS

Small-group Reading was developed to be used in conjunction with Independent Work, enabling you to meet with four small groups, three times per week each (in 12 total instructional sessions). If you have more than four groups or find that you want to meet with some groups more often than others, you can schedule your groups into the 12 sessions according to your students' needs.

To schedule your small-group instruction, note the number of core instructional lessons for a text (generally three or six) and consider any optional instruction. This may include "ELL Support" preview sections, More Strategy Practice activities, Extensions, or conferring sessions. See "Extending the Instruction" on page xxiv for more information on optional instruction.

Write the instructional lessons and any optional instruction you plan to teach each group on the "Small-group Reading Two-week Planner," shown on the next page. Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

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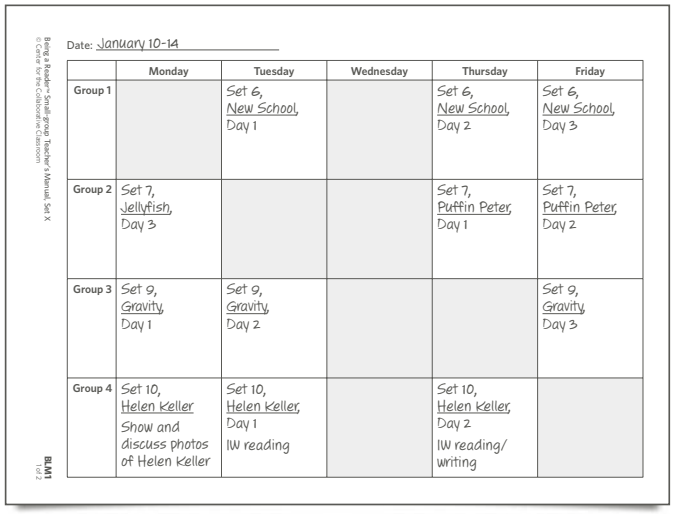
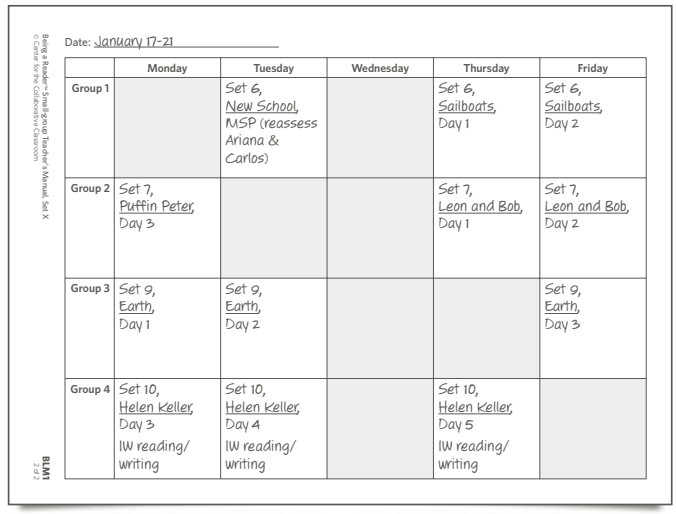


Being a Reader™ Small-group Teacher's Manual, Set X
© Center for the Collaborative Classroom

Date: January 10–14

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, Day 1		Set 6, New School, Day 2	Set 6, New School, Day 3
Group 2	Set 7, Jellyfish, Day 3			Set 7, Puffin Peter, Day 1	Set 7, Puffin Peter, Day 2
Group 3	Set 9, Gravity, Day 1	Set 9, Gravity, Day 2			Set 9, Gravity, Day 3
Group 4	Set 10, Helen Keller Show and discuss photos of Helen Keller	Set 10, Helen Keller, Day 1 IW reading		Set 10, Helen Keller, Day 2 IW reading/ writing	

BLM1
1 of 2



Being a Reader™ Small-group Teacher's Manual, Set X
© Center for the Collaborative Classroom

Date: January 17–21

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, MSP (reassess Ariana & Carlos)		Set 6, Sailboats, Day 1	Set 6, Sailboats, Day 2
Group 2	Set 7, Puffin Peter, Day 3			Set 7, Leon and Bob, Day 1	Set 7, Leon and Bob, Day 2
Group 3	Set 9, Earth, Day 1	Set 9, Earth, Day 2			Set 9, Earth, Day 3
Group 4	Set 10, Helen Keller, Day 3 IW reading/ writing	Set 10, Helen Keller, Day 4 IW reading/ writing		Set 10, Helen Keller, Day 5 IW reading/ writing	

BLM1
2 of 2

PREPARING THE DAILY LESSONS

To prepare to teach a set of lessons, begin by reading the lessons and thinking about how to tailor them to meet the students' needs. The Resources list specifies the texts, assessment forms, and reproducibles that will be used throughout the set of lessons. The Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Overview lists the academic and social goals, and alerts you to any advance preparation needed for each lesson.

Before teaching a set of lessons:

- Read each lesson carefully, including Teacher Notes and Support Notes.
- Read the text associated with each lesson.
- Practice using the reading strategy (or strategies) at least once in your own reading to help you anticipate difficulties the students might have.
- Make any preparations specified in the "Do Ahead" section of the Overview.
- Gather the necessary materials and organize them near your small-group area.
- Note any procedures or reading techniques that may be unfamiliar to the students. For example, if all or most students in the group will be reading in pairs for the first time, you may want to plan extra time before or during the instructional session for the students to learn the procedure.
- If there is an "ELL Support" preview section in the Overview, you may want to review that content and introduce it to your English Language Learners before teaching the first lesson. See "Support for English Language Learners" on page xxvii.
- Identify any Extensions or More Strategy Practice activities and determine whether you will teach them.

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Small-group Reading Procedures

The guidelines that follow are referred to in the lessons that include these procedures.

READING INDIVIDUALLY

During most lessons, the students spend time reading the text individually. They may read aloud in soft voices or read quietly to themselves. Students who finish assigned reading before others in the group should reread those pages, rather than read ahead.

Many students, especially those in Sets 6–8, will need to vocalize as they read. You may sometimes ask students to read aloud for assessment purposes. Consider introducing and using a silent signal, such as tapping on a student's text twice, to indicate that the student should read aloud. In fluency lessons, we recommend that all students read aloud in soft voices. This helps the students hear themselves as they practice fluency strategies such as grouping words together (phrasing) or reading with attention to punctuation or characters' feelings.

READING IN PAIRS

The students build fluency by reading parts of the text aloud to each other. Partners typically take turns reading single pages or pairs of facing pages. In some lessons, the students may read alternating paragraphs or take turns reading the main text and text features. Listening students are asked to follow along as their partners read aloud, and they may point to the words in their own copies. If partners are expected to read and then discuss a question without interruption, you may find it helpful to write the question where the group can see it. If any part of the procedure will be unfamiliar to the students, you may want to allow time to model the activity with a student partner.

ECHO READING

During echo reading, you will model reading a portion of text fluently, and then the students read the same text, echoing your expression and phrasing. For most texts, echo reading two sentences at a time or paragraph by paragraph is appropriate. Echo reading more than one sentence at a time will allow the students the opportunity to observe fluent reading, such as reading with attention to punctuation or dialogue.

When introducing or reviewing the echo reading procedure, tell the students that it is important for them to listen carefully as you read and for the students to stay together when they read aloud, using voices that are neither too loud nor too soft.

READING FOR LISTENERS

Readers' theater and dramatic reading provide opportunities for the students to practice reading fluently and expressively, and to share what they read with the class. Before presenting, the students practice a strategy such as reading fluently with attention to characters' feelings. Group members then rehearse the parts of the text they will share with the class.

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For each dramatic reading, you will assign pages from the text to the students, making sure that each student has approximately the same amount of text to read. The students may then present the dramatic reading to the group, the whole class, or both.

For readers' theater, a script based upon the text is provided. Costumes, props, and sets are not typically used. You may need to split your small group into smaller groups if you have more students than there are parts in the script. Before the students perform, facilitate a discussion about how the students will read their parts aloud and how they will listen to others read their parts, using the questions included in the lessons.

READING JOURNALS

Writing about what they read can support the students' comprehension and prepare them for sharing their thinking with others. Reading journals are used in some lessons in Small-group Reading Sets 9-12 when the students are expected to read independently. When the students read and write independently, we recommend that they do so during independent work time, before reading other texts in their toolboxes.

Because reading journals are not included with the program, you will need to provide each student with a reading journal once you begin teaching Set 9. We recommend full-size journals (no smaller than a 7" x 9" composition book) with firmly bound pages, sturdy covers, and line spacing appropriate for your grade level. If the students are already using journals for another purpose, you may want to use those same journals for Small-group Reading.

To introduce reading journals, tell the students that throughout the year they will sometimes write about what they read in their reading journals. Distribute the reading journals and have the students write their names on them. Explain that as the students use their reading journals throughout the year, they are responsible for taking care of them. Ask and discuss:

Q *What will you do to take care of your reading journals?*

When a group will read and write independently, check your independent work rotation schedule to ensure that the students will have the time to complete the work before their next instructional session. You may want to have the students complete their reading and writing at another time of day or as homework.

Assessments

PLACEMENT ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* to identify the students' reading levels for Small-group Reading, Sets 6-12 instruction. You may also want to use the assessment during the year to help you reevaluate placement decisions and to help you decide whether a student is ready to move to the next reading level.

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Forming Small Groups

You will form differentiated small groups after finishing beginning-of-the-year placement assessments and setting the foundation for Independent Work. For information on assessment, forming and managing reading groups, and monitoring student progress, see the *Assessment Resource Book*.

FORMATIVE ASSESSMENTS

Individual Reading Observation

The Individual Reading Observation will give you the opportunity to listen to and observe individual students as they read. An Individual Reading Observation Note will alert you when an assessment is suggested for the step you are teaching. Individual Reading Observation Notes may appear once or twice during each three-day sequence of lessons. You can record your observations about each student on an "Individual Reading Observation" sheet (IR), which should be printed out as you begin teaching each set. For information on the "Individual Reading Observation" sheet, see the *Assessment Resource Book*. You will find copies of "Individual Reading Observation" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView™ app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*. You can also access the CCC ClassView app directly (classview.org).

Group Progress Assessment

The Group Progress Assessment will give you the opportunity to observe the group as they practice strategies. A Group Progress Assessment Note will alert you when an assessment is suggested for the step you are teaching. Group Progress Assessments may appear once or twice during each three-day sequence of lessons. Each Group Progress Assessment Note has a corresponding "Group Progress Assessment" sheet (GA) where you can record your observations. The sheet includes questions that you can ask yourself to focus your observations as well as suggestions for how to proceed with the instruction based on those observations. For information on the "Group Progress Assessment" sheet, see the *Assessment Resource Book*. You will find copies of "Group Progress Assessment" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*.

SUMMATIVE ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment*® (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* in the middle and at the end of the year to monitor the students' progress and to evaluate how each student's progress compares to grade-level expectations. You might administer the assessment prior to completing report cards and/or holding parent-teacher conferences.

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Extending the Instruction

CONFERRING



If the students need to read a section of the text independently and you feel that they need structured time to complete the reading, you might use a small-group instructional session to provide it, rather than teach a lesson. You can confer with the students as they read and provide support as needed. For additional support, view "Listening to Students Read" (AV16).

For more information on monitoring student progress, see the *Assessment Resource Book*.

MORE STRATEGY PRACTICE

More Strategy Practice activities provide additional instruction on strategies covered in Small-group Reading. If the students need additional practice applying a strategy, refer to the "Lesson Summary" chart in the Appendix to see if there is a More Strategy Practice activity for the strategy. Teach the activity before moving on to a different strategy.

Read the More Strategy Practice activity to determine the amount of time required:

- Some activities may take a single 20-minute instructional session.
- Some activities may take less than a full 20-minute instructional session, in which case you may have time to conduct reading conferences, assess a student, or check in with the students doing independent work in addition to teaching the activity.
- Some activities may take multiple instructional sessions, which can be scheduled during small-group reading rotations or at another time of day.

EXTENSIONS AND TECHNOLOGY EXTENSIONS

Extensions are optional activities that provide additional learning opportunities that enhance the instruction in the core lessons. These activities can be done at the end of a lesson or at another time.



Technology Extensions are optional activities that identify ways in which you can use technology to extend instruction, when appropriate.

ADDITIONAL TEXTS

If you have taught all the lessons in a set and the students are not yet ready to move on to the next set, select additional texts from your collection of leveled texts and develop your own Small-group Reading lessons based on those you have already taught. You might:

- Consider having the students read additional books at equivalent F&P/DRA levels.
- Select a different text from your own collection of leveled texts that is from the same series, written by the same author, or in the same genre. Develop your own lesson for this text using a lesson you have already taught as a guide.

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Tips for Managing Small-group Reading in Your Classroom

Small-group Reading lessons assume students' familiarity with some basic procedures, cooperative structures, and facilitation techniques.

ROOM ARRANGEMENT AND MATERIALS

For Small-group Reading, the students should sit at a table facing you, close enough to see your copy of the text when you direct their attention to illustrations or text features. Some lessons may require a chart or sentence strips, so a stand or easel near the small-group table is recommended. Individual wipe-off boards are used by the students during the optional Guided Spelling lessons in Sets 7 and 8, and you may also use a wipe-off board to write ELL prompts or questions so that the group can see them. For Guided Spelling, the students should be seated so that they can easily reference the high-frequency word wall and the "Spelling-Sound Chart."

You may want to post your "Small-group Reading Two-week Planner" next to the small-group table so that you know which groups you will see each day. When you signal for the students to switch tasks, ask the students in the next small group to sit at the small-group table next to their partners (if you have preassigned partners). Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

The students may need to practice moving quickly and quietly to the small-group reading area. Consider beginning each instructional session by asking questions that help the students take responsibility for the gathering procedure, such as: "How did you do with coming to the small-group reading area quickly and quietly?"

Since the students carry their toolboxes during independent work rotations, they will bring their toolboxes with them to the small-group reading table. The students will store their texts and reading journals in their toolboxes.

THE TEACHER'S ROLE

Your role will vary depending on the size of the group, the social dynamics of the group, the time of year, and the reading strategy the group is working on.

- **Cooperative Structures.** During Small-group Reading lessons, you will facilitate the use of cooperative structures the students have learned in whole-class instruction, such as "Turn to Your Partner." When working with groups of four or fewer students, you may choose to have more whole-group discussions. Depending on the number of students and their personalities, you may want to have the students talk without first asking permission by raising their hands. Having a free-flowing conversation may help the students listen to others rather than prepare to speak.
- **Facilitation Techniques.** The students may expect you to tell them a "correct" answer to an open-ended question or an interpretation of the text; responding as such can stifle their independent thinking. To discourage the students from looking to you for answers, try prompting more student participation using these facilitation techniques.

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Facilitation Techniques

- Help the students learn to give their full attention to the speaker during discussions by directing them to **turn and look** at the person who is about to speak.
- **Respond neutrally, with interest** after a student speaks, so as not to encourage a specific line of thinking over other possible answers. Responding neutrally by saying "Interesting" or "Say more about that" can sustain a conversation without directing it.
- Practice **asking facilitative questions** during discussions to help the students respond directly to one another, not just to you. For example, you might ask the group: "What do others think?" or "What do you think about what [Adrienne] shared?"
- Offer an **example response**, such as one in a "Students might say" note. You might suggest, "Some students might say, '[I think it was stealing because Robert took something that wasn't his].' What do you think of that?"
- Use five seconds of **wait-time** after asking a question to make space for quieter students to speak. You may even encourage students who talk frequently to practice waiting for others to talk, rather than chiming in immediately.

- **Special Considerations for Facilitating "Responding to Literature" Lessons.** When students respond to literature, it is ideal for them to have self-sustaining conversations about texts with minimal teacher involvement. However, while the students are still building capacity to hold meaningful discussions, you may need to model reacting authentically to texts and building on other participants' thinking. During discussions, remain open to the students' ideas and let the students' thinking drive the conversation.

  The group may not be able to sustain discussions consistently, and the quality of discussion may be uneven within and across lessons. Some students may express a sophisticated understanding of fiction elements while others may simply retell parts of the story. These variations are normal. Recognizing each student's contribution as valid and meaningful will encourage risk-taking, build student confidence, and raise the overall quality of discussion over time.

RECORD-KEEPING

You may want to keep records of some of the logistics of your small groups, as students may change groups over the course of the the school year. Consider tracking:

- Which students have read each text
- Which students have received instruction on each strategy
- The groups you see each day
- The texts the students are keeping in their independent work toolboxes

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Special Considerations

Support for English Language Learners

Small-group Reading in the *Being a Reader* program is designed to be used with students you have assessed and grouped according to reading level. Because the students have been carefully grouped, the challenges that will most likely arise for English Language Learners are in vocabulary and background knowledge (such as that related to American culture or idioms). These issues were carefully considered for each of the texts in the sets, and guidance for supporting the students is provided in two ways. An "ELL Support" feature before a set of lessons provides ideas for preteaching vocabulary, building background knowledge, and providing language support. Additionally, ELL Notes at point of use provide information that can be included in the lesson. For more information about how the program supports English Language Learners, see "Supporting English Language Learners" in the Introduction of your grade-level *Being a Reader Teacher's Manual.*

Guided Spelling for Grade 1 Students

To ensure that spelling instruction continues for grade 1 students who finish Small-group Reading Sets 1-5 and have transitioned from Set 6, Sets 7 and 8 include optional Guided Spelling lessons. (Grade 2 students receive Guided Spelling instruction during whole-class Word Study.) In each Guided Spelling lesson, the students spell decodable words and high-frequency words with teacher support. Because spelling practice coordinated with on-level reading strengthens both decoding and spelling, the decodable words in each lesson are selected from the corresponding texts. The purpose of Guided Spelling is to support the students in being strategic spellers rather than to test their knowledge of individual words.

Guided Spelling lessons should take approximately five minutes. For each word, say the word, have the students say it, and then support them as they spell. For decodable words, refer to the "Spelling Support" section for specific suggestions to help you guide the students. For high-frequency words, allow the students to use the word wall or their personal "Word Bank" for support as needed. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org). High-frequency word cards are provided for all the words used in each set so that you can easily add them to your word wall before Guided Spelling lessons. Although the students may not memorize all these words, knowing where to find them is useful when the students write independently.

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Lessons

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Set 7

Set 7 readers decode more confidently. They comprehend more complex sentences and apply their polysyllabic decoding skills to picture books, beginning chapter books, and single-topic nonfiction books. They build fluency and comprehension by reading and rereading texts.

Discussions help the students build a shared understanding of what they read. With guidance, the students organize information from books to help them retell stories and share ideas with others. Readers' theater and other activities, such as reading in pairs and echo reading, provide opportunities for fluency practice.



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Set 7

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 6	▪ Characters' feelings ▪ Phrasing ▪ Punctuation	▪ Polysyllabic words	▪ Sequencing and retelling ▪ Text features ▪ Text-to-self connections		
Set 7	▪ Characters' feelings ▪ Punctuation ▪ Reading for listeners	▪ Polysyllabic words	▪ Predicting ▪ Sequencing and retelling ▪ Text features ▪ Text-to-self connections ▪ Topic ▪ Wondering		
Set 8	▪ Punctuation ▪ Reading for listeners	▪ Polysyllabic words	▪ Sequencing and retelling ▪ Text features ▪ Wondering	▪ Self-monitoring and self-correcting	▪ Opinions ▪ Responding to literature

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SET 7 OVERVIEW

	Fluency	Word Analysis	Comprehension
Chameleon! ▪ Expository nonfiction ▪ 3 days	▪ Paying attention to punctuation		
"A Small Stall" from *Cowgirl Kate and Cocoa* ▪ Fiction: chapter book ▪ 6 days	▪ Paying attention to characters' feelings ▪ Reading for listeners		
Jellyfish ▪ Expository nonfiction ▪ 3 days		▪ Analyzing polysyllabic words	▪ Exploring text features
Elephant ▪ Expository nonfiction ▪ 3 days			▪ Exploring text features
Puffin Peter ▪ Fiction ▪ 3 days			▪ Sequencing and retelling
Aggie Gets Lost ▪ Fiction: chapter book ▪ 3 days			▪ Sequencing and retelling
Iris and Walter and Cousin Howie ▪ Fiction: chapter book ▪ 3 days			▪ Making text-to-self connections
What's It Like to Be an Ant? ▪ Expository nonfiction ▪ 3 days			▪ Determining topic ▪ Exploring text features
Leon and Bob ▪ Fiction ▪ 3 days			▪ Wondering ▪ Making and supporting predictions

The texts can be taught in any order. To help you select texts and strategies, see the "Lesson Summary" chart in the Appendix.

Make a group set of the "Individual Reading Observation" sheet (IR1); see page 149 of the *Assessment Resource Book*. Make a copy for each student in the group. You will use the observation sheets throughout this set.

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Paying Attention to Punctuation

RESOURCES



Chameleon!

by Joy Cowley, photographs by Nic Bishop

In this nonfiction text, a hungry chameleon searches for a new tree home that has juicy insects for him to eat.

Extension

- "Learn More About Chameleons"

Assessment Resource Book

- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA1)

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OVERVIEW

Academic Focus

- Students read fluently with attention to punctuation.
- Students read and discuss a nonfiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students listen respectfully and share their thinking.
- Students work responsibly in pairs.

DO AHEAD

✓ Prior to Day 2, practice reading pages 18–19 of *Chameleon!* aloud, both with and without attention to punctuation (see Step 2).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA1); see page 204 of the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *friend*, *again*, and *find* to the word wall if they are not already displayed.

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Day 1

Chameleon!

Reading a Nonfiction Book

Materials

- Teacher and student copies of *Chameleon!*
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

ELL Note

You may want to explain that the chameleon watches for *danger*—something that might *harm*, or hurt, him as he searches for a new tree home.

Teacher Note

If you do the extension "Learn More About Chameleons" on page 11, you will read the "Did You Know?" section on pages 30–31 aloud. This section is much more challenging to read than the rest of the book, so the students are not expected to read it themselves at this time.

In this lesson, the students:

- Read and discuss a book
- Listen respectfully and share their thinking

1 Gather and Introduce *Chameleon!*

Show the cover of *Chameleon!* and read the title and the names of the author and photographer aloud. Tell the students that this book is a nonfiction book about a chameleon that searches for a new tree home. Explain that a *nonfiction* book gives true information about something.

Explain that a *chameleon* is a type of lizard and that some chameleons can change the color of their skin.

Direct the students' attention to the photograph on the front cover; then ask and briefly discuss:

Q *What do you notice about the chameleon in this photograph?*

2 Read and Discuss the Book

Distribute *Chameleon!* and the self-stick notes. Have the students open their books to page 29 and mark the page so they know where to stop reading. Then ask them to turn back to page 2 and read *Chameleon!* quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the book at least once, ask and discuss:

Q *What happens in this book?*

Discussion Support

If the students have difficulty answering this question, ask additional questions such as:

Q *What is the chameleon looking for?*

Q *What animals does the chameleon see on his walk?*

Q *What happens at the end of the book?*

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3 Wrap Up

Tell the students that in the next lesson they will reread and discuss part of *Chameleon!* Ask them to put *Chameleon!* in their toolboxes, keeping the self-stick notes on page 29 of their books. Encourage them to reread the book independently.

GUIDED SPELLING

food	"The chameleon wants to find food."
looks	"He looks for a new home."
friends	"The two chameleons are friends."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

food: Point to the *flute* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /o͞o/. Tell the students that in *food* the sound /o͞o/ is spelled *o-o*.

looks: Point to the *book* picture on the "Spelling-Sound Chart" and remind the students that there is only one spelling for the sound /o͞o/. Support the students in writing the base word, *look*, before adding the inflectional ending to write *looks*.

friends: Support the students in writing the high-frequency word, *friend*, before adding the inflectional ending to write *friends*.

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Day 2

Chameleon!
Reading Fluently

Materials

- Teacher and student copies of *Chameleon!*
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

In this lesson, the students:

- Read part of a book fluently with attention to punctuation
- Hear part of a book read aloud fluently
- Listen respectfully and share their thinking

1 Gather and Get Ready to Read

Remind the students that in the last lesson they read and discussed *Chameleon!* Ask and briefly discuss:

Q *What do you remember about* Chameleon!*?*

Tell the students that today they will reread and discuss part of *Chameleon!*

2 Read Aloud Part of *Chameleon!* and Discuss Reading Fluently in Pairs

Have the students open their books to pages 18–19. Tell them that you will read these pages aloud in two different ways and then ask them to talk with their partners about what they noticed.

Ask the students to follow along in their books as you read. The first time, read fluently, paying attention to the punctuation. Then, reread the page without paying attention to the punctuation. After you have read pages 18–19 aloud twice, ask:

Q *What did you notice about the two different ways I read these pages? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I noticed the book was easier to understand the first time you read it."
>
> "The second time, you didn't stop at the end of sentences. That made it hard to follow what was going on."
>
> "The first time you read, you said *step*, then you paused."

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Explain that the first time you read *fluently*, making your reading sound like talking. The second time you did not read fluently, so it was hard to understand and enjoy what you read.

3 Discuss Paying Attention to Punctuation

Have the students turn to pages 16 and 17 and follow along as you read the pages aloud. Emphasize the punctuation as you read. Then ask and briefly discuss:

Q *What did you notice about the way I read these pages?*

Point out the question mark, exclamation points, periods, and comma. Ask:

Q *How do you think the punctuation helped me read in a way that sounds like talking?*

If necessary, explain that the question mark showed you to read the sentence as a question, the exclamation point helped you read in an excited way, and the comma and periods showed you to pause briefly.

Have the students turn to page 19, and explain that the punctuation mark that looks like three periods in a row is called an ellipsis. Ellipses tell the reader to slow down and leave pauses between the words. Read page 19 aloud, leaving pauses between the words.

Explain that paying attention to punctuation such as question marks, exclamation points, commas, periods, and ellipses helps readers read fluently, or in a way that sounds like talking.

4 Read Part of *Chameleon!* Fluently

Tell the students that they will now read pages 18–29.

Encourage them to pay attention to punctuation as they read. Have the students read aloud in soft voices.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read pages 18–29 at least once, ask:

Q *What punctuation did you notice as you were reading?*

As students share, follow up by asking:

Q *What did you do when you came to that [ellipsis]?*

5 Reflect on Reading Fluently

Ask and briefly discuss:

Q *Why is it important to pay attention to punctuation when you read?*

> **Students might say:**
>
> "Because punctuation can help you know when to stop or pause."
>
> "Exclamation points tell you when to sound excited, and question marks tell you when to sound like you're asking a question."
>
> "Paying attention to punctuation helps me understand what I'm reading."

Tell the students that paying attention to punctuation helps readers read fluently, so that their reading sounds like talking.

Tell the students that in the next lesson they will pay attention to punctuation as they reread *Chameleon!* with their partners. Ask them to put *Chameleon!* in their toolboxes, keeping the self-stick notes on page 29. Encourage them to reread the book independently.

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GUIDED SPELLING

creeps	"The chameleon creeps on the ground."
greets	"The chameleon greets his friend."
again	"The chameleon will change colors again."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

creeps: Point to the *tree* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ē/. Tell the students that in *creeps* the sound /ē/ is spelled *e-e*. Support the students in writing the base word, *creep*, before adding the inflectional ending to write *creeps*.

greets: Follow the same procedure to support the students in spelling *greets*.

EXTENSION

Learn More About Chameleons

Remind the students that nonfiction books give *facts*, or true information, about things such as animals, plants, and places.

Read the "Did You Know?" section on pages 30–31 aloud. Stop after the first paragraph and ask:

Q *What facts did you learn? Turn to your partner.*

Have a few students share their thinking. Then repeat this procedure with the remaining paragraphs.

ELL Note

Consider sharing some examples of facts with the students, such as, "One *fact*, or true thing, about giraffes is that they have long necks."

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Day 3

Chameleon!
Reading Fluently

Materials

- Teacher and student copies of *Chameleon!*
- "Group Progress Assessment" sheet (GA1)

In this lesson, the students:

- Read fluently with attention to punctuation
- Read a book aloud in pairs
- Work responsibly in pairs
- Listen respectfully and share their thinking

1 Gather and Get Ready to Read in Pairs

Remind the students that in the last lesson they paid attention to punctuation as they read part of *Chameleon!* Tell them that today they will read the whole book with their partners. For more information about reading in pairs, see "Reading in Pairs" in the Introduction.

Show pages 2–5 and, if necessary, model reading with a partner using a student volunteer. Ask and briefly discuss:

Q *What can you do to show you are listening when your partner reads?*

> **Students might say:**
> "I'll follow along in my book as my partner reads."
> "I can stay quiet while my partner is reading."

Tell the students to follow along and listen carefully as their partners read just loudly enough for them to hear.

2 Read Fluently in Pairs

Have the students open their books to page 2. Tell them to pay attention to punctuation so that their reading sounds like talking.

Have partners read the book aloud. Observe the students, offering support as needed.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Do the students read fluently by paying attention to punctuation?
- Do they read aloud in voices that are just loud enough for their partners to hear?
- Do they follow along and listen carefully as their partners read?

Record your observations on the "Group Progress Assessment" sheet (GA1); see page 204 of the *Assessment Resource Book*.

Support any student who struggles to read fluently by echo reading or choral reading part of *Chameleon!* with her.

3 Reread Favorite Pages Fluently in Pairs

Remind the students that paying attention to punctuation helps readers read fluently so that their reading sounds like talking.

Ask the students to find two pages that they enjoyed reading fluently. Have them read the pages aloud to themselves in soft voices.

Then have the students take turns reading them aloud with their partners.

Invite volunteers to read the pages they chose aloud to the group. After each volunteer reads aloud, ask:

Q *What made these pages fun to read aloud?*

Explain that reading fluently helps readers and listeners enjoy and understand books.

Encourage the students to continue to pay attention to punctuation as they read other books, both during and outside of Small-group Reading.

4 Reflect on Working Responsibly

Ask and briefly discuss:

Q *What did you do to be responsible when you were reading with your partner today?*

Ask the students to put *Chameleon!* in their toolboxes and encourage them to reread the book independently.

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GUIDED SPELLING

hurt	"The gecko looks scary, but it will not hurt the chameleon."
jumps	"The gecko jumps from the tree."
finds	"The chameleon finds food in a tree."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

hurt: Point to the *bird* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ûr/. Tell the students that in *hurt* the sound /ûr/ is spelled *u-r*.

jumps: Support the students in writing the base word, *jump*, before adding the inflectional ending to write *jumps*.

finds: Support the students in writing the high-frequency word, *find*, before adding the inflectional ending to write *finds*.

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Fluency

Paying Attention to Characters' Feelings

Reading for Listeners

RESOURCES



"A Small Stall" from *Cowgirl Kate and Cocoa: Horse in the House*

by Erica Silverman, painted by Betsy Lewin

In this chapter of a fiction book, Cowgirl Kate awakens to find her horse, Cocoa, in her bedroom.

More Strategy Practice

- "Read Other Chapters Fluently"

Extensions

- "Read Chapter 2, 'An Even Smaller Stall'"
- "Read Chapter 3, 'The Biggest Stall'"
- "Read Chapter 4, 'The Best Stall of All'"
- "Read Chapter 5, 'The Barn'"

Technology Extension

- "Create a Video Recording of Readers' Theater"

Assessment Resource Book

- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week and the next.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheets (GA2–GA3)

Reproducible

- "Script for 'A Small Stall'" (BLM1)

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OVERVIEW

Academic Focus

- Students read fluently with attention to characters' feelings.
- Students rehearse and perform readers' theater.
- Students read and discuss a fiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students work responsibly in pairs and groups.
- Students speak clearly so others can hear.
- Students listen carefully.

DO AHEAD

✓ Prior to Day 1, introduce reading dialogue to the students if you have not done so already. (You may want to use the *New School* lessons on reading dialogue, found in Set 6.) Note that some of the dialogue in "A Small Stall" is unassigned, meaning that the speakers are not identified with dialogue tags such as "said Kate" or "asked Cocoa."

✓ Prior to Day 2, practice reading page 6 of "A Small Stall" aloud, both with and without attention to the characters' feelings (see Step 2).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA2); see page 205 of the *Assessment Resource Book*.

✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Script for 'A Small Stall'" (BLM1). Make enough copies for each student in the group to have one, plus one for yourself. (Consider making a few extra copies of the script in case the students make mistakes when highlighting their lines on Day 5.) Then read the script to familiarize yourself with the text.

✓ Prior to Day 4, decide how you will assign students to work in groups of three for Days 4–6.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 6, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA3); see page 206 of the *Assessment Resource Book*.
- ✓ Prior to Day 6, schedule this lesson for a time when your small group can perform their readers' theater for the whole class, and decide on a space where the audience can gather to see the performance. If your small group includes more than one set of performers, decide whether you want them to perform during the same timeframe or at different times of the day or week. You may choose to have the readers' theater groups perform during Small-group Reading or at another time of the day.
- ✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *said*, *walk*, *many*, *want*, and *won't* to the word wall if they are not already displayed.

ELL SUPPORT

- **Build Background Knowledge:** Point out Cowgirl Kate on the front cover and explain to the students that she is a *cowgirl*—a girl who gathers farm animals together while riding a horse. Cowgirl Kate takes care of her horse, Cocoa, who likes to eat *hay*—grass cut and dried for farm animals to eat. Show the illustration on page 37 and point out the hay.

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Cowgirl Kate and Cocoa: Horse in the House

Reading a Fiction Book

Day 1

In this lesson, the students:

- Read and discuss the first chapter

1 Gather and Introduce *Cowgirl Kate and Cocoa: Horse in the House*

Show the cover of *Cowgirl Kate and Cocoa: Horse in the House* and read the title and the names of the author and painter aloud. Point out Cowgirl Kate and her horse Cocoa on the cover.

Explain that Cocoa lives in a stall in a barn. Show pages 36–38 to the students.

> **You might say:**
>
> "The illustrations show the inside of a barn. (Point out the stalls.) A barn is often divided into small, rectangle-shaped areas with low walls in between them, called *stalls*. Barns have stalls so that each animal can have its own space."

Show the table of contents on page 3 and point out that the book has five chapters about Cowgirl Kate and Cocoa. Tell the students that the table of contents tells readers the names of the chapters and the pages the chapters start on.

2 Read and Discuss "A Small Stall"

Tell the students that today they will read the first *chapter*, or part of a book, quietly to themselves and then discuss it with their partners and the group.

Distribute *Cowgirl Kate and Cocoa: Horse in the House* and the self-stick notes. Have the students open their books to page 13 and mark the page so they know where to stop reading.

Ask them to use the table of contents to turn to the first page of the first chapter, "A Small Stall," and read the chapter quietly to themselves.

Materials

- Teacher and student copies of *Cowgirl Kate and Cocoa: Horse in the House* (pages 4–13)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

Teacher Note

If necessary, tell the students that the *painter* is the person who painted the illustrations for the book.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask and briefly discuss:

Q *What happens in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does Cocoa look for in Cowgirl Kate's bedroom?*

Q *What happens at the end of the chapter?*

Ask:

Q *Why do you think the author called this chapter "A Small Stall"? Turn to your partner.*

Have a few students share their thinking.

ELL Note

You might write the prompt "I think the author called this chapter 'A Small Stall' because . . ." for your English Language Learners to help them verbalize their answers to the question.

3 Wrap Up

Tell the students that in the next lesson, they will reread and discuss part of "A Small Stall." Collect *Cowgirl Kate and Cocoa: Horse in the House*, keeping the self-stick notes in the books.

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GUIDED SPELLING

bedroom	"Kate sleeps in a bedroom."
cowgirl	"Kate is a cowgirl."
said	"Cocoa said he pushed the door."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

bedroom: Tell the students that *bedroom* is a compound word. Support the students in breaking the word into its smaller words and then writing each smaller word one at a time. Remind the students not to leave a space between the smaller words. For *room*, point to the *flute* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell /o͞o/. Tell the students that in *room* the sound /o͞o/ is spelled *o-o*.

cowgirl: Follow the same procedure to support students in spelling the compound word *cowgirl*. For *cow*, point to the *clown* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell /ou/. Tell the students that in *cow* the sound /ou/ is spelled *o-w*. For *girl*, point to the *bird* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell /ûr/. Tell the students that in *girl* the sound /ûr/ is spelled *i-r*.

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Day 2

Cowgirl Kate and Cocoa: Horse in the House

Reading Fluently

Materials

- Teacher and student copies of *Cowgirl Kate and Cocoa: Horse in the House*

In this lesson, the students:

- Hear part of a book read aloud fluently
- Echo read fluently with attention to characters' feelings

1 Gather and Review "A Small Stall"

Remind the students that in the last lesson, they read and discussed "A Small Stall," the first chapter of *Cowgirl Kate and Cocoa: Horse in the House*. Review that in "A Small Stall," Cowgirl Kate's horse, Cocoa, comes into her bedroom and decides the room is too small for him.

2 Read Aloud Part of the Chapter and Discuss Characters' Feelings

Explain that you will read part of "A Small Stall" aloud in two different ways; then partners will talk about what they noticed.

Distribute *Cowgirl Kate and Cocoa: Horse in the House*. Ask the students to open their books to page 6 and follow along in their books as you read the page two times, first fluently, with attention to the characters' feelings, and then in an inexpressive voice. After you have read the page aloud twice, ask:

Q *What did you notice about the two different ways I read this page? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "It was more interesting to listen to the first time."
>
> "The first way you read it, I could tell what was happening in the story."
>
> "The second way you read the page, you sounded like a robot. It was hard to understand, because you didn't stop in between sentences."

Tell the students that you will reread the page again as they follow along in their books. Ask them to listen for and think about how Cowgirl Kate is feeling. Reread page 6 aloud with attention to characters' feelings.

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Ask and briefly discuss:

Q *How do you think Cowgirl Kate is feeling in the part I just read?*

As students share, follow up by asking:

Q *How did the way I read the words help you know that?*

3 Discuss Reading Fluently

Explain to the students that thinking about what the characters say and how they might say their words helps readers read *fluently*, or smoothly, in a way that sounds like talking. Tell them that readers use their voices to show how characters are feeling, such as worried, excited, angry, or surprised.

> **You might say:**
>
> "When I reread the page just now, I showed how the characters feel. I used my voice to show that Cowgirl Kate is feeling worried. I know that Cowgirl Kate is feeling worried because she thinks she will be in trouble if her parents find Cocoa in her bedroom."

4 Echo Read Fluently

Tell the students that today they will echo read two pages of "A Small Stall." Explain the procedure for echo reading, if necessary. Tell the students that echo reading is one way to practice reading fluently, in a way that sounds like talking.

Encourage them to notice what you do with your voice to show how the characters are feeling, then do the same thing with their voices. For more information about echo reading, see "Echo Reading" in the Introduction.

Have the students open their books to pages 7–8 and then have the group echo read the pages, two sentences at a time.

Explain that paying attention to the characters' feelings helps readers and listeners understand and enjoy books.

5 Reflect on Echo Reading

Ask and briefly discuss:

Q *How did you do with echo reading? What makes you think that?*

Tell the students that in the next lesson, they will show how characters feel as they read "A Small Stall" aloud with their partners. Collect *Cowgirl Kate and Cocoa: Horse in the House*, keeping the self-stick notes in the books.

Teacher Note

You may want to explain that paying attention to punctuation can also help readers know how characters are feeling. When readers see an exclamation point at the end of the sentence they may put surprise, excitement, or anger into their voices when they read the sentence. When they see a question mark, they may read the sentence in a way that shows that the character is asking a question.

ELL Note

Consider providing additional support for the students by having them echo read pages 9–10.

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GUIDED SPELLING

small	"Cocoa thinks Kate's bedroom is too small."
stall	"Cocoa calls Kate's bedroom a stall."
walked	"Cocoa walked out of Kate's house."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

small: Tell the students that in *small* the sounds /awl/ are spelled *a-l-l*.

stall: Tell the students that in *stall* the sounds /awl/ are spelled *a-l-l*.

walked: Support the students in writing the high-frequency word, *walk*, before adding the inflectional ending to write *walked*.

Teacher Note

You may decide to have the students read this chapter independently or during Small-group Reading. Ask:

Q *What happens in this chapter?*

Q *Why do you think the author named this chapter "An Even Smaller Stall"?*

EXTENSION

Read Chapter 2, "An Even Smaller Stall"

Distribute *Cowgirl Kate and Cocoa: Horse in the House*. Have the students open their books to page 17 and mark the page so they know where to stop reading. Then ask them to use the table of contents to turn to the first page of the second chapter, "An Even Smaller Stall," and read the chapter to themselves in soft voices.

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Cowgirl Kate and Cocoa: Horse in the House

Reading Fluently

Day 3

In this lesson, the students:

- Read a chapter aloud in pairs
- Read fluently with attention to characters' feelings
- Work responsibly in pairs

Materials

- Teacher and student copies of *Cowgirl Kate and Cocoa: Horse in the House*
- "Group Progress Assessment" sheet (GA2)

1 Gather and Get Ready to Read Fluently in Pairs

Review that in the last lesson, the students echo read part of "A Small Stall." Explain that today partners will read "A Small Stall" with attention to characters' feelings.

2 Read Fluently in Pairs

Show pages 4–7 of "A Small Stall" and, if necessary, model reading with a partner using a student volunteer. For more information, see "Reading in Pairs" in the Introduction.

Ask and briefly discuss:

Q *What can you do to show you are listening when your partner reads?*

Tell the students to follow along and listen carefully as their partners read just loudly enough for them to hear.

Distribute *Cowgirl Kate and Cocoa: Horse in the House*. Tell the students that when they read with their partners, they will use their voices to make it sound like the characters are talking. Review that paying attention to how characters feel will help them read fluently.

Have the students open to page 4 and begin reading in pairs. If necessary, have the students open their books to page 13 and mark the page with a self-stick note so they know where to stop reading. Observe the students as they read, offering support as needed.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Do the students read in a way that reflects an understanding of how the characters are feeling?
- Do they read aloud clearly in voices that are just loud enough for their partners to hear?
- Do they follow along and listen carefully as their partners read?

Record your observations on the "Group Progress Assessment" sheet (GA2); see page 205 of the *Assessment Resource Book*.

Support any student who struggles to read with attention to characters' feelings by reteaching Day 2, Step 4, using pages 10–13 of "A Small Stall."

3 Discuss Reading Fluently

When all the pairs have read the chapter at least once, ask and briefly discuss:

Q *What did you do with your voice to show how the characters are feeling?*

Review that readers read fluently by paying attention to characters' feelings when they read aloud to others or themselves.

Explain that in the next lesson, the students will learn about another way to read fluently. They will learn how to read a story aloud for a group of listeners.

4 Reflect on Listening Carefully

Ask and briefly discuss:

Q *How did you do with listening to your partner read?*

Q *What might you want to do differently next time?*

Have the students put *Cowgirl Kate and Cocoa: Horse in the House* into their toolboxes and encourage them to reread "A Small Stall" independently.

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GUIDED SPELLING

my	"My horse is named Cocoa."
cried	"Cowgirl Kate cried aloud."
many	"Cocoa and Cowgirl Kate have many adventures."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

my: Point to the *kite* picture on the "Spelling-Sound Chart" and remind the students that the sound /ī/ at the end of a word is usually spelled *y*. Tell the students that in *my* the sound /ī/ is spelled *y*.

cried: Remind the students that the sound /ī/ at the end of a word is usually spelled *y* and have the students write the base word, *cry*. Then support the students in changing *y* to *i* before adding the inflectional ending to write *cried*.

EXTENSION

Read Chapter 3, "The Biggest Stall"

Have the students open *Cowgirl Kate and Cocoa: Horse in the House* to page 25 and mark the page so they know where to stop reading. Then ask them to use the table of contents to turn to the first page of the third chapter, "The Biggest Stall," and read the chapter to themselves in soft voices.

Teacher Note

You may decide to have the students read this chapter independently or during Small-group Reading. Ask:

- **Q** *What does Cocoa do in Cowgirl Kate's house?*
- **Q** *How do you think Kate feels about having Cocoa in her house? What in the book makes you think that?*

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Day 4

Cowgirl Kate and Cocoa: Horse in the House

Introducing Readers' Theater

Materials

- Copies of "Script for 'A Small Stall'" (BLM1), prepared ahead
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1
- Pen or pencil for each student

Teacher Note

The students will work together in groups of three for the next three lessons.

In this lesson, the students:

- Learn the purpose and procedure for readers' theater
- Read a readers' theater script
- Reach agreement with their group
- Work responsibly in groups

1 Gather and Introduce Readers' Theater

Remind the students that in the last lesson, partners read "A Small Stall" with attention to characters' feelings. Explain that today the students will learn about readers' theater—a way of reading stories for a group of listeners. For more information about readers' theater, see "Reading for Listeners" in the Introduction.

Explain readers' theater and tell the students that they will perform a reading of "A Small Stall" for the class.

> **You might say:**
>
> "You will *perform*, or do, a readers' theater of 'A Small Stall' for the class. When you read, you will show how Cowgirl Kate and Cocoa feel using your voices. Readers' theater is like a play, but you will not need costumes and you do not need to memorize what you will say. In the coming days, you will work in groups to *rehearse*, or practice, reading what you will say for the performance."

2 Introduce the Script

Show the students a copy of the "Script for 'A Small Stall'" sheet (BLM1) and tell them that this is called a *script*. Then explain what a script is and describe the procedure for readers' theater.

> **You might say:**
>
> "This script tells the story of 'A Small Stall' with parts for each person to read. In this script, there are three parts—Cowgirl Kate, Cowgirl Kate's horse, Cocoa, and the narrator—and each person in your group will read one part. The narrator describes what Cowgirl Kate and Cocoa do during the readers' theater."

Distribute a copy of the "Script for 'A Small Stall'" sheet to each student and ask the students to look at the first page. Ask and briefly discuss:

Q *What do you notice about the script?*

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Have the students place one finger at the beginning of Cocoa's second sentence ("I pushed the door open and walked in."). Explain that the student reading each part will know when to speak because the name of each part is written in *bold type*, or words with thicker letters than the rest of the text.

> **You might say:**
>
> "The names are written this way to help readers find the words they will say. In this readers' theater, readers do not read the names written in capital letters aloud, just the words that follow. The words each reader says are called *lines*. The person who is playing the part of Cocoa will read the line aloud, 'I pushed the door open and walked in,' after the narrator reads the line, 'Cocoa grinned.'"

Ask and briefly discuss:

Q *What is one of Cowgirl Kate's lines in the script?*

As students share, follow up by asking:

Q *How do you know that?*

3 Read the Script and Discuss Choosing Parts

Have the students read the script quietly to themselves.



INDIVIDUAL READING OBSERVATION NOTE

Listen to one or two students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have finished reading the script at least once, explain that because there are three parts in the story—Cowgirl Kate, Cocoa, and the narrator—the students will work in groups of three with each student playing one part. Tell them that the readers' theater groups will work together to decide who will read each part. Ask and briefly discuss:

Q *How can your group decide who will read each part?*

Q *Why is it important to be OK with reading any of the parts?*

> **Students might say:**
>
> "You can talk about who wants to play which part."
>
> "All the parts in the story are important."
>
> "You can't read the script without someone playing each part."

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Teacher Note

If you do not have the right number of students to create groups of three, have two students read one of the parts chorally or have one of the students play two parts.

If necessary, support any groups who struggle to choose parts by reminding them that it is important for them to be OK with playing any part. Explain that they may not get the parts they want most but that every part is needed to perform the readers' theater.

Teacher Note

If the students have difficulty answering the questions, offer some of your observations.

4 Choose Parts

Divide the students into groups of three.

Have the students in each group choose parts; then distribute the pens or pencils and have the students write their names and their parts on their scripts.

As the students work, make note of the readers' theater groups and the parts the students have selected.

5 Reflect on Group Work

When all the groups have chosen parts, ask and briefly discuss:

Q *What went well with choosing parts?*

Q *What was difficult or challenging about choosing parts?*

Tell the students that in the next lesson, the groups will rehearse reading their scripts—they will read their lines in clear voices with attention to characters' feelings.

Ask the students to put the scripts in their toolboxes. Encourage them to practice reading their lines independently.

GUIDED SPELLING

sniffed	"Cocoa sniffed his nose."
grinned	"Cowgirl Kate grinned at Cocoa."
wanted	"Cocoa wanted to explore."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

sniffed: Support the students in writing the base word, *sniff*, before adding the inflectional ending to write *sniffed*.

grinned: Support the students in writing the base word, *grin*, before adding the inflectional ending to write *grinned*. Remind the students that when they hear a short-vowel sound in a word, there must be two consonants before the ending.

wanted: Support the students in writing the high-frequency word, *want*, before adding the inflectional ending to write *wanted*.

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EXTENSION

Read Chapter 4, "The Best Stall of All"

Have the students open *Cowgirl Kate and Cocoa: Horse in the House* to page 33 and mark the page so they know where to stop reading. Then ask them to use the table of contents to turn to the first page of the fourth chapter, "The Best Stall of All," and read the chapter to themselves in soft voices.

Teacher Note

You may decide to have the students read this chapter independently or during Small-group Reading. Ask:

Q *How does Cowgirl Kate feel at the end of this chapter? What makes you think that?*

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Day 5

Cowgirl Kate and Cocoa: Horse in the House

Rehearsing Readers' Theater

Materials

- Copies of "Script for 'A Small Stall'" (BLM1) from Day 4, plus any extra copies, prepared ahead
- Highlighter for each student
- (Optional) Clear loose-leaf sheet protector for each student

In this lesson, the students:

- Rehearse a readers' theater script, reading with attention to characters' feelings
- Speak clearly so others can hear
- Work responsibly in groups

1 Gather and Get Ready to Rehearse

Review that in the last lesson, the students read the script for "A Small Stall," and then worked in groups to choose parts for readers' theater. Explain that today the students will *rehearse*, or practice, reading the script with their groups to get ready to perform for the class.

Ask the students to watch and listen carefully as you model reading the script. Stand and face the students. Then, holding the script in front of your body but below your face, read part of the script in a loud, clear voice with attention to characters' feelings. Ask:

Q *What did you notice about how I read? Turn to your partner.*

Have a few students share their thinking.

If necessary, point out that you held the script still and kept it below your face. Explain that it is important for the students to stand in a way that lets the *audience*, the group of people who watch them perform, see their faces and hear their lines. Tell them that you read in a loud, clear voice with attention to how characters feel.

2 Highlight Readers' Theater Scripts

Explain that the students will now use highlighters to mark their own lines on their scripts. Tell them to imagine that you are playing Cowgirl Kate and ask the students to watch and listen as you highlight your copy of the script.

> **You might say:**
>
> "I am going to highlight Cowgirl Kate's lines. Highlighting your lines will help you know when it is your turn to read. You will all highlight the last line of the script because Cowgirl Kate, Cocoa, and the narrator say the last line—'The end.'—together."

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Distribute the highlighters and have the students mark their parts. If you are using sheet protectors, have the students put their scripts into the protectors.

3 Practice Reading and Following the Script

When all the students have finished highlighting their scripts, explain that groups will now practice reading their scripts aloud. Tell the students that it is important to follow along in their scripts as the other students read their parts aloud. Ask:

Q *Why is it important to follow along carefully as other members of your group are reading?*

If necessary, explain that following along will help the students know when it is their turn to read.

Have the students in each group take turns reading their parts aloud at least once.

4 Read the Script with Attention to Characters' Feelings

Review that earlier, the students read the chapter "A Small Stall" with attention to characters' feelings. Tell them that today they will practice reading the script to make it sound like the characters are talking.

Tell the students that although the narrator is not a character with feelings, the narrator describes what Cowgirl Kate and Cocoa do. Explain that it is important for the students who play the part of the narrator to speak in clear voices so that listeners can understand what the characters are doing.

Have groups read the script again, remembering to speak in clear voices and paying attention to characters' feelings.

5 Reflect on Reading the Script

Ask and briefly discuss:

Q *If you read the part of Cowgirl Kate or Cocoa, how did you show how the characters feel?*

Q *How did you do with speaking clearly?*

Tell the students that in the next lesson, the readers' theater groups will perform "A Small Stall" for the class.

Have the students put their scripts in their toolboxes. Ask them to practice reading their lines from "A Small Stall" independently.

Teacher Note

Have any extra copies of the script you prepared ahead available for students who make mistakes highlighting their lines.

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GUIDED SPELLING

drive	"The truck can drive off."
hiding	"Cocoa thought Kate was hiding something."
won't	"Cocoa won't sleep in Kate's bedroom."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

drive: Point to the *kite* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ī/. Tell the students that in *drive* the sound /ī/ is spelled *i_e*.

hiding: Support the students in writing the base word, *hide*. Point to the *kite* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ī/. Tell the students that in *hide* the sound /ī/ is spelled *i_e*. Support the students in erasing the *e* and adding the inflectional ending to write *hiding*.

Teacher Note

You may decide to have the students read this chapter independently or during Small-group Reading. Ask:

- **Q** *What does Cowgirl Kate love about the barn?*
- **Q** *How does the story end?*

EXTENSION

Read Chapter 5, "The Barn"

Have the students use the table of contents to turn to the first page of the fifth chapter, "The Barn," and read the chapter to themselves in soft voices.

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Cowgirl Kate and Cocoa: Horse in the House

Performing Readers' Theater

Day 6

In this lesson, the students:

- Read a script with attention to characters' feelings
- Give a readers' theater performance
- Speak clearly so others can hear
- Listen carefully

Materials

- Copies of "Script for 'A Small Stall'" (BLM1) from Day 5
- "Group Progress Assessment" sheet (GA3)

1 Gather and Get Ready for Readers' Theater

Have the readers' theater groups bring their copies of the "Script for 'A Small Stall'" sheets (BLM1) and have the class gather, facing the performance space. Tell the class that small groups of students have prepared readings of a story called "A Small Stall" that they will perform for the class.

Tell the class that in this readers' theater, students will perform three parts—Cowgirl Kate, Cowgirl Kate's horse, Cocoa, and a narrator. The narrator describes what Cowgirl Kate and Cocoa are doing during the readers' theater. Ask and briefly discuss:

Q *How will the performers need to read so that the audience can understand what they say?*

If necessary, remind the performers to speak in loud, clear voices so everyone can hear and to stand in a way that lets the audience see their faces and hear their lines. Review that the performers playing Cowgirl Kate or Cocoa will read with attention to the characters' feelings to help the audience understand and enjoy the readers' theater. Then ask and briefly discuss:

Q *How can the audience members show that they are listening?*

Teacher Note

Check in with individual students to make sure they have practiced their lines before they perform for the class. You may want to listen to the students read their lines, offering support as needed. If necessary, provide the students with additional structured practice time.

Teacher Note

Over the course of the year, different students will perform the same readers' theater script. Encourage the class to notice things they appreciate about each performance.

2 Perform Readers' Theater

Have the first group of performers stand in a line facing the audience, making sure they hold their scripts below their faces, and then read the script aloud. Observe the performers as they read and the audience as they listen, offering support as needed.

Teacher Note

You may want to have the narrator sit in a chair or stand off to the side during the performance to help the audience differentiate the narrator from Cowgirl Kate and Cocoa.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the performers, ask yourself:

- Are the students able to follow the script?
- Do the students read with attention to characters' feelings?
- Are they able to speak loudly and clearly when performing?

As you observe the audience, ask yourself:

- Are the students able to watch and listen carefully?

Record your observations on the "Group Progress Assessment" sheet (GA3); see page 206 of the *Assessment Resource Book*.

Support any performer who struggles to read fluently for an audience by reteaching Day 5. You may also want to have the student practice reading a different part.

3 Discuss Readers' Theater

When the first group has finished performing, ask the audience:

Q *What is one thing you liked about the performance?*

Then share your observations with the students.

> **You might say:**
>
> "I noticed that the performers were following along and were ready when it was their turn to read."
>
> "I heard performers speaking in clear voices so that we could all understand the story."
>
> "I could tell how Cowgirl Kate and Cocoa were feeling most of the time."

Repeat Steps 2 and 3 for any remaining group performances.

4 Reflect on Being a Respectful Audience

When all the groups have had a chance to perform, ask and briefly discuss questions such as the following:

Q *What did you do to be a good audience?*

Q *How do you think that made the performers feel?*

Encourage the performers to continue paying attention to characters' feelings to help them read fluently as they read other books, both during and outside of Small-group Reading.

Teacher Note

Guided Spelling instruction is not included today to allow time for the students to perform the readers' theater scripts for the class.

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Point out that *Cowgirl Kate and Cocoa: Horse in the House* is one of a series of books. Invite the students to read other Cowgirl Kate and Cocoa books in the classroom or to find them at the school or local library.

Have the students return their scripts to their toolboxes. Encourage them to read their own parts and other parts from "A Small Stall" independently.

MORE STRATEGY PRACTICE

Read Other Chapters Fluently

Depending on the needs of the students, you might use additional chapters of *Cowgirl Kate and Cocoa: Horse in the House* to reteach reading fluently with attention to characters' feelings. Consider creating additional readers' theater scripts for other chapters.



TECHNOLOGY EXTENSION

Create a Video Recording of Readers' Theater

Record the students doing their readers' theater performances using a video-recording device. Remind them to speak loudly and clearly so their voices can be heard in the recording. You may then play the video recording to the class.

Consider sharing the recording with the students' families or publishing the recording on the Internet. Search online using the keywords "publishing student videos" to learn more about creating videos.

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Readers' Theater

Script for "A Small Stall"

from *Cowgirl Kate and Cocoa: Horse in the House*
by Erica Silverman

The parts are:

- Narrator
- Cowgirl Kate
- Cocoa

Narrator: I play the narrator.

Cowgirl Kate: I play Cowgirl Kate.

Cocoa: I play Cocoa, Cowgirl Kate's horse.

Narrator: "A Small Stall," written by Erica Silverman and painted by Betsy Lewin. Cowgirl Kate felt horse whiskers on her face. She woke up. She opened her eyes.

Cowgirl Kate: Cocoa! How did you get into the house?

Narrator: Cocoa grinned.

Cocoa: I pushed the door open and walked in.

Cowgirl Kate: You have to leave! What if my parents see you?

Cocoa: They won't. I saw them drive off in the truck.

Cowgirl Kate: They'll be back.

Narrator: Cowgirl Kate jumped out of bed. She got dressed.

Cowgirl Kate: Come on, I'll walk you to the back of the barn.

Cocoa: I'm tired of the barn. And I've always wanted to explore the house.

Narrator: Cocoa looked under the bed.

Cocoa: Where's your hay?

Cowgirl Kate: Cocoa, you have looked in my window many times. Have you ever seen any hay?

(continues)

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Script for "A Small Stall"

(continued)

Cocoa: I thought you were hiding it.

Narrator: Cocoa sniffed the rug. He looked behind the dresser. Then he snorted.

Cocoa: No hay! What kind of a stall *is* this?

Cowgirl Kate: It's a bedroom. People sleep in bedrooms. Horses belong in barns.

Cocoa: I belong with you, but your stall is too small.

Narrator: Cocoa turned and walked out.

Cowgirl Kate: Where are you going?

Cocoa: To find a bigger stall.

All: The end.

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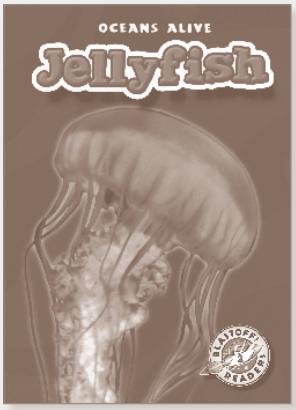
Word Analysis	Analyzing Polysyllabic Words
Comprehension	Exploring Text Features

RESOURCES



Jellyfish

by Ann Herriges

This nonfiction text gives information about the lives of these curious ocean creatures.

More Strategy Practice

- "Explore Labels"

Assessment Resource Book

- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA4)

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OVERVIEW

Academic Focus

- Students identify, discuss, and write polysyllabic words.
- Students explore and use text features in a nonfiction text.
- Students read and discuss a nonfiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students share their thinking.
- Students listen carefully.
- Students reach agreement with their partners.

DO AHEAD

✓ Prior to Day 1, examine the text features closely (table of contents, glossary, and labels) to help you support the students.

✓ Prior to Day 2, title a sheet of chart paper "Words with More Than One Syllable" (see Day 2, Step 5).

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA4); see page 207 of the *Assessment Resource Book*.

✓ Prior to Day 3, title a piece of chart paper "Words with Parts We Know" (see Day 3, Step 6). Under the title, list the words *listening*, *roundest*, *jellybean*, *bitten*, *tender*, *anybody*, *uncle*, *forgotten*, *interesting*, *overlooking*, *uncurl*, and *selfish*.

✓ (Optional) Prior to Day 1, show the students a short video of jellyfish swimming to help build the students' background knowledge. You might search online with the keywords "jellyfish swimming video" to find videos of jellyfish swimming.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *some* and *live* to the word wall if they are not already displayed.

ELL SUPPORT

- **Preview the Book:** Preview the book with your students before Day 1. Discuss the illustrations or have the students flip through the book on their own. Clarify vocabulary:

  spreads out: reaches out in different directions (p. 15)

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Day 1

Jellyfish

Reading a Nonfiction Book and Exploring Text Features

Materials

- Teacher and student copies of *Jellyfish*
- A self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

Teacher Note

Jellyfish includes information about how jellyfish move. Consider helping the students visualize by taking a moment to pantomime a jellyfish swimming or, if you have shown a video of jellyfish swimming, remind the students to keep in mind what they saw in the video as they read.

In this lesson, the students:

- Explore text features: table of contents and glossary
- Read and discuss a book
- Share their thinking

1 Gather and Introduce *Jellyfish*

Show the title page of *Jellyfish* and read the title and the name of the author aloud. Ask and briefly discuss:

Q *What do you think you know about jellyfish?*

Tell the students that *Jellyfish* is a *nonfiction* book, a book that gives true information. Point out that in *Jellyfish*, the title of the book is also the *topic*, or what the whole book is about.

2 Introduce the Table of Contents

Distribute *Jellyfish* and have the students open to page 3. Tell the students that nonfiction books like *Jellyfish* often have a *table of contents*. Explain that a table of contents is a list at the front of a book that tells the reader the different sections, or parts, of a book and the page where each section begins.

Have the students read the table of contents quietly to themselves. Ask and briefly discuss:

Q *Now that you have seen the table of contents, what do you think you will learn about jellyfish? Why do you think that?*

> **Students might say:**
>
> "We will probably learn how jellyfish get food because one part is called 'How Jellyfish Eat.'"
>
> "I see 'How Jellyfish Swim' in the table of contents. I think I might read about how jellyfish move in the water."

3 Read Aloud Part of *Jellyfish* and Introduce the Glossary

Have the students turn to page 4 and follow along as you read pages 4–5 aloud. Ask:

Q *What do you notice about the words on these pages? Turn to your partner.*

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Have a few students share their thinking.

> **Students might say:**
>
> "I see the word *jellyfish* three times."
>
> "I notice that the word *smack* is darker than the other words."
>
> "Page 5 has two sentences, but page 4 only has one."

Have the students find and point the word *smack* on page 5, then point out that the word is in *bold type*, with thicker letters than the rest of the text. Explain that in a nonfiction book, the meaning of a word in bold type can usually be found in the glossary at the end of the book.

Have the students turn to the glossary on page 22. Explain that a glossary lists words from the book that a reader might not know and tells the reader what each word means.

Have the students point to the word *smack* and read the definition quietly to themselves. Ask and briefly discuss:

Q *What did you find out about the word* smack*?*

Review that when the students see a word in bold type, they can find out more about the word in the glossary.

4 Read and Discuss Part of the Book

Distribute the self-stick notes. Have the students turn to page 21 and mark the page so they know where to stop reading. Explain that they will read the book and then discuss the reading with partners and the group.

Have the students turn back to page 4 and read pages 4–21 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read through page 21 at least once, ask:

Q *What did you learn about jellyfish?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did you read about jellyfishes' bodies?*

Q *What did you read about how jellyfish find food?*

Q *What did you read about how jellyfish move?*

Teacher Note

If the students are familiar with dictionaries, you may want to point out that the glossary is organized like a dictionary; it lists the words in alphabetical order and tells what each word means.

Teacher Note

The glossary in *Jellyfish* contains challenging vocabulary and concepts. If you notice students using the glossary independently, consider supporting them by having them read the glossary entry aloud to you and asking questions such as:

Q *What did you find out about [stinging cells] from reading the glossary?*

Q *How could you say what you read about [currents] in your own words?*

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5 Read Aloud and Discuss Part of *Jellyfish*

Point out that this book gives readers information about how jellyfish eat. Tell the students that you will read part of the book aloud, and then they will discuss what they hear about how jellyfish find and eat food.

Have the students open their books to page 14 and follow along as you read pages 14–17 aloud. When you have finished reading, explain that you will read the same part aloud again.

Have the students turn back to page 14. Ask them to listen for information they may have missed the first time. When you have read the pages a second time, ask and discuss:

Q *What did you hear about tentacles?*

Q *What parts of jellyfishes' bodies help them eat? How do the [stinging cells] help them eat?*

> **Students might say:**
>
> "I heard that tentacles are like arms. They can be long or short."
>
> "Tentacles help jellyfish find food."
>
> "The tentacles help jellyfish eat because they have stinging cells."
>
> "I heard that the stinging cells help them catch food."

6 Reflect on the Reading

Ask and briefly discuss:

Q *What did you find out about jellyfish that surprised you?*

Explain that in the next lesson, the students will look more closely at some of the words in *Jellyfish*. Ask them to put *Jellyfish* into their toolboxes and encourage them to reread the book independently.

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GUIDED SPELLING

smooth	"The body of a jellyfish is smooth and squishy."
tube	"A jellyfish's mouth is shaped like a short tube."
some	"Some jellyfish don't have any color."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

smooth: Point to the *flute* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /o͞o/. Tell the students that in *smooth* the sound /o͞o/ is spelled *o-o*.

tube: Follow the same procedure to support the students in spelling *tube*. Tell the students that in *tube* the sound /o͞o/ is spelled *u_e*.

MORE STRATEGY PRACTICE

Explore Labels

Have the students open their books to page 14 and point to the word *tentacles* in the photograph. Ask and briefly discuss:

Q *Why do you think this word is here?*

Explain that in this photograph, the word *tentacles* is a *label* and that a label names part of a photograph or illustration. Have the students point to the arrow, and explain that a label often has a line or arrow pointing to the part of the photograph or illustration it names.

Tell the students that the photograph shows the body of a jellyfish. The label helps the reader find the tentacles and know what they look like.

Have the students turn to page 18 and follow along in their books as you read the page aloud, and then have them point to the label. Ask:

Q *How does the label "mouth" help you understand this page? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "It helps me know which part of the jellyfish's body is the mouth."
>
> "The part you read is about the mouth and the label shows the mouth."
>
> "Seeing the mouth in the picture helps me know what the mouth looks like."

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Point out that the label "mouth" helps readers understand both the text and the photograph on the page. Encourage the students to continue to look carefully at the photographs in *Jellyfish*—and the photographs or illustrations in other nonfiction books—and to read the labels to find out more about the topic.

Day 2

Jellyfish
Analyzing Polysyllabic Words

Materials

- Teacher and student copies of *Jellyfish*
- Paper and pencil for each pair of students
- "Words with More Than One Syllable" chart, prepared ahead
- Marker
- "Group Progress Assessment" sheet (GA4)

In this lesson, the students:

- Identify and discuss polysyllabic words from a book
- Write polysyllabic words
- Read polysyllabic words using syllables
- Share their thinking
- Listen carefully
- Reach agreement with their partners

1 Gather and Review *Jellyfish*

Remind the students that in the last lesson, they read and discussed the nonfiction book *Jellyfish*. Ask and discuss:

Q *What do you remember reading about jellyfish?*

Teacher Note

If the students need support answering the question, encourage them to refer back to the text.

2 Review Syllables

Explain that in today's lesson, the students will look closely at some of the longer words in *Jellyfish* and think about ways to read longer words more easily. Ask and briefly discuss:

Q *What do you know about syllables?*

> **Students might say:**
>
> "I know that syllables are parts of words."
>
> "Every syllable has a vowel sound."
>
> "I know words can have a lot of syllables."

Teacher Note

If the students need practice orally identifying syllables, choose some examples of one-, two-, and three-syllable words. Say the words one at a time. For each word, have the students say and clap on the syllables, and then have them tell you how many syllables are in the word.

Explain that words are made of syllables and that a word can have one or more syllables.

> **You might say:**
>
> "I'm thinking about the word *pen*: 'I put my *pen* in my backpack.' The word *pen* is made of one syllable—*pen*. Now I'm thinking about the word *pencil*. 'I wrote in my journal with a *pencil*.' The word *pencil* is made of two syllables, *pen* and *cil*."

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3 Model Identifying Polysyllabic Words in Pairs

Tell the students that they will work in pairs to find words with more than one syllable in part of *Jellyfish*. Explain that as partners look for words, they will take turns being the reader and the recorder. Explain that the reader will read one sentence aloud slowly and clearly, while the recorder listens carefully for words with more than one syllable. If both partners agree that a word has more than one syllable, the recorder will write the word.

Choose a volunteer to model the activity with you. Explain that the volunteer will be the reader and you will be the recorder for the first sentence.

Have the students open their books to page 13. Have the volunteer read aloud the first sentence on page 13 as you and the group follow along and listen carefully. Model identifying and discussing polysyllabic words with your partner.

> **You might say:**
>
> "My partner just read, 'Some jellyfish are no color at all.' I know I heard words with more than one syllable. I'm going to read from the beginning of the sentence just to make sure I remember which words to write. 'Some jellyfish . . . .' I hear three syllables in *jellyfish*: je-ly-fish. [Address your partner.] Do you agree that *jellyfish* has more than one syllable? Okay, I'm going to write *jellyfish*. Let me start the sentence again. 'Some jellyfish are no color . . . .' [Address your partner.] I hear two syllables in *color*: col-or. Do you? We agree on that, too, so I'm going to write *color*. 'Some jellyfish are no color at all.' I don't hear any other words with more than one syllable in the sentence. For the next sentence, I'm going to be the reader and my partner will be the recorder, so I'll give her the paper and pencil."

Point out that your partner read the sentence aloud clearly while you followed along in your book and listened carefully. Tell the students to read in voices that are just loud enough for them and their partners to hear. Ask and briefly discuss:

Q *What can you do if you and your partner do not agree that a word has more than one syllable?*

> **Students might say:**
>
> "If we don't agree, we could talk more."
>
> "I also can listen carefully to what my partner says. She might have a different idea."
>
> "I could read the word again. Maybe I'll change my mind."

Remind the students to share their thinking and listen carefully to their partners' thinking as they discuss the words.

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4 Identify and Discuss Polysyllabic Words in Pairs

Have the students open their books to page 8. Ask partners to decide who will be the reader and who will be the recorder for the first sentence. Remind them to take turns being the reader and the recorder for the sentence on page 9.

Distribute a piece of paper and a pencil to each pair.

Have the students read pages 8–9 in pairs, discussing and recording polysyllabic words as they read. Observe partners as they work, offering support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to identify polysyllabic words?
- Are they able to read polysyllabic words fluently?
- Are they able to reach agreement about which words to record?

Record your observations on the "Group Progress Assessment" sheet (GA4); see page 207 of the *Assessment Resource Book*.

Support any student who struggles by explaining that one way to check the number of syllables in a word is to read the word aloud and clap the syllables. Listen as the student reads and claps out difficult words, and provide guidance as necessary.

5 Share and Record Polysyllabic Words

When most pairs have finished, explain that the students will share the words they wrote; then the group will read all the words together.

Have pairs take turns sharing one or two words with the group. Record the words on the "Words with More Than One Syllable" chart. Continue until all the polysyllabic words have been charted.

6 Read Polysyllabic Words by Syllable

Tell the students that they will practice reading the words they found one syllable at a time before reading the whole word. Explain that breaking longer words they already know into syllables will help them read longer words they do not recognize.

Teacher Note

The polysyllabic words on these pages are: *open*, *jellyfish*, *umbrellas*, *bodies*, and *squishy*. If a student suggests a one-syllable word, have the students say and clap on the syllables in the word together. Ask:

Q *Does this word have one or more than one syllable? How do you know?*

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Have the students read each word one syllable at a time as you frame it; then have them read the whole word as you sweep under it.

Tell the students that when they read a longer word, it is important to ask themselves if what they read sounds like a word they know. If it sounds like a word they know, they will reread to make sure the word makes sense in the sentence.

Tell them that if what they read does not sound like a word they know or does not make sense in the sentence, they can try reading it a different way or ask for help.

Teacher Note

To frame a syllable, use your thumb and index finger just below the syllable. To read a two-syllable word:

- Frame the first syllable and have the students read it.
- Frame the second syllable and have the students read it.
- Point to the left of the word and have the students read the whole word as you sweep under it.

7 Reflect on Working in Pairs

Ask and briefly discuss:

Q *How did you and your partner do working together? If you did not agree on whether a word had more than one syllable, what did you do?*

Explain that in the next lesson, the students will look closely at more words in *Jellyfish*. Have them return their books to their toolboxes and encourage them to reread the book independently.

Teacher Note

Save the "Words with More Than One Syllable" chart to use on Day 3.

GUIDED SPELLING

brings	"A jellyfish brings food to its mouth with its tentacles."
stinging	"Stinging cells on the tentacles can catch food."
live	"Jellyfish live in the ocean."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

brings: Support the students in writing the base word, *bring*, before adding the inflectional ending to write *brings*.

stinging: Follow the same procedure to support the students in spelling *stinging*.

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Day 3

Jellyfish
Analyzing Polysyllabic Words

Materials

- Teacher and student copies of *Jellyfish*
- "Words with More Than One Syllable" chart from Day 2
- Paper and pencil for each pair of students
- "Words with Parts We Know" chart, prepared ahead
- Marker

In this lesson, the students:

- Identify and discuss polysyllabic words in a book
- Read polysyllabic words using syllables and other word parts
- Share their thinking
- Reach agreement with their partners

1 Gather and Review the "Words with More Than One Syllable" Chart

Direct the students' attention to the "Words with More Than One Syllable" chart. Review that in the last lesson, the students practiced reading longer words from *Jellyfish* by breaking them into syllables. Ask and briefly discuss:

Q *How does breaking longer words into syllables help you?*

2 Review Identifying Polysyllabic Words

Explain that today partners will work together to find words with more than one syllable in another part of *Jellyfish* and add them to the chart. Review the procedure for identifying and recording polysyllabic words from Day 2.

Teacher Note

If necessary, model the activity again using page 14 of *Jellyfish* (see Day 2, Step 3).

3 Identify and Discuss Polysyllabic Words in Pairs

Have the students open their books to page 16. Ask pairs to decide who will be the reader and who will be the recorder for the first sentence. Remind partners to take turns being the reader and recorder and to be sure they agree before recording a word.

Distribute a piece of paper and a pencil to each pair. Have the students read pages 16–19 in pairs, discussing and recording polysyllabic words as they read.

Teacher Note

The polysyllabic words on pages 16–19 are: *tentacles, stinging, jellyfish, body, curly, feeding,* and *around*. If a student suggests a one-syllable word, have the group say and clap the syllables in the word together. Ask:

Q *Does this word have one or more than one syllable? How do you know?*

4 Share and Record Polysyllabic Words

When most pairs have finished, explain that the students will share the words they wrote with the group, and then the group will read the words.

Have pairs take turns sharing one or two words with the group. Record the words on the chart. Continue until all the polysyllabic words have been charted.

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5 Read Polysyllabic Words by Syllable

Tell the students that they will practice reading the words they found one syllable at a time before reading the whole word. Explain that breaking longer words they already know into syllables will help them read longer words they do not recognize.

Use framing (see Day 2, Step 6) to have the students read the words on the chart.

Review that looking closely at words and thinking about how they break into smaller parts helps readers know what to do when they read longer words.

6 Use Known Word Parts to Read Polysyllabic Words

Explain that when the students come to a longer word they do not recognize, it can be helpful to look for syllables or other parts of the word they recognize. Finding parts they know how to read can help readers break the word into smaller parts and read the whole word. Direct the students' attention to the "Words with Parts We Know" chart and explain that these words have syllables and other parts of words the students read in *Jellyfish*.

Words with Parts We Know

listening	uncle
tenderness	forgotten
roundest	interesting
jellybean	overlooking
bitten	uncurl
anybody	selfish

Point to the word *listening* and model using known word parts to read it.

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You might say:

"I'm looking closely at this word. I can see right away that I know how to read the second syllable. It's a word I recognize: *ten*. [Use your thumb and forefinger to frame *ten*.] I see a syllable I know at the end of the word, too: /ing/. [Use your thumb and forefinger to frame *ing*.] That just leaves the part at the beginning, so I'm going to read all the parts in order and then read the whole word. [Frame and read *lis, ten,* and *ing*.] *Lis-ten-ing.* Now I'm going to say the whole word and see if I recognize it [Mispronounce the word by voicing the *t*]: *listening.* I don't recognize it but it sounds like a word I do know: *listening*."

Point out that when you read the word, you checked to see if it sounded like a word you know. Tell the students that if they read a word and it does not sound like a word they know, they can try reading it a different way or ask for help.

Direct the students' attention to the next word on the list. Ask:

Q *What syllables or other parts of this word do you know how to read?*

Students might say:

"I see the word *ten* at the beginning. I know how to read that."

"I know how to read the last syllable: *ness*."

"I know how to read *tender*. *Tender* is a word."

As the students share, frame the parts they suggest with your thumb and forefinger.

Point out that different readers may recognize different parts of longer words and that is fine. What is important is that they use the parts they know to help them read the whole word. Use framing (see Day 2, Step 6) to have the students read the word *tenderness*.

Direct the students' attention to the next word on the list. Ask:

Q *What parts of this word do you know how to read?*

Use your thumb and forefinger to frame syllables or other word parts the students identify. When they have named all or most of the parts of a word, use framing to have the students chorally read the word.

After the group reads the word, use it in a sentence. (For example, you might say, "I picked the *roundest* pumpkin I could find because I wanted it to look like a basketball.") Repeat this procedure for the rest of the words on the list.

7 Reflect on Reading Polysyllabic Words

Ask:

Q *If you are reading and come to a long word that is challenging to read, what can you do to help you read the word? Turn to your partner.*

Teacher Note

You may want to define any unfamiliar words on the list. If the students struggle to find parts they know how to read, support them by asking additional questions such as:

Q *Do you see a part you know how to read in the middle of the word? At the end? What is it?*

Q *Do you see a smaller word you know inside the word? What is it?*

Q *If you look at the part [after got] what's left?*

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Have a few students share their thinking.

> **Students might say:**
>
> "You can see if there is a word you know inside the long word."
>
> "You can read the parts and then read the whole word."
>
> "If you know part of the word, you can use it to figure out the rest."

Remind the students that when readers come to a longer word that is challenging to read, it can be helpful to look for syllables or other parts of the word they recognize. Finding syllables or words they know inside a longer word can help readers break the word into smaller parts and read the whole word.

Encourage the students to use what they know about reading longer words to help them when they read other books, both during and outside of Small-group Reading. Ask them to return *Jellyfish* to their toolboxes and encourage them to reread the book independently.

GUIDED SPELLING

roundest	"The moon is roundest when it is a full moon."
around	"We went around the school to get to the park."
smoothest	"Sam picked up the smoothest stone on the beach."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

roundest: Support the students in writing the base word, *round*. Point to the *clown* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ou/. Tell the students that in *round* the sound /ou/ is spelled *o-u*. Then support the students in adding the ending to write *roundest*.

around: Follow the same procedure to support the students in spelling *around*. You may wish to support the students by pronouncing the initial schwa sound using the short vowel /ă/.

smoothest: Support the students in writing the base word, *smooth*. Point to the *flute* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /o͞o/. Tell the students that in in *smooth* the sound /o͞o/ is spelled *o-o*. Then support the students in adding the ending to write *smoothest*.

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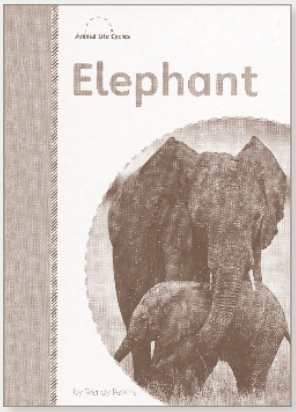
RESOURCES



Elephant

by Wendy Perkins

This nonfiction text gives information about the life cycle of an elephant.

More Strategy Practice

- "Explore the Index"

Assessment Resource Book

- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA5)

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OVERVIEW

Academic Focus

- Students explore and use text features in a nonfiction text.
- Students read and discuss a nonfiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students listen respectfully and share their thinking.

DO AHEAD

✓ Prior to Day 1, examine the text features closely (table of contents, labels, timeline, and glossary) to help you support the students.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA5); see page 208 of the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *four*, *between*, and *most* to the word wall if they are not already displayed.

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Day 1

Elephant

Exploring Text Features

Materials

- Teacher and student copies of *Elephant* (pages 3–5)

In this lesson, the students:

- Listen to and discuss part of a book
- Explore text features: labels and table of contents
- Listen respectfully and share their thinking

1 Gather and Introduce *Elephant*

Show the cover of *Elephant* and read the title and the name of the author aloud. Ask and briefly discuss:

Q *What do you think you know about elephants?*

Explain that *Elephant* is a *nonfiction* book, a book that gives readers true information. Point out that in *Elephant*, as in many nonfiction books, the title of the book is also the topic, or what the book is about. Tell the students that this book is about what happens when an elephant grows from a baby to an adult.

Tell the students that you will read part of *Elephant* aloud and then the students will discuss what you read with their partners and the group.

2 Read Aloud and Discuss "A Life Cycle"

Distribute *Elephant*. Have the students open their books to page 4. Tell the students that this section is called "A Life Cycle." Explain that this section gives information about the elephant's *life cycle*, the parts of an elephant's life as it grows from a baby to an adult.

Have the students follow along in their books as you read page 4 aloud.

Then direct the students' attention to the photographs and labels on the bottom of pages 4 and 5. Explain that many nonfiction books have *labels*—words that name part or all of a photograph. Point to the photographs and labels on pages 4 and 5 and read the labels aloud.

Explain that a *calf* is a baby elephant. Tell the students that when a calf is old enough to stop drinking its mother's milk, it becomes an *adolescent*—between being a baby and being an adult.

Reread pages 4–5 aloud, including the labels. Ask:

Q *What did you hear about the elephant's life cycle? Turn to your partner.*

Have a few students share their thinking.

Ask the students to look closely at the photographs on pages 4 and 5 and read the labels. Ask:

Q *What do you notice about these photographs? Turn to your partner.*

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Have a few students share their thinking.

> **Students might say:**
>
> "The first photograph shows a baby elephant, and the label says that it's a calf."
>
> "I notice that these photographs show the elephant growing from a baby to an adult."
>
> "I think that these photographs show how an elephant grows because the photographs get bigger and bigger."

Remind the students that these labels tell the reader the parts of the life cycle of an elephant—calf, adolescent, and adult. Explain that looking carefully at photographs and labels helps readers understand what they read.

3 Introduce the Table of Contents

Have the students turn to page 3 and tell them that this is the table of contents. Tell the students that nonfiction books often have a table of contents. Explain that a *table of contents* is a list at the front of a book that tells the reader the different *sections*, or parts, of a book, and where each section begins.

Have the students read the table of contents quietly to themselves. If necessary, review the definitions for *life cycle*, *calf*, and *adolescent*. Ask:

Q *Now that you have seen the table of contents, what do you think you will learn about elephants in this book? Why do you think that? Turn to your partner.*

Have a few students share their thinking.

Then ask and briefly discuss:

Q *Which page would you turn to if you wanted to find information about adult elephants?*

Explain that nonfiction books often include *text features*, such as a table of contents and labels, to help readers find and understand information in a book.

4 Reflect on Working in Pairs

Ask and briefly discuss:

Q *How did you do working with your partner today?*

Tell the students that in the next lesson they will read more of *Elephant* and continue to use text features to help them understand information in the book. Collect *Elephant* to use in the next lesson.

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GUIDED SPELLING

can't	"A newborn elephant can't take care of itself."
didn't	"We didn't finish reading about elephants today."
four	"A four-year-old calf is an adolescent."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

can't: Tell the students that *can't* is a *contraction*, a combination of two words that uses an apostrophe to replace some of the letters. Write *cannot* on your wipe-off board and have the students read the word. Erase the letters *no* and insert an apostrophe. Point out that the word *can't* means the same thing as *cannot*.

didn't: Follow the same procedure to support the students in spelling *didn't*.

four: Tell the students that there are two words that sound the same but that are spelled differently and have different meanings, *for* (as in "This gift is for you.") and *four* (as in "Four comes after three."). These words are called *homophones*. Tell the students that the word they will write today is the *four* that means the number after three.

Teacher Note

A third homophone, *fore*, is unlikely to be in the students' vocabulary.

Day 2

Elephant

Reading a Nonfiction Book and Exploring Text Features

Materials

- Teacher and student copies of *Elephant* (pages 6–11)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

In this lesson, the students:

- Read and discuss part of a book
- Use text features: photo glossary and table of contents
- Listen respectfully and share their thinking

1 Gather and Review "A Life Cycle" and Introduce "Calf"

Review that in the last lesson, the students heard the first section of the book *Elephant* and looked closely at photographs and labels to help them learn more about elephants. Ask:

Q *What do you remember about* Elephant*? Turn to your partner.*

Have a few students share their thinking.

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Explain that today the students will read and discuss the next section, "Calf." Tell them that they will use text features, such as the table of contents and labels, to find information and learn more about elephants.

2 Read and Discuss "Calf"

Distribute the books and the self-stick notes. Have the students open their books to page 11 and mark the page so they know where to stop reading. Then ask them to use the table of contents to find the page where the second section, "Calf," begins. After most students have found the page number, have them turn to page 6.

Have the students read pages 6–11 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the pages at least once, ask:

Q *What did you learn about elephants today? Turn to your partner.*

Have a few students share their thinking.

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does a calf eat?*

Q *What did you read about a calf's tusks?*

3 Explore the Photo Glossary

Tell the students that they will look closely at a page of *Elephant*. Have the students open their books to page 10. Ask them to reread pages 10–11 quietly to themselves and think about what they notice. Ask:

Q *What do you notice about pages 10 and 11? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "Some of the words are in orange."
>
> "I noticed that the words in orange on page 10 are the same as the labels for the photographs on page 11."

ELL Note

You may want to explain to your students that *tusks* are the long teeth that stick out of elephants' mouths. Tell them that a calf cannot use its small tusks to *defend*, or protect, itself.

Teacher Note

You may want to point out the timeline at the bottom of page 6. Explain that the timeline shows the order of *events*, or important things that happen, in an elephant's life cycle. Encourage the students to use the timeline to keep track of the order of events in the elephant's life cyle as they read the rest of the book.

TEKS 3.A.i
TEKS 9.D.vi
TEKS 9.D.viii
Student/Teacher Narrative Step 3 (all, beginning on page 59 and continuing to the top of page 60)

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Teacher Note

If the students are familiar with dictionaries, you may want to point out that the photo glossary is organized like a dictionary; it lists the words in alphabetical order and tells what each word means.

Teacher Note

You may want to write *herd* and *heard* on the board and explain that although the words sound the same, they are spelled differently and have different meanings. Point to the word *heard* and explain that it means "listened to." Point to the word *herd* and review its definition.

Have the students find and point to the word *herd* in the last sentence. If necessary, point out that the word *herd* is written in a different color from the other words on the page. Explain that when a word is in a different color, they can find more information about the word at the back of the book.

Have the students turn to pages 20–21 and point to the words *Photo Glossary* at the top of page 20. Explain that a *glossary* lists words from the book that a reader might not know and tells the reader what each word means. Explain that a *photo glossary* also shows photographs to help the reader understand the words.

Have the students find and point to the word *herd* in the glossary and read the definition to themselves. Then have them turn back to page 10 and reread the page.

Ask and briefly discuss:

Q *Does the word* herd *make sense in the part you just read? Why or why not?*

Explain that when readers come to a word in a different color and look it up in the glossary, they can check to make sure they understand what it means by reading that part of the book again.

4 Wrap Up

Tell the students that in the next lesson they will continue to use text features, such as the photo glossary, labels, and table of contents and that they will read more about elephants.

Collect *Elephant,* keeping the self-stick notes in the books.

TEKS 9.D.vii
Student/Teacher Narrative
More Strategy Practice (all)

MORE STRATEGY PRACTICE

Explore the Index

Tell the students that some nonfiction books have another text feature at the end of the book called an *index*. Distribute *Elephant* and have the students open their books to page 22; ask them to point to the index at the top of the page. Have them read the index quietly to themselves and think about what they notice. Ask:

Q *What do you notice about the index? Turn to your partner.*

Have a few students share their thinking.

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Explain that the index is a text feature that tells the reader where in the book to look for information on topics like calf, herd, and tusks.

Point out that next to each topic is the number of the page or pages in the book where the topic is explained. Ask the students to point to the word *bull* in the index. Explain that the numbers 16 and 18 tell readers that they can find information about a bull on pages 16 and 18.

Tell the students you will show them how to use the index to find information about a bull. Model using the index by locating the word *bull* and turning to the first page that is referenced (page 16).

Explain that you will read the page aloud, and ask the students to listen for information about bulls. Point out that it is important to listen carefully because information about bulls may appear more than once on the page.

Have the students follow along in their books as you read page 16 aloud. Ask and briefly discuss:

Q *What did you hear about bulls?*

Have the students use the index to find and turn to the second page referenced for the word *bull* (page 18). Ask them to read the page quietly to themselves to find more information about bulls. Ask and briefly discuss:

Q *What did you find out about bulls on this page?*

Point out that some of the information about bulls is in the definition in the photo glossary. Remind the students that *definitions* are explanations that help readers understand important words in the book.

Tell the students that the index in a nonfiction book helps readers quickly find all the places in the book where a topic or a word is mentioned. Explain that readers often use the index if they have a question or want to find out more about a topic.

Teacher Note

If the students are familiar with alphabetical order, you may want to point out that the topics are listed in alphabetical order.

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GUIDED SPELLING

herd	"There are 12 elephants in the herd."
heard	"Have you ever heard the sound an elephant makes?"
between	"An adolescent elephant is between three and five years old."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

herd: Tell the students that there are two words that sound the same but that are spelled differently and have different meanings, *herd* (as in "a herd of animals") and *heard* (as in "I heard you shouting."). These words are called *homophones*. Tell the students that the first word they will write is *herd*, which means a group of animals. Point to the *bird* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ûr/. Tell the students that in *herd* the sound /ûr/ is spelled *e-r*.

heard: Tell the students that the next word they will write is *heard*, which means listened to in the past. Tell the students that in *heard* the sound /ûr/ is spelled *e-a-r*.

Day 3

Elephant

Reading a Nonfiction Book and Exploring Text Features

Materials

- Teacher and student copies of *Elephant* (pages 12–19)
- "Group Progress Assessment" sheet (GA5)

TEKS 9.D.vi
TEKS 9.D.viii
Student/Teacher Activity Step 1
(last paragraph in step on page 63)

In this lesson, the students:

- Read and discuss part of a book
- Reflect on text features: photo glossary, table of contents, and labels
- Listen respectfully and share their thinking

1 Gather and Review *Elephant*

Remind the students that in the last lesson they read part of the nonfiction book *Elephant* and used text features, such as a table of contents and photo glossary, to find information. Ask:

Q *What do you remember about* Elephant*? Turn to your partner.*

Have a few students share their thinking.

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Distribute *Elephant*. Have the students open to the table of contents and use it to turn to the third section, "Adolescent."

Direct the students' attention to the word *adolescent* in orange on page 12. Remind the students that when they see a word in a different color from the rest of the words, they can find the definition in the photo glossary on pages 20–21.

Tell them to use the photo glossary to help them understand the meaning of words when they read *Elephant* today.

2 Read and Discuss "Adolescent" and "Adult"

Tell the students that they will now read the next two sections in *Elephant*, "Adolescent" and "Adult." Have the students open their books to page 19 and mark the page so they know where to stop reading. Then have them turn back to page 12 and read the pages quietly to themselves.

When all the students have read the sections at least once, ask and briefly discuss:

Q *What did you read about elephants today?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What did you read about female adolescent elephants?*

Q *What did you read about male adolescent elephants?*

Q *What did you read about adult male elephants?*

Ask:

Q *What did you read about elephants that surprised you? Turn to your partner.*

Have a few students share their thinking. Then ask:

Q *What are some things you are still wondering about elephants? Turn to your partner.*

Have a few students share their thinking.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students using the photo glossary to look up the meaning of words?
- Are the students discussing the book with their partners and the group?
- Are the students able to listen respectfully and share their thinking?

(continues)

ELL Note

You may want to review with your students that after a calf is old enough to stop nursing, or drinking, its mother's milk, it is *no longer* a baby—not a baby anymore. It is now an *adolescent*.

You may also want to explain that *bull*, or adult male, elephants live *by themselves*—alone.

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GROUP PROGRESS ASSESSMENT NOTE *(continued)*

Record your observations on the "Group Progress Assessment" sheet (GA5); see page 208 of the *Assessment Resource Book*.

Support any student who struggles to use the photo glossary by modeling the procedure from Day 2, Step 3, using an additional word from the photo glossary.

3 Reflect on Text Features

Review that in the last few lessons, the students learned about text features such as a table of contents, labels, and a photo glossary. Ask and briefly discuss:

Q *Which text feature is your favorite one to use? Why?*

Remind the students that text features help readers find and understand information in a book. Encourage the students to use text features as they read other nonfiction books, both during and outside of Small-group Reading. Ask the students to put *Elephant* into their toolboxes and encourage them to reread the book independently.

GUIDED SPELLING

drinks	"An elephant calf drinks its mother's milk."
tusks	"Tusks are long, sharp teeth."
most	"Most male elephants leave the herd when they are 10 years old."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

drinks: Support the students in writing the base word, *drink*, by asking them to listen carefully to the sounds in the word. Then support them in adding the inflectional ending to write *drinks*.

tusks: Follow the same procedure to support the students in spelling *tusks*.

Teacher Note

The sound /n/ before /k/ may be difficult for the students to hear. Pronouncing the word carefully will help them recognize the sound /n/.

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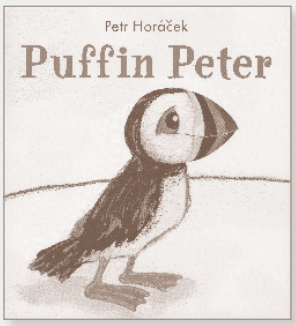
RESOURCES



Puffin Peter

Written and illustrated by Petr Horáček

In this fiction text, Puffin Peter is lost at sea and embarks on a search for his friend Paul.

More Strategy Practice

- "Discuss Other Sequencing Words or Phrases"

Assessment Resource Book

- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA6)

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OVERVIEW

Academic Focus

- Students retell a story.
- Students use sequencing words to tell events of a story in order.
- Students read and discuss a fiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students reach agreement with their partners.

DO AHEAD

✓ Prior to Day 1, title a piece of chart paper "Sequencing Words." Under the title, write the words *First*, *Next*, *Then*, and *Finally* in a column. (See Step 3.)

✓ Prior to Day 1, create the student "Sequencing Word" cards by writing *First*, *Next*, *Then*, and *Finally* on index cards for each pair of students. (See Step 4.)

✓ Prior to Day 2, read the "Sample Group Retellings" to familiarize yourself with the examples of group retellings of *Puffin Peter*.

✓ Prior to Day 2, divide the book into sections based on the number of pairs in your group. If you have three pairs, you might assign pages and sequencing words to pairs as follows: "Next" (pages 12–17), "Then" (pages 18–25), "Finally" (pages 26–33). You will model retelling with the word "First" and the first 11 pages, so do not assign them to any group. (See Step 3.)

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA6); see page 209 of the *Assessment Resource Book*.

✓ Prior to Day 2, title a sheet of chart paper "Retelling *Puffin Peter*." (See Step 5.)

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *were*, *where*, and *their* to the word wall if they are not already displayed.

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ELL SUPPORT

- **Build Background Knowledge:** The students may benefit from hearing the names for the different species of birds featured in the book prior to reading. Prior to Day 1, you may choose to show the students pictures—from the book or from the Internet—of a puffin, a parrot, a penguin, and a toucan.

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Puffin Peter
Reading a Fiction Book

Day 1

In this lesson, the students:

- Use sequencing words to describe events in order
- Read and discuss a book
- Listen respectfully to the thinking of others and share their own

1 Gather and Introduce *Puffin Peter*

Explain that today, the students will read a book quietly to themselves and then discuss it with partners and the group.

Show the cover of *Puffin Peter* and read the title and the name of the author and illustrator aloud (PEE-tuhr HOHR-uh-chehk). Explain that a *puffin* is a type of bird and that *Puffin Peter* is a fiction book about a puffin named Peter who is looking for his friend Paul.

2 Read and Discuss the Book

Distribute *Puffin Peter*. Have the students read the book quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

When all the students have read the book at least once, ask and discuss:

Q *What happens in this story? What are the main events?*

Discussion Support

If the students have difficulty remembering the main events of the story, ask additional questions such as:

Q *What happens to Peter and Paul in the storm?*

Q *How does the whale help Peter?*

Q *How does the story end?*

Materials

- Teacher and student copies of *Puffin Peter*
- "Sequencing Word" chart, prepared ahead
- Student "Sequencing Word" cards for each pair, prepared ahead
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

TEKS 8.C.ii
Student/Teacher Narrative Step 2 (all, continuing on to pge 70)

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3 Explore Sequencing with Illustrations

Ask the students to open their books to pages 8–9. Give them a few moments to look at the illustrations. Then, pointing to each of the four illustrations, ask:

Q *What do you notice about the illustrations on these pages? What changes from left to right?*

> **Students might say:**
>
> "There are four drawings that are put together on the pages."
>
> "The storm gets bigger and darker."

Explain that the four pictures on these two pages tell the story of what happens during the storm when Peter and Paul become separated.

Display the "Sequencing Words" chart where the group can see it. Tell the students that words such as *first*, *next*, *then*, and *finally* are called *sequencing words* and that sequencing words help readers tell *events*, the things that happen, in a way that makes sense. Explain that the students will use these words to tell the events of the storm in order.

Have the students point to the first picture on page 8 and allow them a few moments to examine the picture. Then, point to the word *First* and ask:

Q *What happens first?*

Have a volunteer use the sequencing word *First* to describe the first picture. Allow a few students to add their own observations.

Have the students point to the second picture and allow them a few moments to examine the picture. Then, point to the word *Next* and ask:

Q *What happens next?*

Have a volunteer use the sequencing word *Next* to describe the picture and allow a few students to add their own observations.

Repeat the procedure with the sequencing words *Then* and *Finally* to have the students describe the last two pictures. Ask:

Q *Then what happens?*

Q *Finally what happens?*

If necessary, remind the students to use the sequencing words.

Teacher Note

Save the "Sequencing Words" chart to use on Days 2 and 3.

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4 Retell the Story in Pairs

Explain that partners will now use sequencing words to retell the main events of the story.

Distribute the sequencing word cards to each pair and explain that partners can use the cards to help them retell the story. Ask and briefly discuss:

Q *How can you and your partner take turns retelling the story?*

Have the pairs retell the main events in order and, if necessary, remind them to use the sequencing words.

5 Reflect on Working in Pairs

Help the students reflect on how they worked together. Ask and discuss:

Q *How did you do working with your partner today?*

Tell the students that in the next lesson, they will reread part of *Puffin Peter* and discuss the order of events in the story. Have the students put *Puffin Peter* into their toolboxes, and encourage them to reread the book independently.

TEKS 8.C.ii
Student/Teacher Activity
Step 4 (all)

GUIDED SPELLING

drifted	"Peter and the whale drifted across the ocean."
diving	"One day a storm came while the puffins were out diving."
were	"The parrots were nothing like Paul."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

drifted: Support the students in writing the base word, *drift*, before adding the inflectional ending to write *drifted*.

diving: Support the students in writing the base word, *dive*. Point to the *kite* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ī/. Tell the students that in *dive* the sound /ī/ is spelled *i_e*. Then support the students in erasing the final *e* and adding the inflectional ending to write *diving*.

Teacher Note

You may wish to explain that *drift* means "be carried along by moving wind or water."

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MORE STRATEGY PRACTICE

Discuss Other Sequencing Words or Phrases

Have the students brainstorm other sequencing words and phrases they can use to retell the beginning, middle, and end of stories. Ask and briefly discuss:

Q *What sequencing words or phrases can you use to retell the beginning of a story?*

> **Students might say:**
>
> "'Once a upon a time' is one way to start a story."
>
> "'In the beginning' is another way to start."
>
> "'Not long ago' can be an interesting way to begin a story."

Use the same procedure for sequencing words or phrases for the middle (for example, *the next day* or *some time later*) and the end of stories (for example, *afterward* or *in the end*).

Day 2

Puffin Peter

Retelling a Story

Materials

- Student and teacher copies of *Puffin Peter*
- Two self-stick notes for each student
- "Group Progress Assessment" sheet (GA6)
- "Retelling *Puffin Peter*" chart, prepared ahead
- Marker
- (Optional) "Sequencing Word" chart from Day 1
- (Optional) "Sample Group Retellings" on page 79

In this lesson, the students:

- Retell a story
- Reread part of a fiction book
- Reach agreement with their partners

1 Gather and Review Retelling

Remind the students that in the last lesson they read and discussed *Puffin Peter*. Explain that today, the students will use the sequencing words they learned in the last lesson, *First, Next, Then,* and *Finally*, to retell another part of the story.

Explain that when readers *retell* a story, they use their own words to tell the important parts of a story in the right order. Explain that retelling stories can help readers understand what they read and share stories with others.

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2 Model Retelling Part of the Story

Explain that you will model retelling the first part of the story of *Puffin Peter*. Ask the students to pay attention to what you include and what you leave out.

> **You might say:**
>
> "First, Puffin Peter and his best friend Paul were swimming. [Pause.] I can't remember what happened next, so I am going to look back at the story and check. [Open the book to page 8.] Right. When the puffins were swimming there was *a huge* storm and the birds got separated."

Ask:

Q *What did you notice about the way I retold the beginning of* Puffin Peter*?*

> **Students might say:**
>
> "You said the story in a shorter way."
>
> "When you forgot what happened, you looked back in the book."
>
> "You sounded excited when you talked about the storm."

Open the book to page 4 and read the page aloud. Point out that when you retold the story, you did not include that Peter and Paul spent their days fishing because it was not an important part of the story.

Turn to page 8 and read the page aloud. Point out that when you retold the story you said the storm was "huge" rather than "big," and that "the birds got separated" rather than "Peter was lost."

Explain that when readers retell a story, they do not change events in the story but they use their own words.

3 Get Ready to Retell in Pairs

Tell the students that each pair will retell part of *Puffin Peter* to the group. Explain that partners will be assigned pages of the book and that they will talk together to decide what to include in their retelling. Ask and briefly discuss:

Q *What can you do if you and your partner disagree about what to include in the retelling?*

> **Students might say:**
>
> "We can try to include a bit of both partners' ideas."
>
> "I can try to explain why the idea needs to be included."
>
> "I can understand that I may not get my way sometimes and agree to do what my partner wants."

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Teacher Note

You may direct the students' attention to the appropriate word on "Sequencing Words" chart as you assign each pair their sequencing word and pages.

Assign a sequencing word and pages to each pair. Have the students mark the start and end pages with self-stick notes.

> **You might say:**
>
> "[Jenny] and [William] you will tell what happens *next* in the story. You will retell pages 12–17. [Damon] and [Lincoln] you will tell what happens *then*. You'll retell pages 18–25. [Cassie] and [Kim] you'll tell us what *finally* happens, pages 26–33."

4 Retell Part of the Story in Pairs

Tell the students that partners will retell what happens in their part of the book to the group and that you will write down what they say. Allow time for partners to discuss and practice retelling their section of the book.



GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to determine which events are important to include in a retelling?
- Are pairs able to retell their part of the story in order?
- Are pairs able to reach agreement with their partners about what to include in the retelling?

Record your observations on the "Group Progress Assessment" sheet (GA6); see page 209 of the *Assessment Resource Book*.

Support any student who struggles to retell her part of the story by having her study the illustrations and then encouraging her to use her own words to describe what she sees in the pictures. Then have her try again to retell her part of the story.

Teacher Note

You might want to refer to the "Sample Group Retellings" on page 79 for examples of how your group might retell the story.

5 Retell the Story as a Group

Direct the students' attention to the "Retelling Puffin Peter" chart. Write *First* on the chart and underline the word. Then, model retelling the first part of *Puffin Peter* again, this time writing what you say.

Write and underline the word *Next*. Then have the pair responsible for the next pages retell what happens in that part of the book. Record what they say on the chart paper.

Write and underline the word *Then*. Have the pair responsible for the pages retell their part of the story as you record what they say on the chart paper.

Repeat this procedure for the remaining part(s) of the story.

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Choose volunteers to read the chart aloud to the group. You may want to have one volunteer read the first part, another volunteer read the next part, and so on.

6 Reflect on Partner Work

Help the students reflect on how they did retelling with partners. Ask and discuss:

Q *What went well when you retold the story with your partner today?*

Share some of your observations about the students' interactions.

Encourage the students to continue retelling the story of *Puffin Peter* or any other books they read. You might suggest that they retell stories to classmates during independent reading, or to family members or friends.

Have the students return *Puffin Peter* to their toolboxes and encourage them to reread it independently.

Teacher Note

After completing this set of lessons, you may choose to display this chart in the classroom reading area for students to read together. You will not display this chart during the Day 3 lessons when the students are retelling from memory.

GUIDED SPELLING

storm	"When the storm was over, Peter was lost."
large	"The large blue whale took Peter to an island."
where	"Peter wondered where his friend was."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

storm: Point to the *fork* picture on the "Spelling-Sound Chart" and remind the students that there is only one way to spell the sound /ôr/. Tell the students that in *storm* the sound /ôr/ is spelled *o-r*.

large: Point to the *car* picture on the chart and remind the students that there is only one way to spell the sound /ar/. Tell the students that in *large* the sound /ar/ is spelled *a-r*. Tell the students that in *large* the sound /j/ is spelled *g-e*.

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Day 3

Puffin Peter
Retelling a Story

Materials

- Teacher and student copies of *Puffin Peter*
- "Sequencing Words" chart from Day 1

In this lesson, the students:

- Use sequencing words to tell events in order
- Retell part of a story
- Reread part of a fiction book

1 Gather and Review Retelling

Remind the students that in the last lesson they retold part of the story of *Puffin Peter*. Review that *retelling* stories, telling the important parts of a story in the right order, can help readers understand what they read and share stories with others.

2 Review Sequencing

Remind the students that they used sequencing words to retell what happened when a storm separated Peter and Paul. Direct the students' attention to the "Sequencing Words" chart. Point out that in the last lesson, you used those same sequencing words to organize the group's retelling of the whole book.

Review that sequencing words such as *first*, *next*, *then*, and *finally* can help readers think about the order events happen in a story. Explain that today the students will use sequencing words and think about why the events of the story happen in a particular order.

3 Discuss the Order of Events

Explain that the group will discuss the order in which the whale and Peter see the birds because later, pairs will try to tell the story of *Puffin Peter* without rereading the book.

Have the students open their books to pages 16–17. Review that, first, Peter tells the whale that he is looking for a bird that is "funny and noisy." Point to *First* on the "Sequencing Word" chart and ask:

Q *Which birds does the whale take Peter to first? Why does that make sense?*

Encourage the students to use the word *first* in their responses. Then have them turn to pages 18–19 to see the "funny and noisy" birds.

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Point to the word *Next*. Review that next, Peter tells the whale that Paul's feathers are black and white. Ask:

Q *Which birds does the whale take Peter to next? Why does that make sense?*

Encourage the students to use the word *next* in their responses. Then have them turn to pages 20–21 to see the "funny and noisy" birds that are also black and white.

Point to *Then*. Review that then, Peter tells the whale that Paul has a very colorful beak. Ask:

Q *Then which bird does the whale take Peter to? Why does that make sense?*

Encourage the students to use the word *then* in their responses. Then have them turn to pages 22–23 to see the "funny and noisy," "black and white" bird "with the colorful beak."

Have the students turn to pages 32–33 and point to *Finally*. Tell the students that finally Paul finds Puffin Peter and the whale sees that Paul looks just like Peter.

4 Retell Part of the Story in Pairs

Explain that partners will retell what happens when the whale and Peter look for Paul and that they will try to do so without looking in their books.

Ask and briefly discuss:

Q *How will you and your partner take turns retelling the story?*

Have the students retell Peter's journey in pairs.

5 Reflect on Sequencing and Retelling

Review that sequencing words help readers retell the events in a story in the right order so the story makes sense. Ask:

Q *What was fun about retelling* Puffin Peter*?*

Have the students return *Puffin Peter* to their toolboxes. Encourage them to reread the book independently.

Teacher Note

If necessary, support any student who struggles to remember the sequence of events by having him look at the illustrations in the book.

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GUIDED SPELLING

rocky	"Peter and Paul lived on a rocky island."
noisy	"The parrots were funny and noisy but they were not black and white."
their	"The penguins were black and white but their beaks were not colorful."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

rocky: Point to the *tree* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ē/. Tell the students that the sound /ē/ at the end of a two-syllable word is usually spelled *y*. Tell the students that in *rocky* the sound /ē/ is spelled *y*.

noisy: Support the students in writing the base word, *noise*. Point to the *toy* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /oi/. Tell the students that in *noisy* the sound /oi/ is spelled *o-i*. Tell the students that in *noisy* the sound /z/ is spelled *s*. Remind the students that the sound /ē/ at the end of a two-syllable word is usually spelled *y*. Tell the students that in *noisy* the sound /ē/ is spelled *y*. Then support the students in erasing the *e* and replacing it with *y*.

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Sample Group Retellings

Sample One:
Puffin Peter was Paul's best friend. **First**, the puffins were swimming. There was a HUGE storm and the birds were separated. Peter met a whale and told him that his friend was gone. **Next**, Peter described Paul to the whale and the whale took Peter to see different birds, but none of them were Paul. **Then**, they stopped looking for Paul, and Peter was sad. **Finally**, a bird came flying towards Peter and the whale. It was Paul!

Sample Two:
First, Puffin Peter and Paul were swimming. A big storm came and Peter got lost. **Next**, Peter realized that Paul was gone and he asked the whale to help him find Paul. **Then**, the whale took Peter to some parrots because Peter had said Paul was noisy and loud. Then Peter said that Paul was black and white, so the whale took him to some penguins. Then Peter said that Paul had a colorful beak, so the whale took him to a toucan. Then, Peter was sad. **Finally**, Paul found Peter! The whale said, "Why didn't you tell me that Paul is a puffin, just like you?"

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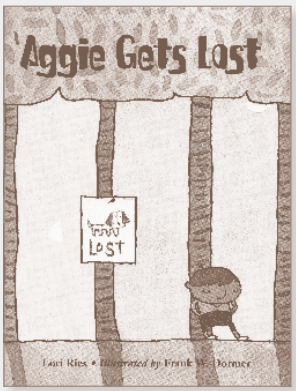
RESOURCES



Aggie Gets Lost

by Lori Ries, illustrated by Frank W. Dormer

In this fiction text, Ben's best friend—his dog, Aggie—goes missing.

More Strategy Practice

- "Explore Characters' Feelings in 'The Bad Day'"
- "Explore Characters' Feelings in 'The Awful Night'"

Assessment Resource Book

- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA7)

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OVERVIEW

Academic Focus

- Students retell a story.
- Students read and discuss a fiction text.
- Students use their own words to describe the events in a story.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Prior to Day 2, check in with individual students to make sure they have done the reading. If necessary, provide them with additional structured reading time.

✓ Prior to Day 3, create retelling prompts by writing each of the prompts that follow on a separate sheet of paper for display during the lesson (see Steps 3 and 4):

- *Ben and Aggie go to the park.*
- *Ben and his family can't find Aggie.*
- *Ben has an awful night.*
- *Ben gets help from Mr. Thomas.*
- *Ben and Aggie find each other.*

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA7); see page 210 of the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *people*, *enough*, and *climb* to the word wall if they are not already displayed.

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Day 1

Aggie Gets Lost
Reading and Retelling

Materials

- Teacher and student copies of *Aggie Gets Lost* (pages 3–29)
- 2 self-stick notes for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

In this lesson, the students:

- Read and discuss a chapter
- Retell part of a story

1 Gather and Introduce *Aggie Gets Lost*

Distribute *Aggie Gets Lost* and one self-stick note to each student. Read the title and names of the author and illustrator aloud. Give the students a moment to look at the front and back covers. Then ask:

Q *What do you think this book is about?*

Explain that *Aggie Gets Lost* is one of a series of books about a boy named Ben and his dog, Aggie. Ben and Aggie are best friends and do everything together.

Explain that today the students will read and discuss the first chapter of *Aggie Gets Lost* and practice telling part of the story in their own words.

Teacher Note

Consider providing copies of other books in the Aggie and Ben series for the students to read independently.

2 Read and Discuss "The Bad Day"

Distribute a self-stick note to each student. Have the students open their books to page 17 and mark the page so they know where to stop reading. Then have the students turn to page 3 and read the chapter quietly to themselves.

Teacher Note

Note that page 3 is unnumbered.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask and discuss:

Q *What happens in this chapter?*

Q *What does Ben do to try to find Aggie?*

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Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What do Aggie and Ben do at the park?*

Q *What happens to Aggie at the park?*

Ask:

Q *Why do you think this chapter is called "The Bad Day"? Turn to your partner.*

Have a few students share their thinking.

3 Model Retelling Using Text and Illustrations

Have the students turn to pages 8–9, and tell them to look at the illustration. Ask and briefly discuss:

Q *Where do you think Aggie went? What in the illustration makes you think that? Turn to your partner.*

Have a few students share their thinking. If the students do not mention it, point out the skunk in the illustration. Explain that sometimes, important parts of a story are included only in the illustrations.

Read pages 8–9 aloud, having the students to follow along as you read. Next, explain that you will tell what happens on these pages in your own words.

> **You might say:**
>
> "I'm going to take a minute to think about the words and the illustration on these pages. Ben throws the ball really hard and far. Aggie runs after the ball. She sees a skunk in the trees and starts chasing it. Aggie disappears; Ben can't see her anymore."

Point out that the skunk is not mentioned in the words but that you included information about the skunk because it is important to the story.

4 Use Text and Illustrations to Retell in Pairs

Explain that the students will use their own words to retell pages 8–9 in pairs. Allow them a few moments to think about what they will say, and then have partners take turns retelling the pages.

After both partners have had a chance to talk, explain that *retelling* stories, telling stories in their own words, can help readers understand and share what they read with others. Explain that in the coming days, the students will retell more of *Aggie Gets Lost* in their own words.

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5 Introduce "The Awful Night" for Independent Reading

Tell the students that they will read "The Awful Night" during independent reading, before they read any other books from their toolboxes. Explain that when the group meets again, they will discuss the chapter so it is important that they read only the assigned pages and do not read ahead.

Explain that "The Awful Night" describes how Ben feels the night after he loses Aggie. Distribute the remaining self-stick notes. Have the students use a self-stick note to find and mark the start of the chapter on page 19. Then have them turn to page 29 and mark it with another self-stick note so they know where to stop reading.

Tell the group when their next meeting will be and remind the students that they will complete their independent reading before that lesson. Have the students put *Aggie Gets Lost* into their toolboxes.

Teacher Note

Note that page 19 is unnumbered.

ELL Note

Sustaining comprehension through a longer text may be challenging for the students. Consider checking in with them as they read the assigned chapter independently.

GUIDED SPELLING

now	"I threw the ball too far and now I can't see my dog."
howl	"I can hear my dog howl."
people	"We tell the people in the park about my dog."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

now: Point to the *clown* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ou/. Remind the students that the sound /ou/ at the end of a word is usually spelled *o-w*. Tell the students that in *now* the sound /ou/ is spelled *o-w*.

howl: Follow the same procedure to support the students in spelling *howl*. Tell the students that in *howl* the sound /ou/ is spelled *o-w*.

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MORE STRATEGY PRACTICE

Explore Characters' Feelings in "The Bad Day"

Have the students open their copies of *Aggie Gets Lost* to the chapter "The Bad Day" and give them a few moments to look at the illustrations. Ask and briefly discuss:

Q *How does Ben feel about Aggie? What about the illustrations tells you that?*

Q *How does Ben feel about Aggie being lost? What about the illustrations tells you that?*

Aggie Gets Lost
Reading and Retelling

Day 2

In this lesson, the students:

- Retell part of a story
- Read and discuss chapters of a book

1 Gather and Reflect on Reading Independently

Tell the students that today they will talk about "The Awful Night," the chapter of *Aggie Gets Lost* they read independently, and then read and discuss the next chapter. Ask and discuss:

Q *What did you like about reading "The Awful Night" on your own? What was challenging about it?*

2 Discuss "The Awful Night"

Give the students a few moments to look through the illustrations in "The Awful Night." Then ask:

Q *What happens in "The Awful Night"?*

Then have the students discuss the following questions, first in pairs and then as a whole group:

Q *What are some things Ben likes about Aggie? Turn to your partner.*

Q *What are some things Ben doesn't like about Aggie? Turn to your partner.*

Materials

- Teacher and student copies of *Aggie Gets Lost* (pages 31–48)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

Teacher Note

Check in with individual students before beginning today's lesson to make sure they have done the reading. If necessary, provide them with additional structured reading time.

Teacher Note

If the students need support remembering the story, encourage them to refer back to the book.

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Teacher Note

Note that page 31 is unnumbered.

3 Read and Discuss "Found!"

Have the students turn to page 31. Tell them that they will now read the last chapter, "Found!" and then discuss it as a group.

Have the students read the chapter quietly to themselves.



INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask and briefly discuss:

Q *What happens in this chapter?*

Then ask:



Q *How does Mr. Thomas help Ben find Aggie? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "Mr. Thomas helps Ben find Aggie by telling Ben to see like him."
>
> "Mr. Thomas tells Ben to try using his hands and ears and nose instead of his eyes."
>
> "Ben hears Aggie howl because Mr. Thomas helps him listen."

4 Retell Using Text and Illustrations

Have the students turn to pages 44–45, reread the pages quietly to themselves, and look at the illustration. Ask:



Q *What do you think happened to Aggie? What in the words or in the illustration tells you that? Turn to your partner.*

Have a few students share their thinking.

Point out that, as in the first chapter, the skunk appears only in the illustration. Explain that you will model telling this part of the story in your own words, and then the students will have a turn. Tell the students that you will include the skunk in your retelling because it is important to the story.

Have the students listen as you tell what happens on pages 44–45 in your own words.

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You might say:

"I'm going to take a minute to think about the words and the illustration on these pages. [Pause.] When Ben finally finds Aggie, she is smelly and needs a bath. There is a skunk hiding in the forest, so it seems like Aggie chased the skunk and the skunk sprayed her."

Have a few students retell what happens on pages 44–45.

Remind the students that retelling stories, telling stories in their own words, helps readers understand and share what they read with others. Explain that in the next lesson, the students will tell more of *Aggie Gets Lost* in their own words.

5 Wrap Up

Have the students put *Aggie Gets Lost* into their toolboxes, and encourage them to reread the book independently.

GUIDED SPELLING

teeth	"I brush my teeth every day."
treats	"My dog is happy when she gets treats."
enough	"Did I give my dog enough treats?"

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

teeth: Point to the *tree* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ē/. Tell the students that in *teeth* the sound /ē/ is spelled *e-e*.

treats: Tell the students that in *treats* the sound /ē/ is spelled *e-a*. Support the students in writing the base word, *treat*, before adding the inflectional ending to write *treats*.

MORE STRATEGY PRACTICE

Explore Characters' Feelings in "The Awful Night"

Have the students reread pages 20–23 in *Aggie Gets Lost*. Ask and briefly discuss:

Q *How does Ben feel at the beginning of the chapter? What on these pages makes you think that?*

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Have the students reread pages 24–25. Ask and briefly discuss:

Q *How does Ben feel in this part of the chapter? What on these pages makes you think that?*

Have the students reread page 29. Ask and briefly discuss:

Q *How does Ben feel at the end of the chapter? What on this page makes you think that?*

Day 3

Aggie Gets Lost

Retelling a Story

Materials

- Teacher and student copies of *Aggie Gets Lost*
- Retelling prompts, prepared ahead
- "Group Progress Assessment" sheet (GA7)

Teacher Note

If the students would benefit from reviewing *Aggie Gets Lost* before they retell the whole story, consider having them reread the book in independent work before beginning this lesson.

In this lesson, the students:

- Discuss a book
- Retell a story with partners
- Listen respectfully to the thinking of others and share their own

1 Gather and Review *Aggie Gets Lost*

Give the students a few moments to look through the illustrations of *Aggie Gets Lost*. Ask and briefly discuss:

Q *What is your favorite part of the story?*

Then ask:

Q *In the story, Ben wonders whether Aggie is lost or has run away. What do you think?*

Have a few students share their thinking.

2 Review Retelling

Review that earlier the students retold parts of *Aggie Gets Lost* in their own words. Ask and briefly discuss:

Q *What do you know about retelling?*

Remind the students that retelling stories, telling stories in their own words, helps readers understand what they read and share stories. Explain that today partners will work together to retell the whole story of *Aggie Gets Lost*.

3 Get Ready to Retell the Story

Display the retelling prompt ("Ben and Aggie go to the park") and read it aloud. Tell the students you will model retelling the first part of the story. Ask them to pay attention to what you include and what you leave out.

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You might say:

"At the beginning of the story, Ben and Aggie go to the park to play fetch. One time, Ben throws the ball really far. Aggie sees a skunk when she is chasing the ball and runs after the skunk. [Pause.] I can't remember what happens next, so I am going to look back at the book and check. [Open the book to pages 10–11.] I remember. Ben looks for Aggie in the park but cannot find her. I'm going to stop retelling there because after that, Ben isn't in the park anymore."

Ask:

Q *What did I include in my retelling? What did I leave out?*

Students might say:

"You included what they did at the park."

"You didn't say the ball was red."

"You said what was on the sheet, 'Ben and Aggie go to the park.' "

Point out that you did not include everything from the words and illustrations in your retelling. You included enough information to help listeners understand the story. Point out that you also looked at some of the pages in the first part of the chapter "The Bad Day" to help you remember what to include in your retelling.

Reread the first prompt aloud. Ask:

Q *How would you tell the part of the story when Ben and Aggie go to the park in your own words?*

Have a few students retell the first part of the story.

4 Retell the Story in Pairs

Explain that you will show the group another sentence to help them think about the next part of the story, and then partners will take turns telling that part in their own words.

Display and read aloud the second retelling prompt, "Ben and his family can't find Aggie." Explain that when the students retell this part of the story, they can look back at to the second part of "The Bad Day" to help them remember what to include. Ask:

Q *How would you tell this part of the story in your own words? Turn to your partner.*

Have the students use the remaining prompts to retell the rest of *Aggie Gets Lost*. Display the prompts one at a time, read each one aloud, and have partners take turns retelling the corresponding parts of the story. Remind the students that if they need help remembering what to include in their retelling, they can look back at the pages in the book that go with the prompt.

Teacher Note

If time allows, have a few students share with the group before moving on to the next prompt.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to determine which events to include in response to each retelling prompt?
- Are they telling the story in their own words?
- Are pairs able to take turns talking and listening?

Record your observations on the "Group Progress Assessment" sheet (GA7); see page 210 of the *Assessment Resource Book*.

Support any student who struggles to retell parts of the story by having her study the illustrations and encouraging her to describe the pictures.

5 Reflect on Retelling in Pairs

Help the students reflect on how they did retelling with partners. Ask:

Q *What went well when you retold the story with your partner today?*

Share some of your observations about how the students worked together.

Encourage the students to retell *Aggie Gets Lost*, or any other stories they have read. You might suggest that they retell stories to classmates during independent reading, or to a family member or friend. You might also suggest that the students write retellings of their favorite stories.

Ask the students to put *Aggie Gets Lost* in their toolboxes, and encourage them to reread the book independently.

GUIDED SPELLING

badge	"The policeman has a shiny badge."
fetch	"My dog loves to play fetch."
climb	"I climb into bed and think about my dog."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

badge: Remind the students that the sound /j/ at the end of a word is usually spelled *d-g-e*. Tell the students that in *badge* the sound /j/ is spelled *d-g-e*.

fetch: Remind the students that the sound /ch/ at the end of a word is usually spelled *t-c-h*. Tell the students that in *fetch* the sound /ch/ is spelled *t-c-h*.

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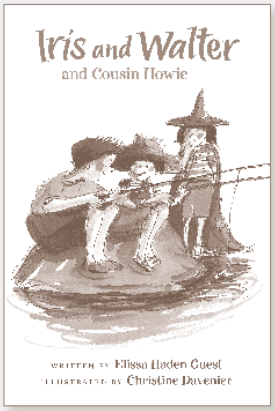
RESOURCES



Iris and Walter and Cousin Howie

by Elissa Haden Guest, illustrated by Christine Davenier

In this fiction text, Iris feels left out when her best friend's cousin comes to visit.

Assessment Resource Book

- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA8)

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OVERVIEW

Academic Focus

- Students make and discuss text-to-self connections.
- Students read and discuss a fiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students share their thinking.

DO AHEAD

✓ Prior to Day 1, write the following discussion prompt on a sheet of chart paper: *In this chapter,* _____. *This reminds me of* _____. (See Step 3.)

✓ Prior to Day 2, check in with individual students to make sure they have done the reading. If necessary, provide them with additional structured reading time.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA8); see page 211 of the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *why* and *who* to the word wall if they are not already displayed.

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Day 1

Iris and Walter and Cousin Howie

Making Text-to-self Connections

Materials

- Teacher and student copies of *Iris and Walter and Cousin Howie* (pages 7–21)
- Two self-stick notes for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- Charted discussion prompt, prepared ahead

In this lesson, the students:

- Make and discuss text-to-self connections
- Read and discuss chapters of a book
- Share their thinking

1 Gather and Introduce *Iris and Walter and Cousin Howie*

Show the cover of *Iris and Walter and Cousin Howie* and read the title and the names of the author and illustrator aloud. Point out Iris (right), Walter (middle), and Cousin Howie (left) on the front cover.

Distribute *Iris and Walter and Cousin Howie*. Have the students look at the illustration on the front cover. Ask:

Q *What do you notice about this picture?*

2 Read and Discuss Chapter 1, "Walter's Great News"

Have the students open to the "Contents" page and explain that this page tells which page each chapter starts on. Point out that chapter 1 is called "Walter's Great News." Ask:

Q *When have you gotten great news? Turn to your partner.*

Have a few students share their thinking.

Distribute one self-stick note to each student. Have the students open their books to page 13 and mark the page so they know where to stop reading. Then ask them to use the table of contents to find the page where chapter 1, "Walter's Great News," begins. Have them turn to the page and read the chapter quietly to themselves.

ELL Note

Explain that a *magician* is a person who performs magic tricks.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

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When all the students have read the chapter at least once, ask:

Q *What happens in this chapter?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What do you know about Iris and Walter?*

Q *How do Iris and Walter feel about Cousin Howie coming to visit?*

Q *What do Iris and Walter want to do when Howie comes?*

3 Introduce and Model Making Text-to-self Connections

Explain that readers often think about how what they read reminds them of things that have happened to them, things they have done, and people they know. Direct the students' attention to the charted discussion prompt "In this chapter, _____. This reminds me of _____." and read it aloud.

Ask the students to listen as you use the prompt to share a connection to the chapter.

> **You might say:**
>
> "In this chapter, Walter and Iris are excited for Cousin Howie's visit. This reminds me of how excited I am when my grandma comes to visit. She always makes me my favorite foods and tells me how much she loves me."

Tell the students that making connections with a text—thinking about how the book reminds them of their own lives—is called *making text-to-self connections*.

4 Make Text-to-self Connections in Pairs

Explain that the students can make text-to-self connections to *Iris and Walter and Cousin Howie* by thinking about how the book reminds them of things that have happened to them, things they have done, and people they know. Tell the students that in this chapter, Iris and Walter are excited for a visitor. Ask:

Q *When have you been excited for a visitor? What happened? Turn to your partner.*

Have a few students share their thinking.

Teacher Note

Save the charted discussion prompt to use on Day 2.

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5 Introduce Chapter 2, "Cousin Howie" for Independent Reading

Tell the students that they will read chapter 2, "Cousin Howie," during independent reading, before they read other books in their toolboxes. Encourage them to notice any text-to-self connections they make as they read.

Explain that when the group meets again, the students will discuss the chapter and their connections. Tell the students that it is important for the group discussion that they complete the assigned reading and do not read ahead.

Have the students use the table of contents to find the first page of chapter 2, "Cousin Howie," and mark the page so they know where to start reading. Then distribute the other self-stick note and have the students mark page 21 so they know where to stop reading.

Tell the students when their next lesson will be and remind them to complete their independent reading prior to that lesson. Have them put *Iris and Walter and Cousin Howie* into their toolboxes.

Teacher Note

You may want to have the students turn to pages 14–15. Point out the hammock in the illustration and explain that a *hammock* is a net strung between two trees.

ELL Note

Sustaining comprehension through a longer text may be challenging for the students. Consider checking in with them as they read the assigned chapter independently.

GUIDED SPELLING

sunshine	"Iris likes to play in the sunshine with Baby Rose."
weekend	"Walter was excited for his cousin, Howie, to stay for the weekend."
why	"Iris wondered why Cousin Howie was visiting."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

sunshine: Tell the students that *sunshine* is a *compound word*, a word made from two shorter words. Support the students in breaking the word into its smaller words and then writing each smaller word one at a time. Remind the students not to leave a space between the smaller words. For *shine*, point to the *kite* picture on the "Spelling-Sound Chart," and remind them that there are different ways to spell the sound /ī/. Tell the students that in *shine* the sound /ī/ is spelled *i_e*.

weekend: Repeat the procedure to support the students in writing compound words. For *week*, point to the *tree* picture on the "Spelling-Sound Chart," and remind them that there are different ways to spell the sound /ē/. Tell the students that in *week* the sound /ē/ is spelled *e-e*.

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Iris and Walter and Cousin Howie

Making Text-to-self Connections

Day 2

In this lesson, the students:

- Make and discuss text-to-self connections
- Read and discuss chapters of a book
- Share their thinking

1 Gather and Discuss Chapter 2, "Cousin Howie"

Remind the students that they read chapter 2, "Cousin Howie," independently and thought about how it reminded them of their own lives as they read to prepare for today's discussion. Ask:

Q *What happens in this chapter?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What happens when Iris meets Cousin Howie?*

Q *What does Iris talk about with her mom and dad?*

2 Review and Discuss Text-to-self Connections

Remind the students that thinking about how a book reminds them of their own lives is called making text-to-self connections. Review that they can make text-to-self connections by thinking about how the book reminds them of things that have happened to them, things they have done, and people they know.

Ask them to listen as you use the prompt "In this chapter, _____. This reminds me of _____." to share a text-to-self connection you made to the chapter.

> **You might say:**
>
> "In this chapter, when Iris gets to Walter's house, Cousin Howie is sitting in Iris's spot on the hammock. This reminds me of when my sister had a friend over who sat in my spot on the couch when we watched a movie. I felt sad that my sister wanted to sit next to her friend instead of me."

Materials

- Teacher and student copies of *Iris and Walter and Cousin Howie* (pages 15–31)
- Charted discussion prompt from Day 1
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

Teacher Note

Check in with individual students before you begin this lesson to make sure they have done the reading. If necessary, provide them with additional structured reading time.

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Encourage the students to use the discussion prompt as they share their text-to-self connections. Then ask:

Q *What part of this chapter reminds you of your own life? What does it remind you of?*

Support the students in making text-to-self connections by asking follow-up questions such as:

Q *In this chapter, Iris meets Cousin Howie for the first time. When have you met someone new? What happened?*

Q *In this chapter, Howie tells Iris that she is holding the fishing pole wrong. When has someone told you that you were doing something wrong? How did you feel?*

3 Read and Discuss Chapter 3, "Fishing Troubles"

Explain that the students will now read chapter 3, "Fishing Troubles." Encourage them to notice any text-to-self connections they make as they read.

Have the students open their books to page 31 and mark the page so they know where to stop reading. Then ask them to use the table of contents to find the number of the first page of chapter 3, "Fishing Troubles," turn to the page, and read the chapter quietly to themselves.

ELL Note

Explain that *abracadabra* is a word that magicians use when performing a magic trick.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask:

Q *What happens in this chapter?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does Iris hope Walter will teach her?*

Q *What happens at the pond?*

Q *Why does Iris burst into tears, or start crying?*

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4 Make Text-to-self Connections in Pairs

Tell the students that they will now share their text-to-self connections with their partners. Encourage them to use the discussion prompt as they share; then ask:

Q *What part of this chapter reminds you of your own life? What does it remind you of? Turn to your partner.*

Have a few students share their thinking.

Support the students in making text-to-self connections by asking follow-up questions such as:

Q *When Howie asks Walter if Iris has to do everything with them, Iris feels left out. When have you felt left out? What happened?*

Q *Iris really wants Cousin Howie to teach her magic tricks. When have you wanted someone to teach you something? What happened?*

Teacher Note

Save the charted discussion prompt to use on Day 3.

5 Wrap Up

Explain that in the next lesson, the students will finish reading the book. Collect *Iris and Walter and Cousin Howie*, keeping the self-stick notes in the books.

GUIDED SPELLING

night	"Iris felt sad that night."
might	"Iris thought she might like to be a magician."
who	"Who knows how to do magic tricks?"

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

night: Point to the *kite* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ī/. Tell the students that in *night* the sound /ī/ is spelled *i-g-h*.

might: Repeat the procedure to support the students in spelling the sound /ī/ in *might*.

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Day 3

Iris and Walter and Cousin Howie

Making Text-to-self Connections

Materials

- Teacher and student copies of *Iris and Walter and Cousin Howie* (pages 33–44)
- Charted discussion prompt from Day 2
- "Group Progress Assessment" sheet (GA8)

In this lesson, the students:

- Make and discuss text-to-self connections
- Read and discuss a chapter of a book
- Share their thinking

1 Gather and Review Text-to-self Connections

Remind the students that in the last lesson, they discussed two chapters of *Iris and Walter and Cousin Howie* and shared text-to-self connections. Review that readers make text-to-self connections by thinking about how a book reminds them of things that have happened to them, things they have done, and people they know.

2 Read and Discuss Chapter 4, "A Little Magic"

Tell the students that today they will read chapter 4, "A Little Magic." Encourage them to notice any text-to-self connections they make as they read. Have them use the table of contents to find the first page of chapter 4, "A Little Magic," turn to it, and read the chapter quietly to themselves.

When all the students have read the chapter at least once, ask:

Q *What happens in this chapter?*

Teacher Note

You may want to have the students turn to page 37 and look at the handkerchief in the illustration. Consider explaining that Iris uses a *handkerchief*, a small cloth, to wipe her face and eyes.

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does Iris talk about with her family?*

Q *What does Iris talk about with Walter?*

3 Make Text-to-self Connections in Pairs

Tell the students that making text-to-self connections helps readers understand and enjoy what they read. Encourage them to use the discussion prompt as they share their text-to-self connections with their partners. Then ask:

Q *What part of this chapter reminds you of your own life? What does it remind you of? Turn to your partner.*

Observe the students as they talk with their partners, offering support as needed.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to make and discuss text-to-self connections?
- Do they listen respectfully as their partners share their thinking?

Record your observations on the "Group Progress Assessment" sheet (GA8); see page 211 of the *Assessment Resource Book*.

Support any student who struggles to make text-to-self connections by asking:

Q *When has someone hurt your feelings? What happened?*

Have a few students share their thinking.

Support the students in making text-to-self connections by asking follow-up questions such as:

Q *Iris talked to her family when she was upset about what happened with Howie. What do you do when you're upset?*

Q *Walter says he's sorry that Howie wasn't very friendly. When have you said, "I'm sorry" to a friend? When has a friend said, "I'm sorry" to you? What happened then?*

4 Reflect on Making Text-to-self Connections

Ask and discuss:

Q *What do you like about making text-to-self connections?*

> **Students might say:**
>
> "I like talking about things I've done and things that have happened to me."
>
> "I like it because even though Iris and Walter are different from me and my friends, the same kinds of things happen to us."
>
> "When my partner and I talked about our connections, I realized I felt really sorry for Iris. I was happy when Walter apologized to her."

Encourage the students to continue making text-to-self connections when they read books both in and outside of Small-group Reading and to share their connections with others. Ask them to put *Iris and Walter and Cousin Howie* into their toolboxes, and encourage them to reread the book independently.

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GUIDED SPELLING

playing	"Iris loved playing with Walter."
running	"Walter came running over."
about	"Iris told her family all about Cousin Howie."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

playing: Support the students in writing the base word, *play*. Point to the *cake* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ā/. Tell the students that in *play* the sound /ā/ is spelled *a-y*. Then support the students in adding the inflectional ending to write *playing*.

running: Support the students in writing the base word, *run*, before adding the inflectional ending. Remind the students that when they hear a short vowel sound in a word, there must be two consonants before the ending.

about: Point to the *clown* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ou/. Tell the students that in *about* the sound /ou/ is spelled *o-u*. You may wish to support the students by pronouncing the initial schwa sound using the short vowel /ă/.

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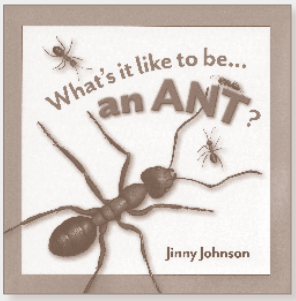
Comprehension

Determining Topic
Exploring Text Features

RESOURCES



What's It Like to Be an Ant?

by Jinny Johnson

This nonfiction text provides information about ants, their life cycle and their jobs.

More Strategy Practice

- "Explore the Index"

Assessment Resource Book

- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA9)

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OVERVIEW

Academic Focus

- Students determine and discuss topic in a nonfiction text.
- Students read and discuss a nonfiction text.
- Students explore and use text features in a nonfiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students share their thinking.
- Students work responsibly in pairs.

DO AHEAD

✓ Prior to Day 1, examine the text features closely (captions, text boxes, index, and glossary) to help you support the students.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA9); see page 212 of the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *your*, *young*, and *other* to the word wall if they are not already displayed.

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Day 1

What's It Like to Be an Ant?

Determining Topic and Exploring Text Features

Materials

- Teacher and student copies of *What's It Like to Be an Ant?* (pages 1–11)
- Self-stick note for each student

In this lesson, the students:

- Determine and discuss topic in parts of a book
- Explore text features: captions, glossary, and text boxes
- Read and discuss part of a book
- Share their thinking

1 Gather and Introduce *What's It Like to Be an Ant?*

Show the cover of *What's It Like to Be an Ant?* and read the title and the name of the author aloud. Ask and briefly discuss:

Q *What do you think you know about ants?*

Tell the students that *What's It Like to Be an Ant?* is a *nonfiction* book, and explain that a nonfiction book gives true information about a topic.

Distribute *What's It Like to Be an Ant?* Have the students open their books to page 3 and follow along as you read the page aloud. Explain that the rest of the book answers the question, "So what's it like to be an ant?" Tell the students that the author chose to write the rest of the book to sound as if an ant is telling the reader about its life.

2 Read and Discuss Part of the Book

Explain that the students will read part of the book and then talk about the text features they notice. Distribute a self-stick note to each student and have the students turn to page 7 and mark the page with self-stick note so they know when to stop reading. Have the students turn to page 4 and read pages 4–7 quietly to themselves. When all the students have read the pages, ask:

Q *What did you hear about what it's like to be an ant in the part you just read?*

Have the students turn to pages 4–5 and point out the caption below the illustration on page 5. Explain that captions are words or sentences that give more information about illustrations or photographs. Have the students read the caption. Ask:

Q *What did you find out from the caption about ants' homes?*

Direct the students' attention to the words "queen ant" on page 6. Point out that the words are different from the rest of the text. The different color tells readers that the words can be found in the glossary. Have the students turn to page 23. Explain that "Ant Words" is a glossary, and that a glossary lists words from the book that readers might not know and tells what each word means.

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Have the students point to the words "queen ant" in the glossary. Have a volunteer read the definition aloud.

Have the students turn to "Ant Words" on page 23. Tell the students that "Ant Words" is a glossary, and explain that a glossary lists words from the book that a reader might not know and tells what each word means.

Have the students point to the words "queen ant" in the glossary. Have a volunteer read the definition aloud.

Teacher Note

If the students are familiar with dictionaries, you may want to point out that the glossary is organized like a dictionary; it lists the words in alphabetical order and tells what each word means.

3 Introduce Text Boxes

Have the students turn to pages 6–7. Point to the words in the purple oval on page 7. Tell the students that this is a feature called a *text box* and that text boxes include extra information that the author wants readers to know. Explain text boxes can be any shape and that in this book they are oval-shaped.

Explain that nonfiction books often include *text features* such as, captions, glossaries, and text boxes, to help readers learn more about a topic, like ants.

4 Read Aloud Part of *What's It Like to Be an Ant?* and Model Determining Topic

TEKS 9.D.i
TEKS 9.D.iii
Student/Teacher Narrative
Step 4 (all)

Remind the students that the *topic* of a nonfiction book is what the whole book is about. Explain that a part of a book can also have a topic.

Have the students follow along as you reread pages 6–7 aloud. Then ask them to listen as you think aloud about the topic in this part of the book.

> **You might say:**
>
> "When I read part of a book and I'm trying to figure out what the topic is, I ask myself, 'What are these pages mostly about?' I think these pages are mostly about queen ants. I think that because the words tell about the queen ant and how the other ants take care of her. Also, I see that the words 'queen ant' are really large and that there are two pictures of queen ants. These things help me figure out that the topic of this part of the book may be queen ants."

Tell the students that when readers think about the topic of part of a book, they may ask themselves what that part is mostly about.

5 Read and Discuss Part of the Book

TEKS 9.D.i
TEKS 9.D.ii
TEKS 9.D.iii
Student/Teacher Activity
Step 5
(discussion questions in Step 5 on page 108)

Tell the students that they will read the next part of the book and think about the topic, or what that part is about. Distribute a self-stick note to each student. Have the students turn to page 11 and mark the page with a self-stick note so they know when to stop reading.

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ELL Note

The students may benefit from hearing you define vocabulary such as "pinhead" and "spun" and having you explain the idiom "looked after."

Teacher Note

Encourage the students to refer to the main text as well as the illustrations and the caption on pages 8–11 to help them answer the question.

ELL Note

You might provide the prompts "The topic of the part I just read is . . ." and "I think that because . . ." to your English Language Learners to help them verbalize their answers to the questions.

Have the students turn back to page 8 and read pages 8–11 quietly to themselves. Ask the students who finish early to reread it, paying close attention to the illustrations. When all the students have finished reading, ask:

Q *What did you hear about ants in the part you just read?*

Review that when readers think about the topic of part of a book, they may ask themselves what that part is mostly about. Ask:

Q *What is the part you just read mostly about? Turn to your partner.*

Do not have the students share their thinking with the group. Ask and briefly discuss:

Q *What is the topic of the part you just read? Why do you think that?*

Have one or two students share their thinking; then tell the group that you think the topic of these pages is how baby ants grow up. Explain that authors often include supporting facts and details that describe the topic. Ask:

Q *What words or pictures on these pages are supporting facts that tell about baby ants? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "There are pictures of baby ants."
>
> "The word 'grew' is really big."
>
> "The pictures are about the ant life cycle because they are eggs, and then larva, and then they get out of the silk cases and are regular ants."

Review that thinking about the topic of part of a nonfiction book can help readers understand and remember that part.

6 Reflect on the Reading

Remind the students that the nonfiction book they are reading answers the question "What's it like to be an ant?" Ask and discuss:

Q *What is something interesting you learned about what it's like to be an ant?*

Explain that in the next lesson, the students will read more of *What's It Like to Be an Ant?* and discuss what they learn.

Collect *What's It Like to Be an Ant?* keeping the self-stick notes in the books.

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GUIDED SPELLING

new	"New ants start their lives as eggs."
grew	"The larva grew bigger and bigger."
your	"It got to be as big as your fingernail."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

new: Point to the *flute* picture on the "Spelling-Sound Chart," and remind the students that there are different ways to spell the sound /o͞o/. Tell the students that in *new* the sound /o͞o/ is spelled *e-w*.

grew: Follow the same procedure to support the students in spelling *grew*.

What's It Like to Be an Ant?

Determining Topic

Day 2

In this lesson, the students:

- Determine and discuss topic in parts of a book
- Use text features: captions and text boxes
- Read and discuss part of a book
- Share their thinking

Materials

- Teacher and student copies of *What's It Like to Be an Ant?* (pages 12–17)
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

1 Gather and Review *What's It Like to Be an Ant?*

Remind the students that in the last lesson, they listened to and read parts of the nonfiction book *What's It Like to Be an Ant?* Review that the author wrote the book as if an ant is telling about its life as a way to give readers information about ants. Ask:

Q *What do you remember reading about ants? Turn to your partner.*

Have a few students share their thinking. Explain that today the students will read and discuss more of the book.

2 Read and Discuss Part of the Book

Show pages 12–15 in your copy of the book and explain that the students will read and discuss this part of the book first.

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Point out the text box on page 12 and the caption on page 14 and remind the students to read all the text on the pages, including any text boxes or captions.

Distribute *What's It Like to Be an Ant?* Have the students open their books to page 15 and mark the page with a self-stick note so they know where to stop reading.

Have the students turn back to page 12 and read pages 12–15 quietly to themselves. Tell students who finish early to reread the pages and look carefully at the illustrations.

ELL Note

The students may benefit from hearing you explain the expression "manage by myself."

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the pages at least once, ask and discuss:

Q *What information about ants did you learn in the part you just read?*

Teacher Note

Encourage the students to refer to the words and illustrations on pages 12–15 to help them remember what they read.

3 Determine and Discuss Topic for Part of the Book

Remind the students that part of a nonfiction book can have a topic. Explain that the students will reread the same part quietly to themselves and then talk about what they think the topic is. Have them reread pages 12–15 quietly to themselves. When all the students have reread the pages at least once, review that when readers want think about the topic of part of a book, they may ask themselves what that part is mostly about. Ask:

Q *What is the part you just read mostly about? Turn to your partner.*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does the ant do when it grows up?*

Q *What job does the ant have first? What job does it have next?*

Q *What do the worker ants do to take care of the younger ants? To get food for the nest?*

ELL Note

You might provide the prompts "The topic of the part I just read is . . ." and "I think that because . . ." to your English Language Learners to help them verbalize their answers to the questions.

Do not have the students share their thinking with the group.

Ask and briefly discuss:

Q *What is the topic of the part you just read? Why do you think that?*

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Have one or two students share their thinking; then tell the group that you think the topic of these pages is worker ants. Ask:

Q *What words or pictures on these pages tell readers about worker ants? Turn to your partner.*

Have a few students share their thinking.

4 Determine Topic for the Next Part of the Book

Tell the students that they will now read the next part quietly to themselves and then talk about what they think the topic is. Have them read pages 16–17 quietly to themselves. Then ask:

Q *What is the part you just read mostly about? Turn to your partner.*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What job does the ant tell about in this part?*

Q *What do the guard ants do to protect the nest?*

Do not have the students share their thinking with the group.

Ask and briefly discuss:

Q *What is the topic of the part you just read? What words or pictures tell you about that topic?*

Have a few students share their thinking.

> **Students might say:**
>
> "I think the topic is guard ants because it says what guard ants do, like how they fight and sting."
>
> "The topic of this part is guard ants because the picture shows the guard ants fighting."
>
> "I think the topic is how ants protect the nest because it says 'One day I will be a guard ant and protect our nest.'"

Review that thinking about the topic of part of a nonfiction book can help readers understand and remember that part.

5 Reflect on the Reading

Ask and discuss:

Q *What did you find out about ants that surprised you?*

Explain that in the next lesson, the students will read the rest of *What's It Like to Be an Ant?* and discuss what they learn.

Collect *What's It Like to Be an Ant?* keeping the self-stick notes in the books.

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GUIDED SPELLING

weak	"The ant was a bit weak and wobbly."
head	"An ant has six legs and a pair of feelers on its head."
young	"The ant's job was looking after the eggs and the young."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

ea: Tell the students that they will spell words with the same spelling, *e-a*, that have different vowel sounds, /ē/ and /ĕ/. You may want to write the spelling *e-a* on your wipe-off board to support the students.

weak: Point to the *tree* picture on the "Spelling-Sound Chart," and remind the students that there are different ways to spell the sound /ē/. Tell the students that in *weak* the sound /ē/ is spelled *e-a*.

head: Support the students by telling them that the sound /ĕ/ in *head* is spelled *e-a*.

Day 3

What's It Like to Be an Ant?

Determining Topic

Materials

- Teacher and student copies of *What's It Like to Be an Ant?* (pages 18–21)
- "Group Progress Assessment" sheet (GA9)

In this lesson, the students:

- Determine and discuss topic in parts of a book
- Read and discuss part of a book
- Work responsibly in pairs
- Share their thinking

Teacher Note

If the students have difficulty answering the question, consider doing a picture walk through pages 12–17 to help them remember the topics of the parts they talked about.

1 Gather and Review Topic

Remind the students that in the previous lessons they read parts of the nonfiction book *What's It Like to Be an Ant?* and talked about the topic of each part. Review that thinking about the topic of part of a book can help readers understand and remember that part. Ask and briefly discuss:

Q *What are some topics you talked about in the last lesson?*

Tell the students that today they will read the last part of the book and talk about what they think the topic of that part is.

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2 Read and Discuss Part of *What's It Like to Be an Ant?*

Distribute *What's it like to be an Ant?* Have the students open their books to page 21 and mark the page with a self-stick note so they know where to stop reading. Have the students turn back to page 18 and read pages 18–21 quietly to themselves. Ask and briefly discuss:

Q *What did you hear about ants in the part you just read?*

3 Reread Part of the Book and Discuss Topic

Tell the students that they will reread the same part quietly to themselves and then talk about what they think the topic is.

Have the students turn back to page 18 and reread the pages. Tell students who finish early to reread the pages, paying close attention to the illustrations.

When all the students have read the pages at least once, review that when readers think about the topic of part of a book, they may ask themselves what that part is mostly about. Ask:

Q *What is the part you just read mostly about? Turn to your partner.*

GROUP PROGRESS ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are the students able to say what they think the pages are mostly about?
- Are they referring to the text and illustrations as needed to support their thinking?
- Are partners working well together?

Record your observations on the "Group Progress Assessment" sheet (GA9); see page 212 of the *Assessment Resource Book*.

Support any student who struggles by asking questions such as:

Q *How are queen ants and male ants alike? How are they different?*

Q *What do you notice about the illustrations on these pages?*

Q *How are these kinds of ants different from workers?*

Do not have the students share their thinking with the group.

Ask and briefly discuss:

Q *What is the topic of the part you just read? Why do you think that?*

TEKS 7.C.i
Student/Teacher Activity
Step 3 (all, beginning on page 113, continuing on to page 114, and including the second Teacher Note at the bottom of page 113)

Teacher Note

Encourage the students to refer to the words and illustrations on pages 18–21 to help them remember what they read.

Teacher Note

Pages 18–21 do not have a clear topic. Accept the students' ideas as long as they are able to provide evidence from the text and illustrations to support their thinking. If they struggle to provide evidence, ask them to reread and, if necessary, revise their ideas.

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TEKS 6.F.ii
Student/Teacher Activity
Step 3
(discussion questions at the top of page 114)

Facilitate a discussion by asking follow-up questions such as:

- Q *What words or pictures on these pages make you think the topic is [ants with wings]?*
- Q *Do you agree that the topic of this part of the book is [male ants and queen ants]? Why or why not?*
- Q *[Mariana] thinks this part is mostly about [ants that don't hatch into workers]? If you have a different idea, what is it?*

Explain that readers may have different ideas about the topic of part of a book and that is okay. What is important is that they understand what they read and can share what they learned with others.

4 Reflect on Working in Pairs

Ask and discuss:

- Q *What went well when you worked with your partner today?*

Have the students put *What's It Like to Be an Ant?* into their toolboxes. Encourage them to reread the book independently and to share what they have learned about ants with others.

GUIDED SPELLING

first	"The ant's first job was looking after the eggs."
fight	"If other insects attack the nest, the ants fight back."
other	"The ant went out with other workers to find food."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

first: Point to the *bird* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ûr/. Tell the students that in *first* the sound /ûr/ is spelled *i-r*.

fight: Point to the *kite* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ī/. Tell the students that in *fight* the sound /ī/ is spelled *i-g-h*.

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MORE STRATEGY PRACTICE

Explore the Index

Tell the students that some nonfiction books have another text feature at the end of the book called an *index*. Have them open their books to page 24 and ask them to point to the words Ant index at the top of the page.

Have the students read the index quietly to themselves and think as they read about what they notice. Ask:

Q *What do you notice about the index?*

Have one or two students share their thinking.

> **Students might say:**
>
> "Some of the words are also in the glossary."
>
> "All the words have more than one number."
>
> "I see the words *queen ant* and we read about queen ants."

Explain that an index tells the reader where to look in the book for information about topics like eggs, guard ants, and larva.

Point out that the numbers next to each topic are the pages in the book where the topic is explained. Ask the students to point to the words male ants in the index. Explain that the numbers 18 and 20 tell readers they can find information about male ants on pages 18 and 20.

Tell the students you will show them how to use the index to find information about male ants. Model using the index by locating the words male ants and turning to the first page referenced (page 18).

Explain that you will read aloud the page and ask the students to listen for information about male ants. Point out that it is important to listen carefully because information about male ants may appear more than once on the page.

Have the students turn back to page 18 and follow along in their books as you read the page aloud, including the text box. Ask and briefly discuss:

Q *What information did you hear about male ants?*

Have partners turn to page 24 and use the index to find the second page referenced for the words *male ants* (page 20). Ask them to read the page quietly to themselves to find information about male ants. Ask and briefly discuss:

Q *What information did you find about male ants on this page?*

Tell the students that the index in a nonfiction book helps readers quickly find all the places in the book where a topic or a word is mentioned. Explain that readers often use the index if they have a question about a specific topic or want to find out more about it.

Teacher Note

If the students are familiar with alphabetical order, you may want to point out that the topics are listed in alphabetical order.

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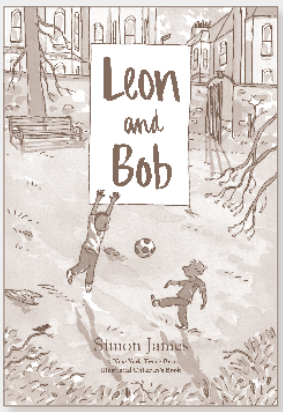
Comprehension

Wondering

Making and Supporting Predictions

RESOURCES



Leon and Bob

Written and illustrated by Simon James

In this fiction text, Leon and his imaginary friend, Bob, are inseparable until Leon makes friends with the boy next door.

Assessment Resource Book

- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA10)

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OVERVIEW

Academic Focus

- Students wonder to help them understand a fiction text.
- Students make and support predictions about a fiction text.
- Students read and discuss a fiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students share ideas with one another.

DO AHEAD

✓ Prior to Day 1, title a sheet of chart paper "What We Wonder About the Story" (see Step 2).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA10); see page 213 of the *Assessment Resource Book*.

✓ Prior to Day 3, select a question(s) from the entries on the "What We Wonder About the Story" chart from Day 2. Use self-stick notes to mark the places in the book where information about the question can be found (see Steps 2 and 3).

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *when*, *there*, and *here* to the word wall if they are not already displayed.

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Day 1

Leon and Bob

Wondering and Making Predictions

Materials

- Teacher and student copies of *Leon and Bob* (pages 2–13)
- Self-stick note for each student
- "What We Wonder About the Story" chart, prepared ahead
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- Sheet of paper
- Pen

Teacher Note

Though you may choose to preview some books with your students prior to teaching the lessons, doing so with *Leon and Bob* may interfere with the students' experience of making authentic predictions.

In this lesson, the students:

- Wonder about a story
- Make and support predictions about a story
- Read and discuss part of a book
- Share ideas with one another

1 Gather and Introduce *Leon and Bob*

Show the cover of *Leon and Bob* and read the title and the name of the author aloud. Tell the students that this book is about a boy named Leon who does everything with his friend Bob.

2 Introduce Wondering

Explain that readers *wonder* or want to know more about what they are reading. Show pages 2–3 and read them aloud to the students. Ask the students to listen as you share what you wonder about pages 2–3.

> **You might say:**
>
> "I wonder where Bob is."

Direct the students' attention to the "What We Wonder About the Story" chart and read the chart title and subtitle aloud. Record what you wonder as a question on the chart.

> What We Wonder About the Story
>
> – Where is Bob?

Show pages 4–5 and read them aloud to the students. Ask the students to listen as you share what you wonder about pages 4–5.

> **You might say:**
>
> "I wonder why no one else can see Bob."

Record what you wonder as a question on the chart.

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Ask and briefly discuss:

Q *Why do you think no one else can see Bob?*

If necessary explain that Bob is Leon's *imaginary*, or make-believe, friend. Since Bob is imaginary and not a real boy, Leon is the only one who can see Bob.

Tell the students that different readers wonder different things. Ask and briefly discuss:

Q *What do you wonder about this story?*

Invite a few students to share what they wonder with the group. Have them use the prompt "I wonder . . . ." As they share, record what they wonder as questions on the chart.

What We Wonder About the Story

- Where is Bob?
- Why can't anyone else see Bob?
- When will Leon see his dad again?
- Will Leon talk to Bob at school?
- Does Leon think that Bob is real?

Tell the students that readers wonder, or ask themselves questions, before they read, while they are reading, and after they read. Explain that wondering gives readers a reason to keep reading—they want to find answers to their questions. Explain that wondering helps readers think more deeply about what they read.

3 Read and Discuss Part of *Leon and Bob*

Distribute *Leon and Bob* and the self-stick notes. Ask the students to open to page 13 and mark the page so they know where to stop reading.

Have the students turn back to page 2 and read pages 2–13 quietly to themselves.

TEKS 6.F.i
Student/Teacher Activity
Step 2
(first discussion question on page 119 and paragraph that follows)

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read through page 13 at least once, ask:

Q *What happens in the part you just read? Turn to your partner.*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *Who does Leon live with?*

Q *What do Leon and Bob do together?*

Q *What happens at the house next door?*

Have a few students share their thinking. Encourage them to refer back to the text as necessary.

4 Discuss Wondering in Pairs

Review that readers wonder about what they are reading. Ask the students to listen as you wonder aloud about the story.

> **You might say:**
>
> "I wonder if Leon wants to be friends with the boy next door."

Record what you wonder as a question on the "What We Wonder About the Story" chart (for example, "Does Leon want to be friends with the boy next door?").

Remind the students to use the prompt "I wonder . . ." to share what they are wondering. Use "Think, Pair, Share" to have the students first think about and then discuss:

Q *What do you wonder now?* [pause] *Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I wonder why Leon reads the letter over and over again."
>
> "I wonder why Leon has an imaginary friend."
>
> "I wonder if Leon is lonely."

Record what the students are wondering as questions on the "What We Wonder About the Story" chart.

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5 Make and Support Predictions

Explain that one of the things that readers wonder about is what will happen next in stories they read. Tell them that when readers use what they know about the story to think about what will happen next, they *predict*. Ask:

Q *What do you predict will happen next in the story? What makes you think that?*

> **Students might say:**
>
> "Maybe Leon will become friends with the boy next door because Leon keeps thinking about the boy and decides to go to the boy's house in the morning."
>
> "I predict that Leon may get scared and decide not to visit the boy next door. Leon tells Bob that he will have to come with him when he visits the boy."
>
> "I think that Leon won't bring Bob to the boy's house. Leon may think the boy won't understand imaginary friends."

Record the students' predictions on a sheet of paper. Save the recorded predictions to use in the next lesson.

TEKS 6.C.iii
Student/Teacher Activity
Step 5
(discussion question and "Students might say" examples)

Teacher Note

Make sure to record the predictions in large enough print so that the students can see them in the group discussion on Day 2.

6 Wrap Up

Explain that in the next lesson, the students will finish reading *Leon and Bob* and continue to wonder about the story. Collect *Leon and Bob*, keeping the self-stick notes in the books.

GUIDED SPELLING

always	"Leon and Bob always walked to school together."
place	"Bob had a special place at the table."
when	"Leon found a letter from his dad when he got home."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

always: Tell the students that in *always* the sounds /awl/ are spelled a-l. Point to the *cake* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ā/. Tell the students that in *always* the sound /ā/ is spelled *a-y* and that the sound /z/ is spelled *s*.

place: Tell the students that in *place* the sound /ā/ is spelled *a_e*. Then tell the students that in *place* the sound /s/ is spelled *c-e*.

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Day 2

Leon and Bob

Wondering and Discussing Predictions

Materials

- Teacher and student copies of *Leon and Bob* (pages 14–27)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1
- "What We Wonder About the Story" chart from Day 1
- Sheet of paper with students' predictions from Day 1

Teacher Note

If the students need support remembering the first part of the book, encourage them to refer back to the text.

Teacher Note

Because the text ends on page 25, the students may require prompting to look at the illustrations on pages 26–27.

In this lesson, the students:

- Wonder about a story
- Discuss predictions about a story
- Read and discuss part of a book
- Share ideas with one another
- Share their partners' thinking

1 Gather and Review the First Part of *Leon and Bob*

Remind the students that in the last lesson, they read and discussed the first part of *Leon and Bob*. Ask:

Q *What do you remember about* Leon and Bob*?*

Direct the students' attention to the "What We Wonder About the Story" chart and review the students' questions from the last lesson. Tell them that today they will finish reading *Leon and Bob* and continue wondering about the story.

2 Read and Discuss Part of *Leon and Bob*

Distribute *Leon and Bob*. Ask the students to open to page 14 and read the rest of the book quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have finished the book, ask:

Q *What happens in the part you just read? Turn to your partner.*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *How does Leon feel about meeting the boy next door? How do you know?*

Q *What happens when Leon rings the bell of the house next door?*

Have a few students share their thinking.

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3 Discuss Wondering in Pairs

Tell the students that they will use the prompt "I wonder . . ." to share with their partners what they are wondering about the story.

Ask the students to listen carefully to their partners because you will ask some of them to share their partners' thinking with the group. Use "Think, Pair, Share" to have partners first think about and then discuss:



Q *What do you wonder now?* [pause] *Turn to your partner.*

Have a few students share what their partners are wondering with the group. Ask the students to begin their sharing with the prompt "[Hugo] wonders . . . ."

> **Students might say:**
>
> "[Gabe] wonders why Bob disappears when Leon walks up the steps of the house next door."
>
> "[Angela] wonders if Leon and the boy next door will become friends."
>
> "[Stefan] wonders if Leon will tell the real Bob about his imaginary friend."

Write what the students are wondering as questions on the "What We Wonder About the Story" chart (for example, "Why does Bob disappear when Leon walks up the steps of the house next door?").

4 Review Predictions

Review that readers of fiction also *predict*, or wonder about what will happen next in stories they read. They use what they know about the characters in a fiction story and what they know from real life to predict what will happen to the characters next. Read aloud the students' predictions from the last lesson. Ask and discuss:

Q *What did we learn about our predictions?*

> **Students might say:**
>
> "[Rachel] was right about the boys becoming friends."
>
> "I thought that Leon wouldn't go see the boy next door but I learned that he did."
>
> "I was right about Leon not bringing his imaginary friend, Bob, to the house next door."

5 Reflect on Wondering

Remind the students that readers wonder about what they read. Review the "What We Wonder About the Story" chart and then ask:

Q *What kinds of things did we wonder about* Leon and Bob*?*

Tell the students that in the next lesson, they will reread *Leon and Bob* and think about whether or not the questions on the chart are answered in the story.

Have the students put *Leon and Bob* into their toolboxes and encourage them to reread the book independently.

TEKS 6.C.v and 6.C.vi
Student/Teacher Narrative
Step 4
First paragraph.

Teacher Note

Help the students make generalizations about what readers wonder by identifying the story elements they wondered about. After each student shares a question from the chart, consider pointing out how the question addresses characters, plot, or any other story element the students have studied.

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GUIDED SPELLING

hear	"Bob liked to hear the letters Leon got from his dad."
read	"Leon would read the letters over and over."
there	"Do you think Bob was really there?"

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

hear: Point to the *tree* picture on the "Spelling-Sound" chart and remind the students that there are different ways to spell the sound /ē/. Tell them that in *hear* the sound /ē/ is spelled *e-a*.

read: Follow the same procedure to support the students in spelling *read*.

Day 3

Leon and Bob

Wondering

Materials

- Teacher and student copies of *Leon and Bob*
- "Group Progress Assessment" sheet (GA10)
- "What We Wonder About the Story" chart from Day 2
- Self-stick note for each student

In this lesson, the students:

- Discuss wondering
- Refer to the text to support their thinking
- Reread and discuss a book
- Share ideas with one another

1 Gather and Review Wondering

Remind the students that in the last lesson, they read and wondered about the second part of *Leon and Bob*. Tell them that today they will reread and discuss the whole book.

Direct the students' attention to the "What We Wonder About the Story" chart and review the questions from the last lessons. Remind the students that wondering gives readers a reason to keep reading—they want to find answers to their questions. Explain that as they reread the book today you would like them to think about whether or not their questions have been answered.

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2 Reread Part of *Leon and Bob* and Discuss Wondering

Ask the students to reread the book quietly to themselves.

When all the students have reread the book at least once, direct their attention to the "What We Wonder About the Story" chart.

Read this question from the chart aloud: "Where is Bob?" Ask the students to open their books to page 4. Have them follow along as you read page 4 aloud.

Explain how page 4 helped you answer the question, "Where is Bob?"

> **You might say:**
>
> "On this page the words say that no one else can see Bob except Leon. This makes me think that Bob is not real. Maybe the answer to 'Where is Bob?' is that Bob's just in Leon's imagination."

Have the students spend a few moments looking at the picture on page 5. Then ask:

Q *How does the picture help you answer the question, "Where is Bob?" Turn to your partner.*

Have a few students share their thinking. If necessary, explain how the picture helped you answer the question.

> **You might say:**
>
> "I didn't see Bob in the illustrations. The picture helped me know that Bob is in Leon's mind."

Ask the students to turn to page 16. Have them follow along as you read the page aloud. Then ask:

Q *How does this page help you answer the question, "Where is Bob?" Turn to your partner.*

Have a few students share their thinking. If necessary, explain how the words helped you answer the question.

> **You might say:**
>
> "On this page, the words say that Bob wasn't there anymore. This makes me think that Bob disappeared from Leon's imagination."

Have the students spend a few moments looking at the picture on page 17. Then ask:

Q *How does the picture help you answer the question, "Where is Bob?" Turn to your partner.*

Have a few students share their thinking. If necessary, explain how the picture helped you answer the question.

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Have the students turn to page 22. Ask them to follow along as you read starting from, "Together Leon and the boy walked . . ." and through page 24. Then ask:

Q *How did this part help you answer the question, "Where is Bob?"*

If necessary, explain how this part helped you answer the question.

> **You might say:**
>
> "In this part, I learned that the boy next door is named Bob. This is a funny answer to my question, 'Where is Bob?' that I wasn't expecting. Bob is next door!"

Have the students spend a few moments looking at the picture on page 25. Then ask:

Q *How does the picture help you answer the question, "Where is Bob?"*

Tell the students that you will mark the questions that are answered in the book with an asterisk. Mark the question "Where is Bob?" on the chart.

3 Discuss Wondering in Pairs

Read another question from the chart aloud. Have the students take a few moments to look through the book to see what they find that answers the question.

Distribute a self-stick note to each student. Have the students mark a page that answers the question.

Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *How did the page you marked answer the question ["Will Leon and the boy next door become friends"]?* [pause] *Turn to your partner.*

Observe the students as they talk with partners, offering support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are the students using the questions from the chart to discuss the book?
- Are they using evidence from the book to support their thinking?
- Are they sharing ideas with one another?

Record your observations on the "Group Progress Assessment" sheet (GA10); see page 213 of the *Assessment Resource Book*.

Support any student who struggles to discuss the questions by helping him find relevant parts of the book to reread. Consider modeling thinking aloud about the question before asking him to do so.

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Have a few students share their thinking. As the students share, have them turn to the part of the book that they marked with a self-stick note, read it aloud, and show the illustrations to the group.

Then ask:

Q *Do you think this question was answered in the story? Why or why not?*

If the question is answered in the story, mark it with an asterisk.

Tell the students that some of the things they wondered are explained in the book while others might not be. Either way, wondering helps readers think more about what they read.

If time allows, repeat this procedure with another question from the chart. Mark the question with an asterisk if it is answered in the book.

4 Wrap Up

Encourage the students to ask themselves questions and look for answers when they read, both during and outside of Small-group Reading. Ask the students to put *Leon and Bob* in their toolboxes and encourage them to reread the book independently.

GUIDED SPELLING

noises	"Leon heard many noises from the street."
toys	"The children played with their toys."
here	"Here is a letter from Leon's dad."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

noises: Support the students in writing the base word, *noise*. Point to the *toy* picture on the "Spelling-Sound" chart and remind the students that there are different ways to spell the sound /oi/. Tell the students that in *noise* the sound /oi/ is spelled *o-i*. Then support the students in adding the inflectional ending to write *noises*.

toys: Follow the same procedure to support the students in spelling *toys*. Tell the students that in *toys* the sound /oi/ is spelled *o-y*.

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Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
Chameleon! (page 4) Expository nonfiction ▪ F&P: J ▪ Lexile®: 250L ▪ DRA®: 18	**Fluency:** Paying Attention to Punctuation	**Day 1:** Reading a Nonfiction Book	**Day 2:** Reading Fluently Extension: "Learn More About Chameleons"	**Day 3:** Reading Fluently
"A Small Stall" from Cowgirl Kate and Cocoa (page 16) Fiction: chapter book ▪ F&P: K ▪ Lexile®: 280L ▪ DRA®: 20	**Fluency:** Paying Attention to Characters' Feelings Reading for Listeners ELL Support	**Day 1:** Reading a Fiction Book	**Day 2:** Reading Fluently Extension: "Read Chapter 2, 'An Even Smaller Stall' "	**Day 3:** Reading Fluently Extension: "Read Chapter 3, 'The Biggest Stall' "
		Day 4: Introducing Readers' Theater Extension: "Read Chapter 4, 'The Best Stall of All' "	**Day 5:** Rehearsing Readers' Theater Extension: "Read Chapter 5, 'The Barn' "	**Day 6:** Performing Readers' Theater More Strategy Practice: "Read Other Chapters Fluently" Technology Extension: "Create a Video Recording of Readers' Theater"
Jellyfish (page 40) Expository nonfiction ▪ F&P: J ▪ Lexile®: 420L ▪ DRA®: 18	**Word Analysis:** Analyzing Polysyllabic Words **Comprehension:** Exploring Text Features ELL Support	**Day 1:** Reading a Nonfiction Book and Exploring Text Features More Strategy Practice: "Explore Labels"	**Day 2:** Analyzing Polysyllabic Words	**Day 3:** Analyzing Polysyllabic Words
Elephant (page 54) Expository nonfiction ▪ F&P: J ▪ Lexile®: N/A ▪ DRA®: 18	**Comprehension:** Exploring Text Features	**Day 1:** Exploring Text Features	**Day 2:** Reading a Nonfiction Book and Exploring Text Features More Strategy Practice: "Explore the Index"	**Day 3:** Reading a Nonfiction Book and Exploring Text Features

(continues)

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(continued)

Text	Strategy	Lesson		
Puffin Peter (page 66) Fiction ▪ F&P: J ▪ Lexile®: N/A ▪ DRA®: 18	**Comprehension:** Sequencing and Retelling ELL Support	**Day 1:** Reading a Fiction Book More Strategy Practice: "Discuss Other Sequencing Words or Phrases"	**Day 2:** Retelling a Story	**Day 3:** Retelling a Story
Aggie Gets Lost (page 80) Fiction: chapter book ▪ F&P: J ▪ Lexile®: AD130L ▪ DRA®: 18	**Comprehension:** Sequencing and Retelling	**Day 1:** Reading and Retelling Independent reading More Strategy Practice: "Explore Characters' Feelings in 'The Bad Day' "	**Day 2:** Reading and Retelling More Strategy Practice: "Explore Characters' Feelings in 'The Awful Night' "	**Day 3:** Retelling a Story
Iris and Walter and Cousin Howie (page 92) Fiction: chapter book ▪ F&P: J ▪ Lexile®: 340L ▪ DRA®: 18	**Comprehension:** Making Text-to-self Connections	**Day 1:** Making Text-to-self Connections Independent reading	**Day 2:** Making Text-to-self Connections	**Day 3:** Making Text-to-self Connections
What's It Like to Be an Ant? (page 104) Expository nonfiction ▪ F&P: J ▪ Lexile®: 490L ▪ DRA®: 18	**Comprehension:** Determining Topic Exploring Text Features	**Day 1:** Determining Topic and Exploring Text Features	**Day 2:** Determining Topic	**Day 3:** Determining Topic More Strategy Practice: "Explore the Index"
Leon and Bob (page 116) Fiction ▪ F&P: K ▪ Lexile®: 400L ▪ DRA®: 20	**Comprehension:** Wondering Making and Supporting Predictions	**Day 1:** Wondering and Making Predictions	**Day 2:** Wondering and Discussing Predictions	**Day 3:** Wondering

This set of lessons includes additional support for English Language Learners. You may want to schedule time to work with these students before meeting with the group.

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Expectations for student work outside of Small-group Reading and opportunities for additional instruction:

- **Independent reading:** The students read parts of the text during independent work time, at another time of day, or as homework before the group meets again.
- **More Strategy Practice:** This lesson includes optional additional instruction on a strategy taught in this set of lessons or covered elsewhere in Small-group Reading. You may want to plan for an extended session or schedule an additional meeting with the group.
- **Extension/Technology Extension:** This lesson includes an optional supplemental activity. You may want to plan for an extended session or schedule an additional meeting with the group.

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Being a Reader™

Set 7 Overview

	Strategy	Book
Fluency	• Paying attention to punctuation	*Chameleon!*
	• Paying attention to characters' feelings • Reading for listeners	*Cowgirl Kate and Cocoa: Horse in the House*
Word Analysis	• Analyzing polysyllabic words	*Jellyfish*
Comprehension	• Exploring text features	*Jellyfish* *Elephant* *What's It Like to Be an Ant?*
	• Sequencing and retelling	*Puffin Peter* *Aggie Gets Lost*
	• Making text-to-self connections	*Iris and Walter and Cousin Howie*
	• Determining topic	*What's It Like to Be an Ant?*
	• Wondering • Making and supporting predictions	*Leon and Bob*

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Small-group Teacher's Manual

CCC Collaborative Literacy

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SET

7A

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Being a Reader™

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Small-group Teacher's Manual

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Introduction

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Overview of Small-group Reading

The Small-group Reading strand of the *Being a Reader*™ program provides targeted, differentiated reading instruction that is appropriate for readers at their individual reading levels. Students are grouped with others at a similar stage of development and then matched with texts at the appropriate level. The small-group instruction is organized around high-quality, carefully selected texts in a variety of genres that are assembled into 12 leveled sets. As the sets progress, they increase in sophistication and complexity. This *Teacher's Manual* contains additional lessons for Set 7. See the *Small-group Teacher's Manual* for Set x in addition to this manual.

The *Being a Reader* Program

The *Being a Reader* program is a yearlong curriculum for grades K-2 in whole-class and small-group instructional settings. The program has been carefully designed to nurture students academically and socially while providing rigorous instruction in early literacy skills and strategies. *Being a Reader* lessons also provide specific instruction to develop students' ability to work independently and take responsibility for their learning and behavior. The strong foundation in independent work makes it possible for you to work with small groups of students to provide differentiated instruction.

The *Being a Reader* program's academic strands provide students with a wide range of essential early literacy experiences. These strands combine to inspire the students' love of reading, allow them to move at their own pace along a continuum of reading development, build their confidence, and establish their sense of identity as readers. In addition to Small-group Reading, the program includes four types of whole-class lessons: Shared Reading (grades K-1), Independent Work (grades K-2), Handwriting (grades K-1), and Word Study (grade 2). For more information about the *Being a Reader* program, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

- **Shared Reading (K–1).** In Shared Reading, you read and reread carefully selected large-format texts with the whole class. You model effective reading behaviors and strategies, and invite the students to be involved. Shared Reading offers a supportive context for young learners to develop a delight in reading, an understanding of their ability to interact with texts, and a sense of themselves as readers. Shared reading also develops oral fluency, which is an essential part of learning to read fluently.
- **Independent Work (K–2).** During Independent Work, the students take responsibility for their learning and behavior by working independently on meaningful literacy activities while you instruct small groups or individuals. Students have the opportunity to be

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autonomous as they practice procedures, internalize expectations, monitor their own behavior, and make decisions about how to work independently.

- **Handwriting (K–1).** In the first weeks of the year, the lessons focus on hand and finger strengthening, pencil grip, posture, and paper placement. Then, as the students begin independent work rotations, the lessons begin to focus on letter formation. Teacher-led Handwriting lessons occur once a week throughout kindergarten and for the first half of grade 1.
- **Word Study (2).** Word Study lessons focus on developing the strategies students can use to decode polysyllabic words. Word Study develops the students' understanding of how words are constructed and engages them in examining patterns and similarities in words. This instruction also helps the students develop curiosity about the structure of words that will benefit them in later grades.

Small-group Reading at a Glance

In the Small-group Reading strand of the *Being a Reader* program, the students work with you in differentiated groups to become strategic readers. The small-group reading sets allow students to move at their own pace in their reading development. You will carefully match the students with texts at their assessed reading levels and provide instruction to address their differing needs. See "Placement Assessments" on page xxii.

During small-group instruction, you will strive to understand how each student learns and where the student excels and/or needs more support. Working with students in small groups allows you to efficiently match the needs of individual readers as you teach strategies and skills for the students to apply to their independent reading. Small groups of students naturally build community as they work together on similar goals and learn from one another.

There are two phases of small-group sets: one for emerging readers (Sets 1–5) and one for developing readers (Sets 6–12).

SMALL-GROUP READING SETS 1–5 (EMERGING READERS)

Small-group reading instruction for emerging readers was developed for students who are just beginning to grasp letter-sound relationships and the conventions of written English. The goal for these sets is to quickly and efficiently teach foundational skills in the context of reading for comprehension and develop the students' understanding of themselves as readers. In these sets, the students read books that correspond to a scope and sequence of phonics and high-frequency word instruction. The books were developed by the Center for the Collaborative Classroom with careful attention to natural-sounding language, plot and character development, a variety of appropriate fiction and nonfiction topics, and high-quality illustrations. Lessons that accompany these books focus on phonological awareness, concepts of print, phonics/decoding, and high-frequency word recognition. By the end of Set 5, the students will have mastered single-syllable phonics, acquired many high-frequency words, and been introduced to polysyllabic decoding. They will also have had many experiences using reading strategies informally to understand text.

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SMALL-GROUP READING SETS 6–12 (DEVELOPING READERS)

Small-group reading instruction for developing readers teaches explicit strategies with the goal of having the students apply the strategies to their independent reading. These students are ready to practice, apply, and expand on a wide array of reading tools, building upon the decoding instruction and informal strategy instruction introduced in Sets 1–5. Strategies and texts taught in each set are appropriate for students at that stage of reading development and become more complex as the students advance. In earlier sets, you will provide more modeling and support for a strategy, while in later sets, you will guide the students to use the strategy more independently and in deeper ways.

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Understanding Small-group Reading Sets 6–12

This *Small-group Reading Teacher's Manual* focuses on the phase of small-group instruction intended for developing readers.

Design Features of Small-group Reading Sets 6–12

Small-group Reading Sets 6–12 differ from more traditional approaches to small-group instruction in some important ways:

- In Small-group Reading, the sets of lessons for each text focus clearly on one or two strategies at a time and do not attempt to cover every possible teaching point.
- Small-group Reading lessons are fully articulated and support you to be thoroughly prepared to lead the group. The step-by-step instruction frees you to focus on the students and their reading.
- Students in Small-group Reading work with texts on what might be traditionally called their "independent" reading level (rather than their "instructional" level). Rigorous instruction requires that they read with a high degree of accuracy and, in the later sets, that they read parts of texts outside of the small-group setting, during independent work time.
- Each included text is carefully selected from a range of high-quality children's publishers to support instruction on specific reading strategies. The texts in Set 6 include some of the texts, developed by Center for the Collaborative Classroom, from Set 5.

Goals for Developing Readers

The primary goals of Small-group Reading Sets 6–12 are for students to:

- Receive explicit strategy instruction in the context of appropriately leveled texts
- Comprehend what they read
- Cultivate a love of reading
- Develop their ability to participate in discussions in a meaningful way

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- Learn to read well independently
- Learn to work collaboratively in a small-group setting
- Receive individualized instruction
- Read a variety of high-quality texts

Leveled Texts

The texts for developing readers were selected to support instruction on specific reading strategies and are grouped into sets correlating with the *Fountas & Pinnell Text Level Gradient*™ (often referred to as Guided Reading levels) and the *Developmental Reading Assessment*® (DRA) levels. See the Appendix, "Lesson Summary Chart," for the reading strategies taught and the reading levels of texts in this set.

The texts in Small-group Reading Set 6 were selected from Set 5. In Set 6, the students read and further discuss these texts with a focus on fluency and comprehension. The texts in Sets 7–12 were chosen from a range of high-quality children's book publishers.

Each set includes a balance of fiction and nonfiction texts. A variety of text formats are represented across the sets, including picture books, chapter books, poetry, and graphic novels.

Reading Strategies Taught in Sets 6–12

Readers at all levels employ a variety of strategies to help them understand and interpret text. While particular strategies are assigned to particular texts, the intention is for the students to apply strategies they have learned to any text they encounter. The strategies covered in each set are appropriate for readers and texts at that stage of reading development.

Comprehension is always paramount. For each text they read, the students are expected to respond to surface-level comprehension questions (for example, "What did you find out about the topic in the part you just read?") and to discuss deeper comprehension questions (such as "How does the main character feel in this part of the story? What makes you think that?").

Not every strategy appears at each set level. The table on the next page shows the development of the strategies taught formally across Sets 6–12.

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Reading Strategies in Small-group Reading Sets 6–12

	Set 6	Set 7	Set 8	Set 9	Set 10	Set 11	Set 12
Fluency							
Phrasing (grouping words together)	■ □				□		
Paying attention to punctuation	■	■	■	■ □			
Paying attention to characters' feelings	■	■ □		■	■ □		
Reading for listeners		■	■		■	■ □	
Word Analysis							
Reading polysyllabic words	■ □						
Analyzing polysyllabic words		■ □	■ □				
Exploring Descriptive Language		□					
Comprehension							
Exploring text features	■ □	■ □	■ □	■ □			■
Sequencing and retelling	■	■ □	■				
Understanding character (and setting)	■	□		■	■	■ □	
Understanding problem and solution	□	□	■	■		■ □	
Making text-to-self connections	■ □	■			■ □	■	
Making text-to-text connections		■	■	■ □	■ □	□	■
Determining topic		■	■	■		■	
Wondering		■	■	■ □			
Making and supporting predictions		■	■	□			
Determining theme		■	□		■	■	
Exploring elements of poetry		■					
Exploring text structure	■		■				
Self-monitoring and Self-correcting							
Self-monitoring and self-correcting			■		■ □	■	
Generating Independent Thinking							
Sharing and supporting opinions		■ □	■		■		■
Responding to literature		■	■	■ □	■	■	■

■ = Covered in core instruction

□ = Covered in an optional More Strategy Practice or Extension activity

FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from processing text word-by-word to smoother, more natural-sounding reading (both while reading aloud and while reading quietly to themselves).

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When students read fluently, they are able to focus on the meaning of what they are reading rather than on decoding individual words.

Instruction in strategies for building fluency such as automatic word recognition, meaningful **phrasing**, pausing for **punctuation**, and reading with expression with **attention to characters' feelings** can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at appropriate reading levels. Echo and choral reading, partner reading, and **reading for listeners** through presentation/performance experiences (such as readers' theater and dramatic readings) offer meaningful ways for the students to interact with texts and develop fluency.

WORD ANALYSIS

Word analysis develops readers' understanding of **polysyllabic words** by focusing on syllables and word parts. The students learn that when they encounter a polysyllabic word that is challenging to read, it can be helpful to look for syllables or other parts of the word they recognize. Finding syllables or words they know inside a longer word can help them break the word into smaller parts and read the whole word. The students also think about the meaning of the smaller words in compound words to help them determine definitions of compound words.

COMPREHENSION

Readers learn that expository texts may have common features, such as tables of contents, glossaries, and diagrams. As they become comfortable with text features, they can use those features to unlock a text's meaning and deepen their understanding of its topics. **Exploring text features** can help readers determine what is important about a text and provide additional information that may not be written in the text itself.

Young readers listen to and read many narrative texts. Through discussions, the students recognize that narrative stories follow certain patterns and evolve through a sequence of events. As the students practice **retelling** stories, they become increasingly familiar with the way plots develop and with other story elements, such as characters, settings, and problems and solutions. Retelling a story helps the students make logical sense of these elements, form a foundation for talking about fiction, and remember key information in a text.

Proficient readers use their knowledge of narrative text structure to approach and comprehend texts. Readers who recognize and understand story elements, such as setting, character, and plot, have a framework for thinking about stories. The students explore and **understand character**, a key element of narrative text structure. They make inferences to identify character traits and to grasp the importance of character relationships. **Understanding problem and solution** helps the students realize that stories are about characters and the problems they face, how the characters deal with those problems, and how the characters change as a result. The students also gain an **understanding of character and setting** and how one element can affect the other.

Readers understand that nonfiction texts are often organized in predictable ways. Retelling nonfiction uncovers chronological **text structure**. **Problem and solution** helps readers make connections between events, ideas, and pieces of information within nonfiction texts.

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Readers construct meaning by **making text-to-self connections** between their prior knowledge and the perspective they gain from a new text. The students learn to connect their own experiences to the new texts they encounter.

Readers also **make text-to-text connections** to help them understand topics and themes more deeply. In making text-to-text connections, the students analyze the current text and its relationship to other texts—for example, comparing themes in two different poems. When making connections between nonfiction texts, the students build background knowledge from multiple sources on a topic and learn more about the world around them.

Determining topics of nonfiction texts helps readers remember and build a better understanding of what they read, developing a framework for how a text is constructed. The students determine topics and support their thinking with evidence from the texts they read.

Proficient readers **wonder** and ask questions to focus their reading, clarify meaning, and delve deeper into a text. The students wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding.

The students use their prior knowledge to facilitate comprehension of new ideas found in each text. As the students **make and support predictions**, they are motivated to verify their ideas during further reading. The accuracy of predictions is relatively unimportant; rather it is the students' active involvement in making predictions and their investment in the text that leads to greater comprehension.

The **theme** of a story or poem is often a lesson about life that an author wants readers to consider or apply to their own lives. Theme is an abstract concept that can be difficult for students, and even adults, to recognize and define, and a work of literature may have more than one theme. The students explore theme in poetry. When they think about the theme of a poem, they use the poet's words to help them understand what lessons the poet might be trying to teach. **Exploring elements of poetry**, including descriptive language, helps students access this genre with its very specific demands.

SELF-MONITORING AND SELF-CORRECTING

Self-monitoring is an important metacognitive strategy that enables readers to recognize when they are reading words without comprehending the text. Active readers who self-monitor have an internal dialogue about how well they understand and remember what they read. When readers self-monitor and become aware that they are not understanding or remembering what they read, they take actions to repair their comprehension and restore meaning. These self-correcting actions include going back and rereading more carefully, looking for information in illustrations, and searching for clues to determine the meaning of unfamiliar words.

GENERATING INDEPENDENT THINKING

Readers develop opinions as they read and reflect on texts. Group discussions, in which the students **share and support their opinions** with evidence from the text, deepen their understanding of what they read. These discussions also provide opportunities for the

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students to react to and learn from the opinions of others and can lead to interesting conversations. The students learn that different readers may have different thoughts and opinions about a text, all of which should be treated respectfully. What is paramount is that readers give reasons for their opinions.

Student-generated book discussions help the students in their own reading. By **responding to literature**, they learn new things about themselves and others, apply what they have learned to their own lives, see the world in new ways, and bring new understanding to what they read. Supporting students in reacting authentically to books, discussing their thinking, and building on others' thinking is an important part of preparing them for participation in book clubs or literature circles in later grades. Through this work, the students come to recognize that there is no one right interpretation of a text and to discover that the power of reading lies in the relationship between text and reader.

Focus on Social and Emotional Development

During Small-group Reading lessons, as in the whole-class lessons, the students are asked to use cooperative structures and work in pairs. For more information about cooperative structures and pairing in whole-class instruction, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

PAIRING STUDENTS AND USING COOPERATIVE STRUCTURES

The cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used in Small-group Reading to increase the students' engagement and accountability for participation. The students may have different partners in small groups than in whole-class lessons. Before teaching each small-group reading set, decide how you will pair the students in the group. You can preassign partners or ask the students to partner with the person sitting next to them. For mini-lessons for "Turn to Your Partner" and "Think, Pair, Share," see Appendix A, "Mini-lessons" in your grade-level whole-class *Teacher's Manual*.

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Teaching Small-group Reading Sets 6–12

How Sets 6–12 Are Organized

Each set features between seven and twelve texts. In most cases, either three or six daily lessons are associated with each text. Each lesson is designed to take approximately 20 minutes. Though instruction is tailored to each text and strategy, on Day 1 the students are typically introduced to a new text, through reading part of the text or by hearing it read aloud. In subsequent lessons, the students continue to read the text and apply reading strategies with teacher support.

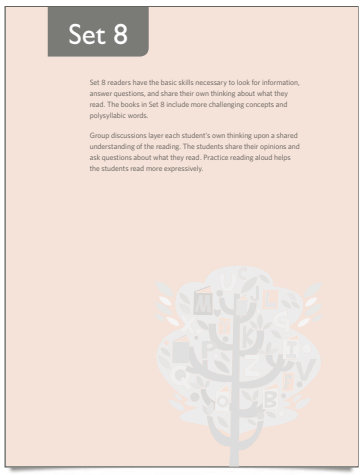
Sets 7 and 8 include optional Guided Spelling lessons. These are intended for students in grade 1 and will add approximately 5 minutes to each instructional session. For more information, see "Guided Spelling for Grade 1 Students" on page xxvii.

Planning and Teaching the Lessons

Two levels of support for choosing and planning sets of lessons are provided in the *Small-group Reading Teacher's Manual*—the Set Overview and the "Lesson Summary" chart.

SET OVERVIEW

To prepare to teach each set, begin by reading the Set introduction. The Set introduction describes the readers at that level, the characteristics of the texts in the set, and the focuses of the instruction.


Set 8

Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books in Set 8 include more challenging concepts and polysyllabic words.

Group discussions layer each student's own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.

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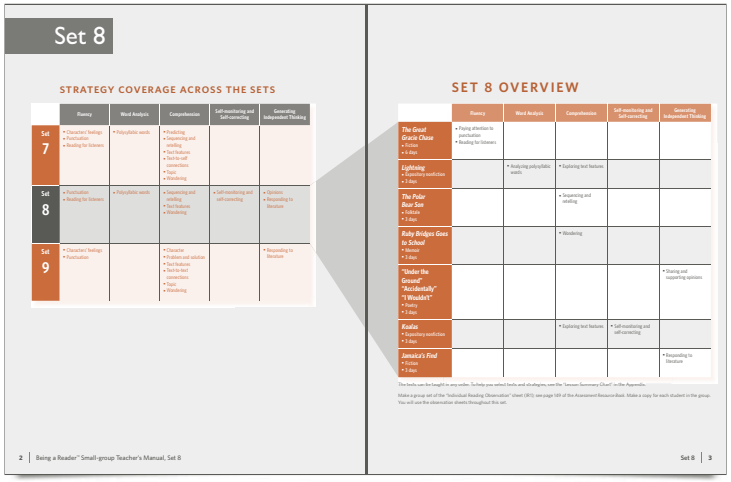
The Strategy Coverage Across the Sets table highlights the strategies covered in the current set and also lists those covered in the previous set and the next set. This table can serve as a reminder of what strategies the group has already covered and a preview of what will be covered in the next set. The table in this *Teacher's Manual* includes all the lessons in the *Small-group Teacher's Manual* for Set 7 and the lessons in this manual.

The Set Overview table provides a list of texts in the set and which strategies the students focus on while reading them. You can use this table to identify appropriate texts for a specific reading group and select the texts you'd like to use. You do not need to teach the texts in the order they are listed in the table, although you may choose to do so. Some groups may not need all the lessons in this Set to progress to the next level.


Set 8

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 7	• Characters' feelings • Punctuation • Reading for listeners	• Polysyllabic words	• Predicting • Sequencing and retelling • Text features • Point-to-self connections • Topic • Wondering		
Set 8	• Punctuation • Reading for listeners	• Polysyllabic words	• Sequencing and retelling • Text features • Wondering	• Self-monitoring and self-correcting	• Opinions • Responding to literature
Set 9	• Characters' feelings • Punctuation		• Character • Problem and solution • Text features • Point-to-text connections • Topic • Wondering		• Responding to literature

2 | Being a Reader™ Small-group Teacher's Manual, Set 8

SET 8 OVERVIEW

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
The Great Gracie Chase • Fiction • 6 days	• Paying attention to punctuation • Reading for listeners				
Lightning • Expository nonfiction • 3 days		• Analyzing polysyllabic words	• Exploring text features		
The Polar Bear Son • Folktale • 5 days			• Sequencing and retelling		
Ruby Bridges Goes to School • Memoir • 5 days			• Wondering		
"Under the Ground" "Accidentally" "I Wouldn't" • Poetry • 3 days					• Sharing and supporting opinions
Koalas • Expository nonfiction • 3 days			• Exploring text features	• Self-monitoring and self-correcting	
Jamaica's Find • Fiction • 3 days					• Responding to literature

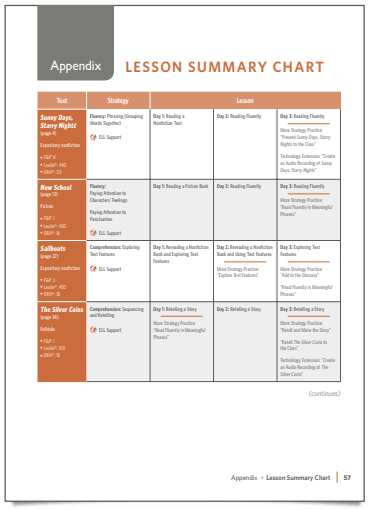
The books can be taught in any order. To help you select books and strategies, see the "Lesson Summary Chart" in the Appendix.

Make a group set of the "Individual Reading Observation" sheet (IRO); see page 169 of the Assessment Resource Book. Make a copy for each student in the group. You will use the observation sheets throughout this set.

Set 8 | 3

Note that students who have completed all the instruction in a set still may not be ready to move to the next set. See "Extending the Instruction" on page xxiv for suggestions on providing students with more strategy practice at their reading levels.

LESSON SUMMARY CHART


Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
Sunny Days, Starry Nights (page 4) Expository nonfiction • F&P: K • Lexile®: 440 • DRA®: 20	**Fluency:** Phrasing (Grouping Words Together) ELL Support	Day 1: Reading a Nonfiction Text	Day 2: Reading Fluently	Day 3: Reading Fluently More Strategy Practice "Present Sunny Days, Starry Nights to the Class" Technology Extension "Create an Audio Recording of Sunny Days, Starry Nights"
Rose School (page 20) Fiction • F&P: I • Lexile®: 450 • DRA®: 16	**Fluency:** Paying Attention to Characters' Feelings Paying Attention to Punctuation ELL Support	Day 1: Reading a Fiction Book	Day 2: Reading Fluently	Day 3: Reading Fluently More Strategy Practice "Read Fluently in Meaningful Phrases"
Sailboats (page 32) Expository nonfiction • F&P: I • Lexile®: 450 • DRA®: 16	**Comprehension:** Exploring Text Features ELL Support	Day 1: Rereading a Nonfiction Book and Exploring Text Features	Day 2: Rereading a Nonfiction Book and Using Text Features More Strategy Practice "Explore Text Features"	Day 3: Exploring Text Features More Strategy Practice "Add to the Glossary" "Read Fluently in Meaningful Phrases"
The Silver Coins (page 36) Folktale • F&P: I • Lexile®: 320 • DRA®: 16	**Comprehension:** Sequencing and Retelling ELL Support	Day 1: Retelling a Story More Strategy Practice "Read Fluently in Meaningful Phrases"	Day 2: Retelling a Story	Day 3: Retelling a Story More Strategy Practice "Retell and Mime the Story" "Retell The Silver Coins to the Class" Technology Extension "Create an Audio Recording of The Silver Coins"

(continues)

Appendix • Lesson Summary Chart | 57

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The "Lesson Summary" chart in the Appendix is a more detailed resource to help you select lessons for your small group. You may want to consider the following, detailed in the chart:

- **Strategy.** In addition to its designated strategy, the set of lessons for a text may also include additional instruction on other strategies. Looking at available More Strategy Practice activities and Extensions may help you find options to support the strategy you would like to expand on.
- **Genre.** Reading a variety of genres is important for readers at every level. Consider the genre of each text as you plan the order of your instruction.
- **Level.** Texts within a set have a range of *Lexile® Framework for Reading* text measures. The Lexile measure indicates the complexity of the syntax and vocabulary within each text. Depending on the students' needs, you may choose to begin instruction with texts that have lower Lexile measures and build up toward those with a higher Lexile measure. To choose between texts on the same strategy, the Lexile measures can help you determine which of the available texts may be more challenging.
- **Support for English Language Learners.** The ELL (English Language Learner) icon marks texts with optional "ELL Support" preview sections that preteach vocabulary, build background knowledge, and provide language support. Texts accompanied by ELL support may be more challenging than texts that are not.

  Support indicated by the ELL icon is intended to be used before Day 1 instruction. Consider planning an additional session to help prepare your ELL students prior to beginning instruction. See "Support for English Language Learners" on page xxvii.

SCHEDULING LESSONS

Small-group Reading was developed to be used in conjunction with Independent Work, enabling you to meet with four small groups, three times per week each (in 12 total instructional sessions). If you have more than four groups or find that you want to meet with some groups more often than others, you can schedule your groups into the 12 sessions according to your students' needs.

To schedule your small-group instruction, note the number of core instructional lessons for a text (generally three or six) and consider any optional instruction. This may include "ELL Support" preview sections, More Strategy Practice activities, Extensions, or conferring sessions. See "Extending the Instruction" on page xxiv for more information on optional instruction.

Write the instructional lessons and any optional instruction you plan to teach each group on the "Small-group Reading Two-week Planner," shown on the next page. Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

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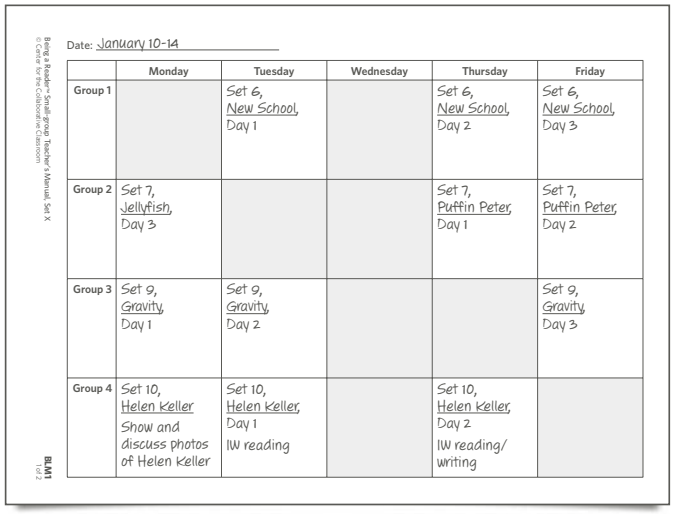
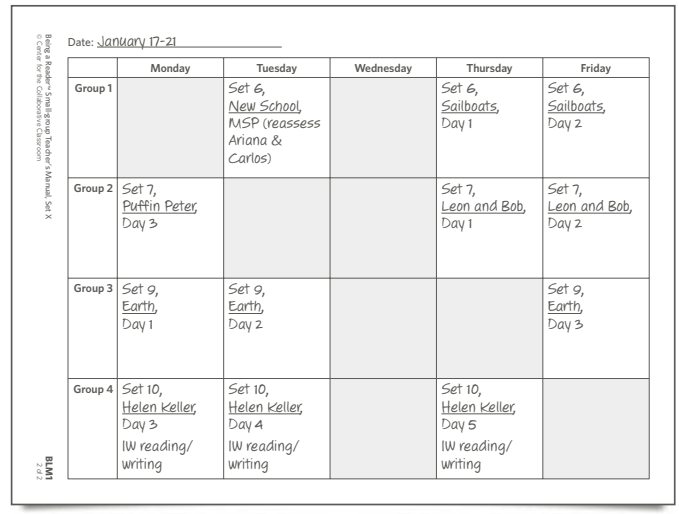


Being a Reader™ Small-group Teacher's Manual, Set X
© Center for the Collaborative Classroom

Date: January 10–14

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, Day 1		Set 6, New School, Day 2	Set 6, New School, Day 3
Group 2	Set 7, Jellyfish, Day 3			Set 7, Puffin Peter, Day 1	Set 7, Puffin Peter, Day 2
Group 3	Set 9, Gravity, Day 1	Set 9, Gravity, Day 2			Set 9, Gravity, Day 3
Group 4	Set 10, Helen Keller Show and discuss photos of Helen Keller	Set 10, Helen Keller, Day 1 IW reading		Set 10, Helen Keller, Day 2 IW reading/ writing	

BLM1
1 of 2



Being a Reader™ Small-group Teacher's Manual, Set X
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Date: January 17–21

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, MSP (reassess Ariana & Carlos)		Set 6, Sailboats, Day 1	Set 6, Sailboats, Day 2
Group 2	Set 7, Puffin Peter, Day 3			Set 7, Leon and Bob, Day 1	Set 7, Leon and Bob, Day 2
Group 3	Set 9, Earth, Day 1	Set 9, Earth, Day 2			Set 9, Earth, Day 3
Group 4	Set 10, Helen Keller, Day 3 IW reading/ writing	Set 10, Helen Keller, Day 4 IW reading/ writing		Set 10, Helen Keller, Day 5 IW reading/ writing	

BLM1
2 of 2

PREPARING THE DAILY LESSONS

To prepare to teach a set of lessons, begin by reading the lessons and thinking about how to tailor them to meet the students' needs. The Resources list specifies the texts, assessment forms, and reproducibles that will be used throughout the set of lessons. The Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Overview lists the academic and social goals, and alerts you to any advance preparation needed for each lesson.

Before teaching a set of lessons:

- Read each lesson carefully, including Teacher Notes and Support Notes.
- Read the text associated with each lesson.
- Practice using the reading strategy (or strategies) at least once in your own reading to help you anticipate difficulties the students might have.
- Make any preparations specified in the "Do Ahead" section of the Overview.
- Gather the necessary materials and organize them near your small-group area.
- Note any procedures or reading techniques that may be unfamiliar to the students. For example, if all or most students in the group will be reading in pairs for the first time, you may want to plan extra time before or during the instructional session for the students to learn the procedure.
- If there is an "ELL Support" preview section in the Overview, you may want to review that content and introduce it to your English Language Learners before teaching the first lesson. See "Support for English Language Learners" on page xxvii.
- Identify any Extensions or More Strategy Practice activities and determine whether you will teach them.

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Small-group Reading Procedures

The guidelines that follow are referred to in the lessons that include these procedures.

READING INDIVIDUALLY

During most lessons, the students spend time reading the text individually. They may read aloud in soft voices or read quietly to themselves. Students who finish assigned reading before others in the group should reread those pages, rather than read ahead.

Many students, especially those in Sets 6–8, will need to vocalize as they read. You may sometimes ask students to read aloud for assessment purposes. Consider introducing and using a silent signal, such as tapping on a student's text twice, to indicate that the student should read aloud. In fluency lessons, we recommend that all students read aloud in soft voices. This helps the students hear themselves as they practice fluency strategies such as grouping words together (phrasing) or reading with attention to punctuation or characters' feelings.

READING IN PAIRS

The students build fluency by reading parts of the text aloud to each other. Partners typically take turns reading single pages or pairs of facing pages. In some lessons, the students may read alternating paragraphs or take turns reading the main text and text features. Listening students are asked to follow along as their partners read aloud, and they may point to the words in their own copies. If partners are expected to read and then discuss a question without interruption, you may find it helpful to write the question where the group can see it. If any part of the procedure will be unfamiliar to the students, you may want to allow time to model the activity with a student partner.

ECHO READING

During echo reading, you will model reading a portion of text fluently, and then the students read the same text, echoing your expression and phrasing. For most texts, echo reading two sentences at a time or paragraph by paragraph is appropriate. Echo reading more than one sentence at a time will allow the students the opportunity to observe fluent reading, such as reading with attention to punctuation or dialogue.

When introducing or reviewing the echo reading procedure, tell the students that it is important for them to listen carefully as you read and for the students to stay together when they read aloud, using voices that are neither too loud nor too soft.

READING FOR LISTENERS

Readers' theater and dramatic reading provide opportunities for the students to practice reading fluently and expressively, and to share what they read with the class. Before presenting, the students practice a strategy such as reading fluently with attention to characters' feelings. Group members then rehearse the parts of the text they will share with the class.

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For each dramatic reading, you will assign pages from the text to the students, making sure that each student has approximately the same amount of text to read. The students may then present the dramatic reading to the group, the whole class, or both.

For readers' theater, a script based upon the text is provided. Costumes, props, and sets are not typically used. You may need to split your small group into smaller groups if you have more students than there are parts in the script. Before the students perform, facilitate a discussion about how the students will read their parts aloud and how they will listen to others read their parts, using the questions included in the lessons.

READING JOURNALS

Writing about what they read can support the students' comprehension and prepare them for sharing their thinking with others. Reading journals are used in some lessons in Small-group Reading Sets 9–12 when the students are expected to read independently. When the students read and write independently, we recommend that they do so during independent work time, before reading other texts in their toolboxes.

Because reading journals are not included with the program, you will need to provide each student with a reading journal once you begin teaching Set 9. We recommend full-size journals (no smaller than a 7" x 9" composition book) with firmly bound pages, sturdy covers, and line spacing appropriate for your grade level. If the students are already using journals for another purpose, you may want to use those same journals for Small-group Reading.

To introduce reading journals, tell the students that throughout the year they will sometimes write about what they read in their reading journals. Distribute the reading journals and have the students write their names on them. Explain that as the students use their reading journals throughout the year, they are responsible for taking care of them. Ask and discuss:

Q *What will you do to take care of your reading journals?*

When a group will read and write independently, check your independent work rotation schedule to ensure that the students will have the time to complete the work before their next instructional session. You may want to have the students complete their reading and writing at another time of day or as homework.

Assessments

PLACEMENT ASSESSMENTS

The Small-group Placement Assessment for Sets 7–12 will help you determine the appropriate small group in which to place each student. Alternatively, you can use another assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* to determine the students' levels. For more information about placing students in Set 6, see "Administering Placement Assessments" in the *Assessment Resource Book*.

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Forming Small Groups

You will form differentiated small groups after finishing beginning-of-the-year placement assessments and setting the foundation for Independent Work. For information on assessment, forming and managing reading groups, and monitoring student progress, see the *Assessment Resource Book*.

FORMATIVE ASSESSMENTS

Individual Reading Observation

The Individual Reading Observation will give you the opportunity to listen to and observe individual students as they read. An Individual Reading Observation Note will alert you when an assessment is suggested for the step you are teaching. Individual Reading Observation Notes may appear once or twice during each three-day sequence of lessons. You can record your observations about each student on an "Individual Reading Observation" sheet (IR), which should be printed out as you begin teaching each set. For information on the "Individual Reading Observation" sheet, see the *Assessment Resource Book*. You will find copies of "Individual Reading Observation" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView™ app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*. You can also access the CCC ClassView app directly (classview.org).

Group Progress Assessment

The Group Progress Assessment will give you the opportunity to observe the group as they practice strategies. A Group Progress Assessment Note will alert you when an assessment is suggested for the step you are teaching. Group Progress Assessments may appear once or twice during each three-day sequence of lessons. Each Group Progress Assessment Note has a corresponding "Group Progress Assessment" sheet (GA) where you can record your observations. The sheet includes questions that you can ask yourself to focus your observations as well as suggestions for how to proceed with the instruction based on those observations. For information on the "Group Progress Assessment" sheet, see the *Assessment Resource Book*. You will find copies of "Group Progress Assessment" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*.

SUMMATIVE ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* in the middle and at the end of the year to monitor the students' progress and to evaluate how each student's progress compares to grade-level expectations. You might administer the assessment prior to completing report cards and/or holding parent-teacher conferences.

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Extending the Instruction

CONFERRING



If the students need to read a section of the text independently and you feel that they need structured time to complete the reading, you might use a small-group instructional session to provide it, rather than teach a lesson. You can confer with the students as they read and provide support as needed. For additional support, view "Listening to Students Read" (AV16).

For more information on monitoring student progress, see the *Assessment Resource Book*.

MORE STRATEGY PRACTICE

More Strategy Practice activities provide additional instruction on strategies covered in Small-group Reading. If the students need additional practice applying a strategy, refer to the "Lesson Summary" chart in the Appendix to see if there is a More Strategy Practice activity for the strategy. Teach the activity before moving on to a different strategy.

Read the More Strategy Practice activity to determine the amount of time required:

- Some activities may take a single 20-minute instructional session.
- Some activities may take less than a full 20-minute instructional session, in which case you may have time to conduct reading conferences, assess a student, or check in with the students doing independent work in addition to teaching the activity.
- Some activities may take multiple instructional sessions, which can be scheduled during small-group reading rotations or at another time of day.

EXTENSIONS AND TECHNOLOGY EXTENSIONS

Extensions are optional activities that provide additional learning opportunities that enhance the instruction in the core lessons. These activities can be done at the end of a lesson or at another time.



Technology Extensions are optional activities that identify ways in which you can use technology to extend instruction, when appropriate.

ADDITIONAL TEXTS

If you have taught all the lessons in a set and the students are not yet ready to move on to the next set, select additional texts from your collection of leveled texts and develop your own Small-group Reading lessons based on those you have already taught. You might:

- Consider having the students read additional books at equivalent F&P/DRA levels.
- Select a different text from your own collection of leveled texts that is from the same series, written by the same author, or in the same genre. Develop your own lesson for this text using a lesson you have already taught as a guide.

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Tips for Managing Small-group Reading in Your Classroom

Small-group Reading lessons assume students' familiarity with some basic procedures, cooperative structures, and facilitation techniques.

ROOM ARRANGEMENT AND MATERIALS

For Small-group Reading, the students should sit at a table facing you, close enough to see your copy of the text when you direct their attention to illustrations or text features. Some lessons may require a chart or sentence strips, so a stand or easel near the small-group table is recommended. Individual wipe-off boards are used by the students during the optional Guided Spelling lessons in Sets 7 and 8, and you may also use a wipe-off board to write ELL prompts or questions so that the group can see them. For Guided Spelling, the students should be seated so that they can easily reference the high-frequency word wall and the "Spelling-Sound Chart."

You may want to post your "Small-group Reading Two-week Planner" next to the small-group table so that you know which groups you will see each day. When you signal for the students to switch tasks, ask the students in the next small group to sit at the small-group table next to their partners (if you have preassigned partners). Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

The students may need to practice moving quickly and quietly to the small-group reading area. Consider beginning each instructional session by asking questions that help the students take responsibility for the gathering procedure, such as: "How did you do with coming to the small-group reading area quickly and quietly?"

Since the students carry their toolboxes during independent work rotations, they will bring their toolboxes with them to the small-group reading table. The students will store their texts and reading journals in their toolboxes.

THE TEACHER'S ROLE

Your role will vary depending on the size of the group, the social dynamics of the group, the time of year, and the reading strategy the group is working on.

- **Cooperative Structures.** During Small-group Reading lessons, you will facilitate the use of cooperative structures the students have learned in whole-class instruction, such as "Turn to Your Partner." When working with groups of four or fewer students, you may choose to have more whole-group discussions. Depending on the number of students and their personalities, you may want to have the students talk without first asking permission by raising their hands. Having a free-flowing conversation may help the students listen to others rather than prepare to speak.
- **Facilitation Techniques.** The students may expect you to tell them a "correct" answer to an open-ended question or an interpretation of the text; responding as such can stifle their independent thinking. To discourage the students from looking to you for answers, try prompting more student participation using these facilitation techniques.

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Facilitation Techniques

- Help the students learn to give their full attention to the speaker during discussions by directing them to **turn and look** at the person who is about to speak.
- **Respond neutrally, with interest** after a student speaks, so as not to encourage a specific line of thinking over other possible answers. Responding neutrally by saying "Interesting" or "Say more about that" can sustain a conversation without directing it.
- Practice **asking facilitative questions** during discussions to help the students respond directly to one another, not just to you. For example, you might ask the group: "What do others think?" or "What do you think about what [Adrienne] shared?"
- Offer an **example response**, such as one in a "Students might say" note. You might suggest, "Some students might say, '[I think it was stealing because Robert took something that wasn't his].' What do you think of that?"
- Use five seconds of **wait-time** after asking a question to make space for quieter students to speak. You may even encourage students who talk frequently to practice waiting for others to talk, rather than chiming in immediately.

- **Special Considerations for Facilitating "Responding to Literature" Lessons.** When students respond to literature, it is ideal for them to have self-sustaining conversations about texts with minimal teacher involvement. However, while the students are still building capacity to hold meaningful discussions, you may need to model reacting authentically to texts and building on other participants' thinking. During discussions, remain open to the students' ideas and let the students' thinking drive the conversation.

  The group may not be able to sustain discussions consistently, and the quality of discussion may be uneven within and across lessons. Some students may express a sophisticated understanding of fiction elements while others may simply retell parts of the story. These variations are normal. Recognizing each student's contribution as valid and meaningful will encourage risk-taking, build student confidence, and raise the overall quality of discussion over time.

RECORD-KEEPING

You may want to keep records of some of the logistics of your small groups, as students may change groups over the course of the the school year. Consider tracking:

- Which students have read each text
- Which students have received instruction on each strategy
- The groups you see each day
- The texts the students are keeping in their independent work toolboxes

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Special Considerations

Support for English Language Learners

Small-group Reading in the *Being a Reader* program is designed to be used with students you have assessed and grouped according to reading level. Because the students have been carefully grouped, the challenges that will most likely arise for English Language Learners are in vocabulary and background knowledge (such as that related to American culture or idioms). These issues were carefully considered for each of the texts in the sets, and guidance for supporting the students is provided in two ways. An "ELL Support" feature before a set of lessons provides ideas for preteaching vocabulary, building background knowledge, and providing language support. Additionally, ELL Notes at point of use provide information that can be included in the lesson. For more information about how the program supports English Language Learners, see "Supporting English Language Learners" in the Introduction of your grade-level *Being a Reader Teacher's Manual.*

Guided Spelling for Grade 1 Students

To ensure that spelling instruction continues for grade 1 students who finish Small-group Reading Sets 1-5 and have transitioned from Set 6, Sets 7 and 8 include optional Guided Spelling lessons. (Grade 2 students receive Guided Spelling instruction during whole-class Word Study.) In each Guided Spelling lesson, the students spell decodable words and high-frequency words with teacher support. Because spelling practice coordinated with on-level reading strengthens both decoding and spelling, the decodable words in each lesson are selected from the corresponding texts. The purpose of Guided Spelling is to support the students in being strategic spellers rather than to test their knowledge of individual words.

Guided Spelling lessons should take approximately five minutes. For each word, say the word, have the students say it, and then support them as they spell. For decodable words, refer to the "Spelling Support" section for specific suggestions to help you guide the students. For high-frequency words, allow the students to use the word wall or their personal "Word Bank" for support as needed. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org). High-frequency word cards are provided for all the words used in each set so that you can easily add them to your word wall before Guided Spelling lessons. Although the students may not memorize all these words, knowing where to find them is useful when the students write independently.

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Lessons

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Sets 7 and 7A

Set 7 readers decode more confidently. They comprehend more complex sentences and apply their polysyllabic decoding skills to picture books, beginning chapter books, poems, and single-topic nonfiction books. They build fluency and comprehension by reading and rereading texts.

Discussions help the students build a shared understanding of what they read. With guidance, the students organize information from books to help them retell stories and share ideas with others. Readers' theater and other activities, such as reading in pairs and echo reading, provide opportunities for fluency practice.



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Sets 7 and 7A

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 6	▪ Characters' feelings ▪ Phrasing ▪ Punctuation	▪ Polysyllabic words	▪ Character ▪ Important ideas ▪ Sequencing and retelling ▪ Text features ▪ Text structure ▪ Text-to-self connections		
Set 7	▪ Characters' feelings ▪ Punctuation ▪ Reading for listeners	▪ Polysyllabic words	▪ Elements of poetry ▪ Predicting ▪ Sequencing and retelling ▪ Text features ▪ Text-to-self connections ▪ Text-to-text connections ▪ Theme ▪ Topic ▪ Wondering		▪ Opinions ▪ Responding to literature
Set 8	▪ Punctuation ▪ Reading for listeners	▪ Polysyllabic words	▪ Predicting ▪ Problem and solution ▪ Sequencing and retelling ▪ Text features ▪ Text structure ▪ Text-to-text connections ▪ Topic ▪ Wondering	▪ Self-monitoring and self-correcting	▪ Opinions ▪ Responding to literature

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SETS 7 AND 7A OVERVIEW

	Fluency	Word Analysis	Comprehension	Generating Independent Thinking
Chameleon! ▪ Expository nonfiction ▪ 3 days	▪ Paying attention to punctuation			
"A Small Stall" from *Cowgirl Kate and Cocoa* ▪ Fiction: chapter book ▪ 6 days	▪ Paying attention to characters' feelings ▪ Reading for listeners			
Jellyfish ▪ Expository nonfiction ▪ 3 days		▪ Analyzing polysyllabic words	▪ Exploring text features	
Elephant ▪ Expository nonfiction ▪ 3 days			▪ Exploring text features	
Puffin Peter ▪ Fiction ▪ 3 days			▪ Sequencing and retelling	
Aggie Gets Lost ▪ Fiction: chapter book ▪ 3 days			▪ Sequencing and retelling	
Iris and Walter and Cousin Howie ▪ Fiction: chapter book ▪ 3 days			▪ Making text-to-self connections	
What's It Like to Be an Ant? ▪ Expository nonfiction ▪ 3 days			▪ Determining topic ▪ Exploring text features	
Leon and Bob ▪ Fiction ▪ 3 days			▪ Wondering ▪ Making and supporting predictions	
"The Greatest Invention" **"The Vacuum Cleaner's Revenge"** **"Staying Overnight"** ▪ Poetry ▪ 3 days			▪ Exploring elements of poetry ▪ Determining theme	▪ Sharing and supporting opinions
Jellies ▪ Expository nonfiction ▪ 3 days			▪ Wondering ▪ Making text-to-text Connections	
Houndsley and Catina Plink and Plunk ▪ Fiction ▪ 3 days				▪ Responding to literature

■ = Set 7 ■ = Set 7A

The texts can be taught in any order. To help you select texts and strategies, see the "Lesson Summary" chart in the Appendix.

Make a group set of the "Individual Reading Observation" sheet (IR1); see the *Assessment Resource Book*. Make a copy for each student in the group. You will use the observation sheets throughout this set.

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RESOURCES

Poems

"The Greatest Invention"

by Douglas Florian (see page 17)

"The Vacuum Cleaner's Revenge"

by Patricia Hubbell (see page 18)

"Staying Overnight"

by Aileen Fisher (see page 19)

These three lighthearted poems expose students to elements of poetry, including figurative language (personification), sound (onomatopoeia), and theme.

Extension

- "Explore Rhyming Words in the Poems"

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)
- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA11)

Reproducibles

- "The Greatest Invention" (BLM2)
- "The Vacuum Cleaner's Revenge" (BLM3)
- "Staying Overnight" (BLM4)
- "High-frequency Words for Poems" (BLM5)

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OVERVIEW

Academic Focus

- Students read and discuss poems.
- Students explore personification, onomatopoeia, and theme in poetry.
- Students share opinions and explain their thinking.
- Students spell words from the texts (for grade 1 students only).

Social Development Focus

- Students listen respectfully and share their thinking.

DO AHEAD

- ✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print "The Greatest Invention" (BLM2). Make a copy for each student in the group and one for yourself. Practice reading the poem aloud.
- ✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "The Vacuum Cleaner's Revenge" (BLM3). Make a copy for each student in the group and one for yourself. Practice reading the poem aloud.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Staying Overnight" (BLM4). Make a copy for each student in the group and one for yourself. Practice reading the poem aloud.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA11); see the Set 7 assessments in the *Assessment Resource Book*.
- ✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *word*, *wasn't*, and *poem* to the word wall if they are not already displayed. Visit the CCC Learning Hub (ccclearninghub.org) to access and print "High-frequency Words for Poems" (BLM5).

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ELL SUPPORT

- **Preview the Poems:** Poetry is especially challenging for English Language Learners. Preview and discuss the poems with the students before the lessons. Read the poems aloud and clarify vocabulary:

  invention: something new that a person creates that makes life easier or better ("The Greatest Invention")

  absurd: very strange ("The Greatest Invention")

  revenge: the act of harming someone because they harmed you ("The Vacuum Cleaner's Revenge")

  munch: chew something in a noisy way ("The Vacuum Cleaner's Revenge")

  zoom: move very quickly ("The Vacuum Cleaner's Revenge")

  slurp: eat or drink something in a noisy way ("The Vacuum Cleaner's Revenge")

  tiresome: boring ("The Vacuum Cleaner's Revenge")

  not very fond of: if you are not very fond of something, you do not like it very much ("Staying Overnight")

  'cause: a short way of saying *because* ("Staying Overnight")

  You may also have the students practice reading the poems aloud by echo reading or chorally reading the text.

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"The Greatest Invention"
Exploring Elements of Poetry

Day 1

In this lesson, the students:

- Read and discuss a poem
- Discuss the poet's opinion
- Share and support their own opinions

1 Gather and Discuss Poetry

Gather the group with partners sitting together, facing you. Remind the students that they have heard and read many poems this year during Shared Reading (Grade 1). Briefly mention some familiar poems by name. Ask:

Q *What do you think you know about poems?*

> **Students might say:**
> "Poems are shorter than stories."
> "Some poems rhyme, but not all poems."
> "Some poems use made-up words."
> "Poems can be funny."

Tell the students that this week they will read and discuss three poems and think about what the poets did to make the poems fun to read and hear.

2 Introduce and Read "The Greatest Invention"

Distribute "The Greatest Invention" (BLM2) and read the title and the poet's name aloud. Point to the word *invention* in the title and explain that an *invention* is "something new that a person creates that makes life easier or better." Explain that in this poem the poet names different inventions and tells readers his opinion, or belief, about which invention is greatest, or best.

Have the students read "The Greatest Invention" quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

Materials

- Teacher and student copies of "The Greatest Invention" (BLM2), prepared ahead
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

Teacher Note

If necessary, remind the students that the author of a poem is called a *poet*.

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3 Read Aloud and Discuss the Poem

When all the students have read the poem at least once, tell them that you will read the poem aloud and ask them to follow along on their copies as you read. Read "The Greatest Invention" aloud slowly and clearly. Then ask:

Q *What inventions does the poet mention in the poem?*

Have a few volunteers share their thinking. Point out any inventions in the poem the students overlooked. Direct the students' attention to the word *absurd* in the sixth line and, if necessary, explain that if something sounds *absurd*, it sounds very strange. Ask:

Q *Why do you think the poet says "it may sound absurd" before naming the invention he thinks is the greatest?*

> **Students might say:**
>
> "It's weird to think about words as an invention."
>
> "I agree with [Tito]. An invention is usually a machine."
>
> "I think he says 'it may sound absurd' because he thinks the reader is going to be surprised by what he says next."

Teacher Note

If the students struggle, you may want to share your own thinking or refer to the "Students might say" note for examples. If you do share, remember to let the students' thinking drive the conversation as much as possible.

4 Share Opinions About Inventions

Tell the students that when they share what they think or how they feel about something, they are sharing their opinion. Explain that people may have different opinions about the same thing and that is fine. The important thing is that they give reasons to explain their thinking. Ask:

Q *Do you agree with the author's opinion that the word is the greatest invention? Why?*



Q *What do you think is the greatest invention? Why do you think so? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think the greatest invention is the car because cars get you places quickly and safely."
>
> "I think smartphones are the greatest invention because you can use them to get directions, play games, and call for help if you need to."
>
> "I think the poet's right that words are the greatest invention. Without words we couldn't talk or read."

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5 Reflect on Sharing Opinions

Ask and briefly discuss:

Q *What do you like about sharing your opinion?*

> **Students might say:**
>
> "I like sharing what I think about things."
>
> "I like hearing what other people think. Sometimes it makes me change my mind."

Tell the students that they will read and discuss another poem in the next lesson. Ask them to put "The Greatest Invention" into their toolboxes and encourage them to reread the poem independently.

GUIDED SPELLING

train	"The greatest invention was not the train."
may	"It may be difficult to agree on the greatest invention."
word	"The greatest invention is the word."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

train: Point to the cake picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ā/. Tell the students that in *train* the sound /ā/ is spelled *a-i*.

may: Tell the students that the sound /ā/ at the end of a word is usually spelled *a-y*. In *may* the sound /ā/ is spelled *a-y*.

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Day 2

"The Vacuum Cleaner's Revenge"

Exploring Elements of Poetry

Materials

- Teacher and student copies of "The Vacuum Cleaner's Revenge" (BLM3), prepared ahead
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

In this lesson, the students:

- Read and discuss a poem
- Explore personification and onomatopoeia in the poem
- Listen respectfully and share their thinking

1 Gather and Discuss Poetry

Remind the students that in the last lesson, they read and discussed a poem about inventions. Ask and discuss:

Q *What do you enjoy about reading and listening to poems?*

> **Students might say:**
>
> "I like that poems are short because I can read them quickly."
>
> "I like that poems are sometimes silly."
>
> "I like that poems make me think about things in new ways."

Tell the students that they will read and discuss another poem today.

Teacher Note

The words *munch*, *zoom*, *slurp*, and *tiresome* in the poem may be unfamiliar to some students. If necessary, pre-teach these words using the definitions provided in the "ELL Support" section of the Week Overview before reading the poem aloud.

2 Introduce and Read "The Vacuum Cleaner's Revenge"

Distribute "The Vacuum Cleaner's Revenge" (BLM3) and read the title and the name of the poet aloud. If necessary, explain that *revenge* is the act of harming someone because they harmed you.

Have the students read the poem quietly to themselves.

3 Reread and Discuss the Poem in Pairs

Explain that the students will now read "The Vacuum Cleaner's Revenge" aloud with their partners. Direct the students' attention to your copy of the poem and show them that the poem is divided into eight *stanzas*, or parts. Tell the students that partners will take turns reading the stanzas of the poem aloud.

If necessary, model reading the first two stanzas of the poem with a student volunteer. For more information, see "Reading in Pairs" in the Introduction.

Have the students read "The Vacuum Cleaner's Revenge" aloud in pairs.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

When all the students have read the poem at least once with their partners, ask and discuss:

Q *Who is speaking in this poem? How do you know?*

Have one or two volunteers share their thinking. If necessary, point out that the vacuum cleaner is the speaker in the poem. Explain that we can tell it is the vacuum cleaner talking because it uses the word *I* when it describes the things it does ("*I* munch. /*I* crunch. /*I* zoom. /*I* roar.") Tell the students that when a poet or other author gives human characteristics—like a voice—to an object it is called *personification*. Explain that poets use personification to make their poems interesting and fun to read and hear. Ask:

Q *How does the vacuum cleaner feel about its life? How do you know? Turn to your partner.*

Have a few students share their thinking. Reread the last three lines of the poem. Then ask:

Q *What do you think about the last line of the poem? Why might the vacuum cleaner want to swallow the reader?*

> **Students might say:**
>
> "I think it means that if the vacuum cleaner sucked up the reader he'd get a break from all the work."
>
> "I agree with [Fatima]. Also, if he swallowed the reader there wouldn't be anyone around to make a mess for him to clean up."
>
> "I understand why the vacuum cleaner wants to swallow the reader. If someone were making me swallow stuff like dead bugs and cat hair all the time, I'd feel the same way."

Teacher Note

If the students struggle, you may want to share your own thinking or refer to the "Students might say" note for examples. If you do share, remember to let the students' thinking drive the conversation as much as possible..

4 Introduce and Discuss Onomatopoeia

Tell the students that in "The Vacuum Cleaner's Revenge" the poet uses some interesting words to help readers imagine, or hear in their minds, what the vacuum cleaner sounds like. Explain that you will reread the first stanza of the poem and that you want the students to listen for words that tell how the vacuum cleaner sounds. Read the first stanza aloud. Then ask:

Q *What words did you hear that tell how the vacuum cleaner sounds?*

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If necessary, point out that the words *munch*, *crunch*, *zoom*, and *roar*, make the sounds the vacuum cleaner makes when it is doing its noisy job. Tell the students that using words that sound like what they are describing is called *onomatopoeia*. Give the students a few other examples of onomatopoeia such as *squeak*, *honk*, and *bang*.

5 Identify Examples of Onomatopoeia in Pairs

Tell the students that they will in work pairs to identify additional examples of onomatopoeia in "The Vacuum Cleaner's Revenge." Have partners reread the poem together and circle, on their individual copies, the examples of onomatopoeia they find. When most pairs have finished circling words discuss:

Q *What other examples of onomatopoeia did you find in the poem?*

Have a few volunteers share their thinking. Point out any examples the students missed. Explain that poets use onomatopoeia, like rhyme and personification, to make their poems interesting and fun to read and hear.

Teacher Note

Additional examples of onomatopoeia in the poem include *clatter-clack*, *slurp*, and *gulp*.

6 Reflect on Working in Pairs

Ask and discuss:

Q *What went well when you and your partner worked together today?*

Tell the students that they will read and discuss another poem in the next lesson. Ask the students to put "The Vacuum Cleaner's Revenge" into their toolboxes and encourage them to reread the poem independently.

GUIDED SPELLING

room	"The vacuum cleaner sucks up dirt in the room."
zoom	"Zoom. The vacuum cleaner zooms around the room."
wasn't	"'The vacuum cleaner wasn't happy with its work."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

room: Point to the flute picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /o͞o/. Tell the students that in *room* the sound /o͞o/ is spelled *o-o*.

zoom: Tell the students that *zoom* rhymes with *room* and is spelled the same way at the end.

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"Staying Overnight"
Exploring Elements of Poetry

Day 3

In this lesson, the students:

- Read and discuss a poem
- Explore theme in the poem
- Share and support their opinions
- Listen respectfully and share their thinking

Materials

- Teacher and student copies of "Staying Overnight" (BLM4), prepared ahead
- "Group Progress Assessment" sheet (GA11)

1 Gather and Introduce "Staying Overnight"

Tell the students that today they will read and discuss the poem "Staying Overnight" by poet Aileen Fisher. Explain that this poem is about a girl who stays overnight at a friend's house and eats some meals there. Ask:

Q *Have you ever eaten a meal at a friend's house? What do you remember about it? Turn to your partner.*

Have a few volunteers share their thinking.

2 Read and Discuss the Poem

Distribute "Staying Overnight" (BLM4) and have the students read the poem quietly to themselves. When all the students have read the poem at least once, ask and briefly discuss:

Q *What did you learn about the girl from reading the poem? What words in the poem make you think that?*

> **Students might say:**
>
> "She's polite because she ate the food that was given to her even though she didn't like it."
>
> "I think she's happy that she tried those foods again because she asked for more."
>
> "I think she's okay with changing her mind because she gave those foods another try."

Direct the students' attention to your copy of the poem. Point out that the poem is divided up into two *stanzas*, or parts. Tell the students that you will read the first stanza aloud and ask them to follow along on their

Teacher Note

The phrase *not very fond of* and the word *'cause* may be unfamiliar to some students. If necessary, pre-teach this vocabulary using the definitions provided in the "ELL Support" section of the Week Overview before having the students read the poem.

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copies as you read. Read the first stanza aloud, and then ask and discuss the questions that follow one at a time:

Q *How does the girl's opinion of peas change? What words in the poem make you think that?*

If necessary, explain that that the girl does not think she likes green peas, but when she eats them at Donna's she discovers she likes them.

Read the second stanza aloud as the students follow along. Then ask and discuss:

Q *How does the girl's opinion of oatmeal change? What words in the poem make you think that?*

Have a few volunteers share their thinking. If necessary, explain that the girl has not liked the taste or feel of oatmeal in the past, but she eats it at Donna's because she does not have a choice. As with the peas, the girl discovers she actually likes oatmeal when she tries it at Donna's.

TEKS 8.A.ii
Student/Teacher Narrative Step 3 (all, beginning on page 14 and continuing to page 15)

3 Introduce and Discuss Theme

Tell the students that poems often contain *themes*, or messages or lessons that the poet wants readers to think about. Explain that readers may have different opinions about a poem's themes and that this is fine. The important thing is that they give reasons to explain their thinking. Ask:

Q *What do you think is a theme, or lesson, in this poem? Why do you think that? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think the lesson is that you should try things more than once. The girl doesn't think she likes peas and oatmeal, but when she tries them again she finds out she actually does like them."
>
> "Another lesson is that it's okay to change your mind. The girl in the poem changes her mind about oatmeal and peas."
>
> "I think the poet is saying that food tastes better when you eat it with friends. The girl doesn't like peas or oatmeal at her house, but she likes them when she eats them at her friend's."

Observe the students as they talk with their partners and share with the group, offering support as needed.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to suggest themes in the poem?
- Do they give reasons for their thinking?
- Do they listen respectfully to the thinking of others?

Record your observations on the "Group Progress Assessment" sheet (GA11); see the Set 7 assessments in the *Assessment Resource Book*.

Support any student who struggles to suggest a theme by asking:

Q *What did the girl find out about green peas when she ate them at her friend's house? What lesson do you think she learned based on that experience?*

Support any student who struggles to explain his or her thinking by asking:

Q *What words in the poem make you think that?*

Tell the students that thinking and talking about themes, or the messages and lessons in poems and stories, helps readers understand and enjoy what they read.

4 Reflect on Reading Poetry

Remind the students that this week they read and discussed the poems "The Greatest Invention," "The Vacuum Cleaner's Revenge," and "Staying Overnight." They also talked about personification, onomatopoeia, and theme in poetry and practiced sharing and supporting their opinions. Ask:

Q *What did you like about reading and discussing poetry this week? Turn to your partner.*

Have a few volunteers share their thinking. Ask the students to put "Staying Overnight" into their toolboxes and encourage them to read it and other poems independently.

GUIDED SPELLING

tall	"The tall girl could reach the highest shelf."
small	"Many small peas fit on the fork."
poem	"'The Vacuum Cleaner's Revenge' is a funny poem, because the vacuum cleaner talks."

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Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

tall: Tell the students that they will spell two words that rhyme with *all*, spelled *a-l-l*.

EXTENSION

Explore Rhyming Words in the Poems

Point out that the poet Douglas Florian uses lots of rhyming words in his poem "The Greatest Invention." If necessary, remind the students that rhyming words are words that sound alike at the end. Explain that as you reread the poem aloud, you want the students to follow along on their copies and listen for words that rhyme. Reread "The Greatest Invention" aloud, slowly and clearly. Ask:

Q *What words did you hear that rhyme, or sound the same at the end?*

Have a few volunteers share their thinking. If necessary, reread the poem and emphasize the word pairs *car/guitar*, *plane/rain*, *absurd/word* to help the students hear the rhymes. Then ask the question again.

Use the same procedure to discuss rhyme in the poems "The Vacuum Cleaner's Revenge" and "Staying Overnight." Point out that rhyming words help make poems interesting and fun to read and say. Encourage the students to read poems independently and to share examples of rhyming words they notice.

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Poem

The Greatest Invention

by Douglas Florian

The greatest invention was not the car,
Not the lightbulb and not the guitar,
Not the train and not the plane,
Not the umbrella, which blocks all the rain.
No, the greatest invention,
It may seem absurd,
The greatest invention by far is
The word.

"The Greatest Invention" from *Poem Depot: Aisles of Smiles* by Douglas Florian, copyright © 2014 by Douglas Florian. Used by permission of Dial Books for Young Readers, an imprint of Penguin Young Readers Group, a division of Penguin Random House LLC. All rights reserved.

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Poem

The Vacuum Cleaner's Revenge

by Patricia Hubbell

I munch. I crunch.
I zoom. I roar.

I clatter-clack
Across the floor.

I swallow twigs.
I slurp dead bugs.

I suck the cat hair
From the rugs.

My stomach full
Of dirt and dust

I gulp another
Pizza crust.

A tiresome life—
All work, no play—

I think I'll swallow *you* today!

"The Vacuum Cleaner's Revenge" by Patricia Hubbell. Copyright © 2001 Patricia Hubbell. Used by permission of Marian Reiner for the author.

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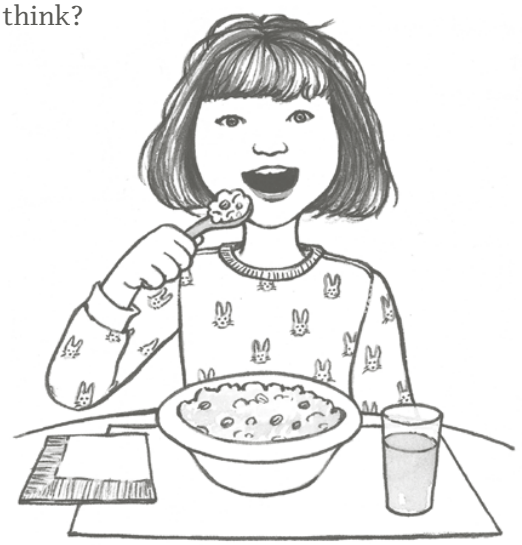
Poem

Staying Overnight

by Aileen Fisher

For dinner at Donna's
we had green peas.
At home I'm not very fond of these.
But I ate them all
'cause company should.
And what do you think?
They tasted good.

For breakfast at Donna's
we had oatmeal.
I've never been fond of its taste or feel.
But there wasn't a choice
of oatmeal OR...
And what do you think?
I asked for more.



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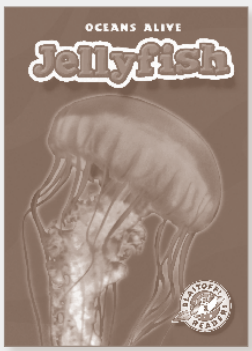
RESOURCES



Jellies: The Life of Jellyfish

by Twig C. George

This book describes the physical characteristics and habits of jellyfish through engaging text and photographs.



Jellyfish

by Ann Herriges

This nonfiction text gives information about the lives of these curious ocean creatures.

Extensions

- "Explore Descriptive Language in *Jellies*"
- "Share Opinions About *Jellyfish* and *Jellies*"

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)
- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA12)

Reproducible

- "High-frequency Words for *Jellies*" (BLM6)

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OVERVIEW

Academic Focus

- Students read and discuss two nonfiction texts.
- Students identify what they learn and wonder about a topic.
- Students make text-to-text connections.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students listen carefully
- Students work responsibly in pairs

DO AHEAD

✓ Prior to Day 1, teach the lessons that accompany *Jellyfish* if you have not already done so. This week the students will make text-to-text connections between *Jellyfish* and *Jellies*.

✓ Prior to Day 1, prepare two sheets of chart paper with the titles "Information About Jellyfish" and "What We Wonder About Jellyfish."

✓ Prior to Day 2, number the pages in the teacher and student copies of *Jellies*, beginning with number 1 on the first title page. Page 4 begins "If you were a jellyfish you would have two choices...."

✓ Prior to Day 2, practice reading aloud the names of the jellyfish pictured on pages 4–15 of *Jellies*.

✓ Prior to Day 3, practice reading aloud the names of the jellyfish pictured on pages 16–31 of *Jellies*. *Oikopleura labadorensis* (p. 26) is pronounced eye-koh-PLUR-ay lab-rah-dor-ee-EN-sis.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA12); see the Set 7 assessments in the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *choice*, *caught*, and *water* to the word wall if they are not already displayed. Visit the CCC Learning Hub (ccclearninghub.org) to access and print "High-frequency Words for *Jellies*" (BLM6).

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ELL SUPPORT

- **Preview the Book:** Prior to Day 2, preview *Jellies* with the students. You might show and discuss the photographs or have the students page through the book on their own. Clarify the following vocabulary:

  greenhouse: a building used for growing plants (p. 19)

  protein: solid parts of a jellyfish (p. 22)

  elegant: fancy (p. 27)

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Jellyfish

Rereading a Nonfiction Book and Identifying Information Learned

Day 1

In this lesson, the students:

- Reread a nonfiction book
- Identify what they learn and wonder about the topic
- Listen carefully
- Work responsibly in pairs

1 Gather and Review *Jellyfish*

Show the title page of *Jellyfish* and read the title and the author's name aloud. Remind the students that they read and discussed the book earlier. Ask:

Q *What do you remember learning about jellyfish from this book?*

Tell the students that today they will reread the book and think more about the information in it.

2 Reread *Jellyfish*

Have the students read pages 4–21 quietly to themselves.

3 Identify Information About the Topic

When all the students have read the pages at least once, ask:

Q *What facts did you read about jellyfish? Turn to your partner.*

After partners have had a chance to talk, distribute a piece of paper and a pencil to each pair of students and have partners work together to write three facts they read about jellyfish in the book. When most pairs have finished writing, invite volunteers to share what they wrote with the group. Record their ideas on the "Information About Jellyfish" chart.

Information About Jellyfish

- Jellyfish don't have brains, eyes, or a heart
- Most jellyfish are shaped like open umbrellas
- A group of jellyfish is called a smack
- Jellyfish are mostly water
- Jellyfish use their tentacles to catch food

Materials

- Teacher and student copies of *Jellyfish* from the *Jellyfish* lessons in Set 7
- "Information About Jellyfish" chart, prepared ahead
- "What We Wonder About Jellyfish" chart, prepared ahead
- A marker

Teacher Note

Encourage the students to refer back to the book to help them answer the question.

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4 Discuss What Students Wonder About the Topic

Point out that the students have read some interesting information about jellyfish. Explain that sometimes reading about a topic makes readers wonder new things about that topic. Ask:

Q *What do you wonder about jellyfish? What questions do you have about them? Turn to your partner.*

When most pairs are finished talking, invite volunteers to share what they wonder with the group. Record their questions on the "What We Wonder About Jellyfish" chart.

What We Wonder About Jellyfish

- What do jellyfish eat?
- How long do jellyfish live?
- Do other animals eat jellyfish?
- How big do jellyfish get?

5 Reflect on Working in Pairs

Ask:

Q *What went well when you worked with your partner today?*

Explain that in the coming days, the students will read another nonfiction book about jellyfish and continue think about what they are learning and wondering about these mysterious creatures. Have them put *Jellyfish* into their toolboxes. Encourage the students to reread the book independently and to share what they learn and wonder about jellyfish with others.

Teacher Note

Save the "Information About Jellyfish" chart to use on Day 2 and the "What We Wonder About Jellyfish" chart to use on Day 3.

GUIDED SPELLING

know	"Jellyfish do not know where they are going when they drift."
wrap	"I will wrap a present to bring to the party."
choice	"Jellyfish do not have the choice of what to eat for breakfast."

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Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

know: Tell the students that they will spell two words that begin with silent letters. In *know* the sound /n/ is spelled *k-n*.

wrap: Tell the students that in wrap the sound /r/ is spelled *w-r*.

Jellies
Reading a Nonfiction Book and Making Text-to-text Connections

Day 2

In this lesson, the students:

- Read and discuss part of a nonfiction book
- Identify information learned about the topic
- Make text-to-text connections
- Listen carefully

Materials

- Teacher and student copies of *Jellies* (pages 4–15)
- "Information about Jellyfish" chart, from Day 1
- A marker (different color than that used on Day 1)
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

1 Gather and Introduce *Jellies*

Remind the students that in the last lesson, they reread the book *Jellyfish* and discussed what they read and wondered about jellyfish. Show the cover of *Jellies* and read the title, subtitle, and author's name aloud. Tell the students that although the topic of *Jellies* is the same as *Jellyfish*, not all the information in the two books is the same. Explain that in today's lesson, the students will begin reading *Jellies* and talk about what information the book provides on the topic of jellyfish.

2 Read and Discuss Part of *Jellies*

Distribute *Jellies* and the self-stick notes. Have the students turn to page 9 and mark the page with a self-stick note so they know where to stop reading. (Page 9 begins with the sentence "You wouldn't worry about it because you couldn't.")

Have the students read pages 3–9 quietly to themselves.

Teacher Note

The names of the some of the jellyfish pictured in *Jellies* may be difficult for the students to read and pronounce. Tell the students that you will read the names aloud later in the lesson.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

When all of the students have read the pages at least once, ask and discuss:

Q *What did you read about jellyfish? Turn to your partner.*

Have a few students share their thinking. Have the students move the self-stick note to page 15 so they know where to stop reading. (Page 15 begins with the sentence "Some jellyfish sting gently.")

Have the students read pages 9–15 quietly to themselves. Ask the students to look up when they have finished reading. Show the photographs on pages 4–15 and read the corresponding names of the jellyfish aloud.

3 Reread and Add to the "Information About Jellyfish" Chart

Direct the students' attention to the "Information About Jellyfish" chart and remind them that the information on the chart comes from the book *Jellyfish*. Tell the students that they will now reread the pages of *Jellies* they just read and look for information about jellyfish to add to the chart. Have the students turn back to page 4 and reread pages 4–15 quietly to themselves. Then ask:

Q *What information about jellyfish can we add to the chart?*

Add the students' ideas to the chart using a different color marker than you used on Day 1.

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Information About Jellyfish

- Jellyfish don't have brains, eyes, or a heart
- Most jellyfish are shaped like open umbrellas
- A group of jellyfish is called a smack
- Jellyfish are mostly water
- Jellyfish use their tentacles to catch food
- Jellyfish can't choose what they eat
- Ocean currents can carry jellyfish hundreds of miles
- Sea turtles, dolphins, and whale sharks may eat jellyfish
- An Australian box jellyfish is more dangerous than a cobra

Follow up by asking:

Q *What information from today's reading is the same as the information in* Jellyfish*? What information is different, or new to you?*

> **Students might say:**
>
> "In both books it says that jellyfish drift instead of swim."
>
> "I didn't know that jellyfish could drift hundreds of miles."
>
> "In *Jellies* it says that a jellyfish can be more dangerous than a cobra. That isn't in the other book."
>
> "Both books say that jellyfish don't have brains."

Put a star next to any fact on the chart that appears in both books.

Teacher Note

If the students struggle to answer the questions, you may want to share your own thinking or refer to the "Students might say" note for examples. If you do share, remember to let the students' thinking drive the conversation as much as possible.

4 Introduce Text-to-text Connections

Review that the "Information About Jellyfish" chart now includes information from two books: *Jellyfish* and *Jellies*. Ask and briefly discuss:

Q *Why does it make sense to have information from both books on this chart?*

TEKS 6.E.ii
Student/Teacher Narrative
Step 4
(all, beginning on page 27 and cotinuing to page 28 and including "Students might say" note)

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Students might say:

"It makes sense because all the information is about jellyfish."

"It makes sense because the books are about the same topic."

If necessary, explain that the books *Jellyfish* and *Jellies* are connected because they provide information about the same nonfiction topic: jellyfish. Point out that thinking about how the information in the books is the same and different is another way of making connections between the books. Explain that when readers think about ways in which books are related to one another, they are making *text-to-text connections*. Tell the students that making text-to-text connections between books can help readers understand the books, and the topics they are reading about, better.

5 Wrap Up

Tell the students that in the next lesson, they will read the rest of *Jellies* and continue to make text-to-text connections between it and *Jellyfish*. Collect *Jellies*, keeping the self-stick notes in the books on page 15.

GUIDED SPELLING

jellyfish	"Jellyfish may be as large as a blue whale."
inside	"Some jellyfish grow food inside their bodies."
caught	"Food gets caught in the tentacles of jellyfish."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

jellyfish: Tell the students that *jellyfish* is a compound word. Support the students in breaking the word into its smaller words and then writing each smaller word one at a time. Remind the students not to leave a space between the smaller words. If necessary, tell the students that in *jelly* the sound /j/ is spelled *j*; the sound /ē/ is spelled *y*.

inside: Follow the same procedure to support the students in writing *inside*. If necessary, tell the students that in *side* the sound /ī/ is spelled with final *e*.

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Jellies

Reading a Nonfiction Book and Making Text-to-text Connections

Day 3

In this lesson, the students:

- Read and discuss part of a nonfiction book
- Identify information learned about the topic
- Make text-to-text connections
- Listen carefully

1 Gather and Review Text-to-text Connections

Review that in the last lesson, the students made text-to-text connections between the nonfiction books *Jellyfish* and *Jellies* by thinking about how the information in the books is the same and different.

Direct the students' attention to the "Information About Jellyfish" chart and remind them that chart now includes information from both books. Tell the students that today they will read the rest of *Jellies* and continue to make connections between it and *Jellyfish*.

2 Read and Discuss Part of *Jellies*

Distribute *Jellies*. Have the students turn to page 20 and mark the page so they know where to stop reading. (Page 20 begins with the sentence "To be a jellyfish you need to be shaped like a bell, with at least one mouth, and tentacles.") Have the students read pages 16–20 quietly to themselves. Then ask:

Q *What did you read about jellyfish? Turn to your partner.*

Have a few students share their thinking. Have the students move the self-stick note from page 20 to page 31 so they know where to stop reading. (Page 31 begins with the sentence "Some day you might be very lucky and see an ocean full of jellyfish.")

Have the students read pages 22–31 quietly to themselves. Ask the students to look up when they have finished reading. Then show the photographs on pages 16–31 and read the corresponding names of the jellyfish aloud.

3 Reread and Make Text-to-Text Connections

Direct the students' attention to the "Information About Jellyfish" chart and explain they will now reread the pages of *Jellies* they just read and look for information about jellyfish to add to the chart.

Materials

- Teacher and student copies of *Jellies*
- "Information About Jellyfish" chart from Day 2
- "What We Wonder About Jellyfish" chart from Day 1
- A marker (same color as that used on Day 2)
- "Group Progress Assessment" sheet (GA12)

Teacher Note

The words *greenhouse* (p. 19), *protein* (p. 22), and *elegant* (p. 27) may be unfamiliar to some students. If necessary, pre-teach these words using the definitions provided in the "ELL Support" section of the Week Overview before having the students read the second part of *Jellies*..

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Have the students turn back to page 16 and reread pages 16–31 quietly to themselves. Then ask:

Q *What information about jellyfish can we add to the chart?*

Add the students' ideas to the chart using the same color marker that you used on Day 2.

Information About Jellyfish

- Jellyfish don't have brains, eyes, or a heart*
- Most jellyfish are shaped like open umbrellas
- A group of jellyfish is called a smack
- Jellyfish are mostly water*
- Jellyfish use their tentacles to catch food*
- Jellyfish can't choose what they eat
- Ocean currents can carry jellyfish hundreds of miles
- Sea turtles, dolphins, and whale sharks may eat jellyfish
- An Australian box jellyfish is more dangerous than a cobra
- Animals that eat jellyfish grow healthy and strong
- Some jellyfish grow food inside their bodies
- Some jellyfish are tiny. Some are as long as a blue whale

Follow up by asking:

Q *What information from today's reading is the same as the information in* Jellyfish? *What information is different, or new to you?*

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Students might say:

"Both books say that jellyfish are mostly water."

"In *Jellies* it says that the Portuguese man-of-war is not a real jellyfish. That wasn't in the other book."

"Both books tell how jellyfish catch food with their tentacles, but *Jellies* also talks about jellyfish that live at the bottom of the ocean and grow their own food."

Put a star next to any fact on the chart that appears in both books.



GROUP PROGRESS ASSESSMENT NOTE

As the students respond, ask yourself:

- Are the students able to identify information in the book to add to the chart?
- Are they able to distinguish between new information and information that overlaps with the facts presented in *Jellyfish*?

Record your observations on the "Group Progress Assessment" sheet (GA12); see the Set 7 assessments in the *Assessment Resource Book*.

Support any student who struggles by asking the student to reread a page from *Jellies*. Then ask questions such as:

Q *What does this page tell you about [how jellyfish look]?*

Q *What do you remember from* Jellyfish *about [how jellyfish look]?*

Remind the students that thinking about how information in two nonfiction books is the same and different is a way of making *text-to-text connections* between the books.

4 Revisit What Students Wondered About Jellyfish

Direct the students' attention to the "What We Wonder About Jellyfish" chart from Day 1 and remind the students that it lists questions they had about jellyfish after reading the book *Jellyfish*. Read the questions on the chart aloud (or have volunteers read them). Then ask:

Q *Were any of your questions about jellyfish answered in the book* Jellies*?*

Q [If yes] *What did you find out about [how big jellyfish get]?*

Explain that a nonfiction book might answer some of a reader's questions about a topic and not others. Point to a question on the chart that was not addressed in either book and ask:

Q *How might you find out [how long jellyfish live]?*

Have a few volunteers share their thinking. If necessary, suggest that the students could read other books or magazine articles about jellyfish, watch a television program about them, or search for information online.

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5 Reflect on Reading Nonfiction

Ask and discuss:

Q *What did you enjoy about reading nonfiction this week?*

Q *Why might you want to read more than one nonfiction book about a topic?*

> **Students might say:**
>
> "You learn more if you read more books."
>
> "Different books may have different information in them."
>
> "One book might bring up questions that another book can answer."

Have the students put *Jellies* into their toolboxes. Encourage them to reread the book independently and to read books on other nonfiction topics that interest them.

GUIDED SPELLING

someday	"Someday you may see an ocean full of jellyfish."
something	"An ocean of jellyfish is something you would not forget."
water	"Jellyfish drift in the water."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

someday: Tell the students that *someday* is a compound word. Support the students in breaking the word into its smaller words and then writing each smaller word one at a time. Remind the students not to leave a space between the smaller words.

something: Follow the same procedure to support the students in writing *something*.

EXTENSIONS

Explore Descriptive Language in *Jellies*

Tell the students that Twig George, the author of *Jellies*, uses descriptive language to help readers *visualize*, or picture in their minds, what jellyfish look like. Explain that you will read a sentence from *Jellies* and that you want the students to use the author's words make a picture of the jellyfish in their minds. Read the first sentence on page 16 aloud.

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p. 16 "Jellyfish are so simple that they look like plastic trash floating in the sea."

Ask and discuss:

Q *What picture did you make in your mind?*

Q *What words helped you imagine what the jellyfish look like?*

If necessary, point out that by comparing jellyfish to floating plastic trash, the author helps readers picture exactly how the jellyfish look adrift in the water. Read and discuss the following descriptions in the same way:

p. 24 "There are jellyfish as big as basketballs with long red tentacles, called West Coast sea nettles."

p. 27 "There are tiny, elegant jellyfish that look like a blizzard of snowflakes."

Share Opinions About *Jellyfish* and *Jellies*

Show the covers of *Jellyfish* and *Jellies* and remind the students that they read the books earlier. Point out that the books are alike in some ways and different in others and provide an example.

> **You might say:**
>
> Both books are about jellyfish, but the book *Jellyfish* contains some text features like a table of contents and a glossary that *Jellies* does not.

Have the students review their copies of *Jellies* and *Jellyfish* and think about other ways the books are alike and different. As a class, discuss:

Q *In what ways are these two books alike?*

> **Students might say:**
>
> "Both books are nonfiction."
>
> "They're both about jellyfish."
>
> "Both books have photographs."

Q *In what ways are the two books different?*

> **Students might say:**
>
> "*Jellyfish* has a table of contents and a glossary. The other book doesn't."
>
> "*Jellies* gives more description about how jellyfish look and how they move."
>
> "In *Jellies* the pictures are labeled, but in *Jellyfish* they're not."

Then ask and have partners discuss:



Q *Which book did you prefer, or like better? Why? Turn to your partner.*

If time permits, invite volunteers to share their opinions with the group. Remind the students that people may have different opinions about the same book and that is fine. The important thing is that they give reasons to explain their thinking. Encourage the students to share their opinions about books they are reading with each other.

TEKS 10.D.i
Student/Teacher Activity Extension: Explore Descriptive Langauge in Jellies (discussion questions at the top of page 33)

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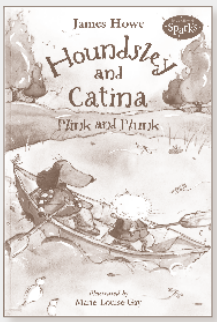
Generating Independent Thinking

Responding to Literature

RESOURCES



Houndsley and Catina Plink and Plunk

by James Howe, illustrated by Marie-Louise Gay

Best friends Houndsley and Catina help one another overcome their fears.

Extension

- "Explore Character, Problem, and Solution"

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)
- Set 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA13)

Reproducible

- "High-frequency Words for *Houndsley and Catina*" (BLM7)

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OVERVIEW

Academic Focus

- Students read and discuss a fiction text.
- Students generate and discuss their own ideas about the text.

Social Development Focus

- Students listen respectfully and share their thinking.

DO AHEAD

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA13); see the Set 7 assessments in the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add high-frequency word cards for *love*, *talk*, and *work* to the word wall if they are not already displayed. Visit the CCC Learning Hub (ccclearninghub.org) to access and print "High-frequency Words for *Houndsley and Catina*" (BLM7).

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Day 1

Houndsley and Catina Plink and Plunk

Responding to Literature

Materials

- Teacher and student copies of *Houndsley and Catina Plink and Plunk* (pages 1–11)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

In this lesson, the students:

- Read and discuss a chapter of a book
- Generate and discuss their own ideas about the story
- Listen respectfully and share their thinking

1 Gather and Introduce *Houndsley and Catina Plink and Plunk*

Show the cover of *Houndsley and Catina Plink and Plunk* and read the title and the names of the author and illustrator aloud. Point to Houndsley, the dog, and Catina, the cat, on the cover and explain that Houndsley and Catina are best friends who like to do everything together.

2 Read and Discuss "Plink"

Distribute *Houndsley and Catina Plink and Plunk* and the self-stick notes. Tell the students that today they will read the first chapter, "Plink." Explain that in this chapter, Houndsley and Catina go for a ride in Houndsley's canoe.

Ask the students to open their books to page 11 and mark the page so they know where to stop reading. Have them turn back to page 1 and read the chapter quietly to themselves.

Teacher Note

Consider explaining that a *canoe* is a type of boat that you row with paddles, and showing the picture of the canoe on pages 6–7. You might also explain that a *wake* (page 8) is waves caused by another boat.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask:

Q *What happens in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *Why doesn't Houndsley like to go canoeing with Catina?*

Q *What happens when Houndsley and Catina go out in the canoe?*

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3 Discuss the Students' Thinking

Tell the students that good readers discuss their own thinking about what happens in stories and about what the characters do and say. Explain that talking about books with others can help readers understand stories and think about things they might not have thought of on their own.

Ask the students to listen as you share your own thinking about something in the chapter.

> **You might say:**
>
> "I think Houndsley must have been disappointed when Bert couldn't go canoeing. He didn't really want to ask Catina. He had to think about it for a long time."

Then ask:



Q *What are you thinking about the story? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I wonder why Catina talks so much in the canoe."
>
> "I think maybe Catina was talking because she was nervous."
>
> "In addition to what [Ezra] said, maybe Catina stops talking because she gets scared."

Discussion Support

If you notice the students retelling events in the story rather than sharing their own ideas, help them generate independent thinking by asking follow-up questions such as:

Q *Why do you think [Catina talks so much in the canoe]?*

Q *What does that make you wonder?*

4 Wrap Up

Explain that in the next lesson, the students will read the second chapter of *Houndsley and Catina Plink and Plunk* and continue to discuss their thinking. Collect *Houndsley and Catina*, keeping the self-stick notes in the books.

GUIDED SPELLING

few	"A passing boat caused a few waves."
flew	"Some birds flew above the canoe."
love	"Houndsley and Catina love to do things together."

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Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

few: Point to the flute picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /o͞o/. Tell the students that in *few* the sound /o͞o/ is spelled *e-w*.

flew: Tell the students that *flew* rhymes with *few* and is spelled the same way at the end.

Day 2

Houndsley and Catina Plink and Plunk

Responding to Literature

Materials

- Teacher and student copies of *Houndsley and Catina Plink and Plunk* (pages 12–27)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

In this lesson, the students:

- Read and discuss a chapter of a book
- Generate and discuss their own ideas about the story
- Listen respectfully and share their thinking

1 Gather and Introduce "Crash!"

Remind the students that in the last lesson, they read and discussed the first chapter of *Houndsley and Catina Plink and Plunk*. Tell them that today they will read the second chapter, "Crash!"

Explain that in this chapter, Bert, Houndsley, and Catina go for a bike ride.

2 Read and Discuss the Chapter

Distribute *Houndsley and Catina Plink and Plunk*. Have the students open their books to page 27 and mark the page so they know where to stop reading. Then ask them to turn back to page 13 and read the chapter quietly to themselves.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

When all the students have read the chapter at least once, ask:

Q *What happens in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *Why do the friends go on a bike ride?*

Q *What happens on the bike ride?*

3 Discuss the Students' Thinking

Remind the students that good readers discuss their own thinking about what happens in stories and about what the characters do and say. Point out that different readers may have different thoughts and opinions about the same story and that is fine. Then ask:

Q *What are you thinking about the story? Turn to your partner.*

Have a few students share their thinking.

Students might say:

"I think Houndsley gave away his bike because he didn't know how to ride it."

"I agree with [Kara], but I think Houndsley should have told Bert and Catina that he didn't know how to ride a bike before he went on the bike ride with them."

"Maybe Houndsley didn't tell his friends because he was embarrassed."

Discussion Support

If you notice the students retelling events in the story rather than sharing their own ideas, help them generate independent thinking by asking follow-up questions such as:

Q *What do you think about that?*

Q *What does that make you wonder about?*

Teacher Note

If the students struggle, you may want to share your own thinking or refer to the "Students might say" note for examples. If you do share, remember to let the students' thinking drive the conversation as much as possible.

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4 Reflect on Discussing Thinking

Remind the students that discussing their thinking with others can help readers understand stories and think about things they may not have thought of on their own. Ask and briefly discuss:

Q *What is something interesting you heard in today's discussion?*

Explain that in the next lesson, the students will read the third chapter of *Houndsley and Catina Plink and Plunk* and continue to discuss their thinking. Collect *Houndsley and Catina Plink and Plunk*, keeping the self-stick notes in the books.

GUIDED SPELLING

paddle	"Houndsley and Catina paddle the canoe."
settle	"It took awhile for the waves to settle down."
talk	"Houndsley wishes Catina would talk less."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

paddle: Tell the students that they will spell two words with consonant-*l*-*e* syllables at the end. Support the students in breaking the word into its syllables and writing the syllables one at a time.

settle: Follow the same procedure to support the students in writing *settle*.

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Houndsley and Catina Plink and Plunk

Responding to Literature

Day 3

In this lesson, the students:

- Read and discuss a chapter of a book
- Generate and discuss their own ideas about the story
- Listen respectfully and share their thinking

Materials

- Teacher and student copies of *Houndsley and Catina Plink and Plunk* (pages 28–42)
- "Group Progress Assessment" sheet (GA13)

1 Gather and Introduce "Plunk"

Remind the students that in the last lesson, they read and discussed the second chapter of *Houndsley and Catina Plink and Plunk*. Tell them that today they will read the third chapter, "Plunk." Tell the students that in this chapter, Bert, Houndsley, and Catina go on a picnic and Catina tells her friends a secret.

2 Read and Discuss the Chapter

Distribute *Houndsley and Catina Plink and Plunk*. Have the students open their books to page 29 and begin reading the last chapter quietly to themselves. When all the students have read the chapter at least once, ask:

Q *What happens in the chapter you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *How does Catina feel about canoeing at the beginning of the chapter?*

Q *Why does she feel that way?*

Q *How do Houndsley and Bert help Catina?*

3 Discuss the Students' Thinking

Remind the students that good readers discuss their own thinking about what happens in stories and about what the characters do and say. Review that different readers may have different thoughts and opinions about the same story and that is fine. Then ask:

Q *What are you thinking about the story? Turn to your partner.*

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Have a few students share their thinking.

> **Students might say:**
>
> "I think Catina decides to tell her friends she can't swim because Houndsley told them he didn't know how to ride a bike."
>
> "In addition to what [Tao] said, I think Catina decides to tell her friends she can't swim because she trusts them not to make fun of her."
>
> "Catina probably hopes that Bert and Houndsley will teach her to swim like she and Bert taught Houndsley to ride a bike. And they do."

Observe the students as they talk with their partners and share with the group, offering support as needed.



GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to generate and discuss their own thinking about the book?
- Do they listen respectfully to the thinking of others?

Record your observations on the "Group Progress Assessment" sheet (GA13); see the Set 7 assessments in the *Assessment Resource Book*.

Support any student who struggles to share his thinking by having the student reread pages 32–36 and tell you what happens. Then ask questions such as:

Q *What do you think about that part?*

Q *What do you wonder after reading that part?*

Show the illustration on pages 40–41 and ask:

Q *How do you think the three friends are feeling at the end of the story? Why do you think that?*



Q *What do you think Houndsley and Catina learn in this story? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think they learn that it's okay to tell a friend when you don't know how to do something."
>
> "In addition to what [Madina] said, I think they learn that friends can help you do things that you were afraid to try on your own."
>
> "I agree with [Faraz]. When Houndsley and Catina tell their friends what they're afraid of and ask for help, they stop being afraid and learn to do new things."

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4 Reflect on Discussing Thinking

Remind the students that talking about books with others can help them understand stories and think about things they may not have thought of on their own. Ask and discuss:

Q *What is something interesting you heard someone else share today?*

Have the students put *Houndsley and Catina Plink and Plunk* into their toolboxes and encourage them to reread the book independently.

GUIDED SPELLING

right	"Bert is right when he guesses that Houndsley does not know how to ride a bike."
try	"Houndsley agrees to try riding Bert's tricycle."
work	"Houndsley and Bert work together to teach Catina how to swim."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

right: Point to the kite picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ī/. Tell the students that in *right* the sound /ī/ is spelled *i-g-h*.

try: Tell the students that the sound /ī/ at the end of a one-syllable word is usually spelled *y*. In *try* the sound /ī/ is spelled y.

EXTENSION

Explore Character, Problem, and Solution

TEKS 8.C.vi
Student/Teacher Activity Extension (all)

Review that the students discussed their own thinking about what happens in *Houndsley and Catina Plink and Plunk* and what the characters do and say. Distribute the book. Ask:

Q *What happens to Houndsley and Catina in this story?*

Tell the students that characters in stories usually have problems they need to solve. Ask them to open their books to page 8 and follow along as you read pages 8–11 aloud. Then ask and briefly discuss:

TEKS 8.C.iii
Student/Teacher Narrative Extension
(second paragraph on page 43)

Q *What is Catina's problem in the part I just read?*

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Explain that having problems can make characters feel worried, sad, scared, confused, or mad. Ask:

Q *How do you think this problem makes Catina feel? What in the book makes you think that?*

Encourage the students to refer to both the text and the illustrations to explain their thinking.

Have the students turn to page 38 and follow along as you read the pages 38–42 aloud. Ask and briefly discuss:

Q *How is Catina's problem solved?*

Encourage the students to refer to both the text and the illustrations to explain their thinking. Explain that characters' feelings often change as they solve their problems. Tell the students that solving problems can make characters feel happy, glad, or excited. Ask:

Q *How do you think solving the problem makes Catina feel? What in the book makes you think that?*

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Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
Chameleon! (Set 6, page 4) Expository nonfiction ▪ F&P: J ▪ Lexile®: 390L ▪ DRA®: 18	**Fluency:** Paying Attention to Punctuation	**Day 1:** Reading a Nonfiction Book	**Day 2:** Reading Fluently Extension: "Learn More About Chameleons"	**Day 3:** Reading Fluently
"A Small Stall" from Cowgirl Kate and Cocoa (Set 6, page 16) Fiction: chapter book ▪ F&P: K ▪ Lexile®: 470L ▪ DRA®: 20	**Fluency:** Paying Attention to Characters' Feelings Reading for Listeners ELL Support	**Day 1:** Reading a Fiction Book	**Day 2:** Reading Fluently Extension: "Read Chapter 2, 'An Even Smaller Stall' "	**Day 3:** Reading Fluently Extension: "Read Chapter 3, 'The Biggest Stall' "
		Day 4: Introducing Readers' Theater Extension: "Read Chapter 4, 'The Best Stall of All' "	**Day 5:** Rehearsing Readers' Theater Extension: "Read Chapter 5, 'The Barn' "	**Day 6:** Performing Readers' Theater More Strategy Practice: "Read Other Chapters Fluently" Technology Extension: "Create a Video Recording of Readers' Theater"
Jellyfish (Set 6, page 40) Expository nonfiction ▪ F&P: J ▪ Lexile®: 420L ▪ DRA®: 18	**Word Analysis:** Analyzing Polysyllabic Words **Comprehension:** Exploring Text Features ELL Support	**Day 1:** Reading a Nonfiction Book and Exploring Text Features More Strategy Practice: "Explore Labels"	**Day 2:** Analyzing Polysyllabic Words	**Day 3:** Analyzing Polysyllabic Words
Elephant (Set 6, page 54) Expository nonfiction ▪ F&P: J ▪ Lexile®: N/A ▪ DRA®: 18	**Comprehension:** Exploring Text Features	**Day 1:** Exploring Text Features	**Day 2:** Reading a Nonfiction Book and Exploring Text Features More Strategy Practice: "Explore the Index"	**Day 3:** Reading a Nonfiction Book and Exploring Text Features
Puffin Peter (Set 6, page 66) Fiction ▪ F&P: J ▪ Lexile®: N/A ▪ DRA®: 18	**Comprehension:** Sequencing and Retelling ELL Support	**Day 1:** Reading a Fiction Book More Strategy Practice: "Discuss Other Sequencing Words or Phrases"	**Day 2:** Retelling a Story	**Day 3:** Retelling a Story

(continues)

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(continued)

Text	Strategy	Lesson		
Aggie Gets Lost (Set 6, page 80) Fiction: chapter book ▪ F&P: J ▪ Lexile®: 320L ▪ DRA®: 18	**Comprehension:** Sequencing and Retelling	**Day 1:** Reading and Retelling Independent reading More Strategy Practice: "Explore Characters' Feelings in 'The Bad Day' "	**Day 2:** Reading and Retelling More Strategy Practice: "Explore Characters' Feelings in 'The Awful Night' "	**Day 3:** Retelling a Story
Iris and Walter and Cousin Howie (Set 6, page 92) Fiction: chapter book ▪ F&P: J ▪ Lexile®: 340L ▪ DRA®: 18	**Comprehension:** Making Text-to-self Connections	**Day 1:** Making Text-to-self Connections Independent reading	**Day 2:** Making Text-to-self Connections	**Day 3:** Making Text-to-self Connections
What's It Like to Be an Ant? (Set 6, page 104) Expository nonfiction ▪ F&P: J ▪ Lexile®: 580L ▪ DRA®: 18	**Comprehension:** Determining Topic Exploring Text Features	**Day 1:** Determining Topic and Exploring Text Features	**Day 2:** Determining Topic	**Day 3:** Determining Topic More Strategy Practice: "Explore the Index"
Leon and Bob (Set 6, page 116) Fiction ▪ F&P: K ▪ Lexile®: 400L ▪ DRA®: 20	**Comprehension:** Wondering Making and Supporting Predictions	**Day 1:** Wondering and Making Predictions	**Day 2:** Wondering and Discussing Predictions	**Day 3:** Wondering
"The Greatest Invention" **"The Vacuum Cleaner's Revenge"** **"Staying Overnight"** (Set 6A, page 4) Poetry ▪ F&P: N/A ▪ Lexile: NP ▪ DRA: N/A	**Comprehension:** Exploring Elements of Poetry Determining Theme ELL Support	**Day 1:** Exploring Elements of Poetrys	**Day 2:** Exploring Elements of Poetry	**Day 3:** Exploring Elements of Poetry Extension: "Explore Rhyming Words in the Poems"

(continues)

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Text	Strategy	Lesson		
Jellies (Set 6A, page 20) Expository nonfiction ▪ F&P: J ▪ Lexile: N/A ▪ DRA: 18	**Comprehension:** Wondering Making Text-to-text Connections ELL Support	**Day 1:** Rereading a Nonfiction Book Identifying Information Learned	**Day 2:** Reading a Nonfiction Book Making Text-to-text Connections	**Day 3:** Reading a Nonfiction Book Making Text-to-text Connections Extensions: "Explore Descriptive Language in *Jellies*" "Share Opinions About *Jellyfish* and *Jellies*"
Houndsley and Catina Plink and Plunk (Set 6A, page 34) Fiction: chapter book ▪ F&P: K ▪ Lexile: 550L ▪ DRA: 20	**Generating Independent Thinking:** Responding to Literature	**Day 1:** Responding to Literature	**Day 2:** Responding to Literature	**Day 1:** Responding to Literature Extension: "Explore Character, Problem, and Solution"

■ = Set 7 ■ = Set 7A

This set of lessons includes additional support for English Language Learners. You may want to schedule time to work with these students before meeting with the group.

Expectations for student work outside of Small-group Reading and opportunities for additional instruction:

- **Independent reading:** The students read parts of the text during independent work time, at another time of day, or as homework before the group meets again.
- **More Strategy Practice:** This lesson includes optional additional instruction on a strategy taught in this set of lessons or covered elsewhere in Small-group Reading. You may want to plan for an extended session or schedule an additional meeting with the group.
- **Extension/Technology Extension:** This lesson includes an optional supplemental activity. You may want to plan for an extended session or schedule an additional meeting with the group.

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Being a Reader™

Sets 7 and 7A Overview

	Strategy	Text
Fluency	• Paying attention to punctuation	*Chameleon!*
	• Paying attention to characters' feelings • Reading for listeners	*Cowgirl Kate and Cocoa: Horse in the House*
Word Analysis	• Analyzing polysyllabic words	*Jellyfish*
Comprehension	• Exploring elements of poetry • Determining theme	"The Greatest Invention" "The Vacuum Cleaner's Revenge" "Staying Overnight"
	• Determining topic	*What's It Like to Be an Ant?*
	• Exploring text features	*Jellyfish* *Elephant* *What's It Like to Be an Ant?*
	• Making text-to-self connections	*Iris and Walter and Cousin Howie*
	• Making text-to-text connections	*Jellies*
	• Making and supporting predictions	*Leon and Bob*
	• Sequencing and Retelling	*Puffin Peter* *Aggie Gets Lost*
	• Wondering	*Leon and Bob* *Jellies*
Generating Independent Thinking	• Responding to literature	*Houndsley and Catina Plink and Plunk*
	• Sharing and supporting opinions	"The Greatest Invention" "The Vacuum Cleaner's Revenge" "Staying Overnight"

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Small-group Teacher's Manual

CCC Collaborative Literacy

Being a Reader™



SET 8

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Being a Reader™

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Small-group Teacher's Manual

CCC Collaborative Literacy

Being a Reader™



SET 8

Center for the Collaborative Classroom™

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Introduction

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Overview of Small-group Reading

The Small-group Reading strand of the *Being a Reader*™ program provides targeted, differentiated reading instruction that is appropriate for readers at their individual reading levels. Students are grouped with others at a similar stage of development and then matched with texts at the appropriate level. The small-group instruction is organized around high-quality, carefully selected texts in a variety of genres that are assembled into 12 leveled sets. As the sets progress, they increase in sophistication and complexity.

The *Being a Reader* Program

The *Being a Reader* program is a yearlong curriculum for grades K–2 in whole-class and small-group instructional settings. The program has been carefully designed to nurture students academically and socially while providing rigorous instruction in early literacy skills and strategies. *Being a Reader* lessons also provide specific instruction to develop students' ability to work independently and take responsibility for their learning and behavior. The strong foundation in independent work makes it possible for you to work with small groups of students to provide differentiated instruction.

The *Being a Reader* program's academic strands provide students with a wide range of essential early literacy experiences. These strands combine to inspire the students' love of reading, allow them to move at their own pace along a continuum of reading development, build their confidence, and establish their sense of identity as readers. In addition to Small-group Reading, the program includes four types of whole-class lessons: Shared Reading (grades K–1), Independent Work (grades K–2), Handwriting (grades K–1), and Word Study (grade 2). For more information about the *Being a Reader* program, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

- **Shared Reading (K–1).** In Shared Reading, you read and reread carefully selected large-format texts with the whole class. You model effective reading behaviors and strategies, and invite the students to be involved. Shared Reading offers a supportive context for young learners to develop a delight in reading and an understanding of their ability to interact with texts.
- **Independent Work (K–2).** During Independent Work, the students take responsibility for their learning and behavior by working independently on meaningful literacy activities while you instruct small groups or individuals. Students have the opportunity to be autonomous as they practice procedures, internalize expectations, monitor their own behavior, and make decisions about how to work independently.

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- **Handwriting (K–1).** In the first weeks of the year, the lessons focus on hand and finger strengthening, pencil grip, posture, and paper placement. Then, as the students begin independent work rotations, the lessons begin to focus on letter formation. Teacher-led Handwriting lessons occur once a week throughout kindergarten and for the first half of grade 1.
- **Word Study (2).** Word Study lessons focus on developing the strategies students can use to decode polysyllabic words. Word Study develops the students' understanding of how words are constructed and engages them in examining patterns and similarities in words. This instruction also helps the students develop curiosity about the structure of words that will benefit them in later grades.

Small-group Reading at a Glance

In the Small-group Reading strand of the *Being a Reader* program, the students work with you in differentiated groups to become strategic readers. The small-group reading sets allow students to move at their own pace in their reading development. You will carefully match the students with texts at their assessed reading levels and provide instruction to address their differing needs. See "Placement Assessments" on page xxii.

During small-group instruction, you will strive to understand how each student learns and where the student excels and/or needs more support. Working with students in small groups allows you to efficiently match the needs of individual readers as you teach strategies and skills for the students to apply to their independent reading. Small groups of students naturally build community as they work together on similar goals and learn from one another.

There are two phases of small-group sets: one for emerging readers (Sets 1–5) and one for developing readers (Sets 6–12).

SMALL-GROUP READING SETS 1–5 (EMERGING READERS)

Small-group reading instruction for emerging readers was developed for students who are just beginning to grasp letter-sound relationships and the conventions of written English. The goal for these sets is to quickly and efficiently teach foundational skills in the context of reading for comprehension and develop the students' understanding of themselves as readers. In these sets, the students read books that correspond to a scope and sequence of phonics and high-frequency word instruction. The books were developed by the Center for the Collaborative Classroom with careful attention to natural-sounding language, plot and character development, a variety of appropriate fiction and nonfiction topics, and high-quality illustrations. Lessons that accompany these books focus on phonological awareness, concepts of print, phonics/decoding, and high-frequency word recognition. By the end of Set 5, the students will have mastered single-syllable phonics, acquired many high-frequency words, and been introduced to polysyllabic decoding. They will also have had many experiences using reading strategies informally to understand text.

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SMALL-GROUP READING SETS 6–12 (DEVELOPING READERS)

Small-group reading instruction for developing readers teaches explicit strategies with the goal of having the students apply the strategies to their independent reading. These students are ready to practice, apply, and expand on a wide array of reading tools, building upon the decoding instruction and informal strategy instruction introduced in Sets 1–5. Strategies and texts taught in each set are appropriate for students at that stage of reading development and become more complex as the students advance. In earlier sets, you will provide more modeling and support for a strategy, while in later sets, you will guide the students to use the strategy more independently and in deeper ways.

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Understanding Small-group Reading Sets 6–12

This *Small-group Reading Teacher's Manual* focuses on the phase of small-group instruction intended for developing readers.

Design Features of Small-group Reading Sets 6–12

Small-group Reading Sets 6–12 differ from more traditional approaches to small-group instruction in some important ways:

- In Small-group Reading, the sets of lessons for each text focus clearly on one or two strategies at a time and do not attempt to cover every possible teaching point.
- Small-group Reading lessons are fully articulated and support you to be thoroughly prepared to lead the group. The step-by-step instruction frees you to focus on the students and their reading.
- Students in Small-group Reading work with texts on what might be traditionally called their "independent" reading level (rather than their "instructional" level). Rigorous instruction requires that they read with a high degree of accuracy and, in the later sets, that they read parts of texts outside of the small-group setting, during independent work time.
- Each included text is carefully selected from a range of high-quality children's publishers to support instruction on specific reading strategies. The texts in Set 6 include some of the texts, developed by Center for the Collaborative Classroom, from Set 5.

Goals for Developing Readers

The primary goals of Small-group Reading Sets 6–12 are for students to:

- Receive explicit strategy instruction in the context of appropriately leveled texts
- Comprehend what they read
- Cultivate a love of reading
- Develop their ability to participate in discussions in a meaningful way

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- Learn to read well independently
- Learn to work collaboratively in a small-group setting
- Receive individualized instruction
- Read a variety of high-quality texts

Leveled Texts

The texts for developing readers were selected to support instruction on specific reading strategies and are grouped into sets correlating with the *Fountas & Pinnell Text Level Gradient*™ (often referred to as Guided Reading levels) and the *Developmental Reading Assessment*® (DRA) levels. See the Appendix, "Lesson Summary Chart," for the reading strategies taught and the reading levels of texts in this set.

The texts in Small-group Reading Set 6 were selected from Set 5. In Set 6, the students read and further discuss these texts with a focus on fluency and comprehension. The texts in Sets 7–12 were chosen from a range of high-quality children's book publishers.

Each set includes a balance of fiction and nonfiction texts. A variety of text formats are represented across the sets, including picture books, chapter books, poetry, and graphic novels.

Reading Strategies Taught in Sets 6–12

Readers at all levels employ a variety of strategies to help them understand and interpret text. While particular strategies are assigned to particular texts, the intention is for the students to apply strategies they have learned to any text they encounter. The strategies covered in each set are appropriate for readers and texts at that stage of reading development.

Comprehension is always paramount. For each text they read, the students are expected to respond to surface-level comprehension questions (for example, "What did you find out about the topic in the part you just read?") and to discuss deeper comprehension questions (such as "How does the main character feel in this part of the story? What makes you think that?").

Not every strategy appears at each set level. The table on the next page shows the development of the strategies taught formally across Sets 6–12.

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Reading Strategies in Small-group Reading Sets 6–12

	Set 6	Set 7	Set 8	Set 9	Set 10	Set 11	Set 12
Fluency							
Phrasing (grouping words together)	■ □				□		
Paying attention to punctuation	■	■	■	■ □			
Paying attention to characters' feelings	■	■ □		■	■ □		
Reading for listeners		■	■		■	■ □	
Word Analysis							
Reading polysyllabic words	■ □						
Analyzing polysyllabic words		■ □	■ □				
Comprehension							
Exploring text features	■ □	■ □	■ □	■ □			■
Sequencing and retelling	■	■ □	■				
Understanding character (and setting)		□		■	■	■ □	
Understanding problem and solution				■		■ □	
Making text-to-self connections	■	■			■ □	■	
Making text-to-text connections				■ □	■ □	□	■
Determining topic		■		■		■	
Wondering		■	■	■ □			
Making and supporting predictions		■		□			
Determining theme					■	■	
Self-monitoring and Self-correcting							
Self-monitoring and self-correcting			■		■ □	■	
Generating Independent Thinking							
Sharing and supporting opinions			■		■		■
Responding to literature			■	■ □	■	■	■

■ = Covered in core instruction

□ = Covered in an optional More Strategy Practice activity

FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from processing text word-by-word to smoother, more natural-sounding reading (both while reading aloud and while reading quietly to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on decoding individual words.

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Instruction in strategies for building fluency such as automatic word recognition, meaningful **phrasing**, pausing for **punctuation**, and reading with expression with **attention to characters' feelings** can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at appropriate reading levels. Echo and choral reading, partner reading, and **reading for listeners** through presentation/performance experiences (such as readers' theater and dramatic readings) offer meaningful ways for the students to interact with texts and develop fluency.

WORD ANALYSIS

Word analysis develops readers' understanding of **polysyllabic words** by focusing on syllables and word parts. The students learn that when they encounter a polysyllabic word that is challenging to read, it can be helpful to look for syllables or other parts of the word they recognize. Finding syllables or words they know inside a longer word can help them break the word into smaller parts and read the whole word. The students also think about the meaning of the smaller words in compound words to help them determine definitions of compound words.

COMPREHENSION

Readers learn that expository texts may have common features, such as tables of contents, glossaries, and diagrams. As they become comfortable with text features, they can use those features to unlock a text's meaning and deepen their understanding of its topics. **Exploring text features** can help readers determine what is important about a text and provide additional information that may not be written in the text itself.

Young readers listen to and read many narrative texts. Through discussions, the students recognize that narrative stories follow certain patterns and evolve through a sequence of events. As the students practice **retelling** stories, they become increasingly familiar with the way plots develop and with other story elements, such as characters, settings, and problems and solutions. Retelling a story helps the students make logical sense of these elements, form a foundation for talking about fiction, and remember key information in a text.

Proficient readers use their knowledge of narrative text structure to approach and comprehend texts. Readers who recognize and understand story elements, such as setting, character, and plot, have a framework for thinking about stories. The students explore and **understand character**, a key element of narrative text structure. They make inferences to identify character traits and to grasp the importance of character relationships. **Understanding problem and solution** helps the students realize that stories are about characters and the problems they face, how the characters deal with those problems, and how the characters change as a result. The students also gain an **understanding of character and setting** and how one element can affect the other.

Readers construct meaning by **making text-to-self connections** between their prior knowledge and the perspective they gain from a new text. The students learn to connect their own experiences to the new texts they encounter.

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Readers also **make text-to-text connections** to help them understand topics and themes more deeply. In making text-to-text connections, the students analyze the current text and its relationship to other texts—for example, comparing themes in two different poems. When making connections between nonfiction texts, the students build background knowledge from multiple sources on a topic and learn more about the world around them.

Determining topics of nonfiction texts helps readers remember and build a better understanding of what they read, developing a framework for how a text is constructed. The students determine topics and support their thinking with evidence from the texts they read.

Proficient readers **wonder** and ask questions to focus their reading, clarify meaning, and delve deeper into a text. The students wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding.

The students use their prior knowledge to facilitate comprehension of new ideas found in each text. As the students **make and support predictions**, they are motivated to verify their ideas during further reading. The accuracy of predictions is relatively unimportant; rather it is the students' active involvement in making predictions and their investment in the text that leads to greater comprehension.

The **theme** of a story or poem is often a lesson about life that an author wants readers to consider or apply to their own lives. Theme is an abstract concept that can be difficult for students, and even adults, to recognize and define, and a work of literature may have more than one theme. The students explore theme in poetry. When they think about the theme of a poem, they use the poet's words to help them understand what lessons the poet might be trying to teach.

SELF-MONITORING AND SELF-CORRECTING

Self-monitoring is an important metacognitive strategy that enables readers to recognize when they are reading words without comprehending the text. Active readers who self-monitor have an internal dialogue about how well they understand and remember what they read. When readers self-monitor and become aware that they are not understanding or remembering what they read, they take actions to repair their comprehension and restore meaning. These self-correcting actions include going back and rereading more carefully, looking for information in illustrations, and searching for clues to determine the meaning of unfamiliar words.

GENERATING INDEPENDENT THINKING

Readers develop opinions as they read and reflect on texts. Group discussions, in which the students **share and support their opinions** with evidence from the text, deepen their understanding of what they read. These discussions also provide opportunities for the students to react to and learn from the opinions of others and can lead to interesting conversations. The students learn that different readers may have different thoughts and opinions about a text, all of which should be treated respectfully. What is paramount is that readers give reasons for their opinions.

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Student-generated book discussions help the students in their own reading. By **responding to literature**, they learn new things about themselves and others, apply what they have learned to their own lives, see the world in new ways, and bring new understanding to what they read. Supporting students in reacting authentically to books, discussing their thinking, and building on others' thinking is an important part of preparing them for participation in book clubs or literature circles in later grades. Through this work, the students come to recognize that there is no one right interpretation of a text and to discover that the power of reading lies in the relationship between text and reader.

Focus on Social and Emotional Development

During Small-group Reading lessons, as in the whole-class lessons, the students are asked to use cooperative structures and work in pairs. For more information about cooperative structures and pairing in whole-class instruction, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.



PAIRING STUDENTS AND USING COOPERATIVE STRUCTURES

The cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used in Small-group Reading to increase the students' engagement and accountability for participation. The students may have different partners in small groups than in whole-class lessons. Before teaching each small-group reading set, decide how you will pair the students in the group. You can preassign partners or ask the students to partner with the person sitting next to them. For mini-lessons for "Turn to Your Partner" and "Think, Pair, Share," see Appendix A, "Mini-lessons" in your grade-level whole-class *Teacher's Manual*.

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Teaching Small-group Reading Sets 6–12

How Sets 6–12 Are Organized

Each set features between five and nine texts. In most cases, either three or six daily lessons are associated with each text. Each lesson is designed to take approximately 20 minutes. Though instruction is tailored to each text and strategy, on Day 1 the students are typically introduced to a new text, through reading part of the text or by hearing it read aloud. In subsequent lessons, the students continue to read the text and apply reading strategies with teacher support.

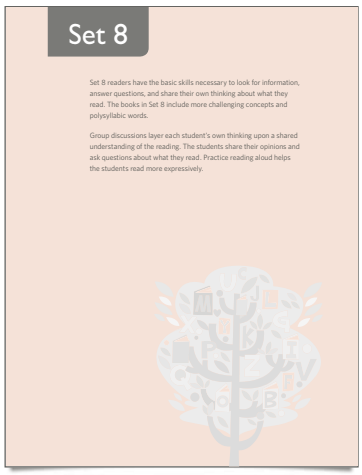
Sets 7 and 8 include optional Guided Spelling lessons. These are intended for students in grade 1 and will add approximately 5 minutes to each instructional session. For more information, see "Guided Spelling for Grade 1 Students" on page xxvii.

Planning and Teaching the Lessons

Two levels of support for choosing and planning sets of lessons are provided in the *Small-group Reading Teacher's Manual*—the Set Overview and the "Lesson Summary" chart.

SET OVERVIEW

To prepare to teach each set, begin by reading the Set introduction. The Set introduction describes the readers at that level, the characteristics of the texts in the set, and the focuses of the instruction.


Set 8

Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books in Set 8 include more challenging concepts and polysyllabic words.

Group discussions layer each student's own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.

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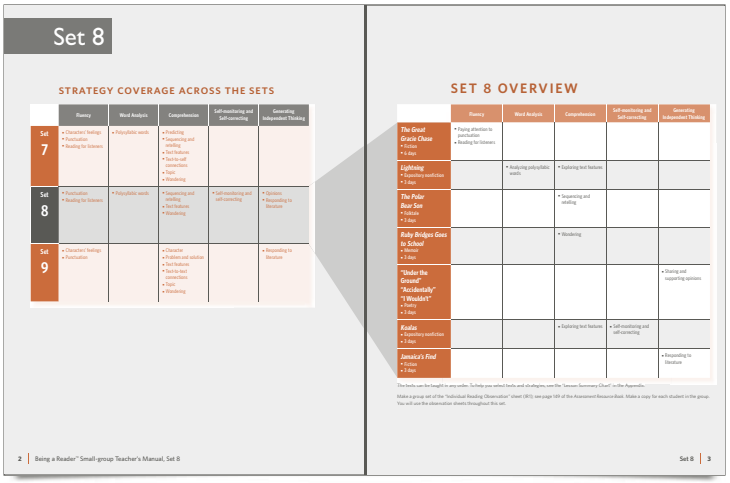
The Strategy Coverage Across the Sets table highlights the strategies covered in the current set and also lists those covered in the previous set and the next set. This table can serve as a reminder of what strategies the group has already covered and a preview of what will be covered in the next set.

The Set Overview table provides a list of texts in the set and which strategies the students focus on while reading them. You can use this table to identify appropriate texts for a specific reading group and select the texts you'd like to use. You do not need to teach the texts in the order they are listed in the table, although you may choose to do so.


Set 8

STRATEGY COVERAGE ACROSS THE SETS

SET 8 OVERVIEW

Note that students who have completed all the instruction in a set still may not be ready to move to the next set. See "Extending the Instruction" on page xxiv for suggestions on providing students with more strategy practice at their reading levels.

LESSON SUMMARY CHART


Appendix

LESSON SUMMARY CHART

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The "Lesson Summary" chart in the Appendix is a more detailed resource to help you select lessons for your small group. You may want to consider the following, detailed in the chart:

- **Strategy.** In addition to its designated strategy, the set of lessons for a text may also include additional instruction on other strategies. Looking at available More Strategy Practice activities and Extensions may help you find options to support the strategy you would like to expand on.
- **Genre.** Reading a variety of genres is important for readers at every level. Consider the genre of each text as you plan the order of your instruction.
- **Level.** Texts within a set have a range of *Lexile® Framework for Reading* text measures. The Lexile measure indicates the complexity of the syntax and vocabulary within each text. Depending on the students' needs, you may choose to begin instruction with texts that have lower Lexile measures and build up toward those with a higher Lexile measure. To choose between texts on the same strategy, the Lexile measures can help you determine which of the available texts may be more challenging.
- **Support for English Language Learners.** The ELL (English Language Learner) icon marks texts with optional "ELL Support" preview sections that preteach vocabulary, build background knowledge, and provide language support. Texts accompanied by ELL support may be more challenging than texts that are not.

  Support indicated by the ELL icon is intended to be used before Day 1 instruction. Consider planning an additional session to help prepare your ELL students prior to beginning instruction. See "Support for English Language Learners" on page xxvii.

SCHEDULING LESSONS

Small-group Reading was developed to be used in conjunction with Independent Work, enabling you to meet with four small groups, three times per week each (in 12 total instructional sessions). If you have more than four groups or find that you want to meet with some groups more often than others, you can schedule your groups into the 12 sessions according to your students' needs.

To schedule your small-group instruction, note the number of core instructional lessons for a text (generally three or six) and consider any optional instruction. This may include "ELL Support" preview sections, More Strategy Practice activities, Extensions, or conferring sessions. See "Extending the Instruction" on page xxiv for more information on optional instruction.

Write the instructional lessons and any optional instruction you plan to teach each group on the "Small-group Reading Two-week Planner," shown on the next page. Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

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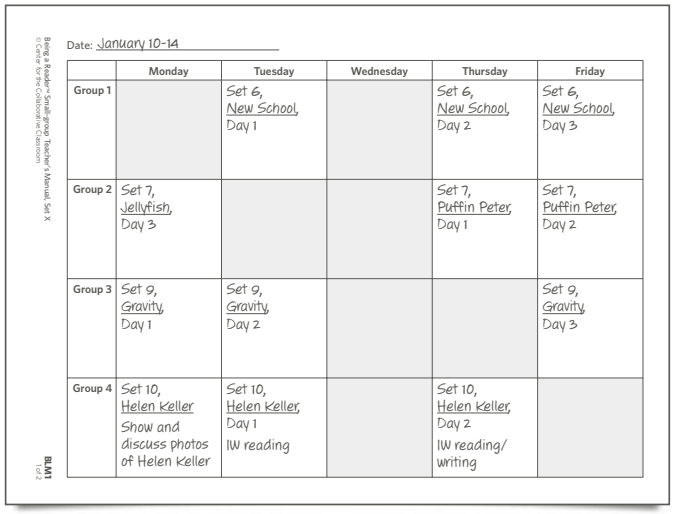

Being a Reader™ Small-group Teacher's Manual, Set X
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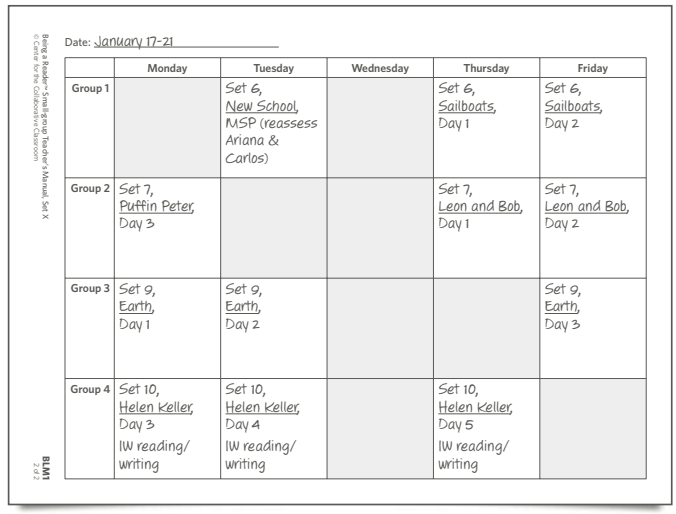
Date: January 10–14

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, Day 1		Set 6, New School, Day 2	Set 6, New School, Day 3
Group 2	Set 7, Jellyfish, Day 3			Set 7, Puffin Peter, Day 1	Set 7, Puffin Peter, Day 2
Group 3	Set 9, Gravity, Day 1	Set 9, Gravity, Day 2			Set 9, Gravity, Day 3
Group 4	Set 10, Helen Keller Show and discuss photos of Helen Keller	Set 10, Helen Keller, Day 1 IW reading		Set 10, Helen Keller, Day 2 IW reading/ writing	

BLM1
1 of 2



Being a Reader™ Small-group Teacher's Manual, Set X
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Date: January 17–21

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, MSP (reassess Ariana & Carlos)		Set 6, Sailboats, Day 1	Set 6, Sailboats, Day 2
Group 2	Set 7, Puffin Peter, Day 3			Set 7, Leon and Bob, Day 1	Set 7, Leon and Bob, Day 2
Group 3	Set 9, Earth, Day 1	Set 9, Earth, Day 2			Set 9, Earth, Day 3
Group 4	Set 10, Helen Keller, Day 3 IW reading/ writing	Set 10, Helen Keller, Day 4 IW reading/ writing		Set 10, Helen Keller, Day 5 IW reading/ writing	

BLM1
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PREPARING THE DAILY LESSONS

To prepare to teach a set of lessons, begin by reading the lessons and thinking about how to tailor them to meet the students' needs. The Resources list specifies the texts, assessment forms, and reproducibles that will be used throughout the set of lessons. The Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Overview lists the academic and social goals, and alerts you to any advance preparation needed for each lesson.

Before teaching a set of lessons:

- Read each lesson carefully, including Teacher Notes and Support Notes.
- Read the text associated with each lesson.
- Practice using the reading strategy (or strategies) at least once in your own reading to help you anticipate difficulties the students might have.
- Make any preparations specified in the "Do Ahead" section of the Overview.
- Gather the necessary materials and organize them near your small-group area.
- Note any procedures or reading techniques that may be unfamiliar to the students. For example, if all or most students in the group will be reading in pairs for the first time, you may want to plan extra time before or during the instructional session for the students to learn the procedure.
- If there is an "ELL Support" preview section in the Overview, you may want to review that content and introduce it to your English Language Learners before teaching the first lesson. See "Support for English Language Learners" on page xxvii.
- Identify any Extensions or More Strategy Practice activities and determine whether you will plan to teach them.

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Small-group Reading Procedures

The guidelines that follow are referred to in the lessons that include these procedures.

READING INDIVIDUALLY

During most lessons, the students spend time reading the text individually. They may read aloud in soft voices or read quietly to themselves. Students who finish assigned reading before others in the group should reread those pages, rather than read ahead.

Many students, especially those in Sets 6–8, will need to vocalize as they read. You may sometimes ask students to read aloud for assessment purposes. Consider introducing and using a silent signal, such as tapping on a student's text twice, to indicate that the student should read aloud. In fluency lessons, we recommend that all students read aloud in soft voices. This helps the students hear themselves as they practice fluency strategies such as grouping words together (phrasing) or reading with attention to punctuation or characters' feelings.

READING IN PAIRS

The students build fluency by reading parts of the text aloud to each other. Partners typically take turns reading single pages or pairs of facing pages. In some lessons, the students may read alternating paragraphs or take turns reading the main text and text features. Listening students are asked to follow along as their partners read aloud, and they may point to the words in their own copies. If partners are expected to read and then discuss a question without interruption, you may find it helpful to write the question where the group can see it. If any part of the procedure will be unfamiliar to the students, you may want to allow time to model the activity with a student partner.

ECHO READING

During echo reading, you will model reading a portion of text fluently, and then the students read the same text, echoing your expression and phrasing. For most texts, echo reading two sentences at a time or paragraph by paragraph is appropriate. Echo reading more than one sentence at a time will allow the students the opportunity to observe fluent reading, such as reading with attention to punctuation or dialogue.

When introducing or reviewing the echo reading procedure, tell the students that it is important for them to listen carefully as you read and for the students to stay together when they read aloud, using voices that are neither too loud nor too soft.

READING FOR LISTENERS

Readers' theater and dramatic reading provide opportunities for the students to practice reading fluently and expressively, and to share what they read with the class. Before presenting, the students practice a strategy such as reading fluently with attention to characters' feelings. Group members then rehearse the parts of the text they will share with the class.

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For each dramatic reading, you will assign pages from the text to the students, making sure that each student has approximately the same amount of text to read. The students may then present the dramatic reading to the group, the whole class, or both.

For readers' theater, a script based upon the text is provided. Costumes, props, and sets are not typically used. You may need to split your small group into smaller groups if you have more students than there are parts in the script. Before the students perform, facilitate a discussion about how the students will read their parts aloud and how they will listen to others read their parts, using the questions included in the lessons.

READING JOURNALS

Writing about what they read can support the students' comprehension and prepare them for sharing their thinking with others. Reading journals are used in some lessons in Small-group Reading Sets 9-12 when the students are expected to read independently. When the students read and write independently, we recommend that they do so during independent work time, before reading other texts in their toolboxes.

Because reading journals are not included with the program, you will need to provide each student with a reading journal once you begin teaching Set 9. We recommend full-size journals (no smaller than a 7" x 9" composition book) with firmly bound pages, sturdy covers, and line spacing appropriate for your grade level. If the students are already using journals for another purpose, you may want to use those same journals for Small-group Reading.

To introduce reading journals, tell the students that throughout the year they will sometimes write about what they read in their reading journals. Distribute the reading journals and have the students write their names on them. Explain that as the students use their reading journals throughout the year, they are responsible for taking care of them. Ask and discuss:

Q *What will you do to take care of your reading journals?*

When a group will read and write independently, check your independent work rotation schedule to ensure that the students will have the time to complete the work before their next instructional session. You may want to have the students complete their reading and writing at another time of day or as homework.

Assessments

PLACEMENT ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* to identify the students' reading levels for Small-group Reading, Sets 6-12 instruction. You may also want to use the assessment during the year to help you reevaluate placement decisions and to help you decide whether a student is ready to move to the next reading level.

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Forming Small Groups

You will form differentiated small groups after finishing beginning-of-the-year placement assessments and setting the foundation for Independent Work. For information on assessment, forming and managing reading groups, and monitoring student progress, see the *Assessment Resource Book*.

FORMATIVE ASSESSMENTS

Individual Reading Observation

The Individual Reading Observation will give you the opportunity to listen to and observe individual students as they read. An Individual Reading Observation Note will alert you when an assessment is suggested for the step you are teaching. Individual Reading Observation Notes may appear once or twice during each three-day sequence of lessons. You can record your observations about each student on an "Individual Reading Observation" sheet (IR), which should be printed out as you begin teaching each set. For information on the "Individual Reading Observation" sheet, see the *Assessment Resource Book*. You will find copies of "Individual Reading Observation" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView™ app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*. You can also access the CCC ClassView app directly (classview.org).

Group Progress Assessment

The Group Progress Assessment will give you the opportunity to observe the group as they practice strategies. A Group Progress Assessment Note will alert you when an assessment is suggested for the step you are teaching. Group Progress Assessments may appear once or twice during each three-day sequence of lessons. Each Group Progress Assessment Note has a corresponding "Group Progress Assessment" sheet (GA) where you can record your observations. The sheet includes questions that you can ask yourself to focus your observations as well as suggestions for how to proceed with the instruction based on those observations. For information on the "Group Progress Assessment" sheet, see the *Assessment Resource Book*. You will find copies of "Group Progress Assessment" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*.

SUMMATIVE ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment*® (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* in the middle and at the end of the year to monitor the students' progress and to evaluate how each student's progress compares to grade-level expectations. You might administer the assessment prior to completing report cards and/or holding parent-teacher conferences.

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Extending the Instruction

CONFERRING



If the students need to read a section of the text independently and you feel that they need structured time to complete the reading, you might use a small-group instructional session to provide it, rather than teach a lesson. You can confer with the students as they read and provide support as needed. For additional support, view "Listening to Students Read" (AV16).

For more information on monitoring student progress, see the *Assessment Resource Book*.

MORE STRATEGY PRACTICE

More Strategy Practice activities provide additional instruction on strategies covered in Small-group Reading. If the students need additional practice applying a strategy, refer to the "Lesson Summary" chart in the Appendix to see if there is a More Strategy Practice activity for the strategy. Teach the activity before moving on to a different strategy.

Read the More Strategy Practice activity to determine the amount of time required:

- Some activities may take a single 20-minute instructional session.
- Some activities may take less than a full 20-minute instructional session, in which case you may have time to conduct reading conferences, assess a student, or check in with the students doing independent work in addition to teaching the activity.
- Some activities may take multiple instructional sessions, which can be scheduled during small-group reading rotations or at another time of day.

EXTENSIONS AND TECHNOLOGY EXTENSIONS

Extensions are optional activities that provide additional learning opportunities that enhance the instruction in the core lessons. These activities can be done at the end of a lesson or at another time.



Technology Extensions are optional activities that identify ways in which you can use technology to extend instruction, when appropriate.

ADDITIONAL TEXTS

If you have taught all the lessons in a set and the students are not yet ready to move on to the next set, select additional texts from your collection of leveled texts and develop your own Small-group Reading lessons based on those you have already taught. You might:

- Consider having the students read additional books at equivalent F&P/DRA levels.
- Select a different text from your own collection of leveled texts that is from the same series, written by the same author, or in the same genre. Develop your own lesson for this text using a lesson you have already taught as a guide.

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Tips for Managing Small-group Reading in Your Classroom

Small-group Reading lessons assume students' familiarity with some basic procedures, cooperative structures, and facilitation techniques.

ROOM ARRANGEMENT AND MATERIALS

For Small-group Reading, the students should sit at a table facing you, close enough to see your copy of the text when you direct their attention to illustrations or text features. Some lessons may require a chart or sentence strips, so a stand or easel near the small-group table is recommended. Individual wipe-off boards are used by the students during the optional Guided Spelling lessons in Sets 7 and 8, and you may also use a wipe-off board to write ELL prompts or questions so that the group can see them. For Guided Spelling, the students should be seated so that they can easily reference the high-frequency word wall and the "Spelling-Sound Chart."

You may want to post your "Small-group Reading Two-week Planner" next to the small-group table so that you know which groups you will see each day. When you signal for the students to switch tasks, ask the students in the next small group to sit at the small-group table next to their partners (if you have preassigned partners). Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

The students may need to practice moving quickly and quietly to the small-group reading area. Consider beginning each instructional session by asking questions that help the students take responsibility for the gathering procedure, such as: "How did you do with coming to the small-group reading area quickly and quietly?"

Since the students carry their toolboxes during independent work rotations, they will bring their toolboxes with them to the small-group reading table. The students will store their texts and reading journals in their toolboxes.

THE TEACHER'S ROLE

Your role will vary depending on the size of the group, the social dynamics of the group, the time of year, and the reading strategy the group is working on.

- **Cooperative Structures.** During Small-group Reading lessons, you will facilitate the use of cooperative structures the students have learned in whole-class instruction, such as "Turn to Your Partner." When working with groups of four or fewer students, you may choose to have more whole-group discussions. Depending on the number of students and their personalities, you may want to have the students talk without first asking permission by raising their hands. Having a free-flowing conversation may help the students listen to others rather than prepare to speak.
- **Facilitation Techniques.** The students may expect you to tell them a "correct" answer to an open-ended question or an interpretation of the text; responding as such can stifle their independent thinking. To discourage the students from looking to you for answers, try prompting more student participation using these facilitation techniques.

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Facilitation Techniques

- Help the students learn to give their full attention to the speaker during discussions by directing them to **turn and look** at the person who is about to speak.
- **Respond neutrally, with interest** after a student speaks, so as not to encourage a specific line of thinking over other possible answers. Responding neutrally by saying "Interesting" or "Say more about that" can sustain a conversation without directing it.
- Practice **asking facilitative questions** during discussions to help the students respond directly to one another, not just to you. For example, you might ask the group: "What do others think?" or "What do you think about what [Adrienne] shared?"
- Offer an **example response**, such as one in a "Students might say" note. You might suggest, "Some students might say, '[I think it was stealing because Robert took something that wasn't his].' What do you think of that?"
- Use five seconds of **wait-time** after asking a question to make space for quieter students to speak. You may even encourage students who talk frequently to practice waiting for others to talk, rather than chiming in immediately.

- **Special Considerations for Facilitating "Responding to Literature" Lessons.** When students respond to literature, it is ideal for them to have self-sustaining conversations about texts with minimal teacher involvement. However, while the students are still building capacity to hold meaningful discussions, you may need to model reacting authentically to texts and building on other participants' thinking. During discussions, remain open to the students' ideas and let the students' thinking drive the conversation.

  The group may not be able to sustain discussions consistently, and the quality of discussion may be uneven within and across lessons. Some students may express a sophisticated understanding of fiction elements while others may simply retell parts of the story. These variations are normal. Recognizing each student's contribution as valid and meaningful will encourage risk-taking, build student confidence, and raise the overall quality of discussion over time.

RECORD-KEEPING

You may want to keep records of some of the logistics of your small groups, as students may change groups over the course of the the school year. Consider tracking:

- Which students have read each text
- Which students have received instruction on each strategy
- The groups you see each day
- The texts the students are keeping in their independent work toolboxes

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Special Considerations

Support for English Language Learners

Small-group Reading in the *Being a Reader* program is designed to be used with students you have assessed and grouped according to reading level. Because the students have been carefully grouped, the challenges that will most likely arise for English Language Learners are in vocabulary and background knowledge (such as that related to American culture or idioms). These issues were carefully considered for each of the texts in the sets, and guidance for supporting the students is provided in two ways. An "ELL Support" feature before a set of lessons provides ideas for preteaching vocabulary, building background knowledge, and providing language support. Additionally, ELL Notes at point of use provide information that can be included in the lesson. For more information about how the program supports English Language Learners, see "Supporting English Language Learners" in the Introduction of your grade-level *Being a Reader Teacher's Manual.*

Guided Spelling for Grade 1 Students

To ensure that spelling instruction continues for grade 1 students who finish Small-group Reading Sets 1-5 and have transitioned from Set 6, Sets 7 and 8 include optional Guided Spelling lessons. (Grade 2 students receive Guided Spelling instruction during whole-class Word Study.) In each Guided Spelling lesson, the students spell decodable words and high-frequency words with teacher support. Because spelling practice coordinated with on-level reading strengthens both decoding and spelling, the decodable words in each lesson are selected from the corresponding texts. The purpose of Guided Spelling is to support the students in being strategic spellers rather than to test their knowledge of individual words.

Guided Spelling lessons should take approximately five minutes. For each word, say the word, have the students say it, and then support them as they spell. For decodable words, refer to the "Spelling Support" section for specific suggestions to help you guide the students. For high-frequency words, allow the students to use the word wall or their personal "Word Bank" for support as needed. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org). High-frequency word cards are provided for all the words used in each set so that you can easily add them to your word wall before Guided Spelling lessons. Although the students may not memorize all these words, knowing where to find them is useful when the students write independently.

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Lessons

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Set 8

Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books in Set 8 include more challenging concepts and polysyllabic words.

Group discussions layer each student's own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.



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Set 8

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 7	▪ Characters' feelings ▪ Punctuation ▪ Reading for listeners	▪ Polysyllabic words	▪ Predicting ▪ Sequencing and retelling ▪ Text features ▪ Text-to-self connections ▪ Topic ▪ Wondering		
Set 8	▪ Punctuation ▪ Reading for listeners	▪ Polysyllabic words	▪ Sequencing and retelling ▪ Text features ▪ Wondering	▪ Self-monitoring and self-correcting	▪ Opinions ▪ Responding to literature
Set 9	▪ Characters' feelings ▪ Punctuation		▪ Character ▪ Problem and solution ▪ Text features ▪ Text-to-text connections ▪ Topic ▪ Wondering		▪ Responding to literature

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SET 8 OVERVIEW

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
The Great Gracie Chase ▪ Fiction ▪ 6 days	▪ Paying attention to punctuation ▪ Reading for listeners				
Lightning ▪ Expository nonfiction ▪ 3 days		▪ Analyzing polysyllabic words	▪ Exploring text features		
The Polar Bear Son ▪ Folktale ▪ 3 days			▪ Sequencing and retelling		
Ruby Bridges Goes to School ▪ Memoir ▪ 3 days			▪ Wondering		
"Under the Ground" "Accidentally" "I Wouldn't" ▪ Poetry ▪ 3 days					▪ Sharing and supporting opinions
Koalas ▪ Expository nonfiction ▪ 3 days			▪ Exploring text features	▪ Self-monitoring and self-correcting	
Jamaica's Find ▪ Fiction ▪ 3 days					▪ Responding to literature

The texts can be taught in any order. To help you select texts and strategies, see the "Lesson Summary" chart in the Appendix.

Make a group set of the "Individual Reading Observation" sheet (IR1); see page 149 of the *Assessment Resource Book*. Make a copy for each student in the group. You will use the observation sheets throughout this set.

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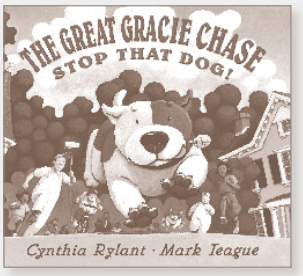
Fluency

Paying Attention to Punctuation
Reading for Listeners

RESOURCES



The Great Gracie Chase: Stop That Dog!

by Cynthia Rylant, illustrated by Mark Teague

In this fiction text, Gracie the dog loves a quiet house and she is not happy when the noisy painters arrive.

Technology Extension

- "Create an Audio Recording of the Dramatic Reading"

Assessment Resource Book

- Set 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week and the next.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheets (GA1–GA2)

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OVERVIEW

Academic Focus

- Students read fluently with attention to punctuation and typography.
- Students rehearse and perform a dramatic reading of a text.
- Students read and discuss a fiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students work in a responsible way.
- Students work responsibly in pairs.
- Students speak clearly so others can hear.
- Students listen respectfully.

DO AHEAD

✓ Prior to Day 2, practice reading page 13 aloud, both with and without attention to punctuation and typography (see Step 2).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA1); see page 216 of the *Assessment Resource Book*.

✓ Prior to Day 4, decide how you will divide the 32 pages of the book among the pairs in the group for the dramatic reading. Make sure that each pair, and each student within the pair, has about the same amount of text to read. If you have six students, you might divide the book as follows: Pair 1 (title page-page 5) and (pages 6-11); Pair 2 (pages 12-15) and (pages 16-21); Pair 3 (pages 22-27) and (pages 28-32). (See Step 2.)

✓ Prior to Day 6, schedule this lesson for a time when your small group can perform the dramatic reading for the whole class, and decide on a space where the audience can gather to see the performance.

(continues)

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DO AHEAD *(continued)*

✓ Prior to Day 6, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA2); see page 217 of the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *school*, *because*, *every*, *through*, *again*, *half*, and *thought* to the word wall if they are not already displayed.

ELL SUPPORT

- **Preview the Book:** Preview the book with the students. You might show and discuss the illustrations or have the students flip through the book on their own. Clarify vocabulary:

  clangy: making sounds like a loud bell (p. 9)

  naughty: bad, not following the rules (p. 13)

  delivery woman: a worker who brings people things they have bought (p. 15)

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The Great Gracie Chase
Reading a Fiction Book

Day 1

In this lesson, the students:

- Read and discuss a book

1 Gather and Introduce *The Great Gracie Chase*

Show the cover of *The Great Gracie Chase: Stop That Dog!* and read the title and the names of the author and illustrator aloud. Tell the students that this book is about a very good dog named Gracie who loves a quiet house. Explain that one day, noisy painters come to her house and Gracie decides to do something *naughty*, or bad.

2 Read and Discuss the Book

Distribute *The Great Gracie Chase* to the students. Have them open to page 3 and read the book quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the book at least once, ask and discuss:

Q *What happens in this story?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does Gracie think of the painters?*

Q *What happens after the painters put Gracie outside?*

Q *What happens at the end of the chase?*

3 Reflect on the Book

Ask and discuss:

Q *What do you think is funny about this book? Turn to your partner.*

Materials

- Teacher and student copies of *The Great Gracie Chase: Stop That Dog!*
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

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Have a few students share their thinking.

> **Students might say:**
>
> "I think it's funny that Gracie just wanted to go for a walk and she wound up having everyone chase after her."
>
> "I think it's funny when everyone falls down because they couldn't keep up with Gracie."
>
> "It's funny that everyone, except the cat, runs through the fountain."

Explain that in the next lesson the students will reread and talk about parts of the book. Have the students put *The Great Gracie Chase* into their toolboxes, and encourage them to reread the book independently.

GUIDED SPELLING

paperboy	"A paperboy delivers newspapers."
schoolyard	"All the people ran across the schoolyard."
because	"The people chased Gracie because she was walking alone."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

paperboy: Tell the students that *paperboy* is a compound word. Support the students in breaking the word into its smaller words and then writing each smaller word one at a time. Remind the students not to leave a space between the smaller words. Point to the *toy* picture on the "Spelling-Sound Chart" and remind the students that the sound /oi/ at the end of a word is usually spelled *o-y*. Tell the students that in *boy* the sound /oi/ is spelled *o-y*.

schoolyard: Follow the same procedure to support students in writing *schoolyard*. If necessary, point to the word *school* on the word wall.

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The Great Gracie Chase
Reading Fluently

Day 2

In this lesson, the students:

- Read fluently with attention to punctuation and typography
- Hear part of a book read aloud fluently
- Echo read part of a book fluently

Materials

- Teacher and student copies of *The Great Gracie Chase: Stop That Dog!*

1 Gather and Review *The Great Gracie Chase*

Remind the students that in the last lesson, they read and discussed *The Great Gracie Chase.*

Q *What do you remember about* The Great Gracie Chase*?*

Tell the students that today they will reread parts of the book aloud.

2 Model Reading Fluently

Tell the students that you will read part of the book aloud in two different ways; then you will ask partners to talk about what they noticed.

Read page 13 aloud twice—once fluently with attention to punctuation and typography, and then again, nonfluently, without attention to these things.

After you have read the page aloud twice, ask:

Q *What did you notice about the two different ways I read this page? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "The first time you read, it sounded like you were telling us a story."
>
> "In addition to what [Neiman] said, I noticed that you read 'one bit' slowly, like this: 'And she did not like it *one bit*!' "
>
> "It wasn't much fun to listen to the story the second time you read."
>
> "I couldn't understand you the second time."

Teacher Note

Typography in the context of this lesson refers to the special treatment of a printed word (such as italics, bold type, and words written in all capital letters) that suggests how the words should be read.

3 Discuss Paying Attention to Typography

Have the students open their books to page 13. Have them point to the italicized words '*one bit*,' and explain that these are *italicized* words. Explain that readers read italicized words more slowly and with more feeling.

Have them point to the words "ALL BY HERSELF" written in all capital letters. Explain that readers read these words more loudly.

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Then have the students point to the dash after *walk* and explain that readers *pause*, or stop for just a moment, when they come to dashes.

Ask the students to follow along as you reread page 13 aloud. Explain that when you read, you will pay attention to punctuation, italicized words, and words written in all capital letters.

> **You might say:**
>
> "I'll read the italicized words, '*one bit*!' slowly and with feeling. Follow along as I read aloud, 'And she did not like it *one bit*!' Now, keep following along as I reread the next two sentences, pausing at the commas and stopping at the period. 'So Gracie, that silly little dog who loved a quiet house, decided to do something naughty. Gracie decided to take a walk—ALL BY HERSELF!' I paused when I came to the dash and I read the words in all capital letters more loudly. Keep following along as I read aloud. I will put excitement into my voice when I read sentences that end with exclamation points, and I'll read the question as though I am really asking a question."

Continue reading and modeling to the end of page 13. Then tell the students that paying attention to punctuation, italicized words, and words written in all capital letters helps readers read fluently, in a way that sounds like talking.

4 Echo Read Fluently

Tell the students that today they will echo read a few pages from *The Great Gracie Chase*. Explain the procedure for echo reading, if necessary. Tell the students that echo reading is one way to practice reading fluently, in a way that sounds like talking. For more information about echo reading, see "Echo Reading" in the Introduction.

Encourage the students to notice what you do with your voice when you come to punctuation, italicized words, and words written in all capital letters, and ask them to do the same things with their voices.

Beginning with page 13, have the group echo read the page, paragraph by paragraph.

Then have the students turn back to page 5 and echo read this page sentence by sentence. Repeat this procedure with pages 22 and 25.

Teacher Note

Echo reading paragraph by paragraph, rather than sentence by sentence, will help the students notice that your voice stops at the end of sentences, and it will help them learn to do the same.

5 Reflect on Reading Fluently

Ask and briefly discuss:

Q *Why is it important for readers to notice italicized words and words written in all capital letters?*

Remind the students that paying attention to punctuation, italicized words, and words written in all capital letters helps readers read fluently, in a way that sounds like talking.

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Explain that in the next lesson, the students will read fluently with their partners. Have the students return *The Great Gracie Chase* to their toolboxes and encourage them to reread the book independently.

GUIDED SPELLING

catch	"The people wanted to catch Gracie."
barked	"Gracie barked at the people."
every	"Every person chased Gracie."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

catch: Explain that the sound /ch/ after a short vowel sound is usually spelled *t-c-h.* Tell the students that in *catch* the sound /ch/ is spelled *t-c-h.*

barked: Support the students in writing the base word, *bark,* before adding the inflectional ending to write *barked.*

The Great Gracie Chase
Reading Fluently

Day 3

In this lesson, the students:

- Read fluently with attention to punctuation and typography
- Read a book aloud in pairs
- Work responsibly in pairs

Materials

- Teacher and student copies of *The Great Gracie Chase: Stop That Dog!*
- "Group Progress Assessment" sheet (GA1)

1 Gather and Get Ready to Read in Pairs

Remind the students that in the last lesson, they echo read fluently as a group. Explain that today they will practice reading *The Great Gracie Chase* fluently with their partners. If necessary, model reading the first few pages with a partner using a student volunteer. For more information about reading in pairs, see "Reading in Pairs" in the Introduction.

Ask and briefly discuss:

Q *What can you do to show you are listening when your partner reads?*

Remind the students to follow along and listen carefully as their partner reads just loudly enough for them to hear.

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2 Read Fluently in Pairs

Remind the students to make their reading sound like talking by paying attention to punctuation, italicized words, and words written in all capital letters. Have partners open to page 3 and read the book aloud in soft voices. Observe the students as they read, offering support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Do the students pay attention to punctuation and typography?
- Do they read fluently?
- Do they read aloud clearly in voices that are just loud enough for their partners to hear?
- Do they follow along and listen carefully as their partners read?

Record your observations on the "Group Progress Assessment" sheet (GA1); see page 216 of the *Assessment Resource Book*.

Support any student who struggles to read fluently by repeating the echo reading procedure from Day 2, Step 4.

3 Discuss Reading Fluently

When all the pairs have read the book at least once, review that readers read fluently by paying attention to punctuation, italicized words, and words written in all capital letters. Tell the students that reading fluently helps readers understand and enjoy books.

Ask the students to each find one page that they enjoyed reading fluently. Have the students take turns reading their chosen pages aloud with their partners.

Then have a few students read their chosen pages aloud to the group. After each student reads aloud, ask:

Q *What made this page fun to read aloud?*

Encourage the students to read fluently by paying attention to punctuation, italicized words, and words written in all capital letters as they read other books, both during and outside of Small-group Reading.

4 Reflect on Working Responsibly

Ask and briefly discuss:

Q *What did you do to be responsible when you were reading with your partner today?*

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Explain that in the coming lessons, the students will prepare to read *The Great Gracie Chase* aloud to the class. Have the students return their books to their toolboxes, and encourage them to reread the book independently.

GUIDED SPELLING

keep	"The painters thought they could keep Gracie in the yard."
kept	"She ran and kept running."
through	"Gracie should not have gone through the gate."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

keep: Point to the *tree* picture on the "Spelling-Sound Chart" and remind the students that there are different ways spell the sound /ē/. Tell the students that in *keep* the sound /ē/ is spelled *e-e*.

kept: You may wish to point out that *kept* means "keep in the past." Point out that *kept* is an unusual (irregular) past tense because we usually add *e-d* to an action word to show that the action happened in the past.

The Great Gracie Chase
Introducing the Dramatic Reading

Day 4

In this lesson, the students:

- Read fluently with attention to punctuation and typography
- Learn the purpose of and procedures for dramatic reading
- Rehearse part of a dramatic reading with partners
- Speak clearly so others can hear

Materials

- Teacher and student copies of *The Great Gracie Chase: Stop That Dog!*
- Pad of self-stick notes
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

1 Gather and Introduce the Dramatic Reading

Explain that today the students will learn about a way to read and share stories called *dramatic reading*. Tell the students what a dramatic reading is and explain the procedure for preparing for a dramatic reading. For more information about dramatic reading, see "Reading for Listeners" in the Introduction.

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You might say:

"In a dramatic reading, performers read a book aloud to an *audience*, or a group of people who watch them perform. Performers make the reading sound like talking because reading fluently will help the audience understand and enjoy the story. In the coming lessons, you will *rehearse*, or practice reading, *The Great Gracie Chase* with your partners and with the group. Then you will perform the dramatic reading for the class."

2 Assign Pages to the Students

Tell the students that each of them will read several pages of the book aloud. Explain that you have already decided which students will read which pages.

Distribute several self-stick notes to each student. Have the students open their books to the title page. Ask the student to whom you have assigned the first section to mark every page in that section with a self-stick note. Follow this procedure with the remaining sections.

Teacher Note

The student who begins the reading will read the title and the names of the author and illustrator aloud and then continue with page 3. The copyright page (page 2) will not be read aloud during the dramatic reading.

3 Read in Pairs

Tell the students that they will rehearse their pages of *The Great Gracie Chase* with their partners. Review that readers read fluently by paying attention to punctuation, italics, and words in all capital letters. Remind the students that reading fluently helps readers and their audience understand and enjoy stories.

You might say:

"We learned that readers stop when they come to periods and pause when they come to commas and dashes. They put excitement into their voices when they read sentences that end with exclamation points, and they read questions as though they are actually asking a question. We also learned that readers read italicized words more slowly and with more feeling and that they read words written in all capital letters more loudly."

"Paying attention to these things not only helps readers read fluently when they read to themselves, but also when they read aloud to others."



Have each pair open their books to the first page on which their section begins. Remind the students to follow along and listen respectfully when it is their partners' turn to read.

Tell the students to rehearse their assigned pages with their partners several times. Then have the student in each pair who is assigned the first section begin to read aloud.

Teacher Note

For example, if one student has been assigned pages 12–15 and his partner has been assigned pages 16–21, both students will open their books to page 12.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

4 Reflect on Reading Fluently

Ask and briefly discuss:

Q *What parts did you enjoy reading aloud? What made those parts fun to read?*

Explain that in the next lesson, the students will rehearse the dramatic reading with all the students in their reading group. Ask them to return *The Great Gracie Chase* to their toolboxes, keeping the self-stick notes in the books. Tell them to *rehearse*, or practice reading, their assigned pages independently.

GUIDED SPELLING

paint	"People came to paint the kitchen."
helped	"Many people helped chase Gracie."
again	"After her walk, Gracie went home again."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

paint: Point to the *cake* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ā/. Tell the students that in *paint* the sound /ā/ is spelled *a-i*.

helped: Support the students in writing the base word, *help*, before adding the inflectional ending to write *helped*.

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Day 5

The Great Gracie Chase

Rehearsing the Dramatic Reading

Materials

- Teacher and student copies of *The Great Gracie Chase: Stop That Dog!*

In this lesson, the students:

- Rehearse a dramatic reading with attention to punctuation and typography
- Work in a responsible way
- Speak clearly so others can hear

1 Gather and Get Ready to Rehearse

Review that in the last lesson, the students rehearsed their pages of *The Great Gracie Chase* with their partners. Tell them that today they will rehearse reading the whole book with all the students in the small group.

Tell the students that it is important to work responsibly when they rehearse and perform the dramatic reading. Ask and briefly discuss:

Q *What can you do to make the rehearsal go well today?*

> **Students might say:**
>
> "I can follow along in my book when other students are reading."
>
> "If someone forgets that it's her turn to read, I can remind her."
>
> "I can stand still. If I move around a lot, it might be hard for the person reading."

2 Model and Discuss the Dramatic Reading

Ask the students to watch and listen carefully as you model reading page 5 aloud. While facing the group and holding the book below your face, read in a clear voice with attention to punctuation and typography. Then ask:

Q *What did I do that helped you hear me? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "You read loudly enough so we could hear."
>
> "You held the book so that we could see your face."
>
> "You faced us when you were reading. That helped us hear you."
>
> "I noticed that you didn't read too fast and you didn't read too slow."

Explain that as they are rehearsing today, the students should speak loudly enough for the group to hear but not so loudly that they disturb the students who are working independently.

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3 Rehearse the Dramatic Reading

Review that reading fluently during the dramatic reading will help the audience understand and enjoy the story. Remind the students to pay attention to punctuation, italicized words, and words written in all capital letters to help them read in a way that sounds like talking.

Ask the students to stand in the order in which they will read. Have the students open their books to the title page. Ask the student who has a self-stick note on that page to read the title and the names of the author and illustrator aloud and then to begin reading the story on page 3. Have the students read their assigned pages in turn to rehearse reading the whole book aloud.

Teacher Note

If time allows, you may want to have the students rehearse the dramatic reading again.

4 Reflect on Rehearsing the Dramatic Reading

When the students have finished rehearsing the dramatic reading, ask and briefly discuss:

Q *What did you do well as you rehearsed today?*

Q *What might you want to do better when you perform for the class?*

Tell the students that in the next lesson, they will perform the dramatic reading for the class. Have them return *The Great Gracie Chase* to their toolboxes, keeping the self-stick notes in the books. Tell the students to practice reading their assigned pages independently.

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GUIDED SPELLING

outside	"Gracie went for a walk outside."
halfway	"Gracie was halfway down the street when someone noticed she was gone."
thought	"Gracie thought it would be nice to take a walk."

Guide the students through spelling each of the decodable words, with particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

outside: Tell the students that *outside* is a compound word. Support the students in breaking the word into its smaller words and then writing each smaller word one at a time. Remind the students not to leave a space between the smaller words. Point to the *clown* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ou/. Tell the students that in *out* the sound /ou/ is spelled *o-u*. Tell the students that in *side* the sound /ī/ is spelled *i_e*.

halfway: Follow the same procedure to support students in writing the compound word *halfway*. If necessary, point to the word *half* on the word wall. Remind the students that the sound /ā/ at the end of a word is usually spelled *a-y*. Tell the students that in *way* the sound /ā/ is spelled *a-y*.

Day 6

The Great Gracie Chase

Performing the Dramatic Reading

Materials

- Teacher and student copies of *The Great Gracie Chase: Stop That Dog!*
- "Group Progress Assessment" sheet (GA2)

Teacher Note

Since a dramatic reading is performed for an audience, this lesson is intended to be a whole-class lesson.

In this lesson, the students:

- Read fluently with attention to punctuation and typography
- Perform a dramatic reading for the class
- Speak clearly so others can hear
- Listen respectfully

1 Gather and Discuss Being a Respectful Audience

Have the small-group students bring their copies of *The Great Gracie Chase* and ask the class to gather, facing the performance space. Tell the class that some students have been practicing making their reading

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sound like talking during Small-group Reading. Explain that reading fluently, so that their reading sounds like talking, helps readers and listeners understand and enjoy books.

Then tell the class that today these students will perform a dramatic reading of a book called *The Great Gracie Chase: Stop That Dog!* Explain that in a *dramatic reading*, performers read a book aloud to an audience. Ask and discuss:

Q *What can the audience do to be respectful while the performers are reading?*

> **Students might say:**
>
> "The audience can sit quietly to show the performers that they're paying attention."
>
> "The audience should listen carefully. That will help them understand what's happening in the story."
>
> "If the performers are reading too quietly, someone in the audience can ask them to speak a little louder so everyone can hear."

As students share, follow up by asking:

Q *How will that help the performers?*

Explain that you will check in at the end of the lesson to see how the audience did being respectful during the dramatic reading.

Teacher Note

Over the course of the year, different students will perform the same dramatic reading. Encourage the class to notice things they appreciate about each performance.

2 Perform the Dramatic Reading

Have the performers stand in the order in which they will read, facing the audience. Remind the performers that they will follow along in their books and, when it is their turn, read loudly and clearly so their classmates can hear. If necessary, remind them to read fluently, paying attention to punctuation, italicized words, and words in all capital letters.

Have the performers open their books to the title page. Ask the student who has a self-stick note on that page to read the title and the names of the author and illustrator aloud and then to begin reading the story on page 3.

Without pausing between readers, have the students perform the rest of dramatic reading. Observe them as they perform and offer support as needed.

Teacher Note

You may want to show the illustrations in your copy of *The Great Gracie Chase* to the audience while the performers read aloud. This will allow the performers to focus their attention on the dramatic reading.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the performers, ask yourself:

- Do the students pay attention to punctuation and typography?
- Do the students read aloud fluently?
- Do they speak loudly and clearly enough for the audience to hear?
- Do they follow along in their books as others are reading?

As you observe the class, ask yourself:

- Do the students listen respectfully as their classmates perform?

Record your observations on the "Group Progress Assessment" sheet (GA2); see page 217 of the *Assessment Resource Book*.

Support any performer who struggles to read fluently by repeating the echo reading procedure from Day 2, Step 4 at another time.

3 Discuss the Dramatic Reading

When the performers have finished the dramatic reading, have them sit with the rest of the class. Then ask and briefly discuss:

Q *What did you enjoy about the dramatic reading?*

Q *What did the performers do well during the dramatic reading?*

4 Reflect on Being a Respectful Audience

Ask and briefly discuss:

Q *What did the audience do that helped the performers?*

Encourage the performers to continue paying attention to punctuation, italicized words, and words written in all capital letters to help them read fluently as they read other books, both during and outside of Small-group Reading.

Have the students return *The Great Gracie Chase* to their toolboxes and encourage them to reread the book independently.

Teacher Note

Guided Spelling instruction is not included today to allow time for the students to perform the dramatic reading for the class.

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TECHNOLOGY EXTENSION

Create an Audio Recording of the Dramatic Reading

Have the students' record their dramatic reading using an audio-recording device. Remind them to speak loudly and clearly so their voices can be heard in the recording. You may then play the audio recording to the class while showing the illustrations.

Consider sharing the recording with the students' families or publishing the recording on the Internet as a podcast. Use the keywords "publishing student podcasts" to learn more about creating podcasts.

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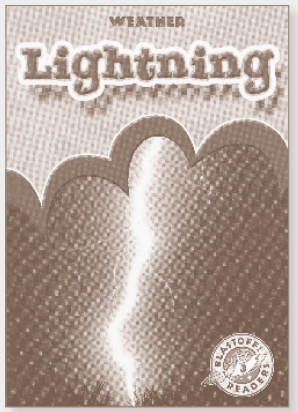
Word Analysis — Analyzing Polysyllabic Words

Comprehension — Exploring Text Features

RESOURCES



Lightning

by Ann Herriges

This nonfiction text explains what lightning is, how lightning happens, and how people can stay safe during thunderstorms.

More Strategy Practice

- "Explore More Weather-related Compound Words"
- "Create a Compound Word Bank"

Technology Extension

- "Learn More About Lightning"

Extension

- "Share and Discuss Interesting Pages"

Assessment Resource Book

- Set 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA3)

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OVERVIEW

Academic Focus

- Students identify, discuss, and write polysyllabic words.
- Students identify, discuss, and write compound words.
- Students explore text features in a nonfiction text.
- Students read and discuss a nonfiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students share their thinking.
- Students listen carefully.
- Students reach agreement before making decisions.

DO AHEAD

✓ Prior to Day 1, examine the text features closely (table of contents and glossary) to help you support the students.

✓ Prior to Day 2, title a sheet of chart paper "Words with More Than One Syllable" (see Step 5).

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA3); see page 218 of the *Assessment Resource Book*.

✓ Prior to Day 3, title a piece of chart paper "Words with Parts We Know." Under the title, list the words: *expecting*, *apartment*, *happening*, *delightful*, *cloudy*, *likely*, *unlikely*, *someone*, *agreement*, *thickness*, and *subject*. (See Step 2.)

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *other*, *some*, and *one* to the word wall if they are not already displayed.

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ELL SUPPORT

ELPS 4.D.i
ELL Support (all)

- **Preview the Book:** Preview the book with the students. You might show and discuss the illustrations or have the students flip through the book on their own. Clarify vocabulary:

  crooked: bent or not straight (p. 5)

  shoot up: move up quickly (p. 15)

  meet: come together (p. 15)

  strikes: hits (p. 21)

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Lightning
Reading a Nonfiction Book and Exploring Text Features

Day 1

In this lesson, the students:

- Explore text features: table of contents and glossary
- Read and discuss a book
- Share their thinking

Materials

- Teacher and student copies of *Lightning*
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

ELPS 4.F.i
ELPS 4.F.ii
Steps 1–6
(all, beginning on page 25 and continuing to page 27)

1 Gather and Introduce *Lightning*

Show the title page of *Lightning* and read the title and the name of the author aloud. Ask and briefly discuss:

Q *What do you think you know about lightning?*

Tell the students that *Lightning* is a nonfiction book that gives readers true information about lightning. Point out that the title of this book is also the *topic*, or what the whole book is about.

2 Introduce the Table of Contents

Distribute *Lightning* and have the students open their books to page 3. Tell them that nonfiction books like *Lightning* often have a *table of contents*. Explain that a table of contents is a list at the front of a book that tells readers the different *sections*, or parts, of a book and the page where each section begins.

Have the students read the table of contents quietly to themselves. Ask and briefly discuss:

Q *Now that you have seen the table of contents, what do you think you will learn about lightning? Why do you think that?*

3 Read Aloud Part of *Lightning* and Introduce the Glossary

TEKS 3.A.i
Student/Teacher Activity
Step 3 (all, beginning on page 25 and continuing to the top of page 26)

Have the students turn to page 4 and follow along as you read pages 4–5 aloud. Ask:

Q *What do you notice about the words on these pages? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I see the word *lightning* on both pages."
>
> "I notice that two of the words are darker than the other words."
>
> "On page 4, the words are at the top and on page 5, the words are at the bottom."

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Have the students point to the word *thunderstorm* on page 4. Explain that the word is in bold type, with thicker letters than the rest of the text, to tell readers they can find more information about the word at the back of the book.

Have the students turn to the glossary on page 22. Explain that a glossary lists words from the book that a reader might not know and tells the reader what each word means.

Have the students point to the word *thunderstorm* and read the definition quietly to themselves. Ask and briefly discuss:

Q *What did you find out about the word* thunderstorm*?*

Review that when the students see a word in bold type, they can find out what the word means in the glossary.

Teacher Note

If the students are familiar with dictionaries, you may want to point out that the glossary is organized like a dictionary; it lists the words in alphabetical order and tells what each word means.

4 Read Aloud and Discuss Part of the Book

Tell the students that you will read the next part of the book aloud and they will discuss what they hear about lightning.

Have the students turn to page 6 and follow along as you read aloud pages 6–7. When you have finished reading, explain that you will read the same part aloud again, one page at a time. Ask them to listen for information they might have missed the first time.

Read page 6 aloud again; then ask:

Q *What happens inside storm clouds? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "The air inside the cloud moves up and down."
>
> "The ice crystals bump into each other."

Read page 7 aloud again; then ask:

Q *How do storm clouds make lightning? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "The air and ice crystals inside the storm cloud move fast. This makes electricity and the electricity turns into lightning."
>
> "Lightning flashes when a storm cloud gets rid of electricity."

5 Read and Discuss Part of the Book

Distribute the self-stick notes. Have the students turn to page 21 and mark the page so they know where to stop reading. Explain that they will read the rest of the book quietly to themselves and then discuss the reading with partners and the group.

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Have the students turn back to page 8 and read pages 8–21 quietly to themselves.



INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read through page 21 at least once, ask and discuss:

Q *What did you learn about lightning?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *How does lightning look?*

Q *Why does thunder happen?*

Q *What can you do to stay safe during lightning?*

6 Reflect on *Lightning*

Ask and briefly discuss:

Q *What did you learn about lightning that surprised you?*

Explain that in the next lesson, the students will look more closely at some of the words in *Lightning*. Ask them to put *Lightning* into their toolboxes and encourage them to reread the book independently.

GUIDED SPELLING

light	"The flash of light from lightning can be very bright."
time	"Lightning can happen at the same time as thunder."
other	"One partner will share, then the other partner will take a turn."

Spelling Support

light: Point to the *kite* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ī/. Tell them that in *light* the sound /ī/ is spelled *i-g-h*.

time: Tell the students that in *time* the sound /ī/ is spelled *i_e*.

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Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

EXTENSION

Share and Discuss Interesting Pages

Tell the students that they will look back through the book to find a page they thought was interesting and read it aloud to the group. Give the students time to look through the book and each mark a page they find interesting with a self-stick note.

When all the students have marked pages, explain that they will share the pages they marked with the group. Tell the students that it is important that they listen respectfully when other students are sharing. Ask and briefly discuss:

Q *What can you do to be respectful as you listen to each other?*

Have each student share the page she marked with the group by showing it and reading it aloud. Then have her tell the class why she found that page interesting.

Teacher Note

If time allows, give the students a few moments to practice reading their pages aloud to themselves.



TECHNOLOGY EXTENSION

Learn More About Lightning

The students might be interested in learning more about lightning. To find videos and other information, search online using the keywords "lightning videos for kids" or "lightning facts for kids." As a group, investigate a few of the resources and have the students discuss what they learned.

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In this lesson, the students:

- Identify and discuss polysyllabic words from a book
- Write polysyllabic words
- Read polysyllabic words using syllables
- Share their thinking
- Listen carefully
- Reach agreement before making decisions

1 Gather and Review *Lightning*

Remind the students that in the last lesson, they read and discussed the nonfiction book *Lightning*. Ask and briefly discuss:

Q *What do you remember reading about lightning?*

2 Review Syllables

Explain that in today's lesson, the students will look more closely at some of the words in *Lightning* and think about ways to read long words more easily. Ask and briefly discuss:

Q *What do you know about syllables?*

> **Students might say:**
> "Syllables are parts of words."
> "We can clap the syllables in a word."
> "Words can have a lot of syllables."

Explain that words are made of syllables and that a word can have one or more than one syllable. Tell the students that breaking a longer word into syllables can make the word easier to read.

3 Model Identifying Polysyllabic Words

Tell the students that they will work in pairs to find words with more than one syllable in part of *Lightning*.

Explain that as partners look for words, they will take turns being the reader and the recorder. Explain that the reader will read one sentence aloud slowly and clearly while the recorder listens carefully for words with more than one syllable. If both partners agree that a word has more than one syllable, the recorder will write the word.

Materials

- Teacher and student copies of *Lightning*
- Paper and pencil for each pair
- "Words with More Than One Syllable" chart, prepared ahead
- Marker
- "Group Progress Assessment" sheet (GA3)

Teacher Note

If the students need support answering the question, encourage them to refer back to the book.

Teacher Note

If the students need practice orally identifying syllables, choose some examples of one-, two-, and three-syllable words. Say the words one at a time. For each word, have the students say the word and clap on the syllables; then have them tell you how many syllables are in the word.

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Choose a volunteer to model the activity with you. Explain that your partner will be the reader and you will be the recorder for the first sentence.

Have the students open their books to page 7. Have your partner read the first sentence on page 7 aloud as you and the group follow along and listen carefully. Model identifying and discussing words with your partner.

> **You might say:**
>
> "My partner just read, 'This movement makes electricity.' I know I heard words with more than one syllable. I'm going to read from the beginning of the sentence just to make sure I remember which words to write. 'This movement . . . .' I hear two syllables in *movement*: move-ment. [Address your partner.] Do you agree that *movement* has more than one syllable? Okay, I'm going to write *movement*. Let me start the sentence again. 'This movement makes electricity.' [Address your partner.] I hear lots of syllables in *electricity*: e-lec-tri-ci-ty. Do you? We agree on that, too, so I'm going to write *electricity*. For the next sentence, I'll be the reader and my partner will be the recorder, so I'll give her the paper and pencil."

Point out that your partner read the sentence aloud clearly while you followed along in your book and listened carefully. Tell the students to read in soft voices that are just loud enough for them and their partners to hear.

Ask and briefly discuss:

Q *What can you and your partner do if you do not agree that a word has more than one syllable?*

> **Students might say:**
>
> "If we don't agree, we could talk more."
>
> "I also should listen carefully to what my partner says. She might have a different idea."
>
> "I could read the word again. Maybe I'll change my mind."

Remind the students to share their thinking and listen carefully to their partners' thinking as they discuss the words.

4 Identify, Discuss, and Write Polysyllabic Words in Pairs

Have the students open their books to page 10. Ask partners to decide who will be the reader and who will be the recorder for the first sentence. Remind pairs to take turns being the reader and the recorder for the rest of the sentences on pages 10 and 11.

Distribute a piece of paper and a pencil to each pair.

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Have the students read pages 10–11 in pairs, discussing and recording polysyllabic words as they read. Observe partners as they work, offering support as needed.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to identify polysyllabic words?
- Are they able to read polysyllabic words fluently?
- Are they able to reach agreement about which words to record?

Record your observations on the "Group Progress Assessment" sheet (GA3); see page 218 of the *Assessment Resource Book*.

Support any student who struggles by explaining that one way to check the number of syllables in a word is to read the word aloud and clap the syllables. Listen as the student reads and claps out difficult words, and provide guidance as necessary.

5 Share and Record Polysyllabic Words

When most pairs have finished, explain that pairs will share the words they wrote, and then the group will read all the words aloud together.

Have pairs take turns sharing one or two words with the group. Record the words on the "Words with More Than One Syllable" chart. Continue until all the polysyllabic words have been charted.

6 Read Polysyllabic Words by Syllable

Tell the students that they will practice reading the words they found one syllable at a time before reading the whole word. Explain that breaking longer words they already know into syllables will help them read longer words they do not recognize.

Have the students read each syllable as you frame it using your thumb and index finger; then have them read the whole word as you sweep under it.

Tell the students that when they read a longer word, it is important to ask themselves if it sounds like a word they know. If it sounds like a word they know, they should reread the word to make sure it makes sense in the sentence.

Tell the students that if a word they read does not sound like a word they know or does not make sense in the sentence, they can try reading it a different way or ask for help.

Teacher Note

The polysyllabic words on pages 10–11 are: *lightning*, *inside*, *happens*, *glowing*, *crawling*, *around*, *sometimes*, and *another*. If a student suggests a one-syllable word, have the group say the word and clap on the syllables. Ask:

Q *Does this word have one or more than one syllable? How do you know?*

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7 Reflect on Working in Pairs

Ask and briefly discuss:

Q *How did you and your partner do working together? If you did not agree on whether a word had more than one syllable, what did you do?*

Explain that in the next lesson, the students will look closely at some more words in *Lightning*. Have them return their books to their toolboxes and encourage them to reread the book independently.

Teacher Note

Save the "Words with More Than One Syllable" chart to use on Day 3.

GUIDED SPELLING

glowing	"Lightning can make a cloud look like it is glowing."
lightning	"Lightning happens during thunderstorms."
across	"We walk across the playground to get to the gate."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

glowing: Support the students in writing the base word, *glow*. Point to the *bone* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ō/. Tell them that in *glow* the sound /ō/ is spelled *o-w*. Then support the students in adding the inflectional ending to write *glowing*.

lightning: Support the students in writing the word *lightning* one syllable at a time. Point to the *kite* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ī/. Tell them that in *lightning* the sound /ī/ is spelled *i-g-h*.

across: Tell the students that in *across* the sound /s/ is spelled *s-s*. You may wish to support the students by pronouncing the initial schwa sound using the short vowel /ă/.

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Lightning
Analyzing Polysyllabic Words and Compound Words

Day 3

In this lesson, the students:

- Identify and discuss compound words in a book
- Write compound words
- Read polysyllabic words using syllables and other word parts
- Read and discuss part of a book
- Share their thinking

1 Gather and Review the "Words with More Than One Syllable" Chart

Direct the students' attention to the "Words with More Than One Syllable" chart. Review that in the last lesson, they practiced reading longer words from *Lightning* by breaking the words into syllables. Ask and briefly discuss:

Q *How does breaking longer words into syllables help you?*

2 Model Using Known Parts to Read Polysyllabic Words

Explain that when readers come to a longer word that is challenging to read, it can be helpful to look for syllables or other parts of the word they recognize. Finding parts they know how to read can help readers break the word into smaller parts and read the whole word.

Direct the students' attention to the "Words with Parts We Know" chart and explain that these words include parts of words the students read in *Lightning*.

Words with Parts We Know

expecting	unlikely
apartment	someone
happening	agreement
delightful	thickness
cloudy	subject
likely	

Materials

- Teacher and student copies of *Lightning*
- "Words with More Than One Syllable" chart from Day 2
- "Words with Parts We Know" chart, prepared ahead
- Marker
- Paper and pencil for each student
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

Teacher Note

This lesson may require more than one session to complete.

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Point to the word *expecting* and model using known parts to read it.

> **You might say:**
>
> "I'm looking closely at this word. I can see right away that I know how to read the first syllable of the word: *ex*. [Use your thumb and forefinger to frame *ex*.] I see a syllable I know at the end of the word, too: *ing*. [Use your thumb and forefinger to frame *ing*.] That just leaves the part in the middle, so I'm going to read all the parts in order and then read the whole word. [Frame and read *ex*, *pect,* and *ing*.] *Ex-pect-ing*. Now I'm going to try for the whole word and see if I recognize it: *expecting*. That sounds right. *Expecting* is a word I know."

Point out that when you read the word, you checked to see if it sounded like a word you know. Tell the students that if they read a word and it does not sound like a word they know, they can try reading it a different way or ask for help.

3 Use Known Parts to Read Polysyllabic Words

Explain that the students will read the rest of the words, first looking for syllables and other parts they recognize and then reading the whole word. Tell the students that even if they know how to read the words, they should look for smaller parts they know.

Direct their attention to the word *apartment*. Ask:

Q *What syllables or other parts of this word do you know how to read?*

> **Students might say:**
>
> "I see the word *part* in the middle. I know how to read that."
>
> "The last syllable is easy to sound out: *ment*."
>
> "I know how to read *apart*. *Apart* is a word."

As the students share, frame the parts they suggest with your thumb and forefinger.

Point out that different readers may recognize different parts of longer words, and that is fine. What is important is that they use the parts they know to help them read the whole word. Have the students read *apartment* by reading each syllable as you frame it using your thumb and index finger; then have them read the whole word as you sweep under it.

Direct the students' attention to the next word on the list. Ask:

Q *What parts of this word do you know how to read?*

Use your thumb and forefinger to frame syllables or other parts the students identify. When they have identified all or most parts of a word, use framing to have the students chorally read the word.

After the group reads the word, use it in a sentence. (For example, you might say, "I can check the schedule to see what's *happening* after small-group reading time.")

Teacher Note

If the students struggle to find parts they know, support them by asking additional questions such as:

Q *Do you see a part you know how to read in the middle of the word? At the end? What is it?*

Q *Do you see a smaller word you know inside the word? What is it?*

Q *If you look at the part [after* cloud*] what's left? How do you say [-y when it's at the end of a word]?*

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Repeat this procedure for the rest of the words on the list.

4 Introduce and Model Identifying Compound Words

Have the students open their books to page 4 and point to the word *thunderstorm*.

Ask:

Q *What do you notice about the word* thunderstorm*? Turn to your partner.*

Have a few students share their thinking.

Point out that the word *thunderstorm* is made of two smaller words, *thunder* and *storm*. Explain that when two or more words are joined together to make a longer word, the longer word is called a *compound word*.

Have the students' turn to page 10 and read the page quietly to themselves. Model identifying the compound word *inside*.

> **You might say:**
>
> "As I was reading, I noticed the word *inside*. It's in the first sentence, 'Most lightning happens *inside* a storm cloud.' I think *inside* is a compound word, so I'm going to look at it more closely. I see that the word *inside* has two smaller words I know in it: *in* and *side*. That tells me *inside* is a compound word."

5 Identify and Discuss Compound Words in Part of *Lightning*

Explain that the students will reread the rest of *Lightning*, and write compound words they find. Have them open their books to page 21 and mark the page so they know where to stop reading.

Distribute the paper and pencils.

Have the students turn back to page 11 and read pages 11–21 quietly to themselves, recording compound words as they read.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

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Teacher Note

The compound words on pages 12–21 are: *sometimes*, *into*, *partway*, *another*, *indoors*, *thunderstorm*, and *outside*. If a student suggests a word that is not a compound word, ask:

Q *Do you agree that [lightning] is a compound word? What makes you think that?*

6 Share and Discuss Compound Words

When all the students have read the pages at least once, ask:

Q *What compound words did you find in the part you just read? How do you know they are compound words? Turn to your partner.*

Have the students take turns sharing the compound words they found.

7 Explore Meaning in Compound Words

Explain that thinking about the meaning of the smaller words in a compound word can help readers figure out the meaning of the longer word. Direct the students' attention to the word *thunderstorm* on page 20. Ask and briefly discuss:

Q *What is a thunderstorm like? How do the words* thunder *and* storm *help you know that?*

> **Students might say:**
>
> "A thunderstorm has rain and thunder. The words *thunder* and *storm* help me know that a thunderstorm is a storm with thunder."
>
> "Thunderstorms are loud. The word *thunder* makes me think a thunderstorm is loud because thunder is loud."
>
> "A thunderstorm is worse than a regular storm because it has thunder."

Direct the students' attention to the word *sometimes* on page 13. Ask:

Q *What does the word* sometimes *mean? How do the words* some *and* times *help you know that?*

Repeat this procedure with the word *partway* on page 15.

8 Reflect on Reading Longer Words

Ask:

Q *If you are reading and come to a longer word that is challenging to read, what can you do to help you read the word? Turn to your partner.*

Have a few students share their thinking.

Remind the students that when readers come to a longer word that is challenging to read, it can be helpful to look for syllables or other parts of the word they recognize. Finding syllables or words they know inside a longer word can help readers break the word into smaller parts and read the whole word.

Encourage the students to use what they know about reading longer words to help them when they read other books, both during and outside of Small-group Reading. Ask them to return *Lightning* to their toolboxes and encourage them to reread the book independently.

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GUIDED SPELLING

partway	"Lightning bolts travel partway to the ground."
another	"Lightning can jump from one cloud to another."
someone	"Someone knocked on the door."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

Tell the students that they will write three compound words. For each word, ask them to identify the two small words and write them one at a time. You may need to remind them not to leave a space between the two small words.

partway: Point to the *cake* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ā/. Tell the students that in *partway* the sound /ā/ is spelled *a-y*.

another: If necessary, point to the word *other* on the word wall.

someone: If necessary, point to the words *some* and *one* on the word wall.

MORE STRATEGY PRACTICE

Explore Weather-related Compound Words

Write several weather-related compound words, such as those that follow, where the students can see them. Use framing to have the students read each word one syllable at a time; then have them read the whole word as you sweep under it. Discuss word meanings as a group. Ask questions such as:

- Q *Do the meanings of the smaller words* [rain] *and* [drop] *help you know what the word* [raindrop] *means? Why do you think that?*
- Q *Do you agree that the words* [sun] *and* [rise] *help you know what the word* [sunrise] *means? Why or why not?*
- Q *What other compound words can you think of that have the word* [rain] *in them?*
- Q *How is the word* [rainbow] *like the word* [raindrop]*? How is it different?*

rainstorm	raincloud
rainbow	raindrop
rainfall	snowstorm
snowball	snowflake
thundercloud	sunshine
windstorm	sunrise

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Create a Compound Word Bank

Have the students brainstorm compound words they know or have come across in their reading. Record the words on a sheet of chart paper titled "Compound Words." Consider posting the chart in the classroom and having the students add to it throughout the year. Encourage them to use words from the chart and other compound words they know in their writing.

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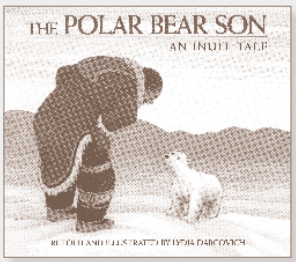
RESOURCES



The Polar Bear Son: An Inuit Tale

Retold and illustrated by Lydia Dabcovich

In this folktale, an old woman takes care of a polar bear that then takes care of her.

Extension

- "Discuss the Word *Faithful*"

Assessment Resource Book

- Set 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA4)

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OVERVIEW

Academic Focus

- Students tell events of a story in order.
- Students determine correct facts to include in a retelling.
- Students read and discuss a fiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students reach agreement with their partners.

DO AHEAD

✓ Prior to Day 3, copy the sentences from "*The Polar Bear Son* Sentence Strip Pairs" onto individual sentence strips. Use paper clips to keep each pair of sentence strips together.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA4); see page 219 of the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *mother*, *were*, and *good* to the word wall if they are not already displayed.

✓ Prior to Day 1, consider writing the prompts on sheets of paper for your English Language Learners (see Step 4):

- *When the old woman finds the polar bear cub she . . .*
- *I think she brings the polar bear home because . . .*
- *Kunikdjuaq helps her by . . .*
- *I think she shares the food with the whole village because . . .*

ELL SUPPORT

- **Preview the Book:** Preview the book with the students. You might show and discuss the illustrations or have the students flip through the book on their own. Clarify vocabulary:

  fend for herself: live without help from other people (p. 7)

  unsuccessful: not able to do something you try to do (p. 7)

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Day 1

The Polar Bear Son

Reading a Fiction Book

Materials

- Teacher and student copies of *The Polar Bear Son: An Inuit Tale* (pages 7–18)
- Self-stick note for each student
- Group set of "Individual Reading Observation" sheet (IR1), prepared ahead

In this lesson, the students:

- Read and discuss part of a book
- Listen respectfully to the thinking of others and share their own

1 Gather and Introduce *The Polar Bear Son*

Show the cover of *The Polar Bear Son: An Inuit Tale* and read the title and the name of the author and illustrator aloud. Tell the students that *The Polar Bear Son* is a story about an old woman and a polar bear who become friends.

Distribute *The Polar Bear Son*. Tell the students that the polar bear's name is pronounced koo-NIHK-joo-uhk. Have them find the name (Kunikdjuaq) on page 12 and practice saying it aloud.

2 Build Background Knowledge

Have the students turn to the title page. Ask and briefly discuss:

Q *What do you notice in this illustration?*

Explain that the Inuit have lived in the *Arctic*, the cold part of Earth near the North Pole, for thousands of years, and that *The Polar Bear Son* is a very old Inuit story. In the past, the Inuit lived in small communities, fishing for salmon and hunting animals such as seals, walruses, and polar bears. The Inuit survived by sharing the food they hunted and gathered.

Explain that the students will read part of the story quietly to themselves. Distribute the self-stick notes. Have the students open their books to page 18 and mark the page so they know where to stop reading.

3 Read Aloud Part of *The Polar Bear Son*

Ask the students to listen as you read page 7 aloud. Clarify vocabulary as you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing.

Suggested Vocabulary

fend for herself: live without help from other people (p. 7)
unsuccessful: not able to do something you try to do (p. 7)

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Ask and briefly discuss:

Q *What do you know so far? What do you wonder?*

Explain that the students will start at the beginning of the story and read quietly to themselves up to the page they marked.

4 Read and Discuss Part of the Book

Have the students read pages 7–18 of *The Polar Bear Son*.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read pages 7–18 at least once, ask and briefly discuss:

Q *What does the old woman do when she finds the polar bear cub?*

Q *Why do you think she brings the polar bear home?*

Q *How does Kunikdjuaq help her?*

Q *Why do you think she shares the food with the whole village?*

Encourage the students to refer to the book to support their thinking.

5 Wrap Up

Tell the students that in the next lesson, they will read the rest of *The Polar Bear Son* and discuss the story with partners and the group.

Collect *The Polar Bear Son*, keeping the self-stick notes in the books.

ELPS 4.G.iii
Step 4 (all)

TEKS 6.F.i
Student/Teacher Activity
Step 4
(second and fourth discussion questions)

ELL Note

Consider providing the prompts for your English Language Learners to help them verbalize their answers:

- "When the old woman finds the polar bear cub she . . . ."
- "I think she brings the polar bear home because . . . ."
- "Kunikdjuaq helps her by . . . ."
- "I think she shares the food with the whole village because . . . ."

For more information, see "Support for English Language Learners" in the Introduction.

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GUIDED SPELLING

seal	"The polar bear went hunting for a seal."
feast	"Everyone in the village shared a feast."
mother	"The old woman was like a mother to the polar bear."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

seal: Point to the *tree* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ē/. Tell the students that in *seal* the sound /ē/ is spelled *e-a*.

feast: Follow the same procedure to support the students in spelling *feast*.

Day 2

The Polar Bear Son

Reading a Fiction Book

Materials

- Teacher and student copies of *The Polar Bear Son: An Inuit Tale* (pages 20–36)

In this lesson, the students:

- Read and discuss part of a fiction book
- Retell a story using illustrations
- Listen respectfully to the thinking of others and share their own

1 Gather and Get Ready to Read

Review that in the last lesson, the students read the first part of *The Polar Bear Son*. Ask:

Q *What do you remember about* The Polar Bear Son*?*

If necessary, review that in the part of the book the students read, an old Inuit woman adopts and cares for a polar bear cub and names him Kunikdjuaq. When the cub grows up, he helps the old woman by catching food, which she shares with the whole village.

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2 Read and Discuss *The Polar Bear Son*

Distribute *The Polar Bear Son*. Have the students open their books to page 36 and mark the page so they know where to stop reading. Have the students turn to page 20 and continue reading to page 36 quietly to themselves.

Ask and briefly discuss:

Q *Why does the old woman send Kunikdjuaq away?*

Q *What does the old woman do when she feels lonely and hungry?*

Then ask:



Q *What about the story surprised you? Turn to your partner.*

Have a few students share their thinking.

Remind the students that things change for the old woman and Kunikdjuaq when the hunters decide they want to kill Kunikdjuaq. Have the students turn to page 20 and reread it quietly to themselves. Ask:

Q *Why do the hunters want to kill Kunikdjuaq?*

Have the students turn to page 23 and reread it quietly to themselves. Ask:

Q *Why do the hunters say they want to kill Kunikdjuaq?*

Point out that the hunters say they want to kill Kunikdjuaq because he has become dangerous, but that they really want to kill him because they are jealous. Tell the students that thinking and talking about why things happen in a story can help readers understand what they read.

3 Retell the Story Using Illustrations

Explain that the students will now use the illustrations in the book to help them tell the story. Page through the book from the beginning and have a volunteer tell what is happening in each pair of facing pages.

Explain that the students used their own words to *retell* the story, telling the events of the story correctly and in the right order.

4 Wrap Up

Explain that in the next lesson, the students will continue to practice retelling *The Polar Bear Son*. Have the students put *The Polar Bear Son* into their toolboxes, and encourage them to reread the book independently.

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GUIDED SPELLING

fishing	"The polar bear went fishing for salmon."
sliding	"The children loved sliding in the snow with the polar bear."
were	"The children were sad to see the polar bear go."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

fishing: Support the students in writing the base word, *fish*, before adding the inflectional ending to write *fishing*.

sliding: Support the students in writing the base word, *slide*. Point to the *kite* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ī/. Tell the students that in *slide* the sound /ī/ is spelled *i_e*. Then support the students in erasing the *e* and adding the inflectional ending to write *sliding*.

EXTENSION

Discuss the Word *Faithful*

Have the students turn to page 36 of *The Polar Bear Son* and follow along as you read it aloud. Ask:

Q *What does it mean to be faithful?*

Q *What does Kunikdjuaq do to be faithful? Turn to your partner.*

Have a few students share their thinking. Encourage them to refer to the text to support their thinking.

> **Students might say:**
>
> "To be faithful means to always help someone and take care of them."
>
> "When Kunikdjuaq is big enough to hunt, he brings the old woman food. That is faithful because he helps her when she needs help."
>
> "Kunikdjuaq is faithful because he always comes back when the old woman goes out on the ice and calls him."

Explain that to be faithful can mean to be friends with someone no matter what happens. Ask and briefly discuss:

Q *Think of a time when you were faithful to a friend or when a friend was faithful to you. What did you do to be faithful?*

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Students might say:

"I was faithful because I stayed friends with my friend even though we had a fight."

"I am faithful to my brother. I make sure he doesn't get hurt on the playground, and if he falls I help him up."

"My friend still plays with me at recess even though we are in different classes."

If the students have difficulty answering the question, give some examples of your own or have the students discuss the question first in pairs and then share their thinking with the group.

The Polar Bear Son
Retelling a Story

Day 3

In this lesson, the students:

- Retell the events of a story in order
- Determine correct facts to include in a retelling
- Reread and discuss part of a fiction book
- Reach agreement with partners

Materials

- Teacher and student copies of *The Polar Bear Son: An Inuit Tale*
- "*The Polar Bear Son* Sentence Strip Pairs," prepared ahead
- "Group Progress Assessment" sheet (GA4)

1 Gather and Discuss Retelling

Review that in the last lesson, the students finished reading *The Polar Bear Son* and used the pictures to *retell* the story, or tell the events of the story correctly and in the right order.

Explain that you will try to retell the story of *The Polar Bear Son*. Retell the story, telling the events incorrectly and in the wrong order.

You might say:

"*The Polar Bear Son* is a story about an old woman named Kunikdjuaq. The old woman does not have enough food, so she decides to eat a polar bear. The children save the polar bear from the old woman and gather seeds and berries to feed it. All the villagers share their food with the polar bear. The hunters warn the children the old woman is coming, so they tell the polar bear to run away. The polar bear runs away, but always brings back seeds and berries for the children and the hunters."

Ask:

Q *Did I retell the story of* The Polar Bear Son *correctly? Why or why not? Turn to your partner.*

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Have a few students share their thinking.

> **Students might say:**
>
> "You can't make up a whole new story. That's not retelling."
>
> "You mixed up all the characters because it's the woman who saves the polar bear. The hunters want to kill the bear and the children warn Kunikdjuaq."
>
> "The villagers don't share food with the polar bear! The old woman does. She also shares food with the villagers."

Point out that when you retold the story, you did not tell the events correctly or in the right order. Review that when readers *retell* stories, it is important to tell the events of the story correctly and in the right order.

2 Choose Events from *The Polar Bear Son* for a Retelling

Explain that the students will choose sentences to include in a retelling of *The Polar Bear Son*.

Model the procedure by displaying the first pair of sentence strips, reading the sentences aloud, and sharing your thinking.

> **You might say:**
>
> "These sentences say, 'An old Inuit woman lives alone in a village. Her neighbors help her get food.' That matches what I remember about the story. I'm going to read the other sentence strip, just to make sure. It says, 'An old Inuit woman named Kunikdjuaq does not have enough food.' I know that one is incorrect because Kunikdjuaq is the polar bear's name. Here, on page 12, the old woman says, 'I will call you Kunikdjuaq.' "

Explain that each pair of students will receive two sentence strips, one with a correct event and one that is incorrect. Explain that partners will talk about the sentences and decide which one is correct; then they will share the sentence they chose with the group. Ask and briefly discuss:

Q *What can you and your partner do if you disagree about which sentence is correct?*

Distribute the sentence strips to pairs of students. Have pairs discuss their sentence strips to decide which one is correct. Encourage them to find pages in the book that support their thinking.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are pairs able to distinguish between correct and incorrect events?
- Do they give evidence from the text to support their thinking?
- Are they able to reach agreement?

Record your observations on the "Group Progress Assessment" sheet (GA4); see page 219 of the *Assessment Resource Book*.

Support any student who struggles to determine the correct events of the story by helping him find the appropriate part of the text to reread.

3 Sequence Events for a Retelling

Have each pair read aloud the sentence strip that they plan to include in the group retelling. Display the sentences so that everyone in the group can see them. Ask:

Q *Which sentence strip should begin our retelling of* The Polar Bear Son*? Why do you think that?*

Q *Which sentence strip should come next?*

Have the students sequence the sentence strips as a group.

Teacher Note

Encourage the students to refer back to the book to determine the correct sequence of events.

If more than one pair thinks they have the next sentence strip or if a student disagrees with a pair's choice, have all the students find the two events in the book to determine the correct order.

4 Retell *The Polar Bear Son* as a Group

Choose volunteers to read the ordered sentence strips aloud to the group. You may want to have one volunteer read the first sentence strip, another volunteer read the next sentence strip, and so on. Ask:

Q *Do you think these sentences tell the story of* The Polar Bear Son *correctly and in the right order? Why do you think that?*

Teacher Note

Make any appropriate revisions that the students suggest. If you make revisions to the retelling, read the new version aloud to the group.

5 Reflect on Retelling

Tell the students that retelling is a way to share stories with others. Ask and briefly discuss:

Q *Who would you like to share the story of* The Polar Bear Son *with?*

Q *Which part of the story would be the most fun to retell?*

Encourage the students to retell *The Polar Bear Son* or any other stories they read to classmates or to family members or friends. Have the students return *The Polar Bear Son* to their toolboxes, and encourage them to reread the book independently.

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GUIDED SPELLING

passed	"As the seasons passed, the polar bear grew."
begged	"The old woman begged the villagers not to hurt her bear."
good	"The old woman found a good provider in the polar bear."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

passed: Support the students in writing the base word, *pass*, before adding the inflectional ending to write *passed*.

begged: Support the students in writing the base word, *beg*. Point out that *beg* has a short vowel sound and ends with one consonant. Then support the students in doubling the ending consonant and adding the inflectional ending to write *begged*.

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The Polar Bear Son Sentence Strip Pairs

An old Inuit woman lives alone in a village. Her neighbors help her get food.

An old Inuit woman named Kunikdjuaq does not have enough food.

One day the old woman finds a polar bear out on the ice. She adopts it and names it Kunikdjuaq.

Kunikdjuaq goes out on the ice to hunt for a polar bear to eat.

Kunikdjuaq is happy living with the old woman, and the children in the village love to play with him.

The hunters in the village love to play with the polar bear.

When the polar bear gets older, he hunts for the old woman and brings her food.

The children feed the polar bear seeds and berries.

The old woman has plenty of food and shares her food with the villagers.

The villagers share their food with the polar bear.

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The jealous hunters in the village decide they want to kill Kunikdjuaq.

Kunikdjuaq wants to kill the polar bear.

After the children warn the old woman, she begs the hunters not to hurt Kunikdjuaq.

The children warn the polar bear that Kunikdjuaq is coming to eat him.

The old woman tells Kunikdjuaq to run away. She and the children are very sad.

The children chase the polar bear away and tell him never to return again.

For many years, the polar bear brings fish and seal to the old woman when she is hungry.

The polar bear runs away but always brings back seeds and berries for the children and the hunters.

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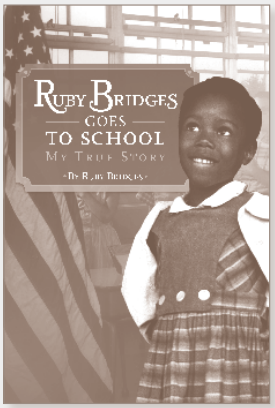
RESOURCES



Ruby Bridges Goes to School

by Ruby Bridges

In this memoir, Ruby Bridges describes her experience as the first black child in an all-white school in Louisiana during the 1960s.

Extension

- "Find Out More About Ruby Bridges"

Assessment Resource Book

- Set 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA5)

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OVERVIEW

Academic Focus

- Students wonder about a topic.
- Students read and discuss a nonfiction text.
- Students refer to the text to support their thinking.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students share ideas with one another.

DO AHEAD

✓ Prior to Day 1, title a sheet of chart paper "What We Wonder About Ruby Bridges (see Step 2).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA5); see page 220 of the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *should*, *often*, and *thought* to the word wall if they are not already displayed.

ELL SUPPORT

ELPS 4.D.i
ELPS 4.E.i
ELL Support (all)

- **Build Background Knowledge:** Give a brief explanation of the historical context by following the instructions in Day 1, Step 1 and stopping to answer the students' questions. Your English Language Learners will repeat this step when you teach the lesson to the small group.

- **Preview the Book:** Preview the book with your students. You might show and discuss the photographs or have the students flip through the book on their own. Clarify vocabulary:

  tenants: people who pay money to live in someone's house or apartment (p. 2)

  Negroes: what some people called black people at the time this book takes place (p. 3)

  colored: what some people used to call black people, and other people with dark skin (p. 5)

  United States government: group of people who make laws for the country (p. 7)

  Explain that the words *Negroes* and *colored* are not used anymore. The words "black" or "African American" should be used instead.

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Day 1

Ruby Bridges Goes to School

Wondering

Materials

- Teacher and student copies of *Ruby Bridges Goes to School* (pages 2–17)
- Self-stick note for each student
- "What We Wonder About Ruby Bridges" chart, prepared ahead
- Marker
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

In this lesson, the students:

- Wonder about a topic
- Read and discuss part of a book
- Share ideas with one another

1 Gather and Introduce *Ruby Bridges Goes to School*

Show the cover of *Ruby Bridges Goes to School* and read the title and name of the author aloud. Tell the students that Ruby Bridges's story takes place more than 50 years ago when black people and white people in some parts of the country could not do things together.

> **You might say:**
>
> "For many years there were *laws*, or rules, that said black people and white people could not live in the same neighborhoods, eat at the same restaurants, or go to school together. Many people thought these laws were bad, and they worked hard to change them. Some people were unhappy that the laws changed. But now it is against the law everywhere in our country to keep black people and white people from doing things together."

Point to the picture of Ruby Bridges on the cover and explain that when Ruby grew up, she wrote this book to tell the true story of what happened when she became the first black child to go to an all-white school.

> **You might say:**
>
> "When Ruby was a child, some people wanted to keep black people and white people separate. Some people tried to stop black children from going to the same schools as white children. A plan was made to force those people to let black children go to white-only schools. Ruby was a big part of that plan. I know these things about Ruby Bridges, but I have a lot of questions and I want to know more."

2 Introduce Wondering

Tell the students that readers *wonder*, or ask themselves questions, before they read, while they are reading, and after they read. Ask the students to listen as you share one or more things you wonder about Ruby Bridges.

> **You might say:**
>
> "I wonder how Ruby feels about going to school."

ELL Note

You may want to explain to your students that when you *wonder* about something, you want to know more about it.

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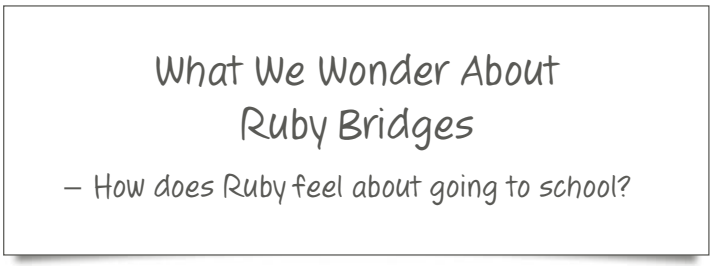
Direct the students' attention to the "What We Wonder About Ruby Bridges" chart and read the chart title and subtitle aloud. Record what you wonder as a question on the chart.



Ask and briefly discuss:

Q *What do you wonder about Ruby Bridges?*

Invite a few volunteers to share what they wonder with the group. Have them use the prompt "I wonder . . . ."

> **Students might say:**
>
> "I wonder what will happen when Ruby goes to school."
>
> "I wonder if she will make friends at school."
>
> "I wonder if she is going to like her teacher, and if her teacher is going to like her."

As the students share, record what they wonder as questions on the chart. Explain that wondering helps readers understand and discuss books.

3 Read Aloud and Wonder

Ask the students to think about what they wonder as you read pages 2–7 aloud. Read pages 2–7, clarifying vocabulary as you encounter it in the text and stopping to read the signs in the photographs after each pair of facing pages.

Suggested Vocabulary

tenants: people who pay money to live in someone's house or apartment (p. 2)

Negroes: what some people called black people at the time this book takes place (p. 3)

colored: what some people used to call black people, and other people with dark skin (p. 5)

United States government: group of people who make laws for the country (p. 7)

Teacher Note

Be sure to write the question "How does Ruby feel about going to school?" on the chart, as you will use it to guide your instruction on Day 3.

Teacher Note

You may want to explain that while the words *Negro* and *colored* were commonly used during the time described in this book, they are not used today. The words *black* or *African American* should be used instead.

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Remind the students to use the prompt "I wonder . . ." to share what they are wondering. Ask:

Q *What do you wonder about what you have heard so far? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I wonder how the kids feel about going to separate schools."
>
> "I wonder why the boy holding the sign on the first page is smiling."
>
> "I wonder why people have to do things separately."

Discussion Support

If the students have difficulty generating "I wonder . . ." statements that are relevant to the book, reread pages 2–7 and give an example of what you wonder. Then ask an additional question such as:

Q *What do you wonder about [black children and white children not being allowed to go to the same schools]?*

4 Read the First Part of *Ruby Bridges Goes to School*

Tell the students that they will read part of the book. Distribute *Ruby Bridges Goes to School* and the self-stick notes. Have the students open their books to page 17 and mark the page so they know where to stop reading.

Direct the students' attention to the photographs on pages 12 and 13. Point out the men wearing armbands and tell the students that they are *marshals*. Explain that marshals are like police officers—their job is to help keep people safe. Ask the students to notice what they wonder and to look at the photographs as they read. Have the students turn back to page 2 and read pages 2–17 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

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When all the students have read through page 17 at least once, ask:

Q *What happens in the part of the book you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What kinds of things were black people and white people not allowed to do together?*

Q *What happened when Ruby went to her new school?*

5 Wonder About Ruby Bridges

Review that readers wonder before they read, while they are reading, and after they read. Remind the students to use the prompt "I wonder . . . ." Then ask:



Q *What do you wonder about Ruby Bridges now? Turn to your partner.*

Have a few students share their thinking. Record what the students are wondering as questions on the "What We Wonder About Ruby Bridges" chart.

> **Students might say:**
>
> "I wonder if Ruby is going to have other kids in her class."
>
> "I wonder why the marshals have to make sure Ruby is safe."
>
> 'I wonder if Ruby will want to stay at that school."

6 Wrap Up

Remind the students that wondering helps readers understand and discuss books. Explain that in the next lesson the students will continue to read and wonder about Ruby Bridges. Collect *Ruby Bridges Goes to School*, and remove the self-stick notes.

Teacher Note

Save the "What We Wonder About Ruby Bridges" chart to use on Days 2 and 3.

GUIDED SPELLING

wrong	"The United States government said that segregation was wrong."
wrote	"A famous writer wrote that Ruby was very brave."
should	"Children should go to school where they want."

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Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

wrong: Tell the students that in *wrong* the sound /r/ is spelled *w-r*.

wrote: Tell the students that in *wrote* the sound /r/ is spelled *w-r*. Point to the *bone* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ō/. Tell the students that in *wrote* the sound /ō/ is spelled *o_e*.

Day 2 *Ruby Bridges Goes to School*

Wondering

Materials

- Teacher and student copies of *Ruby Bridges Goes to School* (pages 17–30)
- "What We Wonder About Ruby Bridges" chart from Day 1
- Marker
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

Teacher Note

If the students need support remembering the first part of the book, encourage them to refer back to the text.

In this lesson, the students:

- Wonder about a topic
- Read and discuss part of a book
- Share their partners' thinking

1 Gather and Review the First Part of *Ruby Bridges Goes to School*

Remind the students that in the last lesson they read and wondered about the first part of *Ruby Bridges Goes to School*. Use "Think, Pair, Share" to have partners first think about and then discuss the following question:

Q *What do you remember about* Ruby Bridges Goes to School*?* [pause] *Turn to your partner.*

Have a few students share their thinking. Explain to the students that today they will read and wonder about the rest of *Ruby Bridges Goes to School*. Review that readers wonder before they read, while they are reading, and after they read.

Direct the students' attention to the "What We Wonder About Ruby Bridges" chart and review the questions from the last lesson.

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2 Read and Discuss Part of the Book

Tell the students that in the next part of the book, Ruby explains what happens as the school year continues and how she becomes famous. Ruby even receives a letter from a *first lady*, a president's wife.

Distribute *Ruby Bridges Goes to School*. Have the students read pages 17–30 quietly to themselves and wonder as they read.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have finished the book, ask and have partners briefly discuss:

Q *What happens in the part of the book you just read? Turn to your partner.*

Have a few students share their thinking.

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What happens at school?*

Q *When famous people learned about Ruby Bridges, what did they do?*

Q *What happens to Ruby when she grows up?*

3 Wonder in Pairs

Explain that the students will use the prompt "I wonder . . ." to share with their partners what they are wondering now, after finishing the book. Tell the students to listen carefully to their partners because you will ask them to share their partners' thinking with the group. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What do you wonder now?* [pause] *Turn to your partner.*

Have the students share what their partners wonder with the group. Ask the students to begin sharing with the prompt "[Bethany] wonders . . . ."

Students might say:

"[Miguel] wonders how the other children feel about Ruby when they first come back to school."

"[Sara] wonders why the other children come back to school."

"[Isaiah] wonders why the First Lady says Ruby is a good American."

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Write what the students wonder as questions on the "What We Wonder About Ruby Bridges" chart. Remind the students that wondering about what they read helps readers understand and discuss books. Tell them that in the next lesson the students will reread part of the book and discuss one of the questions from the chart.

4 Reflect on Sharing a Partner's Thinking

Review that the students have been talking about what they wonder before, during, and after reading. Ask:

Q *How did you do with sharing what your partner wondered?*

Ask the students to put *Ruby Bridges Goes to School* in their toolboxes and encourage them to reread the book independently.

GUIDED SPELLING

writer	"John Steinbeck is a famous writer."
closer	"There was a school even closer to my house."
often	"Now I talk to Mrs. Henry often."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

writer: Tell the students that in *writer* the sound /r/ is spelled *w-r*. Point to the *kite* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ī/. Tell the students that in *writer* the sound /ī/ is spelled i_e.

closer: Point to the *bone* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ō/. Tell the students that in *closer* the sound /ō/ is spelled *o_e* and the sound /ər/ is spelled *e-r*.

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Ruby Bridges Goes to School
Wondering

Day 3

In this lesson, the students:

- Wonder about a topic
- Refer to the book to support their thinking
- Reread and discuss a book
- Share ideas with one another

Materials

- Teacher and student copies of *Ruby Bridges Goes to School*
- "What We Wonder About Ruby Bridges" chart from Day 2
- "Group Progress Assessment" sheet (GA5)

1 Gather and Review Wondering

Remind the students that in the last lesson, they read and wondered about the last part of *Ruby Bridges Goes to School*.

Direct the students' attention to the "What We Wonder About Ruby Bridges" chart and review the questions. Explain that some of the questions readers ask are answered in the book, while others might not be.

Point out an example of a question on the chart that was not answered by the book (for example, "Why did people have to do things separately?"). Explain that either way, wondering helps readers understand and discuss what they read.

Tell the students that today they will reread the book and discuss one of the questions from the chart.

Teacher Note

See the extension "Find Out More About Ruby Bridges" on page 65 for suggestions on how to help the students find more information about their unanswered questions.

2 Model Rereading and Wondering

Point to the question "How does Ruby feel about going to school?" on the "What We Wonder About Ruby Bridges" chart and read it aloud. Ask the students to open their books to page 12. Tell them to follow along and look closely at the photographs as you read pages 12–15 aloud.

When you finish reading, ask the students to listen as you think aloud about the question.

> **You might say:**
>
> "As I read, I thought about the question 'How does Ruby feel about going to school?' I saw this photograph of Ruby going to school on page 12. I think she looks worried. The book says that marshals had to go with her to make sure she was safe. I think that would be scary. Maybe Ruby felt scared about going to school."

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TEKS 6.F.ii
Student/Teacher Activity
Step 3 (all)

3 Reread and Wonder in Pairs

Ask the students to open their books to pages 16–17, look carefully at the photograph, and then reread page 17 quietly to themselves. Have them look up after rereading page 17. Then ask:

Q *How do you think Ruby feels about going to school now? What in the book makes you think that? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "Maybe she feels lonely because she is the only student in her class and has no other kids to play with."
>
> "I think she feels sad because the other kids left the school."

Have the students read page 18 quietly to themselves and look carefully at the photograph on page 19. Then ask:

TEKS 8.A.i
Student/Teacher Activity
Step 3 (second discussion question in the step)

Q *How do you think Ruby feels about going to school now? What in the book makes you think that? Turn to your partner.*

Have a few students share their thinking.

Repeat the procedure to have the students read and discuss pages 20–21. Remind them to look closely at the photographs.

Teacher Note

If time allows, you may want to choose an additional question from the chart to model rereading and wondering. Questions that are addressed in multiple places in the book may work best.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students discussing their thinking about the question?
- Are the students using evidence from the book to support their thinking?
- Are they sharing ideas with one another?

Record your observations on the "Group Progress Assessment" sheet (GA5); see page 220 of the *Assessment Resource Book*.

Support any student who struggles to use evidence from the book by asking, "What in the book makes you think that?" and, if necessary, directing her attention to the appropriate sections of the book to reread.

4 Reflect on Wondering

Point out that wondering about books can help readers discuss what they read and think about things they would not have thought of on their own. Ask and briefly discuss:

Q *What are you still wondering about Ruby Bridges?*

Q *What did you learn about Ruby Bridges that you might share with others?*

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Encourage the students to continue wondering as they read both during and outside of Small-group Reading. Ask them to put *Ruby Bridges Goes to School* in their toolboxes and encourage them to reread the book independently.

GUIDED SPELLING

places	"In some places, black children and white children used to go to separate schools."
brave	"People thought that I was very brave."
thought	"A long time ago, some people thought that black children and white children should not be friends."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

places: Support the students in writing the base word, *place*. Point to the *cake* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ā/. Tell the students that in *place* the sound /ā/ is spelled *a_e* and the sound /s/ is spelled *c*. Then support the students in adding the inflectional ending to write *places*.

brave: Tell the students that in *brave* the sound /ā/ is spelled *a_e*.

EXTENSION

Find Out More About Ruby Bridges

Tell the students that when readers have questions about a book after they read it, they can look for more information on the Internet and in other books. Tell the students that looking for more information about things they wonder about is called *research*.

Direct the students' attention to the "What We Wonder About Ruby Bridges" chart. Provide index cards for the students to record questions they would like to research. You may also want to provide students with a short list of keywords that will help them find more information about the topic, such as: "Ruby Bridges," "School segregation," "William Frantz Elementary School," and "Barbara Henry."

Tell the students that they can search for more information about their question on the Internet at home or during independent work time. You may want to have the students share what they learn with the group or the whole class.

Teacher Note

You may want to point out that *Barbara* is Mrs. Henry's first name.

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Generating Independent Thinking

Sharing and Supporting Opinions

RESOURCES

Poems

"Under the Ground"

by Rhoda W. Bacmeister (see page 77)

"Accidentally"

by Maxine W. Kumin (see page 78)

"I Wouldn't"

by John Ciardi (see page 79)

These three lighthearted poems are about different animals.

Assessment Resource Book

- Set 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA6)

Reproducibles

- "Under the Ground" (BLM1)
- "Accidentally" (BLM2)
- "I Wouldn't" (BLM3)

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OVERVIEW

Academic Focus

- Students share opinions and explain their thinking.
- Students read and discuss poems.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students listen respectfully and share their thinking.

DO AHEAD

✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Under the Ground" (BLM1). Make a copy for each student in the group and one for yourself. Practice reading the poem aloud.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Accidentally" (BLM2). Make a copy for each student in the group and one for yourself. Practice reading the poem aloud.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print "I Wouldn't" (BLM3). Make a copy for each student in the group and one for yourself. Practice reading the poem aloud.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA6); see page 221 of the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *I'll*, *I'm*, and *we'll* to the word wall if they are not already displayed.

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ELL SUPPORT

- **Preview the Poems:** Poetry is especially challenging for English Language Learners. Preview and discuss the poems with the students before the lessons. Read the poems aloud and clarify suggested vocabulary and idioms:

  creep: move slowly and quietly ("Under the Ground")

  snuggle: get comfortable ("Under the Ground")

  accidentally: without meaning to ("Accidentally")

  gnat: small flying insect ("Accidentally")

  You may also have the students practice reading the poem aloud, echo reading or chorally reading the text.

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"Under the Ground"
Sharing and Supporting Opinions

Day 1

In this lesson, the students:

- Share and discuss their opinions
- Give reasons for their opinions
- Read and discuss a poem
- Listen respectfully and share their thinking

1 Gather and Discuss Poetry

Ask:

Q *What do you think you know about poems?*

> **Students might say:**
>
> "Poems are shorter than stories."
>
> "Poems can be skinny. The words don't always go all the way across the page."
>
> "Some poems rhyme."

Explain that in the next three lessons the students will read and discuss funny poems about animals.

2 Read and Discuss "Under the Ground"

Tell the students that the author of a poem is called a *poet*. Distribute "Under the Ground" (BLM1) and read the title and the name of the poet aloud. Explain that in this poem the poet wonders about creatures that live in the dirt.

Have the students read "Under the Ground" quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the poem at least once, direct their attention to your copy of the poem. Show them that the poem is divided up into three parts and that the parts of a poem are called *stanzas*. Ask them to follow along in their copies as you read one part of the poem aloud at a time.

Materials

- Teacher and student copies of "Under the Ground" (BLM1), prepared ahead
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

Teacher Note

The three poems the students will read this week use rhyme. You may want to explain to the students that not all poems use rhyme by reminding them of poems they have read that do not rhyme.

ELPS 4.G.iii
Step 2
(all, beginning on page 69 and continuing on to page 70)

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Read the first stanza aloud. Ask and briefly discuss:

Q *What does the poet wonder in this stanza?*

If necessary, tell the students that the poet wonders what is under the ground. Explain that in the next part of the poem, the poet answers this question.

Read the second stanza aloud. Then ask and briefly discuss:

Q *What is under the ground?*

Read the third stanza aloud. Then ask and briefly discuss:

Q *What does the poet wonder in this stanza?*

If necessary, explain that the poet wonders if the worms, ants, and bugs that live underground can hear us above them.

3 Introduce Sharing Opinions

Explain that when the students share what they think or how they feel about something, they are sharing their opinion. Tell them that different readers may have different thoughts and opinions about the same poem and that is fine. What is important is that they explain their thinking by giving reasons for their opinions. Ask:

Q *Do you think that the worms and bugs under the ground can hear us? Why do you think that? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think that the worms and bugs can hear us because we make a lot of noise."
>
> "I agree with [Kaia]. I always hear my neighbor walking around upstairs."
>
> "I don't think worms and bugs can hear us because I don't think they have ears."

Then ask:

Q *What is your favorite part of this poem? What do you like about it? Turn to your partner.*

Have a few students share their thinking.

4 Reflect on Sharing Opinions

Review that readers share their opinions by telling what they think about what they have read. Remind the students that it is important to explain their thinking by giving reasons for their opinions. Ask and briefly discuss:

Q *What do you like about sharing your opinion?*

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Students might say:

"I like sharing what I think and hearing what other people think."

"I like that it's ok for people to have different opinions."

"I like listening to people's reasons. Sometimes their reasons make me change my mind."

Tell the students that in the next lesson, they will read another poem and share their opinions about the poem with their partners and the group. Ask them to put "Under the Ground" into their toolboxes and encourage them to reread the poem independently.

GUIDED SPELLING

ground	"Everything is cool and wet down in the ground."
mouth	"Do you think that a worm has a mouth?"
I'll	"I'll look at a worm to find out."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

ground: Point to the *clown* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ow/. Tell the students that in *ground* the sound /ow/ is spelled *o-u*.

mouth: Follow the same procedure to support the students in spelling *mouth*.

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Day 2

"Accidentally"

Sharing and Supporting Opinions

Materials

- Teacher and student copies of "Accidentally" (BLM2), prepared ahead
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

In this lesson, the students:

- Share and discuss their opinions
- Give reasons for their opinions
- Read and discuss a poem
- Listen respectfully and share their thinking

1 Gather and Discuss Poetry

Remind the students that in the last lesson, they read and discussed a poem. Ask and discuss:

Q *What do you enjoy about poems?*

> **Students might say:**
>
> "I like that poems are short because I can read the whole thing at once."
>
> "I enjoy when poems rhyme because they're fun to read out loud."
>
> "I like that poems are sometimes silly."

2 Introduce and Read Aloud "Accidentally"

Distribute "Accidentally" (BLM2) and read the title and the name of the poet aloud. Tell the students that the poem is about a character who swallows a *gnat*, a small flying insect.

Have the students follow along as you read the poem aloud.

3 Read and Discuss the Poem in Pairs

Explain that the students will read "Accidentally" aloud with their partners. Direct their attention to your copy of the poem and show them that the poem is divided into four stanzas. Tell the students that partners will take turns reading the stanzas of the poem aloud.

If necessary, model reading the first two stanzas of the poem with a student volunteer. For more information, see "Reading in Pairs" in the Introduction.

Have the students read "Accidentally" in pairs.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read the poem at least once with their partners, ask and discuss:

Q *What happens in this poem? Turn to your partner.*

Have a few students share their thinking.

Q *Why do you think the poem is called "Accidentally"?*

4 Review Sharing Opinions

Remind the students that when they share what they think or how they feel about something, they are sharing their opinions. Review that readers may have different thoughts and opinions about the same poem and that is fine. Remind them that it is important to explain their thinking by giving reasons for their opinions. Ask and briefly discuss:

Q *What would you like your partner to do or say when you are sharing your opinion?*

> **Students might say:**
>
> "I would like my partner to wait until I'm done talking before he shares what he thinks."
>
> "I would like my partner to be nice about my opinion and not say that it's wrong."
>
> "I want [John] to say, 'My opinion is different,' not, 'My opinion is better.'"

5 Share Opinions in Pairs

Explain that in the poem "Accidentally," the poet shares opinions about eating a gnat. Ask:

Q *How does the poet feel about eating a gnat? What words in the poem make you think that?*

Then ask:

Q *Would you rather eat a gnat or frog legs? Why? Turn to your partner.*

Have a few students share their thinking.

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Students might say:

"I would rather eat frog legs than a gnat because my brother told me that frog legs taste like chicken, and I like chicken."

"I'd rather eat a gnat. It's so small that I probably wouldn't even notice."

Then ask:



Q *Would you rather eat a gnat or have pepper all over your eggs? Why? Turn to your partner.*

Have a few students share their thinking.

Tell the students that sharing opinions can help readers think more deeply about what they read. Explain that sharing different opinions can lead to interesting conversations.

6 Reflect on Working in Pairs

Ask and discuss:

Q *What went well when you and your partner shared your opinions today?*

Explain that in the next lesson, the students will read another poem and share their opinions about the poem with their partners and the group. Ask the students to put "Accidentally" into their toolboxes and encourage them to reread the poem independently.

GUIDED SPELLING

down	"Would you like a gnat to go down your throat?"
brown	"Most gnats are brown."
I'm	"I'm going to keep my mouth closed outdoors."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

down: Point to the *clown* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ow/. Tell the students that in *down* the sound /ow/ is spelled *o-w.*

brown: Follow the same procedure to support the students in spelling *brown.*

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"I Wouldn't"
Sharing and Supporting Opinions

Day 3

In this lesson, the students:

- Share and discuss their opinions
- Give reasons for their opinions
- Read and discuss a poem
- Listen respectfully and share their thinking

Materials

- Teacher and student copies of "I Wouldn't" (BLM3), prepared ahead
- "Group Progress Assessment" sheet (GA6)

1 Gather and Introduce "I Wouldn't"

Remind the students that in the previous two lessons, they read poems about animals. Tell them that today they will read a third poem called "I Wouldn't."

2 Read Aloud and Echo Read the Poem

Distribute "I Wouldn't" (BLM3) and read the title and the name of the poet aloud. Tell the students that this poem is about a cat and some mice.

Ask the students to follow along as you read the poem aloud. Read the poem aloud.

Tell the students that they will now echo read "I Wouldn't." Have the group echo read every two lines in the poem. For more information about echo reading, see "Echo Reading" in the Introduction.

3 Read and Discuss "I Wouldn't"

Have the students read the poem quietly to themselves. When all the students have read the poem at least once, ask:

Q *What does the cat want?*

4 Share Opinions in Pairs

Remind the students that when they share what they think or how they feel about something, they are sharing their opinions. Review that readers may have different thoughts and opinions and that it is important to explain their thinking by giving reasons for their opinions. Ask:

Q *Do you think that the mice should play with the cat? Why or why not? Turn to your partner.*

As the students share their thinking, follow up with questions such as:

Q *Do you agree with [Ariana's] opinion? Why or why not?*

Q *What other reasons did you or your partner give for [thinking the mice should play with the cat]?*

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Teacher Note

You might remind the students of the three poems they read: "Under the Ground," "Accidentally," and "I Wouldn't."

Use the same procedure to have the students share their opinions about the three poems they read.

Ask:

Q *Which of the poems do you think is the funniest? What do you think is funny about it? Turn to your partner.*

Observe the students as they talk with their partners and share with the group, offering support as needed.



GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to share their opinions?
- Do they explain their thinking by giving reasons for their opinions?
- Do they listen respectfully to the thinking of others?

Record your observations on the "Group Progress Assessment" sheet (GA6); see page 221 of the *Assessment Resource Book*.

Support any student who struggles to explain his or her thinking by asking:

Q *Why do you think that?*

5 Wrap Up

Encourage the students to share their opinions about the books and poems they read independently. Ask them to put "I Wouldn't" into their toolboxes and encourage them to reread the poem independently.

GUIDED SPELLING

small	"A mouse is a small animal."
wall	"There is a hole in the wall."
we'll	"We'll read more poems at another time."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

small: Tell the students that in *small* the sounds /awl/ are spelled *a-l-l*.

wall: Follow the same procedure to support the students in spelling *wall*.

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Poem

Under the Ground

by Rhoda W. Bacmeister

What is under the grass,
Way down in the ground,
Where everything is cool and wet
With darkness all around?

Little pink worms live there;
Ants and brown bugs creep
Softly round the stones and rocks
Where roots are pushing deep.

Do they hear us walking
On the grass above their heads;
Hear us running over
While they snuggle in their beds?

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Poem

Accidentally

by Maxine W. Kumin

Once—I didn't mean to,
but that
was that—
I yawned in the sunshine
and swallowed a gnat.

I'd rather eat mushrooms
and bullfrogs' legs,
I'd rather have pepper
all over my eggs

than open my mouth
on a sleepy day
and close on a gnat
going down that way.

It tasted sort of salty.
It didn't hurt a bit.
I accidentally ate a gnat.
and that
was
it!

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Poem

I Wouldn't

by John Ciardi

There's a mouse house
In the hall wall
With a small door
By the hall floor
Where the fat cat
Sits all day,
Sits that way
All day
Every day
Just to say,
"Come out and play"
To the nice mice
In the mouse house
In the hall wall
With the small door
By the hall floor.

And do they
Come out and play
When the fat cat
Asks them to?

Well, would you?

"I Wouldn't" by John Ciardi from *You Read To Me, I'll Read To You*. Copyright © 1962 by John Ciardi. Used by permission of HarperCollins Publishers.

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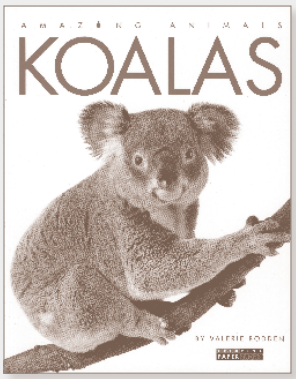
Self-monitoring and Self-correcting

Comprehension **Exploring Text Features**

RESOURCES



Koalas

by Valerie Bodden

In this nonfiction text, the author describes the appearance, habitat, and behavior of koalas.

More Strategy Practice

- "Explore the Index"

Extensions

- "Explore Units of Measurement"
- "Read and Discuss 'A Koala Story'"

Assessment Resource Book

- Set 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA7)

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OVERVIEW

Academic Focus

- Students self-monitor to understand a nonfiction text.
- Students discuss self-correcting to understand a nonfiction text.
- Students read and discuss a nonfiction text.
- Students explore and use text features in a nonfiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students work responsibly in pairs.

DO AHEAD

✓ Prior to Day 1, examine the text features closely (phonetic spellings, captions, and defined words) to help you support the students.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA7); see page 222 of the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *some*, *once*, and *move* to the word wall if they are not already displayed.

ELL SUPPORT

- **Build Background Knowledge:** To help the students build background knowledge about koalas show and discuss the photograph on page 9. Use the photograph to clarify vocabulary:

  claws: long nails on the tips of fingers and toes

  pouch: pocket

  eucalyptus: kind of tree

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Day 1

Koalas

Reading a Nonfiction Book

Materials

- Teacher and student copies of *Koalas* (pages 4–9)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead
- (Optional) Wipe-off board, dry-erase marker, and tissue or cloth

In this lesson, the students:

- Discuss self-monitoring to understand a book
- Read and discuss part of a book
- Explore text features: captions and phonetic spellings

1 Gather and Introduce *Koalas*

Show the cover of *Koalas* and tell the students that it is a nonfiction book that gives readers true information about koalas. Distribute *Koalas* and have the students follow along as you read the title and the name of the author aloud. Point out that the title of this book is also the *topic*, or what the whole book is about.

Ask the students to look at the photographs on the front cover, the opening page of the book, and the title page. After a few moments, ask:

Q *What do you notice about how koalas look? Turn to your partner.*

Have a few students share their thinking.

2 Introduce Phonetic Spellings and Captions

Explain that sometimes nonfiction books have words that may be difficult to say, so the author provides some help. Have the students turn to page 4, and ask them to point to the word *marsupials*. Tell them that next to the word *marsupials* is the phonetic spelling of the word. Explain that *phonetic spellings* tell readers how to say each *syllable*, or part, of a word by spelling it in a way that is easy to sound out.

Together as a group, have the students point to and say each syllable aloud (*mar-SOO-pee-uhlz*) and then read the whole word (*marsupials*).

Have the students follow along as you read page 4 aloud.

Ask the students to point to the caption at the bottom of page 4. Explain that many nonfiction books have *captions*, words or sentences that describe photographs or illustrations.

Have the students read the caption at the bottom of page 4 and look at the photograph on page 5.

Explain that nonfiction books often include *text features*, such as captions and phonetic spellings, to help readers learn more about a topic, like koalas. Encourage the students to read the captions, look at the photographs, and to use phonetic spellings as they read *Koalas*.

Teacher Note

You may want to point out that the syllable *SOO* is written in all capital letters to indicate that this syllable should be said slightly louder and more slowly.

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3 Read and Discuss *Koalas*

Distribute the self-stick notes. Have the students turn to page 9 and mark the page so they know where to stop reading. Then, have them read pages 4–9 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read pages 4–9 at least once, ask:

Q *What was something interesting that you read? Turn to your partner.*

Have a few students share their thinking.

4 Introduce and Model Self-monitoring

Explain that readers learn from books by understanding and remembering what they read. Explain that readers may ask themselves, "What did I just read?" to make sure they understand and remember what they have read.

Have the students turn to page 7 and ask them to follow along as you read the page aloud, including the caption. Then ask them to listen as you check to make sure you understand and remember what you read.

> **You might say:**
>
> "First I ask myself, 'What did I just read?' I read that koalas are brown or gray and they have some white fur, too. They have big noses. Koalas can climb because they have strong feet and hard claws. I remembered most of the information on these pages, so I'm going to continue reading."

Have the students turn to page 8 and ask them to follow along as you read the page aloud, including the caption. Then ask them to listen as you check to make sure you understand and remember what you read.

> **You might say:**
>
> "First I ask myself, 'What did I just read?' I read that some koalas are small like a human baby, and some are bigger, but all koalas are small enough to easily climb trees."

Ask and discuss:

Q *What did I do after I read each part?*

Teacher Note

You may want to write the question "What did I just read?" on a wipe-off board.

Teacher Note

Consider explaining that when readers do not understand or remember the information they have read, they may reread more carefully. This self-correcting strategy is modeled and discussed on Day 2, Step 5 and on Day 3, Step 3.

Teacher Note

You may want to point out that while it is important for readers to understand and talk about what they have read, they usually do not need to remember everything.

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Students might say:

"You said, 'What did I just read?' "

"You told us what you remembered, like how koalas have white fur on their chests."

If necessary, point out that you asked yourself the question, "What did I just read?" to make sure you understood and remembered what you read.

5 Wrap Up

Tell the students that in the next lesson, they will read more about koalas and talk with their partners to make sure they understand and remember what they read.

Collect *Koalas*, keeping the self-stick notes on page 9.

GUIDED SPELLING

round	"Koalas are round, furry animals with big noses."
pouch	"A joey can stay in its mother's pouch."
some	"Some koalas are smaller than others."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

round: Point to the *clown* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ou/. Tell them that in *round* the sound /ou/ is spelled *o-u*.

pouch: Tell the students that in *pouch* the sound /ou/ is spelled *o-u* and the sound /ch/ is spelled *c-h*.

EXTENSION

Explore Units of Measurement

Have the students turn to page 8 of *Koalas* and follow along as you read the page aloud. Direct their attention to *13.6 kg* at the end of the paragraph. Explain that the letters *kg* stand for *kilogram* and that kilograms and pounds are two different ways to tell how much something weighs. Explain that nonfiction books often tell how much things weigh in both pounds and kilograms.

Teacher Note

You may want to tell the students that a *kilogram* is a little more than two pounds. (Note that, scientifically, a *pound* is a unit of weight and a *kilogram* is a unit of mass. It is not necessary to make this distinction for students at this level.)

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Koalas
Self-monitoring and Self-correcting

Day 2

In this lesson, the students:

- Self-monitor in pairs to understand a book
- Discuss self-correcting to understand a book
- Read and discuss part of a book
- Explore text features: definitions
- Work responsibly in pairs

Materials

- Teacher and student copies of *Koalas* (pages 10–15)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1
- (Optional) World map or globe

1 Gather and Review Self-monitoring

Remind the students that in the last lesson, they read the first part of the nonfiction book *Koalas*. Review that they learned that readers can check to make sure they understand and remember what they read by asking themselves, "What did I just read?"

2 Explore Text Features

Distribute *Koalas* and ask the students to open to pages 10–11. Direct their attention to the map of Australia at the top of page 11 and explain that it shows the shape of Australia, the place where koalas live.

Have the students put a finger under the word *continent* in the first line on page 11. Explain that the word *continent* is in *bold type*, with thicker letters than the rest of the text, to let readers know that the book gives more information about the word. Direct the students' attention to the definition of continent at the bottom of the page and have them follow along as you read it aloud.

Teacher Note

You may want to point out the United States and Australia on a world map or globe.

Teacher Note

You may want to explain that some readers may choose to read definitions before reading the page. Other readers may choose to read definitions as they come to the defined words in the text.

3 Read *Koalas* and Self-monitor in Pairs

Explain that the students will read the text on page 11, including definitions, and then they will stop reading and talk with their partners about the page.

Have the students read page 11 quietly to themselves, including definitions.

Teacher Note

You may want to point out the phonetic spelling of *eucalyptus* on page 11.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

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When all the students have read the page at least once, ask:

Q *What did you just read about koalas? Turn to your partner.*

Have the students turn to page 12 and read the page quietly to themselves. Remind them to read the caption and to look at the pictures. When all the students have read the page at least once, ask:

Q *What did you just read about koalas? Turn to your partner.*

Repeat the procedure with pages 14–15.

Teacher Note

In this step, it is not necessary for the students to share their thinking with the group after talking with their partners.

Teacher Note

You may want to read aloud the second sentence on page 15 ("The joey is the size of a jellybean when it is born!"). Explain that nonfiction books often make comparisons to help readers imagine how big or small something is.

4 Reflect on Self-monitoring

Review that readers stop a few times while reading to make sure they understand and remember what they have read. Ask and discuss:

Q *What can you do if you do not remember what you read?*

> **Students might say:**
>
> "I can go back and look at the pictures. That might remind me what I read."
>
> "I can go back and read it again."

5 Introduce and Model Self-correcting

TEKS 6.I.ii
Teacher Narrative Step 5 (all, beginning on page 86 and continuing on to page 87)

Explain that it is important for readers to remember enough information to be able to understand and talk about what they have read. Tell the students that when readers discover that they do not remember enough of what they have read, they go back and reread more carefully.

Ask the students to listen as you read page 16 aloud, including the caption and the definition for the word *territory*. After you have finished reading, have the students listen as you ask yourself, "What did I just read?"

> **You might say:**
>
> "First I ask myself, 'What did I just read?' I read that grown-up koalas live by themselves and that each koala has its own place to live. I also read that koalas stay up in the trees most of the time. I can't remember why koalas might come down from their trees, so I'm going to read this page again more carefully."

Reread page 16 aloud. Then ask the students to listen as you continue thinking aloud about what you read.

> **You might say:**
>
> "What did I just read? Koalas sometimes come down from their trees to move to a new tree."

Teacher Note

Please note that the students will not read the text on page 16 to themselves until Day 3. Using unfamiliar text to model self-monitoring and self-correcting will provide a more authentic learning experience for the students.

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Ask and briefly discuss:

Q *What happened when I reread?*

> **Students might say:**
> "You read the part that you forgot again so now you know it."
> "When you reread you found out why koalas come down from trees."

If necessary, point out that when you reread it helped you remember more information about koalas.

6 Wrap Up

Tell the students that in the next lesson, they will read the rest of *Koalas* and talk with their partners to make sure they understand what they read.

Collect *Koalas*, keeping the self-stick notes in the books.

GUIDED SPELLING

alone	"When koalas grow up, they live alone."
grown	"Grown koalas live in their own territories."
once	"Koalas only come down from the trees once in a while."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

alone: Point to the *bone* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ō/. Tell the students that in *alone* the sound /ō/ is spelled *o_e*. You may wish to support the students by pronouncing the initial schwa sound using the short vowel /ă/.

grown: Point to the *bone* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ō/. Tell the students that in *grown* the sound /ō/ is spelled *o-w*.

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Day 3

Koalas

Self-monitoring and Self-correcting

Materials

- Teacher and student copies of *Koalas* (pages 16–21)
- "Group Progress Assessment" sheet (GA7)

In this lesson, the students:

- Self-monitor with partners to understand a book
- Discuss self-correcting to understand a book
- Read and discuss part of a book
- Work responsibly in pairs

1 Gather and Review Self-monitoring and Self-correcting

Remind the students that in the last lesson, they read the second part of *Koalas* and talked with partners about what they read. Review that readers sometimes do not remember enough of what they have read. When this happens, they may go back and reread more carefully.

2 Read and Discuss *Koalas* in Pairs

Tell the students that today they will read the last part of *Koalas* in pairs.

Explain that partners will read page 16, including the caption and definition, and then they will stop to discuss the question, "What did I just read?" Encourage them to go back and reread more carefully if they do not remember enough of what they have read. Remind the students that illustrations can give important information that helps readers understand what they read.

Tell the students that they will repeat the procedure of reading a page and then discussing that page with partners until they read through page 21.

Distribute *Koalas*. Have the students open the book to page 21 and mark the page so they know where to stop reading.

Have the students turn to page 16 and begin reading quietly to themselves.

Remind the students to stop and talk with their partners about what they read after each pair of facing pages. Observe them as they talk with their partners, offering support as needed. Then have the students repeat the procedure with pages 18–19 and 20–21.

Teacher Note

You may want to remind the students that you read page 16 aloud on Day 2.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to talk about what they read?
- Do they listen respectfully as their partners talk?
- Do they take turns talking and listening?
- Do they go back and reread if they do not remember enough of what they read?

Record your observations on the "Group Progress Assessment" sheet (GA7); see page 222 of the *Assessment Resource Book*.

Support students who struggle to talk about what they read by encouraging them to go back and reread more carefully. Then have each student continue talking with a partner. Ask yourself if going back and rereading helped the student remember more.

3 Reflect on Self-monitoring and Self-correcting

TEKS 6.I.ii
Teacher Activity
Step 3 (all, beginning on page 89 and continuing on to page 90)

Remind the students that readers may go back and reread if they do not remember enough of what they have read. Invite the students who did go back and reread today to answer questions such as:

Q *Why did you reread?*

Q *How did rereading help you?*

> **Students might say:**
>
> "I reread because I couldn't really remember what I read."
>
> "I went back and reread because I couldn't remember how long koalas sleep."
>
> "Rereading helped me find the information I was looking for."
>
> "I could say more to my partner after I reread."

Tell the students that talking with their partners is a way to make sure they understand what they read. Point out that when they are reading on their own, they may not have anyone to talk with. Ask and discuss:

Q *When you're reading on your own, how will you make sure you understand and remember what you've read?*

> **Students might say:**
>
> "After reading a few pages, I can stop and think about what I read."
>
> "I can tell myself what I read in a quiet voice."

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Encourage the students to stop a few times and ask themselves, "What did I just read?" when they read independently. Remind them that readers may go back and reread if they do not understand or remember enough of what they have read.

4 Wrap Up

Ask the students to put *Koalas* into their toolboxes and encourage them to reread the book independently.

GUIDED SPELLING

leaf	"A eucalyptus leaf is food for a koala."
leaves	"Koalas use their sense of smell to find the best leaves to eat."
move	"Koalas come down to the ground when it's time to move to a new tree."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

leaf: Point to the *tree* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ē/. Tell the students that in *leaf* the sound /ē/ is spelled *e-a*.

leaves: Support the students in writing the base word, *leaf*. Tell the students that in *leaf* the sound /ē/ is spelled *e-a*. Explain that *leaves* means more than one *leaf*. Point out that *leaves* is an unusual (irregular) plural. Then support the students in changing the *f* to *v* and adding the inflectional ending to write *leaves*.

MORE STRATEGY PRACTICE

Explore the Index

Have the students open *Koalas* to page 24 and point to the index at the bottom of the page. Ask them to read the index quietly to themselves; then ask:

Q *What do you notice about the index? Turn to your partner.*

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Have a few students share their thinking.

> **Students might say:**
>
> "I see words and numbers."
>
> "I notice that all the words have to do with koalas."
>
> "Some of the words have one number after them and some of the words have more than one number after them."

Tell the students that some nonfiction books have an *index*, a part of the book that lists topics that are included in the book and tells readers which page or pages have information about each topic.

Have the students point to the word *food* in the index and ask:

Q *On which pages will a reader find information about food?*

Have the students turn to page 12 and read the page quietly to themselves, including the caption. Then ask:

Q *What did you read about food?*

Next, have the students turn to page 19 and read the page quietly to themselves, including the caption. Ask:

Q *What else did you read about food?*

Have the students each choose a topic from the index that interests them. Tell them to use the index to find the page or pages that have information on the topic. Then have the students read the page or pages and talk with their partners about what they just read about the topics they selected.

Teacher Note

If the students are familiar with what it means for words to be listed in *alphabetical* order, consider pointing out that the words in an index are listed in alphabetical order.

EXTENSION

Read and Discuss "A Koala Story"

Explain that a *folktale* is a story that has been told and retold by storytellers for a long, long time and that a *pourquoi tale* is a special kind of folktale that tells why something is the way it is.

Tell the students that they will read a pourquoi tale that tells why koalas have no tails. Have them open their books to pages 22–23 and read "A Koala Story" quietly to themselves. Then ask and briefly discuss:

Q *According to this story, why don't koalas have tails?*

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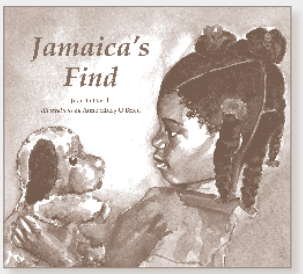
Responding to Literature

RESOURCES



Jamaica's Find

by Juanita Havill, illustrated by Anne Sibley O'Brien

In this fiction text, Jamaica finds a stuffed dog at the park and must decide whether or not to keep it.

Assessment Resource Book

- Set 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA8)

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OVERVIEW

Academic Focus

- Students generate and discuss their own ideas about a fiction text.
- Students read and discuss a fiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students listen respectfully and share their thinking.

DO AHEAD

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA8); see page 223 of the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *watch*, *father*, and *almost* to the word wall if they are not already displayed.

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Day 1

Jamaica's Find

Responding to Literature

Materials

- Teacher and student copies of *Jamaica's Find* (pages 5–12)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

ELL Note

You may want to use the illustration on page 8 to help you explain that a stuffed dog is a soft, toy animal and that a sock hat is a hat made of cloth, like a sock.

Teacher Note

You may want to point out that the park house has a lost and found. Explain that a *lost and found* is a place where people can look for things they have lost and bring things they have found.

In this lesson, the students:

- Generate and discuss their own ideas about part of a story
- Read and discuss part of a book
- Listen respectfully and share their thinking

1 Gather and Introduce *Jamaica's Find*

Show the cover of *Jamaica's Find* and read the title and the names of the author and illustrator aloud. Tell the students that this book is about a girl named Jamaica who finds a stuffed dog and a sock hat at the park.

2 Read and Discuss the First Part of the Book

Distribute *Jamaica's Find* and the self-stick notes. Have the students open their books to page 12 and mark the page so they know where to stop reading. Then ask them to turn back to page 5 and read pages 5–12 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read pages 5–12 at least once, ask:

Q *What happens in this part of the story?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does Jamaica do at the park?*

Q *What does Jamaica find at the park?*

Q *What does Jamaica do with the things she finds?*

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3 Discuss the Students' Thinking

Explain that readers discuss their own thinking about what happens in stories and what the characters do and say. Tell the students that talking about books with others can help them think about things they would not have thought of on their own.

Ask the students to listen as you share your thinking about the first part of *Jamaica's Find*.

> **You might say:**
>
> "I was surprised that Jamaica put the stuffed dog in her bicycle basket and brought the hat to the man in the park house. I think she's going to keep the dog and I wonder why she might want to keep the dog and not the hat."

Then ask:

Q *What are you thinking about this part of the story? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I don't think Jamaica wants to keep the dog. I think she's going to go and look for its owner."
>
> "I wouldn't want to keep a stuffed dog that looks like that! It's so old and dirty."
>
> "I bet Jamaica would've returned the dog if there had been other people around. I think she knows you're not supposed to keep things you find."

Discussion Support

If you notice the students retelling events in the story rather than sharing their own ideas, help them generate independent thinking by asking follow-up questions such as:

Q *What do you think about [Jamaica taking the hat to the lost and found]?*

Q *What does [Jamaica playing by herself in the park] make you wonder?*

4 Reflect on Discussing Thinking

Remind the students that readers discuss their own thinking about what happens in stories and what the characters do and say. Tell them that discussing their thinking helps them understand and enjoy books. Ask and briefly discuss:

Q *What did you enjoy about today's discussion?*

Explain that in the next lesson, the students will continue reading *Jamaica's Find* and discussing their own thinking. Collect *Jamaica's Find*, keeping the self-stick notes in the books.

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GUIDED SPELLING

play	"Jamaica likes to play at the park."
gray	"The stuffed dog is gray and dirty."
watch	"You must watch for children who run in front of the swings."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

play: Point to the *cake* picture on the "Spelling-Sound Chart" and remind the students that the sound /ā/ at the end of a word is usually spelled *a-y*. Tell the students that in *play*, the sound /ā/ is spelled *a-y*.

gray: Follow the same procedure to support the students in spelling *gray*.

Day 2

Jamaica's Find

Responding to Literature

Materials

- Teacher and student copies of *Jamaica's Find* (pages 15–23)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

Teacher Note

If the students need support remembering the story, encourage them to refer back to the book.

In this lesson, the students:

- Generate and discuss their own ideas about part of a story
- Read and discuss part of a book
- Listen respectfully and share their thinking

1 Gather and Review the First Part of *Jamaica's Find*

Remind the students that in the last lesson, they read and discussed the first part of *Jamaica's Find*. Distribute the books. Ask:

Q *What happens in the first part of* Jamaica's Find*?*

2 Read and Discuss the Second Part of the Book

Have the students open their books to page 23 and mark the page so they know where to stop reading. Then ask them to turn back to page 15 and read pages 15–23 quietly to themselves.

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INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read pages 15–23 at least once, ask:

Q *What happens in this part of the story?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What do Jamaica and her mother talk about when Jamaica gets home?*

Q *What do Jamaica's brother and father say about the dog?*

Q *What are Jamaica and her mother going to do in the morning?*

3 Discuss the Students' Thinking

Remind the students that readers discuss their own thinking about what happens in stories and what the characters do and say. Tell them that different readers may have different thoughts and opinions about the same story, and that is fine. Then ask:

Q *What are you thinking about this part of the story? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I thought Jamaica's mom was going to tell her that she has to bring the dog back to the park."
>
> "I agree with [Kiara] because that's what my mom would say. But I think Jamaica's mom wants her to figure out for herself that she should bring the dog back."
>
> "I'm wondering what Jamaica's mom meant when she said, 'Maybe the dog doesn't fit you either.'"

Discussion Support

If you notice partners retelling events in the story rather than sharing their own ideas, help them generate independent thinking by asking follow-up questions such as:

Q *What do you think about [what Jamaica's mom says]?*

Q *What does [Jamaica staring at the dog] make you wonder?*

Teacher Note

If the students struggle, you may want to share your thinking or refer to the "Students might say" note for examples. If you do share, remember to let the students' thinking drive the conversation as much as possible.

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4 Wrap Up

Remind the students that different readers can have different thoughts and opinions about the same story. Review that talking about books with others can help readers think about things they would not have thought of before.

Explain that in the next lesson, the students will read the last part of *Jamaica's Find* and discuss their own thinking. Collect *Jamaica's Find*, keeping the self-stick notes in the books.

GUIDED SPELLING

worn	"The dog was worn from hugging."
turn	"Jamaica took a turn on the slide."
father	"Jamaica's father said the dog wasn't very clean."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

worn: Point to the *fork* picture on the "Spelling-Sound Chart" and remind the students that there is only one way to spell the sound /ôr/. Tell the students that in *worn* the sound /ôr/ is spelled *o-r*.

turn: Point to the *bird* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /ûr/. Tell the students that in *turn* the sound /ûr/ is spelled *u-r*.

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Jamaica's Find
Responding to Literature

Day 3

In this lesson, the students:

- Generate and discuss their own ideas about part of a story
- Read and discuss part of a book
- Listen respectfully and share their thinking

Materials

- Teacher and student copies of *Jamaica's Find* (pages 24–32)
- "Group Progress Assessment" sheet (GA8)

1 Gather and Review the Second Part of *Jamaica's Find*

Remind the students that in the last lesson, they read and discussed the second part of *Jamaica's Find*. Distribute the books. Ask:

Q *What happens in the second part of the story?*

2 Read and Discuss the Last Part of the Book

Tell the students that today they will read the last part of *Jamaica's Find*. Explain that Jamaica feels "hot around her ears" when she gives the dog to the man in the park house. Explain that people sometimes feel "hot around their ears" when they are embarrassed or not proud of something they have done.

Have the students open their books to page 24 and begin reading the last part of the book quietly to themselves. When all the students have read pages 24–32 at least once, ask:

Q *What happens in this part of the story?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What does Jamaica do when she arrives at the park?*

Q *What happens when Jamaica meets Kristin?*

Q *What does Jamaica do when Kristin tells her what she is looking for?*

3 Discuss the Students' Thinking

Remind the students that readers discuss their own thinking about what happens in stories and what the characters do and say. Review that different readers may have different thoughts and opinions about the same story and that is fine. Then ask:

Q *What are you thinking about the story? Turn to your partner.*

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Have a few students share their thinking.

> **Students might say:**
>
> "I thought it was funny when Jamaica said, 'I found the girl who belongs to that stuffed dog.' It made it sound like Kristin was lost and the dog was looking for her."
>
> "I think Jamaica still kind of wants to keep the dog."
>
> "I disagree with [Alejandro] because I think Jamaica was embarrassed that she took the dog home."

Observe the students as they talk with their partners and share with the group, offering support as needed.



GROUP PROGRESS ASSESSMENT NOTE

As you observe the students, ask yourself:

- Are the students able to generate and discuss their own thinking about the book?
- Do they listen respectfully to the thinking of others?

Record your observations on the "Group Progress Assessment" sheet (GA8); see page 223 of the *Assessment Resource Book*.

Support any student who struggles to share his or her thinking by having the student reread page 29 and tell what happens. Then ask questions such as:

Q *What do you think about that part?*

Q *What does that part make you wonder about?*

Show the illustration on page 32 and then ask:

Q *How do you think Jamaica and Kristin are feeling? Why do you think that?*



Q *What do you think Jamaica learns? Turn to your partner.*

Have a few students share their thinking.

> **Students might say:**
>
> "I think she learns that she shouldn't take things that don't belong to her."
>
> "In addition to what [Brianna] said, I think Jamaica learns that she can do the right thing even after she makes a mistake."
>
> "Jamaica learns that people really miss their toys when they lose them."

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4 Reflect on Discussing Thinking

Remind the students that talking about books with others can help them think about things they would not have thought of on their own. Ask and discuss:

Q *What is something interesting you heard someone else share today?*

Have the students put *Jamaica's Find* into their toolboxes and encourage them to reread the book independently.

GUIDED SPELLING

know	"Kristin does not know where her dog is."
biggest	"Jamaica smiled her biggest smile."
almost	"Kristin's dog was almost lost forever."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

Spelling Support

know: Tell the students that the sound /n/ at the beginning of *know* is spelled *k-n*. Then point to the *bone* picture on the "Spelling-Sound Chart" and remind the students that the sound /ō/ at the end of a word is usually spelled *o* or *o-w*. Tell them that in *know* the sound /ō/ is spelled *o-w*.

biggest: Support the students by having them write the base word, *big*, before doubling the consonant and adding the inflectional ending to write *biggest*.

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Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
The Great Gracie Chase (page 4) Fiction ▪ F&P: K ▪ Lexile®: AD410L ▪ DRA®: 20	**Fluency:** Paying Attention to Punctuation Reading for Listeners ELL Support	**Day 1:** Reading a Fiction Book	**Day 2:** Reading Fluently	**Day 3:** Reading Fluently
		Day 4: Introducing the Dramatic Reading	**Day 5:** Rehearsing the Dramatic Reading	**Day 6:** Performing the Dramatic Reading Technology Extension: "Create an Audio Recording of the Dramatic Reading"
Lightning (page 22) Expository nonfiction ▪ F&P: K ▪ Lexile®: N/A ▪ DRA®: 20	**Word Analysis:** Analyzing Polysyllabic Words **Comprehension:** Exploring Text Features ELL Support	**Day 1:** Reading a Nonfiction Book and Exploring Text Features Extension: "Share and Discuss Interesting Pages" Technology Extension: "Learn More About Lightning"	**Day 2:** Analyzing Polysyllabic Words	**Day 3:** Analyzing Polysyllabic Words and Compound Words More Strategy Practice: "Explore Weather-related Compound Words" "Create a Compound Word Bank"
The Polar Bear Son (page 40) Folktale ▪ F&P: K ▪ Lexile®: AD470L ▪ DRA®: 20	**Comprehension:** Sequencing and Retelling ELL Support	**Day 1:** Reading a Fiction Book	**Day 2:** Reading a Fiction Book Extension: "Discuss the Word *Faithful*"	**Day 3:** Retelling a Story
Ruby Bridges Goes to School (page 54) Memoir ▪ F&P: K ▪ Lexile®: 410L ▪ DRA®: 20	**Comprehension:** Wondering ELL Support	**Day 1:** Wondering	**Day 2:** Wondering	**Day 3:** Wondering Extension: "Find Out More About Ruby Bridges"

(continues)

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(continued)

Text	Strategy	Lesson		
"Under the Ground" "Accidentally" "I Wouldn't" (page 66) Poetry ▪ F&P: K ▪ Lexile®: N/A ▪ DRA®: 20	**Generating Independent Thinking:** Sharing and Supporting Opinions ELL Support	**Day 1:** Sharing and Supporting Opinions	**Day 2:** Sharing and Supporting Opinions	**Day 3:** Sharing and Supporting Opinions
Koalas (page 80) Expository nonfiction ▪ F&P: K ▪ Lexile®: N/A ▪ DRA®: 20	**Self-monitoring and Self-correcting** **Comprehension:** Exploring Text Features ELL Support	**Day 1:** Reading a Nonfiction Book Extension: "Explore Units of Measurement"	**Day 2:** Self-monitoring and Self-correcting	**Day 3:** Self-monitoring and Self-correcting More Strategy Practice: "Explore the Index" Extension: "Read and Discuss 'A Koala Story' "
Jamaica's Find (page 92) Fiction ▪ F&P: K ▪ Lexile®: 460L ▪ DRA®: 20	**Generating Independent Thinking:** Responding to Literature	**Day 1:** Responding to Literature	**Day 2:** Responding to Literature	**Day 3:** Responding to Literature

This set of lessons includes additional support for English Language Learners. You may want to schedule time to work with these students before meeting with the group.

Expectations for student work outside of Small-group Reading and opportunities for additional instruction:

- **More Strategy Practice:** This lesson includes optional additional instruction on a strategy taught in this set of lessons or covered elsewhere in Small-group Reading. You may want to plan for an extended session or schedule an additional meeting with the group.
- **Extension/Technology Extension:** This lesson includes an optional supplemental activity. You may want to plan for an extended session or schedule an additional meeting with the group.

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Being a Reader™

Set 8 Overview

	Strategy	Book or Poem
Fluency	• Paying attention to punctuation • Reading for listeners	*The Great Gracie Chase*
Word Analysis	• Analyzing polysyllabic words	*Lightning*
Comprehension	• Exploring text features	*Lightning* *Koalas*
	• Sequencing and retelling	*The Polar Bear Son*
	• Wondering	*Ruby Bridges Goes to School*
Self-monitoring and Self-correcting	• Self-monitoring and self-correcting	*Koalas*
Generating Independent Thinking	• Sharing and supporting opinions	"Under the Ground" "Accidentally" "I Wouldn't"
	• Responding to literature	*Jamaica's Find*

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Small-group Teacher's Manual

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Being a Reader™

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Introduction

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Overview of Small-group Reading

The Small-group Reading strand of the *Being a Reader*™ program provides targeted, differentiated reading instruction that is appropriate for readers at their individual reading levels. Students are grouped with others at a similar stage of development and then matched with texts at the appropriate level. The small-group instruction is organized around high-quality, carefully selected texts in a variety of genres that are assembled into 12 leveled sets. As the sets progress, they increase in sophistication and complexity. This *Teacher's Manual* contains additional lessons for Set 8. See the *Small-group Teacher's Manual* for Set 8 in addition to this manual.

The *Being a Reader* Program

The *Being a Reader* program is a yearlong curriculum for grades K–2 in whole-class and small-group instructional settings. The program has been carefully designed to nurture students academically and socially while providing rigorous instruction in early literacy skills and strategies. *Being a Reader* lessons also provide specific instruction to develop students' ability to work independently and take responsibility for their learning and behavior. The strong foundation in independent work makes it possible for you to work with small groups of students to provide differentiated instruction.

The *Being a Reader* program's academic strands provide students with a wide range of essential early literacy experiences. These strands combine to inspire the students' love of reading, allow them to move at their own pace along a continuum of reading development, build their confidence, and establish their sense of identity as readers. In addition to Small-group Reading, the program includes four types of whole-class lessons: Shared Reading (grades K–1), Independent Work (grades K–2), Handwriting (grades K–1), and Word Study (grade 2). For more information about the *Being a Reader* program, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

- **Shared Reading (K–1).** In Shared Reading, you read and reread carefully selected large-format texts with the whole class. You model effective reading behaviors and strategies, and invite the students to be involved. Shared Reading offers a supportive context for young learners to develop a delight in reading, an understanding of their ability to interact with texts, and a sense of themselves as readers. Shared reading also develops oral fluency, which is an essential part of learning to read fluently.
- **Independent Work (K–2).** During Independent Work, the students take responsibility for their learning and behavior by working independently on meaningful literacy activities while you instruct small groups or individuals. Students have the opportunity to be

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autonomous as they practice procedures, internalize expectations, monitor their own behavior, and make decisions about how to work independently.

- **Handwriting (K–1).** In the first weeks of the year, the lessons focus on hand and finger strengthening, pencil grip, posture, and paper placement. Then, as the students begin independent work rotations, the lessons begin to focus on letter formation. Teacher-led Handwriting lessons occur once a week throughout kindergarten and for the first half of grade 1.
- **Word Study (2).** Word Study lessons focus on developing the strategies students can use to decode polysyllabic words. Word Study develops the students' understanding of how words are constructed and engages them in examining patterns and similarities in words. This instruction also helps the students develop curiosity about the structure of words that will benefit them in later grades.

Small-group Reading at a Glance

In the Small-group Reading strand of the *Being a Reader* program, the students work with you in differentiated groups to become strategic readers. The small-group reading sets allow students to move at their own pace in their reading development. You will carefully match the students with texts at their assessed reading levels and provide instruction to address their differing needs. See "Placement Assessments" on page xxii.

During small-group instruction, you will strive to understand how each student learns and where the student excels and/or needs more support. Working with students in small groups allows you to efficiently match the needs of individual readers as you teach strategies and skills for the students to apply to their independent reading. Small groups of students naturally build community as they work together on similar goals and learn from one another.

There are two phases of small-group sets: one for emerging readers (Sets 1–5) and one for developing readers (Sets 6–12).

SMALL-GROUP READING SETS 1–5 (EMERGING READERS)

Small-group reading instruction for emerging readers was developed for students who are just beginning to grasp letter-sound relationships and the conventions of written English. The goal for these sets is to quickly and efficiently teach foundational skills in the context of reading for comprehension and develop the students' understanding of themselves as readers. In these sets, the students read books that correspond to a scope and sequence of phonics and high-frequency word instruction. The books were developed by the Center for the Collaborative Classroom with careful attention to natural-sounding language, plot and character development, a variety of appropriate fiction and nonfiction topics, and high-quality illustrations. Lessons that accompany these books focus on phonological awareness, concepts of print, phonics/decoding, and high-frequency word recognition. By the end of Set 5, the students will have mastered single-syllable phonics, acquired many high-frequency words, and been introduced to polysyllabic decoding. They will also have had many experiences using reading strategies informally to understand text.

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SMALL-GROUP READING SETS 6–12 (DEVELOPING READERS)

Small-group reading instruction for developing readers teaches explicit strategies with the goal of having the students apply the strategies to their independent reading. These students are ready to practice, apply, and expand on a wide array of reading tools, building upon the decoding instruction and informal strategy instruction introduced in Sets 1–5. Strategies and texts taught in each set are appropriate for students at that stage of reading development and become more complex as the students advance. In earlier sets, you will provide more modeling and support for a strategy, while in later sets, you will guide the students to use the strategy more independently and in deeper ways.

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Understanding Small-group Reading Sets 6–12

This *Small-group Reading Teacher's Manual* focuses on the phase of small-group instruction intended for developing readers.

Design Features of Small-group Reading Sets 6–12

Small-group Reading Sets 6–12 differ from more traditional approaches to small-group instruction in some important ways:

- In Small-group Reading, the sets of lessons for each text focus clearly on one or two strategies at a time and do not attempt to cover every possible teaching point.
- Small-group Reading lessons are fully articulated and support you to be thoroughly prepared to lead the group. The step-by-step instruction frees you to focus on the students and their reading.
- Students in Small-group Reading work with texts on what might be traditionally called their "independent" reading level (rather than their "instructional" level). Rigorous instruction requires that they read with a high degree of accuracy and, in the later sets, that they read parts of texts outside of the small-group setting, during independent work time.
- Each included text is carefully selected from a range of high-quality children's publishers to support instruction on specific reading strategies. The texts in Set 6 include some of the texts, developed by Center for the Collaborative Classroom, from Set 5.

Goals for Developing Readers

The primary goals of Small-group Reading Sets 6–12 are for students to:

- Receive explicit strategy instruction in the context of appropriately leveled texts
- Comprehend what they read
- Cultivate a love of reading
- Develop their ability to participate in discussions in a meaningful way

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- Learn to read well independently
- Learn to work collaboratively in a small-group setting
- Receive individualized instruction
- Read a variety of high-quality texts

Leveled Texts

The texts for developing readers were selected to support instruction on specific reading strategies and are grouped into sets correlating with the *Fountas & Pinnell Text Level Gradient*™ (often referred to as Guided Reading levels) and the *Developmental Reading Assessment*® (DRA) levels. See the Appendix, "Lesson Summary Chart," for the reading strategies taught and the reading levels of texts in this set.

The texts in Small-group Reading Set 6 were selected from Set 5. In Set 6, the students read and further discuss these texts with a focus on fluency and comprehension. The texts in Sets 7–12 were chosen from a range of high-quality children's book publishers.

Each set includes a balance of fiction and nonfiction texts. A variety of text formats are represented across the sets, including picture books, chapter books, poetry, and graphic novels.

Reading Strategies Taught in Sets 6–12

Readers at all levels employ a variety of strategies to help them understand and interpret text. While particular strategies are assigned to particular texts, the intention is for the students to apply strategies they have learned to any text they encounter. The strategies covered in each set are appropriate for readers and texts at that stage of reading development.

Comprehension is always paramount. For each text they read, the students are expected to respond to surface-level comprehension questions (for example, "What did you find out about the topic in the part you just read?") and to discuss deeper comprehension questions (such as "How does the main character feel in this part of the story? What makes you think that?").

Not every strategy appears at each set level. The table on the next page shows the development of the strategies taught formally across Sets 6–12.

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Reading Strategies in Small-group Reading Sets 6–12

	Set 6	Set 7	Set 8	Set 9	Set 10	Set 11	Set 12
Fluency							
Phrasing (grouping words together)	■ □				□		
Paying attention to punctuation	■	■	■	■ □			
Paying attention to characters' feelings	■	■ □		■	■ □		
Reading for listeners		■	■		■	■ □	
Word Analysis							
Reading polysyllabic words	■ □						
Analyzing polysyllabic words		■ □	■ □				
Exploring Descriptive Language		□					
Comprehension							
Exploring text features	■ □	■ □	■ □	■ □			■
Sequencing and retelling	■	■ □	■				
Understanding character (and setting)	■	□		■	■	■ □	
Understanding problem and solution	□	□	■	■		■ □	
Making text-to-self connections	■ □	■			■ □	■	
Making text-to-text connections		■	■	■ □	■ □	□	■
Determining topic		■	■	■		■	
Wondering		■	■	■ □			
Making and supporting predictions		■	■	□			
Determining theme		■	□		■	■	
Exploring elements of poetry		■					
Exploring text structure	■		■				
Self-monitoring and Self-correcting							
Self-monitoring and self-correcting			■		■ □	■	
Generating Independent Thinking							
Sharing and supporting opinions		■ □	■		■		■
Responding to literature		■	■	■ □	■	■	■

■ = Covered in core instruction

□ = Covered in an optional More Strategy Practice or Extension activity

FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from processing text word-by-word to smoother, more natural-sounding reading (both while reading aloud and while reading quietly to themselves).

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When students read fluently, they are able to focus on the meaning of what they are reading rather than on decoding individual words.

Instruction in strategies for building fluency such as automatic word recognition, meaningful **phrasing**, pausing for **punctuation**, and reading with expression with **attention to characters' feelings** can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at appropriate reading levels. Echo and choral reading, partner reading, and **reading for listeners** through presentation/performance experiences (such as readers' theater and dramatic readings) offer meaningful ways for the students to interact with texts and develop fluency.

WORD ANALYSIS

Word analysis develops readers' understanding of **polysyllabic words** by focusing on syllables and word parts. The students learn that when they encounter a polysyllabic word that is challenging to read, it can be helpful to look for syllables or other parts of the word they recognize. Finding syllables or words they know inside a longer word can help them break the word into smaller parts and read the whole word. The students also think about the meaning of the smaller words in compound words to help them determine definitions of compound words.

COMPREHENSION

Readers learn that expository texts may have common features, such as tables of contents, glossaries, and diagrams. As they become comfortable with text features, they can use those features to unlock a text's meaning and deepen their understanding of its topics. **Exploring text features** can help readers determine what is important about a text and provide additional information that may not be written in the text itself.

Young readers listen to and read many narrative texts. Through discussions, the students recognize that narrative stories follow certain patterns and evolve through a sequence of events. As the students practice **retelling** stories, they become increasingly familiar with the way plots develop and with other story elements, such as characters, settings, and problems and solutions. Retelling a story helps the students make logical sense of these elements, form a foundation for talking about fiction, and remember key information in a text.

Proficient readers use their knowledge of narrative text structure to approach and comprehend texts. Readers who recognize and understand story elements, such as setting, character, and plot, have a framework for thinking about stories. The students explore and **understand character**, a key element of narrative text structure. They make inferences to identify character traits and to grasp the importance of character relationships. **Understanding problem and solution** helps the students realize that stories are about characters and the problems they face, how the characters deal with those problems, and how the characters change as a result. The students also gain an **understanding of character and setting** and how one element can affect the other.

Readers understand that nonfiction texts are often organized in predictable ways. Retelling nonfiction uncovers chronological **text structure**. **Problem and solution** helps readers make connections between events, ideas, and pieces of information.

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Readers construct meaning by **making text-to-self connections** between their prior knowledge and the perspective they gain from a new text. The students learn to connect their own experiences to the new texts they encounter.

Readers also **make text-to-text connections** to help them understand topics and themes more deeply. In making text-to-text connections, the students analyze the current text and its relationship to other texts—for example, comparing themes in two different poems. When making connections between nonfiction texts, the students build background knowledge from multiple sources on a topic and learn more about the world around them.

Determining topics of nonfiction texts helps readers remember and build a better understanding of what they read, developing a framework for how a text is constructed. The students determine topics and support their thinking with evidence from the texts they read.

Proficient readers **wonder** and ask questions to focus their reading, clarify meaning, and delve deeper into a text. The students wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding.

The students use their prior knowledge to facilitate comprehension of new ideas found in each text. As the students **make and support predictions**, they are motivated to verify their ideas during further reading. The accuracy of predictions is relatively unimportant; rather it is the students' active involvement in making predictions and their investment in the text that leads to greater comprehension.

The **theme** of a story or poem is often a lesson about life that an author wants readers to consider or apply to their own lives. Theme is an abstract concept that can be difficult for students, and even adults, to recognize and define, and a work of literature may have more than one theme. The students explore theme in poetry. When they think about the theme of a poem, they use the poet's words to help them understand what lessons the poet might be trying to teach. **Exploring elements of poetry**, including descriptive language, helps students access this genre with its very specific demands.

SELF-MONITORING AND SELF-CORRECTING

Self-monitoring is an important metacognitive strategy that enables readers to recognize when they are reading words without comprehending the text. Active readers who self-monitor have an internal dialogue about how well they understand and remember what they read. When readers self-monitor and become aware that they are not understanding or remembering what they read, they take actions to repair their comprehension and restore meaning. These self-correcting actions include going back and rereading more carefully, looking for information in illustrations, and searching for clues to determine the meaning of unfamiliar words.

GENERATING INDEPENDENT THINKING

Readers develop opinions as they read and reflect on texts. Group discussions, in which the students **share and support their opinions** with evidence from the text, deepen their understanding of what they read. These discussions also provide opportunities for the

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students to react to and learn from the opinions of others and can lead to interesting conversations. The students learn that different readers may have different thoughts and opinions about a text, all of which should be treated respectfully. What is paramount is that readers give reasons for their opinions.

Student-generated book discussions help the students in their own reading. By **responding to literature**, they learn new things about themselves and others, apply what they have learned to their own lives, see the world in new ways, and bring new understanding to what they read. Supporting students in reacting authentically to books, discussing their thinking, and building on others' thinking is an important part of preparing them for participation in book clubs or literature circles in later grades. Through this work, the students come to recognize that there is no one right interpretation of a text and to discover that the power of reading lies in the relationship between text and reader.

Focus on Social and Emotional Development

During Small-group Reading lessons, as in the whole-class lessons, the students are asked to use cooperative structures and work in pairs. For more information about cooperative structures and pairing in whole-class instruction, see the Introduction in your grade-level *Being a Reader Teacher's Manual*.

PAIRING STUDENTS AND USING COOPERATIVE STRUCTURES

The cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used in Small-group Reading to increase the students' engagement and accountability for participation. The students may have different partners in small groups than in whole-class lessons. Before teaching each small-group reading set, decide how you will pair the students in the group. You can preassign partners or ask the students to partner with the person sitting next to them. For mini-lessons for "Turn to Your Partner" and "Think, Pair, Share," see Appendix A, "Mini-lessons" in your grade-level whole-class *Teacher's Manual*.

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Teaching Small-group Reading Sets 6–12

How Sets 6–12 Are Organized

Each set features between seven and twelve texts. In most cases, either three or six daily lessons are associated with each text. Each lesson is designed to take approximately 20 minutes. Though instruction is tailored to each text and strategy, on Day 1 the students are typically introduced to a new text, through reading part of the text or by hearing it read aloud. In subsequent lessons, the students continue to read the text and apply reading strategies with teacher support.

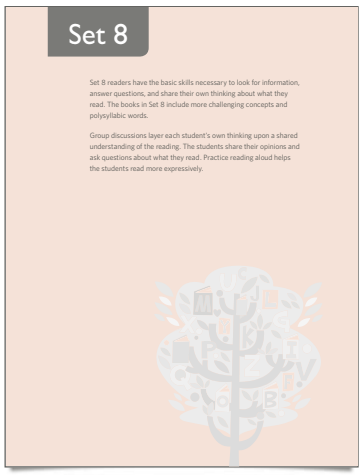
Sets 7 and 8 include optional Guided Spelling lessons. These are intended for students in grade 1 and will add approximately 5 minutes to each instructional session. For more information, see "Guided Spelling for Grade 1 Students" on page xxvii.

Planning and Teaching the Lessons

Two levels of support for choosing and planning sets of lessons are provided in the *Small-group Reading Teacher's Manual*—the Set Overview and the "Lesson Summary" chart.

SET OVERVIEW

To prepare to teach each set, begin by reading the Set introduction. The Set introduction describes the readers at that level, the characteristics of the texts in the set, and the focuses of the instruction.


Set 8

Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books in Set 8 include more challenging concepts and polysyllabic words.

Group discussions layer each student's own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.

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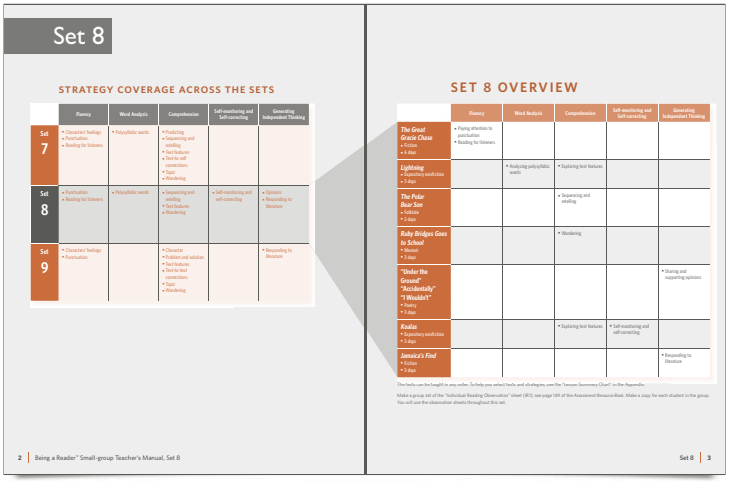
The Strategy Coverage Across the Sets table highlights the strategies covered in the current set and also lists those covered in the previous set and the next set. This table can serve as a reminder of what strategies the group has already covered and a preview of what will be covered in the next set. The table in this *Teacher's Manual* includes all the lessons in the *Small-group Teacher's Manual* for Set 7 and the lessons in this manual.

The Set Overview table provides a list of texts in the set and which strategies the students focus on while reading them. You can use this table to identify appropriate texts for a specific reading group and select the texts you'd like to use. You do not need to teach the texts in the order they are listed in the table, although you may choose to do so. Some groups may not need all the lessons in this Set to progress to the next level.

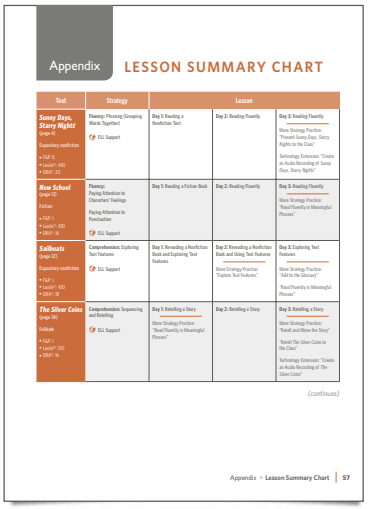

Set 8

STRATEGY COVERAGE ACROSS THE SETS

SET 8 OVERVIEW

Note that students who have completed all the instruction in a set still may not be ready to move to the next set. See "Extending the Instruction" on page xxiv for suggestions on providing students with more strategy practice at their reading levels.

LESSON SUMMARY CHART


Appendix

LESSON SUMMARY CHART

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The "Lesson Summary" chart in the Appendix is a more detailed resource to help you select lessons for your small group. You may want to consider the following, detailed in the chart:

- **Strategy.** In addition to its designated strategy, the set of lessons for a text may also include additional instruction on other strategies. Looking at available More Strategy Practice activities and Extensions may help you find options to support the strategy you would like to expand on.
- **Genre.** Reading a variety of genres is important for readers at every level. Consider the genre of each text as you plan the order of your instruction.
- **Level.** Texts within a set have a range of *Lexile® Framework for Reading* text measures. The Lexile measure indicates the complexity of the syntax and vocabulary within each text. Depending on the students' needs, you may choose to begin instruction with texts that have lower Lexile measures and build up toward those with a higher Lexile measure. To choose between texts on the same strategy, the Lexile measures can help you determine which of the available texts may be more challenging.
- **Support for English Language Learners.** The ELL (English Language Learner) icon marks texts with optional "ELL Support" preview sections that preteach vocabulary, build background knowledge, and provide language support. Texts accompanied by ELL support may be more challenging than texts that are not.

  Support indicated by the ELL icon is intended to be used before Day 1 instruction. Consider planning an additional session to help prepare your ELL students prior to beginning instruction. See "Support for English Language Learners" on page xxvii.

SCHEDULING LESSONS

Small-group Reading was developed to be used in conjunction with Independent Work, enabling you to meet with four small groups, three times per week each (in 12 total instructional sessions). If you have more than four groups or find that you want to meet with some groups more often than others, you can schedule your groups into the 12 sessions according to your students' needs.

To schedule your small-group instruction, note the number of core instructional lessons for a text (generally three or six) and consider any optional instruction. This may include "ELL Support" preview sections, More Strategy Practice activities, Extensions, or conferring sessions. See "Extending the Instruction" on page xxiv for more information on optional instruction.

Write the instructional lessons and any optional instruction you plan to teach each group on the "Small-group Reading Two-week Planner," shown on the next page. Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

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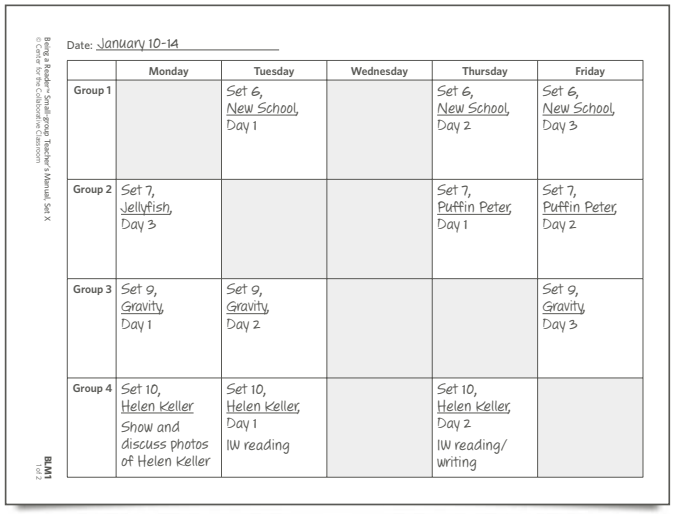
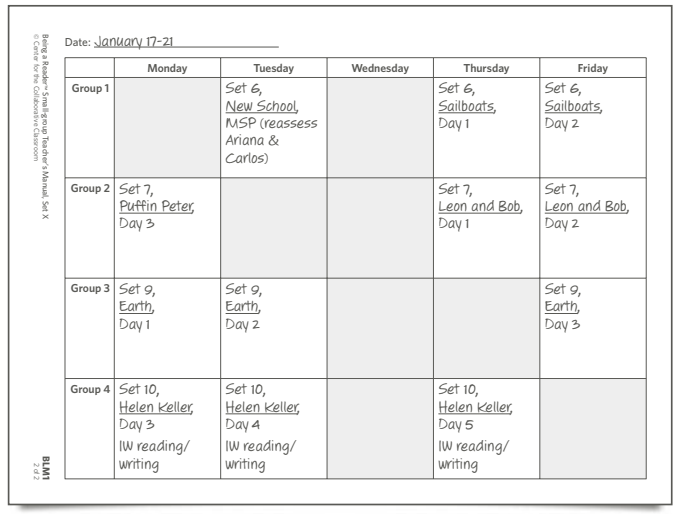


Being a Reader™ Small-group Teacher's Manual, Set X
© Center for the Collaborative Classroom

Date: January 10–14

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, Day 1		Set 6, New School, Day 2	Set 6, New School, Day 3
Group 2	Set 7, Jellyfish, Day 3			Set 7, Puffin Peter, Day 1	Set 7, Puffin Peter, Day 2
Group 3	Set 9, Gravity, Day 1	Set 9, Gravity, Day 2			Set 9, Gravity, Day 3
Group 4	Set 10, Helen Keller Show and discuss photos of Helen Keller	Set 10, Helen Keller, Day 1 IW reading		Set 10, Helen Keller, Day 2 IW reading/ writing	

BLM1
1 of 2



Being a Reader™ Small-group Teacher's Manual, Set X
© Center for the Collaborative Classroom

Date: January 17–21

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1		Set 6, New School, MSP (reassess Ariana & Carlos)		Set 6, Sailboats, Day 1	Set 6, Sailboats, Day 2
Group 2	Set 7, Puffin Peter, Day 3			Set 7, Leon and Bob, Day 1	Set 7, Leon and Bob, Day 2
Group 3	Set 9, Earth, Day 1	Set 9, Earth, Day 2			Set 9, Earth, Day 3
Group 4	Set 10, Helen Keller, Day 3 IW reading/ writing	Set 10, Helen Keller, Day 4 IW reading/ writing		Set 10, Helen Keller, Day 5 IW reading/ writing	

BLM1
2 of 2

PREPARING THE DAILY LESSONS

To prepare to teach a set of lessons, begin by reading the lessons and thinking about how to tailor them to meet the students' needs. The Resources list specifies the texts, assessment forms, and reproducibles that will be used throughout the set of lessons. The Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Overview lists the academic and social goals, and alerts you to any advance preparation needed for each lesson.

Before teaching a set of lessons:

- Read each lesson carefully, including Teacher Notes and Support Notes.
- Read the text associated with each lesson.
- Practice using the reading strategy (or strategies) at least once in your own reading to help you anticipate difficulties the students might have.
- Make any preparations specified in the "Do Ahead" section of the Overview.
- Gather the necessary materials and organize them near your small-group area.
- Note any procedures or reading techniques that may be unfamiliar to the students. For example, if all or most students in the group will be reading in pairs for the first time, you may want to plan extra time before or during the instructional session for the students to learn the procedure.
- If there is an "ELL Support" preview section in the Overview, you may want to review that content and introduce it to your English Language Learners before teaching the first lesson. See "Support for English Language Learners" on page xxvii.
- Identify any Extensions or More Strategy Practice activities and determine whether you will plan to teach them.

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Small-group Reading Procedures

The guidelines that follow are referred to in the lessons that include these procedures.

READING INDIVIDUALLY

During most lessons, the students spend time reading the text individually. They may read aloud in soft voices or read quietly to themselves. Students who finish assigned reading before others in the group should reread those pages, rather than read ahead.

Many students, especially those in Sets 6–8, will need to vocalize as they read. You may sometimes ask students to read aloud for assessment purposes. Consider introducing and using a silent signal, such as tapping on a student's text twice, to indicate that the student should read aloud. In fluency lessons, we recommend that all students read aloud in soft voices. This helps the students hear themselves as they practice fluency strategies such as grouping words together (phrasing) or reading with attention to punctuation or characters' feelings.

READING IN PAIRS

The students build fluency by reading parts of the text aloud to each other. Partners typically take turns reading single pages or pairs of facing pages. In some lessons, the students may read alternating paragraphs or take turns reading the main text and text features. Listening students are asked to follow along as their partners read aloud, and they may point to the words in their own copies. If partners are expected to read and then discuss a question without interruption, you may find it helpful to write the question where the group can see it. If any part of the procedure will be unfamiliar to the students, you may want to allow time to model the activity with a student partner.

ECHO READING

During echo reading, you will model reading a portion of text fluently, and then the students read the same text, echoing your expression and phrasing. For most texts, echo reading two sentences at a time or paragraph by paragraph is appropriate. Echo reading more than one sentence at a time will allow the students the opportunity to observe fluent reading, such as reading with attention to punctuation or dialogue.

When introducing or reviewing the echo reading procedure, tell the students that it is important for them to listen carefully as you read and for the students to stay together when they read aloud, using voices that are neither too loud nor too soft.

READING FOR LISTENERS

Readers' theater and dramatic reading provide opportunities for the students to practice reading fluently and expressively, and to share what they read with the class. Before presenting, the students practice a strategy such as reading fluently with attention to characters' feelings. Group members then rehearse the parts of the text they will share with the class.

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For each dramatic reading, you will assign pages from the text to the students, making sure that each student has approximately the same amount of text to read. The students may then present the dramatic reading to the group, the whole class, or both.

For readers' theater, a script based upon the text is provided. Costumes, props, and sets are not typically used. You may need to split your small group into smaller groups if you have more students than there are parts in the script. Before the students perform, facilitate a discussion about how the students will read their parts aloud and how they will listen to others read their parts, using the questions included in the lessons.

READING JOURNALS

Writing about what they read can support the students' comprehension and prepare them for sharing their thinking with others. Reading journals are used in some lessons in Small-group Reading Sets 9–12 when the students are expected to read independently. When the students read and write independently, we recommend that they do so during independent work time, before reading other texts in their toolboxes.

Because reading journals are not included with the program, you will need to provide each student with a reading journal once you begin teaching Set 9. We recommend full-size journals (no smaller than a 7" x 9" composition book) with firmly bound pages, sturdy covers, and line spacing appropriate for your grade level. If the students are already using journals for another purpose, you may want to use those same journals for Small-group Reading.

To introduce reading journals, tell the students that throughout the year they will sometimes write about what they read in their reading journals. Distribute the reading journals and have the students write their names on them. Explain that as the students use their reading journals throughout the year, they are responsible for taking care of them. Ask and discuss:

Q *What will you do to take care of your reading journals?*

When a group will read and write independently, check your independent work rotation schedule to ensure that the students will have the time to complete the work before their next instructional session. You may want to have the students complete their reading and writing at another time of day or as homework.

Assessments

PLACEMENT ASSESSMENTS

The Small-group Placement Assessment for Sets 7–12 will help you determine the appropriate small group in which to place each student. Alternatively, you can use another assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* to determine the students' levels. For more information about placing students in Set 6, see "Administering Placement Assessments" in the *Assessment Resource Book*.

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Forming Small Groups

You will form differentiated small groups after finishing beginning-of-the-year placement assessments and setting the foundation for Independent Work. For information on assessment, forming and managing reading groups, and monitoring student progress, see the *Assessment Resource Book*.

FORMATIVE ASSESSMENTS

Individual Reading Observation

The Individual Reading Observation will give you the opportunity to listen to and observe individual students as they read. An Individual Reading Observation Note will alert you when an assessment is suggested for the step you are teaching. Individual Reading Observation Notes may appear once or twice during each three-day sequence of lessons. You can record your observations about each student on an "Individual Reading Observation" sheet (IR), which should be printed out as you begin teaching each set. For information on the "Individual Reading Observation" sheet, see the *Assessment Resource Book*. You will find copies of "Individual Reading Observation" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView™ app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*. You can also access the CCC ClassView app directly (classview.org).

Group Progress Assessment

The Group Progress Assessment will give you the opportunity to observe the group as they practice strategies. A Group Progress Assessment Note will alert you when an assessment is suggested for the step you are teaching. Group Progress Assessments may appear once or twice during each three-day sequence of lessons. Each Group Progress Assessment Note has a corresponding "Group Progress Assessment" sheet (GA) where you can record your observations. The sheet includes questions that you can ask yourself to focus your observations as well as suggestions for how to proceed with the instruction based on those observations. For information on the "Group Progress Assessment" sheet, see the *Assessment Resource Book*. You will find copies of "Group Progress Assessment" sheets in the *Assessment Resource Book*. The sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record data on a record sheet. For more information, see "CCC ClassView App" in the Introduction of your grade-level whole-class *Teacher's Manual*.

SUMMATIVE ASSESSMENTS

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* in the middle and at the end of the year to monitor the students' progress and to evaluate how each student's progress compares to grade-level expectations. You might administer the assessment prior to completing report cards and/or holding parent-teacher conferences.

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Extending the Instruction

CONFERRING



If the students need to read a section of the text independently and you feel that they need structured time to complete the reading, you might use a small-group instructional session to provide it, rather than teach a lesson. You can confer with the students as they read and provide support as needed. For additional support, view "Listening to Students Read" (AV16).

For more information on monitoring student progress, see the *Assessment Resource Book*.

MORE STRATEGY PRACTICE

More Strategy Practice activities provide additional instruction on strategies covered in Small-group Reading. If the students need additional practice applying a strategy, refer to the "Lesson Summary" chart in the Appendix to see if there is a More Strategy Practice activity for the strategy. Teach the activity before moving on to a different strategy.

Read the More Strategy Practice activity to determine the amount of time required:

- Some activities may take a single 20-minute instructional session.
- Some activities may take less than a full 20-minute instructional session, in which case you may have time to conduct reading conferences, assess a student, or check in with the students doing independent work in addition to teaching the activity.
- Some activities may take multiple instructional sessions, which can be scheduled during small-group reading rotations or at another time of day.

EXTENSIONS AND TECHNOLOGY EXTENSIONS

Extensions are optional activities that provide additional learning opportunities that enhance the instruction in the core lessons. These activities can be done at the end of a lesson or at another time.



Technology Extensions are optional activities that identify ways in which you can use technology to extend instruction, when appropriate.

ADDITIONAL TEXTS

If you have taught all the lessons in a set and the students are not yet ready to move on to the next set, select additional texts from your collection of leveled texts and develop your own Small-group Reading lessons based on those you have already taught. You might:

- Consider having the students read additional books at equivalent F&P/DRA levels.
- Select a different text from your own collection of leveled texts that is from the same series, written by the same author, or in the same genre. Develop your own lesson for this text using a lesson you have already taught as a guide.

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Tips for Managing Small-group Reading in Your Classroom

Small-group Reading lessons assume students' familiarity with some basic procedures, cooperative structures, and facilitation techniques.

ROOM ARRANGEMENT AND MATERIALS

For Small-group Reading, the students should sit at a table facing you, close enough to see your copy of the text when you direct their attention to illustrations or text features. Some lessons may require a chart or sentence strips, so a stand or easel near the small-group table is recommended. Individual wipe-off boards are used by the students during the optional Guided Spelling lessons in Sets 7 and 8, and you may also use a wipe-off board to write ELL prompts or questions so that the group can see them. For Guided Spelling, the students should be seated so that they can easily reference the high-frequency word wall and the "Spelling-Sound Chart."

You may want to post your "Small-group Reading Two-week Planner" next to the small-group table so that you know which groups you will see each day. When you signal for the students to switch tasks, ask the students in the next small group to sit at the small-group table next to their partners (if you have preassigned partners). Visit the CCC Learning Hub (ccclearninghub.org) to access and print the planner.

The students may need to practice moving quickly and quietly to the small-group reading area. Consider beginning each instructional session by asking questions that help the students take responsibility for the gathering procedure, such as: "How did you do with coming to the small-group reading area quickly and quietly?"

Since the students carry their toolboxes during independent work rotations, they will bring their toolboxes with them to the small-group reading table. The students will store their texts and reading journals in their toolboxes.

THE TEACHER'S ROLE

Your role will vary depending on the size of the group, the social dynamics of the group, the time of year, and the reading strategy the group is working on.

- **Cooperative Structures.** During Small-group Reading lessons, you will facilitate the use of cooperative structures the students have learned in whole-class instruction, such as "Turn to Your Partner." When working with groups of four or fewer students, you may choose to have more whole-group discussions. Depending on the number of students and their personalities, you may want to have the students talk without first asking permission by raising their hands. Having a free-flowing conversation may help the students listen to others rather than prepare to speak.
- **Facilitation Techniques.** The students may expect you to tell them a "correct" answer to an open-ended question or an interpretation of the text; responding as such can stifle their independent thinking. To discourage the students from looking to you for answers, try prompting more student participation using these facilitation techniques.

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Facilitation Techniques

- Help the students learn to give their full attention to the speaker during discussions by directing them to **turn and look** at the person who is about to speak.
- **Respond neutrally, with interest** after a student speaks, so as not to encourage a specific line of thinking over other possible answers. Responding neutrally by saying "Interesting" or "Say more about that" can sustain a conversation without directing it.
- Practice **asking facilitative questions** during discussions to help the students respond directly to one another, not just to you. For example, you might ask the group: "What do others think?" or "What do you think about what [Adrienne] shared?"
- Offer an **example response**, such as one in a "Students might say" note. You might suggest, "Some students might say, '[I think it was stealing because Robert took something that wasn't his].' What do you think of that?"
- Use five seconds of **wait-time** after asking a question to make space for quieter students to speak. You may even encourage students who talk frequently to practice waiting for others to talk, rather than chiming in immediately.

- **Special Considerations for Facilitating "Responding to Literature" Lessons.** When students respond to literature, it is ideal for them to have self-sustaining conversations about texts with minimal teacher involvement. However, while the students are still building capacity to hold meaningful discussions, you may need to model reacting authentically to texts and building on other participants' thinking. During discussions, remain open to the students' ideas and let the students' thinking drive the conversation.

  The group may not be able to sustain discussions consistently, and the quality of discussion may be uneven within and across lessons. Some students may express a sophisticated understanding of fiction elements while others may simply retell parts of the story. These variations are normal. Recognizing each student's contribution as valid and meaningful will encourage risk-taking, build student confidence, and raise the overall quality of discussion over time.

RECORD-KEEPING

You may want to keep records of some of the logistics of your small groups, as students may change groups over the course of the the school year. Consider tracking:

- Which students have read each text
- Which students have received instruction on each strategy
- The groups you see each day
- The texts the students are keeping in their independent work toolboxes

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Special Considerations

Support for English Language Learners

Small-group Reading in the *Being a Reader* program is designed to be used with students you have assessed and grouped according to reading level. Because the students have been carefully grouped, the challenges that will most likely arise for English Language Learners are in vocabulary and background knowledge (such as that related to American culture or idioms). These issues were carefully considered for each of the texts in the sets, and guidance for supporting the students is provided in two ways. An "ELL Support" feature before a set of lessons provides ideas for preteaching vocabulary, building background knowledge, and providing language support. Additionally, ELL Notes at point of use provide information that can be included in the lesson. For more information about how the program supports English Language Learners, see "Supporting English Language Learners" in the Introduction of your grade-level *Being a Reader Teacher's Manual.*

Guided Spelling for Grade 1 Students

To ensure that spelling instruction continues for grade 1 students who finish Small-group Reading Sets 1-5 and have transitioned from Set 6, Sets 7 and 8 include optional Guided Spelling lessons. (Grade 2 students receive Guided Spelling instruction during whole-class Word Study.) In each Guided Spelling lesson, the students spell decodable words and high-frequency words with teacher support. Because spelling practice coordinated with on-level reading strengthens both decoding and spelling, the decodable words in each lesson are selected from the corresponding texts. The purpose of Guided Spelling is to support the students in being strategic spellers rather than to test their knowledge of individual words.

Guided Spelling lessons should take approximately five minutes. For each word, say the word, have the students say it, and then support them as they spell. For decodable words, refer to the "Spelling Support" section for specific suggestions to help you guide the students. For high-frequency words, allow the students to use the word wall or their personal "Word Bank" for support as needed. Find the "Word Bank" in the General Resources section of the CCC Learning Hub (ccclearninghub.org). High-frequency word cards are provided for all the words used in each set so that you can easily add them to your word wall before Guided Spelling lessons. Although the students may not memorize all these words, knowing where to find them is useful when the students write independently.

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Lessons

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Sets 8 and 8A

Set 8 readers have the basic skills necessary to look for information, answer questions, and share their own thinking about what they read. The books and articles in Set 8 include more challenging concepts and polysyllabic words.

Group discussions layer each student's own thinking upon a shared understanding of the reading. The students share their opinions and ask questions about what they read. Practice reading aloud helps the students read more expressively.



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Sets 8 and 8A

STRATEGY COVERAGE ACROSS THE SETS

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
Set 7	▪ Characters' feelings ▪ Punctuation ▪ Reading for listeners	▪ Polysyllabic words	▪ Elements of poetry ▪ Predicting ▪ Sequencing and retelling ▪ Text features ▪ Text-to-self connections ▪ Text-to-text connections ▪ Theme ▪ Topic ▪ Wondering		▪ Opinions ▪ Responding to literature
Set 8	▪ Punctuation ▪ Reading for listeners	▪ Polysyllabic words	▪ Predicting ▪ Problem and solution ▪ Sequencing and retelling ▪ Text features ▪ Text structure ▪ Text-to-text connections ▪ Topic ▪ Wondering	▪ Self-monitoring and self-correcting	▪ Opinions ▪ Responding to literature
Set 9	▪ Characters' feelings ▪ Punctuation		▪ Character ▪ Problem and solution ▪ Text features ▪ Text-to-text connections ▪ Topic ▪ Wondering		▪ Responding to literature

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SETS 8 AND 8A OVERVIEW

	Fluency	Word Analysis	Comprehension	Self-monitoring and Self-correcting	Generating Independent Thinking
The Great Gracie Chase ▪ Fiction ▪ 6 days	▪ Paying attention to punctuation ▪ Reading for listeners				
Lightning ▪ Expository nonfiction ▪ 3 days		▪ Analyzing polysyllabic words	▪ Exploring text features		
The Polar Bear Son ▪ Folktale ▪ 3 days			▪ Sequencing and retelling		
Ruby Bridges Goes to School ▪ Memoir ▪ 3 days			▪ Wondering		
"Under the Ground" **"Accidentally"** **"I Wouldn't"** ▪ Poetry ▪ 3 days					▪ Sharing and supporting opinions
Koalas ▪ Expository nonfiction ▪ 3 days			▪ Exploring text features	▪ Self-monitoring and self-correcting	
Jamaica's Find ▪ Fiction ▪ 3 days					▪ Responding to literature
Mice ▪ Expository nonfiction ▪ 3 days			▪ Determining topic ▪ Exploring text features		
"Wonderful Wheels" **"Without Wheels"** ▪ 6 days			▪ Determining topic ▪ Exploring text features ▪ Exploring text structure ▪ Making text-to-text connections ▪ Sequencing and retelling ▪ Understanding problem and solution		
Temple Cat ▪ Fiction ▪ 3 days			▪ Making and supporting predictions ▪ Wondering		

■ = Set 8 ■ = Set 8A

The texts can be taught in any order. To help you select texts and strategies, see the "Lesson Summary" chart in the Appendix.

Make a group set of the "Individual Reading Observation" sheet (IR1); see the *Assessment Resource Book*. Make a copy for each student in the group. You will use the observation sheets throughout this set.

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Comprehension

Determining Topic
Exploring Text Features

RESOURCES



Mice

by Kate Riggs

This nonfiction text provides information about mice, their life cycle, diet, and habitat.

Technology Extension

- "Learn More About Mice"

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)
- Set 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week and the next.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA9)

Reproducible

- "High-frequency Words for *Mice*" (BLM4)

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OVERVIEW

Academic Focus

- Students read and discuss a nonfiction text.
- Students determine and discuss topics in a nonfiction text.
- Students explore and use text features in a nonfiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students share and give reasons for their thinking.
- Students work responsibly in pairs.

DO AHEAD

✓ Prior to Day 1, examine the text features closely (table of contents, section titles, text boxes, labels, glossary, and index) to help you support the students.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA9); see the Set 8 assessments in the *Assessment Resource Book*.

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *eight*, *over*, and *mice* to the word wall if they are not already displayed. Visit the CCC Learning Hub (ccclearninghub.org) to access and print "High-frequency Words for *Mice*" (BLM4).

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Day 1

Mice
Exploring Text Features and Determining Topic

Materials

- Teacher and student copies of *Mice* (pages 1–9)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

In this lesson, the students:

- Read and discuss part of a nonfiction book
- Explore text features: text boxes and glossary
- Determine and discuss topics in the book
- Share and give reasons for their thinking

1 Gather and Introduce *Mice*

Show the cover of *Mice* and read the title and the author's name aloud. Tell the students that *Mice* is a *nonfiction* book, and review that a nonfiction text gives true information about a topic. Explain that the *main topic* of a nonfiction book is what the whole book is about. Ask:

TEKS 9.D.i
TEKS 9.D.iii
Student/Teacher Activity Step 1
(first discussion question)

Q *What do you think is the main topic of this book? Why do you think that?*

Point out that in *Mice*, the title of the book is also the main topic. Ask and briefly discuss:

Q *What do you think you know about mice?*

2 Read and Discuss Part of the Book and Explore Text Features

Distribute the student copies of *Mice* and the self-stick notes. Explain that the students will read part of the book and then they will talk about what they read. Have the students turn to page 7 and mark the page with a self-stick note so they know where to stop reading. Then have the students turn back to page 4 and read pages 4–7 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

When all the students have read the pages, ask:

Q *What information did you read about mice?*

Have the students turn back to page 4 and point to the sentence in the blue bar at the bottom of page. Tell the students that this feature is called a *text box* and that text boxes include extra information that

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the author wants readers to know. Explain that text boxes may be any shape and that in this book they appear as colored bars at the bottom of some pages. Have the students read the text boxes on page 4 and page 7. Then ask:

Q *What interesting facts about mice did you learn from the text boxes?*

Direct the students' attention to the word *litter* on page 7. Point out that this word is printed in a different color from the rest of the text to tell readers they can find more information about the word in the glossary at the back of the book.

Have the students turn to the glossary on page 22, and explain that a glossary lists words from the book that a reader might not know and tells what each word means.

Have the students point to the word *litter* in the glossary. Have a volunteer read the definition aloud.

Teacher Note

If the students are familiar with dictionaries, you may want to point out that the glossary is organized like a dictionary; it lists the words in alphabetical order and tells what each word means.

3 Model Determining Topic

Remind the students that the *main topic* of a nonfiction book is what the whole book is about. Explain that a part of a book can also have a topic.

Have the students follow along as you reread page 7 aloud. Then ask them to listen as you think aloud about the topic in this part of the book.

> **You might say:**
>
> "When I read part of a book and I'm trying to figure out what the topic is, I ask myself, 'What are these pages mostly about?' I think these pages are mostly about baby mice. I think that because the words on page 7 tell what baby mice look like, what they're called, and how many babies may be born at once. The picture on page 6 shows a mouse with five babies. Finally, on the top right corner of page 7 I see the words "Pinkies and Pups." From what I read I know that *pinkies* and *pups* are two names for baby mice. All these things make me think that the topic of this part of the book is probably baby mice."

Teacher Note

You may wish to explain that the topic of a part of a nonfiction book is called a *subtopic*.

TEKS 6.C.iv
Student/Teacher Narrative
Step 3
(all, including "You might say" note)

4 Read Part of the Book and Determine Topic

Tell the students that they will read the next part of the book and think about the topic, or what the part is about. Have the students move their self-stick notes to page 9 and read page 8 quietly to themselves. Ask any students who finish early to reread the page, paying close attention to the text box and label on page 8 and the photograph on page 9. When all the students have finished reading, ask:

Q *What information did you read about mice on this page?*

Review that when readers think about the topic of part of a book, they may ask themselves what that part is mostly about. Ask:

Q *What are these pages mostly about? Turn to your partner.*

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TEKS 6.C.iv
TEKS 7.C.i
Student/Teacher Activity
Step 4
(first discussion question on top of page 8 to the end of the step, including the "Students might say" note)

After partners have had a chance to talk, discuss as a group:

Q *What do you think is the topic of this part? Why do you think so?*

Have a few volunteers share their thinking with the group. Explain that readers may have different ideas about what the topic is and that is okay. What is important is that they give reasons and evidence to support their thinking. Encourage the students to refer to the main text as well as the label, text box, and photographs on pages 8–9 to support their thinking.

> **Students might say:**
>
> "I think the topic is mice that live close to us. I think that because on the top of page 8 is says "Close to You." Also the first sentence is about house mice that live near people."
>
> "I think the topic is different kinds of mice. The reason I think is that the first part of the paragraph is about house mice, but the second part is about deer mice."
>
> "I agree with [Vikram] that it's mostly about house mice and deer mice. There's a picture of a house mouse and a picture of a deer mouse."

Explain that thinking about the topic of a part of a nonfiction book can help readers understand and remember that part better.

5 Reflect on Reading

Briefly discuss:

Q *What did you read about mice today that surprised you?*

Explain that in the next lesson, the students will read more of *Mice* and continue thinking about topic.

Collect *Mice*, keeping the self-stick notes in the books.

GUIDED SPELLING

wall	"A mouse can enter a house through a hole in the wall."
small	"Mice can fit through very small holes."
eight	"It takes only eight weeks for a mouse to reach adulthood."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

wall: Tell the students that they will spell two words that rhyme with *all*, spelled *a-l-l*.

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Mice
Determining Topic

Day 2

In this lesson, the students:

- Read and discuss part of a nonfiction book
- Determine and discuss topics in the book
- Share and give reasons for their thinking

Materials

- Teacher and student copies of *Mice* (pages 11–17)
- Self-stick note for each student
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1

1 Gather and Review Topic

Show the cover of *Mice* and read the title and the author's name aloud. Remind the students that in the last lesson they read part of the book and thought about topics in the book. Review that the topic of a whole nonfiction book is called the *main topic* and that the main topic in this book is mice.

Remind the students that a part of a nonfiction book can also have a topic. Ask:

Q *What topics do you remember reading about in the last lesson? What kinds of things did you learn about mice?*

Explain that the students will continue to read and discuss the book today.

2 Read and Discuss Part of *Mice*

Show pages 11–15 in your copy of the book and explain that the students will read and discuss this part of the book first.

Point out the text boxes at the bottom of pages 11, 12, and 15 remind the students to read all the text on the pages, including the text boxes.

Distribute *Mice* and the self-stick notes. Have the students open their books to page 15 and mark the page with a self-stick note so they know where to stop reading.

Have the students turn back to page 11 and read pages 11–15 quietly to themselves. Tell students who finish early to reread the pages and look carefully at the photographs.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

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When all the students have read the pages at least once, ask and discuss:

Q *What information did you read about mice on these pages?*

3 Determine and Discuss Topic

Explain that the students will reread pages 12–15 quietly to themselves and then talk about what they think the topic is. Have them reread pages 12–15 quietly to themselves. When all the students have reread the pages at least once, review that when readers want think about the topic of part of a book, they may ask themselves what that part is mostly about. Ask:

Q *What is the part you just read mostly about? Turn to your partner.*

Do not have the students share their thinking with the group.

Ask and briefly discuss:

Q *What do you think is the topic of this section? Why do you think that?*

Have one or two students share their thinking; then tell the group that you think the topic of this section is what mice eat. Explain that authors often include supporting facts and details that describe the topic. Ask:

Q *What words or pictures on these pages are supporting facts that tell about what mice eat? Turn to your partner.*

Have a few students share their thinking.

Tell the students that they will now read the next part quietly to themselves and then they will talk about the topic of that part. Have them read page 16 quietly to themselves. Then ask:

Q *What is this page mostly about? Turn to your partner.*

Do not have the students share their thinking with the group.

Ask and briefly discuss:

Q *What do you think is the topic of this page? Why do you think that?*

Have a few students share their thinking.

Review that thinking about the topic of part of a nonfiction book can help readers understand and remember that part better.

5 Reflect on the Reading

Ask and discuss:

Q *What interesting things have you learned about mice from this book so far?*

Teacher Note

Encourage the students to refer to the words and photographs on pages 10–15 to help them remember what they read.

TEKS 9.D.iv
Student/Teacher Activity
Step 3

ELL Note

You might provide the prompts "The topic of the part I just read is . . ." and "I think that because . . ." to your English Language Learners to help them verbalize their answers to the questions.

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Explain that learning about a topic, such as mice, can lead readers to wonder other things about the topic. Ask:

Q *What are you wondering about mice? What questions do you have about them?*

Tell the students that they will read and discuss the rest of *Mice* in the next lesson.

Collect *Mice* keeping the self-stick notes in the books.

GUIDED SPELLING

place	"The best place for a mouse is outside."
day	"Mice are quiet during the day."
over	"Mice may fight over food."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

place: Point to the cake picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ā/. Tell the students that in *place* the sound /ā/ is spelled with final *e* and the sound /s/ is spelled *c*.

day: Tell the students that the sound /ā/ at the end of a word is usually spelled *a-y*. In *day* the sound /ā/ is spelled *a-y*.

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Day 3

Mice

Determining Topic and Exploring Text Features

Materials

- Teacher and student copies of *Mice* (pages 18–19)
- "Group Progress Assessment" sheet (GA9)

Teacher Note

If the students have difficulty answering the question, consider doing a picture walk through pages 11–17 to help them remember the topics of the parts they read.

In this lesson, the students:

- Read and discuss part of an expository nonfiction book
- Determine topics in the book
- Explore text features: index
- Work responsibly in pairs
- Share and give reasons for their thinking

1 Gather and Review Topic

Show the cover of *Mice* and read the author's name aloud. Remind the students that they have been reading the book and thinking about its topics. Ask and briefly discuss:

Q *What topics did you read about in the last lesson?*

Tell the students that today they will read the last part of the book, talk about the topic of that part, and explore the book's index.

2 Read Aloud and Discuss Part of *Mice*

Distribute *Mice* and the self-stick notes. Have the students open their books to page 19 and read the page aloud. Ask:

Q *What did you read about mice on this page?*

3 Reread Part of the Book and Discuss Topic

Tell the students that they will reread the same page and then talk with partners about what they think the topic is. Have the students reread page 19. Remind them to read the text box at the bottom of the page and to look carefully at the photographs on pages 18 and 19.

When all the students have read the page at least once, ask:

Q *What do you think is the topic of this part? Why do you think that? Turn to your partner.*

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are the students able to say what they think the topic of this part is?
- Are they referring to the text and photographs to support their thinking?
- Are partners working well together?

Record your observations on the "Group Progress Assessment" sheet (GA9); see the Set 8 assessments in the *Assessment Resource Book*.

Support any student who struggles by asking questions such as:

Q *What do you notice about the photographs on these pages?*

Q *What do you think these pages are mostly about? What in the words or photographs makes you think that?*

Have a few volunteers share their thinking with the group. Remind the students that readers may have different ideas about what the topic is and that is okay. What is important is that they give reasons and evidence to support their thinking.

Facilitate a discussion by asking follow-up questions such as:

Q *What did you see or read on these pages that makes you think the topic is [where mice live]?*

Q *Do you agree that the topic of this part of the book is [how mice move]? Why or why not?*

4 Explore the Index

Explain that some nonfiction books include a text feature at the back called an *index*. Ask the students to turn to page 24 and point to the word *Index* at the top of the page.

Have the students read the index quietly to themselves. Then ask:

Q *What do you notice about the index? Turn to your partner.*

Have a few volunteers share their thinking.

> **Students might say:**
>
> "Some of the words are also in the glossary."
>
> "It has some of the topics we talked about, like homes and food."
>
> "I see the words *pinkies* and *pups* and I remember that "Pinkies and Pups" was the name of a section in the book."

TEKS 8.A.i
Student/Teacher Activity
Step 3 (last two discussion questions in step)

Teacher Note

Pages 18–19 do not have a clear topic. Students may suggest topics such as "where mice live," "how mice move" or "where to see mice outside." Accept the students' ideas as long as they are able to provide evidence from the text or photographs to support their thinking. If they struggle to provide evidence, ask them to reread and, if necessary, revise their ideas.

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Teacher Note

If the students are familiar with alphabetical order, you may want to point out that the topics are listed in alphabetical order.

Explain that an index tells the reader where to look in the book for information about the book's topics, like food, homes, and predators.

Explain that the numbers next to each topic are the numbers of the pages on which information about that topic appears. Ask the students to point to the word *homes*, and explain that the numbers 8, 11, 16, and 19 tell readers they can find information about mouse homes on pages 8, 11, 16, and 19 of the book. Point out that information about one topic may appear on many different pages of the book.

Ask:

Q *On which pages can readers find information about what mice eat?*

If necessary, point to the numbers 11, 12, and 15 next to the word *food* and explain that these pages contain information about what mice eat. Have the students turn to page 11 and reread the page quietly to themselves. Then ask:

Q *What information did you read on this page about what mice eat?*

Point out that the word *food* is mentioned on page 11, but that not all the information on the page is about food. Remind the students that information about one topic, such as food, may appear on many different pages in the book. Have the students turn back to the index. Ask:

Q *What's the next page we should look at for information about what mice eat?*

Have the students turn to page 12 and reread the page, including the text box, quietly to themselves. Afterwards, ask:

Q *What information did you read on this page about what mice eat?*

Have the students turn back to the index and use the same procedure to read and discuss information about food on page 15.

Tell the students that the index in a nonfiction book helps readers quickly find all the places in the book where a particular topic is mentioned. Explain that readers may use the index if they have a question about a certain topic or if they want to quickly find information about that topic.

5 Reflect on the Reading

Review that thinking about a nonfiction book's main topic and the topics of its parts can help readers understand and remember the information in the book. Also review that learning about a topic, such as mice, can lead readers to wonder things about the topic. Ask:

Q *What are you still wondering about mice? What questions do you have about them?*

Q *Where could you look for answers to your questions about mice?*

Ask the students to put *Mice* into their toolboxes and encourage them to read it and other nonfiction books independently.

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GUIDED SPELLING

house	"Mice will make a mess in your house."
mouse	"A mouse may eat seeds or fruit."
mice	"Deer mice have white bellies and white feet."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

house: Point to the clown picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ow/. Tell the students that in *house* the sound /ow/ is spelled *o-u* and the sound /s/ is spelled *s-e*.

mouse: Tell the students that *mouse* rhymes with *house* and is spelled the same way at the end.

mice: Tell the students that *mouse* means one animal and *mice* means more than one mouse. Point to the kite picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ī/. In *mice* the sound /ī/ is spelled with final *e* and the sound /s/ is spelled *c*.

TECHNOLOGY EXTENSION

Learn More About Mice

The students might be interested in learning more about mice. To find videos and other information, search online using the keywords "mice videos for kids" or "mouse facts for kids." As a group, investigate a few of the resources and have the students discuss what they learned.

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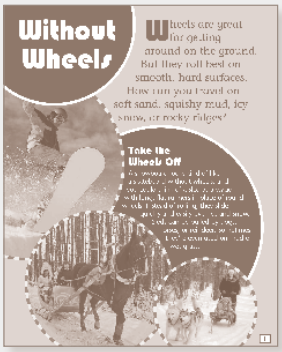
Comprehension

Exploring Text Structure
Making Text-to-text Connections

RESOURCES





"Wonderful Wheels"

from *Click* magazine [April 2016]

This article describes how wheels came to be used in transportation and machines.

"Without Wheels"

from *Click* magazine [April 2016]

This article explores alternatives to wheels that work in conditions where wheels do not.

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)
- Set 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA10)
- "Group Progress Assessment" sheet (GA11)

Reproducibles

- "Wonderful Wheels" (BLM5)
- "Without Wheels" (BLM6)
- "High-frequency Words for Articles (BLM7)

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OVERVIEW

Academic Focus

- Students read and discuss two nonfiction articles.
- Students explore problem and solution in nonfiction articles.
- Students explore text structure in nonfiction articles.
- Students retell and sequence events in a nonfiction article.
- Students make text-to-text connections.
- Students spell words from the texts (for grade 1 students only).

Social Development Focus

- Students listen respectfully and share their thinking.
- Students work responsibly in pairs.

DO AHEAD

✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Wonderful Wheels" (BLM5). Make a copy for each student in the group and one for yourself.

✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA10); see the Set 8 assessments in the *Assessment Resource Book*.

✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Without Wheels" (BLM6). Make a copy for each student in the group and one for yourself.

✓ Prior to Day 5, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA11); see the Set 8 assessments in the *Assessment Resource Book*.

✓ Prior to Day 6, prepare a piece of chart paper with the title "Connections Between 'Wonderful Wheels' and 'Without Wheels.'"

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *world*, *pulled*, *great*, *pushed*, *other*, and *very* to the word wall if they are not already displayed. Visit the CCC Learning Hub (ccclearninghub.org) to access and print "High-frequency Words for Articles" (BLM7).

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ELL SUPPORT

- **Preview the Texts:** Preview the articles with the students before the lessons. Clarify vocabulary, referring to the pictures for support:

  tame: train an animal to be gentle and live with people ("Wonderful Wheels" p. 2)

  axle: the bar on which a wheel or wheels turn ("Wonderful Wheels" p. 3)

  spokes: bars that connect the center of a wheel to the outer part ("Wonderful Wheels" p. 4)

  gazillion: a made-up number that is supposed to be very large ("Wonderful Wheels" p. 5)

  ridges: narrow mountain paths ("Without Wheels" p. 1)

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"Wonderful Wheels"
Reading a Nonfiction Article and Connecting Ideas

Day 1

In this lesson, the students:

- Read and discuss an expository nonfiction article
- Make connections between ideas in the article
- Listen carefully and share their thinking

Materials

- Teacher and student copies of "Wonderful Wheels" (BLM5), prepared ahead
- Group set of the "Individual Reading Observation" sheet (IR1), prepared ahead

1 Gather and Introduce "Wonderful Wheels"

Remind the students that this year they have read and discussed a number of expository nonfiction books, or books that provide factual information about certain topics. Briefly mention some of the expository nonfiction books the students have read. Tell the students that in the coming days they will read and discuss two expository nonfiction articles. Explain that articles are a type of text that may appear in newspapers or magazines or on websites.

Tell the students that the article they will read today comes from a magazine for kids called *Click*. Show your copy of "Wonderful Wheels" and read the title and the illustrator's name aloud. Explain that the article describes how wheels were invented. It also tells some ways that wheels are used today. Ask and briefly discuss:

Q *How do you use wheels in your life?*

Discussion Support

If the students have difficulty answering the question, ask additional questions such as:

Q *How do you use wheels when you come to school?*

Q *How do you use wheels when you play with friends?*

Have a few volunteers share their thinking. Then ask the students to close their eyes and imagine their lives with no wheels. After a few moments, have the students open their eyes and discuss:

Q *How would your life be different without wheels? What things would be more difficult? Turn to your partner.*

2 Read and Discuss the Article

Distribute "Wonderful Wheels" (BLM5) and the self-stick notes. Tell the students that they will read the article in two parts. Explain that the first part they will read describes how wheels were invented. Have the

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students turn to page 3 and mark the page with a self-stick note so they know where to stop reading. Then have them read pages 1–3 quietly to themselves.



INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

When all the students have read to the end of page 3, ask:

Q *What did you read about how wheels were invented?*

Discussion Support

If the students have difficulty recalling what they learned, ask additional questions such as:

Q *What did you read about why people needed wheels?*

Q *What did you read about how people moved heavy loads before they had wheels?*

Tell the students that the second part of the article describes how people improved wheels and lists some ways wheels are used today. Have the students read pages 4–5 quietly to themselves. When all the students have finished reading, ask and briefly discuss:

Q *What did you read about how wheels were improved over time?*

Q *What did you read about how wheels are used today?*

3 Make Connections Between Ideas in the Article

Point out that wheels were invented as a solution, or answer, to a problem. Ask the students to follow along as you read page 1 aloud, and to think about what problems are being described. Read page 1 of "Wonderful Wheels" aloud. Then ask:

Q *What problems are described in this paragraph?*

> **Students might say:**
>
> "Before they had wheels people had to walk everywhere."
>
> "In addition to what [Jamal] said, sometimes people had to walk a very long way."
>
> "People had to carry all the things they wanted to move, and sometimes those things were heavy."

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If necessary, explain that it was difficult for people to move heavy loads before wheels were invented. Point out that people may try several solutions to a problem before figuring out the best way to solve the problem. Ask the students to reread pages 2–3 and think about how people tried to solve the problem of moving heavy loads before wheels were invented. After all the students have reread the pages, ask:

Q *What were some ways people tried to solve the problem of moving heavy loads?*

> **Students might say:**
>
> "They trained animals to carry the heavy loads."
>
> "They built sleds for the animals to pull. The animals could move heavier loads that way."
>
> "Later they tried putting rollers under the sleds so the sleds could move more easily."

Explain that thinking about problems and solutions is one way readers can make connections between ideas in a nonfiction text. Making connections between ideas in a text helps readers understand those ideas better.

4 Wrap Up

Tell the students that they will talk more about "Wonderful Wheels" in the next lesson. Have the students put "Wonderful Wheels" into their toolboxes and encourage them to reread the article independently

GUIDED SPELLING

wheel	"It took a long time for people to invent the wheel."
tree	"Tree trunks could be used as rollers under a sled."
world	"The world is full of wheels."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

wheel: Point to the tree picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ē/. Tell the students that they will spell two words that use the *e-e* spelling for the sound /ē/.

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Day 2

"Wonderful Wheels"

Retelling Important ideas in a Nonfiction Article

Materials

- Teacher and student copies of "Wonderful Wheels" (BLM5)
- Index cards
- Pencils
- "Group Progress Assessment" sheet (GA10)

In this lesson, the students:

- Reread a nonfiction article
- Retell key details from the article in their own words
- Reach agreement with partners

1 Gather and Review "Wonderful Wheels"

Show your copy of "Wonderful Wheels" and read the title and the illustrator's name aloud. Remind the students that in the last lesson, they read the article and thought about the problems and solutions it describes. Briefly discuss:

Q *How did the invention of wheels help people?*

TEKS 6.G.i
Student/Teacher Narrative Step 2 (all, beginning on page 22 and continuing on to page 23)

2 Model Retelling Important Ideas

Tell the students that today they will reread the article and practice retelling its parts. Explain that when readers retell a nonfiction text, they use their own words to tell the important ideas or events in the text in the correct order. Have the students follow along as you reread the main text on page 1 aloud. Then ask them to listen as you retell the important ideas from that part in your own words.

> **You might say:**
> "I think that one important idea in this part of the text is that a long time ago, before wheels were invented, people had to walk everywhere. Another important idea is that if people wanted things moved, they had to carry them."

Write your retelling on an index card and read it aloud.

> A long time ago, before wheels were invented, people had to walk everywhere. If people wanted to move things, they had to carry them.

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Ask:

Q *What did you notice about my retelling?*

> **Students might say:**
>
> "You used two sentences instead of five sentences."
>
> "You didn't include all the details. For example, you didn't say that sometimes people had to walk a very long way or that sometimes the things they were carrying were very heavy."

Have the students turn to page 2 and reread the first paragraph on the page quietly to themselves. Ask:

Q *What are the important ideas in this part? How might you retell those ideas in your own words?*

After a moment, invite a few volunteers to share their thinking:

> **Students might say:**
>
> "You could say 'People trained animals to carry things for them.'"
>
> "You could use the word *then* to show that this part comes after the first part. You could say 'Then people learned they could train animals to carry their stuff.' "

Model writing a retelling of the second paragraph, based on the students' responses, on another index card. (For example, you might write: *After a long time, people trained animals to carry heavy loads.*)

3 Get Ready to Retell in Pairs

Tell the students that they will work in pairs to retell the rest of the article. Explain that partners will be assigned a part of the article and that they will work together to decide how to retell that part in their own words. Ask and briefly discuss:

Q *What can you do if you and your partner disagree about how to retell your part?*

> **Students might say:**
>
> "We can try to include a little bit of each person's ideas."
>
> "I can try and explain why I think it makes sense to tell it that way."
>
> "I can remember that I can't always get my way and agree to do what my partner wants."

Assign each pair one or more of the six paragraphs remaining in the article. Distribute self-stick notes, index cards, and pencils and have each pair mark the paragraph they are assigned with a self-stick note. Make sure each pair has one index card for each paragraph they are retelling.

Teacher Note

The students will sequence their retellings on Day 3, so it is important that each paragraph in the article is retold. Assign multiple paragraphs to some pairs if necessary.

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TEKS 6.G.i
Student/Teacher Activity Step 4 (all, including the Group Progress Assessment Note)

4 Retell Parts of the Article in Pairs

Have partners work together to retell the important ideas in their part of the article and write the retelling on the index card.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are partners able to retell the important ideas from their part of the article in their own words?
- Are they able to reach agreement about what to include in the retelling?

Record your observations on the "Group Progress Assessment" sheet (GA10); see the Set 8 assessments in the *Assessment Resource Book*.

Support any students who struggle to retell their paragraph by having them look closely at the illustration that goes with the paragraph. Then ask them to use their own words to describe what they see in the picture.

You might also have partners reread their paragraph, one sentence at a time. After each sentence, ask questions such as:

Q *What is the important idea in that sentence?*

Q *What did you learn about [how the wheel was invented] from that sentence?*

4 Share and Discuss Retellings

When all the students have finished writing, have each pair share their retelling with the group. Have one partner read the part of the article they were assigned and the other partner read the retelling they wrote on the index card. After each pair shares, facilitate a discussion of their retelling using questions such as:

Q *What questions do you have for [Kamal and Devin] about their retelling?*

Q *Is there anything you think [Yoshi and Monique] should add to their retelling? Why do you think that is important to include?*

Allow partners time to revise their retellings based on the discussion, if necessary.

5 Wrap Up

Explain that retelling nonfiction helps readers understand what they read and share what they learned from their reading with others. Encourage the students to practice retelling the important ideas in nonfiction texts they read independently

Collect the index cards and student copies of "Wonderful Wheels." Remove the self-stick notes from the student copies before the next lesson.

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GUIDED SPELLING

things	"The things people carried were very heavy."
long	"Before wheels, people sometimes had to walk a long way."
pulled	"The sled in the picture is being pulled by oxen."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

things: Support the students in writing the word *thing* before adding the inflectional ending.

pulled: Support the students in writing the high-frequency word *pull* before adding the inflectional ending *-ed*.

"Wonderful Wheels"

Exploring Text Structure and Sequencing

Day 3

In this lesson, the students:

- Discuss how information in a nonfiction article is organized
- Sequence the important ideas in the article
- Share ideas with one another

Materials

- Teacher and student copies of "Wonderful Wheels" (BLM5)
- Chart paper and a marker
- Students' index card retellings from Day 2

TEKS 9.D.ix
TEKS 9.D.x
Student/Teacher Narrative
Step 1 (all, beginning on page 25 and continuing on to page 26)

1 Review "Wonderful Wheels" and Discuss Text Structure

Distribute the student copies of "Wonderful Wheels" and remind the students that in the last lesson they practiced retelling important ideas from the article in their own words. Tell them that today they will revisit the article and think about how it is organized. Explain that how a text is organized means how the author decided to share the ideas in the text—what order to put the ideas in so that readers can understand and follow

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them. Write the following questions on a sheet of chart paper and read them aloud:

> How does the author organize the information in this article?
>
> How do the words and photographs help you understand how the article is organized?

Ask the students to quietly review the article while they think about the questions. After a few moments, invite a few volunteers to share their thinking.

> **Students might say:**
>
> "The article is organized by when things happened in time. It starts by telling how things were long ago and ends up telling how things are today."
>
> "I agree with [Khadijah]. Words like "'long, long ago,' 'after a long time,' and 'at last' help you know that it's going in order of when things happened."
>
> "In addition to what [Faraz] said, you can tell that time is passing because the clothing of the people in the pictures changes."

If necessary, explain that the author of the article describes events in the order they happened, beginning long, long ago and ending with today. Explain that when the events in a text are described in the order in which they happened, we say that the text is organized *chronologically*. Point out the phrases "Long, long, ago," "After a long time," "More time passed," and "At last" on your copy of the article and tell the students that these are called *sequencing words*. Explain that authors use sequencing words like these to help readers understand the order of events in a text.

2 Sequence the Students' Retellings

Collect the students' copies of the article and put them away. Remind the students that earlier they wrote retellings of the important ideas from the article. Display the students' index card retellings from Day 2 in random order and tell the students that they will now work together to organize their retellings chronologically, or in the order they happened, without looking at the article. Review each part of the article by having volunteers read the cards aloud in the order they are displayed. Then ask:

Q *Which card do you think should come first? Why do you think so?*

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Move the index card the students identify to the first position. Then ask:

Q *What do you think comes next? Why does that make sense?*

Move the card the students identify as coming next to the second position. Continue to use the questions "What happened next? Why does that make sense?" to have the students sequence the rest of the cards.

Discuss Support

If the students struggle to identify which event comes next, or if they make a mistake, support them by asking questions such as:

Q *What happened after people people trained animals to carry heavy loads? What did they train animals to do next?*

Q *Does it make sense to say that people used logs as rollers under sleds before they built sleds and trained animals to pull them? Why? What order might make more sense?*

3 Retell Events in Order

When the group has finished sequencing the events from the article, have a few volunteers read the cards aloud in the order the group established. Then ask and discus:

Q *Does the order of events make sense? Why do you think so?*

Show your copy of the article and have the students check their sequence of events against it. If there are cards that are out of order, correct the mistake(s) and facilitate a discussion about why the new order makes better sense.

4 Wrap Up

Review that retelling nonfiction helps readers understand what they read and share what they learn from their reading with others. Explain that thinking about how texts are organized helps readers understand how the events or ideas in the text are connected to each other. Explain that making connections between ideas in a text helps readers understand those ideas better.

Tell the students that they will read and discuss another nonfiction article in the next lesson. Ask the students to put "Wonderful Wheels" into their toolboxes and encourage them to reread the article independently.

Teacher Note

The students will use "Wonderful Wheels" again on Day 6.

GUIDED SPELLING

lighter	"Wheels with spokes are lighter than wheels without spokes."
faster	"Wheels with spokes move faster because they weigh less."
great	"Wheels are a great invention."

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Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

lighter: Support the students in breaking the word into its syllables and writing the syllables one at a time. Point to the kite picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ī/. Tell the students that in *lighter* the sound /ī/ is spelled *i-g-h*. The syllable /r/ at the end of a word is often spelled *e-r*. In *lighter* the syllable /r/ is spelled *e-r*.

faster: Support the students in breaking the word into its syllables and writing the syllables one at a time. Remind the students that the syllable /r/ at the end of a word is often spelled *e-r*. In *faster* the syllable /r/ is spelled *e-r*.

Day 4

"Without Wheels"

Reading a Nonfiction Article and Connecting Ideas

Materials

- Teacher and student copies of "Without Wheels" (BLM6), prepared ahead
- Group set of the "Individual Reading Observation" sheet (IA1) from Day 1

In this lesson, the students:

- Read and discuss a nonfiction article
- Make connections between ideas in the article
- Refer to the text to support their thinking
- Listen carefully

1 Gather and Introduce "Without Wheels"

Remind the students that they spent the last few lessons reading and discussing the expository nonfiction article "Wonderful Wheels," about how wheels were invented and how they are used today. Tell the students that today they will read another expository nonfiction article from the same issue of *Click* magazine that "Wonderful Wheels" comes from. Distribute "Without Wheels" (BLM6) and read the title aloud.

2 Read Aloud and Identify a Problem in the Article

Tell the students that the first paragraph of the article describes a problem. Explain that you will read the first paragraph aloud and ask the students to listen as you read for what the problem is. Have the students follow along as you read the first paragraph aloud. Stop after:

p. 1 How can you travel on soft sand, squishy mud, icy snow, or rocky ridges?

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Ask:

Q *What problem is described in this paragraph? What question does the author ask? What does that question make you wonder?*

> **Students might say:**
>
> "It says wheels work best on smooth, hard surfaces. But not all surfaces are smooth or hard."
>
> "It asks how you can travel on sand, mud, or snow."
>
> "I agree with [Talia]. It makes me wonder how people get around in places where wheels don't work well."

Q *Based on the title, "Without Wheels," and the first paragraph, what do you think this article will be about? Turn to your partner.*

Have one or two volunteers share their thinking. If necessary, explain that the article is about ways people move across different surfaces—those that are not smooth or hard— without wheels.

3 Read the Rest of the Article

Have the students read the rest of the article quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

4 Discuss Solutions in the Article

When all the students have read the article at least once, ask them to turn back to page 1. Point to the heading "Take the Wheels Off" on your copy of the article and read it aloud. Ask and discuss:

Q *What solution is described in this section? Where does that solution work well?*

Have a few volunteers share their thinking. Encourage them to refer to the text to support their ideas.

> **Students might say:**
>
> "The section talks about sleds and snowboards."
>
> "Sleds work well on snow and ice."
>
> "I agree with [Ignacio]. It says that sleds can work on mud or wet grass, too."

TEKS 6.C.i
TEKS 6.C.iii
Student/Teacher Activity Step 2 (last discussion question in step on page 29)

TEKS 6.C.i
TEKS 6.C.iii
Student/Teacher Narrative Step 2 (last paragraph in step on page 29)

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Follow up by asking:

Q *Why do snowboards and sleds work well on snow and ice? What words in the section tell you that?*

If necessary, point out that the sentence "Instead of rolling, they slide quickly and easily over ice and snow" explains why snowboards and sleds work well in icy and snowy conditions.

Have the students turn to page 2 and invite a volunteer to read the heading aloud. Give the students a moment to review the section. Then ask:

Q *What solution is described in this part? Where does that solution work well?*

> **Students might say:**
>
> "It's about tracks that wrap around wheels."
>
> "It says that farm and construction vehicles use tracks."
>
> "In addition to what [Kamal] said, tracks don't get stuck in sand or mud."

Follow up by asking:

Q *Why do tracks work well on sand and mud? Why do they work well for moving over sharp rocks? What words in the section tell you that?*

Use the same questions to have the students discuss the last section, "Pack an Animal." Remind the students to refer to the text to support their thinking as they share.

5 Wrap Up

Review that thinking about problems and solutions is one way readers make connections between ideas in nonfiction texts. Tell the students that in the next lesson, they will reread "Without Wheels" and think about how the article is organized. Have the students put "Without Wheels" into their toolboxes, and encourage them to reread the article independently.

GUIDED SPELLING

snow	"Sleds work well in the snow."
road	"Wheels may not work well on a muddy road."
pushed	"The tracks of the bulldozer pushed over the rocky ground."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

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Spelling Support

snow: Point to the bone picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ō/. Tell the students that the sound /ō/ at the end of a word is usually spelled *o-w*. In *snow* the sound /ō/ is spelled *o-w*.

road: Point to the bone picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ō/. Tell the students that in *road* the sound /ō/ is spelled *o-a*.

pushed: Support the students in writing the high-frequency word *push* before adding the inflectional ending *-ed*.

"Without Wheels"

Exploring Text Structure and Using Text Features

Day 5

In this lesson, the students:

- Discuss how information in a nonfiction article is organized
- Explore text features: headings and photographs
- Determine and discuss topics in the article
- Work responsibly in pairs

Materials

- Teacher and student copies of "Without Wheels" (BLM6)
- Chart paper and a marker
- "Group Progress Assessment" sheet (GA11)

1 Gather and Review "Without Wheels"

Remind the students that in the last lesson they read and discussed the nonfiction article "Without Wheels." Ask and briefly discuss:

Q *What is the article "Without Wheels" about?*

2 Discuss Text Structure

Explain that today the students will revisit the article and think about how it is organized. Write the following questions on a sheet of chart paper and read them aloud:

> How does the author organize the information in this article?
>
> How do the words and photographs help you understand how the article is organized?

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Teacher Note

If the students struggle to answer the questions, you may want to share your own thinking or refer to the "Students might say" note for examples. If you do share, remember to let the students' thinking drive the conversation as much as possible.

Ask the students to spend a few moments reviewing their individual copies of "Without Wheels" while thinking about the questions. After the students have had a chance to review the article, read the questions aloud again and invite a few volunteers to share their ideas.

> **Students might say:**
>
> "I think the information is organized by topic. A different topic is described on each page."
>
> "In addition to what [Suri] said, the pictures on each page go with the topic."

If necessary, explain that this article is organized by topic. Each page of the article describes a different way to travel over ground where wheels do not work.

TEKS 6.C.i
Student/Teacher Narrative
Step 3
(first paragraph in step)

3 Use Text Features to Discuss Part of the Article

Ask the students to look at page 1 of the article and direct their attention to the words "Take the Wheels Off" in bold print in the middle of the page. Explain that "Take the Wheels Off" is the *heading*, and that a heading is like the title of a section. Explain that a section heading often tells the reader what the section will be about. Ask the students to reread the paragraph under "Take the Wheels Off" quietly to themselves. Then discuss:

TEKS 6.C.i
Student/Teacher Activity
Step 3
(first two discussion questions in step)

- Q *What do you think is the topic of this section? What makes you think that?*
- Q *What do you think the heading "Take the Wheels Off" means? What did you read in the section that makes you think that?*

> **Students might say:**
>
> "I think the topic of this part is sleds and snowboards."
>
> "I agree with [Hazel]. There's information about sleds and snowboards and pictures of them, too."
>
> "I think the heading means that snowboards and sleds are like other things with wheels, but the wheels have been taken off. In the first sentence it says that a snowboard is like a skateboard without wheels and a sled is like a wagon without wheels."

Ask the students to look closely at the photographs on page 1. Explain that pictures in a nonfiction text often help clarify what the author says in the words. Ask:

- Q *What do the photographs on this page show?*
- Q *How do the photographs help you understand the information in the paragraph?*

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4 Discuss the Rest of the Article in Pairs

Write the following questions on a fresh sheet of chart paper:

> What is the topic of the section?
>
> How does the heading relate to the topic?
>
> Look closely at the photographs on the page. How do they help you understand the information in the section?

Have partners use the questions to discuss the two remaining sections of the article.

GROUP PROGRESS ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are partners able to determine the topic of each section?
- Are they able to say how the heading of each section relates to the topic?
- Are they able to say how the photographs help them understand the information in the section?

Record your observations on the "Group Progress Assessment" sheet (GA11); see the Set 8 assessments in the *Assessment Resource Book*.

Support any student who struggles by asking questions such as:

Q *What is section mostly about?*

Q *What do the pictures on the page show?*

Point to one of the pictures on the page and ask:

Q *How does this picture help you understand [why camels' feet work well on sand]?*

If time permits, invite volunteers to share what they discussed with the class.

5 Wrap Up

Tell the students that in the next lesson they will revisit "Wonderful Wheels" and "Without Wheels" and think about how the articles are connected. Have the students put "Without Wheels" in their toolboxes. Encourage them to read it and other expository nonfiction texts independently.

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GUIDED SPELLING

snowboard	"A snowboard has no wheels."
skateboard	"A skateboard does have wheels."
other	"Camels, horses, and other animals are still used to carry loads.

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

snowboard: Tell the students that *snowboard* is a compound word. Support the students in breaking the word into its smaller words and then writing each smaller word one at a time. Remind the students not to leave a space between the smaller words. Support the students in spelling the sound /ō/ using the bone picture on the "Spelling-Sound Chart."

skateboard: Tell the students that *skateboard* is also a compound word. Support the students in breaking the word into its smaller words and then writing each smaller word one at a time. Remind the students not to leave a space between the smaller words. Point to the cake picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ā/. Tell the students that in *skate* the sound /ā/ is spelled with final *e*; the sound /k/ is spelled *k*.

Day 6 Making Text-to-text Connections

Materials

- Teacher and student copies of "Wonderful Wheels" (BLM5) from Day 3. (Student copies of the article should be in the students' toolboxes.)
- Teacher and student copies of "Without Wheels" (BLM6)
- "Connections Between 'Wonderful Wheels' and 'Without Wheels'" chart, prepared ahead
- A marker

In this lesson, the students:

- Reread and discuss two expository nonfiction articles
- Make text-to-text connections between the articles
- Listen carefully

1 Gather and Review the Articles

Show your copies of the articles "Wonderful Wheels" and "Without Wheels" and read the titles aloud. Remind the students that they have spent the past several lessons reading and discussing the articles. Briefly review the articles by asking:

Q *What do you remember learning about wheels from the article "Wonderful Wheels"?*

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Q *What are some ways of getting around without wheels that are described in the article "Without Wheels"?*

Tell the students that they will look again at both the articles again today.

2 Compare the Articles and Introduce Text-to-text Connections

TEKS 6.E.ii
Student/Teacher Activity
Step 2 (all)

Have the students refer to their copies of the articles as they discuss the question that follows. Ask:

Q *In what ways are these articles alike? Turn to your partner.*

After partners have had a chance to talk, invite a few volunteers to share with the group. Record the students' ideas on the "Connections Between 'Wonderful Wheels' and 'Without Wheels'" chart as they share.

> **Students might say:**
>
> "They're both nonfiction."
>
> "They both talk about ways people move things from one place to another."
>
> "The articles both talk about how people use sleds and animals to move heavy loads."

Tell the students that when they talk about ways the articles are alike, they are making *text-to-text connections* between the articles. Explain that making text-to-text connections can help readers understand both texts better.

3 Model Making Text-to-Text Connections

Explain that another way of making text-to-text connections is to connect ideas in one text to the ideas in another. Have the students reread the section "Take the Wheels Off" from page 1 of "Without Wheels" quietly to themselves. When all the students have finished rereading the section, ask:

Q *What is the topic of this section?*

Have one or two volunteers share their thinking. Then ask the students to listen as you model making a connection between an idea in this section and an idea in "Wonderful Wheels."

> **You might say:**
>
> "This section is about sleds, which work well in icy and snowy conditions. It also includes two pictures of sleds, one being pulled by a horse and another being pulled by dogs. I remember that 'Wonderful Wheels' also had a section about sleds." Point the section on the lower half of page 2 of "Wonderful Wheels" and say, "Here it says that people built sleds for animals to drag along the ground. It's interesting that sleds turn out to be a solution for travelling on snow and ice, even though didn't work that well in sand. I'll add 'sleds' to the 'Connections' chart, since both articles talk about sleds."

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Teacher Note

If necessary, point out that both articles talk about the use of animals for carrying heavy loads and that people used animals for this long ago and still do today. Add *animals carry heavy* loads to the chart.

4 Make Text-to-text Connections in Pairs

Have the students turn to page 3 of "Without Wheels" and reread the section "Pack an Animal" quietly to themselves. Afterwards, have partners discuss the following questions one at a time:



Q *What is this section mostly about? Turn to your partner.*

Q *How do the ideas in this section connect to the ideas in "Wonderful Wheels"? Turn to your partner.*

Have one or two volunteers share their connections with the group and add these to the "Connections" chart.

5 Reflect on Making Connections

Direct the students' attention to the "Connections" chart and invite a volunteer to read the connections on it aloud. Ask:

Q *Did any of these connections surprise you? Why?*

> **Students might say:**
>
> "I was surprised that both articles talk about sleds because in 'Wonderful Wheels' it says that sleds were used long ago but in 'Without Wheels' it says that people still use sleds in the snow."
>
> "It's the same way with pack animals. They were used long ago before wheels and they are still used today to carry heavy loads on sand and ice."

Remind the students that making text-to-text connections can help readers understand the texts and the topics they are reading about better.

6 Discuss Related Topics

Review that the article "Wonderful Wheels" and "Without Wheels" are connected because they help readers learn about related topics. Point out that texts with information on similar topics, like "Wonderful Wheels" and "Without Wheels," can give readers ideas for other topics they might want to learn about. Ask and briefly discuss:

Q *Now that you have read "Wonderful Wheels" and "Without Wheels," what other topics might you want to read about?*

Have the students put "Wonderful Wheels" and "Without Wheels" into their toolboxes. Encourage them to reread these and other nonfiction articles independently.

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GUIDED SPELLING

wrapped	"A loop of tracks is wrapped around the wheels."
padded	"Camels have wide, padded feet."
very	"Wheels are very useful."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

wrapped: Support the students in writing the base word, *wrap*, before adding the inflectional ending to write *wrapped*. Tell the students that *wrap* begins with silent *w*.

padded: Support the students in writing the base word, *pad*, before adding the inflectional ending to write *padded*.

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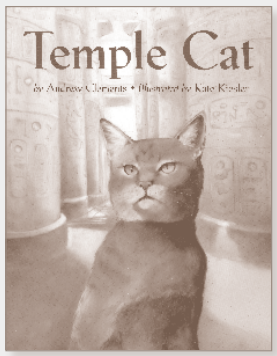
Comprehension

Wondering
Making and Supporting Predictions

RESOURCES



Temple Cat

by Andrew Clements, illustrated by Kate Kiesler

In this fiction text, a temple cat in ancient Egypt is worshiped as a lord, but longs for the freedom of a simpler life.

Extension

- "Explore Themes in *Temple Cat*"

Assessment Resource Book

- "Individual Reading Observation" sheet (IR1)
- Set 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Individual Reading Observation" sheet (IR1)
- "Group Progress Assessment" sheet (GA12)

Reproducible

- "High-frequency Words for *Temple Cat*" (BLM8)

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OVERVIEW

Academic Focus

- Students read and discuss a fiction text.
- Students wonder to help them understand a fiction text.
- Students make and support predictions about a fiction text.
- Students spell words from the text (for grade 1 students only).

Social Development Focus

- Students share ideas with one another.

DO AHEAD

✓ Prior to Day 1, title a sheet of chart paper "What We Wonder About the Story" (see Step 2).

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print the "Group Progress Assessment" sheet (GA12); see the Set 8 assessments in the *Assessment Resource Book*.

✓ Prior to Day 3, select a question from the "What We Wonder About the Story" chart from Day 2 and identify places in the book where information about the question can be found (see Step 2).

✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *ever*, *never*, and *little* to the word wall if they are not already displayed. Visit the CCC Learning Hub (ccclearninghub.org) to access and print "High-frequency Words for *Temple Cat*" (BLM8).

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Day 1

Temple Cat

Wondering and Making Predictions

Materials

- Teacher and student copies of *Temple Cat* (pages 5–17)
- Self-stick note for each student
- "What We Wonder About the Story" chart, prepared ahead
- Group set of the "Individual Reading Observation" sheet (IR1)
- Sheet of paper
- Pen

ELL Note

Though you may choose to preview some books with your students prior to teaching the lessons, doing so with *Temple Cat* may interfere with the students' experience of making authentic predictions.

In this lesson, the students:

- Read and discuss part of a fiction story
- Wonder about the story
- Make and support predictions about the story
- Share ideas with one another

1 Gather and Introduce *Temple Cat*

Show the cover of *Temple Cat* and read the title and the names of the author and illustrator aloud. Tell the students that this is a fiction story about a cat living in ancient Egypt. Explain that cats in ancient Egypt were thought to be connected to the gods, so they were *worshipped*, or treated with great respect and care. The cat in the story lives in a *temple*—a building built for worship—where he is considered the *lord*, or king.

2 Read Aloud and Introduce Wondering

Explain that good readers *wonder*, or ask themselves questions about what they read. Tell the students that you will read the first few pages of the book aloud. Ask them to listen carefully and notice what they are wondering about the story. Read pages 5–9 aloud. Then ask the students to listen as you share what you wonder about this part.

> **You might say:**
>
> "I wonder why being the lord of a temple isn't fun."

Direct the students' attention to the "What We Wonder About the Story" chart and read the chart title aloud. Record what you wonder as a question on the chart.

> What We Wonder About the Story
>
> – Why isn't being the lord of the temple fun?

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Ask:

Q *What do you wonder about the story? What questions do you have about it?*

Record what the students wonder as questions on the chart.

What We Wonder About the Story

- Why isn't being the lord of the temple fun?
- Why do people worship the cat?
- Is the cat lonely?
- Will the cat run away?

3 Read and Discuss Part of *Temple Cat*

Distribute *Temple Cat* and the self-stick notes. Ask the students to open to page 17 and mark the page so they know where to stop reading.

Have the students turn back to page 5 and read pages 5–17 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

When all the students have read through page 17 at least once, ask:

Q *What happens in the part you just read?*

Have a few students share their thinking. Encourage them to refer back to the text as necessary.

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *What is the cat's life like?*

Q *How do the servants treat the cat?*

Q *Why isn't the cat having fun?*

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4 Wonder About the Story

Review that good readers wonder, or ask themselves questions about what they are reading. Use "Think, Pair, Share" to have the students first think about and then discuss:

Q *What do you wonder about the story now?* [pause] *Turn to your partner.*

After partners have had a chance to talk, invite a few volunteers to share their thinking.

> **Students might say:**
>
> "Does the cat want to roam free like the other cats?"
>
> "Will the cat jump over the wall?"

Record what the students are wondering as questions on the "What We Wonder About the Story" chart.

5 Make and Support Predictions

TEKS 6.C.ii
Student/Teacher Narrative
Step 5 (first paragraph)

Explain that one of the things that readers often wonder about is what will happen next in fiction stories they read. They use what they know about the characters in the story and what they know from real life to wonder what will happen next. Tell the students that this is called *predicting*. Ask:

TEKS 6.C.ii
Student/Teacher Activity
Step 5 (question)

Q *What do you predict will happen next in this fiction story? What makes you think that?*

> **Students might say:**
>
> "I think the cat will run away. The reason I think so is that he's bored with his life at the temple."
>
> "I agree with [Charice]. In the story it says that the cat sits in the tree and watches the children play and the other cats roam free. I think he wants to be free, too."
>
> "I know that cats like to chase things and wander around at night. This cat never gets to do the things cats love. I think he might run away."

Teacher Note

Make sure to record the predictions in large enough print so that the students can see them in the group discussion on Day 2.

Record the students' predictions on a sheet of paper. Save the recorded predictions to use in the next lesson.

6 Wrap Up

Explain that wondering and predicting gives readers a reason to keep reading—they want to find answers to their questions and to find out if their predictions are correct. Explain that wondering and predicting also helps readers think more deeply about what they read.

Tell the students that they will read the rest of *Temple Cat* in the next lesson and continue to wonder and make predictions about the story. Collect *Temple Cat*, keeping the self-stick notes in the books.

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GUIDED SPELLING

cook	"The cat had servants to cook for him."
cool	"The cat enjoyed resting on the cool stone windowsill."
ever	"The cat had lived in the temple ever since he was a kitten."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

cook: Point to the book picture on the "Spelling-Sound Chart" and remind the students that the sound /o͝o/ is spelled *o-o*.

cool: Point to the flute picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /o͞o/. In *cool* the sound /o͞o/ is spelled *o-o*.

Temple Cat

Wondering and Discussing Predictions

Day 2

In this lesson, the students:

- Read and discuss part of a fiction story
- Wonder about the story
- Make and support predictions about the story
- Discuss predictions they made earlier
- Share ideas with one another

Materials

- Teacher and student copies of *Temple Cat* (pages 19–31)
- Group set of the "Individual Reading Observation" sheet (IR1) from Day 1
- "What We Wonder About the Story" chart from Day 1
- Sheet of paper with students' predictions from Day 1

1 Review *Temple Cat* and Wondering

Distribute *Temple Cat* and remind the students that they read and wondered about the first part of the book in the last lesson. Ask:

Q *What do you remember about* Temple Cat*?*

Remind the students that good readers *wonder*, or ask themselves questions about what they are reading. Review that wondering gives readers a reason to keep reading—they want to find answers to their questions—and helps readers think more deeply about what they read. Direct the students' attention to the "What We Wonder About the Story" chart and review the students' questions from the last lesson. Tell them that today they will finish reading *Temple Cat* and continue wondering about the story.

Teacher Note

If the students need support remembering the first part of the book, encourage them to refer back to the text.

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TEKS 6.C.v and 6.C.vi
Student/Teacher Activity Steps 2 and 3 (first question through Step 3 on page 45)

2 Read, Wonder, and Make Predictions

Have the students move their self-stick notes to page 23 so they know where to stop reading. Then have them read pages 19–23 quietly to themselves.

INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the "Individual Reading Observation" sheet (IR1) and offering support as needed; see the *Assessment Resource Book*.

When all the students have read through page 23, ask:

Q *What happens in the part you just read?*

Discussion Support

If the students have difficulty remembering what they read, ask additional questions such as:

Q *Where does the cat go when he leaves the temple?*

Q *Where does the cat sleep? What does he eat?*

Have a few students share their thinking. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What do you wonder about the story now?* [pause] *Turn to your partner.*

Have a few students share what they wonder with the group and record their ideas their questions on the "What We Wonder About the Story" chart.

What We Wonder About the Story

– Why isn't being the lord of the temple fun?
– Why do people worship the cat?
– Is the cat lonely?
– Will the cat run away?
– Does the cat want to roam free like the other cats?
– Will the cat jump over the wall?
– Is the cat glad he left the temple?
– Who does the fire belong to?

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Remind the students that readers of fiction use what they know about the characters in the story and from real life to *predict*, or think about what might happen next. Ask:

Q *What do you predict will happen next in the story? What makes you think that?*

Discussion Support

If the students have difficulty using what they know to help them make predictions, ask additional questions such as:

Q *The cat finds a hut and a fire. What does this tell you?*

Q *What might happen when the cat mews outside of the hut? Why do think that?*

Add the students' predictions to the list you started on Day 1. Then have the students read the rest of the story quietly to themselves.

3 Review Predictions

Review that the students used what they know about the characters in the story and what they know from real life to wonder, or predict, what will happen next. Read aloud the students' predictions from today and the last lesson. Ask and discuss:

Q *What did we predict would happen to the cat based on what we know about the characters in the story and about real life?*

Q *What actually happens in the story?*

> **Students might say:**
>
> "[Ezra] used what he knew about the cat being bored at the temple and predicted that the cat would run away. The cat did run away."
>
> "I thought the cat would make friends with another cat because it seemed like he could see other cats from where he sat high up in the tree. But he made friends with the children instead."
>
> "[Sami] was right that the cat would get adopted by the people who made the fire because they were nice. Sami said his neighbors were nice to a stray cat and ended up adopting it. Sami used what he knew about the people in the story and about real life."

4 Wrap Up

Direct the students' attention to the "What We Wondered About the Story" chart. Tell the students that in the next lesson, they will reread *Temple Cat* and think about whether or not their questions are answered in the story.

Have the students put *Temple Cat* into their toolboxes and encourage them to reread the book independently.

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GUIDED SPELLING

bowl	"The servant brought the cat fish in a golden bowl."
own	"When the cat left the temple he was on his own."
never	"The cat had never slept as well as he slept in the barn."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

bowl: Point to the bone picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ō/. Tell the students that they will spell two words that use the spelling *o-w* for the sound /ō/.

Day 3

Temple Cat

Wondering

Materials

- Teacher and student copies of *Temple Cat*
- "Group Progress Assessment" sheet (GA12)
- "What We Wonder About the Story" chart from Day 2
- Self-stick notes for each student

Teacher Note

You might point out an example of a question that was not answered in the book (for example, "Why do the people worship the cat?").

In this lesson, the students:

- Reread a fiction story
- Discuss wondering
- Refer to the text to support their thinking
- Share ideas with one another

1 Review Wondering

Remind the students that this week they read the book *Temple Cat* and wondered and made predictions about the story. Direct the students' attention to the "What We Wonder About the Story" chart and review the questions. Explain that it is normal for some of readers' questions to be answered in a book and others not to be. Explain that either way, wondering helps readers think more deeply about what they read. Tell the students that today they will reread the book and think about whether or not their questions are answered in the story.

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2 Reread *Temple Cat* and Discuss Wondering

Distribute *Temple Cat* and have the students reread the book quietly to themselves.

When all the students have reread the book at least once, direct their attention to the "What We Wonder About the Story" chart.

Read this question from the chart aloud: "Why isn't being lord of the temple fun?" Ask the students to open their books to page 11 and follow along as you read the page aloud. Then think aloud about how page 11 helped you answer the question, "Why isn't being lord of the temple fun?"

> **You might say:**
>
> "On this page it says that when the cat tried to catch a fish, a servant would rush over and catch it for him. The cat was looking forward to catching the fish and the servant spoils his fun."

Ask the students to turn to page 13 and follow along as you read the page aloud. Then ask:

Q *How does this page help you answer the question, "Why isn't being lord of the temple fun?" Turn to your partner.*

Have a few students share their thinking. If necessary, explain how the page helps answer the question.

> **You might say:**
>
> "On this page, it says that when the cat would nap in the sunshine on the windowsill, a servant would lift him down and put him on his bed. The cat was happy on the windowsill, but he wasn't allowed to stay there."

Use the same procedure to read aloud and discuss page 15.

3 Discuss Wondering in Pairs

Distribute a few self-stick notes to each student. Read another question from the chart aloud. Then have the students take a few moments to look through the book to see what they find out about that question. Have them use the self-stick notes to mark any pages that help answer the question.

Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *Is the question ["Is the cat glad he left the temple?"] answered in the book? If so, where did you find the answer?* [pause] *Turn to your partner.*

Observe the students as they talk with partners, offering support as needed.

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GROUP PROGRESS ASSESSMENT NOTE

As you observe the pairs, ask yourself:

- Are the students able to determine whether their questions are answered in the book?
- Are they using evidence from the book to support their thinking?
- Are they sharing ideas with one another?

Record your observations on the "Group Progress Assessment" sheet (GA12); see the Set 8 assessments in the *Assessment Resource Book*.

Support any student who struggles to discuss the questions by helping him find relevant parts of the book to reread. Consider modeling thinking aloud about the question before asking the student to do so.

Have a few students share their thinking. As the students share, have them turn to the parts of the book that they marked with a self-stick notes, read those parts aloud, and show the illustrations to the group.

Then ask:

Q *Do you agree that this question [is] answered in the story? Why or why not?*

If the question is answered in the story, mark it with an asterisk.

Repeat this procedure with another question from the chart if time allows.

Remind the students that it is normal for some of a reader's questions to be answered by the story and others not to be. Either way, wondering gives readers a reason to keep reading and helps them think more deeply about what they read.

4 Wrap Up

Encourage the students to ask themselves questions and make predictions when they read, both during and outside of Small-group Reading. Ask the students to put *Temple Cat* in their toolboxes and encourage them to reread the book independently.

GUIDED SPELLING

played	"The children played with the cat."
danced	"They danced in the sunshine."
little	"The family lived in a little hut."

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Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. (Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.)

Spelling Support

played: Support the students in writing the word *played* before adding the inflectional ending *-ed*. Point to the cake picture on the "Spelling-Sound Chart" and remind the students that there is more than one way to spell the sound /ā/. Tell the students that the sound /ā/ at the end of a word is usually spelled *a-y*. In *play* the sound /ā/ is spelled *a-y*.

danced: Support the students in writing the word *dance* before adding the inflectional ending *-ed*. Tell the students that in *dance* the sound /s/ is spelled *c-e*.

EXTENSION

Explore Themes in *Temple Cat*

TEKS 8.A.ii
Student/Teacher Activity
Extension (all)

Show the cover of *Temple Cat* and remind the students that they read the book earlier. Briefly review the story by showing the illustrations and having volunteers describe what is happening in each part

Tell the students that stories often contain *themes*, or messages or lessons the author wants readers to think about. Explain that different readers may have different opinions about a story's themes and that is fine. What is important is that readers have reasons to support their thinking. Ask:

Q *What do you think is a theme, or lesson, in this story? What in the story makes you think that?*

Have a few students share their thinking.

> **Students might say:**
>
> "I think one lesson is that fancy things won't make you happy. The reason I think so is that the cat isn't happy living in the temple where there are servants to do everything for him."
>
> "I agree with [Vinita]. The cat only gets happy when the family adopts him. I think that's another lesson—that the most important thing is having people who love you."
>
> "I think the lesson is that if you aren't happy with the way things are, you should try to change them. That's what the cat in the story does. He's unhappy at the temple, so he leaves to look for a better life."

Tell the students that thinking and talking about themes, or the messages and lessons in stories, helps readers understand and enjoy what they read and connect it to their own lives. Encourage the students to think about themes in poems and stories they read independently.

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Appendix

LESSON SUMMARY CHART

Text	Strategy	Lesson		
The Great Gracie Chase (Set 8, page 4) Fiction ▪ F&P: K ▪ Lexile®: AD480L ▪ DRA®: 20	**Fluency:** Paying Attention to Punctuation Reading for Listeners ELL Support	**Day 1:** Reading a Fiction Book	**Day 2:** Reading Fluently	**Day 3:** Reading Fluently
		Day 4: Introducing the Dramatic Reading	**Day 5:** Rehearsing the Dramatic Reading	**Day 6:** Performing the Dramatic Reading Technology Extension: "Create an Audio Recording of the Dramatic Reading"
Lightning (Set 8, page 22) Expository nonfiction ▪ F&P: K ▪ Lexile®: N/A ▪ DRA®: 20	**Word Analysis:** Analyzing Polysyllabic Words **Comprehension:** Exploring Text Features ELL Support	**Day 1:** Reading a Nonfiction Book and Exploring Text Features Extension: "Share and Discuss Interesting Pages" Technology Extension: "Learn More About Lightning"	**Day 2:** Analyzing Polysyllabic Words	**Day 3:** Analyzing Polysyllabic Words and Compound Words More Strategy Practice: "Explore Weather-related Compound Words" "Create a Compound Word Bank"
The Polar Bear Son (Set 8, page 40) Folktale ▪ F&P: K ▪ Lexile®: AD660L ▪ DRA®: 20	**Comprehension:** Sequencing and Retelling ELL Support	**Day 1:** Reading a Fiction Book	**Day 2:** Reading a Fiction Book Extension: "Discuss the Word *Faithful*"	**Day 3:** Retelling a Story
Ruby Bridges Goes to School (Set 8, page 54) Memoir ▪ F&P: K ▪ Lexile®: 470L ▪ DRA®: 20	**Comprehension:** Wondering ELL Support	**Day 1:** Wondering	**Day 2:** Wondering	**Day 3:** Wondering Extension: "Find Out More About Ruby Bridges"

(continues)

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(continued)

Text	Strategy	Lesson		
"Under the Ground" "Accidentally" "I Wouldn't" (Set 8, page 66) Poetry ▪ F&P: K ▪ Lexile®: N/A ▪ DRA®: 20	**Generating Independent Thinking:** Sharing and Supporting Opinions ELL Support	**Day 1:** Sharing and Supporting Opinions	**Day 2:** Sharing and Supporting Opinions	**Day 3:** Sharing and Supporting Opinions
Koalas (Set 8, page 80) Expository nonfiction ▪ F&P: K ▪ Lexile®: N/A ▪ DRA®: 20	**Self-monitoring and Self-correcting** **Comprehension:** Exploring Text Features ELL Support	**Day 1:** Reading a Nonfiction Book Extension: "Explore Units of Measurement"	**Day 2:** Self-monitoring and Self-correcting	**Day 3:** Self-monitoring and Self-correcting More Strategy Practice: "Explore the Index" Extension: "Read and Discuss 'A Koala Story' "
Jamaica's Find (Set 8, page 92) Fiction ▪ F&P: K ▪ Lexile®: 460L ▪ DRA®: 20	**Generating Independent Thinking:** Responding to Literature	**Day 1:** Responding to Literature	**Day 2:** Responding to Literature	**Day 3:** Responding to Literature
Mice (Set 6A, page 4) Expository nonfiction ▪ F&P: K ▪ Lexile®: 510L ▪ DRA®: 20	**Comprehension:** Sequencing and Retelling ELL Support	**Day 1:** Determining Topic and Exploring Text Features	**Day 2:** Determining Topic	**Day 3:** Determining Topic and Exploring Text Features Technology Extension: "Learn More About Mice"

(continues)

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Text	Strategy	Lesson		
"Wonderful Wheels" (Set 6A, page 16) Expository nonfiction ▪ F&P: N/A ▪ Lexile®: 630 ▪ DRA®: N/A **"Without Wheels"** Expository nonfiction ▪ F&P: N/A ▪ Lexile®: 990 ▪ DRA®: N/A	**Comprehension:** Sequencing and Retelling Making Text-to-text Connections ELL Support	**Day 1:** Reading a Nonfiction Article and Making Connections Between Ideas in an Article	**Day 2:** Retelling Important Ideas in a Nonfiction Article	**Day 3:** Exploring Text Structure and Sequencing
		Day 4: Reading a Nonfiction Article and Connecting Ideas	**Day 5:** Exploring Text Structure and Using Text Features	**Day 6:** Making Text-to-text Connections
Temple Cat (Set 6A, page 38) Fiction ▪ F&P: K ▪ Lexile®: 780L ▪ DRA®: 18	**Comprehension:** Wondering Making and Supporting Predictions	**Day 1:** Wondering and Making Predictions	**Day 2:** Wondering and Discussing Predictions	**Day 3:** Wondering Extension: "Explore Themes in Temple Cat"

■ = Set 7 ■ = Set 7A

This set of lessons includes additional support for English Language Learners. You may want to schedule time to work with these students before meeting with the group.

Expectations for student work outside of Small-group Reading and opportunities for additional instruction:

- **More Strategy Practice:** This lesson includes optional additional instruction on a strategy taught in this set of lessons or covered elsewhere in Small-group Reading. You may want to plan for an extended session or schedule an additional meeting with the group.
- **Extension/Technology Extension:** This lesson includes an optional supplemental activity. You may want to plan for an extended session or schedule an additional meeting with the group.

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Being a Reader™

Sets 8 and 8A Overview

	Strategy	Text
Fluency	• Paying attention to punctuation • Reading for listeners	*The Great Gracie Chase*
Word Analysis	• Analyzing polysyllabic words	*Lightning*
Comprehension	• Determining topic	*Mice* "Wonderful Wheels" "Without Wheels"
	• Exploring text features	*Lightning* *Koalas* *Mice* "Wonderful Wheels" "Without Wheels"
	• Exploring text structure • Understanding problem and solution • Making text-to-text connections	"Wonderful Wheels" "Without Wheels"
	• Making and supporting predictions	*Temple Cat*
	• Sequencing and retelling	*The Polar Bear Son* "Wonderful Wheels" "Without Wheels"
	• Wondering	*Ruby Bridges Goes to School* *Temple Cat*
Self-monitoring and Self-correcting	• Self-monitoring and self-correcting	*Koalas*
Generating Independent Thinking	• Responding to literature	*Jamaica's Find*
	• Sharing and supporting opinions	"Under the Ground" "Accidentally" "I Wouldn't"

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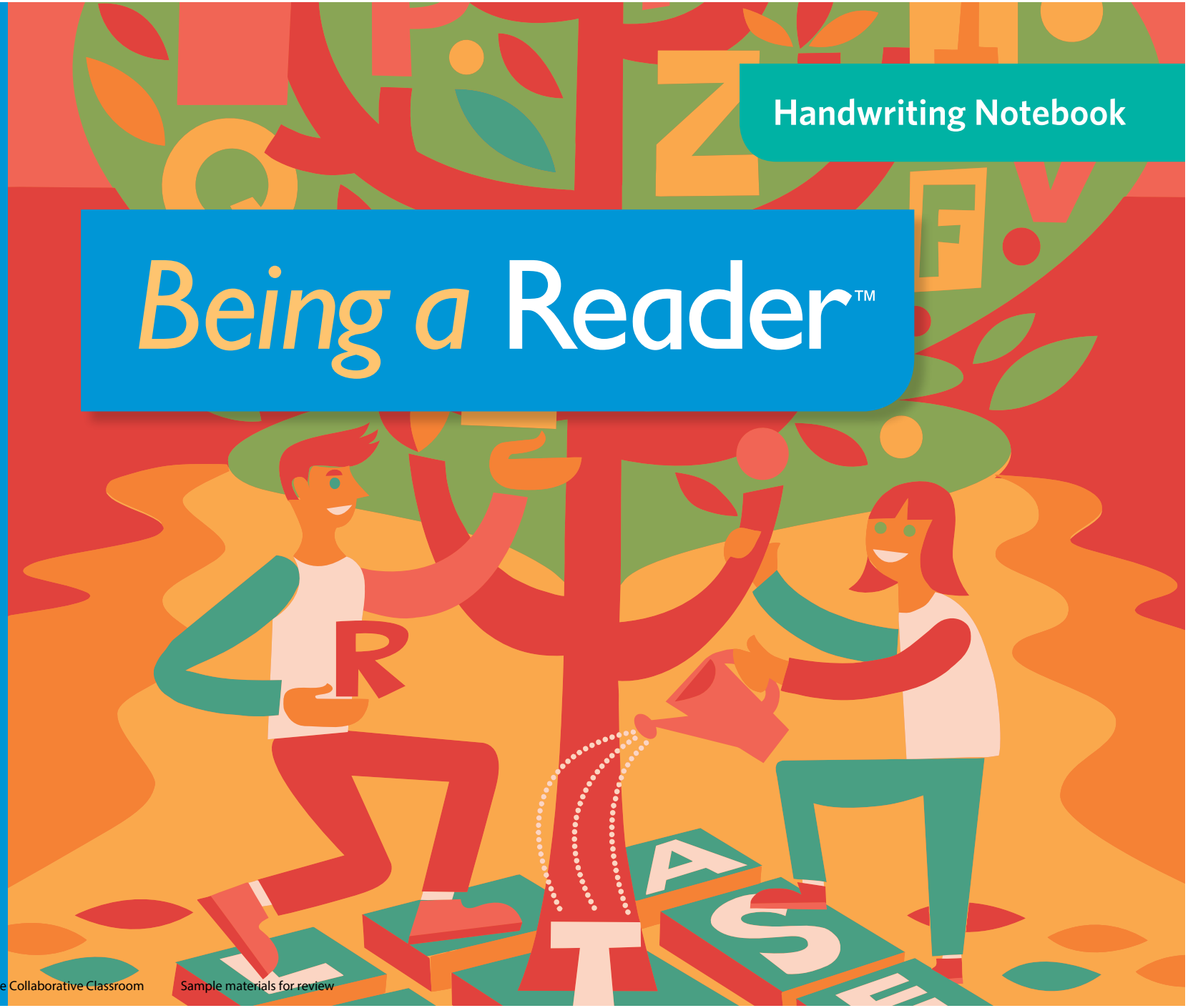

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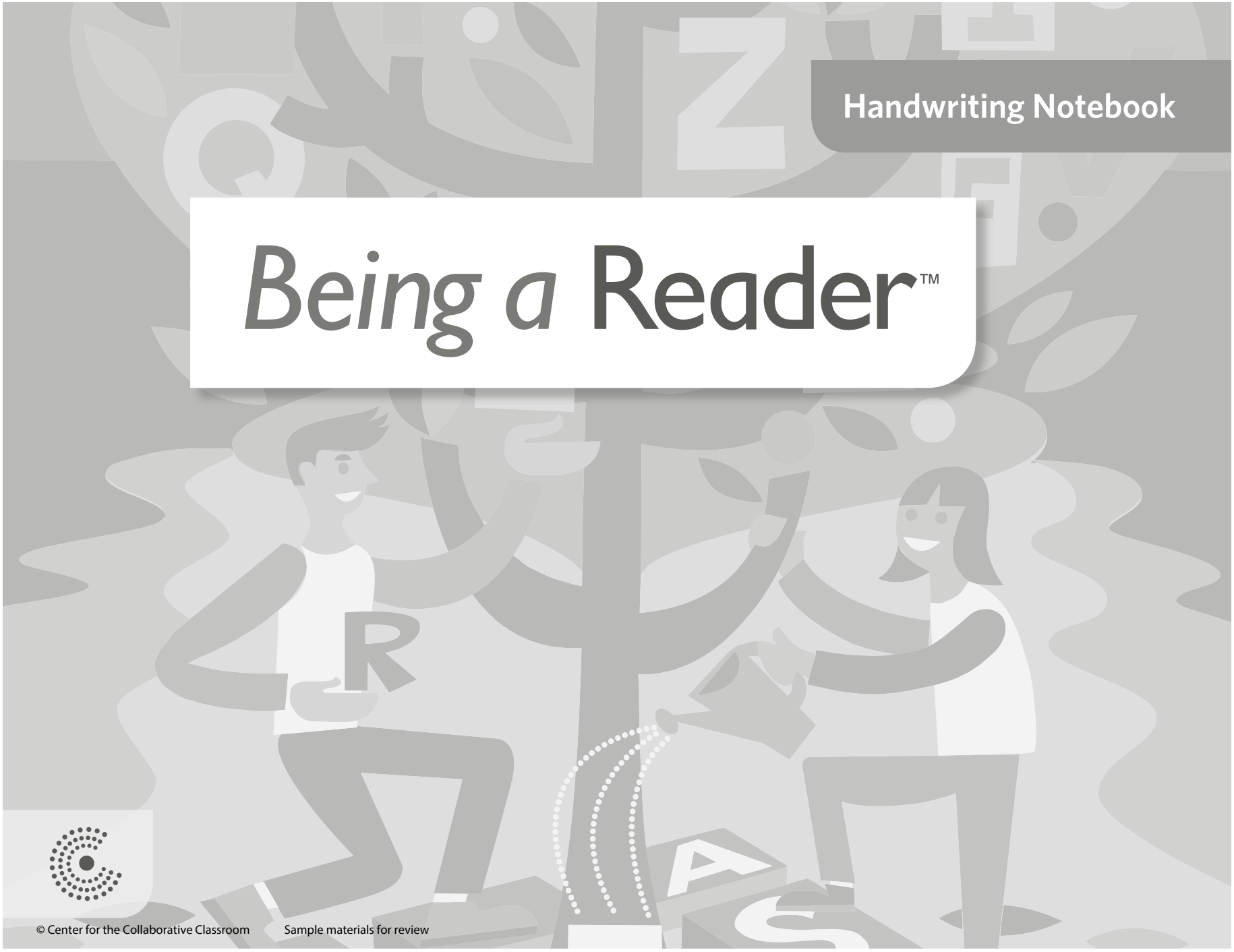

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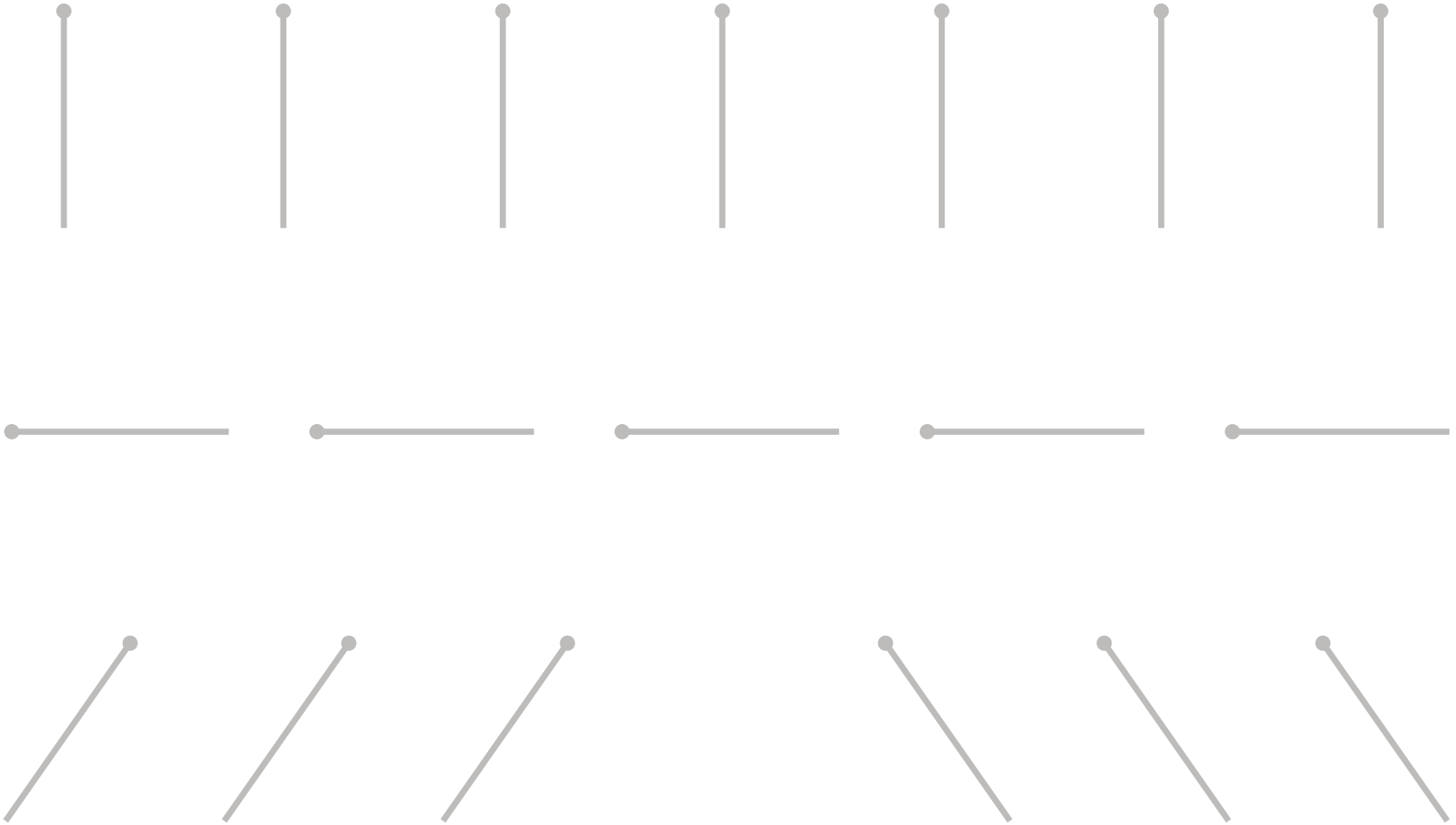

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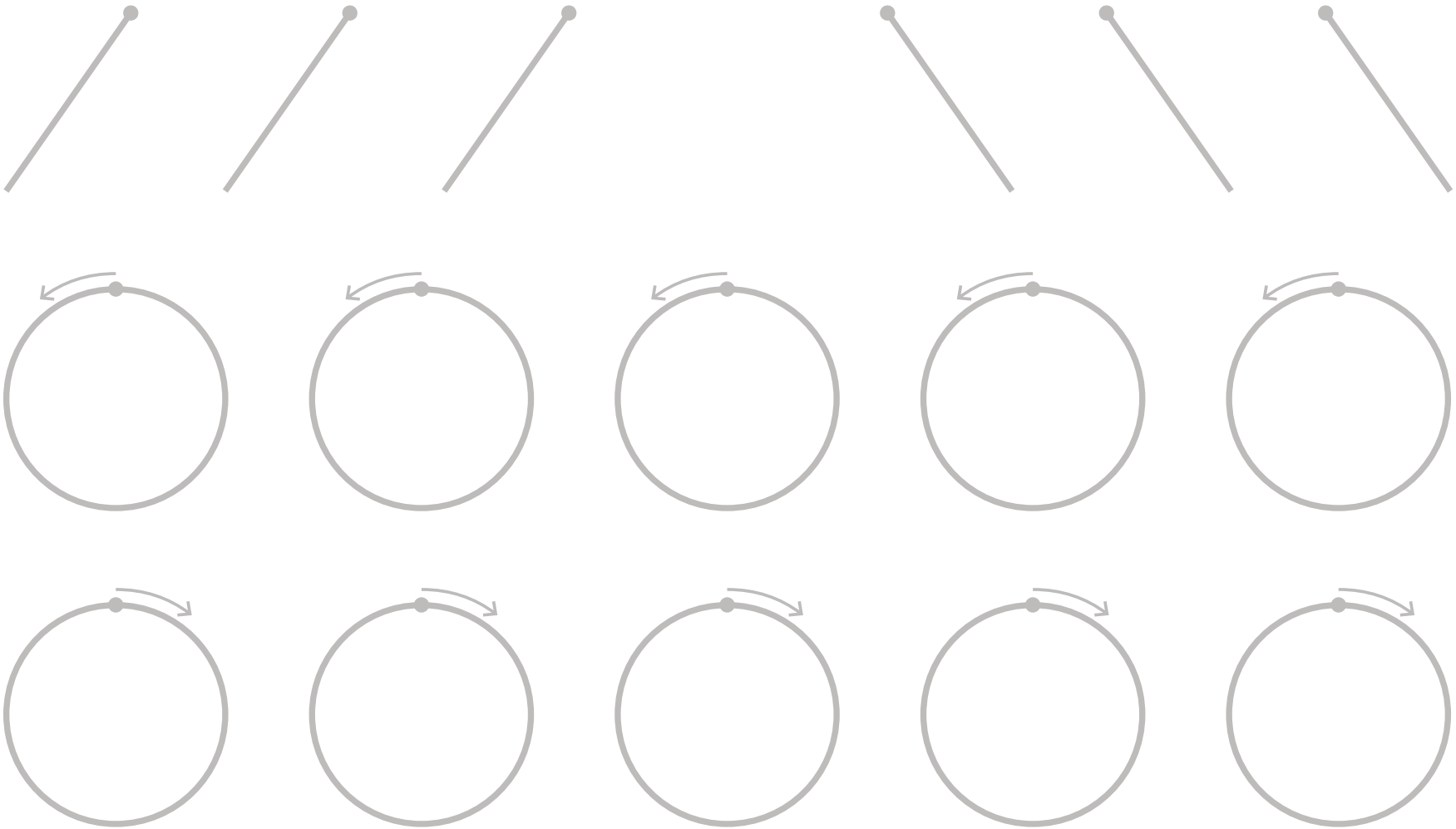

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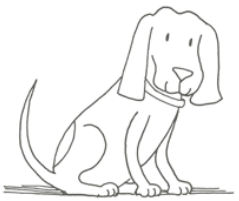
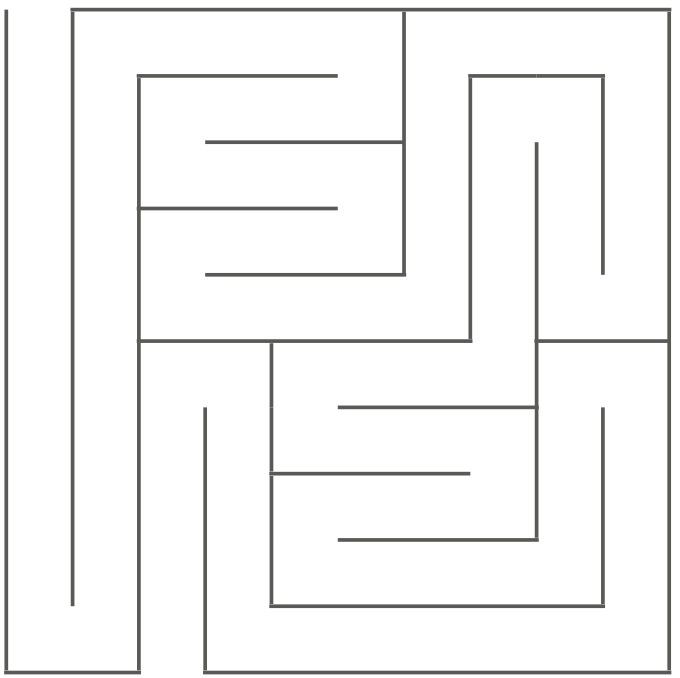
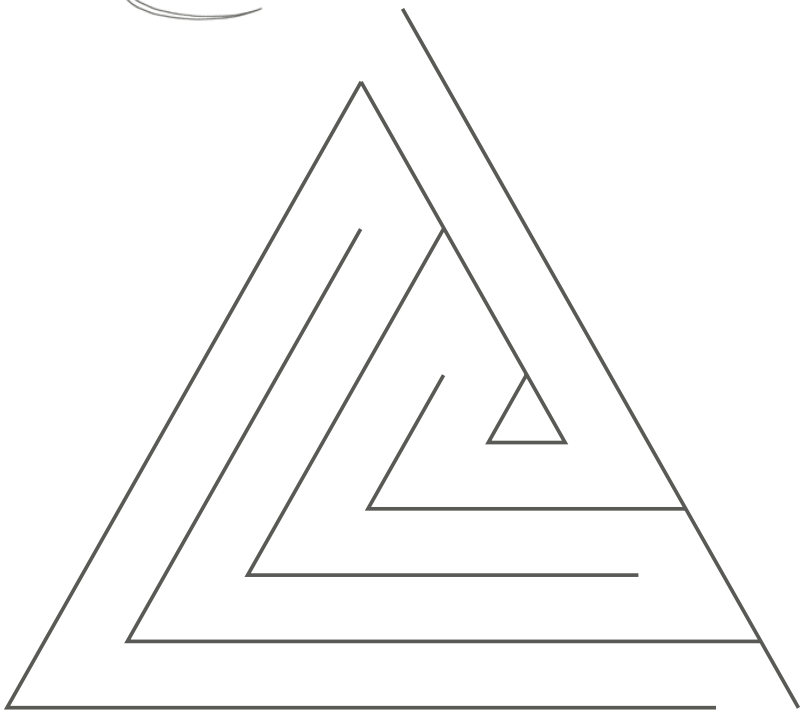
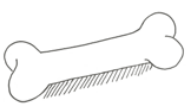
Directions: Put your pencil on the animal and draw the path to its food.

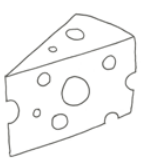












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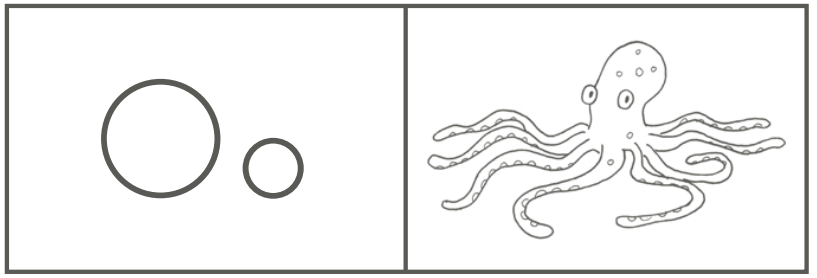

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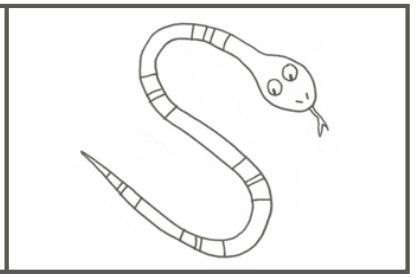

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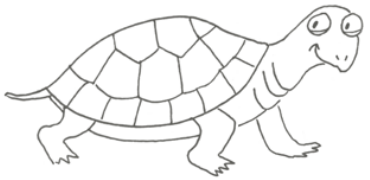

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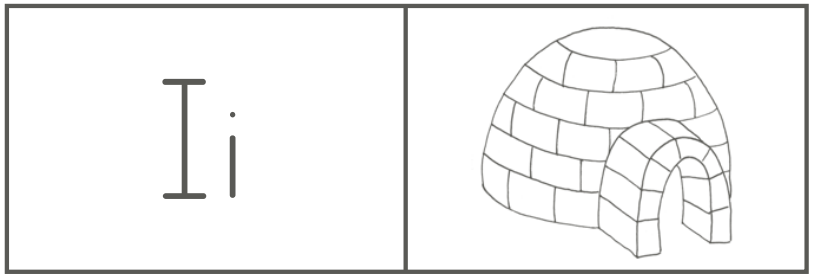

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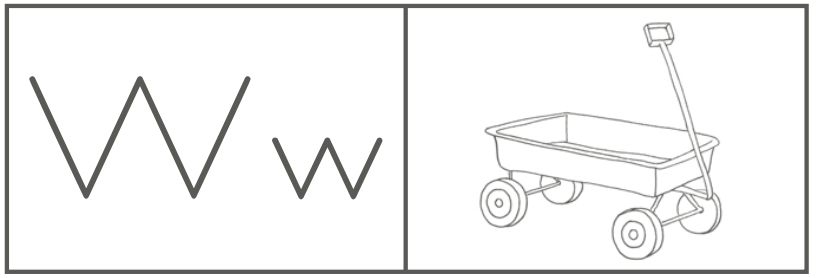

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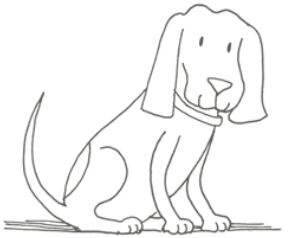

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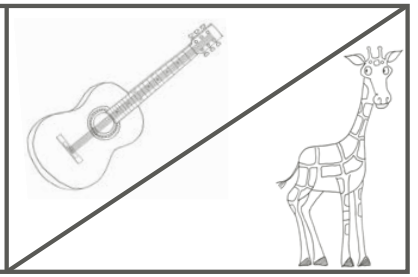

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lad dug bags

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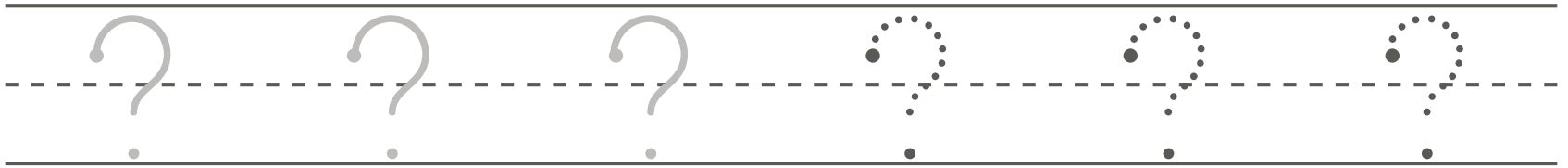

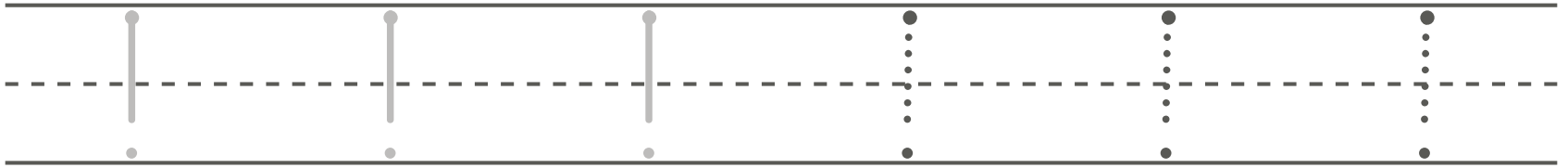

I saw a lost dog!

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Did a cat run?

I was glad.

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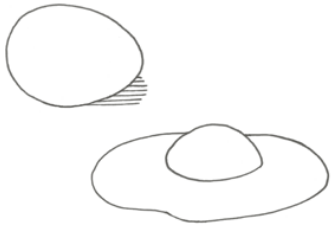

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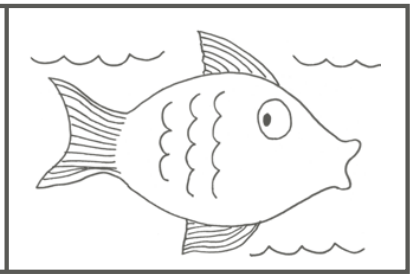

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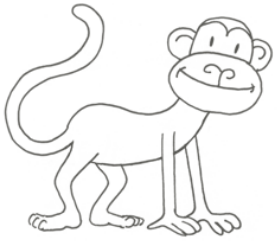

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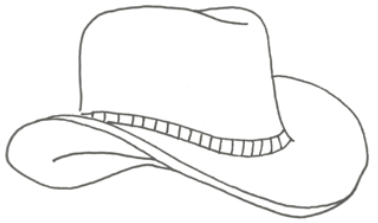

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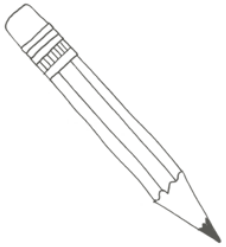

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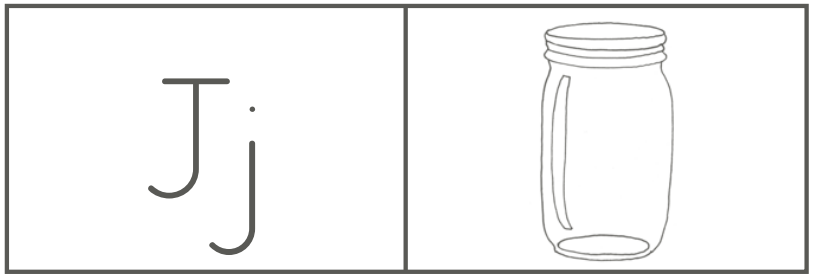

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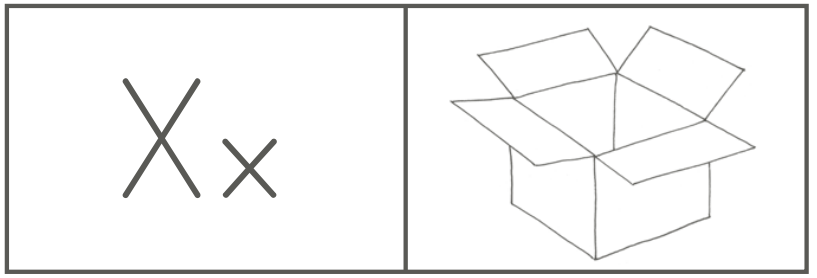

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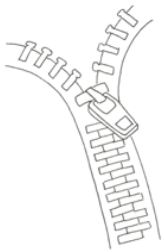

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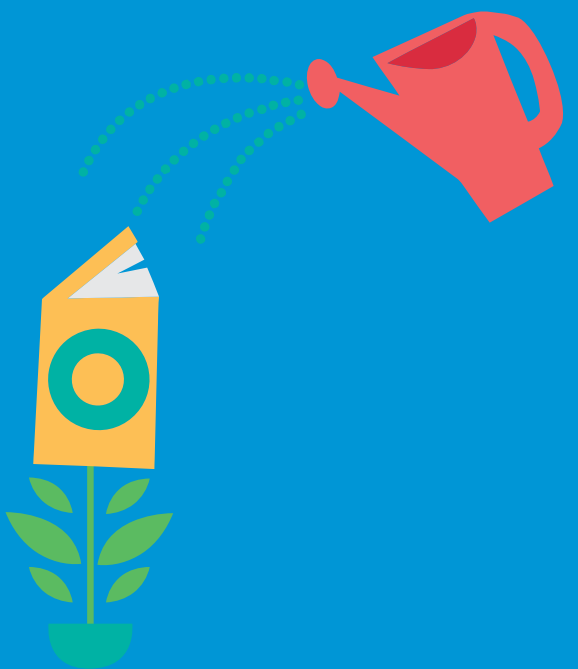

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Assessment Resource Book

CCC Collaborative Literacy

Being a Reader™



GRADES
K–2

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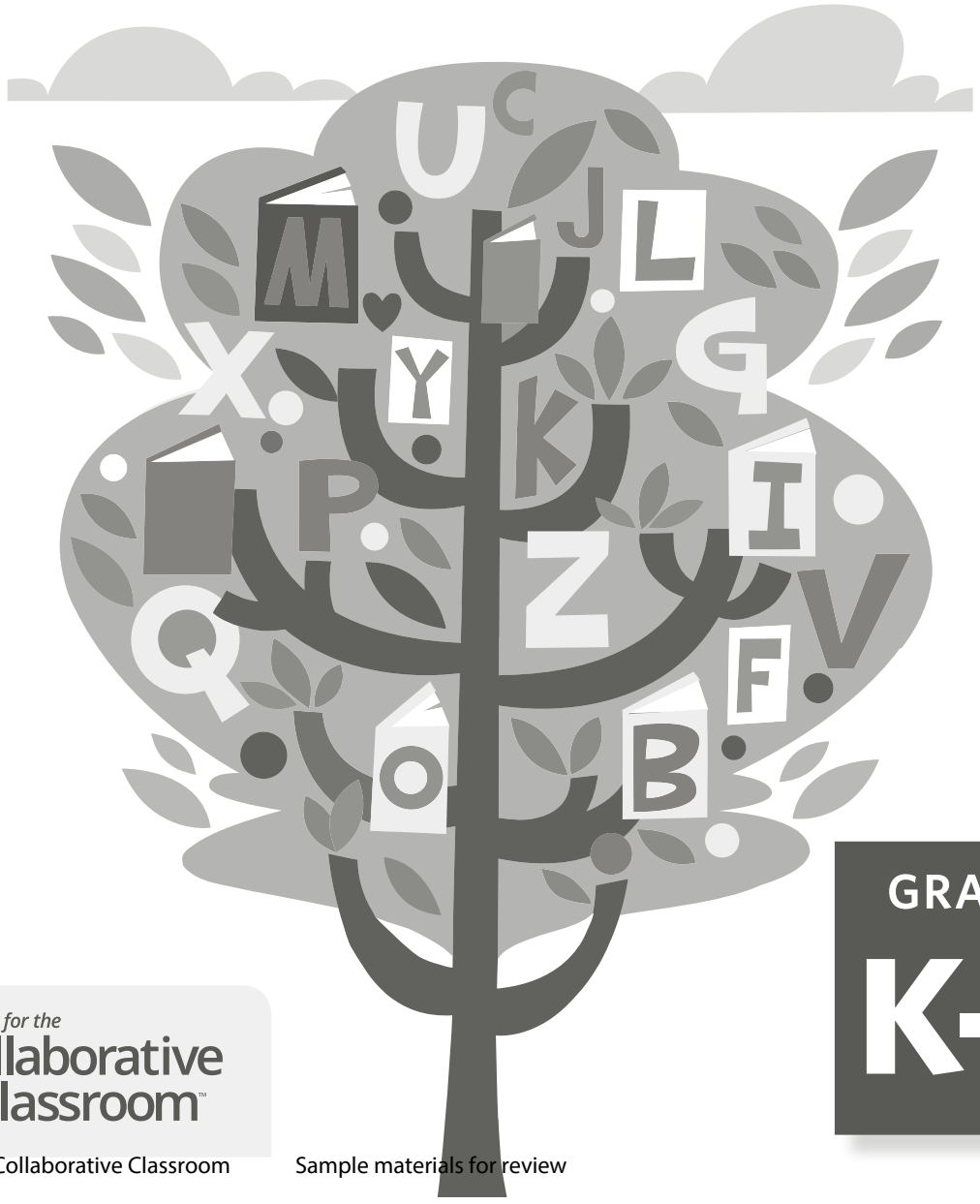
CCC Collaborative Literacy

Being a Reader™



GRADES K–2

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Assessment Overview

The assessments that accompany the *Being a Reader*™ program are designed to help you (1) make informed instructional decisions as you teach the program, and (2) track and evaluate your students' academic growth and social development over time. The *Being a Reader* program provides a comprehensive and flexible set of formative, summative, and placement assessments that enable you to track and evaluate your students' progress and needs in both whole-class and small-group instruction. The table on the next page provides an overview of the assessments used across the program. For descriptions of these assessments, see "Grade-level *Teacher's Manual* Assessments" on page vii and "Small-group Reading Assessments" on page xi.

As you teach the lessons in your grade-level *Teacher's Manual* and the *Small-group Teacher's Manuals*, an assessment icon () will alert you whenever an assessment is suggested. If you are using the *Digital Teacher's Set*, you can select the assessment icon in the *Teacher's Manuals* to open the CCC ClassView™ assessment app.

Everything you need to conduct each assessment, including instructions and forms, can be found in this book or can be accessed through the CCC ClassView app (classview.org). Printable forms are also available on the CCC Learning Hub (ccclearninghub.org).

You may choose to record your students' progress using forms copied from this book or printed from the CCC Learning Hub, or you may choose to enter the information electronically using the CCC ClassView app. For more information, see "CCC ClassView App" on the next page.

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Assessments Across the Program

	Grade K	Grade 1	Grade 2
Grade-level Assessments			
Formative Assessments			
Class Assessments for Independent Work	■	■	■
Independent Work Observation	■	■	■
Independent Work Conferences	■	■	■
Class Assessments for Handwriting	■	■	
Class Assessments for Word Study			■
(Optional) Handwriting Samples	■	■	
Summative Assessments			
Social Skills Assessment	■	■	■
Letter Name Assessment	■		
Word Study Progress Assessments			■
Small-group Reading Assessments			
Placement Assessments			
Placement Assessment for Sets 1–5	■	■	
Placement Assessment for Sets 7–12		■	■
Formative Assessments			
Individual Reading Observation	■	■	■
Group Progress Assessments	■	■	■
Summative Assessments			
Mastery Tests for Sets 1–5	■	■	

■ Assessment provided in *Assessment Resource Book.*

CCC ClassView App

CCC ClassView is an online application that contains all of the same assessment forms and instructions that are included in this *Assessment Resource Book*. This tool enables you to electronically collect, sort, synthesize, and report assessment data for each student. When conducting the assessments, you can enter data directly into the CCC ClassView app and then generate reports on the progress of individual students and the class as a whole.

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You can access the CCC ClassView app by selecting the assessment icons or links in the *Digital Teacher's Set*, by going directly to the app (classview.org), or by clicking the ClassView button on the *Being a Reader* program resources page on the CCC Learning Hub (ccclearninghub.org). For more information about this assessment tool, view the "Using the CCC ClassView App" tutorial (AV22).

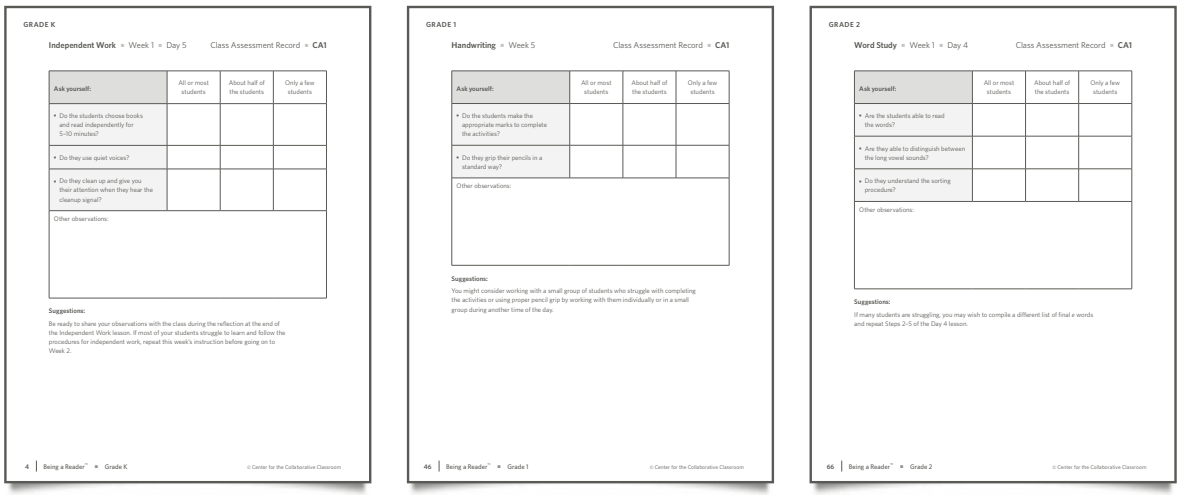
Grade-level *Teacher's Manual* Assessments

The assessments that accompany the grade-level *Teacher's Manuals* include both formative and summative assessments. These assessments enable you to track and evaluate your students' progress and needs across the year.

FORMATIVE ASSESSMENTS

Formative assessments through class observations and conferences with individual students help you reflect on your students' academic and social growth over time to make informed instructional decisions. Formative assessments in the grade-level *Teacher's Manuals* are included in the whole-class Independent Work (grades K–2), Handwriting (grades K–1), and Word Study (grade 2) lessons.

Class Assessment (Grades K–2)



GRADE K

Independent Work ▪ Week 1 ▪ Day 5 Class Assessment Record ▪ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
• Do the students choose books and read independently for 5–10 minutes?			
• Do they use quiet voices?			
• Do they clean up and give you their attention when they hear the cleanup signal?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to learn and follow the procedures for independent work, repeat this week's instruction before going on to Week 2.

4 | Being a Reader™ ▪ Grade K © Center for the Collaborative Classroom

GRADE 1

Handwriting ▪ Week 5 Class Assessment Record ▪ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
• Do the students make the appropriate marks to complete the activities?			
• Do they grip their pencils in a standard way?			
Other observations:			

Suggestions:

You might consider working with a small group of students who struggle with completing the activities or using proper pencil grip by working with them individually or in a small group during another time of the day.

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GRADE 2

Word Study ▪ Week 1 ▪ Day 4 Class Assessment Record ▪ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
• Are the students able to read the words?			
• Are they able to distinguish between the long vowel sounds?			
• Do they understand the sorting procedure?			
Other observations:			

Suggestions:

If many students are struggling, you may wish to compile a different list of final *e* words and repeat Steps 2–5 of the Day 4 lesson.

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The Class Assessments are designed to help you assess the academic, and sometimes social, performance of the whole class. As you teach the lessons, a Class Assessment Note in the *Teacher's Manual* will alert you when an assessment is suggested. These notes occur about once per week in the Independent Work foundation-setting, Handwriting, and Word Study lessons.

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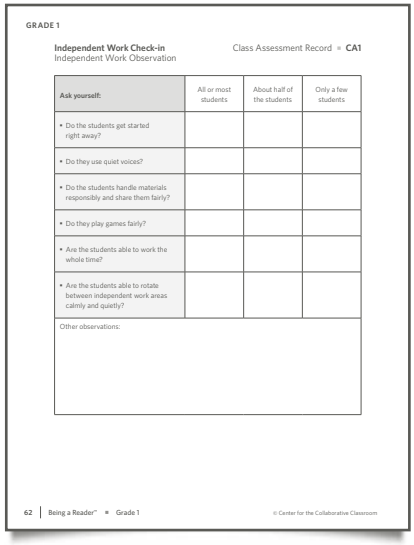
During the Class Assessment, you have the opportunity to randomly observe the students (select strong, average, and struggling students) as you ask yourself questions that focus your observations. Each Class Assessment Note in the *Teacher's Manual* has a corresponding "Class Assessment Record" sheet (CA) where you can record your observations. The record sheet reiterates the suggestions from the *Teacher's Manual* for how to proceed with the instruction based on your observations.

Independent Work Observation (Grades K–2)



GRADE 1

Independent Work Check-in
Independent Work Observation

Class Assessment Record ▪ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students get started right away?			
▪ Do they use quiet voices?			
▪ Do the students handle materials responsibly and share them fairly?			
▪ Do they play games fairly?			
▪ Are the students able to work the whole time?			
▪ Are the students able to rotate between independent work areas calmly and quietly?			

Other observations:

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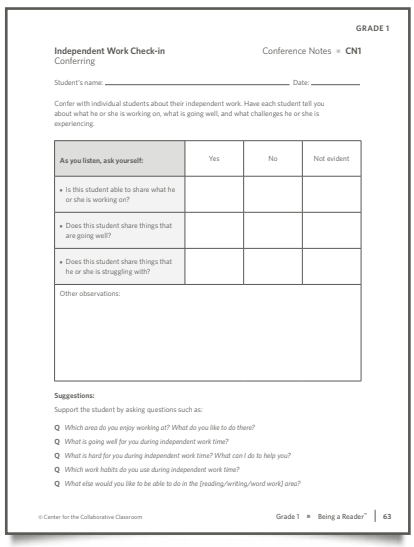
The Independent Work Observation is designed to be completed three times per year to help you assess how well the students are implementing independent work procedures and work habits. Your *Teacher's Manual* will suggest weeks in which to teach this Independent Work Observation check-in lesson.

You can record your observations on the "Independent Work Observation Class Assessment Record" sheet (CA1) associated with the Independent Work Observation check-in lesson (see Appendix B, "Independent Work Resources" in your *Teacher's Manual*). After you complete your observations, you will share them with the students and discuss how the students will continue to improve their work habits.

Independent Work Conference (Grades K–2)



GRADE 1

Independent Work Check-in
Conferring

Conference Notes ▪ **CN1**

Student's name: _____ Date: _____

Confer with individual students about their independent work. Have each student tell you about what he or she is working on, what is going well, and what challenges he or she is experiencing.

As you listen, ask yourself:	Yes	No	Not evident
▪ Is this student able to share what he or she is working on?			
▪ Does this student share things that are going well?			
▪ Does this student share things that he or she is struggling with?			

Other observations:

Suggestions:

Support the student by asking questions such as:

Q *Which area do you enjoy working at? What do you like to do there?*
Q *What is going well for you during independent work time?*
Q *What is hard for you during independent work time? What can I do to help you?*
Q *Which work habits do you use during independent work time?*
Q *What else would you like to be able to do in the [reading/writing/word work] area?*

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Independent Work Conferences provide you with the opportunity to confer with individual students about their independent work rotations. Your *Teacher's Manual* will suggest times to teach a Conferring check-in lesson (four times per year). Because the Conferring check-in lesson suggests that you hold 5-minute conferences with six students in a 35-minute independent work block, you will likely need at least three consecutive weeks to confer with all the students.

You can document your observations on an "Independent Work Conference Notes" record sheet (CN1). The record sheet provides suggested questions to ask each student and space to record what you discussed.

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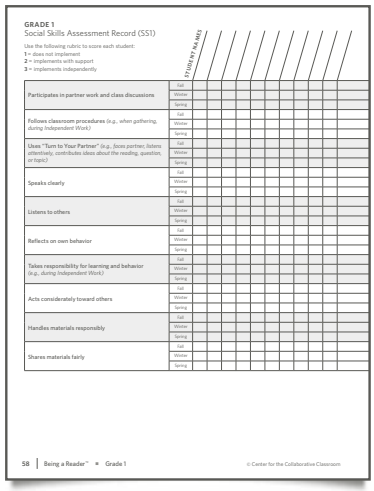
Handwriting Samples (Optional for Grades K–1)

You may decide to collect samples of writing that the students do outside of *Being a Reader* lessons in order to monitor and assess their handwriting. Examining students' authentic writing is one of the best ways to evaluate their handwriting progress. You might additionally keep a record of each student's handwriting progress by collecting the students' work on the review blackline masters (BLM) that are provided every few weeks in the Handwriting lesson sequence. These writing samples can be placed in the students' Individual Assessment folders (see page xviii).

SUMMATIVE ASSESSMENTS

Summative assessments enable you to evaluate and measure the academic or social development of each student. Summative assessments in the grade-level *Teacher's Manuals* include the Social Skills Assessment (grades K–2) and the Word Study Progress Assessments (grade 2).

Social Skills Assessment (Grades K–2)


GRADE 1
Social Skills Assessment Record (SS1)

Use the following rubric to score each student:
1 = does not implement
2 = implements with support
3 = implements independently

STUDENT'S NAME

Participates in partner work and class discussions	Fall, Winter, Spring
Follows classroom procedures *(e.g., when gathering, during Independent Work)*	Fall, Winter, Spring
Uses "Turn to Your Partner" *(e.g., faces partner, listens attentively, contributes ideas about the reading, question, or topic)*	Fall, Winter, Spring
Speaks clearly	Fall, Winter, Spring
Listens to others	Fall, Winter, Spring
Reflects on own behavior	Fall, Winter, Spring
Takes responsibility for learning and behavior *(e.g., during Independent Work)*	Fall, Winter, Spring
Acts considerately toward others	Fall, Winter, Spring
Handles materials responsibly	Fall, Winter, Spring
Shares materials fairly	Fall, Winter, Spring

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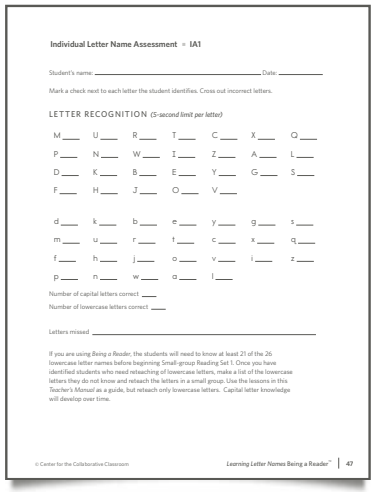
The Social Skills Assessment enables you to assess how well each student is learning and applying the social skills taught in the program. As you teach the Shared Reading or Word Study lessons (depending on your grade-level curriculum), your *Teacher's Manual* will alert you when a Social Skills Assessment is suggested (three times per year). The "Social Skills Assessment Record" sheet (SS1) allows you to track how individual students are doing with specific skills over the course of the year.

Individual Letter Name Assessment (Kindergarten)


Individual Letter Name Assessment • IA1

Student's name: _____ Date: _____

Mark a check next to each letter the student identifies. Cross out incorrect letters.

LETTER RECOGNITION *(5-second limit per letter)*

M___ U___ R___ T___ C___ X___ Q___
P___ N___ W___ I___ Z___ A___ L___
D___ K___ B___ E___ Y___ G___ S___
F___ H___ J___ O___ V___

d___ k___ b___ e___ y___ g___ s___
m___ u___ r___ t___ c___ x___ q___
f___ h___ j___ o___ v___ i___ z___
p___ n___ w___ a___ l___

Number of capital letters correct ___
Number of lowercase letters correct ___

Letters missed _____

If you are using *Being a Reader*, the students will need to know at least 21 of the 26 lowercase letter names before beginning Small-group Reading Set 1. Once you have identified students who need reteaching of lowercase letters, make a list of the lowercase letters they do not know and reteach the letters in a small group. Use the lessons in this *Teacher's Manual* as a guide, but reteach only lowercase letters. Capital letter knowledge will develop over time.

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The Letter Name Assessment is designed to help you decide whether each student is ready to begin Small-group Reading. It is administered after you have taught the Learning Letter Names lessons. (Students need to know 21 lowercase letter names to begin Small-group Reading.) The assessment can also be used in Grade 1 to identify students who need instruction in letter names.

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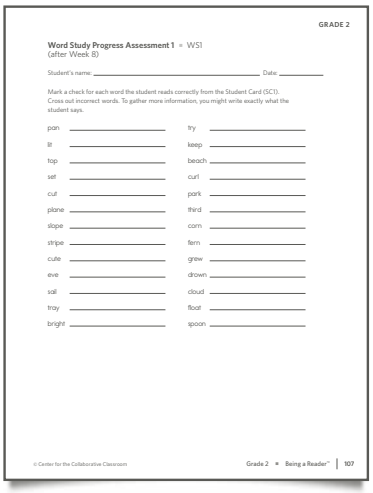
Word Study Progress Assessment (Grade 2)



GRADE 2

Word Study Progress Assessment 1 ▪ WS1
(after Week 8)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the Student Card (SC1). Cross out incorrect words. To gather more information, you might write exactly what the student says.

pan		try	
lit		keep	
top		beach	
set		curl	
cut		park	
plane		third	
slope		corn	
stripe		fern	
cute		grew	
eve		drown	
sail		cloud	
tray		float	
bright		spoon	

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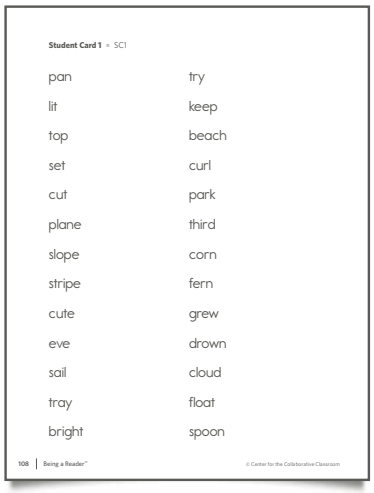

Student Card 1 ▪ SC1

pan	try
lit	keep
top	beach
set	curl
cut	park
plane	third
slope	corn
stripe	fern
cute	grew
eve	drown
sail	cloud
tray	float
bright	spoon

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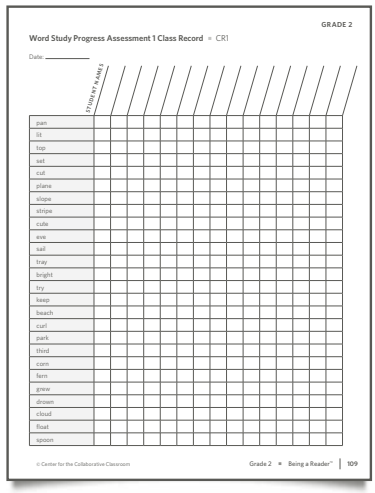

GRADE 2

Word Study Progress Assessment 1 Class Record ▪ CR1

Date: _____

STUDENT NAMES

pan
lit
top
set
cut
plane
slope
stripe
cute
eve
sail
tray
bright
try
keep
beach
curl
park
third
corn
fern
grew
drown
cloud
float
spoon

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The Word Study Progress Assessments are designed to help you assess how well each student is able to apply word study strategies to a list of words. As you teach the Word Study lessons, a Word Study Progress Assessment Note will alert you when the assessments are suggested (three times per year).

Each Word Study Progress Assessment Note in the grade 2 *Teacher's Manual* has a corresponding "Word Study Progress Assessment" record (WS) and "Word Study Progress Assessment Student Card" (SC). In this individual assessment, you record whether the student reads each word correctly or incorrectly. Compiling the class's results on the "Word Study Progess Assessment Class Record" sheet (CR) will help you monitor and evaluate how well the class as a whole is doing in applying word study strategies. The "Word Study Progress Assessment Class Record" sheet allows you to easily see whether the whole class, a smaller group, or individual students might benefit from reteaching.

Spelling Tests (Grade 2)

Spelling tests (in most weeks of Weeks 12–24 of Word Study) are made up of eight words selected from the previous week's instruction. The tests in Weeks 25–29 focus on irregular high-frequency words. The spelling tests allow you to monitor how well the students are applying what they learn in Word Study to their spelling. (For example, you may find that many students are having difficulty adding inflectional endings to words with final *e* spellings.) Record sheets are not provided, as these are not formal assessments. Keep in mind that students' spelling in their independent writing is the best indication of their spelling knowledge. If you decide to forgo the Word Study spelling test suggested on Day 4, do teach the guided spelling on Day 1 of each week as a review of the previous week's learning.

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Small-group Reading Assessments

PLACEMENT ASSESSMENTS

Placement assessments help you identify students' reading levels for small-group reading instruction. We suggest that you do not begin assessing students for small groups until the third or fourth week of the school year. This will give the students an opportunity to reactivate learning from the previous year and adjust to classroom routines, resulting in more accurate placement.

Placement Assessment for Small-group Reading Sets 1–5

The Placement Assessment for Small-group Reading Sets 1–5 measures (1) each student's use of spelling-sound correspondences to read decodable words, and (2) each student's knowledge of letters and high-frequency words. On the "Small-group Placement Assessment" record (PA), you can record whether the student reads each word, sound, or letter correctly or incorrectly and determine whether or not to continue on to the next section. Note that there are two versions of this assessment, because the guidance for placing students in grades K–1 is different from the guidance for grade 2.

If the student is placed in Set 3 or above, use the Individual Reading Observation to help guide placement (see "Individual Reading Observation [Grades K–2]" on page xvi). Keep in mind that day-to-day performance in an instructional setting is the best indicator of appropriate placement. After two or three weeks of instruction, you may want to reconsider the placement of some students, if necessary.

Placement Assessment for Small-group Reading Sets 7–12

The Placement Assessment for Small-group Reading Sets 7–12 is designed to help you group students for instruction in these Sets. You can also use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment®* (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* to identify the students' instructional reading level. See the chart on page xiii for guidance for placing students in *Being a Reader* Sets 6–12. You may want to use the assessment again during the year to help you reevaluate placement decisions and to determine whether a student is ready to move on to the next set.

You may want to use the Individual Reading Observation to help guide placement (see "Individual Reading Observation [Grades K–2]" on page xvi). Keep in mind that day-to-day performance in an instructional setting is the best indicator of appropriate placement. After two or three weeks of instruction, you may want to reconsider the placement of some students, if necessary.

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Administering Placement Assessments

Kindergarten

When you and the students are ready to begin Small-group Reading, administer the Placement Assessment for Small-group Reading Sets 1-5 to individual students to identify their reading levels. Sets 1-4 are provided with grade-level materials. If a student tests into Set 5, you will need to acquire the *Small-group Teacher's Manual* and texts for Set 5. Visit collaborativeclassroom.org/being-a-reader for more information.

Grade 1

When you and the students are ready to begin Small-group Reading, administer the Placement Assessment for Small-group Reading Sets 1-5 to individual students to identify their reading levels. If a student tests below Set 4, you will need to acquire the *Small-group Teacher's Manual* and texts for that level. For more information, visit collaborativeclassroom.org/being-a-reader.

If a student tests out of Sets 1-5 at the beginning of the year, use the Placement Assessment for Sets 7-12 or another assessment to identify the student's level for Small-group Reading Sets 6-12.

During the year, after the students have passed the Mastery Test at the end of Set 5, they will follow one of two pathways into Small-group Reading Sets 6-12:

- For those students who are ready, use the Placement Assessment for Small-group Reading Sets 7-12 or another assessment to identify their reading levels for Small-group Reading. (See the "Reading Levels Correlation" chart on page xiii.)
- For those students who are still struggling (particularly with fluency), place them into Set 6. When they have completed Set 6, use an assessment to identify their reading levels for Small-group Reading. If a student completes Set 6 and is not ready for Set 7 instruction, consider repeating Set 5 instruction or evaluating the student for intervention.

Grade 2

When you and the students are ready to begin Small-group Reading, use the Placement Assessment for Sets 7-12 or another assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment*® (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* with individual students to identify their reading levels for Small-group Reading. (See the "Reading Levels Correlation" chart on the next page.)

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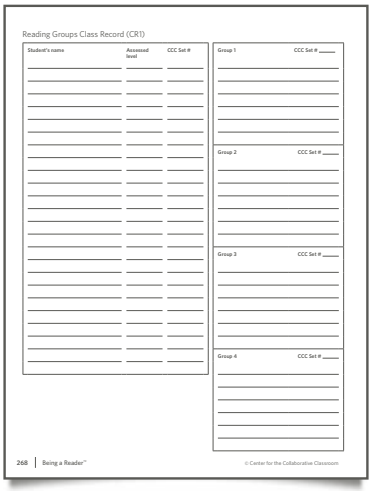
If a student tests below Set 6, administer the placement assessments for Small-group Reading Sets 1-5. You will then need to acquire the *Small-group Teacher's Manual* and texts for the student's level. Visit collaborativeclassroom.org/being-a-reader for more information.

Forming and Managing Small Groups


Reading Groups Class Record (CR1)

Student's name | Assessed level | CCC Set #

Group 1 CCC Set # ____

Group 2 CCC Set # ____

Group 3 CCC Set # ____

Group 4 CCC Set # ____

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After administering the placement assessments, record the students' names and reading levels from the lowest level to the highest level on the "Reading Groups Class Record" sheet (CR1; see page 326). If you have more than 24 students, you may need to use an additional sheet.

The Placement Assessment for Sets 1-5 will tell you where to place students in those sets. For Sets 6-12, refer to the "Reading Levels Correlation" chart below to identify your students' reading levels.

For *Being a Reader* Sets 6-12 small groups, we recommend that students be placed where they are able to read a text with 98-100 % accuracy. The rigorous instruction requires that they read with a high degree of accuracy and, starting in Set 9, that they read some sections of the text independently.

Reading Levels Correlation

Fountas & Pinnell Benchmark Assessment System	*Developmental Reading Assessment®*	Teachers College Reading and Writing Project's *Running Records Assessment*	CCC Small-group Reading Set
I	16	H	5
J	18	I	6
K	20	J	7
L	24	K	8
M	28	L	9
N	30	M	10
O	34	N	11
P	38	O	12

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We acknowledge that there is wide variation in the number of students in each class and the amount of time available for instruction. Small-group Reading lessons are designed for classrooms with four reading groups of six students each that meet three times a week. You will need to decide how many reading groups to have, how many students to place in each group, and how many times to meet with a group each week based on the needs of the students. Keep in mind the following considerations:

- While it may be tempting to form a group for each reading level, this will likely result in so many reading groups that you will be unable to meet with each group a sufficient number of times each week. Here are some tips for limiting the number of reading groups:
  - **If the number of reading levels in your class is greater than the number of reading groups you would like to have**, consider grouping students at two consecutive reading levels together, and instruct them at the lower of the two levels. This may seem counterintuitive, but there are almost always differences among students at the same reading level. While students' reading skills can be strengthened by reading and discussing texts below their reading level, it is less likely that students will benefit from attempting to read and discuss texts above their reading level.
  - **If a student's reading level falls somewhere between the levels of two reading groups**, place the student in the lower of the two groups.
  - **If a student's reading level is below the level of your lowest reading group**, consider asking another student, a teacher aide, or an adult volunteer to read the text for that group aloud to the student during or prior to the lesson. Then invite that student to participate in the discussion.
  - **If a student's reading level is far below the level of your lowest reading group**, this student may require intervention.
  - **If a student's reading level is far above the level of your highest reading group**, place the student in your highest reading group to give him opportunities to participate in group discussions and to enhance his fluency and comprehension skills. Have the student read texts at his reading level independently, and meet with him regularly to discuss the text and to assess his comprehension.

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- In addition to considering the number of reading groups in your classroom, consider the number of students in each group. If there are too many students in a group, you will not be able to regularly observe the students as they read and provide individualized support. Moreover, the discussions will be more challenging for you to facilitate and for the students to participate in. If there are too few students in a group, the discussions will not have the benefit of a wide range of thoughts and perspectives. Here are some tips for optimizing the number of students in each group:
  - If there are more than six students at a particular reading level, create two reading groups. One group can be composed of the students who will be ready to move on to the next leveled set relatively soon, and the other group can be made up of the students who will need to spend more time at this level.
  - If you have more than six students in a reading group, borrow additional copies of the book from another teacher or from your school or local library so that each student can have a copy, or have a pair of students share a single copy of the book.
- Students learn and progress at different rates, so you may find it necessary to move an individual student into a higher or lower reading group. Consider the following:
  - If you think a student is ready to move to a higher reading group, continue instructing the student at her current reading level until the next higher reading group moves on to the next leveled set. This will ensure that the student does not miss a lesson with her new reading group. You may want to use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment*® (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* to help you decide whether the student is indeed ready to move to a higher reading level.
  - If a student has completed all the lessons in a set and is not yet ready to move on, you might place the student in the next lower reading group. Alternatively, if another group is ready to begin instruction at the student's current level, you might move the student into that group and have him repeat the same lessons. If the student continues to struggle, you might consider evaluating him for intervention.

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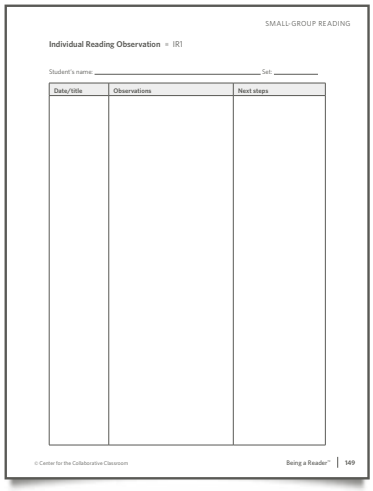
FORMATIVE ASSESSMENTS

Individual Reading Observation (Grades K–2)


SMALL-GROUP READING

Individual Reading Observation ▪ IR1

Student's name: _____ Set: _____

Date/title	Observations	Next steps

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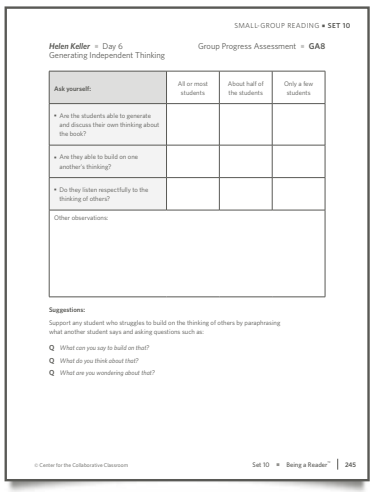
Individual Reading Observations provide you with the opportunity to listen to and observe individual students as they read quietly to themselves or with their partners. As you teach the Small-group Reading lessons, an Individual Reading Observation Note will alert you when an observation is suggested. These notes occur every other week in Sets 3–5 and once or twice during each three-day sequence of lessons in Sets 6–12, which should allow you to observe each student about once every two to three weeks.

For each set, you can record your observations and ideas about next steps on an "Individual Reading Observation" sheet (IR1) for each student. For more information, see "Completing the Individual Reading Observation" on page 194. For additional support, view "Listening to Students Read" (AV16).

Group Progress Assessment


SMALL-GROUP READING ▪ **SET 10**

Helen Keller ▪ Day 6
Generating Independent Thinking

Group Progress Assessment ▪ **GA8**

Ask yourself:	All or most students	About half of the students	Only a few students
• Are the students able to generate and discuss their own thinking about the book?			
• Are they able to build on one another's thinking?			
• Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to build on the thinking of others by paraphrasing what another student says and asking questions such as:

Q *What can you say to build on that?*
Q *What do you think about that?*
Q *What are you wondering about that?*

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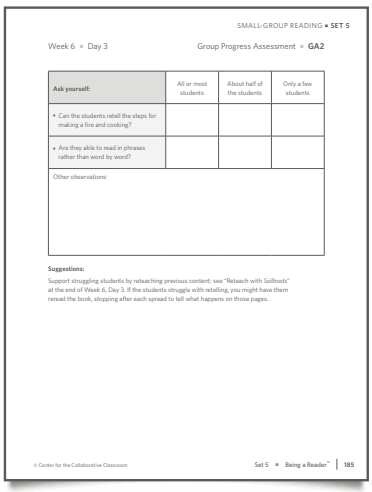
SMALL-GROUP READING ▪ **SET 5**

Week 6 ▪ Day 3

Group Progress Assessment ▪ **GA2**

Ask yourself:	All or most students	About half of the students	Only a few students
• Can the students retell the steps for making a fire and cooking?			
• Are they able to read in phrases rather than word by word?			
Other observations:			

Suggestions:

Support struggling students by reteaching previous content; see "Reteach with *Sailboats*" at the end of Week 6, Day 3. If the students struggle with retelling, you might have them reread the book, stopping after each spread to tell what happens on those pages.

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The Group Progress Assessment is designed to help you determine how well the group is applying the strategy or strategies being taught in the Small-group Reading lesson. As you teach the Small-group Reading lessons, a Group Progress Assessment Note will alert you when an assessment is suggested. These notes occur once every four weeks in Sets 1–5 and once or twice during each three-day sequence of lessons in Sets 6–12.

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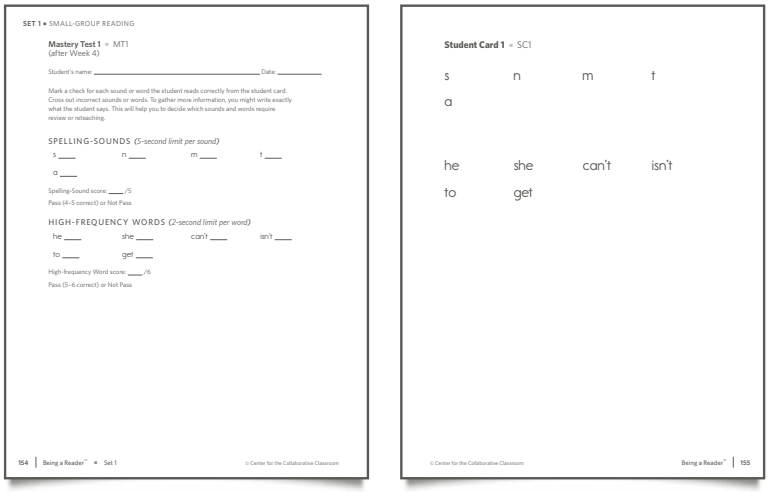
The Group Progress Assessment provides you with the opportunity to observe the group as you ask yourself questions that focus your observations. Each Group Progress Assessment Note in the *Small-group Teacher's Manual* has a corresponding "Group Progress Assessment" sheet (GA), where you can record your observations. The sheet reiterates the suggestions from the Group Progress Assessment Note for how to proceed with the instruction based on your observations.

SUMMATIVE ASSESSMENTS

Mastery Tests for Small-group Reading Sets 1–5



SET 1 • SMALL-GROUP READING

Mastery Test 1 • MT1
(after Week 4)

Student's name: _____ Date: _____

Mark a check for each sound or word the student reads correctly from the student card. Cross out incorrect sounds or words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

SPELLING-SOUNDS *(5-second limit per sound)*

s ___ n ___ m ___ t ___
a ___

Spelling-Sound score: ___ /5
Pass (4–5 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

he ___ she ___ can't ___ isn't ___
to ___ get ___

High-frequency Word score: ___ /6
Pass (5–6 correct) or Not Pass

154 | Being a Reader™ • Set 1 © Center for the Collaborative Classroom

Student Card 1 • SC1

s n m t
a

he she can't isn't
to get

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The Mastery Tests are designed to assess how well individual students are learning the spelling-sounds, phonics patterns, and high-frequency words taught in Small-group Reading Sets 1–5. As you teach the Small-group Reading lessons, a Mastery Test Assessment Note will alert you when an assessment is suggested. These notes occur once every four weeks.

The Mastery Tests allow you to determine whether individual students have mastered the content of the preceding four weeks. The students can pass each mastery test by reading approximately 80 percent of the material on the "Mastery Test Student Card" (SC) correctly. Each Mastery Test Assessment Note has a corresponding "Mastery Test" record (MT), which will help you determine whether the student has achieved at least 80 percent on each portion of the test.

Summative Assessments for Small-group Reading Sets 6–12

We recommend that you use an assessment such as the *Fountas & Pinnell Benchmark Assessment System*, the *Developmental Reading Assessment*® (DRA), or the Teachers College Reading & Writing Project's (TCRWP) *Running Records Assessments* in the middle and at the end of the year to monitor each student's progress and to evaluate

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how the student's progress compares to grade-level expectations. See the "Grade-level Expectations for Reading" chart below for general guidelines for grade-level goals, which should be adjusted based on your judgment.

Grade-level Expectations for Reading

		Meets or Exceeds Expectations	Approaches Expectations	Does Not Meet Expectations
Grade K	Beginning of year	Set 1+	N/A	N/A
	Middle of year	Set 2+	Set 1	N/A
	End of year	Complete Set 3	Set 2	Set 1
Grade 1	Beginning of year	Set 3+	Set 2	Set 1
	Middle of year	Set 4	Set 4	Set 2
	End of year	Complete Set 5	Set 4+	Set 3
Grade 2	Beginning of year	Set 6, 7	Set 5	Set 3
	Middle of year	Set 8+	Set 7	Set 5
	End of year	Complete Set 10	Set 8	Set 6

Individual Assessment Folders

We recommend that you create a folder for each student in which to store the student's personalized assessment records. Periodically, you can use the materials in the folder to discuss the student's progress with the student, as well as with the student's parents and other adults in the school. The folders can travel to the next grade with the students.

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Grade-level *Teacher's Manual* Assessments

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Grade K

Week 1 Assessment 4
Week 2 Assessment 5
Week 3 Assessment 6
Week 4 Assessment 8
Week 5 Assessment 10
Week 6 Assessments 12
Week 7 Assessment 14
Week 8 Assessment 15
Week 9 Assessment 16
Week 11 Assessment 17
Week 12 Assessment 18
Week 13 Assessment 19
Week 15 Assessment 20
Week 16 Assessment 21
Week 18 Assessment 22
Week 19 Assessment 23
Week 20 Assessment 24
Week 22 Assessment 25
Week 23 Assessment 26
Week 24 Assessment 27
Week 26 Assessment 28
Week 27 Assessment 29
Social Skills Assessment 31
Independent Work Check-in Assessments 35

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Independent Work ■ Week 1 ■ Day 5 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students choose books and read independently for 5–10 minutes?			
▪ Do they use quiet voices?			
▪ Do they clean up and give you their attention when they hear the cleanup signal?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to learn and follow the procedures for Independent Work, repeat this week's instruction before going on to Week 2.

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Independent Work ■ Week 2 ■ Day 5 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students engage in word work for 5–10 minutes?			
▪ Do the students read independently for at least 10 minutes?			
▪ Do they handle the books and materials responsibly?			
▪ Do they share the books and materials fairly?			
▪ Do they need more support to develop any of the work habits on the "Ways We Work on Our Own" chart?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to learn the procedures for Independent Work or read and do word work independently for about 10 minutes, repeat this week's instruction before going on to Week 3.

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Independent Work ■ Week 3 ■ Day 4 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Is the student talk largely on task?			
▪ Do the students use their other independent work habits?			
Independent Writing			
▪ Do the students get started writing right away?			
▪ Do the students sit in their seats and draw/write for at least 5–10 minutes?			
Independent Word Work			
▪ Do the students get started working right away?			
▪ Do the students do word work for at least 10–15 minutes?			

(continues)

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Independent Work ■ Week 3 ■ Day 4 Class Assessment Record ■ **CA1**
(continued)

Ask yourself:	All or most students	About half of the students	Only a few students
Independent Reading			
▪ Do the students get started reading right away?			
▪ Do the students read for at least 10–15 minutes?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to use the work habits consistently and sustain independent writing, reading, and word work for the full amount of time, repeat this week's instruction before going on to Week 4.

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Independent Work ■ Week 4 ■ Day 5 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students use their independent work habits consistently?			
▪ Is their talk largely on task and at a reasonable volume?			
Independent Writing			
▪ Do the students write independently in their seats for at least 10 minutes?			
Independent Reading			
▪ Do the students read independently in their seats for at least 15 minutes?			
▪ Do the students visit the reading area, exchange books, and read responsibly for the entire time?			

(continues)

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Ask yourself:	All or most students	About half of the students	Only a few students
Independent Word Work			
▪ Do the students do word work independently in their seats for at least 15 minutes?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of the students struggle to use their work habits consistently and to work independently in each of the three areas for about 15 minutes, repeat this week's instruction before going on to Week 5.

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Independent Work ■ Week 5 ■ Day 5 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
Rotations			
▪ Do the students move from one work area to another calmly and responsibly?			
▪ Do they clean up the work areas on their own?			
Independent Writing			
▪ Do the students manage their own learning and behavior in the writing area?			
Independent Reading			
▪ Do the students manage their own learning and behavior in the reading area?			

(continues)

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Ask yourself:	All or most students	About half of the students	Only a few students
Independent Word Work			
▪ Do the students manage their own learning and behavior in the word work area?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of the students struggle to use the work habits consistently and to work independently in each area for about 15 minutes, repeat this week's instruction before going on to Week 6.

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Independent Work ■ Week 6 ■ Day 5 Class Assessment Record ■ CA1

Ask yourself:	All or most students	About half of the students	Only a few students
Rotations			
▪ Do the students manage transitions smoothly each time they rotate?			
Independent Word Work			
▪ Do they manage their own learning and behavior in the word work area?			
Independent Writing			
▪ Do they manage their own learning and behavior in the writing area?			
Independent Reading			
▪ Do they manage their own learning and behavior in the reading area?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of the students struggle to use the work habits consistently and to rotate to and work independently in each area for about 15 minutes, repeat this week's instruction before continuing on.

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Handwriting ■ Week 6 Class Assessment Record ■ **CA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to make the appropriate marks to complete the activities?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with completing the activities or using proper pencil grip by working with them individually or in a small group during another time of the day.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 8 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 9 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 11 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 12 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 13 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 15 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 16 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters and punctuation mark?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 19 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 20 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 22 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 23 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 24 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 26 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 27 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters and punctuation mark?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Social Skills Assessment

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GRADE K

Social Skills Assessment Record (SS1)

Use the following rubric to score each student:

1 = does not implement

2 = implements with support

3 = implements independently

		STUDENT NAMES										
Participates in partner work and class discussions	Fall											
	Winter											
	Spring											
Follows classroom procedures *(e.g., when gathering, during Independent Work)*	Fall											
	Winter											
	Spring											
Uses "Turn to Your Partner" *(e.g., faces partner, listens attentively, contributes ideas about the reading, question, or topic)*	Fall											
	Winter											
	Spring											
Speaks clearly	Fall											
	Winter											
	Spring											
Listens to others	Fall											
	Winter											
	Spring											
Reflects on own behavior	Fall											
	Winter											
	Spring											
Takes responsibility for learning and behavior *(e.g., during Independent Work)*	Fall											
	Winter											
	Spring											
Acts considerately toward others	Fall											
	Winter											
	Spring											
Handles materials responsibly	Fall											
	Winter											
	Spring											
Shares materials fairly	Fall											
	Winter											
	Spring											

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STUDENT NAMES																						
																						Fall
																						Winter
																						Spring
																						Fall
																						Winter
																						Spring
																						Fall
																						Winter
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Independent Work Check-in Assessments

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Independent Work Check-in
Independent Work Observation

Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students get started right away?			
▪ Do they use quiet voices?			
▪ Do the students handle materials responsibly and share them fairly?			
▪ Do they play games fairly?			
▪ Are the students able to work the whole time?			
▪ Are the students able to rotate between independent work areas calmly and quietly?			
Other observations:			

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Independent Work Check-in
Conferring

Conference Notes ■ **CN1**

Student's name: _____ Date: _____

Confer with individual students about their independent work. Have each student tell you about what he or she is working on, what is going well, and what challenges he or she is experiencing.

As you listen, ask yourself:	Yes	No	Not evident
▪ Is this student able to share what he or she is working on?			
▪ Does this student share things that are going well?			
▪ Does this student share things that he or she is struggling with?			
Other observations:			

Suggestions:

Support the student by asking questions such as:

Q *Which area do you enjoy working at? What do you like to do there?*

Q *What is going well for you during independent work time?*

Q *What is hard for you during independent work time? What can I do to help you?*

Q *Which work habits do you use during independent work time?*

Q *What else would you like to be able to do in the [reading/writing/word work] area?*

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Independent Work ■ Week 1 ■ Day 5 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students use their independent work habits consistently?			
▪ Do the students follow the cleanup procedures?			
Independent Word Work			
▪ Do the students engage in word work for the entire time?			
▪ Do the students handle the materials responsibly?			
▪ Do the students share the materials fairly?			

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Independent Work ■ Week 1 ■ Day 5 Class Assessment Record ■ **CA1**
(continued)

Ask yourself:	All or most students	About half of the students	Only a few students
Independent Reading			
▪ Do the students read for the entire time?			
▪ Do the students handle the books responsibly?			
▪ Do the students share the books fairly?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to use their work habits consistently and to work independently for about 10 minutes, repeat this week's instruction before going on to Week 2.

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Independent Work ■ Week 2 ■ Day 5 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students use quiet voices?			
▪ Do the students engage with the activities appropriately?			
▪ Is the overall noise level reasonable? Is the student talk largely on task?			
Independent Writing			
▪ Do the students get started right away?			
▪ Do the students choose and write/draw about a topic?			
▪ Do the students write for 10 minutes?			
Independent Reading			
▪ Do the students get started right away?			
▪ Do the students read for 15 minutes?			

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Independent Work ■ Week 2 ■ Day 5 Class Assessment Record ■ **CA1**
(continued)

Ask yourself:	All or most students	About half of the students	Only a few students
Independent Word Work			
▪ Do the students get started right away?			
▪ Do the students do word work for 15 minutes?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to use their work habits consistently, to read and do word work independently for about 15 minutes, and to write independently for about 10 minutes, repeat this week's instruction before going on to Week 3.

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Independent Work ■ Week 3 ■ Day 5 Class Assessment Record ■ CA1

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students use their independent work habits consistently?			
▪ Is the student talk largely on task and at a reasonable volume?			
Independent Writing			
▪ Do the students write independently for the whole time?			
Independent Reading			
▪ Do the students read independently for the whole time?			
Independent Word Work			
▪ Do the students do word work independently for the whole time?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to use their work habits consistently or to work independently for about 15 minutes, repeat this week's instruction before going on to Week 4.

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Independent Work ■ Week 4 ■ Day 5 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
Rotations			
▪ Do the students manage the transitions each time they rotate?			
Independent Writing			
▪ Do the students manage their own learning and behavior in the writing area?			
Independent Reading			
▪ Do the students manage their own learning and behavior in the reading area?			
Independent Word Work			
▪ Do the students manage their own learning and behavior in the word work area?			
Other observations:			

Suggestions:

Take note of which independent work habits need additional attention and practice and be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to manage their own learning and behavior in the work areas for 10–15 minutes or to manage the transitions as they rotate, repeat this week's instruction before going on to Week 5.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students make the appropriate marks to complete the activities?			
▪ Do they grip their pencils in a standard way?			
Other observations:			

Suggestions:

You might consider working with a small group of students who struggle with completing the activities or using proper pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 6 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students form the letters properly?			
▪ Do they form letters that rest on the line and are appropriately sized?			
▪ Do they grip their pencils in a standard way?			
Other observations:			

Suggestions:

You might consider working with a small group of students who struggle with letter formation and/or pencil grip during another time of the day.

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Handwriting ■ Week 7 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 9 Class Assessment Record ■ **CA1**

TEKS 2.F.i Student/Teacher Activity (third question)

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Do they leave spaces between words?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 10 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Do they leave spaces between words?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation, spacing between words, and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 12 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters and punctuation marks?			
▪ Do they form letters and marks that are appropriately sized?			
▪ Do they leave spaces between words?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter and mark formation, space between words, and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 13 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Do they leave spaces between words?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation, spacing between words, and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 14 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Do they leave spaces between words?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation, spacing between words, and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 16 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Do they leave spaces between words?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation, spacing between words, and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 17 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Do they leave spaces between words?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation, spacing between words, and/or pencil grip by working with them individually or in a small group during another time of the day.

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Handwriting ■ Week 18 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the correct stroke sequences to form the letters?			
▪ Do they form letters that are appropriately sized?			
▪ Do they leave spaces between words?			
▪ Are they gripping their pencils in a standard way?			
Other observations:			

Suggestions:

Support any students who struggle with letter formation, spacing between words, and/or pencil grip by working with them individually or in a small group during another time of the day.

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Social Skills Assessment

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GRADE 1

Social Skills Assessment Record (SS1)

Use the following rubric to score each student:
1 = does not implement
2 = implements with support
3 = implements independently

		STUDENT NAMES										
Participates in partner work and class discussions	Fall											
	Winter											
	Spring											
Follows classroom procedures *(e.g., when gathering, during Independent Work)*	Fall											
	Winter											
	Spring											
Uses "Turn to Your Partner" *(e.g., faces partner, listens attentively, contributes ideas about the reading, question, or topic)*	Fall											
	Winter											
	Spring											
Speaks clearly	Fall											
	Winter											
	Spring											
Listens to others	Fall											
	Winter											
	Spring											
Reflects on own behavior	Fall											
	Winter											
	Spring											
Takes responsibility for learning and behavior *(e.g., during Independent Work)*	Fall											
	Winter											
	Spring											
Acts considerately toward others	Fall											
	Winter											
	Spring											
Handles materials responsibly	Fall											
	Winter											
	Spring											
Shares materials fairly	Fall											
	Winter											
	Spring											

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STUDENT NAMES																						
																						Fall
																						Winter
																						Spring
																						Fall
																						Winter
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Independent Work Check-in Assessments

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Independent Work Check-in
Independent Work Observation

Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students get started right away?			
▪ Do they use quiet voices?			
▪ Do the students handle materials responsibly and share them fairly?			
▪ Do they play games fairly?			
▪ Are the students able to work the whole time?			
▪ Are the students able to rotate between independent work areas calmly and quietly?			
Other observations:			

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Independent Work Check-in
Conferring

Conference Notes ■ **CN1**

Student's name: _____ Date: _____

Confer with individual students about their independent work. Have each student tell you about what he or she is working on, what is going well, and what challenges he or she is experiencing.

As you listen, ask yourself:	Yes	No	Not evident
▪ Is this student able to share what he or she is working on?			
▪ Does this student share things that are going well?			
▪ Does this student share things that he or she is struggling with?			
Other observations:			

Suggestions:

Support the student by asking questions such as:

Q *Which area do you enjoy working at? What do you like to do there?*

Q *What is going well for you during independent work time?*

Q *What is hard for you during independent work time? What can I do to help you?*

Q *Which work habits do you use during independent work time?*

Q *What else would you like to be able to do in the [reading/writing/word work] area?*

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to read the words?			
▪ Are they able to distinguish between the long vowel sounds?			
▪ Do they understand the sorting procedure?			
Other observations:			

Suggestions:

If many students are struggling, you may wish to compile a different list of final *e* words and repeat Steps 2–5 of the Day 4 lesson.

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Independent Work ■ Week 1 ■ Day 5 Class Assessment Record ■ **CA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students use their independent work habits consistently?			
▪ Is their talk largely on task and at a reasonable volume?			
▪ Do they follow the cleanup procedures?			
Independent Writing			
▪ Are the students engaged in choosing topics and writing?			
Independent Reading			
▪ Are the students engaged in choosing books and reading?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to use their work habits consistently and to work independently for about 10 minutes, repeat this week's instruction before going on to Week 2.

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Word Study ■ Week 2 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to read the words?			
▪ Do they understand the concept of grouping by similarity?			
▪ Are they able to sort into established categories?			
Other observations:			

Suggestions:

If many students have difficulty with sorting into categories, you might create a simple sort based on meaning. Repeat the sorting procedure you used on Day 3 to clarify. (For example, you might use these categories and words—animals: *cat*, *dog*, *mouse*, *rabbit*; buildings: *house*, *school*, *apartment*; foods: *bread*, *apple*, *cheese*, *carrot*.)

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Word Study ■ Week 2 ■ Day 4 Class Assessment Record ■ **CA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students understand the recording procedure?			
▪ Are they able to copy the words into the columns?			
▪ Are they able to work independently to complete the recording?			
Other observations:			

Suggestions:

Support any student who struggles to record the sort by reviewing the categories and the procedure for copying.

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Independent Work ■ Week 2 ■ Day 5 Class Assessment Record ■ **CA3**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students handle materials responsibly and share them fairly?			
▪ Is the overall noise level reasonable? Is the student talk largely on task?			
Independent Writing			
▪ Do the students get started writing right away?			
▪ Do they write for 15 minutes?			
Independent Reading			
▪ Do the students get started reading right away?			
▪ Do they read for 15 minutes?			

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Independent Work ■ Week 2 ■ Day 5 Class Assessment Record ■ **CA3**

(continued)

Ask yourself:	All or most students	About half of the students	Only a few students
Independent Word Work			
▪ Do the students get started working right away?			
▪ Do they work for 10 minutes?			
Other observations:			

Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to use their work habits consistently, to read and write independently for about 15 minutes, and to do word work independently for about 10 minutes, adapt and repeat this week's instruction before going on to Week 3.

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Word Study ■ Week 3 ■ Day 4 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the pairs able to work together to sort the words?			
▪ Are they able to sort the words into the identified groups?			
▪ Are they able to record the sort and name their categories?			
Other observations:			

Suggestions:

If many students are having difficulty, signal for attention and review the "Word Sort Steps" chart. To provide additional support, you might sort a few of the words as a class, using the "Week 3, Day 4 Sort" activity (WA3).

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Independent Work ■ Week 3 ■ Day 5 Class Assessment Record ■ **CA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Is the student talk largely on task and at a reasonable volume?			
Independent Writing			
▪ Do the students write independently for 15–20 minutes?			
▪ Do they use their work habits consistently during independent writing?			
Independent Reading			
▪ Do the students read independently for 15–20 minutes?			
▪ Do they use their work habits consistently during independent reading?			

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Ask yourself:	All or most students	About half of the students	Only a few students
Independent Word Work			
▪ Do the students do word work independently for 15 minutes?			
▪ Do they use their work habits consistently during independent word work?			
▪ Do the students play word work games fairly?			
Other observations:			

Suggestion:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to use their work habits consistently or to work independently for about 15 minutes, adapt and repeat this week's instruction before going on to Week 4.

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Word Study ■ Week 4 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to work together to sort the words?			
▪ Are they able to name their categories?			
Other observations:			

Suggestions:

If many students are having difficulty working together, signal for attention and review the "Word Sort Steps" chart. If the students are having difficulty sorting, you might sort a few words as a class using the "Week 4, Day 3 Sort" activity (WA4).

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Independent Work ■ Week 4 ■ Day 5 Class Assessment Record ■ **CA2**

Ask yourself:	All or most students	About half of the students	Only a few students
Rotations			
▪ Do the students manage the transitions each time they rotate?			
Independent Writing			
▪ Are most of the students managing their own learning and behavior in the writing area?			
Independent Reading			
▪ Are most of the students managing their own learning and behavior in the reading area?			
Independent Word Work			
▪ Are most of the students managing their own learning and behavior in the word work area?			
Other observations:			

(continues)

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Suggestions:

Be ready to share your observations with the class during the reflection at the end of the Independent Work lesson. If most of your students struggle to manage their own learning and behavior in the work areas for 15–20 minutes or to manage the transitions as they rotate, adapt and repeat this week's instruction before going on to Week 5. If only a few students struggle, you might meet with them separately to review work habits.

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Word Study ■ Week 5 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to work together to sort the words?			
▪ Do they refer to the whole-class sort when necessary?			
▪ Are they able to name their categories?			
Other observations:			

Suggestions:

If many students are having difficulty with the procedure, signal for attention and review the "Word Sort Steps" chart. If the students are having difficulty sorting, you might sort a few words as a class using the "Week 5, Day 4 Sort" activity (WA4).

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Word Study ■ Week 6 ■ Day 4 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students understand how to build the words?			
▪ Are the students able to keep the letter tiles organized and find the correct letters to build the words?			
Other observations:			

Suggestions:

If many students are having difficulty with the procedure, signal for attention and review how to build words with the letter tiles using the "Week 6, Day 4 'Build That Word' " activity (WA4).

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate ideas and start sorting?			
▪ Are they able to work together to sort the words?			
▪ Do their categories make sense?			
Other observations:			

Suggestions:

If many students are having difficulty, signal for attention and have a few volunteers share how they are sorting. You might use the "Week 7, Day 1 Sort" activity (WA2) to demonstrate different ways to sort.

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Word Study ■ Week 8 ■ Day 2 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate ideas and start sorting?			
▪ Are they able to work together to sort the words?			
▪ Do their categories make sense?			
Other observations:			

Suggestions:

If many students are having difficulty, signal for attention and have a few volunteers share how they are sorting. You can use the unsorted "Week 8, Day 1 Sort" activity (WA2) to demonstrate different ways to sort.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to recognize the syllables in words?			
▪ Do they recognize when there are multiple spellings for a sound?			
▪ Do they notice when a familiar word is spelled incorrectly?			
Other observations:			

Suggestions:

Support students who struggle to recognize when there are multiple spellings for a sound by beginning each Guided Spelling session by using the "Spelling-Sound Chart" to review the vowel spellings that appear in the day's spelling list.

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Word Study ■ Week 9 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate ideas and start sorting?			
▪ Do their categories make sense?			
▪ Are they able to work together to sort the words?			
Other observations:			

Suggestions:

If many students are having difficulty, signal for the students' attention and have a few volunteers share how they are sorting. Then sort a few words on the "Week 9, Day 3 Sort" activity (WA2) to demonstrate different ways to sort.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate ideas and start sorting?			
▪ Do their categories make sense?			
▪ Are they able to accurately record the sort in their notebooks?			
▪ Are they able to label their categories?			
Other observations:			

Suggestions:

Support pairs that struggle by asking questions such as:

Q *What is alike about these words? What other words might you group with them?*

Q *Why did you decide to group these words together?*

Q *How can you turn what you just told me into a name for the category?*

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Word Study ■ Week 11 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students understand what alphabetical order is?			
▪ Are the students able to put the words in alphabetical order?			
Other observations:			

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Word Study ■ Week 12 ■ Day 2 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the pairs able to work together to sort the words?			
▪ Are they able to sort into alphabetical order?			
▪ Do they understand sorting the words beginning with *s* to the second letter?			
Other observations:			

Suggestions:

If many students are struggling, call for their attention and sort a few words as a class using the "Week 12, Day 1 Sort" activity (WA1). If only a few students are struggling, review the strategies for alphabetizing and model sorting a few words.

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Word Study ■ Week 13 ■ Day 4 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students use the correct vowel spellings?			
▪ Do the students omit letters?			
▪ Are the students able to spell most words correctly?			
Other observations:			

Suggestions:

If many students struggled to spell the words, review the spelling steps (introduced in Step 2, Week 12) with the class and have them practice any missed words using the steps. You might copy or print the spelling page and have the students practice the words twice during independent word work.

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Word Study ■ Week 14 ■ Day 4 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students use the correct consonant-*l*-*e* spellings?			
▪ Do the students omit letters?			
▪ Are the students able to spell most words correctly?			
Other observations:			

Suggestions:

If only a few students struggle, create a small group with those students and repeat the guiding from Step 3, Day 1. You might also copy or print this week's spelling page and the spelling steps and have the students use the spelling steps to practice the words at home during the week.

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Word Study ■ Week 15 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate ideas and start sorting?			
▪ Do their categories make sense?			
▪ Are they able to name their categories?			
Other observations:			

Suggestions:

Support pairs that struggle by asking questions such as:

Q *What is alike about these words? What other words might you group with them?*

Q *Why did you decide to group these words together?*

Q *How can you turn what you just told me into a name for the category?*

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Word Study ■ Week 16 ■ Day 4 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify the base words and endings in the words?			
▪ Are they able to spell the words?			
▪ Do they notice when a word is spelled incorrectly?			
Other observations:			

Suggestions:

Support students who are struggling to check their work by reminding them to look at each word in the word list and ask themselves if they spelled the word the same way.

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Word Study ■ Week 17 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate ideas and start sorting?			
▪ Do their categories make sense?			
▪ Are they able to name their categories?			
Other observations:			

Suggestions:

Support any pairs who struggle by asking questions such as:

Q *What is alike about these words? What other words might you group with them?*

Q *Why did you decide to group these words together?*

Q *How can you turn what you just told me into a name for the category?*

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Word Study ■ Week 18 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify word parts?			
▪ Are they able to read syllables and then read the word?			
▪ Do the students understand how suffixes change the meanings of the words?			
Other observations:			

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Word Study ■ Week 19 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate ideas and start sorting?			
▪ Do their categories make sense?			
▪ Are they able to name their categories?			
Other observations:			

Suggestions:

Support any pairs who struggle by asking questions such as:

Q *What is alike about these words? What other words might you group with them?*

Q *Why did you decide to group these words together?*

Q *How can you turn what you just told me into a name for the category?*

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students stay focused during the spelling test?			
▪ Do they spell most words correctly?			
▪ Is there a pattern to the types of errors they make?			
Other observations:			

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Word Study ■ Week 21 ■ Day 2 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students understand the difference between open and closed syllables?			
▪ Are the students able to read open and closed syllables in isolation?			
Other observations:			

Suggestions:

If many students are struggling with open and closed syllables, have the students read minimal word pairs such as *we/wet*, *so/sock*, *me/men*, *go/got*, *he/hem*, and *she/shed*. For each word, have the students identify whether there is a consonant at the end and whether the vowel has the long or short vowel sound.

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Word Study ■ Week 22 ■ Day 4 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students successfully spelling the compound words using the smaller words to help them?			
▪ Do they apply the spelling strategies they are learning to their independent writing?			
Other observations:			

Suggestions:

Support students who are struggling with spelling words by guiding them through the Day 1 list a second time. Be sure to draw their attention to generalizations, such as that the sound /k/ (as in *kick*) at the end of a word after a short vowel sound is often spelled *c-k*.

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Word Study ■ Week 23 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students recognize the two types of words: one consonant between two vowels and two consonants between two vowels?			
▪ Are the students able to consistently try saying a long vowel sound in an open syllable first?			
Other observations:			

Suggestions:

If your students struggle to recognize open and closed syllables, support them by creating practice lists for them to read.

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Word Study ■ Week 24 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to create categories for sorting?			
▪ Are they able to correctly sort the words into their categories?			
▪ Are partners able to work together to sort the words?			
Other observations:			

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Word Study ■ Week 25 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to recognize affixes?			
▪ Are they able to divide words between consonants?			
▪ Do they try dividing before a single consonant and then after?			
Other observations:			

Suggestions:

Notice whether the students can read the words and sort them into categories. Support any students who struggle by guiding them to identify affixes and syllable breaks.

Reading words by syllables is challenging. If your students continue to struggle, identify their points of confusion and reteach needed content. You may wish to select polysyllabic words from the students' content-area reading and guide the students through reading them by framing the syllables.

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Word Study ■ Week 26 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to analyze the words?			
▪ Can they create categories for sorting?			
▪ Are partners able to work together to sort the words?			
Other observations:			

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Word Study ■ Week 27 ■ Day 4 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to memorize eight irregular words per week?			
▪ Do they notice when they spell a word incorrectly?			
Other observations:			

Suggestions:

If your students are struggling to remember eight words, consider giving them only five or six in the coming weeks.

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Word Study ■ Week 28 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to easily recognize prefixes and suffixes?			
▪ Do they use the affixes to understand word meanings?			
Other observations:			

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Word Study ■ Week 29 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to read the words?			
▪ Are the pairs able to come to agreement on how they will sort?			
▪ Are they able to sort the words into established categories?			
Other observations:			

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Word Study ■ Week 30 ■ Day 3 Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to read the words?			
▪ Are they able to use strategies they have learned to analyze the words?			
Other observations:			

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Word Study Progress Assessments

Completing the Word Study Progress Assessments 106

Word Study Progress Assessment 1. 107

Word Study Progress Assessment 2 110

Word Study Progress Assessment 3 113

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Completing the Word Study Progress Assessments

As you teach the Word Study lessons, a Word Study Progress Assessment Note will alert you when an assessment is suggested.

PREPARING FOR THE ASSESSMENT

- ✓ Print the appropriate "Word Study Progress Assessment" record (WS) from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 107, 110, or 113. Make one copy for each student you plan to assess.
- ✓ Print the appropriate "Word Study Progress Assessment Student Card" (SC) from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 108, 111, or 114. You may wish to copy the sheet onto heavy-stock paper, glue the page onto a piece of card stock, or slip it into a sheet protector.
- ✓ Print the appropriate "Word Study Progress Assessment Class Record" sheet (CR) from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 109, 112, or 115.
- ✓ Review the "Word Study Progress Assessment" record (WS) to help you prepare to assess how well each student is able to apply word study strategies to a list of words.

CONDUCTING THE ASSESSMENT

For each student:

1. Present the student card and have the student read the words aloud as you record the student's responses on a copy of the "Word Study Progress Assessment" record (WS).
2. When the student reads a word correctly, mark a check next to the word. When the student reads a word incorrectly, cross out the word. For each incorrect response, you may want to write exactly what the student says. Refrain from indicating whether an answer is correct or incorrect, and do not give the student the pronunciation for any word during the assessment. Do not count acceptable variations in pronunciation as decoding errors (such as those associated with a student's regional accent).

INTERPRETING THE ASSESSMENT RESULTS

After assessing all of your students, transfer the results from their "Word Study Progress Assessment" records (WS) to the "Progress Assessment Class Record" sheet (CR) associated with that assessment. You can use the compiled information to determine whether a student or group of students needs reteaching of certain word study strategies, such as how to distinguish between long and short vowels or how to read words with inflectional endings. You may wish to refer back to a student's "Word Study Progress Assessment" record to analyze the student's errors, which will help guide your reteaching and support.

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Word Study Progress Assessment 1 ■ WS1
(after Week 8)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the Student Card (SC1). Cross out incorrect words. To gather more information, you might write exactly what the student says.

pan	_____	try	_____
lit	_____	keep	_____
top	_____	beach	_____
set	_____	curl	_____
cut	_____	park	_____
plane	_____	third	_____
slope	_____	corn	_____
stripe	_____	fern	_____
cute	_____	grew	_____
eve	_____	drown	_____
sail	_____	cloud	_____
tray	_____	float	_____
bright	_____	spoon	_____

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pan	try
lit	keep
top	beach
set	curl
cut	park
plane	third
slope	corn
stripe	fern
cute	grew
eve	drown
sail	cloud
tray	float
bright	spoon

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Word Study Progress Assessment 1 Class Record ■ CR1

Date: _____

	STUDENT NAMES														
pan															
lit															
top															
set															
cut															
plane															
slope															
stripe															
cute															
eve															
sail															
tray															
bright															
try															
keep															
beach															
curl															
park															
third															
corn															
fern															
grew															
drown															
cloud															
float															
spoon															

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Word Study Progress Assessment 2 ■ WS2
(after Week 17)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the Student Card (SC2). Cross out incorrect words. To gather more information, you might write exactly what the student says.

bumping	_____	bottle	_____
baked	_____	oldest	_____
leaping	_____	ripest	_____
mopped	_____	greener	_____
dressed	_____	quickly	_____
planted	_____	sadly	_____
braking	_____	safely	_____
hopping	_____	fearless	_____
tremble	_____	hopeful	_____
handle	_____	truthful	_____

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bumping	bottle
baked	oldest
leaping	ripest
mopped	greener
dressed	quickly
planted	sadly
braking	safely
hopping	fearless
tremble	hopeful
handle	truthful

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Word Study Progress Assessment 2 Class Record ■ CR2

Date: _____

	STUDENT NAMES														
bumping															
baked															
leaping															
mopped															
dressed															
planted															
braking															
hopping															
tremble															
handle															
bottle															
oldest															
ripest															
greener															
quickly															
sadly															
safely															
fearless															
hopeful															
truthful															

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Word Study Progress Assessment 3 ■ WS3
(after Week 27)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the Student Card (SC3). Cross out incorrect words. To gather more information, you might write exactly what the student says.

unless	_____	action	_____
uncut	_____	station	_____
reheat	_____	later	_____
reflect	_____	spider	_____
daytime	_____	treatment	_____
moonlight	_____	darkness	_____
discuss	_____	sadness	_____
insect	_____	forgetful	_____
mistake	_____	discover	_____

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unless	action
uncut	station
reheat	later
reflect	spider
daytime	treatment
moonlight	darkness
discuss	sadness
insect	forgetful
mistake	discover

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Word Study Progress Assessment 3 Class Record ■ CR3

Date: _____

	STUDENT NAMES														
unless															
uncut															
reheat															
reflect															
daytime															
moonlight															
discuss															
insect															
mistake															
action															
station															
later															
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treatment															
darkness															
sadness															
forgetful															
discover															

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Social Skills Assessment

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GRADE 2

Social Skills Assessment Record (SS1)

Use the following rubric to score each student:

1 = does not implement
2 = implements with support
3 = implements independently

		STUDENT NAMES										
Participates in partner work and class discussions	Fall											
	Winter											
	Spring											
Follows classroom procedures *(e.g., when gathering, during Independent Work)*	Fall											
	Winter											
	Spring											
Uses "Turn to Your Partner" *(e.g., faces partner, listens attentively, contributes ideas about the reading, question, or topic)*	Fall											
	Winter											
	Spring											
Speaks clearly	Fall											
	Winter											
	Spring											
Listens to others	Fall											
	Winter											
	Spring											
Reflects on own behavior	Fall											
	Winter											
	Spring											
Takes responsibility for learning and behavior *(e.g., during Independent Work)*	Fall											
	Winter											
	Spring											
Acts considerately toward others	Fall											
	Winter											
	Spring											
Handles materials responsibly	Fall											
	Winter											
	Spring											
Shares materials fairly	Fall											
	Winter											
	Spring											

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STUDENT NAMES																						
																						Fall
																						Winter
																						Spring
																						Fall
																						Winter
																						Spring
																						Fall
																						Winter
																						Spring
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																						Fall
																						Winter
																						Spring

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Independent Work Check-in Assessments

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Independent Work Check-in
Independent Work Observation

Class Assessment Record ■ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students get started right away?			
▪ Do they use quiet voices?			
▪ Do the students handle materials responsibly and share them fairly?			
▪ Do they play games fairly?			
▪ Are the students able to work the whole time?			
▪ Are the students able to rotate between independent work areas calmly and quietly?			
Other observations:			

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Independent Work Check-in
Conferring

Conference Notes ■ **CN1**

Student's name: _____ Date: _____

Confer with individual students about their independent work. Have each student tell you about what he or she is working on, what is going well, and what challenges he or she is experiencing.

As you listen, ask yourself:	Yes	No	Not evident
▪ Is this student able to share what he or she is working on?			
▪ Does this student share things that are going well?			
▪ Does this student share things that he or she is struggling with?			
Other observations:			

Suggestions:

Support the student by asking questions such as:

Q *Which area do you enjoy working at? What do you like to do there?*

Q *What is going well for you during independent work time?*

Q *What is hard for you during independent work time? What can I do to help you?*

Q *Which work habits do you use during independent work time?*

Q *What else would you like to be able to do in the [reading/writing/word work] area?*

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Letter Name Assessments

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Completing the Letter Names Assessment

The Individual Letter Name Assessment provides data that allows you to tailor your instruction to the needs of your particular students. Kindergarten teachers may wish to assess their students' knowledge of letter names after teaching Lesson 19 of *Learning Letter Names*. The assessment identifies which students are ready for small-group instruction in Set 1 and which students need additional instruction or review of letter names. Grade 1 teachers may wish to use the assessment to screen incoming students for letter name knowledge. You can then use Learning Letter Names either with the whole class or with small groups of students.

PREPARING FOR THE ASSESSMENT

- For each student you plan to assess, print the "Individual Letter Name Assessment" record sheet (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 127.
- Print one copy of the "Individual Letter Name Assessment" student card (SC1) sheet (IA1) from the CCC Learning Hub or from page 128. You may wish to copy the sheet onto heavy-stock paper and glue the page ont a piece of card stock, or slip it into a sheet protector.

CONDUCTING THE ASSESSMENT

For each student:

1. Present the student card. You may wish to place a blank index card under each row as the student reads it to help the student follow each row.
2. Have the student read each row as you record the responses on the record sheet. When a student responds correctly, mark a check next to the letter. Refrain from indicating whether an answer is correct or incorrect. Do not count acceptable variations in pronunciation as errors.
3. After administering the assessment, record the number of letters the student identifies correctly. Write the letters the student does not know on the line provided. This information will help you form small groups for continued instruction.
4. After you identify students who need further instruction, analyze the assessment data and create small groups of students with similar needs. Teach the group only the letters that the students don't know.

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INTERPRETING THE ASSESSMENT RESULTS

Students need to know 21 of 26 lowercase letter names to begin instruction in Small-group Reading Set 1. The letter names are necessary to participate in the high-frequency word instructional routines in the small-group lessons. Students who have passed the Letter Name Individual Assessment can skip Section A of the Small-group Placement Assessment for Sets 1–5.

Students who know fewer than 21 lowercase letter names will need additional instruction and review.

Students who know more than 21 lowercase letter names are ready to begin Set 1 instruction. You may wish to continue to review any letters the students struggle to identify. Keep in mind that the students have opportunities to practice capital letters during Handwriting instruction (kindergarten).

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Individual Letter Name Assessment ■ IA1

Student's name: _____ Date: _____

Mark a check next to each letter the student identifies. Cross out incorrect letters.

LETTER RECOGNITION *(5-second limit per letter)*

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

d ____	k ____	b ____	e ____	y ____	g ____	s ____
m ____	u ____	r ____	t ____	c ____	x ____	q ____
f ____	h ____	j ____	o ____	v ____	i ____	z ____
p ____	n ____	w ____	a ____	l ____		

Number of capital letters correct ____

Number of lowercase letters correct ____

Letters missed _____

If you are using *Being a Reader*, the students will need to know at least 21 of the 26 lowercase letter names before beginning Small-group Reading Set 1. Once you have identified students who need reteaching of lowercase letters, make a list of the lowercase letters they do not know and reteach the letters in a small group. Use the lessons in this *Teacher's Manual* as a guide, but reteach only lowercase letters. Capital letter knowledge will develop over time.

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

d	k	b	e	y	g	s
m	u	r	t	c	x	q
f	h	j	o	v	i	z
p	n	w	a	l		

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As you review the learned letters, ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students remember the letters that have been taught (*Rr, Tt, Nn*)?			
▪ Do they wait to respond together when you point to the letters?			
Other observations:			

Suggestions:

If the students are struggling to remember the letter names, use the review deck to review two or three times during the day. In addition, point out the letters in environmental print (such as at morning meeting), say the letter names, and have the students repeat the names.

If the students do not respond together, review the procedure during the next lesson.

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As you review the learned letters, ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to remember the letters that have been taught?			
▪ Do they wait to respond together when you point to the letters?			
▪ Do they know any of the letters very well?			
Other observations:			

Suggestions:

If the students are struggling to remember the letter names, use the review deck to review two or three times during the day. In addition, point out the letters in environmental print (such as at morning meeting), say the letter names, and have the students repeat the names.

If the students do not respond together, review the procedure during the next lesson.

Move any letters the students know well to the bottom of the review deck and review those letters less frequently.

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As you review the learned letters, ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to remember the letters that have been taught?			
▪ Do they know any of the letters very well?			
Other observations:			

Suggestions:

If the students are struggling to remember the letter names, use the review deck to review two or three times during the day. In addition, point out the letters in environmental print (such as at morning meeting), say the letter names, and have the students repeat the names.

Move any letters the students know well to the bottom of the review deck and review those letters less frequently.

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Small-group Reading Assessments

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Placement Assessment for Sets 7–12 164

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Placement Assessments

Completing the Placement Assessment for Small-group Reading Sets 1–5 136

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Placement Assessment

Completing the Placement Assessment for Small-group Reading Sets 1–5

You will use the Small-group Placement Assessment to identify students' reading levels for initial placement into Small-group Reading Sets 1–5. Each section of the assessment corresponds to one of the Small-group Reading sets. There are two versions of the Placement Assessment, one for grades K–1 and another for grade 2. The content of the assessment is the same in both versions, but the guidance for placing students differs.

PREPARING FOR THE ASSESSMENT

- ✓ For each student you plan to assess, print the "Small-group Placement Assessment" record sheet (PA) from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 138–143 for grades K–1 or pages 150–157 for grade 2.
- ✓ Print one of each set of Placement Assessment student cards (SC) from the CCC Learning Hub (ccclearninghub.org) or make one copy of each from pages 144–149 or pages 158–163. You may wish to copy the sheet onto heavy-stock paper, glue the page onto a piece of card stock, or slip it into a sheet protector.
- ✓ Review the "Small-group Placement Assessment" record sheet (PA) to help you prepare to evaluate each student's knowledge of letters, spelling-sounds, and high-frequency words.

CONDUCTING THE ASSESSMENT

For each student:

1. Present the student cards one at a time, beginning with the card for the first Small-group Reading Set provided with your grade-level package. (Section A or B for kindergarten and grade 1. For grade 2 students, use your judgment about where to start the assessment.) You may wish to place a blank index card under each row as the student reads it to help the student follow each row.
2. Have the student complete each section as you record the responses on the "Small-group Placement Assessment" record sheet (PA). When the student responds correctly, mark a check next to the sound, word, or letter. When the student responds incorrectly, cross out the sound, word, or letter. For each incorrect response, you may want to write exactly what the student says. Refrain from indicating whether an answer is correct or incorrect, and do not give the student the pronunciation for any sound, word, or letter during the assessment. Do not count acceptable variations in pronunciation as decoding errors (such as those associated with a student's regional accent).

(continues)

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Placement Assessment *(continued)*

3. After administering each part of the assessment, record the number of sounds, words, or letters the student reads correctly and circle "Pass" or "Not Pass" for each part; then read the instructions at the end of the section to determine whether to continue the assessment. A student does not have to show complete mastery to advance to the next section of the assessment.
4. If a student passes the phonics portion of the assessment and does not pass the high-frequency word section, you may want to continue the assessment until the student does not pass the phonics portion. Place the student based on phonics. Using the placement assessment results, instruct the missed high-frequency words in previous sections.

INTERPRETING THE ASSESSMENT RESULTS

The passing criterion is set at 80 percent. Note that any standard of this sort is somewhat arbitrary. If a higher or lower passing score is more compatible with your instruction, apply that criterion to the assessment.

Continue the assessment until the student does not pass a section. The first section that the student does not pass corresponds to the set in which instruction should begin. Record the student's placement on the "Small-group Placement Assessment" record (PA). Use this placement information to form small groups. For more information about forming reading groups, see "Forming and Managing Small Groups" in the Assessment Overview.

Students who pass all sections of the Placement Assessment are ready for Set 6 or Set 7. Set 6 is an optional transitional set focused on fluency and comprehension. When considering whether to place a student in Set 6, ask yourself whether the student is reading fluently, using appropriate rate, intonation, and punctuation. You might have the student read aloud one of the books from Set 5 to provide more information about his or her needs. Some students may not need all the lessons in Set 6 to progress to Set 7.

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Small-group Placement Assessment for Sets 1–5 (Kindergarten and Grade 1) ■ PA1

Section A

Student's name: _____ Date: _____

Mark a check for each letter the student identifies correctly from the student card. Cross out incorrect letters.

LETTER RECOGNITION *(5-second limit per letter)*

x _____	l _____	d _____	o _____	g _____	y _____
h _____	c _____	i _____	k _____	w _____	q _____
z _____	n _____	u _____	t _____	p _____	j _____
e _____	b _____	m _____	s _____	v _____	a _____
r _____	f _____				

Letter Recognition score: _____ /26

Pass (21–26 correct) or Not Pass

If the student does not pass, the student is not ready for small-group reading instruction. Instead, the student needs additional instruction in letter names. Analyze the data from Section A and identify which letters the student does not know. Create a small group of students with similar results on the section and use *Learning Letter Names* to teach the letters the students do not know. For additional activities, see "Letter-Name Instruction" in the grade-level General Resources on the CCC Learning Hub or Appendix E of the Kindergarten *Teacher's Manual*.

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Small-group Placement Assessment for Sets 1–5 (Kindergarten and Grade 1) ■ PA1

Section B

Student's name: _____ Date: _____

Mark a check for each sound or word the student reads correctly from the student card.
Cross out incorrect sounds and words.

SPELLING-SOUNDS *(5-second limit per letter)*

s _____	n _____	m _____	t _____	ă _____
r _____	ĭ _____	f _____	h _____	ŭ _____
d _____	ŏ _____	c _____	k _____	

Spelling-Sound score: _____ /14

Pass (12–14 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

he _____	she _____	can't _____	isn't _____
to _____	get _____	no _____	yes _____
down _____	go _____	where _____	my _____
by _____	here _____	saw _____	they _____

High-frequency Word score: _____ /16

Pass (13–16 correct) or Not Pass

If the student passes, go on to Section C of the assessment.

If the student does not pass spelling-sounds, place the student in Set 1, Week 1.

If the student passes spelling-sounds but does not pass high-frequency words, go on to Section C but make a note of the missed high-frequency words. When you have placed the student based on phonics, preteach all the missed high-frequency words before beginning instruction in that Set.

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Small-group Placement Assessment for Sets 1–5 (Kindergarten and Grade 1) ▪ PA1

Section C

Student's name: _____ Date: _____

Mark a check for each sound or word the student reads correctly from the student card. Cross out incorrect sounds and words.

SPELLING-SOUNDS *(5-second limit per letter)*

b _____	p _____	l _____	g _____	ĕ _____
w _____	th _____	y _____	v _____	sh _____
x _____	ch _____	z _____	j _____	

Spelling-Sound score: _____ /14

Pass (12–14 correct) or Not Pass

HIGH-FREQUENCY WORDS *(5-second limit per word)*

was _____	little _____	put _____	what _____
do _____	like _____	have _____	home _____
said _____	of _____	her _____	his _____
some _____	come _____	out _____	say _____
says _____	so _____		

High-frequency Word score: _____ /18

Pass (14–18 correct) or Not Pass

If the student passes, go on to Section D of the assessment.

If the student does not pass spelling-sounds, place the student in Set 2, Week 1.

If the student passes spelling-sounds but does not pass high-frequency words, go on to Section D but make a note of the missed high-frequency words. When you have placed the student based on phonics, preteach all the missed high-frequency words before beginning instruction in that Set.

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Small-group Placement Assessment for Sets 1–5 (Kindergarten and Grade 1) ■ PA1
Section D

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words.

DECODABLE WORDS *(5-second limit per word)*

whack _____	sing _____	quit _____	tapped _____
snap _____	stack _____	flip _____	frog _____
pits _____	grip _____	drop _____	plot _____
smog _____	spin _____	clop _____	skip _____
slip _____			

Decodable Word score: _____ /17

Pass (13–17 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

make _____	there _____	be _____	look _____
good _____	want _____	water _____	from _____
for _____	again _____	many _____	people _____
your _____	very _____	could _____	should _____
were _____	both _____	does _____	

High-frequency Word score: _____ /19

Pass (15–19 correct) or Not Pass

If the student passes, go on to Section E of the assessment.

If the student does not pass decodable words, place the student in Set 3, Week 1.

If the student passes spelling-sounds but does not pass high-frequency words, go on to Section E but make a note of the missed high-frequency words. When you have placed the student based on phonics, preteach all the missed high-frequency words before beginning instruction in that Set.

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Small-group Placement Assessment for Sets 1–5 (Kindergarten and Grade 1) ▪ PA1

Section E

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words.

DECODABLE WORDS *(5-second limit per word)*

cape _____	ice _____	eve _____	poke _____
fuse _____	hopes _____	taping _____	shined _____
sleep _____	leap _____	burn _____	tern _____
corn _____	park _____		

Decodable Word score: _____ /14

Pass (11–14 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

every _____	other _____	brother _____	woman _____
women _____	boy _____	toward _____	over _____
their _____	cold _____	one _____	two _____
don't _____	won't _____	too _____	who _____
school _____	thought _____	father _____	

High-frequency Word score: _____ /19

Pass (15–19 correct) or Not Pass

If the student passes, go on to Section F of the assessment.

If the student does not pass decodable words, place the student in Set 4, Week 1.

If the student passes spelling-sounds but does not pass high-frequency words, go on to Section F but make a note of the missed high-frequency words. When you have placed the student based on phonics, preteach all the missed high-frequency words before beginning instruction in that Set.

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Small-group Placement Assessment for Sets 1–5 (Kindergarten and Grade 1) ■ PA1
Section F

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words.

DECODABLE WORDS *(5-second limit per word)*

kitten _____	faster _____	small _____	basket _____
stay _____	tail _____	boat _____	town _____
mood _____	wrap _____	knee _____	flight _____
happy _____	tried _____	cloud _____	soil _____
toys _____	claw _____	haul _____	fleecy _____
face _____			

Decodable Word score: _____ /21

Pass (16–21 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

after _____	work _____	head _____	read _____
never _____	only _____	live _____	walk _____
because _____	children _____	even _____	though _____
once _____	enough _____	watch _____	kind _____
four _____			

High-frequency Word score: _____ /17

Pass (13–17 correct) or Not Pass

If the student passes, use an alternative assessment to level and group the student. See "Placement Assessment for Small-group Reading Sets 7-12" in the Assessment Overview.

If the student does not pass, place the student in Set 5, Week 1. Preteach any missed high-frequency words from previous sections of the assessment.

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x	l	d	o	g	y
h	c	i	k	w	q
z	n	u	t	p	j
e	b	m	s	v	a
r	f				

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Section B Student Card ▪ (SC1)

s	n	m	t	a
r	i	f	h	u
d	o	c	k	

he	she	can't	isn't
to	get	no	yes
down	go	where	my
by	here	saw	they

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b	p	l	g	e
w	th	y	v	sh
x	ch	z	j	

was	little	put	what
do	like	have	home
said	of	her	his
some	come	out	say
says	so		

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whack	sing	quit	tapped
snap	stack	flip	frog
pits	grip	drop	plot
smog	spin	clop	skip
slip			

make	there	be	look
good	want	water	from
for	again	many	people
your	very	could	should
were	both	does	

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cape	ice	eve	poke
fuse	hopes	taping	shined
sleep	leap	burn	tern
corn	park		

every	other	brother	woman
women	boy	toward	over
their	cold	one	two
don't	won't	too	who
school	thought	father	

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kitten	faster	small	basket
stay	tail	boat	town
mood	wrap	knee	flight
happy	tried	cloud	soil
toys	claw	haul	fleecy
face			

after	work	head	read
never	only	live	walk
because	children	even	though
once	enough	watch	kind
four			

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Small-group Placement Assessment for Sets 1–5 (Grade 2) ■ PA2
Section A

Student's name: _____ Date: _____

Mark a check for each letter the student identifies correctly from the student card. Cross out incorrect letters.

LETTER RECOGNITION *(5-second limit per letter)*

x _____	l _____	d _____	o _____	g _____	y _____
h _____	c _____	i _____	k _____	w _____	q _____
z _____	n _____	u _____	t _____	p _____	j _____
e _____	b _____	m _____	s _____	v _____	a _____
r _____	f _____				

Letter Recognition score: _____ /26

Pass (21–26 correct) or Not Pass

If the student passes, go on to Section B.

If the student does not pass, the student requires intervention. Refer to the RtI/MTSS guidance in the General Resources section of the CCC Learning Hub.

At the same time, analyze the data from Section A to identify which letters the student does not know. Create a small group of students with similar results on the section and teach the letters the students do not know. For suggested activities, see "Letter-Name Instruction" in the grade-level General Resources on the CCC Learning Hub.

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Small-group Placement Assessment for Sets 1–5 (Grade 2) ■ PA2
Section B

Student's name: _____ Date: _____

Mark a check for each sound or word the student reads correctly from the student card.
Cross out incorrect sounds and words.

SPELLING-SOUNDS *(5-second limit per letter)*

s _____	n _____	m _____	t _____	ă _____
r _____	ĭ _____	f _____	h _____	ŭ _____
d _____	ŏ _____	c _____	k _____	

Spelling-Sound score: _____ /14

Pass (12–14 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

he _____	she _____	can't _____	isn't _____
to _____	get _____	no _____	yes _____
down _____	go _____	where _____	my _____
by _____	here _____	saw _____	they _____

High-frequency Word score: _____ /16

Pass (13–16 correct) or Not Pass

If the student passes, go on to Section C.

If the student does not pass the spelling-sound portion of Section B, place the student in Set 2, Week 1. Refer to the RtI MTSS document in the General Resources section on the CCC Learning Hub.

If the student passes the spelling-sound portion but does not pass the high-frequency word portion, go on to Section C to obtain additional information.

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Small-group Placement Assessment for Sets 1–5 (Grade 2) ■ PA2
Section C

Student's name: _____ Date: _____

Mark a check for each sound or word the student reads correctly from the student card.
Cross out incorrect sounds and words.

SPELLING-SOUNDS *(5-second limit per letter)*

b _____	p _____	l _____	g _____	ĕ _____
w _____	th _____	y _____	v _____	sh _____
x _____	ch _____	z _____	j _____	

Spelling-Sound score: _____ /14

Pass (12–14 correct) or Not Pass

HIGH-FREQUENCY WORDS *(5-second limit per word)*

was _____	little _____	put _____	what _____
do _____	like _____	have _____	home _____
said _____	of _____	her _____	his _____
some _____	come _____	out _____	say _____
says _____	so _____		

High-frequency Word score: _____ /18

Pass (14–18 correct) or Not Pass

If the student passes, go on to Section D.

If the student does not pass the spelling-sound portion of Section C, place the student in Set 2, Week 1. Preteach the high-frequency words the student missed on Section B before beginning small-group instruction. Identify the books in Set 1 that match the words (using the table on the back of the *Teacher's Manual*) and provide the books to the students for practice.

(continues)

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If the student passes the decodable word portion of Section C, but does not pass the high-frequency word portion, use the data from the high-frequency word portions of Sections B and C to make a placement decision. For example:

- If the student missed 14 words or fewer, go on to Section D to obtain more information.
- If the student missed more than 14 words, place the student in Set 2, Week 1 and preteach the words the student missed in Section B before beginning small-group instruction. Identify the books in Set 1 that match the words (using the tables on the back of the Teacher's Manuals) and provide the books to the students for practice.

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Small-group Placement Assessment for Sets 1–5 (Grade 2) ■ PA2
Section D

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words.

DECODABLE WORDS *(5-second limit per word)*

whack _____	sing _____	quit _____	tapped _____
snap _____	stack _____	flip _____	frog _____
pits _____	grip _____	drop _____	plot _____
smog _____	spin _____	clop _____	skip _____
slip _____			

Decodable Word score: _____ /17

Pass (13–17 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

make _____	there _____	be _____	look _____
good _____	want _____	water _____	from _____
for _____	again _____	many _____	people _____
your _____	very _____	could _____	should _____
were _____	both _____	does _____	

High-frequency Word score: _____ /19

Pass (15–19 correct) or Not Pass

If the student passes, go on to Section E.

(continues)

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Small-group Placement Assessment for Sets 1–5 (Grade 2) ■ PA2 *(continued)*
Section D

If the student does not pass the decodable words portion of Section D, place the student in Set 3, Week 1. Preteach the high-frequency words the student missed on Sections B and C before beginning small-group instruction.

If the student passes the decodable words portion of Section D, but does not pass the high-frequency word portion, use the data from the high-frequency word portions of Sections B, C, and D to make a placement decision. For example:

- If the student missed 14 words or fewer, go on to Section E to obtain more data.
- If the student missed more than 14 words, place the student in Set 3, Week 1 and preteach the words the student missed in Sections B and C before beginning small-group instruction. Identify the books in Sets 1 and 2 that match the words (using the tables on the back of the *Teacher's Manuals*) and provide the books to the students for practice.

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Small-group Placement Assessment for Sets 1–5 (Grade 2) ■ PA2
Section E

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words.

DECODABLE WORDS *(5-second limit per word)*

cape _____	ice _____	eve _____	poke _____
fuse _____	hopes _____	taping _____	shined _____
sleep _____	leap _____	burn _____	tern _____
corn _____	park _____		

Decodable Word score: _____ /14

Pass (11–14 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

every _____	other _____	brother _____	woman _____
women _____	boy _____	toward _____	over _____
their _____	cold _____	one _____	two _____
don't _____	won't _____	too _____	who _____
school _____	thought _____	father _____	

High-frequency Word score: _____ /19

Pass (15–19 correct) or Not Pass

If the student passes, go on to Section F.

If the student does not pass Section E, place the student in Set 4, Week 1 and preteach the high-frequency words the student missed in Sections B, C, and D before beginning small-group instruction. Identify the books in Sets 1, 2, and 3 that match the words (using the tables on the back of the *Teacher's Manuals*) and provide the books to the students for practice.

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Small-group Placement Assessment for Sets 1–5 (Grade 2) ■ PA2
Section F

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words.

DECODABLE WORDS *(5-second limit per word)*

kitten _____	faster _____	small _____	basket _____
stay _____	tail _____	boat _____	town _____
mood _____	wrap _____	knee _____	flight _____
happy _____	tried _____	cloud _____	soil _____
toys _____	claw _____	haul _____	fleecy _____
face _____			

Decodable Word score: _____ /21

Pass (16–21 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

after _____	work _____	head _____	read _____
never _____	only _____	live _____	walk _____
because _____	children _____	even _____	though _____
once _____	enough _____	watch _____	kind _____
four _____			

High-frequency Word score: _____ /17

Pass (13–17 correct) or Not Pass

If the student passes, use an alternative assessment to level and group the student. See "Placement Assessment for Small-group Reading Sets 6-12" in the Assessment Overview.

If the student does not pass, place the student in Set 5, Week 1.

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x	l	d	o	g	y
h	c	i	k	w	q
z	n	u	t	p	j
e	b	m	s	v	a
r	f				

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s	n	m	t	a
r	i	f	h	u
d	o	c	k	

he	she	can't	isn't
to	get	no	yes
down	go	where	my
by	here	saw	they

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b	p	l	g	e
w	th	y	v	sh
x	ch	z	j	

was	little	put	what
do	like	have	home
said	of	her	his
some	come	out	say
says	so		

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whack	sing	quit	tapped
snap	stack	flip	frog
pits	grip	drop	plot
smog	spin	clop	skip
slip			

make	there	be	look
good	want	water	from
for	again	many	people
your	very	could	should
were	both	does	

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cape	ice	eve	poke
fuse	hopes	taping	shined
sleep	leap	burn	tern
corn	park		

every	other	brother	woman
women	boy	toward	over
their	cold	one	two
don't	won't	too	who
school	thought	father	

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kitten	faster	small	basket
stay	tail	boat	town
mood	wrap	knee	flight
happy	tried	cloud	soil
toys	claw	haul	fleecy
face			

after	work	head	read
never	only	live	walk
because	children	even	though
once	enough	watch	kind
four			

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Completing the Placement Assessment for Small-group Reading Sets 7–12

The Placement Assessment for Sets 7–12 is designed for grade 1 and 2 teachers who do not have access to Informal Reading Inventories (e.g., *Developmental Reading Assessment*, *Fountas and Pinnell Benchmark Assessment System*, Teachers College Reading & Writing Project's *Running Records Assessment*) for placement and have students who test out of Sets 1–5. For consideration regarding placement into Set 6, please read page xii of the *Assessment Resource Book*. Grade 1 teachers may need to borrow some of the texts listed in this assessment from a colleague who teaches grade 2.

You will use the Placement Assessment to evaluate students' accuracy, fluency, and comprehension of texts read independently for placement into Small-group Reading Sets 7–12.

For ease of administration, the texts used for this assessment come from Small-group Reading Sets 7–12. We recommend following the steps outlined in this Placement Assessment without elaboration or additional prompting to avoid impacting the students' responses and/or the small-group instruction that students will receive once they are placed.

Prior to administering in the Placement Assessment, review the "Small-group Reading Assessments" section of the *Being a Reader Assessment Resource Book* starting on page xi. Read the "Administering Placement Assessments" guidance specific to grade 1 and grade 2 starting on page xii.

PREPARING FOR THE ASSESSMENT

✓ Gather and briefly review the "Exemplar Texts" listed below from the Small-group Reading Sets indicated.

- Set 7: *Puffin Peter*
- Set 8: *Koalas*
- Set 9: *Only One Year*
- Set 10: *Helen Keller*
- Set 11: *My Name Is María Isabel*
- Set 12: *Family Reminders*

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Placement Assessment *(continued)*

✓ Make several copies of the "Placement Assessment Record Sheet" (PA3) for Sets 7–9 and copies of the reprinted text the students will read to take running records. (Reprinted text begins on page 181.) (Note that you may also need additional copies of later sections, based on how each student progresses with the assessment.)

✓ Arrange the texts from Sets 7, 8, and 9 on a table. (Note that you may also need additional texts from later sets based on how each student progresses with the assessment.)

CONDUCTING THE ASSESSMENT

For each student:

1. Invite the student to quickly review the displayed texts and select a book that interests her. Once the student has selected a book, find the "Placement Assessment for Small-group Reading Sets 7–12" record sheet section that corresponds with that text.
2. Part A: Refer to the "Placement Assessment for Small-group Reading Sets 7–12" record sheet for the selected book to determine which pages the student will read for this assessment.
   - Invite the student to read the designated passage silently and to look up at you when he is finished.
   - Once the student has read the passage silently, have the student reread the same passage aloud. Use the copy of the text provided with the assessment to conduct a running record to capture the student's reading behaviors, including any errors. (Do not count words the student self-corrects as errors.) Circle the total number of errors the student made during the oral reading on the "Accuracy Table" on the record sheet.
   - Review the fluency indicators for phrasing and expression listed below the table and identify those that most closely describe the student's oral reading. Review the "Next Steps" note on the record sheet to determine whether to proceed with the assessment or to stop. Specific recommendations for Small-group Reading instruction lessons may also be included in the "Next Steps" note.
3. Part B: Ask the comprehension questions listed on the record sheet for the selected book one at a time. Determine whether the student demonstrates an initial understanding of the text by comparing her responses to those provided on the record sheet. You may choose to record additional comments about the student's responses if they will help to inform your future comprehension strategy instruction. Review the "Next Steps" note on the record sheet to determine whether to continue with the assessment using a different level text or if placement into a small-group set can be determined based on the results obtained. For a completed sample, see pages 166–168.

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Placement Assessment Record Sheet- PA3

Set 8, *Koalas*
by Valerie Bodden

Student's name: Julie C. Date: 9/12/17

Part A: Silent and Oral Reading of the Text

Introduce the book by reading the title and the name of the author aloud to the student. Invite the student to read pages 4–11 silently and to look up when she is finished. Tell the student that they should read all of the text on the page (pointing to the caption on page 4 as an example, without naming the text feature). Ask the student to stop on page 11 after reading "Others are on flat land." (without reading the defined words on the bottom of the page). Ask the student to reread the same pages aloud. As the student reads, conduct a running record using the text on pages 182–183. Record the results below.

Accuracy:

Number of Errors	0	1	2	3	4	5	6	7	8–9	10	11	12+
%	100	99	98	97	96	95	94	93	92	91	90	89↓

Phrasing, Expression (Check all that apply):

☐ reads word by word
☐ groups words together in phrases
☑ uses appropriate expression and intonation
☑ reads at an appropriate rate
☐ voice reflects the punctuation marks

Next Steps:

- If accuracy is 95% or higher, continue to Part B.
- If accuracy is 94% or lower, stop the assessment at this level. Continue the assessment using *Puffin Peter* from Set 7 and its accompanying record sheet. If the assessment has already been given using Puffin Peter from Set 7, place the student in Set 7 for Small-group Reading instruction.
- If the student is reading with 95% accuracy or higher, but is not reading fluently, have the student do the fluency lessons in Set 7 prior to beginning Set 8 (*Chameleon* and "A Small Stall" from *Cowgirl Kate*).

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Placement Assessment Record Sheet- PA3
(continued)

Set 8, *Koalas*
by Valerie Bodden

Part B: Comprehension of the Text

1. How do mother koalas hold their babies? *In a pouch; on their belly*

in a pouch

2. Why is it helpful that koalas have strong feet and claws? *They help koalas to climb*

3. Where do koalas live? *Australia; high in trees; in trees in mountains; in trees on flat land*

4. Why is Australia a good place for koalas to live? *There are a lot of trees there*

it is far away

Next Steps:

- If 3 or 4 questions are answered correctly, continue the assessment using *Only One Year* from Set 9 and its accompanying record sheet.
- If 0, 1, or 2 questions are answered correctly, place the student in Set 8 for Small-group Reading instruction.

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Koalas

Julie C.

by Valerie Bodden (pages 4-11)

Koalas are round, furry animals. They are marsupials (*mar-SOO-pee-uhlz*). That means that mother koalas have a pouch on their belly to hold their babies.

Koalas have big, dark-colored noses

Koalas have brown or gray fur. Their ears, arms, and chests are white. Koalas have big noses. They have strong feet and claws to help them climb.

Koalas have fuzzy-looking fur and hard claws

Some koalas are small. They weigh a little bit more than a newborn human baby. Other koalas are bigger. They can weigh up to 30 pounds (

Koalas are

Australia l

content

Koalas live on the continent of Australia. They live high in the eucalyptus (*yoo-kuh-LIP-tus*) trees. Some of the trees are in the mountains. Others are on flat land.

Excerpt from *Amazing Animals: Koalas* by Valerie Bodden. Copyright © 2009 by The Creative Company. Reprinted by permission.

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Placement Assessment Record Sheet- PA3

Set 7, *Puffin Peter*
by Petr Horáček

Student's name: _____ Date: _____

Part A: Silent and Oral Reading of the Text

Introduce the book by reading the title and the name of the author aloud to the student. Invite the student to read pages 2–17 silently and to look up when he is finished. Ask the student to reread the same pages aloud. As the student reads, conduct a running record using the text on page 181. Record the results below.

Accuracy:

TEKS 4.A.ii
Student/Teacher Activity
Fluency (accuracy)

Number of Errors	0	1	2	3	4–5	6	7	8–9	10	11	12–13	14+
%	100	99	98	97	96	95	94	93	92	91	90	89↓

Phrasing, Expression (Check all that apply):

TEKS 4.A.iii
Student/Teacher Activity
Phrasing and Expression (prosody)

- ☐ reads word by word
- ☐ uses appropriate expression and intonation
- ☐ voice reflects the punctuation marks
- ☐ groups words together in phrases
- ☐ reads at an appropriate rate
- ☐ voice reflects dialogue and characters' feelings

TEKS 4.A.i
Student/Teacher Activity
Phrasing and Expression (rate)

Next Steps:

- If accuracy is 95% or higher, continue to Part B.
- If accuracy is 94% or lower, stop the assessment. Refer to the Small-group Placement Assessment for Sets 1–5 in the Assessment Resource Book or consider placement into Set 6 (refer to page xii of the *Assessment Resource Book* to find out more about fluency instruction in Set 6).

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Part B: Comprehension of the Text

1. How did Paul make Peter laugh? *He was funny; he was noisy*

2. What happened to Peter? *He was lost (in a storm, while diving); he was blown out to sea*

3. What did Paul and Peter do together? *Go fishing around their island;, go diving*

4. What is the whale going to do next? *Show Peter where to look for Paul; help him find his friend*

Next Steps:

- If 3 or 4 questions are answered correctly, continue the assessment using *Koalas* from Set 8 and its accompanying record sheet.
- If 0, 1, or 2 questions are answered correctly, place the student in Set 7 for Small-group Reading instruction.

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Placement Assessment Record Sheet- PA3

Set 8, *Koalas*
by Valerie Bodden

Student's name: _____ Date: _____

Part A: Silent and Oral Reading of the Text

Introduce the book by reading the title and the name of the author aloud to the student. Invite the student to read pages 4–11 silently and to look up when she is finished. Tell the student that they should read all of the text on the page (pointing to the caption on page 4 as an example, without naming the text feature). Ask the student to stop on page 11 after reading "Others are on flat land." (without reading the defined words on the bottom of the page). Ask the student to reread the same pages aloud. As the student reads, conduct a running record using the text on pages 182–183. Record the results below.

Accuracy:

Number of Errors	0	1	2	3	4	5	6	7	8–9	10	11	12+
%	100	99	98	97	96	95	94	93	92	91	90	89↓

Phrasing, Expression (Check all that apply):

☐ reads word by word

☐ groups words together in phrases

☐ uses appropriate expression and intonation

☐ reads at an appropriate rate

☐ voice reflects the punctuation marks

Next Steps:

- If accuracy is 95% or higher, continue to Part B.
- If accuracy is 94% or lower, stop the assessment at this level. Continue the assessment using *Puffin Peter* from Set 7 and its accompanying record sheet. If the assessment has already been given using Puffin Peter from Set 7, place the student in Set 7 for Small-group Reading instruction.
- If the student is reading with 95% accuracy or higher, but is not reading fluently, have the student do the fluency lessons in Set 7 prior to beginning Set 8 (*Chameleon* and "A Small Stall" from *Cowgirl Kate*).

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Part B: Comprehension of the Text

1. How do mother koalas hold their babies? *In a pouch; on their belly*

2. Why is it helpful that koalas have strong feet and claws? *They help koalas to climb*

3. Where do koalas live? *Australia; high in trees; in trees in mountains; in trees on flat land*

4. Why is Australia a good place for koalas to live? *There are a lot of trees there*

Next Steps:

- If 3 or 4 questions are answered correctly, continue the assessment using *Only One Year* from Set 9 and its accompanying record sheet.
- If 0, 1, or 2 questions are answered correctly, place the student in Set 8 for Small-group Reading instruction.

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Placement Assessment Record Sheet- PA3

Set 9, *Only One Year*
by Andrea Cheng

Student's name: _____ Date: _____

Part A: Silent and Oral Reading of the Text

Introduce the book by reading the title and the name of the author aloud to the student. Invite the student to read pages 3–6 silently and to look up when he is finished. Ask the student to reread pages 3–5 aloud, stopping after "I can hardly believe it." near the bottom of page 5. As the student reads, conduct a running record using the text on pages 184–185. Record the results below. Note that the student is not rereading all of the text that they read silently.

Accuracy:

Number of Errors	0	1–2	3–4	5–6	7–9	10–11	12–13	14–15	16–18	19–20	21–22	23+
%	100	99	98	97	96	95	94	93	92	91	90	89↓

Phrasing, Expression (Check all that apply):

☐ reads word by word

☐ groups words together in phrases

☐ uses appropriate expression and intonation

☐ reads at an appropriate rate

☐ voice reflects the punctuation marks

☐ voice reflects dialogue and characters' feelings

Next Steps:

- If accuracy is 95% or higher, continue to Part B.
- If accuracy is 94% or lower, stop the assessment at this level. Continue the assessment using *Koalas* from Set 8 and its accompanying record sheet. If the assessment has already been given using *Koala*s from Set 8, place the student in Set 8 for Small-group Reading instruction.
- If the student is reading with 95% accuracy or higher, but is not reading fluently, have the student do the fluency lessons in Set 7 (*Chameleon* and "A Small Stall" from *Cowgirl Kate*) and Set 8 (*The Great Gracie Chase*) prior to beginning Set 9.

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Part B: Comprehension of the Text

1. Why is Sharon making a card? *For her friend's birthday; for Isabelle's birthday*

2. Why does Di Di start screaming? *He closed the cabinet door on his finger; he got hurt*

3. Where is Mama taking Di Di in two weeks? *To China; to stay with his grandma in China*

4. Why does Mama say China is better for little children? *There will be more family to watch Di Di; Nai Nai can take care of him; they don't have to leave him with a stranger*

Next Steps:

- If 3 or 4 questions are answered correctly, continue the assessment using *Helen Keller* from Set 10 and its accompanying record sheet.
- If 0, 1, or 2 questions are answered correctly, place the student in Set 9 for Small-group Reading instruction.

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Placement Assessment Record Sheet- PA3

Set 10, *Helen Keller*
by Margaret Davidson

Student's name: _____ Date: _____

Part A: Silent and Oral Reading of the Text

Introduce the book by reading the title and the name of the author aloud to the student. Invite the student to read pages 7–9 silently and to look up when she is finished. After she has read silently, ask the student to reread pages 7–8 aloud, stopping at the end of page 8. As the student reads, conduct a running record iusing the text on pages 186–187. Record the results below. Note that the student is not rereading all of the text that they read silently.

Accuracy:

Number of Errors	0	1	2–3	4–5	6–7	8–9	10–11	12–13	14–15	16–17	18–19	20+
%	100	99	98	97	96	95	94	93	92	91	90	89↓

Phrasing, Expression (Check all that apply):

☐ reads word by word

☐ groups words together in phrases

☐ uses appropriate expression and intonation

☐ reads at an appropriate rate

☐ voice reflects the punctuation marks

☐ voice reflects dialogue and characters' feelings

Next Steps:

- If accuracy is 95% or higher, continue to Part B.
- If accuracy is 94% or lower, stop the assessment at this level. Continue the assessment using *Only One Year* from Set 9 and its accompanying record sheet. If the assessment has already been given using *Only One Year* from Set 9, place the student in Set 9 for Small-group Reading instruction.
- If the student is reading with 95% accuracy or higher, but is not reading fluently, have the student do the fluency lessons in Set 7 (*Chameleon* and "A Small Stall" from *Cowgirl Kate*) and Set 8 (*The Great Gracie Chase*) prior to beginning Set 10.

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Part B: Comprehension of the Text

1. Why couldn't the doctor help Helen when she was sick? *There were no medicines to help her; she had scarlet fever*

2. How old was Helen when she got sick? *Eighteen months old*

3. Why didn't Helen blink when her mom waved her hand in front of Helen's face? *Because she was blind; because she couldn't see her mom's hand*

4. What did Helen's mom do with the lamp? *She shone the light in Helen's eyes to find out if she could see it*

Next Steps:

- If 3 or 4 questions are answered correctly, continue the assessment using *My Name is María Isabel* from Set 11 and its accompanying record sheet.
- If 0, 1, or 2 questions are answered correctly, place the student in Set 10 for Small-group Reading instruction.

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Placement Assessment Record Sheet- PA3

Set 11, *My Name is María Isabel* by Alma For Ada

Student's name: _____ Date: _____

Part A: Silent and Oral Reading of the Text

Introduce the book by reading the title and the name of the author aloud to the student. Invite the student to read pages 1–3 silently, stopping after the first paragraph on page 3 after "she had liked it so much." Tell the student to look up when he is finished. After he has read silently, ask the student to reread pages 1–2 aloud, stopping after "as if he could read her thoughts." near the middle of page 2. As the student reads, conduct a running record using the text on pages 188–189. Record the results below. Note that the student isn't rereading all of the text that they read silently.

Accuracy:

Number of Errors	0	1	2–3	4–5	6–7	8–9	10–11	12	13–14	15–16	17–18	19+
%	100	99	98	97	96	95	94	93	92	91	90	89↓

Phrasing, Expression (Check all that apply):

☐ reads word by word

☐ groups words together in phrases

☐ uses appropriate expression and intonation

☐ reads at an appropriate rate

Next Steps:

- If accuracy is 95% or higher, continue to Part B.
- If accuracy is 94% or lower, stop the assessment at this level. Continue the assessment using *Helen Keller* from Set 10 and its accompanying record sheet. If the assessment has already been given using *Helen Keller* from Set 10, place the student in Set 10 for Small-group Reading instruction.
- If the student is reading with 95% accuracy or higher, but is not reading fluently, have the student do the fluency lessons in Set 7 (*Chameleon* and "A Small Stall" from *Cowgirl Kate*) and Set 8 (*The Great Gracie Chase*) prior to beginning Set 11.

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Part B: Comprehension of the Text

1. Why was Mariía Isabel nervous about starting school? *She was going to a new school; the school year had already started; she thought she would be the only new kid*

2. Why was María Isabel thinking about Clara and Virginia? *They are her friends from her old school; she was thinking about her plans to play with them during winter vacation*

3. Why did María Isabel gulp her coffee, even though it burned her tongue? *Her brother was telling her to hurry up; her brother didn't want to be late for school; she didn't want to be late for school*

4. How did María Isabel's feelings change about the blue backpack? *She no longer understood why she had liked it; now it just seemed heavy; she was nervous, so she didn't like it as much anymore*

Next Steps:

- If 3 or 4 questions are answered correctly, continue the assessment using *Family Reminders* from Set 12 and its accompanying record sheet.
- If 0, 1, or 2 questions are answered correctly, place the student in Set 11 for Small-group Reading instruction.

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Placement Assessment Record Sheet- PA3

Set 12, *Family Reminders*
by Julie Danneberg

Student's name: _____ Date: _____

Part A: Silent and Oral Reading of the Text

Introduce the book by reading the title and the name of the author aloud to the student. Invite the student to read pages 6–9 silently, stopping after "Is it my father?" halfway down page 9. Tell the student to look up when she is finished. After she has read silently, ask the student to reread pages 6–7 aloud, stopping after "we found out that they were fatherless." near the bottom of page 7. As the student reads, conduct a running record using the text on pages 190–191. Record the results below. Note that the student isn't rereading all of the text that they read silently.

Accuracy:

Number of Errors	0	1–2	3–4	5–7	8–9	10–11	12–14	15–16	17–19	20–21	22–23	24+
%	100	99	98	97	96	95	94	93	92	91	90	89↓

Phrasing, Expression (Check all that apply):

☐ reads word by word

☐ groups words together in phrases

☐ uses appropriate expression and intonation

☐ reads at an appropriate rate

Next Steps:

- If accuracy is 95% or higher, continue to Part B.
- If accuracy is 94% or lower, stop the assessment at this level. Continue the assessment using the *My Name Is María Isabel* from Set 11 and its accompanying record sheet. If the assessment has already been given using the *My Name Is María Isabel* from Set 11, place the student in Set 11 for Small-group Reading instruction.
- If the student is reading with 95% accuracy or higher, but is not reading fluently, have the student do the fluency lessons in Set 7 (*Chameleon* and "A Small Stall" from *Cowgirl Kate*) and Set 8 (*The Great Gracie Chase*) prior to beginning Set 12.

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Part B: Comprehension of the Text

1. Why did all of the children stop playing on the playground? *They heard a siren; there was a siren coming from the mine; they were looking at the mountain to see what happened*

2. Why didn't the mountain seem friendly to Mary that day? *Because her father was working inside and the siren went off; because she was worried about her father*

3. Why wasn't Emily worried about her father like Mary was? *Emily's father worked the nightshift (and it was daytime when the siren went off)*

4. What happened the last time the siren went off? *Other children's family members had died; the O'Malleys' father and uncle had died; the O'Malleys moved away*

Next Steps:

- If 3 or 4 questions are answered correctly, consider what Small-group Reading instruction beyond Set 12 might be appropriate for the student. You might develop your own lessons for additional texts using lessons from Set 12 as guides. When selecting appropriate text, consider having the students read additional books at equivalent text levels (DRA 38+, Fountas & Pinnell Level P and above). You might also select a different text from your own collection of leveled texts that is from the same series, written by the same author, or in the same genre as previously taught text.
- If 0, 1, or 2 questions are answered correctly, place the student in Set 12 for Small-group Reading instruction.

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Puffin Peter

by Petr Horáček (pages 2–17)

This is Peter. This is Paul.

Peter and Paul were the best of friends. Paul made Peter laugh by being funny and noisy. They spent their days happily fishing around their rocky island.

One day, while they were out diving . . . a storm blew up. A big, big storm. Peter was lost.

He was blown far out to sea.

At last the storm was over. "Where am I?" said Peter. He opened his eyes. "And where is Paul?"

"Hello," said a large blue whale. "Are you lost?"

"Yes," said Peter. "And I've lost my best friend, Paul."

"What's he like?" asked the whale.

"Oh! Paul is funny and noisy. Can you help me find him?"

"Funny and noisy. I know just where to look," said the whale, and they set off together.

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Koalas

by Valerie Bodden (pages 4-11)

Koalas are round, furry animals. They are marsupials (*mar-SOO-pee-uhlz*). That means that mother koalas have a pouch on their belly to hold their babies.

Koalas have big, dark-colored noses

Koalas have brown or gray fur. Their ears, arms, and chests are white. Koalas have big noses. They have strong feet and claws to help them climb.

Koalas have fuzzy-looking fur and hard claws

Some koalas are small. They weigh a little bit more than a newborn human baby. Other koalas are bigger. They can weigh up to 30 pounds (13.6 kg).

Koalas are small enough to easily climb trees

Australia has a lot of trees for koalas to live in

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Koalas

by Valerie Bodden (pages 4-11) *(continued)*

Koalas live on the continent of Australia. They live high in the eucalyptus (*yoo-kuh-LIP-tus*) trees. Some of the trees are in the mountains. Others are on flat land.

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Only One Year

by Andrea Cheng (pages 3, 5)

Not So Long

My little brother, Di Di, is sitting on the kitchen floor, emptying a cabinet. He takes all the plastic containers out and throws them on the floor. Then he starts on the pots and pans.

Mama is slicing zucchini for dinner. "Sharon, please take Di Di out of the kitchen," she says.

I'm busy making a card for my new friend Isabelle's birthday. She just moved in down the street. She's about to turn nine, and she's going into fourth grade, just like me. I draw a flag with fireworks around it because Isabelle's birthday is on the Fourth of July.

"Mary, get Di Di," I tell my sister.

"You get him," she says.

"It's your turn," I say.

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Only One Year

by Andrea Cheng (pages 3, 5) *(continued)*

"Girls," Mama says. "Stop . . ."

Suddenly Di Di starts screaming. He's closed the cabinet door on his finger. Mama puts down her knife and picks up Di Di. She runs his finger under cold water.

"Shhh, Xiao Di Di," she tells him. "Shhh, Little Di Di. It's okay. Your finger is all better now."

"Better," Di Di says, rubbing his eyes. Mama puts him back on the floor and shuts the cabinet tight. Then she tells us that in two weeks she is taking Di Di to China to stay with Nai Nai, our grandma, for a year.

"A whole year?" I say. I can hardly believe it.

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Helen Keller

by Margaret Davidson (pages 7–8)

A Strange Fever

The beginning was happy for Helen. She laughed and loved and grew like any other baby. First she crawled, then she walked, and she was learning to talk. Each day was full of adventures.

Then everything stopped. One day Helen laughed and played as usual. The next day she lay tossing and turning in bed. She was very, very sick. The doctor was called. But he could do little to help. A strange fever was burning her up.

Probably Helen had scarlet fever. Today there are medicines that would have made her well. But Helen was born almost one hundred years ago—before these medicines were discovered.

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Helen Keller

by Margaret Davidson (pages 7–8) *(continued)*

So day after day Helen grew weaker. The doctor could not give her mother and father much hope. Helen Keller was only eighteen months old. The doctor was sure that she could not live much longer.

Then suddenly the fever fell. Helen seemed to be getting better. Mr. and Mrs. Keller sighed with relief. "Everything will be all right now," the doctor said.

But it wasn't.

Helen slept for many hours. When she woke again it was morning. The sun was shining in through the window. Sunlight splashed across her bed.

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My Name Is María Isabel

by Alma Flor Ada (pages 1–2)

On the Way to School

María Isabel looked at the cup of coffee with milk and the buttered toast in front of her. But she couldn't bring herself to eat.

Her mother said, "Maribel, *cariño*, hurry up."

Her father added, "You don't want to be late on your first day, do you?"

But instead of finishing her breakfast, María Isabel just kept staring at the butter as it slowly melted into the toast, and at the cloud of steam that floated over her cup.

"You'll see, you'll like your new school," her mother said. But her mother's soft, reassuring voice didn't seem to convince María Isabel. María Isabel knew it wasn't going to be easy starting at a

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My Name Is María Isabel

by Alma Flor Ada (pages 1–2) *(continued)*

new school, especially when the school year had already begun. She was probably the only new student. She kept thinking what bad luck it was that they had had to move two months after school had started. And she had had so many plans to spend her winter vacation playing with Clara and Virginia.

"You'll make new friends soon," said María Isabel's father, as if he could read her thoughts.

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Family Reminders

by Julie Danneberg (pages 6–7)

One

The mine's shrill disaster siren ripped through the everyday noises of the playground. Silence settled on the valley as the mine's dynamite blasting ceased and the clanging, stomping ore presses went still. All of us on the playground stopped what we were doing. Shielding our eyes against the sun's brightness, we looked toward the telltale pile of orange-gold tailings that spilled down the mountainside away from the gold mine's tunneled entrance. We looked hard, carefully scanning the area, hoping to see something that would explain that screeching siren. But we were too far away. Besides, we all knew that the danger was inside the mountain, not outside.

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Family Reminders

by Julie Danneberg (pages 6–7)

(continued)

My stomach lurched as I thought of Daddy inside that mountain. Usually I liked glancing across the valley, knowing that he was right there, busy at work. "Like a worker ant in an anthill," he often joked. But that day the mountain didn't seem friendly and forgiving: it loomed threatening and angry against the skyline.

My friend Emily came to stand beside me. She squeezed my hand and said, "Don't worry, Mary. I'm sure he's okay." Emily's father worked the night shift so she was spared the worry. "You know it always works out," she said. I nodded, but in my head I knew that it hadn't worked out for Matthew and Aaron O'Malley. A day after the siren went off last year, we found out that they were fatherless.

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Individual Reading Observation

Completing the Individual Reading Observation 194

"Individual Reading Observation" sheet (IR1). 196

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Individual Reading Observation

Completing the Individual Reading Observation

As you teach the Small-group Reading lessons, an Individual Reading Observation Note will alert you when an observation is suggested.

PREPARING FOR THE OBSERVATION

✓ Print the "Individual Reading Observation" sheet (IR) from the CCC Learning Hub (ccclearninghub.org) or make copies from page 149 for each student in the group when the group begins a new set.

✓ Review the examples of completed "Individual Reading Observation" sheets on pages 196–198 to help you prepare to observe the students.

CONDUCTING THE OBSERVATION

1. **Initiate the Observation.** During Small-group Reading lessons, choose a student to listen to and observe as the student reads individually or with a partner.

2. **Listen to the Student Read Aloud.** You may need to ask a student to read aloud quietly so that you can hear. If the students need to read part of a book independently between Small-group Reading lessons, you might have them complete this independent reading during an additional small-group reading session and observe individual students as they read.

3. **Focus Your Observation.** Refer to the questions below and choose a few to help focus your observation. You may emphasize different aspects of reading for students in Sets 1–5 than you do for students in Sets 6–12. Record your observations and ideas for next steps on each student's "Individual Reading Observation" sheet (IR), using the same sheet for all the lessons within the set.

   As you observe, you might ask yourself questions about **accuracy**, such as:

   - Can the student read high-frequency words?
   - Is the student able to read decodable words?
   - Is the student able to read polysyllabic words?

   You might ask yourself questions about **self-monitoring** and **self-correcting**, such as:

   - Does the student realize when a mistake has been made?
   - Does the student self-correct an error before reading the next sentence?
   - Does the student ask for help?
   - Does the student's oral reading make sense?
   - Does the student go back and reread if necessary? If so, is the student able to self-correct?

(continues)

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Individual Reading Observation *(continued)*

You might ask yourself questions about **fluency**, such as:

- Is the student able to group words together in phrases?
- Does the student use appropriate expression and intonation?
- Is the student able to read at an appropriate rate?
- Does the student's voice reflect the punctuation marks?
- Does the student read in a way that reflects an understanding of how the characters are feeling?

INTERPRETING THE OBSERVATION

You might ask yourself general questions about the student's progress, such as:

- Does this book seem to be at an appropriate level for the student?
- Do I need to reassess the student's reading level?
- What can I do to support the student?

If the book does not seem to be at an appropriate level for the student, consider readministering a placement assessment and think about what else you might do to support the student.

SUGGESTIONS FOR SUPPORTING READERS

- If the student struggles with a word for more than a few seconds, read the word for the student.
- If the student struggles to read a particular type of word (e.g., high-frequency words, polysyllabic words, words with inflectional endings), you may want to address this during an individual conference at another time.
- If the student incorrectly reads a word and does not self-correct, ask the student to reread the sentence.
- If the student incorrectly reads a sentence or a passage aloud and does not recognize the error, you may want to stop the student and ask, "Does that make sense?" You may need to paraphrase what was read aloud. Encourage the student to go back and reread.
- If the student struggles to read fluently, you may want to address this during a Small-group Reading lesson on fluency or during an individual conference.

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"Individual Reading Observation" Sheet: Example 1

Student's name: Tavi Set: 4

Date/title	Observations	Next steps
9/8; A Hike by the Lake	Mostly word-by-word reading; some 2-word phrases (said Dad).	Echo/partner read with Set 3 books.
9/17; Life in a Plains Tribe: Part 1	Sometimes tries to sound out high-frequency words (people, could).	Practice with high-frequency word cards.
10/5; A Cold Ride	"final e" words with –ing: says short-vowel sound ("shĭning" for shining), then usually self-corrects (shining, riding).	
10/21; Out My Window	sounds of –ed: often reads –ed as "ĕd" ("splashĕd," "chasĕd").	Review sounds of –ed. Ask "Does that sound right?"

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"Individual Reading Observation" Sheet: Example 2

Student's name: Armando Set: 8

Date/title	Observations	Next steps
1/4; The Great Gracie Chase	Good phrasing–3 or 4 words. Not sure how to read italicized words.	Echo/partner read text with italicized words.
1/20; Lightning	Struggles to read words with inflectional endings (crooked, crawling, flashes). Pauses at commas–makes reading sound like talking.	Review looking for base words, then adding on inflectional endings.
2/3; "I Wouldn't"	Reads each line as a single phrase, but struggles to connect one line to the next.	Echo/partner read poems.
2/25; Jamaica's Find	Miscues usually retain the meaning of the sentence: "I stopped to play on ~~the~~ my way home."	

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"Individual Reading Observation" Sheet: Example 3

Student's name: Morgan Set: 10

Date/title	Observations	Next steps
10/9; Bink & Gollie	Reads with little expression; reading doesn't sound like talking.	Echo/partner read. Do readers' theater performance (see activity at the end of Day 6).
10/23; To Be an Artist	Has trouble navigating among all the different features (main text in bold, sidebar paragraphs, photographs, and captions).	Review text features in Penguins and Gravity. Encourage Morgan to read more nonfiction books independently.
11/2; I Love Guinea Pigs	Tends to say just the first or first two syllables of long polysyllabic words.	Review syllabication.

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Individual Reading Observation ▪ IR1

Student's name: _____ Set: _____

Date/title	Observations	Next steps

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Set 1

"Group Progress Assessment" sheet (GA1) 202

Mastery Tests (MT1–MT2) 203

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Week 6 ■ Day 3 Group Progress Assessment ■ **GA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Have the students mastered concepts of print, such as where to begin reading and pointing to each word as they read?			
▪ Is the group mastering the high-frequency words taught in the lessons?			
▪ Can the students blend decodable words?			
Other observations:			

Suggestions:

Support struggling students by reteaching previous content; see "Reteach with *Can You See My Fish?*" at the end of Week 6, Day 3. If the students struggle with blending, provide additional practice, using blanks as a visual aid (see Week 1, Day 1, Step 2). If the students struggle with high-frequency words, provide additional review with the high-frequency word card review deck at another time of the day.

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Mastery Tests

Completing the Mastery Tests for Small-group Reading Sets 1–5

As you teach Small-group Reading Sets 1–5, a Mastery Test Assessment Note will alert you when an assessment is suggested.

PREPARING FOR THE ASSESSMENT

✓ For each student in the group, print the appropriate "Mastery Test" record (MT) from the CCC Learning Hub (ccclearninghub.org) or make copies from pages 204 and 206.

✓ Print the appropriate "Mastery Test Student Card" (SC) from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 205 and 207. Glue the page onto a piece of card stock, or slip the page into a sheet protector.

✓ Review the "Mastery Test" record (MT) to help you prepare to evaluate each student's knowledge of spelling-sounds, phonics patterns, and high-frequency words.

CONDUCTING THE ASSESSMENT

For each student:

1. Present the student card. You may wish to place a blank index card under each row as the student reads it to help the student follow each row.
2. Have the student say the sounds or read the words aloud as you record the student's responses on the "Mastery Test" record (MT). When the student responds correctly, mark a check next to the sound or word. When the student responds incorrectly, cross out the sound or word. For each incorrect response, you may want to write exactly what the student says. Refrain from indicating whether an answer is correct or incorrect, and do not give the student the pronunciation for any letter or word during the assessment. Do not count acceptable variations in pronunciation as decoding errors (such as those associated with a student's regional accent).
3. After administering the assessment, record the number of words and sounds the student reads correctly and circle "Pass" or "Not Pass."

INTERPRETING THE ASSESSMENT RESULTS

The passing criterion is set at 80 percent. Note that any standard of this sort is somewhat arbitrary. If a higher or lower passing score is more compatible with your instruction, apply that criterion to the assessment.

If you identify students who need to repeat instruction, follow the reteaching instructions in the corresponding Mastery Test Assessment Note in the *Small-group Teacher's Manual*.

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Mastery Test 1 ■ MT1
(after Week 4)

Student's name: _____ Date: _____

Mark a check for each sound or word the student reads correctly from the student card. Cross out incorrect sounds or words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

SPELLING-SOUNDS *(5-second limit per sound)*

s _____ n _____ m _____ t _____

a _____

Spelling-Sound score: _____ /5

Pass (4–5 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

he _____ she _____ can't _____ isn't _____

to _____ get _____

High-frequency Word score: _____ /6

Pass (5–6 correct) or Not Pass

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s	n	m	t
a			

he	she	can't	isn't
to	get		

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Mastery Test 2 ■ MT2
(after Week 8)

Student's name: _____ Date: _____

Mark a check for each sound or word the student reads correctly from the student card. Cross out incorrect sounds or words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

SPELLING-SOUNDS *(5-second limit per sound)*

r _____	i _____	f _____	h _____
u _____	d _____	o _____	

Spelling-Sound score: _____ /7

Pass (5–7 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

no _____	yes _____	down _____	go _____
where _____	my _____	by _____	here _____

High-frequency Word score: _____ /8

Pass (6–8 correct) or Not Pass

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r	i	f	h
u	d	o	

no	yes	down	go
where	my	by	here

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Set 2

"Group Progress Assessment" sheets (GA1–GA2). 210

Mastery Tests (MT3–MT4) 212

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Week 2 ■ Day 3 Group Progress Assessment ■ **GA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Is the group mastering the high-frequency words taught in the lessons?			
▪ Do the students understand what they are reading?			
Other observations:			

Suggestions:

Support struggling students by reteaching previous content; see "Reteach with *The Pet*" at the end of Set 2, Week 2. Support students who are struggling with comprehension by having them retell the story after they read each page or two pages.

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Week 6 ■ Day 3 Group Progress Assessment ■ **GA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Is the group mastering the digraphs *sh* and *th*?			
▪ Do the students understand what they are reading?			
Other observations:			

Suggestions:

Support struggling students by reteaching previous content; see "Reteach with *We Have Fish*" at the end of Week 6, Day 3. Support students who are struggling with comprehension by having them retell the story after they read each page or two pages.

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Mastery Tests

Completing the Mastery Tests for Small-group Reading Sets 1–5

As you teach Small-group Reading Sets 1–5, a Mastery Test Assessment Note will alert you when an assessment is suggested.

PREPARING FOR THE ASSESSMENT

- ✓ For each student in the group, print the appropriate "Mastery Test" record (MT) from the CCC Learning Hub (ccclearninghub.org) or make copies from pages 213 and 215.
- ✓ Print the appropriate "Mastery Test Student Card" (SC) from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 214 and 216. Glue the page onto a piece of card stock, or slip the page into a sheet protector.
- ✓ Review the "Mastery Test" record (MT) to help you prepare to evaluate each student's knowledge of spelling-sounds, phonics patterns, and high-frequency words.

CONDUCTING THE ASSESSMENT

For each student:

1. Present the student card. You may wish to place a blank index card under each row as the student reads it to help the student follow each row.
2. Have the student say the sounds or read the words aloud as you record the student's responses on the "Mastery Test" record (MT). When the student responds correctly, mark a check next to the sound or word. When the student responds incorrectly, cross out the sound or word. For each incorrect response, you may want to write exactly what the student says. Refrain from indicating whether an answer is correct or incorrect, and do not give the student the pronunciation for any letter or word during the assessment. Do not count acceptable variations in pronunciation as decoding errors (such as those associated with a student's regional accent).
3. After administering the assessment, record the number of sounds or words the student reads correctly and circle "Pass" or "Not Pass."

INTERPRETING THE ASSESSMENT RESULTS

The passing criterion is set at 80 percent. Note that any standard of this sort is somewhat arbitrary. If a higher or lower passing score is more compatible with your instruction, apply that criterion to the assessment.

If you identify students who need to repeat instruction, follow the reteaching instructions in the corresponding Mastery Test Assessment Note in the *Small-group Teacher's Manual*.

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Mastery Test 3 ■ MT3
(after Week 4)

Student's name: _____ Date: _____

Mark a check for each sound or word the student reads correctly from the student card. Cross out incorrect sounds or words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

SPELLING-SOUNDS *(5-second limit per sound)*

c _____	ck _____	k _____	b _____
p _____	l _____	g _____	

Spelling-Sound score: _____ /7

Pass (5–7 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

saw _____	they _____	was _____	little _____
put _____	what _____	do _____	like _____

High-frequency Word score: _____ /8

Pass (6–8 correct) or Not Pass

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c	ck	k	b
p	l	g	

saw	they	was	little
put	what	do	like

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Mastery Test 4 ■ MT4
(after Week 8)

Student's name: _____ Date: _____

Mark a check for each sound or word the student reads correctly from the student card. Cross out incorrect sounds or words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

SPELLING-SOUNDS *(5-second limit per sound)*

e _____	w _____	th _____	y _____
v _____	sh _____	x _____	ch _____
tch _____			

Spelling-Sound score: _____ /9

Pass (7–9 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

have _____	home _____	said _____	of _____
her _____	his _____	some _____	come _____
out _____			

High-frequency Word score: _____ /9

Pass (7–9 correct) or Not Pass

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e	w	th	y
v	sh	x	ch
tch			

have	home	said	of
her	his	some	come
out			

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Set 3

"Group Progress Assessment" sheets (GA1–GA2). 218

Mastery Tests (MT5–MT6) 220

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Week 2 ■ Day 3 Group Progress Assessment ■ **GA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students look at the illustrations to confirm that what they read makes sense?			
▪ Can the students read words with inflectional endings?			
Other observations:			

Suggestions:

Support struggling students by reteaching previous content; see "Reteach with *The Good Little Ducks, Part 2*" at the end of Week 2, Day 3. If the students struggle with inflectional endings, provide additional practice. Create several lists of five or six CVC words with inflectional endings and have students read one or more of the lists until they have mastered them.

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Week 6 ■ Day 3 Group Progress Assessment ■ **GA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Can the students produce rhyming words?			
▪ Did the group understand the steps in making jam?			
Other observations:			

Suggestions:

Support struggling students by reteaching previous content; see "Reteach with *The Band*" at the end of Week 6, Day 3. If the students struggle with rhyming, provide additional practice by repeating the phonological awareness activity with another rime (see Day 1, Step 1).

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Mastery Tests

Completing the Mastery Tests for Small-group Reading Sets 1–5

As you teach Small-group Reading Sets 1–5, a Mastery Test Assessment Note will alert you when an assessment is suggested.

PREPARING FOR THE ASSESSMENT

✓ For each student in the group, print the appropriate "Mastery Test" record (MT) from the CCC Learning Hub (ccclearninghub.org) or make copies from pages 221 and 223.

✓ Print the appropriate "Mastery Test Student Card" (SC) from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 222 and 224. Glue the page onto a piece of card stock, or slip the page into a sheet protector.

✓ Review the "Mastery Test" record (MT) to help you prepare to evaluate each student's knowledge of spelling-sounds, phonics patterns, and high-frequency words.

CONDUCTING THE ASSESSMENT

For each student:

1. Present the student card. You may wish to place a blank index card under each row as the student reads it to help the student follow each row.
2. Have the student say the sounds or read the words aloud as you record the student's responses on the "Mastery Test" record (MT). When the student responds correctly, mark a check next to the word. When the student responds incorrectly, cross out the word. For each incorrect response, you may want to write exactly what the student says. Refrain from indicating whether an answer is correct or incorrect, and do not give the student the pronunciation for any letter or word during the assessment. Do not count acceptable variations in pronunciation as decoding errors (such as those associated with a student's regional accent).
3. After administering the assessment, record the number of words the student reads correctly and circle "Pass" or "Not Pass."

INTERPRETING THE ASSESSMENT RESULTS

The passing criterion is set at 80 percent. Note that any standard of this sort is somewhat arbitrary. If a higher or lower passing score is more compatible with your instruction, apply that criterion to the assessment.

If you identify students who need to repeat instruction, follow the reteaching instructions in the corresponding Mastery Test Assessment Note in the *Small-group Teacher's Manual*.

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Mastery Test 5 ■ MT5
(after Week 4)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

DECODABLE WORDS *(5-second limit per word)*

zip _____	jog _____	edge _____	when _____
sing _____	quick _____	snap _____	fast _____

Decodable Word score: _____ /8

Pass (6–8 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

say _____	says _____	so _____	make _____
there _____	be _____	look _____	good _____
want _____	water _____	from _____	

High-frequency Word score: _____ /11

Pass (8–11 correct) or Not Pass

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zip	jog	edge	when
sing	quick	snap	fast
say	says	so	make
there	be	look	good
want	water	from	

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Mastery Test 6 ■ MT6
(after Week 8)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

DECODABLE WORDS *(5-second limit per word)*

flap _____	frill _____	grip _____	drill _____
plop _____	smell _____	spot _____	clam _____

Decodable Word score: _____ /8

Pass (6–8 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

for _____	again _____	many _____	people _____
your _____	very _____	could _____	would _____
should _____	were _____		

High-frequency Word score: _____ /10

Pass (8–10 correct) or Not Pass

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flap	frill	grip	drill
plop	smell	spot	clam

for	again	many	people
your	very	could	would
should	were		

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Set 4

"Group Progress Assessment" sheets (GA1–GA2). 226

Mastery Tests (MT7–MT8) 228

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Week 2 ■ Day 3 Group Progress Assessment ■ **GA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Can the students produce rhyming words?			
▪ Are they able to say what they have learned from a nonfiction text?			
Other observations:			

Suggestions:

Support struggling students by reteaching previous content; see "Reteach with *Life in a Plains Tribe, Part 2*" at the end of Week 2, Day 3. If the students struggle with rhyming, provide additional practice by repeating the phonological awareness activity with another rime (see Week 1, Day 3, Step 2). If they struggle to remember content, have them retell what they learn after they read each pair of facing pages.

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Week 6 ■ Day 3 Group Progress Assessment ■ **GA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Can the students produce rhyming words?			
▪ Are they able to read words with the *ee* and *ea* spellings?			
Other observations:			

Suggestions:

Support struggling students by reteaching previous content; see "Reteach with *A Good Team*" at the end of this lesson. If the students struggle with rhyming, provide additional practice by repeating the phonological awareness activity with another rime (see Week 1, Day 3, Step 2).

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Mastery Tests

Completing the Mastery Tests for Small-group Reading Sets 1–5

As you teach Small-group Reading Sets 1–5, a Mastery Test Assessment Note will alert you when an assessment is suggested.

PREPARING FOR THE ASSESSMENT

✓ For each student in the group, print the appropriate "Mastery Test" record (MT) from the CCC Learning Hub (ccclearninghub.org) or make copies from pages 229 and 231.

✓ Print the appropriate "Mastery Test Student Card" (SC) from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 230 and 232. Glue the page onto a piece of card stock, or slip the page into a sheet protector.

✓ Review the "Mastery Test" record (MT) to help you prepare to evaluate each student's knowledge of spelling-sounds, phonics patterns, and high-frequency words.

CONDUCTING THE ASSESSMENT

For each student:

1. Present the student card. You may wish to place a blank index card under each row as the student reads it to help the student follow each row.
2. Have the student say the sounds or read the words aloud as you record the student's responses on the "Mastery Test" record (MT). When the student responds correctly, mark a check next to the word. When the student responds incorrectly, cross out the word. For each incorrect response, you may want to write exactly what the student says. Refrain from indicating whether an answer is correct or incorrect, and do not give the student the pronunciation for any letter or word during the assessment. Do not count acceptable variations in pronunciation as decoding errors (such as those associated with a student's regional accent).
3. After administering the assessment, record the number of words the student reads correctly and circle "Pass" or "Not Pass."

INTERPRETING THE ASSESSMENT RESULTS

The passing criterion is set at 80 percent. Note that any standard of this sort is somewhat arbitrary. If a higher or lower passing score is more compatible with your instruction, apply that criterion to the assessment.

If you identify students who need to repeat instruction, follow the reteaching instructions in the corresponding Mastery Test Assessment Note in the *Small-group Teacher's Manual*.

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Mastery Test 7 ■ MT7
(after Week 4)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

DECODABLE WORDS *(5-second limit per word)*

skip _____	slam _____	late _____	kite _____
these _____	hope _____	fuse _____	

Decodable Word score: _____ /7

Pass (5–7 correct) or Not Pass

HIGH-FREQUENCY WORDS *(5-second limit per word)*

both _____	does _____	every _____	other _____
mother _____	brother _____	woman _____	women _____
boy _____	toward _____	over _____	

High-frequency Word score: _____ /11

Pass (8–11 correct) or Not Pass

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skip	slam	late	kite
these	hope	fuse	

both	does	every	other
mother	brother	woman	women
boy	toward	over	

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Mastery Test 8 ■ MT8
(after Week 8)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

DECODABLE WORDS *(5-second limit per word)*

sleep _____	leap _____	fern _____	stir _____
fur _____	skated _____	sliding _____	

Decodable Word score: _____ /7

Pass (5–7 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

their _____	old _____	cold _____	told _____
one _____	two _____	don't _____	won't _____
too _____	who _____	school _____	

High-frequency Word score: _____ /11

Pass (8–11 correct) or Not Pass

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sleep	leap	fern	stir
fur	skated	sliding	

their	old	cold	told
one	two	don't	won't
too	who	school	

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Set 5

"Group Progress Assessment" sheets (GA1–GA3) 234

Mastery Tests (MT9–MT12) 237

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Week 2 ■ Day 3 Group Progress Assessment ■ **GA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Can the students read two-syllable words?			
▪ Are they beginning to read fluently?			
Other observations:			

Suggestions:

Support struggling students by reteaching previous content; see "Reteach with *Ants, Moths, and Wasps*" at the end of Week 2, Day 3. If the students struggle with two-syllable words, provide additional practice. Have them read two-syllable words by framing each syllable and having the students read each syllable separately before reading the whole word.

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Week 6 ■ Day 3 Group Progress Assessment ■ **GA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Can the students retell the steps for making a fire and cooking?			
▪ Are they able to read in phrases rather than word by word?			
Other observations:			

Suggestions:

Support struggling students by reteaching previous content; see "Reteach with *Sailboats*" at the end of Week 6, Day 3. If the students struggle with retelling, you might have them reread the book, stopping after each spread to tell what happens on those pages.

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Week 10 ■ Day 3 Group Progress Assessment ■ **GA3**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students self-correct by going back to reread or asking for help?			
▪ Are they able to read fluently?			
Other observations:			

Suggestions:

Support struggling students by reteaching previous content; see "Reteach with *Night Skies*" at the end of Week 10, Day 3. If you notice students reading on without self-correcting, ask "Does that make sense?" and prompt them to reread. If the students struggle with high-frequency words, provide additional review with the high-frequency word card review deck at another time of the day.

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Mastery Tests

Completing the Mastery Tests for Small-group Reading Sets 1–5

As you teach Small-group Reading Sets 1–5, a Mastery Test Assessment Note will alert you when an assessment is suggested.

PREPARING FOR THE ASSESSMENT

✓ For each student in the group, print the appropriate "Mastery Test" record (MT) from the CCC Learning Hub (ccclearninghub.org) or make copies from pages 238, 240, 242, and 244.

✓ Print the appropriate "Mastery Test Student Card" (SC) from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 239, 241, 243, and 245. Glue the page onto a piece of card stock, or slip the page into a sheet protector.

✓ Review the "Mastery Test" record (MT) to help you prepare to evaluate each student's knowledge of spelling-sounds, phonics patterns, and high-frequency words.

CONDUCTING THE ASSESSMENT

For each student:

1. Present the student card. You may wish to place a blank index card under each row as the student reads it to help the student follow each row.
2. Have the student say the sounds or read the words aloud as you record the student's responses on the "Mastery Test" record (MT). When the student responds correctly, mark a check next to the word. When the student responds incorrectly, cross out the word. For each incorrect response, you may want to write exactly what the student says. Refrain from indicating whether an answer is correct or incorrect, and do not give the student the pronunciation for any letter or word during the assessment. Do not count acceptable variations in pronunciation as decoding errors (such as those associated with a student's regional accent).
3. After administering the assessment, record the number of words the student reads correctly and circle "Pass" or "Not Pass."

INTERPRETING THE ASSESSMENT RESULTS

The passing criterion is set at 80 percent. Note that any standard of this sort is somewhat arbitrary. If a higher or lower passing score is more compatible with your instruction, apply that criterion to the assessment.

If you identify students who need to repeat instruction, follow the reteaching instructions in the corresponding Mastery Test Assessment Note in the *Small-group Teacher's Manual*.

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Mastery Test 9 ■ MT9
(after Week 4)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

DECODABLE WORDS *(5-second limit per word)*

farm _____ torn _____ basket _____

mitten _____ cupcake _____

Decodable Word score: _____ /5

Pass (4–5 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

thought _____ father _____ after _____ work _____

head _____ read _____ never _____ ever _____

only _____

High-frequency Word score: _____ /9

Pass (7–9 correct) or Not Pass

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farm torn basket

mitten cupcake

thought father after work

head read never ever

only

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Mastery Test 10 ■ MT10
(after Week 8)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

DECODABLE WORDS *(5-second limit per word)*

stain _____	ray _____	soak _____	slow _____
down _____	tool _____	look _____	flew _____
mall _____	call _____		

Decodable Word score: _____ /10

Pass (8–10 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

give _____	live _____	walk _____	talk _____
because _____	children _____	even _____	picture _____

High-frequency Word score: _____ /8

Pass (6–8 correct) or Not Pass

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stain	ray	soak	slow
down	tool	look	flew
mall	call		

give	live	walk	talk
because	children	even	picture

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Mastery Test 11 ■ MT11
(after Week 12)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

DECODABLE WORDS *(5-second limit per word)*

wrap _____	knot _____	light _____
cried _____	flies _____	ouch _____

Decodable Word score: _____ /6

Pass (5–6 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

move _____	great _____	though _____	once _____
enough _____	watch _____	been _____	few _____
kind _____	find _____	mind _____	

High-frequency Word score: _____ /11

Pass (8–11 correct) or Not Pass

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wrap	knot	light
cried	flies	ouch

move	great	though	once
enough	watch	been	few
kind	find	mind	

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Mastery Test 12 ■ MT12
(after Week 14)

Student's name: _____ Date: _____

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words. To gather more information, you might write exactly what the student says. This will help you to decide which sounds and words require review or reteaching.

DECODABLE WORDS *(5-second limit per word)*

boil _____	toy _____	haul _____
draw _____	mice _____	icy _____

Decodable Word score: _____ /6

Pass (5–6 correct) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

word _____	four _____	answer _____	learn _____
young _____	large _____	earth _____	most _____
change _____			

High-frequency Word score: _____ /9

Pass (7–9 correct) or Not Pass

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boil	toy	haul
draw	mice	icy

word	four	answer	learn
young	large	earth	most
change			

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Set 6

"Group Progress Assessment" sheets (GA1–GA7). 248

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Sunny Days, Starry Nights ■ Day 2 Group Progress Assessment ■ **GA1**
Comprehension

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Can the students group the words together in meaningful phrases?			
▪ Do they read fluently, making their reading sound like talking?			
▪ Do they follow along and listen carefully as their partners read?			
Other observations:			

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New School ■ Day 3
Fluency

Group Progress Assessment ■ **GA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students read dialogue so that it sounds like the characters are talking?			
▪ Can they read the story fluently?			
▪ Do they follow along and listen carefully as their partners read?			
Other observations:			

Suggestions:

Support any student who struggles with dialogue by reteaching Day 2, Step 2.

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Sailboats ■ Day 3
Comprehension

Group Progress Assessment ■ **GA3**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to use the diagram to help them understand and talk about the information in the text?			
▪ Are they able to work responsibly in pairs?			
Other observations:			

Suggestions:

Support any student who struggles by having the student reread the page and look closely at the illustration; then ask additional questions, such as:

Q *How does the diagram help you understand that [the jib is a little sail]?*

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The Silver Coins ■ Day 3
Comprehension

Group Progress Assessment ■ **GA4**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to determine which events are important to include in a retelling?			
▪ Are they able to put their ideas in writing?			
▪ Are they using their own wording?			
Other observations:			

Suggestions:

Support any student who struggles to write a retelling by having the student study the illustrations; then encourage the student to describe the pictures and tell you what he or she plans to write. If necessary, you might write the student's ideas on a piece of notebook paper and have him or her transcribe it onto the chart paper.

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Ball Games ■ Day 2
Comprehension and Word Analysis

Group Progress Assessment ■ **GA5**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify two-syllable words?			
▪ Are there particular types of words they struggle to identify as polysyllabic words?			
▪ Are they able to work together to identify polysyllabic words?			
Other observations:			

Suggestions:

Support any student who struggles to identify two-syllable words by reviewing that one way to check the number of syllables in a word is to read the word aloud and clap on the syllables. Listen as the student reads and claps on difficult words, and provide guidance as necessary.

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Scout's Puppies ■ Day 2
Comprehension

Group Progress Assessment ■ **GA6**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are partners able to identify the important ideas from their section of the book?			
▪ Do they take turns talking, listening, and writing?			
Other observations:			

Suggestions:

Support any student who struggles with identifying important ideas by having them read the section of the book they were assigned aloud to you. Then ask:

Q *What things do the puppies do [at one month]?*

Point to the picture(s) and ask:

Q *What are the puppies doing in this picture? Does that seem important to remember?*

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Ann's Book Club ■ Day 3
Comprehension and Fluency

Group Progress Assessment ■ **GA7**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Can the students read the dialogue in the story fluently?			
▪ Do they read in a way that reflects an understanding of how the characters are feeling?			
▪ Do they follow along and listen carefully as their partners read?			
Other observations:			

Suggestions:

Support any student who struggles to read dialogue fluently by reteaching Day 2, Step 3, using pages 8–14 of *Ann's Book Club*.

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Set 7

"Group Progress Assessment" sheets (GA1–GA13) 256

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Chameleon! ■ Day 3
Fluency

Group Progress Assessment ■ **GA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students read fluently by paying attention to punctuation?			
▪ Do they read aloud in voices that are just loud enough for their partners to hear?			
▪ Do they follow along and listen carefully as their partners read?			
Other observations:			

Suggestions:

Support any student who struggles to read fluently by echo reading or choral reading part of *Chameleon!* with him or her.

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Cowgirl Kate and Cocoa ■ Day 3 Group Progress Assessment ■ **GA2**
Fluency

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students read in a way that reflects an understanding of how the characters are feeling?			
▪ Do they read aloud clearly in voices that are just loud enough for their partners to hear?			
▪ Do they follow along and listen carefully as their partners read?			
Other observations:			

Suggestions:

Support any student who struggles to read with attention to characters' feelings by reteaching Day 2, Step 4, using pages 10–13 of "A Small Stall."

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Cowgirl Kate and Cocoa ■ Day 6 Group Progress Assessment ■ **GA3**
Fluency

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to follow the script?			
▪ Do the students read with attention to characters' feelings?			
▪ Are the students able to speak loudly and clearly when performing?			
▪ Are the students able to watch and listen carefully?			
Other observations:			

Suggestions:

Support any performer who struggles to read fluently for an audience by reteaching Day 5. You may also want to have the student practice reading a different part.

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Jellyfish ■ Day 2
Word Analysis

Group Progress Assessment ■ **GA4**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify polysyllabic words?			
▪ Are they able to read polysyllabic words fluently?			
▪ Are they able to reach agreement about which words to record?			
Other observations:			

Suggestions:

Support any student who struggles by explaining that one way to check the number of syllables in a word is to read the word aloud and clap on the syllables. Listen as the student reads and claps out difficult words, and provide guidance as necessary.

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Elephant ■ Day 3
Comprehension

Group Progress Assessment ■ **GA5**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the photo glossary to look up the meaning of words?			
▪ Are the students discussing the book with their partners and the group?			
▪ Are the students able to listen respectfully and share their thinking?			
Other observations:			

Suggestions:

Support any student who struggles to use the photo glossary by modeling the procedure from Day 2, Step 3, using an additional word from the photo glossary.

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Puffin Peter ■ Day 2
Comprehension

Group Progress Assessment ■ **GA6**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to determine which events are important to include in a retelling?			
▪ Are pairs able to retell their part of the story in order?			
▪ Are pairs able to reach agreement with their partners about what to include in the retelling?			
Other observations:			

Suggestions:

Support any student who struggles to retell his or her part of the story by having the student study the illustrations and then encouraging the student to use his or her own words to describe what he or she sees in the pictures. Then have the student try again to retell his or her part of the story.

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Aggie Gets Lost ■ Day 3
Comprehension

Group Progress Assessment ■ **GA7**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to determine which events to include in response to each retelling prompt?			
▪ Are they telling the story in their own words?			
▪ Are pairs able to take turns talking and listening?			
Other observations:			

Suggestions:

Support any student who struggles to retell parts of the story by having him or her study the illustrations and encouraging the student to describe the pictures.

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Iris and Walter and Cousin Howie ■ Day 3 Group Progress Assessment ■ **GA8** Comprehension

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to make and discuss text-to-self connections?			
▪ Do they listen respectfully as their partners share their thinking?			
Other observations:			

Suggestions:

Support any student who struggles to make text-to-self connections by asking:

Q *When has someone hurt your feelings? What happened?*

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What's It Like to Be an Ant? ■ Day 3 Group Progress Assessment ■ **GA9**
Comprehension

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to say what they think the pages are mostly about?			
▪ Are they referring to the text and illustrations as needed to support their thinking?			
▪ Are partners working well together?			
Other observations:			

Suggestions:

Support any student who struggles by asking questions such as:

Q *How are queen ants and male ants alike? How are they different?*

Q *What do you notice about the illustrations on these pages?*

Q *How are these kinds of ants different from workers?*

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Leon and Bob ■ Day 3
Comprehension

Group Progress Assessment ■ **GA10**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the questions from the chart to discuss the book?			
▪ Are they using evidence from the book to support their thinking?			
▪ Are they sharing ideas with one another?			
Other observations:			

Suggestions:

Support any student who struggles to discuss the questions by helping him or her find relevant parts of the book to reread. Consider modeling thinking aloud about the question before asking the student to do so.

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Poems ■ Day 3
Comprehension

Group Progress Assessment ■ **GA11**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to suggest themes in the poem?			
▪ Do they give reasons for their thinking?			
▪ Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to suggest a theme by asking:

Q *What did the girl find out about green peas when she ate them at her friend's house? What lesson do you think she learned based on that experience?*

Support any student who struggles to explain his or her thinking by asking:

Q *What words in the poem make you think that?*

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Jellies ■ Day 3
Comprehension

Group Progress Assessment ■ **GA12**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify information in the book to add to the chart?			
▪ Are they able to distinguish between new information and information that overlaps with the facts presented in *Jellyfish*?			
Other observations:			

Suggestions:

Support any student who struggles by asking the student to reread a page from *Jellies*. Then ask questions such as:

Q *What does this page tell you about [how jellyfish look]?*

Q *What do you remember from Jellyfish about [how jellyfish look]?*

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Houndsley and Catina ■ Day 3
Plink and Plunk
Comprehension

Group Progress Assessment ■ **GA13**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate and discuss their own thinking about the book?			
▪ Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to share his thinking by having the student reread pages 32–36 and tell you what happens. Then ask questions such as:

Q *What do you think about that part?*

Q *What do you wonder after reading that part?*

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Set 8

"Group Progress Assessment" sheets (GA1–GA12) 270

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The Great Gracie Chase ■ Day 3 Group Progress Assessment ■ **GA1**
Fluency

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students pay attention to punctuation and typography?			
▪ Do they read fluently?			
▪ Do they read aloud clearly in voices that are just loud enough for their partners to hear?			
▪ Do they follow along and listen carefully as their partners read?			
Other observations:			

Suggestions:

Support any student who struggles to read fluently by repeating the echo reading procedure from Day 2, Step 4.

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The Great Gracie Chase ■ Day 6 Group Progress Assessment ■ **GA2**
Fluency

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students pay attention to punctuation and typography?			
▪ Do the students read aloud fluently?			
▪ Do the students speak loudly and clearly enough for the audience to hear?			
▪ Do the students follow along in their books as others are reading?			
▪ Do the students listen respectfully as their classmates perform?			
Other observations:			

Suggestions:

Support any performer who struggles to read fluently by repeating the echo reading procedure from Day 2, Step 4 at another time.

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Lightning ■ Day 2
Word Analysis and Comprehension

Group Progress Assessment ■ **GA3**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify polysyllabic words?			
▪ Are they able to read polysyllabic words fluently?			
▪ Are they able to reach agreement about which words to record?			
Other observations:			

Suggestions:

Support any student who struggles by explaining that one way to check the number of syllables in a word is to read the word aloud and clap on the syllables. Listen as the student reads and claps out difficult words, and provide guidance as necessary.

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The Polar Bear Son ■ Day 3
Comprehension

Group Progress Assessment ■ **GA4**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are pairs able to distinguish between correct and incorrect events?			
▪ Do they give evidence from the text to support their thinking?			
▪ Are they able to reach agreement?			
Other observations:			

Suggestions:

Support any student who struggles to determine the correct events of the story by helping him or her find the appropriate part of the text to reread.

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Ruby Bridges Goes to School ■ Day 3 Group Progress Assessment ■ **GA5**
Comprehension

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students discussing their thinking about the question?			
▪ Are the students using evidence from the book to support their thinking?			
▪ Are they sharing ideas with one another?			
Other observations:			

Suggestions:

Support any student who struggles to use evidence from the book by asking, "What in the book makes you think that?" and, if necessary, directing his or her attention to the appropriate sections of the book to reread.

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Poems ■ Day 3
Generating Independent Thinking

Group Progress Assessment ■ **GA6**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to share their opinions?			
▪ Do they explain their thinking by giving reasons for their opinions?			
▪ Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to explain his or her thinking by asking:

Q *Why do you think that?*

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Koalas ■ Day 3 Group Progress Assessment ■ **GA7**
Self-monitoring/Self-correcting/Comprehension

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to talk about what they read?			
▪ Do they listen respectfully as their partners talk?			
▪ Do they take turns talking and listening?			
▪ Do they go back and reread if they do not remember enough of what they read?			
Other observations:			

Suggestions:

Support students who struggle to talk about what they read by encouraging them to go back and reread more carefully. Then have each student continue talking with a partner. Ask yourself if going back and rereading helped the student remember more.

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Jamaica's Find ■ Day 3
Generating Independent Thinking

Group Progress Assessment ■ **GA8**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate and discuss their own thinking about the book?			
▪ Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to share his or her thinking by having the student reread page 29 and tell what happens. Then ask questions such as:

Q *What do you think about that part?*

Q *What does that part make you wonder about?*

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Mice ■ Day 3
Comprehension

Group Progress Assessment ■ **GA9**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to say what they think the topic of this part is?			
▪ Are they referring to the text and photographs to support their thinking?			
▪ Are partners working well together?			
Other observations:			

Suggestions:

Support any student who struggles by asking questions such as:

Q *What do you notice about the photographs on these pages?*

Q *What do you think these pages are mostly about? What in the words or photographs makes you think that?*

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"Wonderful Wheels" ■ Day 2
Comprehension

Group Progress Assessment ■ **GA10**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are partners able to retell the important ideas from their part of the article in their own words?			
▪ Are they able to reach agreement about what to include in the retelling?			
Other observations:			

Suggestions:

Support any students who struggle to retell their paragraph by having them look closely at the illustration that goes with the paragraph. Then ask them to use their own words to describe what they see in the picture.

You might also have partners reread their paragraph, one sentence at a time. After each sentence, ask questions such as:

Q *What is the important idea in that sentence?*

Q *What did you learn about [how the wheel was invented] from that sentence?*

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"Without Wheels" ■ Day 5
Comprehension

Group Progress Assessment ■ **GA11**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are partners able to determine the topic of each section?			
▪ Are they able to say how the heading of each section relates to the topic?			
▪ Are they able to say how the photographs help them understand the information in the section?			
Other observations:			

Suggestions:

Support any student who struggles by asking questions such as:

Q *What is this section mostly about?*

Q *What do the pictures on the page show?*

Point to one of the pictures on the page and ask:

Q *How does this picture help you understand [why camels' feel work well on sand]?*

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Temple Cat ■ Day 3
Comprehension

Group Progress Assessment ■ **GA12**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to determine whether their questions are answered in the book?			
▪ Are they using evidence from the book to support their thinking?			
▪ Are they sharing ideas with one another?			
Other observations:			

Suggestions:

Support any student who struggles to discuss the questions by helping him find relevant parts of the book to reread. Consider modeling thinking aloud about the question before asking the student to do so.

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Not Norman ■ Day 3
Fluency

Group Progress Assessment ■ **GA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students read fluently by paying attention to punctuation?			
▪ Do they read with attention to characters' feelings?			
▪ Do they follow along and listen carefully as their partners read?			
Other observations:			

Suggestions:

Support any student who struggles to read fluently by having him or her echo read the first few pages of the book.

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Penguins ■ Day 3
Comprehension

Group Progress Assessment ■ **GA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the index to locate the appropriate pages?			
▪ Are the students able to share relevant information with the group?			
▪ Are the students listening respectfully as partners share?			
Other observations:			

Suggestions:

Support any student who struggles to use the index by modeling the procedure from Day 3, Step 3, using an additional word from the index.

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Happy Like Soccer ■ Day 3
Comprehension

Group Progress Assessment ■ **GA3**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to explain how Sierra feels at different points in the story?			
▪ Can they explain how Sierra's feelings change over the course of the story?			
▪ Do they refer to the text and illustrations to support their thinking?			
▪ Do they take turns talking and listening?			
Other observations:			

Suggestions:

Support any student who struggles to describe the character's feelings by having the student reread pages 8–9 and pages 28–29; then ask how Sierra feels in each part of the story.

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Golden Gate Bridge ■ Day 2
Comprehension

Group Progress Assessment ■ **GA4**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students including the captions and the sidebars as they read the book?			
▪ Are they discussing and sharing what they wonder?			
▪ Are they taking turns reading?			
Other observations:			

Suggestions:

Support any student who struggles to wonder about the book by having the student reread a page. Give the student an example of what you wonder and then ask a question such as:

Q *What do you wonder about visiting the Golden Gate Bridge?*

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Golden Gate Bridge ■ Day 3
Comprehension

Group Progress Assessment ■ **GA5**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students rereading the book, including the captions and sidebars?			
▪ Are they marking appropriate places in the book?			
▪ Are they discussing information related to their question(s)?			
Other observations:			

Suggestions:

Support any student who struggles to find information by clarifying the question to be answered and, if necessary, by directing the student's attention to appropriate sections of the book to reread.

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Gravity ■ Day 2
Comprehension

Group Progress Assessment ■ **GA6**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify information about gravity?			
▪ Do they refer to the text to support their thinking?			
▪ Do both partners share their thinking?			
Other observations:			

Suggestions:

Support any student who struggles by asking additional questions, such as:

Q *What does gravity pull on?*

Q *What did you read about Earth's gravity?*

Q *What did you read about the moon's gravity?*

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Earth ■ Day 2
Comprehension

Group Progress Assessment ■ **GA7**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to connect ideas on the chart with the information they read in *Earth*?			
▪ Are they able to explain how the ideas connect?			
▪ Are they able to talk about their connections with their partners?			
Other observations:			

Suggestions:

Support any student who struggles by asking the student to find an idea on the chart that reminds him or her of something the student read in *Earth*. Then ask:

Q *Why does that idea remind you of what you read in* Earth*?*

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Earth ■ Day 3
Comprehension

Group Progress Assessment ■ **GA8**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to make connections between information in *Gravity* and information in *Earth*?			
▪ Do they refer to the texts to support their thinking?			
▪ Are they able to talk about their connections with their partners?			
Other observations:			

Suggestions:

Support any student who struggles to make connections by asking questions, such as:

Q *What does it say about the moon in this part of* Gravity*? What does it say about the moon in this part of* Earth*?*

Q *What do the illustrations on these pages show? How are they alike? How are they different?*

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Upstairs Mouse, Downstairs Mole ■ Day 3 Group Progress Assessment ■ **GA9**
Generating Independent Thinking

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate and discuss their own thinking about the book?			
▪ Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to share his or her thinking by having the student reread pages 28–29 and tell you what happens. Then ask questions such as:

Q *What do you think about that part?*

Q *What do you wonder after reading that part?*

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Only One Year ■ Day 3
Comprehension

Group Progress Assessment ■ **GA10**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to discuss what they wonder about the story?			
▪ Do they write about what they wonder in their reading journals?			
▪ Are they sharing ideas with one another and the group?			
Other observations:			

Suggestions:

Support any student who struggles by helping the student find parts of the chapters to reread and by asking questions such as:

Q *Sharon and Mary explain to Isabelle that Di Di is in China until the summer. What do you wonder?*

Q *Sharon and her dad make a new bed for Di Di and paint an airplane on it. What do you wonder?*

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Only One Year ■ Day 6
Comprehension

Group Progress Assessment ■ **GA11**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students rereading the chapter to find information that answers the question?			
▪ Are they recording information from the text to support their thinking?			
▪ Are they sharing ideas with one another?			
Other observations:			

Suggestions:

Support any student who struggles to find parts of the text that answer the question by asking the student to reread paragraphs aloud that are relevant. Then ask questions such as:

Q *What does this sentence tell you about [how Sharon feels about Di Di]?*

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Bink & Gollie ■ Day 3
Fluency and Comprehension

Group Progress Assessment ■ **GA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students use their voices to show how characters feel?			
▪ Do they read aloud smoothly and clearly?			
Other observations:			

Suggestions:

Support any student who struggles to read with attention to characters' feelings by reteaching Day 3, Step 4, using pages 34–43 of "P.S. I'll Be Back Soon."

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Bink & Gollie ■ Day 6
Fluency and Comprehension

Group Progress Assessment ■ **GA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students use their voices to show how the characters are feeling?			
▪ Do they read aloud clearly in voices that are just loud enough for their partners to hear?			
▪ Do they follow along and listen respectfully as their partners read?			
Other observations:			

Suggestions:

Support any student who struggles to read in a way that reflects an understanding of how characters are feeling by reteaching Day 5, Step 3, using pages 48–51 of "Give a Fish a Home."

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To Be an Artist ■ Day 2
Comprehension

Group Progress Assessment ■ **GA3**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to make text-to-self connections?			
▪ Do their connections reflect an understanding of the text and the photographs?			
▪ Do they listen respectfully and share their thinking?			
Other observations:			

Suggestions:

Support any student who struggles to make text-to-self connections by asking questions such as:

Q *What are the children in these photographs doing?*

Q *When have you [danced] or seen someone else [dance]?*

Q *What do you remember about it?*

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Poems ■ Day 3
Comprehension

Group Progress Assessment ■ **GA4**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to make text-to-text connections?			
▪ Do they use the sentence prompt?			
▪ Do partners listen respectfully to one another?			
Other observations:			

Suggestions:

Support any student who struggles to make connections by asking:

Q *What can you say about both poems?*

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I Love Guinea Pigs ■ Day 3 Group Progress Assessment ■ **GA5**
Self-monitoring and Self-correcting

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to talk about what they read?			
▪ Are the students able to use illustrations to find clues about the meaning of unfamiliar words?			
▪ Do they take turns talking and listening?			
Other observations:			

Suggestions:

You may want to reteach Day 2, Step 4, using different examples from *I Love Guinea Pigs* (such as *coated* on page 7; or *pester* on page 16).

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The Beckoning Cat ■ Day 3
Generating Independent Thinking

Group Progress Assessment ■ **GA6**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to share their opinions?			
▪ Do they give reasons for their opinions?			
▪ Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to explain his or her thinking by having the student reread page 26 and asking:

Q *Who do you think helps the family more? The cat or Yohei? What makes you think that?*

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Helen Keller ■ Day 3
Generating Independent Thinking

Group Progress Assessment ■ **GA7**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate and discuss their own thinking about the book?			
▪ Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to share his or her thinking by asking the student questions such as:

Q *What do you think about the part when Helen learned her name?*

Q *What does that part make you wonder?*

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Helen Keller ■ Day 6
Generating Independent Thinking

Group Progress Assessment ■ **GA8**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate and discuss their own thinking about the book?			
▪ Are they able to build on one another's thinking?			
▪ Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to build on the thinking of others by paraphrasing what another student says and asking questions such as:

Q *What can you say to build on that?*

Q *What do you think about that?*

Q *What are you wondering about that?*

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The Tree Lady ■ Day 1
Comprehension

Group Progress Assessment ■ **GA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students share relevant observations about the illustrations?			
▪ Can they recall what they learned about Kate?			
▪ Do they listen to one another and share their thinking?			
Other observations:			

Suggestions:

Support any student who struggles by having the student reread the last two sentences on the page and asking questions such as:

Q *What is happening in this illustration? How do you think Kate is feeling?*

Q *How is Kate different from other people?*

Q *How can you say in your own words what you know about Kate?*

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My Name Is María Isabel ■ Day 2 Group Progress Assessment ■ **GA2**
Comprehension

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to make and discuss text-to-self connections?			
▪ Do they listen respectfully as their partners share?			
▪ Are they able to write about text-to-self connections?			
Other observations:			

Suggestions:

Support any student who struggles to make text-to-self connections by having him or her reread pages 16–17, starting with the words "'Go on, it's your turn . . . .'" Then ask:

Q *What does this part remind you of? What does it make you think about?*

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My Name Is María Isabel ■ Day 6 Group Progress Assessment ■ **GA3**
Comprehension

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to add to their writing about what happened in the book?			
▪ Do they add to their writing about their own experiences?			
Other observations:			

Suggestions:

Support any student who struggles to make text-to-self connections by asking:

Q *What more can you write about what happened in the book?*

Q *What more can you write about what happened in your own life?*

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Ice Bear ■ Day 2
Comprehension

Group Progress Assessment ■ **GA4**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to say what they think the pages are mostly about?			
▪ Are they referring to the text and illustrations as needed to support their thinking?			
▪ Are partners working well together?			
Other observations:			

Suggestions:

Support any student who struggles by asking questions such as:

Q *What did you read about polar bear cubs?*

Q *What does a mother polar bear do to take care of her cubs?*

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"Story" ■ Day 3
Comprehension and Fluency

Group Progress Assessment ■ **GA5**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to read the poem fluently?			
▪ Do they read the poem with expression, emphasizing the interesting words they underlined?			
▪ Do they speak loudly and clearly enough for their partners to hear?			
Other observations:			

Suggestions:

Support any student who struggles to read fluently by having him or her practice reading the poems several more times and reminding the student to read the underlined words louder, slower, and with more feeling.

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The Key Collection ■ Day 3
Self-monitoring and Self-correcting

Group Progress Assessment ■ **GA6**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to talk about what happens in the story?			
▪ Do they take turns talking and listening?			
Other observations:			

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The Key Collection ■ Day 6 Group Progress Assessment ■ **GA7**
Self-monitoring and Self-correcting

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to talk about what happens in the chapter?			
▪ Do they go back and reread if they find that they do not understand what happens in the chapter?			
▪ Do they take turns talking and listening?			
Other observations:			

Suggestions:

Support any student who struggles to talk about the chapter by having the student go back to the last part he or she understood and then reread from that point on. Then have the student continue with the partner discussion.

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The Babe & I ■ Day 3
Generating Independent Thinking

Group Progress Assessment ■ **GA8**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate and discuss their own thinking about the book?			
▪ Are they able to build on one another's thinking?			
▪ Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to build on others' thinking by paraphrasing what another student says and asking questions such as:

Q *What can you say to build on that?*

Q *What are you wondering?*

Q *What can you share that connects to that?*

Q *What do you think about that?*

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Set 12

"Group Progress Assessment" sheets (GA1–GA9) 316

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Shark Lady ■ Day 3
Generating Independent Thinking

Group Progress Assessment ■ **GA1**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate and discuss their own thinking about the story?			
▪ Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to share his or her thinking by having the student reread page 41, starting at "First thing the next morning . . . ," through page 43 and tell you about what happens. Then ask questions such as:

Q *What are you thinking about that part?*

Q *What does that part make you wonder?*

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Shark Lady ■ Day 6
Generating Independent Thinking

Group Progress Assessment ■ **GA2**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate and discuss their own thinking about the book?			
▪ Are they able to build on one another's thinking?			
▪ Do they listen respectfully to the thinking of others?			
Other observations:			

Suggestions:

Support any student who struggles to build on the thinking of others by paraphrasing what another reader says and asking questions such as:

Q *What can you say to build on that?*

Q *What can you share that connects to that?*

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Bee ■ Day 3 Group Progress Assessment ■ **GA3**
Generating Independent Thinking/Comprehension

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students using the text features to understand what they read?			
▪ Are they able to talk about the information they read?			
Other observations:			

Suggestions:

Support any student who struggles to talk about the information he or she read by having the student reread the relevant part of the book and look closely at the text features; then ask:

Q *What did you read about [the larva stage]?*

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Bee ■ Day 5 Group Progress Assessment ■ **GA4**
Generating Independent Thinking/Comprehension

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to express their opinions about queen bees and worker bees?			
▪ Do they give reasons that support their opinions?			
▪ Are they discussing their opinions respectfully?			
Other observations:			

Suggestions:

Support any student who struggles to share or support an opinion by having him or her review pages 6–9 and 12–15 and then asking questions such as:

Q *What is something that the queen bee does to help the hive?*

Q *What is something worker bees do to help the hive?*

Q *Why is [warming up the hive] important?*

Then ask again:

Q *Do you think the queen bee or the worker bees are more important to the hive? Why?*

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Pop's Bridge ■ Day 3
Generating Independent Thinking

Group Progress Assessment ■ **GA5**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to express their opinions about being friends with Robert and about the title?			
▪ Do they give reasons that support their opinions?			
▪ Are they sharing their opinions respectfully?			
Other observations:			

Suggestions:

Support any student who struggles to voice an opinion by asking questions such as:

Q *What do you like about Robert?*

Q *What don't you like about Robert?*

Then ask the student his or her opinion again.

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Fly Away Home ■ Day 6
Generating Independent Thinking

Group Progress Assessment ■ **GA6**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to share and discuss their own thinking about the book?			
▪ Are they able to build on one another's thinking?			
▪ Do both partners get a chance to talk?			
Other observations:			

Suggestions:

Support any student who struggles to share his or her thinking by asking:

Q *What did your partner share? What do you think about that?*

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Family Reminders ■ Day 3
Comprehension

Group Progress Assessment ■ **GA7**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to discuss the questions?			
▪ Do they listen respectfully and share their thinking?			
Other observations:			

Suggestions:

Support any student who struggles to discuss what happens in the chapter by asking questions such as:

Q *What does Mary do when her parents are gone?*

Q *What does Mary remember as she sits in the parlor?*

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Family Reminders ■ Day 5
Comprehension

Group Progress Assessment ■ **GA8**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' connections make sense?			
▪ Do they explain their thinking?			
▪ Do they listen respectfully?			
Other observations:			

Suggestions:

Support any student who struggles by reading the pages again and asking questions such as:

Q *What questions do Mary and Andrew ask in their minds?*

Q *How do you think Mary is feeling? What about Andrew? How are their feelings similar?*

Q *Mary and Andrew both think things in their lives are unfair. What do they think is unfair?*

Q *Both Mary and Andrew stay quiet because they don't want to cause problems. What problems might each of them cause?*

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Family Reminders ■ Day 9
Comprehension

Group Progress Assessment ■ **GA9**

Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify and discuss parts of both?			
▪ Do their connections make sense?			
▪ Are they able to describe the similarities and differences between the parts they choose?			
▪ Do both partners participate in the discussion?			
Other observations:			

Suggestions:

Support any student who struggles to make a connection by asking:

Q *What do Andrew and Mary do to help their families?*

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Reading Groups Class Record

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Reading Groups Class Record (CR1)

Student's name	Assessed level	CCC Set #

Group 1 CCC Set # _____

Group 2 CCC Set # _____

Group 3 CCC Set # _____

Group 4 CCC Set # _____

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Introduction



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The Collaborative Classroom

Center for the Collaborative Classroom (CCC) is a mission-driven, nonprofit organization committed to ensuring that all students have the opportunity to become highly literate critical thinkers who learn from, care for, and respect one another. The organization has more than four decades of experience providing professional development for teachers and innovative curriculum for classrooms.

How we teach matters as much as *what* we teach. CCC nurtures continuous professional learning that empowers teachers to transform classrooms, build school communities, and inspire the academic and social growth of children.

All of our curriculum materials and professional development services reflect the following core principles:

- Fostering caring relationships and building inclusive, safe environments are foundational practices for both student and adult learning communities.
- Classroom learning experiences should be built around students constructing knowledge and engaging in action.
- Honoring and building on students' intrinsic motivation leads to engagement and achievement.
- Social and academic curricula are interdependent and integrated.

Our innovative, research-based curricula not only support deep student learning and engagement but also guide teachers in creating CCC's vision of a Collaborative Classroom—an intentional environment in which students become caring members of a learning community.

Collaborative Classroom teachers become mindful of their practice by using materials that engage and motivate students, develop critical thinkers, and promote reflection about learning and community.

Collaborative Classroom students learn to work independently and collaboratively, to respectfully share their thinking with others, and to take responsibility for their learning.

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Overview of the CCC Collaborative Literacy Suite

The CCC Collaborative Literacy™ suite is an innovative set of modular programs that fosters students' ongoing development as readers, writers, and caring members of the classroom community. The *Making Meaning*™ program focuses on reading comprehension strategies and vocabulary development. *Being a Reader*™ is an early reading program that focuses on teaching students the foundational skills they need to read well and comprehend what they read while developing a love of reading. The *Being a Writer*™ program develops students' capacity to write well in a variety of genres using a writing process model.

Together, the programs that make up the CCC Collaborative Literacy suite address the core concepts, strategies, and skills traditionally taught in the language arts block while transforming the learning environment into one that is student centered. As the students learn to think, talk, and share ideas, they come to value the thinking of others. They become thoughtful readers and writers and discuss big ideas with respect, clarity, and understanding.

IMPLEMENTATION GUIDE

The *CCC Collaborative Literacy Implementation Guide*, available on the CCC Learning Hub (ccclearninghub.org), shows teachers how the components of Collaborative Literacy fit into a single language arts block and also includes suggestions for scheduling, planning, and pacing lessons.

While *Being a Reader*, *Making Meaning*, and *Being a Writer* have been designed to work together as modules in the CCC Collaborative Literacy suite, each can also serve as a stand-alone program that can be used in combination with other literacy programs.

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Program Overview

The *Making Meaning*® program is a reading comprehension curriculum for kindergarten through grade 6. It is the first program of its kind to combine research-based best practices in reading comprehension with support for fostering your students' growth as caring, collaborative, and principled people.

We are well aware of the demands that elementary school teachers face in teaching reading today. Among those demands are the many activities that must be squeezed into the school day, the pressure of increased standardized testing, and a student population with increasingly diverse needs. The *Making Meaning* program offers maximum support for teaching reading comprehension in this environment. It is not another loosely defined program that adds hours of preparation to an already crammed to-do list. Rather, it is a fully fleshed-out curriculum that integrates easily into what you already do, incorporates an understanding of how real classrooms function, and teaches the specific strategies that students need to become effective readers, at a level and pace that is accessible to everyone.

New to the Third Edition

In this third edition of the *Making Meaning* program, we have added content, assessments, and technology features designed to support your teaching and your students' reading comprehension and social development. These include:

- Additional weeks of instruction for a total of 30 weeks at all grades
- New read-aloud titles
- Additional informational texts at all grades
- A new Individualized Daily Reading (IDR) strand at kindergarten, expanded support for IDR at grades 1–6, and new IDR mini-lessons at all grades
- New and revised Writing About Reading activities in which the students write in various ways in response to texts
- A new *Student Response Book* at grade 1 and a revised and expanded *Student Response Book* at grades 2–6
- Print and digital teacher's manuals with links to professional development media and lesson resources

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- A new *Assessment Resource Book* at kindergarten and new and expanded reading comprehension assessments at grades 1–6
- An online assessment tool, the CCC ClassView™ assessment app, for capturing and synthesizing assessment data
- A *Reading Assessment Preparation Guide* that prepares students for standards-based reading comprehension assessments at grades 3–6
- Online, interactive whiteboard activities
- Additional support for incorporating technology through tips, tutorials, mini-lessons, and extension activities
- An updated and expanded vocabulary supplement at all grades, the *Vocabulary Teaching Guide*

You will find more information about new content, assessments, and technology features in the pages that follow.

Unique Pedagogy

The unique pedagogy of the *Making Meaning* program has grown out of years of research on reading comprehension and child development. The lessons integrate instruction and practice in reading comprehension strategies with activities that foster the students' social, emotional, and ethical development.

RESEARCH BASED/CLASSROOM TESTED

Research documents what many teachers have always known: the fact that a child can read a page aloud does not mean that he or she can understand it. Teaching children to make sense of what they read has been an enduring challenge. To address this challenge, the creators of the *Making Meaning* program have drawn on decades of research by people like P. David Pearson and Michael Pressley, who describe the strategies that proficient readers use naturally and the conditions that foster those strategies in children. The *Making Meaning* program also draws on portraits from many classrooms in which reading comprehension is successfully taught, such as those described by Lucy Calkins in her work with the Reader's Workshop and by Ellin Keene and Susan Zimmerman in their book *Mosaic of Thought*. The *Making Meaning* program brings this research together in a unique, yearlong curriculum of easy-to-implement daily lessons. Reading comprehension strategies are taught directly through read-aloud experiences, and the students learn to use these strategies to make sense of their own reading, through guided and independent strategy practice.

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In addition to a solid research base, *Making Meaning* has been shaped by pilot testing and discussions with a wide range of classroom teachers to assure that it is effective and that it fits into a typical classroom day. The *Making Meaning* program can replace an existing reading comprehension program or supplement basal instruction. It is designed to be accessible to all students, whatever their reading levels, and includes support for English Language Learners.

DUAL FOCUS: ACADEMIC AND SOCIAL/ETHICAL LEARNING

The *Making Meaning* program is also unique in its focus on teaching the whole child. Child development research tells us that children learn and grow best in environments where their basic psychological needs are met. Children need to feel physically and emotionally safe. They need to feel that they belong. They need to have a sense of themselves as autonomous and capable. Studies indicate that when these basic needs are met at school by helping students experience a sense of community, the students do better academically (as measured over time by grades and test scores), exhibit more pro-social tendencies, and show greater resistance to problem behaviors, such as drug use and violence (Durlack et al. 2011).

To this end, the *Making Meaning* program helps you create a classroom community in which your students feel a strong sense of belonging, psychological safety, autonomy, and responsibility to themselves and to the group. Teachers know that such an environment does not just happen; it must be deliberately created through setting up purposeful interactions among students, teaching them social and problem-solving skills, and helping them to integrate pro-social values into their lives. As you teach the *Making Meaning* lessons, you will see that the children's ability to learn reading comprehension strategies is inextricably linked to their ability to work together and bring democratic values like responsibility, respect, fairness, caring, and helpfulness to bear on their behavior and interactions.*

TEACHER SUPPORT

The program is designed to help you develop and practice valuable teaching skills as you support your students' growth as readers. Detailed, easy-to-follow lesson plans include suggestions for introducing and practicing cooperative structures, conducting read-alouds, facilitating discussions, assessing the class, and conferring with individual students. Teacher Notes and references to professional development media throughout the lessons explain the underlying pedagogy of various activities and provide examples of what might happen in the classroom. A regular "You might say" feature provides you with language you might draw on as you model your thinking about a strategy.

* To read more about the theoretical and research basis for the *Making Meaning* program, please refer to the Bibliography on page 476.

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Program at a Glance

The pages that follow provide a detailed scope and sequence for teaching reading comprehension at your grade level. The daily lessons revolve around clearly defined teaching objectives and build in complexity as students move through the program.

A week of lessons typically begins with a read-aloud of an engaging text, followed by a class discussion of what the text is about. This same read-aloud text is used on subsequent days to teach the students a comprehension strategy and to give them guided practice with the strategy. The week usually ends with the students practicing the strategy independently by using classroom library books and discussing their thinking. Each lesson typically requires 20–40 minutes of classroom time, depending on the grade level. In addition to the lessons, the students participate in Individualized Daily Reading (IDR), during which they read texts at their appropriate reading levels independently for up to 30 minutes each day, depending on the grade level. For more information about IDR, see "Individualized Daily Reading (IDR)" on page xxxviii.

STRATEGY DEVELOPMENT

The following comprehension strategies are taught in the *Making Meaning* program:

- Using schema/Making connections
- Retelling
- Visualizing
- Wondering/Questioning
- Using text features
- Making inferences
- Determining important ideas
- Analyzing text structure
- Summarizing
- Synthesizing

Not all strategies appear at each grade level. The program begins with the most developmentally appropriate strategies in the primary grades, and additional strategies are introduced in later grades. The table on the next page shows the development of the strategies across grades K–6.

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Development Across the Grades

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

■ formally taught □ informally experienced

PROGRAM COMPONENTS

The *Making Meaning* program includes:

- A *Teacher's Manual* (grades K–6), containing detailed lessons that provide a sequence of instruction for the academic year
- A set of carefully selected, grade-appropriate trade books to use as read-alouds
- A *Student Response Book*, one for each student (grades 1–6), coordinated with specific lessons and providing the students with selected read-aloud texts and excerpts, writing activities, a Reading Journal, and a Reading Log at grades 2–6
- An *Assessment Resource Book* (grades K–6), containing information and record sheets to help you regularly monitor the progress and needs of individual students and the whole class
- A *Reading Assessment Preparation Guide* (grades 3–6), containing lessons to prepare students for a standards–based reading comprehension assessment
- A *Vocabulary Teaching Guide*, with weekly lessons that build students' vocabularies by teaching words taken directly from *Making Meaning* read-alouds
- A *Digital Teacher's Set*, containing digital versions of the *Teacher's Manual*, *Vocabulary Teaching Guide*, *Assessment Resource Book*, and *Reading Assessment Preparation Guide* (grades 3–6)

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- Access to online resources via the CCC Learning Hub (ccclearninghub.org), such as interactive whiteboard activities, assessment forms, reproducibles, and professional development media
- Access to the CCC ClassView app (classview.org), which allows for electronic recording, sorting, synthesizing, and reporting of assessment data for individual students and the whole class

For more information about the print format of the *Teacher's Manual*, see the "Getting Started with Your Print *Teacher's Manual*" tutorial (AV37). For more information about the digital format, see the "Getting Started with Your *Digital Teacher's Set*" tutorial (AV38).


AV37


AV38

ALIGNMENT WITH STANDARDS

The *Making Meaning* program develops students' ability to think critically, read closely and thoughtfully, work collaboratively, and express themselves clearly and confidently. It aligns with reading, writing, and listening and speaking standards. For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).

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Understanding the Program

The *Making Meaning* program helps students develop as readers *and* as caring, collaborative people. This dual focus is based on two beliefs: that students' academic learning flourishes when social learning is integrated into the curriculum and that we are called on as educators to help students develop as whole people—academically, socially, and ethically.

Focus on Comprehension

In the *Making Meaning* program, students are taught the reading comprehension strategies that research shows good readers use to make sense of texts. They learn and practice the strategies with guidance and support from you before using them in their independent reading.

THE GRADE 1 COMPREHENSION STRATEGIES

The strategies that follow are formally taught or informally experienced in grade 1 of the program.

- **Using schema/Making connections.** Schema is the prior knowledge a reader brings to a text. Readers construct meaning by making connections between their prior knowledge and new information in a text. In *Making Meaning* grade 1, the students learn to connect what they know from their own experiences to texts before, during, and after a read-aloud. They also make connections between texts.
- **Retelling.** Readers use retelling to identify and remember key information in a text. They focus on the important ideas or sequence of events as a way of identifying what they need to know or recall. In *Making Meaning* grade 1, the students learn to retell stories, using characters and plot to organize their thinking.
- **Visualizing.** Visualizing is the process of creating mental images while reading. Mental images can include sights, sounds, smells, tastes, sensations, and emotions. Good readers form mental images to help them understand, remember, and enjoy texts. In *Making Meaning* grade 1, the students visualize to deepen their understanding and enjoyment of poems and stories.

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- **Wondering/Questioning.** Proficient readers wonder and ask questions to focus their reading, clarify meaning, and delve deeper into a text. They wonder what a text is about before they read, speculate about what is happening while they read, and ask questions after they read to gauge their understanding. In *Making Meaning* grade 1, the students wonder and ask questions before, during, and after a read-aloud to make sense of a text.
- **Using text features.** Readers who understand that expository texts have common features, such as tables of contents and indexes, headings and subheadings, and diagrams and charts, use those features to help them unlock a text's meaning. In *Making Meaning* grade 1, the students identify features of expository texts, such as tables of contents, glossaries, photographs and other illustrations, and captions, and use those features to help them understand the texts.
- **Making inferences.** Not everything communicated by a text is directly stated. Good readers use their prior knowledge and the information in a text to understand implied meanings. Making inferences helps readers move beyond the literal to a deeper understanding of texts. In *Making Meaning* grade 1, the students informally make inferences to think more deeply about both narrative and expository texts.
- **Determining important ideas.** Determining the important ideas in a text helps readers identify information that is essential to know and remember. What is identified as important in a text will vary from reader to reader, depending on the purpose for reading and prior knowledge. In *Making Meaning* grade 1, the students informally explore which ideas in texts are important and support their thinking with evidence from the texts.
- **Analyzing text structure.** Proficient readers use their knowledge of narrative and expository text structure to approach and comprehend texts. For example, readers who understand that stories have common elements, such as setting, characters, and plot, have a framework for thinking about stories. In *Making Meaning* grade 1, the students informally explore story elements as they think and talk about stories.

THINKING TOOLS

"Thinking Tools" help the students implement the strategies they are learning and delve more deeply into texts. In grades K–2, the students informally use "Stop and Wonder" as preparation for "Stop and Ask Questions," a thinking tool they learn and use in grades 3–6.

- **Stop and Wonder.** The teacher stops at various places during a read-aloud, and the students discuss what they are hearing and wondering. When the teacher resumes reading, the students listen to hear whether what they wonder about is addressed in the text.

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Focus on Social/Ethical Development

Helping students to develop socially and ethically, as well as academically, is part of the educator's role, and we believe it should be integrated into every aspect of the curriculum. Social and academic learning flourish when they are integrated naturally, rather than pursued separately. Research shows that building a safe and caring classroom community helps students develop a sense of responsibility for their own learning and behavior, as well as empathy and motivation to help others (Schaps 2004). Students who receive support in building their social and emotional skills demonstrate significant gains in academic achievement (Durlack et al. 2011).

BUILDING RELATIONSHIPS

During *Making Meaning* lessons, the students listen to and discuss texts in pairs, small groups, and as a class, and through their interactions, they come to recognize that talking about texts is a way to understand them. As the students work together, they develop caring and respectful relationships, creating a safe and supportive classroom community that is conducive to sharing their thinking. They are encouraged to take responsibility for their learning and to be aware of the effect of their behavior on others.

VALUES AND SOCIAL SKILLS

As you help the students build relationships, you also help them understand the values that underlie these relationships. Across every year of the program, broad social goals help the students think about and act on five core values: responsibility, respect, caring, fairness, and helpfulness. The students reflect on what it means to act on these values and how their actions affect the community. Lapses in applying the values are seen as normal learning experiences, rather than as failures. In addition to these five core values, the students explore other values that arise in the read-alouds, such as courage, perseverance, gratitude, and compassion.

The social skills that students learn in *Making Meaning* help them to act on these values in a deliberate way. They learn basic social skills (such as listening to others and taking turns) early in the year, laying the foundation for the more sophisticated skills they learn and practice later in the year, when both their academic work and resulting social interactions become more demanding. (For example, learning how to listen to others early in the year prepares the students to build on one another's thinking later in the year.)

Social development objectives for each week's lessons are listed in the Overview of the week. The week's lessons provide activities, questions, and cooperative structures that target these objectives. (For more information, see "Cooperative Structures" on page xxviii.) Social skills

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emphasized in grade 1 include listening respectfully to the thinking of others and sharing their own, working in a responsible way, and acting in fair and caring ways. A Social Skills Assessment (grades 1–6) is included for use early in the year, mid-year, and at the end of the year to help you assess your students' progress in meeting the social development objectives of the program.

The table below lists the social skills taught in the program and the grade levels at which they are formally taught, reviewed, or integrated.

Social Skills Across the Grades

	K	1	2	3	4	5	6
Speaking clearly	•	•					
Taking turns talking and listening	•	•	•	•			
Participating in partner work and class discussions	•	•	•	•	•	•	•
Following classroom procedures	•	•	•	•	•	•	•
Listening respectfully to others	•	•	•	•	•	•	•
Contributing ideas that are different from other people's ideas	•	•	•	•	•	•	•
Sharing partner's thinking with the class	•	•	•	•	•	•	•
Reflecting on own behavior	•	•	•	•	•	•	•
Taking responsibility for learning and behavior	•	•	•	•	•	•	•
Explaining thinking	•	•	•	•	•	•	•
Giving reasons to support opinions			•	•	•	•	•

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Social Skills Across the Grades *(continued)*

	K	1	2	3	4	5	6
Using discussion prompts			•	•	•	•	•
Agreeing and disagreeing respectfully				•	•	•	•
Using clarifying questions and statements				•	•	•	•
Including everyone and contributing to group work					•	•	•
Making decisions and solving problems respectfully					•	•	•
Discussing feedback and giving opinions respectfully					•	•	•
Confirming another person's thinking					•	•	•

RANDOM PAIRING

Most lessons in *Making Meaning* are designed for pair work. We recommend that you randomly pair students at the beginning of each unit and have partners stay together for the whole unit. (See "Considerations for Pairing ELLs" on page lii.) Working with the same partner over time helps each student work through and learn from problems, build successful methods of interaction, and develop his or her comprehension skills.

Random pairing sends several positive messages to the students: there is no hidden agenda behind how you pair the students (such as choosing pairs based on achievement); every student is considered a valuable partner; and everyone is expected to learn to work with everyone else. Random pairing also results in heterogeneous groupings over time, even though some pairs may be homogeneous in some way during any given unit (for example, both partners may be female).

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The box below suggests some methods for randomly pairing the students.

Some Random Pairing Methods

- Distribute playing cards and have each student pair up with someone who has the same number or suit.
- Place identical pairs of number or letter cards in a bag. Have each student pull a card out of the bag and find someone who has the same number or letter.
- Cut magazine pictures in half. Give each student a picture half. Have each student pair up with the person who has the other half of the picture.



COOPERATIVE STRUCTURES

Cooperative structures are taught and used at every grade level to increase the students' engagement and accountability for participation. These structures help the students learn to work together, develop social skills, and take responsibility for their learning. Students talk about their thinking and hear about the thinking of others. Suggested uses of cooperative structures in the lessons are highlighted with an icon. In addition, you can use the cooperative structures whenever you feel that not enough students are participating in a discussion or, conversely, when many students want to talk at the same time.

Cooperative Structures in the Program

- **Turn to Your Partner.** Partners turn to one another to discuss a question.
- **Think, Pair, Share.** Each student thinks individually about a question before discussing his or her thoughts with a partner. Pairs then report their thinking to another pair or to the class. This strategy is especially appropriate when the students are asked to respond to complex questions.
- **Think, Pair, Write.** As in "Think, Pair, Share," each student thinks individually before discussing his or her thoughts with a partner. The students then write what they are thinking. Pairs might then share their writing with another pair or with the class.
- **Heads Together.** Groups of four students discuss a question among themselves. Groups might then share their thoughts with the class.
- **Group Brainstorming.** Groups of four generate as many ideas as they can about a question as a group member records. These lists are then shared with the class.

In grade 1, the students learn "Turn to Your Partner" and "Think, Pair, Share." Other structures are added as developmentally appropriate.

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Teaching the Program

How the Grade 1 Program Is Organized

The *Making Meaning* program for grade 1 consists of nine units. The units vary in length from one to four weeks. In Units 1–3, each week has two days of instruction and practice. In Units 4–9, each week has three days of instruction and practice. The calendar below provides an overview of the year.

Sample Calendar for Grade 1

	Unit/Read-aloud	Length	Focus
FALL	**1. The Reading Community: Fiction and Narrative Nonfiction** ▪ *Quick as a Cricket* by Audrey Wood ▪ *When I Was Little: A Four-Year-Old's Memoir of Her Youth* by Jamie Lee Curtis ▪ *People in My Neighborhood* by Shelly Lyons ▪ *Places in My Neighborhood* by Shelly Lyons ▪ *It's Mine!* by Leo Lionni	4 weeks	Make connections Answer questions about key details in stories Build the reading community Learn the procedures for gathering, "Turn to Your Partner," and Individualized Daily Reading
	2. Making Connections: Fiction ▪ *Matthew and Tilly* by Rebecca C. Jones ▪ *McDuff and the Baby* by Rosemary Wells ▪ *Chrysanthemum* by Kevin Henkes	3 weeks	Make connections Answer questions about key details and important ideas in stories
	3. Retelling: Fiction ▪ *Curious George Goes Camping* by Margret Rey and H. A. Rey ▪ *Angelina and Henry* by Katharine Holabird ▪ *Peter's Chair* by Ezra Jack Keats	3 weeks	Retell the sequence of events in stories Make connections Answer questions about key details and important ideas in stories

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Sample Calendar for Grade 1 *(continued)*

	Unit/Read-aloud	Length	Focus
WINTER	**4. Visualizing: Poetry and Fiction** ▪ *Did You See What I Saw? Poems about School* by Kay Winters ▪ "The Balloon Man" by Dorothy Aldis ▪ *In the Tall, Tall Grass* by Denise Fleming ▪ *Sheep Out to Eat* by Nancy Shaw ▪ *The Snowy Day* by Ezra Jack Keats	4 weeks	Visualize to make sense of texts Use schema and inference informally Learn the procedure for "Think, Pair, Share"
	5. Wondering: Fiction and Narrative Nonfiction ▪ *An Extraordinary Egg* by Leo Lionni ▪ *George Washington and the General's Dog* by Frank Murphy ▪ *The Bumblebee Queen* by April Pulley Sayre ▪ *Down the Road* by Alice Schertle	4 weeks	Use wondering to make sense of fiction and nonfiction stories Retell parts of stories
	6. Making Connections: Expository Nonfiction ▪ *Using Your Senses* by Rebecca Rissman ▪ *Sleep Well: Why You Need to Rest* by Kathy Feeney ▪ "How to Catch Your ZZZs" by KidsHealth.org ▪ *Dinosaur Babies* by Lucille Recht Penner	3 weeks	Explore differences between fiction and nonfiction Make connections Identify information learned from nonfiction texts
SPRING	**7. Wondering: Expository Nonfiction** ▪ *An Ocean of Animals* by Janine Scott ▪ *Big Blue Whale* by Nicola Davies ▪ *Chameleons Are Cool* by Martin Jenkins ▪ *Birds: Winged and Feathered Animals* by Suzanne Slade	4 weeks	Use wondering, schema, and retelling to make sense of nonfiction texts Identify information learned from nonfiction texts Explore text features of nonfiction texts Build a body of knowledge about animal life
	8. Using Text Features: Expository Nonfiction ▪ *Throw Your Tooth on the Roof* by Selby B. Beeler ▪ *Velociraptor* by Kate Riggs ▪ *A Day in the Life of a Garbage Collector* by Nate LeBoutillier ▪ *An Elephant Grows Up* by Anastasia Suen	4 weeks	Explore text features of nonfiction texts Identify information learned from nonfiction texts Visualize to make sense of nonfiction texts Make connections
	9. Revisiting the Reading Community ▪ *Julius* by Angela Johnson	1 week	Reflect on growth as readers Reflect on the reading community Answer questions about key details and important ideas in a story

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Planning and Teaching the Lessons

We offer the following considerations to help you plan and teach the *Making Meaning* lessons.

TEACHING THE UNITS IN ORDER

We recommend that you teach the units in the order in which they appear in the *Teacher's Manual* for several reasons:

- Comprehension strategies are introduced, practiced, and reviewed on a developmental continuum, beginning with making connections and visualizing and progressing to the more cognitively challenging strategies of making inferences, wondering, using text features, and determining important ideas. In addition, early in the year most read-aloud texts used for comprehension instruction are fiction, a more familiar and accessible genre for primary readers. Only later in the year are the more challenging genres of narrative and expository nonfiction used for strategy instruction.
- Support for Individualized Daily Reading also builds across the year. Procedures and practices necessary for the success of IDR, including reading quietly, choosing "just right" books, and using a Reading Log, are introduced in early units, preparing the students for the important work in later units of using comprehension strategies as they read and reflecting on and conferring about their reading. Expectations for stamina also increase throughout the year.
- Procedures, structures, and practices critical to both academic and social development are introduced in early units and then regularly reviewed throughout the year. For example, the students learn the cooperative structure "Turn to Your Partner" in Unit 1 of the program. In Units 2 and 3, they review and reflect on their progress as partners. In Unit 4, the students build on their experiences with "Turn to Your Partner" to learn the more challenging cooperative structure, "Think, Pair, Share."
- Social skills deepen in complexity across the year. In Units 1 and 2, the students practice listening respectfully to their partner's thinking and sharing their own. In Unit 3, they learn to share their partner's thinking with the class. In later units, the students focus on listening during class discussions and develop the skill of contributing ideas during a discussion that are different from their classmates' ideas.
- The lessons in the *Vocabulary Teaching Guide* must be taught in order. Words introduced in early weeks of the program are reviewed in later weeks, providing the students with multiple exposures to the words, and instruction in independent word-learning strategies, such as recognizing synonyms and antonyms and using inflectional endings, builds across the year. The assessments also rely on the words being taught in the order prescribed. For more information, see the "*Vocabulary Teaching Guide*".

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UNIT AND WEEK OVERVIEWS

To prepare to teach a unit, begin by reading the unit's introductory pages. The opening page provides a summary of the academic and social goals of the unit. The Resources list specifies the physical materials and the supplemental activities for the unit, while the Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org).


Unit 2

Making Connections

FICTION

During this unit, the students focus on making text-to-self connections to stories they hear. They answer questions to understand key details and important ideas in stories, including the central message or lesson. Through teacher modeling, the students are informally introduced to the skill of referring to the text to support their thinking. This lays the foundation for the application of this important skill when reading independently in later units and grades. During IDR, they learn procedures for using the classroom library and begin choosing their own books for independent reading. They also begin to confer with the teacher individually about their reading lives. Socially, they continue to take responsibility for their learning and behavior as they develop the skills of listening respectfully to the thinking of others and sharing their own, and taking turns when working in pairs.


Unit 2 Making Connections

RESOURCES

Read-alouds
- *Matthew and Tilly*
- *McDuff and the Baby*
- *Chrysanthemum*

Writing About Reading Activity
- "Write About Personal Connections to *Matthew and Tilly*"

IDR Mini-lesson
- Mini-lesson 1, "Choosing and Handling Books"

Technology Extension
- "Meet the Author: Rosemary Wells"

Extensions
- "Think About the Classroom Community"
- "Read and Discuss the Epilogue"
- "Discuss the Students' Reading Goals and Interests"

Assessment Resource Book
- Unit 2 assessments

Vocabulary Teaching Guide
- Week 4 (*It's Mine!*)
- Week 5 (*Matthew and Tilly*)
- Week 6 (*McDuff and the Baby*)

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

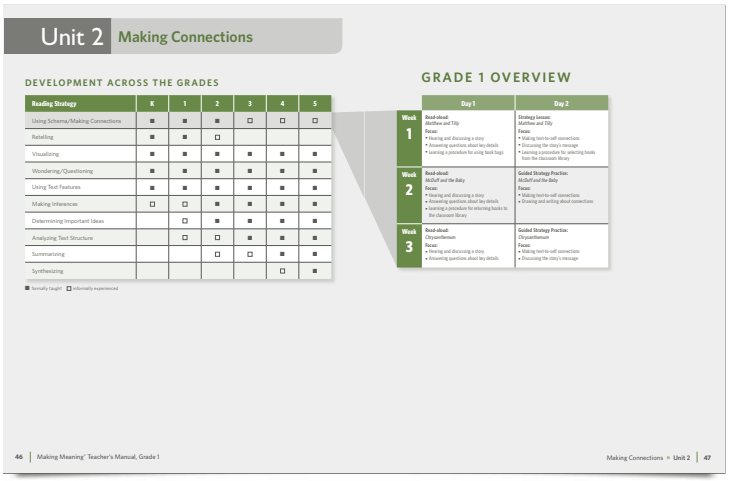
Assessment Forms
- "Class Assessment Record" sheets (CA1–CA3)
- "IDR Conference Notes" record sheet (CR1)
- "IDR Conference Class Record" sheet (CR1)

Reproducible
- Unit 2 family letter (BLM1)

Professional Development Media
- "Cooperative Structures Overview" (AV4)
- "Planning a Lesson" (AV12)
- "Social Reflection" (AV14)
- "Asking Open-ended Questions and Using Wait-time" (AV17)
- "Setting Up IDR Conferences" (AV28)

Making Connections ▪ Unit 2 | 45

The Development Across the Grades table shows how the reading comprehension strategies taught in the program develop across the grades, highlighting the strategy featured during that unit. The Overview table identifies the key academic focuses of each day of instruction in the unit, as well as each day's read-aloud text.


Unit 2 Making Connections

DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5
Using Schema/Making Connections	■	■	■	□	□	□
Retelling	■	■	□			
Visualizing	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■
Determining Important Ideas		□	■	■	■	■
Analyzing Text Structure		□	□	■	■	■
Summarizing			□	□	■	■
Synthesizing					□	■

■ formally taught □ informally experienced

GRADE 1 OVERVIEW

	Day 1	Day 2
Week 1	Read-aloud: *Matthew and Tilly* Focus: • Hearing and discussing a story • Answering questions about key details • Learning a procedure for using book bags	Strategy Lesson: *Matthew and Tilly* Focus: • Making text-to-self connections • Discussing the story's message • Learning a procedure for selecting books from the classroom library
Week 2	Read-aloud: *McDuff and the Baby* Focus: • Hearing and discussing a story • Answering questions about key details • Learning a procedure for returning books to the classroom library	Guided Strategy Practice: *McDuff and the Baby* Focus: • Making text-to-self connections • Drawing and writing about connections
Week 3	Read-aloud: *Chrysanthemum* Focus: • Hearing and discussing a story • Answering questions about key details	Guided Strategy Practice: *Chrysanthemum* Focus: • Making text-to-self connections • Discussing the story's message

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Making Connections ▪ Unit 2 | 47

Prepare for each week by reading that week's Overview, including the read-aloud summary, the online resources, and the comprehension and social focuses. The "Do Ahead" section alerts you to special requirements for the week and any preparations you should make ahead of time. Preview the lessons and note how the instruction supports the week's comprehension and social focuses from lesson to lesson.

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Week 1 OVERVIEW

Matthew and Tilly

by Rebecca C. Jones, illustrated by Beth Peck

Matthew and Tilly are two friends who enjoy each other's company, until one day they have a disagreement.

Comprehension Focus

- Students make text-to-self connections.
- Students answer questions to understand key details and important ideas in a story.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.
- Students take turns talking and listening.

DO AHEAD

- ✓ Make available texts at a variety of levels that the students can use to practice making connections throughout the unit.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see "Random Pairing," "Considerations for Pairing ELLs," and "Cooperative Structures" in the Introduction. For more information, view "Cooperative Structures Overview" (AV4).
- ✓ Prior to Day 1, consider previewing this week's read-aloud selection, *Matthew and Tilly*, with your English Language Learners before you read it to the whole class.
- ✓ Prior to Day 1, create a book bag for each student to use during IDR that has his or her name on it and contains five or six age-appropriate books (see Step 6). Include a variety of fiction and nonfiction and, if appropriate for individual students, a few decodable texts. We recommend using a durable, transparent bag that the students can keep in their cubbies or desks. Preparing the book bags ahead of time provides the students with plenty to read while they wait their turn to visit the classroom library for the first time on Day 2.

(continues)

Online Resources

Visit the CCC Learning Hub (cccleaminghub.org) to find your online resources for this week.

Assessment Form

- "Class Assessment Record" sheet (CA1)

Professional Development Media

- "Cooperative Structures Overview" (AV4)
- "Planning a Lesson" (AV12)
- "Asking Open-ended Questions and Using Wait-time" (AV17)

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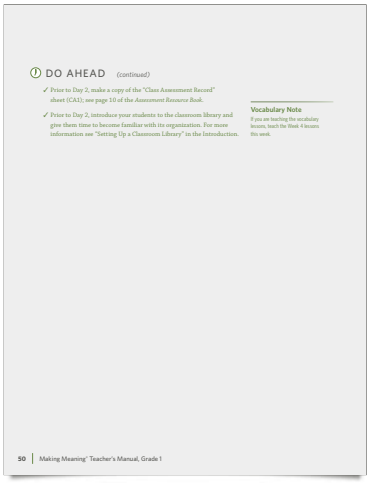
Making Connections ▪ Unit 2 ▸ Week 1 | 49


DO AHEAD (continued)

- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1); see page 10 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, introduce your students to the classroom library and give them time to become familiar with its organization. For more information see "Setting Up a Classroom Library" in the Introduction.

Vocabulary Note

If you are teaching for vocabulary lessons, teach the Week 4 lessons this week.

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PREPARING THE DAILY LESSONS

Read-aloud Lessons

Students' listening comprehension typically exceeds their reading comprehension. Listening to and discussing texts together enables the students to build background knowledge and vocabulary, enjoy a common experience, build community, share ideas, and collaborate to construct meaning. Each week begins with a read-aloud lesson. After the reading, discussion questions check the students' surface-level understanding of the text in preparation for deeper thinking about it on subsequent days of the week.

To Prepare for a Read-aloud:

- Read the entire lesson and anticipate how your students will respond.
- Collect materials and anticipate room arrangement needs.
- Practice reading the text aloud. Focus on reading slowly.
- Review the Suggested Vocabulary and the ELL (English Language Learner) Vocabulary lists and locate these words in the text. To better define these words smoothly while reading aloud, write each definition on a self-stick note and place the note next to the word in the read-aloud text. Notice if there are any additional words you may need to define for your students.
- Locate any suggested stopping points in the text. Again, you might use a self-stick note to mark each stopping point.
- Decide what level of support your English Language Learners will need. You might need to read the text aloud to your ELLs prior to reading it to the whole class or summarize the text for them. Also, review any ELL Notes in the lesson and provide extra support for your students as appropriate. (For more information, see "Support for English Language Learners [ELLs]" on page l.)

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- Optional extension activities appear at the end of some lessons. Review any extension activities and decide if and when you want to do the activities with your class. Some may require additional materials or preparation.

Read-aloud Lessons with Alternative Texts

You may want to substitute another text for the provided read-aloud text to teach the comprehension focus of the week or to repeat a week of instruction. For this purpose, a list of "Grade 1 Alternative Texts" is provided in the General Resources section of the CCC Learning Hub. The trade books suggested in the list of alternative texts are offered in Center for the Collaborative Classroom's Comprehension Strategies Libraries. These grade-level libraries are designed to support instruction of the specific strategies used in the lessons. Visit Center for the Collaborative Classroom's website (collaborativeclassroom.org) for more information.

Strategy Lessons

Strategy lessons introduce the strategy that is the comprehension focus for the week. Typically, you will reread the read-aloud text from Day 1 and ask questions that help your students move beyond the text's surface meaning to a deeper exploration of it. You will then guide the students to develop their understanding through carefully structured activities. This approach encourages the students to explore and develop a strategy before you explicitly label it.

To Prepare for a Strategy Lesson:

- Read the entire lesson (including the *Student Response Book* pages) and anticipate how your students will respond.
- Collect materials and anticipate room arrangement needs.
- Practice using the strategy at least once in your own reading to help you anticipate difficulties the students might have.
- Plan how you will pace the lesson to keep it moving.
- Review suggested discussion questions and decide which ones you will ask.
- Remember that making meaning of a text—not using a particular strategy—is the primary goal of the program. Keep discussions focused on the text, and remind the students that strategies serve readers by helping them understand what they read.
- Review and plan any optional extension activities you want to do with your class.

Guided Strategy Practice Lessons and Independent Strategy Practice Lessons

Strategy lessons are often followed by lessons in which the students practice using the strategy, with teacher support gradually being reduced as the students become more comfortable with the strategy. In a guided strategy practice lesson, the students practice

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using the strategy with a very familiar text (such as an excerpt from the week's read-aloud text), with you facilitating and supporting the students' work by asking focused questions and guiding the discussion.

In independent strategy practice lessons, the students practice using the strategy in appropriately leveled texts that they read independently. You have the opportunity to monitor the students and provide individual help as needed.

To Prepare for a Guided or Independent Strategy Practice Lesson:

- Read the entire lesson (including the *Student Response Book* pages) and collect materials.
- Practice any teacher modeling required in the lesson.
- Plan how you will pace the lesson to keep it moving.
- Review suggested discussion questions and decide which ones you will ask.
- Review and plan any extension activities you want to do with your class.

LESSON LENGTH AND PACING

Grade 1 lessons take, on average, 20–30 minutes. Lessons in which cooperative structures such as "Turn to Your Partner" and "Think, Pair, Share" are introduced may take longer. A few of the read-alouds will require additional time. A Teacher Note at the beginning of these lessons alerts you to the need for more time and suggests how you might break the reading into two parts, if necessary.

It is important to monitor the pace of the lessons, not only to complete them in a reasonable amount of time, but also to help the students stay focused and engaged. To maintain the pace of the lessons, we suggest the following:

- As much as possible, we advise that you teach the lessons as written, understanding that adjustments may be needed based on your knowledge of your students and their needs.
- Keep partner conversations brief (20–30 seconds).
- After partners have shared, have only one or two volunteers share their thinking with the class, even if other students have their hands up.
- During class discussions, have only two or three volunteers share their thinking. If many students want to contribute to the discussion, use "Turn to Your Partner" to give partners an opportunity to share with each other. Then have only one or two volunteers share with the class.

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EXTENDING THE INSTRUCTION

In addition to the core lessons, the program features the following opportunities to extend instruction:

- **Writing About Reading.** These optional activities provide a reading/writing connection within the *Making Meaning* program by asking the students to write opinions about and make connections to the texts they hear and discuss during read-aloud lessons. The activities build in complexity across the grades, with students at all levels encouraged to refer to the texts to support their thinking. Support for modeling writing is included in these activities. The activities can be done at the end of a lesson or at another time.
- **Extensions.** These optional activities provide additional learning opportunities that extend or enhance the instruction in the core lessons. Examples of extension activities include reading other books by the author of the read-aloud, imagining an alternative ending to the story, and learning more about a topic introduced in the read-aloud text.

STUDENT RESPONSE BOOKS

The *Making Meaning* program provides a *Student Response Book* for each student in grades 1–6. The *Student Response Books* include:

- Excerpts and reprints of selected read-aloud texts.
- Activity sheets correlated to lessons that the students use to record their thinking. Activities might include thinking tools and cooperative structures that require writing, such as "Stop and Wonder."
- Reading Logs (grades 2–6), in which the students list and comment on the texts they read independently, and Reading Journals (grades 1–6) in which the students write in more depth about their independent reading.

The *Student Response Books* are a useful resource for both you and your students. The students can use their Reading Logs and Reading Journals to track and write about their reading. The activity sheets make it unnecessary for you or your students to provide additional paper, and they are engaging and easy to use. The completed sheets also comprise a record of each student's work in the program. The *Student Response Books* are an integral part of the Individual Comprehension Assessment. For more information, see "Individual Comprehension Assessment" in the Assessment Overview of the *Assessment Resource Book*.

PROFESSIONAL DEVELOPMENT MEDIA

Brief videos created for the third edition of the *Making Meaning* program help you with effective implementation. The videos, intended for viewing when planning lessons, provide a range of support, including tips for introducing IDR and conferring with the students, demonstrations of teachers using various techniques for facilitating discussions, and examples of students using cooperative structures. For a complete list of professional development media, visit the CCC Learning Hub (ccclearninghub.org).

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HELPFUL LESSON FEATURES

The lessons include a number of features that help you navigate the instruction and that provide background information and tips. These lesson features are listed in the table below.

Helpful Lesson Features

- **Vocabulary Notes.** These notes appear at the beginning and end of the week's lessons to alert you to the vocabulary lessons you will be teaching in the *Vocabulary Teaching Guide*.
- **Topic Notes.** These notes appear at the beginning of some lessons and provide background information about important aspects of the instruction, including lesson structure, purpose, pedagogy, and approach.
- **Teacher Notes.** These notes appear in the lesson margins and alert you to such information as the purposes of different activities, materials to be collected or saved, hints for managing the lesson, and ways to support the students.
- **ELL Notes.** These notes suggest various strategies to support English Language Learners (ELLs) during a lesson.
- **Facilitation Tips.** These notes suggest techniques you can use to facilitate class discussions (for example, asking open-ended questions, using wait-time, and not paraphrasing or repeating students' responses) in order to increase participation and encourage deeper conversations among your students. For a concise summary of the Facilitation Tips, see the "Teacher's Facilitation Bookmark" in the General Resources section of the CCC Learning Hub (ccclearninghub.org).
- **Cooperative Structure Icons.** These icons indicate where in the lesson students work in pairs or small groups and where cooperative structures, such as "Turn to Your Partner" and "Think, Pair, Share," are used.
- **Suggested Vocabulary.** This feature identifies words in a read-aloud that you might want to define for your students as you read. We have selected vocabulary words based on how crucial they are to understanding the text and on the unlikeliness that students will be able to glean their meanings from the context. Definitions are provided.
- **ELL Vocabulary.** This feature identifies and defines additional words in a read-aloud that you may want to address with your ELLs.
- **"Students might say."** This feature gives you examples of the kinds of responses you might expect from your students. If the students have difficulty answering a question, you can suggest some of the ideas in the "Students might say" note and then ask them to generate additional ideas.
- **"You might say."** This feature provides sample language that you can draw on when you introduce a cooperative structure or model using reading comprehension or self-monitoring strategies. Providing the students with opportunities to hear you think out loud as you use a strategy helps them apply the strategy to their reading.
- **Chart Diagrams.** These diagrams illustrate charting techniques and provide examples of ideas generated by the class or by teacher modeling.

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Helpful Lesson Features *(continued)*

- **Technology Tips.** These notes suggest ways you might integrate technology in the lessons. In grades 3–6, they also refer to the Technology Mini-lessons in Appendix B, which instruct students on topics such as how to navigate safely online and how to conduct online research.
- **2D Barcodes.** You can scan these 2D barcodes with an app installed on your smartphone or tablet device to gain instant access to professional development and instructional media.
- **IDR Conference Notes.** These notes support you as you confer with individual students during IDR. (See "IDR Conferences" on page xxxix.)
- **Class Assessment Notes.** These notes help you observe and assess the whole class as they demonstrate their use of a strategy during a lesson. (See "Assessments" on page xlv.)
- **End-of-unit Considerations.** This feature provides information on wrapping up a unit and conducting end-of-unit assessments.

Individualized Daily Reading (IDR)

Research has consistently shown what common sense suggests: the more students read, the better readers they become (Anderson, Wilson, and Fielding 1988; Taylor, Frye, and Maruyama 1990). The practice that independent reading provides is critical if students are to consolidate and strengthen the reading comprehension skills and strategies they are learning. The independent strategy practice lessons in the *Making Meaning* program give your students valuable practice in using these skills and strategies independently, but more independent practice is needed if the students are to become truly proficient at comprehending text. To meet this need, *Making Meaning* includes an Individualized Daily Reading (IDR) strand.

INDEPENDENT READING IN GRADE 1

During Individualized Daily Reading in grade 1, the students spend up to 15 minutes a day reading books independently at their appropriate reading levels. An IDR section appears at the end of each lesson. IDR can follow the day's lesson, or you can schedule it during another time of the school day.

IDR begins in Unit 1 (Week 2) of the grade 1 program. In Unit 1, the students learn the procedures for IDR and read books that you select. They learn that there are various ways in which they can "read" a book, including reading the pictures. In Unit 2, the students learn procedures for checking books out of the classroom library. Conferring also begins in Unit 2, with a focus on discussing the students' reading lives. In Unit 3, the students learn how to select books that are "just right" for them and formal reading conferences begin, in which the students talk about the books they are reading and their use of strategies such as visualizing and wondering. In Unit 4, the students learn strategies for monitoring their comprehension and begin writing in their Reading Journals. Throughout the year in IDR, the students continue to build stamina for independent reading.

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THE TEACHER'S ROLE

Individualized Daily Reading in the *Making Meaning* program is different from other types of independent reading, such as free reading, SSR (Sustained Silent Reading), and DEAR (Drop Everything and Read). In those programs, students select their own books, which may or may not be at their appropriate reading levels, and the teacher plays a largely neutral role. In IDR, the students read texts at their appropriate reading levels for a specified period of time. You, the teacher, are actively involved, conferring with individual students, helping them select appropriate books, and assessing and supporting their reading.

IDR CONFERENCES

Initially, your individual student conferences will focus on getting to know the students as readers. As the year progresses, the conferences will focus more on ensuring that the students are reading appropriately leveled texts, assessing the students' comprehension, and supporting struggling students.

Beginning in Unit 3 of the grade 1 program, you will use a unit-specific "Resource Sheet for IDR Conferences" to guide you as you confer. This resource sheet outlines a process you can use when conferring with individual students about their independent reading. It includes questions you can ask to probe each student's thinking about what he or she is reading and to assess the student's comprehension of the text. It also includes suggestions for supporting the student's reading growth. You will document your IDR conferences using the "IDR Conference Notes" record sheet. We recommend that you document at least one IDR conference per student per unit. These notes are an important source of information for each student's Individual Comprehension Assessment (see "Assessments" on page xlv).

You will find copies of the "Resource Sheet for IDR Conferences" and the "IDR Conference Notes" record sheets in the *Assessment Resource Book*. The record sheets are also available on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record conference data on a record sheet. For more information, see "CCC ClassView App" on page xlvii.

READING APPROPRIATELY LEVELED TEXTS

For IDR to succeed, the students must be reading books that they can comprehend and read fluently with few miscues (accuracy errors). Early in the year, you can match students to books by informally assessing their reading abilities. One procedure you might use is to have each student select a text that interests him or her, and then listen to the student read aloud. Note whether the student is reading with accuracy (reading most of the words without miscues) and understanding. To gauge a student's surface understanding, you can use prompts and questions such as "Tell me what you just read" or "What does that mean?" If a student is reading a book that is too difficult or easy, help him or her select a more suitable book.

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Another technique for evaluating the appropriateness of a book is to use the "five-finger rule." As a student reads a page aloud, count any words he or she does not know. More than five unknown words on a page usually indicates that the book is too difficult. When your students become familiar with the five-finger rule, you can encourage them to use the technique on their own, making the students responsible for checking the appropriateness of the books they choose for IDR.

It is very important for students to build reading fluency as a foundation for comprehension. If you have students who are reading far below grade level, make sure they have time every day to practice reading decodable texts, and check in with them regularly to monitor their rate and accuracy.

DETERMINING INDEPENDENT READING LEVELS

Other informal and formal tools are available for determining a student's independent reading level. Running records are classroom-based, informal assessments of fluency and comprehension that can be used periodically to evaluate a student's reading performance; identify an independent, instructional, and frustration reading level; and monitor progress. A variety of formal benchmark assessments, such as the Developmental Reading Assessment (DRA) and Fountas and Pinnell Benchmark Assessment System (BAS), can also be used to measure the student's progress and identify his or her reading level.

SETTING UP A CLASSROOM LIBRARY

For IDR, the students will require access to a wide range of fiction and nonfiction texts at various levels. For easy browsing, you might display books in boxes or baskets labeled with the name of the book category. Categories can include:

- Genres (e.g., mystery, science fiction, folktale, biography)
- Subjects or topics (e.g., presidents, animals, weather, school)
- Themes (e.g., faraway places, friendship, growing up)
- Favorite authors or illustrators
- Popular series
- Student favorites

A classroom library ideally consists of 300–400 titles, although many teachers start with a smaller collection and add to it over time. The library should include a balance of fiction and nonfiction books. To accommodate various reading levels, at least 25 percent of the library should be books that are one to two grades below grade level, and at least 25 percent should be books that are one to two grades above grade level.

Sources of texts include book clubs, bookstores, your school or community library, donated books, basal readers, textbooks, and children's magazines and newspapers. You can purchase a leveled classroom library, or you can level the books in your current classroom library.

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Center for the Collaborative Classroom's Individualized Daily Reading Libraries can be used to start a classroom library or to round out an existing library. The libraries are organized by grade level and readability to enable teachers to provide fiction and nonfiction books that are at the right levels for their students. Visit Center for the Collaborative Classroom's website (collaborativeclassroom.org) for more information.

To help you build and maintain your library, you might consider using free book-management software called Classroom Organizer® from Booksource. With Classroom Organizer, you can inventory the print and digital books in your library by scanning the barcodes, import your class roster, enable students to check out and return books electronically, compile reports on students' reading activities, and add new titles. For more information, visit the Booksource website (classroom.booksource.com).

LEVELING TEXTS

Below you will find information on two leveling systems that can help you with the sometimes difficult and time-consuming process of leveling texts. (More information about leveling can be found in Brenda M. Weaver's *Leveling Books K–6: Matching Readers to Text*.)

The Fountas & Pinnell Leveling System

- Educators Irene C. Fountas and Gay Su Pinnell developed a leveling system for use with guided reading groups that is frequently used for leveling independent reading libraries. They provide lists of thousands of leveled books for grades K–8 in their book *Leveled Books, K–8: Matching Texts to Readers for Effective Teaching* (Heinemann 2008) and also on their website (fountasandpinnellleveledbooks.com).

The Lexile® Framework for Reading

- This leveling system uses a sophisticated formula to determine text difficulty, which it represents as a Lexile score that is used to rank the text on a graded scale. Developers of this framework (MetaMetrics, Inc.) have created a database of thousands of Lexiled texts, plus software that allows teachers to search, sort, and view information about each text. For more information, visit The Lexile Framework for Reading website (lexile.com).

BUILDING STAMINA

Building stamina for reading independently is critical if the students are to develop and grow as readers. In the grade 1 program, the students begin IDR by reading independently for up to 5 minutes a day. The expectation is that the students will be reading independently for up to 10 minutes each day by Unit 4, and for up to 10–15 minutes a day by Unit 5. The time allotments suggested in the IDR lesson steps, however, are goals, not requirements, and IDR times should be adjusted as necessary to meet your students' particular needs and their capacities to remain engaged and attentive. You might consider increasing the time allotted to IDR gradually, for example, one to two minutes every two weeks.

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The table below provides an overview of the reading times (shown by number of minutes) recommended for IDR for each grade and unit in *Making Meaning*. The table shows how stamina for independent reading builds both within and across grades.

Building Stamina for Independent Reading

Grade Level	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Units 7+
K	up to 5	up to 7	up to 9	up to 10	10–15	10–15	up to 15
1	up to 5	5–10	10–15	up to 15	up to 15	up to 15	up to 15
2	up to 10	10–15	15–20	up to 20	up to 20	up to 20	up to 20
3	up to 15	15–20	20–25	up to 25	up to 25	up to 25	up to 25
4	up to 15	15–20	20–25	25–30	up to 30	up to 30	up to 30
5	up to 15	15–20	20–25	25–30	up to 30	up to 30	up to 30
6	up to 20	20–25	25–30	up to 30	up to 30	up to 30	up to 30

If your students are struggling to use IDR time responsibly, meet with students individually or as a group to discuss the problem and possible solutions. Encourage the students to set personal goals, and check in with them regularly about how they are spending their IDR time.

IDR MINI-LESSONS

These optional lessons, found in Appendix A, support and supplement the instruction you provide during IDR, focusing on topics such as selecting appropriate texts, conferring, self-monitoring, using word-analysis strategies, and fluency. The lessons include:

- "Choosing and Handling Books" (K–1)
- "Selecting 'Just-right' Books" (K–2)
- "Introducing IDR Conferences" (K–6)
- "Self-monitoring" (1–2)
- "Reading Punctuation" (1–2)
- "Reading Typography" (1–2)
- "Reading with Expression" (1–6)
- "Using Word-analysis Strategies" (1–6)
- "Selecting Appropriately Leveled Texts" (3–6)

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- "Self-monitoring and Using 'Fix-up' Strategies" (3–6)
- "Reading in Meaningful Phrases" (3–6)

TIPS FOR MANAGING IDR

Building a successful Individualized Daily Reading program is vital for reading achievement, but establishing and maintaining IDR—as well as making time for it—can be challenging. Here are some tips for implementing and managing IDR in your classroom:

- Establish and maintain a well-designed and well-stocked classroom library (see "Setting Up a Classroom Library" on page xl).
- Take the time to introduce and model IDR routines and procedures, such as choosing appropriate books, checking books in and out of the classroom library, and conferring. There are both core lessons and mini-lessons in *Making Meaning* developed specifically to help you with these essential aspects of IDR (see "IDR Mini-lessons" on page xlii).
- Create a classroom environment that is conducive to independent reading. If possible, arrange the room so the students have comfortable places to read away from their desks or tables.
- Set clear expectations for student behavior during IDR. Check in regularly to see how the students are doing, both with meeting your expectations and taking responsibility for how they spend independent reading time.
- Each day's IDR instruction establishes a clear purpose for independent reading (for example, practicing self-monitoring or visualizing to make sense of a text). Make sure the purpose is clear to the students, and take time at the end of IDR to discuss the reading focus with the students.
- Finally, make IDR a regular part of your schedule and protect that time. Scheduling IDR immediately after a *Making Meaning* lesson is ideal, but IDR may also be scheduled for another regular time each day, such as first thing in the morning or immediately after lunch or recess.

Vocabulary Teaching Guide

The *Vocabulary Teaching Guide* is a revision of *Vocabulary for Making Meaning Second Edition*. It supplements and supports the *Making Meaning* program by providing 30 weeks of vocabulary instruction at grades K–6. The lessons teach high-utility words found in or suggested by the *Making Meaning* read-aloud texts, as well as strategies the students can use to determine the meanings of words they encounter in their independent reading. The table on the next page lists the independent word-learning strategies taught at each grade level and provides a snapshot of how the strategies are developed across the grades.

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Development Across the Grades

Independent Word-learning Strategy	K	1	2	3	4	5	6
Recognizing synonyms	■	■	■	■	■	■	■
Recognizing antonyms	■	■	■	■	■	■	■
Using context to determine word meanings		■	■	■	■	■	■
Recognizing shades of meaning	■	■	■	■	■	■	■
Recognizing words with multiple meanings	■	■	■	■	■	■	■
Using inflectional endings	■	■					
Using knowledge of compound words to determine meanings			■	□			
Using prefixes to determine meanings	□	□	■	■	■	■	■
Using suffixes to determine meanings	□	□	■	■	■	■	■
Using Greek and Latin roots to determine word meanings					■	■	■
Recognizing idioms				■	■	■	■
Recognizing adages and proverbs					■	■	
Using a dictionary, glossary, or thesaurus			■	■	■	■	■
Analyzing word relationships to better understand words							■

■ formally taught □ informally explored or reviewed

At grades K–2, there are three days of vocabulary instruction each week. At grades 3–6, there are five days of instruction. Each week includes ongoing review activities that review previously learned words. Vocabulary words are taught and reviewed using engaging activities that require the students to use the words in partner and class conversations. For more information about the vocabulary lessons, including how the lessons are structured, suggestions for teaching the vocabulary lessons with the *Making Meaning* lessons, and the vocabulary assessments, see the Introduction in the *Vocabulary Teaching Guide*.

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Assessments

The assessment component of the *Making Meaning* program is designed to help you (1) make informed instructional decisions as you teach the lessons and (2) track your students' reading comprehension and social development over time. The expectation is that *all* of your students are developing—at their own pace—into readers with high levels of comprehension and that they can each develop positive, effective interpersonal skills and values.

The program includes both formative and summative assessment tools. Each assessment has a corresponding record sheet in the *Assessment Resource Book*, which you may use to record your students' progress. You can photocopy the forms in the *Assessment Resource Book*, or you can download and print the forms on the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record, sort, synthesize, and report assessment data for each student and the whole class. For more information, see "CCC ClassView App" on page xlvii.

FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students' academic and social growth over time through class observation and individual conferences. Formative assessments in *Making Meaning* comprise the following:

- **Class Assessment (K–6).** Class Assessment Notes within the lessons appear once per week and are designed to help you assess the performance and needs of the whole class. The assessment occurs during a lesson at a time when the students are demonstrating their use of the strategies they learned to make sense of text. During the assessment, you have the opportunity to randomly observe students working in pairs or individually (select strong, average, and struggling readers) as you ask yourself questions that focus your observations. You can record your observations on the corresponding "Class Assessment Record" sheet (CA).
- **IDR Conferences and Student Reading Goals and Interests Survey (K–6).** IDR conferences provide you with the opportunity to talk with individual students about their reading, identify areas of strength, and note areas in which students need more support. As you teach the lessons, an IDR Conference Note will alert you when a conference is suggested. You can record your observations from each conference on the corresponding "IDR Conference Notes" record sheet (CN). We encourage you to confer with each student at least once per unit. The "IDR Conference Notes" record sheets comprise an important source of information for the Individual Comprehension Assessment.

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The questions provided in the first "IDR Conference Notes" record sheet can be used as a beginning-of-year survey of the students' reading goals and interests. The questions in the final "IDR Conference Notes" record sheet of the year can serve as an end-of-year survey of the students' perceptions of their growth as readers, attitudes toward reading, and goals for summer reading.

For more information about the formative assessments in the program, see "Formative Assessments" in the Assessment Overview of the *Assessment Resource Book*.

SUMMATIVE ASSESSMENTS

Summative assessments allow you to evaluate and score each student's comprehension development, as well as the students' social development.

- **Social Skills Assessment (1–6).** The Social Skills Assessment allows you to note how well each student is learning and applying the social skills taught in the program and how well each student integrates the values of responsibility, respect, fairness, caring, and helpfulness into his or her behavior. As you teach the lessons, a Social Skills Assessment Note will alert you when a social skills assessment is suggested. We recommend that you do this assessment three times: at the beginning, middle, and end of the year. The "Social Skills Assessment Record" sheet (SS) allows you to track how individual students are doing with specific skills during the course of the year.
- **Individual Comprehension Assessment (K–6).** The Individual Comprehension Assessment, which is administered once per unit beginning in Unit 2 (grades 3–6) or Unit 3 (grades K–2), is designed to help you assess the strategy use and comprehension development of individual students. In grades 1–6, the assessment has two sections—Part A: Strategy Assessment and Part B: IDR Assessment—and reflection questions to help guide your assessment of each student's growth. In kindergarten, only the IDR Assessment and reflection questions are provided. The "Individual Comprehension Assessment" record sheet (IA) can be used to record each student's score on the assessment and help you assign grades.

For more information about the summative assessments in the program, see "Summative Assessments" in the Assessment Overview of the *Assessment Resource Book*.

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Using the Technology Features

The *Making Meaning* program incorporates digital technology to enhance your students' learning experience and streamline your preparation, instruction, and assessment processes.

Digital Teacher Resources

The program comprises a suite of digital resources, including the *Digital Teacher's Set* as well as access to the CCC Learning Hub and the CCC ClassView app.

DIGITAL TEACHER'S SET

The *Making Meaning Digital Teacher's Set* includes electronic versions of the *Teacher's Manual*, *Assessment Resource Book*, *Vocabulary Teaching Guide*, and *Reading Assessment Preparation Guide* (grades 3–6) for use on a tablet device or computer. Features of the *Digital Teacher's Set* include linked cross-references and direct access to the CCC Learning Hub, the CCC ClassView app (more information below), and professional development media.

CCC LEARNING HUB

The CCC Learning Hub (ccclearninghub.org) is your source for the following resources:

- Whiteboard activity charts (to display or print)
- Printable blackline masters, such as family letters and student handouts
- A digital reference copy of the *Student Response Book*
- A link to the CCC ClassView app, as well as direct links to printable or interactive assessment forms
- Professional development and instructional media



For more information, see the "Using the CCC Learning Hub" tutorial (AV39).

CCC CLASSVIEW APP

CCC ClassView is an online application that contains all of the assessment forms and instructions that are included in the *Assessment Resource Book*. This tool also enables you to electronically collect, sort, synthesize, and report assessment data for each student. You can access the CCC ClassView app by tapping the assessment icons or links in the

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Digital Teacher's Set, by going directly to the app (classview.org), or by clicking the CCC ClassView button on the grade-level program resources page on the CCC Learning Hub (ccclearninghub.org). For more information about this assessment tool, view the "Using the CCC ClassView App" tutorial (AV41).

Additional Technology Features

Additional lesson features integrate technology into the program in a variety of ways.

TECHNOLOGY TIPS

These notes, located in the margins of the core lessons, suggest ways to incorporate technology into the instruction or list related professional development media that support your use of technology in the classroom.

TECHNOLOGY EXTENSIONS

These optional activities identify ways in which you can use technology to extend instruction, when appropriate. For example, students might visit a website to investigate a topic or listen to an audio version of a book heard during a lesson.

TECHNOLOGY TUTORIALS

These videos help you understand how to effectively implement the program's technology features and how to use widely available technology, such as presentation tools. They include:

- "Getting Started with Your Print *Teacher's Manual*" (K–6)
- "Getting Started with Your *Digital Teacher's Set*" (K–6)
- "Using the CCC Learning Hub" (K–6)
- "Using CCC's Whiteboard Activities" (K–6)
- "Using the CCC ClassView App" (K–6)
- "Using Web-based Whiteboard Activities" (K–6)
- "Finding, Organizing, and Presenting Online Information" (K–6)
- "Using Web-based Maps and Related Tools" (K–6)
- "Using Presentation Tools" (3–6)
- "Creating Audio and Video in the Classroom" (3–6)
- "Using Blogs in the Classroom" (K–6)
- "Using Social Media" (3–6)
- "Creating Digital Stories" (K–6)

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TECHNOLOGY MINI-LESSONS

These optional lessons in grades 3–6 instruct students on a variety of technology subjects. These lessons include:

- "Navigating Safely Online"
- "Maintaining Privacy Online"
- "Showing Respect in Digital Communications"
- "Choosing Effective Search Terms"
- "Understanding Search Results"
- "Narrowing Search Results and Using Filters"
- "Evaluating Research Sources"

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Special Considerations

Teaching the Program in Multi-age Classrooms

If you are teaching a multi-age class, we recommend that you choose the level of the program that is appropriate for the majority of your students to use throughout the school year. Since the program provides instruction through read-aloud texts selected to be accessible to a wide range of students and includes time for Individualized Daily Reading practice and individual conferences, all of your students will be able to develop comfortably as readers even if the lessons are designed for students at a lower or higher grade level.



Support for English Language Learners (ELLs)

The *Making Meaning* program helps you implement effective teaching strategies to meet the needs of all students, including English Language Learners (ELLs). English Language Development (ELD) strategies are an inherent part of the program's design. In addition, through ELL Notes, we provide you with suggestions for modifying the instruction to enhance support for ELLs.

While the *Making Meaning* program is an effective tool in teaching comprehension to ELLs, it is not intended to stand alone as a comprehensive linguistic development program. It is assumed that additional support in second language acquisition is occurring for ELLs outside of this program.

ABOUT TEACHING READING COMPREHENSION TO ELLs

One myth about teaching ELLs is that good teaching alone will meet these students' linguistic and academic needs, and that they will simply "pick up" the language in the typical classroom context. While "good teaching" (using developmental, research-based instructional strategies) certainly benefits students learning English, it is important to build on each student's specific academic and linguistic strengths and plan instruction based on his or her needs. The first step is to develop an accurate picture of each child's level of English language proficiency and his or her previous academic experience.

STAGES OF SECOND LANGUAGE ACQUISITION

Learning a new language is a developmental process. The table on the next page outlines the generally accepted stages of acquiring a language and the characteristics of students in an

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immersion classroom at each stage. In an immersion classroom, the students are instructed in their second language (English) for all subjects. Progress from one stage to the next depends on a wide variety of factors, including cognitive and social development, maturity, previous academic experience, family education, home literacy practices, personality, cultural background, and individual learning styles.

Stages of Second Language Acquisition

Developmental Stages of Language Proficiency (under immersion)	Student Characteristics
Stage 1: Receptive or Preproduction (can last up to 6 months)	Often nonverbal during this period Acquires receptive vocabulary (words and ideas that children "take in" or learn before they begin to produce words verbally) Conveys understanding through drawing, writing, and gesturing Gradually becomes more comfortable in the classroom
Stage 2: Early Production (can last 6 months to 1 year)	Comprehends simple language Communicates with one key word and short phrases Verbally labels and categorizes Listens more attentively Begins to use present tense Writes words and some simple sentences
Stage 3: Speech Emergence (can last 1 to 3 years)	Has good comprehension of conversational language Sequences stories using words and pictures Is challenged by figurative language Speaks and writes simple sentences
Stage 4: Intermediate Fluency (can last 3 to 5 years)	Has excellent comprehension Uses newly acquired vocabulary Speaks, reads, and writes more complex sentences Participates in academic discussions Makes few grammatical errors May continue to be challenged by idioms and figurative language Demonstrates higher-order skills, such as analyzing, predicting, debating, etc.
Stage 5: Advanced Fluency (can last 5 to 7 years)	Has near-native fluency Demonstrates excellent comprehension Continues to develop academic vocabulary Continues to speak, read, and write increasingly complex sentences

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CONSIDERATIONS FOR PAIRING ELLs

A key practice in the *Making Meaning* program is to have students work in unit-long partnerships. Random pairing is suggested as a way to ensure equity by reinforcing the value of each child in the classroom (see "Random Pairing" on page xxvii). However, when considering the needs of English Language Learners, it may be advantageous to partner these students in a more strategic way. You might pair a beginning English speaker with a fluent English or multilingual speaker. It can be effective if the multilingual partner shares the ELL's native language, but we recommend prudence in asking the more fluent English speaker to serve as translator. Another option is to place ELLs in trios with fluent English speakers to allow them more opportunities to hear English spoken in conversation. In this case, it is important to make sure that all three students are participating and including one another in the work.

HOW THE *MAKING MEANING* PROGRAM SUPPORTS ELLs

There are several effective English Language Development instructional strategies integrated throughout the *Making Meaning* program. These strategies help make the content engaging and comprehensible, support the students at their individual levels of language proficiency, and help the students see themselves as valuable members of the classroom community. The strategies included are shown in the chart below.

English Language Development (ELD) Strategies in the *Making Meaning* Program

Creating a respectful, safe learning community	Active, responsible learning High expectations for classroom interactions Explicit classroom procedures and routines Explicit social skills instruction Regular discussions to reflect on classroom values and community
Cooperative learning	Cooperative structures ("Turn to Your Partner" and "Think, Pair, Share") Ongoing peer partnerships Opportunities to express thinking orally and listen to others' thinking Discussing reading with partners Sharing work and reflecting
Authentic communication	Whole-class and partner discussions about interesting and important texts and topics Opportunities to respond to or engage with a text in a variety of modalities (discussion, writing, drawing)
Vocabulary development	Opportunities to preview and discuss read-aloud texts before lessons Building academic vocabulary
Language-rich environment	Rich, meaningful literature Engaging texts and book art Daily opportunities for listening, speaking, reading, and writing

(continues)

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English Language Development (ELD) Strategies in the *Making Meaning* Program
(continued)

Scaffolded instruction	Explicit teacher modeling Rereading text Prompts to begin responses Drawing on prior knowledge and experience Building background knowledge
Critical thinking	Questions that prompt higher-order thinking Exploring and responding to different viewpoints Generating independent thinking

ADDITIONAL STRATEGIES FOR SUPPORTING ELLs

In addition to the practices embedded in the *Making Meaning* lessons, ELL Notes provide specific suggestions for adapting instruction to meet the needs of English Language Learners. In addition, you can implement a number of general strategies to help ELLs participate more fully in the program. These include:

- **Speaking slowly.** Beginning English speakers can miss a great deal when the language goes by too quickly. Modifying your rate of speech can make a big difference in helping them to understand you.
- **Using visual aids and technology.** Photographs, realia (real objects), diagrams, and even quick sketches can help to increase a student's comprehension. When giving directions, physically modeling the steps and writing them where the students can see them while saying them aloud are effective ways to boost comprehension. Audiovisual resources, such as recordings of texts read aloud, author interviews, and interactive versions of read-alouds, can also be helpful.
- **Inviting expression through movement and art.** Having students express their thinking through movement and art can be enormously powerful. Drawing, painting, dancing, mimicking, role-playing, acting, singing, and chanting rhymes are effective ways for students to increase comprehension, build vocabulary, and convey understanding. The Total Physical Response (TPR) method developed by James Asher helps children build concepts and vocabulary by giving them increasingly complex verbal prompts (stand, sit, jump, etc.) that they act out physically and nonverbally (see the Bibliography on page 476).
- **Building vocabulary.** ELL vocabulary is highlighted for most read-alouds in the program, and we recommend that you introduce this vocabulary (discuss it, act it out, draw it, etc.) and define it before and during the reading. In addition, you might brainstorm words related to particular read-alouds or themes. The students can then illustrate each word and post the illustrations next to the printed words, creating a visual chart to refer to as they read or listen to the read-aloud.

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- **Preteaching.** It is a good idea to preteach concepts with ELLs whenever possible. This can mean previewing vocabulary, doing a picture walk of a story, or looking at realia or photographs before a lesson. Preteaching in a student's primary language can be particularly effective—teachers, instructional aides, parents, or other community members can be enlisted to help. Some of the *Making Meaning* read-aloud books are available in Spanish. For a list of these titles, visit Center for the Collaborative Classroom's website (collaborativeclassroom.org).
- **Simplifying questions.** Open-ended questions are used throughout the *Making Meaning* program to elicit language and higher-order thinking from students. These questions are often more complex in structure than closed or one-word-answer questions. While all learners, including ELLs, benefit from the opportunity to consider such questions, you might modify complicated questions into simpler ones to increase comprehension and participation by your ELLs. The table below lists some suggestions for simplifying questions.

Suggestions for Simplifying Questions

Suggestion	Original Question	Simplified Question
Use the simple present tense.	What was happening at the beginning of the story?	What happens at the beginning of the story?
Use active rather than passive voice.	How was the window broken in the story?	Who broke the window in the story?
Ask *who/what/where/when* questions rather than *how/why* questions.	How are you and your partner working together?	What do you and your partner do to work well together?
Avoid the subjunctive.	After hearing this part of the book, what do you think raptors might have looked like?	The part of the book we read today describes raptors. What do you think raptors looked like?
Provide definitions in the question.	Why is the old woman so reluctant to name the dog?	The old woman is reluctant; she does not want to name the dog. Why?
Provide context clues as part of the question.	Why is Sally Jane's visit to the reservoir important?	At the end of the story, Sally Jane visits the reservoir and thinks about what her mother said. What is important about that?
Elicit nonverbal responses. (Stages 1–3)	What do you see in this picture that tells about the words?	This picture shows the sentence "I like to paint." Point to the paints. Point to the paintbrushes.
Elicit responses of 1–2 words or short phrases. (Stages 1–3)	What do you think will happen when Peter puts the snowball in his pocket?	Peter puts the snowball in his pocket. Is that a good idea?

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- **Assessing comprehension.** When students are in the preproduction and early production stages of language acquisition, it can be hard to assess exactly what they understand. It is important not to confuse lack of verbal response with lack of understanding. Rather than force ELLs to produce language before they are ready (which can raise anxiety and inhibit their progress), you can assess nonverbal responses while the students are actively engaged by asking yourself questions such as:
  - Do the student's drawings and written symbols communicate thinking or show evidence of my teaching (such as completing a sentence frame and illustrating it appropriately, or including a beginning, middle, and end of a story)?
  - Does the student nod, laugh, or demonstrate engagement through other facial expressions?
  - Does the student pick up academic and social cues from peers?
  - Does the student follow classroom signals and routines?
  - Does the student follow simple directions (such as "Please get out your pencils")?
  - Does the student utter, chant, or sing some familiar words or phrases?

ADDITIONAL MODIFICATIONS FOR ELLs

The additional English Language Development strategies outlined below can help you better meet the specific linguistic needs of your ELLs. These strategies can be implemented in small groups with your English Language Learners.

Read-aloud Lessons

- **Preview vocabulary.** Ask ELLs to draw or act out vocabulary and encourage them to give examples.
- **Take a picture walk.** Give ELLs an opportunity to become familiar with the illustrations in a text and make predictions to increase comprehension.
- **Modify cooperative structures.** Provide question prompts for verbal ELLs to use in partner conversations (for example, "Ask your partner, 'What will happen next?' ") and allow nonverbal ELL students to gesture, draw, act out, or write their ideas for their partners.

Strategy Lessons

- **Use multiple modalities.** Encourage ELLs to use drama, drawing, realia, and writing to practice comprehension strategies.
- **Create visual aids.** Use chart paper or otherwise visually record the important parts of class discussions.
- **Review vocabulary.** Emphasize vocabulary and story language to help ELLs make sense of a text and use vocabulary meaningfully.

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Guided Strategy Practice Lessons

- **Role-play or reenact parts of the text.** Encourage ELLs to demonstrate comprehension through active means.
- **Use journals.** Ask ELLs to draw or to draw and label in their reading journals to express their ideas. Have them share their drawings or writing with a partner as a "rehearsal" before sharing with the class.
- **Use visualizing.** Provide opportunities for the students to create and describe mental images from a text as a way to enhance their comprehension.

Independent Strategy Practice Lessons

- **Review the strategy.** While the students are working independently, have ELLs work in small groups to reinforce the strategy. Check in with the groups to assess the students' comprehension.
- **Have pairs or small groups share.** Have ELLs work in pairs or small groups to present their ideas to the whole class.
- **Prepare for class discussions.** Support participation in class discussions by giving ELLs time to "rehearse" what they want to share. Encourage them to share examples from a text or their own pictures or writing.

Individualized Daily Reading (IDR)

IDR is an excellent opportunity to provide ELLs with targeted comprehension support. Here are several ways to differentiate instruction during IDR:

- **Provide audiobooks.** Provide a variety of audiobooks so ELLs can listen to a story, hear standard pronunciation, develop story language, and increase their understanding.
- **Use partner reading.** Have ELLs read a book with a partner.
- **Respond to literature.** Ask ELLs to draw or write a response to the text they are reading independently (for example, draw the main character or write a sentence describing the problem in the story).
- **Offer one-on-one support.** Enlist instructional assistants, student tutors, student teachers, primary-language speakers, and parents to read with ELL students during IDR.

By carefully observing your ELLs and employing some of the strategies suggested here (as well as those in the ELL Notes in the lessons), you will be able to support your students' development as readers and as caring, collaborative participants in your reading community.

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Building the Home–School Connection

Keeping families informed about their children's participation in the *Making Meaning* program helps family members understand and appreciate how their children are developing as readers and how they can support that development.

FAMILY LETTERS

Each unit in the *Making Meaning* program includes a letter informing parents and caregivers about the most recent comprehension strategy and social skill their child has learned. The letters also offer suggestions for supporting students' independent reading at home. Family letters help strengthen the home–school connection and give parents and caregivers a way to be actively involved in their children's reading lives. The family letters are included in the Online Resources list for each unit and can be accessed via the CCC Learning Hub (ccclearninghub.org).

Integrating *Making Meaning* with Other Reading/Language Arts Programs

The *Making Meaning* program is designed to replace or enhance any reading comprehension program you may be using. How you integrate it with other components of your language arts program depends on the type of program you have. The following are suggestions for integrating *Making Meaning* with basal programs and programs that use literature circles and guided reading.

BASAL PROGRAMS

In many basal programs, reading comprehension instruction and language arts skills instruction are closely interconnected through each week's literature selection. A single book or reading might be used to teach the week's comprehension, grammar, spelling, word study, and writing. The *Making Meaning* program can enhance the intellectual and social impact of these programs significantly. Here are some suggestions for integrating *Making Meaning* lessons with basal programs:

- The *Making Meaning* grade 1 program is designed in two-to-three-day weeks. This allows you to read the week's basal anthology selection on Monday, so the week's spelling, writing, grammar, and other language arts skills instruction can be linked to that reading. *Making Meaning* lessons can then be used to replace the basal's comprehension lessons during the rest of the week.

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- In addition to other reading materials, basal anthologies can be used as independent reading material during Individualized Daily Reading (IDR).
- The basal anthology selection can be used as an alternative read-aloud text if you decide to repeat a week of instruction in the *Making Meaning* program.

LITERATURE CIRCLES

The *Making Meaning* program can support and enhance the work the students do in literature circles. The students can practice and strengthen the social development skills they have learned in *Making Meaning*, such as listening to others and explaining their thinking, as they interact in their circles. They can also apply the comprehension strategies they have learned to their literature circle selections, thereby building their understanding of the strategies and gaining experience in applying them to their individual, day-to-day reading. When the students are reading expository texts or narrative texts in the *Making Meaning* program, they can select the same type of text for their literature circle, and they can use their IDR time to read their circle selections.

GUIDED READING

The *Making Meaning* program integrates well with reading programs that include guided reading, which is also strategy-based. *Making Meaning* lessons can serve as the primary source of comprehension instruction, with guided reading providing extra support to those students who need additional instruction and practice in using the strategies in texts at their independent reading levels.

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Lessons



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Unit 1

The Reading Community

FICTION AND NARRATIVE NONFICTION

During this unit, the students make text-to-self connections and answer questions to understand stories. Through teacher modeling, the students are informally introduced to the skill of referring to the text to support their thinking. This lays the foundation for the application of this important skill when reading independently in later units and grades. Socially, they begin to build a reading community. They learn the procedures for gathering for a read-aloud, "Turn to Your Partner," and Individualized Daily Reading (IDR). They also practice listening to one another and working in a responsible way.



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Unit 1 The Reading Community

RESOURCES

Read-alouds

- *Quick as a Cricket*
- *When I Was Little*
- *People in My Neighborhood*
- *Places in My Neighborhood*
- *It's Mine!*

Technology Extension

- "Explore a Genre: Fables"

Extensions

- "Act Out *Quick as a Cricket*"
- "Use the Story Language Pattern"
- "Make a Class Book"
- "Read Other Books in the My Neighborhood Series"
- "Draw and Write About Sharing"

Assessment Resource Book

- Unit 1 assessments

Vocabulary Teaching Guide

- Week 1 (*Quick as a Cricket*)
- Week 2 (*When I Was Little*)
- Week 3 (*People in My Neighborhood* and *Places in My Neighborhood*)

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA4)

Reproducible

- Unit 1 family letter (BLM1)

Professional Development Media

- "Building a Community of Readers" (AV1)
- "Introducing Vocabulary During a Read-aloud" (AV2)
- "Cooperative Structures Overview" (AV4)
- "Using 'Turn to Your Partner'" (AV5)
- "Adapting Lessons for English Language Learners" (AV13)
- "Turning and Looking at the Speaker" (AV15)
- "Getting Started with IDR" (AV26)
- "Using the CCC Learning Hub" tutorial (AV39)
- "Using the CCC ClassView App" tutorial (AV41)

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OVERVIEW

	Day 1	Day 2
Week 1	**Read-aloud:** *Quick as a Cricket* **Focus:** ▪ Learning the procedure for gathering ▪ Hearing and discussing a story ▪ Identifying who is telling the story	**Listening Practice:** *Quick as a Cricket* **Focus:** ▪ Hearing a story again to build comprehension ▪ Answering questions to understand key details ▪ Making text-to-self connections
Week 2	**Read-aloud:** *When I Was Little* **Focus:** ▪ Hearing and discussing a story ▪ Identifying who is telling the story ▪ Making text-to-self connections	**Listening Practice:** *When I Was Little* **Focus:** ▪ Learning the procedure for "Turn to Your Partner" ▪ Hearing a story again to build comprehension ▪ Answering questions to understand key details ▪ Making text-to-self connections
Week 3	**Read-aloud:** *People in My Neighborhood* **Focus:** ▪ Hearing and discussing a nonfiction text ▪ Making text-to-self connections ▪ Learning the procedure for Individualized Daily Reading (IDR)	**Read-aloud:** *Places in My Neighborhood* **Focus:** ▪ Hearing and discussing a nonfiction text ▪ Making text-to-self and text-to-text connections ▪ Learning ways to read a book during IDR
Week 4	**Read-aloud:** *It's Mine!* **Focus:** ▪ Hearing and discussing a story ▪ Answering questions to understand key details	**Listening Practice:** *It's Mine!* **Focus:** ▪ Hearing a story again to build comprehension ▪ Discussing the story's message

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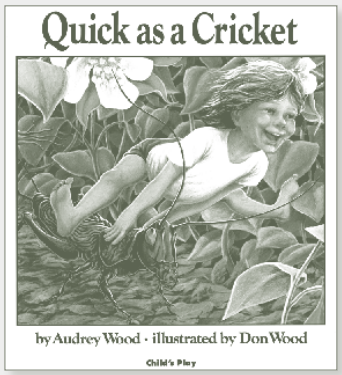
Week 1 OVERVIEW



Quick as a Cricket

by Audrey Wood, illustrated by Don Wood

A young boy describes himself using characteristics of various animals.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Class Assessment Record" sheet (CA1)

Professional Development Media

- "Building a Community of Readers" (AV1)
- "Introducing Vocabulary During a Read-aloud" (AV2)
- "Turning and Looking at the Speaker" (AV15)
- "Using the CCC Learning Hub" tutorial (AV39)
- "Using the CCC ClassView App" tutorial (AV41)

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Comprehension Focus

- Students make text-to-self connections.
- Students answer questions to understand key details in a story.

Social Development Focus

- Teacher and students build the reading community.
- Students learn and practice the procedure for gathering for a read-aloud.
- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Plan a space in the classroom, such as a rug area, for the class to gather. For read-alouds and discussions, the students should sit facing you, close enough to see the books you will share. If a rug area is not available, plan how the students will sit in their chairs facing you. Keep in mind that the students will begin partner work in Week 2, and your setup should allow for partners to easily turn to each other to talk.

✓ Familiarize yourself with the CCC Learning Hub (ccclearninghub.org), where the online resources for each lesson are located. For more information, view the "Using the CCC Learning Hub" tutorial (AV39).

✓ Prior to Day 1, consider previewing this week's read-aloud selection, *Quick as a Cricket*, with your English Language Learners before you read it to the whole class. You might read it aloud while showing and discussing the illustrations, or have the students flip through it on their own. (You might also review the book for any difficult vocabulary; see Suggested Vocabulary and ELL Vocabulary in Step 5.)

✓ Prior to Day 2, prepare a sheet of chart paper with the title "Reading Together."

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1); see page 4 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the lessons in the *Vocabulary Teaching Guide*, you will begin those lessons next week. (See "Vocabulary Teaching Guide" in the Introduction for more information about the vocabulary lessons.)

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Day 1 Read-aloud

Materials

- *Quick as a Cricket*

Teacher Note

For more information, view "Building a Community of Readers" (AV1).

Technology Tip

"Building a Community of Readers" (AV1) is one of a series of professional development videos in the *Making Meaning* program. For information about the content of the videos and how to view them, see "Professional Development Media" in the Introduction.

Teacher Note

If the students have already learned a procedure for gathering for a read-aloud, use that procedure here. Simply remind the students of the procedure and of your expectations.

In this lesson, the students:

- Learn the procedure for gathering for a read-aloud
- Hear and discuss a story
- Identify who is telling the story
- Share their reading lives
- Listen carefully

1 Introduce the Reading Community

Introduce the *Making Meaning* program by telling the students that this year they will hear, think about, and talk about books together. They will share their ideas with each other and with the class to become a community of readers—a community in which everyone feels welcome and safe.

2 Learn the Procedure for Gathering for a Read-aloud

Explain that the students will regularly gather to hear books read aloud and discuss them. Model where you will sit, and explain where you would like the students to sit. Before asking the students to move, state your expectations for how to gather in a responsible way.

> **You might say:**
>
> "I expect you to walk quickly, quietly, and without bumping into one another. It's also important to sit so others have room on the rug and to wait quietly until everyone is seated."

Have the students practice gathering. As they practice, comment on what you observe without mentioning any of the students' names.

> **You might say:**
>
> "I notice people are sitting toward the front of the rug so that others can sit behind them."

If necessary, have the students return to their seats and practice the procedure until they are able to gather in an orderly way. Explain that you would like them to gather in the same way every time they get ready for a read-aloud.

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3 Discuss the Students' Reading Lives

Tell the students how much you enjoy reading and share some of the reasons you enjoy it.

> **You might say:**
>
> "I love to read because I can learn new things from books. I also enjoy reading because I can use my imagination to picture what is happening in the stories."

Ask and briefly discuss:

Q *What do you like about reading or listening to books?*

> **Students might say:**
>
> "I like reading with my parents at night before I go to bed."
>
> "I like looking at the pictures."
>
> "I like finding out what happens at the end."

Have one or two volunteers share their thinking.

Explain that people like to read many different kinds of things, and provide a few examples of books and other texts you like to read.

> **You might say:**
>
> "I like reading mystery stories because it's fun to try to figure out what happened. I also like reading books about real people or things because I like to learn about new topics. I like to garden, so I read gardening magazines to get ideas for what to plant in my yard. I also enjoy reading newspapers to learn about things that are going on in my community and the world."

Ask and briefly discuss:

Q *What kinds of things do you like to read or have read to you?*

Tell the students that this year they will have lots of chances to read and listen to many different types of books.

Teacher Note

If the students have difficulty answering these questions, offer some examples like those in the "Students might say" note.

Teacher Note

Have just a few students share to keep this initial discussion brief and the students actively engaged.

4 Introduce *Quick as a Cricket*

ELPS 1.A.i
Step 1
[all, beginning on page 7 and continuing on to page 8]

Show the cover of *Quick as a Cricket* and read the title and the names of the author and the illustrator aloud. Explain that the author is the person who writes the story and the illustrator is the person who draws the pictures. Point to the words, and have the students reread the title and the names with you.

Teacher Note

The pages of *Quick as a Cricket* are unnumbered. For easy reference, pencil in page numbers, beginning with the number 1 on the right-hand title page that includes the author's name. (Page 2 says, "I'm as quick as a cricket.") This system is used throughout the program for all read-alouds with unnumbered pages.

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Point out the cricket and the boy. Explain that the boy in the story thinks he is like some bugs and other animals. He thinks he is like a cricket because he is fast and crickets move fast. To help the students focus on the story, ask:

Q *Think about the animals and bugs you know. What animal or bug are you like? In what ways are you like [a puppy]?*

> **Students might say:**
>
> "I'm like a cheetah because I can run really fast."
>
> "I'm like a bird because I'm small and I like to sing."
>
> "I think I'm like a monkey because I'm good at climbing and I like bananas."

Ask the students to listen for the animals that the boy thinks he is like. Explain that after they hear the story they will talk about it.

5 Read Aloud

TEKS 1.A.i
Teacher Narrative
Step 5
(all)

Before reading, state your expectations about the way the students will listen to and talk about the story.

> **You might say:**
>
> "I would like you to sit facing forward, not touching anyone else. I would like you to look at the illustrations as I read. When we talk about the story, I want you to sit quietly and listen. When we talk as a class, one person will talk at a time and everyone else will look at the person who's talking."

Read the story aloud slowly and clearly, showing the illustrations as you read.

Clarify vocabulary when you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing (for example, "'I'm as sad as a basset'—a *basset* is a 'type of dog with a sad-looking face'—'I'm sad as a basset.'").

Suggested Vocabulary

basset: type of dog with a sad-looking face (p. 8)
lark: small bird that likes to sing (p. 9)
tame: not wild (p. 25)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

weak: not strong (p. 15)
lazy: not wanting to work or move around (p. 28; refer to the illustration)

Teacher Note

Listeners can easily miss details at the beginning of a story. Consider reading the first few pages twice before continuing with the rest of the story.

Use this technique when appropriate during read-alouds throughout the program.

Teacher Note

The Suggested Vocabulary and ELL Vocabulary lists include words that are important for the students to understand in order to comprehend the story. To maintain the flow of the story, these words should be defined during the reading but not discussed.

Use self-stick notes to mark the places the words appear. You might write the meanings of the words on the notes to help you define them smoothly without interrupting the reading. For more information, view "Introducing Vocabulary During a Read-aloud" (AV2).

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6 Discuss the Story

After finishing the story, ask and briefly discuss the questions that follow. Be ready to reread from the book to help the students recall what they heard.

Q *What did you find out about the boy in this story?*

Have a few volunteers share their thinking. As the students share, show the pages of the book that correspond to their comments.

Show pages 2 and 3 and tell the students that you are going to reread the first few pages of the book. Explain that as they listen, you would like them to think about who is telling the story; then read pages 2–6 again. Ask:

Q *Who is telling this story? How do you know?*

Have one or two volunteers share their thinking. If necessary, point out that the boy in the pictures is telling the story. Explain that we can tell the boy is telling the story because he uses the word *I* to describe what he is like ("*I'm* quick as a cricket.").

Teacher Note

Some students may have trouble sitting quietly and listening during read-alouds and follow-up discussions. Keep these initial discussions short and well paced to ensure engagement.

TEKS 10.E.i
TEKS 10.E.iii
Student/Teacher Activity
Step 6
(second discussion question in the step)

7 Reflect on Listening

Help the students reflect on how well they listened today by sharing your own observations of good listening behavior.

> **You might say:**
>
> "I noticed that you looked at the book as I was reading. After the reading, when you wanted to share your ideas, you raised your hand. I noticed that you looked at your classmates when they shared and listened quietly to what they had to say. That helped everyone to be able to hear the person talking."

TEKS 1.A.i
Teacher Narrative
Step 7
(all)

Explain that they will have lots of chances to practice listening to stories and to one another. Tell the students that you will read *Quick as a Cricket* again in the next lesson.

End the lesson by explaining how you expect the students to return to their seats or transition to the next activity. If necessary, practice the procedure until the students are able to move to the next activity in an orderly way.

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Day 2 Listening Practice

Materials

- *Quick as a Cricket*
- "Reading Together" chart, prepared ahead, and a marker
- "Class Assessment Record" sheet (CA1)

In this lesson, the students:

- Hear a story read aloud again
- Answer questions to understand key details in the story
- Make text-to-self connections to enjoy and understand the story
- Practice the procedure for gathering for a read-aloud
- Work in a responsible way
- Listen carefully

1 Introduce the "Reading Together" Chart and Discuss Acting Responsibly

Remind the students that they are members of a classroom reading community and that this year they will hear, think about, and talk about books together. Remind them that yesterday they learned some ways to act when gathering for a read-aloud.

Explain that during the next few weeks the students will talk about the ways they act responsibly during the reading lessons. Explain that when the students *act responsibly*, they act in ways that help them learn and work well with their classmates.

Direct the students' attention to the "Reading Together" chart. Read the title aloud, and explain that today the students will think of ideas that will help them act responsibly during read-alouds and class discussions. Ask:

Q *What can you do to act responsibly when we gather for a read-aloud?*

Q *What can you do to act responsibly during read-alouds? During class discussions?*

Teacher Note

If the students have difficulty answering these questions, offer some examples like those in the diagram to the right.

Reading Together

Walk, don't run, to the rug.

Don't talk during the read-aloud.

Keep our hands in our laps.

Raise our hands when we want to share.

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As the students share, record their ideas on the chart. Explain that during the next few weeks they will talk more about ways they can act responsibly during reading lessons. Tell the students that you will check in with them at the end of the lesson to see how they did acting responsibly.

2 Practice the Procedure for Gathering for a Read-aloud

Review the procedure and your expectations for how the students will gather for a read-aloud, and have them move to their places (see Step 2 in Day 1). If necessary, have the students return to their seats and repeat the procedure until they are able to move in an orderly, responsible way. Point out that gathering in an orderly way is one way the students act responsibly during the reading lessons. It is important because it ensures that no one gets hurt.

3 Reread *Quick as a Cricket*

TEKS 1.A.i
Teacher Activity Step 3 on page 11 and Step 4 on page 12 (including the Facilitation Tip in the margin next to Step 4 on page 12)

Show the cover of *Quick as a Cricket* and explain that today you will reread the story. Ask the students to listen carefully to hear anything that they might have missed during the first reading. Reading a story more than once helps the students think more about the story and remember it better so that they can talk about it with the class. Explain that you will stop in the middle of the story to have them talk about it.

Reread the story aloud slowly and clearly, showing the illustrations. Stop after:

p. 16 "I'm as strong as an ox."

Ask:

Q *What animals has the boy compared himself to so far?*

Have a few volunteers share their ideas with the class.

CLASS ASSESSMENT NOTE

During the read-aloud and discussion, scan the class and ask yourself:

- Are the students able to sit quietly and listen to the story?
- Are the students contributing ideas to the discussion?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 4 of the *Assessment Resource Book*.

Reread page 16 and continue reading to the end of the story.

ELL Note

English Language Learners especially benefit from hearing a story more than once. They may also benefit from more frequent stops and discussions during the reading (for example, you might stop after pages 9, 16, and 22 to discuss the story).

Teacher Note

Class Assessment Notes appear throughout the program to prompt you to monitor the students as they discuss the reading. For more information, see "Class Assessment" in the Assessment Overview of the *Assessment Resource Book*.

Technology Tip

You may choose to record assessment data using printed forms found in the *Assessment Resource Book* or on the CCC Learning Hub (ccclearninghub.org). Alternatively, you might record data using the CCC ClassView app. For more information, view the "Using the CCC ClassView App" tutorial (AV41).

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Facilitation Tip

During this unit, help the students learn that they are talking to *one another* (not just to you) during class discussions by directing them to **turn and look** at the person who will speak. Ask speakers to wait until they have the class's attention before starting to speak. If the students are unable to hear the speaker, encourage them to take responsibility by asking the speaker to speak up. Repeating these techniques over the next couple of weeks will help the students learn to participate responsibly in class discussions.

To see this Facilitation Tip in action, view "Turning and Looking at the Speaker" (AV15).

Teacher Note

We recommend that you describe behavior generally, rather than singling out students by name. When you focus on describing appropriate behavior, all of the students learn what it means to be responsible and develop the intrinsic motivation to act accordingly.

Teacher Note

Save the "Reading Together" chart to use throughout the unit.

ELL Note

These extension activities are particularly helpful for English Language Learners.

4 Discuss the Story and Make Personal Connections

At the end of the book, facilitate a brief discussion about the story. Remind the students that looking at the person who is talking helps them listen and also shows respect for the other person. Ask one or more of the following questions, and have a few volunteers share their ideas with the class:

- Q *Name one animal the boy thinks he is like. Why does he think he is like that animal?*
- Q *What does the boy tell us about himself at the end of the story?*
- Q *What animals in the story are you like? Why?*

5 Reflect on Acting Responsibly

Remind the students that when they *act responsibly*, they act in ways that help them learn and work well with their classmates. Without mentioning any of the students' names, describe some responsible behaviors you noticed during the lesson.

> **You might say:**
>
> "I noticed some responsible behaviors during the lesson today. You gathered for the read-aloud in an orderly way, and you were quiet while I was reading. When you had an idea to share with the class, you raised your hand before you spoke."

Ask and briefly discuss:

- Q *What else did you do to act responsibly today?*

If students struggle to answer the question, encourage them to look at the "Reading Together" chart for ideas. Tell the students that next week they will hear and discuss more books and continue to practice working responsibly.

Have the students return to their seats.

EXTENSIONS

Act Out *Quick as a Cricket*

Have the students act out the story as you read it aloud.

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Use the Story Language Pattern

Show the cover of *Quick as a Cricket* and review that in the story the boy compares himself to different animals using the word *as*. Ask the students to think of animals that remind them of themselves. Have each student draw a picture of one of these animals and complete the sentence "I am as _____ as a _____." Have the students share their drawings and sentences with the class.

Vocabulary Note

Next week you will revisit *Quick as a Cricket* to teach the Week 1 vocabulary lessons.

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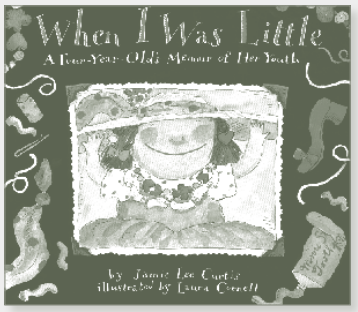
Week 2 OVERVIEW



When I Was Little: A Four-Year-Old's Memoir of Her Youth

by Jamie Lee Curtis, illustrated by Laura Cornell

A four-year-old girl describes how she has changed since she was a baby.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Class Assessment Record" sheet (CA2)

Professional Development Media

- "Cooperative Structures Overview" (AV4)
- "Using 'Turn to Your Partner'" (AV5)
- "Adapting Lessons for English Language Learners" (AV13)

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Comprehension Focus

- Students make text-to-self connections.
- Students answer questions to understand key details in a story.

Social Development Focus

- Teacher and students build the reading community.
- Students learn the procedure for "Turn to Your Partner."
- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Prior to Day 1, consider previewing this week's read-aloud selection, *When I Was Little*, with your English Language Learners before you read it to the whole class.

✓ Prior to Day 2, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see "Random Pairing," "Considerations for Pairing ELLs," and "Cooperative Structures" in the Introduction. For more information, view "Cooperative Structures Overview" (AV4).



✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA2); see page 5 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 1 lessons this week.

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Day 1 Read-aloud

Materials

- *When I Was Little*
- "Reading Together" chart from Week 1 and a marker

In this lesson, the students:

- Hear and discuss a story
- Identify who is telling the story
- Make text-to-self connections to enjoy and understand the story
- Listen carefully
- Work in a responsible way

1 Gather and Discuss Acting Responsibly

Briefly review the procedure and your expectations for gathering for a read-aloud. Gather the class with the students sitting, facing you. Without mentioning any of the students' names, describe some ways you saw them acting responsibly.

> **You might say:**
> "I noticed that you pushed your chairs in and then walked quietly to the rug and sat quietly. Doing these things helps us to be responsible and safe and not trip or bump into people or chairs."

Ask and briefly discuss:

Q *What other things did you do to move in a safe and responsible way?*

Review the "Reading Together" chart and add any new ideas to it.

2 Introduce *When I Was Little*

Show the cover of *When I Was Little* and read the title, the subtitle, and the names of the author and the illustrator aloud. Point to the word *memoir* in the subtitle, and explain that in a memoir a person tells a story from his or her own life. Ask:

Q *Who do you think tells the story in this memoir?*

If necessary, explain that in this memoir the girl on the cover tells the story. Point to the word *I* in the title, and remind the students that when a character in a story tells the story, the character uses the word *I* to talk about himself or herself. Explain that in this story, the girl compares what she was like when she was a baby to what she is like now. Ask the students to listen for what the girl says about when she was little, and explain that at the end of the story, they will talk about how they listened.

Teacher Note

The pages of *When I Was Little* are unnumbered. For easy reference, pencil in page numbers, beginning with the number 1 on the right-hand title page that includes the names of the author and the illustrator. (Page 5 says, "When I was little, I was a baby.") This system is used throughout the program for all read-alouds with unnumbered pages.

TEKS 10.E.i
TEKS 10.E.iii
Student/Teacher Narrative
Step 2 (all)

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3 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations as you read.

Clarify vocabulary when you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing (for example, "'I still do, but only after they each read me a book and we play tickle torture'—*tickle torture* is 'a tickling game'—'I still do, but only after they each read me a book and we play tickle torture.'").

Suggested Vocabulary

braids, pigtails, ponytail, pom-pom: different hairstyles (p. 9)

handful: difficult to take care of (p. 11)

Mommy and Me: place where mothers and babies do activities together (p. 14)

nursery school: preschool; a school for young children (p. 15)

floaties: things that help you float in water (p. 20; refer to the illustration)

tickle torture: a tickling game (p. 28)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

cubbies: small closets or boxes where children keep their things (p. 15)

time-outs: times when you are sent to be by yourself for a while (p. 17)

granny: another name for grandmother (p. 23)

Teacher Note

Since listeners can easily miss details at the beginning of a story, consider reading the first few pages twice before going on with the rest of the story.

Teacher Note

The Suggested Vocabulary and ELL Vocabulary lists include words that are important for the students to understand in order to comprehend the story. To maintain the flow of the story, these words should be defined during the reading but not discussed.

Use self-stick notes to mark the places the words appear. You might write the meanings of the words on the notes to help you define them smoothly without interrupting the reading.

ELL Note

You might provide prompts such as "The girl says . . ." or "She says . . ." to your English Language Learners to help them verbalize their answers to these questions. For more information, see "Additional Modifications for ELLs" in the Introduction.

To learn more, view "Adapting Lessons for English Language Learners" (AV13).

Have a few volunteers share their ideas with the class. Be ready to reread parts of the book and show the illustrations again to help the students recall what they heard.

4 Discuss the Story and Make Personal Connections

At the end of the book, facilitate a brief discussion of the story. Ask:

Q *What are some things the girl in the story says about when she was little?*

Q *Do you have some of the same ideas about being little as the girl in the story? What are they?*

5 Discuss Acting Responsibly

Remind the students that when they are acting *responsibly*, they are acting in ways that help them learn and work well with their classmates. Without mentioning any of the students' names, describe some responsible behaviors you noticed during the lesson.

> **You might say:**
>
> "I noticed some responsible behaviors during the read-aloud today. Some of you raised your hands quietly when you wanted to share your ideas today. I also noticed that you looked at me while I was reading. That shows me that you were listening to the story."

Teacher Note

We recommend that you describe behavior generally, rather than singling out students by name. By focusing on describing appropriate behavior, all students will learn what it means to be responsible and will develop the intrinsic motivation to act accordingly.

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Teacher Note

Make the read-aloud books available for the students to read on their own after you read them aloud. This increases the students' familiarity with the stories and stimulates participation in class discussions.

Remind the students that they will have lots of chances to hear stories and talk to one another this year. Tell them that you will read *When I Was Little* again in the next lesson and that it will be in the classroom library for them to look at on their own if they wish. Have the students return to their seats.

Day 2 Listening Practice

Materials

- *When I Was Little*
- "Class Assessment Record" sheet (CA2)

Teacher Note

To see an example, view "Using 'Turn to Your Partner' " (AV5). If your students are unfamiliar with "Turn to Your Partner," this lesson may require an extended class period.

Teacher Note

If you are teaching other programs from Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the *Making Meaning* lessons.

Teacher Note

A visual signal such as a raised hand allows the students to finish what they are saying before they turn back to face you. Build accountability by reminding the students to raise their own hands when they turn to face you.

In this lesson, the students:

- Learn the procedure for "Turn to Your Partner"
- Hear a story read aloud again
- Answer questions about key details in the story
- Make text-to-self connections to enjoy and understand the story
- Listen to one another
- Work in a responsible way

1 Pair Students and Introduce "Turn to Your Partner"

TEKS 1.D.i
TEKS 1.D.ii
TEKS 1.D.iii
Teacher Narrative Step 1 (all)

Explain that beginning today the students will work with partners during the reading lessons. Working with partners gives the students a chance to talk about what they are thinking and learning before sharing ideas with the class. Randomly assign partners (see "Do Ahead"), and make sure they know each other's names.

ELPS 2.I.iv
Step 1 (all)

Explain and model how you would like pairs to gather, sitting together and facing you, and then have them gather. If pairs have difficulty gathering in an orderly way, have them return to their seats and repeat the procedure.

> **You might say:**
>
> "Sometimes I will ask a question and say, 'Turn to your partner.' When you hear this, you will turn to face your partner and start talking about the question. When I raise my hand, you will finish what you're saying, raise your own hand so others can see the signal, and turn back to face me."

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2 Model "Turn to Your Partner"

ELPS 2.I.iv
Step 1 (all)

Have a student act as your partner and model turning to face each other and introducing yourselves by your full names. Then ask partners to turn and introduce themselves. After a moment, raise your hand and have them turn back to face you.

Remind the students that in the last lesson they heard a story about a young girl's ideas about what she was like when she was little. Practice "Turn to Your Partner" by asking:

Q *What do you think you were like when you were little? Turn to your partner.*

Have partners take turns talking about their thinking. After a moment, signal for the students' attention and have a few volunteers briefly share what they discussed with the class.

3 Review *When I Was Little*

Show the cover of *When I Was Little* and tell the students that you will read the story again today. Remind them that reading a story more than once helps readers remember and understand it.

Ask:

Q *What do you remember about this story? Turn to your partner.*

Have partners take turns talking about the question for a moment; then signal for the students' attention and have a few volunteers share their thinking with the class.

4 Reread the Story

Explain that you will stop during the reading so partners can talk about the story. Reread the story aloud slowly and clearly, showing the illustrations. Stop after:

p. 12 "When I was little, I rode in a baby car seat. Now I ride like a grown-up and wave at policemen."

Ask:

Q *What do you remember about the story so far? Turn to your partner.*

After a moment, signal for the students' attention and have a few volunteers share their thinking with the class.

Teacher Note

If your students are already familiar with "Turn to Your Partner," you do not need to model it here. Instead, remind the students of your expectations for the procedure.

TEKS 1.D.i
TEKS 1.D.ii
TEKS 1.D.iii
Teacher Activity Steps 2 and 3 (all) on page 19 and Step 4 (all) on page 19 going on to the top of Page 20

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CLASS ASSESSMENT NOTE

During the read-aloud and discussion, scan the class and ask yourself:

- Are the students taking turns sharing ideas?
- Are the students able to recall details from the story?

Record your observations on the "Class Assessment Record" sheet (CA2); see page 5 of the *Assessment Resource Book*.

Reread page 12 and continue reading to page 20. Stop after:

p. 20 "I still do, but now we wear bathing suits but we don't wear floaties."

Ask:

Q *What do you remember about the story so far? Turn to your partner.*

After a moment, signal for the students' attention and have a few volunteers share their thinking with the class. Reread the last sentence on page 20 and continue reading to the end of the story.

Facilitation Tip

Continue to remind the students to **turn and look** at the person who is about to speak. Ask speakers to wait until they have the class's attention before starting to speak. Scan the class to ensure that all the students are actively listening and participating in the discussion.

5 Discuss the Story and Make Personal Connections

Facilitate a brief class discussion of the story by asking questions such as:

Q *What are some differences between the girl now and when she was a baby?*

Q *Which parts of this story remind you of when you were little?*

TEKS 1.D.i
TEKS 1.D.ii
TEKS 1.D.iii
Teacher Narrative Step 6 (all)

6 Reflect on "Turn to Your Partner"

Without mentioning any of the students' names, share your observations about how they did with "Turn to Your Partner."

> **You might say:**
> "I noticed that partners turned to face each other when I said 'Turn to your partner.' I also saw that partners looked at each other when they were talking, listened carefully to what each other was saying, and took turns so that both partners had a chance to talk."

If you noticed any problems, briefly comment on them.

> **You might say:**
> "I noticed that some students let their partners do all the thinking and talking. It's important that both partners share their thinking."

Tell the students that they will have many more opportunities to use "Turn to Your Partner" next week. Have the students return to their seats.

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EXTENSION

Make a Class Book

Ask the students to think about how they did something when they were little and how they do it now. Fold sheets of drawing paper in half. Have each student draw a picture of what he did when he was little on one half and what he does now on the other half. Under the drawings, have the students complete the sentences "When I was little, I _____" and "Now I _____."

Collect the papers and compile them into a class book titled *When We Were Little*. Read the book aloud and place it in the classroom library.

ELL Note

Drawing activities are especially helpful for English Language Learners. Consider helping your students with limited English proficiency complete the sentence starters.

Vocabulary Note

Next week you will revisit *When I Was Little* to teach the Week 2 vocabulary lessons.

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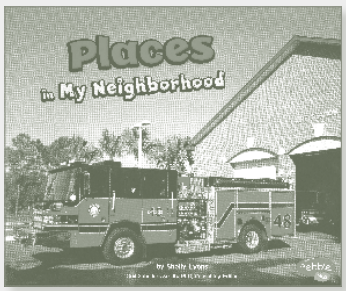
Week 3 OVERVIEW



People in My Neighborhood

by Shelly Lyons

This nonfiction text introduces the different people who live in a neighborhood.



Places in My Neighborhood

by Shelly Lyons

This nonfiction text explores the different places in a neighborhood.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Class Assessment Record" sheet (CA3)

Professional Development Media

- "Getting Started with IDR" (AV26)

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Comprehension Focus

- Students make text-to-self connections.
- Students make text-to-text connections.
- Students answer questions to understand key details in nonfiction texts.
- Students begin Individualized Daily Reading (IDR).

Social Development Focus

- Teacher and students build the reading community.
- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

- ✓ Prior to Day 1, consider previewing this week's read-aloud selections with your English Language Learners before you read them to the whole class.
- ✓ Prior to Day 1, collect a variety of fiction and nonfiction picture books for the students to read during Individualized Daily Reading. For more information, see "Individualized Daily Reading (IDR)" in the Introduction.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA3); see page 6 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, choose a short picture book with which to model the different ways of reading a book during IDR (see Step 5).

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 2 lessons this week.

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Day 1 Read-aloud

Materials

- *People in My Neighborhood*

In this lesson, the students:

- Hear and discuss a nonfiction text
- Make text-to-self connections
- Learn the procedure for Individualized Daily Reading (IDR)
- Read independently for up to 5 minutes
- Work in a responsible way

ABOUT INDIVIDUALIZED DAILY READING IN FIRST GRADE

This week the students are introduced to Individualized Daily Reading (IDR). In first grade, IDR focuses on building the students' stamina for reading independently and helping them develop a love for and curiosity about reading. We recommend that you base the length of time the students read independently on their attention and engagement. You might begin with 5 minutes and gradually add time in the coming weeks. The goal is for the students to eventually be able to sit quietly and read independently for up to 15 minutes.

In Unit 1, the students read texts that you choose for them. Early in Unit 2, the students learn a procedure for choosing their own books from the classroom library. In Unit 3, the students begin selecting and reading texts at their independent reading levels.

If you have not already done so, we encourage you to establish a classroom library with a wide range of texts at various levels. There are a number of ways to set up and organize a classroom library. For more information, see "Setting Up a Classroom Library" in the Introduction.

TEKS 1.D.i
TEKS 1.D.ii
TEKS 1.D.iii
Teacher Activity Step 1 (all)

1 Gather and Review "Turn to Your Partner"

Gather the class with partners sitting together, facing you. Remind them that last week they learned how to use "Turn to Your Partner" to share their thinking. Explain that this week they will continue to use "Turn to Your Partner" as they hear and talk about books you read aloud. Ask:

Q *What do you remember about "Turn to Your Partner"?*

> **Students might say:**
>
> "We turn and look at each other when you say, 'Turn to your partner.' "
>
> "We listen to each other."
>
> "When you raise your hand, we finish talking and turn back to face you."

Encourage the students to keep these things in mind as they use "Turn to Your Partner" today.

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2 Introduce *People in My Neighborhood*

Show the cover of *People in My Neighborhood* and read the title and the name of the author aloud. Point to the words and have the students reread the title and the name with you. Tell the students that a *neighborhood* is the "area of a town or city where someone lives." Explain that this book is about the different people who live in a neighborhood and the jobs they do. Ask:

Q *Who are some people who live or work in your neighborhood? Turn to your partner.*

Have partners discuss the question for a few moments. Signal for the students' attention and have one or two volunteers briefly share their ideas with the class. Ask the students to listen for how the people in this neighborhood are like the people in their own neighborhoods.

3 Read Aloud

Clarify vocabulary when you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing (for example, "'Ms. Hon teaches art at the community center'—a *community center* is a 'place where people in a neighborhood can come together'—'Ms. Hon teaches art at the community center.'").

Suggested Vocabulary

community center: place where people in a neighborhood can come together (p. 10)

clinic: place where people can go for medical care (p. 14)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

fire station: building for fire trucks and firefighters (p. 18)

get to know: meet and learn about (p. 20)

4 Discuss the Book and Make Personal Connections

Ask and briefly discuss:

Q *Who lives in this neighborhood?*

Have one or two volunteers share their thinking with the class. Then ask:

Q *Who in this neighborhood reminds you of someone in your own neighborhood? Who does the person remind you of? Turn to your partner.*

Have partners discuss the questions for a few moments. Then have a few volunteers share their thinking with the class. Point out that readers

Facilitation Tip

Continue to prompt the students to **turn and look** at the person who is about to speak. Scan the class to ensure that the students are looking at the person who is speaking. If necessary, interrupt the discussion to remind them of your expectations.

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often think about things in their own lives to help them understand what they are reading. Tell the students that tomorrow they will hear another book about neighborhoods and think about how it reminds them of their own lives.

5 Reflect on "Turn to Your Partner"

Help the students reflect on their partner work by briefly discussing:

Q *What did you and your partner do to work well together during "Turn to Your Partner"?*

Q *What do you still need to practice?*

If the students have difficulty answering the questions, share some of your own observations with the class.

TEKS 5.A.ii
Student/Teacher Narrative Step 6 (all, beginning on page 26 and continuing to the top of page 27)

Teacher Note

You might choose to do IDR at the end of the reading lesson or at another time of the day. If you have already established procedures for independent reading, simply remind the students of your expectations. For additional support with setting up procedures and expectations for IDR, view "Getting Started with IDR" (AV26).

INDIVIDUALIZED DAILY READING

6 Introduce Individualized Daily Reading

Tell the students that beginning today they will spend time each day reading independently, or on their own. Explain that this time is called Individualized Daily Reading, or IDR. Tell the students that reading books every day will help them grow as readers and will help them understand and enjoy what they read. State your expectations for how the students will act responsibly during IDR.

> **You might say:**
>
> "During IDR, it's important that you read quietly to yourselves for the entire time. It's also important that you stay seated and do not wander around the classroom. Reading quietly and staying seated helps the people around you concentrate so that they can enjoy their stories."

Explain that during IDR each student might read quietly aloud to herself, in a voice loud enough that she can hear herself, but not so loud that it disturbs others, or she might read silently. Model reading a few pages of a book aloud using a quiet voice.

Direct the students' attention to the books you selected (see "Do Ahead") and tell the students that you selected a number of books that you think they will enjoy reading. Tell the students that later they will choose their own books, but for the first few IDR sessions, you will hand them out. Distribute a book to each student. Tell the students that if they are not able to read the words in their books, they can read their books by looking at the pictures.

Have the students read quietly to themselves for up to 5 minutes. Observe the students as they read, assisting as needed. If you notice a student's attention waning, offer the student another book to read. After 5 minutes, signal to let the students know that it is time to stop reading.

Teacher Note

The purpose of these introductory sessions is to set expectations for how the students will behave responsibly during IDR, practice the procedures for IDR, and build the students' stamina for reading independently.

To learn these procedures, we suggest that during the first few sessions of IDR, you distribute the books to each student rather than having each student select his own book. Have plenty of books to hand out in case the students finish the ones you have distributed.

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Ask and briefly discuss:

Q *What did you enjoy about the book(s) you read today?*

Tell the students that they will have many more opportunities to read books they enjoy independently. Explain that reading books they enjoy will help them grow as readers.

Collect the books and have the students return to their seats.

Read-aloud Day 2

In this lesson, the students:

- Hear and discuss a nonfiction text
- Make text-to-self connections
- Make text-to-text connections
- Learn ways they can read a book during IDR
- Read independently for up to 5 minutes
- Listen respectfully to the thinking of others and share their own

Materials

- *Places in My Neighborhood*
- "Class Assessment Record" sheet (CA3)
- Book for modeling ways of reading a book during IDR

1 Introduce *Places in My Neighborhood*

Gather the class with partners sitting together, facing you. Show the cover of *People in My Neighborhood* and remind the students that they heard this book earlier. Ask:

Q *What do you remember about the book* People in My Neighborhood?

Have one or two volunteers share their thinking. Tell the students that today they are going to hear another book about neighborhoods. Show the cover of *Places in My Neighborhood* and read the title and the author's name aloud. Point to the words and have the students reread the title and the author's name with you. Point out that Shelly Lyons is also the author of *People in My Neighborhood*. Explain that this book is about some of the different places in neighborhoods. Ask:

Q *What are some of the places you like to go in your neighborhood? Turn to your partner.*

Have partners discuss the question for a few moments. Then have a few volunteers share their thinking with the class. Ask the students to listen for how the places described in the book are like places in their own neighborhoods.

2 Read Aloud

Read the story aloud slowly and clearly, showing the photographs. Clarify vocabulary as you read.

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Suggested Vocabulary

purpose: what something is used for (p. 4)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

lined with homes: there are homes on both sides of the street (p. 8)

checks out: borrows (p. 17)

3 Discuss the Book and Make Personal Connections

Ask and briefly discuss:

Q *What are some of the places described in this book?*

Have one or two volunteers share their thinking with the class. Then ask:

Q *What places in the book remind you of places in your neighborhood? What places do they remind you of? Turn to your partner.*

Have partners discuss the questions for a few moments. Then have a few volunteers share their thinking with the class.

CLASS ASSESSMENT NOTE

Listen to the students and ask yourself:

- Are the students making connections to the book?
- Are the students listening to each other?

Record your observations on "Class Assessment Record" sheet (CA3); see page 6 of the *Assessment Resource Book*. Use the following suggestions to support the students.

- If ***all or most students*** are making connections to the book, continue on with the lesson.
- If ***about half of the students*** are making connections to the book, you might show a few pages from the book and ask additional questions such as:

  Q *Do you have [a library] in your neighborhood?*

  Q *What is the boy doing at [the library]? What do you do at [the library] in your neighborhood?*

- If ***only a few students*** are making connections to the book, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

Teacher Note

Alternative texts can be used to reteach a *Making Meaning* lesson or as a substitute for a provided read-aloud text. A list of these texts is available in the General Resources section of the CCC Learning Hub (ccclearninghub.org). For more information, see "Preparing the Daily Lessons" in the Introduction.

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4 Make Connections Between *People in My Neighborhood* and *Places in My Neighborhood*

Review that the students have been thinking and talking about how the books they are hearing remind them of their own lives. Explain that another thing good readers do is think about how the books they are reading remind them of other books they have read. Show the covers of *People in My Neighborhood* and *Places in My Neighborhood* and ask:

Q *In what ways are these books alike? In what ways are they different?*

> **Students might say:**
>
> "The books have the same author."
>
> "Both books are about neighborhoods."
>
> "The books are different because one is about people and one is about places."
>
> "Another way they're different is that one is about people who all live in the same neighborhood and the other one is about places in different neighborhoods."

Have a few volunteers share their ideas with the class. Point out that thinking about how books are the same and different helps you enjoy and understand them.

Teacher Note

If the students have difficulty answering these questions, offer some examples like those in the "Students might say" note.

INDIVIDUALIZED DAILY READING

5 Introduce Ways to Read a Book

Review that yesterday the students started IDR. Remind the students that IDR is a time when each student reads a book she enjoys independently, or on her own. Remind the students that reading books that interest them will help them grow as readers and will help them understand and enjoy what they read. If necessary, remind the students of your expectations for how they will act responsibly during IDR.

> **You might say:**
>
> "During IDR it's important that you read quietly to yourselves for the entire time. It's also important that you stay seated and do not wander around the classroom. Reading quietly and staying seated helps the people around you concentrate so that they can enjoy their own stories."

Explain that there are different ways the students can read books during IDR. For example, they can read the pictures, read the words, or, if they have heard the story before, they can retell it using their own words. Choose a book and model looking at the cover and illustrations and slowly turning the pages of the book. Model reading the book three times—first by describing what you notice in the pictures, then by reading the words, and finally by retelling the story using the pictures.

TEKS 6.A.i
Teacher Narrative
Step 5 (all, beginning on page 29 and continuing to page 30)

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Teacher Note

Have plenty of books to hand out in case the students finish the ones you have distributed.

Tell the students that today they will practice reading quietly to themselves. Distribute a book to each student, and remind the students of the different ways they can read their books. Ask the students to pay attention to their favorite parts or pictures in their books as they read.

Have the students read quietly to themselves for up to 5 minutes. Observe them as they read, assisting as needed. If you notice an individual student's attention waning, offer the student another book to read. Signal to let the students know when it is time to stop reading.

Model looking through a book, finding your favorite part or picture, and then talking about why you like it.

> **You might say:**
>
> "I read the book *Dinosaur Hunt* by David Catrow. It's about a dog named Max who builds a dinosaur out of things he finds in the yard. My favorite part is the end of the story when Max finishes building the dinosaur. That is my favorite part because the dinosaur starts to move and scares the cat, which is very funny."

Teacher Note

You might provide a prompt for the students' responses, such as "I liked this part of my book because . . . " or "My favorite part of the book was when . . . ."

Have each student look through her book and choose a favorite part or favorite picture. Have a few volunteers share with the class their favorite parts or pictures and explain why they like them.

Point out that one fun thing about reading independently is being able to talk about what you read with others. Tell the students that they will continue to practice reading independently in the coming weeks. Collect the books and have the students return to their seats.

Vocabulary Note

Next week you will revisit *People in My Neighborhood* and *Places in My Neighborhood* to teach the Week 3 vocabulary lessons.

EXTENSION

Read Other Books in the My Neighborhood Series

Read aloud other books from the My Neighborhood series, such as *Safety in My Neighborhood*, *Signs in My Neighborhood*, and *Transportation in My Neighborhood*. Facilitate a discussion about how the books are alike and different using the same procedure you used in this unit (see Step 4 on the previous page).

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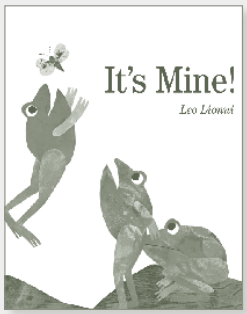
Week 4 OVERVIEW



It's Mine!

by Leo Lionni

In this fable, a group of frogs learn that it is better to share.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Class Assessment Record" sheet (CA4)

Reproducible

- Unit 1 family letter (BLM1)

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Comprehension Focus

- Students answer questions to understand key details in a story.
- Students discuss the story's message.
- Students read independently.

Social Development Focus

- Teacher and students build the reading community.
- Students work in a responsible way.
- Students take turns talking and listening.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

- ✓ Prior to Day 1, consider previewing this week's read-aloud selection, *It's Mine!*, with your English Language Learners before you read it to the whole class.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA4); see page 7 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student. (For more information about the family letters, see "Family Letters" in the Introduction.)

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 3 lessons this week.

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Day 1 Read-aloud

Materials

- *It's Mine!*
- "Reading Together" chart from Week 2

In this lesson, the students:

- Hear and discuss a story
- Read independently for up to 5 minutes
- Take turns talking and listening
- Work in a responsible way

1 Discuss Working in Pairs

Gather the class with partners sitting together, facing you. Remind the students that they have been using "Turn to Your Partner" to share their thinking with their partners. Briefly discuss:

Q *What can you and your partner do to make sure you both get a chance to talk?*

> **Students might say:**
> "We can take turns talking."
> "I'll let my partner know when I'm done talking."
> "I'll let my partner talk first. Then I'll talk."
> "I'll wait until my partner is finished before I start talking."

Record any new ideas on the "Reading Together" chart. Encourage the students to take turns talking during "Turn to Your Partner" today, and tell them you will check in with them to see how they did.

Teacher Note

The pages of *It's Mine!* are unnumbered. For easy reference, pencil in page numbers, beginning with the number 1 on the right-hand title page that includes the author's name. (Page 2 begins, "In the middle of Rainbow Pond there was a small island.") This system is used throughout the program for all read-alouds with unnumbered pages.

ELL Note

You may wish to add a stop to give the students another opportunity to discuss the story (for example, after page 23).

2 Introduce *It's Mine!*

Show the cover of *It's Mine!* and read the title and the author's name aloud. Explain that Leo Lionni is also the illustrator of this book. Point to the words and have the students read the title and the author's name with you. Explain that this is a story about three frogs—Milton, Rupert, and Lydia—and a toad. Explain that frogs live in or near water and toads live on land. This story takes place on an island in the middle of Rainbow Pond. Be sure the students understand *island* and *pond*.

3 Read Aloud

Explain that you will stop during the reading so that partners can talk about what is happening in the story. Read the story aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

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Suggested Vocabulary

quarrelsome: arguing or disagreeing a lot (p. 5)

quibbled: argued about something that is not important (p. 5)

bickering: arguing (p. 13)

The island . . . was swallowed up by the rising flood: The island disappeared under the rising water (p. 16)

trembling: shaking (p. 20)

subsided: went down (p. 20)

minnows: tiny fish (p. 25)

peaceful: quiet and calm with no arguing (p. 29)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

appeared: came into sight (p. 13; refer to the illustration)

disappear: go out of sight (p. 18)

recognized the toad: saw the toad and remembered him from before (p. 23)

Stop after:

p. 10 "'The air is mine!' screamed Lydia as she leaped to catch a butterfly. And so it went."

Ask:

Q *What do you know about Rupert, Milton, and Lydia so far? Turn to your partner.*

Have partners discuss the question for a few moments; then signal for the students' attention. Have one or two volunteers briefly share with the class. Reread page 10 and continue to page 18. Stop after:

p. 18 "But soon these too began to disappear."

Ask:

Q *What do you think will happen next? Turn to your partner.*

After a moment, signal for the students' attention and have one or two volunteers share with the class. Reread page 18 and continue reading to the end of the story.

TEKS 8.C.i
Student/Teacher Activity
Step 4
(first dicsussion question)

4 Discuss the Story

At the end of the book, briefly discuss the story as a class. Ask:

Q *What happens in this story?*

Students might say:

"The frogs keep saying, 'That's mine!'"

"When they found out the rock was the toad, they said, 'You saved us.'"

Teacher Note

The purpose of this discussion is to make sure the students have a surface-level understanding of the story. They will think and talk about the story in greater detail in the next lesson.

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5 Reflect on Working in Pairs

Help the students think about how they worked in pairs today. Ask:

Q *What did you do to make sure both you and your partner got a chance to talk?*

Q *What will you do tomorrow to make sure both of you have a chance to talk?*

Tell the students that they will hear *It's Mine!* again in the next lesson.

INDIVIDUALIZED DAILY READING

TEKS 6.A.i
Teacher Activity
Step 6 (all)

6 Practice Reading Independently and Share Favorite Parts of Books

Remind the students that last week they started IDR. If necessary, remind the students of your expectations for how they will act responsibly during IDR.

Distribute a book to each student, and remind the students of the different ways they can read their books. Ask the students to pay attention to their favorite parts or pictures in their books as they read.

Have the students read quietly to themselves for up to 5 minutes. Observe the students as they read, assisting as needed. If you notice a student's attention waning, offer the student another book to read. Signal to let the students know when it is time to stop reading.

Model looking through a book, finding your favorite part or favorite picture, and then talking about why you liked it.

> **You might say:**
>
> "I read the book *Skunks* by Patricia Whitehouse. My favorite part is the page that tells about skunk babies. I like it because there is a picture of baby skunks and they are really cute."

Have each student look through her book and choose a favorite part or picture. Have a few volunteers share their favorite parts or pictures with the class and explain why they like them.

Ask and briefly discuss:

Q *What did you enjoy about hearing your classmates tell about their books?*

Point out that hearing their classmates tell about their books is a fun way for the students to learn about books they might want to read.

Collect the books and have the students return to their seats.

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Listening Practice Day 2

In this lesson, the students:

- Hear a story read aloud again and discuss it
- Discuss the story's message
- Read independently for up to 5 minutes
- Listen carefully
- Work in a responsible way

Materials

- *It's Mine!*
- "Class Assessment Record" sheet (CA4)
- "Reading Together" chart from Day 1 and a marker
- Copy of this unit's family letter (BLM1) for each student

1 Get Ready to Listen for the Story's Message

TEKS 10.A.i
Student/Teacher Narrative
Step 1 (all)

Gather the class with partners sitting together, facing you. Show the cover of *It's Mine!* and remind the students that they heard this story yesterday.

Explain that *It's Mine!* is a special kind of story called a *fable*. Fables often have animals talking and acting like people. Fables usually have a message or teach a lesson to help us live happier lives.

Tell the students that you will read *It's Mine!* again today and that you would like them to think about what the lesson or message of this fable might be. Remind them that they will be responsible for talking about the story and for listening to one another.

2 Reread the Story

TEKS 8.B.ii
Student/Teacher Narrative
Step 2
(second paragraph)

Reread the story slowly and clearly, without showing the illustrations, and stopping as described below.

Stop after:

p. 13 "With that the toad slowly turned around and hopped away through the weeds."

Ask:

Q *Why does the toad visit Rupert, Milton, and Lydia?*

Have one or two volunteers share their thinking with the class. As the students offer their ideas, reread the text that supports their thinking. (For example, if a student says that the toad was unhappy with the frogs because they were always arguing, turn to page 13 and read aloud: "There is no peace because of your endless bickering.")

Reread the last sentence on page 13 and continue reading to page 20. Stop after:

p. 20 "The rain fell gently and then stopped altogether."

Q *I just read the middle part of the story. What happens to the frogs in the middle part of the story? Turn to your partner.*

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Have partners discuss the question for a few moments; then signal for the students' attention. Have one or two volunteers briefly share with the class. Reread the last sentence on page 20 and continue reading to the end of the story.

Facilitation Tip

Continue to encourage the students to take responsibility during class discussions by reminding them to **turn and look** at the person who is about to speak, having speakers wait until they have the class's attention before starting to speak, and encouraging the students to ask one another to speak up if they cannot hear. Notice the effect of using these facilitation techniques on the students' engagement in class discussions over time.

3 Discuss the Story's Message

Remind the students that a fable usually has a message for the reader. First in pairs, and then as a class, discuss:

Q *What do you think Leo Lionni is trying to tell us in this fable? Which part of the story makes you think that? Turn to your partner.*

> **Students might say:**
>
> "It's more important to have friends than to have a lot of things."
>
> "If you don't share, you can have bad luck."
>
> "Sharing helps people get along. When the frogs start sharing, they become friends."
>
> "Friends make things less scary. When the frogs get scared during the thunderstorm, they come together and then they feel better."

Have a few volunteers share their thinking with the class. As the students share, reread the parts of the text that support their thinking.

CLASS ASSESSMENT NOTE

Listen to the students and ask yourself:

- Do the students' responses indicate an understanding of the story? If so, how?
- Are the students able to talk about the message in the story?

Record your observations on the "Class Assessment Record" sheet (CA4); see page 7 of the *Assessment Resource Book*. Use the following suggestions to support the students.

- If ***all or most students*** understand the story, continue with the lesson.
- If ***about half of the students*** understand the story, ask additional questions such as:
  - **Q** *Why do the frogs argue?*
  - **Q** *Why do the frogs stop arguing?*
  - **Q** *Why are the frogs happier at the end of the book than in the beginning?*
- If ***only a few students*** understand the story, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Unit 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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4 Reflect on Working Responsibly

Direct the students' attention to the "Reading Together" chart, and remind the students that they have been practicing working and acting responsibly when hearing and talking about books. Remind them that they also learned "Turn to Your Partner."

Ask questions such as:

- **Q** *One of the ideas on the "Reading Together" chart is to [take turns talking during "Turn to Your Partner"]. Why is it important to [take turns talking during "Turn to Your Partner"]?*
- **Q** *What else are you doing to take responsibility during the reading lessons?*
- **Q** *What idea would you like to add to our chart?*

Add any new ideas to the "Reading Together" chart. Without mentioning any of the students' names, offer your observations of the students' interactions.

> **You might say:**
>
> "I noticed that you are gathering quickly and quietly for read-alouds. I noticed that during 'Turn to Your Partner,' you are listening to your partners and not interrupting them. I noticed that more people are sharing their ideas with the class."

INDIVIDUALIZED DAILY READING

5 Practice Reading Independently and Share Favorite Parts of Books

Tell the students that during IDR today they will continue to practice reading quietly to themselves.

Distribute a book to each student, and remind the students of the different ways they can read their books. Ask the students to pay attention to their favorite parts or pictures in their books as they read.

Have the students read quietly to themselves for up to 5 minutes. Observe the students as they read, assisting as needed. Signal to let the students know when it is time to stop reading.

Have each student look through his book and choose a favorite part or favorite picture. Then have partners take turns sharing their favorite parts or pictures and explaining why they like them.

Without mentioning any of the students' names, describe some responsible behaviors you noticed while the students were reading.

Teacher Note

You may want to provide prompts for the students' responses, such as "I like this picture because . . ." or "I like this part of the story because . . . ."

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Vocabulary Note

Next week you will revisit *It's Mine!* to teach the Week 4 vocabulary lessons.

Teacher Note

For information on wrapping up this unit, see "End-of-unit Considerations" on the next page.

You might say:

"I noticed most students read in voices quiet enough that they could hear themselves, but not so loud that they disturbed others during IDR today. I also noticed students staying in one spot on the rug and not wandering around the room."

EXTENSION

Draw and Write About Sharing

Remind the students that the frogs in *It's Mine!* learn that it is important to work together and share. Have the students briefly discuss ways they share in the classroom and why that is important. Ask them to draw a picture showing a time they shared something in the classroom. Help each student dictate or write a sentence about her picture. Then have the students share their work with the class or compile their pictures into a class book titled "How We Share."

TECHNOLOGY EXTENSION

Explore a Genre: Fables

There are many fables available online as text, audiobooks, or videos. Prior to doing this activity, go online and locate one or two age-appropriate fables. Try to choose at least one that is an audiobook or video. Search for fables online using the keywords "fables for children," "fables for kids video," or "fables audiobook."

You might wish to bookmark any student-friendly sites you discover on classroom computers for the students to visit later.

This week the students were introduced to fables through the story *It's Mine!* Remind the students that a *fable* is a "story that teaches a lesson," and that fables often have animals talking and acting like people. Ask:

Q *What other fables have you heard?*

Have the students watch or listen to the fables you located. After each fable, briefly discuss questions such as:

Q *What do you think the lesson in this fable is?*

Q *How can this lesson help you in your own life?*

TEKS 9.A.i
Student/Teacher Activity
Technology Extension
(first discussion question)

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End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 1. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.
- Save the "Reading Together" chart to use periodically throughout the year.

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Unit 2

Making Connections

FICTION

During this unit, the students focus on making text-to-self connections to stories they hear. They answer questions to understand key details and important ideas in stories, including the central message or lesson. Through teacher modeling, the students are informally introduced to the skill of referring to the text to support their thinking. This lays the foundation for the application of this important skill when reading independently in later units and grades. During IDR, they learn procedures for using the classroom library and begin choosing their own books for independent reading. They also begin to confer with the teacher individually about their reading lives. Socially, they continue to take responsibility for their learning and behavior as they develop the skills of listening respectfully to the thinking of others and sharing their own, and taking turns when working in pairs.



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Unit 2 Making Connections

RESOURCES

Read-alouds

- *Matthew and Tilly*
- *McDuff and the Baby*
- *Chrysanthemum*

Writing About Reading Activity

- "Write About Personal Connections to *Matthew and Tilly*"

IDR Mini-lesson

- Mini-lesson 1, "Choosing and Handling Books"

Technology Extension

- "Meet the Author: Rosemary Wells"

Extensions

- "Think About the Classroom Community"
- "Read and Discuss the Epilogue"
- "Discuss the Students' Reading Goals and Interests"

Assessment Resource Book

- Unit 2 assessments

Vocabulary Teaching Guide

- Week 4 (*It's Mine!*)
- Week 5 (*Matthew and Tilly*)
- Week 6 (*McDuff and the Baby*)

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA3)
- "IDR Conference Notes" record sheet (CN1)
- "IDR Conference Class Record" sheet (CR1)

Reproducible

- Unit 2 family letter (BLM1)

Professional Development Media

- "Cooperative Structures Overview" (AV4)
- "Planning a Lesson" (AV12)
- "Social Reflection" (AV14)
- "Asking Open-ended Questions and Using Wait-time" (AV17)
- "Setting Up IDR Conferences" (AV28)

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Unit 2 Making Connections

DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

■ formally taught □ informally experienced

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GRADE 1 OVERVIEW

	Day 1	Day 2
Week 1	**Read-aloud:** *Matthew and Tilly* **Focus:** ▪ Hearing and discussing a story ▪ Answering questions about key details ▪ Learning a procedure for using book bags	**Strategy Lesson:** *Matthew and Tilly* **Focus:** ▪ Making text-to-self connections ▪ Discussing the story's message ▪ Learning a procedure for selecting books from the classroom library
Week 2	**Read-aloud:** *McDuff and the Baby* **Focus:** ▪ Hearing and discussing a story ▪ Answering questions about key details ▪ Learning a procedure for returning books to the classroom library	**Guided Strategy Practice:** *McDuff and the Baby* **Focus:** ▪ Making text-to-self connections ▪ Drawing and writing about connections
Week 3	**Read-aloud:** *Chrysanthemum* **Focus:** ▪ Hearing and discussing a story ▪ Answering questions about key details	**Guided Strategy Practice:** *Chrysanthemum* **Focus:** ▪ Making text-to-self connections ▪ Discussing the story's message

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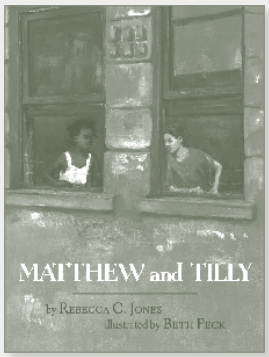
Week 1 OVERVIEW



Matthew and Tilly

by Rebecca C. Jones, illustrated by Beth Peck

Matthew and Tilly are two friends who enjoy each other's company, until one day they have a disagreement.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Class Assessment Record" sheet (CA1)

Professional Development Media

- "Cooperative Structures Overview" (AV4)
- "Planning a Lesson" (AV12)
- "Asking Open-ended Questions and Using Wait-time" (AV17)

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Comprehension Focus

- Students make text-to-self connections.
- Students answer questions to understand key details and important ideas in a story.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.
- Students take turns talking and listening.

DO AHEAD

✓ Make available texts at a variety of levels that the students can use to practice making connections throughout the unit.

✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see "Random Pairing," "Considerations for Pairing ELLs," and "Cooperative Structures" in the Introduction. For more information, view "Cooperative Structures Overview" (AV4).

✓ Prior to Day 1, consider previewing this week's read-aloud selection, *Matthew and Tilly*, with your English Language Learners before you read it to the whole class.

✓ Prior to Day 1, create a book bag for each student to use during IDR that has his or her name on it and contains five or six age-appropriate books (see Step 6). Include a variety of fiction and nonfiction and, if appropriate for individual students, a few decodable texts. We recommend using a durable, transparent bag that the students can keep in their cubbies or desks. Preparing the book bags ahead of time provides the students with plenty to read while they wait their turn to visit the classroom library for the first time on Day 2.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1); see page 10 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, introduce your students to the classroom library and give them time to become familiar with its organization. For more information see "Setting Up a Classroom Library" in the Introduction.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 4 lessons this week.

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Read-aloud Day 1

In this lesson, the students:

- Begin working with new partners
- Hear and discuss a story
- Answer questions about key details
- Learn a procedure for using book bags during IDR
- Read independently for 5–10 minutes
- Take turns talking and listening

1 Pair Students and Get Ready to Work Together

Randomly assign partners (see "Do Ahead"). Gather the class with partners sitting together, facing you. Give partners a few minutes to talk informally and get to know each other. Explain that the students will be working with their new partners during the next few weeks as they hear and discuss stories. Ask:

Q *What is one thing you have learned about being a good partner?*

Have a few volunteers share their thinking. If necessary, remind the students that when partners talk, it is important that they take turns so both partners get a chance to talk. Explain that it is also important to look at your partner when he or she is talking and to listen carefully to what he or she is saying. Point out that looking at your partner shows that you are listening.

2 Introduce *Matthew and Tilly*

Tell the students that during today's lesson, you will read a book aloud and the students will talk about the story in pairs and then as a class.

Show the cover of *Matthew and Tilly* and read the title and the names of the author and the illustrator aloud. Explain that this is a story about two friends, Matthew and Tilly, who live in the same city apartment building.

3 Read Aloud

Explain that you will stop during the reading so that partners can talk about what is happening in the story. Remind the students that it is important to listen carefully as you read so that they can remember the story and talk about it.

Materials

- *Matthew and Tilly*
- Book bag with five to six books for each student, prepared ahead

Teacher Note

If you are teaching other programs from Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the *Making Meaning* lessons.

Teacher Note

The students will be assigned new partners at the beginning of each unit; partners will stay together throughout the unit. This structure helps the students reflect on their interactions and solve problems over time.

TEKS 10.E.ii
TEKS 10.E.iv
Student/Teacher Narrative
Step 2 (all)

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Teacher Note

Use self-stick notes to mark stopping places in the book. Self-stick notes can also be used to remind you of questions, instructions, or other information you want to convey to the students during the read-aloud.

For more information, see "Preparing the Daily Lessons" in the Introduction. To learn more, view "Planning a Lesson" (AV12).

ELL Note

Consider asking the students to act out vocabulary words, such as *hide-and-seek* and *stomped*. For *crabbiest*, ask the students to make their crabbiest faces. This type of nonverbal participation will support the students' understanding and engage their interest. Be sure to wrap up this activity quickly to maintain the flow of the story.

Read the story aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

sidewalk games: games that you play on the sidewalk, such as hopscotch (p. 9)

rescued: saved (p. 12)

crabbiest: grumpiest (p. 19)

picky: fussy or choosy (p. 19)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

hide-and-seek: game in which one player looks for other players who are hiding (p. 7)

when business was slow: when no one was buying lemonade (p. 8)

bubble-gum machines: containers that hold candy (p. 14)

got sick of each other: got tired of playing together (p. 16)

stomped: walked in an angry way (p. 20)

cash register: machine that holds money and adds numbers (p. 24; refer to the illustration)

Stop after:

p. 15 "So later they chewed gum together and remembered how brave they had been."

Ask:

Q *What have you learned about Matthew and Tilly so far? Turn to your partner.*

Have partners discuss the question for a few moments; then signal for the students' attention. Without discussing as a class, reread page 15 and continue to page 19. Stop after:

p. 19 "'Well, you're so stupid,' Tilly said. 'You're so stupid and stinky and mean.'"

Ask:

Q *What has happened to Matthew and Tilly? Turn to your partner.*

After a moment, signal for the students' attention. Without discussing as a class, reread the last sentence on page 19 and continue to page 27. Stop after:

p. 27 "And a sidewalk game wasn't much fun without another player."

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Ask:

Q *What do you think might happen next? Why? Turn to your partner.*

After a moment, signal for the students' attention. Without discussing as a class, reread the last sentence on page 27 and continue reading to the end of the story.

4 Discuss the Story

Ask and briefly discuss:

Q *What happens in this story? Turn to your partner.*

After a moment, signal for the students' attention and have a few volunteers share their thinking. Discuss the following questions in the same way:

Q *Why do Matthew and Tilly stop playing together in the middle of the story? Turn to your partner.*

Q *What happens at the end of the story? Turn to your partner.*

Explain that in the next lesson the students will talk again about *Matthew and Tilly* and how the story reminds them of things that have happened in their own lives.

Teacher Note

The purpose of this discussion is to make sure the students have a surface-level understanding of the story. They need this base before they start to think about making text-to-self connections in the next lesson. If necessary, reread parts of the story to clarify any confusion.

5 Reflect on Working Together

Have the students reflect on their partner discussions. Ask:

Q *What went well when you talked with your partner today?*

Q *What might you and your partner do differently next time?*

Share some of your observations about the students' interactions. Mention things that went well and, if appropriate, any problems you noticed.

INDIVIDUALIZED DAILY READING

6 Introduce Book Bags

Tell the students that today they will each get a book bag filled with books that they can read during IDR. Explain that they can read any of the books in their bags and that they will be able to replace the books they have read with new books.

Show the students a book bag and explain your expectations for how they will use their book bags responsibly. Model taking the books out of the bag, selecting a book to read, and reading it aloud quietly. Then put the book back in the bag and model selecting another book to read.

Teacher Note

If you have already established a procedure for using book bags, use that procedure here. Simply review your expectations for how they will use the materials responsibly, and have the students read independently for 5–10 minutes.

TEKS 5.A.ii
Student/Teacher Activity
Step 6 (first paragraph on page 54, including first Teacher Note in the green margin on page 54)

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Teacher Note

If necessary, remind the students of the different ways they can read their books.

Base the length of time the students are reading independently on their attention and engagement. Gradually add time, as your students are ready. The goal is for them to read independently for up to 15 minutes by Unit 4.

Teacher Note

You may want to provide prompts for the students' responses, such as "I like this picture because . . ." or "I like this part of the story because . . . ."

You might say:

"When you open the book bag, I expect you to take the books out of the bag carefully. You can read the books as many times as you like. When IDR is over, put the books back into the bag neatly and return the book bag to your cubby."

Distribute the book bags to the students, and have them each choose a book to read. Ask the students to pay attention to their favorite parts or pictures in their books as they read. Have the students read quietly to themselves for 5–10 minutes. Observe the students as they read, assisting as needed.



Signal to let the students know when it is time to stop reading. Have partners take turns showing each other their favorite parts or pictures from their books. Have the students put away their book bags and then return to their seats.

Day 2 Strategy Lesson

Materials

- *Matthew and Tilly*
- "Class Assessment Record" sheet (CA1)

In this lesson, the students:

- Make text-to-self connections to enjoy and understand a story
- Discuss the story's message
- Learn a procedure for selecting books from the classroom library
- Read independently for 5–10 minutes
- Listen respectfully to the thinking of others and share their own

ABOUT MAKING CONNECTIONS

One of the ways that young students naturally make sense of text is by making personal, or text-to-self, connections to the plot or characters in the story. Later, as they continue to hear stories, students begin to see similarities and make connections between stories or themes. In reading and talking, they accumulate experiences and background knowledge that help them make sense of text. Making connections increases both enjoyment and understanding of stories and language. For more information, see "The Grade 1 Comprehension Strategies" in the Introduction.

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1 Review *Matthew and Tilly*

Gather the class with partners sitting together, facing you. Show the cover of *Matthew and Tilly* and tell the students that today they will talk more about this book. Ask:

Q *What do you remember about the story? Turn to your partner.*

After a moment, signal for the students' attention and have a few volunteers share their thinking with the class.

As the students offer their ideas, reread the text that supports their thinking. (For example, if a student says that Matthew accidentally broke Tilly's crayons and Tilly got mad, turn to page 19 and read aloud, "'You broke my crayon,' Tilly said in her crabbiest voice.")

Teacher Note

If the students have difficulty recalling the story, you might reread all or parts of it.

ELL Note

Provide the students with the verbal prompt "I remember . . . ."

2 Introduce Making Connections

Tell the students that one thing good readers do is think about how the stories they are reading remind them of their own lives—of things that happened to them, things they have done, and people they know. Explain that when you think about how a story reminds you of your own life, you are *making a connection* to the story. Explain that making connections to stories helps us understand and enjoy them. Tell the students that today you will reread part of *Matthew and Tilly*. Explain that as they listen, you would like them to think about how this part of the story reminds them of their own lives.

3 Reread Part of *Matthew and Tilly*

Reread pages 16–23 slowly and clearly, stopping to show the illustrations.

4 Discuss Personal Connections

Have the students think quietly to themselves about the following question:

Q *How does what happened to Matthew and Tilly remind you of your own life?*

Have the students share their thinking in pairs. As partners talk, circulate among them and listen for the types of connections they make.

Teacher Note

Initially, young students often make connections to literal details, such as "I like to draw like Matthew and Tilly." Over time, the students become more able to connect to important ideas in a story (for example, recalling a time when they had a disagreement with a friend is a connection that helps them understand an important idea in *Matthew and Tilly*).

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students making connections to important ideas or to details in the story?

(continues)

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CLASS ASSESSMENT NOTE *(continued)*

Record your observations on the "Class Assessment Record" sheet (CA1); see page 10 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are making connections to the story, continue on to Week 2.
- If ***about half of the students*** are making connections to the story, ask additional questions such as:
  - Q *Have you ever had a disagreement with anyone? What did you disagree about?*
  - Q *How did you feel?*
  - Q *How did you solve your disagreement?*
- If ***only a few students*** are making connections to the story, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

After a moment, signal for the students' attention and have a few volunteers share their experiences with the class.

5 Discuss the Story's Message

Remind the students that stories sometimes contain lessons or messages that can help us live happier lives. Point out that *Matthew and Tilly* is a story about friendship. Ask:

Q *What do you think Matthew and Tilly learn about friendship in this story?*

Q *How can what happens to Matthew and Tilly help you be a better friend?*

> **Students might say:**
>
> "I think they learn that sometimes friends fight but they're still friends."
>
> "They learn that good friends forgive each other."
>
> "Matthew and Tilly apologize to each other. I'm going to apologize the next time I argue with a friend."
>
> "They learn that it's important to have friends. I'm going to be nicer to my friends because they're important to me."

Explain that thinking about how a story's message can help you in your own life is another way to make a connection to the story. Tell the students that in the coming weeks, they will continue to hear stories and make connections.

Facilitation Tip

During this unit, we encourage you to focus on two questioning techniques that deepen the students' thinking and broaden participation in discussions: **asking open-ended questions** and **using wait-time**. Notice that most of the questions we suggest are open-ended, inviting many responses. They cannot be answered with a single word and often begin with words like *what*, *how*, and *why*. We encourage you to try asking the questions as they are written and notice how the students respond. Because the questions require thought, we suggest that you use at least 5–10 seconds of wait-time after asking a question before calling on anyone to respond. This gives everyone a chance to think before talking. To see this Facilitation Tip in action, view "Asking Open-ended Questions and Using Wait-time" (AV17).

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INDIVIDUALIZED DAILY READING

6 Select Books from the Classroom Library

Have the students get their book bags and gather, facing you. Ask the students to place their book bags on the floor in front of them. Remind them that yesterday they each received a book bag that holds books they can read during IDR. Explain that today they will each get a chance to browse, or look at, books in the classroom library, and each student will choose a book that looks interesting to add to her book bag. State your expectations for how the students will select books from the classroom library and add them to their book bags.

> **You might say:**
>
> "I expect you to walk quietly to the library and carefully browse through the books. If you take out a book and decide that you do not want to read it, put it back where you found it. Once you have found a book, take it to your seat and begin reading quietly to yourself. At the end of IDR, place the book in your book bag."

Model selecting a book that interests you from the library, returning to your seat, and reading the book quietly. Explain that you will select a few students at a time to go to the library and choose books to add to their book bags.

TEKS 5.A.i
Student/Teacher Activity
Step 6 (third paragraph)

Have the students quietly read books from their book bags for 5–10 minutes. Select two or three students to walk quietly to the library and each select a book. Repeat the procedure until each student in the class has had a chance to select a book.

Signal to let the students know when it is time to stop reading. Describe some responsible behaviors you noticed while the students were reading and selecting books from the classroom library.

> **You might say:**
>
> "I noticed that many students read quietly until it was time to choose their books. I also noticed that many students chose their books quickly. Choosing books quickly gives you more time to read and also gives more students a chance to go to the classroom library. I also noticed that after students choose their books, they went back to their seats and began reading again."

Tell the students that next week they will practice a procedure for returning books from their book bags to the classroom library. Have the students put away their book bags and then return to their seats.

Teacher Note

If you have already established a procedure for selecting books from your classroom library, use that procedure here. Alternatively, you might have the students select their books from book bins or any other collection of books you have available.

TEKS 6.A.ii
Teacher Narrative
Step 6 (second paragraph and second Teacher Note in the green margin on page 57)

Teacher Note

You might model choosing a book based on the topic or the interesting illustrations or pictures. For additional support with helping students select books, you might teach IDR Mini-lesson 1, "Choosing and Handling Books" (found in Appendix A). For more information, see "IDR Mini-lessons" in the Introduction.

Teacher Note

If your students need more time to practice this procedure, you might repeat this lesson during the next few IDR sessions or at another time. Once the students are familiar with the procedure, you might have each student select more than one book from the classroom library at a time.

Vocabulary Note

Next week you will revisit *Matthew and Tilly* to teach the Week 5 vocabulary lessons.

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TEKS 7.A.i
Student/Teacher Narrative Writing About Reading (all, including "You might say" note on page 59)

Materials

- *Matthew and Tilly*

Teacher Note

If the students struggle to answer the question, stimulate their thinking by asking questions such as:

Q *Matthew and Tilly are special friends. Do you have a special friend? What do you and your friend like to do together?*

Q *Matthew and Tilly ride bikes, play hide-and-seek, and sell lemonade. When have you done any of these things with your friends?*

WRITING ABOUT READING

Writing About Reading activities provide the students with opportunities to write about texts they discuss in the *Making Meaning* program. The activities are optional and can be done at the end of the lesson or at another time. For more information, see "Extending the Instruction" in the Introduction.

Write About Personal Connections to *Matthew and Tilly*

Show the cover of *Matthew and Tilly*. Remind the students that they heard this book earlier and talked about how part of the story reminded them of their own lives. Ask:

Q *What do you remember about the book* Matthew and Tilly?

Have a few volunteers share their thinking. After the students have shared, ask:

Q *How does this story remind you of your own life?*

Give the students a few moments to think about the questions. Then invite a few volunteers to share their thinking with the class.

> **Students might say:**
>
> "It reminds me of my friend Ben who lives next door. We ride bikes together like Matthew and Tilly."
>
> "Matthew and Tilly get into an argument, but they make up. Sometimes I get into arguments with my friends, but we always make up afterward."
>
> "Matthew and Tilly have a lemonade stand. I had a lemonade stand with my sister last summer."

Remind the students that when they think about how a story reminds them of their own lives, they are making a connection to the story. Review that making connections to stories helps readers enjoy and understand them. Ask the students to watch as you think aloud and model writing about a connection between *Matthew and Tilly* and your own life.

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You might say:

"The book *Matthew and Tilly* reminds me of my friend Jennie, who lived next door to me when I was little. I'll write: *The book Matthew and Tilly reminds me of my friend Jennie. Jennie lived next door to me when I was little.* During the summer, Jennie and I played together all the time. On very hot days, we would set up a lemonade stand and sell lemonade to the neighbors. I'll write: *During the summer, we played together all the time. On very hot days, we would set up a lemonade stand and sell lemonade to the neighbors, like Matthew and Tilly do in the story.*"

Have the students write about how *Matthew and Tilly* reminds them of their own lives. Support students who cannot yet write by transcribing sentences they dictate. If time permits, invite the students to share their writing with the class.

TEKS 7.A.i
Student/Teacher Activity
Writing About Reading
(last paragraph on page 59)

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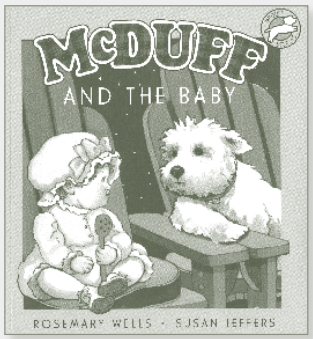
Week 2 OVERVIEW



McDuff and the Baby

by Rosemary Wells, illustrated by Susan Jeffers

McDuff's life changes after a baby arrives and Lucy and Fred are too busy to pay attention to him.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "IDR Conference Notes" record sheet (CN1)
- "IDR Conference Class Record" sheet (CR1)

Professional Development Media

- "Setting Up IDR Conferences" (AV28)

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Comprehension Focus

- Students make text-to-self connections.
- Students answer questions to understand key details and important ideas in a story.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.
- Students take turns talking and listening.

DO AHEAD

✓ Prior to Day 1, consider previewing this week's read-aloud selection, *McDuff and the Baby*, with your English Language Learners before you read it to the whole class.

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA2); see page 11 of the *Assessment Resource Book*.

✓ Prior to Day 2, make a class set of "IDR Conference Notes" record sheets (CN1); see page 13 of the *Assessment Resource Book*. This week, you will begin conferring with individual students during IDR and documenting your observations and suggestions for each student. You might record the date(s) you confer with each student on the "IDR Conference Class Record" sheet (CR1); see page 125 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 5 lessons this week.

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Day 1 Read-aloud

Materials

- *McDuff and the Baby*

In this lesson, the students:

- Hear and discuss a story
- Answer questions about key details
- Learn a procedure for returning books to the classroom library
- Read independently for 5–10 minutes
- Listen respectfully to the thinking of others and share their own

1 Gather and Get Ready to Listen

Gather the class with partners sitting together, facing you. Explain that they will hear a new story and discuss it with their partners today. Ask:

Q *What will you do to show that you are listening when your partner talks about the story?*

> **Students might say:**
> "I will look at him when he is talking."
> "I will keep my hands in my lap."
> "I won't talk when she's talking."

Tell the students that something good partners do is listen carefully to each other, and explain that you will check in with them later to see how well they listened to their partners.

Facilitation Tip

As you **ask open-ended questions** this week, remember to **use wait-time** for at least 5–10 seconds to give everyone a chance to think before talking. If you often hear from the same few students during class discussions, extend the wait-time to encourage broader participation in the discussion.

2 Introduce *McDuff and the Baby*

Show the cover of *McDuff and the Baby* and read the title and the names of the author and the illustrator aloud. Explain that McDuff is a dog that belongs to a couple named Fred and Lucy. Ask:

Q *What do you think this story might be about?*

Have a few volunteers share their ideas with the class. Explain that you will stop during the reading so that partners can talk about what is happening in the story.

TEKS 10.E.ii
TEKS 10.E.iv
Student/Teacher Activity
Step 3 (all)

3 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

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Suggested Vocabulary

comics: stories told in cartoons; funny pages (p. 3)
stranger: person you don't know (p. 6)
arrived: came (p. 6)
kept Lucy and Fred hopping: kept Lucy and Fred busy (p. 8)
carriage: stroller (p. 10; refer to the illustration)
admired: liked (p. 11)
radio concerts: live music performances heard on the radio (p. 12)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

skunk trails: tracks left by skunks (p. 4)
woodland path: path in the woods (p. 10)
interrupted: stopped for a short time (p. 12)
terrible: very bad (p. 15)
squinting: giving mean looks with his eyes (p. 15; refer to illustration)
footprints: marks made by feet (p. 19)

ELL Note

Consider providing visual support for your English Language Learners by drawing a quick sketch of some of the vocabulary words, such as *skunk trails*, *woodland path*, and *footprints*. (For more information, see "Additional Modifications for ELLs" in the Introduction.)

Stop after:

p. 5 "Every day in every way McDuff was happy."

Ask:

Q *What have you learned about Lucy, Fred, and McDuff so far? Turn to your partner.*

After a moment, signal for the students' attention and have one or two volunteers share their ideas with the class.

Reread the last sentence on page 5 and continue reading to page 16. Stop after:

p. 16 " 'McDuff has stopped eating!' said Lucy."

Ask:

Q *What happens after the baby arrives? Turn to your partner.*

After a moment, signal for the students' attention and have one or two volunteers share their ideas with the class. Reread the last sentence on page 16 and then continue reading to the end of the story.

Teacher Note

Hearing from only one or two students at each stop helps to maintain the flow of the story and keeps the students engaged.

4 Discuss the Story

Ask and briefly discuss:

Q *What happens at the end of the story? Turn to your partner.*

Teacher Note

The purpose of this discussion is to make sure the students have a surface-level understanding of the story. They need this base before they start to think about making text-to-self connections in the next lesson. If necessary, reread parts of the story to clarify any confusion.

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When most pairs have finished discussing the question, have one or two volunteers share their ideas with the class. Then ask:



Q *What part of* McDuff and the Baby *surprised you? Turn to your partner.*

Have a few volunteers share their thinking with the class. As the students share the parts of the story that surprised them, turn to those parts and read them aloud. Tell the students that they will talk more about *McDuff and the Baby* in the next lesson and make connections between the story and their own lives.

5 Reflect on Listening and Working with Partners

Help the students reflect on how they listened and worked together today. Ask:

Q *What did your partner do today to show you that he or she was listening to you?*

Q *How did that make you feel?*

Explain that tomorrow partners will have another chance to listen to each other's ideas when they talk more about the story and how it reminds them of their own lives.

INDIVIDUALIZED DAILY READING

6 Introduce a Procedure for Returning Books to the Classroom Library

Have the students get their book bags and gather, facing you. Remind the students that last week they practiced choosing books from the classroom library to read during IDR. Tell the students that today they will learn a procedure for returning books from their book bags to the classroom library and choosing new ones. Ask:

Q *Why is it important to return a book when you are done with it?*

> **Students might say:**
>
> "So other people can read it."
>
> "So my book bag doesn't get too full."
>
> "Because you should always return things you borrow."

State your expectations for how the students will return their books. Model identifying a book from a book bag to return, returning it to the classroom library, and selecting a new book.

> **You might say:**
>
> "I expect you to quietly look through the books in your book bag and choose one that you would like to return. Walk carefully and quietly to the library so you do not disturb students who are reading. Gently place your book in the book return box. Once you have returned your book, quietly select a new book and take it back to your seat."

Teacher Note

If you have already established a procedure for returning books to your classroom library, use that procedure here.

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Give the students a few moments to each identify a book to return to the classroom library. Explain that you will call on a few students at a time to return their books to the classroom library and choose new ones. Have the students read quietly to themselves for 5–10 minutes. Have two or three students come to the classroom library to return books and choose new ones. Repeat this procedure until all of the students have had a chance to return their books.

Signal to let the students know when it is time to stop reading. Describe some responsible behaviors you noticed as the students were reading and using the classroom library.

> **You might say:**
>
> "I noticed that many students read quietly until it was time to return their books. I also noticed that many students chose their books quickly. Choosing books quickly gives you more time to read and also gives more students a chance to go to the classroom library. I also noticed that after students had returned their books and chosen new ones, they went back to their seats and began reading again."

Tell the students that they will have more opportunities to return books to the classroom library and choose new ones. Have the students put away their book bags and return to their seats.



TECHNOLOGY EXTENSION

Meet the Author: Rosemary Wells

Have the students learn about Rosemary Wells, the author of the McDuff series. Tell the students that Rosemary Wells has written more than 60 books for children, teenagers, and adults, many of which she also illustrated. She grew up with dogs and had a West Highland white terrier, like McDuff, named Angus. Ask:

Q *What else would you like to know about Rosemary Wells?*

Have a few volunteers share their thinking. As they respond, record their ideas where everyone can see them. Display the sources you located that contain information about Rosemary Wells, and read the sections you have identified aloud. Ask:

Q *What is something you learned about Rosemary Wells?*



Technology Tip

Prior to doing this activity, locate a few age-appropriate sources that provide information about Rosemary Wells. Search for information online using the keywords "about Rosemary Wells" or "Rosemary Wells interview."

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Day 2 Guided Strategy Practice

Materials

- *McDuff and the Baby*
- "Class Assessment Record" sheet (CA2)
- Sheet of writing/drawing paper for each student
- Crayons or markers
- Class set of "IDR Conference Notes" record sheets (CN1)

Teacher Note

For more information, view "Setting Up IDR Conferences" (AV28).

ELL Note

You might provide prompts such as "McDuff's problem is . . ." and "McDuff feels . . ." to your English Language Learners to help them verbalize their answers to these questions.

In this lesson, the students:

- Make text-to-self connections to enjoy and understand a story
- Draw and write about their connections
- Read independently for 5–10 minutes
- Listen respectfully to the thinking of others and share their own

ABOUT IDR CONFERENCES

This week you will begin conferring with the students during Individualized Daily Reading (IDR). Early in the year, the IDR conferences focus on helping you get to know the students as readers. As the year progresses, your conferences will focus more on assessing the students' comprehension, supporting struggling readers, and encouraging self-monitoring strategies. To learn more, see "IDR Conferences" in the Assessment Overview of the *Assessment Resource Book*.

1 Review *McDuff and the Baby*

Gather the class with partners sitting together, facing you. Show the cover of *McDuff and the Baby* and remind the students that in the previous lesson they heard the story and talked about it. Ask:

Q *What is this story about?*

Have a few volunteers share their thinking with the class. As they share, reread the text that supports their thinking.

Probe the students' thinking with questions such as:

Q *What problem does McDuff have?*

Q *How does McDuff feel about the baby at first? Why does he feel this way?*

Q *How does McDuff feel about the baby at the end of the story? Why do his feelings change?*

2 Think About Making Connections

Remind the students that earlier they heard the book *Matthew and Tilly* and thought about how the story reminded them of their own lives. Explain that today you will reread the part of *McDuff and the Baby* in which McDuff feels left out because of the new baby. Tell the students that as they listen you would like them to think about a time in their own lives when they felt left out like McDuff. Explain that later they will draw a picture about this time in their lives.

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3 Reread Part of *McDuff and the Baby*

Reread pages 6–17 slowly and clearly, showing the illustrations as you read.

4 Discuss Personal Connections

Ask:

Q *When have you felt left out like McDuff?*

Give the students a few moments to think individually; then have them share their thinking with their partners. As partners talk, circulate among them and listen to the connections the students make between their lives and the story.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are both partners sharing their thinking?
- Are they making connections to the part of the story they heard?
- Are they connecting to the big ideas and feelings in that part of the story?

Record your observations on the "Class Assessment Record" sheet (CA2); see page 11 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are making connections to the story, continue on to Week 3.
- If ***about half of the students*** are making connections to the story, ask additional questions such as:
  - **Q** *Have you ever felt left out? What was it like?*
  - **Q** *What did you do when you felt left out?*
  - **Q** *What did you do to feel better?*
- If ***only a few students*** are making connections to the story, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

Invite a few volunteers to share their connections with the class. Then have the students return to their seats.

> **Students might say:**
>
> "I remember when my baby sister came home from the hospital. Everyone came to see her. I felt left out and sad."
>
> "When I started school this year, I didn't have any friends and I felt lonely. Now I have friends, and I'm happy."
>
> "Sometimes my brother won't play with me. That makes me feel left out and mad like McDuff felt in the story."

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ELL Note

Having the opportunity to express their thinking through drawing is especially helpful for your English Language Learners.

5 Draw and Write About Personal Connections

Distribute a sheet of writing/drawing paper to each student. Explain that they will each use the paper to draw a picture and write a sentence about a time they felt left out.

Give the students time to write and draw. Support students who cannot yet write by transcribing sentences they dictate under their pictures.

When most of the students have finished, ask them to share their drawings and sentences with their partners. Then invite a few volunteers to share with the class.

Remind the students that when they think about how a story reminds them of their own lives, they are making a connection to the story. Explain that they will continue to make connections to stories they hear in the coming weeks.

INDIVIDUALIZED DAILY READING

6 Read Independently and Begin Conferring About the Students' Reading Lives

Have the students get their book bags and gather, facing you. Tell the students that during IDR this year you will be talking with individual students about the books they are reading, what they like to read, and how they feel about reading.

Explain that while you are talking with individual students, the rest of the class will quietly read books from their book bags. State your expectations for how the students will act responsibly while you are conferring with individual students.

> **You might say:**
>
> "When I am talking with a student about his reading, it is important for you to read silently for the entire time. If you finish reading a book before IDR is over, choose another book from your book bag and continue reading."

Explain that when they have finished reading their books, they may return them to the classroom library and select new books for their book bags. Remind the students of your expectations for how to return and select books responsibly.

Ask the students to pay attention to their favorite parts of their books as they read. Have the students read quietly to themselves for 5–10 minutes. After the students have settled into their reading, confer with individual students. Pause between conferences to scan the class. Make note of any behaviors you wish to discuss at the end of IDR.

Teacher Note

Rather than having the students determine when they are ready to return their books, you might establish a schedule for your students to follow when returning and checking out books from the classroom library. For example, you might allow four or five students or one or two table groups to go to the library each day. You might also have the students use the classroom library at different times of the day.

We recommend that the students keep enough books in their book bags to last for a week's worth of independent reading. This will help to ensure that the students spend IDR time engaged in text rather than browsing for books in the classroom library.

Teacher Note

If necessary, remind the students of the different ways they can read their books.

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IDR CONFERENCE NOTE

Beginning today, and continuing through next week, confer individually for a few minutes with each student to learn more about her reading habits, how she feels about herself as a reader, and what she is interested in reading.

Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 13 of the *Assessment Resource Book*. You will continue to use the "IDR Conference Notes" record sheets during conferences throughout the program.

Signal to let the students know when it is time to stop reading. Have a few volunteers share their favorite parts or pictures in their books with the class.

Briefly discuss:

Q *What went well during IDR today?*

Q *What can we do to help it go better next time?*

Have the students put away their book bags and return to their seats.

EXTENSION

Think About the Classroom Community

Review that the students heard you read *McDuff and the Baby* and thought about times in their lives when they felt left out like McDuff. Remind the students that they are building a classroom community this year in which everyone feels safe and welcome and no one feels left out. Ask:

Q *What can we do in our classroom to make sure everyone feels welcome and no one feels left out?*

Ask the students to think about the question individually; then have them share in pairs. After a few moments, ask a few volunteers to share their thinking with the class. You might record the students' ideas where everyone can see them under the title "Making Everyone Feel Welcome." Alternatively, you might have the students make drawings and write sentences about ways to make everyone feel welcome and compile their work into a class book.

Teacher Note

You might use the "IDR Conference Notes" record sheet (CN1) as a survey of the students' reading goals and interests. For more information, see "IDR Conferences" in the Assessment Overview of the *Assessment Resource Book*.

Teacher Note

You may want to provide prompts for the students' responses, such as "I like this picture because . . ." or "I like this part of the story because . . . ."

Vocabulary Note

Next week you will revisit *McDuff and the Baby* to teach the Week 6 vocabulary lessons.

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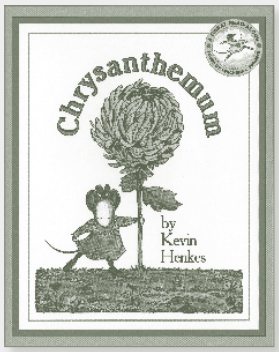
Week 3 OVERVIEW



Chrysanthemum

by Kevin Henkes

Chrysanthemum loves her name until she starts school and the other children make fun of it.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "IDR Conference Notes" record sheet (CN1)

Reproducible

- Unit 2 family letter (BLM1)

Professional Development Media

- "Social Reflection" (AV14)

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Comprehension Focus

- Students make text-to-self connections.
- Students answer questions to understand key details and important ideas in a story.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

- ✓ Prior to Day 1, consider previewing this week's read-aloud selection, *Chrysanthemum,* with your English Language Learners before you read it to the whole class.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA3); see page 12 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, prepare a sheet of chart paper with the title "What Good Readers Do."
- ✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student. (For more information about the family letters, see "Family Letters" in the Introduction.)

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 6 lessons this week.

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Day 1 Read-aloud

Materials

- *Chrysanthemum*

In this lesson, the students:

- Hear and discuss a story
- Answer questions about key details and important ideas
- Read independently for 5–10 minutes
- Listen carefully

1 Gather and Get Ready to Listen

Gather the class with partners sitting together, facing you. Explain that today the students will hear a story and talk about it in pairs and then discuss as a class. Ask and briefly discuss:

Q *Why is it important to listen carefully during the read-aloud?*

Q *Why is it important to listen carefully to your partner?*

> **Students might say:**
>
> "If you don't listen to the story, you won't know what it's about."
>
> "We can learn more if we listen to each other."
>
> "I listen carefully to my partner so that he knows I care about his ideas."

Ask the students to keep these things in mind as they hear and discuss the story today.

2 Introduce *Chrysanthemum*

Show the cover of *Chrysanthemum* and read the title and the author's name aloud. Tell the students that the author of the book is also the illustrator. Explain that the story is about a girl mouse named Chrysanthemum and that a chrysanthemum is also a type of flower. Explain that you will stop during the reading so that partners can talk about what is happening in the story.

3 Read Aloud

Read the story aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

Teacher Note

The pages of *Chrysanthemum* are unnumbered. For easy reference, pencil in page numbers, beginning with the number 1 on the right-hand title page that includes the author's name. (Page 3 begins, "The day she was born . . . .") This system is used throughout the program for all read-alouds with unnumbered pages.

TEKS 10.E.ii
TEKS 10.E.iv
Student/Teacher Activity Step 3 (all)

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Suggested Vocabulary

wilted: went from feeling happy to feeling sad (p. 10)
dreadful: very bad (p. 10)
winsome: cheerful (p. 13)
Parcheesi: type of board game (p. 14)
envious and begrudging and discontented and jaundiced: jealous (p. 20)
speechless: so surprised you cannot talk (p. 24)
indescribable wonder: a very special person or event (p. 24)
musicale: a play that includes singing and dancing (p. 25)
humorous: funny or amusing (p. 27)
blushed, beamed, bloomed: was very happy (p. 29)
marigold, carnation, lily of the valley: names of flowers (p. 30)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

appreciate: enjoy (p. 5)
giggled: laughed (p. 9)
absolutely dreadful: completely terrible (p. 10)
nightmare: scary dream (p. 22)
They went out of their way to make a nice impression: They tried very hard to be good so that Mrs. Twinkle would like them (p. 24)

Stop after:

p. 7 "Chrysanthemum, Chrysanthemum, Chrysanthemum."

Ask:

Q *What have you learned about Chrysanthemum so far? Turn to your partner.*

Without discussing as a class, reread the last sentence on page 7 and continue reading. Stop after:

p. 15 "It was an extremely pleasant dream."

Q *What has happened to Chrysanthemum? Turn to your partner.*

Without discussing as a class, reread the last sentence on page 15 and continue reading. Stop after:

p. 22 "It was the worst nightmare of Chrysanthemum's life."

Q *What has happened to Chrysanthemum? Turn to your partner.*

Without discussing as a class, reread the last sentence on page 22 and continue reading to the bottom of page 31. Do not read the Epilogue on page 32 at this point. You may wish to read it as an extension activity (see "Read and Discuss the Epilogue" on page 75).

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4 Discuss the Story

Facilitate a brief class discussion of the story. Ask:

Q *After her first day at school, Chrysanthemum says, "School is no place for me." Why does she say that?*

Have a few volunteers share their ideas with the class. As the students offer their ideas, reread the text that supports their thinking. In the same way, discuss:

Q *What happens that makes Chrysanthemum feel happy about her name again?*

5 Reflect on Listening

Help the students think about how they did listening today. Ask:

Q *What did you do to make sure you listened to the story?*

Q *What did you do to make sure you listened to your partner?*

> **Students might say:**
>
> "During the story, I sat with my hands in my lap so I didn't play with the rug."
>
> "I looked at you while you were reading instead of looking around the room."
>
> "I didn't interrupt my partner while she was talking."
>
> "I paid attention to what my partner was saying instead of thinking about what I was going to say."

Explain that the students will talk about *Chrysanthemum* again tomorrow and think about how a part of the story reminds them of their own lives.

Teacher Note

The reflection that appears at the end of many lessons is important to the students' growth as readers and to their social development. We encourage you to spend a few minutes at the end of these lessons helping the students reflect on their work and interactions. For more information, see "Focus on Social/Ethical Development" in the Introduction. You might also view "Social Reflection" (AV14).

INDIVIDUALIZED DAILY READING

6 Read Independently and Confer with Individual Students

Have the students get their book bags and gather, facing you. Tell the students that during IDR today they will continue to read the books in their book bags. Remind the students of your procedure for returning books to the classroom library and selecting new books for their book bags. Explain that you will continue to confer, or talk, with individual students during IDR, so it is important that they read quietly.

Ask the students to each think about what they like about their books as they read. Have the students read quietly to themselves for 5–10 minutes. After they have settled into their reading, confer with individual students.

Teacher Note

If necessary, remind the students of the different ways they can read their books.

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IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading habits, how they feel about themselves as readers, and what they are interested in reading.

Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 13 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Model looking through a book and then telling what you like about it.

> **You might say:**
>
> "I read the book *Click, Clack, Moo: Cows That Type* by Doreen Cronin. This book is about cows that go on strike. They type a letter to the farmer that tells him they won't make any milk until they get blankets. I liked the funny pictures in the book. It's fun to think about cows using a typewriter."

Have a few volunteers share with the class what they read and what they liked about their books. Have the students put away their book bags and return to their seats.

EXTENSION

Read and Discuss the Epilogue

Show the Epilogue page to the students, and explain that an *epilogue* is a short piece of writing added to the end of a story. Remind the students that in *Chrysanthemum*, Mrs. Twinkle, the music teacher, assigned Chrysanthemum and the other students roles in the class musicale. Explain that as you read the epilogue, you would like the students to listen for what happened at the musicale. Read the epilogue aloud slowly and clearly.

After the reading, facilitate a class discussion. Ask:

- **Q** *What happened at the musicale?*
- **Q** *Chrysanthemum giggled when Victoria forgot her lines. What do you think about that?*

Teacher Note

The second question is an opportunity for the students to explore the effect of a character's actions on the feelings of others. You might probe the students' thinking about what Chrysanthemum did with questions such as "How did Chrysanthemum feel when the students giggled at her name? How do you think Victoria would feel if she knew Chrysanthemum was giggling at her? Would you have giggled at Victoria? Why or why not?"

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Day 2 Guided Strategy Practice

Materials

- *Chrysanthemum*
- "What Good Readers Do" chart, prepared ahead, and a marker
- "Class Assessment Record" sheet (CA3)
- Copy of this unit's family letter (BLM1) for each student

In this lesson, the students:

- Make text-to-self connections to enjoy and understand a story
- Discuss the story's message
- Read independently for 5–10 minutes
- Listen carefully to the thinking of others and share their own

1 Review Making Connections

Gather the class with partners sitting together, facing you. Review that earlier the students heard *Matthew and Tilly* and *McDuff and the Baby* and thought about how the stories reminded them of their own lives. Explain that the students will continue to practice making connections today by thinking about how a part of *Chrysanthemum* reminds them of something that has happened to them.

2 Review *Chrysanthemum*

Show the cover of *Chrysanthemum* and read the title and the author's name. Ask:

Q *What is this story about?*

Have a few volunteers share their thinking with the class. As they share, reread the text that supports their thinking.

Probe the students' thinking with questions such as:

Q *What happens to Chrysanthemum on her first day at school?*

Q *How does Mrs. Twinkle help Chrysanthemum like her name again?*

Teacher Note

If the students have difficulty recalling the story, you might reread all or parts of it. Alternatively, you might show the students some of the illustrations and ask them to say what is happening (for example, you might show the pictures on pages 7, 12–13, 18–19, 22–23, 28–29, and 31).

ELL Note

To provide more support to your English Language Learners, consider showing them the illustrations prior to rereading with the whole class.

3 Reread Part of *Chrysanthemum*

Explain that you will reread part of *Chrysanthemum* today without showing the illustrations so that the students can listen more carefully to the words. Tell them that as they listen you would like them to think about how this part of the story reminds them of a time in their own lives.

Reread pages 17–19 slowly and clearly, without showing the illustrations.

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4 Discuss Personal Connections

Tell the students to think about the part of the story they just heard. Have the students think quietly to themselves about the following question:

Q *When has someone said something to you that hurt your feelings?*

Have the students share in pairs. As partners talk, circulate among them and listen to the connections the students make between their lives and the story.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students making connections to the part of the story they heard?
- Are they connecting to the big ideas and feelings in that part of the story?

Record your observations on the "Class Assessment Record" sheet (CA3); see page 12 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are making connections to the story, continue on to Unit 3.
- If ***about half of the students*** are making connections to the story, ask additional questions such as:
  - **Q** *Have you ever had your feelings hurt?*
  - **Q** *How did you feel when that happened to you?*
  - **Q** *How do you think Chrysanthemum feels? Why do you think she feels [sad]?*
- If ***only a few students*** are making connections to the story, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Unit 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

5 Discuss the Story's Message

Remind the students that sometimes stories contain lessons that can help us live happier lives. Ask:

Q *What do you think Chrysanthemum learns in this story?*

Q *How can the lesson Chrysanthemum learned help you in your own life?*

Remind the students that when they think about how the message or lesson in a story can help them in their own lives, they are making a connection to the story.

Facilitation Tip

Reflect on your experience over the past three weeks with **asking open-ended questions** and **using wait-time**. Do these techniques feel comfortable and natural for you? Do you find yourself using them throughout the school day? What effect has their repeated use had on your students' thinking and participation in discussions? We encourage you to continue to use and reflect on these techniques throughout the year.

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ELPS 4.C.iii
ELPS 4.F.vi
Step 6
(all, including Teacher Note next to Step 6 in the green margin)

6 Introduce the "What Good Readers Do" Chart

Remind the students that as they thought about *Chrysanthemum*, they did something that good readers do—they made connections between what happens in the story and their own lives. Review that making connections helps readers enjoy and understand stories.

Direct the students' attention to the "What Good Readers Do" chart. Read the title aloud and explain that you are going to use the chart to keep a list of things good readers do to help them enjoy and understand what they read. Write *make connections to their lives* on the chart.



Teacher Note

Post the "What Good Readers Do" chart where students can refer to it during the year. You will add strategies to the chart as they are introduced in the program. Refer to the chart regularly to remind the students to use the strategies as they listen to stories and read independently throughout the day.

Explain that the students will continue to make connections to stories they hear throughout the year and that they will also practice making connections in their independent reading.

Tell the students that next week they will hear a new story and begin working with a new partner. Ask and briefly discuss what the students enjoyed about working with their current partners and what they think they can do better when they work with new partners.

INDIVIDUALIZED DAILY READING

7 Read Independently and Confer with Individual Students

Have the students get their book bags and gather, facing you. Tell the students that during IDR today they will continue to read the books in their book bags. Remind the students that you will be talking with individual students, so it is important that they read quietly.

Ask the students to each think about what they like about their books as they read. Have the students read quietly to themselves for 5–10 minutes. After they have settled into their reading, confer with individual students.

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IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading habits, how they feel about themselves as readers, and what they are interested in reading.

Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 13 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share with the class what they read and what they liked about their books. Facilitate a brief discussion about how the students are working responsibly during IDR. Ask:

Q *What do you think we did well during IDR today?*

Q *What problems did we have? What might we do better next time?*

Have the students put away their book bags and return to their seats.

EXTENSION

Discuss the Students' Reading Goals and Interests

Remind the students that during IDR conferences over the past couple of weeks, you asked each student questions about his ideas and feelings about reading. Tell the students that you learned a lot about what the class is interested in reading about during the *Making Meaning* lessons, as well as how each student wants to improve as a reader.

> **You might say:**
>
> "Many of you said that you are interested in reading nonfiction, or true stories about real people and things. We'll read lots of nonfiction this year, including books about animals and people. Some of you said you'd like to read funny books, and some of you said you wanted to read more books by a certain author."

Explain that you will use this information to make sure everyone has fun reading this year. Ask and briefly discuss:

Q *What are you excited to read this year?*

Teacher Note

Beginning in Unit 3, you will be conferring with the students about the books they are reading during IDR. If you have not met with all of your students to discuss the questions in this unit's "IDR Conference Notes" record sheet, you may want to do so before beginning the next unit.

Teacher Note

If the students struggle to share what they like about their books, model looking through a book and then telling what you liked about it.

Teacher Note

Before moving on to Unit 3, you might review the students' responses to the questions on the "IDR Conference Notes" record sheet (CN1) to identify patterns across the members of the class, as well as individual responses that stand out to you. After analyzing the students' responses, you might facilitate a class discussion about what you learned about them as readers and how you plan to build their love of reading over the course of the year. For ideas on how to facilitate this discussion, see the extension "Discuss the Students' Reading Goals and Interests."

Vocabulary Note

Next week you will revisit *Chrysanthemum* to teach the Week 7 vocabulary lessons.

Teacher Note

For information on wrapping up this unit, see "End-of-unit Considerations" on the next page.

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End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 2. You will need to reassign partners before you start the next unit.
- Beginning in Unit 3, the focus of the IDR conferences will change. If you have not met with all of your students to discuss the questions in this unit's IDR Conference Note, you may want to do so before changing conference focus.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

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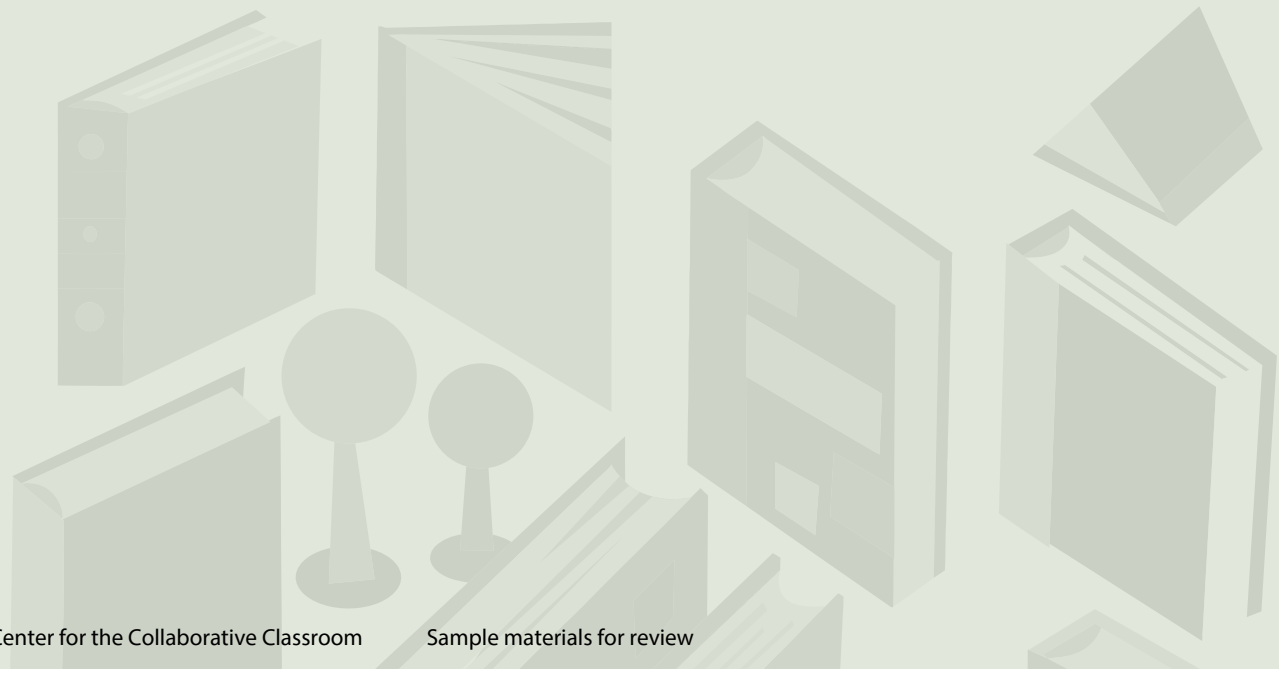
Unit 3

Retelling

FICTION

During this unit, the students practice retelling stories with simple narrative structures. They discuss important characters in stories and make text-to-text connections by comparing and contrasting the experiences of characters across stories. During IDR the students begin reading books at their independent reading levels. Socially, they work on speaking clearly, listening respectfully to the thinking of others, and taking turns when working in pairs.



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Unit 3 Retelling

RESOURCES

Read-alouds

- *Curious George Goes Camping*
- *Angelina and Henry*
- *Peter's Chair*

Writing About Reading Activity

- "Write About a Favorite Part of *Curious George Goes Camping*"

IDR Mini-lessons

- Mini-lesson 2, "Selecting 'Just-right' Books"
- Mini-lesson 3, "Introducing IDR Conferences"

Technology Extension

- "Explore Interactive Sequencing Activities"

Extensions

- "Think About Being Curious"
- "Act Out the Story"
- "Sequence the Events in *Curious George Goes Camping*"
- "Make Personal Connections to *Angelina and Henry*"
- "Make Personal Connections to *Peter's Chair*"

Assessment Resource Book

- Unit 3 assessments

Vocabulary Teaching Guide

- Week 7 (*Chrysanthemum*)
- Week 8 (*Curious George Goes Camping*)
- Week 9 (*Angelina and Henry*)

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA3)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)
- "Social Skills Assessment Record" sheet (SS1)
- "Individual Comprehension Assessment Student Record" sheet (SR1)
- "Individual Comprehension Assessment Class Record" sheet (CR2)

Reproducible

- Unit 3 family letter (BLM1)

Professional Development Media

- "Asking Questions Once and Using Wait-time" (AV25)
- "Using the Individual Comprehension Assessment" (AV30)

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Unit 3 Retelling

DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

■ formally taught □ informally experienced

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GRADE 1 OVERVIEW

	Day 1	Day 2
Week 1	**Read-aloud:** *Curious George Goes Camping* **Focus:** ▪ Hearing and discussing a story ▪ Answering questions about key details, characters, and events ▪ Learning a procedure for selecting "just-right" books	**Strategy Lesson:** *Curious George Goes Camping* **Focus:** ▪ Retelling a story using illustrations ▪ Practicing a procedure for selecting "just-right" books
Week 2	**Read-aloud/Strategy Lesson:** *Angelina and Henry* **Focus:** ▪ Hearing and discussing a story ▪ Answering questions about key details, characters, and events ▪ Comparing and contrasting the adventures of characters in stories	**Guided Strategy Practice:** *Angelina and Henry* **Focus:** ▪ Retelling a story using illustrations
Week 3	**Read-aloud:** *Peter's Chair* **Focus:** ▪ Hearing and discussing a story ▪ Answering questions about key details, characters, and events ▪ Comparing and contrasting the adventures of characters in stories	**Guided Strategy Practice:** *Peter's Chair* **Focus:** ▪ Hearing a story again to build comprehension ▪ Retelling the events in a story sequentially ▪ Drawing and writing about a part of a story

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Week 1 OVERVIEW



Curious George Goes Camping

by Margret Rey and H.A. Rey

A funny monkey creates some chaos on a camping trip, but he redeems himself in the end.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "IDR Conference Notes" record sheet (CN1)

Professional Development Media

- "Asking Questions Once and Using Wait-time" (AV25)

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Comprehension Focus

- Students answer questions to understand key details in a story.
- Students retell the sequence of events in a story.
- Students read independently.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students speak clearly so others can hear.
- Students work in a responsible way.

DO AHEAD

- ✓ Consider previewing this unit's read-aloud selections with your English Language Learners before you read them to the whole class. You might read them aloud while showing and discussing the illustrations, or have the students flip through them on their own.
- ✓ Make available texts at a variety of levels that the students can use to practice retelling during IDR throughout the unit.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit.
- ✓ Prior to Day 1, determine the procedure you would like the students to use when selecting books at their independent reading levels during IDR (see Step 6).
- ✓ Prior to Day 1, make a class set of "IDR Conference Notes" record sheets (CN1); see page 22 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1); see page 16 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 7 lessons this week.

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Day 1 Read-aloud

Materials

- *Curious George Goes Camping*

In this lesson, the students:

- Begin working with new partners
- Hear and discuss a story
- Answer questions about key details, characters, and events in the story
- Learn a procedure for selecting "just-right" books
- Read independently for 10–15 minutes
- Speak clearly so others can hear

ABOUT READING LEVELED BOOKS DURING IDR

Beginning in this unit, the students read in books at their independent reading levels during IDR. In order for students to grow as readers, they must be reading books they can comprehend and read fluently with few miscues (accuracy errors). In Unit 2, the students chose books based solely on their interests. In this unit, they learn that it is also important to choose books they can read and understand (i.e., they know what most of the words mean and are able to make sense of the text). As the year progresses, the students will learn self-monitoring strategies to help them think about how well they understand what they are reading. For more information, see "Reading Appropriately Leveled Texts" in the Introduction.

Teacher Note

If you are teaching other programs from Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the *Making Meaning* lessons.

1 Assign New Partners and Get Ready to Work Together

Randomly assign partners and make sure they know each other's names. Gather the class with partners sitting together, facing you. Explain that the students will work in these pairs for the next three weeks. Tell the students that during the next few weeks, they will listen to stories and then retell them in their own words. Explain that it is important for the students to speak clearly so that their partners and the class can hear and understand what they are saying. Let the students know that you will check in with them later to see how they did speaking clearly.

Teacher Note

If necessary, explain that *speaking clearly* means "talking loudly enough to be heard." Model speaking too softly to be heard and then speaking clearly.

2 Introduce *Curious George Goes Camping*

Show the cover of *Curious George Goes Camping* and read the title aloud. Explain that the main character in this story is a monkey named Curious George and that there are many stories about Curious George and his

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adventures. Point out that *curious* means "wanting to find out about things." Ask:

Q *What do you think might happen to George in this story?*

Have one or two volunteers share their ideas with the class. Explain that you will stop during the reading so that partners can talk about what is happening in the story.

3 Read Aloud

TEKS 10.E.ii
TEKS 10.E.iv
Student/Teacher Activity
Step 3 (all)

Read the story aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

gear: things you take with you when camping, such as a tent, a sleeping bag, food, and supplies (p. 4)

roast: cook something by holding it over a fire (p. 6)

marshmallows: soft, fluffy candies (p. 6)

creek: small stream (p. 16)

ranger: person whose job it is to take care of a forest (p. 20)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

campsite: outdoor spot where you set up your tent and sleep when camping (p. 4)

pump: handle that you move up and down to get water out of the ground (p. 6; refer to the illustration on p. 8)

campfire: small fire you build outdoors when camping (p. 6)

Read pages 3–7. Stop after:

p. 7 "He was already gone."

Ask:

Q *What do you know about Curious George so far? Turn to your partner.*

TEKS 8.B.i
Student/Teacher Activity
Step 3
(first discussion question in step)

Without discussing as a class, reread the last sentence on page 7 and continue reading. Stop after:

p. 15 "Too bad he could not take a bath in the woods . . ."

Ask:

Q *What happened in the part of the story you just heard? Turn to your partner.*

Have one or two volunteers share their thinking with the class. Reread the last sentence on page 15 and continue reading. Stop after:

p. 21 " 'George,' he asked, 'what is that smell?' "

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Ask:



Q *What happened in the part of the story you just heard? Turn to your partner.*

Have one or two volunteers share their thinking with the class. Reread the last sentence on page 21 and continue reading to the end of the story.

Teacher Note

The purpose of this discussion is to make sure the students have a surface-level understanding of the story. They need this base before they retell the story in the next lesson. If necessary, reread parts of the story to clear up any confusion.

4 Discuss the Story

At the end of the book, facilitate a brief class discussion about the story. Ask:

Q *What happens to Curious George on his camping trip?*

As the students offer their ideas, turn to the text that supports their thinking and read it aloud (for example, if a student says that Curious George puts out a forest fire, turn to page 20 and read that part aloud).

Explain that in the next lesson the students will talk more about *Curious George Goes Camping*.

5 Reflect on Speaking Clearly

Remind the students that one goal for the class today was to talk in voices that others could hear and understand. Ask questions such as:

Q *What did you do to make sure others could hear you?*

Q *Why is it important for you and your partner to hear one another?*

TEKS 5.A.i
Student/Teacher Narrative Step 6 (first paragraph and "You might say" note)

INDIVIDUALIZED DAILY READING

Teacher Note

For additional support helping students select "just-right" books, you might teach IDR Mini-lesson 2, "Selecting 'Just-right' Books" (found in Appendix A).

6 Introduce Selecting "Just-right" Books

Have the students get their book bags and gather on the rug. Remind them that they have been choosing books from the classroom library to read quietly during IDR. Tell them that they will continue to have time each day to read independently and that beginning today, they are going to focus on reading books that are just right for them. Explain that a "just-right" book is not too hard and not too easy. It has words they can read and understand and a story or topic that is interesting to them. Explain that reading books that are just right will help them become stronger readers.

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Tell the students that today they will learn one way to choose "just-right" books. Then describe the procedure you would like them to use.

> **You might say:**
>
> "First choose a book that looks interesting to you. Open the book to a page with a lot of words on it and begin reading that page quietly to yourself. As you read, count the words on the page that you do not know. If you count more than five words that you do not know, the book may be too hard. If you are able to read all the words on the page very quickly and the book doesn't seem interesting, it may be too easy. If you chose a book that seems too hard or too easy, put it back and choose another book. Once you have found a book that seems just right, take it back to your seat and add it to your book bag."

Teacher Note

If you have established a different system for identifying "just-right" books for the students, such as Lexile levels, colored dots on books, or leveled book bins, explain how to use that system instead and model it if necessary.

Explain that they will now have a few minutes to look through the books in their book bags and think about whether these books are just right for them. Tell the students that if they decide any of their books are not just right, they should put them to the side. Later they will have a chance to return these books to the classroom library and select new ones.

TEKS 5.A.i
Student/Teacher Activity
Step 6 (second paragraph on page 91 to the end of the step)

TEKS 5.A.ii
Student/Teacher Activity
Step 6 (fourth paragraph on page 91, including the second Teacher Note in the green margin on page 91)

Give the students a few minutes to look through their books. Circulate as they work, providing assistance as needed. When most of the students have finished looking through their books, signal for their attention. Explain that you will call on a few students at a time to return the books they set aside to the classroom library and choose new "just-right" books to replace them. Explain that while the students are waiting to be called to the library, they may read the books left in their book bags.

Teacher Note

Base the length of time the students are reading independently on their attention and engagement. Gradually add time as your students are ready. The goal is for them to read independently for up to 15 minutes by Unit 4.

Have the students read quietly to themselves for 10–15 minutes. Call on two or three students to come to the library, return their books, and select new, "just-right" books. Repeat the procedure until all of the students have had a chance to go to the library.

Teacher Note

You might repeat this lesson during the next few IDR sessions, or at another time, in order for all of the students to get a turn in the library.

Signal to let the students know when it is time to stop reading. Describe some responsible behaviors you noticed as the students were selecting and reading their books. Tell the students that they will have many opportunities to practice choosing and reading books that are just right for them.

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Teacher Note

Keep a list of things the students are curious about. It will be an excellent resource for selecting classroom library books.

ELL Note

This extension is especially helpful for your English Language Learners. Acting out the story will help them understand the story more fully.

EXTENSIONS

Think About Being Curious

Facilitate a discussion about the students' experiences with curiosity using the following questions:

Q *What does it mean to be curious?*

Q *What are you curious about?*

Act Out the Story

Combine retelling and physical movement to enhance the students' understanding of the story. Form small groups and assign character roles from the story. Reread sections of the story and have the groups take turns acting them out. Have the students act out their sections using their own words or performing in pantomime as you read aloud.

Day 2 Strategy Lesson

Materials

- *Curious George Goes Camping*
- "Class Assessment Record" sheet (CA1)
- Class set of "IDR Conference Notes" record sheets (CN1)
- *Assessment Resource Book* page 19

In this lesson, the students:

- Retell a story using illustrations
- Read independently for 10–15 minutes
- Speak clearly so others can hear

ABOUT RETELLING

Narrative text is the primary type of text that young students listen to and read. Through teacher questioning and class discussions, the students begin to recognize that narrative stories follow certain patterns and evolve through a sequence of events.

As the students practice retelling stories, they become increasingly familiar with the way plots develop and with other story elements, such as characters, settings, and problems and solutions. Retelling a sequence of events helps the students make logical sense of the story and forms a foundation for talking about books. For more information, see "The Grade 1 Comprehension Strategies" in the Introduction.

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1 Review the Importance of Speaking Clearly

Gather the class with partners sitting together, facing you. Briefly review the importance of talking so that others can hear. Ask for a volunteer to model speaking clearly.

TEKS 1.C.iii
Teacher Narrative
Step 1 (all)

2 Introduce Retelling

Explain that today the students will talk more about the story *Curious George Goes Camping* by retelling it in their own words. Point out that retelling helps them think about what happens in the story and talk about the story with other people. Retelling also helps them understand and enjoy the story.

ELL Note

You may wish to explain to the students that when they *retell* a story, they use their own words to say what happened in the story.

TEKS 7.D.i
Student/Teacher Narrative
Step 2 and Step 3 (all)

TEKS 8.C.i
Student/Teacher Narrative
Step 3 (all)

3 Model Retelling the Beginning of *Curious George Goes Camping*

Show the cover of *Curious George Goes Camping* and read the title aloud. Explain that you will begin to retell the story. Then you will ask the students to continue the retelling. Explain that you will show the pictures to help the students think about the story.

Show page 3, point to the illustration, and model retelling the story in your own words:

> **You might say:**
>
> "George is a curious monkey who is friends with a man in a yellow hat. One weekend they decide to go on a camping trip."

In the same way, show and model retelling pages 4–5 and 6–7.

> **You might say:**
>
> [pages 4–5] "When they get to their campsite, the man unpacks the car while George looks at all the different kinds of tents in the campground. The man invites George to help him set up their tent."
>
> [pages 6–7] "George has trouble setting up the tent, so the man asks him to go get some water instead. He tells George that they will need the water later when they roast marshmallows. George is excited about roasting marshmallows and runs off to get the water."

ELPS 3.B.ii
Step 3 and Step 4
(all, beginning on page 93 and continuing on to page 94)

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Teacher Note

Retelling as a whole class (instead of in pairs) allows you to check for understanding. Due to the length of *Curious George Goes Camping*, you might have the class retell only some parts of the story during today's lesson and retell the rest at a later time.

TEKS 7.D.i
Student/Teacher Activity
Step 4 (all)

ELPS 4.G.ii
Step 4 (all)

Facilitation Tip

During this unit, we invite you to practice **asking questions once** and then waiting. This means not repeating the question or asking it again a different way; it means just asking the question once, and then **using wait-time** to let the students think before calling on anyone to respond. If students are confused by a question or need to hear it again, have them ask you to repeat or rephrase the question. This builds student responsibility for focusing on the discussion and helps the students develop the habit of listening the first time.

To see this Facilitation Tip in action, view "Asking Questions Once and Using Wait-time" (AV25).

4 Have the Class Continue Retelling the Story

Show the illustrations on page 8. Ask:

Q *What is happening in the story?*

Have one or two volunteers retell that part of the story to the class.

> **Students might say:**
> "Curious George is getting water from the pump."
> "He sees a girl dump some water on a fire and thinks it looks like fun."

Continue to show the illustrations, pointing to each page or spread and having individual students retell that part of the story to the class.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to retell the parts of the story using the illustrations?
- Are they speaking so they can hear one another?

Record your observations on "Class Assessment Record" sheet (CA1); see page 16 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to retell the story, continue on to Week 2.
- If ***about half of the students*** are able to retell the story, read the text that accompanies the illustrations; then ask:

  Q *What happens in this part of the story?*
- If ***only a few students*** are able to retell the story, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

5 Discuss Retelling

Remind the students that today they practiced retelling *Curious George Goes Camping*. Ask:

Q *What does it mean to retell a story?*

Have a few students share their thinking with the class.

Tell the students that they will retell more stories with the class and their partners during the coming weeks.

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INDIVIDUALIZED DAILY READING

6 Read Independently/Introduce Conferring About Books

Have the students get their book bags and gather, facing you. Tell the students that during IDR today they will continue to read "just-right" books. Review that a "just-right" book is a book that has words they can read and understand and a story or topic that is interesting to them. Remind the students that if they finish the books in their book bags, or if they realize they have chosen books that are not just right, they may return them to the class library and choose new books. If necessary, remind the students of the procedure you established for selecting "just-right" books.

Remind the students that you have been talking with them about their reading lives during IDR. Explain that starting today, you will start talking to them about the books they are reading. Explain that by talking with them about their reading, you can make sure they are reading "just-right" books. You can also learn about their strengths as readers and talk about how they can become even stronger readers.

Have the students read quietly to themselves for 10–15 minutes. After the students have settled into their reading, select a student and have her bring a book she can read to the conference.

IDR CONFERENCE NOTE

Beginning today and continuing for the next two weeks, confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 19) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 22 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Model showing the cover of a book, reading the title, and telling what happens in the story by showing some of the illustrations and describing what you see.

Teacher Note

For additional support, you might teach IDR Mini-lesson 3, "Introducing IDR Conferences" (found in Appendix A).

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Have a few volunteers share their books with the class by showing the covers of their books, reading the titles, and briefly telling what happens. If necessary, support a student by having him turn to a favorite picture in his book and asking questions such as:

Q *What is happening in this part of the story?*

Q *What happens next?*

Have the students put away their book bags and return to their seats.

Vocabulary Note

Next week you will revisit *Curious George Goes Camping* to teach the Week 8 vocabulary lessons.

EXTENSION

Sequence the Events in *Curious George Goes Camping*

Review that retelling a story in your own words helps you to understand and enjoy the story and talk about it with others. Explain that when you retell a story, it is important to retell events in the correct order so that the story makes sense. Tell the students that you would like their help putting the main events from *Curious George Goes Camping* in the correct order.

Display your prepared sentence strips in random order and read the sentences aloud with the students. Ask:

Q *Which of these things happens first in the story?*

Move the sentence the students identify into the first position. Continue to sequence the story events by asking the students what happens next and moving the sentence strips accordingly. Be prepared to reread from the story as necessary to help the students remember the sequence of events. Keep the strips to put in an envelope later, and have them available for pairs to use on their own.

Teacher Note

Before doing this activity, write the main events in the story on sentence strips. Include a picture clue for each event. For example:

- Curious George tries to put up the tent.
- Curious George gets water from the pump.
- Curious George puts out another camper's fire by mistake.
- Curious George gets lost in the woods.
- Curious George gets sprayed by a skunk.
- Curious George takes a bath in the creek.
- Curious George climbs a tree.
- Curious George sees a forest fire.
- Curious George puts out the forest fire.
- Curious George roasts marshmallows.

WRITING ABOUT READING

Write About a Favorite Part of *Curious George Goes Camping*

Show the cover of *Curious George Goes Camping* and remind the students that they heard this story earlier. Page through the book slowly and show the illustrations. Ask:

Q *What happens in the story* Curious George Goes Camping?

Materials

- *Curious George Goes Camping*

TEKS 7.B.i
TEKS 7.E.i
Student/Teacher Narrative Writing About Reading (all, beginning on page 96 and continuing on to page 97, including the "You might say" note)

TEKS 8.C.i
Student/Teacher Activity Writing About Reading (first discussion question)

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Have a few volunteers share their thinking. Remind the students that retelling stories in their own words helps them think about what happens in the story and talk about the story with other people. Explain that when people talk about stories, they often like to talk about their favorite parts of the story. Ask:

Q *What is your favorite part of* Curious George Goes Camping*? What happens in that part?*

Have a few volunteers share their thinking with the class. Show the parts of the book that the students refer to as they share. Ask the students to watch as you think aloud and model writing about what happens in your favorite part of the story.

> **You might say:**
>
> "My favorite part of the book *Curious George Goes Camping* is when Curious George meets the skunk. In this part of the story, Curious George is lost in the woods and there are lots of other animals around. He sees what he thinks is a kitten under a bush and pulls it out, but the kitten turns out to be a skunk! The skunk is scared, so it sprays poor Curious George. Curious George smells like skunk until the end of the story when he takes a bath in tomato juice. I'll write: *My favorite part of Curious George Goes Camping is when Curious George meets the skunk. In this part, Curious George is lost in the woods with lots of other animals. He sees the tail of a kitten sticking out from under a bush. He pulls the kitten out so he can play with it, but the kitten is actually a skunk! The skunk is scared and sprays Curious George. Curious George smells like skunk until he takes a bath in tomato juice at the end of the story. I like this part because it is funny."*

Have the students write about what happens in their favorite part of the story. If time permits, ask a few volunteers to share their writing with the class.

TEKS 7.B.i
Student/Teacher Activity
Writing About Reading (last paragarph on page 97

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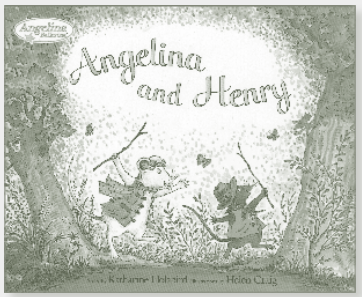
Week 2 OVERVIEW



Angelina and Henry

by Katharine Holabird, illustrated by Helen Craig

Two mice, Angelina and Henry, have their bravery tested when they go on a camping trip with their Uncle Louie.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "IDR Conference Notes" record sheet (CN1)

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Comprehension Focus

- Students retell the sequence of events in a story.
- Students make text-to-text connections.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.
- Students take turns talking and listening.
- Students share their partners' thinking.

DO AHEAD

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA2); see page 17 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 8 lessons this week.

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Day 1 Read-aloud/Strategy Lesson

Materials

- *Angelina and Henry*
- *Curious George Goes Camping*
- "Reading Together" chart from Unit 1 and a marker
- "What Good Readers Do" chart from Unit 2

ELPS 2.D.ii
Step 1(all, beginning on page 100 and continuing to page 101)

In this lesson, the students:

- Hear and discuss a story
- Answer questions about key details, characters, and events
- Compare the adventures of characters in stories
- Read independently for 10–15 minutes
- Speak clearly, listen respectfully, and share their partners' thinking

1 Discuss Speaking Clearly and Being a Responsible Listener

Gather the class with partners sitting together, facing you. Explain that this week the students will listen to a story and retell it to their partners and the class. Remind them that last week they talked about the importance of speaking clearly so everyone can hear. Direct the student's attention to the "Reading Together" chart, and remind them that this is a list of ideas to help them act responsibly during read-alouds and class discussions. Add *Speak clearly so others can hear* to the chart.

Reading Together

Walk, don't run, to the rug.

Don't talk during the read-aloud.

Keep our hands in our laps.

Raise our hands when we want to share.

Listen carefully to each other.

Take turns talking.

Speak clearly so others can hear.

Explain that listeners have a responsibility to ask speakers to speak more clearly when they are unable to hear them. Ask:

Q *How can you ask someone in a respectful (polite) way to speak a little louder or to repeat what she said?*

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Students might say:

"I can say, 'I'm having trouble hearing you. Could you speak a little louder?' "

"I might say, 'Can you say that again, please?' "

"I could say, 'Can you please speak a little louder? I really want to hear your ideas.' "

Encourage the students to use these ideas during partner and class discussions.

2 Introduce *Angelina and Henry*

TEKS 8.C.v
Student/Teacher Narrative
Step 2
(all)

Show the cover of *Curious George Goes Camping* and remind the students that they heard this story last week. Tell them that today they are going to hear another story about camping. Show the cover of *Angelina and Henry* and read the title and the names of the author and the illustrator aloud.

Tell the students that the main characters in the story are two mice, named Angelina and Henry, who go on a camping trip with their Uncle Louie. Explain that the main characters in a story usually have a problem that is solved by the end of the story. Ask the students to think as they listen about what Angelina and Henry's problem is and how it is solved.

3 Read Aloud

Explain that you will stop during the reading so that partners can talk about what is happening in the story. Read the story aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

fit and fearless: strong and brave (p. 2)
collapsed: fell down (p. 9)
scampered off: ran off (p. 9)
trembling: shaking with fear (p. 19)
glinting: shining (p. 19)
concertina: musical instrument similar to an accordion (p. 22)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

set off: began their trip (p. 4)
jogged: ran (p. 6)
secret fort: large rocks the mice pretend are a building (p. 11; refer to the illustration)
vanished: disappeared (p. 16)
bonfire: large outdoor fire (p. 22; refer to the illustration on p. 23)

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Read pages 3–9 aloud and stop after:

p. 9 "'We have to get the firewood first,' Angelina reminded him."

Ask:

Q *What has happened in the story so far? Turn to your partner.*

Without discussing as a class, reread the last sentence on page 9 and continue reading. Stop after:

p. 15 "'It's just a shadow,' whispered Angelina, pulling Henry into the fort."

Ask:

Q *What do you think will happen next in the story? Turn to your partner.*

Reread the last sentence on page 15 and continue reading. Stop after:

p. 20 "He hugged the little mouselings and then carried Henry to the campsite with Angelina lighting the way."

Ask:

Q *How do you think Angelina and Henry feel when they see Uncle Henry? Turn to your partner.*

Reread the last sentence on page 20 and continue reading to the end of the story.

4 Discuss the Story

Have partners discuss the questions that follow. Alert the students to listen carefully as you will ask them to share what their partners said with the class.

Q *What is Angelina and Henry's problem in this story? Turn to your partner.*

Q *How is their problem solved? Turn to your partner.*

Signal for the students' attention and have a few volunteers share what their partners said with the class. Encourage the students to listen carefully to each other during "Turn to Your Partner" because you will regularly ask them to share what their partners said with the class.

5 Compare and Contrast the Adventures of Characters in Stories

Show the covers of *Curious George Goes Camping* and *Angelina and Henry* and point out that in both stories the characters go on a camping trip. Have partners discuss the following questions:

Q *How are the camping trips of Angelina and Henry and Curious George alike? Turn to your partner.*

Q *How are their camping trips different? Turn to your partner.*

Facilitation Tip

Continue to cultivate the students' listening and responsibility by **asking questions once** without repeating or rewording them. Remember to **use wait-time** before calling on anyone so the students have a chance to think before talking. Encourage them to ask you a question if they are confused or if they did not hear your question.

TEKS 8.C.iii
TEKS 8.C.v
Student/Teacher Activity
Step 4 (all)

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Signal for the students' attention and have a few volunteers share what their partners said with the class.

> **Students might say:**
>
> "Ben said they're alike because Angelina and Henry get lost in the woods and so does Curious George."
>
> "Katya said they're different because Curious George puts out a forest fire and Angelina and Henry don't do that."
>
> "Uyudan said Angelina is brave and so is Curious George when he puts out the forest fire."
>
> "Cora said they're the same because they both have a campfire at the end."

Direct the students' attention to the "What Good Readers Do" chart, and remind them that something good readers do is make connections between what happens in a story and their own lives. Explain that another thing good readers do is make connections between stories. Explain to students that thinking about how stories are alike and different helps readers better understand and enjoy stories. Add *make connections between stories* to the "What Good Readers Do" chart.



Tell the students that they will talk more about *Angelina and Henry* in the next lesson.

INDIVIDUALIZED DAILY READING

6 Read Independently and Practice Retelling

Have the students get their book bags and gather, facing you. Tell them that during IDR today they will continue to read "just-right" books. Remind the students that if they finish the books in their book bags, or if they realize they have chosen books that are not just right, they may return them and choose new books. Tell the students that you will continue to confer with individual students to make sure they are reading "just-right" books.

Have the students read quietly to themselves for 10–15 minutes. After the students have settled into their reading, confer with individual students.

Teacher Note

Rather than gathering the students on the rug for IDR, you might have them return to their seats with their book bags, or you might establish areas around the room where the students can read quietly to themselves.

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IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 19) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 22 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Model showing the cover of a book, reading the title, and telling what happens in the story by showing some of the illustrations and describing what you see.

Have a few volunteers share their books with the class. Have each student begin by showing the class the cover, reading aloud the title, and then briefly telling what happens in the book. As students share, ask follow-up questions such as:

Q *What is happening in this part of the story?*

Q *What happens next?*

Have the students put away their book bags and return to their seats.

EXTENSION

Make Personal Connections to *Angelina and Henry*

Remind the students that good readers make connections between stories and their own lives. Facilitate a discussion about students' personal connections to *Angelina and Henry* by reviewing that when Angelina and Henry get lost in the woods, Angelina acts bravely even though she is scared. Then ask:

Q *When have you acted bravely? What did you do?*

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Guided Strategy Practice Day 2

In this lesson, the students:

- Use illustrations to retell the sequence of events in a story
- Read independently for 10–15 minutes
- Speak clearly, listen to one another, and take turns
- Work in a responsible way

1 Prepare to Do Partner Retelling of *Angelina and Henry*

Gather the class with partners sitting together, facing you. Remind the students that after listening to *Curious George Goes Camping*, they retold the story as a class. Show the cover of *Angelina and Henry* and explain that today partners will take turns retelling *Angelina and Henry* to each other.

Remind the students that it is important for them to speak clearly, listen carefully, and take turns when working in pairs. Ask:

Q *How will you and your partner take turns when you are retelling the story? Turn to your partner.*

Have a few volunteers share their ideas with the class.

2 Retell the Story in Pairs

Show the cover of *Angelina and Henry* again and quickly review the names of the characters (Angelina, Henry, and Uncle Louie) and where the story takes place. Explain that you will show the students the illustrations from part of the story and they will talk in pairs about what is happening in that part. Remind them to talk about only the part of the story you show, even if they know what happens next.

Slowly show the illustrations on pages 2–7 and then stop. Ask:

Q *What happens in the part of the story I just showed you? Turn to your partner.*

Without discussing as a class, have partners continue retelling the story, using the same procedure for the following sections: pages 8–13, 14–19, and 20–24. As partners talk, circulate among them and listen as they discuss the story.

Materials

- *Angelina and Henry*
- "Class Assessment Record" sheet (CA2)
- "What Good Readers Do" chart and a marker

ELL Note

You might need to remind the students that when they retell a story, they use their own words to say what happened in the story.

ELPS 4.F.vii
Step 1 and Step 2
(all, all, beginning on page 105 and continuing on to page 106, including the Class Assessment Note)

Teacher Note

If the students need additional support, reread the story as you show the illustrations.

TEKS 7.D.i
Student/Teacher Activity
Step 2 (all)

ELPS 3.B.ii
ELPS 3.E.i
ELPS 4.G.ii
Step 2 (all)

Teacher Note

Not taking time to share as a class maintains the flow of the story and helps the students learn to rely on sharing their thinking with their partners, rather than always depending on the teacher or the whole class to confirm or support their thinking.

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CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to retell what happens in each part?
- Do they help each other fill in gaps in the retelling?
- Are they comfortable talking about the story?

Record your observations on the "Class Assessment Record" sheet (CA2); see page 17 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to retell the parts of the story, continue on to Week 3.
- If ***about half of the students*** are able to retell the parts of the story, call for the students' attention, read the appropriate section of the text, and ask additional questions such as:
  - Q *What happened [first/next] in this part of the story?*
  - Q *What are Angelina and Henry doing?*
- If ***only a few students*** are able to retell the parts of the story, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

3 Add Retelling to the "What Good Readers Do" Chart

Remind the students that they have been practicing retelling. Retelling can help them remember what happens in stories and talk to others about them. It can also help them understand and enjoy stories. Add *retell stories in their own words* to the "What Good Readers Do" chart and let the students know they will have more chances to practice retelling in the coming weeks.



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4 Reflect on Retelling in Pairs

Help the students think about how they worked together retelling the story. As a class, briefly discuss questions such as:

- Q *What did you and your partner do to make sure you both had a chance to retell the story?*
- Q *What would you do the same way next time? What would you do differently?*
- Q *What can you do to help if your partner forgets part of the story?*

Offer some of your observations of ways the students worked well together. Tell the students that they will have many chances to practice retelling stories.

INDIVIDUALIZED DAILY READING

5 Read Independently and Practice Retelling

Tell the students that during IDR today they will continue to read "just-right" books. Remind them that if they finish the books in their book bags, or if they realize they have chosen books that are not just right, they may return them and choose new books.

Have the students get their book bags and read quietly to themselves for 10–15 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 19) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 22 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have partners share with each other what they are reading and briefly describe what has happened in their books so far.

Have the students put away their book bags and return to their seats.

Teacher Note

Next week you will assess your students' social skill development.

ELPS 2.D.ii
ELPS 4.F.vii
Step 4 (all)

Teacher Note

During IDR it is not necessary for the students to talk with their regular partners. They may talk with any classmates who are sitting nearby.

Vocabulary Note

Next week you will revisit *Angelina and Henry* to teach the Week 9 vocabulary lessons.

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Week 3 OVERVIEW



Peter's Chair

by Ezra Jack Keats

A boy finds his blue furniture has been painted pink for his new baby sister. He decides to take his blue chair and run away.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)
- "Social Skills Assessment Record" sheet (SS1)
- "Individual Comprehension Assessment Student Record" sheet (SR1)
- "Individual Comprehension Assessment Class Record" sheet (CR2)

Reproducible

- Unit 3 family letter (BLM1)

Professional Development Media

- "Using the Individual Comprehension Assessment" (AV30)

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Comprehension Focus

- Students retell the sequence of events in a story.
- Students make text-to-text connections.
- Students read independently.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students take turns talking and listening.
- Students share their partners' thinking.
- Students work in a responsible way.

DO AHEAD

- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA3); see page 18 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 9 lessons this week.

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Day 1 Read-aloud

Materials

- *Peter's Chair*
- *McDuff and the Baby* from Unit 2

4.F.iii
Steps 1–3
(all, beginning on page 110 and continuing on to page 112)

In this lesson, the students:

- Hear and discuss a story
- Answer questions about key details, characters, and events
- Compare the experiences of characters in different stories
- Read independently for 10–15 minutes
- Speak clearly, listen to one another, and share their partners' thinking

1 Introduce *Peter's Chair*

Gather the class with partners sitting together, facing you. Show the cover of *Peter's Chair* and read the title and the author's name aloud. Explain that Ezra Jack Keats is also the illustrator.

Tell the students that in *Peter's Chair*, Peter is the main character. Peter's father and mother; his sister, Susie; and his dog, Willie, are also in the story. Remind the students that the main character in a story usually has a problem that is solved by the end of the story. Ask the students to think, as they listen to the story, about what Peter's problem is and how it is solved.

2 Read Aloud

Read the book aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

fussing: paying a lot of attention to something (p. 8)
cradle: baby bed on rockers (p. 8)
muttered: spoke in a quiet, low voice (p. 13)
rascal: mischievous person (p. 25)

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

stretched: reached out (p. 4; refer to the illustration on p. 5)

high chair: special chair for a baby to sit in when being fed (p. 11; refer to the illustration on p. 10)

dog biscuits: treats for dogs (p. 17)

arranged his things very nicely: put his things where he wanted them (p. 18)

his mother saw signs that Peter was home: his mother saw some of Peter's things (p. 25)

grown-up chair: chair for adults (p. 28)

Read pages 4–14. Stop after:

p. 14 "He picked it up and ran to his room."

Ask:

Q *How does Peter feel in the part of the story you just heard? Turn to your partner.*

Reread page 14 and continue reading. Stop after:

p. 22 "But Peter got an idea."

Q *What do you think Peter's idea might be? Turn to your partner.*

Reread the last sentence on page 22 and continue reading to the end of the story.

3 Discuss the Story

TEKS 8.B.ii
TEKS 8.C.iii
Student/Teacher Activity
Step 3 (all)

Have partners discuss the questions that follow. Encourage them to listen carefully so they can share what their partners said with the class. Ask:

Q *What problem does Peter have in this story? Turn to your partner.*

Q *Why do you think Peter decides to paint the chair at the end? Turn to your partner.*

Signal for the students' attention and have a few volunteers share what their partners said with the class.

Facilitation Tip

This week continue to focus on **asking a question once** without repeating or rewording it. Also, take time to reflect on your experience over the past few weeks with this technique. Does the technique feel comfortable and natural? Are you using it throughout the day? What effect has this technique had on the students' attentiveness and responsiveness during discussions? We encourage you to continue to use and reflect on this technique throughout the year.

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TEKS 8.B.i
Student/Teacher Activity Step 4
(second and third discussion questions in the step)

4 Compare the Experiences of Characters in Stories

Remind the students that good readers make connections between stories by thinking about what happens to the characters and how they are alike and different. Show the students the cover of *McDuff and the Baby* and remind the students that they heard this story earlier. Briefly review the story by asking questions such as:

Q *What happens in this story?*

Q *What do you remember about McDuff?*

If the students have difficulty remembering the story, you might show some of the illustrations and ask the students to recall what happens in those parts of the story.

Ask:

Q *How is what happens to McDuff in* McDuff and the Baby *like what happens to Peter in* Peter's Chair*? Turn to your partner.*

Signal for the students' attention and have a few volunteers share what their partners said with the class.

> **Students might say:**
>
> "Michael said that both McDuff and Peter have to get used to a new baby."
>
> "Annie said they both feel ignored by the grown-ups."
>
> "Bai said they both end up liking the babies in the end."

Tell the students that they will have a chance to talk about *Peter's Chair* again in the next lesson.

INDIVIDUALIZED DAILY READING

5 Read Independently and Share Reading as a Class

Tell the students that during IDR today they will continue to read "just-right" books.

Have the students get their book bags and read quietly to themselves for 10–15 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 19) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 22 of the *Assessment Resource Book*.

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Signal to let the students know when it is time to stop reading. Invite a few volunteers to share their books with the class by showing the covers and reading the titles aloud. Have each volunteer show the class her favorite part or picture. Ask:

Q *What is happening in this part of the story?*

Q *What happens next?*

Have the students put away their book bags and return to their seats.



SOCIAL SKILLS ASSESSMENT NOTE

During the final week of this unit, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1). You can access and print the record sheet from the CCC Learning Hub (ccclearninghub.org) or make a copy from page 124 of the *Assessment Resource Book*. Note that you will use the same record sheet to document each student's progress when you reassess social skill development in Units 6 and 9. For more information, see "Social Skills Assessment" in the Assessment Overview of the *Assessment Resource Book*.

EXTENSION

Make Personal Connections to *Peter's Chair*

TEKS 7.A.i
Student/Teacher Activity
Extension (all)

Remind the students that good readers make connections between stories and their own lives. Ask them to think about and share ways in which *Peter's Chair* reminds them of things that have happened to them. Prompt their thinking with questions such as:

Q *Why does Peter decide to run away in the story? How does he feel?*

Q *When have you felt [left out] the way Peter feels? Tell us about it.*

Q *What are some ways to make sure no one feels left out in our reading community?*

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Day 2 Guided Strategy Practice

Materials

- *Peter's Chair*
- Sheet of writing/drawing paper for each student
- Markers or crayons
- "Class Assessment Record" sheet (CA3)
- Copy of this unit's family letter (BLM1) for each student

In this lesson, the students:

- Retell the events in a story sequentially
- Draw and write about a part of the story
- Read independently for 10–15 minutes
- Speak clearly, listen to one another, and take turns
- Work in a responsible way

1 Review Partner Retelling

Gather the class with partners sitting together, facing you. Remind them that they have been listening to stories and retelling them to their partners and the class. Retelling a story helps them think more about what happens in the story and about the characters in it. Tell the students that you will read *Peter's Chair* again today and that you will stop at the beginning, middle, and end of the story to have partners retell it. Remind them to speak clearly, listen carefully, and take turns when retelling in pairs.

2 Reread and Retell the Story

Reread pages 4–13 aloud slowly and clearly, showing the illustrations. Stop after:

p. 13 "'My crib. It's painted pink too.'"

Ask:

Q *What happens in the beginning of the story? Turn to your partner.*

As partners talk, circulate among them and note whether they are retelling the story sequentially. Without discussing as a class, reread page 13 and continue reading to page 20. Stop after:

p. 20 "He was too big!"

Ask:

Q *What happens in the middle of the story? Turn to your partner.*

Reread page 20 and continue reading to the end of the story. Ask:

Q *What happens at the end of the story? Turn to your partner.*

Circulate and listen as partners talk.

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CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students retell the events in the story sequentially?
- Do they help each other recall the events in the story?
- Are they comfortable talking about the story?

Record your observations on "Class Assessment Record" sheet (CA3); see page 18 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are retelling the events in the story sequentially, continue on to Unit 4.
- If ***about half of the students*** are retelling the events in the story sequentially, call for the students' attention, show the illustrations in the appropriate section of the book, page by page, and ask additional questions such as:
  - **Q** *What happened [first/next] in this part of the story?*
  - **Q** *What is Peter doing?*
- If ***only a few students*** are able to retell the story sequentially, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Unit 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

3 Draw and Write About the Story

Explain that each student will draw a picture and write a sentence about one thing that happens in the story. Ask:

Q *What are some of the things Peter does?*

> **Students might say:**
>
> "Peter hides behind the curtain."
>
> "Peter plays with his blocks."
>
> "Peter watches his mother with the baby."
>
> "Peter helps his father paint the chair."

Distribute a sheet of writing/drawing paper to each student. Ask each student to draw a picture and write a sentence about something that happens in the story.

Give the students about 10 minutes to draw and write, alerting them when they have 2–3 minutes left.

ELL Note

This activity will be especially helpful for your English Language Learners.

TEKS 7.E.i
Student/Teacher Activity
Step 3 (all)

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4 Share and Sequence Drawings

If time permits, have partners share their drawings and decide which of their pictured events happens first in the story.

INDIVIDUALIZED DAILY READING

5 Read Independently and Reflect on Working Responsibly During IDR

Tell the students that during IDR today they will continue to read "just-right" books. Have the students get their book bags and read quietly to themselves for 10–15 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 19) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 22 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Facilitate a brief discussion about how the students are working responsibly during IDR. Ask:

Q *What do you think we did well during IDR today?*

Q *What problems did we have? What might we do better next time?*

Have the students put away their book bags and then return to their seats.

Vocabulary Note

Next week you will revisit *Peter's Chair* to teach the Week 10 vocabulary lessons.

Teacher Note

For information on wrapping up this unit, see "End-of-unit Considerations" on the next page.

Technology Tip

To find interactive sequencing activities, search online using the keywords "interactive sequencing activities" or "sequencing apps for kids."

TECHNOLOGY EXTENSION

Explore Interactive Sequencing Activities

Sequencing events in stories is a great way to help students learn to retell stories. Many interactive sequencing activities are available online. You might use these activities to model sequencing for your students or have them do the activities independently on classroom computers or other devices.

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End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 3. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

Assessments

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual Comprehension Assessment" record sheet (IA1); see page 23 of the *Assessment Resource Book*. For more information, see "Individual Comprehension Assessment" in the Assessment Overview of the *Assessment Resource Book.*
- You might record individual student's progress over the course of the year using the "Individual Comprehension Assessment Student Record" sheet (SR1); see page 126 of the *Assessment Resource Book*.
- You might record your students' progress over the course of the year using the "Individual Comprehension Assessment Class Record" sheet (CR2); see page 127 of the *Assessment Resource Book*.

Teacher Note

For more information, view "Using the Individual Comprehension Assessment" (AV30).



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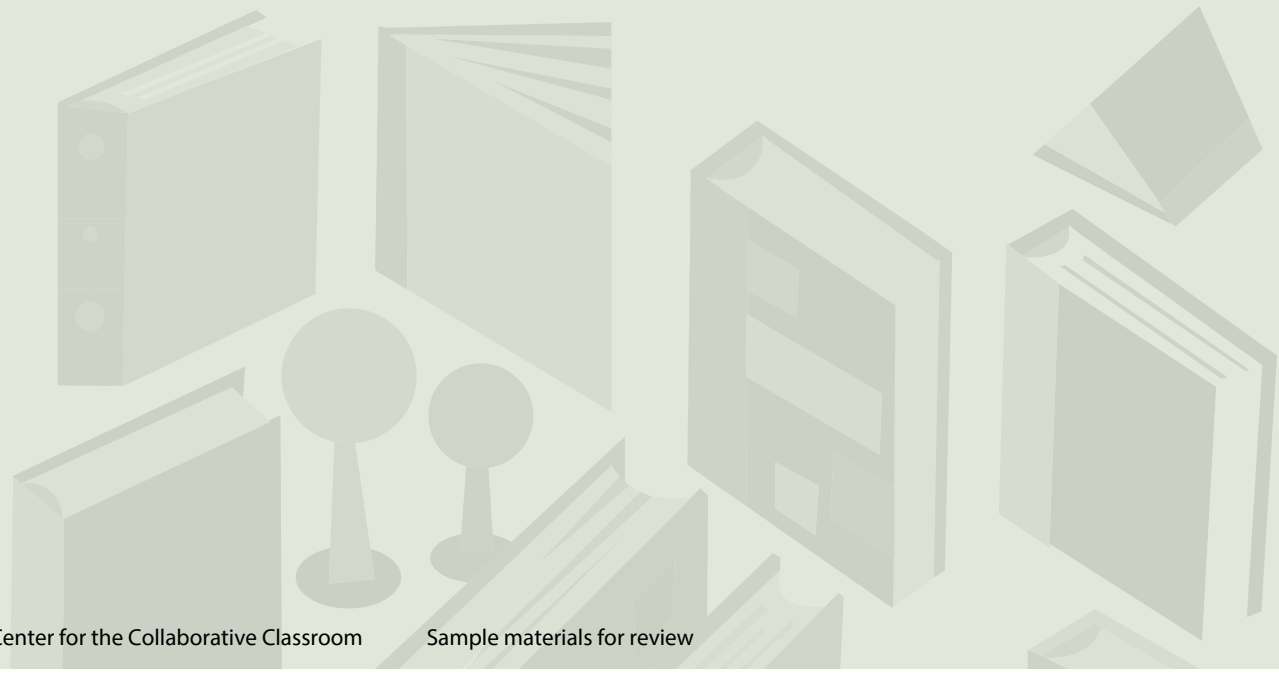
Unit 4

Visualizing

POETRY AND FICTION

During this unit, the students visualize to make sense of poetry and fiction. As they visualize, they informally use schema and make inferences. The students are introduced to the *Student Response Book*, in which they will write regularly for the rest of the year. During IDR, the students practice monitoring their own reading comprehension and continue to confer with the teacher individually about the books they are reading. They practice visualizing during their independent reading and write in their reading journals. Socially, they relate the values of caring and respect to their behavior and develop the skills of listening and respecting one another's time to think. They also learn the procedure for the cooperative structure "Think, Pair, Share."



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Unit 4 Visualizing

RESOURCES

Read-alouds

- "School Bus" and "Sliding Board" from *Did You See What I Saw? Poems about School*
- "The Balloon Man"
- *In the Tall, Tall Grass*
- *Sheep Out to Eat*
- *The Snowy Day*

Writing About Reading Activity

- "Write About Drawings of 'The Balloon Man'"

IDR Mini-lesson

- Mini-lesson 4, "Self-monitoring"

Technology Extensions

- "Use a Class Blog to Communicate About *Making Meaning* Texts"
- "Watch an Animated Version of *The Snowy Day*"

Extensions

- "Read Other Poems from *Did You See What I Saw?*"
- "Compare 'Sliding Board' and 'Swinging'"
- "Make Connections Between *In the Tall, Tall Grass* and *In the Small, Small Pond*"
- "Make Connections Between Stories in the Sheep Series"
- "Imagine *The Snowy Day* Told from Peter's Point of View"
- "Show Illustrations and Retell *The Snowy Day*"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA4

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA4)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)

Reproducibles

- Unit 4 family letter (BLM1)
- (Optional) "The Balloon Man" (BLM2)

Professional Development Media

- "Using 'Think, Pair, Share'" (AV7)
- "Asking Facilitative Questions" (AV20)
- "Using CCC's Whiteboard Activities" tutorial (AV40)
- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)
- "Using Blogs in the Classroom" tutorial (AV45)

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RESOURCES *(continued)*

Assessment Resource Book

- Unit 4 assessments

Student Response Book

- "How I Pictured 'The Balloon Man'"
- "How I Pictured *The Snowy Day*"
- Reading Journal

Vocabulary Teaching Guide

- Week 10 (*Peter's Chair*)
- Week 11 ("Sliding Board" from *Did You See What I Saw?* and "The Balloon Man")
- Week 12 (*In the Tall, Tall Grass*)
- Week 13 (*Sheep Out to Eat*)

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Unit 4 Visualizing

DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

■ formally taught □ informally experienced

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GRADE 1 OVERVIEW

	Day 1	Day 2	Day 3
Week 1	**Individualized Daily Reading** **Focus:** ▪ Learning a procedure for self-monitoring ▪ Reading independently	**Read-aloud/Strategy Lesson:** "School Bus" and "Sliding Board" **Focus:** ▪ Learning the procedure for "Think, Pair, Share" ▪ Hearing and discussing poems ▪ Visualizing to understand and enjoy the poems ▪ Identifying words in the poems that suggest feelings or appeal to the senses	**Read-aloud/Guided Strategy Practice:** "The Balloon Man" **Focus:** ▪ Hearing and discussing a poem ▪ Visualizing a character in the poem ▪ Drawing mental images of the character ▪ Connecting mental images to the poem
Week 2	**Read-aloud:** *In the Tall, Tall Grass* **Focus:** ▪ Hearing and discussing a story ▪ Answering questions to understand key details	**Guided Strategy Practice:** *In the Tall, Tall Grass* **Focus:** ▪ Hearing a story again to build comprehension ▪ Visualizing to understand and enjoy the story ▪ Drawing mental images ▪ Connecting mental images to the story	**Independent Strategy Practice** **Focus:** ▪ Visualizing to understand and enjoy texts ▪ Connecting mental images to the texts
Week 3	**Read-aloud:** *Sheep Out to Eat* **Focus:** ▪ Hearing and discussing a story ▪ Answering questions to understand key details	**Guided Strategy Practice:** *Sheep Out to Eat* **Focus:** ▪ Hearing a story again to build comprehension ▪ Visualizing to understand and enjoy the story ▪ Connecting mental images to the story	**Independent Strategy Practice** **Focus:** ▪ Visualizing to understand and enjoy texts ▪ Connecting mental images to the texts ▪ Learning how to use a reading journal
Week 4	**Read-aloud/Strategy Lesson:** *The Snowy Day* **Focus:** ▪ Hearing and discussing a story ▪ Answering questions to understand key details ▪ Visualizing to understand and enjoy the story	**Guided Strategy Practice:** *The Snowy Day* **Focus:** ▪ Hearing a story again to build comprehension ▪ Drawing and writing about mental images ▪ Connecting mental images to the story	**Guided Strategy Practice:** *The Snowy Day* **Focus:** ▪ Sharing and discussing drawings of mental images ▪ Writing in their reading journals

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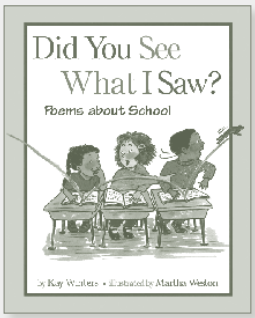
Week 1 OVERVIEW



"School Bus" and "Sliding Board"

from *Did You See What I Saw? Poems about School* by Kay Winters, illustrated by Martha Weston

These poems bring school days to life.

Poem

"The Balloon Man"

by Dorothy Aldis (see page 138)

This poem is about a man who sells balloons to children.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA1

Assessment Form

- "Class Assessment Record" sheet (CA1)

Reproducible

- (Optional) "The Balloon Man" (BLM2)

Professional Development Media

- "Using 'Think, Pair, Share'" (AV7)
- "Asking Facilitative Questions" (AV20)
- "Using CCC's Whiteboard Activities" tutorial (AV40)

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Comprehension Focus

- Students visualize to make sense of text.
- Students informally use schema and make inferences as they visualize.
- Students read independently.

Social Development Focus

- Students learn the procedure for "Think, Pair, Share."
- Students work in a responsible way.
- Students act in fair and caring ways.

DO AHEAD

✓ Consider previewing this unit's read-aloud selections with your English Language Learners before you read them to the whole class. You might read the selections once without stopping and then reread them, stopping frequently to discuss them and to check for understanding. To further support comprehension, show the students the illustrations that accompany the selections or show them pictures of objects mentioned, such as balloons.

✓ Make available texts at a variety of levels so that the students can practice visualizing during IDR and Independent Strategy Practice throughout the unit.

✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit.

✓ Prior to Day 1, prepare the "Thinking About My Reading" chart on a sheet of chart paper (see Step 2). Also prepare to model the self-monitoring procedure with a book read independently during IDR (see Step 3).

✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA1); see page 30 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 10 lessons this week.

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Day 1 Individualized Daily Reading

Materials

- "Thinking About My Reading" chart, prepared ahead

In this lesson, the students:

- Begin working with new partners
- Learn a procedure for self-monitoring
- Read independently
- Work in a responsible way

1 Pair Students and Get Ready to Work Together

Randomly assign partners. Gather the class with partners sitting together, facing you. Give partners a few minutes to talk informally and get to know each other.

Remind the students that they have been choosing and reading "just-right" books during IDR, and that reading books that are just right for them helps them grow as readers. Ask:

Q *What do you think about when you are choosing a "just-right" book? Turn to your partner.*

> **Students might say:**
>
> "I think about if the book looks interesting to me."
>
> "I read a few pages to see if I can read most of the words."
>
> "I look for books that have characters I like in them."

Explain that today they will learn another way to decide if the books they are reading are just right.

2 Introduce Self-monitoring

Remind the students that reading books that are just right for them helps them grow as readers. Explain that one way good readers know if their books are just right for them is by pausing while they are reading to think about how well they understand what they have just read.

Direct the students' attention to the "Thinking About My Reading" chart, and explain that these are questions the students can ask themselves as they are reading to help them know if their books are just right for them.

Teacher Note

To provide the students with additional support with self-monitoring strategies, you might teach IDR Mini-lesson 4, "Self-monitoring" (found in Appendix A).

TEKS 6.I.i
Teacher Narrative
Step 2 and Step 3 (all, beginning on page 126 and continuting on to page 127)

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Thinking About My Reading

What is happening in my book?

Do I understand what I am reading?

Can I read most of the words?

Point to and read aloud each question on the chart. Tell the students that if they do not know what is happening in their books or do not understand what they are reading, they should go back and reread. If they still do not understand, they may need to get new books.

Explain that today they will read independently and practice stopping to ask themselves the questions on the chart.

3 Model Self-monitoring

Have the students watch as you model reading a book and asking yourself the questions on the "Thinking About My Reading" chart.

> **You might say:**
>
> "I picked the book [*The Story of Ferdinand* by Munro Leaf] to read during IDR. I'm going to read the first few pages quietly to myself. Now I'm going to check to see if this book is right for me. I'll ask myself the first question on the chart, 'What is happening in my book?' In this part of the book we meet a little bull named Ferdinand who likes to sit quietly under a tree and smell the flowers. I can retell what's happening in the part of the book I just read. Next I'll ask myself the second question, 'Do I understand what I am reading?' Yes, I can understand what I am reading. Ferdinand would rather sit by himself and smell the flowers than play with the other little bulls. Finally I'll ask myself the third question, 'Can I read most of the words?' I have been able to read all of the words so far. Based on my answers to these questions, I think that I can continue reading this book."

Explain that today the students will read independently and that you will stop them every few minutes to have them think about how well they understand what they just read. Tell the students that when you stop them, you would like them to think about each of these questions quietly before continuing to read.

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TEKS 6.I.i
Teacher Activity
Step 4 (all)

4 Read Independently and Self-monitor

Have the students get their book bags and begin reading quietly to themselves. After 5 minutes, signal for their attention and read the questions on the chart aloud. Pause after each question to give the students time to think. Remind them that if they do not understand what they have read, they should go back and reread.

Have the students resume reading quietly. After 5 minutes, stop them again and repeat the procedure. Invite students who do not think their books are just right for them to select different books.

Have the students continue reading quietly. As they read, circulate among them and ask individual students to read parts of their books aloud and tell you what those parts are about. If any students are struggling to understand their texts, use the questions on the chart to help them be aware of their own comprehension. After 5 minutes, signal to let the students know when it is time to stop reading.

5 Reflect on Independent Reading

Ask and briefly discuss:

Q *Is the book you are reading just right for you? How did you decide?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I had a hard time reading a lot of words in the first few pages of my book, so I decided to trade it in."
>
> "I decided my book was just right because I could read the words and I knew what was happening."

Then ask:

Q *What did you do to take responsibility for yourself during independent reading today?*

Tell the students that they will continue to practice thinking about their own reading in the coming lessons. Have the students put away their book bags and return to their seats.

Teacher Note

Post the "Thinking About My Reading" chart in the classroom so the students can continue to refer to it during IDR.

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Read-aloud/Strategy Lesson Day 2

In this lesson, the students:

- Learn the procedure for "Think, Pair, Share"
- Hear and discuss poems
- Visualize to understand and enjoy the poems
- Identify words in the poems that suggest feelings or appeal to the senses
- Read independently for up to 15 minutes
- Practice self-monitoring

ABOUT VISUALIZING

Readers create unique mental images from texts based on their own *schema*, or background knowledge and experiences, and inferences they make from descriptive language. Visualizing enhances readers' understanding and enjoyment of all types of texts. While some young readers visualize naturally, others benefit from instruction about visualizing. All students benefit from reflecting on the fact that they are visualizing. In this unit, the students visualize as they listen to read-alouds and read independently. (For more information about visualizing, using schema, and making inferences, see "The Grade 1 Comprehension Strategies" in the Introduction.)

1 Gather and Introduce "Think, Pair, Share"

Gather the class with partners sitting together, facing you. Remind the students that they have been using "Turn to Your Partner" to talk about their thinking. Explain that today they will learn another way to help them talk in pairs called "Think, Pair, Share."

Explain that "Think, Pair, Share" is like "Turn to Your Partner." The difference is that the students think by themselves before they talk in pairs. Explain that you will ask the students a question, and they will think about it quietly for a moment. Then, when you say "Turn to your partner," they will turn to their partners and begin talking. When you signal for their attention, partners will end their conversations and turn their attention back to you. (For more information, see "Cooperative Structures" in the Introduction.)

Materials

- "School Bus" and "Sliding Board" (*Did You See What I Saw?* pages 5 and 14)

Teacher Note

If your students are already familiar with "Think, Pair, Share," simply remind them of your expectations.

Teacher Note

To see an example, view "Using 'Think, Pair, Share' " (AV7).

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To have the students practice "Think, Pair, Share," ask:

Q *What can you do to be a good partner?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share what they discussed with the whole class.

Teacher Note

After you ask the question, pause for 5–10 seconds for the students to think. Then say "Turn to your partner" and have partners discuss the question.

2 Introduce and Practice Visualizing

Explain that today the students will hear two poems about school and use the words in the poems to *visualize*, or make pictures in their minds. To have them practice visualizing, ask them to close their eyes and imagine their own school.

Stimulate their thinking with prompts such as:

- *Think about our school building. What does it look like inside? Outside?*
- *Think about our playground. What do you see and hear on the playground?*
- *Think about our classroom. What things do you see in our room?*

After a few moments, ask the students to open their eyes. Use "Think, Pair, Share" to have the students first think about and then discuss:

Q *What did you visualize, or picture in your mind, when you thought about our school?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share what they discussed with the class.

Teacher Note

Allow the students a few moments to create images in their minds before giving them the prompts. Pause between prompts to give them time to create their mental images.

3 Introduce *Did You See What I Saw? Poems about School*

Tell the students that the two poems you will read are from *Did You See What I Saw? Poems about School* by Kay Winters. Explain that as you read, you would like them to close their eyes and use the words they hear to make pictures in their minds. Explain that closing their eyes will help them make pictures in their minds without being distracted by things in the classroom.

Explain that you will read each poem twice before asking them to open their eyes and talk about the pictures they made in their minds.

Teacher Note

The purpose of rereading is to help the students recall what they heard and focus on the words that trigger their mental images. Talking about their mental images helps partners identify words or phrases that trigger those images. The students will realize that what each person pictures in his or her mind is unique.

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4 Read "School Bus" Aloud and Visualize

TEKS 6.D.i
Teacher Activity
Step 4 (all)

Ask the students to close their eyes. Read "School Bus" (page 5) aloud twice, slowly and clearly, without showing the illustrations. Pause between readings.

TEKS 10.D.i
Student/Teacher Activity
Step 4 (all)

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

bumpy: bouncing up and down

stuffed: very full

Ask the students to open their eyes. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What did you picture in your mind as you listened to the poem?* [pause] *Turn to your partner.*

Signal for the students' attention and have one or two volunteers share their mental pictures with the class. As the students share, ask which words or phrases helped them create their pictures. Follow up by asking:

Q *The poem says "Stuffed with kids!" How do you picture the kids in the bus? What do you think it feels like to be on a bus "stuffed with kids"?*

> **Students might say:**
>
> "I saw a picture of getting squished on the bus."
>
> "I imagined all the kids talking and shouting when the poem said that the bus was loud."
>
> "I imagined feeling hot and crowded because there were so many kids on the bus."

5 Read "Sliding Board" Aloud and Visualize

Explain that the students will hear another poem and picture it in their minds. Read the title and explain that this is a poem about a playground slide.

Have the students close their eyes; then read the poem "Sliding Board" (page 14) aloud using the same procedure you used with "School Bus."

Facilitation Tip

During this unit, practice **asking facilitative questions** during class discussions to help the students build on one another's thinking and respond directly to one another, not just to you. After a student comments, ask the class questions such as:

Q *Do you agree or disagree with [Deborah]? Why?*

Q *What questions can you ask [Deborah] about what she said?*

Q *What can you add to what [Deborah] said?*

To see this Facilitation Tip in action, view "Asking Facilitative Questions" (AV20).

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After the students have shared their visualizations with their partners and the class, reread the poem and facilitate a class discussion by asking questions such as:

- Q *Who did you picture on the slide? How is that person coming down the slide?*
- Q *What sounds did you imagine? What words helped you imagine those sounds?*
- Q *What do the words "swish, whish" bring to your mind?*

6 Reflect on "Think, Pair, Share"

Remind the students that today they learned to use "Think, Pair, Share." Without mentioning any of the students' names, share some of your observations about how partners worked together.

> **You might say:**
>
> "I noticed that partners let each other think quietly before starting to talk. I also noticed that partners looked at each other as they talked and didn't interrupt each other. That is important because it shows that you think what your partners are saying is important."

Tell the students that they will have more opportunities in the coming days to use "Think, Pair, Share" as they work with their partners.

ELL Note

Cooperative structures like "Turn to Your Partner" and "Think, Pair, Share" support the language development of English Language Learners by providing frequent opportunities for them to talk about their thinking and listen to others.

INDIVIDUALIZED DAILY READING

7 Read Independently and Practice Self-monitoring

TEKS 6.I.i
Teacher Activity
Step 7 (all, beginning on page 132 and continuing on to page 133)

Direct the students' attention to the "Thinking About My Reading" chart, and review that yesterday they practiced asking themselves questions as they were reading to help them decide if their books were just right for them. Explain that again today, you will stop them as they are reading and ask them to think about the questions on the chart. Tell the students that if they decide that the books they are reading are not just right, they may select different books to read.

TEKS 5.A.ii
Student/Teacher Activity
Step 7 (second paragraph)

Have the students get their book bags and read quietly to themselves for up to 15 minutes. Stop the students periodically and have them monitor their comprehension by thinking about the questions on the chart.

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As the students read, circulate among them and check individual students' comprehension by asking each student to read a selection aloud to you and tell you what it is about. If any students are struggling to understand their texts, use the questions on the chart to help them be aware of their own comprehension.

Signal to let the students know when it is time to stop reading. Facilitate a brief discussion about how the students are doing thinking about their own reading. Ask:

Q *If you do not understand something you just read, what might you do?*

Q *If you do not know a lot of the words in the book you are reading, what should you do?*

Tell the students that they will continue to practice thinking about their own reading during IDR. Have them put away their book bags and return to their seats.

EXTENSIONS

Read Other Poems from *Did You See What I Saw?*

Read other poems from *Did You See What I Saw?* and have the students continue to practice visualizing. After the students share their mental images of each poem, show the illustrations and look for similarities and differences between their mental pictures and the book's illustrations.

Compare "Sliding Board" and "Swinging"

Reread "Sliding Board" to the students. Then read "Swinging" aloud (page 15 in *Did You See What I Saw?*). Facilitate a discussion comparing the two poems using questions such as:

Q *What are these two poems about?*

Q *How are they alike? How are they different?*

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Day 3 Read-aloud/ Guided Strategy Practice

Materials

- "The Balloon Man" (see page 138)
- *Student Response Book* page 2
- "The Balloon Man" chart (WA1)
- Crayons and markers
- "Class Assessment Record" sheet (CA1)

In this lesson, the students:

- Hear and discuss a poem
- Visualize a character in the poem
- Draw mental images of the character
- Read independently for up to 15 minutes and practice self-monitoring
- Give one another time to think
- Act in fair and caring ways

1 Review "Think, Pair, Share"

Gather the class with partners sitting together, facing you. Tell the students that again today you will read a poem aloud and they will use the words in the poem to visualize, or create pictures in their minds. Explain that they will continue to use "Think, Pair, Share" to talk about what they visualize. Ask:

Q *Why is it important to give each other time to think about your own pictures before talking?*

Have two or three students share their thinking with the class.

Teacher Note

You might want to give the students a few moments to visualize balloons before you read the poem.

2 Introduce "The Balloon Man"

Tell the students that you will read "The Balloon Man" by Dorothy Aldis. Explain that this is a poem about a man who sells balloons to children.

ELL Note

Prior to today's read-aloud, consider asking one of your students to act out each line of the poem as you read, to increase comprehension.

3 Read Aloud and Visualize

Tell the students that you will read the poem aloud twice. Ask them to close their eyes and make mental pictures of the balloon man as they listen. Read "The Balloon Man" (including the title) aloud, slowly and clearly, clarifying vocabulary as you read. Then pause and read the poem a second time.

Suggested Vocabulary

bob and tug: float up and down and pull gently

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

puddles: small pools of water on the ground

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After the second reading, use "Think, Pair, Share" to have partners first think about and then discuss:

Q *How did you picture the balloon man in your mind?* [pause] *Turn to your partner.*

Have one or two students share their mental pictures with the class.

4 Draw Mental Images of the Balloon Man

Have the students return to their desks. Distribute a *Student Response Book* to each student. Explain that the students will use their *Student Response Books* throughout the year to record their thinking about books they hear and read. Ask each student to write his name on the inside front cover of his *Student Response Book* and then open it page 2, "How I Pictured 'The Balloon Man.' " Tell the students that they will now use crayons or markers to draw how they pictured the balloon man. Have each student first think quietly about the picture in her mind and then draw it in her *Student Response Book*.

Circulate among the students as they draw. Reread the poem to individual students as needed. If the students have difficulty drawing, you might model by doing a brief sketch where everyone can see it, using the ideas of a few volunteers. The students can use your model to help them get started and continue adding their own details. Point out that the pictures they made in their minds are more important than their drawings. They should try to capture on paper what they see in their minds. Give the students a few minutes to complete their drawings, letting them know when they have about 2 minutes left.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to describe and draw their mental images?
- Are their mental images connected to the poem?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 30 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to describe and draw mental images that connect to the poem, continue on to Week 2.

(continues)

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

TEKS 8.B.i
Student/Teacher Narrative
Step 4
(first and second paragraphs)

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CLASS ASSESSMENT NOTE *(continued)*

- If ***about half of the students*** are able to describe and draw mental images that connect to the poem, reread the poem again and ask questions such as:
  - Q *What do you picture the balloon man doing?*
  - Q *What sounds do you hear?*
  - Q *What color balloons do you see?*
- If ***only a few students*** are able to describe and draw mental images that connect to the poem, you might give the class additional instruction by repeating Days 2 and 3 of this week using alternative poems before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

TEKS 8.B.i
Student/Teacher Activity
Step 5 (all)

Technology Tip

Whiteboard activities (WA) are interactive charts that can be displayed using an interactive whiteboard. Alternatively, you may print the whiteboard activities and project them using a projection device. For more information, view the "Using CCC's Whiteboard Activities" tutorial (AV40).

5 Share and Discuss Drawings and Words

Have partners share and discuss their drawings. When partners have had a chance to share, display the "The Balloon Man" chart (WA1) and reread the poem aloud again. Ask and discuss as a class:

Q *What words or phrases from the poem helped you draw your picture?*

As students share, circle the words or phrases they mention on the chart. Then ask:

Q *What did you include in your picture that is not mentioned in the poem? What made you decide to add that to your picture?*

INDIVIDUALIZED DAILY READING

6 Read Independently and Practice Self-monitoring

Remind the students that they have been practicing asking themselves questions as they are reading to help them think about whether the books they are reading are just right for them. Direct their attention to the "Thinking About My Reading" chart, and explain that again today you will stop the students as they are reading and ask them to think about the questions on the chart. Remind them that if they decide their books are not just right for them, they may choose different books.

Have the students get their book bags and read quietly for up to 15 minutes. Stop the students periodically and read the questions on the chart aloud. Pause between each question to give the students time to think.

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As the students read, circulate among them and ask individual students to read parts of their books aloud and tell you what those parts are about. If any students are struggling to understand their texts, use the questions on the chart to help them be aware of their own comprehension.

Signal to let the students know when it is time to stop reading. Ask:

Q *Is the book you are reading just right for you? How do you know?*

Tell the students that they will continue to think about their own reading in the coming weeks. Have them put away their book bags and return to their seats.

WRITING ABOUT READING

Write About Drawings of "The Balloon Man"

Remind the students that earlier they heard the poem "The Balloon Man" and drew pictures of how they visualized the balloon man in the poem. Have the students turn to *Student Response Book* page 2. Explain that you will reread "The Balloon Man." As you read, the students will look at their drawings and think about the words in the poem that helped them draw their pictures.

Reread "The Balloon Man" aloud slowly and clearly. Ask the students to think again about this question they discussed earlier:

Q *What words or phrases in the poem helped you draw your picture?*

Have one or two volunteers share their thinking. Tell the students that you are going to have them write about their pictures and the words in the poem that helped them visualize the balloon man. Post your picture of "The Balloon Man" where everyone can see it. Ask the students to watch as you think aloud and model writing about your picture.

> **You might say:**
>
> "I'll describe what I drew and what parts of the poem helped me draw my picture. I'll write: *I drew the balloon man standing with a bunch of balloons in one hand and a yellow horn in the other. The balloons I drew are green, blue, yellow, and red because the poem says, 'Green balloons and blue balloons / And yellow ones, and red.' There are puddles on the ground near the balloon man because the poem says, 'He blows his horn and walks about / Through puddles, in the spring.'"*

Distribute copies of "The Balloon Man" (BLM2). Explain that the students can reread the words as they write about their own pictures. Have the students write about their pictures and the words in the poem that helped them visualize the balloon man. If time permits, ask a few volunteers to share their drawings and descriptions with the class.

Materials

- Copy of "The Balloon Man" (BLM2) for each student
- *Student Response Book* page 2
- Your picture of "The Balloon Man," prepared ahead

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print "The Balloon Man" by Dorothy Aldis (BLM2). Make enough copies for each student to have one, and set aside a copy for yourself.

Also prepare a drawing of "The Balloon Man" that you can use when you model writing about a mental image.

TEKS 10.D.i
Student/Teacher Activity
Writing About Reading
(last paragraph on page 137)

Vocabulary Note

Next week you will revisit "Sliding Board" and "The Balloon Man" to teach the Week 11 vocabulary lessons.

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Poem

The Balloon Man

by Dorothy Aldis

Our balloon man has balloons.
He holds them on a string.
He blows his horn and walks about
Through puddles, in the spring.

He stands on corners while they bob
And tug above his head—
Green balloons and blue balloons
And yellow ones, and red.

He takes our pennies and unties
The two we choose; and then
He turns around, and waves his hand,
And blows his horn again.

"The Balloon Man" from *Here, There and Everywhere* by Dorothy Aldis, copyright © 1927, 1928, copyright renewed © 1955, 1956 by Dorothy Aldis. Used by permission of G. P. Putnam's Sons Books for Young Readers, a division of Penguin Group (USA) LLC.

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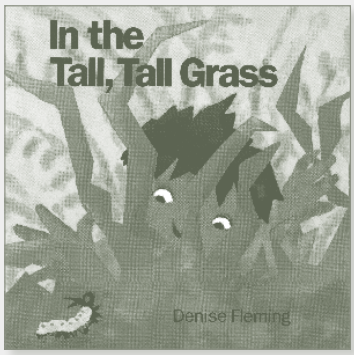
Week 2 OVERVIEW



In the Tall, Tall Grass

by Denise Fleming

This book describes the many insects and animals that make their homes in the tall grass.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "IDR Conference Notes" record sheet (CN1)

Professional Development Media

- "Using Blogs in the Classroom" tutorial (AV45)

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Comprehension Focus

- Students visualize to make sense of text.
- Students informally use schema and make inferences as they visualize.
- Students read independently.

Social Development Focus

- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

- ✓ Prior to Day 1, make a class set of "IDR Conference Notes" record sheets (CN1); see page 37 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, prepare to model visualizing the text on page 13 of *In the Tall, Tall Grass* (see Step 3).
- ✓ Prior to Day 2, neatly write each line of text from *In the Tall, Tall Grass* on its own sheet of blank drawing paper. You will have 15 sheets. If you have more than 15 students in your class, make duplicates of some sheets so each student will have one. (For more information, see Step 6.)
- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA2); see page 31 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 11 lessons this week.

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Day 1 Read-aloud

Materials

- *In the Tall, Tall Grass*
- "Reading Together" chart from Unit 3
- "Thinking About My Reading" chart
- Class set of "IDR Conference Notes" record sheets (CN1)
- *Assessment Resource Book* page 34

In this lesson, the students:

- Hear and discuss a story
- Answer questions to understand key details
- Read independently for up to 15 minutes and self-monitor
- Discuss the reading community
- Listen respectfully to the thinking of others and share their own

1 Discuss the Reading Community

Gather the class with partners sitting together, facing you. Point to the "Reading Together" chart and remind the students that they have been working together to build a reading community in which everyone feels welcome and safe. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What do you like about how we treat each other in our reading community?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking with the class. In the same way, discuss:

Q *What can we do to treat each other better?* [pause] *Turn to your partner.*

> **Students might say:**
>
> "I like how my partner waits for me to finish before she starts talking."
>
> "I like how everyone listens when someone is talking to the class."
>
> "I think we can do a better job sitting so everyone can see the book."
>
> "We can do a better job being quiet when we are reading by ourselves."

Encourage the students to keep these things in mind during the lesson today.

2 Introduce *In the Tall, Tall Grass*

Show the cover of *In the Tall, Tall Grass* and read the title and the author's name aloud. Ask:

Q *What do you think the child might find in the tall, tall grass?*

Have one or two students share their thinking with the class.

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3 Read *In the Tall, Tall Grass* Aloud

Explain that you will stop during the reading to have partners talk about what has happened in the book so far. Read *In the Tall, Tall Grass* aloud, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

dart: move quickly (p. 6)

dip: go down (p. 6)

strum: brush your fingers over (p. 8)

lug: carry something with great difficulty (p. 13)

ritch, ratch: noise made when scratching (p. 16)

moles: small, furry animals that live underground and dig tunnels (p. 16; refer to the illustration)

fireflies: small beetles that fly at night and give off flashes of light from their bodies (p. 25; refer to the illustration)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

sip: drink a little bit at a time (p. 7)

hum: make a soft singing sound (p. 9; make a humming sound)

glide: move very smoothly (p. 15; model a gliding movement)

glow: shine or give off light (p. 25)

Read pages 3–5 aloud twice; then continue reading to page 15. Stop after:

pp. 14–15 "slip, slide, snakes glide"

Ask:

Q *What has the child seen in the tall, tall grass so far? Turn to your partner.*

Reread pages 14–15 and continue reading to the end of the story.

4 Discuss the Story

Ask:

Q *What animals does the child see in the tall, tall grass?*

Have a few volunteers share their thinking. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What do you imagine it's like in the tall, tall grass? What in the story makes you think that?* [pause] *Turn to your partner.*

ELL Note

English Language Learners may benefit from additional stops to discuss the reading—for example, after pages 9 and 23.

Facilitation Tip

Continue to **ask facilitative questions** to build accountability and participation during class discussions. When students direct their responses to you, redirect them toward the class by asking questions such as:

Q *Do you agree or disagree with what [Travis] just said, and why?*

Q *What questions can you ask [Travis] about what he said?*

Q *Why does what [Travis] said make sense?*

Much of the learning in this program relies on creating a dynamic discourse among the students. Facilitative questions teach them that their comments contribute to a class discussion, and that they are responsible for listening to one another and responding.

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Have a few pairs share what they discussed with the class. As they share, refer to the text that supports their thinking and read it aloud.

Tell the students that they will have another chance to hear *In the Tall, Tall Grass* and create mental pictures of the story tomorrow.

INDIVIDUALIZED DAILY READING

5 Read Independently and Self-monitor

Remind the students that they have been asking themselves questions as they read to help them think about whether the books they are reading are just right for them. Direct their attention to the "Thinking About My Reading" chart, and explain that today you will not stop the students as they read and that the students will be responsible for thinking about the questions on the chart on their own. Remind them that if they decide their books are not right for them, they may select different books to read.

Have the students get their book bags and read quietly to themselves for up to 15 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Over the next three weeks, confer individually with the students about the books they are reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 34) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 37 of the *Assessment Resource Book*.

Signal to let students know when it is time to stop reading. Facilitate a brief discussion about how the students did monitoring their own reading by asking questions such as:

Q *Is the book you are reading just right for you? How do you know?*

Q *What did you do to take responsibility for yourself during IDR today?*

Have the students put away their book bags and return to their seats.

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TECHNOLOGY EXTENSION

Use a Class Blog to Communicate About *Making Meaning* Texts

Create a class blog where the students can share with their families what the class has been reading and discussing during *Making Meaning* lessons. Start by showing the students the read-aloud texts they have heard and discussed so far. As a class, choose a read-aloud text to write about. With the students' help, write the title and the names of the author and the illustrator of the text, followed by a short summary of the contents and a description of the illustrations (if relevant). Have the students help you add a few sentences about what the class enjoys about the text and the comprehension strategies the class has practiced using this text. Post the write-up on the class blog and invite the students' families to read it and post follow-up comments and questions. Share the families' comments and questions with the students and, as a class, respond to them. Over time, add other write-ups about *Making Meaning* read-alouds to the blog.

TEKS 9.F.ii
Student/Teacher Narrative
Technology Tutorial AV in Technology Tip (all)

Technology Tip

For information about setting up and maintaining a class blog, view the "Using Blogs in the Classroom" tutorial (AV45).

Guided Strategy Practice Day 2

In this lesson, the students:

- Hear parts of a story again
- Visualize to understand and enjoy the story
- Draw mental images of the story
- Read independently for up to 15 minutes and self-monitor
- Speak clearly
- Act in fair and caring ways

Materials

- *In the Tall, Tall Grass*
- Drawing sheets with lines from *In the Tall, Tall Grass*, prepared ahead
- Crayons or markers
- "Thinking About My Reading" chart

1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Explain that today the students will hear parts of *In the Tall, Tall Grass* again and talk about the story with their partners. Remind the students that it is important to speak clearly so their partners can hear them. Ask:

Q *If you can't hear your partner, what is a nice way you can let him or her know?*

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2 Review *In the Tall, Tall Grass*

Show the book's cover and ask:

Q *What do you remember about* In the Tall, Tall Grass?

Have a few volunteers share their thinking with the class.

ELL Note

Consider rereading the entire text to your English Language Learners if you think they might benefit from additional support.

3 Model Visualizing with the Read-aloud

Tell the students that today, as you reread parts of *In the Tall, Tall Grass*, you would like them to listen carefully and visualize, or picture, each part in their minds. Explain that you will be asking the students to talk about their mental pictures and what words in the story helped them make those pictures. Model visualizing by reading page 13 aloud ("pull, tug, ants lug") and thinking aloud about an image the words bring to mind.

> **You might say:**
>
> "When I hear the words *pull, tug, ants lug*, I see a long line of ants pushing and pulling crumbs that are bigger than they are."

TEKS 6.D.i
Teacher Activity
Step 4 (all)

4 Practice Visualizing with the Read-aloud

Ask the students to close their eyes and make pictures in their minds as you read the next part aloud. Encourage them to think about what words help them make their pictures. Without showing the illustrations, reread page 10 aloud:

p. 10 "crack, snap, wings flap"

Ask:

Q *What do you picture in the tall, tall grass?*

Give students a few moments to think with their eyes closed. Then ask them to open their eyes and describe to their partners what they pictured. Invite a few volunteers to share their thinking with the class.

Teacher Note

If the students respond with only the animals pictured in the illustrations, you might ask, "What other animal could you picture in your mind using the words *crack, snap, wings flap*?"

As volunteers share, probe their thinking by asking the following question (be prepared to reread as necessary):

Q *What words in the story helped you make this picture?*

In the same way, reread and discuss the following line:

pp. 22–23 "hip, hop, ears flop"

5 Reread the Story as a Whole Class

Reread *In the Tall, Tall Grass*, showing the illustrations and having the students join in the reading.

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6 Draw Mental Pictures and Make a Class Book

Tell the students that now that they have practiced making pictures in their minds and heard *In the Tall, Tall Grass* again, they will have a chance to illustrate parts of the story. Distribute one sheet of prepared drawing paper (see "Do Ahead") to each student. Have each student think quietly about the words on the page, make a picture in her mind, and then illustrate her page. Circulate among the students and be ready to reread passages from the story to individual students, if necessary.

Compile the students' drawings and add a cover to create a class book. Make the book available for students to read in the classroom.

INDIVIDUALIZED DAILY READING

7 Read Independently and Self-monitor

Review that the students have been asking themselves questions as they read to help them think about whether the books they are reading are just right for them. Remind them to ask themselves the questions on the "Thinking About My Reading" chart as they read independently today and to select different books if they decide the books they are reading are not just right. Encourage them to try visualizing, or making pictures in their minds, as they read.

Have the students get their book bags and read quietly to themselves for up to 15 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 34) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 37 of the *Assessment Resource Book*.

Signal to let students know when it is time to stop reading. Facilitate a brief discussion about how the students did monitoring their own reading by asking questions such as:

Q *Is the book you are reading just right for you? What questions helped you decide?*

Q *What did you do to take responsibility for yourself during IDR today?*

Have the students put away their book bags and return to their seats.

ELL Note

Students with limited English proficiency will benefit from reading the class book during independent reading.

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Teacher Note

Prior to doing this activity, locate a copy of *In the Small, Small Pond* by Denise Fleming to read aloud to the students.

Teacher Note

If it has been a while since the students heard *In the Tall, Tall Grass*, you might reread it aloud.

EXTENSION

Make Connections Between *In the Tall, Tall Grass* and *In the Small, Small Pond*

Show the cover of *In the Small, Small Pond* and read the title and the author's name aloud. Explain that Denise Fleming is also the author of *In the Tall, Tall Grass*, which they heard earlier. Read *In the Small, Small Pond* aloud to the students. Help them make connections between the two stories by asking questions such as:

Q *What are these two stories about?*

Q *How are they alike? How are they different?*

Remind the students that when they think about how stories are the same and different, they are making connections between the stories. Review that making connections between stories helps readers enjoy and understand stories.

Day 3 Independent Strategy Practice

Materials

- *In the Tall, Tall Grass*
- "What Good Readers Do" chart from Unit 3 and a marker
- Small self-stick notes for each student
- "Class Assessment Record" sheet (CA2)

In this lesson, the students:

- Read independently
- Visualize texts read independently
- Connect mental images to texts
- Act in helpful and caring ways

1 Gather and Review Visualizing

Have the students bring their book bags and gather with partners sitting together, facing you. Review that over the past two weeks the students have been visualizing. Ask:

Q *What do you do when you visualize a story?*

If necessary, remind the students that when they visualize, they create pictures in their minds using the words in the story.

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Direct the students' attention to the "What Good Readers Do" chart and remind them that these are things that good readers do to understand and enjoy what they read. Add *visualize* to the chart and tell the students that they will practice visualizing again today.

What Good Readers Do

- make connections to their lives
- make connections between stories
- retell stories in their own words
- visualize

2 Model Visualizing

Explain that today the students will read independently and think about the pictures they make in their minds as they read. Explain that even if their books have pictures, you want them to practice making their own pictures in their minds. As they are reading, they should notice the parts of their stories that they can picture in their minds. Then they should mark those places with self-stick notes. Later, they will discuss what they pictured with their partners.

Model visualizing by reading pages 26–27 of *In the Tall, Tall Grass* aloud, thinking aloud about your mental image, and placing a self-stick note in the margin of the page.

> **You might say:**
>
> "I can picture a night sky full of bats. They zoom high up in the sky and then swoop down and speed past my head. I'm going to stick my note here, on page 27, next to the words *bats swoop*."

3 Read Independently and Practice Visualizing

Make sure the students have books at their appropriate reading levels, and distribute several self-stick notes to each student. Have them read quietly to themselves for up to 15 minutes. Stop them at 5-minute intervals and have partners talk about the passages they marked and the mental pictures they created.

ELL Note

Note challenging vocabulary in the students' independent reading books and be ready to define words as needed for them as they read.

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Circulate among the students as they read, mark passages, and talk with their partners, and offer assistance as needed.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to visualize what they are reading?
- Are they able to connect their visualizations to the text?

Record your observations on the "Class Assessment Record" sheet (CA2); see page 31 of the *Assessment Resource Book.* Use the following suggestions to support the students:

- If ***all or most students*** are able to visualize, continue on to Week 3.
- If ***about half of the students*** are able to visualize, check in with students who are struggling. You might ask them to reread descriptive words or phrases and then close the book and describe what they see in their minds, or ask them to act out part of the story briefly.
- If ***only a few students*** are able to visualize, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

4 Discuss the Students' Visualizations

Have a volunteer share the title of her book and read aloud one or two sentences she marked. Ask the class to listen carefully and try to visualize the sentences.

After the reading, facilitate a brief discussion among the students by asking:

Q *What did you see in your mind when [Rohina] read her passage?*

Q *Which words helped you create that picture?*

Have the volunteer who read the sentences share her own visualization of the passage.

Repeat this procedure with one or two other volunteers.

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5 Reflect on the Students' Work Together

Facilitate a brief class discussion of how the students did during independent reading. Ask:

Q *What did you do to be helpful during independent reading and while you were talking with your partner? Why was that helpful?*

> **Students might say:**
>
> "I read my book and pictured the story in my mind until it was time to talk to my partner. Then when it was time to talk, I had something to talk about."
>
> "I waited until my partner finished marking his sentences before I started talking. That helped him concentrate."
>
> "I made sure I didn't talk for too long so my partner got a chance to talk, too."

Tell the students that they will have more opportunities to practice visualizing in their independent reading.

Vocabulary Note

Next week you will revisit *In the Tall, Tall Grass* to teach the Week 12 vocabulary lessons.

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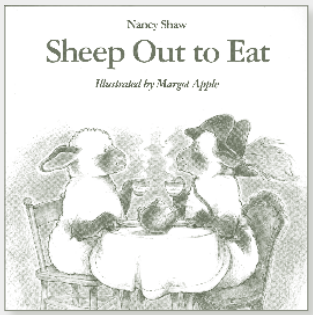
Week 3 OVERVIEW



Sheep Out to Eat

by Nancy Shaw, illustrated by Margot Apple

Five sheep stop to eat and get themselves into a mess.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA2–WA3

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "IDR Conference Notes" record sheet (CN1)

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Comprehension Focus

- Students visualize to make sense of text.
- Students informally use schema and make inferences as they visualize.
- Students read independently.

Social Development Focus

- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA3); see page 32 of the *Assessment Resource Book*.

✓ Prior to Day 3, prepare to model drawing and writing about something you visualized (see Step 4).

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 12 vocabulary lessons this week.

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Day 1 Read-aloud

Materials

- *Sheep Out to Eat*

In this lesson, the students:

- Hear and discuss a story
- Answer questions to understand key details
- Read independently for up to 15 minutes
- Take turns talking and listening
- Share their partners' thinking

1 Introduce *Sheep Out to Eat*

Gather the class with partners sitting together, facing you. Show the cover of *Sheep Out to Eat* and read the title and the names of the author and the illustrator aloud. Show the five sheep on the page opposite the title page and explain that these sheep are going to a restaurant to eat. Show the cat on the title page and tell the students that the cat works in the restaurant. Ask:

Q *What do you think might happen in* Sheep Out to Eat?

Have one or two students share their thinking with the class.

Explain that you will read the story, stopping in the middle for partners to talk about what has happened so far. Ask the students to listen carefully and think about what is happening in the story and how the sheep act in the restaurant.

ELL Note

English Language Learners may benefit from additional stops to discuss the reading, for example, after pages 11, 19, and 25.

2 Read Aloud

Read the book aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

menus: lists of food served in a restaurant (p. 10)
feed: food for animals (p. 10)
spinach custard: a food like pudding with spinach mixed in (p. 14)
appetites: desires for food (p. 15)
slop: splashed or spilled liquid (p. 24)
lawn: grass (p. 29)
tips: extra money given to waiters as thanks for doing a good job (p. 31)

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

teashop: small restaurant that serves tea and snacks (p. 7)

bite to eat: (idiom) small meal or snack (p. 8)

tips: leans or falls over (p. 20; refer to the illustration)

Read pages 7–8 twice; then continue reading to page 15. Stop after:

p. 15 "Sheep lose their appetites."

Ask:

Q *What has happened so far? Turn to your partner.*

Have one or two pairs share what they discussed with the class. Reread the last sentence on page 15 and continue reading to the end of the story.

3 Discuss the Story

Explain that you will ask some questions that the students will discuss with their partners. Tell them to listen carefully because you will ask some of them to share their partners' thinking with the class. Ask:

Q *What problem do the sheep have in the story? How does their problem get solved? Turn to your partner.*

Have one or two volunteers share their partners' thinking with the class. In the same way, discuss:

Q *How do the sheep act in the restaurant? Why do they make such a mess? Turn to your partner.*

Q *How could the sheep be more responsible the next time they visit the teashop? Why will that be important? Turn to your partner.*

Tell the students that partners will have a chance to talk about the story in the next lesson.

INDIVIDUALIZED DAILY READING

4 Read Independently and Practice Visualizing

Encourage the students to try visualizing, or making pictures in their minds, as they read independently today. Have them get their book bags and read quietly to themselves for up to 15 minutes. After the students have settled into their reading, confer with individual students.

ELL Note

You might want to act out the meanings of words and phrases such as *scoop*, *slurp*, *chomp*, *pout*, and *smack lips* when you come to them in the reading.

TEKS 8.C.v
Student/Teacher Activity
Step 3
(first discussion question)

Facilitation Tip

Continue to practice **asking facilitative questions** to help the students respond to one another during class discussions. When students direct their responses to you, redirect them toward the class by asking questions like:

Q *Do you agree or disagree with what [Sufja] just said? Why?*

Q *What questions can we ask [Sufja] about what she said?*

Q *Why does what [Sufja] said make sense?*

Teacher Note

Continue to periodically remind the students to ask themselves the questions on the "Thinking About My Reading" chart as they read independently and to select different books if they decide the ones they are reading are not just right.

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IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 34) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 37 of the *Assessment Resource Book*.

Teacher Note

During IDR, it is not necessary for the students to talk with their regular partners. They may talk with any classmates sitting nearby.

Signal to let the students know when it is time to stop reading. Have partners share what they read, including the titles of their books, and describe any mental images they made as they were reading.

Day 2 Guided Strategy Practice

Materials

- *Sheep Out to Eat*

In this lesson, the students:

- Hear a story read aloud again
- Visualize to understand and enjoy the story
- Connect mental images to the story
- Read independently for up to 15 minutes
- Take turns talking and listening

1 Get Ready to Take Turns Talking and Listening

Gather the class with partners sitting together, facing you. Explain that today the students will revisit *Sheep Out to Eat*. They will have a chance to picture parts of the story in their minds and then discuss what they pictured in pairs and as a class. Tell the students you will check with them at the end of the lesson to see how they did taking turns talking and listening to each other when they talked with their partners.

2 Review *Sheep Out to Eat*

Show the cover of the book and read the title and names of the author and the illustrator aloud. Ask:

Q *What do you remember about the story* Sheep Out to Eat?

Have a few volunteers share what they remember.

ELL Note

You may want to page through the book and show the pictures to help the students recall the story.

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Explain that you will reread *Sheep Out to Eat* and that you want the students to close their eyes and visualize what is happening in the story.

Point out that making a picture in your mind is like creating a movie of the story. Explain that you will stop during the reading and have the students talk about what they picture.

3 Reread *Sheep Out to Eat* and Visualize

Have the students close their eyes. Read pages 7–13 aloud without showing the illustrations. Stop after:

p. 13 "Sheep slurp. Sheep burp."

Ask:

Q *What do you picture happening? How do the words "Sheep scoop. Sheep slurp. Sheep burp" help you imagine what's happening?*

Ask one or two volunteers to share what they pictured and how the words helped them. Reread page 13 and continue reading to page 19. Stop after:

p. 19 "Sheep jump and bump their knees."

Ask:

Q *What do you picture happening now? What words help you imagine that?*

If the students have trouble connecting their mental images to the text, ask additional questions such as:

Q *How do the sheep look in your mind when the waiter brings them tea and cake?*

Q *What do you picture happening when the sheep sneeze?*

Reread page 19 and continue reading to page 23. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *How does the restaurant look in your mind? What words help you picture it?* [pause] *Turn to your partner.*

Without discussing as a class, reread page 23 and continue reading to the end of the story. Use "Think, Pair, Share" to discuss:

Q *What do the sheep look like in your mind when they are asked to leave the restaurant?* [pause] *Turn to your partner.*

4 Reflect on Partner Work

Help the students reflect on how they did working with their partners today. Ask:

Q *What do you like about discussing your mental pictures with your partner?*

Q *How do you think you did today taking turns talking with and listening to your partner? What might you do differently next time?*

Tell the students they will have another chance to talk about their mental pictures with their partners in the next lesson.

Teacher Note

You may want to remind the students that the reason for closing their eyes is to help them get clearer pictures in their minds.

ELL Note

Questions such as these will help your students form more concrete mental images.

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INDIVIDUALIZED DAILY READING

5 Read Independently and Practice Visualizing

Encourage the students to try visualizing, or making pictures in their minds, as they read independently today. Have them get their book bags and read quietly to themselves for up to 15 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 34) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 37 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have partners share what they read, including the titles of their books, and describe any mental images they made as they were reading.

Have the students put away their book bags and then return to their seats.

EXTENSION

Make Connections Between Stories in the Sheep Series

Choose another story from Nancy Shaw's sheep series (such as *Sheep in a Jeep*, *Sheep in a Shop*, or *Sheep on a Ship*) and read it aloud. Help the students make connections between the stories by asking questions such as:

Q *How are* Sheep Out to Eat *and [*Sheep in a Shop*] alike? How are they different?*

Q *What words would you use to describe the sheep in these stories? What in the stories makes you say that?*

Remind the students that when they think about how stories are the same and different, they are making connections between the stories. Review that making connections between stories helps readers enjoy and understand them.

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Independent Strategy Practice

Day 3

In this lesson, the students:

- Read independently
- Visualize texts read independently
- Connect mental images to the text
- Learn how to use a reading journal
- Act in helpful and caring ways

1 Review Visualizing Independently

Have the students get their book bags, *Student Response Books*, and pencils and sit at desks with partners together. Remind the students that they have been practicing visualizing as a way to enjoy and understand texts. Tell them that today they will have another chance to visualize while reading their own books. Explain that they will use self-stick notes to mark places in their books where they visualized, or made pictures in their minds, as they were reading. Afterward, they will share the pictures they made in their minds with their partners and each will choose one to draw and write about. If necessary, model visualizing a passage and marking it with a self-stick note, as you did in Week 2, Day 3 (see Step 2).

2 Read Independently and Visualize

Distribute the self-stick notes and have the students read quietly to themselves for up to 15 minutes. Circulate among the students as they read and mark passages, providing assistance as needed. Remind them that even if their books have illustrations, they should make their own pictures in their minds of what is happening.

Signal to let the students know when it is time to stop reading.

3 Share Visualizations



Have the students share in pairs the pictures they made in their minds as they were reading. Encourage them to begin by reading aloud the passages they marked to their partners. Then have them describe what they pictured in their minds as they read those passages.

Circulate and listen as partners talk.

Materials

- Small self-stick notes for each student
- "Class Assessment Record" sheet (CA3)
- *Student Response Book*, Reading Journal section
- "Reading Journal" chart (WA2)
- "Journal Entry" chart (WA3)
- Crayons or markers

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CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to describe what they visualized?
- Do their visualizations connect to their texts?

Record your observations on the "Class Assessment Record" sheet (CA3); see page 32 of the *Assessment Resource Book.* Use the following suggestions to support the students:

- If ***all or most students*** are able to describe what they visualized, continue on to Week 4.
- If ***about half of the students*** are able to describe what they visualized, check in with students who are struggling. You might ask them to reread descriptive words or phrases and then close the book and describe what they see in their minds, or ask them to act out part of the story briefly.
- If ***only a few students*** are able to describe what they visualized, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Week 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

4 Model Drawing and Writing in the Reading Journal

After partners have had a chance to share, signal for their attention and ask them to open their *Student Response Books* to the Reading Journal section. Explain that this is a place where they can write about the books they read independently. Explain that today each student will draw and write about one thing he visualized as he was reading.

Display the "Reading Journal" chart (WA2). Using a book the students are familiar with, model thinking aloud about something you visualized and drawing a picture of it. On the lines below the drawing, write the title of the book you read and a brief description of what you visualized.

> **You might say:**
>
> "I read the book *Sheep Out to Eat* by Nancy Shaw. On pages 22 and 23 it says, "Dishes break. Waiters stare. Tea and cake are everywhere." When I read this, I imagined the sheep trying to pick up plates and breaking them. I'll draw a picture of a sheep breaking a plate with its hooves and the food falling to the floor. Underneath my picture I'm going to write the title of the book and a description of what I pictured in my mind. I'll write: *I read Sheep Out to Eat. The sheep went out to eat and made a mess.* I'll write my name, *Ms. MacLennan*, and the date, *March 27*, at the top of the page."

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5 Draw and Write in Reading Journals

Explain that each student will now draw a picture of something she visualized in her reading journal. Display the "Journal Entry" chart (WA3), and explain your expectations for what the journal entry should include.

WA3

Journal Entry

Draw a picture of something you visualized as you were reading. Below your drawing, please include:

- The title of the book
- A description of what you visualized

Ask the students to think quietly about the visualizations they want to draw and write about. After a moment, have partners take turns sharing what they plan to draw and write.

Distribute the markers or crayons and give the students time to complete their journal entries. Circulate among the students as they work, providing assistance as needed. If time permits, invite a few students to share what they wrote and drew with the class.

Tell the students that they will have more opportunities to practice visualizing and writing in their journals in the coming weeks.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

ELL Note

Consider having your students with limited English proficiency draw pictures of their favorite parts of their books without adding sentences about their drawings.

Teacher Note

Consider providing more opportunities for the students to write in their reading journals. You might provide specific prompts for them to respond to or have them write about their reading in any way they choose.

Vocabulary Note

Next week you will revisit *Sheep Out to Eat* to teach the Week 13 vocabulary lessons.

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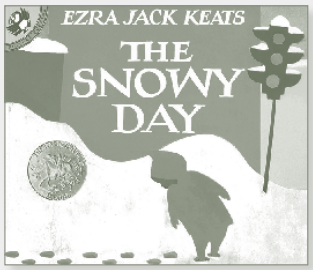
Week 4 OVERVIEW



The Snowy Day

by Ezra Jack Keats

Peter enjoys a day in the snow.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA4

Assessment Forms

- "Class Assessment Record" sheet (CA4)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)

Reproducible

- Unit 4 family letter (BLM1)

Professional Development Media

- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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Comprehension Focus

- Students visualize to make sense of a text.
- Students informally use schema and make inferences as they visualize.
- Students read independently.

Social Development Focus

- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA4); see page 33 of the *Assessment Resource Book*.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 13 lessons this week.

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Day 1 Read-aloud/Strategy Lesson

Materials

- *The Snowy Day*
- "What Good Readers Do" chart from Week 2

In this lesson, the students:

- Hear and discuss a story
- Visualize to understand and enjoy the story
- Answer questions to understand key details in the story
- Read independently for up to 15 minutes
- Share their partners' thinking

1 Review Visualizing

Have partners sit together. Refer to the "What Good Readers Do" chart and remind the students that they have been using the words in poems and stories to help them visualize, or create pictures in their minds. Review that visualizing helps them understand and enjoy what they read. Explain that today they will practice visualizing with another story and then talk with their partners and the class about what they visualized.

TEKS 8.D.i
Student/Teacher Narrative
Step 2
(first two paragraphs)

2 Introduce *The Snowy Day* and Use Schema to Visualize

Show the cover of *The Snowy Day* and read the title and the author's name aloud. Explain that the boy in this story is also the one in *Peter's Chair*. In this story, the setting is a snowy day in Peter's neighborhood.

To help the students think about the story's setting, ask them to close their eyes and imagine being out in the snow.

Stimulate their thinking by asking questions such as:

Q *Picture your neighborhood covered with snow. What would that look like?*

Q *What would it feel like to walk in the snow?*

Have the students open their eyes and talk in pairs about what they visualized. Have one or two students share their thinking with the class.

Teacher Note

If necessary, explain that the setting of a story is where the story takes place.

Teacher Note

Allow the students a few moments to create images in their minds before asking the questions. Pause after each question to give them time to create their images.

3 Read Aloud and Visualize

Explain that you will read the story without showing the illustrations, and that the students will use their imaginations to create pictures in their minds. Explain that you will stop four times during the story, and each time partners will talk about their mental images.

Read the book aloud slowly and clearly, concealing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

Teacher Note

The purpose of reading without showing the illustrations is to encourage the students to create their own mental pictures. If they have difficulty visualizing or retelling, you may want to act out some of the things Peter does or show some of the illustrations.

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Suggested Vocabulary

snowsuit: heavy jacket and pants worn in the snow to keep warm (p. 7)

tracks: marks left on the ground by a moving person, animal, or vehicle (p. 10)

smacking: hitting (p. 13)

snowball fight: game in which players make balls of snow and throw them at one another (p. 17)

made angels: lay down on the snow, moving arms and legs back and forth to make the shape of an angel in the snow (p. 19)

packed: pressed together (p. 22)

adventures: exciting and sometimes dangerous experiences (p. 23)

ELL Vocabulary

English Language Learners may benefit hearing additional vocabulary defined, including:

heaping: piled high (p. 20)

slid: moved smoothly (p. 21)

firm: hard, not soft (p. 22)

Read pages 5–7 aloud twice, and then continue reading to page 10. Stop after:

p. 10 "Then he dragged his feet s-l-o-w-l-y to make tracks."

Use "Think, Pair, Share" to discuss:

Q *What did you see in your mind when I read this part of the story?* [pause] *Turn to your partner.*

Have one or two volunteers share their mental pictures with the class. As the students share, ask which words or phrases helped them create their mental images. Reread the last sentence before the stop and continue reading to the next stop. Follow the same procedure at the next three stops:

p. 14 "Down fell the snow—plop!—on top of Peter's head."

p. 22 "Then he went into his warm house."

p. 26 "He felt very sad."

Reread the last sentence on page 26 and continue reading to the end of the story.

4 Discuss the Story

TEKS 8.D.i
Student/Teacher Activity
Step 4
(first question)

Facilitate a brief discussion about the book. Ask:

Q *How would you describe the setting of the story?*

Q *What are some of the things Peter does in the snow?*

Q *Why do you think Peter put the snowball in his pocket?*

Facilitation Tip

Reflect on your experience over the past three weeks with **asking facilitative questions**. Does this technique feel comfortable and natural for you? Do you find yourself using it throughout the school day? What effect has using this technique had on your students' listening and participation in discussions? We encourage you to continue to use and reflect on this technique throughout the year.

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Explain that you will ask a question that the students will discuss with their partners. Tell them to listen carefully because you will ask some of them to share their partners' thinking with the class. Then ask:

Q *What are some of the pictures you have in your mind of Peter in the snow? Turn to your partner.*

Have one or two volunteers share their partners' thinking. Explain that in the next lesson the students will hear the story again and draw pictures of parts they pictured clearly.

INDIVIDUALIZED DAILY READING

5 Read Independently and Practice Visualizing

Encourage the students to try visualizing, or making pictures in their minds, as they read independently today. Have the students get their book bags and read quietly to themselves for up to 15 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 34) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 37 of the *Assessment Resource Book*.

At the end of independent reading, have a few volunteers share with the class. Ask each volunteer to tell the title of her book, the images she created in her mind as she was reading, and what words helped her make those images.

Have the students put away their book bags and return to their seats.

TEKS 9.F.i
Student/Teacher Acivity
Technology Extension
(discussion questions on page 167)

Technology Tip

Prior to doing this activity, you will need to locate the animated version of *The Snowy Day* (available on the Ezra Jack Keats Foundation website). Search online using the keywords "The Snowy Day animated." You will need to be able to project the animated story from your computer so that all of the students can see it.

TECHNOLOGY EXTENSION

Watch an Animated Version of *The Snowy Day*

Show the cover of *The Snowy Day* and remind the students that they heard the story earlier and created pictures of it in their minds. Explain that you will reread the story and show the illustrations. Ask them to look carefully at the illustrations as they listen. Read the story aloud, slowly and clearly, showing the illustrations as you read.

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At the end of the story, facilitate a brief discussion about the illustrations. Ask:

Q *What did you notice about the pictures in this book?*

Tell the students that they will hear the story again, but this time they will watch an animated, or cartoon, version of it. Play for them the animated version of *The Snowy Day*. Ask:

Q *What did you notice about the pictures in the animated version of the book? What was the same? What was different?*

Q *Which version of the story did you like best? Why?*

Technology Tip

You might follow the same procedure to share other books by Ezra Jack Keats that are available in both print and animated versions (for example, *Maggie and the Pirate*, *Clementina's Cactus*, and *Louie*). For more information about using web-based resources, view the "Finding, Organizing, and Presenting Online Information" tutorial (AV43).

Guided Strategy Practice Day 2

In this lesson, the students:

- Hear a story read aloud again
- Visualize to make sense of the story
- Draw and write about mental images of the story
- Connect mental images to the text
- Read independently for up to 15 minutes

Materials

- *The Snowy Day*
- *Student Response Book* page 3
- Crayons and markers
- "Class Assessment Record" sheet (CA4)

1 Review *The Snowy Day* and Prepare to Draw Mental Images

Have the students get their *Student Response Books* and pencils and sit at desks with partners together. Review that yesterday the students heard the story *The Snowy Day* and practiced visualizing the story. Ask and briefly discuss:

Q *What happens in* The Snowy Day*?*

Explain that the students will hear the story and practice visualizing again today. After partners talk about what they visualized, each student will draw and write about a part of the story she visualized clearly.

2 Reread *The Snowy Day*

Ask the students to close their eyes and visualize as you read the story aloud. Then read *The Snowy Day* aloud slowly and clearly, without showing the illustrations.

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Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

ELL Note

This activity is especially helpful for English Language Learners.

3 Draw and Write About Mental Images

Explain that the students will use crayons or markers to draw pictures of parts of the story that they saw very clearly in their minds as they listened. Explain that each student will draw a picture and then write a sentence that tells what part of the story the drawing shows. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What part of the story will you draw and write about? How did you picture that part?* [pause] *Turn to your partner.*

Without discussing as a class, have the students turn to *Student Response Book* page 3, "How I Pictured *The Snowy Day*," and begin drawing and writing quietly. Remind the students that the pictures they make in their minds are more important than their drawings. They should try their best to capture on paper what they see in their minds.

Circulate among the students as they work. Note which students need encouragement to get started and which need to add details to their drawings, and support the students as needed.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to visualize and draw parts of the story?
- Do the sentences they write connect their drawings to the story?

Record your observations on the "Class Assessment Record" sheet (CA4); see page 33 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to visualize and draw parts of the story, continue on to Day 3.
- If ***about half of the students*** are able to visualize and draw parts of the story, signal for the students' attention. Model doing a brief sketch where everyone can see it and writing a sentence that tells the part of the reading the drawing refers to. Plan to check in with students who are struggling during IDR. You might have them reread descriptive words or phrases and describe what they see in their minds, or act out parts of stories briefly.
- If ***only a few students*** are able to visualize and draw parts of the story, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

Signal to let the students know when it is time to stop drawing. Tell them that tomorrow they will have a chance to share their writing and drawing with their partners and with the class.

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INDIVIDUALIZED DAILY READING

4 Read Independently and Practice Visualizing

Encourage the students to try visualizing, or making pictures in their minds, as they read independently today. Have the students get their book bags and read quietly to themselves for up to 15 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 34) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 37 of the *Assessment Resource Book*.

At the end of independent reading, have the students share with partners. Have partners take turns telling the titles of their books and describing the mental images they created as they were reading and what words helped them make those images.

EXTENSION

Imagine *The Snowy Day* Told from Peter's Point of View

Show the cover of *When I Was Little* from Unit 1 and remind the students that they heard this story earlier. Read the first few pages aloud. Ask:

Q *Who is telling this story? How do you know?*

If necessary, remind the students that the little girl on the cover is telling the story, and that we know this because she uses the word *I* to talk about herself. Show the cover of *The Snowy Day* and review that it is a story about a boy named Peter. Open to pages 4–5 and reread the text on page 5 aloud. Ask:

Q *How would the beginning of this story be different if Peter were telling it?*

If necessary, explain that if Peter were telling the story, he would use the word *I* instead of *Peter* to talk about himself. Model rereading the first lines of the book as if Peter were telling the story: "One winter morning *I* woke up and looked out the window. Snow had fallen during the night. It covered everything as far as *I* could see." Read the next several pages in the same way. Ask:

Q *Do you think you would like* The Snowy Day *better if Peter told the story? Why or why not?*

TEKS 10.E.i
TEKS 10.E.iii
Student/Teacher Activity
Extenstion
(first discussion question in the step)

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Day 3 Guided Strategy Practice

Materials

- *The Snowy Day*
- *Student Response Book* page 3
- "Journal Entry" chart (WA4)
- *Student Response Book*, Reading Journal section
- Crayons or markers
- Copy of this unit's family letter (BLM1) for each student

In this lesson, the students:

- Share their drawings and writing
- Read independently for up to 15 minutes
- Write in their reading journals
- Act in caring ways
- Express interest in and appreciation for one another's work

1 Discuss Acting in Caring Ways

Have the students get their *Student Response Books* and gather with partners sitting together, facing you. Tell the students that today they will share their drawings and writing from yesterday with their partners and the class. Facilitate a brief discussion about caring and kind ways to talk about other people's drawings and writing. Ask questions such as:

Q *What do we want to keep in mind when we're talking about our drawings today to make sure we're acting in caring ways toward one another?*

Q *Why is this important?*

Let the students know you will check in with them later in the lesson to see how they did acting in caring ways.

2 Share and Discuss Drawings and Writing



Tell the students that they will share their drawings and writing with their partners first. Have partners tell each other what parts of *The Snowy Day* they drew and how they visualized those parts. As the students share their drawings and writing, circulate among them. Observe the students' interactions and responsiveness to each other's ideas. Note whether they are expressing their interest in and appreciation for their partners' work.

Signal for the students' attention, and ask a few volunteers to share their drawings and writing with the class. Ask each volunteer to begin by telling the class what part he drew and how he visualized that part. Then have him show his drawing and read his sentence aloud. Ask:

Q *Who else drew the part where [Peter makes snow angels]? How is your drawing the same as [Romario's]? How is it different?*

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3 Reflect on Acting in Caring Ways

Have the students reflect on how well they acted in caring ways toward one another during the lesson. Point out examples you noticed. If you noticed problems, point these out without mentioning the students' names and discuss these problems using questions such as:

- **Q** *How might it feel to have someone [say your drawing isn't good]?*
- **Q** *Why is it important that we try to avoid hurting one another's feelings in our community?*
- **Q** *What can we do to make things better if we realize we have hurt someone's feelings?*

Tell the students they will have more opportunities to practice acting in caring ways.

INDIVIDUALIZED DAILY READING

4 Read Independently and Write in Reading Journals About Mental Images

Tell the students that during IDR today they will practice visualizing while reading their own books. Explain that at the end of IDR, you will ask them to write and draw in their reading journals about what they visualized. Have the students get their book bags and read quietly to themselves for up to 15 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 34) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 37 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Explain that each student will now draw a picture of something she visualized in her reading journal. Display the "Journal Entry" chart (WA4), and explain your expectations for what the journal entry should include.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

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Journal Entry

Draw a picture of something you visualized as you were reading. Below your drawing, please include:

- The title of the book
- A description of what you visualized

Ask the students to think quietly about the visualizations they want to write about. After a moment, have partners share what they plan to draw and write.

Have the students return to their seats and complete their journal entries. Circulate among the students as they work, providing assistance as needed.

At the end of IDR, ask and briefly discuss questions such as:

Q *What images came to mind as you read today?*

Q *Which mental image did you draw and write about today? Why did you pick that mental image to draw and write about?*

Vocabulary Note

Next week you will revisit *The Snowy Day* to teach the Week 14 vocabulary lessons.

ELL Note

This extension is especially helpful for English Language Learners.

EXTENSION

Show Illustrations and Retell *The Snowy Day*

Have volunteers retell *The Snowy Day* as you show the illustrations to the class.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 4. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual Comprehension Assessment" record sheet (IA1); see page 38 of the *Assessment Resource Book*.

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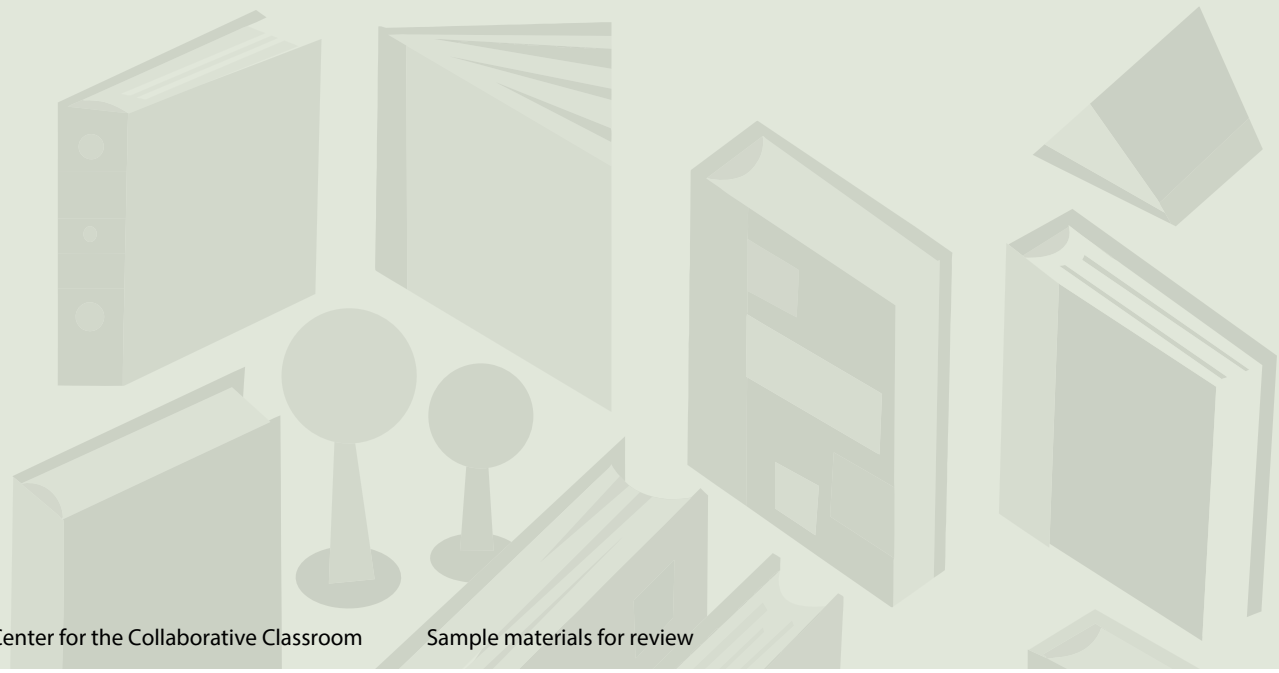
Unit 5

Wondering

FICTION AND NARRATIVE NONFICTION

During this unit, the students use wondering to understand fiction and nonfiction stories. They explore identifying what they learn from nonfiction and continue to practice the strategies of retelling and visualizing. During IDR, the students use wondering to help them comprehend books they read independently and write what they wonder in their reading journals. Socially, they relate the value of responsibility to their behavior and continue to develop the skill of sharing ideas with one another.



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Unit 5 Wondering

RESOURCES

Read-alouds

- *An Extraordinary Egg*
- *George Washington and the General's Dog*
- *The Bumblebee Queen*
- *Down the Road*

Writing About Reading

- "Write About a Favorite Part of *An Extraordinary Egg*"
- "Make Connections to *Down the Road*"

Technology Extensions

- "Meet the Author and Illustrator: Leo Lionni"
- "Learn More About George Washington"
- "Explore a Website About Bees"

Extensions

- "Make Connections Between *It's Mine!* and *An Extraordinary Egg*"
- "Sequence the Events in *George Washington and the General's Dog*"
- "Read and Discuss the Additional Information in *The Bumblebee Queen*"
- "Discuss the Message in *Down the Road*"

Assessment Resource Book

- Unit 5 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA6

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA4)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)

Reproducible

- Unit 5 family letter (BLM1)

Professional Development Media

- "Pacing Class Discussions" (AV19)
- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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RESOURCES *(continued)*

Student Response Book

- "What I Wonder About George Washington"
- "What I Wonder About *The Bumblebee Queen*"
- "How I Pictured *Down the Road*"
- Reading Journal

Vocabulary Teaching Guide

- Week 14 (*The Snowy Day*)
- Week 15 (*An Extraordinary Egg*)
- Week 16 (*George Washington and the General's Dog*)
- Week 17 (*The Bumblebee Queen*)

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Unit 5 Wondering

DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

■ formally taught □ informally experienced

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GRADE 1 OVERVIEW

	Day 1	Day 2	Day 3
Week 1	**Read-aloud/Strategy Lesson:** *An Extraordinary Egg* **Focus:** ▪ Hearing and discussing part of a fiction story ▪ Wondering about the story	**Read-aloud/Strategy Lesson:** *An Extraordinary Egg* **Focus:** ▪ Retelling part of a fiction story ▪ Hearing and discussing part of the story ▪ Wondering about the story ▪ Answering questions to understand key details	**Read-aloud/Strategy Lesson:** *An Extraordinary Egg* **Focus:** ▪ Hearing a fiction story again to build comprehension ▪ Referring to the story to support their thinking
Week 2	**Read-aloud/Guided Strategy Practice:** *George Washington and the General's Dog* **Focus:** ▪ Hearing and discussing part of a biography ▪ Wondering about the biography	**Read-aloud/Guided Strategy Practice:** *George Washington and the General's Dog* **Focus:** ▪ Hearing and discussing part of a biography ▪ Wondering about the biography ▪ Answering questions to understand key details ▪ Writing what they wonder	**Independent Strategy Practice** **Focus:** ▪ Reading independently ▪ Wondering about their reading ▪ Writing in their reading journals
Week 3	**Read-aloud/Guided Strategy Practice:** *The Bumblebee Queen* **Focus:** ▪ Hearing and discussing part of a nonfiction story ▪ Wondering about the story ▪ Writing what they wonder	**Read-aloud/Guided Strategy Practice:** *The Bumblebee Queen* **Focus:** ▪ Hearing and discussing part of a nonfiction story ▪ Wondering about the story ▪ Referring to the story to support their thinking	**Independent Strategy Practice** **Focus:** ▪ Reading independently ▪ Wondering about their reading ▪ Referring to the texts to support their thinking
Week 4	**Read-aloud/Guided Strategy Practice:** *Down the Road* **Focus:** ▪ Hearing and discussing part of a fiction story ▪ Wondering about the story ▪ Answering questions about key details ▪ Writing in their reading journals	**Read-aloud/Guided Strategy Practice:** *Down the Road* **Focus:** ▪ Retelling part of a fiction story ▪ Hearing and discussing part of the story ▪ Wondering about the story ▪ Referring to the story to support their thinking	**Guided Strategy Practice:** *Down the Road* **Focus:** ▪ Hearing parts of a fiction story read again ▪ Visualizing to understand and enjoy the story ▪ Drawing and writing about mental images

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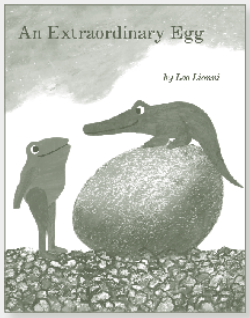
Week 1 OVERVIEW



An Extraordinary Egg

by Leo Lionni

Three frogs make friends with an animal that hatches from an egg they find.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA1

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "IDR Conference Notes" record sheet (CN1)

Professional Development Media

- "Pacing Class Discussions" (AV19)

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Comprehension Focus

- Students retell the sequence of events in a story.
- Students use wondering to help them understand a story.
- Students read independently.

Social Development Focus

- Students act in fair and caring ways.
- Students work in a responsible way.
- Students develop the skill of sharing ideas with one another.

DO AHEAD

- ✓ Consider previewing this unit's read-aloud selections with your English Language Learners before you read them to the whole class. You might read books aloud while showing and discussing the illustrations or have the students flip through them on their own.
- ✓ Make available texts at a variety of levels that the students can use to practice wondering during IDR throughout the unit.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit.
- ✓ Prior to Day 1, make a class set of "IDR Conference Notes" record sheets (CN1); see page 55 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1); see page 48 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 14 lessons this week.

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Day 1 Read-aloud/Strategy Lesson

Materials

- *An Extraordinary Egg* (pages 2–17)
- "What Good Readers Do" chart from Unit 4
- "What We Wonder About *An Extraordinary Egg*" chart (WA1)
- "Thinking About My Reading" chart
- *Assessment Resource Book* page 52
- Class set of "IDR Conference Notes" record sheets (CN1)

ELPS 3.F.i
Steps 1–7
(all, beginning on page 180 and continuing to the top of page 184)

In this lesson, the students:

- Hear and discuss part of a fiction story
- Wonder about the story
- Read independently for up to 15 minutes
- Work with new partners
- Share ideas with one another
- Work responsibly in pairs

ABOUT WONDERING

Wondering, or questioning, is a strategy that good readers use to construct meaning. They wonder what a text is about before they read, speculate about what is happening while they are reading, and identify what they learned and what they are still wondering after reading. In this unit, the students practice wondering about fiction and narrative nonfiction that they hear read aloud and that they read independently during IDR. (For more information, see "The Grade 1 Comprehension Strategies" in the Introduction.)

1 Pair Students and Get Ready to Work Together

Randomly assign partners and make sure they know each other's names. Gather the class with partners sitting together, facing you. Explain that they will work in the same pairs for the next few weeks. Tell the students that you will read a story aloud and ask them to talk about the story with their partners. Explain that they will be responsible for thinking on their own and sharing their thinking in pairs. Ask:

Q *What will you do to be a good partner to your new partner?*

> **Students might say:**
>
> "I'll let my partner finish talking before I start talking."
>
> "I'll look at my partner when he's talking. Then he'll know I'm listening."
>
> "I can give my partner time to think before talking."

Have a few volunteers share their ideas with the class. Tell the students that at the end of the lesson you will ask them to talk about how they worked with their partners.

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2 Introduce *An Extraordinary Egg*

Show the cover of *An Extraordinary Egg* and read the title and the author's name aloud. Explain that *extraordinary* means "unusual or not regular." Tell the students that this is a story about three frogs—Jessica, Marilyn, and August—who live on an island called Pebble Island (check to make sure that the students understand the words *pebble* and *island*). One day Jessica discovers something extraordinary on the island. This story is about what she finds.

3 Introduce and Model Wondering

Direct the students' attention to the "What Good Readers Do" chart, and remind the students that these are things good readers do to help them enjoy and understand what they read. Briefly review the items on the chart. Explain that another thing good readers do is *wonder*, or ask themselves questions, about what they are reading.

Show the cover of *An Extraordinary Egg*, reread the title, and wonder aloud about the story.

> **You might say:**
>
> "I wonder if that's the extraordinary egg on the cover, and I wonder if it's really an egg. I wonder what the creature sitting on top of it is. I wonder what is extraordinary, or unusual, about the egg."

Use "Think, Pair, Share" to discuss:

Q *What do you wonder about this story?* [pause] *Turn to your partner.*

Signal for the students' attention and display the "What We Wonder About *An Extraordinary Egg*" chart (WA1). Invite a few volunteers to share what they wonder with the class. Have them use the prompt "I wonder . . . ." As they share, record their ideas on the chart.

WA1

What We Wonder About *An Extraordinary Egg*

I wonder what is inside the egg.
I wonder if that is an egg or a big rock.
I wonder why the egg is so big.

Explain that good readers wonder before they read, while they are reading, and after they read. Tell the students that you will stop during the reading so that partners can talk about what is happening in the story and what they are wondering. Explain that you will read the first part of the story today and finish reading the story tomorrow.

TEKS 6.B.i
Student/Teacher Narrative
Step 3 (all)

ELL Note

You may want to explain to English Language Learners that when you wonder about something, you want to know more about it.

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4 Read Part of *An Extraordinary Egg* Aloud

Read pages 2–17 aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

pebble: small stone or rock (p. 3)
island: land surrounded by water (p. 3)
wonder: curiosity (p. 5)
were never impressed: didn't think much of it (p. 5)
mound: pile (p. 6; refer to the illustration on pp. 6–7)
triumphantly: proudly (p. 10)
astonished: surprised (p. 10)
amazement: surprise (p. 12)
a commotion: lots of noise and activity (p. 17)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

ordinary: not different or special (p. 5)
float: rest or lie on top of the water (p. 15)
paddle: move arms and legs in the water to swim (p. 15)

Read pages 3–5 and stop after:

p. 5 "But Marilyn and August were never impressed."

Ask:

Q *What do you know about the three frogs so far? Turn to your partner.*

Have one or two volunteers share what they know with the class.

Reread the last sentence on page 5 and continue reading to page 6. Stop after:

p. 6 "Even though it was almost as big as she was, Jessica decided to bring it home."

Ask:

Q *What are you wondering? Turn to your partner.*

Signal for the students' attention and invite one or two volunteers to share what they are wondering with the class. Ask the students to begin their sharing with the prompt "I wonder . . . ." If the students have difficulty generating ideas, model wondering for them.

> **You might say:**
> "I wonder if it's a stone or an egg. I wonder if Jessica will be able to carry it."

Teacher Note

To maintain the flow of the read-aloud, have only one or two students share with the class at each stop. Hearing others' ideas gives the students examples of the kinds of things that can be wondered about as they hear a story.

TEKS 6.B.iii
Student/Teacher Narrative Step 4
(last discussion question on page 182 to the end of the step at the top of page 183)

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Record the students' "I wonder" statements on the "What We Wonder About *An Extraordinary Egg*" chart. Reread the last sentence on page 6 and continue reading to page 12. Stop after:

p. 12 "'Straight ahead!' the frogs cried out excitedly."

Ask:

Q *What has happened? What is surprising or funny about what has happened? Turn to your partner.*

Reread the last two paragraphs on page 12 and continue reading to page 17. Stop after:

p. 17 "August and Marilyn were frightened."

5 Discuss the Story and Wonder

Facilitate a class discussion of the story. Ask:

Q *What has happened in this story so far?*

Q *What are you wondering about the story?*

> **Students might say:**
>
> "I wonder who is in trouble."
>
> "I wonder if the frogs will find out that the chicken isn't really a chicken."
>
> "I wonder if it's Jessica in the water."

Add what students are wondering to the chart. Review that good readers do lots of wondering as they hear and read stories. Tell the students that tomorrow they will hear the rest of the story and continue to practice wondering.

6 Talk About Working Together

Facilitate a brief discussion about how the students worked responsibly today. Ask:

Q *What did you and your partner do to work well together today?*

> **Students might say:**
>
> "We both talked loudly so we could hear each other."
>
> "We took turns talking."
>
> "We gave each other time to think before we talked about the questions."

Remind the students that today they practiced wondering about what was happening in a story. Explain that tomorrow they will hear the story again and have another chance to talk about the story and what they wonder.

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INDIVIDUALIZED DAILY READING

7 Read Independently and Share Favorite Parts of Books

Tell the students that today they will read books independently and then each choose a favorite part to read aloud to a partner. Ask the students to think as they read independently about which parts of their books they would like to share.

Have the students get their book bags and read quietly for up to 15 minutes. After the students have settled into their reading, confer with individual students.

Teacher Note

Continue to periodically remind the students to ask themselves the questions on the "Thinking About My Reading" chart as they read independently and to select different books if they decide the ones they are reading are not just right.

IDR CONFERENCE NOTE

Over the next four weeks, confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 52) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 55 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a student volunteer to model being your partner. Hold your book between you and your partner, say the title of your book, and read a favorite part aloud. Then switch roles with your partner.

Have each student look through his book and choose his favorite part. Then have partners take turns saying the titles of their books and reading aloud their favorite parts to each other. When partners have finished reading, briefly discuss:

Q *What did you like about reading to your partner today?*

Tell the students that they will have more opportunities to read aloud to their partners in the coming lessons.

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Read-aloud/Strategy Lesson Day 2

In this lesson, the students:

- Retell part of a fiction story
- Hear and discuss part of the story
- Wonder about the story
- Read independently for up to 15 minutes
- Share ideas with one another
- Share their partners' thinking

1 Retell the First Part of *An Extraordinary Egg*

Gather the class with partners sitting together, facing you. Show the cover of *An Extraordinary Egg* and remind the students that they heard the first part of the book yesterday. Review the first part of the story by having the students retell it using the illustrations. Begin the retelling yourself by showing the illustration on pages 2–3 and telling how the book begins.

> **You might say:**
>
> "This is a story about three frogs who live on an island called Pebble Island. One of the frogs, Jessica, is always off exploring, which is why she's not in this picture."

Then call on volunteers to continue retelling as you show the remaining illustrations through page 17.

2 Review Wondering

TEKS 6.B.v
Student/Teacher Narrative
Step 2 (all)

Review that in the previous lesson the students wondered about the story before and during the read-aloud. Remind them that good readers wonder before, during, and after reading to help them enjoy and understand what they are reading. Display the "What We Wonder About *An Extraordinary Egg*" chart (WA1) and review some of the students' "I wonder" statements from yesterday.

Tell the students that today you will read the rest of *An Extraordinary Egg* aloud. As before, you will stop during the reading and ask partners to talk about the story. Ask the students to think about what they wonder as they listen.

Materials

- *An Extraordinary Egg*
- "What We Wonder About *An Extraordinary Egg*" chart (WA1) from Day 1
- "Class Assessment Record" sheet (CA1)

Teacher Note

If the students have difficulty recalling the events in the story, reread the first part of the book.

ELL Note

You may want to remind the students that when they wonder about a story, they ask themselves questions about what is happening in the story or what more they want to know.

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3 Read the Rest of *An Extraordinary Egg* Aloud

Reread page 17 and then read the rest of the story aloud, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

inseparable: always together (p. 20)

monument: statue (p. 23)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

rescuer: person who saves someone or something (p. 20)

alligator: large reptile with strong jaws and very sharp teeth (p. 30; refer to the illustration on pp. 30–31)

Read pages 18–26 and stop after:

p. 26 "They walked under the warm sun and the cool moon, and then . . ."

Ask:

Q *What happens in the part of the story you just heard? Turn to your partner.*

Have one or two volunteers share their thinking with the class. Reread the last sentence on page 26 and continue reading to the end of the story.

4 Discuss the Story and Wonder

Facilitate a class discussion about the story using questions such as:

Q *Why do you think the alligator saves Jessica?*

Q *Why do you think the frogs call the alligator a chicken?*

Show the illustration on pages 20–21. Remind the students that Jessica likes to wonder and that good readers wonder, too. Use "Think, Pair, Share" to discuss the question that follows. Alert the students to listen carefully to their partners because you will ask some of them to share their partners' thinking with the class.

Facilitation Tip

During this unit, we invite you to focus on **pacing class discussions** so they are lively and focused without dragging, losing the attention of the participants, or wandering off the topic. Class discussions should be long enough to allow time for thinking and short enough to sustain the students' attention. Good pacing requires careful observation of the class (not just the students who are responding) and the timely use of various pacing techniques.

To speed up a discussion:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use "Turn to Your Partner" if many students want to speak; then call on just two or three students to share with the whole class.

To deepen or refocus a discussion:

- Restate the question if the discussion strays from the original topic.
- Use wait-time before calling on anyone to respond.

To see this Facilitation Tip in action, view "Pacing Class Discussions" (AV19).

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Q *What do you still wonder about this story?* [pause] *Turn to your partner.*

Have a few students share what their partners are wondering with the class. Ask the students to begin their sharing with the prompt "[Cora] wonders . . . ."

> **Students might say:**
>
> "[Ronak] wonders why the frogs believe Marilyn instead of the alligator."
>
> "[Huck] wonders if Jessica will be lonely without her friend."
>
> "[Delilah] wonders what Jessica is going to find next."
>
> "[Caleb] wonders if there are other stories about the frogs."

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to generate "I wonder" statements?
- Are their "I wonder" statements relevant to the story?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 48 of the *Assessment Resource Book.* Use the following suggestions to support the students:

- If ***all or most students*** are able to generate "I wonder" statements that are relevant to the story, proceed with the lesson and continue on to Day 3.
- If ***about half of the students*** are able to generate "I wonder" statements that are relevant to the story, you might model wondering about the story yourself. You might also reread parts of the story and ask questions such as:
  - **Q** *What do you wonder about what happens in the part you just heard?*
  - **Q** *What do you wonder about what is going to happen next?*
- If ***only a few students*** are able to generate "I wonder" statements that are relevant to the story, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

5 Connect *An Extraordinary Egg* to Partner Work

Explain that sometimes stories help us learn about how to treat each other in a caring way. Ask:

Q *How did Jessica and the alligator help each other?*

Q *How did you and your partner work together and help each other during today's lesson?*

Tell the students that they will have more chances to wonder about a story and work with their partners in the next lesson.

TEKS 6.B.v
Student/Teacher Activity
Step 4
(discussion question at the top of page 187 to the end of the step)

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INDIVIDUALIZED DAILY READING

6 Read Independently and Share Favorite Parts of Books

Tell the students that again today they will read books independently and then each choose a favorite part to share with a partner. Ask the students to think as they read independently about which parts they would like to read aloud to partners. Also encourage them to try wondering as they read.

Have the students get their book bags and read quietly for up to 15 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 52) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 55 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have each student look through her book for her favorite part. Then have partners take turns saying the titles of their books and reading aloud their favorite parts to each other. When partners have finished reading, ask:

Q *What did you like about reading to a partner today?*

Teacher Note

Listen as partners read to each other. If the students struggle to identify and read parts of their books aloud, signal for the students' attention and ask a student volunteer to model being your partner. Hold your book between you and your partner, say the title of your book, and read aloud your favorite part of the book. Then switch roles with your partner.

EXTENSION

Make Connections Between *It's Mine!* and *An Extraordinary Egg*

Show the cover of *It's Mine!* and remind the students that they heard this story earlier. Point out that Leo Lionni, the author and illustrator of *An Extraordinary Egg*, also wrote and illustrated *It's Mine!* Briefly review *It's Mine!* by asking questions such as:

Q *What happens in this story?*

Q *What do you remember about the frogs in the story?*

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If the students have difficulty remembering the story, you might show some of the illustrations and ask the students to recall what happens in those parts of the story. Ask and briefly discuss:

Q *How are* It's Mine! *and* An Extraordinary Egg *alike?*

Q *How are they different?*

Remind the students that when they think about how stories are alike and different, they are making connections between the stories. Review that making connections between stories helps readers enjoy and understand the stories.

You might read other stories by Leo Lionni, such as *Inch by Inch*, *Frederick*, *Swimmy*, and *Alexander and the Wind-Up Mouse*, and have the students discuss similarities and differences between them.

Teacher Note

If necessary, briefly review *An Extraordinary Egg* before asking these questions.

Read-aloud/Strategy Lesson Day 3

In this lesson, the students:

- Hear a fiction story again to build comprehension
- Refer to the story to support their thinking
- Read independently for up to 15 minutes
- Share ideas with one another

Materials

- *An Extraordinary Egg*
- "What We Wonder About *An Extraordinary Egg*" chart (WA1) from Day 2

1 Review the Students' "I Wonder" Statements

Gather the class with partners sitting together, facing you. Remind the students that this week they heard *An Extraordinary Egg* and wondered about the story. Display the "What We Wonder About *An Extraordinary Egg*" chart (WA1) and read the students' "I wonder" statements aloud. Remind the students that these are some of the things they wondered about the story before and during the read-aloud. Ask the students to keep these things in mind as you reread the story today. Tell them that after you read, the students will talk about whether or not the "I wonder" statements on the chart are explained in the story.

2 Reread *An Extraordinary Egg*

Reread the story aloud, showing the illustrations as you read.

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3 Discuss "I Wonder" Statements

Select an "I wonder" statement from the "What We Wonder About *An Extraordinary Egg*" chart and read it aloud. Ask:

Q *Do we find out in the story [what is inside the egg]?*

Have a few volunteers share their thinking with the class. If a volunteer says that an "I wonder" statement is explained in the story, ask follow-up questions such as:

Q *What do we find out about that?*

Q *Where in the story do we find that out?*

Use the same procedure to discuss one or two more of the students' "I wonder" statements. Tell the students that it is normal for some of the things they wonder to be explained in the story and others not to be. Point out that either way, wondering during reading helps readers to think more actively as they read.

Teacher Note

If the students have difficulty talking about which "I wonder" statements are explained in the story, model thinking aloud about a statement that is addressed. (For example, you might say, "We do find out what is inside the egg: an alligator. We find this out in the middle of the story when the egg hatches and the alligator crawls out.")

INDIVIDUALIZED DAILY READING

4 Read Independently and Share Favorite Parts of Books

Tell the students that today they will read their books independently again and then each choose a favorite part to read aloud to a partner. Encourage them to practice wondering as they read.

Have the students get their book bags and read quietly for up to 15 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 52) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 55 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have each student look through her book and choose her favorite part. Then have partners take turns saying the titles of their books and reading aloud their favorite parts to each other.

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WRITING ABOUT READING

Write About a Favorite Part of *An Extraordinary Egg*

Show the cover of *An Extraordinary Egg* and remind the students that they heard this story earlier. Page through the book slowly and show the illustrations. Ask:

Q *What happens in the story* An Extraordinary Egg*?*

Have a few volunteers share their thinking with the class. Remind the students that when people retell and talk about stories, they often like to talk about their favorite parts of the stories. Ask:

Q *What is your favorite part of* An Extraordinary Egg*? What happens in that part?*

Have a few volunteers share their thinking with the class. Show the parts of the book that the students refer to as they share. Ask the students to watch as you think aloud and model writing about what happens in your favorite part of the story.

> **You might say:**
>
> "My favorite part of *An Extraordinary Egg* is when the extraordinary egg hatches. In this part, the three frogs watch the egg hatch and decide that the animal that comes out is a chicken. I like this part because I think it's funny that the frogs think the animal is a chicken when it's really an alligator. I'll write: *My favorite part of An Extraordinary Egg is when the egg hatches. In this part, the three frogs watch as the egg hatches and an animal crawls out. Marilyn tells the other frogs that the animal is a chicken, but really it is an alligator. I like this part because the reader knows something that the characters in the story do not: that the egg was an alligator egg, not a chicken egg.*"

Have the students write about what happens in their favorite parts of the story. If time permits, ask a few volunteers to share their writing with the class.

TEKS 7.E.i
Student/Teacher Activity
Writing About Reading (all)

Materials

- *An Extraordinary Egg*

TECHNOLOGY EXTENSION

Meet the Author and Illustrator: Leo Lionni

Have the students learn more about Leo Lionni, the author and illustrator of *An Extraordinary Egg* and *It's Mine!* Show the covers of *An Extraordinary Egg* and *It's Mine!* and remind the students that Leo Lionni is the author and illustrator of the books. Tell the students that Leo Lionni wrote and illustrated more than forty books, but that he did not

Technology Tip

Prior to doing this activity, locate a few age-appropriate sources that provide information about Leo Lionni (you might look for interviews, examples of his illustrations, or biographies). Search for information online using the keywords "Leo Lionni" or "Leo Lionni interview."

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write his first book for children until he was forty-nine years old and a grandfather. Explain that many of his books, including *It's Mine!* and *An Extraordinary Egg*, are about animals and are illustrated with collages made out of pieces of cut paper. Ask:

Q *What else do you wonder about Leo Lionni?*

Have a few volunteers share their thinking. As they respond, record their ideas where everyone can see them. Display the sources you located that contain information about Leo Lionni and read the sections you have identified aloud. Ask:

Q *What is something you learned about Leo Lionni?*

Encourage interested students to check out other books by Leo Lionni from the classroom library, school library, or public library.

Vocabulary Note

Next week you will revisit *An Extraordinary Egg* to teach the Week 15 vocabulary lessons.

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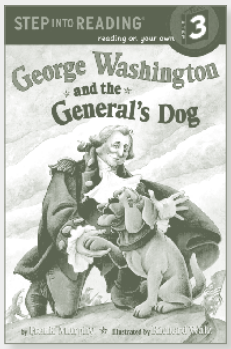
Week 2 OVERVIEW



George Washington and the General's Dog

by Frank Murphy, illustrated by Richard Walz

George Washington's love of animals leads him to return a dog belonging to the general of the English army during the American Revolution.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA2–WA3

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "IDR Conference Notes" record sheet (CN1)

Professional Development Media

- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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Comprehension Focus

- Students wonder to help them understand a biography.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of sharing ideas with one another.

DO AHEAD

✓ Prior to Day 3, select a narrative nonfiction text you can use to model wondering during independent reading. Prepare to model wondering about the beginning of the book and marking that part with a self-stick note (see Step 2).

✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA2); see page 49 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 15 lessons this week.

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Day 1 Read-aloud/ Guided Strategy Practice

Materials

- *George Washington and the General's Dog* (pages 4–29)
- *An Extraordinary Egg* from Week 1
- "What We Wonder About *George Washington and the General's Dog*" chart (WA2)

In this lesson, the students:

- Hear and discuss part of a biography
- Wonder about the biography
- Explore identifying what they learn from a biography
- Read independently for up to 15 minutes
- Share ideas with one another
- Work responsibly in pairs

TEKS 6.B.ii
Student/Teacher Narrative Step 1
(first and second paragraphs)

1 Review Wondering and Sharing Ideas

Gather the class with partners sitting together, facing you. Show the cover of *An Extraordinary Egg* and remind the students that they listened to the book and talked and wondered about it. Remind the students that wondering is something good readers do to help them understand and enjoy stories.

Explain that today you will read another story aloud and the students will talk and wonder about the story in pairs. Remind them that they will be responsible for both thinking on their own and sharing with their partners. Ask:

Q *What can you and your partner do to make sure you both have a chance to share your ideas?*

> **Students might say:**
> "We can make sure we don't talk too long."
> "We can take turns talking first."
> "We can think before we talk so that we know what we want to say."

Tell the students that at the end of the lesson, you will check in with them about how they shared ideas.

ELPS 4.F.v
Step 2 [all, beginning on page 196 and continuing on to the end of page 197]

2 Introduce *George Washington and the General's Dog* and Wonder About the Story

Show the cover of *George Washington and the General's Dog* and read the title and the names of the author and the illustrator aloud. Tell the students that this book is a biography of George Washington, the first president of the United States. Explain that a *biography* is "a true story about a person's life." This biography tells us about how much George Washington loved animals.

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Ask:

Q *What do you wonder about* George Washington and the General's Dog *before hearing the story? Turn to your partner.*

Signal for the students' attention and display the "What We Wonder About *George Washington and the General's Dog*" chart (WA2). Invite a few volunteers to share what they wonder with the class using the prompt "I wonder . . . ." Record the students' "I wonder" statements on the chart.

WA2

What We Wonder About *George Washington and the General's Dog*

I wonder if that's George Washington's dog or someone else's.

I wonder what happens to the dog.

I wonder if George Washington taught the dog how to sit.

Remind the students that good readers wonder about what they read before, during, and after reading. Tell them that you will stop during the read-aloud today so they can discuss what is happening in the story and what they are wondering. Explain that you will read the first part of the story today and finish reading the story tomorrow.

3 Read Part of *George Washington and the General's Dog* Aloud and Wonder

Read pages 4–29 aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

heroes: brave people (p. 5)
colonists: people who lived in America a long time ago (p. 17)
general: leader of an army (p. 19)
George's troops: the men who fought along with George (p. 27)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

spoiled his dogs: didn't make rules for them (p. 14)
supplies: things the soldiers needed to fight the war (p. 22)

ELPS 1.B.i
ELL Note

ELL Note

If a student responds using incorrect grammar or sentence structure, use wait-time to give him the opportunity to self-monitor and correct his response. If the student does not notice his mistake, gently encourage him to correct his response by using prompts such as: *Try saying that again.* or *Remember, [the past tense of* run *is* ran*], try saying your answer again.*

TEKS 6.B.ii Student/Teacher Activity
(Discussion question at top of page 197.)

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TEKS 6.B.iv
Student/Teacher Narrative
Step 3
(beginning at the top of page 198 to the end of the step)

Read pages 4–11 aloud and stop after:

p. 11 "But he spent the most time with his dogs."

As a class, briefly discuss the following questions:

Q *What have you learned about George Washington so far?*

Q *What are you wondering about George Washington?*

Remind the students to use the prompt "I wonder . . ." to share what they are wondering.

Students might say:

"I wonder how he learned to ride a horse so well."

"I wonder why he liked animals so much."

"I wonder what games he played with the dogs."

Add anything new the students are wondering to the "What We Wonder About *George Washington and the General's Dog*" chart. Then reread the last sentence on page 11, and continue reading to page 19. Stop after:

p. 19 "Sweetlips was right beside him."

Ask and briefly discuss:

Q *What have you learned about George Washington?*

Reread page 19 and continue reading to page 29. Stop after:

p. 29 "George bent down and patted the dog's head."

Teacher Note

If the students have difficulty coming up with things they wonder, model wondering for them using an idea from the "Students might say" note.

4 Discuss What the Students Wonder

Use "Think, Pair, Share" to discuss:

Q *What do you wonder about what you have heard so far?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking with the class. Add anything new the students are wondering to the chart.

Students might say:

"I wonder who the dog belongs to."

"I wonder if the dog was scared."

"I wonder who will win the war."

Tell the students that they will continue to wonder and talk about the story in the next lesson.

Teacher Note

Circulate as the students share their thinking with their partners. Notice whether the students are thinking of ideas easily or are having difficulty wondering about the story. Also notice whether they are sharing ideas.

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5 Talk About Sharing Ideas

Facilitate a brief discussion about sharing ideas by asking the students to think quietly about these questions:

Q *What did you do to make sure both you and your partner got a chance to share your ideas?*

Q *Why is it important for both of you to share your ideas?*

After a moment, have two or three volunteers share their thoughts with the class. Share your own observations about how the students took responsibility for making sure both partners had an opportunity to share their ideas, and raise any problems that you want to bring to their attention.

INDIVIDUALIZED DAILY READING

6 Read Independently and Share Favorite Parts of Books

Tell the students that today they will read books independently again and then each choose a favorite part to read aloud to a partner. Encourage them to practice wondering as they read.

Have the students get their book bags and read quietly for up to 15 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 52) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 55 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have each student look in her book to choose her favorite part. Then have partners take turns saying the titles of their books and reading aloud their favorite parts to each other.

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Day 2 Read-aloud/ Guided Strategy Practice

Materials

- *George Washington and the General's Dog* (pages 28–47)
- "What We Wonder About *George Washington and the General's Dog*" chart (WA2) from Day 1
- *Student Response Book* page 4

In this lesson, the students:

- Hear and discuss part of a biography
- Wonder about the biography
- Answer questions to understand key details
- Write what they wonder about George Washington
- Read independently for up to 15 minutes
- Work responsibly in pairs

1 Review *George Washington and the General's Dog* and the Students' "I Wonder" Statements

Have the students get their *Student Response Books* and pencils and gather with partners sitting together, facing you. Show the cover of *George Washington and the General's Dog* and remind the students that they heard the first part of this book yesterday. Ask:

Q *What is this story about so far?*

Review that the students have been practicing wondering to help them enjoy and understand stories, and that yesterday they wondered about the book before, during, and after the read-aloud. Display the "What We Wonder About *George Washington and the General's Dog*" chart (WA2), and review the students' "I wonder" statements from yesterday.

Explain that today you will read the rest of the story and that you will stop during the reading so that partners can talk about what they are wondering.

Teacher Note

If the students have difficulty recalling the events in the story, reread the first part of the book.

TEKS 6.B.vi
Student/Teacher Narrative Step 2
(all, beginning on page 200 and continuing to the top of page 201)

2 Read the Rest of *George Washington and the General's Dog* Aloud and Wonder

Reread pages 28–29; then read the rest of the story aloud, stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

respected: had a good opinion of (p. 37)
elected: chose (p. 45)

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

couldn't believe his eyes: (idiom) was very surprised (p. 31)

enemy: person in the other army (p. 31)

Word about the enemy dog spread through camp: All of George's soldiers heard about the dog that belonged to the enemy (p. 33)

master: owner (p. 33)

battlefield: place where the two armies fought (p. 34)

honor George: show George how much they liked and respected him (p. 40)

Stop after:

p. 35 "They gave him back to General Howe."

Use "Think, Pair, Share" to discuss the question that follows. Remind the students to use the prompt "I wonder . . ." as they share. Ask:

Q *What do you wonder now?* [pause] *Turn to your partner.*

Without sharing as a class, reread page 35 and continue reading to the end of the story.

3 Discuss the Story

As a class, briefly discuss the question that follows.

Q *Why do you think George Washington gave the dog back to General Howe?*

Students might say:

"I think he gave the dog back because he knew that General Howe would be sad if he lost his dog."

"I think he gave the dog back because he believed that the dog should be with its owner."

"I think George gave the dog back because he was a fair man and it was the fair thing to do."

4 Write What the Students Wonder About George Washington

Remind the students that good readers continue to wonder after they finish reading. Use "Think, Pair, Share" to discuss:

Q *After hearing* George Washington and the General's Dog, *what do you wonder about George Washington?* [pause] *Turn to your partner.*

Facilitation Tip

Continue to focus on **pacing class discussions** so they are neither too short nor too long. Scan the whole class (not just the students who are responding) and use techniques such as the following:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use "Turn to Your Partner" if many students want to speak, and then call on just two or three students to share with the whole class.
- Restate the question if the discussion strays from the original topic.
- Use wait-time before calling on anyone to respond.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

TEKS 6.B.vi
Student/Teacher Activity
Step 4
(all, beginning on page 201 and continuing to the top of page 202)

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After partners have had a chance to talk, signal for the students' attention. Have them turn to *Student Response Book* page 4, "What I Wonder About George Washington," and write what they wonder.

If time permits, invite a few volunteers to share what they wrote. Tell the students that they will continue to practice wondering in the next lesson.

INDIVIDUALIZED DAILY READING

5 Read Independently and Share Favorite Parts of Books

Tell the students that today they will read books independently again and then each choose a favorite part to read aloud to a partner. Encourage them to practice wondering as they read.

Have the students get their book bags and read quietly for up to 15 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 52) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 55 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have each student find his favorite part. Then have partners take turns saying the titles of their books and reading aloud their favorite parts to each other.

Have the students put away their book bags and return to their seats.

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EXTENSION

Sequence the Events in *George Washington and the General's Dog*

Remind the students that retelling stories helps readers enjoy and understand the stories and talk about them with others. Review that when you retell a story, it is important to retell events in the correct order so the story makes sense. Tell the students that you would like their help putting the main events from *George Washington and the General's Dog* in the correct order.

Display the sentence strips you prepared in random order and read the sentences aloud with the students. Ask:

Q *Which of these things happened first?*

Move the sentence the students identify into the first position. Continue to sequence the events by asking the students what happened next and moving the sentence strips accordingly. Be prepared to reread from the book as necessary to help the students remember the sequence of events. Later, put the strips in an envelope and make them available for pairs to work with on their own.

Teacher Note

Before doing this activity, write the main events in the story on sentence strips. For example:

- George leaves Mount Vernon to fight in the American Revolution.
- George discovers a lost dog on the battlefield.
- George returns the dog to General Howe.
- America wins the war against England and becomes its own country.
- George receives gifts from Spain and France.
- George is elected the first president of the United States.

TECHNOLOGY EXTENSION

Learn More About George Washington

Show the cover of *George Washington and the General's Dog* and remind the students that they heard this biography of George Washington earlier. Briefly discuss:

Q *What did you find out about George Washington from this book?*

Have the students turn to *Student Response Book* page 4, "What I Wonder About George Washington," and review that these are things the students wondered about George Washington after hearing the book. Tell the students that today you will read more about George Washington. After you read, the students will discuss what they learned and whether they found out more about the things they wondered. Read the information you found aloud. Ask:

Q *What new things did you learn about George Washington?*

Q *What is something you wondered that you found out more about? What did you find out?*

Technology Tip

Prior to doing this activity, find more information about George Washington. Search online for websites about George Washington using the keywords "George Washington for kids" and "George Washington facts." Once you have selected one or two websites, bookmark them to show and read aloud to the students. For more information, view the "Finding, Organizing, and Presenting Online Information" tutorial (AV43).

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Day 3 Independent Strategy Practice

Materials

- "What Good Readers Do" chart and a marker
- Narrative nonfiction text for modeling, selected ahead
- Small self-stick notes for each student
- "Class Assessment Record" sheet (CA2)
- "Journal Entry" chart (WA3)
- *Student Response Book*, Reading Journal section

In this lesson, the students:

- Read independently
- Wonder about texts read independently
- Write in their reading journals
- Work in a responsible way
- Share ideas with one another

1 Review Wondering and Add to the "What Good Readers Do" Chart

Have the students bring their book bags, *Student Response Books*, and pencils and gather with partners sitting together, facing you. Direct the student's attention to the "What Good Readers Do" chart, and remind them that these are some of the things good readers do to enjoy and understand what they read. Review that over the past two weeks the students have been wondering about stories they have heard read aloud and stories they have read on their own during IDR. Ask:

Q *What do you do when you wonder about a story?*

> **Students might say:**
> "You ask yourself questions about it."
> "You wonder what the story is going to be about."
> "You wonder what is going to happen next in the story."

If necessary, review that when you wonder about a story, you ask yourself questions about it, and that good readers wonder before, during, and after reading. Add *wonder about what they are reading* to the "What Good Readers Do" chart, and explain that today the students will use the books they read independently to practice wondering.

What Good Readers Do

- make connections to their lives
- make connections between stories
- retell stories in their own words
- visualize
- wonder about what they are reading

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2 Model Wondering During Independent Reading

Model wondering during independent reading using the narrative nonfiction book you selected and a self-stick note. Examine the book cover and read a few sentences from inside the book aloud. Then wonder aloud about a question that comes to mind. Write a question mark on your self-stick note and place it in your book at the place where you thought of the question. Distribute the self-stick notes, and have the students write question marks on the notes. Explain that they will use the notes to mark places in their books where they wonder about something, or where a question comes to mind.

3 Read Independently and Wonder

Have the students read quietly for 5 minutes. After 5 minutes, stop the class and have partners share with each other what they have wondered about so far. Remind them to use the prompt "I wonder . . ." when they share.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to generate "I wonder" statements about the books they are reading?
- Are both partners getting a chance to share?

Record your observations on the "Class Assessment Record" sheet (CA2); see page 49 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to generate "I wonder" statements about books they are reading, proceed with the lesson and continue on to Week 3.
- If ***about half of the students*** are able to generate "I wonder" statements about books they are reading, check in with students who are struggling. You might have them retell what happens in the part they just read. Then ask:
  - Q *What do you wonder about what happens in this part?*
  - Q *What do you wonder about what is going to happen next?*
- If ***only a few students*** are able to generate "I wonder" statements about books they are reading, you might give the class additional instruction by repeating Days 2 and 3 of this week using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

Teacher Note

As the students work, circulate and notice whether they are marking places where they have questions.

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Have the students continue reading quietly for another 5 minutes. Circulate among the students as they read and mark passages, providing assistance as needed. Signal to let them know when it is time to stop reading.

4 Discuss What the Students Wonder

Have partners read aloud the passages they marked and discuss what they wondered about each passage. After a few minutes, invite a few volunteers to share their books with the class. Ask each volunteer to say the title of his book, read aloud a passage he marked, and explain what he wondered about that passage. Probe the students' thinking by asking follow-up questions such as:

Q *What in the story made you wonder about that?*

Q *What do you still wonder about?*

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

5 Write in Reading Journals

Have the students open their *Student Response Books* to the next blank page in the Reading Journal section. Remind the students that this is where they can write about what they are reading. Explain that today each student will write a journal entry about one thing he wonders about his book.

Display the "Journal Entry" chart (WA3), and explain your expectations for what the journal entry should include.

WA3

Journal Entry

Write a journal entry about the book you are reading. Please include:

- The title
- One thing you wonder about the book

Teacher Note

If the students have difficulty writing what they wonder, you might model writing a journal entry where everyone can see. For example, you might write: *I read the book George Washington and the General's Dog. I wonder if George Washington and General Howe became friends after the war.*

Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write. Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

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6 Discuss Independent Reading

Facilitate a brief discussion about how the class is doing with independent reading by asking questions such as:

Q *How do you think our class has been doing during independent reading?*

Q *What can we do to make independent reading go more smoothly?*

Tell the students that they will continue to practice wondering and reading independently next week.

Vocabulary Note

Next week you will revisit *George Washington and the General's Dog* to teach the Week 16 vocabulary lessons.

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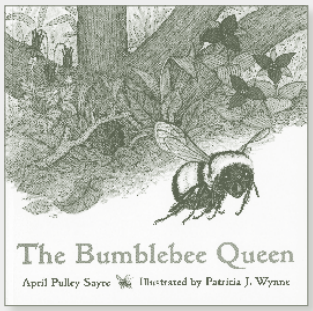
Week 3 OVERVIEW



The Bumblebee Queen

by April Pulley Sayre, illustrated by Patricia J. Wynne

This narrative nonfiction book tells the story of a typical North American bumblebee queen.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA4

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "IDR Conference Notes" record sheet (CN1)

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Comprehension Focus

- Students use wondering to help them understand a narrative nonfiction story.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of sharing ideas with one another.

DO AHEAD

✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA3); see page 50 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 16 lessons this week.

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Day 1 Read-aloud/ Guided Strategy Practice

Materials

- *The Bumblebee Queen* (pages 2–17)
- *George Washington and the General's Dog* from Week 2
- "What We Wonder About *The Bumblebee Queen*" chart (WA4)
- *Student Response Book* page 5

In this lesson, the students:

- Hear and discuss part of a narrative nonfiction story
- Wonder about the story
- Write what they wonder
- Read independently for up to 15 minutes
- Share ideas with one another
- Work responsibly in pairs

1 Review Wondering and Sharing Ideas

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Show the cover of *George Washington and the General's Dog* and remind the students that they listened to this book and talked and wondered about it. Explain that you will read another book aloud and have them talk and wonder about the book in pairs. Remind them that they will be responsible for both thinking on their own and sharing with their partners.

2 Introduce *The Bumblebee Queen* and Wonder About the Story

Remind the students that they have been practicing wondering, or asking themselves questions, before, during, and after reading to help them understand and enjoy what they read. Explain that they will continue to practice wondering today. Show the cover of *The Bumblebee Queen* and read the title and the names of the author and the illustrator aloud. Explain that this is a nonfiction, or true, story about bees. Use "Think, Pair, Share" to discuss:

TEKS 6.B.ii
Student/Teacher Activity Step 2
(discussion question on page 210 to the end of the step on page 211)

Q *What do you wonder about* The Bumblebee Queen*?* [pause] *Turn to your partner.*

Signal for the students' attention and display the "What We Wonder About *The Bumblebee Queen*" chart (WA4). Invite a few volunteers to share what they wonder with the class using the prompt "I wonder . . . ." Record the students' "I wonder" statements on the chart.

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WA4

What We Wonder About *The Bumblebee Queen*

I wonder if that's the bumblebee queen on the cover.
I wonder why she is called a queen.
I wonder if there's a bumblebee king, too.

Tell them that you will stop during the read-aloud today so partners can discuss what they have learned so far.

3 Read Part of *The Bumblebee Queen* Aloud and Wonder

Read pages 2–17 aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Read only the large text that appears at the top of each page; do not read the smaller text within the dotted lines. Clarify vocabulary as you read.

Suggested Vocabulary

nectar: sweet liquid from a flower (p. 4)
colony: group of animals that live together (p. 8)
pollen: yellow powder in the middle of flowers (p. 10)
larvae: young insects that look like worms and have no wings (p. 13)
wriggling: wiggling (p. 14)
cocoons: silky cases that larvae build around themselves (p. 16)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

prepares: gets ready (p. 10)
lump: a small ball of something (p. 12)
eggs hatch: baby animals come out of the eggs (p. 13)

Teacher Note

The text within the dotted lines is more technical, detailed information about the life cycle of a bumblebee queen. You might revisit the book and read this information aloud at another time. (See the extension "Read and Discuss the Additional Information in *The Bumblebee Queen*" on page 216.)

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TEKS 6.B.iv
Student/Teacher Activity Step 3
(beginning at the top of page 212 to the end of the step)

Read pages 2–7 aloud, and stop after:

p. 7 "She buzzes around the bushes, between the fields."

As a class, briefly discuss the following questions:

Q *What have you learned about the bumblebee queen?*

Q *What do you wonder?*

Remind the students to use the prompt "I wonder . . ." to share what they are wondering.

> **Students might say:**
>
> "I wonder why the bumblebee queen was underground and how long she had been there."
>
> "I wonder what nectar tastes like."
>
> "I wonder what she is looking for."

Add what the students are wondering to the "What We Wonder About *The Bumblebee Queen*" chart. Then reread page 7 and continue reading to page 11. Stop after:

p. 11 "In it she stores nectar that she will eat on stormy days when it is not good weather for flying."

Ask:

Q *What have you learned about the bumblebee queen?*

Q *What do you wonder?*

Add what the students wonder to the chart. Reread the last sentence on page 11 and continue reading to page 17. Stop after:

p. 17 "She lays more eggs."

4 Discuss the Reading

As a class, briefly discuss:

Q *What has the bumblebee queen done so far?*

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

5 Write What the Students Wonder

Use "Think, Pair, Share" to discuss:

Q *What do you wonder about what you have heard so far?* [pause] *Turn to your partner.*

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Signal for the students' attention. Have them turn to *Student Response Book* page 5, "What I Wonder About *The Bumblebee Queen*," and write what they are wondering.

After the students have had a chance to write, invite a few volunteers to share what they wrote with the class. Remind them to use the prompt "I wonder . . ." when they share. Add volunteers' ideas to the "What We Wonder About *The Bumblebee Queen*" chart. Tell the students that they will hear and wonder about the rest of the book in the next lesson.

INDIVIDUALIZED DAILY READING

6 Read Independently and Wonder

Encourage the students to practice wondering as they read independently today. Explain that after reading, each student will choose a part of her book that she wondered about to read aloud to a partner.

Have the students get their book bags and read quietly for up to 15 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 52) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 55 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have each student choose a part of his book that he wondered about to read to a partner. Then have partners take turns saying the titles of their books, reading aloud, and telling each other what they wondered.

Have the students put away their book bags and return to their seats.

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Day 2 Read-aloud/ Guided Strategy Practice

Materials

- *The Bumblebee Queen* (pages 18–28)
- "What We Wonder About *The Bumblebee Queen*" chart (WA4) from Day 1

In this lesson, the students:

- Hear and discuss part of a narrative nonfiction story
- Wonder about the story
- Explore identifying what they learn from nonfiction
- Refer to the text to support their thinking
- Read independently for up to 15 minutes

1 Review *The Bumblebee Queen* and the Students' "I Wonder" Statements

Gather the class with partners sitting together, facing you. Show the cover of *The Bumblebee Queen* and remind the students that they heard the first part of this book yesterday. Ask:

Q *What have you learned about the bumblebee queen so far?*

Remind the students that they have been using wondering to help them understand and enjoy books they read and hear. Display the "What We Wonder About *The Bumblebee Queen*" chart (WA4), and review the students' "I wonder" statements from yesterday. Explain that as they listen to the rest of the book today, you would like them to think about whether the things they are wondering about are explained in the book.

Teacher Note

If the students have difficulty recalling what they learned, reread the first part of the book.

TEKS 1.C.i
Teacher Activity
Step 2
(entire step, pages 214–215)

2 Read the Rest of *The Bumblebee Queen* Aloud and Wonder

Reread pages 16–17; then read the rest of the story aloud, stopping as described on the next page. Read only the main text at the top of each page. Clarify vocabulary as you read.

Suggested Vocabulary

emerge: come out (p. 18)
drones: male bees (p. 20)
shrivel: dry up and die (p. 22)
dabbing drops: leaving little drops (p. 24)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

zoom: fly fast (p. 24)
survive: stay alive (p. 27)

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Stop after:

p. 20 "Some will become new queens."

Ask:

Q *What did you learn about what happens in the bee colony in the summer? Turn to you partner.*

Have one or two volunteers share their thinking with the class. Reread the last sentence on page 20 and continue reading to page 27.

Stop after:

p. 27 "They cannot survive the cold."

Ask:

Q *What did you learn about what bees do in the fall? Turn to you partner.*

Have one or two volunteers share their thinking with the class. Reread the last sentence on page 27 and continue reading to page 28.

3 Discuss the Book

TEKS 1.C.i
Teacher Activity Step 3 (all)

Facilitate a brief class discussion of the book by asking questions such as:

Q *What happens at the end of this book?*

Q *What did you learn about bees that surprised you?*

Q *What do you wonder about bees after hearing this book?*

4 Discuss the Students' "I Wonder" Statements

TEKS 1.C.iii
Teacher Activity Step 4 (all)

Direct the students' attention to the "What We Wonder About *The Bumblebee Queen*" chart (WA4), and read one of the "I wonder" statements from the chart aloud. Use "Think, Pair, Share" to discuss the question that follows.

Q *Do we find out about this in the book? What do we find out?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking with the class. As the students share, turn to the part of the text that supports their thinking and read it aloud.

Use the same procedure to discuss the other "I wonder" statements. Remind the students that it is normal for some of the things they wonder to be explained by the book and others not to be. Either way, wondering helps readers understand and enjoy what they read.

Facilitation Tip

Continue to focus on **pacing class discussions** so they are neither too short nor too long. Scan the whole class (not just the students who are responding) and use techniques such as the following:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use "Turn to Your Partner" if many students want to speak, and then call on just two or three students to share with the whole class.
- Restate the question if the discussion strays from the original topic.
- Use wait-time before calling on anyone to respond.

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INDIVIDUALIZED DAILY READING

5 Read Independently and Wonder

Encourage the students to practice wondering as they read independently today. Explain that after reading, each student will choose a part of her book that she wondered about to read aloud to a partner.

Have the students get their book bags and read quietly for up to 15 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 52) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 55 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have each student choose a part of his book that he wondered about to read to a partner. Then have partners take turns saying the titles of their books, reading aloud, and telling each other what they wondered.

Have the students put away their book bags and return to their seats.

EXTENSION

TEKS 1.C.iii
Teacher Activity Extension
(entire extension, pages 216–217)

Read and Discuss the Additional Information in *The Bumblebee Queen*

Show the cover of *The Bumblebee Queen* and remind the students that they heard and wondered about this book earlier. Open *The Bumblebee Queen* to pages 2–3 and point out that the text on page 2 looks different from the text on page 3. Explain that the large, dark text that begins on page 2 tells the story of the bumblebee queen and that this is the text you read aloud to the students. Point to the smaller text within the dotted line on page 3, and explain that on some pages of the book, the author gives additional information about bees in text that looks like this. Tell the students that you will read this additional information aloud today.

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Display the "What We Wonder About *The Bumblebee Queen*" chart, and review that some of the things the students wondered about the book were explained and some were not. As the students listen, have them notice whether any of the things they are still wondering about are explained. Read the additional information aloud, pausing frequently to have students discuss what they have learned and what they wonder. After the reading, briefly discuss:

Q *Which of the things you wondered about were explained? What did you learn about those things?*

Q *What are you still wondering about bees?*



TECHNOLOGY EXTENSION

Explore a Website About Bees

Explain that authors of nonfiction sometimes tell readers where they can look to find more information about a topic. Show page 31 of *The Bumblebee Queen* and point out that the author of the book names a few other books and websites students can explore to learn more about bees. Tell the students that today they will explore one of the websites the author recommends and then discuss what they learned.

Display your browser page and go to one of the websites recommended on page 31. Model navigating the website, and read aloud any information you think the students may find interesting. Afterward, discuss questions such as:

Q *Did you find out more about something you wondered? What did you find out?*

Q *Which did you like better: learning about bees from the book or learning about bees from the website? Why?*

TEKS 13.D.i
Teacher Activity
Technology Extension
(first discussion question)

Teacher Note

In order to do this activity, you will need to be able to project your computer screen so that all of the students can see it.



Technology Tip

You might search online for additional websites about bees for kids using keywords such as "bees," "bee videos," and "bee facts for kids," and bookmark these on classroom computers for the students to explore later.

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Day 3 Independent Strategy Practice

Materials

- Small self-stick notes for each student
- "Class Assessment Record" sheet (CA3)

In this lesson, the students:

- Read independently
- Wonder about texts read independently
- Refer to the texts to support their thinking
- Listen respectfully to the thinking of others and share their own

1 Review Wondering

Have the students bring their book bags and gather with partners sitting together, facing you. Remind the students that this week they heard *The Bumblebee Queen* and thought about whether the things they wondered about bees were addressed in the book.

2 Prepare to Wonder During Independent Reading

Explain that today the students will wonder about books they read independently. Distribute the self-stick notes to the students and review using the self-stick notes to mark places in their books where they wonder, or where questions come to mind.

Teacher Note

As the students work, circulate and notice whether they are marking places where they wonder.

3 Read Independently and Wonder

Have the students read quietly for 5 minutes. After 5 minutes, stop the class to have partners share what they have wondered about so far. Remind them to use the prompt "I wonder . . ." when they share.

After a few moments, signal for the students' attention and have them continue reading silently for another 5 minutes. Circulate among the students as they read and mark passages, providing assistance as needed. Signal to let them know when it is time to stop reading.

4 Discuss What the Students Wonder

First in pairs and then as a class, discuss:

- **Q** *What is something you wondered as you read today?*
- **Q** *What in the book made you wonder that?*
- **Q** *Was what you wondered about explained in your book? What did you find out about it?*

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CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students wondering about things that are relevant to their reading?
- Are they able to determine whether the things they wonder are explained in their books?

Record your observations on the "Class Assessment Record" sheet (CA3); see page 50 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are wondering about things that are relevant to their reading, proceed with the lesson and continue on to Week 4.
- If ***about half of the students*** are wondering about things that are relevant to their reading, continue on to Week 4 and plan to monitor the students who are having difficulty during independent reading. You might have them read short passages from their books aloud to you and think of what they are wondering at that point in the reading. Then have them continue reading for a while and check in with them to see whether what they wondered was explained by the book.
- If ***only a few students*** are wondering about things that are relevant to their reading, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Week 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

Tell the students that they will continue to wonder about books they read and hear next week.

Vocabulary Note

Next week you will revisit *The Bumblebee Queen* to teach the Week 17 vocabulary lessons.

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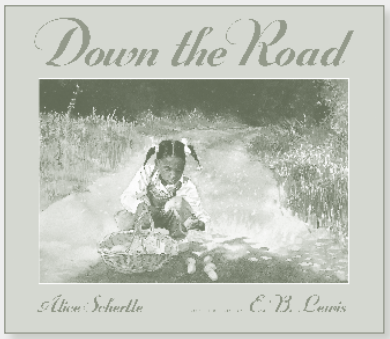
Week 4 OVERVIEW



Down the Road

by Alice Schertle, illustrated by E. B. Lewis

Hetty is allowed to walk to town all by herself for the first time.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA5–WA6

Assessment Forms

- "Class Assessment Record" sheet (CA4)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)

Reproducible

- Unit 5 family letter (BLM1)

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Comprehension Focus

- Students use wondering to help them understand a story.
- Students retell the sequence of events in a story.
- Students visualize parts of a story.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of sharing ideas with one another.

DO AHEAD

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA4); see page 51 of the *Assessment Resource Book*.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 17 lessons this week.

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Day 1 Read-aloud/ Guided Strategy Practice

Materials

- *Down the Road* (pages 4–19)
- "What We Wonder About *Down the Road*" chart (WA5)
- "Journal Entry" chart (WA6)
- *Student Response Book*, Reading Journal section

In this lesson, the students:

- Hear and discuss part of a fiction story
- Wonder about the story
- Answer questions to understand key details
- Read independently for up to 15 minutes
- Write in their reading journals
- Share ideas with one another

1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Remind the students that they have been listening to stories and talking in pairs and with the class about what they wonder about the stories. Explain that today they will hear the first part of a story and wonder about it before, during, and after the reading. Remind them that they are responsible for thinking on their own and explaining their thinking to their partners and the class.

2 Introduce *Down the Road*

6.B.i
Student/Teacher Activity
Step 2
(discussion question to the end of the step on page 223)

Show the cover of *Down the Road* and read the title and the names of the author and the illustrator aloud. Tell the students that this is a story about a girl named Hetty and her mother and father. Open the book to the title page with the author's name and show the students that page and the one facing it. Explain that Hetty and her parents live in the country and that this is a picture of where they live.

Tell the students that in this story Hetty's parents want eggs for breakfast, but they are too busy to go to the store. They decide to let Hetty go to the store by herself to get the eggs.

Ask:

Q *After hearing a little about the story and seeing some of the illustrations, what do you wonder about this story?*

Have a few students share what they are wondering. Remind them to use the prompt "I wonder . . ." as they share. Display the "What We Wonder About *Down the Road*" chart (WA5), and record the students' "I wonder" statements on the chart.

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WA5

What We Wonder About *Down the Road*

I wonder how old Hetty is.
I wonder if she will get lost on the way to the store.
I wonder why some of the eggs are on the ground in the picture on the cover.

Explain that you will read the story aloud and stop during the reading to have partners talk about the story and what they are wondering about. Remind the students that you are going to read only the first part of the story today. They will hear the rest of the story in the next lesson.

3 Read Part of *Down the Road* Aloud and Wonder

Read pages 4–19 of *Down the Road* aloud, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

mended: fixed (p. 4)
one dozen: twelve (p. 6)
dillydally: waste time (p. 6)
meadow: field of grass (p. 12)
Emporium and Dry Goods Store: store selling many kinds of things, including items made from cloth (p. 15)
bolts of fabric: rolls of cloth (p. 17)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

chimney: opening on the top of a building that carries out smoke from a fireplace or furnace (p. 4)
tin-roof shed: small building with a metal roof (p. 4; refer to the illustration on p. 5)
smoothest: most even and flat (p. 10)
pond: body of water smaller than a lake (p. 10)
pigtails: braided hair (p. 10; refer to the illustration)
stream: body of moving water that is smaller than a river (p. 12; refer to the illustration)
wobbles: moves unsteadily from side to side (p. 18)

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Stop after:

p. 6 "'Don't dillydally,' said Mama."

Ask:

Q *What have you learned about Hetty and her family so far? Turn to your partner.*

Have one or two volunteers share their thinking with the class. Then ask:

Q *What does Papa mean when he asks Hetty to get "twelve big beauties"?*

Reread the last sentence on page 6 and continue reading to page 10. Stop after:

p. 10 "*When this basket is full of eggs,* thought Hetty, *I'll walk my smoothest so they won't roll around and break.*"

Ask:

Q *What is Hetty thinking as she walks to the store?*

Have one or two volunteers share their thinking with the class. Then use "Think, Pair, Share" to discuss:

TEKS 6.B.iii
Student/Teacher Activity Step 3
(last two discussion questions in the step on page 224)

Q *What do you wonder about the story?* [pause] *Turn to your partner.*

Have a few volunteers share what they wonder with the class, using the prompt "I wonder . . . ." As they share, record their ideas on the chart. Reread the two paragraphs at the top of page 10 and continue reading to page 18. Stop after:

p. 18 "*No use taking a chance,* thought Hetty."

Use "Think, Pair, Share" to discuss:

Q *What do you wonder?* [pause] *Turn to your partner.*

> **Students might say:**
> "I wonder if she will break the eggs and have to buy more."
> "I wonder if her mom and dad will be proud of her."

Have a few volunteers share their thinking with the class, and add their ideas to the chart.

4 Discuss the Story

Facilitate a class discussion of the story, using questions such as:

Q *Hetty is given the first grown-up job of her life. What is the job?*

Q *How do you think Hetty is doing so far?*

Tell the students that in the next lesson they will hear the rest of the story and revisit some of the things they wondered about today.

Facilitation Tip

Reflect on your experience over the past four weeks with **pacing class discussions**. Do the pacing techniques feel comfortable and natural for you? Do you find yourself using them throughout the school day? What effect has your focus on pacing had on your students' participation in discussions? We encourage you to continue to think about how to pace class discussions throughout the year.

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INDIVIDUALIZED DAILY READING

5 Read Independently and Write in Reading Journals

Remind the students that they have been practicing wondering about books they read independently, and explain that they will continue to do so today. Tell the students that at the end of IDR, they will write what they wonder about their books in their reading journals.

Have the students get their book bags and read silently for up to 15 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 52) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 55 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Explain that each student will now write a journal entry about something she wonders about her book. Display the "Journal Entry" chart (WA6), and explain your expectations for what the journal entry should include.

WA6

Journal Entry

Write a journal entry about the book you are reading. Please include:

- The title
- One thing you wonder about the book

Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write. Have the students return to their seats and write in their reading journals. If time permits, have a few volunteers share their journal entries with the class.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

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Day 2 Read-aloud/ Guided Strategy Practice

Materials

- *Down the Road* (pages 21–36)
- "What We Wonder About *Down the Road*" chart (WA5) from Day 1
- "Class Assessment Record" sheet (CA4)

In this lesson, the students:

- Retell the first part of a fiction story
- Hear and wonder about the second part of the story
- Refer to the text to support their thinking
- Read independently for up to 15 minutes
- Listen respectfully to the thinking of others and share their own

1 Retell the First Part of *Down the Road*

Gather the class with partners sitting together, facing you. Show the cover of *Down the Road* and remind the students that in the previous lesson they heard and wondered about the first part of the story. Explain that today they will hear the rest of the story.

Review the first part of *Down the Road* by having the students retell the story using the illustrations. Begin the retelling yourself by showing the illustration on pages 4–5 and telling how the book begins.

> **You might say:**
> "Hetty lives with her Mama and Papa in a house in the country."

Then call on volunteers to continue retelling as you show the remaining illustrations through page 19.

Teacher Note

If the students have difficulty recalling the events in the story, reread the first part of the book.

2 Read the Rest of *Down the Road* Aloud and Wonder

Reread page 18; then read pages 21–36 aloud, showing the illustrations and stopping as described on the next page.

Suggested Vocabulary

obstacles: things that get in the way (p. 24)
foxtails: weeds that stick to clothes (p. 26)
nudged: gave a small push (p. 30)
magpie: noisy black-and-white bird (p. 32)

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

stumbled: almost fell down (p. 22; refer to the illustration)

examined: looked closely at (p. 23; refer to the illustration)

sob: crying sound (p. 30)

Stop after:

p. 23 "She wiped each egg off on her shirt and put them all back inside."

Use "Think, Pair, Share" to discuss the question that follows. Remind the students to use the prompt "I wonder . . ." to share their ideas.

Q *What do you wonder?* [pause] *Turn to your partner.*

Display the "What We Wonder About *Down the Road*" chart (WA5), and invite a few volunteers to share what they are wondering. Record their ideas on the chart.

Reread the last paragraph on page 23 and continue reading. Stop after:

p. 29 "And there she sat, just thinking, and feeling sad, and not wanting to go home."

Ask:

Q *What happens in the part of the story you just heard? Turn to your partner.*

Have one or two volunteers share what they discussed with the class. Then use "Think, Pair, Share" to discuss:

Q *What do you wonder?* [pause] *Turn to your partner.*

Have a few volunteers share what they are wondering with the class. Record their ideas on the chart.

> **Students might say:**
>
> "I wonder if Hetty will go back to the store for more eggs."
>
> "I wonder if her mom and dad will come looking for her."
>
> "I wonder if her mom and dad will get mad at her when they find out."

Reread page 29 and continue reading to the end of the story. Use "Think, Pair, Share" to discuss:

Q *What do you still wonder?* [pause] *Turn to your partner.*

ELL Note

You may want to have English Language Learners briefly act out these words as you define them.

TEKS 6.B.v
Student/Teacher Activity Step 2
(last discussion question on page 227)

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3 Discuss "I Wonder" Statements as a Class

Remind the students that sometimes what they wonder about is explained in the story, and sometimes it is not. Select two of the students' "I wonder" statements from the "What We Wonder About *Down the Road*" chart. Facilitate a class discussion of each statement by asking questions such as:

Q *Do we find out about this in the story? What do we find out?*

Q *Where in the story do we find out about it?*



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to wonder about the story?
- Are they able to determine which of the things they wondered are explained in the story?

Record your observations on the "Class Assessment Record" sheet (CA4); see page 51 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to wonder about the story, proceed with the lesson and continue on to Unit 6.
- If ***about half of the students*** are able to wonder about the story, proceed with the lesson and continue on to Unit 6, but plan to monitor the students who are having difficulty during independent reading. You might have them read short passages from their books aloud to you and think of what they are wondering at that point in the reading. Then have them continue reading for a while and check in with them to see whether what they wondered was explained by the book.
- If ***only a few students*** are able to wonder about the story, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Unit 6. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

Remind the students that wondering is something readers do to think more deeply about a story. Tell them that they will continue to practice wondering about stories they hear and read independently in the coming weeks.

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INDIVIDUALIZED DAILY READING

4 Read Independently and Wonder

Encourage the students to practice wondering as they read independently today. Explain that after reading, each student will choose a part of his book that he wondered about to read aloud to a partner.

Have the students get their book bags and read quietly for up to 15 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 52) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 55 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have each student choose a part of her book that she wondered about to read to a partner. Then have partners take turns saying the titles of their books, reading aloud, and telling each other what they wondered.

Have the students put away their book bags and return to their seats.

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Day 3 Guided Strategy Practice

Materials

- *Down the Road*
- *Student Response Book* page 6
- Copy of this unit's family letter (BLM1) for each student

In this lesson, the students:

- Hear parts of a fiction story read again
- Visualize to enjoy and understand the story
- Draw and write about their mental images
- Read independently for up to 15 minutes
- Share ideas with one another
- Give each other time to think

1 Review Visualizing

Gather the class with partners sitting together, facing you. Show the cover of *Down the Road* and review that the students heard the story and wondered about it. Explain that today the students will visualize, or picture in their minds, parts of the story that you will reread aloud. Then they will use "Think, Pair, Share" to talk with their partners about the pictures they have in mind. Ask:

Q *What is important to remember when using "Think, Pair, Share"?*

Q *Why is it important not to talk during the thinking time?*

Have a few volunteers share their ideas.

2 Reread Two Passages and Visualize

Introduce the first passage by telling the students that it is from the beginning of the story, when Hetty is walking to the store to get the eggs. Explain that you will read this part of the story aloud twice and that you would like the students to close their eyes as they listen and picture how Hetty is moving as she walks to the store.

Read page 10 aloud twice, without showing the illustration. Pause between readings. Use "Think, Pair, Share" to discuss:

Q *What did you picture in your mind?* [pause] *Turn to your partner.*

After partners have had a chance to talk, invite a few volunteers to share what they discussed with the class. Probe their thinking by asking questions such as:

Q *Which words helped you picture Hetty?*

Q *How do you imagine Hetty feels?*

ELL Note

English Language Learners may benefit from hearing and discussing pages 10, 27–28, and 32–33 before you read these pages to the whole class.

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Introduce the next passage by telling the students that it comes later in the story, when Hetty is reaching for apples on the tree. Ask the students to close their eyes, and read page 27 and the first word on page 28 aloud twice.

Follow the same procedure as before to have the students discuss their visualizations in pairs and as a class.

3 Reread Another Passage and Draw and Write About Mental Images

Explain that you will read another part of *Down the Road* and ask the students to close their eyes and picture it in their minds. They will then draw what they pictured and write a sentence about what they drew. Later they will share their drawings and sentences in pairs.

Introduce the passage by telling the students it is from the end of the story, when Mama finds Hetty and Papa sitting in the apple tree. Read pages 32–33 aloud twice, without showing the illustrations. Pause between readings.

Use "Think, Pair, Share" to discuss:

Q *What did you picture in your mind?* [pause] *Turn to your partner.*

After partners have had a chance to talk, have the students open to *Student Response Book* page 6, "How I Pictured *Down the Road*," and begin drawing and writing quietly.

Teacher Note

As the students draw, circulate among them and notice whether their drawings are relevant to the story. Also notice which story details they include (for example, the apple cores under the tree or Hetty's and Papa's sticky chins).

4 Share Drawings and Writing

Have partners share their drawings and sentences. Then facilitate a class discussion using questions such as:

Q *What did you picture in your mind?*

Q *How was it the same as what your partner pictured? How was it different?*

5 Reflect on Working Together

Tell the students that they will begin working with new partners next week. Help them reflect on how they did working with their current partners by asking questions such as:

Q *What did you like about working with your partner?*

Q *What things did you do that helped you work well together?*

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INDIVIDUALIZED DAILY READING

6 Read Independently, Wonder, and Visualize

Encourage the students to wonder and visualize as they read on their own today. Explain that at the end of IDR, you will ask some of them to share what they wondered or visualized with the class.

Have the students get their book bags and read quietly for up to 15 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 52) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 55 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share with the class what they are reading and what they wondered or pictured in their minds as they were reading. Remind each volunteer to begin by showing the cover and telling the class the title of the book he read. Afterwards, facilitate a brief discussion about how IDR is going by asking questions such as:

Q *What went well during independent reading today?*

Q *What problems did we have? What might we do better next time?*

> **Students might say:**
>
> "I picked two books at the beginning of reading time so I didn't have time to bother anyone."
>
> "After a while I had trouble reading because people were talking and not reading. Next time people need to be quiet during reading time."

Vocabulary Note

Next week you will revisit *Down the Road* to teach the Week 18 vocabulary lessons.

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 234.

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WRITING ABOUT READING

Make Connections to *Down the Road*

Show the cover of *Down the Road* and remind the students that they heard this book earlier. Ask:

Q *What do you remember about the book* Down the Road*?*

Q *How does this story remind you of your own life?*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "It reminds me of the time my mother asked me to set the table and I broke one of her fancy plates."
>
> "It reminds me of the first time my parents let me walk to the store with my friend."
>
> "It reminds me of the time my dad burnt the turkey on Thanksgiving and we had to have pizza instead."

Explain to the students that when we think and talk about how a story reminds us of our own lives, we are *making connections* to the story. Remind them that making connections to stories helps us enjoy and remember them. Tell the students that you want them to write about how *Down the Road* reminds them of their own lives. Ask the students to watch as you think aloud and model writing about a connection between *Down the Road* and your own life.

> **You might say:**
>
> "The book *Down the Road* reminds me of the time I made breakfast in bed for my mother on Mother's Day. As I was carrying the tray into her bedroom, I tripped and everything on the tray crashed to the floor. It made a huge mess and I felt very bad about it about it. I'll write: *The book* Down the Road *reminds me of the time I made my mother breakfast in bed and spilled it all over the floor. I felt sad because I had ruined the breakfast and made a mess. My mother gave me a big hug and told me it was OK because she knew I had I tried to do something nice."*

Have the students write about how *Down the Road* reminds them of their own lives. If time permits, invite the students to share their writing with the class.

Materials

- *Down the Road*

Teacher Note

If the students struggle to answer the question, stimulate their thinking by asking questions such as:

Q *Hetty feels grown-up when she walks into town to buy the eggs. When have you felt grown-up?*

Q *Hetty makes a mistake when she drops the eggs. When have you made a mistake? How did you feel?*

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EXTENSION

Discuss the Message in *Down the Road*

Remind the students that sometimes stories have lessons in them that can help us live happier lives. Ask:

Q *What do you think Hetty learns in this story?*

Q *How can the lesson Hetty learned help you in your own life?*

Remind the students that when they think about how the message or lesson in a story can help them in their own lives, they are making a connection to the story.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 5. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual Comprehension Assessment" record sheet (IA1); see page 56 of the *Assessment Resource Book*.

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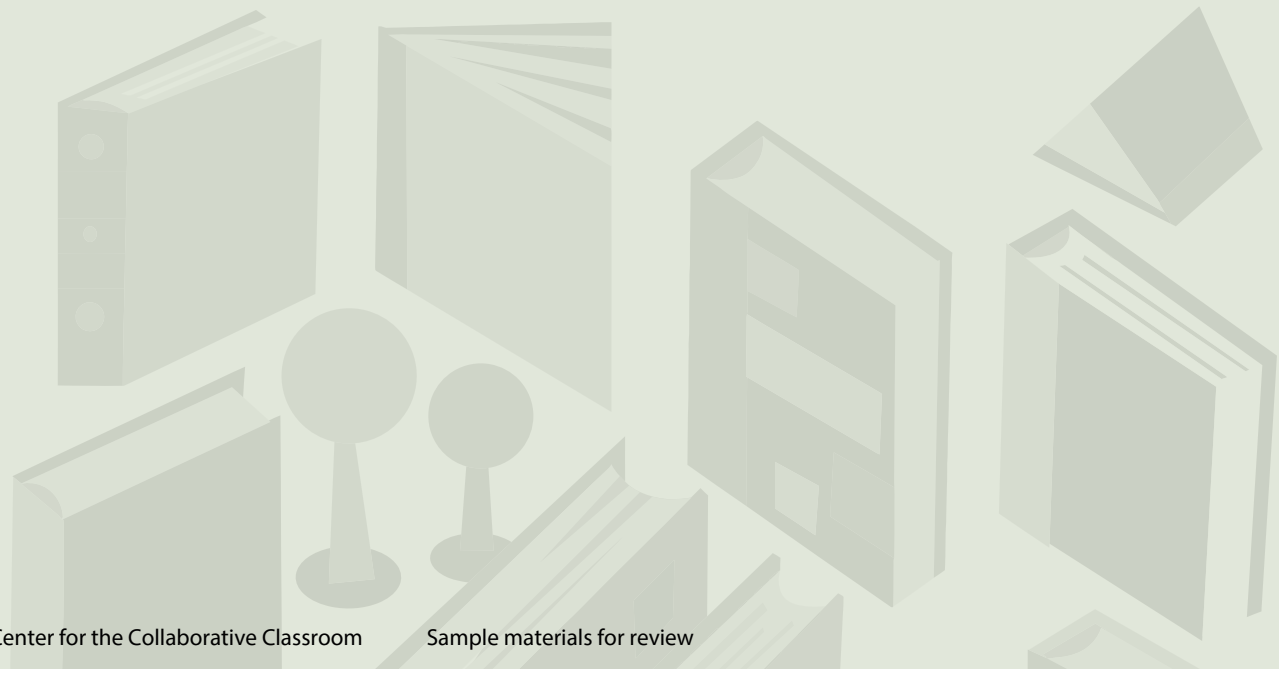
Unit 6

Making Connections

EXPOSITORY NONFICTION

During this unit, the students delve deeper into nonfiction. They practice making text-to-self and text-to-text connections with nonfiction texts, as well as making connections between the information presented in nonfiction texts and information they already know. They also begin to learn about expository text features. During IDR, the students practice making connections to books they read independently and continue self-monitoring their reading comprehension. Socially, they continue to develop the skills of listening respectfully to the thinking of others, sharing their own thinking, and acting in fair and caring ways.



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Unit 6 Making Connections

RESOURCES

Read-alouds

- *Using Your Senses*
- *Sleep Well: Why You Need to Rest*
- "How to Catch Your ZZZs"
- *Dinosaur Babies*

Writing About Reading Activities

- "Write About a Favorite Sense"
- "Write Opinions About the Importance of Sleep"

Technology Extensions

- "Learn More About the Senses and Make Connections"
- "Learn More About Dinosaurs and Make Connections"

Extensions

- "Find Real-world Examples of Nonfiction Texts"
- "Discuss Information in Words and Pictures"
- "Compare Fiction and Nonfiction Books About Sleep"
- "Read Aloud Other Books from the 'Your Health' Series and Make Connections"
- "Read Other Books About Animal Babies"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA2

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA3)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)
- "Social Skills Assessment Record" sheet (SS1)

Reproducible

- Unit 6 family letter (BLM1)

Professional Development Media

- "Social Reflection" (AV14)
- "Avoid Repeating or Paraphrasing" (AV24)
- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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RESOURCES *(continued)*

Assessment Resource Book

- Unit 6 assessments

Student Response Book

- "A Time I Had Trouble Falling Asleep"
- "Make Connections to *Dinosaur Babies*"
- Reading Journal

Vocabulary Teaching Guide

- Week 18 (*Down the Road*)
- Week 19 (*Using Your Senses*)
- Week 20 (*Sleep Well: Why You Need to Rest*)

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Unit 6 Making Connections

DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

■ formally taught □ informally experienced

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GRADE 1 OVERVIEW

	Day 1	Day 2	Day 3
Week 1	**Read-aloud:** *Using Your Senses* **Focus:** ▪ Exploring the difference between fiction and nonfiction ▪ Hearing and discussing a nonfiction book ▪ Retelling key details from the book	**Read-aloud/Strategy Lesson:** *Using Your Senses* **Focus:** ▪ Hearing and discussing a nonfiction book ▪ Retelling key details from the book ▪ Making text-to-self connections	**Independent Strategy Practice** **Focus:** ▪ Reading independently ▪ Making text-to-self connections ▪ Referring to the text to support their thinking ▪ Writing in their reading journals
Week 2	**Read-aloud/Guided Strategy Practice:** *Sleep Well* **Focus:** ▪ Wondering about a nonfiction book ▪ Hearing and discussing the book ▪ Retelling key details from the book ▪ Making text-to-self connections	**Read-aloud/Guided Strategy Practice:** *Sleep Well* **Focus:** ▪ Hearing and discussing a nonfiction book ▪ Retelling key details from the book ▪ Making text-to-self connections	**Read-aloud/Strategy Lesson:** "How to Catch Your ZZZs" **Focus:** ▪ Hearing and discussing a nonfiction article ▪ Retelling key details from the book ▪ Making text-to-text connections
Week 3	**Read-aloud:** *Dinosaur Babies* **Focus:** ▪ Hearing and discussing a nonfiction book ▪ Retelling key details from the book ▪ Making connections to prior knowledge	**Read-aloud/Strategy Lesson:** *Dinosaur Babies* **Focus:** ▪ Hearing and discussing a nonfiction book ▪ Retelling key details from the book ▪ Making connections to prior knowledge ▪ Making text-to-self connections ▪ Writing in their reading journals	**Guided Strategy Practice:** *Dinosaur Babies* **Focus:** ▪ Hearing parts of a nonfiction book again to build comprehension ▪ Retelling key details from the book ▪ Making connections to prior knowledge

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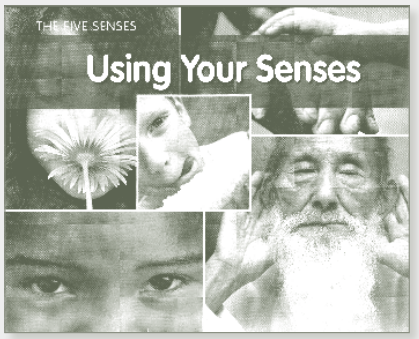
Week 1 OVERVIEW



Using Your Senses

by Rebecca Rissman

This book introduces the five senses and describes how people use their senses every day.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA1

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "IDR Conference Notes" record sheet (CN1)

Professional Development Media

- "Social Reflection" (AV14)
- "Avoid Repeating or Paraphrasing" (AV24)
- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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Comprehension Focus

- Students explore the difference between fiction and nonfiction.
- Students use schema to help them understand nonfiction.
- Students make text-to-self connections.
- Students identify what they learn from a nonfiction book.
- Students retell key details from the book.
- Students read independently.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students act in fair and caring ways.

DO AHEAD

- ✓ Consider previewing this unit's read-aloud selections with your English Language Learners before you read them to the whole class. The many facts and other information found in expository books make this unit's read-aloud selections especially challenging for English Language Learners. You might read the selections aloud and show the illustrations and text features a few times prior to reading the selections with the class.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit.
- ✓ Prior to Day 1, collect a few examples of fiction and nonfiction books that the students have heard this year. You will use these texts to discuss the difference between fiction and nonfiction (see Step 2).
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1); see page 67 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, make a class set of "IDR Conference Notes" record sheets (CN1); see page 73 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, prepare to model using a self-stick note to mark a place where you make a text-to-self connection (see Step 2) and writing about a text-to-self connection in the reading journal (see Step 5).

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 18 lessons this week.

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Day 1 Read-aloud

Materials

- *Using Your Senses* (pages 4–13)
- Examples of fiction and nonfiction books, collected ahead
- "Thinking About My Reading" chart from Unit 4

In this lesson, the students:

- Begin working with new partners
- Explore the difference between fiction and nonfiction
- Hear and discuss part of a nonfiction text
- Retell key details from the text
- Read independently for up to 15 minutes and practice self-monitoring
- Listen respectfully to the thinking of others and share their own

ABOUT READING NONFICTION IN GRADE 1

The purpose of this unit and the two that follow is to immerse the students in nonfiction, or informational text, and give them the opportunity to practice using the comprehension strategies they have learned with nonfiction texts. Although the nonfiction books provided in these units contain useful information that the students may learn, the primary goal is for the students to use the comprehension strategies to make sense of what they read.

In Unit 6, the students revisit the comprehension strategy of making connections. Earlier in the year, they made connections to help them understand fiction stories. Now the students begin to apply this strategy to nonfiction texts. They practice making text-to-self connections and explore text-to-text connections. They also make connections between nonfiction texts and prior knowledge they have about topics.

1 Pair Students and Get Ready to Work Together

Randomly assign new partners and make sure they know each other's names. Gather the class with partners sitting together, facing you. Explain that each student will work with the same partner for the next three weeks.

Use "Think, Pair, Share" to discuss the question that follows. Alert the students to listen carefully to their partners because you will ask some of them to share their partners' thinking with the class.

Q *What is something you like about working in pairs?* [pause] *Turn to your partner.*

Have a few students briefly share what their partners said.

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Remind the students that today they will be responsible for both listening respectfully to their partners' thoughts and sharing their own. Explain that at the end of the lesson, they will have opportunities to talk about how their partner work is going.

2 Discuss Fiction and Nonfiction

ELPS 4.F.v
Step 2 [all]

Show the students the examples of fiction and nonfiction books you prepared. Read the titles of the fiction books aloud and remind the students that they heard and talked about these books earlier in the year. Point out that these are stories about imaginary, or make-believe, people, animals, places, and events. Explain that make-believe stories like these are called *fiction*. Write *fiction: make-believe stories* where everyone can see.

Direct the students' attention to the nonfiction books you have displayed. Read the titles aloud. Ask:

Q *How are these books different from the fiction books?*

If necessary, remind the students that these books are *nonfiction* books. Explain that nonfiction books contain true information about real people, animals, places, or things. Write *nonfiction: true information about real people, places, and things* where everyone can see. Explain that over the coming weeks, the students will hear, discuss, and explore more nonfiction books.

3 Introduce *Using Your Senses*

Show the cover and the title page of *Using Your Senses* and read the title and the author's name aloud. Explain that this is a nonfiction book about the five senses: hearing, smelling, seeing, touching, and tasting. Explain that people use their senses to help them understand the world around them. Ask the students to sit quietly for a moment and think about which of their senses they are using. After a moment, ask:

Q *What is one sense you are using right now? In what way are you using it?*

Q *What is another sense you used today? In what way did you use it?*

4 Read the First Part of *Using Your Senses* Aloud

Explain that today you will read the first part of the book aloud, and ask the students to think about what they are learning about the senses as they listen. Tell them you will stop during the reading so that partners can talk about what they are learning. Remind the students to listen respectfully to their partners' thinking and to share their own.

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Read pages 4–13 of *Using Your Senses* aloud, slowly and clearly, showing the photographs and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

sense: notice (p. 5; used as a verb)
messages: information (p. 8)
still: not moving (p. 9)
low: quiet and deep (p. 11)
spicy: hot or having strong flavors (p. 13)

Stop after:

p. 7 "Your tongue is part of the sensory system, too."

Use "Think, Pair, Share" to discuss:

Q *What have you learned so far?* [pause] *Turn to your partner.*

Without stopping to share as a class, reread pages 6–7 and continue reading to the next stop.

Stop after:

p. 9 "What else can your eyes see?"

Use "Think, Pair, Share" to discuss:

Q *What did you learn about how people see?* [pause] *Turn to your partner.*

Without stopping to share as a class, reread page 9 and continue reading to the next stop.

Stop after:

p. 11 "What else can your ears hear?"

Use "Think, Pair, Share" to discuss:

Q *What did you learn about the sense of hearing?* [pause] *Turn to your partner.*

Without stopping to share as a class, reread page 11 and continue reading to the end of page 13.

5 Discuss the Reading

Ask and briefly discuss:

Q *What is one thing you learned from the reading today?*

Students might say:

"I learned that our brains help us sense things."

"I learned that we use our noses for tasting, not just for smelling."

"I learned that skin helps us sense things."

Teacher Note

Words in boldface type are defined in the glossary on page 23 of *Using Your Senses*. These words do not appear in the Suggested Vocabulary list. If necessary, refer to the glossary for definitions.

Teacher Note

The students will not share with the whole class at each stop. This cultivates the habit of relying on a partner, rather than depending on the teacher or the whole class, to confirm or support one's thinking.

Facilitation Tip

During this unit, we encourage you to **avoid repeating or paraphrasing** the students' responses. It is easy to habitually repeat what students say when they speak too softly or to paraphrase the students' responses when they do not speak clearly. This teaches students to listen to you but not necessarily to one another. Try to refrain from repeating or paraphrasing, and see what happens. Encourage the students to take responsibility by asking one another to speak up or by asking questions if they do not understand what a classmate has said. (See "Additional Strategies for Supporting ELLs" in the Introduction for special considerations for English Language Learners.) To see this Facilitation Tip in action, view "Avoid Repeating or Paraphrasing" (AV24).

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As volunteers share, refer to the text that supports their thinking and read it aloud. Then ask and briefly discuss:

Q *Did you hear anything in the reading today that you already knew? What was it? Where do you know that from?*

> **Students might say:**
>
> "I already knew that we use our ears to hear."
>
> "I already knew that we have five senses. I read that in another book."
>
> "I already knew that tongues help us taste things. I know that because I taste things all the time."

Explain that in the next lesson the students will hear the second half of the book and talk with their partners about what they are learning.

6 Reflect on Working with New Partners

Ask and briefly discuss:

Q *What is one thing you like about working with your new partner?*

Q *How did you do listening to your partner's thinking and sharing your own?*

Share your observations of the students' interactions without mentioning any of the students' names. Also point out any problems you observed and ask the students to suggest solutions.

> **You might say:**
>
> "I noticed that partners who were listening turned and faced their partners when they talked. I heard some students ask their partners to please talk a little more loudly so they could understand them. I noticed that some partners didn't get to share their thinking. What might partners do to make sure they both get a chance to talk?"

INDIVIDUALIZED DAILY READING

7 Review Self-monitoring and Read Independently

Have the students get their book bags and gather, facing you. Remind the students that good readers pause while they are reading to think about what they are reading and how well they are understanding it.

Direct the students' attention to the "Thinking About My Reading" chart and read the questions on it aloud. Remind the students that these are questions they can ask themselves to make sure they are understanding what they are reading. Explain that you will stop them as they read independently today and ask them to think about the questions on the chart.

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Thinking About My Reading

What is happening in my book?

Do I understand what I am reading?

Can I read most of the words?

Have the students read quietly for up to 15 minutes. Stop them at 5-minute intervals and read the questions on the chart aloud. Pause after each question to give the students time to think.

Signal to let the students know when it is time to stop reading. Briefly discuss:

Q *What did you find out about your book?*

Q *What question(s) helped you find that out?*

Have the students put their book bags away and return to their seats.

EXTENSION

Find Real-world Examples of Nonfiction Texts

Take the class on a walking field trip around the school or the neighborhood to look for examples of nonfiction texts. As you or the students notice these examples, stop to read some of them aloud. (For example, you might see nonfiction books in the school library, textbooks, street signs, posters, newsletters, and flyers.)

At the end of the walk, list the various examples of nonfiction texts you and the students saw where everyone can see them. Discuss the kinds of information that each item communicates. (For example, you might say, "The poster we saw in the third-grade classroom tells people about healthy foods to eat.")

Throughout Unit 6, encourage the students to be on the lookout—both in and out of school—for more examples of nonfiction texts to add to your class list.

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Read-aloud/Strategy Lesson Day 2

In this lesson, the students:

- Hear and discuss part of a nonfiction text
- Retell key details from the text
- Make text-to-self connections
- Read independently for up to 15 minutes
- Reflect on acting in fair and caring ways

1 Review Nonfiction

Gather the class with partners sitting together, facing you. Show the cover of *Using Your Senses* and remind the students that this is a nonfiction book. Ask:

Q *What do you remember about nonfiction?*

> **Students might say:**
> "I remember that it's about real stuff. It's not made-up."
> "Also, it's about real people and animals and things."
> "I remember that nonfiction is true. It's about facts."

If necessary, remind the students that nonfiction gives true information about real people, animals, places, and things.

Show pages 12–13 of *Using Your Senses*. Point out that many nonfiction books, such as this one, have photographs. Read the heading "Tasting" aloud and remind the students that this part of the book is about the sense of taste. Ask and briefly discuss:

Q *What do the photographs on these pages tell you about how people taste?*

Q (Point to the photograph on page 12.) *What do the labels tell you?*

2 Read the Rest of *Using Your Senses* Aloud

Tell the students that you will read the rest of the book aloud today and that you would like them to think as they listen about what they are learning. Explain that you will stop during the reading so that they can talk with their partners about what they are learning. Remind the students to listen respectfully to their partners' thinking and to share their own.

Begin reading on page 14. Read aloud slowly and clearly, showing the photographs, pointing out the labels and the diagram, and clarifying vocabulary as you read. Stop as described on the next page.

Materials

- *Using Your Senses* (pages 14–22)
- "Class Assessment Record" sheet (CA1)
- Class set of "IDR Conference Notes" record sheets (CN1)
- *Assessment Resource Book* page 70

ELL Note

You might prompt the students to begin their responses by saying, "I remember . . . ."

Teacher Note

Refer to the glossary on page 23 of *Using Your Senses* for the definitions of the following words: *scents* (page 14), *nerves* (page 16), *communicate* (page 20), *sign language* (page 20), *hearing aid* (page 20), and *Braille* (page 21).

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Stop after:

p. 15 "What else can your nose smell?"

Use "Think, Pair, Share" to discuss:

Q *What did you learn about the sense of smell?* [pause] *Turn to your partner.*

Without stopping to share as a class, reread page 15 and continue reading to the next stop. Stop after:

p. 17 "What else can you feel?"

Use "Think, Pair, Share" to discuss:

Q *What did you learn about the sense of touch?* [pause] *Turn to your partner.*

Without stopping to share as a class, reread page 17 and continue reading to the next stop. Stop after:

p. 21 "They may read in **Braille**."

Use "Think, Pair, Share" to discuss:

Q *What did you learn in this part?* [pause] *Turn to your partner.*

Without stopping to share as a class, reread page 21 and continue reading to the end of page 22.

3 Discuss the Reading

Ask and briefly discuss:

Q *What is one thing you learned from the reading today?*

Have a few volunteers share what they learned.

> **Students might say:**
>
> "I learned that nerves in the body send messages to the brain."
>
> "I learned that some people who can't hear use sign language to talk."
>
> "I learned that some people who can't see read by touching Braille."

4 Discuss Text-to-self Connections

Show pages 18–19 of the book. Point out and read aloud the heading "Using Your Senses." Review that this part of the book tells how our senses help us do things.

Explain that you will ask a question that the students will think about and then discuss with their partners. Tell them to listen carefully to their partners because you will ask them to share their partners' thinking with the class.

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Use "Think, Pair, Share" to discuss:

Q *What was one time that your sense of hearing helped you?* [pause] *Turn to your partner.*

Have a few volunteers share what their partners said.

> **Students might say:**
>
> "Jared heard his cat meowing and remembered it was time to feed her."
>
> "This morning Elisia heard the alarm clock and knew it was time to get up."
>
> "Weiran told me about the time the fire alarm let him know there was a fire in his apartment building."

In the same way, discuss:

Q *What was one time that your sense of touch helped you?* [pause] *Turn to your partner.*

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to make text-to-self connections?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 67 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to make text-to-self connections, continue on to Day 3.
- If ***about half of the students*** are able to make text-to-self connections, continue on to Day 3 and plan to check in with students who are not making text-to-self connections during their independent reading. You might have the students tell you about what they just read and follow up with questions such as:

  Q *What does that remind you of in your own life?*

- If ***only a few students*** are able to make text-to-self connections, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

Point out that when students talk about how information in a book reminds them of their own lives, they are making a connection. Explain that making connections to nonfiction books helps readers understand the information in those books. Tell the students that they will practice making connections to nonfiction books in the coming weeks.

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Teacher Note

The reflection that appears at the end of many lessons is important to the students' growth as readers and to their social development. We encourage you to spend a few minutes at the end of these lessons to help the students reflect on their work and interactions. For more information, see "Focus on Social/Ethical Development" in the Introduction. To learn more, view "Social Reflection" (AV14).

5 Reflect on Working Together

Share your observations about the students' interactions during their partner and class discussions. Ask:

Q *What are some things we are doing to act in fair and caring ways?*

If appropriate, mention any problems the students had and talk with them about possible solutions.

INDIVIDUALIZED DAILY READING

6 Read Independently and to Partners

Tell the students that today they will read books independently and then each choose an interesting part to read aloud to a partner. Ask the students to think as they read independently about which parts of their books they would like to share.

Have the students get their book bags and read quietly for up to 15 minutes. After they have settled into their reading, confer with individual students.

Teacher Note

Continue to periodically remind the students to ask themselves the questions on the "Thinking About My Reading" chart as they read independently, and to select different books if they decide the ones they are reading are not just right.

IDR CONFERENCE NOTE

Over the next three weeks, confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 70) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 73 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have each student look through his book and choose an interesting part that he would like to share. Then have partners take turns reading aloud their favorite parts to each other.

Have the students put their book bags away and return to their seats.

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WRITING ABOUT READING

Write About a Favorite Sense

Show the cover of *Using Your Senses* and remind the students that they heard this book earlier. Page through the book slowly and show the illustrations. Ask:

Q *What do you remember about this book?*

Have a few volunteers share their thinking. If necessary, remind the students that this book gives information about the five senses—seeing, hearing, smelling, tasting, and touching—and how people use them. Ask:

Q *What is your favorite sense? Why?*

Q *When was a time you used this sense? Tell us about it.*

Have a few volunteers share their thinking with the class. As students share, show the parts of the book that correspond to their favorite senses. Then ask the students to watch as you think aloud and model writing about your favorite sense and telling about a time when you used it.

> **You might say:**
>
> "After reading *Using Your Senses*, I think that my favorite sense is the sense of smell. It's my favorite because I love smelling delicious scents when I'm cooking food. I remember baking bread with my grandmother and how much I loved the smell of the bread when it was in the oven. I'll write: *After reading Using Your Senses by Rebecca Rissman, I think that my favorite sense is the sense of smell. It's my favorite because I really like to cook. When I cook, I enjoy smelling the delicious scents of food. I remember baking bread with my grandma and smelling the warm, sweet scent of the bread in the oven.*"

Have each student write about her favorite sense and tell about a time when she used this sense. If time permits, ask a few volunteers to share their writing with the class.

TEKS 7.B.ii
Student/Teacher Activity
Writing About Reading (last paragraph)

EXTENSION

Discuss Information in Words and Pictures

Show page 22 of *Using Your Senses* and point out the diagram. Tell the students that this is a special kind of picture called a *diagram*, and that nonfiction books often use diagrams to give information to readers.

TEKS 9.D.viii
TEKS 10.C.ii
Student/Teacher Activity
Extension (all, beginning on page 251 and continuing on to page 252)

Materials

- *Using Your Senses*

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Explain that a diagram is a simple drawing that shows the parts of something; diagrams often include words called *labels* that point to and name the parts. Ask:

Q *What do you think this diagram shows?*

If necessary, explain that this diagram shows the parts of our body that help us understand the world around us through our senses.

Read aloud the question under the diagram. As a class, discuss which labeled parts on the diagram go with each sense. (Answers appear on page 24 of the book.) Then ask:

Q *What other labels could we add to this diagram? What labels might help the reader?*

> **Students might say:**
>
> "We could add a label pointing to the brain."
>
> "Maybe we can add a label for the nerves."
>
> "We could add another label for the skin, pointing to a different part of the body."

Invite interested students to draw their own diagrams showing the parts of the sensory system.

TECHNOLOGY EXTENSION

Learn More About the Senses and Make Connections

Show the cover of *Using Your Senses* and remind the students that they heard this nonfiction book earlier. Briefly discuss:

Q *What did you find out about your senses from this book?*

Q *What did you find out about the sense of hearing from this book?*

If necessary, read aloud pages 10–11 of *Using Your Senses*, where the sense of hearing is discussed.

Tell the students that today you will read more information about hearing. After you read, the students will discuss what they learned and make connections to their own lives.

Display the online source you found. Tell the students the name of the website, and then read the information aloud. Ask:

Q *What new things did you learn about the sense of hearing?*

Q *How does what you learned remind you of your own life? How does it remind you of what you learned in* Using Your Senses*?*

Technology Tip

Prior to doing this activity, choose one of the five senses and find more information about it online. For example, search online for facts about the sense of hearing by using the keywords "kids health protect hearing" or "kids health ear facts." Once you have selected one or two sources, bookmark them or print information from them to read aloud to the students. For more information, view the "Finding, Organizing, and Presenting Online Information" tutorial (AV43).

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Independent Strategy Practice

Day 3

In this lesson, the students:

- Read independently
- Make text-to-self connections
- Refer to the text to support their thinking
- Write in their reading journals
- Listen respectfully to the thinking of others and share their own

Materials

- *Using Your Senses*
- Small self-stick notes for each student
- "Journal Entry" chart (WA1)
- *Student Response Book*, Reading Journal section

1 Introduce Making Text-to-self Connections During Independent Reading

Have the students bring their book bags, *Student Response Books*, and pencils and gather with partners sitting together, facing you. Remind the students that they have been practicing making connections to their own lives as a way to enjoy and understand texts. Tell them that today they will practice making connections to books they read independently. Explain that they will use self-stick notes to mark places in their books where they make connections. Afterward, they will share the connections they made with their partners and each choose one connection to write about in the reading journal.

2 Model Making Text-to-self Connections

Show pages 10–11 of *Using Your Senses*. Model making text-to-self connections by reading the passage aloud, thinking aloud about a connection you made between the information in the book and your own life, and placing a self-stick note in the margin of the page.

> **You might say:**
>
> "This part on page 11 reminds me of a time in my own life. I was on a hike in the woods. It was so quiet that I could hear even the softest sounds. I heard tiny animals rustling in the bushes and birds twittering in the trees. Later, when I got back home, I was amazed at how loud everything in my house sounded, especially the TV and the radio. I'll stick my note here, next to the part of the book where I made the connection to my own life."

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3 Read Independently and Make Text-to-self Connections

Distribute self-stick notes to the students. Have them read quietly to themselves for up to 10 minutes and look for parts of their books where they can make connections to their own lives. Remind them to mark these parts with self-stick notes. As the students read, circulate among them and assist any student who is struggling to make text-to-self connections.

Signal to let the students know when it is time to stop reading.

4 Share Text-to-self Connections with Partners



Have the students share in pairs the connections they made as they were reading. Encourage them to begin by reading aloud the passages they marked to their partners. Then have them describe how those passages reminded them of their own lives.

5 Model Writing About a Text-to-self Connection

Where everyone can see, model writing about a connection you made between a book and your own life.

> **You might say:**
>
> "I read the book *Using Your Senses* by Rebecca Rissman. The part of the book that talked about hearing reminded me of a time I went for a walk in the woods and heard many quiet sounds. I'll write: *I read Using Your Senses by Rebecca Rissman. I made a connection to the part of the book that describes the sense of hearing. That part reminds me of a time I went for a walk in the woods and heard many different quiet sounds.*"

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

6 Write in Reading Journals

Explain that the students will now write about the connections they made in their reading journals. Display the "Journal Entry" chart (WA1), and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

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WA1

Journal Entry

Write a journal entry about the book you are reading. Please include:

- The title
- A connection you made between the book and your own life



Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write. Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

Vocabulary Note

Next week you will revisit *Using Your Senses* to teach the Week 19 vocabulary lessons.

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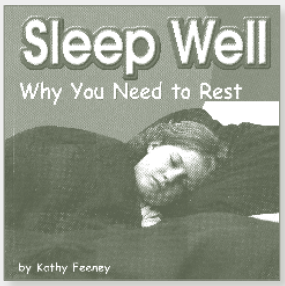
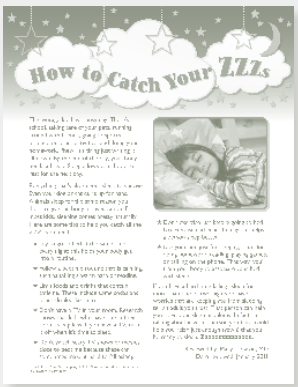
Week 2 OVERVIEW



Sleep Well: Why You Need to Rest

by Kathy Feeney

Readers learn about sleep and why it is important to sleep well.



"How to Catch Your ZZZs"

from KidsHealth.org (see page 271)

This article offers tips about how to get enough sleep.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "IDR Conference Notes" record sheet (CN1)

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Comprehension Focus

- Students make text-to-self and text-to-text connections.
- Students use schema to help them understand nonfiction.
- Students identify what they learn from nonfiction texts.
- Students retell key details from the texts.
- Students read independently.

Social Development Focus

- Students act in fair and caring ways.
- Students give reasons to support their thinking.

DO AHEAD

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA2); see page 68 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 19 lessons this week.

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Day 1 Read-aloud/ Guided Strategy Practice

Materials

- *Sleep Well: Why You Need to Rest* (pages 1–13)
- *Using Your Senses* from Week 1

In this lesson, the students:

- Wonder about a nonfiction book
- Hear and discuss part of the book
- Retell key details from the book
- Make text-to-self connections
- Read independently for up to 15 minutes
- Reflect on acting in fair and caring ways

1 Review Nonfiction and Making Text-to-self Connections

Gather the class with partners sitting together, facing you. Show the cover of *Using Your Senses* and review that last week the students heard this nonfiction book. Remind them that nonfiction books give true information about real things. Ask and briefly discuss:

Q *What makes nonfiction books different from fiction books?*

If necessary, review that fiction books tell make-believe stories, while nonfiction books give true information about real people, places, and things.

Remind the students that last week they talked about what they learned from *Using Your Senses*. They also made connections to the book by discussing how information in *Using Your Senses* reminded them of their own lives. Explain that during today's lesson they will hear and discuss another nonfiction book and make connections to it.

2 Wonder About Sleep and Explore the Table of Contents of *Sleep Well*

Show the cover of *Sleep Well* and read the title and the author's name aloud. Explain that this nonfiction book gives information about sleep and why it is important to sleep well. Explain that during today's lesson the students will hear the first part of the book. Use "Think, Pair, Share" to discuss:

Q *What do you wonder about sleep before hearing the first part of this book? What are you curious to learn?* [pause] *Turn to your partner.*

Have a few volunteers share what they wonder with the class.

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Students might say:

"I wonder why we need to sleep at all."

"I'm curious about dreams. Why do we dream when we're sleeping?"

"I wonder how much sleep people really need."

Show page 3 of *Sleep Well*, where the table of contents appears. Explain that this page is called the *table of contents* and that a table of contents appears at the beginning of many nonfiction books. Explain that a table of contents lists the different chapters or sections in the book and the page on which each chapter or section begins. Point out that readers can use the table of contents to learn what kind of information is in a book and where to find it. Read aloud a few of the chapter titles and the corresponding page numbers.

ELPS 4.F.vi
Step 3 and Step 4
(all, beginning on page 259 and continuing on to page 260)

Teacher Note

If possible, read aloud chapter titles that address topics the students wondered about. For example, if a student wondered about dreams, point out that there is a section called "Dreaming" on page 15.

3 Read the First Part of *Sleep Well* Aloud

Tell the students that you will stop during the reading so that they can discuss what they have learned with their partners. Afterward, the students will have a chance to make connections to information in the book.

Read pages 5–13 of *Sleep Well* aloud slowly and clearly, showing the photographs and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

contagious or catching: able to be passed between people (caption on p. 6)
rapid: fast (diagram on p. 8)
stage: step or part (diagram on p. 8)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

good night's sleep: enough sleep that you are not tired (p. 5)
sleeping position: way a body is lying (caption on p. 12)

Teacher Note

Some of the words in *Sleep Well* are defined at the bottom of the page where they appear, including *energy* (page 5) and *sleep cycle* (page 9). These words do not appear in the Suggested Vocabulary list. Refer to these definitions as needed during the reading. (Note that the words are also defined in "Words to Know" on page 23.)

ELL Note

To support English Language Learners, you might read the definition of *yawn* at the bottom of page 7 and refer to the photograph or have a student act out yawning.

Stop after:

p. 7 "You usually need 9 to 10 hours of sleep to feel rested."

Use "Think, Pair, Share" to discuss:

Q *What have you learned so far?* [pause] *Turn to your partner.*

Have a few volunteers share what they learned. Be ready to reread parts of the text or show photographs to confirm their thinking.

Reread page 7 and continue reading to the end of page 13.

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Facilitation Tip

Continue to try to **avoid repeating or paraphrasing** the students' responses. Help them to learn to participate responsibly in class discussions by asking one another to speak up or by asking a question if they do not understand what a classmate has said. (See "Additional Strategies for Supporting ELLs" in the Introduction for special considerations for English Language Learners.)

4 Discuss the Book and Make Connections

Tell the students that they will now discuss the book and make connections between the information they heard and their own lives. Remind them to listen carefully to the ideas of other students and to share their own. Ask:

Q *What did you learn about walking and talking in your sleep from the part you just heard?*

> **Students might say:**
>
> "Some people sleepwalk with their eyes open, like they're awake."
>
> "Also, some people sleepwalk with their eyes closed."
>
> "Most people don't remember walking or talking in their sleep."

As volunteers share, show the corresponding pages to the class to help the students remember what they heard. Then ask and briefly discuss:

Q *Have you ever walked or talked in your sleep? Tell us about it.*

Show page 5 and reread it aloud. Ask:

Q *The author tells us that getting enough sleep is important. Why is it important to get enough sleep?*

> **Students might say:**
>
> "If you don't sleep well, you'll get tired."
>
> "One reason is that you won't have energy."
>
> "Another reason is that you won't think clearly."
>
> "Sleep helps your body relax."

Use "Think, Pair, Share" to discuss:



Q *When have you not gotten enough sleep? How did it feel?* [pause] *Turn to your partner.*

Have a few volunteers share with the class.

Remind the students that they have been making connections between their own lives and information in the book and that making connections in this way helps them understand the information. Explain that in the next lesson they will hear the rest of the book and talk about it.

5 Reflect on Working Together

Ask and briefly discuss:

Q *What did you do to work well with your partner today?*

Q *What did you do to act in fair and caring ways?*

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INDIVIDUALIZED DAILY READING

6 Read Independently and Make Connections

Have the students get their book bags and read quietly to themselves for up to 15 minutes. Encourage the students to make connections between their books and their own lives as they read. Tell them that later you will ask some of them to share what connections they made with the class.

After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 70) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 73 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few students who made connections between their books and their own lives to share those connections with the class.

Have the students put away their book bags and return to their seats.

ELL Note

When conferring with students with limited English proficiency, pay close attention to nonverbal evidence of comprehension, such as pointing to animals, objects, or people in photographs and illustrations, or acting out information. During the conference, you may wish to provide the students with a chance to draw to demonstrate comprehension.

Read-aloud/ Guided Strategy Practice

Day 2

In this lesson, the students:

- Hear and discuss part of a nonfiction book
- Retell key details from the book
- Make text-to-self connections
- Write about text-to-self connections
- Read independently for up to 15 minutes
- Reflect on working together

Materials

- *Sleep Well: Why You Need to Rest* (pages 14–21)
- "Class Assessment Record" sheet (CA2)
- *Student Response Book* page 7

1 Review the First Part of *Sleep Well*

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Show the cover of

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Sleep Well and remind the students that yesterday they heard the first part of this nonfiction book. Ask the following question and be ready to reread the first part of the book if the students have difficulty remembering what they heard.

Q *What did you find out about sleep in the first part of the book?*

Tell the students that they will hear the rest of the book today. Explain that, as you did yesterday, you will stop during the reading so partners can discuss what they have learned. Afterward, the students will have a chance to make connections to information in the book.

ELL Note

You might prompt the students to begin their responses by saying, "I found out . . . ."

2 Read the Rest of *Sleep Well* Aloud

Read pages 14–21 of *Sleep Well* aloud slowly and clearly, showing the photographs and stopping as described below. Clarify vocabulary as you read.

Teacher Note

Refer to the definitions for *insomnia* (page 19) and *schedule* (page 21) when you come to these words in the book.

Stop after:

p. 17 "Nightmares also happen during REM."

Use "Think, Pair, Share" to discuss:

Q *What have you learned so far?* [pause] *Turn to your partner.*

Have a few volunteers share what they learned. Be ready to reread parts of the text or show photographs to confirm their thinking. Then reread page 17 and continue reading to the end of page 21.

3 Discuss the Book and Make Text-to-self Connections

Explain that the students will now have a chance to discuss the book and make connections between the information they heard and their own lives. Remind them to listen carefully to the ideas of other students and to share their own ideas.

Ask and briefly discuss:

Q *What are some reasons the author gives for why people sometimes cannot sleep?*

> **Students might say:**
>
> "People get nervous about something and then they can't sleep."
>
> "People have trouble falling asleep."
>
> "Sometimes people can't relax."

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If necessary, reread passages on page 19 aloud to support the students as they identify reasons in the text. Then ask and briefly discuss:

Q *What do you do when you have trouble falling asleep?*

Q *What are some of the things the author suggests you can do to sleep well?*

> **Students might say:**
>
> "Go to bed at the same time every night."
>
> "Also, get up at the same time every morning."
>
> "It helps to have a schedule for your sleep."

If necessary, reread passages on page 21 aloud to support the students as they recall the author's suggestions.

Use "Think, Pair, Share" to discuss:

Q *Do you do any of the things the author recommends? How do these things work for you?* [pause] *Turn to your partner.*

Have a few volunteers share with the class.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to make connections to the text?
- Do the students listen carefully and share their ideas with their partners and the class?

Record your observations on the "Class Assessment Record" sheet (CA2); see page 68 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to make connections to the text, continue on to Day 3.
- If ***about half of the students*** are able to make connections to the text, continue on to Day 3 and plan to check in with students who are not making text-to-self connections during their independent reading. You might have the students tell you about what they just read and follow up with questions such as:

  Q *What does that remind you of in your own life?*

- If ***only a few students*** are able to make connections to the text, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

4 Write About Text-to-self Connections

Show page 19 of *Sleep Well* and review that on this page the author describes some reasons that people might have trouble falling asleep. Explain that you will reread this passage aloud and that you want the students to make connections by thinking about times they had trouble falling asleep. Then read the passage aloud. Ask:

Q *When have you had trouble falling asleep? Why do you think you had trouble? What did you do to get to sleep?*

If students struggle to answer the questions, you might model making a connection by describing a time you had trouble falling asleep.

> **You might say:**
>
> "I always have trouble falling asleep the night before the first day of school. I am excited to meet my new students and also worried that I've forgotten to do something in the classroom. It's hard to sleep when I'm thinking about these things. I usually get up and make myself a cup of herbal tea. This helps me relax, and I'm usually able to fall asleep afterward."

Have the students turn to *Student Response Book* page 7, "A Time I Had Trouble Falling Asleep." Have each student write a sentence or two about a time he had trouble falling asleep.

After the students have finished writing, call for their attention. Ask partners to take turns reading aloud to each other what they wrote.

5 Reflect on Working Together

Ask and briefly discuss:

Q *What did you do to be a good partner today?*

Q *What did you do during class discussions to be a good listener?*

Briefly share your observations of what is going well and what the students might want to work on the next time they work in pairs or participate in class discussions.

INDIVIDUALIZED DAILY READING

6 Read Independently and Make Connections

Have the students get their book bags and read quietly to themselves for up to 15 minutes. Ask the students to try making connections between their books and their own lives as they read. Explain that later they will share the connections they made with partners.

After the students have settled into their reading, confer with individual students.

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IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 70) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 73 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have each student share with a partner the book she is reading and any connections she made between the book and her own life.

Have the students put away their book bags and return to their seats.

EXTENSIONS

Compare Fiction and Nonfiction Books About Sleep

Read aloud a fiction book about sleep or dreaming, and have the students compare the story to what they learned in *Sleep Well*. Some fiction possibilities are *Where the Wild Things Are* by Maurice Sendak, *Time to Sleep* by Denise Fleming, and *Sleep, Black Bear, Sleep* by Jane Yolen.

Read Aloud Other Books from the Your Health Series and Make Connections

If the students enjoyed *Sleep Well*, consider reading aloud other books from the Your Health series. Ask questions such as:

Q *What did you learn from hearing this book?*

Q *What information did you already know?*

Q *How does the information in this book remind you of your own life?*

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Day 3 Read-aloud/Strategy Lesson

Materials

- "How to Catch Your ZZZs" (see page 271)
- *Sleep Well: Why You Need to Rest*

TEKS 6.H.i
Student/Teacher Narrative Step 1 and Step 2 (all)

In this lesson, the students:

- Hear and discuss a nonfiction article
- Retell key details from the article
- Make text-to-text connections
- Read independently for up to 15 minutes

1 Review *Sleep Well* and Introduce "How to Catch Your ZZZs"

Gather the class with partners sitting together, facing you. Show the cover of *Sleep Well* and remind the students that they heard this book earlier. Ask:

Q *What things did you learn about sleep from the book?*

> **Students might say:**
> "I learned that people talk during their sleep."
> "I learned that getting enough sleep is important."
> "Going to bed at the same time each night is important, too."

Show page 21 of the book. Point to the heading "Sleeping Well" and review that the last part of the book is about how to sleep well. Have the students listen carefully as you read page 21.

Tell the students that today they will hear a second piece of nonfiction writing about what to do to get a good night's sleep. Explain that it is an article titled "How to Catch Your ZZZs" from KidsHealth.org, a website that gives health information for kids.

2 Read Aloud

Tell the students that as you read, you want them to listen for what information in the article is the same as information they just heard in *Sleep Well* and what information is new or different. Read "How to Catch Your ZZZs" on page 271 aloud slowly and clearly. Clarify vocabulary as you read.

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Suggested Vocabulary

limit: don't eat or drink a lot of

associate: connect

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

catch your ZZZs: (idiom) get enough sleep

comes pretty naturally: (idiom) is easy to do

tips: useful things to know

get into a routine: get used to doing the same thing every day

calming: relaxing

3 Discuss the Article and Make Text-to-text Connections

TEKS 6.E.ii
TEKS 6.H.i
Student/Teacher Activity Step 3 (all, beginning on page 267 and continuing on to page 268)

Use "Think, Pair, Share" to discuss:

Q *What does the article tell us to do to sleep well at night?* [pause] *Turn to your partner.*

Have a few volunteers share with the class.

> **Students might say:**
>
> "It says you should try to go to bed at the same time each night."
>
> "It says you shouldn't watch scary movies right before bed."
>
> "You should do something relaxing before you go to sleep."
>
> "You shouldn't exercise right before going to sleep."

Then remind the students that both *Sleep Well* and "How to Catch Your ZZZs" give information about what to do to sleep well. Ask:

Q *What information in the article is the same as the information in the book* Sleep Well?

Q *What information in "How to Catch Your ZZZs" is different or new to you?*

> **Students might say:**
>
> "Always going to bed at the same time is in the book, and it's in the article, too."
>
> "The article says that you shouldn't have a TV in your room. That information is different."
>
> "Also, the article says that you should only use your bed for sleeping. That's new, too."

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Be prepared to reread from both the book and the article to help the students recall what they heard.

Explain that thinking about how information in a nonfiction book is the same as or different from information in an article on the same topic is a way of making connections. Ask:

Q *Why is it helpful to read more than one book or one article on a topic?*

> **Students might say:**
>
> "You learn more if you read lots of books."
>
> "They can tell you different facts."
>
> "An article might explain something that a book didn't talk about."

If necessary, point out that you can read many books and articles about the same topic and learn new information from each book or article.

4 Reflect on Reading Nonfiction Texts

Facilitate a brief discussion about reading nonfiction texts. Remind the students that they have heard two nonfiction books, *Using Your Senses* and *Sleep Well*, and one nonfiction article, "How to Catch Your ZZZs." Ask:

Q *How is nonfiction different from fiction?*

Q *What do you like about reading nonfiction?*

INDIVIDUALIZED DAILY READING

5 Read Independently and Make Text-to-Text Connections

Tell the students that as they read independently today, you would like them to think about how the books they are reading remind them of other books they have read or heard. Explain that later you will ask some of them to share the connections they made with other books with the class.

Have the students get their book bags and read quietly for up to 15 minutes. After the students have settled into their reading, confer with individual students.

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IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 70) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 73 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share how the books they are reading remind them of other books they have read or heard.

Have the students put away their book bags and return to their seats.

Vocabulary Note

Next week you will revisit *Sleep Well: Why You Need to Rest* to teach the Week 20 vocabulary lessons.

WRITING ABOUT READING

Write Opinions About the Importance of Sleep

Materials

- *Sleep Well: Why You Need to Rest*

TEKS 10.A.i
Student/Teacher Narrative
Writing About Reading
(all)

Show the cover of *Sleep Well* and remind the students that they heard this book earlier. Ask:

Q *Why do you think that author wrote this book? What does she want the reader to learn?*

Show the table of contents of *Sleep Well* and point out that there is a section in this book called "You Need Sleep" that gives supporting facts and details about why people need to get enough sleep. Read page 5 aloud. Ask:

Q *Why is it important to get enough sleep, according to the author?*

Q *What do you think the author wants to persuade, or encourage, the reader to do after reading the book?*

> **Students might say:**
>
> "You won't ha ve energy if you don't sleep enough."
>
> "You won't be able to think clearly."
>
> "You need sleep to relax."
>
> "I think that the author wants the reader to sleep more!"

Ask and briefly discuss:

Q *Is getting enough sleep important to you? Why?*

Q *How do you feel when you don't get enough sleep? How do you feel when you get enough sleep?*

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Have a few volunteers share with the class. Tell the students that when they talk about whether or not something is important to them, they are giving an opinion. Explain that people might have different opinions about the same thing and that this is fine. What matters is that they give reasons to explain their thinking. Then ask the students to watch as you think aloud and model writing about why sleep is important to you.

> **You might say:**
>
> "Sleep is very important to me. I'll write: *Getting enough sleep is very important to me.* Now I will give one reason why it's important to me. I'll write: *When I don't sleep well, I often feel grouchy.* I can think of a second reason, too. I'll write: *Also, when I don't sleep enough, I have trouble remembering things*. I can think of one more reason why sleep is important to me. I'll write: *When I do get enough sleep, I feel great! I have lots of energy to do fun things.*"

Have the students write their own opinions about whether sleep is important to them and explain why. If time permits, ask a few volunteers to share their writing with the class.

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How to Catch Your ZZZs

The average kid has a busy day. There's school, taking care of your pets, running around with friends, going to sports practice or other activities, and doing your homework. Phew! It's tiring just writing it all down. By the end of the day, your body needs a break. Sleep allows your body to rest for the next day.

Everything that's alive needs sleep to survive. Even your dog or cat curls up for naps. Animals sleep for the same reason you do—to give the body a tiny vacation. For most kids, sleeping comes pretty naturally. Here are some tips to help you catch all the ZZZs you need:

★ Try to go to bed at the same time every night; this helps your body get into a routine.

★ Follow a bedtime routine that is calming, such as taking a warm bath or reading.

★ Limit foods and drinks that contain caffeine. These include some sodas and other drinks like ice tea.

★ Don't have a TV in your room. Research shows that kids who have one in their rooms sleep less. If you have a TV, turn it off when it's time to sleep.

★ Don't watch scary TV shows or movies close to bedtime because these can sometimes make it hard to fall asleep.



★ Don't exercise just before going to bed. Do exercise earlier in the day—it helps a person sleep better.

★ Use your bed just for sleeping—not for doing homework, reading, playing games, or talking on the phone. That way, you'll train your body to associate your bed with sleep.

If you have a hard time falling asleep for more than one or two nights or have worries that are keeping you from sleeping, tell an adult you trust. That person can help you solve your sleep problems. In fact, just talking about it with a person you trust could help you relax just enough (yawn) that you'll be ready to sleep. **Zzzzzzzzzzzzzz.**

Reviewed by: Mary L. Gavin, MD
Date reviewed: January 2011

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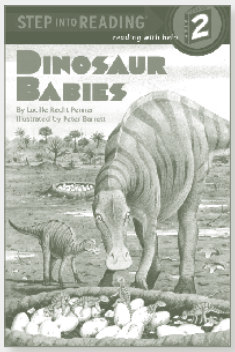
Week 3 OVERVIEW



Dinosaur Babies

by Lucille Recht Penner, illustrated by Peter Barrett

Readers learn what life might have been like for baby dinosaurs.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA2

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)
- "Social Skills Assessment Record" sheet (SS1)

Reproducible

- Unit 6 family letter (BLM1)

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Comprehension Focus

- Students make text-to-self connections.
- Students use schema to help them understand nonfiction.
- Students identify what they learn from a nonfiction book.
- Students retell key details from the book.
- Students read independently.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students act in fair and caring ways.

DO AHEAD

- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA3); see page 69 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 20 lessons this week.

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Day 1 Read-aloud

Materials

- *Dinosaur Babies* (pages 3–17)
- *Using Your Senses* from Week 1
- *Sleep Well: Why You Need to Rest* from Week 2

In this lesson, the students:

- Hear and discuss part of a nonfiction book
- Retell key details from the book
- Make connections to prior knowledge
- Read independently for up to 15 minutes
- Listen respectfully to the thinking of others and share their own

1 Review Nonfiction

Gather the class with partners sitting together, facing you. Review that during the last few weeks the students have been reading nonfiction books. Ask and briefly discuss:

Q *What do you know about nonfiction books?*

Q *How are they different from fiction books?*

2 Introduce *Dinosaur Babies*

Show *Using Your Senses* and *Sleep Well*, and point out that both of these books are nonfiction books about people. Review that nonfiction books can also be about animals or other real things in the world. Then show the cover of *Dinosaur Babies* and read the title and the names of the author and the illustrator aloud. Explain that this is a nonfiction book about baby dinosaurs. Ask and briefly discuss:

Q *What is something you think you already know about dinosaurs?*

> **Students might say:**
>
> "I already know that dinosaurs lived a long, long time ago."
>
> "I already know that the dinosaurs are all dead now."
>
> "I already know that there was a really scary dinosaur called Tyrannosaurus."

3 Read Part of *Dinosaur Babies* Aloud

Explain that today the students will hear the first part of the book and you will stop during the reading so that partners can discuss what they have learned. Remind the students to listen respectfully to the thinking of others and to share their own.

Read pages 3–17 of *Dinosaur Babies* aloud slowly and clearly, showing the illustrations and stopping as described below.

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ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

dinosaur hunters: people who dig in the ground to look for dinosaur bones (p. 6)

kept them away: stopped them from coming close (p. 12)

cracked: broke (p. 14)

human babies: babies that people have (p. 17)

Stop after:

p. 9 "The biggest was about the size of a football!"

Use "Think, Pair, Share" to discuss:

Q *What have you learned so far?* [pause] *Turn to your partner.*

Have a few volunteers share what they learned. Reread page 9 and continue reading until the next stop. Stop after:

p. 13 "They breathed through tiny holes in the eggshells."

Use "Think, Pair, Share" to discuss:

Q *What have you learned in this part of the book?* [pause] *Turn to your partner.*

Have a few volunteers briefly share. Reread page 13 and continue reading to the end of page 17.

4 Discuss the Reading and Make Connections to Prior Knowledge

Show the illustration on pages 10–11 and point out the nest of dinosaur eggs. Use "Think, Pair, Share" to discuss:

Q *What other animals do you know of that come from eggs?* [pause] *Turn to your partner.*

Have a few volunteers share their thoughts.

> **Students might say:**
>
> "Chickens come from eggs."
>
> "Also, I think that ducks come from eggs."
>
> "I think that snakes lay eggs, too."
>
> "I know that crocodiles lay eggs."

Ask and briefly discuss:

Q *What is something you know about dinosaurs that isn't in the book so far? Where did you learn that?*

Facilitation Tip

Reflect on your experience over the past two weeks with **avoiding repeating or paraphrasing** the students' responses. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? Are they participating more responsibly in class discussions? We encourage you to continue to try this practice and to reflect on the students' responses as you facilitate class discussions in the future. (See "Additional Strategies for Supporting ELLs" in the Introduction for special considerations for English Language Learners.)

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Students might say:

"I know that there was a kind of dinosaur named triceratops. I learned about triceratops at the museum."

"I know that some dinosaurs ate just plants and some ate just meat. I learned that in a book."

"I know that some dinosaurs could fly. I learned that in a TV show."

Explain that in the next lesson the students will hear the rest of the book and talk about it.

5 Reflect on Working Together

Ask and briefly discuss:

Q *What is one thing your partner did today that helped you share your thinking?*

INDIVIDUALIZED DAILY READING

6 Read Independently and Make Connections

Have the students get their book bags and read quietly to themselves for up to 15 minutes. Encourage them to try making connections between their books and their own lives, other books, or information they already know. Tell them that later you will ask some of them to share the connections they made with the class.

After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 70) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 73 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few students who made connections as they read to share those connections with the class.

Have the students put away their book bags and return to their seats.

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SOCIAL SKILLS ASSESSMENT NOTE

During the final week of this unit, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1); see page 124 of the *Assessment Resource Book*. Compare your recent notes with those you took in the fall and evaluate how well each student is learning and applying the social skills taught in the program. You will reassess your students' social skill development again in Unit 9.

Read-aloud/Strategy Lesson Day 2

In this lesson, the students:

- Hear and discuss part of a nonfiction book
- Retell key details from the book
- Make text-to-self connections
- Make connections to prior knowledge
- Read independently for up to 15 minutes
- Write in their reading journals

Materials

- *Dinosaur Babies* (pages 18–32)
- "Journal Entry" chart (WA2)
- *Student Response Book*, Reading Journal section

1 Review the First Part of *Dinosaur Babies*

Show the cover of *Dinosaur Babies* and review that yesterday the students heard the first part of the book. Ask and briefly discuss:

Q *What is one thing you remember learning about baby dinosaurs?*

> **Students might say:**
> "Some dinosaur eggs were as big as a football."
> "Dinosaur babies had a lot of teeth."
> "The mothers built nests for the eggs."

Have a few volunteers share what they remember.

Explain that today the students will hear the rest of *Dinosaur Babies*. You will stop during the reading so that partners can talk about what they are learning.

Teacher Note

If the students have trouble recalling what they learned, prompt their thinking by paging through pages 3-17 of the book and showing the illustrations.

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2 Read the Rest of *Dinosaur Babies* Aloud

Read pages 18–32 of *Dinosaur Babies* aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

herds: big groups of animals that live together (p. 23)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

enemies: other animals who want to hurt them (p. 20)

guarded: kept safe (p. 25)

Stop after:

p. 20 "They could only hide."

Use "Think, Pair, Share" to discuss:

Q *What have you learned in this part?* [pause] *Turn to your partner.*

Without stopping to share as a class, reread page 20 and continue reading until the next stop. Stop after:

p. 27 "The dinosaurs walked and ate and slept together."

Use "Think, Pair, Share" to discuss:

Q *What have you learned in this part?* [pause] *Turn to your partner.*

Without stopping to share as a class, reread pages 26–27 and continue reading to the end of the book.

3 Discuss the Reading

Ask and briefly discuss:

Q *What did you learn from the part of the book you heard today?*

After volunteers have shared, ask follow-up questions such as:

Q *[Cheyenne] said she learned that [some dinosaurs lived in herds and they all slept together]. What else did you find out about [dinosaurs that lived in herds]?*

Q *[Christian] said he found out that [it wasn't safe for baby dinosaurs to be alone]. Why [wasn't it safe for baby dinosaurs to be alone]?*

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4 Make Connections to Prior Knowledge

Review that over the past few weeks, the students have been making connections to their own lives to help them understand nonfiction books. Explain that another way readers make connections to nonfiction books is to think about information they already know about a topic.

Explain that you will reread a part of the book about baby dinosaurs growing up and then have partners talk about what else they know about what happens to baby animals as they grow up.

Reread pages 28–29 aloud. Use "Think, Pair, Share" to discuss:

Q *The part you just heard is about what happened to baby dinosaurs as they grew up. What happens to other baby animals as they grow up?* [pause] *Turn to your partner.*

After several moments, invite a few volunteers to share what they talked about.

> **Students might say:**
>
> "A caterpillar turns into a butterfly."
>
> "When animals grow up, they get bigger and they eat more."
>
> "Baby ducks get new feathers when they get bigger."
>
> "When animals get older, they learn how to live by themselves."

Review that today the students made connections by thinking about what they already know about baby animals. Explain that tomorrow the students will hear other parts of the book again and talk with their partners about what they already know.

Teacher Note

Circulate as partners share. If the students are having trouble coming up with ideas, support them by asking questions, such as:

Q *What baby animals have you seen in real life, on TV, or in books?*

Q *When [a puppy] gets older, what happens to it?*

Q *What makes [a dog] different from [a puppy]?*

Q *What else happens to [a tadpole] when it grows into [a frog]?*

5 Reflect on Sharing Ideas

Ask and briefly discuss:

Q *What is one thing you did today to help your partner share his or her thinking?*

Briefly share your observations of what is going well and what the students might want to work on the next time they work in pairs.

INDIVIDUALIZED DAILY READING

6 Read Independently and Write in Reading Journals

Tell the students that today they will work on making connections as they read independently. Remind them that they can make connections to information they already know, other books they have read, or their own lives. Explain that later they will each share the connections they made with a partner and choose one to write about in the reading journal.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

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Have the students get their book bags, *Student Response Books*, and pencils and read quietly for up to 15 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 70) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 73 of the *Assessment Resource Book*.

Explain that each student will now write in her reading journal about a connection she made while reading. Display the "Journal Entry" chart (WA2), and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

WA2

Journal Entry

Write a journal entry about the book you are reading. Please include:

- The title
- A connection you made between the book and
  - your own life
  - another book you have read

  OR
  - information you already know

Ask the students to think quietly about the connections they would like to write about. After a moment, have partners take turns sharing what they plan to write. Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

Have the students put away their book bags and return to their seats.

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EXTENSION

Read Other Books About Animal Babies

Collect other books about animal babies to read aloud or to have available for the students to read or look at. Have the students keep a record of what they learn about different kinds of animal babies.

TECHNOLOGY EXTENSION

Learn More About Dinosaurs and Make Connections

Show the cover of *Dinosaur Babies* and remind the students that they heard this nonfiction book earlier. Briefly discuss:

Q *What did you find out about dinosaurs from this book?*

Q *What else are you curious to find out about dinosaurs?*

Tell the students that today you will read more information about dinosaurs. After you read, the students will discuss what they learned. They will also make connections between what they learned and what they already know about dinosaurs.

Display the online source (or sources) you found. Tell the students the name of the website and then read the information aloud. Ask:

Q *What new fact did you learn about dinosaurs?*

Q *How does this new fact remind you of what you already know about dinosaurs?*

Technology Tip

Prior to doing this activity, find more information about dinosaurs. Search online for reputable websites about dinosaurs using the keywords "dinosaur facts for kids" and "dinosaur science." Once you have selected one or two sources, bookmark them or print information from them to read aloud to the students.

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Day 3 Guided Strategy Practice

Materials

- *Dinosaur Babies*
- *Using Your Senses* from Week 1
- *Sleep Well: Why You Need to Rest* from Week 2
- "What Good Readers Do" chart from Unit 5 and a marker
- "Class Assessment Record" sheet (CA3)
- *Student Response Book* page 8
- Copy of this unit's family letter (BLM1) for each student

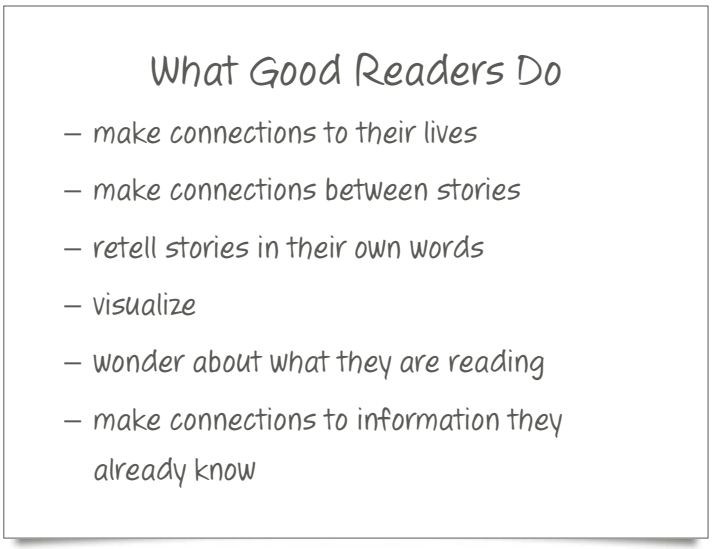
In this lesson, the students:

- Hear parts of a nonfiction book again to build comprehension
- Retell key details from the book
- Make connections to prior knowledge
- Read independently for up to 15 minutes
- Share their partners' thinking

1 Review the "What Good Readers Do" Chart and Making Connections

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Direct the students' attention to the "What Good Readers Do" chart and remind them that these are things good readers do to help them understand and enjoy what they read.

Show the covers of *Using Your Senses* and *Sleep Well*, and review that the students made connections to their own lives to help them understand these nonfiction books. Show the cover of *Dinosaur Babies* and review that yesterday the students made connections to the book by thinking about what they already know about baby animals. Remind them that making connections between information they read and information they already know is another thing good readers do to help them understand and enjoy nonfiction books. Add *make connections to information they already know* to the "What Good Readers Do" chart.



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Explain that today they will hear parts of *Dinosaur Babies* again and make more connections between information they already know and information in the book.

2 Reread Sections of *Dinosaur Babies* and Make Connections to Prior Knowledge

Reread pages 10–15 aloud, showing the illustrations. Encourage the students to listen for information about how dinosaur mothers take care of their babies. After the reading, ask:

Q *What is one thing dinosaur mothers did to take care of their babies?*

> **Students might say:**
>
> "The mothers made nests and watched them."
>
> "They put leaves on the eggs to keep them warm."
>
> "The mothers brought the babies food."

Remind the students to listen carefully to their partners because you will ask some of them to share their partners' thinking with the class.

Q *What do other animal mothers do to take care of their babies?* [pause] *Turn to your partner.*

Have a few volunteers share their partners' thinking.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to make connections between information they already know and information in the text?
- Are they able to share their partners' ideas with the class?

Record your observations on the "Class Assessment Record" sheet (CA3); see page 69 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to make connections between information they already know and information in the text, proceed with the rest of the lesson and continue on to Unit 7.

(continues)

Teacher Note

If students are having difficulty coming up with ideas, stimulate their thinking by asking additional questions such as:

Q *What baby animals have you seen or read about? What do [mother dogs] do to feed their [puppies]?*

Q *You said [bears] take good care of their babies. What do [mother bears] do to make sure their babies are safe?*

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CLASS ASSESSMENT NOTE *(continued)*

- If ***about half of the students*** are able to make connections between information they already know and information in the text, proceed with the rest of Day 3 and continue on to Unit 7, and plan to check in with students who are not making connections using prior knowledge during their independent reading. You might have the students tell you about what they just read and follow up with questions such as:

  Q *What do you already know about [sharks]?*

- If ***only a few students*** are able to make connections between information they already know and information in the text, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Unit 7. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

Reread pages 18–19 of the book. As a class, discuss questions such as:

Q *What other animals eat plants? What does [a panda bear] eat?*

Q *What other animals eat animals? What do [lions] eat?*

Review that today the students made connections to the nonfiction book *Dinosaur Babies* by thinking about what they know about other animals. Remind them that making connections to nonfiction books helps readers understand what they are learning. Encourage them to continue making connections in their own reading.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

3 Write About Connections to Prior Knowledge

Remind the students of some of the connections they made between the information in *Dinosaur Babies* and information they already know about other animals.

> **You might say:**
>
> "When we got to the part of *Dinosaur Babies* that tells about how mother dinosaurs took care of their babies, we stopped to talk about what we know about how other animals take care of their babies. [Kyle] said that dogs take care of their babies by feeding them and keeping them warm. [Sierra] told us that birds take care of their babies by sitting on the eggs to keep them warm. When we read the part of the book that describes what dinosaurs ate, we stopped to talk about what other animals eat. [Jordan] knew that koala bears eat eucalyptus leaves. [Teneca] knew that owls eat mice and other small animals."

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Have the students open to *Student Response Book* page 8, "Make Connections to *Dinosaur Babies*." Explain that each student will write a few sentences about a connection he made between information in *Dinosaur Babies* and information he already knows about another animal. Afterward, the students will have a chance to read what they wrote to their partners. Circulate as the students write.

After the students have finished writing, call for their attention. Ask partners to take turns reading aloud to each other what they wrote.

Teacher Note

If you notice that the students are struggling to write about connections to prior knowledge, you might call for the students' attention and model writing a few sentences about a connection you made between information in *Dinosaur Babies* and information you already know about another animal.

4 Reflect on Partner Work

Facilitate a brief discussion about how the students worked together today. Briefly discuss as a class:

Q *What went well with your partner today?*

Explain that next week the students will begin working with new partners.

Q *What is one thing you can do to work well with your next partner?*

INDIVIDUALIZED DAILY READING

5 Read Independently and Reflect on IDR

Have the students get their book bags and read quietly to themselves for up to 15 minutes. Encourage them to make connections as they read, and remind them that they can make connections between the books they are reading and their own lives, other books they have read, or information they already know. Tell them that later you will ask some of them to share the connections they made with the class.

After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 70) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 73 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers share with the class the titles of the books they are reading and the connections they made as they were reading.

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Vocabulary Note

Next week you will revisit *Dinosaur Babies* to teach the Week 21 vocabulary lessons.

Help the students reflect on the independent reading they have done over the past few weeks by asking questions such as:

Q *What do you enjoy about reading independently?*

Q *What has been going well during IDR? What do you think we still need to work on?*

Have them put away their book bags and return to their seats.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 6. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual Comprehension Assessment" record sheet (IA1); see page 74 of the *Assessment Resource Book*.

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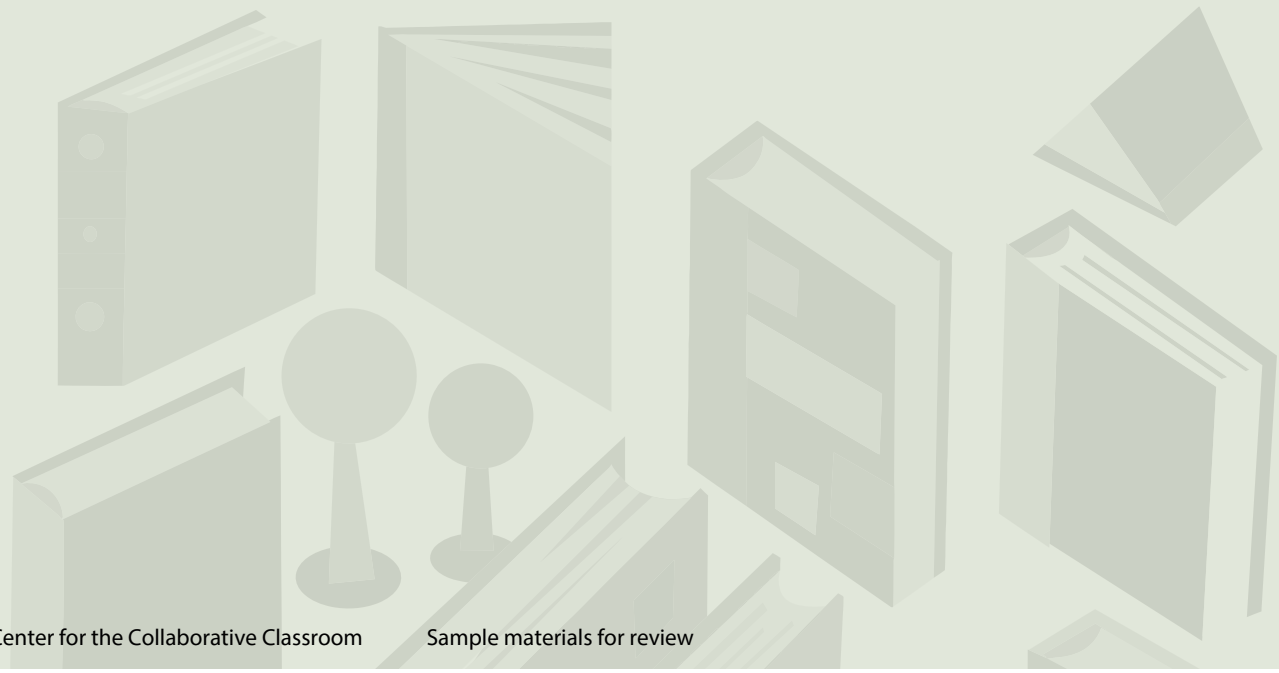
Unit 7

Wondering

EXPOSITORY NONFICTION

During this unit, the students use wondering to help them understand expository nonfiction texts as they continue an across-grades exploration of animal life. In grade 1, the students learn about water, land, and air animals and are introduced to the concept of habitat. They identify what they learn from each text and continue their exploration of expository text features. During IDR, the students practice wondering as they read independently and ask each other questions about their books. Socially, they continue to work in a responsible way as they develop the skill of contributing ideas that are different from other people's ideas.



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Unit 7 Wondering

RESOURCES

Read-alouds

- *An Ocean of Animals*
- *Big Blue Whale*
- *Chameleons Are Cool*
- *Birds: Winged and Feathered Animals*

Writing About Reading Activities

- "Compare *An Ocean of Animals* and *Big Blue Whale*"
- "Write Opinions of Fiction and Nonfiction"

Technology Extensions

- "Use a Class Blog to Communicate About Nonfiction"
- "Explore a Website About Madagascar"
- "Explore a Website About Birds"

Extensions

- "Compare Fiction and Nonfiction About Ocean Life"
- "Read More About Life in the Oceans"
- "Read and Discuss 'Fun Facts'"
- "Read and Discuss 'Extreme Birds'"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA6

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA4)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)

Reproducible

- Unit 7 family letter (BLM1)

Professional Development Media

- "Responding Neutrally with Interest" (AV22)
- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)
- "Using Blogs in the Classroom" tutorial (AV45)

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RESOURCES *(continued)*

Assessment Resource Book

- Unit 7 assessments

Student Response Book

- "What I Learned and Wonder About Blue Whales"
- "What I Learned and Wonder About Chameleons"
- Reading Journal

Vocabulary Teaching Guide

- Week 21 (*Dinosaur Babies*)
- Week 22 (*An Ocean of Animals*)
- Week 23 (*Big Blue Whale*)
- Week 24 (*Chameleons Are Cool*)

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Unit 7 Wondering

DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

■ formally taught □ informally experienced

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GRADE 1 OVERVIEW

	Day 1	Day 2	Day 3
Week 1	**Read-aloud/Strategy Lesson:** *An Ocean of Animals* **Focus:** ▪ Hearing and discussing part of a nonfiction book ▪ Wondering about the topic of the book ▪ Exploring text features ▪ Identifying what they learn from the book and retelling key details	**Read-aloud/Strategy Lesson:** *An Ocean of Animals* **Focus:** ▪ Hearing and discussing part of a nonfiction book ▪ Wondering about the topic of the book ▪ Identifying what they learn from the book and retelling key details	**Independent Strategy Practice** **Focus:** ▪ Reading independently ▪ Rereading ▪ Identifying what they learn from nonfiction books and retelling key details ▪ Writing in their reading journals
Week 2	**Read-aloud/Guided Strategy Practice:** *Big Blue Whale* **Focus:** ▪ Hearing and discussing part of a nonfiction book ▪ Wondering about the topic of the book ▪ Identifying what they learn from the book and retelling key details	**Read-aloud/Guided Strategy Practice:** *Big Blue Whale* **Focus:** ▪ Hearing and discussing part of a nonfiction book ▪ Wondering about the topic of the book ▪ Identifying what they learn from the book and retelling key details	**Read-aloud/Guided Strategy Practice:** *Big Blue Whale* **Focus:** ▪ Hearing and discussing part of a nonfiction book ▪ Wondering about the topic of the book ▪ Identifying what they learn from the book and retelling key details
Week 3	**Read-aloud/Guided Strategy Practice:** *Chameleons Are Cool* **Focus:** ▪ Hearing and discussing part of a nonfiction book ▪ Wondering about the topic of the book ▪ Identifying what they learn from the book and retelling key details	**Read-aloud/Guided Strategy Practice:** *Chameleons Are Cool* **Focus:** ▪ Hearing and discussing part of a nonfiction book ▪ Wondering about the topic of the book ▪ Identifying what they learn from the book and retelling key details	**Independent Strategy Practice** **Focus:** ▪ Reading independently ▪ Rereading ▪ Wondering about the topics of nonfiction texts ▪ Identifying what they learn from the texts and retelling key details
Week 4	**Read-aloud/Guided Strategy Practice:** *Birds: Winged and Feathered Animals* **Focus:** ▪ Hearing and discussing part of a nonfiction book ▪ Wondering about the topic of the book ▪ Identifying what they learn from the book and retelling key details ▪ Exploring text features in a nonfiction book	**Read-aloud/Guided Strategy Practice:** *Birds: Winged and Feathered Animals* **Focus:** ▪ Hearing and discussing part of a nonfiction book ▪ Wondering about the topic of the book ▪ Identifying what they learn from the book and retelling key details	**Independent Strategy Practice** **Focus:** ▪ Reading independently ▪ Rereading ▪ Wondering about the topics of nonfiction texts ▪ Identifying what they learn from the texts and retelling key details ▪ Writing in their reading journals

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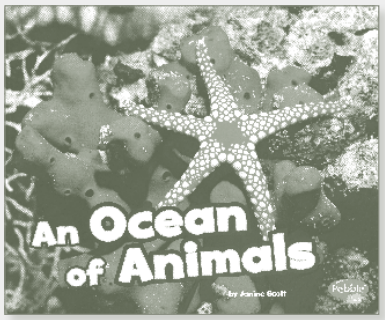
Week 1 OVERVIEW



An Ocean of Animals

by Janine Scott

This book provides information about the different zones of the ocean and the animals that live in them.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA2

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "IDR Conference Notes" record sheet (CN1)

Professional Development Media

- "Responding Neutrally with Interest" (AV22)
- "Using Blogs in the Classroom" tutorial (AV45)

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Comprehension Focus

- Students use wondering to help them understand a nonfiction book.
- Students identify what they learn from the book.
- Students explore text features of expository nonfiction.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of contributing ideas that are different from other people's ideas during class discussions.

DO AHEAD

- ✓ Consider previewing this unit's read-aloud selections with your English Language Learners before you read them to the whole class. While reading, show the students the photographs or illustrations and stop frequently to check for understanding.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit.
- ✓ Prior to Day 1, make a class set of "IDR Conference Notes" record sheets (CN1); see page 91 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, collect nonfiction books at a variety of levels. The students will use the books during Independent Strategy Practice to practice identifying what they learn from nonfiction books.
- ✓ Prior to Day 3, prepare to model using a self-stick note to mark a place in *An Ocean of Animals* where you learned something new (see Step 2).
- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA1); see page 84 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 21 lessons this week.

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Day 1 Read-aloud/Strategy Lesson

Materials

- *An Ocean of Animals* (pages 4–13)
- "What Good Readers Do" chart from Unit 6
- "What We Wonder About Ocean Animals" chart (WA1)
- "Thinking About My Reading" chart
- Class set of "IDR Conference Notes" record sheets (CN1)
- *Assessment Resource Book* page 88

In this lesson, the students:

- Begin working with new partners
- Hear and discuss part of a nonfiction book
- Wonder about the topic of the book
- Identify what they learn and retell key details from the book
- Read independently for up to 15 minutes
- Work in a responsible way

ABOUT BUILDING A BODY OF KNOWLEDGE ABOUT ANIMAL LIFE

In each grade of the *Making Meaning* program, the students apply the strategy of wondering or questioning to a set of nonfiction texts on the topic of animal life. Exploring a topic within and across grades enables the students to systematically build a body of knowledge about the topic. In kindergarten, the focus of each text is on animals' young. In grade 1, the students learn about the wide variety of animal life in the world and are introduced to the concept of *habitat*, which is then further explored in grades 2 and 3. In grade 4, the focus shifts to animal senses, and in grade 5, the students learn about big cats and the challenges they face as endangered species.

1 Get Ready to Work Together

Randomly assign partners and make sure they know each other's names. Gather the class with partners sitting together, facing you. Explain that they will work in the same pairs for the next four weeks. Tell the students that they will be talking with their partners about books they hear read aloud and read independently. Remind them that they have been focusing on working responsibly, or acting in ways that help both partners learn and work well together. Ask:

Q *What did you do the last time you worked with a partner that will help you work with your new partner in a responsible way?*

> **Students might say:**
>
> "My partner and I took turns talking."
>
> "I listened to what my partner had to say."
>
> "I looked at my partner when she was talking."

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2 Review Nonfiction and Wondering

Remind the students that they have been hearing and discussing nonfiction books. Briefly discuss:

Q *What do you know about nonfiction books?*

> **Students might say:**
>
> "Nonfiction books are true. Fiction books are made up."
>
> "Nonfiction books are about things that really happened."
>
> "You can learn things from reading nonfiction books."

If necessary, review that nonfiction books give true information about real things. Direct the students' attention to the "What Good Readers Do" chart and remind them that these are things good readers do to help them understand and enjoy what they read. Point to the item *wonder about what they are reading* and review that earlier this year the students learned that good readers wonder, or ask themselves questions as they are rereading, to better understand what they are reading. Explain that over the next few weeks the students will have more opportunities to practice wondering about nonfiction books.

3 Introduce *An Ocean of Animals*

Tell the students that the nonfiction books they will hear in the coming weeks give information about animals and where they live. Explain that the place where an animal lives is called its *habitat*. Show the cover of *An Ocean of Animals* and read the title and the author's name aloud. Explain that the ocean is an example of a habitat and that this book gives information about the many different animals that live in the ocean.

Ask:

Q *What do you think you already know about animals that live in the ocean? Turn to your partner.*

Have a few volunteers share their thinking with the class. Then ask:

Q *What do you wonder about animals that live in the ocean? Turn to your partner.*

Signal for the students' attention and display the "What We Wonder About Ocean Animals" chart (WA1). Invite a few volunteers to share what they wonder with the class using the prompt "I wonder . . . ." Record the students' "I wonder" statements on the chart.

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WA1

What We Wonder About Ocean Animals

- I wonder how many animals live in the ocean.
- I wonder how fast sharks can swim.
- I wonder what giant squids eat.

4 Explore the Table of Contents and Read Aloud

Show the table of contents on page 3 of *An Ocean of Animals*. Remind the students that a *table of contents* lists the different chapters, or sections, of a book, and the page on which each chapter begins. Explain that a chapter's title often gives readers a clue about what kind of information will be in that chapter. Read the titles of the first three chapters ("Full of Life," "Coastal Zone," and "Sunlight Zone") aloud and explain that you will read these chapters aloud today. You will read the rest of the chapters tomorrow.

Ask the students to think about what they are learning about ocean animals as they listen to the book. Point out that some of the information they hear might be new or might surprise them. Tell them that you will stop during the reading to give partners a chance to talk.

Read pages 4–13 aloud, showing the photographs and stopping as described on the next page. Point out the chapter titles and clarify vocabulary as you read.

Suggested Vocabulary

bursting: full of (p. 4)
scuttle: run quickly (p. 6)
munch: eat (p. 8)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

shallow: not deep (p. 10)
clinging: holding on (p. 10)
graze on: eat (p. 12)

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Read pages 4–6 aloud. Stop after:

p. 6 "Sea birds fly overhead."

Ask:

Q *What did you learn about the coastal zone? Turn to your partner.*

Without stopping to discuss the question as a class, reread the last sentence on page 6 and continue reading to the end of page 12. Stop after:

p. 12 "Giant blue whales swim in the open ocean."

Ask:

Q *What did you learn about the sunlight zone? Turn to your partner.*

5 Discuss What the Students Learned and Wonder

Have partners discuss the question that follows. Tell the students to listen carefully to their partners because you will ask some of them to share what their partners said with the class.

Q *What did you learn about ocean animals that surprised you? Turn to your partner.*

Have a few volunteers share what their partners said with the class.

Point out that the students have learned some interesting information about ocean animals. Explain that sometimes learning new information from nonfiction books causes more questions to come into readers' minds. Ask:

Q *What are you wondering about animals that live in the ocean?*

Invite a few volunteers to share what they wonder with the class, using the prompt "I wonder . . . ." Record the students' "I wonder" statements on the "What We Wonder About Ocean Animals" chart.

Tell the students that some of the things they wonder may be explained in the next lesson, when they will hear the rest of *An Ocean of Animals*.

6 Reflect on Working Together Responsibly

Facilitate a brief discussion about how partners worked together in a responsible way. Ask questions such as:

Q *What did you and your new partner do to work together responsibly?*

Q *What worked well for you and your partner?*

Q *What do you want to keep working on?*

Facilitation Tip

During this unit, we invite you to practice **responding neutrally with interest** during class discussions. To respond neutrally means to refrain from overtly praising (for example, "Great idea" or "Good job") or criticizing (for example, "That's wrong") the students' responses. While it may feel more natural to avoid criticism rather than praise, research shows that both kinds of responses encourage students to look to you, rather than to themselves, for validation. To build the students' intrinsic motivation, try responding with genuine curiosity and interest (for example, "Interesting—say more about that") while avoiding evaluative statements, whether positive or negative.

To see this Facilitation Tip in action, view "Responding Neutrally with Interest" (AV22).

Teacher Note

Save the "What We Wonder About Ocean Animals" chart (WA1) to use on Day 2.

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INDIVIDUALIZED DAILY READING

7 Read Independently and Ask Questions

Have the students get their book bags and read silently for up to 15 minutes. After the students have settled into their reading, begin conferring with individual students.

Teacher Note

Periodically remind the students to ask themselves the questions on the "Thinking About My Reading" chart to make sure the books they are reading are just right for them.

IDR CONFERENCE NOTE

Beginning today, and for the next four weeks, confer individually with the students about the books they are reading during IDR.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 88) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 91 of the *Assessment Resource Book*.

TEKS 13.A.ii
Student/Teacher Narrative Step 7
(second paragraph to the end of the step)

Signal to let the students know when it is time to stop reading. Invite a volunteer to share his book with the class by showing the cover of the book and reading the title aloud. Model asking the volunteer questions such as:

Q *Why did you choose that book?*

Q *What do you like about the book?*

Then ask the class:

Q *What else do you want to know about [Arnav's] book? What do you wonder about his book?*

Have the student volunteer call on a few classmates and answer their questions. Repeat this procedure with one or two more volunteers. Have the students put away their book bags and then return to their seats.

Teacher Note

If the students struggle to ask questions about the book being shared, model asking the student volunteer questions such as "What is your favorite part of the book?" and "What is your book about?" and then ask:

Q *What else do you want to ask [Arnav] about his book?*

You might also start a chart titled "Questions About Books" that lists questions the students can ask each other about their books.

EXTENSION

Compare Fiction and Nonfiction About Ocean Life

Read aloud a fiction story about an animal that lives in the ocean and have the students compare the story to the book *An Ocean of Animals*. Some fiction possibilities are *Swimmy* by Leo Lionni, *Big Al* by Andrew Clements, and *The Rainbow Fish* by Marcus Pfister.

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Read-aloud/Strategy Lesson Day 2

In this lesson, the students:

- Hear and discuss part of a nonfiction book
- Wonder about the topic of the book
- Identify what they learn and retell key details from the book
- Read independently for up to 15 minutes
- Work in a responsible way
- Contribute different ideas during class discussions

Materials

- *An Ocean of Animals* (pages 14–19)
- "What We Wonder About Ocean Animals" chart (WA1) from Day 1

1 Review the First Part of *An Ocean of Animals*

Gather the class with partners sitting together, facing you. Show the cover of *An Ocean of Animals* and review that this is a book about animals whose habitat, or home, is the ocean. Remind the students that they heard the first three chapters of the book earlier. Leaf through pages 4–13, reading the chapter titles aloud. Briefly discuss:

Q *What have you learned about ocean animals so far?*

Tell the students that they will hear the rest of the book today. Ask them to listen to find out about the other zones of the ocean and the animals that live in them.

2 Read the Rest of the Book Aloud

Read pages 14–19 aloud, showing the photographs and stopping as described below. Point out the chapter titles and clarify vocabulary as you read.

Suggested Vocabulary

lure prey to it: get smaller animals to come closer so it can eat them (p. 14)
cluster: gather (p. 16)
thermal vents: cracks in the ocean floor that produce hot water (p. 16)

Read page 14 aloud. Stop after:

p. 14 "The dragonfish has lights on its body to lure prey to it."

Ask:

Q *What did you learn about the twilight zone? Turn to your partner.*

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Without stopping to share as a class, reread page 14 and continue reading to the end of page 18. Stop after:

p. 18 "Who knows what animals scientists will find in the future."

Ask:

Q *What did you learn about the deep parts of the ocean?*

Have a few volunteers share their thinking.

3 Discuss What the Students Learned and Wonder

Remind the students that they have been working on taking responsibility during class discussions. Explain that today, in addition to taking responsibility, you would like the students to share ideas that are different from what their classmates share.

Ask:

Q *What was the most surprising or interesting thing that you learned about animals that live in the oceans?*

Display the "What We Wonder About Ocean Animals" chart (WA1), and remind the students that these are things they wondered about ocean animals earlier. Select an "I wonder" statement and read it aloud. Ask:

Q *Yesterday you wondered [how many animals live in the ocean]. What did we find out about that?*

Have a few volunteers share their thinking. Remind them to try and share ideas that are different from the ideas that have already been shared.

Discuss one more of the students' "I wonder" statements in the same way.

Remind the students that it is normal for some of the things they wonder to be explained by the book and others not to be. Ask:

Q *How could we find out about the things we are still wondering about ocean animals?*

If necessary, explain that the students could read other books or magazines, watch a television program on oceans, or talk to a person who knows about oceans, such as an oceanographer (person who studies oceans) or a marine biologist (person who studies the plants and animals that live in the ocean).

Teacher Note

If possible, discuss one statement that was addressed in the book and one that was not.

Teacher Note

To help the students learn more about life in the oceans, you might do the Extensions "Read More About Life in the Oceans" and "Read and Discuss 'Fun Facts'" on page 302.

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4 Reflect on Sharing Different Ideas During Class Discussions

Facilitate a brief discussion about how the students did sharing ideas that were different from their classmates' by asking questions such as:

Q *How did we do sharing different ideas today?*

Q *What did you do that helped you share a different idea?*

> **Students might say:**
>
> "I listened to what other people said to make sure I didn't say the same thing."
>
> "I thought of more than one thing I wanted to share."
>
> "When I heard what [Sophia] wondered, it made me think of something else I wondered."

Explain that the students will have more opportunities to practice sharing different ideas in the next lesson.

INDIVIDUALIZED DAILY READING

5 Read Independently and Ask Questions

Have the students get their book bags and read silently for up to 15 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 88) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 91 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a volunteer to share her book with the class by showing the cover of the book and reading the title aloud. Model asking the volunteer questions such as:

Q *Why did you choose that book?*

Q *What do you like about the book?*

TEKS 6.A.ii
Teacher Activity
Step 5
(discussion questions)

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Teacher Note

If the students struggle to ask questions about the books being shared, model asking the student volunteer questions such as "What is your favorite part of the book?" and "What is your book about?" and then ask the class:

Q *What else do you want to ask [Anika] about her book?*

Then ask the class:

Q *What else do you want to know about [Anika's] book? What do you wonder about her book?*

Have the student volunteer call on a few classmates and answer their questions. Repeat this procedure with one or two more volunteers. Then have the students put away their book bags and return to their seats.

EXTENSIONS

Read More About Life in the Oceans

Teacher Note

Prior to doing this extension, locate one of the titles listed on page 23 of *An Ocean of Animals* to read aloud to the students.

Show the cover of *An Ocean of Animals* and remind the students that they heard this book earlier. Show page 23 and read the first heading, "Read More," aloud. Tell the students that authors of nonfiction sometimes suggest other books you can read to learn more about a topic. Read the titles under "Read More" aloud and tell the students that they will hear one of these books read aloud today.

Show the cover of the book you selected and read the title and the author's name aloud. Ask the students to think, as they listen, about how the book is the same as *An Ocean of Animals* and how it is different. Then read the book aloud, stopping periodically to have the students discuss what they have learned and what they are wondering.

After reading, discuss:

Q *How is this book like* An Ocean of Animals?

Q *How is it different?*

Remind the students that nonfiction books about the same topic may be similar, but they may also contain some different information. Remind them that you can read many books about the same topic and learn new information from each book.

Read and Discuss "Fun Facts"

Show the cover of *An Ocean of Animals* and review that the students heard and discussed this book. Show pages 20–21 and read the section title, "Fun Facts," aloud. Explain that these pages provide fun and interesting facts about ocean animals.

Read pages 20–21 aloud. Ask:

Q *What did you learn in this section that was surprising or interesting?*

Encourage the students to look at the back pages of nonfiction books they read independently to see whether the pages offer additional interesting information about the books' topics.

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TECHNOLOGY EXTENSION

Use a Class Blog to Communicate About Nonfiction

Create a class blog where the students can share with their families about the nonfiction texts the class is reading and discussing during *Making Meaning* lessons. Start by showing the students the nonfiction texts they have heard and discussed so far. As a class, choose a text to write about.

With the students' help, write the title and the names of the author and the illustrator of the text followed by a short summary of the contents and a description of the illustrations or photographs. Have the students help you add a few sentences about what the class enjoys about the text and the strategies the class has practiced using this text. Post the write-up on the class blog and invite the students' families to read it and post follow-up comments and questions. Share the families' comments and questions with the students and, as a class, respond to them. Over time, add to the blog by posting other write-ups about expository texts read aloud during *Making Meaning* lessons.

Technology Tip

For information about setting up and maintaining a class blog, view the "Using Blogs in the Classroom" tutorial (AV45).

Independent Strategy Practice

Day 3

In this lesson, the students:

- Read independently
- Practice rereading
- Identify what they learned and retell key details from the books
- Write in their reading journals
- Work in a responsible way

Materials

- *An Ocean of Animals*
- Nonfiction books for independent reading
- Small self-stick notes for each student
- "Class Assessment Record" sheet (CA1)
- "Journal Entry" chart (WA2)
- *Student Response Book*, Reading Journal section

1 Review Nonfiction Topics

Have the students bring their nonfiction books for independent reading and gather with partners sitting together, facing you. Remind the students that they have been hearing books about real people, places, and animals. Ask:

Q *What are some nonfiction topics you have read about recently?*

> **Students might say:**
>
> "I read a book about robots. It was funny."
>
> "I read a book about cats. One cat looked like my cat."
>
> "I read a book about rocks. There were cool pictures."

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Tell the students that they will read nonfiction books independently today. Ask them to think about what they are learning, or what information is new to them, as they read. After reading they will discuss what they learned with their partners and write about it in their reading journals.

2 Model Identifying Something Learned and Discuss Rereading

Show pages 4–5 of *An Ocean of Animals*. Model identifying something you learned by reading the passage aloud, thinking aloud about information on the page that is new to you, and placing a self-stick note in the margin of the page.

> **You might say:**
>
> "I knew that many kinds of animals live in the ocean, but I didn't know that the different parts of the ocean where they live are called *zones*. That's something new I learned. I'll stick my note here, next to the sentence 'These animals live in different parts of the ocean, or zones.'"

Explain that the students will read to themselves for 5 minutes. After 5 minutes, you will stop them and ask each student to reread, or read the part he just read again, and think about what information in that part is new or different to him. Explain that rereading is helpful when reading nonfiction books because these books often contain lots of information.

Teacher Note

Note challenging vocabulary in the students' independent reading books and have brief discussions with individual students to help them define the terms as they read. In some cases, you may want to have the students read the text with you.

3 Read Independently Without Stopping

Distribute self-stick notes to the students and have each student mark the place where she begins to read with a self-stick note. Have the students read independently for 5 minutes.

4 Reread Independently and Identify Information Learned

Stop the students after 5 minutes. Tell them that they will now reread, starting again at the self-stick note, to find something surprising or interesting that they want to share in pairs.

Have each student return to the place in his book where he put the self-stick note and reread that section of the book for 5 minutes. Circulate as the students work. Notice whether they are able to identify things they learned from their reading.

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5 Share Information Learned from Nonfiction Books

After 5 minutes, signal to let the students know when it is time to stop rereading. Have each student share with her partner the title of her book and one thing she learned from it. Circulate and listen as partners talk.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify things they learned from their books?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 84 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If ***all or most students*** are able to identify things they learned from their books, proceed with the lesson and continue on to Week 2.
- If ***about half of the students*** are able to identify things they learned from their books, proceed with the lesson and continue on to Week 2, but plan to monitor and support students who are having difficulty during their independent reading. You might have each student read a passage aloud to you and then ask:
  - Q *What is one thing that is interesting or surprising about what you just read?*
  - Q *What is one thing you read that you didn't know before?*
- If ***only a few students*** are able to identify things they learned from their books, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

6 Model Writing About Information Learned

Ask the students to watch as you model writing a journal entry about something you learned from a nonfiction book. Use *An Ocean of Animals* to model writing a journal entry where everyone can see.

> **You might say:**
>
> "I read the book *An Ocean of Animals*. It's about the many kinds of animals that live in the ocean. One thing I learned from the book is that there is a type of fish called a dragonfish that has lights on its body to attract prey. I'll write: *I read the book An Ocean of Animals. It is about the different animals that live in the ocean. I learned that dragonfish have lights on their bodies to attract prey.*"

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Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

7 Write in Reading Journals

Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Display the "Journal Entry" chart (WA2) and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

WA2

Journal Entry

Write a journal entry about the book you are reading. Please include:

- The title
- What the book is about
- One thing you learned from the book

ELL Note

Consider having students with limited English proficiency dictate journal entries for you to write down.

Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

8 Reflect on Working Together

Have the students use "Think, Pair, Share" to discuss:

Q *When your partner was sharing what he or she learned with you, what did you do to act responsibly?* [pause] *Turn to your partner.*

Share some of your own observations of partners' interactions during the lesson. If the students had any difficulties acting responsibly as they listened to each other, have them think about and discuss what they might do to avoid those difficulties in the future.

Vocabulary Note

Next week you will revisit *An Ocean of Animals* to teach the Week 22 vocabulary lessons.

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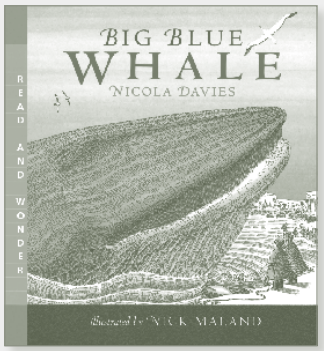
Week 2 OVERVIEW



Big Blue Whale

by Nicola Davies, illustrated by Nick Maland

This book tells what blue whales look like and how they eat, travel, raise their young, and communicate.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA3

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "IDR Conference Notes" record sheet (CN1)

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Comprehension Focus

- Students use wondering to help them understand a nonfiction book.
- Students identify what they learn from the book.
- Students explore text features of expository nonfiction.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of contributing ideas that are different from other people's ideas during class discussions.

DO AHEAD

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA2); see page 85 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 22 lessons this week.

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Day 1 Read-aloud/ Guided Strategy Practice

Materials

- *Big Blue Whale* (pages 6–17)
- "What We Wonder About Blue Whales" chart (WA3)

In this lesson, the students:

- Hear and discuss part of a nonfiction book
- Wonder about the topic of the book
- Identify what they learn and retell key details from the book
- Read independently for up to 15 minutes
- Work in a responsible way
- Contribute different ideas during class discussions

1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Explain that during today's lesson they will hear the first part of another nonfiction book and talk in pairs and as a class about it.

Remind the students that they have been working on taking responsibility for themselves and sharing different ideas during class discussions. Explain that the students will have more opportunities to practice these skills this week.

2 Introduce *Big Blue Whale*

Review that last week the students heard a nonfiction book about animals whose habitat (the place where they live) is the ocean, and they discussed what they learned and wondered about ocean animals. Tell them that today they will hear another nonfiction book about an ocean animal: the blue whale. Show the cover of *Big Blue Whale* and read the title and the names of the author and the illustrator aloud. Ask:

Q *What do you think you already know about whales? Turn to your partner.*

Have a few volunteers share their thinking with the class. Remind them to contribute ideas that are different from their classmates' ideas. Then ask:

Q *What do you wonder about blue whales? Turn to your partner.*

Signal for the students' attention and display the "What We Wonder About Blue Whales" chart (WA3). Invite a few volunteers to share what they wonder with the class using the prompt "I wonder . . . ." Record the students' "I wonder" statements on the chart.

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WA3

What We Wonder About Blue Whales

- I wonder how big blue whales are.
- I wonder if blue whales are really blue.
- I wonder how many babies they have.

3 Read the First Part of the Book Aloud

Explain that you will read the first part of *Big Blue Whale* today and finish reading it tomorrow. Ask the students to listen and think about what they learn about blue whales. Point out that some of the information might surprise them or be new. Explain that you will stop during the reading to give partners a chance to talk.

Read the main text on pages 6–17 of *Big Blue Whale* aloud, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

mammal: animal that breathes air, has a backbone, feeds its babies milk from its body, and is warm-blooded (p. 10)

stale: bad-smelling (p. 11)

bristly: stiff and straight (p. 13; refer to the illustration on pp. 12–13)

swarms: large groups of very small animals, such as insects or krill (p. 15)

vast: very big (p. 16)

sieve: bowl with many small holes in it (p. 17)

Stop after:

p. 11 "And if you are close enough, you can smell it, as the whale's breath is stale and fishy!"

Ask:

Q *What did you learn about blue whales? Turn to your partner.*

Without stopping to discuss the question as a class, reread the last sentence on page 11 and continue reading to page 17. Stop after:

p. 17 "Now all the whale has to do is lick them off and swallow them."

As a class, discuss:

Q *What does a blue whale do to eat whole swarms of krill?*

Teacher Note

Do not include the "handwritten" text that appears on some pages in the read-aloud today. You will read and discuss this text on Day 3.

Teacher Note

As partners talk, circulate and notice whether they are talking about examples from the book. If necessary to keep them focused, remind them to think about what they are learning from the book.

Teacher Note

If the students struggle to answer the question, reread the main text on pages 16–17 aloud and then ask the question again.

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Students might say:

"First, it opens its mouth and lets a bunch of krill and water into its throat."

"Its throat opens up to hold all the water."

"Then it pushes out the water but not the krill."

"Finally, it swallows the krill."

Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses. Instead, build the students' intrinsic motivation by responding with genuine curiosity and interest, for example:

- Interesting—say more about that.
- What you said makes me curious. I wonder . . . .
- Your idea is [similar to/different from] what [Lupe] said. How is it [similar/different]?

Teacher Note

Save the "What We Wonder About Blue Whales" chart (WA3) to use on Day 2.

4 Discuss What the Students Learned and Wonder

Facilitate a discussion about what the students have learned and what they wonder about blue whales. Remind the students to share ideas that are different from their classmates' ideas during the discussion. Ask:

Q *What did you learn about blue whales today that surprised you?*

Point out that the students have learned some interesting information about blue whales. Remind the students that learning new information from nonfiction books often causes more questions to come into readers' minds. Ask:

Q *What are you wondering about blue whales?*

Invite a few volunteers to share what they wonder with the class, using the prompt "I wonder . . . ." Record their "I wonder" statements on the "What We Wonder About Blue Whales" chart.

Tell the students that some of the things they wonder may be explained in the next lesson, when they will hear the second part of *Big Blue Whale*.

INDIVIDUALIZED DAILY READING

5 Read Independently and Ask Questions

Have the students get their book bags and read silently for up to 15 minutes. Ask the students to think as they read about what they are learning from their books, and explain that later you will ask some of them to share something they learned with the class. Explain that they will also ask one another questions about their books.

After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 88) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 91 of the *Assessment Resource Book*.

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Signal to let the students know when it is time to stop reading. Have a student volunteer share the title of his book and something he learned from his book. After he shares, ask:

Q *What questions do you have about [Martin's] book?*

Have the student volunteer call on a few classmates and answer their questions. If the students struggle to ask questions about the book being shared, model asking the student volunteer a few questions such as the following:

Q *What is your book about?*

Q *Why did you choose this book?*

Q *What do you like about this book?*

Then ask:

Q *What else do you want to know about [Martin's] book?*

Repeat this procedure with one or two more volunteers. Have the students put away their book bags and then return to their seats.

Read-aloud/ Guided Strategy Practice

Day 2

In this lesson, the students:

- Hear and discuss part of a nonfiction book
- Wonder about the book
- Identify what they learn and retell key details from the book
- Read independently for up to 15 minutes
- Work in a responsible way
- Contribute different ideas during class discussions

Materials

- *Big Blue Whale* (pages 18–29)
- "What We Wonder About Blue Whales" chart (WA3) from Day 1
- "Class Assessment Record" sheet (CA2)

1 Review the First Part of *Big Blue Whale*

Gather the class with partners sitting together, facing you. Show the cover of *Big Blue Whale* and remind the students that they heard the first part of the book yesterday. Briefly discuss:

Q *What did you learn about blue whales from the first part of the book?*

Have a few students share what they learned. Tell the students that they will hear the rest of the book today. Ask them to listen and think about what they are learning about blue whales. Explain that you will stop during the reading to give partners a chance to talk.

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2 Read the Rest of the Book Aloud

Read the main text on pages 18–28 of *Big Blue Whale* aloud, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

polar seas: seas that are at the North and South Poles (p. 18; refer to the illustration)

equator: imaginary circle around the middle of Earth (p. 20; refer to the illustration on p. 21)

nudges: pushes (p. 23)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

flippers: flat parts on the side of the whale's body that it uses to move and turn itself in the water (p. 20; refer to the illustration on pp. 18–19)

calm: flat and not wavy (p. 20)

lonely: unhappy because it is alone (p. 27)

Stop after:

p. 24 "But by the fall, the young whale is big enough to live on its own."

Ask:

Q *How do blue whales take care of their babies? Turn to your partner.*

Without stopping to discuss as a class, reread the last sentence on page 24 and continue reading to the end of the book on page 28.

Teacher Note

Do not include the "handwritten" text that appears on some pages in the read-aloud today. You will read and discuss this text on Day 3.

3 Discuss What the Students Learned and Wonder

Facilitate a discussion about what the students have learned and what they wonder about blue whales. Remind the students to share ideas that are different from their classmates' ideas during the discussion. Ask:

Q *What was the most surprising or interesting thing you learned about blue whales?*

Have a few volunteers share their thinking.

Display the "What We Wonder About Blue Whales" chart (WA3), and remind the students that these are things they wondered about blue whales earlier. Select an "I wonder" statement and read it aloud. Ask:

Q *Yesterday you wondered [how big blue whales are]. What did we find out about that?*

Teacher Note

During the discussion, gently remind the students to share ideas that are different from their classmates' ideas by asking questions such as:

Q *What else have you learned about blue whales?*

Q *Who is wondering something different from what [Carmen] shared?*

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Discuss one more of the students' "I wonder" statements in the same way. Ask:

Q *What are you still wondering about blue whales?*

Add one or two of the students' ideas to the chart.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to wonder about the topic of the book?
- Are the students able to tell what they learned from the book?

Record your observations on the "Class Assessment Record" sheet (CA2); see page 85 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to wonder about the topic of the book, continue on to Day 3.
- If ***about half of the students*** are able to wonder about the topic of the book, reread a few pages of the book and model wondering. Then ask:

  Q *What do you wonder about [how blue whales live]?*
- If ***only a few students*** are able to wonder about the topic of the book, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

Tell the students that some of the things they are still wondering may be explained in the next lesson when they will hear more about blue whales.

4 Reflect on Sharing Different Ideas

Share your observations about how the students did with sharing different ideas during class discussions. Then briefly discuss:

Q *What is fun about sharing different ideas during class discussions?*

INDIVIDUALIZED DAILY READING

5 Read Independently and Ask Questions

Have the students get their book bags and read silently for up to 15 minutes. Ask the students to think as they read about what they are learning from their books and explain that later they will discuss what they learned in pairs. Tell them that they will also have a chance to ask their partners questions about their books.

After the students have settled into their reading, confer with individual students.

Teacher Note

If possible, discuss one statement that was addressed in the book and one that was not.

Teacher Note

Save the "What We Wonder About Blue Whales" chart (WA3) to use on Day 3.

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IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 88) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 91 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have each student share with her partner the title of her book and something she learned from her reading. Encourage partners to ask each other questions about their books such as:

- Q *What is your book about?*
- Q *Why did you choose this book?*
- Q *What do you like about this book?*

After partners have had a chance to talk, signal for the students' attention and briefly discuss:

- Q *What did you find out about your partner's book?*
- Q *What did you like about asking your partner questions about [his] book?*

Have the students put away their book bags and return to their seats.

Day 3 Read-aloud/ Guided Strategy Practice

Materials

- *Big Blue Whale*
- *Student Response Book* page 9
- "What We Wonder About Blue Whales" chart (WA3) from Day 2

In this lesson, the students:

- Hear and discuss part of a nonfiction book
- Wonder about the book
- Identify what they learn and retell key details from the book
- Read independently for up to 15 minutes
- Work in a responsible way

1 Review *Big Blue Whale*

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Show the cover of *Big Blue Whale* and remind the students that they spent the last two lessons discussing what they wonder and what they learned about blue whales.

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Open to pages 6–7 of *Big Blue Whale* and point to the wavy, "handwritten" text above and below the illustration. Explain that on some pages of the book, the author gives extra facts and details about blue whales that are separate from the main information in the book. Tell the students that you will read this additional information aloud today.

Display the "What We Wonder About Blue Whales" chart (WA3), and review what the students have been wondering about blue whales. Encourage them to notice if any of the things they are still wondering about blue whales are explained by the reading today.

2 Read Aloud

Tell the students that you will stop during the reading to have partners discuss what they have learned. Point out and read aloud the handwritten text on pages 6–17. Stop after:

> **p. 17** "A blue whale can eat about 30 million krill just in one day—that's three big truckloads!"

Ask:

Q *What is something new you learned about blue whales? Turn to your partner.*

Without discussing as a class, reread the handwritten text on page 17 and continue reading to the end of page 26.

3 Discuss What the Students Learned and Wonder

As a class, discuss the questions that follow. Remind the students to share ideas that are different from their classmates' ideas. Ask:

Q *What was the most surprising or interesting thing that you learned about blue whales today?*

> **Students might say:**
>
> "I was surprised that blue whales can live for 80 years."
>
> "I learned that blue whales use their sense of hearing to get around."
>
> "It's interesting that the female blue whales are bigger than the males."

Have a few volunteers share their thinking with the class. Direct the students' attention to the "What We Wonder About Blue Whales" chart and ask:

Q *Were any of the things you were still wondering about blue whales explained by the extra information in the book?*

Q [If yes] *What did you find out about that?*

Remind the students that it is normal for some of the things they wonder to be explained in the book and others not to be. Ask:

Q *What are you still wondering about blue whales?*

Q *How could you find out more about what you are wondering?*

TEKS 9.D.ii
TEKS 9.D.iv
Student/Teacher Narrative
Step 1
(second paragraph in Step 1 at the top of page 317)

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If necessary, explain that the students could read other books or magazines, watch a television program on blue whales, or talk to a person who knows about whales, like a marine biologist (person who studies the plants and animals that live in the ocean).

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

4 Write What the Students Learned and Wonder

Have the students turn to *Student Response Book* page 9, "What I Learned and Wonder About Blue Whales." Explain that each student will write one thing he learned and one thing he is still wondering about blue whales. Circulate as the students write.

Teacher Note

If you notice that the students are struggling to write what they learned and wonder, signal for their attention and model writing one thing you learned and one thing you wonder about blue whales where everyone can see it.

Invite a few volunteers to read to the class the sentences they wrote in their *Student Response Books*. Be ready to reread parts of the text that support what the students wrote.

INDIVIDUALIZED DAILY READING

5 Read Independently and Ask Questions

Have the students get their book bags and read silently for up to 15 minutes. Ask the students to think as they read about what they are learning from their books, and explain that later you will ask some of them to share their books with the class.

After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 88) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 91 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share their books with the class. Have each volunteer begin by showing the cover of her book and reading the title aloud. Then invite the class to ask questions about the book such as:

- **Q** *What is your book about?*
- **Q** *Why did you choose this book?*
- **Q** *What do you like about this book?*
- **Q** *What is something you learned from this book?*

Have the students put away their book bags and return to their seats.

Vocabulary Note

Next week you will revisit *Big Blue Whale* to teach the Week 23 vocabulary lessons.

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WRITING ABOUT READING

Compare *An Ocean of Animals* and *Big Blue Whale*

Show the covers of *An Ocean of Animals* and *Big Blue Whale* and remind the students that they heard these books earlier. Briefly review each book by paging through it and showing the photographs or illustrations. Then ask the students what they remember learning from each book.

Point out that the two books are alike in some ways but are very different in other ways. Ask:

Q *In what ways are these two books alike?*

Have a few volunteers share their thinking.

> **Students might say:**
>
> "They are both nonfiction."
>
> "They're both about animals."
>
> "They're both about animals that live in the ocean."

Then ask:

Q *In what ways are these two books different?*

Have a few volunteers share their thinking.

> **Students might say:**
>
> "One has photographs and one has drawings."
>
> "*An Ocean of Animals* is about different animals. *Big Blue Whale* is only about whales."
>
> "*An Ocean of Animals* has a table of contents. *Big Blue Whale* doesn't have one."

Remind the students that thinking about how books are alike and different is one way of making connections between the books, and that making connections helps readers understand and enjoy what they read. Ask the students to watch as you think aloud and model writing about some ways in which the books are alike and different.

> **You might say:**
>
> "*An Ocean of Animals* and *Big Blue Whale* are alike because they are both about animals that live in the ocean. I'll write: *An Ocean of Animals and Big Blue Whale are alike because they are both about ocean animals.* The books are different in some ways, too. For example, *An Ocean of Animals* is about many different animals and *Big Blue Whale* is just about whales. I'll write: *The books are different because An Ocean of Animals tells about many kinds of animals and Big Blue Whale only tells about blue whales.*"

Have the students write some ways they think the books are alike and different. If time permits, invite the students to share their writing with the class.

Materials

- *Big Blue Whale*
- *An Ocean of Animals* from Week 1

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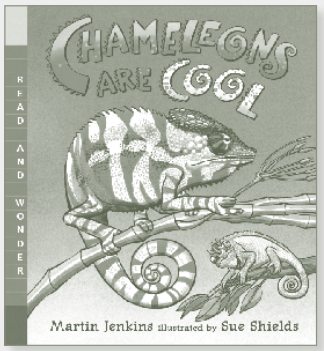
Week 3 OVERVIEW



Chameleons Are Cool

by Martin Jenkins, illustrated by Sue Shields

This book tells what chameleons look like, why they change color, and how they move, see, hunt, and eat.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA4

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "IDR Conference Notes" record sheet (CN1)

Professional Development Media

- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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Comprehension Focus

- Students use wondering to help them understand a nonfiction book.
- Students identify what they learn from the book.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of contributing ideas that are different from other people's ideas during class discussions.

DO AHEAD

- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA3); see page 86 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, collect nonfiction books at a variety of levels. The students will use the books during Independent Strategy Practice to practice identifying what they learn and wonder about nonfiction topics.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 23 lessons this week.

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Day 1 Read-aloud/ Guided Strategy Practice

Materials

- *Chameleons Are Cool* (pages 6–15)
- "What We Wonder About Chameleons" chart (WA4)

In this lesson, the students:

- Hear and discuss part of a nonfiction book
- Wonder about the topic of the book
- Retell key details from the book
- Read independently for up to 15 minutes
- Work in a responsible way
- Contribute different ideas during class discussions

1 Review Wondering

Gather the class with partners sitting together, facing you. Remind the students that they have heard two books about animals whose habitat, or home, is the ocean. Review that as they listened to the books, they did something that good readers do—they wondered about the books. Ask:

Q *What do you do when you wonder about a book?*

> **Students might say:**
>
> "Before you read, you think about what you want to find out from the book."
>
> "You think about questions you have as you read."
>
> "After you read the book, you might want to know more about something you learned."

Explain that this week the students will hear a book about an unusual animal that lives on land and they will use wondering to help them understand the book.

2 Introduce *Chameleons Are Cool*

Show the cover of *Chameleons Are Cool* and read the title and the names of the author and the illustrator aloud. Explain that chameleons are lizards and that their habitat (where they live) is trees in parts of Africa and Madagascar, an island off the coast of Africa.

Ask:

Q *What do you wonder about chameleons? Turn to your partner.*

Signal for the students' attention and display the "What We Wonder About Chameleons" chart (WA4). Invite a few volunteers to share what they wonder with the class using the prompt "I wonder . . . ." Record the students' "I wonder" statements on the chart.

Teacher Note

You might point out Africa and Madagascar on a map or a globe.

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WA4

What We Wonder About Chameleons

- I wonder why chameleons change color.
- I wonder how big they are.
- I wonder what they eat.

Explain that you will read the first part of *Chameleons Are Cool* today and finish reading it tomorrow. Ask the students to listen and think about what they learn about chameleons. Explain that you will stop during the reading to give partners a chance to talk.

3 Read the First Part of the Book Aloud

Read pages 6–15 aloud, showing the illustrations and stopping as described below. Clarify vocabulary, and point out and read the extra information (the "handwritten" text) that appears on some pages as you go.

Suggested Vocabulary

bulgy eyes: eyes that stick out (p. 10)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

cool: very good or a lot of fun (p. 7)

in the wild: outdoors and away from people (caption on p. 8)

grumpy: not happy (p. 15)

Stop after:

p. 9 "It's called the Dwarf Brookesia, and it lives in Madagascar, too."

Ask:

Q *What did you learn about chameleons? Turn to your partner.*

Without stopping to discuss the question as a class, reread the last sentence on page 9 and continue reading to the end of page 15.

Teacher Note

As partners talk, circulate and notice whether they are talking about examples from the book. If necessary to keep them focused, remind them to think about what they are learning from the book.

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Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses. Instead, build the students' intrinsic motivation by responding with genuine curiosity and interest, for example:

- Interesting—say more about that.
- What you said makes me curious. I wonder . . . .
- Do you agree with what [Grady] said? Why or why not?

Teacher Note

Save the "What We Wonder About Chameleons" chart (WA4) to use on Day 2.

4 Discuss What the Students Learned and Wonder

Facilitate a discussion about what the students have learned and what they wonder about chameleons. Remind the students to share ideas that are different from their classmates' ideas during the discussion. Ask:

Q *What did you learn about chameleons today that surprised you?*

Point out that the students have learned some interesting information about chameleons. Remind the students that learning new information from nonfiction books sometimes causes more questions to come into readers' minds. Ask:

Q *What are you wondering about chameleons?*

Invite a few volunteers to share what they wonder with the class using the prompt "I wonder . . . ." Record their "I wonder" statements on the "What We Wonder About Chameleons" chart.

Tell the students that some of the things they wonder may be explained in the next lesson, when they will hear the rest of *Chameleons Are Cool*.

INDIVIDUALIZED DAILY READING

5 Read Independently and Ask Questions

Have the students get their book bags and read silently for up to 15 minutes. Ask the students to think as they read about what they are wondering about their books, and explain that later you will ask some of them to share something they wondered with the class. Explain that they will also ask one another questions about their books.

After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 88) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 91 of the *Assessment Resource Book*.

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Signal to let the students know when it is time to stop reading. Ask a student volunteer who wondered about her book to share what she wondered. After the student shares, ask the class:

Q *What questions do you have about [Zada's] book?*

Have the student volunteer call on a few classmates and answer their questions. If the students struggle to ask questions, model asking the student volunteer a few questions like the following:

Q *What is your book about?*

Q *Why did you choose this book?*

Q *What do you like about this book?*

Then ask:

Q *What else do you want to know about [Zada's] book?*

Repeat this procedure with one or two more volunteers. Have the students put away their book bags and then return to their seats.

Teacher Note

If the students struggle to talk about something they wondered, model looking through a book, reading a few pages aloud, and wondering about something you read.

Read-aloud/ Guided Strategy Practice

Day 2

In this lesson, the students:

- Hear and discuss part of a nonfiction book
- Wonder about the topic of the book
- Identify what they learn and retell key details from the book
- Write what they learned and wonder
- Read independently for up to 15 minutes
- Contribute different ideas during class discussions

Materials

- *Chameleons Are Cool* (pages 16–29)
- "Class Assessment Record" sheet (CA3)
- "What We Wonder About Chameleons" chart (WA4) from Day 1
- *Student Response Book* page 10

1 Review the First Part of *Chameleons Are Cool*

Have the students bring their book bags, *Student Response Books*, and pencils and gather with partners sitting together, facing you. Show the cover of *Chameleons Are Cool* and remind the students that they heard the first part of the book yesterday. Briefly discuss:

Q *What did you learn about chameleons from the first part of the book?*

Have a few students share what they learned. Tell the students that they will hear the rest of the book today. Ask them to listen and think about what they are learning about chameleons. Explain that you will stop during the reading to give partners a chance to talk.

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2 Read the Rest of the Book Aloud

Read pages 16–29 aloud, showing the illustrations, clarifying vocabulary, and stopping as described below. Point out and read the extra information that appears on some pages as you go.

Suggested Vocabulary

lively: exciting (p. 16)

peering: looking (p. 21)

scanning: looking carefully at (p. 23)

creepy crawlies: (slang) insects (caption on p. 24)

chomping: taking big, noisy bites (p. 26)

grind: chew (caption on p. 27)

sharpshooter: somebody who is very good at hitting a target with a weapon (p. 28)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

tasty: yummy or good to eat (p. 23)

Read to page 21. Stop after:

p. 21 "But if you look closely, you'll see that they're actually carefully peering about."

Ask:

Q *What did you learn about chameleons? Turn to your partner.*

Without stopping to discuss as a class, reread the last sentence on page 21 and continue reading to page 27. Stop after:

p. 27 ". . . looking quite exhausted (and still grumpy) after all that hard work."

Ask:

Q *How do chameleons catch their prey?*

Have a few volunteers share their thinking. If the students struggle to answer the question, reread pages 23–27 and then ask the question again.

> **Students might say:**
>
> "They use their eyes to spot prey."
>
> "When they see a bug they want to eat, they creep toward it very slowly."
>
> "Then they stick out their sticky tongues and grab the bug!"

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Reread the last sentence on page 27 and then continue reading to the end of page 29.

Ask:

Q *What are some reasons the author gives for why chameleons are cool?*

Have a few volunteers share their thinking. If the students struggle to answer the question, reread page 28 and then ask the question again.

> **Students might say:**
>
> "They change colors."
>
> "They can fit in your pocket."
>
> "They have really long tongues."

3 Discuss What the Students Learned and Wonder

Facilitate a discussion about what the students have learned and what they wonder about chameleons. Remind the students to share ideas that are different from their classmates' ideas during the discussion.

Q *What was the most surprising or interesting thing that you learned about chameleons?*

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify something they have learned from the book?
- Are they able to contribute different ideas during group discussions?

Record your observations on the "Class Assessment Record" sheet (CA3); see page 86 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to identify something they have learned from the book, proceed with the lesson and continue on to Day 3.
- If ***about half of the students*** are able to identify something they have learned from the book, reread a few pages of the book and model identifying something you learned from that part. Then reread another few pages and ask:

  Q *What did you learn about [what chameleons eat] from the part I just read?*
- If ***only a few students*** are able to identify something they have learned from the book, you might give the class additional instruction by repeating Days 1 and 2 using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Display the "What We Wonder About Chameleons" chart (WA4), and remind the students that these are things they wondered about chameleons yesterday. Select an "I wonder" statement and read it aloud. Ask:

Q *Yesterday you wondered [why chameleons change color]. What did we find out about that?*

Have a few volunteers share their thinking. Then discuss one more of the students' "I wonder" statements in the same way.

Remind the students that it is normal for some of the things they wonder to be explained by the book and others not to be. Ask:

Q *How could we find out about the things we are still wondering about chameleons?*

If necessary, explain that the students could read other books or magazines, watch a television program on chameleons, or talk to a person who knows about chameleons, such as a zookeeper or a veterinarian.

Teacher Note

If possible, discuss one statement that was addressed in the book and one that was not.

4 Write What the Students Learned and Wonder

Have the students turn to *Student Response Book* page 10, "What I Learned and Wonder About Chameleons." Explain that each student will write one thing she learned and one thing she is still wondering about chameleons. Circulate as the students write.

Invite a few volunteers to read to the class the sentences they wrote in their *Student Response Books*. Be ready to reread parts of the text that support what the students wrote.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

Teacher Note

If you notice that the students are struggling to write what they learned and wonder, signal for their attention and model writing one thing you learned and one thing you wonder about chameleons where everyone can see it.

INDIVIDUALIZED DAILY READING

5 Read Independently and Ask Questions

Have the students get their book bags and read silently for up to 15 minutes. Ask the students to think as they read about what they are wondering about their books and explain that later they will discuss what they wondered in pairs. Tell them that they will also have a chance to ask their partners questions about their books.

After the students have settled into their reading, confer with individual students.

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IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 88) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 91 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have each student share with his partner the title of his book and something he wondered about his reading. Encourage partners to ask each other questions about their books such as:

Q *What is your book about?*

Q *Why did you choose this book?*

Q *What do you like about this book?*

Have the students put away their book bags and return to their seats.

TECHNOLOGY EXTENSION

Explore a Website About Madagascar

Show the cover of *Chameleons Are Cool* and remind the students that they heard the book earlier. Open to the page preceding the copyright page, which begins "Chameleons are lizards," and read the information on that page aloud. Ask:

Q *What did you learn about where chameleons live?*

If necessary, explain that most types of chameleons live in Madagascar, an island off the east coast of Africa. Have the students help you locate Madagascar on a map or a globe.

Tell the students that today you will read some information about Madagascar. After you read, the students will discuss what they learned and what they wonder about the island.

Display the online source you found. Tell the students the name of the website, and then read the information aloud. Ask:

Q *What is something interesting you learned about Madagascar?*

Q *What are you wondering about Madagascar?*

Q *How could you find out more about the things you are wondering?*

Technology Tip

Prior to doing this activity, find information on Madagascar. Search online for student-friendly websites about Madagascar using the keywords "Madagascar for kids," "Animals of Madagascar," and "Madagascar facts." Once you have selected one or two websites, bookmark them to share with the students. For more information, you might wish to view the "Finding, Organizing, and Presenting Online Information" tutorial (AV43).

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Day 3 Independent Strategy Practice

Materials

- Nonfiction books for independent reading
- Small self-stick notes for each student

Teacher Note

Today the students will again practice rereading, as they did in Week 1, Day 3. They will read a section of the text independently twice, once for surface understanding and again to identify something to share in pairs. You will ask the students to read for 5 minutes and then stop and reread the section, paying close attention to what they learn.

In this lesson, the students:

- Read independently
- Practice rereading
- Identify what they learn and retell key details from nonfiction books
- Wonder about the topics of the books
- Work in a responsible way

1 Review Identifying Information Learned and Wondering About Nonfiction

Have the students bring their book bags and gather with partners sitting together, facing you. Explain that today the students will read nonfiction books independently and think about what they learn and wonder. Tell them that they will also practice rereading parts of their books.

2 Read Independently Without Stopping

Have the students use self-stick notes to mark where they begin to read. Have them read silently for 5 minutes.

3 Reread and Identify Information Learned

Stop the students after 5 minutes. Tell them that they will reread, or read what they read again, starting at the self-stick note. Ask them to look for an interesting piece of information to share with their partners and to mark it with a self-stick note. Encourage them to also pay attention to what they wonder, or what questions come into their minds, as they reread.

Have the students reread for 5 minutes. Circulate as the students work and notice whether they are able to identify what they learn from their reading.

4 Discuss What the Students Learned and Wonder

Stop the students after 5 minutes. Have each student share with her partner the title of the book, something she learned from her reading, and something she is wondering about the topic of her book.

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After partners have had a chance to talk, have a few volunteers share what they discussed with the class. Remind each volunteer to begin by showing the cover and telling the class the title of his book. Invite the students to ask volunteers questions about their books.

5 Reflect on Working Responsibly

Facilitate a brief discussion about how the students took responsibility for themselves. Ask:

Q *What did you do to act in a responsible way as you read independently? Why is that important?*

Vocabulary Note

Next week you will revisit *Chameleons Are Cool* to teach the Week 24 vocabulary lessons.

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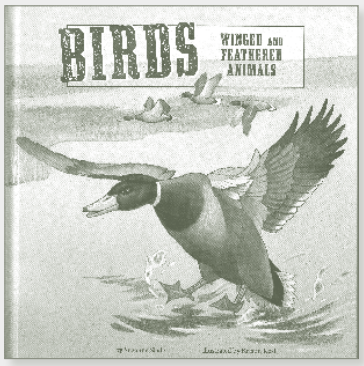
Week 4 OVERVIEW



Birds: Winged and Feathered Animals

by Suzanne Slade, illustrated by Kristin Kest

This book describes features common to all birds, explains how birds fly, and tells where different birds live and what they eat.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA5–WA6

Assessment Forms

- "Class Assessment Record" sheet (CA4)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)

Reproducible

- Unit 7 family letter (BLM1)

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Comprehension Focus

- Students use wondering to help them understand a nonfiction book.
- Students identify what they learn from the book.
- Students explore text features of expository nonfiction.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of contributing ideas that are different from other people's ideas during class discussions.

DO AHEAD

- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA4); see page 87 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, collect nonfiction books at a variety of levels. The students will use the books during Independent Strategy Practice to practice identifying what they learn and wonder about nonfiction topics.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 24 lessons this week.

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Day 1 Read-aloud/ Guided Strategy Practice

Materials

- *Birds: Winged and Feathered Animals* (pages 4–11)
- "What We Wonder About Birds" chart (WA5)

In this lesson, the students:

- Hear and discuss part of a nonfiction book
- Explore text features in the book
- Wonder about the topic of the book
- Identify what they learn from the book and retell key details
- Read independently for up to 15 minutes
- Work in a responsible way

1 Explore the Table of Contents and Wonder About Birds

Gather the class with partners sitting together, facing you. Review that the students have heard books about animals that live in the ocean and on land. Explain that today they will hear about animals that live all around the world and can walk on land, swim in the sea, and fly through the air—birds. Ask:

Q *What do you think you already know about birds?*

Have a few volunteers share their thinking with the class.

Show the cover of *Birds: Winged and Feathered Animals* and read the title, the subtitle, and the names of the author and the illustrator aloud. Show the table of contents on page 3, and review that the table of contents lists the different chapters in the book and the page on which each chapter begins. Remind the students that the title of a chapter usually gives the reader a clue about what kind of information will be in that chapter. Read the chapter titles ("A World Full of Animals" through "Strange Birds") aloud. Ask:

Q *After hearing the chapter titles, what are you wondering about birds?*

Display the "What We Wonder About Birds" chart (WA5). Invite a few volunteers to share what they wonder with the class using the prompt "I wonder . . ." and record their "I wonder" statements on the chart.

WA5

What We Wonder About Birds

- I wonder if all birds come from eggs.
- I wonder if all birds can fly.
- I wonder what makes some birds strange.

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2 Read the First Part of the Book Aloud

Tell the students that you will read the first four chapters of *Birds* aloud today and the rest of the chapters tomorrow. Explain that you will stop during the reading to give partners a chance to talk.

Read pages 4–11 aloud, showing the illustrations, clarifying vocabulary, and stopping as described below. Point out and read the labels and extra information that appears on some pages as you go.

Suggested Vocabulary

lightweight: not heavy (caption on p. 4)

migrate: travel (p. 6)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

things in common: things that are the same (caption on p. 4)

Stop after:

p. 6 "Many travel hundreds of miles each year when they migrate to new places."

Ask:

Q *What are some ways feathers help birds? Turn to your partner.*

Without discussing as a class, reread the last sentence on page 6 and continue reading to the end of page 11.

3 Discuss What the Students Learned and Wonder

Facilitate a discussion about what the students have learned and what they wonder about birds. Remind the students to share ideas that are different from their classmates' ideas during the discussion. Ask:

Q *What did you learn about birds today that surprised you?*

Review that learning new information from nonfiction books often causes more questions to come into readers' minds. Ask:

Q *What are you wondering about birds?*

Invite a few volunteers to share what they wonder with the class, using the prompt "I wonder . . . ." Record their "I wonder" statements on the "What We Wonder About Birds" chart.

Tell the students that some of the things they wonder may be explained in the next lesson, when they will hear the rest of the chapters in *Birds: Winged and Feathered Animals*.

Facilitation Tip

Reflect on your experience over the past three weeks with **responding neutrally with interest** during class discussions. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? You will continue to use this practice and reflect on the students' responses as you facilitate class discussions in the next unit.

Teacher Note

Save the "What We Wonder About Birds" chart (WA5) to use on Day 2.

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INDIVIDUALIZED DAILY READING

4 Read Independently and Ask Questions

Have the students get their book bags and read silently for up to 15 minutes. Ask the students to think as they read about what they are wondering about their books, and explain that later you will ask some of them to share something they wondered with the class. Explain that they will also ask one another questions about their books.

After the students have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 88) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 91 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Ask a student volunteer who wondered about her book share what she wondered with the class. After the student shares, ask:

Q *What questions do you have about [Leslie's] book?*

Repeat this procedure with one or two more volunteers. Have the students put away their book bags and then return to their seats.

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Read-aloud/ Guided Strategy Practice

Day 2

In this lesson, the students:

- Hear and discuss part of a nonfiction book
- Wonder about the topic of the book
- Identify what they learn and retell key details from the book
- Read independently for up to 15 minutes
- Work in a responsible way
- Contribute different ideas during class discussions

Materials

- *Birds: Winged and Feathered Animals* (pages 12–21)
- *Chameleons Are Cool* from Week 3
- *Big Blue Whale* from Week 2
- *An Ocean of Animals* from Week 1
- "What We Wonder About Birds" chart (WA5) from Day 1

1 Review the First Part of *Birds*

Show the cover of *Birds: Winged and Feathered Animals* and remind the students that they heard the first four chapters of the book yesterday. Leaf through pages 4–11, reading the chapter titles aloud. Briefly discuss:

Q *What do you remember learning about birds yesterday?*

2 Read the Rest of the Book Aloud

Show the table of contents and read aloud the titles of the chapters beginning on pages 12–20. Tell the students that they will hear these chapters read aloud today. Encourage the students to think about what they have learned and what they are wondering about birds as they listen. Tell them that you will stop during the reading to give partners a chance to talk.

Read pages 12–21 aloud, showing the illustrations, clarifying vocabulary, and stopping as described on the next page. Point out and read the labels and extra information that appears on some pages as you go.

Suggested Vocabulary

sprint: run fast (p. 13)
perching birds: birds that live in branches (p. 14; refer to the illustration)
wade in shallow water: walk in water that is not deep (p. 15)
flightless birds: birds that cannot fly (p. 18)

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

snoozes: sleeps (p. 14)

paddle: move around in the water by kicking feet (p. 15)

dine on: eat (p. 17)

whole: in one piece (caption on p. 17)

waddle: walk by moving from side to side (p. 18)

it was extinct: there were no more of them (caption on p. 19)

pushy: bold or rude (caption on p. 21)

shove: push (caption on p. 21)

Stop after:

p. 15 "They wade in shallow water and search for food."

Ask:

Q *What did you learn about birds' habitats, or the places where they live? Turn to your partner.*

Without discussing as a class, reread the last sentence on page 15 and continue reading to page 17. Stop after:

p. 17 (caption) "Instead, birds swallow their food whole."

Ask:

Q *What have you learned about how birds eat? Turn to your partner.*

Without discussing as a class, reread the last sentence on page 17 and continue reading to the end of page 21.

3 Discuss What the Students Learned and Wonder

Facilitate a discussion about what the students learned and what they wonder about birds. Remind the students to share ideas that are different from their classmates' ideas during the discussion.

Q *What was the most surprising or interesting thing that you learned about birds?*

Have a few volunteers share their thinking.

Display the "What We Wonder About Birds" chart (WA5), and remind the students that these are things they wondered about birds yesterday. Select an "I wonder" statement and read it aloud. Ask:

Q *Yesterday you wondered [if all birds can fly]. What did we find out about that?*

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Have a few volunteers share their thinking. Discuss one more of the students' "I wonder" statements in the same way. Then ask:

Q *How could we learn more about the things we are still wondering about birds?*

If necessary, explain that the students could read other books or magazines, watch a television program about birds, or talk to a person who knows about birds, like a zookeeper or an ornithologist (person who studies birds).

Teacher Note

If possible, discuss one statement that was addressed in the book and one that was not.

Teacher Note

To help the students learn more about birds, you might do the extension "Read and Discuss 'Extreme Birds' " and the technology extension "Explore a Website About Birds" on page 340.

4 Discuss Animal Habitats

Show the covers of *An Ocean of Animals*, *Big Blue Whale*, *Chameleons Are Cool*, and *Birds: Winged and Feathered Animals*. Review that each of these nonfiction books gives information about animals, including where they live. Remind the students that a place where an animal lives is called its *habitat*. Ask:

Q *What have you learned about some of the different places animals live?*

> **Students might say:**
>
> "I learned that a lot of animals live in the ocean."
>
> "I learned that most chameleons live in Madagascar."
>
> "I learned that birds live in many different places."

Encourage the students to continue to keep exploring nonfiction books about animals and animal habitats.

INDIVIDUALIZED DAILY READING

5 Read Independently and Ask Questions

Have the students get their book bags and read silently for up to 15 minutes. Ask the students to think as they read about what they are wondering about their books, and explain that later you will ask some of them to share something they wondered with the class. Explain that they will also ask one another questions about their books.

After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 88) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 91 of the *Assessment Resource Book*.

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Signal to let the students know when it is time to stop reading. Ask a student volunteer who wondered about his book to share the title of his book and what he wondered with the class. After the student shares, ask:

Q *What questions do you have about [Rafael's] book?*

Have the student volunteer call on a few classmates and answer their questions. Repeat this procedure with one or two more volunteers. Ask:

Q *What did you like about asking one another questions about the books we are reading during IDR?*

Q *Did you hear about a book you would be interested in reading? Which one?*

Have the students put away their book bags and then return to their seats.

EXTENSION

Read and Discuss "Extreme Birds"

Show the cover of *Birds: Winged and Feathered Animals* and remind the students that they heard this book earlier. Show page 23 and read the section title, "Extreme Birds," aloud. Explain that this section provides information about birds that are extreme, or very unusual.

Read "Extreme Birds" aloud. Ask:

Q *What did you learn in this section that was surprising or interesting?*

Encourage the students to look at the back pages of nonfiction books they read independently to see whether the pages offer additional interesting information about the books' topics.

TECHNOLOGY EXTENSION

Explore a Website About Birds

Show the cover of *Birds: Winged and Feathered Animals* and remind the students that they heard the book earlier. Ask:

Q *What are you still wondering about birds?*

As the students respond, record a few of their questions where everyone can see them. Tell the students that today they will explore a website about birds and then discuss what they learned.

Technology Tip

Prior to doing this activity, locate and preview the Internet sites recommended on FactHound (see page 24 of *Birds: Winged and Feathered Animals* for information about using FactHound) and choose a site to share with your students. You might search online for additional websites about birds using the keywords "bird facts for kids."

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Display your browser page and go to the website you chose to share with your students. Model navigating the website, and read aloud any information that you think the students may find interesting or that answers the questions you recorded. Afterward, discuss questions such as:

- Q *What is something interesting you learned about birds?*
- Q *Did you hear information that answers any of our questions? What did you hear?*
- Q *Which did you like better: learning about birds from the book or learning about birds from the website? Why?*

Independent Strategy Practice

Day 3

In this lesson, the students:

- Read independently
- Practice rereading
- Identify what they learn and retell key details from nonfiction books
- Wonder about the topics of the books
- Write in their reading journals
- Work in a responsible way

Materials

- Nonfiction books for independent reading
- Small self-stick notes for each student
- "Class Assessment Record" sheet (CA4)
- *Student Response Book*, Reading Journal section
- "Journal Entry" chart (WA6)

1 Review Reading Nonfiction Independently

Have the students bring their nonfiction books for independent reading and gather with partners sitting together, facing you. Remind the students that they have been hearing and discussing nonfiction books and thinking about what they learned and wonder about the topics of the books. Explain that the students will read nonfiction independently today and that after reading they will share what they learned and wondered in pairs and then write about it in their reading journals.

2 Read Independently Without Stopping

Have the students use self-stick notes to mark where they begin to read. Have them read silently for 5 minutes.

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3 Reread and Identify Information Learned

Stop the students after 5 minutes. Tell them that they will reread, or read what they read again, starting at the self-stick note. Ask them to look for an interesting piece of information to share with their partners and to mark it with a self-stick note. Encourage them to also pay attention to what they wonder, or what questions come into their minds, as they reread.

Have the students reread for 5 minutes. Circulate as the students read and notice whether they are marking places in their books.

4 Discuss in Pairs What the Students Learned and Wonder

Stop the students after 5 minutes. Have each student share with her partner the title of her book, something she learned from her reading, and something she wondered about the topic of her book. Circulate and listen as partners talk.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify what they learned from their books?
- Do they wonder about the topics of their books?

Record your observations on the "Class Assessment Record" sheet (CA4); see page 87 of the *Assessment Resource Book*. Then use the following suggestions to support the students:

- If ***all or most students*** are able to identify something they learned from their books, proceed with the lesson and continue on to Unit 8.
- If ***about half of the students*** or ***only a few students*** are able to identify something they learned from their books, proceed with the lesson and continue on to Unit 8, but plan to monitor and support students who are having difficulty during their independent reading. You might have individual students read a passage aloud to you and then ask:

  Q *What is one thing that is interesting or surprising about what you just read?*

  Q *What is one thing you read that you didn't know before?*

You might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Unit 8. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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5 Write in Reading Journals

Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Display the "Journal Entry" chart (WA6), and explain that you would like each student to write a journal entry about what their books are about and what they learned and wonder from their reading. Also explain your expectations for what the journal entry should include.

WA6

Journal Entry

Write a journal entry about the book you are reading. Please include:

- The title
- What the book is about
- One thing you learned from the book
- One thing you wonder about the topic of the book

Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write. Give the students a few minutes to write in their journals. If time permits, have a few volunteers share their journal entries with the class.

6 Reflect on Partner Work

Help the students reflect on their partner work. Briefly discuss as a class:

Q *What have you enjoyed about working with your partner?*

Explain that next week the students will begin working with new partners. Ask:

Q *What is one thing you can do to work well with your next partner?*

WRITING ABOUT READING

Write Opinions of Fiction and Nonfiction

Show the covers of the fiction books you selected and review that these are examples of fiction books. Then show the covers of the nonfiction books and review that these are examples of nonfiction books. Ask:

Q *What are some differences between fiction and nonfiction?*

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

Vocabulary Note

Next week you will revisit *Birds: Winged and Feathered Animals* to teach the Week 25 vocabulary lessons.

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on the next page.

Materials

- 3–4 fiction books from earlier in the year
- 3–4 nonfiction books from Units 6 and 7

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If necessary, review that fiction books have imaginary (make-believe) characters or stories and that nonfiction books give true information about real people, places, and things. Ask:

Q *Which do you prefer, or like better—fiction books or nonfiction books? Why?*

> **Students might say:**
>
> "I prefer nonfiction books because they help me learn about things."
>
> "I like fiction better because the stories are more interesting."
>
> "I like nonfiction books better because fiction books aren't true."

Tell the students that when they talk about liking one thing more than another they are giving an *opinion*, or telling what they think about something. Explain that people might have different opinions about the same topic and that is fine. What is important is that they explain their thinking. Ask the students to watch as you think aloud and model writing an opinion about which you like better, fiction or nonfiction.

> **You might say:**
>
> "I prefer to read fiction books because they let me use my imagination. I'll write: *I prefer fiction because I like to use my imagination.* Another reason I like fiction is that I think made-up stories are more fun to read. I'll add: *I think made-up stories are more fun to read.*"

Explain that students will write their own opinions about which type of book they like better, fiction or nonfiction. Remind them to give reasons for their opinions. Distribute lined writing paper and have the students write their opinions. If time permits, ask a few volunteers to share their writing with the class.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 7. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically, have a few students share with the class what they are reading at home.

Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual Comprehension Assessment" record sheet (IA1); see page 92 of the *Assessment Resource Book*.

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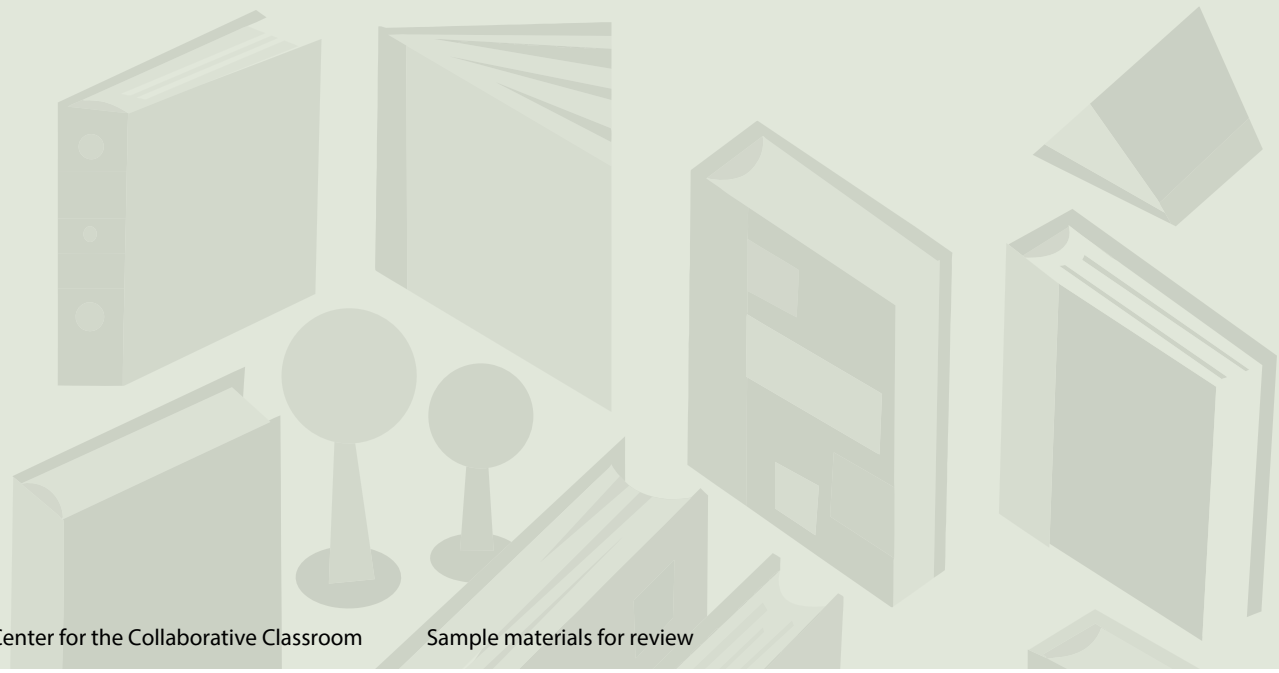
Unit 8

Using Text Features

EXPOSITORY NONFICTION

During this unit, the students use text features to better understand information in expository nonfiction texts. They continue to make connections, visualize, and wonder to help them make sense of books. During IDR, the students identify and use text features in nonfiction books they read independently and think about the comprehension strategies they are using as they read. Socially, they relate the values of respect and responsibility to their behavior and continue to share different ideas during class discussions.



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Unit 8 Using Text Features

RESOURCES

Read-alouds

- *Throw Your Tooth on the Roof*
- *Velociraptor*
- *A Day in the Life of a Garbage Collector*
- *An Elephant Grows Up*

Writing About Reading Activities

- "Compare and Contrast Two Books About Dinosaurs"
- "Write About a Favorite Book"

Technology Extensions

- "Explore a Website About Velociraptors"
- "Ask an Expert About Elephants"

Extensions

- "Visualize and Draw Traditions"
- "Explore First-person Point of View in *Throw Your Tooth on the Roof*"
- "Act Out Traditions"
- "Read More About Velociraptors"
- "Compare Fiction and Nonfiction About Dinosaurs"
- "Create a Timeline of the Events in Rick's Day"
- "Read and Share More Books in the Community Helpers at Work Series"
- "Read More About Garbage Collection"
- "Read More About Elephants"
- "Compare Fiction and Nonfiction About Elephants"
- "Conduct a Mini Research Project"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA6

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA4)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)

Reproducible

- Unit 8 family letter (BLM1)

Professional Development Media

- "Responding Neutrally with Interest" (AV22)
- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)
- "Using Blogs in the Classroom" tutorial (AV45)

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RESOURCES *(continued)*

Assessment Resource Book

- Unit 8 assessments

Student Response Book

- "My Diagram of a Velociraptor"
- "Equipment Photo Diagram"
- Reading Journal

Vocabulary Teaching Guide

- Week 25 (*Birds: Winged and Feathered Animals*)
- Week 26 (*Throw Your Tooth on the Roof*)
- Week 27 (*Velociraptor*)
- Week 28 (*A Day in the Life of a Garbage Collector*)

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Unit 8 Using Text Features

DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

■ formally taught □ informally experienced

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GRADE 1 OVERVIEW

	Day 1	Day 2	Day 3
Week 1	**Read-aloud/Guided Strategy Practice:** *Throw Your Tooth on the Roof* **Focus:** ▪ Hearing and discussing parts of a nonfiction book ▪ Visualizing to make sense of text ▪ Identifying what they learn and retelling key details from the book ▪ Wondering about the topic of the book	**Read-aloud/Guided Strategy Practice:** *Throw Your Tooth on the Roof* **Focus:** ▪ Hearing and discussing parts of a nonfiction book ▪ Identifying what they learn and retelling key details from the book ▪ Making connections between pieces of information in the book	**Read-aloud/Strategy Lesson:** *Throw Your Tooth on the Roof* **Focus:** ▪ Discussing information in words and pictures ▪ Identifying what they learn and retelling key details from the book ▪ Using text features, such as labels and diagrams, to better understand information in the book
Week 2	**Read-aloud/Guided Strategy Practice:** *Velociraptor* **Focus:** ▪ Hearing and discussing a nonfiction book ▪ Wondering about the topic of the book ▪ Identifying what they learn and retelling key details from the book ▪ Using text features, such as keywords, captions, and glossaries, to better understand information in the book	**Read-aloud/Guided Strategy Practice:** *Velociraptor* **Focus:** ▪ Hearing a nonfiction book again to build comprehension ▪ Using text features, such as indexes, to locate information in the book ▪ Identifying what they learn and retelling key details from the book ▪ Visualizing to make sense of text	**Independent Strategy Practice** **Focus:** ▪ Reading independently ▪ Identifying text features in expository nonfiction books ▪ Identifying what they learn and retelling key details from their books
Week 3	**Read-aloud/Guided Strategy Practice:** *A Day in the Life of a Garbage Collector* **Focus:** ▪ Hearing and discussing a nonfiction book ▪ Identifying what they learn and retelling key details from the book ▪ Wondering about the topic of the book ▪ Using text features, such as chapter titles and "fun facts" sections, to better understand information in the book	**Guided Strategy Practice:** *A Day in the Life of a Garbage Collector* **Focus:** ▪ Identifying what they learn and retelling key details from the book ▪ Using text features, such as "to learn more" sections and diagrams, to better understand information in the book ▪ Discussing information in words and pictures	**Independent Strategy Practice** **Focus:** ▪ Reading independently ▪ Identifying text features in expository nonfiction books ▪ Writing in their reading journals
Week 4	**Read-aloud/Guided Strategy Practice:** *An Elephant Grows Up* **Focus:** ▪ Hearing and discussing part of a nonfiction book ▪ Identifying what they learn and retelling key details from the book ▪ Visualizing to make sense of text	**Read-aloud/Guided Strategy Practice:** *An Elephant Grows Up* **Focus:** ▪ Hearing and discussing part of a nonfiction book ▪ Identifying what they learn and retelling key details from the book ▪ Wondering about the topic of the book ▪ Using a text feature, such as a diagram, to better understand information in the book ▪ Discussing comprehension strategies used during the read-aloud	**Independent Strategy Practice** **Focus:** ▪ Reading independently ▪ Using text features to better understand information in expository nonfiction books ▪ Identifying what they learn and retelling key details from their books ▪ Writing in their reading journals

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Week 1 OVERVIEW



Throw Your Tooth on the Roof

by Selby B. Beeler, illustrated by G. Brian Karas

From this collection of tooth traditions, the students learn what children around the world do when a tooth falls out.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA1

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "IDR Conference Notes" record sheet (CN1)

Professional Development Media

- "Responding Neutrally with Interest" (AV22)

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Comprehension Focus

- Students use wondering to help them understand an expository nonfiction book.
- Students visualize to make sense of the book.
- Students identify what they learn from the book.
- Students use text features to better understand information in the book.
- Students read independently.

Social Development Focus

- Students work in a responsible way.

DO AHEAD

- ✓ Consider previewing this unit's read-aloud selections with your English Language Learners before you read them aloud to the whole class. While reading, show the students the photographs or illustrations and stop frequently to check for understanding.
- ✓ Make available expository nonfiction books at a variety of levels for the students to reading during IDR and Independent Strategy Practice throughout the unit. Select books that include text features such as chapter titles, tables of contents, maps, diagrams, glossaries, and indexes.
- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during the unit.
- ✓ Prior to Day 1, make a class set of "IDR Conference Notes" record sheets (CN1); see page 109 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1); see page 102 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 25 lessons this week.

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Day 1 Read-aloud/ Guided Strategy Practice

Materials

- *Throw Your Tooth on the Roof*
- "What Good Readers Do" chart
- "Thinking About My Reading" chart
- Class set of "IDR Conference Notes" record sheets (CN1)
- *Assessment Resource Book* page 106

Teacher Note

During this week's lessons, observe the students as they interact with one another and take note of when you see students acting responsibly. You will share your observations with the students throughout the week.

In this lesson, the students:

- Begin working with new partners
- Hear and discuss parts of a nonfiction book
- Visualize to make sense of the book
- Identify what they learn and retell key details from the book
- Wonder about the topic of the book
- Read independently for up to 15 minutes

1 Pair Students and Get Ready to Work Together

Randomly assign partners and make sure they know each other's names. Gather the class with partners sitting together, facing you. Review that the students have been working on listening to one another, speaking clearly, sharing their thinking with one another, sharing their partners' thinking, and contributing ideas that are different from their classmates' ideas. Explain that all of these skills have helped them take responsibility for their learning and behavior. Explain that the students will continue to work on these skills and think about how they are taking responsibility for their learning and behavior.

Explain that you will check in during the week to see how the students are taking responsibility for themselves when they participate in discussions in pairs and with the class.

2 Review Visualizing

Direct the students' attention to the "What Good Readers Do" chart and briefly review the items on it. Focus on visualizing. Ask:

Q *What do you do when you visualize something from a book?*

Have a few students share their ideas. If necessary, remind the students that when readers visualize, they use the words in their books to make pictures in their minds.

Remind the students that they have been listening to and reading nonfiction. Tell them that today you will read from another nonfiction book and they will have a chance to practice visualizing parts of the book.

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3 Introduce *Throw Your Tooth on the Roof*

Show the cover of *Throw Your Tooth on the Roof* and read aloud the title, the subtitle, and the names of the author and the illustrator. Read the sentences on the back cover aloud. Ask:

Q *If one of your teeth falls out, what do you do with it?*

Tell the students that traditions, or customs, are special ways of doing things. People follow traditions over and over again. Explain that families, countries, and cultures have different traditions (for example, many families follow the tradition of putting candles on birthday cakes; another tradition in the United States is eating turkey on Thanksgiving Day).

Have a few students share their tooth traditions. Point out that today's book tells what children from many different countries do when their teeth fall out.

ELL Note

Consider asking any student who grew up in another country to share a tradition from that country.

4 Read *Throw Your Tooth on the Roof* Aloud and Visualize

Tell the students that you will read parts of the book without showing the pictures. As you read, each student will close his eyes and use the author's words to create a picture in his mind of the tooth tradition. Explain that you will read each part twice before asking the students to describe the pictures in their minds.

Read aloud passages from *Throw Your Tooth on the Roof* as described below. Before reading about each tradition, use the map on pages 4–5 to point out the country where children practice these customs.

Read the paragraph on page 6 with the heading "United States" aloud twice. Pause between readings to give the students a chance to think about the pictures in their minds. After the second reading, use "Think, Pair, Share" to discuss:

Q *What did you picture in your mind?* [pause] *Turn to your partner.*

After partners have had a chance to talk, invite a few volunteers to share their visualizations (the pictures in their minds) with the class. Repeat this procedure with the tooth traditions from the following countries: Argentina (page 10), Cameroon (page 12), Russia (page 19), and Vietnam (page 23).

ELL Note

The sections read aloud in the lesson have been chosen for their variety. You might want to choose other excerpts based on your students' cultural backgrounds.

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Facilitation Tip

During this unit, we invite you to continue to practice **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses. Try responding neutrally by nodding, asking the students to say more about their thinking, or asking other students to respond. To see this Facilitation Tip in action, view "Responding Neutrally with Interest" (AV22).

5 Discuss the Reading

Have partners discuss the questions that follow. Tell them to listen carefully to each other because you will ask some of them to share their partners' thinking with the class. Ask:

Q *What tradition do you like? Why do you like that one? Turn to your partner.*

Have a few volunteers share what their partners said. Then ask:

Q *What tooth tradition do you wonder about? What do you wonder about it?*

> **Students might say:**
>
> "I wonder why children in Cameroon hop around on one foot after they throw their teeth on the roof."
>
> "I wonder why children in Argentina think a mouse takes their teeth."
>
> "I wonder why children in Cameroon and Vietnam throw their teeth on the roof."

Tell the students that they will hear about other tooth traditions tomorrow when you read more from the book.

6 Discuss Taking Responsibility

Without mentioning names, point out ways you noticed students taking responsibility during partner and class discussions, and then ask:

Q *How did you take responsibility for your learning and behavior today?*

> **Students might say:**
>
> "I listened carefully to other people's ideas."
>
> "I shared my partner's thinking."
>
> "I was quiet and paid attention when you were reading."

If necessary, point out any problems you observed and ask the students to suggest solutions.

INDIVIDUALIZED DAILY READING

Teacher Note

Continue to periodically remind the students to ask themselves the questions on the "Thinking About My Reading" chart as they read independently and to select different books if they decide the ones they are reading are not just right.

7 Read Independently and Visualize

Have the students get their book bags and read silently for up to 15 minutes. Ask the students to try visualizing, or making pictures in their minds, as they read. Tell them that later you will ask some of them to share what they visualized with the class.

After the students have settled into their reading, confer with individual students.

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IDR CONFERENCE NOTE

Beginning today, and continuing throughout the unit, confer individually with the students about the nonfiction books they are reading during IDR.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 106) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 109 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have a few volunteers who visualized as they were reading share their visualizations with the class. Have each volunteer begin by showing the cover of her book and telling the class the title. Then have her read the part of her book that she visualized aloud and describe the picture she made in her mind when she read that part. Invite the class to ask volunteers questions about their books.

At the end of IDR, have the students put away their book bags and then return to their seats.

EXTENSIONS

Visualize and Draw Traditions

Read a tooth tradition aloud and have the students visualize and discuss the pictures they made in their minds. Then ask each student to draw what he visualized and to write a sentence below the picture describing it. Have partners share their drawings and writing with each other.

Explore First-person Point of View in *Throw Your Tooth on the Roof*

Open to pages 6–7 of *Throw Your Tooth on the Roof*. Point to the tradition under the heading "United States" on page 6 and read the heading and the tradition aloud. Then ask:

Q *Who is telling us about a tooth tradition in this part of the book?*

Q *How do you know the boy is talking? What word does the boy use to talk about himself?*

If necessary, explain that the boy pictured beneath the tradition is the one who describes the tradition. Point out that we know he is telling us about his tooth because he uses the word *I* to talk about himself.

TEKS 10.E.i
TEKS 10.E.iii
Student/Teacher Activity Extension
(discussion questions in the step)

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Day 2 Read-aloud/ Guided Strategy Practice

Materials

- *Throw Your Tooth on the Roof*
- "Class Assessment Record" sheet (CA1)

In this lesson, the students:

- Hear and discuss parts of a nonfiction book
- Identify what they learn and retell key details from the book
- Make connections between pieces of information in the book
- Read independently for up to 15 minutes
- Contribute ideas that are different from other people's ideas during class discussions

1 Review *Throw Your Tooth on the Roof*

Gather the class with partners sitting together, facing you. Show the cover of *Throw Your Tooth on the Roof* and remind the students that yesterday they heard about some tooth traditions from different countries. Briefly review the book by asking:

Q *What tooth traditions do you remember learning about yesterday?*

Tell the students that they will learn about more tooth traditions today.

TEKS 6.E.iii
Student/Teacher Activity Step 2
(all, beginning on page 356 and continuing on to page 357)

2 Read Aloud and Make Connections

Explain that you will read two tooth traditions aloud and that you would like the students to think, as they listen, about how the traditions are the same and how they are different. Read the traditions from El Salvador (page 8) and Colombia (page 11) aloud.

As a class, discuss the questions that follow. Encourage the students to share ideas that are different from the ideas their classmates have already shared.

Q *What is the same about these traditions?*

Q *What is different about them?*

> **Students might say:**
>
> "In both traditions, the children put their teeth under their pillows."
>
> "Both traditions have an animal that comes and takes the tooth."
>
> "In El Salvador, the animal that takes the tooth is a rabbit. In Colombia, it's a mouse."

Follow up by asking:

Q *Do these tooth traditions remind you of any other tooth traditions you know about? Which ones?*

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Students might say:

"They remind me of my tooth tradition because I put my tooth under my pillow, too."

"Some of the traditions we heard about yesterday had animals in them, too."

In the same way, discuss tooth traditions in the following pairs of countries: Botswana (page 12) and Libya (page 14), and Yupik (page 7) and Kyrgyzstan (page 18).



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to make connections between pieces of information in the book?
- Are they able to make connections to information they already know?

Record your observations on "Class Assessment Record" sheet (CA1); see page 102 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to make connections, proceed with the lesson, and then continue on to Day 3.
- If ***about half of the students*** are able to make connections, reread two traditions that have elements in common and model making a connection between them. Then select two more traditions that have something in common and read them aloud. Ask:

  Q *What's the same about these two traditions?*

- If ***only a few students*** are able to make connections, you might give the class additional instruction by repeating this day's lessons using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

3 Review Making Connections

Remind the students that good readers make connections to help them enjoy and understand what they read. Point out that by thinking about how the tooth traditions are the same and different, the students were making connections between the traditions. When they thought about how the traditions reminded them of other traditions they knew about, they were making connections to information they already knew.

Encourage the students to continue to make connections as they hear books read aloud and read independently.

Teacher Note

You might remind the students that good readers make connections to their own lives, make connections between things they read, and make connections to information they already know.

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4 Reflect on Class Discussions

Facilitate a brief discussion of how the students did sharing ideas during the class discussion today. Ask questions such as:

Q *How did we do sharing different ideas today?*

Q *What did you do to take responsibility during our discussion?*

Without mentioning names, share your own observations of what the students did well during the class discussion. Also describe any problems you noticed and discuss possible solutions as a class.

INDIVIDUALIZED DAILY READING

TEKS 6.A.ii
Teacher Activity
Step 5 (all)

5 Read Independently and Make Connections

Have the students get their book bags and read silently for up to 15 minutes. Encourage them to make connections by thinking about how information in their books reminds them of their own lives, of other things they have read, or of information they already know. Tell them that later they will share the connections they made with partners.

After the students have settled into their reading, confer with individual students.



IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 106) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 109 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have them share in pairs the books they are reading and any connections they made as they were reading. If time permits, invite a few volunteers to share the connections they made with the whole class. Have each volunteer begin by showing the cover of his book and telling the class the title.

Have the students put away their book bags and return to their seats.

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EXTENSION

Act Out Traditions

Read a tradition aloud and have partners first talk about and then act out the tradition. (One example that is suited for this activity is Botswana's tradition: "I throw my tooth on the roof and say, 'Mr. Moon, Mr. Moon, please bring me a new tooth.'" See page 12.)

ELL Note

This extension is especially helpful for English Language Learners.

Read-aloud/Strategy Lesson Day 3

In this lesson, the students:

- Discuss information in words and pictures
- Identify what they learn and retell key details from a nonfiction book
- Use text features to better understand information in the book
- Read independently for up to 15 minutes
- Contribute ideas that are different from other people's ideas during class discussions

Materials

- *Throw Your Tooth on the Roof*
- "What's in a Tooth?" chart (WA1)

1 Review *Throw Your Tooth on the Roof*

Gather the class with partners sitting together, facing you. Show the cover of *Throw Your Tooth on the Roof* and review that the students have been hearing and discussing tooth traditions from the book. Briefly review the book by asking:

Q *What have you learned about tooth traditions around the world?*

> **Students might say:**
>
> "There are lots of different tooth traditions."
>
> "In some traditions, a mouse comes and takes the tooth."
>
> "Sometimes tooth traditions from different countries have things in common."

2 Discuss Information in Words and Pictures

Remind the students that they visualized some of the tooth traditions in the book and also made connections between the traditions. Explain that another way readers of nonfiction get information about a book's topic is by looking at the pictures in the book.

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Display the "What's in a Tooth?" chart (WA1), read the title aloud, and explain that this is a page from the end of *Throw Your Tooth on the Roof*. Point to the picture of the tooth at the bottom of the page. Explain that this is a special kind of picture called a *diagram* and that a diagram is a drawing that shows the different parts of something; diagrams often include words called *labels* that point to and name the parts. Ask:

Q *What do you think this diagram shows?*

If necessary, explain that this diagram shows the inside of a person's tooth. The labels tell what each part of a tooth is called.

Point to the crown in the diagram, read the label "Crown," and explain that this part of the tooth is called the *crown*. Then point to the definitions at the top of the page, explain that this part of the page tells us about each tooth part, and read the definition of *crown*. Ask:

Q *What did you learn about the crown from the definition?*

> **Students might say:**
>
> "It's a part of the tooth."
>
> "It's the part of the tooth you can see."
>
> "It's covered by something called enamel."

Then point to the crown in the picture of the tooth and ask:

Q *What do you notice about the crown by looking at the diagram? What do you see?*

> **Students might say:**
>
> "I see what it looks like."
>
> "I see that it's thin and white."
>
> "I see that the crown is on the top of the tooth."

Explain that the words and drawings give different kinds of information. The words in the definition explain what the crown is, while the drawing shows what the crown of a tooth looks like and where it is located.

3 Read and Discuss the Author's Note

Turn to page 32 and read the title, "Author's Note," aloud. Tell the students that some books contain notes like this one, in which the author tells the readers something about the book. Explain that you will read part of the author's note aloud and then partners will discuss what they have learned about the author, Selby Beeler.

Read the first two paragraphs of the author's note aloud slowly and clearly. Clarify vocabulary as you read.

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Suggested Vocabulary

sparked my interest: got me interested

Ask:

Q *What did you learn from the author's note? Turn to your partner.*

Have a few volunteers share what they discussed with the class.

> **Students might say:**
>
> "I learned that she put a tooth under her pillow when she was a child."
>
> "I learned why she wanted to write the book."
>
> "I learned that she talked to a lot of people to learn about tooth traditions."

Ask:

Q *What reasons does the author give for why she became interested in tooth traditions?*

Explain that author's notes appear in both fiction and nonfiction books. Encourage the students to look for author's notes in books they read independently.

INDIVIDUALIZED DAILY READING

4 Read Independently and Share Reading with the Class

Have the students get their book bags and read silently for up to 15 minutes. Ask the students to think as they read independently about what they like about their books or what they learn from their books, and tell them that later they will share what they liked about or learned from their books with the class.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 106) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 109 of the *Assessment Resource Book*.

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Signal to let the students know when it is time to stop reading. Invite a few volunteers to share things they liked about or learned from their books with the class. Have each volunteer begin by showing the cover of her book and telling the class the title. Afterward, discuss:

Q *What did you hear or see that got you interested in a book someone else was reading?*

> **Students might say:**
>
> "I thought [Abbie's] book looks interesting. I liked the picture she shared of the roller coaster with the labels."
>
> "I was interested in [DeShawn's] book. I like to read about horses, too."
>
> "I liked the pictures in [Ana's] book. I would like to read that when she is done with it."

Remind the students that talking about and sharing books is a fun way to learn about books that you might be interested in reading. Have the students put away their book bags and then return to their seats.

Vocabulary Note

Next week you will revisit *Throw Your Tooth on the Roof* to teach the Week 26 vocabulary lessons.

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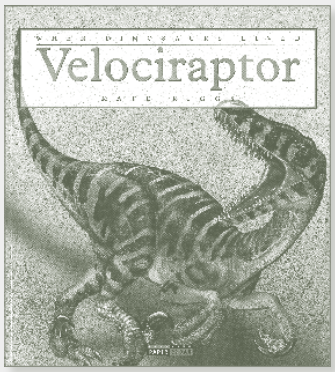
Week 2 OVERVIEW



Velociraptor

by Kate Riggs

This book introduces readers to the carnivorous dinosaur called *velociraptor*.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA2

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "IDR Conference Notes" record sheet (CN1)

Professional Development Media

- "Finding, Organizing, and Presenting Online Information" tutorial (AV43)

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Comprehension Focus

- Students use wondering to help them understand an expository nonfiction book.
- Students visualize to make sense of the book.
- Students identify what they learn from the book.
- Students use text features to better understand information in the book.
- Students read independently.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of contributing ideas that are different from other people's ideas during class discussions.

DO AHEAD

✓ Prior to Day 3, prepare a piece of chart paper with the title "Text Features" (see Step 2).

✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA2); see page 103 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 26 lessons this week.

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Day 1 Read-aloud/ Guided Strategy Practice

Materials

- *Velociraptor*

In this lesson, the students:

- Hear and discuss a nonfiction book
- Wonder about the topic of the book
- Identify what they learn and retell key details from the book
- Use text features to better understand information in the book
- Read independently for up to 15 minutes
- Contribute ideas that are different from other people's ideas during class discussions

1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Remind the students that they have been working on taking responsibility for their learning and behavior. Explain that this week they will have more opportunities to think about how they take responsibility for themselves when they participate in discussions with their partners and with the class.

2 Share Background Knowledge About Dinosaurs

Tell the students that today you will read a nonfiction book about a dinosaur called *velociraptor*. Ask:

Q *What do you think you know about dinosaurs? Turn to your partner.*

Have a few volunteers share what they think they know with the class. Remind them to contribute ideas that are different from the ideas their classmates have already shared.

3 Introduce *Velociraptor* and Wonder

Show the cover of *Velociraptor* and read the title and the name of the author aloud. Then show the students a few of the illustrations in the book. Use "Think, Pair, Share" to discuss:

Q *What do you wonder about velociraptors?* [pause] *Turn to your partner.*

Have a few volunteers share their ideas with the class. Remind them to use the prompt "I wonder . . ." as they share.

> **Students might say:**
>
> "I wonder how big they were."
>
> "[Shawna] and I wonder if they were mean."
>
> "I wonder if they ate eggs, plants, or meat."

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Show the table of contents on page 3 and read the chapter titles aloud. Tell the students that they will hear the first three chapters read aloud today: "Meet *Velociraptor*," "A *Velociraptor* Life," and "Studying *Velociraptor*." They will also explore the glossary on page 23.

4 Read Aloud

Explain that you will stop during the reading so that partners can talk about what they are learning. Read *Velociraptor* aloud, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

swift thief: someone who steals things and moves very fast (p. 5)

Stop after:

p. 9 "The predator chased its larger prey at speeds of up to 40 miles (64 km) per hour."

Ask:

Q *How did velociraptors catch their prey? Turn to your partner.*

Have one or two pairs share what they discussed with the class. Reread the last sentence on page 9 and continue reading. Stop after:

p. 21 "There are more things to learn about this 'swift thief'!"

Ask:

Q *How do scientists know about velociraptors? Turn to your partner.*

Have one or two pairs share what they discussed with the class.

5 Discuss What the Students Learned and Wonder

Facilitate a class discussion about what the students learned and wonder about velociraptors. Remind the students to share ideas that are different from their classmates' ideas during the discussion. Ask:

Q *What did you learn about velociraptors from the book?*

Have a few volunteers share their thinking with the class. Remind the students that sometimes learning new information from nonfiction books causes more questions to come into readers' minds. Ask:

Q *What are you wondering about velociraptors?*

Have a few volunteers share their thinking with the class.

Teacher Note

Keywords (in black font) are defined in the glossary on page 23; you may wish to define these words for the students as you read. You will discuss keywords and glossaries with the students in Step 6.

Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses. Instead, build the students' intrinsic motivation by responding with genuine curiosity and interest; for example:

- "Interesting—say more about that."
- "What you said makes me curious. I wonder . . . ."

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6 Explore Text Features in *Velociraptor*

Show page 5 and point out that the word *theropod* is black and the rest of the words on the page are green. Explain that this word is a different color because its definition, or meaning, is found in a separate section at the back of the book called the *glossary*. Turn to page 23 and point out the glossary at the bottom of the page. Explain that a glossary lists *keywords*, or words from the book that a reader might not know, and tells what each word means.

Read the definition of *theropod* on page 23 aloud.

Show page 11 and point to the caption at the bottom of the page. Explain that this is a *caption*, or a group of words that gives more information about a picture in the book. Read the caption on page 11 aloud and explain that it goes with the picture on page 10. Read aloud a couple more captions from the book (for example, on pages 13 and 15) and briefly discuss their relationships to the pictures they accompany.

INDIVIDUALIZED DAILY READING

7 Read Independently and Notice Text Features

Have the students get their book bags and read silently for up to 15 minutes. Encourage students who are reading nonfiction to notice whether their books have captions or glossaries.

After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 106) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 109 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers who read nonfiction books with captions or glossaries to share their books with the class. Have each volunteer begin by showing the cover and reading the title of his book, and then have the volunteer choose a caption or a word from the glossary to read aloud. Invite the class to ask volunteers questions about their books.

Have the students put away their book bags and return to their seats.

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EXTENSION

Read More About Velociraptors

Show the cover of *Velociraptor* and remind the students that they heard this book earlier. Show page 24 and read the first heading, "Read More," aloud. Tell the students that authors of nonfiction sometimes suggest other books you can read to learn more about a topic. Read the titles under "Read More" aloud and tell the students that they will hear one of these books read aloud today.

Show the cover of the book you selected and read the title aloud. Ask the students to think as they listen about how the book is the same as *Velociraptor* and how it is different. Then read the book aloud, stopping periodically to have students discuss what they have learned and what they are still wondering.

After reading, discuss:

Q *How is this book like* Velociraptor*?*

Q *How is it different?*

Remind the students that nonfiction books about the same topic may be similar, but they may also contain some different information. Remind them that they can read many books about the same topic and learn new information from each book.

Teacher Note

Prior to doing this extension, locate one of the titles listed on page 24 of *Velociraptor* to read aloud to the students.

Read-aloud/ Guided Strategy Practice

Day 2

In this lesson, the students:

- Hear a nonfiction book again to build comprehension
- Use text features to locate information in the book
- Identify what they learn and retell key details from the book
- Visualize to make sense of text
- Draw diagrams of velociraptors
- Read independently for up to 15 minutes

Materials

- *Velociraptor*
- *Throw Your Tooth on the Roof* from Week 1
- "Index from *Velociraptor*" chart (WA2)
- Chart paper and a marker
- *Student Response Book* page 11
- Markers or crayons

1 Review *Velociraptor* and Discuss the Index

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Show the cover of *Velociraptor* and review that the students heard the book and shared

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what they learned and wondered. Show the index on page 24 and explain that indexes are found at the backs of many nonfiction books. Explain that a reader can use an index to find a topic quickly without having to look through the whole book. Using the index is also a good way to review what you have learned.

Display the "Index from *Velociraptor*" chart (WA2), and point out that this is the index you just shared with the students. Read the word *eyes* aloud and point out that information about eyes can be found on page 7. Ask:

Q *What do you remember about velociraptors' eyes?*

Have a few volunteers share. Then turn to page 7 and read the information aloud.

Repeat this procedure with another example. Then invite the students to participate by asking:

Q *What other topics are listed in this index?*

Q *Where would I find information about the size of velociraptors?*

2 Reread *Velociraptor* Aloud

Explain that you will reread the book today and that you would like the students to pay close attention to the parts of the book that describe how velociraptors might have looked.

Reread the book aloud slowly and clearly, without stopping.

3 Discuss and List Velociraptors' Characteristics

Point out that scientists are not sure what velociraptors looked like. Ask:

Q *After hearing this book, what do you think velociraptors might have looked like?*

> **Students might say:**
>
> "I think velociraptors had feathers."
>
> "I think they had lots of sharp teeth!"
>
> "I think they walked on two legs."

List the students' ideas on a sheet of chart paper (for example, *sharp teeth*, *eyes on the sides of its head*, *3–4 feet tall*, *walked on two legs*, *four toes*, *might have had feathers*, *might have looked like a bird*).

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4 Briefly Model Creating a Diagram

Show the diagram on page 31 of *Throw Your Tooth on the Roof* and remind the students that some nonfiction books contain labeled pictures like this one, called diagrams. Review that each label names a part of what is pictured in the diagram. A line or arrow connects each label with the part it names.

Explain that today each student will create a labeled diagram of a velociraptor based on what she heard in the book. Briefly model creating a labeled diagram by sketching a child's face on the board or on chart paper and labeling its parts.

5 Visualize, Draw, and Label a Velociraptor

Explain that the students will use information they learned from the book to visualize, or picture in their minds, how velociraptors looked. They will then each create a diagram of a velociraptor by drawing the dinosaur as they visualized it and labeling its parts.

Before the students begin drawing, have them close their eyes and visualize as you read aloud the list of velociraptor characteristics the class compiled in Step 3. Then have each student open to *Student Response Book* page 11, "My Diagram of a Velociraptor," and draw the velociraptor he saw in his mind. Remind the students to label the different parts of their velociraptors.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

ELL Note

This activity is especially helpful for English Language Learners. It will help to reinforce the vocabulary they are learning.

6 Share and Discuss Diagrams

Explain that partners will take turns showing each other their diagrams and reading aloud the labels they wrote. Ask partners to tell each other how they used information from *Velociraptor* to draw their diagrams. Remind the students to be caring and respectful as they view each other's work. If time permits, invite a few volunteers to share their diagrams with the class and have the students ask questions about the diagrams.

INDIVIDUALIZED DAILY READING

7 Read Independently and Notice Text Features

Have the students get their book bags and read silently for up to 15 minutes. Encourage students who are reading nonfiction to notice whether their books have indexes or diagrams.

After the students have settled into their reading, confer with individual students.

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IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 106) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 109 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers who read books with indexes or diagrams to share their books with the class. Have each volunteer begin by showing the cover and reading the title of her book. Then have her show the page with the index or diagram and read a few of the topics or labels aloud. Invite the class to ask volunteers questions about their books.

Have the students put away their book bags and return to their seats.

EXTENSION

Compare Fiction and Nonfiction About Dinosaurs

Read fiction stories about dinosaurs and discuss the difference between nonfiction dinosaur books and fiction dinosaur stories. Some fiction stories about dinosaurs are *If the Dinosaurs Came Back* and *Dinosaur Cousins?* by Bernard Most, *Danny and the Dinosaur* by Syd Hoff, *If Dinosaurs Came to Town* by Dom Mansell, *The Dinosaur Who Lived in My Backyard* by B. G. Hennessy, and *Dinosaur Dream* by Dennis Nolan.

TEKS 6.B.vi
TEKS 13.A.ii
Student/Teacher Activity
Technology Extension (all, beginning on page 372 and continuing to the top of page 373)

TECHNOLOGY EXTENSION

Explore a Website About Velociraptors

Show the cover of *Velociraptor* and remind the students that they heard this book earlier. Ask:

Q *What do you still wonder about velociraptors? What questions do you have about them?*

As the students respond, record a few of their questions where everyone can see them. Tell the students that today they will explore a website about velociraptors and then discuss what they learned.

Technology Tip

Prior to doing this activity, locate an Internet site about velociraptors to share with your students. You might search online for websites about velociraptors using the keywords "velociraptor facts for kids." For more information, view the "Finding, Organizing, and Presenting Online Information" tutorial (AV43).

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Display your browser page and go to the website you chose to share with your students. Model navigating the website and read aloud any information that you think the students may find interesting or that answers the questions you recorded.

Afterward, discuss questions such as:

- Q *What is something interesting you learned about velociraptors?*
- Q *Did you hear information that answers any of our questions? What did you hear?*
- Q *Which did you like better: learning about velociraptors from the book or learning about velociraptors from the website? Why?*

TEKS 13.D.i
Teacher Activity
Technology Extension
(second discussion question at the top of page 373)

Teacher Note

As you navigate the website, you might point out and read aloud a few of the menus on each web page. You might also click common icons to find additional information (for example, a video icon, page forward or backward arrows, or the audio icon).

Independent Strategy Practice

Day 3

In this lesson, the students:

- Read independently
- Identify text features in expository nonfiction books
- Retell key details from the books
- Work in a responsible way

Materials

- *Velociraptor*
- "Text Features" chart, prepared ahead
- Small self-stick notes for each student
- "Class Assessment Record" sheet (CA2)

1 Review Reading Nonfiction Independently

Have the students get their book bags and gather with partners sitting together, facing you. Review that for the past several weeks, the students have been reading nonfiction books independently during IDR. Briefly discuss:

- Q *What do you like about reading nonfiction?*
- Q *What is one of your favorite topics to read about?*

2 Introduce the "Text Features" Chart

Direct the students' attention to the "Text Features" chart and read the title aloud. Review that some nonfiction books have text features, such as glossaries, indexes, tables of contents, captions, and diagrams, that help readers enjoy and understand the information in the books. Tell the students that you will use the chart to keep track of the text features they talk about. Explain that this chart will help the students remember to look for and use these features when they read nonfiction independently.

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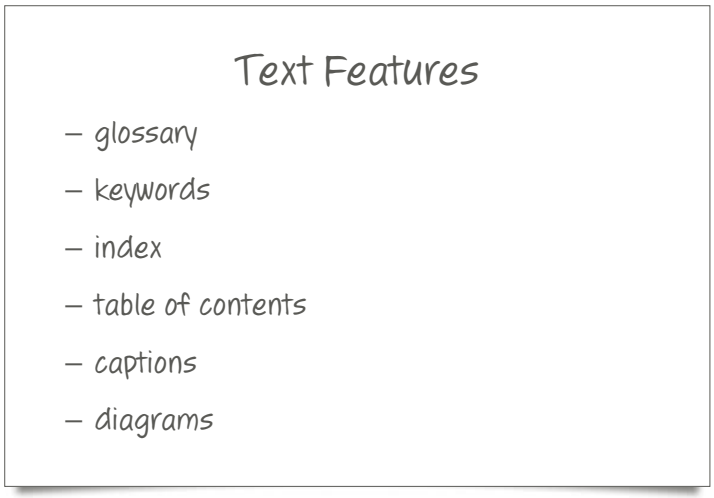
Write *glossary* on the chart and show the glossary from *Velociraptor*. Ask:

Q *How does the glossary help you as a reader?*

In the same way, briefly review the following features and add them to the chart: *keywords*, *index*, *table of contents*, *captions*, and *diagrams*.



Tell the students that today they will continue to read nonfiction independently. Explain that as they read, you would like them to notice if their books include any of the features from the chart and to mark the features they find with self-stick notes. Remind them that not all nonfiction books have the features on the chart. Explain that later they will share the features they found in their books with their partners and the class.

Teacher Note

You might model placing self-stick notes next to the text features in *Velociraptor*.

3 Read Independently

Distribute self-stick notes and have the students read silently for up to 15 minutes. Circulate as the students read and notice whether they are able to identify text features in their books.

4 Share Text Features

Signal to let the students know when it is time to stop reading. Have the students turn to their partners and take turns sharing the text features they marked.

After partners have had a chance to talk, signal for the students' attention. Invite a few students to share text features they marked with the class. Have each volunteer begin by showing the cover and telling the

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class the title of his book. Then have him open to the text feature he chose to share and read some of it aloud. Ask follow-up questions such as:

Q *What did you learn from [the diagram] in your book?*

Q *How did [the diagram] help you as you were reading?*



CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to identify text features in their nonfiction books?
- Are they able to explain how they used the text features they identified?

Record your observations on "Class Assessment Record" sheet (CA2); see page 103 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to identify text features, continue on to Week 3.
- If ***about half of the students*** are able to identify text features, continue on to Week 3, but plan to check in with students who are struggling during independent reading. You might point out a text feature in those students' books and then ask questions such as:

  Q *What kind of information is in [the glossary]?*

  Q *How might you use [the glossary]?*
- If ***only a few students*** are able to identify text features, you might give the class additional instruction by repeating this week's lessons using an alternative text before continuing on to Week 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

Tell the students that they will continue to read nonfiction and explore text features of nonfiction books.

5 Discuss Taking Responsibility

Describe some responsible behaviors you have noticed during partner and class discussions over the past two weeks. Ask the students to think about how they have taken responsibility for their learning and behavior.

Ask:



Q *What have you done to take responsibility during partner and class discussions? Turn to your partner.*

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Have one or two volunteers share their thinking. Ask:

Q *What can you do in the coming days to make sure you are being responsible? Turn to your partner.*

Have one or two volunteers share their ideas.

> **Students might say:**
>
> "I took responsibility by looking at the person who was talking and listening to what she said."
>
> "I asked people to repeat what they said if I couldn't hear them."
>
> "I shared ideas that were different from other people's ideas during class discussions."
>
> "I can ask my partner questions when I don't understand him."
>
> "I can make sure both my partner and I get a chance to share when we talk."

Vocabulary Note

Next week you will revisit *Velociraptor* to teach the Week 27 vocabulary lessons.

WRITING ABOUT READING

Compare and Contrast Two Books About Dinosaurs

Materials

- *Velociraptor*
- *Dinosaur Babies* from Unit 6

Teacher Note

If it has been a while since the students heard *Velociraptor*, you may want to reread it as well.

Show the covers of *Dinosaur Babies* and *Velociraptor* and remind the students that they heard these books earlier. Explain that today you will reread *Dinosaur Babies* and ask the students to think about ways in which it is the same and different from *Velociraptor*. Read the book aloud, slowly and clearly. Point out that *Dinosaur Babies* does not include many of the text features found in *Velociraptor*.

Ask:

Q *How are the books* Dinosaur Babies *and* Velociraptor *alike?*

Have a few volunteers share their thinking.

> **Students might say:**
>
> "They are both nonfiction."
>
> "They're both about dinosaurs."
>
> "They both have drawings of dinosaurs."

Then ask:

Q *In what ways are these two books different?*

Have a few volunteers share their thinking.

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Students might say:

"*Velociraptor* has a table of contents. *Dinosaur Babies* doesn't."

"*Dinosaur Babies* is about different dinosaurs. *Velociraptor* is only about one type of dinosaur."

"*Dinosaur Babies* doesn't have a glossary or an index."

Remind the students that thinking about how books are alike and different is one way of making connections between the books and that making connections helps readers understand and enjoy what they read. Ask the students to watch as you think aloud and model writing about some ways in which the books are alike and different.

You might say:

"*Dinosaur Babies* and *Velociraptor* are alike because they are both about dinosaurs. I'll write: *Dinosaur Babies and Velociraptor are alike because they are both about dinosaurs.* The books are different in some ways, too. For example, *Velociraptor* has a table of contents. *Dinosaur Babies* doesn't have one. I'll write: *The books are different because Velociraptor has a table of contents and Dinosaur Babies does not.*"

Distribute lined writing paper and have the students write some ways they think the books are alike and different. If time permits, invite the students to share their writing with the class.

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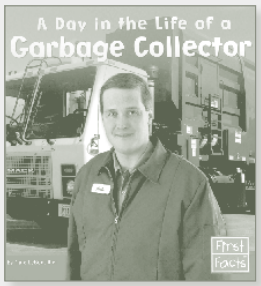
Week 3 OVERVIEW



A Day in the Life of a Garbage Collector

by Nate LeBoutillier

This book describes a garbage collector's day at work and what his job requires.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA3–WA4

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "IDR Conference Notes" record sheet (CN1)

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Comprehension Focus

- Students use wondering to help them understand an expository nonfiction book.
- Students identify what they learn from the book.
- Students use text features to better understand information in the book.
- Students read independently.

Social Development Focus

- Students work in a responsible way.

DO AHEAD

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA3); see page 104 of the *Assessment Resource Book*.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 27 lessons this week.

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Day 1 Read-aloud/ Guided Strategy Practice

Materials

- *A Day in the Life of a Garbage Collector* (pages 3–19)
- "Text Features" chart from Week 2

In this lesson, the students:

- Hear and discuss a nonfiction book
- Identify what they learn and retell key details from the book
- Wonder about the topic of the book
- Use text features to better understand information in the book
- Read independently for up to 15 minutes
- Work in a responsible way

1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Review that the students have been working on taking responsibility by listening to one another, speaking clearly, sharing their thinking and their partners' thinking, and contributing ideas that are different from other students' ideas.

Encourage the students to continue to practice these skills this week and explain that you will be checking in to see how they are doing taking responsibility for their learning and behavior.

TEKS 6.E.iii
Student/Teacher Narrative Step 2 (all)

2 Introduce *A Day in the Life of a Garbage Collector*

Show the cover of the book and read the title and the name of the author aloud. Explain that this is a story about a garbage collector named Rick and his work. Read the first paragraph of the summary on the back cover of the book. Ask and briefly discuss:

Q *What do you think you know about garbage collectors?*

Have a few volunteers share what they think they know with the class. Remind them to try and contribute ideas that are different from the ideas their classmates have already shared.

Show the table of contents on page 3 and read the chapter titles (in orange) aloud. Tell the students that they will hear these chapters today. Then point to the last six items in the table of contents (in black) and explain that these are sections at the end of the book. Tell the students that they will explore these sections tomorrow.

TEKS 6.E.iii
Student/Teacher Activity Step 3 and Step 4 (all, beginning on page 380 and continuing to page 382)

3 Read the Book Aloud

Explain that *A Day in the Life of a Garbage Collector* follows Rick, a garbage collector, as he goes about his job. Point out that this book has photographs of Rick doing his job. Ask the students to listen and think

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about what they learn about garbage collectors. Explain that you will stop during the reading to give partners a chance to talk.

Read pages 4–19 of *A Day in the Life of a Garbage Collector* aloud, following the procedure described below. Clarify vocabulary as you read.

Suggested Vocabulary

swipes: pulls a plastic card through a machine that reads the information on the card (p. 4)

time card: card used to record the times a worker starts and ends the workday (p. 4)

bin: large container or box for storing things (p. 10)

routes: ways to get from one place to another (p. 12)

holding area: place where things are kept until they can be moved (p. 16)

recycled: saved to be made into new things (p. 16)

landfill: place where garbage is buried (p. 16)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

paperwork: information that workers write about their jobs, such as what they did during the day (p. 4)

mechanics: people who fix cars, trucks, and other machines (p. 15)

fuel: something that is used to make a car or truck run, such as gasoline (p. 19)

Open the book to page 4. Read the chapter title aloud. Review that a chapter title usually lets you know what information is in the chapter. (For example, this chapter, "When do garbage collectors start their days?" describes how and when Rick starts his day.)

Point to the clock and explain that this page has an illustration of a clock to show the time when Rick starts his day. (The clock shows that he starts his day at 4:30 in the morning.) The clock appears again on other pages of the book to show what times Rick is doing different things.

Point to the "Fun Fact!" box and explain that the "Fun Fact!" gives more information about garbage collection. Read the text in the "Fun Fact!" box aloud.

Read page 4 aloud, showing the photograph on page 5 as you read. Stop after:

p. 4 "He picks up his paperwork and swipes his time card to start the day."

Ask:

Q *What did you learn about how Rick starts his day? Turn to your partner.*

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Without discussing the question as a class, show page 6, read the chapter title aloud, and continue reading. Stop after:

p. 6 "At the meetings, he learns how to keep himself and others safe on the job."

Ask:

Q *What did you learn about how Rick learns about safety? Why is learning about safety important? Turn to your partner.*

Use the same procedure for each of the following stops:

p. 9 "Garbage collectors also wear hard hats when they dump garbage."

p. 10 "This morning, he fills the tires with air."

p. 13 "The garbage is crushed to make room for more."

p. 15 "They can help by putting their garbage neatly into bags and cans."

p. 16 "At the landfill, the garbage will be covered with a layer of dirt."

p. 19 "Rick swipes his time card and goes home to rest for another day."

Teacher Note

If you wish to have fewer stops during the read-aloud, consider stopping after every other chapter instead.

4 Discuss What the Students Learned

First in pairs, and then as a class, have the students discuss the following questions:

Q *What did you learn about a garbage collector's day that surprised you? Turn to your partner.*

Q *How can you help a garbage collector? Why is that important? Turn to your partner.*

Point out that the students have learned some interesting information about garbage collectors. Ask and discuss as a class:

Q *What are some things you are still wondering about garbage collectors?*

Q *How might you find out about the things you are wondering?*

If necessary, point out that the students could read other books about garbage collectors or talk to a garbage collector in their community.

Tell the students that they will learn more about garbage collectors and garbage collection tomorrow, when they will explore other sections in *A Day in the Life of a Garbage Collector*.

Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses. Instead, build the students' intrinsic motivation by responding with genuine curiosity and interest, for example:

- "Interesting—say more about that."
- "What you said makes me curious. I wonder . . . ."
- "Do you agree with what [Jackson] just said? Why or why not?"

Teacher Note

To help the students learn more about garbage collectors, you might do the extension "Read More About Garbage Collection" on page 387.

INDIVIDUALIZED DAILY READING

5 Read Independently, Wonder, and Notice Text Features

Have the students get their book bags and read silently for up to 15 minutes. Ask the students to think as they read independently about something they wonder about their books, and tell them that

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later they will share what they wondered with the class. Also encourage them to notice whether their books have any of the features on the "Text Features" chart.

After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about the nonfiction books they are reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 106) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 109 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Invite a few volunteers to share either what they wondered or the text features they noticed with the class. Remind each volunteer to begin by showing the cover of her book and telling the class the title and what the book is about so far.

Have the students put away their book bags and then return to their seats.

EXTENSIONS

Create a Timeline of the Events in Rick's Day

Show the cover of *A Day in the Life of a Garbage Collector* and remind the students that they heard the book earlier. Open to page 5 and point to the clock at the top of the page. Ask:

Q *What does the clock in this book tell us?*

If necessary, remind the students that the clock, which appears on many pages of the book, shows the time of day when Rick is doing the activity described on the page. Explain that today the students will help you put the events from Rick's day in order, using a special kind of drawing called a *timeline*.

Where everyone can see, draw a line that can serve as a timeline. Write the following times of day at different points along the timeline: *4:30 in the morning*, *6:30 in the morning*, *7:00 in the morning*, *1:30 in the afternoon*, and *2:00 in the afternoon*. Do not fill in the events on the timeline.

Teacher Note

Before starting this activity, write the following main events on sentence strips.

- Rick picks up his paperwork and swipes his time card.
- Rick checks the garbage truck.
- Rick drives the garbage truck on the route.
- Rick dumps the garbage at the holding area.
- Rick puts fuel in the truck for the next day.

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Explain that you have written the important events in Rick's day on sentence strips. With the students, read each strip. Place the strips randomly in a pocket chart. First in pairs, and then as a class, have the students discuss:

Q *Which event do you think comes first? Why do you think this?*

Once the students reach agreement, have a student tape the strip on the timeline in the appropriate place. Continue this procedure to order the remaining strips; then reread passages or show illustrations from the book to check the order of events. Tell the students that timelines are another text feature in some nonfiction books. Write *timeline* on the "Text Features" chart.

Read and Share More Books in the Community Helpers at Work Series

Have partners continue to explore the subject of community helpers by reading more books in the Community Helpers at Work series. Books in the series include *A Day in the Life of a Librarian*, *A Day in the Life of a Construction Worker*, *A Day in the Life of a Farmer*, and *A Day in the Life of a Zookeeper*. Have partners talk with each other about what they know and what they wonder prior to reading the book together. After partners read, have each pair share their book with another pair.

Day 2 Guided Strategy Practice

Materials

- *A Day in the Life of a Garbage Collector*
- "Text Features" chart from Week 2 and a marker
- "Equipment Photo Diagram" chart (WA3)
- "Class Assessment Record" sheet (CA3)
- *Student Response Book* page 12

In this lesson, the students:

- Identify what they learn and retell key details from a nonfiction book
- Use text features to better understand information in the book
- Discuss information in words and pictures
- Read independently for up to 15 minutes
- Act in a caring and respectful way

1 Review *A Day in the Life of a Garbage Collector* and Text Features

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Remind the students

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that yesterday they heard a book about a garbage collector's day. Leaf through pages 4–19, reading some of the chapter titles aloud. Ask:

Q *What did you learn about garbage collectors from this book?*

Have a few students share what they learned.

Refer to the "Text Features" chart and remind the students that they have been learning about different text features that appear in some nonfiction books. Briefly review the items listed on the chart. Explain that today the students will discuss some of the text features in *A Day in the Life of a Garbage Collector*.

2 Discuss Text Features

Show the table of contents on page 3 and remind the students that the last six items in the table of contents are text features that are found at the back of the book. Read the names of the text features aloud.

Show the glossary on page 22 and read the heading "Glossary" aloud. Review that a glossary lists and defines important words in a book. Read the words and the definitions aloud. Discuss the index on page 24 in the same way.

Show page 23 and read the headings "Read More" and "Internet Sites" aloud. Explain that many nonfiction books include a page with other books and Internet sites readers can explore to learn more about a topic. Add *books and Internet sites for learning more* to the "Text Features" chart.

3 Introduce and Discuss "Equipment Photo Diagram"

Display the "Equipment Photo Diagram" chart (WA3), and explain that this diagram appears on pages 20–21 of the book. Point out that this is a photo of a garbage truck and other equipment a garbage collector uses. The labels identify important items in the photo. Read the information on the diagram aloud. Use "Think, Pair, Share" to discuss:

Q *What did you learn from this diagram?* [pause] *Turn to your partner.*

Listen to partners as they talk. If you notice that the students are struggling to identify what they learned from the diagram, signal for the students' attention and model describing something you learned from the diagram, using the ideas in the "Students might say" note below.

Have a few pairs share what they discussed with the class.

> **Students might say:**
>
> "I learned that garbage collectors wear safety vests."
>
> "I learned that the safety vests have bright colors so people can see them."
>
> "I learned that garbage collectors use a lot of equipment."

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CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to describe what they learned from the diagram?
- Is the information they reference in the diagram?

Record your observations on the "Class Assessment Record" sheet (CA3); see page 104 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to describe what they learned from the diagram, continue on to Day 3.
- If ***about half of the students*** are able to describe what they learned from the diagram, proceed with the lesson, and then continue on to Day 3 but plan to monitor and support students having difficulty during their independent reading. You might identify diagrams in those students' books and use them to discuss questions such as:
  - Q *What does this diagram show?*
  - Q *What do the labels in this diagram tell you?*
- If ***only a few students*** are able to describe what they learned from the diagram, provide additional instruction by repeating today's lesson using an alternative text before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

Teacher Note

You will analyze the work the students do in their *Student Response Books* in this step for this unit's Individual Comprehension Assessment.

4 Write About Information Learned from the Diagram

Have the students open to *Student Response Book* page 12, where the "Equipment Photo Diagram" is reproduced. Explain that you would like each student to write one thing he learned from the diagram on the lines at the bottom of the page. Give the students a few minutes to write what they learned.

Signal to let the students know when it is time to stop writing. Have the students share what they wrote with their partners.

5 Discuss Taking Responsibility

Remind the students that they have been thinking about how they are responsible for their behavior during partner and class discussions. Briefly discuss the following questions:

- Q *How did you act in a responsible way today?*
- Q *What, if anything, made it difficult to be responsible today?*
- Q *What can you do [differently/the same way] during our next discussion?*

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Explain that the students will continue to work on taking responsibility for their learning and behavior.

INDIVIDUALIZED DAILY READING

6 Read Independently, Wonder, and Notice Text Features

Have the students get their book bags and read silently for up to 15 minutes. Ask them to think about what they are wondering as they read and to notice and use the text features in their books. Explain that later they will each share either something they wondered or a text feature they noticed with a partner.

After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about the nonfiction books they are reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 106) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 109 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have each student share with a partner either something she wondered or a text feature she noticed during her reading today.

EXTENSION

Read More About Garbage Collection

Show the cover of *A Day in the Life of a Garbage Collector* and remind the students that they heard this book earlier. Show page 23 and read the first heading, "Read More," aloud. Remind the students that oftentimes authors of nonfiction recommend other nonfiction books you can read to learn more about a topic. Read the titles under "Read More" aloud and tell the students that they will hear one of these books read aloud today.

Show the cover of the book you selected and read the title aloud. Ask the students to think as they listen about how the book is the same as *A Day in the Life of a Garbage Collector* and how it is different. Then read the

Teacher Note

Prior to doing this extension, locate one of the titles referenced on page 23 of *A Day in the Life of a Garbage Collector* to read aloud to the students.

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book aloud, stopping periodically to have the students discuss what they have learned and what they are wondering.

After reading, discuss:

Q *How is this book like* A Day in the Life of a Garbage Collector?

Q *How is it different?*

Remind the students that nonfiction books about the same topic may be similar, but they may also contain some different information. Remind them that they can read many books about the same topic and learn new information from each book.

Day 3 Independent Strategy Practice

Materials

- *A Day in the Life of a Garbage Collector*
- "Text Features" chart from Day 2
- "What Good Readers Do" chart from Unit 6 and a marker
- Small self-stick notes for each student
- *Student Response Book*, Reading Journal section
- "Journal Entry" chart (WA4)

Teacher Note

If the students struggle to describe a feature on the chart, show an example of the feature from a book the students have heard and remind them of its function.

In this lesson, the students:

- Read independently
- Identify text features in expository nonfiction books
- Write in their reading journals
- Work in a responsible way

1 Review Text Features

Have the students get their book bags and gather with partners sitting together, facing you. Direct their attention to the "Text Features" chart and remind them that they have been learning about text features in nonfiction books. Briefly review each item on the chart by pointing to it, reading it aloud, and asking questions such as:

Q *What do you know about [diagrams]?*

Q *What might you learn from [a diagram]?*

TEKS 9.F.i
Student/Teacher Activity
Step 1
(discussion questions on page 388)

> **Students might say:**
>
> "Diagrams are pictures with labels."
>
> "Diagrams show the different parts of something."
>
> "You can learn what something looks like."
>
> "You can lean how different parts fit together."

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Tell the students that good readers use text features in nonfiction books to help them locate and understand information in the books. Add *use text features in nonfiction books* to the "What Good Readers Do" chart.

What Good Readers Do

- make connections to their lives
- make connections between stories
- retell stories in their own words
- visualize
- wonder about what they are reading
- make connections to information they already know
- use text features in nonfiction books

Explain that today the students will identify text features in their own nonfiction books, talk about the features they find with their partners, and then write about them in their reading journals. Remind them that not all nonfiction books have all the features on the chart.

2 Read Independently and Mark Text Features

Distribute small self-stick notes to the students. Explain that you would like each student to look through his book and mark any text features he finds with self-stick notes. Ask the students to think about what they learn from each text feature. Have the students read silently for up to 15 minutes.

Teacher Note

You might model placing self-stick notes next to the text features in *A Day in the Life of a Garbage Collector*.

3 Share Text Features

Signal to let the students know when it is time to stop reading. Have them share in pairs the text features they identified. Circulate as partners talk and notice whether they were able to successfully identify text features in their books.

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4 Model Writing About Text Features

Model writing a journal entry, where everyone can see it, about the text features in *A Day in the Life of a Garbage Collector*.

> **You might say:**
>
> "I read the book *A Day in the Life of a Garbage Collector* by Nate LeBoutillier. This book has a table of contents, a diagram, a glossary, an index, and fun facts. It also has a page that lists other books and Internet sites about garbage collection. I'll write: *I read A Day in the Life of a Garbage Collector. This book has a table of contents, a diagram, a glossary, an index, and fun facts. There is also a page with other books and Internet sites about garbage collection.*"

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

5 Write in Reading Journals

Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Display the "Journal Entry" chart (WA4), and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

WA4

Journal Entry

Write a journal entry about the book you are reading. Please include:

- The title
- The text features you noticed in the book

ELL Note

Consider having students with limited English proficiency dictate journal entries for you to write down.

Vocabulary Note

Next week you will revisit *A Day in the Life of a Garbage Collector* to teach the Week 28 vocabulary lessons.

Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their reading journals. If time permits, have a few volunteers share their journal entries with the class.

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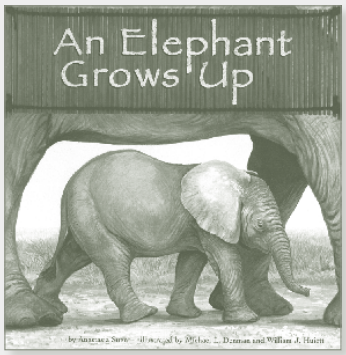
Week 4 OVERVIEW



An Elephant Grows Up

by Anastasia Suen, illustrated by Michael L. Denman and William J. Huiett

This book tells the story of a baby elephant and her brother growing up in Africa.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA5–WA6

Assessment Forms

- "Class Assessment Record" sheet (CA4)
- "IDR Conference Notes" record sheet (CN1)
- "Individual Comprehension Assessment" record sheet (IA1)

Reproducible

- Unit 8 family letter (BLM1)

Professional Development Media

- "Using Blogs in the Classroom" tutorial (AV45)

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Comprehension Focus

- Students use wondering to help them understand a nonfiction book.
- Students visualize to make sense of the book.
- Students identify what they learn from the book.
- Students use text features to better understand the book.
- Students read independently.

Social Development Focus

- Students work in a responsible way.

DO AHEAD

✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA4); see page 105 of the *Assessment Resource Book*.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 28 lessons this week.

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Day 1 Read-aloud/ Guided Strategy Practice

Materials

- *An Elephant Grows Up* (pages 3–15)
- "What Good Readers Do" chart from Week 3
- "Text Features" chart from Week 3 and a marker

In this lesson, the students:

- Hear and discuss part of a nonfiction book
- Identify what they learn and retell key details from the book
- Visualize to make sense of the book
- Read independently for up to 15 minutes
- Take responsibility for themselves
- Contribute different ideas during class discussions

1 Review What Good Readers Do and Discuss What the Students Know

Gather the class with partners sitting together, facing you. Refer to the "What Good Readers Do" chart and briefly review the items on it.

What Good Readers Do

- make connections to their lives
- make connections between stories
- retell stories in their own words
- visualize
- wonder about what they are reading
- make connections to information they already know
- use text features in nonfiction books

Remind the students that they have been listening to and reading nonfiction books and tell them that they will hear another nonfiction book today. Explain that they will discuss what they already know about the book's topic and what they learned from listening to the book. They will also have a chance to visualize a favorite part of the book.

Tell the students that today's book is about elephants. Remind the students that one thing that good readers do when reading nonfiction is

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think about what they already know about the book's topic. Use "Think, Pair, Share" to discuss:

Q *What do you think you know about elephants?* [pause] *Turn to your partner.*

Have a few volunteers share what they think they know with the class. Remind them to contribute ideas that are different from their classmates' ideas.

2 Introduce *An Elephant Grows Up*

Show the cover of *An Elephant Grows Up* and read the title and the names of the author and the illustrators aloud. Tell the students that this is a story about a baby elephant growing up on the continent of Africa.

Show the map on page 23 and read the caption above the map. Explain that sometimes books have maps to help readers. This map shows readers where in the world the story takes place. Add *maps* to the "Text Features" chart.

3 Read the First Part of *An Elephant Grows Up* Aloud

Tell the students that today you will read the first part of the book. Explain that you will stop during the reading so they can visualize what they have heard and discuss what they have learned about elephants.

Read the summary on page 3, and then read pages 4–15 of *An Elephant Grows Up* aloud, showing the illustrations and stopping as described on the next page. As you read, clarify vocabulary and point out and read the captions that appear on some of the pages.

Suggested Vocabulary

calf: baby elephant (p. 4)
female: having to do with women or girls (caption on p. 5)
male: having to do with men or boys (caption on p. 5)
nuzzles up to: gently puts her face or head against (p. 7)
herd: large group of animals (caption on p. 8)
roam: walk or travel about; wander (caption on p. 8)
trunk: long nose and top lip (p. 13; refer to the illustration)
nurse: feed milk to (caption on p. 14)
tusks: very long teeth that stick out from an animal's mouth (p. 15; refer to the illustration)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

gathering place: place where people or animals meet and get together (p. 12)

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Stop after:

p. 6 "She is already taller than your kitchen table!"

Ask the students to close their eyes and visualize the newborn elephant calf that is taller than their kitchen tables.

Without stopping to discuss the students' visualizations, reread the last sentence on page 6 and continue reading. Stop after:

p. 9 "Once the new calf can walk, the herd will move on."

Ask:

Q *What have you learned about elephants so far? Turn to your partner.*

Without stopping to discuss the question as a class, reread the last sentence on page 9 and continue reading to page 12. Stop after:

p. 12 "They visit the water hole at least once a day."

Ask:

Q *What did you learn about elephants from the part I just read? Turn to your partner.*

Ask the students to close their eyes and visualize the herd of elephants walking to the water hole.

Without stopping to discuss the question or what the students visualized, reread the last sentence on page 12 and continue reading to page 15. Stop after:

p. 15 "It's just like being right-handed or left-handed."

4 Discuss What the Students Learned and Visualize

Have partners discuss the following question. Ask the students to be prepared to share their partners' thinking with the class.

Q *What did you learn about elephants that surprised you? Turn to your partner.*

Have a few volunteers share their partners' thinking with the class.

Ask the students to close their eyes and visualize a favorite part of the story. After a few moments, have the students open their eyes and ask:

Q *What part of the story did you visualize? What did you picture in your mind? Turn to your partner.*

Have a few volunteers share their visualizations with the class.

5 Reflect on Working with a Partner

Facilitate a brief discussion about how the students worked together today using questions such as:

Q *What went well when you talked with your partner today?*

Q *What might you and your partner do differently the next time you work together?*

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Share your own observations of good partner work. Also describe any problems you noticed, and discuss possible solutions as a class.

INDIVIDUALIZED DAILY READING

6 Read Independently and Use Comprehension Strategies

Direct the students' attention to the "What Good Readers Do" chart and review that today they made connections to information they already knew and visualized parts of a nonfiction book. Explain that today as they read independently you would like them to use ideas from the "What Good Readers Do" chart to help them enjoy and understand their books.

Have the students get their book bags and read silently for up to 15 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 106) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 109 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. As a class, discuss:

Q *What ideas from the "What Good Readers Do" chart did you use during your reading today?*

As the students share, ask follow-up question such as:

Q *What did you visualize, or picture in your mind, as you were reading?*

Q *What did you wonder as you were reading? What did you learn?*

Q *What information in your book reminded you of your own life?*

Q *What in the book reminded you of information you already knew?*

Q *What other books did this book remind you of?*

Encourage the students to keep practicing the things good readers do as they read independently. Have them put away their book bags and return to their seats.

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EXTENSIONS

Read More About Elephants

Continue to explore the subject of elephants by reading aloud other nonfiction books about elephants. Ask the students to pay attention to what is helping them understand the books as they listen. Stop periodically during the reading to have the students share what strategies they are using (for example, wondering, making connections, visualizing). Some book choices are *African Elephants* by Roland Smith, *African Elephant: The World's Biggest Land Mammal* by Kirsten Hall, *The Biggest Animal on Land* by Allan Fowler, *Elephant* by Jinny Johnson, *Elephants* by JoAnn Early Macken, *The Elephant Family Book* by Oria Douglas-Hamilton, and *Elephants: Tusks and Trunks* by Adele D. Richardson.

Compare Fiction and Nonfiction About Elephants

Read fiction stories about elephants and discuss the differences between nonfiction elephant books and fictional elephant stories. Some fiction stories about elephants are *The Ant and the Elephant* by Bill Peet, *Elmer* by David McKee, *Five Minutes' Peace* by Jill Murphy, *The Last Wild Elephant* by Wendy Kerner, *The Story of Babar* by Jean de Brunhoff, and *Uncle Elephant* by Arnold Lobel.

Day 2 Read-aloud/ Guided Strategy Practice

Materials

- *An Elephant Grows Up* (pages 16–24)
- "Text Features" chart from Day 1
- "Elephant Diagram" chart (WA5)
- "What Good Readers Do" chart from Week 3

ELPS 2.I.iii
Steps 1–5
(all, beginning on page 398 and continuing to the top of page 401)

In this lesson, the students:

- Hear and discuss part of a nonfiction book
- Identify what they learn and retell key details from the book
- Wonder about the topic of the book
- Use text features to better understand information in the book
- Discuss comprehension strategies used during the read-aloud
- Read independently for up to 15 minutes

1 Review the First Part of *An Elephant Grows Up* and Wonder

Have partners sit together. Remind the students that in the previous lesson they heard the first part of *An Elephant Grows Up* and learned many things about African elephants. Explain that today they will hear

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the second part of the book, which tells more about what happens to elephants as they grow up. Use "Think, Pair, Share" to discuss:

Q *What have you learned so far about African elephants?* [pause] *Turn to your partner.*

Have one or two volunteers share their thinking with the class. In the same way, discuss:

Q *Now that you have learned some things about African elephants, what do you wonder about them?* [pause] *Turn to your partner.*

> **Students might say:**
>
> "I wonder how long elephants live."
>
> "I wonder how many babies elephants usually have."
>
> "I wonder if elephant families ever get back together."

Ask the students to listen for information about the things they are wondering.

2 Read the Rest of *An Elephant Grows Up* Aloud

Read pages 16–21 aloud, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

bark: outside covering of a tree trunk and branches (p. 17)

journey: trip; story (p. 21)

Stop after:

p. 18 "Most elephants keep growing until they are 30 or 40 years old!"

Ask:

Q *What did you learn about elephants from the part I just read?*

Have a few volunteers share what they learned with the class. As they share, reread the text and show the pictures that support their thinking. Reread the last sentence on page 18 and continue reading. Stop after:

p. 21 (caption) "A mother elephant always watches over her calf to make sure all is well."

Use the same procedure you used at the previous stop to discuss what the students have learned.

3 Discuss What Students Learned and Wonder

Use "Think, Pair, Share" to discuss:

Q *What was the most interesting thing you learned about elephants?* [pause] *Turn to your partner.*

Facilitation Tip

Reflect on your experience over the past four weeks with **responding neutrally with interest** during class discussions. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? We encourage you to continue this practice and reflect on students' responses as you facilitate class discussions in the future.

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Have one or two volunteers share their thinking with the class. In the same way, discuss:

Q *What are you still wondering about elephants?* [pause] *Turn to your partner.*

4 Discuss Text Features in *An Elephant Grows Up*

Refer to the "Text Features" chart and read and review the items on it. Tell the students that this book contains many of the features listed on the chart.

Display the "Elephant Diagram" chart (WA5), and explain that this diagram appears on page 22 of the book. Point out that this diagram is similar to the diagrams in *Throw Your Tooth on the Roof* and *A Day in the Life of a Garbage Collector*. Explain that the green numbers on the picture point to parts of the elephant and that these parts are described below the picture. Point to each part of the elephant and read the corresponding description aloud.

Ask:

Q *What new information did you learn from this page?*

Show the students pages 23 and 24, pointing out the glossary, the list of more elephant books, the website information, and the index.

5 Review Strategies the Students Used During the Read-aloud

Refer to the "What Good Readers Do" chart and review that good readers can do many things to help them enjoy and understand what they read. Show the cover of *An Elephant Grows Up* and remind the students that they have spent the last two lessons hearing and discussing the book. Ask:

Q *Which of the things on the chart did you do to help you enjoy and understand the book?*

Have volunteers share their thinking. As they share, ask follow-up questions such as:

Q *What did you like about [visualizing the elephant]?*

Q *How did [thinking about what you already knew] help you understand the information in the book?*

Q *What was helpful about [talking about what you learned and wondered]?*

Q *What text features of the book helped you learn about elephants?*

Teacher Note

If the students struggle to identify the strategies they used, you might remind them that they made connections to information they already knew about elephants, visualized parts of the book, wondered about elephants, and used the text features in the book to learn more.

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Students might say:

"I liked visualizing elephants because the baby elephant I saw in my mind was really cute and moved around, like in a movie."

"I liked talking about what we knew about elephants before we heard the book. We knew some things that weren't in the book!"

"Talking about what I learned helps me remember it."

"I learned lots of interesting facts from the diagram of the elephant."

INDIVIDUALIZED DAILY READING

6 Read Independently and Use Comprehension Strategies

Encourage the students to use the ideas on the "What Good Readers Do" chart as they read independently today. Explain that later they will discuss what ideas they used with their partners and with the class.

Have the students get their book bags and read silently for up to 15 minutes. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 106) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 109 of the *Assessment Resource Book*.

Signal to let the students know when it is time to stop reading. Have the students share the books they read with partners and discuss which ideas from the "What Good Readers Do" chart they used as they were reading. After partners have had a chance to talk, have a few volunteers share their books and the ideas they used with the class. As they share, ask follow-up question such as:

- **Q** *What did you visualize, or picture in your mind, as you were reading?*
- **Q** *What did you wonder as you were reading? What did you learn?*
- **Q** *What information in your book reminded you of your own life?*
- **Q** *What in the book reminded you of information you already knew?*
- **Q** *What other books did this book remind you of?*

Teacher Note

In Unit 9, the individual student conferences will focus on the students' reading habits and feelings about reading. If you have not met with all of your students to discuss the books they are reading during IDR, you may want to do so before beginning the next unit.

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Encourage the students to keep practicing the things good readers do as they read independently. Have them put away their book bags and return to their seats.

TEKS 13.A.i
Student/Teacher Activity Extension (all)

EXTENSION

Conduct a Mini Research Project

Point out that the students have had many opportunities to read nonfiction. Have them use "Think, Pair, Share" to discuss topics that they would like to read about (for example, cars, space travel, or soccer). As a class, generate a list of topics. Have each pair choose a topic to research and then make a list of some things they wonder about their topic. Collect resources, including books and magazine or web articles, and have each pair conduct a mini research project. After the pairs have had sufficient time to read about their topics, have them share with the whole class what they learned.

TEKS 6.B.vi
TEKS 13.A.ii
Student/Teacher Activity Technology Extension (all)

TECHNOLOGY EXTENSION

Ask an Expert About Elephants

Show the cover of *An Elephant Grows Up* and remind the students that they heard this book earlier. Explain that you will reread the book and that as you read, you would like the students to think about what they still wonder about elephants. Read aloud, slowly and clearly.

After the reading, ask:

Q *What do you still wonder about elephants? What questions do you have about them?*

As the students respond, jot down their questions where they can see them.

Tell the students that they will try to find answers to some of their questions by sending an e-mail to an animal expert. Have the students help you write an e-mail to the organization or person you identified. Share any responses you receive with the students.

Technology Tip

Prior to doing this activity, locate an animal expert or organization to which you can e-mail the students' questions about elephants. You might search online using the keywords "ask a zookeeper" or "ask the zoo." Alternatively, you might contact a local zoo to see if a zookeeper or veterinarian on staff is willing to correspond with your class via e-mail or a class blog. To learn more about setting up class blogs, view the "Using Blogs in the Classroom" tutorial (AV45).

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Independent Strategy Practice

Day 3

In this lesson, the students:

- Read independently
- Use text features in nonfiction books
- Identify what they learn and retell key details from the books
- Write in their reading journals
- Take responsibility for themselves

Materials

- Small self-stick notes for each student
- "Class Assessment Record" sheet (CA4)
- *Student Response Book*, Reading Journal section
- "Journal Entry" chart (WA6)
- Copy of this unit's family letter (BLM1) for each student

1 Get Ready to Read Independently

Have the students get their book bags and gather with partners sitting together, facing you. Remind the students that they have been hearing and reading nonfiction books. Ask:

Q *What nonfiction book have you enjoyed? Why did you like that book?*

Tell the students that they will continue to read nonfiction books independently today.

2 Model Identifying Something Learned from a Text Feature

ELPS 4.F.ix
Steps 2–4
[all, beginning on page 403 and continuing on to page 404]

Remind the students that lots of information in nonfiction books is contained in text features, such as tables of contents, glossaries, indexes, captions, diagrams, and maps. Encourage the students to think about the information they are learning from the text features in their books. Explain that later each student will choose one thing she learned from a text feature to write about in her reading journal.

Explain that the students will read to themselves for a short time. Then you will ask each student to choose one interesting thing he learned from a text feature in his book and to mark the page with a self-stick note. Explain that if a student's book does not have text features, or if the student did not learn anything new from the text features in his book, he may place his self-stick note next to a place where he did learn something new. Model identifying something you learned from a text feature in *An Elephant Grows Up*.

> **You might say:**
>
> "I learned something new from the glossary in this book. The glossary defines *tusks* as 'long, pointed teeth that stick out of the elephant's mouth.' I didn't know that an elephant's tusks are actually teeth. I'm going to put a self-stick note next to the glossary because I learned something from it."

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ELL Note

Note challenging vocabulary in the students' independent reading books and have brief discussions with individual students to help them define the terms as they read. In some cases, you may want to have the students read the text with you.

3 Read Nonfiction Books Independently

Distribute a self-stick note to each student. Have the students read independently for 5–10 minutes. Stop them and ask each student to reread the pages she just read and think about something interesting she learned from a text feature in her book. Have each student mark that page with a self-stick note.

4 Share Facts and Features from Nonfiction Books

Have partners share with each other the features they marked and what they learned from those features. Remind the students that if their books do not have text features, they may talk about something they learned from another part of the book. Circulate and listen as the students discuss their reading.

CLASS ASSESSMENT NOTE

Ask yourself:

- Are the students able to recognize text features in their books?
- Are they able to identify something they learned?

Record your observations on the "Class Assessment Record" sheet (CA4); see page 105 of the *Assessment Resource Book*. Use the following suggestions to support the students:

- If ***all or most students*** are able to recognize text features, proceed with the lesson, and then continue on to Unit 9.
- If ***about half of the students*** are able to recognize text features, proceed with the lesson and then continue on to Unit 9, but plan to check in with and support students who continue to have difficulty during independent reading. You might identify the text features in those students' independent reading books and ask questions such as:
  - Q *What kind of information is in [a glossary]?*
  - Q *What do you remember learning about [an index]? How might we use [the index]?*
- If ***only a few students*** are able to identify text features, provide additional instruction by repeating this week's lessons using an alternative text before continuing on to Unit 9. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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5 Model Writing a Journal Entry

Model writing a journal entry, where everyone can see it, about something you learned from a text feature in *An Elephant Grows Up*.

> **You might say:**
>
> "I'll write: *The book I read was An Elephant Grows Up. I learned that an elephant's tusks are actually teeth. I learned this from the glossary.*"

6 Write in Reading Journals

Have the students return to their desks and open their *Student Response Books* to the Reading Journal section. Display the "Journal Entry" chart (WA6), and explain that you would like each student to write a journal entry. Also explain your expectations for what the journal entry should include.

WA6

Journal Entry

Write a journal entry about the book you are reading. Please include:

- The title
- Something you learned from a text feature in the book

  OR
- Something you learned from another part of the book

Ask the students to think quietly about what they will write about. After a moment, have partners take turns sharing what they plan to write.

Give the students a few minutes to write in their reading journals. If time permits, have a few volunteers share their journal entries with the class.

Teacher Note

You will analyze the work the students do in their reading journals in this step for this unit's Individual Comprehension Assessment.

ELL Note

Consider providing your students with limited English proficiency with the sentence starters *I learned* _____ and *I learned this from* _____ to help them write what they learned from text features.

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7 Reflect on Taking Responsibility

Facilitate a brief discussion about how the students did taking responsibility for their learning and behavior today. Ask questions such as:

Q *How did you do taking responsibility as you were reading today?*

Q *How did you take responsibility when you were talking with your partner?*

> **Students might say:**
>
> "I read quietly the whole time."
>
> "I looked at my partner when she was talking."
>
> "I asked my partner questions about what he said."
>
> "I didn't bother other people when they were reading."

Share some of your observations of responsible behavior during the lesson and unit. Encourage the students to keep taking responsibility during class and partner work.

Vocabulary Note

Next week you will revisit *An Elephant Grows Up* to teach the Week 29 vocabulary lessons.

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on the next page.

WRITING ABOUT READING

Write About a Favorite Book

Materials

- *An Elephant Grows Up*
- *A Day in the Life of a Garbage Collector* from Week 3
- *Velociraptor* from Week 2
- *Throw Your Tooth on the Roof* from Week 1

Teacher Note

If the students have difficulty remembering the books, leaf through them and show some of the drawings or photographs. You might also read the tables of contents or indexes aloud.

Show the covers of *An Elephant Grows Up*, *A Day in the Life of a Garbage Collector*, *Velociraptor*, and *Throw Your Tooth on the Roof* and remind the students that they heard these books earlier. Ask:

Q *What do you remember about these books?*

Have a few volunteers share their thinking. Then ask:

Q *Which of these books is your favorite, or which do you like the best? Why?*

> **Students might say:**
>
> "I like *Throw Your Tooth on the Roof* because it was interesting to learn about all the different tooth traditions."
>
> "I like *An Elephant Grows Up* the best because I think elephants are really cool."
>
> "My favorite was *A Day in the Life of a Garbage Collector* because I want to be a garbage collector when I grow up."

Explain that the students will write about which book they like best and why. Explain that the students will not all choose the same book, and that is fine. What is important is that they explain their thinking. Ask the students to watch as you think aloud and model writing about which of the books is your favorite.

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You might say:

"My favorite of these four books is *An Elephant Grows Up*. I like it because I think elephants are really interesting animals. I also like it because the baby elephants are very cute. I'll write: *I like An Elephant Grows Up the best because I think elephants are very interesting animals. I also like the pictures of the cute baby elephants.*"

Have each student write about which book is her favorite and why. If time permits, invite the students to share their writing with the class.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 8. Partners will stay together for Unit 9.
- Send home with each student a copy of this unit's family letter (BLM1). Periodically have a few students share with the class what they are reading at home.

Assessment

- Before continuing on to the next unit, take this opportunity to assess individual students' reading comprehension using the "Individual Comprehension Assessment" record sheet (IA1); see page 110 of the *Assessment Resource Book*.

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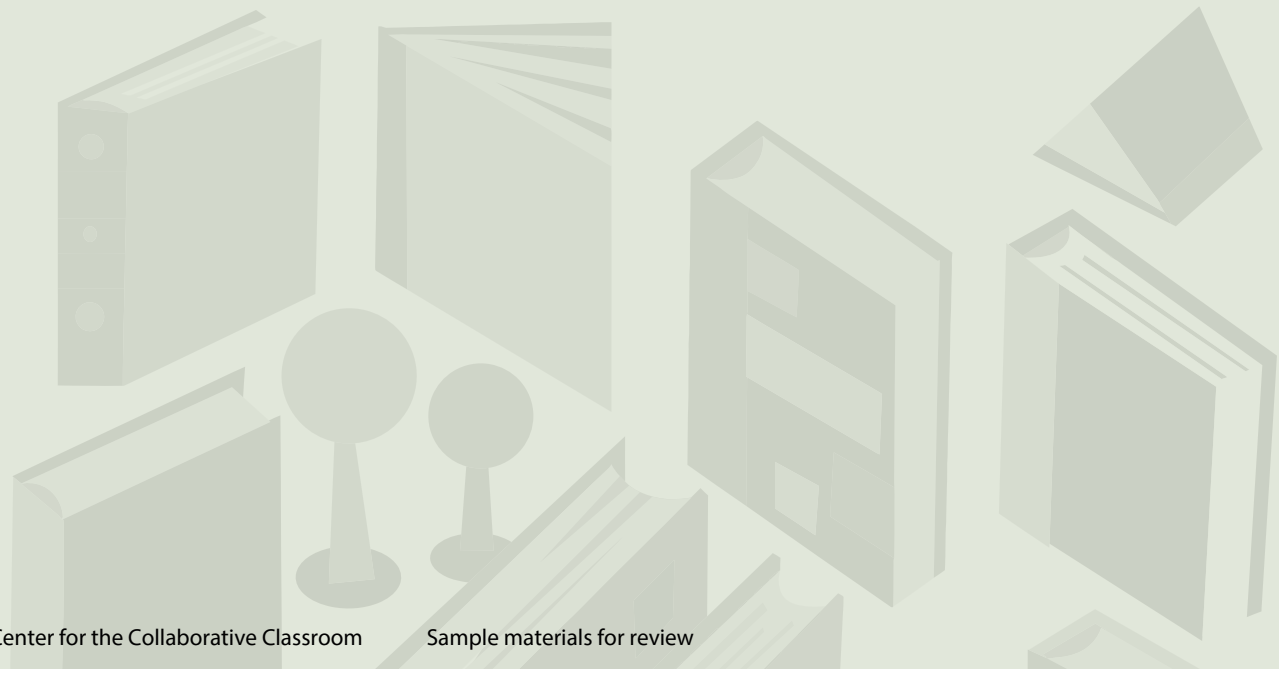
Unit 9

Revisiting
The Reading Community

During this unit, the students reflect on books they like and want to read. They answer questions to understand key details in a story, think about the story's message, and review the comprehension strategies they can use to understand their reading. During IDR, the students read books of their choice and reflect on their reading lives. Socially, they continue to develop the skills of listening to and sharing ideas with each other, and they discuss what they liked about working together in their reading community.



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Unit 9 Revisiting the Reading Community

RESOURCES

Read-aloud

- *Julius*

Technology Extensions

- "Meet the Author: Angela Johnson"
- "Explore the Community Library Online"

Extensions

- "Revisit the Read-alouds"
- "Visit the Community Library"
- "Continue to Revisit the Read-alouds"
- "Have an End-of-year Book-sharing Party"

Assessment Resource Book

- Unit 9 assessments

Student Response Book

- "Thoughts About My Summer Reading"
- "What I Liked About Our Reading Community"

Vocabulary Teaching Guide

- Week 29 (*An Elephant Grows Up*)

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "IDR Conference Notes" record sheet (CN1)
- "Social Skills Assessment Record" sheet (SS1)

Reproducible

- Unit 9 family letter (BLM1)

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OVERVIEW

	Day 1	Day 2	Day 3
Week 1	**Read-aloud:** *Julius* **Focus:** ▪ Hearing and discussing a story ▪ Answering questions to understand key details in the story ▪ Thinking about the story's message	**Reflect on Reading Lives** **Focus:** ▪ Thinking about books they like ▪ Writing about summer reading	**Reflect on the Reading Community** **Focus:** ▪ Discussing and writing about the reading community

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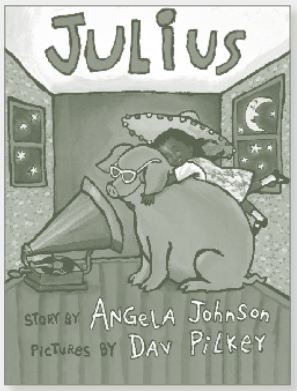
Week 1 OVERVIEW



Julius

by Angela Johnson, illustrated by Dav Pilkey

Maya's grandfather brings her a pig from Alaska. Maya and the pig become friends and learn about fun and sharing.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "IDR Conference Notes" record sheet (CN1)
- "Social Skills Assessment Record" sheet (SS1)

Reproducible

- Unit 9 family letter (BLM1)

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Comprehension Focus

- Students answer questions to understand key details in a story.
- Students discuss a story's message.
- Students think about books they like and want to read over the summer.
- Students read independently.

Social Development Focus

- Students reflect on the reading community.
- Students reflect on their relationships with others.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

- ✓ Consider previewing this week's read-aloud selection with your English Language Learners before you read it aloud to the whole class. While reading, show the students the illustrations and stop frequently to check for understanding.
- ✓ If you used the "IDR Conference Notes" record sheet (CN1) from Unit 2 as a survey of the students' reading goals and interests, you might review the students' responses to those questions prior to beginning your IDR Conferences this week. For more information, see "IDR Conferences" in the Assessment Overview of the *Assessment Resource Book*.
- ✓ Prior to Day 1, make a class set of "IDR Conference Notes" record sheets (CN1); see page 121 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, collect one book the students especially enjoyed from each unit in the *Making Meaning* program. (See Step 1.)
- ✓ Prior to Day 2, prepare a sheet of chart paper with the title "Books We Like."
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1); see page 120 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 29 lessons this week.

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Day 1 Read-aloud

Materials

- *Julius*
- "What Good Readers Do" chart from Unit 8
- Class set of "IDR Conference Notes" record sheets (CN1)

In this lesson, the students:

- Hear and discuss a story
- Answer questions about key details and important ideas
- Review comprehension strategies
- Read independently for up to 15 minutes
- Discuss books they like
- Share ideas and listen to one another

1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Tell the students that during this week they will think about books they like and their reading community. They will also hear a new story and talk about it in pairs and with the class.

Teacher Note

You will not assign new partners this week. Have the students work with their Unit 8 partners or with other students sitting near them.

2 Review the "What Good Readers Do" Chart

Direct the students' attention to the "What Good Readers Do" chart and remind them that this year they learned several things good readers do while reading to help them enjoy and understand what they read. The students practiced using these ideas themselves with books they heard read aloud and books they read independently during IDR. Briefly review the strategies on the chart.

Tell the students that they will probably use some of the ideas from the chart as they listen to today's read-aloud.

Teacher Note

As you mention each strategy, you might want to show the class a book and connect the book to the strategy. (For example, you might say, "When you listened to *Down the Road*, you stopped to wonder about the story.")

3 Introduce *Julius*

Show the cover of *Julius* and read the title and the names of the author and the illustrator aloud. Explain that this is a story about a girl named Maya and her pet pig, Julius. Page through the book and show a few of the illustrations. Ask:

Q *From looking at the pictures on the cover and in the book, what are you wondering about the story?*

Have a few volunteers share their ideas with the class.

4 Read Aloud

Read the story aloud, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

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Suggested Vocabulary

wintered: spent the winter (p. 4)

Alaska: one of the states in the United States where it is very cold (p. 4; refer to a map if possible)

did a polar bear imitation: acted like a polar bear (p. 8)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

crate: large wooden box, used to carry or store things (p. 6; refer to the illustration)

slurped: drank or ate noisily (p. 12)

flour: ground wheat or other grain that is used for baking (p. 13; refer to the illustration)

Stop after:

p. 7 "She'd always wanted one or the other."

Ask:

Q *What do you think might be in the crate? What in the story makes you think that? Turn to your partner.*

Without sharing as a class, reread page 7 and continue reading to page 17. Stop after:

p. 17 ". . . and he'd always play records when everybody else wanted to read."

Ask:

Q *What are some of the things that Julius does? Turn to your partner.*

Without sharing as a class, reread pages 16 and 17 and continue reading to page 25. Stop after:

p. 25 "Maya didn't think all the older brothers in the world could have taught her that."

Ask:

Q *What are some things that Maya likes about Julius? Turn to your partner.*

Without sharing as a class, reread the last sentence on page 25 and continue reading to the end of the book.

5 Discuss the Story as a Class

Have the students discuss the following questions. Remind them to contribute ideas that are different from their classmates' ideas during the discussion.

Q *What part of this story did you like? Why did you like that part?*

Q *What are some things that Julius and Maya like about each other?*

Facilitation Tip

Reflect on your experience over the past year using the Facilitation Tips included in the *Making Meaning* program. Did using the facilitation techniques feel natural to you? Have you integrated them into your class discussions throughout the school day? What effect did using the facilitation techniques have on your students? We encourage you to continue to use the facilitation techniques and reflect on the students' responses as you facilitate class discussions in the future.

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Remind the students that sometimes stories have lessons in them that can help us live happier lives. Ask:

Q *What can we learn about being friends from this story?*

6 Reflect on Working Together

Facilitate a brief discussion about how the students interacted during the read-aloud and discussion. Ask partners to tell each other one thing that they liked about how they worked together. Have a few students share their ideas with the class.

INDIVIDUALIZED DAILY READING

7 Read Independently and Revisit the Students' Reading Lives

Tell the students that they may read fiction, nonfiction, poetry, or any of type of text during IDR this week. Have the students get their book bags and read silently for up to 15 minutes. Ask the students to think as they read about what they like about their books. Tell them that later they will share what they like about their books with their partners. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

You may wish to confer a final time with individual students during this unit. For each conference, have the student select a book from his book bag to discuss. Ask the student to tell you about the book and discuss how his reading habits have changed, how he feels about himself as a reader, and what he is interested in reading.

Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 121 of the *Assessment Resource Book*.

Teacher Note

As you confer, you might compare the student's responses to the questions on the "IDR Conference Notes" record sheet (CN1) from Unit 2 with his responses to the questions on the "IDR Conference Notes" record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask him what led to those changes.

Signal to let the students know when it is time to stop reading. Have partners share the titles of their books and what they like about their books with each other.

After partners have had a chance to share, facilitate a discussion about the students' reading lives by asking questions such as:

Q *What is one of your favorite books that you have read or heard this year? Why do you like that book?*

Q *What kinds of books do you like to read? Do you prefer fiction or nonfiction books? Why?*

Q *What do you like about reading?*

Teacher Note

You will discuss the students' reading lives again during IDR in the next two lessons. You might have some students share today and the remaining students share later.

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SOCIAL SKILLS ASSESSMENT NOTE

During this final week of the program, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1); see page 124 of the *Assessment Resource Book*. Compare your notes from the fall, winter, and spring, and evaluate each student's social skill development over the course of the year.

Teacher Note

You might use the information you collected about your students' social skill development over the course of the year to help you plan for next year. Ask yourself questions such as:

- What was challenging for my students this year in terms of their social development?
- How might I help next year's students grow socially?
- What skills should I emphasize with the students next year to help them build a safe and caring reading community?

EXTENSIONS

Revisit the Read-alouds

Have the books you have read aloud this year available for the students to browse and revisit. Give partners time to sit with a book, retell the story to each other, and talk about it. Each day, allow time for a few pairs to each share a book briefly with the class or with another pair.

Visit the Community Library

If possible, arrange a visit to the community library. Check with the librarian about the procedure for obtaining a library card. Help the students get familiar with the library, and encourage them to go to the library to borrow books to read during their summer break.

TECHNOLOGY EXTENSION

Meet the Author: Angela Johnson

Have the students learn about Angela Johnson, the author of *Julius*. Tell the students that Angela Johnson has written more than 40 books for children and teenagers, many of which are realistic (like real life) stories about African American families. She grew up in Ohio and decided she wanted to be a writer in elementary school, when a special teacher read her the book *Harriet the Spy*. Ask:

Q *What do you wonder about Angela Johnson?*

Have a few volunteers share their thinking. As they respond, record their ideas where everyone can see them. Then display the sources you located that contain information about Angela Johnson and read the sections you have identified aloud. Ask:

Q *What is something you learned about Angela Johnson?*

Technology Tip

Prior to doing this activity, locate a few age-appropriate sources that provide information about Angela Johnson (for example, short biographies or video interviews). Search for information online using the keywords "Angela Johnson author" or "Angela Johnson interview."

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Day 2 Reflect on Reading Lives

Materials

- *Julius*
- One read-aloud book from each unit, selected ahead
- "Books We Like" chart, prepared ahead
- "Class Assessment Record" sheet (CA1)
- *Student Response Book* page 13

In this lesson, the students:

- Discuss books they like and want to read
- Write about summer reading
- Read independently for up to 15 minutes
- Share ideas and listen to one another

1 Review Familiar Books

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Tell them that today they will think about the kinds of books they like and want to read over the summer.

Direct their attention to the books you have selected. Tell the students these are some of the books they heard or read this year. Remind them that some of these books are fiction (about imaginary people and events) and some are nonfiction (about real people, events, or things). Show examples of different types of fiction and nonfiction stories. If necessary, give a brief summary of each of the books you selected.

2 Discuss Favorite Books

Have the students use "Think, Pair, Share" to talk about the books you selected and the kinds of books they like to read. Ask:

Q *Which of these books did you enjoy the most? Why did you like that book?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking with the class. Then ask:

Q *What kinds of books do you like to read? Why do you like to read those kinds of books?* [pause] *Turn to your partner.*

> **Students might say:**
>
> "I like true books because you learn about real people like garbage collectors."
>
> "I like funny stories like *Curious George Goes Camping* because they make me laugh."
>
> "I like true books about animals because I love animals."

As the students share their ideas, record the kinds of stories they like on the "Books We Like" chart.

Teacher Note

If the students have difficulty categorizing the kinds of books they like, point out some of the different kinds of books they have read this year, for example, fiction stories about animals (*McDuff and the Baby*, *Chrysanthemum*), true stories (*George Washington and the General's Dog*, *A Day in the Life of a Garbage Collector*), books about science (*Using Your Senses*, *Sleep Well*), funny stories (*Curious George Goes Camping*, *Julius*), and stories that teach a lesson (*It's Mine!*).

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CLASS ASSESSMENT NOTE

Take this opportunity to reflect on your students' growth over the year by asking yourself questions such as:

- Are the students using the comprehension strategies successfully? Which strategies seem to be the most challenging for the students?
- Has the students' enjoyment of reading grown? What evidence do I notice?
- How might I help next year's students grow as readers?
- What was challenging for my students this year in terms of their social development?
- How might I help next year's students grow socially?

Record your observations on "Class Assessment Record" sheet (CA1); see page 120 of the *Assessment Resource Book*.

3 Write About Summer Reading

Ask the students to open to *Student Response Book* page 13, "Thoughts About My Summer Reading." Read the title of the page and explain that the students will write about the kinds of books and stories they want to read this summer and where they think they will do their summer reading. Later they will share their thoughts with their classmates.

Read the first question on *Student Response Book* page 13 and have each student individually write his answer to the question. Follow the same procedure for the second question.

As the students work, circulate among them. Probe the students' thinking with questions such as:

Q *What kinds of stories do you like to read or listen to? Why do you like those kinds of stories?*

Q *Do you like books about real things? What kinds of things do you want to learn about?*

Q *I plan to [sit outside in my backyard] to do my summer reading. Where can you picture yourself reading this summer?*

4 Share Thoughts About Summer Reading

Explain that partners will talk about what they wrote on *Student Response Book* page 13. Give pairs time to talk; then facilitate a brief class discussion by asking questions such as:

Q *What kinds of books and stories do you want to read this summer? Why?*

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Q *Where do you think you might read your books this summer?*

Q *Who wants to read [the same/different] kinds of books as [Connor] wants to read?*

INDIVIDUALIZED DAILY READING

5 Read Independently and Revisit the Students' Reading Lives

Have the students get their book bags and read silently for up to 15 minutes. Ask the students to think as they read about what they like about their books. Tell them that later they will share what they like about their books with their partners. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer with individual students. For each conference, use a book the student has chosen as the topic of the conference. Ask each student to tell you about the book she is reading and discuss how her reading habits have changed, how she feels about herself as a reader, and what she is interested in reading.

Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 121 of the *Assessment Resource Book*.

Teacher Note

As you confer, you might compare the student's responses to the questions on the "IDR Conference Notes" record sheet (CN1) from Unit 2 with her responses to the questions on the "IDR Conference Notes" record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask her what led to those changes.

Signal to let the students know when it is time to stop reading. Have partners share the titles of their books and what they like about their books with each other.

After partners have had a chance to share, facilitate a discussion about the students' reading lives by asking questions such as:

Q *What is one of your favorite books that you have read or heard this year? Why do you like that book?*

Q *What kinds of books do you like to read? Do you prefer fiction or nonfiction books? Why?*

Q *What do you like about reading?*

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EXTENSIONS

Continue to Revisit the Read-alouds

Have the books in the *Making Meaning* program and other books you have read aloud during the year available for the students to browse and revisit. Give partners time to sit with a book, retell the story to each other, and talk about it. Make time each day for a few pairs to each share a book briefly with the class or with another pair.

Have an End-of-year Book-sharing Party

Have the students share a favorite book from home or school with the class. Have the students talk about why they like the book or share a favorite part or picture. Have the students display their books and give them an opportunity to walk around and look at their classmates' favorite books. If possible, provide refreshments for the students to enjoy.

Reflect on the Reading Community

Day 3

In this lesson, the students:

- Discuss and write about the reading community
- Reflect on their contributions to the reading community
- Thank one another for their work together this year
- Read independently for up to 15 minutes

Materials

- *Julius*
- *Student Response Book* page 14
- Unit 9 family letter (BLM1)

1 Get Ready to Work Together

Gather the class with partners sitting together, facing you. Remind the students that yesterday they talked about books they like and what kinds of books they want to read over the summer. Show the cover of *Julius* and review that this week they also heard a story about a girl and a pig that become friends and help each other learn new things. Point out that like Maya and Julius in the story, the students have become friends and helped each other in their reading community. Explain that today they will think about their reading community and draw and write about what they liked about sharing books with partners and the class.

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2 Discuss the Reading Community

Remind the students that at the beginning of the year they talked about building a community of readers—a community in which everyone feels welcome and safe. Use "Think, Pair, Share" to discuss:

Q *What have you liked about being a part of the reading community?* [pause] *Turn to your partner.*

Have a few volunteers share what they discussed with the class.

> **Students might say:**
>
> "I liked working with different partners. I got to make a lot of new friends."
>
> "I liked asking people questions about the books they read. I got to learn about a lot of new books that way."
>
> "I liked talking about books as a class. People had a lot of good ideas."

In the same way, discuss:

Q *How has being a part of this community made you feel?* [pause] *Turn to your partner.*

Teacher Note

If you notice partners struggling to discuss the question, signal for the students' attention and ask questions such as:

Q *What did you like about talking about books as a class?*

Q *What did you like about talking about books with your partner?*

3 Draw and Write About the Reading Community

Ask the students to turn to *Student Response Book* page 14, "What I Liked About Our Reading Community." Explain that they will each draw a picture and write a sentence or two about something they liked about their reading community. Later they will have a chance to share their drawings and writing with partners and with the class.

Have the students complete the *Student Response Book* page.

Teacher Note

As the students work, circulate among them. If the students have difficulty thinking of ideas, probe their thinking with questions such as:

Q *What did you like best about working with a partner?*

Q *In what ways were other students kind and caring during independent reading time?*

Q *What was fun about listening to books together?*

Q *What was a class discussion you enjoyed?*

4 Share Drawings and Writing

Have partners share their *Student Response Book* pages with each other. Remind them to take turns and treat each other in a caring way as they share.

After partners have talked, have a few volunteers share their drawings and writing with the class. Facilitate a discussion by asking questions such as:

Q *Did you or your partner write something similar to what [Sophie] wrote? Share it with us.*

Q *Who drew and wrote an idea that is different from [Sophie's]? Share it with us.*

Q *What question do you want to ask [Sophie] about her drawing?*

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5 Reflect on the Students' Growth as Caring Community Members

Share some observations about ways your students have grown as members of the reading community over the year.

> **You might say:**
>
> "I remember how some of you only wanted to work with people you already knew in the beginning of the year. Now you seem more willing to work with people you don't know. When you first started working with partners, sometimes one partner did all the talking. Now I notice that both partners are talking about the books."

Ask and briefly discuss:

Q *What else have you done to be a caring member of our reading community?*

Encourage the students to continue to read over the summer and to become caring members of their classroom reading communities next year. Have the students take a moment to thank each other for their work together during the *Making Meaning* lessons this year.

INDIVIDUALIZED DAILY READING

6 Read Independently and Revisit the Students' Reading Lives

Have the students get their book bags and read silently for up to 15 minutes. Ask the students to think as they read about what they like about their books. Tell them that later they will share what they like about their books with their partners. After the students have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer with individual students. For each conference, use a book the student has chosen as the topic of the conference. Ask each student to tell you about the book he is reading and discuss how her reading habits have changed, how he feels about herself as a reader, and what he is interested in reading.

Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 121 of the *Assessment Resource Book*.

Teacher Note

As you confer, you might compare the student's responses to the questions on the "IDR Conference Notes" record sheet (CN1) from Unit 2 with his responses to the questions on the "IDR Conference Notes" record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask him what led to those changes.

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Signal to let the students know when it is time to stop reading. Have partners share the titles of their books and what they like about their books with each other.

After partners have had a chance to share, facilitate a discussion about the students' reading lives by asking questions such as:

- **Q** *What is one of your favorite books that you have read or heard this year? Why do you like that book?*
- **Q** *What kinds of books do you like to read? Do you prefer fiction or nonfiction books? Why?*
- **Q** *What do you like about reading?*

Vocabulary Note

Next week you will revisit *Julius* to teach the Week 30 vocabulary lessons.

TECHNOLOGY EXTENSION

Explore the Community Library Online

Take some time to explore the community library's website (you might search the site for topics like "children's services" and "children's e-books"). Many libraries offer access to collections of e-books, music, and audiobooks through downloads to personal computers, tablets, and other mobile devices. You might ask your school librarian or a librarian from the community library to come to your classroom and introduce your students to a few of the online services available to them.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 9 and the *Making Meaning* program. Send each student home with his or her *Student Response Book* and a copy of this unit's family letter (BLM1). Encourage the students to share their Reading Journals and their plans for summer reading with their families.

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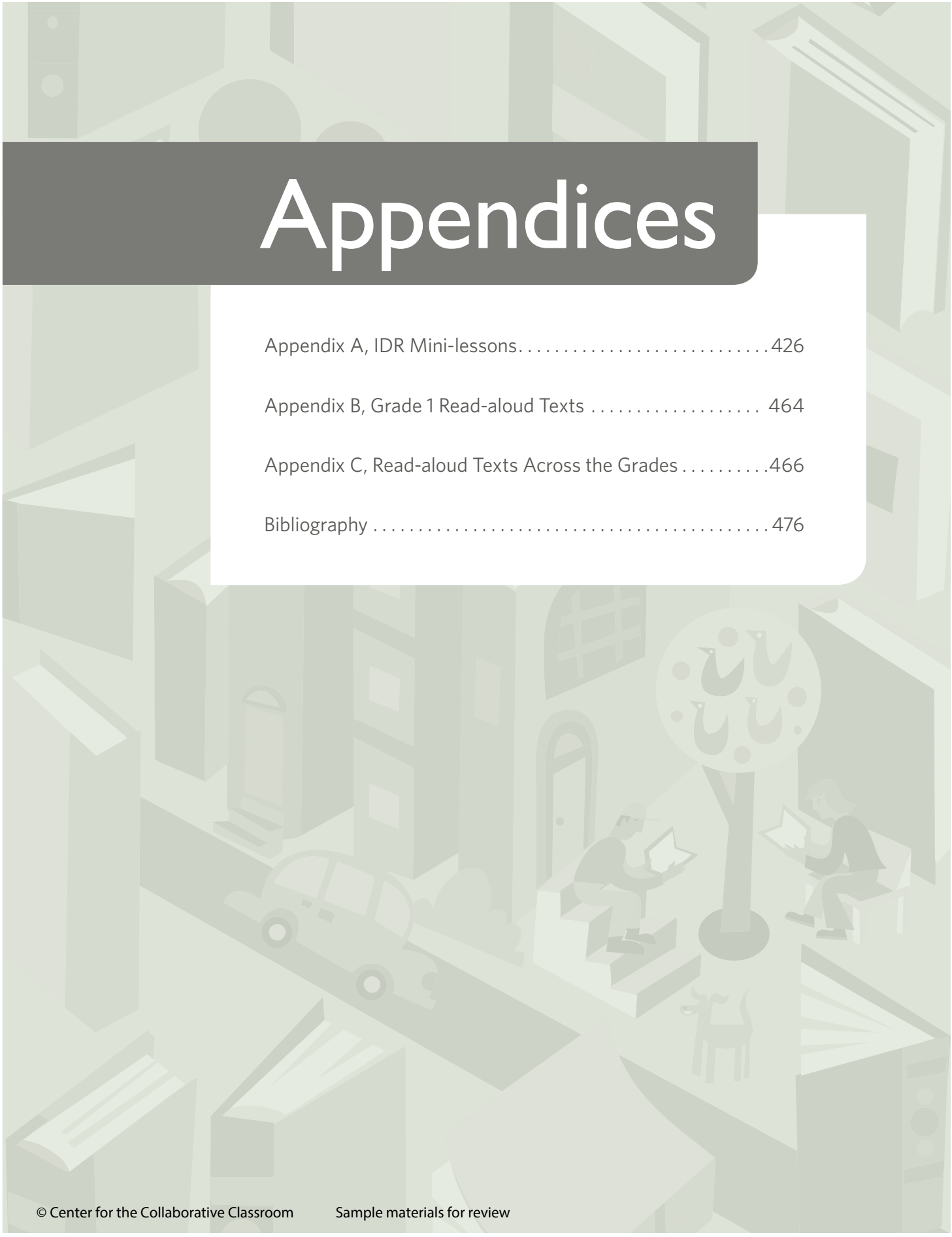

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Appendix A

IDR MINI-LESSONS

Mini-lesson 1 Choosing and Handling Books

DO AHEAD

- ✓ During this lesson, the students will sit in small groups as they browse through book bins and choose books that interest them (see Step 4). Prior to beginning the lesson, decide how you will group the students. We recommend groups of three to four students.
- ✓ Create one book bin with 15–20 books for each group. Be sure to include a variety of fiction and nonfiction titles. Determine where in your classroom you will place each bin (for example, on tables or at other locations around the room).
- ✓ Select a fiction book that the students have not yet read to model choosing a book that interests you. (You might select a book by an author whom the students have already encountered in a read-aloud or a book from a familiar series.) Be ready to briefly describe the book and explain why you chose it. Place the book in one of the bins you have prepared.
- ✓ Prepare a sheet of chart paper with the title "Ways to Choose a Book" (see Step 2).

Materials

- Fiction book for modeling, selected ahead
- "Ways to Choose a Book" chart, prepared ahead, and a marker
- Book bins with fiction and nonfiction books, prepared ahead

In this lesson, the students:

- Discuss the importance of choosing books they are interested in reading
- Learn strategies for choosing books that interest them
- Learn how to handle books responsibly
- Practice choosing and handling books
- Share their book choices and reflect

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ABOUT CHOOSING AND HANDLING BOOKS

This lesson is intended for students who are not yet reading leveled texts. It supplements the instruction in Individualized Daily Reading (IDR) by giving the students guidance in choosing books that interest them and that they will be motivated to read. It also teaches the students how to handle books responsibly. (To support students who are reading leveled texts, you might teach IDR Mini-lesson 2, "Selecting 'Just-right' Books.")

1 Gather and Discuss Choosing Books

Gather the class with partners sitting together, facing you. Remind the students that this year they are reading books independently during IDR to help them grow as readers. Explain that you will talk with them about how to choose books that are interesting and fun for them to read. Explain that choosing books they enjoy will make reading more fun and will help them become stronger readers.

Briefly share with the students some kinds of books you enjoy reading. Then ask:

Q *What kinds of books do you like to read?*

> **Students might say:**
>
> "I like books about exciting things, like dinosaurs or airplanes."
>
> "I like reading books about animals."
>
> "I like books with lots of pictures."
>
> "I like books that are funny and silly."

Explain that today you will model choosing a book that interests you to read independently. Later the students will have a chance to practice choosing books that interest them or that they are curious about.

2 Model Choosing a Book and Introduce the "Ways to Choose a Book" Chart

Ask the students to watch and listen as you model looking through a book bin and choosing a book that interests you.

Take the fiction book you selected (see "Do Ahead") out of the bin. Model looking at the front and back covers, read aloud the title and the author's name, and think aloud about the book and why it interests you.

> **You might say:**
>
> "The title of this book is *Sheep on a Ship*. The front cover tells me that this book is written by Nancy Shaw and illustrated by Margot Apple. I've read another book by Nancy Shaw and I liked it. The picture on the front cover shows some sheep on a big ship. I see that the ship has a black flag that looks like a pirate's flag. That makes me curious. I wonder if these sheep are pirates."

TEKS 5.A.i
Student/Teacher Narrative
Step 2 (all, beginning on page 427 and continuing to page 429)

Teacher Note

As you model, be aware of how you are handling the book. Open the book and turn pages carefully, using the bottom corner of each page as you turn. Avoid folding pages, bending the covers, or straining the spine of the book by opening it too wide. In Step 3, you will discuss handling books responsibly.

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Then model paging through the book, showing the text and illustrations, and thinking aloud about what you see that interests you.

> **You might say:**
>
> "I can also look inside a book to find out if it interests me. The pictures in this book look exciting. On this page, I read, 'Dark clouds form a sudden storm.' I see the ocean getting stormy and wild, with lots of big waves, and the ship getting in trouble. That makes me wonder what will happen to the sheep. This book looks interesting, so I'll choose it."

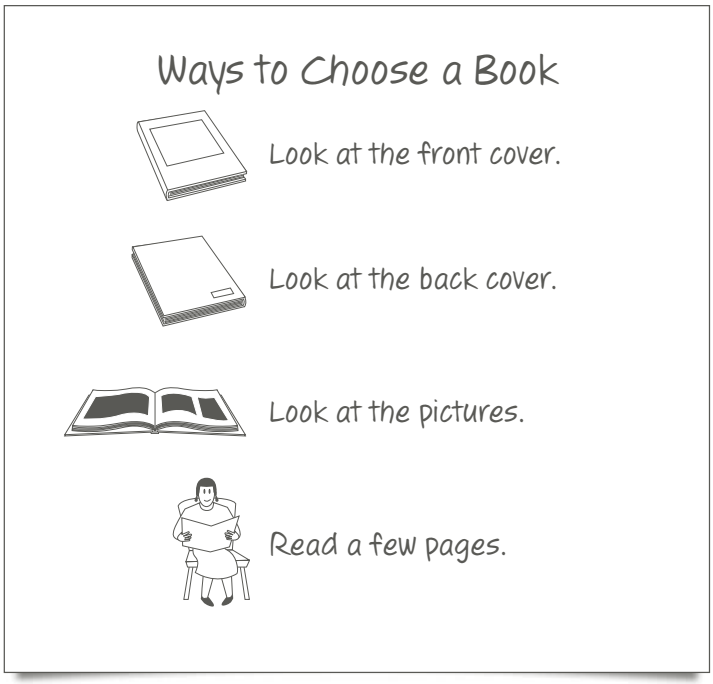
Ask:

Q *What did you notice about how I chose a book that interests me? Turn to your partner.*

Have a few volunteers share with the class.

> **Students might say:**
>
> "You looked at the front cover and the back cover."
>
> "You opened the book and looked at the pictures and read a little bit."
>
> "You noticed who the author was."

Direct the students' attention to the "Ways to Choose a Book" chart and write their ideas on the chart. If the students mention ideas other than the ones listed below, add those ideas to the chart. Leave some space at the bottom of the chart.



Teacher Note

Another way for the students to choose books they might enjoy is by finding books from authors, illustrators, or series they already know and like. However, if you are teaching this lesson early in the year, the students may not have had exposure to enough read-aloud texts to choose books based on these characteristics. After the students have had more exposure to a number of different read-aloud texts, you might add *Look for an author, illustrator, or series I like* to the "Ways to Choose a Book" chart.

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Tell the students that you will post the chart where everyone can see it and that they can look at the chart for ideas when they need help choosing books to read independently.

3 Discuss Handling Books

Show the book you modeled choosing earlier. Ask:

Q *What did you notice about how I handled the book? What did I do when I [turned pages/held the book/put it back in the bin]?*

> **Students might say:**
>
> "You were careful. You were gentle with the book."
>
> "You turned pages slowly. You didn't tear them."
>
> "You held the corner of each page, not the middle part."
>
> "When you put the book back in the bin, you made sure it didn't get bent."

If necessary, briefly model opening your book, holding it open, turning pages, closing it, and putting it back in the bin in a responsible way. Ask:

Q *Why is it important to handle books responsibly?*

> **Students might say:**
>
> "Our books won't get torn."
>
> "If we handle books responsibly, they won't get messed up."
>
> "It keeps our books nice for everyone."

4 Practice Choosing and Handling Books

Tell the students that now they will each choose a book that interests them. Later they will have a chance to share their books with the class and explain why they are interested in reading them.

Organize the students into small groups, and provide each group with a book bin. Explain that you expect them to browse quietly through the bins to choose their books and to handle and share the books in a responsible way. Ask and briefly discuss:

Q *What can you do to give each person in your group a chance to choose a book from the bin?*

> **Students might say:**
>
> "I can take just one book at a time to look at."
>
> "After I take a book from the bin, I'll move so that someone else can look in the bin."
>
> "I can put any book I'm not interested in reading back in the bin."

Teacher Note

You might repeat this modeling with a nonfiction book.

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Q *What will you do if someone else in your group is looking at a book that you want to look at?*

> **Students might say:**
>
> "I can wait a moment to see if the person puts the book back in the bin. Then I can look at it."
>
> "I can look at a different book."
>
> "I can say, 'It's OK. I'll look at that book another time.'"

Have the students browse through the bins and choose books that interest them. Tell the students that once they have chosen their books, they can begin reading them independently. Circulate and observe, helping students as needed.

5 Share Books and Reflect

When the students have each chosen a book, signal for their attention. Have them bring their books and gather with partners sitting together, facing you. Ask:

Q *Why did you choose your book? Turn to your partner.*

Invite a few volunteers to show their books and share why they chose them. Encourage them to point out specific things about the front covers, back covers, or interiors of their books that interested them. Remind volunteers to handle their books responsibly as they share them with the class.

After volunteers have shared, point out that hearing about books that other people are excited to read is another way to find books they might like. Add *Ask other people about books they like* to the "Ways to Choose a Book" chart.

Remind the students that if they are not sure about what books to read when they are reading independently, they can look at the "Ways to Choose a Book" chart for ideas.

ELL Note

You might provide the prompt "I chose this book because . . ." to your English Language Learners to help them verbalize their answers to this question.

Teacher Note

You might post the "Ways to Choose a Book" chart in your classroom library for the students to refer to throughout the year.

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Selecting "Just-right" Books

Mini-lesson 2

DO AHEAD

- ✓ During this lesson, the students will sit in small groups as they browse through book bins and choose "just-right" books (see Step 4). Prior to beginning the lesson, decide how you will group the students. We recommend creating groups of three to four students.
- ✓ For each group, set up a book bin with 15–20 books. In every bin, be sure to include fiction and nonfiction books at a variety of levels. Determine where in your classroom you will place the bins (for example, on tables or at other locations around the room).
- ✓ Select three books to use to model selecting a "just-right" book: one "too-easy" book, one "too-hard" book, and one "just-right" book. Be ready to describe the front and back covers of each book and to explain why each book interests you. Also be ready to read a few pages aloud from each book and to point out and count any unfamiliar words in passages. Place the books in one of the book bins you have prepared.
- ✓ Prepare a sheet of chart paper with the title "Choosing a 'Just-right' Book" (see Step 3).

In this lesson, the students:

- Review what they know about "just-right" books
- Discuss the importance of choosing "just-right" books for IDR
- Review a procedure for choosing "just-right" books
- Practice choosing "just-right" books
- Share their book choices and reflect

Materials

- Three books for modeling, selected ahead
- "Choosing a 'Just-right' Book" chart, prepared ahead, and a marker
- Book bins with fiction and nonfiction books, prepared ahead

ABOUT SELECTING "JUST-RIGHT" BOOKS

This lesson is intended for students who have mastered their letters and sounds and are ready to read leveled texts during Individualized Daily Reading (IDR). The lesson can be taught to the whole class or adapted for teaching to a small group of students. It supplements the core instruction in IDR by giving the students guidance as they identify and choose books that are just right for them. A "just-right" book is a book that the student finds interesting and in which the student knows and understands most of the words. (To support students who are not yet reading leveled texts, you might teach IDR Mini-lesson 1, "Choosing and Handling Books.")

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1 Review and Discuss Choosing "Just-right" Books

Have the students get their book bags and gather with partners sitting together, facing you. Remind the students that during IDR they are choosing books that are just right for them to read independently. Ask and briefly discuss:

Q *What do you think about when you are choosing a "just-right" book?*

> **Students might say:**
>
> "I look at the front and back covers to see if I think I'll like it."
>
> "I look at a few pictures in the book."
>
> "I look to see if I've read other books about the same characters."
>
> "I read a little bit to see if I know most of the words."
>
> "I check to make sure I understand what I read."

Review that a book is just right for reading during IDR if the student likes it and is interested in it and if he can read and understand most of the words. Explain that today the students will talk about why it is important to read "just-right" books during IDR.

Ask and briefly discuss:

Q *How do you know if a book is too easy? Turn to your partner.*

Q *How do you know if a book is too hard? Turn to your partner.*

Have a few volunteers share their thinking.

> **Students might say:**
>
> "A book that's too easy might have only pictures, or pictures and only a few words."
>
> "If a book is too easy, it could mean that I know every single word and can read it really fast."
>
> "A too-hard book could be a book with lots of words I don't know."
>
> "If a book is too hard, it could mean that I can't understand what it's about."

If necessary, explain that reading books that are too easy will not help the students become stronger readers—they might not be able to practice reading new words or think about new ideas. If they read books that are too hard, they might skip important parts of the book, and they might not understand what they read. Then ask:

Q *Why is it important to read "just-right" books during IDR?*

> **Students might say:**
>
> "When you read a book that's just right for you, it's more fun to read."
>
> "It's important because if a book is just right, you'll understand it better."
>
> "When you read a just-right book, you learn more."
>
> "It's important because just-right books help us get better at reading."

Teacher Note

During other times throughout the day, you might provide the students with opportunities to read books that are above or below their independent reading levels.

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Explain that choosing interesting books that are just right for reading during IDR will make reading more fun and will help the students grow as readers.

Tell the students that today you will model choosing a "just-right" book for IDR by checking to see if you know most of the words in the book. Explain that later in the lesson they will each have a chance to practice choosing their "just-right" books.

2 Model Selecting a "Just-right" Book

Tell the students to watch and listen as you model choosing a "just-right" book. Ask the students to notice what you do and think about when you choose the book.

Take the "too-easy" book you selected (see "Do Ahead") out of the book bin. Briefly model looking through the book, reading a few pages aloud, and thinking aloud about whether it is just right for you.

> **You might say:**
>
> "First I'll look at the front and back covers of the book. The title is *Little Tiger* and the author is L. Rigo. This book looks interesting to me. I like the topic, tiger cubs, and the picture on the front is very cute. Next I'll read a few pages to see if this book is 'just right' for me to read during IDR. As I read, I'll count any words I don't know, using my fingers. [Read aloud.] I know all of the words on these pages, and they're easy words that I've known for a long time. I also notice that there are only a few words on each page. This book seems a little easy for me, so I'll put it back in the bin and pick another book."

Put back the first book and take the "too-hard" book you selected earlier out of the bin. Briefly model looking through this book, reading a few pages aloud, and thinking aloud about whether it is just right for you.

> **You might say:**
>
> "The title of this book is *Fish is Fish* and the author is Leo Lionni. I like the picture on the front, and I always love hearing books by Leo Lionni! I'll open the book and read a few pages to see if I can read this book by myself. Just as I did with the first book, I'll pay attention to how many words I don't know, and I'll count those words using my fingers. [Read aloud.] I counted five words on this page that I don't know. If I skip them, I won't really understand what is happening in the story. I might put this book back for now and try reading it again a little later, or maybe I'll ask someone to read it with me."

Put back the "too-hard" book, and take the "just-right" book you selected earlier out of the book bin. Model looking through this book, reading a few pages aloud, and thinking aloud about whether it is just right for you.

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You might say:

"This book is *Lazy Lion* by Mwenye Hadithi. The picture on the front shows a big golden lion. I like how it looks. I think I might be interested in this book. I'll read a few pages to see if I can read this book by myself. As I read, I'll count any words I don't know, using my fingers. [Read aloud.] I see a long word in the first sentence: *appeared*. But I know what that means—*appear* is 'when something shows up so you can see it.' Here's a word farther down the page: *turrets*. I don't know what that means, so I'll count that as one word I don't know. Here's a second word I don't know: *spires*. I'll count that, too. I've reached the end of the page, and there are only two words I don't know. That means this is probably a 'just-right' book for me."

Ask and briefly discuss:

Q *What did you see me do when I was choosing a "just-right" book? Turn to your partner.*

Have a few volunteers share their thinking with the class.

Students might say:

"I saw you look at the cover and the pictures."

"You also opened the book and read some parts."

"You read a page and counted all the words you didn't know."

"You thought about what you read."

ELPS 2.I.iii
Step 3 and Step 4 (all, beginning on page 434 and continuing on to the top of page 436)

3 Introduce the "Choosing a 'Just-right' Book" Chart

After a few volunteers have shared, direct the students' attention to the "Choosing a 'Just-right' Book" chart and read the title aloud. Record the students' responses on the chart. Be ready to paraphrase them so that your chart is similar to the example in the diagram below.

Choosing a "Just-right" Book

1. Look at the cover.
2. Look at the pictures.
3. Read a few pages.
4. Count words you do not know.
5. Check to see if you understand what you read.

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After recording the students' responses, read the chart aloud and explain that these are things the students can do when they are choosing "just-right" books for IDR. Tell the students that you will post the "Choosing a 'Just-right' Book" chart in the classroom library. Explain that they can refer to it any time they need help choosing a "just-right" book to read during IDR.

4 Practice Choosing "Just-right" Books

Organize the students into small groups. Have them bring their book bags and sit with their groups. Tell the students that they will now have a few minutes to look through the books in their book bags and think about whether these books are just right for them. Explain that if they decide any books are not just right, they should put them aside. In a few minutes, they will have a chance to return these books and choose new "just-right" books.

Give the students a few minutes to look through the books in their book bags and decide if they are just right. Circulate and provide assistance as needed.

When the students have finished looking through their books, signal for their attention. Distribute one book bin to each group. Have the students return any books they set aside to the bins. Explain that now each student will browse quietly through the bins to choose two or three new "just-right" books. Remind the students to handle and share the books in a responsible way.

Ask and briefly discuss:

Q *What can you do to give each person in your group a chance to choose "just-right" books from the bin?*

> **Students might say:**
>
> "I can take just one book at a time to look at."
>
> "After I take a book, I'll move so that someone else can look in the bin."
>
> "I can put any book that I'm not interested in reading back where I found it."

Q *What will you do if someone else in your group is looking at a book that you want to look at?*

> **Students might say:**
>
> "I can wait to see if the person puts the book down. Then I can look at it."
>
> "I can look at a different book."
>
> "I can say, 'It's OK. I'll look at that book another time.'"

Have each student browse through the bins and choose two or three "just-right" books.

Teacher Note

If the students in a particular group have difficulty sharing the book bin, you might work with the group to come up with ideas for sharing the books in a fair and caring way (for example, the students might take the books out of the bin and lay them out on the table, or they might divide the books into several piles so everyone has a number of books to browse through).

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Explain that once each student has chosen her "just-right" books, she should begin reading one of them independently. Circulate and observe, helping students as needed.

5 Share Books and Reflect

Signal to let the students know when it is time to stop reading. Describe some responsible behaviors you noticed as the students were choosing and reading their books. Tell the students that they will have many opportunities to practice choosing and reading books that are just right for them to read during IDR.

Ask and briefly discuss:

Q *Which "just-right" book did you choose? Why is it just right for you?*

Invite several volunteers to share their "just-right" books with the class. Encourage them to say more about how they decided that their books were just right for them.

Remind the students that reading "just-right" books during IDR will help them grow as readers. Tell them that they can look at the "Choosing a 'Just-right' Book" chart when they need help deciding if a book is just right.

ELL Note

You might provide the prompt "I chose this book because . . ." to your English Language Learners to help them verbalize their answers to this question.

Teacher Note

You might post the "Choosing a 'Just-right' Book" chart in your classroom library for the students to refer to when choosing books during IDR.

Mini-lesson 3 Introducing IDR Conferences

DO AHEAD

✓ During this lesson, you will model conferring with a student about a book he or she is reading independently as the rest of the class observes (see Step 4). Think in advance about the questions you will ask.

✓ Make two copies of the "IDR Conference Notes" record sheet for the unit you are currently teaching.

Materials

- Two copies of the "IDR Conference Notes" record sheet for your unit
- "Resource Sheet for IDR Conferences" for your unit, *Assessment Resource Book*

In this lesson, the students:

- Review the purpose of IDR
- Discuss the importance of IDR conferences
- Learn what happens during an IDR conference
- Practice reading independently
- Reflect about acting responsibly during IDR

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ABOUT IDR CONFERENCES

IDR conferences provide you with opportunities to get to know each student as a reader, talk with individual students about their reading, identify areas of strength, and note areas in which a student needs support. To learn more, see "IDR Conferences" in the Assessment Overview of the *Assessment Resource Book* or view "Setting Up IDR Conferences" (AV28).



1 Gather and Review the Purpose of IDR

Gather the class with partners sitting together, facing you. Remind the students that this year they are reading books independently during IDR to help them grow as readers.

Review that while the students are reading independently, you will meet with one student at a time to talk about the book that he or she is reading. Explain that these meetings are called *conferences* and that today they will learn more about what happens during a conference.

2 Discuss the Importance of IDR Conferences

Explain that during IDR conferences the students will talk about their books and share whatever thoughts or feelings they have about them. Point out that IDR conferences are also times when the students can share how they feel about themselves as readers. Explain that you might also share things that you notice about them as readers. Tell the students that by talking with them about their reading, you can help them grow even more as readers.

3 Describe an IDR Conference

Tell the students that you will explain what happens during most IDR conferences, and afterward you will model conferring with a student volunteer. Briefly explain what happens during an IDR conference.

> **You might say:**
>
> "After all of you have chosen books and have begun reading independently, I will ask one student to bring his or her IDR book and confer with me. Let's say that I ask [Aliyah] to confer with me. She and I will go to a table where we can talk quietly by ourselves. I'll start the conference by asking her to tell me about her book so far. I might also ask why she chose the book and whether she likes it. Then I might ask her to read a passage from the book aloud—or I might read a passage aloud as she listens, or she and I might take turns reading aloud from her book. Finally, [Aliyah] and I will talk about the passage and anything else she would like to share about her book."

Tell the students that during an IDR conference, you will write notes to help you remember which book the student is reading and what you discussed.

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4 Model an IDR Conference and Discuss

Tell the students that now you will model an IDR conference. Choose a volunteer and ask her to get her IDR book and sit next to you. Ask the rest of the class to listen respectfully and to notice what happens during the conference.

Confer with the student in front of the class. As you confer, take notes using an "IDR Conference Notes" record sheet from the unit you are currently teaching (see "Do Ahead"), and refer to the "Resource Sheet for IDR Conferences" as necessary.

TEKS 1.A.ii
Teacher Activity
Step 4
(last discussion question in the step)

After the conference, thank the student. Ask and briefly discuss:

Q *What did you notice when [Aliyah] and I were conferring about her book?*

Q *What questions do you have about IDR conferences?*

5 Discuss Expectations During IDR Conferences

Remind the students that while you are conferring with individual students, the rest of the class will be reading their books independently. Briefly review your expectations for the students during this time.

> **You might say:**
> "While I am conferring with a student, I expect you to read quietly to yourself until I signal for you to stop reading. I also expect you to stay seated and not to walk around the classroom. Finally, please try not to interrupt me while I'm conferring with another student."

Ask:

Q *What might you do if you have a question while I am conferring with another student?*

> **Students might say:**
> "I can ask my partner."
> "I can write down my question."
> "I can ask you later."

Q *What might you do if you are having problems with the book you're reading or if you need a new book?*

> **Students might say:**
> "If I'm having problems with my book, I can quietly ask my partner for help."
> "I can reread the part of the book that is giving me problems."
> "I can choose another book to read."

Tell the students that they will practice reading independently while you confer with another student. Ask them to keep these expectations in mind as they read.

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6 Practice Reading Independently and Reflect

Have the students collect their IDR books and begin reading independently. After the students have settled into their reading, select a student to confer with.

After you have completed the conference, signal for the students' attention. Facilitate a brief discussion about how the students acted in a responsible way while you were conferring. Ask questions such as:

Q *What did you do well when you read independently?*

Q *What can we do to make sure independent reading and IDR conferences go more smoothly?*

Teacher Note

Record your observations on an "IDR Conference Notes" record sheet, and refer to the "Resource Sheet for IDR Conferences" as necessary.

Self-monitoring

Mini-lesson 4

DO AHEAD

✓ In this lesson, you will model self-monitoring before, during, and after reading. Select a "just-right" book to use for your modeling and think in advance about what you will say.

✓ Prepare one sheet of chart paper with the title "Questions Before I Read" (see Step 2). Prepare a second sheet of chart paper with the title "Questions After I Read" (see Step 4).

✓ Post the "Questions Before I Read" chart, the "Thinking About My Reading" chart (from Unit 4), and the "Questions After I Read" chart in a row, so that all of the students can see them.

In this lesson, the students:

- Discuss the importance of self-monitoring during independent reading
- Learn a procedure for self-monitoring before, during, and after reading
- Practice self-monitoring with IDR books
- Reflect about self-monitoring

Materials

- "Thinking About My Reading" chart from Unit 4
- One book for modeling, selected ahead
- "Questions Before I Read" chart, prepared ahead, and a marker
- "Questions After I Read" chart, prepared ahead

ABOUT SELF-MONITORING

In Unit 4, the students learn questions they can ask themselves to monitor their comprehension as they read. Self-monitoring is an important metacognitive strategy that enables readers to recognize when they are

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reading the words but not thinking about and comprehending the text. In this lesson, the students learn that strong readers also ask themselves questions before and after reading.

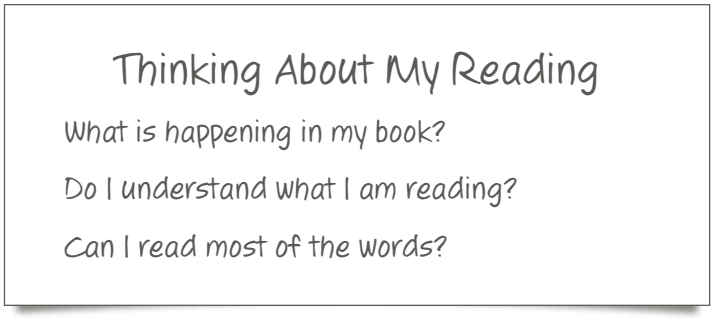
Teacher Note

You might teach this lesson in multiple sessions. During the first session, model self-monitoring before reading and allow the students to practice it. Then repeat the procedure at another time to teach self-monitoring during and after reading.

1 Review Self-monitoring

Gather the class with partners sitting together, facing you. Review that the students are reading books that are just right for them during IDR, and that reading "just-right" books will help them grow as readers.

Direct the students' attention to the "Thinking About My Reading" chart. Remind them that these are questions they can ask themselves as they read to make sure they understand what they are reading and to help them know if a book is just right for them. Point to each question on the chart as you read it aloud.



Explain that strong readers also ask themselves questions *before* and *after* reading and that today they will learn about those questions.

2 Model Self-monitoring Before Reading

Show the front and back covers of the book you have chosen. Ask the students to watch and listen as you model asking yourself questions *before* you read.

You might say:

"The title of my book is *An Earthworm's Life*, and the author is John Himmelman. Before I start reading, I'll look at the front and back covers of the book and ask myself some questions. First I'll ask myself, 'Why am I reading this book?' I chose it because it looks interesting and also because I like the illustration on the front cover. Next I'll ask myself, 'What might this book be about?' From the title and from looking at the back cover, I see that this book is about earthworms and what their lives are like. Finally I'll ask myself, 'What do I already know about earthworms?' I've seen them in my garden, and I know that earthworms are good for the soil. But I don't know much else about them."

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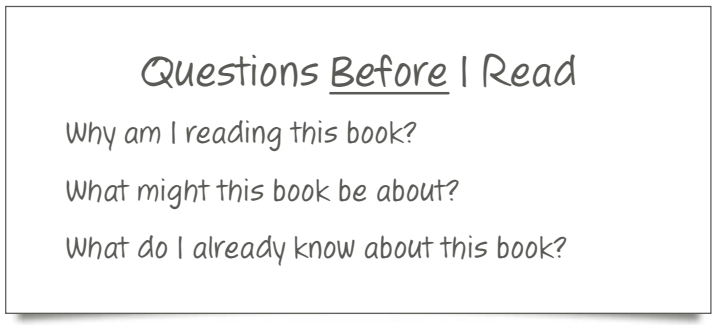
Direct the students' attention to the "Questions Before I Read" chart and read the title aloud. Ask and briefly discuss:

Q *What questions did you notice me asking before I read my book?*

> **Students might say:**
>
> "I noticed you asked why you are reading this book."
>
> "You asked yourself what the book might be about."
>
> "You asked yourself what you already know about earthworms."

As the students share, record their responses on the chart. Be ready to rephrase the questions so that your chart is similar to the example in the diagram below.



Read the chart aloud, pointing to each question as you read it. Tell the students that they can look at the front and back covers of their books and ask themselves the questions from this chart before they start reading.

3 Model Self-monitoring During Reading

Next direct the students' attention to the "Thinking About My Reading" chart and remind them that they have been asking themselves these questions as they read. Ask the students to watch and listen as you model reading a few pages of the book aloud and asking yourself the questions from the chart. Explain that normally we read quietly to ourselves when we read independently but that you will read the book aloud so that the students can hear what is happening in the book.

Read a few pages aloud and then model asking yourself the questions on the "Thinking About My Reading" chart.

Teacher Note

If your students are consistently self-monitoring their comprehension during reading, you might direct their attention to the "Thinking About My Reading" chart, review the questions, and then go on to Step 4.

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You might say:

"Now that I've read a few pages of the book, I'll stop to ask myself the first question on the chart: 'What is happening in my book?' I'll try retelling what I read. First an adult earthworm leaves its egg case in an underground burrow, and then a baby earthworm is born and crawls out of the egg case. The baby earthworm wiggles through the soil and eats dead leaves. I understand what I'm reading here, so that's a good sign that this book is right for me. Next I'll ask myself, 'Can I read most of the words?' There are a couple of words I don't totally understand: *egg case* and *burrow*. I'll go back and reread the sentence with those words. I'll also look at the pictures. I can see that the egg case is where the adult earthworm keeps its eggs; that makes sense. I also see that the burrow is where the earthworm lives; it's like a little tunnel or hole underground. I do understand all the other words in the part I read, and so I think this book is probably just right for me."

Ask and briefly discuss:

Q *What did you notice about what I did while I was reading?*

Students might say:

"You read a page and asked yourself questions about what you read."

"You asked yourself, 'What's happening in my book?'"

"You asked yourself if you understood what you read."

"You made sure you understood most of the words."

4 Model Self-monitoring After Reading

Tell the students that you will read a few more pages aloud so that they can hear what is happening in the book. Read a few more pages aloud. Then ask the students to watch and listen as you model asking yourself questions *after* reading.

You might say:

"Now I'll think about what I read. I'll ask myself, 'Can I retell what I read?' Let's see if I can. First a baby earthworm is born. It wiggles up to the surface and eats dead leaves and soil. By the fall, the earthworm has grown up. It pulls dead plants down into its burrow to eat. When winter comes, the earthworm goes to sleep underground. In the spring, it comes back up to the surface. Now I'll ask myself, 'Did I understand what I read?' I understood most of what I read, but I'm confused about why the earthworm wakes up in the spring. I'll go back and reread that part. [Reread the part aloud.] When I reread that part carefully, I see that the author explains that spring rain makes the earthworm come back up to the surface."

Direct the students' attention to the "Questions After I Read" chart and read the title aloud. Ask and briefly discuss:

Q *What questions did you notice me asking after I read my book?*

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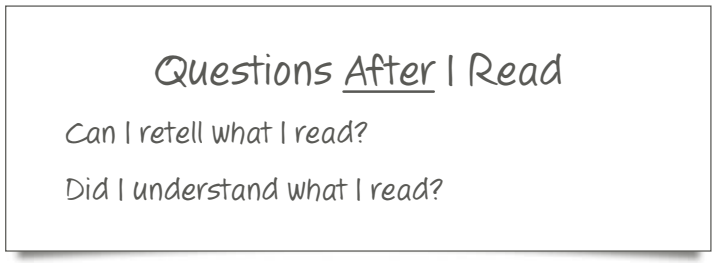
Students might say:

"You asked yourself if you could retell what you read."

"You asked yourself if you understood what you read."

As the students share, record their responses on the chart. Be ready to rephrase the questions so that your chart is similar to the example in the diagram below.



Read the chart aloud, pointing to each question as you read it. Review that these are questions that the students can ask themselves after they read to check whether they understood what they read. Tell them that if they read anything they did not understand, they can reread that part of the book.

5 Practice Self-monitoring Before, During, and After Reading

Ask the students to get their IDR books and find places to sit. Explain that they will read their books quietly for a few minutes and practice asking themselves questions before, during, and after reading. Encourage the students to use the three charts to help them think about their books and what they are reading. Explain that later they will have a chance to share their thinking with the class.

Give the students a minute to look at the front and back covers of their books and think quietly about them before they start reading. Then have them read their books quietly for a few minutes, asking themselves questions to make sure they understand what they are reading. Circulate and observe, assisting students as needed. After a few minutes, signal for the students' attention and have them think quietly about what they read.

6 Reflect on Self-monitoring

Signal for the students' attention. Ask and briefly discuss:

- **Q** *What [did you think about/questions did you ask yourself] before reading your book?*
- **Q** *What [did you think about/questions did you ask yourself] while you were reading?*
- **Q** *What [did you think about/questions did you ask yourself] after you read?*

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Remind the students that strong readers ask themselves questions before, during, and after reading. Tell the students that they can use the questions on the three charts during IDR or any time they are reading.

Mini-lesson 5 Reading Punctuation

DO AHEAD

✓ Consider pairing your English Language Learners with native English speakers during this lesson, and think in advance about which students to pair.

✓ During this lesson, you will model reading aloud an excerpt from *Chrysanthemum* by Kevin Henkes. Practice reading the excerpt both with and without attention to punctuation (see Step 3).

Materials

- *Chrysanthemum* from Unit 2
- "Excerpt from *Chrysanthemum*" chart (WA1)

In this lesson, the students:

- Hear part of a familiar book read aloud fluently
- Discuss how paying attention to punctuation helps them read fluently
- Echo read part of the story fluently
- Practice paying attention to punctuation and reading fluently during IDR
- Work responsibly in pairs
- Reflect on the importance of reading fluently

ABOUT READING FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from word-by-word processing of text to smoother, more natural-sounding reading (when reading aloud and when reading silently to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on reading individual words.

Instruction in strategies for building fluency such as automatic word-recognition, meaningful phrasing, pausing for punctuation, and reading with expression can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at an appropriate reading level. Echo and choral reading, partner reading, and presentation/performance experiences (such as Readers' Theater and dramatic reading) offer meaningful ways for the students to interact with texts and develop fluency.

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1 Review *Chrysanthemum*

Gather the class with partners sitting together, facing you. Show the cover of *Chrysanthemum* and read the title and the name of the author aloud. Remind the students that they heard this book earlier. Page through the book and show the illustrations to help the students recall the story. Ask:

Q *What do you remember about the book* Chrysanthemum?

> **Students might say:**
>
> "It's about a little girl mouse named Chrysanthemum."
>
> "She loves her name, but when she goes to school the other students make fun of it."
>
> "Chrysanthemum starts to hate her name because it's so different. She wishes her name were more normal."
>
> "A teacher named Mrs. Twinkle helps Chrysanthemum feel good about her name again."

If necessary, review that Chrysanthemum feels bad about her name until Mrs. Twinkle reveals her own unusual first name; then Chrysanthemum realizes that her name is great, and all the other students wish that they had unusual names, too.

Tell the students that today you will read part of *Chrysanthemum* aloud and that you would like them to listen carefully to how you read the words in the story.

2 Introduce the Excerpt

Show pages 26–27 of the book and tell the students that in this part of the story some students are teasing Chrysanthemum, and Mrs. Twinkle stops to ask them what they are laughing about. Display the "Excerpt from *Chrysanthemum*" chart (WA1), and explain that this is the passage you just showed them. Tell the students that you will read the passage aloud in two different ways. Ask the students to listen carefully as you read and to think about what they notice during your first reading and what they notice during your second reading.

Teacher Note

You might explain that an *excerpt* is a "short piece of writing that is taken from a longer piece of writing, such as a book."

3 Read the Excerpt With and Without Attention to Punctuation and Discuss

Read the excerpt aloud twice. The first time you read, let your voice reflect the commas, periods, exclamation points, and question marks in the text. The second time you read, do not attend to the punctuation marks.

After you have read the excerpt aloud twice, ask:

Q *What did you notice about the two ways I read the passage?*

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Students might say:

"I noticed it was easier to understand what was happening the first time you read."

"The second time, you didn't stop at the ends of sentences. You just kept on reading. That made it hard for me to understand who was talking."

"When you read the first time, I could tell when a character was asking a question."

Tell the students that the first time you read you paid attention to the punctuation marks. Explain that punctuation marks, such as periods, commas, question marks, and exclamation points, help the reader know how sentences should be read.

Tell the students that during your first reading, paying attention to punctuation also helped you read fluently. Explain that when you read *fluently*, you read smoothly and in a way that makes it easy for listeners to understand.

Point out that during your second reading you did not read fluently because you did not pay attention to the punctuation marks. Your reading was less smooth and more difficult to understand.

TEKS 4.A.i
Student/Teacher Narrative Step 4 (all, beginning on page 446 and continuing to apge 447)

4 Reread the Excerpt and Discuss

Direct the students' attention to the "Excerpt from *Chrysanthemum*" chart. Point to a period and ask the students to listen as you read the passage aloud for what you do when you come to a period.

Reread the first five lines of the passage aloud, paying attention to punctuation and pointing to each word as you read. Point to a period, and then ask and briefly discuss:

Q *What did I do when I came to a period?*

If necessary, point out that you stopped when you came to a period. Invite a volunteer to come to the whiteboard and circle a few of the periods in the first five lines.

Point to a comma and ask the students to listen as you read the passage aloud for what you do when you come to a comma.

Reread the rest of the excerpt aloud, paying attention to punctuation and pointing to each word as you read. Point to a comma, and then ask and briefly discuss:

Q *What did I do when I came to a comma?*

If necessary, point out that you *paused*, or stopped for just a little while, when you came to a comma. Invite a volunteer to come to the whiteboard and circle a few of the commas in the second half of the excerpt.

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Point to the question mark and one of the exclamation points, and ask the students to listen as you read the passage aloud for what you do when you come to the question mark. Then have them listen for what you do when you come to an exclamation point.

Reread the excerpt aloud, paying attention to punctuation and pointing to each word as you read. Point to the question mark, and then ask and briefly discuss:

Q *What did I do when I came to the question mark?*

If necessary, point out that your voice went higher when you came to a question mark. Invite a volunteer to come to the whiteboard and circle the question mark in the excerpt.

Use the same procedure to discuss exclamation points. If necessary, point out that your voice got louder and stronger when you came to an exclamation point.

Remind the students that punctuation marks help readers know how the sentences should be read—when to stop, when to pause, and when to change their voices in some way. Review that paying attention to punctuation also helps readers read fluently when they read aloud to others or read to themselves. Tell the students that reading fluently is important because it helps readers better understand and enjoy books.

Teacher Note

You might also point out the quotation marks in the excerpt. Explain that these punctuation marks are called *quotation marks*, and that quotation marks tell readers which words are being spoken aloud by the characters. Explain that one set of quotation marks goes at the beginning of what a character says, and a second set of quotation marks goes at the end of what the character says.

5 Have the Students Echo Read the Excerpt

Direct the students' attention to the "Excerpt from *Chrysanthemum*" chart. Explain that now the students will echo read the excerpt. Tell them that in echo reading, you will read two sentences aloud as they listen and follow along, and then they will read the same two sentences aloud together.

Encourage the students to notice how you stop, pause, and change your voice as you read and to do the same with their voices.

Tell the students that in echo reading, it is important for them to listen carefully to the sentences you read and to stay together when it is their turn to read. It is also important for them to use voices that are not too loud or too soft. Have the students echo read the passage.

If time permits, have the students echo read the excerpt a second time.

Teacher Note

If the students struggle to echo read fluently, stop and review that it is important for them to read the sentences the same way you do. Have the students listen as you reread the sentences and then have them try again. If the students continue to struggle, or if the sentences are particularly long, have them echo read one sentence at a time, rather than two.

6 Read IDR Books with Attention to Punctuation and Discuss

Have the students get their IDR books and sit with their partners. Ask the students to take a few minutes to look through their books and find one or two pages that have punctuation, such as periods, commas, question marks, and exclamation points. Then have them read the pages to themselves, using quiet voices and paying attention to the punctuation. Circulate and assist students as needed.

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After a few minutes, signal for the students' attention. Have partners take turns reading their pages aloud to each other, paying attention to the punctuation as they read. Ask the students to read in voices that are loud enough for them and their partners to hear but not so loud that their classmates cannot hear themselves read. Tell partners to listen carefully to each other's reading because you will ask them to share what they noticed with the class.

After partners have taken turns reading their pages aloud to each other, ask and briefly discuss:

Q *What did you notice when you were reading and paying attention to punctuation?*

> **Students might say:**
>
> "I slowed down because I was paying more attention to the periods and the commas."
>
> "I noticed that I didn't run the sentences together."
>
> "My reading sounded more exciting because I was paying attention to the exclamation points."

Q *What did you notice about how your partner read?*

> **Students might say:**
>
> "I noticed that my partner stopped at the periods."
>
> "I noticed that her voice got higher when she got to a question mark."
>
> "It was easy for me to understand what my partner was reading about."

Remind the students that paying attention to punctuation when they read is part of becoming a fluent reader. Review that reading fluently is important because it helps readers better understand and enjoy books.

Tell the students that they can practice paying attention to punctuation when they read during IDR or any time they are reading.

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Reading Typography

Mini-lesson 6

DO AHEAD

- ✓ Consider pairing your English Language Learners with native English speakers during this lesson, and think in advance about which students to pair.
- ✓ During this lesson, you will model reading aloud the poem "School Bus" from *Did You See What I Saw? Poems About School* by Kay Winters. Practice reading the poem both with and without attention to typography (see Step 3).
- ✓ Visit the CCC Learning Hub (ccclearninghub.org) to access and print a class set of "School Bus" (BLM1).

In this lesson, the students:

- Hear a familiar poem read aloud fluently
- Discuss how paying attention to typography helps them read fluently
- Echo read a poem fluently
- Practice reading fluently in pairs
- Reflect on the importance of reading fluently

Materials

- *Did You See What I Saw?* from Unit 4
- "School Bus" chart (WA2)
- Class set of "School Bus" (BLM1)

ABOUT READING FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from word-by-word processing of text to smoother, more natural-sounding reading (when reading aloud and when reading silently to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on reading individual words.

Instruction in strategies for building fluency such as automatic word-recognition, meaningful phrasing, pausing for punctuation, and reading with expression can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at an appropriate reading level. Echo and choral reading, partner reading, and presentation/performance experiences (such as Readers' Theater and dramatic reading) offer meaningful ways for the students to interact with texts and develop fluency.

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1 Review the Poem "School Bus"

Gather the class with partners sitting together, facing you. Show the cover of *Did You See What I Saw?* and read the title and the name of the author aloud. Remind the students that they heard poems from this book earlier. Show pages 4–5 and tell the students that today you will reread the poem "School Bus" aloud. Ask:

Q *What do you remember about the poem "School Bus"?*

> **Students might say:**
>
> "I remember that the poem was about a school bus."
>
> "The bus was taking kids to school."
>
> "In addition to what [Lilo] said, I remember that there were lots and lots of kids on the bus."

Tell the students that as you read the poem "School Bus" aloud, you would like them to listen carefully to how you read the words in the poem. Explain that they will learn about reading in a way that will help them better understand and enjoy books.

ELPS 4.F.ix
Step 2 and Step 3
(all, beginning on page 450 and continuing on to page 451)

2 Introduce the Chart

Display the "School Bus" chart (WA2), and explain that this is the poem you just showed them. Direct the students' attention to the poem and ask:

Q *What do you notice about the way some of the words in this poem are written?*

> **Students might say:**
>
> "Some words have all capital letters."
>
> "Some words look darker than the others."
>
> "I see a word with big spaces between the letters."

If necessary, point out that many of the words in the poem are written in different or unusual ways. Tell the students that you will read the poem aloud twice. Ask the students to listen carefully as you read and to think about what they notice during your first reading and what they notice during your second reading.

Teacher Note

Typography refers to the special treatment of a typeface (such as italics, bold type, and words that appear in capital letters) to suggest to readers how a piece should be read.

3 Read the Poem With and Without Attention to Typography and Discuss

Read the poem aloud twice, pointing to each word as you read it. The first time, read the poem fluently and with particular attention to typography, letting your voice reflect the bold words, the words written in all capital letters, and the words written with nonstandard spacing

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and/or letter placement. Also pay attention to punctuation marks as you read. The second time you read the poem, do not attend to typography or punctuation.

After you have read the poem aloud twice, ask:

Q *What did you notice about the two different ways I read the poem?*

> **Students might say:**
>
> "Listening to the poem the first time was more fun."
>
> "I agree with [Cheng]. The first time you read, I made a picture in my mind of the big yellow bus bumping down the road."
>
> "I noticed that you said the word *stop* really loudly the first time you read."
>
> "The second time you read, all the words sounded the same. It wasn't as interesting."

Direct the students' attention to the "School Bus" chart (WA2). Point out the words "OUR BUS" in the first line. Explain that this is an example of words written in all capital letters and that authors sometimes use all capital letters to suggest to readers that they should read the word or words with more energy or more feeling. Reread the words "OUR BUS" in a proud voice that calls attention to the specialness of the bus.

Point out the word "**Loud**" in line 5. Explain that this is an example of a word written in *bold type* and that authors sometimes use bold type to suggest to readers that they should read the word or words in a stronger, louder voice. Reread the word "**Loud**" in a strong, loud voice.

Tell the students that the first time you read the poem, you paid attention to the ways that the author wrote the words on the page. Explain that paying attention to these things helped you read the poem more fluently. Explain that when you read *fluently*, you read the words in a way that makes them interesting to hear and easy to understand.

Point out that your second reading of the poem was less fluent because you did not pay attention to how the words look on the page, so your reading was not as interesting or as fun to hear.

4 Reread the Poem and Discuss

Direct the students' attention to the "School Bus" chart. Tell them that you will read the first part of the poem again and ask them to think about how the words look in the poem and how you read them.

Reread the first seven lines of the poem aloud, stopping after "STOP and start." Attend to typography and point to each word as you read.

Ask and briefly discuss:

Q *What did you notice about the word "***BIG***" in the poem and how I read it?*

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If necessary, point out that "**BIG**" is written in bold type and in all capital letters and that you read the word loudly and with feeling.

Q *What did you notice about the word "buMPY" in the poem and how I read it?*

If necessary, point out that "buMPY" is written with some lowercase letters and some capital letters and that the letters go up and down on the page—they are not in a straight line. Explain that you tried to read the word in a way that sounded bumpy, too.

Use the same procedure to discuss the words "**STOP** and start." If necessary, point out that "**STOP**" is in bold type and all capital letters and that you read it more loudly than you read the words "and start."

Tell the students that now you will read the second part of the poem. Ask them to continue thinking about how the words look in the poem and how you read them. Continue reading to the end of the poem, attending to typography and pointing to each word as you read.

Ask and briefly discuss:

Q *What did you notice about how the words look in this part of the poem? What did you notice about how I read them?*

> **Students might say:**
>
> "I noticed that you read the word *slow* really, really slowly. The word looks funny in the poem, like it has spaces in it."
>
> "I noticed that you also read the word *open* slowly. It has extra spaces in it, too."
>
> "In addition to what [Ravi] said, I noticed that you read the word *shut* really quickly, like a door being slammed shut."
>
> "The word *shut* looks small and kind of squished in the poem. That's why you read it really quickly, I think."

Invite a few volunteers to circle the words that they noticed on the whiteboard. Support the discussion by pointing out nonstandard typography, such as extra spaces between letters. If necessary, read parts of the poem aloud again.

Remind the students that paying attention to how words look on the page helps readers know how the words should be read—for example, loudly, softly, slowly, quickly, or with more feeling. Review that paying attention to how words look also helps readers read fluently when they read aloud to others or when they read to themselves.

Tell the students that reading fluently is important because it helps readers better understand and enjoy books.

Teacher Note

You might briefly point out the punctuation marks in the poem. Tell the students that when you saw the dash, you *paused*, or stopped briefly. Explain that you stopped for a longer amount of time when you came to the period and that your voice got louder and more energetic when you came to the exclamation point at the end of the poem. Explain that paying attention to punctuation is another way to read more fluently.

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5 Have the Students Echo Read the Poem

Direct the students' attention to the "School Bus" chart. Explain that now the students will echo read the poem. Tell them that in echo reading, you will read two or three lines aloud as they listen and follow along, and then they will read the same two or three lines aloud together.

Encourage the students to notice how your voice changes as you read different words in the poem and to do the same with their voices.

Tell the students that in echo reading, it is important for them to listen carefully to the words you read and to stay together when it is their turn to read. Have the students echo read the poem.

If time permits, have the students echo read the poem a second time.

Teacher Note

If the students struggle to echo read fluently, stop and review that it is important for them to read the lines the same way you do. Have the students listen as you reread the lines and then have them try again. If the students continue to struggle, or if the sentences are particularly long, have them echo read one sentence at a time, rather than two.

6 Model Partner Reading and Have the Students Read Fluently in Pairs

Distribute a copy of "School Bus" (BLM1) to each student. Explain that the students will take turns reading the poem aloud to each other in pairs.

Ask the students to watch and listen as you model partner reading. Select a volunteer to be your partner. Read the poem aloud as your partner listens carefully and follows along on a copy of "School Bus." Then ask your partner to read the poem aloud as you listen carefully and follow along.

Point out that you and your partner read aloud slowly and clearly, followed the words in the poem, and listened carefully. Have partners take turns reading the poem aloud to each other. Remind them to pay attention to how the words look on the page to help them read fluently. Tell them to listen carefully to their partners' reading because you will ask them to share what they noticed with the class. Circulate and assist students as needed.

7 Reflect on Reading Fluently

After partners have taken turns reading the poem aloud to each other, ask and briefly discuss:

Q *What did you notice when you were reading and paying attention to how the words look on the page?*

> **Students might say:**
>
> "I slowed down because I was paying more attention to how the words look."
>
> "I made my voice get louder when I read words in all capital letters."
>
> "My reading sounded more interesting because I was paying attention to how the words look."

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Q *What did you notice about how your partner read?*

> **Students might say:**
>
> "I noticed that my partner read the words in bold type with lots of energy."
>
> "I noticed that his reading was fun to listen to. I liked it."

Remind the students that paying attention to how words look on the page when they read is part of becoming a fluent reader. Review that reading fluently is important because it helps readers better understand and enjoy books.

Tell the students that they can practice paying attention to bold words and words written in all capital letters when they read during IDR or any time they are reading.

Mini-lesson 7 Reading with Expression

DO AHEAD

- ✓ Consider pairing your English Language Learners with native English speakers during this lesson, and think in advance about which students to pair.
- ✓ During this lesson, you will model reading aloud an excerpt from *Down the Road* by Alice Schertle. Practice reading the excerpt both with and without expression and attention to the characters' emotions (see Step 3).
- ✓ Collect a variety of fiction books at various levels that the students can use to practice reading with expression (see Step 6).

Materials

- *Down the Road* from Unit 5
- "Excerpt from *Down the Road*" chart (WA3)

In this lesson, the students:

- Hear part of a familiar book read aloud fluently
- Discuss how paying attention to characters' emotions helps them read fluently
- Echo read part of a story fluently
- Practice reading aloud with expression and attention to characters' emotions
- Work responsibly in pairs
- Reflect on the importance of reading fluently

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ABOUT READING FLUENCY

Fluency is the ability to read text accurately, automatically, and with expression. Students who read fluently have made the leap from word-by-word processing of text to smoother, more natural-sounding reading (when reading aloud and when reading silently to themselves). When students read fluently, they are able to focus on the meaning of what they are reading rather than on reading individual words.

Instruction in strategies for building fluency such as automatic word-recognition, meaningful phrasing, pausing for punctuation, and reading with expression can support comprehension and boost students' motivation to read. Fluency instruction is most effective when students are given many opportunities to read and reread texts at an appropriate reading level. Echo and choral reading, partner reading, and presentation/performance experiences (such as Readers' Theater and dramatic reading) offer meaningful ways for the students to interact with texts and develop fluency.

1 Review *Down the Road*

Gather the class with partners sitting together, facing you. Show the cover of *Down the Road* and read the title and the name of the author aloud. Remind the students that they heard this book earlier. Page through the book, and show the illustrations to help the students recall the story. Ask:

Q *What do you remember about the book* Down the Road?

> **Students might say:**
>
> "It's about a little girl named Hetty. She goes to the store by herself to buy eggs."
>
> "On the way home, Hetty decides to pick some apples. That's when the eggs fall out of her basket and break."
>
> "Hetty feels sad, so she climbs the apple tree and sits up there. She doesn't want to go home."
>
> "Hetty's mom and dad find her, and they climb up in the apple tree with her. Then she feels better."

If necessary, review that Hetty goes to the store by herself to buy eggs, but on the way home she tries to pick some apples and accidentally breaks the eggs. Feeling terrible, Hetty climbs up the apple tree and hides in its branches until Papa and Mama come along. When her parents also climb the tree, Hetty begins to feel better. The next day, her family has apple pie for breakfast.

Tell the students that today you will read part of *Down the Road* aloud and that you would like them to listen carefully to how you read the words in the story.

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2 Introduce the Excerpt

Show pages 30–31 of the book and explain that this is the part of the story in which Hetty is hiding in the apple tree and Papa comes to find her. Display the "Excerpt from *Down the Road*" chart (WA3), and tell the students that this is the passage from the story you just showed them.

Explain that you will read the passage aloud in two different ways. Ask the students to listen carefully as you read and to think about what they notice during your first reading and what they notice during your second reading.

TEKS 4.A.iii
Student/Teacher Narrative Step 3 (all)

3 Read the Excerpt With and Without Expression and Discuss

Read the excerpt aloud twice. The first time you read, read expressively and let your voice reflect the characters' emotions. The second time you read, do not read expressively or attend to the characters' emotions.

After you have read the excerpt aloud twice, ask:

Q *What did you notice about the two ways I read the passage?*

> **Students might say:**
>
> "The first time you read, it was more interesting."
>
> "The first time, you made your voice sound sad when Hetty was sad."
>
> "The second time, I noticed that you read all the words the same way. It was kind of boring."

Tell the students that the first time you read you paid attention to how Hetty and Papa are feeling in this part of the story. Explain that at first Papa is angry with Hetty, so you read his words in an angry voice. Hetty is feeling sad and cries, so you read her words in a sad voice. Tell the students that when you read in a way that pays attention to how characters are feeling, you are reading with *expression*, or feeling.

Explain that paying attention to how characters are feeling helps you read fluently. When you read *fluently*, you read in a way that makes a story interesting and easy for listeners to understand. Tell the students that fluent readers use their voices to show whether the characters are feeling happy, sad, scared, angry, or confused.

Point out that during your second reading of the passage, you did not pay attention to the characters' feelings, which made the passage less interesting and not as easy to understand.

4 Reread the Excerpt and Discuss

Direct the students' attention to the "Excerpt from *Down the Road*" chart. Tell the students that you will reread the excerpt. Ask them to follow along as they listen and to think about how Hetty and Papa are feeling. Read aloud expressively and with attention to the characters' emotions, pointing to each word as you read.

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Ask and briefly discuss:

Q *How is Hetty feeling in this part of the story? How did the way I read the words help you know that?*

> **Students might say:**
>
> "Hetty feels very bad because she broke the eggs."
>
> "You read the words in a sad voice, which helped me know that Hetty is feeling sad."
>
> "I think Hetty doesn't want Papa to find her. You made your voice sound like she wants to be very small and hidden."

Q *How is Papa feeling? How did the way I read the words help you know that?*

> **Students might say:**
>
> "I think Papa feels worried. He doesn't know where Hetty is."
>
> "I think he feels a little bit mad at first. You read the words in an angry voice, which helped me know that."
>
> "When Papa decides to climb the apple tree, you read the words in a different voice. He doesn't sound mad anymore."
>
> "I agree with [Vivi]. I think Papa is happy to be in the tree with Hetty."

Explain that when you reread the passage, you read with expression, paying attention to the characters' feelings.

Review that fluent readers use their voices to show how the characters are feeling when they read aloud to others or when they read to themselves. Tell the students that reading fluently is important because it helps readers better understand and enjoy books.

Teacher Note

You may want to explain that readers can use punctuation marks to help them know how characters are feeling. Point out the sentences "So!" and "Is this how you bring eggs home for breakfast?" in the excerpt. Explain that readers put feelings such as surprise, excitement, worry, or anger into their voices when they read a sentence that ends with an exclamation point, and that they read sentences that end with a question mark as though they are actually asking a question.

5 Have the Students Echo Read the Excerpt

Direct the students' attention to the "Excerpt from *Down the Road*" chart. Explain that now the students will echo read the excerpt. Tell them that in echo reading, you will read two sentences aloud as they listen and follow along, and then they will read the same two sentences aloud together.

Encourage the students to notice how you change your voice as you read to show how the characters are feeling and to do the same with their voices.

Tell the students that in echo reading, it is important for them to listen carefully to the sentences you read and to stay together when it is their turn to read. It is also important for them to use voices that are not too loud or too soft. Have the students echo read the passage.

If time permits, have the students echo read the excerpt a second time.

Teacher Note

If the students struggle to echo read fluently, stop and review that it is important for them to read the sentences the same way you do. Have the students listen as you reread the sentences and then have them try again. If the students continue to struggle, or if the sentences are particularly long, have them echo read one sentence at a time, rather than two.

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Teacher Note

If a student does not have a fiction IDR book, allow him to choose one from the fiction books you collected in advance.

6 Read IDR Books with Expression and Discuss

Have the students get their IDR books and sit with their partners. Ask each student to take a few minutes to look through her book and find one or two pages in which a character is feeling happy, sad, angry, curious, confused, or any other emotion. Then have the students read their chosen pages silently, paying attention to the characters' feelings. Circulate and assist students as needed.

After a few minutes, signal for the students' attention. Have partners take turns reading their pages aloud to each other with expression. Ask the students to read in voices that are loud enough for them and their partners to hear but not so loud that their classmates cannot hear themselves read. Tell partners to listen carefully to each other because you will ask them to share what they noticed with the class.

After partners read their pages aloud to each other, ask and briefly discuss:

Q *What did you notice about your reading when you read from your book with expression?*

> **Students might say:**
>
> "I changed my voice to make the character sound very happy when I was reading."
>
> "I noticed that I used different voices for each character's words."
>
> "My reading sounded more interesting because I was paying attention to how the character feels in this part of the book."

Q *What did you notice about how your partner read?*

> **Students might say:**
>
> "I noticed that my partner used a friendly voice to read the words because the character in her book is very nice."
>
> "It was easy for me to understand what my partner was reading about. I could tell the characters apart from each other."

Remind the students that reading with expression and paying attention to characters' feelings when they read are part of becoming a fluent reader. Review that reading fluently is important because it helps readers better understand and enjoy books.

Tell the students that they can practice reading with expression and paying attention to characters' feelings when they read during IDR or any time they are reading.

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Using Word-analysis Strategies

Mini-lesson 8

DO AHEAD

✓ Prepare a sheet of chart paper with the title "Things to Do When You Don't Know a Word" (see Step 3).

In this lesson, the students:

- Discuss encountering longer unfamiliar words during independent reading
- Learn word-analysis strategies for reading unfamiliar, polysyllabic words
- Practice word-analysis strategies during IDR
- Reflect on using word-analysis strategies

ABOUT WORD-ANALYSIS STRATEGIES

During this lesson, the students are introduced to strategies they might use to help them read unfamiliar, polysyllabic words while reading independently. At grade 1, the lesson focuses on strategies such as breaking a word into syllables, reading each syllable, and then putting the syllables together. The students also use context clues and picture clues to verify that what they read makes sense. If you have introduced your students to word-analysis strategies during phonics/decoding or small-group reading instruction that are different from those suggested here, you can adapt this lesson to reflect your earlier instruction. (For support in modeling the decoding of single-syllable words, see the Teacher Note in Step 2.)

Materials

- "Rain" chart (WA4)
- "Things to Do When You Don't Know a Word" chart, prepared ahead, and a marker

1 Introduce Using Word-analysis Strategies

Gather the class with partners sitting together, facing you. Remind the students that this year they are reading books independently during IDR to help them grow as readers.

Tell the students that when they read independently, they might come across words they are not sure how to read. Point out that if the word is short, they can try to read the word by thinking about the sound of each of the letters and blending the sounds together, but sometimes the word might be longer and more difficult to sound out. Explain that today they will learn some things they can do when they are reading and come across longer words they are not sure how to read.

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TEKS 4.A.ii
Student/Teacher Narrative Step 2, Step 3, and Step 4 (all, beginning on page 460 and continuing to the top of page 462)

Teacher Note

The modeling in this passage focuses on reading polysyllabic words. If the students would benefit from practice with decoding single-syllable words, you might select a single-syllable word from the "Rain" chart and model decoding it. For example, begin reading the passage, pointing to each word as you read it. Pause at the word *hop*, point at it, and say, "Here is a word I am not sure how to read. First I will look at the letters in the word: *h, o, p.* Then I will sound out the word: /hop/. Next I'll ask myself if the word sounds right. Yes, I think so. To make sure, I'll look at the picture and reread the first two sentences: *I like rain. I like to hop in puddles.* Finally I'll ask myself if the word *hop* makes sense in the second sentence. Yes, I think it does."

2 Model Using Word-analysis Strategies

Display the "Rain" chart (WA4). Read the title aloud and explain that this passage is about a little girl who likes the rain. Tell the students that you will read the passage aloud. Ask them to pay attention to what you do when you come to words you are not sure how to read.

Read the first two sentences aloud slowly and clearly, pointing to each word as you read it. Pause when you come to the word *puddles*. Point to the word and tell the students that this is a word that you do not know how to read. Model figuring out how to read the word *puddles* by using letter–sound relationships that the students have learned during their reading instruction.

You might say:

"I'll start reading: *I like rain. I like to hop in* [pause]. Here is a word that I'm not sure how to read. I wonder what I might do to figure out how to read it. I'll start by looking at all the letters in the word: *p, u, d, d, l, e, s.* Then I will try breaking this word into parts, or syllables: /pud/, /dles/. I see *d-l-e,* and I know that it is a consonant *-le* syllable that says /dl/. I'll look at the first syllable and sound it out: /puud/. I'll put the syllables together: *pud-dles.* Now I'll ask myself if the word sounds right. *Puddles* sounds right to me; I've heard that word before. Now I'll read the sentence from the beginning: *I like to hop in puddles.* Does the word *puddles* make sense in the sentence? I think it does because the sentence before it says that the girl likes rain, and I know that there are puddles after rainstorms. There is also a picture of a girl hopping in a puddle."

WA4


I like rain. I like to hop in puddles.


I like to run and splash.


I like to find worms on the sidewalk.


But most of all I like to look for rainbows.

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3 Discuss the Strategies and Introduce the "Things to Do When You Don't Know a Word" Chart

Ask and briefly discuss:

Q *What did you notice that I did to figure out how to read the word* puddles*? Turn to your partner.*

After partners have discussed the question, direct the students' attention to the "Things to Do When You Don't Know a Word" chart and read the title aloud. Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "First you looked at all the letters in the word. Then you broke the word up into parts."
>
> "You noticed a syllable you knew. Then you sounded out both parts of the word and put them together."
>
> "After you read the word, you asked yourself if the word sounded right."
>
> "You read the sentence again and asked yourself if the word *puddles* made sense in the sentence."
>
> "You looked at the picture to check if it showed what you read."

As the students share, record their responses on the chart. Be ready to paraphrase them so that your chart is similar to the example in the diagram below. If necessary, review the strategies you used to figure out how to read the word.

Things to Do When You Don't Know a Word

1. Look at all the letters in the word.
2. Break the word into smaller parts. Read each small part. Then read the whole word.
3. Ask yourself: Does the word sound right?
4. Reread the sentence and look at any pictures.
5. Ask yourself: Does the word make sense in the sentence?

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Read the chart aloud, pointing to each strategy as you read it. Tell the students that these are some things they can do to figure out longer words they do not know when they are reading independently.

4 Continue Modeling the Strategies

Tell the students that you will continue reading the passage and that you would like their help figuring out any words that you are not sure how to read. Read the first three sentences of the "Rain" chart aloud, pointing to each word as you read it.

> **You might say:**
>
> "I'll read the passage again, starting from the beginning: *I like rain. I like to hop in puddles. I like to run and splash. I like to find worms on the* [pause]. Here's another word I'm not sure how to read."

Point to the word *sidewalk* and ask:

Q *What can I do to figure out how to read this word?*

Have a few volunteers share their thinking. If necessary, direct the students' attention to the ideas on the "Things to Do When You Don't Know a Word" chart to support their thinking. Model using the strategies the students suggest to figure out how to read the word *sidewalk*. Begin by trying to sound out the word using letter–sound relationships that the students have learned during their reading instruction. Then model successful strategies.

> **You might say:**
>
> "First I'll look at the letters in the word: *s-i-d-e-w-a-l-k.* Then I'll try sounding out the word: */sĭ/*, */dē/*, */wŏlk/*. Next I'll blend the sounds together: /ssiiddeewwaallkk/. That doesn't sound like any word I know. I'll try something else to figure out how to read the word. I'll look for any parts I know. I see the word *walk*. So I'll cover that up and try to read the other part of the word. Oh, it is the word *side.* I will put the two words together: *sidewalk.* I think the word *sidewalk* would make sense in the sentence. I'll reread the sentence: *I like to find worms on the sidewalk*. Yes, that makes sense."

5 Have Partners Practice the Strategies

Tell the students that now they will work with their partners to read the last sentence of the passage. Give partners a minute to work together to read the last sentence.

Remind the students that if they do not know how to read the words, they can use the ideas on the "Things to Do When You Don't Know a Word" chart to help figure them out. Circulate and observe, assisting students as needed.

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After a minute, signal for the students' attention. Have a volunteer read the last sentence aloud. Then discuss as a class:

Q *Was there a word in the last sentence that you and your partner did not know how to read? If so, which word?*

Q *What did you do to figure out how to read the word?*

> **Students might say:**
>
> "We looked at all the letters in the word."
>
> "We tried breaking the word into parts and reading the smaller parts."
>
> "We saw that the word was made of two smaller words, *rain* and *bow*. That helped us figure it out."
>
> "We looked at the rest of the sentence and thought about what word would make sense. Then we looked at the picture to check if it matched what we read in the sentence."

As volunteers share, point out the strategies they used on the "Things to Do When You Don't Know a Word" chart.

6 Practice Using Word-analysis Strategies During IDR

Ask the students to get their IDR books and find places to sit. Explain that they will read quietly for a few minutes. Encourage the students to use the ideas on the chart to help them figure out words they are not sure how to read in their books. Explain that later, they will have a chance to share any ideas they used from the chart with the class.

Have the students read their IDR books quietly for a few minutes. Circulate and assist students as needed.

7 Reflect on Using Word-analysis Strategies

Signal for the students' attention. Ask and briefly discuss:

Q *Were there any words in your book that you didn't know how to read? What did you do to figure them out?*

Remind the students that figuring out words they are not sure how to read is part of growing as a reader and that it will help them better understand and enjoy books.

Tell the students that they can use the ideas on the "Things To Do When You Don't Know a Word" chart when they read during IDR or any time they are reading.

Teacher Note

If the student struggles to read a word in the sentence, refer back to the "Things to Do When You Don't Know a Word" chart, and have the student and her partner try using one or more of the strategies on the chart to read the word.

Teacher Note

If the students do not identify any words they had difficulty reading, point to the word *rainbow* and ask, "What might you do if you come to the word *rainbow* and you do not know how to read the word?"

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Appendix B

GRADE 1 READ-ALOUD TEXTS

Unit	Lesson	Title	Author/Source	Format	Genre/Type
1	Week 1	*Quick as a Cricket*	Audrey Wood	picture book	fiction
1	Week 2	*When I Was Little: A Four-Year-Old's Memoir of Her Youth*	Jamie Lee Curtis	picture book	realistic fiction
1	Week 3	*People in My Neighborhood*	Shelly Lyons	picture book	narrative nonfiction
1	Week 3	*Places in My Neighborhood*	Shelly Lyons	picture book	narrative nonfiction
1	Week 4	*It's Mine!*	Leo Lionni	picture book	fable
2	Week 1	*Matthew and Tilly*	Rebecca C. Jones	picture book	realistic fiction
2	Week 2	*McDuff and the Baby*	Rosemary Wells	picture book	fiction
2	Week 3	*Chrysanthemum*	Kevin Henkes	picture book	fiction
3	Week 1	*Curious George Goes Camping*	Margret Rey and H. A. Rey	picture book	fiction
3	Week 2	*Angelina and Henry*	Katharine Holabird	picture book	fiction
3	Week 3	*Peter's Chair*	Ezra Jack Keats	picture book	realistic fiction
4	Week 1	"School Bus" and "Sliding Board" in *Did You See What I Saw? Poems about School*	Kay Winters	poetry collection	poetry
4	Week 1	"The Balloon Man"	Dorothy Aldis	poem	poetry
4	Week 2	*In the Tall, Tall Grass*	Denise Fleming	picture book	fiction
4	Week 3	*Sheep Out to Eat*	Nancy Shaw	picture book	fiction
4	Week 4	*The Snowy Day*	Ezra Jack Keats	picture book	realistic fiction
5	Week 1	*An Extraordinary Egg*	Leo Lionni	picture book	fiction
5	Week 2	*George Washington and the General's Dog*	Frank Murphy	picture book	narrative nonfiction
5	Week 3	*The Bumblebee Queen*	April Pulley Sayre	picture book	narrative nonfiction
5	Week 4	*Down the Road*	Alice Schertle	picture book	realistic fiction
6	Week 1	*Using Your Senses*	Rebecca Rissman	picture book	expository nonfiction

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(continued)

Unit	Lesson	Title	Author/Source	Format	Genre/Type
6	Week 2	*Sleep Well: Why You Need to Rest*	Kathy Feeney	picture book	expository nonfiction
6	Week 2	"How to Catch Your ZZZs"	KidsHealth.org	article	expository nonfiction
6	Week 3	*Dinosaur Babies*	Lucille Recht Penner	picture book	expository nonfiction
7	Week 1	*An Ocean of Animals*	Janine Scott	picture book	expository nonfiction
7	Week 2	*Big Blue Whale*	Nicola Davies	picture book	expository nonfiction
7	Week 3	*Chameleons Are Cool*	Martin Jenkins	picture book	expository nonfiction
7	Week 4	*Birds: Winged and Feathered Animals*	Suzanne Slade	picture book	expository nonfiction
8	Week 1	*Throw Your Tooth on the Roof*	Selby B. Beeler	picture book	expository nonfiction
8	Week 2	*Velociraptor*	Kate Riggs	picture book	expository nonfiction
8	Week 3	*A Day in the Life of a Garbage Collector*	Nate LeBoutillier	picture book	expository nonfiction
8	Week 4	*An Elephant Grows Up*	Anastasia Suen	picture book	expository nonfiction
9	Week 1	*Julius*	Angela Johnson	picture book	fiction

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Appendix C

READ-ALOUD TEXTS ACROSS THE GRADES

Kindergarten

Title	Author/Source
A Baby Duck Story	Martha E. H. Rustad
A Baby Penguin Story	Martha E. H. Rustad
Brave Bear	Kathy Mallat
Brave Norman: A True Story	Andrew Clements
Cat's Colors	Jane Cabrera
"Cats"	Eleanor Farjeon
"Charlie Needs a Cloak"	Tomie dePaola
Cookie's Week	Cindy Ward
A Day in the Life of a Zookeeper	Nate LeBoutillier
Doctors Help	Dee Ready
Dolphins	Kate Riggs
Flower Garden	Eve Bunting
Friends at School	Rochelle Bunnett
Getting Around By Plane	Cassie Mayer
A Harbor Seal Pup Grows Up	Joan Hewett
I Was So Mad	Mercer Mayer
If You Give a Mouse a Cookie	Laura Joffe Numeroff
A Letter to Amy	Ezra Jack Keats
Maisy's Pool	Lucy Cousins
The Moon	Martha E. H. Rustad
My Friends	Taro Gomi
On the Go	Ann Morris
A Porcupine Named Fluffy	Helen Lester
Pumpkin Pumpkin	Jeanne Titherington
A Tiger Cub Grows Up	Joan Hewett

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Kindergarten *(continued)*

Title	Author/Source
Tools	Ann Morris
Trains	Matt Doeden
The Sun	Charlotte Guillain
Say Hello	Jack Foreman
"Umbrellas"	Lilian Moore
Whistle for Willie	Ezra Jack Keats
When Sophie Gets Angry—Really, Really Angry . . .	Molly Bang

Grade 1

Title	Author/Source
Angelina and Henry	Katharine Holabird
"The Balloon Man"	Dorothy Aldis
Big Blue Whale	Nicola Davies
Birds: Winged and Feathered Animals	Suzanne Slade
The Bumblebee Queen	April Pulley Sayre
Chameleons Are Cool	Martin Jenkins
Chrysanthemum	Kevin Henkes
Curious George Goes Camping	Margret Rey and H. A. Rey
A Day in the Life of a Garbage Collector	Nate LeBoutillier
Dinosaur Babies	Lucille Recht Penner
Down the Road	Alice Schertle
An Elephant Grows Up	Anastasia Suen
An Extraordinary Egg	Leo Lionni
George Washington and the General's Dog	Frank Murphy
"How to Catch Your ZZZs"	KidsHealth.org
In the Tall, Tall Grass	Denise Fleming
It's Mine!	Leo Lionni
Julius	Angela Johnson
Matthew and Tilly	Rebecca C. Jones
McDuff and the Baby	Rosemary Wells

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Grade 1 *(continued)*

Title	Author/Source
An Ocean of Animals	Janine Scott
People in My Neighborhood	Shelly Lyons
Peter's Chair	Ezra Jack Keats
Places in My Neighborhood	Shelly Lyons
Quick as a Cricket	Audrey Wood
"School Bus" from *Did You See What I Saw? Poems about School*	Kay Winters
Sheep Out to Eat	Nancy Shaw
Sleep Well: Why You Need to Rest	Kathy Feeney
"Sliding Board" from *Did You See What I Saw? Poems about School*	Kay Winters
The Snowy Day	Ezra Jack Keats
Throw Your Tooth on the Roof	Selby B. Beeler
Using Your Senses	Rebecca Rissman
Velociraptor	Kate Riggs
When I Was Little: A Four-Year-Old's Memoir of Her Youth	Jamie Lee Curtis

Grade 2

Title	Author/Source
Alexander and the Terrible, Horrible, No Good, Very Bad Day	Judith Viorst
The Art Lesson	Tomie dePaola
Babu's Song	Stephanie Stuve-Bodeen
Beatrix Potter	Alexandra Wallner
"Bees, Bothered by Bold Bears, Behave Badly"	Walter R. Brooks
Bend and Stretch: Learning About Your Bones and Muscles	Pamela Hill Nettleton
Big Al	Andrew Clements
Butterflies	Teresa Wimmer
Chester's Way	Kevin Henkes
"The City Zoo"	Center for the Collaborative Classroom
"Classic Smoothie"	Center for the Collaborative Classroom
"Draw, Draw, Draw: A Short Biography of Tomie dePaola"	Center for the Collaborative Classroom

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Grade 2 *(continued)*

Title	Author/Source
Erandi's Braids	Antonio Hernández Madrigal
"The Friendship-fostering Buddy Bench"	Gogonews.com
Galimoto	Karen Lynn Williams
"Giant Jellyfish Invasion"	Ruth A. Musgrave
"Giant Pandas"	Center for the Collaborative Classroom
Girl Wonder: A Baseball Story in Nine Innings	Deborah Hopkinson
"Hey Joe, How's It Going?"	Jennifer Marino Walters
"Ice Cream Mania!"	Center for the Collaborative Classroom
The Incredible Painting of Felix Clousseau	Jon Agee
Insect Detective	Steve Voake
Jamaica Tag-Along	Juanita Havill
"The Library" from *Poppleton*	Cynthia Rylant
little blue and little yellow	Leo Lionni
McDuff Moves In	Rosemary Wells
Me First	Helen Lester
"My Baby Brother"	Mary Ann Hoberman
The Paper Crane	Molly Bang
The Paperboy	Dav Pilkey
POP! A Book About Bubbles	Kimberly Brubaker Bradley
"Raccoon"	Mary Ann Hoberman
Sheila Rae, the Brave	Kevin Henkes
Snails	Monica Hughes
"Snail Food"	Center for the Collaborative Classroom
Spinning Spiders	Melvin Berger
The Tale of Peter Rabbit	Beatrix Potter
The Three Little Pigs	James Marshall
The Three Little Wolves and the Big Bad Pig	Eugene Trivizas
A Tree Is Nice	Janice May Udry
"Zoos Are Good for Animals"	Center for the Collaborative Classroom
"Zoos Are Not Good for Animals"	Center for the Collaborative Classroom

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Grade 3

Title	Author/Source
Alexander, Who's Not (Do you hear me? I mean it!) *Going to Move*	Judith Viorst
Amazing Grace	Mary Hoffman
Aunt Flossie's Hats (and Crab Cakes Later)	Elizabeth Fitzgerald Howard
"Banning Tag"	Center for the Collaborative Classroom
Boundless Grace	Mary Hoffman
Brave Harriet	Marissa Moss
Brave Irene	William Steig
Cherries and Cherry Pits	Vera B. Williams
A Day's Work	Eve Bunting
The Emperor and the Kite	Jane Yolen
Explore the Desert	Kay Jackson
Fables	Arnold Lobel
Flashy Fantastic Rain Forest Frogs	Dorothy Hinshaw Patent
The Girl Who Loved Wild Horses	Paul Goble
Homes	Chris Oxlade
"Homework—Who Needs It?"	Center for the Collaborative Classroom
"Hop to It: Fancy Footwork"	Center for the Collaborative Classroom
"How to Make a Paper Airplane"	Center for the Collaborative Classroom
Julius, the Baby of the World	Kevin Henkes
"Jump Rope: Then and Now"	Center for the Collaborative Classroom
Keepers	Jeri Hanel Watts
Lifetimes	David L. Rice
"Lincoln School Lunch Calendar"	Center for the Collaborative Classroom
Mailing May	Michael O. Tunnell
Miss Nelson Has a Field Day	Harry Allard
Miss Nelson Is Missing!	Harry Allard
Morning Meals Around the World	Maryellen Gregoire
"Origami: The Art of Japanese Paper Folding"	Center for the Collaborative Classroom
The Paper Bag Princess	Robert Munsch

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Grade 3 *(continued)*

Title	Author/Source
Polar Bears	Mark Newman
"Polar Bears in Peril"	Elizabeth Winchester
Possum's Tail from *Pushing Up the Sky: Seven Native American Plays for Children*	Joseph Bruchac
The Raft	Jim LaMarche
"Seal"	William Jay Smith
"Smile—You've Got Homework!"	Center for the Collaborative Classroom
Sonia Sotomayor: A Judge Grows in the Bronx	Jonah Winter
The Spooky Tail of Prewitt Peacock	Bill Peet
Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival	Kirby Larson and Mary Nethery
Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman	Kathleen Krull
"You Can Make Mexican Breakfast Quesadillas" from *Morning Meals Around the World*	Maryellen Gregoire
"You Can Make Tea with Milk" from *Morning Meals Around the World*	Maryellen Gregoire

Grade 4

Title	Author/Source
Amelia's Road	Linda Jacobs Altman
Animal Senses: How Animals See, Hear, Taste, Smell and Feel	Pamela Hickman
A Bad Case of Stripes	David Shannon
The Bat Boy & His Violin	Gavin Curtis
Chicken Sunday	Patricia Polacco
"City of Lawrence Street Map"	Center for the Collaborative Classroom
"Co-chin and the Spirits"	Center for the Collaborative Classroom
Coming to America: The Story of Immigration	Betsy Maestro
"Demeter and Persephone"	Center for the Collaborative Classroom
"Excerpt from *Rosa Parks: My Story*"	Rosa Parks with Jim Haskins
Farm Workers Unite: The Great Grape Boycott	Center for the Collaborative Classroom
Flight	Robert Burleigh

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Grade 4 *(continued)*

Title	Author/Source
"Food for Thought: Cafeteria Menus Shape Up"	Center for the Collaborative Classroom
Gluskabe and Old Man Winter from *Pushing Up the Sky: Seven Native American Plays for Children*	Joseph Bruchac
"Grounded" from *My Man Blue*	Nikki Grimes
Hurricane	David Wiesner
"How to Make Oobleck"	Center for the Collaborative Classroom
In My Own Backyard	Judi Kurjian
"My Man Blue" from *My Man Blue*	Nikki Grimes
Nineteenth-Century Migration to America	John Bliss
The Old Woman Who Named Things	Cynthia Rylant
Peppe the Lamplighter	Elisa Bartone
A Picture Book of Amelia Earhart	David A. Adler
A Picture Book of Harriet Tubman	David A. Adler
A Picture Book of Rosa Parks	David A. Adler
The Princess and the Pizza	Mary Jane and Herm Auch
"School Uniforms: No Way!"	Center for the Collaborative Classroom
"School Uniforms: The Way to Go"	Center for the Collaborative Classroom
"Second Son" from *My Man Blue*	Nikki Grimes
Shattering Earthquakes	Louise and Richard Spilsbury
Song and Dance Man	Karen Ackerman
"Simon's Sandwich Shop"	Center for the Collaborative Classroom
Slinky Scaly Slithery Snakes	Dorothy Hinshaw Patent
Teammates	Peter Golenbock
Thunder Cake	Patricia Polacco
"Tying the Score: Men, Women, and Basketball"	Center for the Collaborative Classroom
"Virtual Worlds: Community in a Computer"	Center for the Collaborative Classroom
"The Watcher" from *My Man Blue*	Nikki Grimes
"When We First Met" from *My Man Blue*	Nikki Grimes

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Grade 5

Title	Author/Source
"12 seconds from death"	Paul Dowswell
"Ashton Hammerheads Schedule for September 2015"	Center for the Collaborative Classroom
"All-girls and All-boys Schools: Better for Kids"	Center for the Collaborative Classroom
"All Work and No Play: Trends in School Recess"	Center for the Collaborative Classroom
"back yard"	Valerie Worth
Big Cats	Seymour Simon
"Blue Line Train Schedule"	Center for the Collaborative Classroom
"Copycats: Why Clone?"	Center for the Collaborative Classroom
"The Debate on Banning Junk Food Ads"	Center for the Collaborative Classroom
"Do Kids Really Need Cell Phones?"	Center for the Collaborative Classroom
"Eraser and School Clock"	Gary Soto
Everybody Cooks Rice	Norah Dooley
"Follow That Ball! Soccer Catching On in the U.S."	Center for the Collaborative Classroom
"Frontier Fun Park"	Center for the Collaborative Classroom
Global Warming	Seymour Simon
Great Women of the American Revolution	Brianna Hall
Harry Houdini: Master of Magic	Robert Kraske
"How to Make an Origami Cup"	Center for the Collaborative Classroom
Hurricanes	Seymour Simon
The Lotus Seed	Sherry Garland
"Mrs. Buell" from *Hey World, Here I Am!*	Jean Little
"October Saturday"	Bobbi Katz
"The Pros and Cons of Year-round Schools"	Center for the Collaborative Classroom
Rainforests	James Harrison
"Review of 'Mrs. Buell' "	Center for the Collaborative Classroom
"Review of *The Ballad of Lucy Whipple*"	Center for the Collaborative Classroom
"Review of *The Legend of Sleepy Hollow*"	Jennifer B. (age 12)
Richard Wright and the Library Card	William Miller

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Grade 5 *(continued)*

Title	Author/Source
A River Ran Wild	Lynne Cherry
Something to Remember Me By	Susan V. Bosak
"Speech Class"	Jim Daniels
Survival and Loss: Native American Boarding Schools	Center for the Collaborative Classroom
Tuck Everlasting	Natalie Babbitt
Uncle Jed's Barbershop	Margaree King Mitchell
"The Cafe," "The Possum," and "Lightning Strikes" from *The Van Gogh Cafe*	Cynthia Rylant
"Year-round School: I'm Against It"	Anonymous
"Year-round School: I'm for It"	Chance T.
"Zoo"	Edward D. Hoch

Grade 6

Title	Author/Source
"Always Moving: Julisa Velarde" from *Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories*	S. Beth Atkin
"As I Grew Older"	Langston Hughes
The Bad Room from *Acting Out*	Patricia MacLachlan
"The Bermuda Triangle"	Phyllis Raybin Emert
"The Boy, the Dog, and the Spaceship"	Nicholas Fisk
"Campus Map"	Center for the Collaborative Classroom
Chato's Kitchen	Gary Soto
"Children and Electronic Games: Good or Bad?"	Erica Roth
An Elephant in the Garden	Michael Morpurgo
Encounter	Jane Yolen
"Excerpt from 'Abdul, Age 17, Afghan' in *New Kids in Town*"	Janet Bode
"Excerpt from *Long Walk to Freedom*"	Nelson Mandela
"Excerpt from *Slacks and Calluses: Our Summer in a Bomber Factory*"	Constance Bowman Reid
"Extreme Sports: From the X Games to the Olympics"	Center for the Collaborative Classroom

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Grade 6 *(continued)*

Title	Author/Source
Feathers and Fools	Mem Fox
"Finding the Balance with After-school Activities: Helping Kids Choose Extracurriculars That Work for Them, Without the Stress"	Harry Kimball
"Genetically Modified Food"	Center for the Collaborative Classroom
"How to Make a Papier-mâché Mask"	Center for the Collaborative Classroom
Let's Think About the Power of Advertising	Elizabeth Raum
"Meltdown: Is Global Warming Caused by Humans?"	Center for the Collaborative Classroom
"Mother to Son"	Langston Hughes
"Multiplex Movie Theater Schedule"	Center for the Collaborative Classroom
Nelson Mandela	Kadir Nelson
"Plugged In . . . and Checked Out"	Center for the Collaborative Classroom
"Report Slams Child Labor in Tobacco Fields"	Mariano Castillo
"Review of *Harris and Me*"	Kyle H. (age 12)
"Review of 'Thank You, M'am' "	Center for the Collaborative Classroom
"Review of *Where the Red Fern Grows*"	Center for the Collaborative Classroom
Rosie the Riveter: Women in a Time of War	Center for the Collaborative Classroom
"Seventh-grade Schedule"	Center for the Collaborative Classroom
"A Tea"	Angela Johnson
"Thank You, Ma'am" from *America Street: A Multicultural Anthology of Stories*	Langston Hughes
Twenty-two Cents: Muhammad Yunus and the Village Bank	Paula Yoo
Volcano Rising	Elizabeth Rusch
Whales	Seymour Simon
Why Mosquitoes Buzz in People's Ears	Verna Aardema
"Wolves: The Effects of Reintroduction on Ranchers"	Center for the Collaborative Classroom

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The Collaborative Classroom differs from traditional learning environments in that students and teachers work together on shared academic and social goals.

The Collaborative Classroom is an intentional environment in which collaboration goes beyond conventional cooperation and compliance. Students become caring members of a learning community who take responsibility for their own learning. As students think, talk, and share ideas, they come to value the thinking of others. They become thoughtful readers and engaged speakers and listeners. They discuss and debate big ideas with respect, clarity, and understanding.

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The *Making Meaning* program embodies the practices of the Collaborative Classroom. Students in *Making Meaning* classrooms demonstrate:

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- Strategies for unlocking word meanings
- Deeper understanding of content
- Ownership of their own learning
- Intrinsic motivation to remain on task
- Improved self-esteem
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"I love how authentic the lessons and focus strategies are. It's what good readers, listeners, and community members do in real life."

— Monica McCurry, grade 4 teacher

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Vocabulary Teaching Guide

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Introduction



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Overview of the Vocabulary Lessons

Vocabulary plays a critical role in children's growth as readers. If they do not understand the words they are reading, children cannot make sense of the text. It follows, then, that expanding students' vocabularies is vital to their reading success. The *Vocabulary Teaching Guide* provides 30 weeks of vocabulary instruction that build students' word knowledge, supplementing and supporting the reading comprehension lessons in the *Making Meaning® Teacher's Manual*. This vocabulary instruction incorporates the latest research to give you the tools you need to boost your students' word power.

Like the *Making Meaning* lessons, the vocabulary lessons are unique in their blend of academic instruction and support for students' social and ethical development. The lessons teach high-utility words found in or relating to the read-aloud texts. The students learn four words each week in lessons designed to take 15–20 minutes each. The lessons combine direct instruction in word meanings with activities that require the students to think deeply about the words and use them as they talk with their partners and the class. The activities are designed to be both challenging and fun, and to help instill in your students a love of words and an appreciation for learning new words.

New to the Vocabulary Lessons

In this revision of the *Vocabulary Teaching Guide*, we have added content, assessment, and technology features designed to support your teaching and your students' vocabulary knowledge and social development. These include:

- Additional weeks of instruction at every grade
- New read-aloud texts and new vocabulary words
- Enhanced lesson support for vocabulary instruction, including digital word and picture cards at grades K–1 and digital word cards at grades K–6
- Online, interactive whiteboard activities for displaying picture cards at grades K–1, word cards at grades K–6, and prompts at grades K–6 used during the instruction
- Print and digital teaching guides with links to professional development media and lesson resources

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- An online assessment tool, the CCC ClassView™ assessment app, for capturing and synthesizing assessment data
- Additional support for incorporating technology through tips and tutorials

Unique Pedagogy

The vocabulary lessons' unique pedagogy grows out of years of research on vocabulary and child development. It focuses on character education and social and ethical development and supports teachers in expanding their students' vocabularies and building a word-rich classroom environment.

RESEARCH BASED/CLASSROOM TESTED

Children learn words in many different ways, such as by talking with teachers, friends, and family members, listening to stories, and reading independently; but this incidental word-learning is not enough. For students to develop the rich and varied vocabulary they need to communicate effectively and succeed academically, direct instruction in specific words is needed (Stahl 1999). Researchers and leaders in the field of vocabulary instruction, including Bauman and Kame´enui, McKeown and Beck, and Stahl,* have identified instructional practices that best help children build their vocabularies—practices we have incorporated into the *Vocabulary Teaching Guide*:

- Provide explicit instruction in a set of carefully chosen, high-utility words.
- Begin instruction by introducing a word in context.
- Provide a student-friendly definition of the word and examples of the way it is used.
- Give students opportunities to engage actively with the word in meaningful ways when they first encounter it, such as by applying it to their own experiences.
- Have students practice using the word through engaging activities.
- Provide multiple exposures to the word over an extended period of time.
- Teach strategies that students can use to learn words independently, such as recognizing synonyms, antonyms, and words with multiple meanings, and using context to determine word meanings.

We developed the *Vocabulary Teaching Guide* in consultation with classroom teachers who piloted the lessons and gave us extensive feedback to ensure that the program addresses the needs of all students and is easily implemented.

*To read more about the theoretical and research basis for these vocabulary lessons, please refer to the Bibliography on page 552.

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Lessons at a Glance

The following sections describe the lesson resources, the process of selecting vocabulary words, the approach to meaningful discussion of the words, the strategies that support vocabulary acquisition, and the social development objectives of the program and how they are achieved.

LESSON RESOURCES

At grade 1, vocabulary instruction includes:

- A teaching guide
- A set of print picture cards, one for each word
- A set of print word cards, one for each word
- A pocket chart for displaying the print picture cards and word cards
- Access to online resources via the CCC Learning Hub (ccclearninghub.org) developed for the vocabulary lessons, including interactive whiteboard activities, assessment forms, reproducibles, and professional development media

In addition to the lesson resources above, the instruction in the *Vocabulary Teaching Guide* is also supported by a variety of print and digital components that accompany the *Making Meaning* program, including children's trade books, the *Assessment Resource Book*, the *Digital Teacher's Set*, and access to the CCC Learning Hub (ccclearninghub.org) and the CCC ClassView app (classview.org). For more information about these program components, see "Program at a Glance" in the Introduction of the *Teacher's Manual*.

For more information about the CCC Learning Hub, CCC ClassView, and the interactive whiteboard activities, see "Using the Technology Features" on page xxvii.

THE WORDS

The vocabulary words were selected from the read-aloud texts used in grade 1 of the *Making Meaning* lessons. To develop an initial word list, we asked this critical question: *Which words in the* Making Meaning *texts are most useful for the students to know?* In answering this question, we were guided by the work of Isabel Beck and her colleagues at the University of Pittsburgh. Beck states that the best candidates for instruction are words that students are not likely to use frequently but that educated adults regularly use in their speech and writing and that appear in a wide range of texts students might encounter. She refers to these words as Tier Two* words. The words we selected as candidates for instruction were those we

*Tier One words are high-frequency words that typically do not require instruction. Tier Three words are less frequently used words often associated with science, social studies, and other content areas. For more information, see *Bringing Words to Life: Robust Vocabulary Instruction*, 2nd ed. by Isabel L. Beck, Margaret McKeown, and Linda Kucan (The Guilford Press, 2013).

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believed met Beck's Tier Two criteria. In addition, we looked for words that would be interesting and fun for the students to learn and use.

In some instances, a *Making Meaning* text did not yield four words that met our criteria. To provide words for instruction, we included words that do not appear in the text but that represent concepts or ideas that are important to the story and worthwhile for the students to know. These "concept words" appear in italics in word lists in the week they are introduced.

To check the validity of our word choices, we asked our grade 1 pilot teachers to review the list, and we made changes based on their recommendations. For a complete list of the grade 1 words and their meanings, see Appendix B.

INTRODUCING THE WORDS

Vocabulary instruction becomes meaningful for students when the words they are learning are tied to a familiar and relevant context. The *Making Meaning* read-aloud texts provide that context. During a vocabulary lesson, the students reencounter words that they heard earlier during a *Making Meaning* lesson. Each word is introduced by rereading the text that includes the word. The students then hear the word defined in student-friendly language.

PICTURE CARDS AND WORD CARDS

A picture card and a word card are provided for each word in the grade 1 program. The back of each card shows the card number and the word and its definition.

The picture cards provide visual support for the words' meanings and are used during the introduction of a word. We suggest you display each week's picture cards as you discuss the words with the students.

The program provides two options for displaying the picture cards and word cards: The images may be projected on an interactive whiteboard using the whiteboard activities provided with each lesson, or the print cards may be posted where everyone can see them.

The picture cards and word cards are also used during ongoing review activities. A pocket chart is provided for displaying the cards. For more information about Ongoing Review, see "Retaining the Words" on page xxvii.

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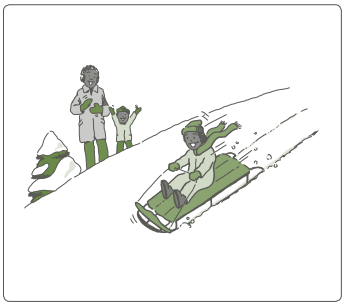

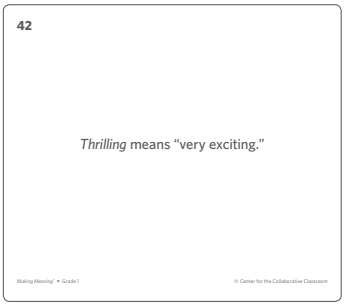



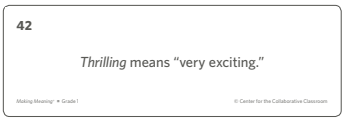

QUESTIONS AND ACTIVITIES

After the students have been introduced to a word, they practice using it by answering questions that require them to think about the word in other contexts. Many questions have them relate the word to their own experiences, and follow-up questions ask them to explain their thinking, encouraging them to think more deeply about the word. (*When have you done something thrilling? Why was it thrilling?*)

The students also use the words in a variety of activities:

- **Which Word Did I Act Out?** The students act out a word or guess which word you or a classmate is acting out.
- **Find Another Word**. They identify the vocabulary word that can replace an underlined word or words in a sentence. (*Pedro's day was not special at all. He hopes tomorrow will be more exciting.* [ordinary])
- **Finish the Story.** They choose the word that best completes a story they hear.
- **I'm Thinking of a Word and Which Word Am I?** They use clues you provide to figure out which word you are thinking of.
- **Imagine That!** They visualize a situation and then use the vocabulary word to discuss their mind pictures.
- **Make a Choice.** They use their knowledge of a word to make a choice about the word. (*Which one is a commotion: a dog licking your hand or a bunch of dogs barking? Why?*)
- **Tell Me a Story.** They hear the beginning of a story and use the word to make up an ending for it.
- **What Do You Think About?** They tell what they picture in their minds when they hear a word.

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- **What Might You Say or Do?** They use a vocabulary word to tell what they might say or do in an imagined situation.
- **Which Word Is It?** They use clues you provide to figure out which word describes a situation or scenario.
- **Which Word Goes With?** They tell how a vocabulary word relates to a word they all know, such as *school* or *cat*.

INDEPENDENT WORD-LEARNING STRATEGIES

Research shows that students benefit from both learning individual words and learning strategies for determining the meanings of unknown words they hear or encounter in their independent reading. In grade 1, the students learn the following strategies:

- Recognizing synonyms
- Using context to determine word meanings
- Recognizing antonyms
- Recognizing shades of meaning
- Recognizing words with multiple meanings
- Using inflectional endings

Each strategy is introduced through the discussion of a vocabulary word. (For example, recognizing shades of meaning is introduced through the word *wonder* in Week 5.) For additional practice in using the strategies, more strategy practice activities are provided periodically. Although these activities are optional, we encourage you to do them with your students. We believe the students will benefit from the additional exposure to the strategies. For tables of the strategies and the weeks in which they are introduced and reviewed, see Appendix C.

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The table below provides a snapshot of how independent word-learning strategies are developed across grades K–6.

Independent Word-learning Strategy	K	1	2	3	4	5	6
Recognizing synonyms	■	■	■	■	■	■	■
Recognizing antonyms	■	■	■	■	■	■	■
Using context to determine word meanings		■	■	■	■	■	■
Recognizing shades of meaning	■	■	■	■	■	■	■
Recognizing words with multiple meanings	■	■	■	■	■	■	■
Using inflectional endings	■	■					
Using knowledge of compound words to determine meanings			■	□			
Using prefixes to determine meanings	□	□	■	■	■	■	■
Using suffixes to determine meanings	□	□	■	■	■	■	■
Using Greek and Latin roots to determine word meanings					■	■	■
Recognizing idioms				■	■	■	■
Recognizing adages and proverbs					■	■	
Using a dictionary, glossary, or thesaurus			■	■	■	■	■
Analyzing word relationships to better understand words							■

■ formally taught □ informally explored or reviewed

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ALIGNMENT WITH STANDARDS

Lessons in the *Vocabulary Teaching Guide* have been carefully designed to focus on standards aimed at vocabulary acquisition and use.

- Words taught include both grade-appropriate general academic and domain-specific words.
- Students practice using the words they are learning in both partner and whole-class conversations. Questions require the students to make real-life connections between the words and their own experiences. (The program's focus on conversations about words, together with the teaching of social skills such as speaking clearly and listening carefully to others, also brings the program into alignment with standards for speaking and listening.)
- In lessons and review activities, the students explore the nuances of word meanings and relationships among words, including synonyms, antonyms, and shades of meaning.
- Students are formally taught grade-appropriate strategies they can use to figure out word meanings when reading independently. These include using context, identifying multiple meanings, recognizing idioms, and using prefixes, suffixes, and roots.

For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).

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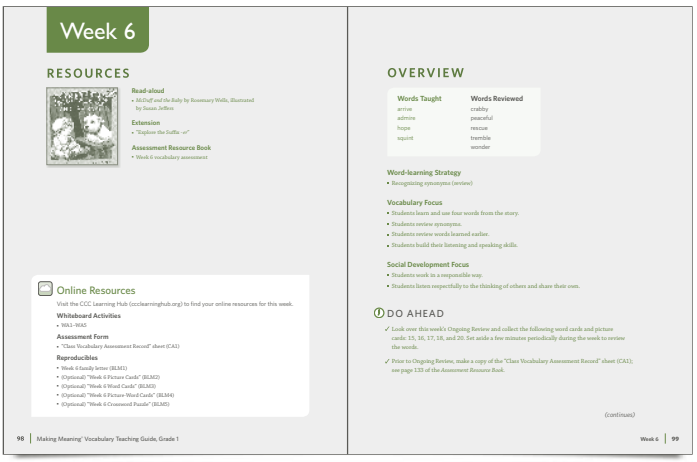
Teaching the Vocabulary Lessons

The grade 1 program consists of 30 weeks of lessons numbered consecutively throughout the year. Each week has three days of instruction. Beginning in Week 2, an ongoing review activity in which the students review previously taught words is included.

How a Week Is Organized

Each week begins with a Resources list, which specifies the physical materials and the supplemental activities for the entire week, while the Online Resources list indicates all the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The Resources list is followed by the week's Overview, which includes lists of the four vocabulary words taught that week, the five words reviewed during Ongoing Review, the word-learning strategies taught or reviewed during the week, and the vocabulary and social development focuses. A "Do Ahead" section contains suggestions for preparing for the week.



Week 6

RESOURCES

Read-aloud
• *McDuff and the Baby* by Rosemary Wells, illustrated by Susan Jeffers

Extension
• "Explore the Suffix *-er*"

Assessment Resource Book
• Week 6 vocabulary assessment

Online Resources
Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities
• WA1–WA5

Assessment Form
• "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles
• Week 6 family letter (ELM1)
• (Optional) "Week 6 Picture Cards" (ELM2)
• (Optional) "Week 6 Word Cards" (ELM3)
• (Optional) "Week 6 Picture–Word Cards" (ELM4)
• (Optional) "Week 6 Crossword Puzzle" (ELM5)

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OVERVIEW

Words Taught	Words Reviewed
arrive	crabby
admire	peaceful
hope	rescue
squint	tremble
	wonder

Word-learning Strategy
• Recognizing synonyms (review)

Vocabulary Focus
• Students learn and use four words from the story.
• Students review synonyms.
• Students review words learned earlier.
• Students build their listening and speaking skills.

Social Development Focus
• Students work in a responsible way.
• Students listen respectfully to the thinking of others and share their own.

DO AHEAD
✓ Look over this week's Ongoing Review and collect the following word cards and picture cards: 15, 16, 17, 18, and 20. Set aside a few minutes periodically during the week to review the words.
✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 133 of the *Assessment Resource Book*.

(continues)

Week 6 | 99

The Overview is followed by the ongoing review activity (except in Week 1) and then the lessons. The ongoing review activity is in addition to the weekly lessons and is designed to be done in 15–20 minutes on any day of the week. We suggest either of the two days when no vocabulary lesson is taught to ensure that the current week's words will be taught on uninterrupted days.

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Below are sample calendars that show how ongoing review activities might be integrated into three, four, or five days of vocabulary instruction. During a three-day vocabulary week, Ongoing Review might immediately follow the day's vocabulary lesson or be done later in the day. During a four-day week, it might be done on one of the two days on which no vocabulary lesson is taught. During a five-day vocabulary week, Ongoing Review might be stretched across the two days on which no formal vocabulary instruction is scheduled.

Three-day *Vocabulary Teaching Guide* Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
Day 1 Lesson	Day 2 Lesson	Day 3 Lesson		
Ongoing Review	Ongoing Review	Ongoing Review		

Four-day *Vocabulary Teaching Guide* Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
Day 1 Lesson	Day 2 Lesson	Day 3 Lesson	Ongoing Review	

Five-day *Vocabulary Teaching Guide* Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
Day 1 Lesson	Day 2 Lesson	Day 3 Lesson	Ongoing Review	Ongoing Review

Teaching the Vocabulary Lessons with the *Making Meaning* Lessons

We suggest you teach the week's lessons from the *Vocabulary Teaching Guide* the week after you teach the read-aloud text from the *Making Meaning* lessons in the *Teacher's Manual*. (For example, teach Week 1 in the *Vocabulary Teaching Guide* a week after you have taught Unit 1, Week 1 in the *Teacher's Manual*.) Waiting a week helps to ensure that the students have thoroughly discussed the read-aloud text before revisiting it during the vocabulary lessons. (If you prefer to teach the vocabulary lessons in the same week as you teach the read-aloud text in the *Making Meaning* lessons, be sure to completely finish the reading of the text, which may extend across two or more days, before you introduce the words. Otherwise, you run the risk of teaching words that the students have not encountered in the reading.)

In the *Teacher's Manual*, a Vocabulary Note appears at the end of each week identifying the vocabulary week and read-aloud text you will teach in the week that follows. A Vocabulary

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Note also appears at the beginning of each week, in the "Do Ahead," and reminds you which vocabulary week you should be teaching that week.

The calendars below show two ways you might organize a week when there are two days of *Making Meaning* lessons. In the three-day calendar, the *Making Meaning* lessons and Day 1 and Day 2 of the vocabulary lessons, together with Ongoing Review, are taught on Monday and Tuesday. Day 3 of the vocabulary lessons is taught on Wednesday.

Three-day Calendar (Two Days of Reading Comprehension)

Monday	Tuesday	Wednesday
Reading comprehension lesson	Reading comprehension lesson	
Vocabulary lesson Vocabulary Ongoing Review	Vocabulary lesson Vocabulary Ongoing Review	Vocabulary lesson Vocabulary Ongoing Review

In the five-day calendar, the *Making Meaning* lessons are taught on Monday and Tuesday, and vocabulary is taught on Wednesday, Thursday, and Friday.

Five-day Calendar (Two Days of Reading Comprehension)

Monday	Tuesday	Wednesday	Thursday	Friday
Reading comprehension lesson	Reading comprehension lesson			
		Vocabulary lesson Vocabulary Ongoing Review	Vocabulary lesson Vocabulary Ongoing Review	Vocabulary lesson Vocabulary Ongoing Review

The following calendars show how you might organize a week when *Making Meaning* has three days of lessons (Units 4–9).

Three-day Calendar (Three Days of Reading Comprehension)

Monday	Tuesday	Wednesday
Reading comprehension lesson	Reading comprehension lesson	Reading comprehension lesson
Vocabulary lesson Vocabulary Ongoing Review	Vocabulary lesson Vocabulary Ongoing Review	Vocabulary lesson Vocabulary Ongoing Review

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Five-day Calendar (Three Days of Reading Comprehension)

Monday	Tuesday	Wednesday	Thursday	Friday
Reading comprehension lesson	Reading comprehension lesson	Reading comprehension lesson		
		Vocabulary lesson Vocabulary Ongoing Review	Vocabulary lesson Vocabulary Ongoing Review	Vocabulary lesson Vocabulary Ongoing Review

For a table that shows each week of the vocabulary lessons, the read-aloud text you will use during that week, and the week in which that text was taught in the *Making Meaning Teacher's Manual*, see Appendix A.



SOCIAL DEVELOPMENT AND COOPERATIVE STRUCTURES

Like the *Making Meaning* lessons in the *Teacher's Manual*, the lessons in the *Vocabulary Teaching Guide* help students develop socially and ethically as well as academically. During the lessons, the students frequently discuss words with their partners through the cooperative structures "Turn to Your Partner" and "Think, Pair, Share." The cooperative structures increase the students' engagement and accountability and ensure that all the students have opportunities to practice using the words.

We recommend that you use the same partners for the vocabulary lessons that you have assigned for the *Making Meaning* lessons. We also recommend that you incorporate the social focuses of the *Making Meaning* lessons into the vocabulary lessons. Social development focuses are provided with each vocabulary lesson. Reinforcing social skills as the students work together will help them develop caring and respectful relationships and create a safe and supportive classroom environment conducive to sharing their thinking.

Planning and Teaching the Lessons

To prepare to teach a week from the *Vocabulary Teaching Guide*, begin by reading the week's introductory pages. The Resources list identifies the *Making Meaning* read-aloud text or texts, supplementary activities, and online resources for the week. The week's Overview acquaints you with the vocabulary words and independent word-learning strategies to be taught and reviewed during the week, as well as the academic and social focuses of the week. In particular, review the "Do Ahead" section. It alerts you to any materials you need to gather or prepare for the week.

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PREPARING FOR A LESSON

- Read the entire lesson. Pay particular attention to the questions and prompts and anticipate how your students will respond. Teacher Notes provide suggestions to support struggling students.
- Prepare or collect any necessary materials, including the appropriate *Making Meaning* read-aloud text.
- Practice reading aloud the part of the text that introduces each word. You might use self-stick notes to mark the starting and stopping points of the read-aloud. Focus on emphasizing the vocabulary word where it appears in the text.
- Review the definition of each word. You might write each definition on a self-stick note and place the note on the page where the word is introduced.
- Review the picture cards and word cards and how they are introduced in the lesson. (See "Using the Technology Features" on page xxvii.)
- Plan any teacher examples or modeling required in the lesson.
- Review any More Strategy Practice, More ELL Support, or Extension activities in a lesson, and decide if and when you will do them. Collect any necessary materials.
- Plan how you will pace the lesson to keep it moving. A lesson is designed to take, on average, 15–20 minutes.

TIPS FOR TEACHING THE LESSONS

We offer the following tips to help you teach the lessons:

- **Anticipate room arrangement needs.** We recommend a classroom arrangement that allows for whole-class gatherings, discussions, and space for movement. A rug or library area is ideal. If this is not possible, arrange the students so that they can hear you clearly, see the read-aloud text, and participate in partner and whole-class discussions.
- **Use the lesson definition.** It is important to define each word as it is defined in the lesson. Each definition has been carefully written in simple, student-friendly language, and the activities have been developed based on the definitions.

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- **Use lesson language to introduce the picture card.** The picture cards have been carefully designed to provide the students with visual support for a word's meaning. Introduce a picture card as described in the lesson rather than asking the students to tell how the card illustrates the word.
- **Correct ungrammatical responses by modeling standard language.** During a discussion, a student may use a word in a way that shows he understands its meaning but that is incorrect grammatically (for example, "I'm a persevere person because I don't give up"). We suggest you point out that the student's response demonstrates that he knows what the word means and then restate his response using correct grammar (for example, "What you said shows that you know what *persevere* means, but we usually say, 'I'm a person who perseveres because I don't give up' ").

LESSON LENGTH AND PACING

The lessons take, on average, 15–20 minutes. Lessons in the first few weeks of the program may take longer as you practice the cooperative structures ("Turn to Your Partner" and "Think, Pair, Share") and the students become accustomed to using the prompts. (See "Using the Prompts to Discuss the Words" below.)

It is important to monitor the pace of the lessons, not only to complete them in a reasonable amount of time but also to help the students stay focused and engaged. To maintain the pace of the lessons, we suggest the following:

- Keep partner conversations brief.
- After partners have shared, have only one or two volunteers share their thinking with the class, even if other students have their hands up.
- During whole-class discussions, have only two or three volunteers share their thinking. If many students want to contribute to the discussion, use "Turn to Your Partner" to give partners an opportunity to share with each other. Then have only one or two volunteers share with the class.

USING THE PROMPTS TO DISCUSS THE WORDS

To learn a new word well, it is critical that the students use the word often and, whenever possible, in sentences. To facilitate this practice, we frequently ask the students to reply to questions with prompted responses. The prompts are a critical component of the program. They provide the students with the language they need to use a new word confidently and

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successfully. The prompts also ensure that the students will actually *say* the vocabulary word as they discuss it during partner and whole-class sharing, which is important if they are to learn and remember the word. In addition, the prompts support the students' oral language development and are especially helpful to English Language Learners.

To encourage the students to use the prompts, you might display them using the whiteboard activities provided with each lesson, or print and display the prompts where everyone can see them using the printable prompts you will find on the CCC Learning Hub. Once the students have become accustomed to using the prompts, they might choose to use a word in a sentence of their own. That is fine. What is important is that the students say the word as they discuss it and use that word correctly.

FULL AND ABBREVIATED LESSONS

In Weeks 1–7 of the program, all the procedures for introducing words and conducting activities have been fully written out to support you as you become familiar with the program. We refer to these lessons as "full lessons." By Week 8 you will be familiar with most of the procedures. For this reason, the language of the procedures has been abbreviated. In the first two weeks of these "abbreviated lessons," a Teacher Note will direct you to the full version of a procedure in Weeks 1–7 should you wish to review it.

HELPFUL LESSON FEATURES

The lessons include a number of features that help you navigate the instruction and that provide background information, tips, and supplemental activities to extend or support word learning. These lesson features are listed in the table on the next page.

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Helpful Lesson Features

- **Topic Notes.** These notes appear at the beginning of some lessons and provide background information about important aspects of the instruction, including lesson structure, purpose, pedagogy, and approach.
- **Teacher Notes.** These notes appear in the lesson margins and alert you to a variety of things, including the purposes of various activities, hints for reviewing previously taught words, and ways to support struggling students. The notes also provide additional information about the words themselves.
- **Cooperative Structure Icons.** These icons indicate where in a lesson a cooperative structure, "Turn to Your Partner" or "Think, Pair, Share," is used.
- **Whiteboard Activity Icons.** These icons show where in a lesson a whiteboard activity is used.
- **"You might say."** This feature provides sample language you can draw on when you model how a word is used. If the students struggle to understand or use a word, you might use "You might say" suggestions to provide support.
- **ELL Notes.** These notes suggest ideas for supporting your English Language Learners. Spanish cognates are provided for some words. (See "Support for English Language Learners (ELLs)" on page xxxii.)
- **More ELL Support Activities.** These supplemental activities focus on building English Language Learners' vocabulary and oral language skills.
- **Prompt Cues.** The word *PROMPT* identifies language you can use to prompt the students' responses to a question or activity. Each prompt relates to the vocabulary word being discussed.
- **Class Vocabulary Assessment Notes.** These notes help you observe and assess the whole class during ongoing review activities. (See "Assessments" on page xxix.)
- **Technology Tips.** These tips suggest ways you might use an interactive whiteboard or other technology during a lesson.
- **More Strategy Practice Activities.** These optional activities provide the students with further instruction and practice in independent word-learning strategies, such as recognizing synonyms and antonyms and using context to determine word meanings.
- **Extension Activities.** These supplemental activities extend student learning by exploring independent word-learning strategies not formally taught in the program, figurative language, and other interesting ways that authors use words.

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Using the Technology Features

The *Making Meaning* program incorporates digital technology to enhance your students' learning experience and streamline your preparation, instruction, and assessment processes. For information on the *Digital Teacher's Set*, the CCC Learning Hub, and the CCC ClassView app, see "Digital Teacher Resources" in the Introduction of the *Teacher's Manual*.

For teaching the vocabulary lessons, a variety of online resources have been developed to directly support the vocabulary instruction for each week and are available on the CCC Learning Hub. For more information, see the "Using the CCC Learning Hub" tutorial (AV39).



- **Whiteboard activities.** These interactive activities allow you to display the words and accompanying pictures as they are taught during the week, display the prompts as they are used in a day's lesson, and, on occasion, guide students seamlessly through games used to review the words in Day 3. For more information, see the "Using CCC's Whiteboard Activities" tutorial (AV40).



- **Printable reproducibles.** These resources, including weekly family letters, picture cards and word cards, and crossword puzzles, provide additional lesson support for students and their families. For more information on how these can be used, see "Additional Ways to Review the Words" on page xxviii.
- **Assessment forms.** These online forms allow you to record the progress of class vocabulary assessment. You can print these forms from the CCC Learning Hub or use the CCC ClassView app to electronically record data for the class. For more information about the CCC ClassView app, view the "Using the CCC ClassView App" tutorial (AV41).



- **Professional development media and technology tutorials.** These brief videos help you with effective implementation of the lessons. Technology Tips, located in the margins of the lessons, alert you to these videos and also suggest ways to incorporate technology into the instruction.

Retaining the Words

Research shows that students need multiple encounters with a word to make it a permanent part of their vocabulary. The *Vocabulary Teaching Guide* provides opportunities for the students to frequently hear and practice using the words they are learning.

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ONGOING REVIEW ACTIVITIES

Beginning in Week 2, the students review previously learned words through ongoing review activities. (The students review four words in Week 2 and five words in subsequent weeks.) Ongoing review activities are similar to the activities used in the lessons. For each week's Ongoing Review, we suggest that you display the word and picture cards of the review words in the pocket chart provided with the program.

INTEGRATING PREVIOUSLY TAUGHT WORDS INTO LESSONS

To further support the students' word retention, words that have been taught in the program are sometimes reused in the introduction of a new word or in an activity. In these cases, a Teacher Note provides the word's definition so you can review it with the students.

ADDITIONAL WAYS TO REVIEW THE WORDS

We encourage you to look for opportunities outside of vocabulary time to review the words and help the students retain their meanings. You might:

- Use the words when you talk with the students.
- Encourage the students to use the words with their classmates. When you hear a word used, call attention to it.
- Encourage the students to use the words in their writing. You might distribute photocopies of picture cards and have the students use the words to write stories about the pictures.
- Invite the students to listen and look for the words outside of the classroom. Track the words they hear and see by writing them on a classroom chart. If you hear a word used outside of class, discuss the use of the word with the students.
- Reproducible word cards and picture cards in a small size are available for each week on the CCC Learning Hub (ccclearninghub.org). Make copies of the appropriate cards each week, one set for each student. Have the students keep the cards to review in class, or have them take the cards home to practice the words with their families.
- Each week send a family letter home with the students that includes a list of the words and definitions they are learning. (You will find weekly family letters, in both English and Spanish, on the CCC Learning Hub.) Ask the students to review and practice the words with family members.
- Keep copies of word cards and picture cards in a learning center. The students can use the cards for word sorts and games such as "Concentration" and "Go Fish." Encourage the students to invent their own games using the cards and to play vocabulary games such as "Which Word Am I?"

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- Make crossword puzzles and word searches using the words. Reproducible crossword puzzles are also available on the CCC Learning Hub.
- If you are teaching CCC's *Being a Reader* program, consider adding copies of the word cards and crossword puzzles to your independent word work rotation. Students might work individually or in pairs to review the words, complete the crossword puzzles, and explore ways to sort the words. They can also practice using the words by playing games learned during Word Study or Vocabulary lessons, or by inventing their own games.

Creating a Word-rich Classroom

Creating a classroom in which words are valued and enjoyed is an important step in helping your students develop an appreciation for words and word learning. Here are some suggestions for building a word-rich classroom:

- Exhibit your own curiosity about words. Talk about interesting words you see and hear and invite the students to share their own interesting words.
- Apply sophisticated words to everyday classroom situations.
- Encourage the students to suggest words for the class to learn. Collect the words in a suggestion box or list them on a chart. Choose some words to explore as a class.
- Make word resources available, including various dictionaries, a thesaurus, books of puns and riddles, stories and poems that use wordplay, and books of word games such as crossword puzzles and word searches.
- Play language games such as "Hangman" and "Telephone," sing songs, chant rhymes, and introduce the students to puns and riddles.
- Notice playful or creative uses of language in and outside of class, including made-up words, interesting proper names, idioms, and figures of speech such as metaphors, similes, and personification. Discuss these words with your students, model thinking of additional examples, and invite the students to give examples.

Assessments

The assessment tools in the *Vocabulary Teaching Guide* are designed to help you evaluate your students' knowledge of the words they are learning and make informed instructional decisions as you progress through the program. Both formative and summative assessment tools are provided.

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You will find record sheets for all assessments, as well as instructions and student response sheets for individual assessments, in the *Assessment Resource Book*. You may choose to record your students' progress using printed copies of the forms from the *Assessment Resource Book* or through the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record, sort, synthesize, and report assessment data for each student and the whole class. For more information, see "CCC ClassView App" in the Introduction of the *Teacher's Manual*.

FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students' vocabulary growth over time through class observation and support you in differentiating instruction as necessary.

Class Vocabulary Assessment

Class Vocabulary Assessment Notes occur every two weeks (in Weeks 2, 4, 6, etc.) during the Ongoing Review activity. They are designed to help you evaluate the performance and needs of the whole class. During this assessment, we suggest that you walk around and observe the students. Ask yourself the questions in the Class Vocabulary Assessment Note and follow up as appropriate with the suggested interventions. You can record your observations on the corresponding "Class Vocabulary Assessment Record" sheet (CA). Additional suggestions for reviewing and practicing words can be found in "Retaining the Words" on page xxvii.

SUMMATIVE ASSESSMENTS

Individual Vocabulary Assessment

At grades 2–6, the Individual Vocabulary Assessment is designed to help you assess individual students' knowledge of the words. The assessment occurs after Weeks 4, 8, 12, 16, 20, 24, and 30. These multiple-choice assessments use activity formats familiar to the students from the weekly lessons. The students record their answers on the corresponding "Individual Vocabulary Assessment: Word Check" answer sheet (IA). You will find teacher instruction sheets and reproducible answer sheets in the *Assessment Resource Book* and on the CCC Learning Hub (ccclearninghub.org).

Student Self-assessment

At grades 2–6, the Student Self-assessment gives the students an opportunity to take responsibility for their learning by reflecting on their knowledge of the words using the "Student Self-assessment" response sheet (SA). Analysis of the response sheets alerts you to words in need of further review and practice.

We recommend that you administer the Student Self-assessment in place of or in addition to the Individual Vocabulary Assessment, with the students evaluating their knowledge of words you select. Suggestions for using the results of the assessment are included on the instruction sheet.

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Other Ways to Assess Individual Progress

The Individual Vocabulary Assessment and Student Self-assessment are two useful tools for measuring an individual student's word knowledge. We encourage you to consider using one or more of the following tasks periodically to provide you with additional information about a student's understanding of the words:

- Ask the student what he or she knows about a word.
- Have the student use words he or she chooses to write or tell a story.
- Have the student act out a word.
- Have the student make a picture card that illustrates what the word means.

For more information about the assessments in the vocabulary lessons, see "About Vocabulary Assessment" in the Assessment Overview of the *Assessment Resource Book*.

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Special Considerations

Support for English Language Learners (ELLs)

Learning new vocabulary can be especially challenging for ELLs. Strategies identified by researchers as "best practice" in ELL vocabulary instruction are inherent in the design of the vocabulary lessons. They are summarized in the table below.

ELL Vocabulary Instruction Strategies in the *Vocabulary Teaching Guide*

ELL Strategies	Use in the Vocabulary Lessons
Introduce a word in a meaningful context.	Each word is introduced through a familiar read-aloud text.
Define the word in clear, simple language.	Lessons provide classroom-tested, student-friendly definitions.
Use visual aids to support word learning.	When appropriate, lessons use text, photographs, and illustrations or real objects to make word meanings concrete. Teachers or student volunteers frequently act out words.
Model the way words are used.	Lessons include language teachers can use to model or explain how a word is used. Prompts model for students how to use a word correctly.
Help students connect words to personal experience.	Teacher questions "personalize" a word by having students use the word to talk about themselves and their experiences.
Provide many opportunities to discuss and use a word in a variety of contexts.	Students practice using a word in various ways and review the word frequently.
Invite students to respond to words physically by associating a word with an action, gesture, or expression.	Students act out words and use gestures and expressions to convey meaning during role-playing activities.
Review words frequently.	Ongoing review activities give students a chance to review words each week.

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ADDITIONAL ELL SUPPORT

The program also includes these features to provide further support to ELLs:

- **ELL Notes.** These notes provide specific suggestions for modifying or enhancing instruction during a lesson to support ELLs. Suggestions include using realia (real objects) to introduce words, defining unfamiliar words in the activities, or simplifying activities and questions.
- **Spanish cognates.** An ELL Note will alert you when a Spanish cognate (a Spanish word that has a pronunciation, meaning, and spelling similar to an English word—for example, *duplicate/duplicar*) is provided for a word taught in the program. During a lesson, you might write the Spanish cognate underneath the English word and briefly point out letters and sounds that are the same or similar in both words. Research shows that teaching cognate awareness accelerates the English language vocabulary development of Spanish-speaking ELLs. For help in pronouncing the Spanish cognates, see Appendix E.
- **More ELL Support activities**. More ELL Support activities are provided in some weeks and give ELLs additional opportunities to build vocabulary and oral language skills.
- **Spanish family letters**. Weekly family letters provided on the CCC Learning Hub (ccclearninghub.org) are available in Spanish and include the vocabulary words and definitions.

For more information about English Language Learners and how to support them, see "Support for English Language Learners (ELLs)" in the Introduction of the *Making Meaning Teacher's Manual*.

Building the Home–School Connection

Keeping families informed about their children's participation in the vocabulary program helps family members understand and appreciate how their children are building their vocabulary and how they can support that development.



FAMILY LETTERS

We provide a letter to send home with the students at the end of each week, available in both English and Spanish. Each letter includes the week's words and meanings and suggestions for helping the students review the words and build their word-learning skills. The family letters are included in the Online Resources list for each week and can be accessed via the CCC Learning Hub (ccclearninghub.org).

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Lessons



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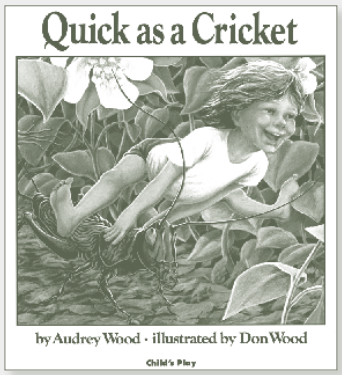
Week 1

RESOURCES



Read-aloud

- *Quick as a Cricket* by Audrey Wood, illustrated by Don Wood

More Strategy Practice

- "Start a Synonym Word Wall"

Extension

- "Use the Vocabulary Words Throughout the Day"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA4

Reproducibles

- Introductory family letter (BLM1)
- Week 1 family letter (BLM2)
- (Optional) "Week 1 Picture Cards" (BLM3)
- (Optional) "Week 1 Word Cards" (BLM4)
- (Optional) "Week 1 Picture-Word Cards" (BLM5)

Professional Development Media

- "Using the CCC Learning Hub" tutorial (AV39)
- "Using CCC's Whiteboard Activities" tutorial (AV40)
- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught

*rapidly**
delighted
bold
timid

*Concept words are italicized in word lists the week they are introduced. For more information about concept words, see "The Words" in the Introduction.

Word-learning Strategy

- Recognizing synonyms

Vocabulary Focus

- Students learn and use four words about the story.
- Students discuss synonyms.
- Students build their speaking and listening skills.

Social Development Focus

- Teacher and students build the reading community.
- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Familiarize yourself with the CCC Learning Hub (ccclearninghub.org), where the online resources for each lesson are located. For more information, view the "Using the CCC Learning Hub" tutorial (AV39).

✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print the introductory family letter (BLM1). Make enough copies to send one letter home with each student.

(continues)

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DO AHEAD *(continued)*

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity "Start a Synonym Word Wall" on page 11.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM2). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 1 Picture Cards" (BLM3), "Week 1 Word Cards" (BLM4), and "Week 1 Picture-Word Cards"(BLM5). These materials can be used to provide your students with more opportunities to review the words. For more information, see "Additional Ways to Review the Words" in the Introduction.

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Introduce *Rapidly* and *Delighted*

Day 1

In this lesson, the students:

- Learn and use the words *rapidly* and *delighted*
- Discuss synonyms
- Build their speaking and listening skills
- Listen to one another

Words Taught



rapidly
Rapidly means "very quickly or very fast."



delighted
Delighted means "very happy."

ABOUT CONCEPT WORDS

Most words taught in the *Vocabulary Teaching Guide* are taken directly from the read-aloud texts used in the *Making Meaning* lessons. Occasionally, however, we teach a word that does not appear in the book. We refer to those words as *concept words*. In the week in which they are introduced, concept words appear in italics in words lists. This week, all four vocabulary words are concept words.

In some cases, we teach a concept word because it represents a concept or idea that is important to the story and worthwhile for the students to know. In other cases, we teach a concept word because it enables us to introduce or review an independent word-learning strategy, such as recognizing synonyms or words with multiple meanings. For more information about concept words, see "The Words" in the Introduction.

ABOUT PROMPTED RESPONSES

To learn a new word well, it is critical that the students use the word often and, whenever possible, in sentences. To facilitate this practice, we frequently ask the students to reply to questions with prompted responses. These structured responses may seem awkward or stilted initially, but the students will soon become comfortable using them.

Materials

- *Quick as a Cricket*
- Word and picture cards (WA1)
- Day 1 prompts (WA2)
- Copy of introductory family letter (BLM1) for each student

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We recommend that you project each day's prompts on an interactive whiteboard. Alternatively, you might display them using a document camera or write them on chart paper. For more information about the prompts, see "Using the Prompts to Discuss the Words" in the Introduction.

ABOUT RECOGNIZING SYNONYMS

In this lesson, the students are introduced to *synonyms*, or words that mean the same thing or almost the same thing. Connecting a new word to a known word that is a synonym helps the students remember the new word. Synonyms also provide the students with words that can replace overused words in their writing, making their writing more interesting. This week we suggest you start a synonym word wall and add to it during the year as the students learn new synonyms (see the more strategy practice activity "Start a Synonym Word Wall" on page 11). For a table of the synonyms discussed in the program, see Appendix C. For more information about recognizing synonyms and other word-learning strategies, see "Independent Word-learning Strategies" in the Introduction.

GET READY TO LEARN NEW WORDS

ELPS 1.C.i
ELPS 1.D.i
Steps 1–4 (all, beginning on page 5 and continuing on to page 9 to include Teacher Notes in the green margin)

1 Introduce the Vocabulary Lessons

Gather the class with the students sitting, facing you. If necessary, review the procedure for gathering on the rug. Remind the students of your expectations for how they should move and sit.

Introduce the vocabulary lessons by telling the students that this year they will learn many new and interesting words they can use when they talk with one another and write stories. Tell them how much you enjoy learning and using words, and share some of your favorite words.

> **You might say:**
>
> "One of my favorite words is *fuzzy*. I like the way *fuzzy* sounds, and I like fuzzy things like fuzzy mittens and fuzzy dogs. *Celebration* is another of my favorite words. I like *celebration* because it reminds me of parties and other happy times."

Briefly discuss:

Q *What is a word you like? Why do you like it?*

Q *What is a word you think is fun to say?*

Tell the students that each week they will learn new words that they can use as they talk with their classmates and write stories. Explain that today they will learn two new words.

Teacher Note

Incorporate this week's social development foci into the lessons by encouraging the students to listen respectfully to one another and to take responsibility for their learning and behavior. At the end of a lesson, you might ask the students what they did to be good listeners. For more about social development in the vocabulary lessons, see "Social Development and Cooperative Structures" in the Introduction.

Teacher Note

If the students have difficulty thinking of words, stimulate their thinking by suggesting a topic—such as favorite foods, places, or games—or by asking them what word makes them laugh when they hear or say it.

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INTRODUCE AND USE *RAPIDLY*

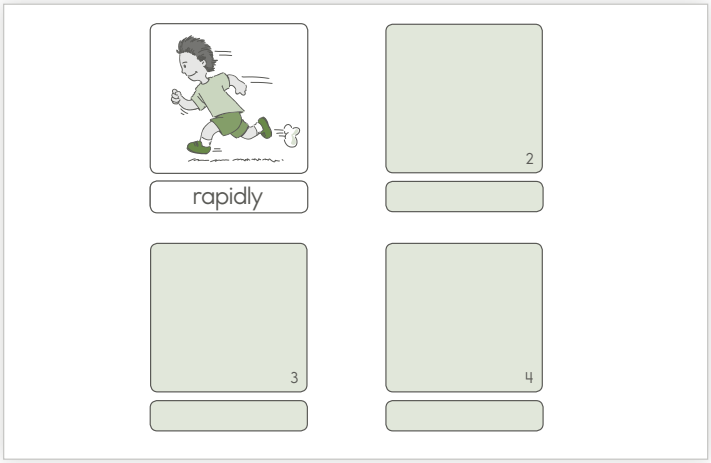
2 Introduce and Define *Rapidly*

Show the cover of *Quick as a Cricket* and remind the students that they heard this book earlier. Explain that the words they will learn this week are about the story.

Remind the students that in *Quick as a Cricket* the boy compares himself to various animals. Show pages 2–3, review that the boy begins by comparing himself to a cricket, and read page 2 aloud. Tell the students that the first word they will learn is *rapidly*, and explain that *rapidly* means "very quickly or very fast." Explain that the boy can move rapidly, or very quickly, like a cricket.

Display this week's word and picture cards (WA1) and reveal picture card 1. Explain that the picture shows a boy running rapidly, or very fast.

Reveal word card 1 and ask the students to say the word *rapidly*.



WA1

3 Introduce Using the Prompts

Tell the students that to learn a new word like *rapidly* well, it is important that they use the word in sentences. Explain that saying the word in a sentence will help them learn to pronounce the word, use it correctly, and remember its meaning.

Tell the students that as they discuss questions about the word *rapidly* and other words, you will give them sentence starters they can use to answer the questions in sentences. Display the day 1 prompts (WA2). Tell the students that these sentence starters are called "prompts" and explain that the students will use these prompts to discuss the words today.

TEKS 1.A.iii
Teacher Narrative
TEKS 7.F.i
Student/Teacher Narrative
Step 3 (all)

Teacher Note

Some students may be familiar with the word *rapidly* or another word you introduce. If so, tell them that thinking and talking about a familiar word gives them a chance to learn more about it and practice using it.

Technology Tip

Whiteboard activities (WAs) can be displayed using an interactive whiteboard. Alternatively, you may print the whiteboard activities and project them using a projection device. For more information, view the "Using CCC's Whiteboard Activities" tutorial (AV40).

ELL Note

English Language Learners may struggle to understand verbal definitions. Using the picture card and the illustrations from the book to introduce each word provides the students with critical visual support for learning the word's meaning.

Teacher Note

We suggest you display the day 1 prompts (WA2) on an interactive whiteboard and show each prompt as it is used.

Alternatively, you might write the prompts on a sheet of chart paper, and then fold up the bottom of the sheet and tape it so that only the first prompt is visible. For each subsequent prompt, move the fold down so that the prompt becomes visible.

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ELPS 1.A.ii
Step 4
[all]

TEKS 1.A.iii
Teacher Narrative
Step 4
(all)

TEKS 7.F.i
Student/Teacher
Actvity
Step 4
(all)

4 Discuss *Rapidly* and Practice Using the Prompts

Remind the students that *rapidly* means "very quickly or very fast." Point out that crickets can move rapidly. Ask:

Q *Think about the animals you know. What other animals can move rapidly?*

Point to prompt 1 on the day 1 prompts (WA2) and read it aloud. Explain that you want the students to use the prompt as they discuss the question.

WA2

A _____ can move rapidly.



PROMPT 1: "A [cheetah] can move rapidly."

Then have one or two volunteers use the prompt to share their thinking with the class.

Point out that things, as well as animals, can move rapidly, and give some examples.

> **You might say:**
> "Roller coaster cars race rapidly up, down, and around a track. Sometimes when you're scared or you've been running, your heart beats rapidly inside your chest."

Direct the students' attention to the word and picture cards (WA1) and point to picture card 1. Explain that people can move rapidly, too. Ask:

Q *When have you moved rapidly?*

Give the students a few moments to think about the question. Show prompt 2 (WA2) and read it aloud. Have several students use the prompt to share their thinking with the class.

Teacher Note

Frequently repeating a word when you introduce it reinforces its pronunciation and meaning.

ELL Note

Prompted responses are especially helpful for students with limited English proficiency. For more information about supporting English Language Learners, see "Support for English Language Learners (ELLs)" in the Introduction.

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WA2

I moved **rapidly** when . . .



PROMPT 2: "I moved rapidly when . . ."

Point to the word *rapidly* on the cards (WA1) and ask:

Q *What's the new word we are learning that means "very quickly or very fast"?*

INTRODUCE AND USE *DELIGHTED*

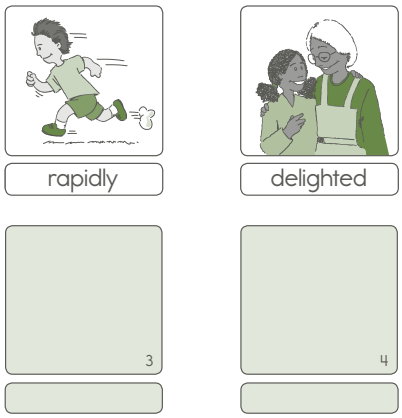
5 Introduce and Define *Delighted* and Introduce Synonyms

Show page 9 of *Quick as a Cricket* and review that, in this part of the story, the boy compares himself to a lark. Read the text aloud. Tell the students that the other word they will learn today is *delighted* and explain that *delighted* means "very happy." Point out that the boy in the picture appears to be delighted, or very happy, because he is wearing a big smile.

Direct the students' attention to the cards (WA1) and reveal picture card 2. Explain that the picture shows a girl and her grandmother smiling because they are delighted, or very happy, to see each other.

Reveal word card 2 and ask the students to say the word *delighted*.

WA1



Teacher Note

Repeating the definition of the word and having the students pronounce it provides another opportunity for the students to hear the word and think about its meaning.

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Teacher Note

For more practice with synonyms, see the more strategy practice activity "Start a Synonym Word Wall" on page 11.

Technology Tip

To find web-based activities that focus on recognizing synonyms, you might search online using the keywords "whiteboard synonym activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

Tell the students that *delighted* and *happy* are synonyms, and explain that *synonyms* are "words that mean the same thing or almost the same thing." Tell the students that thinking about a word they know, like *happy*, can help them understand and remember a new word, like *delighted*.

6 Talk About Times We Are Delighted

TEKS 1.C.ii
Teacher Narrative Step 6 (all)

Point out that people are often delighted when something wonderful or surprising happens to them, and give some examples of times you were delighted.

> **You might say:**
>
> "I was delighted the other day when Devin gave me a thank-you card. It was a wonderful surprise. I'm always delighted when my parents visit because I love seeing them. I'm delighted when we sing songs in class because I love to sing and I love hearing you sing."

Ask:

Q *When have you been delighted?*

Give the students a few moments to think about the question. Show prompt 3 (WA2) and read it aloud. Then have several students use the prompt to share their thinking with the class.

WA2



PROMPT 3: "I was delighted when . . ."

Point to the word *delighted* on the cards (WA1) and ask:

Q *What's the new word we are learning that means "very happy"?*

Tell the students that tomorrow they will learn two more words.

Teacher Note

If the students struggle to answer the question, stimulate their thinking by asking questions such as "When have you done something that made you very happy?" "When have you gotten a wonderful surprise?" and "When has something really good happened to you?"

Teacher Note

Save the word and picture cards (WA1) to use on Day 2.

Teacher Note

Send home with each student a copy of the introductory family letter (BLM1). Encourage the students to talk about ways in which they are learning new words with their families.

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MORE STRATEGY PRACTICE

More Strategy Practice activities provide the students with additional opportunities to review and use an independent word-learning strategy. These activities are optional and can be done at the end of a lesson or at another time.

Start a Synonym Word Wall

Make a word wall, using the synonyms the students are learning. (You might title the wall "Words That Mean the Same Thing.") Place picture cards 1 and 2 from "Week 1 Picture Cards" (BLM3) on the word wall. Then use card stock to make word cards for each corresponding word and its synonym: *rapidly* and *quickly*, and *delighted* and *happy*. Display each picture card with its word card on the wall.

As you add a word and its synonyms to the word wall, review the words with the students. Remind them that thinking about a word they know can help them understand and remember a new word. Encourage the students to use the words on the wall as they talk to one another in class and at recess. Whenever you hear the students use one of the words, point to the word on the word wall. Encourage the students to use the words in their writing as well.

You might invite the students to add other words and their synonyms that they know to the word wall. You might stimulate their thinking by asking, "What is a word you know that means the same thing as *big*? *Little*? *Mad*?"

Materials

- Copy of "Week 1 Picture Cards" (BLM3)
- Card stock and a marker

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 1 Picture Cards" (BLM3). Alternatively, you might have student volunteers draw a new picture card for each word.

ELL Note

This activity will be especially helpful for your English Language Learners.

EXTENSION

Use the Vocabulary Words Throughout the Day

Encourage the students to use the vocabulary words *rapidly* and *delighted* as they talk to one another during the day, and look for opportunities to use the words yourself. For example, as the students clean up after an art project, you might comment on how delighted you are that they are cleaning up so rapidly. After recess, you might ask, "When did you move rapidly during recess? What were you doing?" During writing time, you might have them write about a time they were delighted about something. For more information about helping the students retain the vocabulary words, see "Retaining the Words" in the Introduction.

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Day 2 Introduce *Bold* and *Timid*

Materials

- *Quick as a Cricket*
- Word and picture cards (WA1) from Day 1
- Day 2 prompts (WA3)

In this lesson, the students:

- Review the words *rapidly* and *delighted* from Day 1
- Learn and use the words *bold* and *timid*
- Review synonyms
- Build their speaking and listening skills
- Listen to one another

Words Taught



bold
Bold means "brave." When you are bold, you are not afraid to do something new or scary.



timid
Timid means "shy or afraid."

REVIEW THE WORDS

1 Briefly Review *Rapidly* and *Delighted*

Gather the class with the students sitting, facing you. If necessary, review the procedure for gathering on the rug.

Show the cover of *Quick as a Cricket* and review that yesterday the students learned two words from the story. Display the word and picture cards (WA1) from Day 1. Point to *rapidly*, pronounce the word, and have the students say it. Ask:

Q *What do you know about the word* rapidly*?*

Have one or two volunteers share their thinking with the class. Remind them to use the word *rapidly* as they share their thinking.

Repeat the procedure with the word *delighted*.

Explain that today the students will learn two more words from *Quick as a Cricket*.

Teacher Note

Even when primary students know the meaning of a word, it is often difficult for them to articulate a definition. For this reason, we do not ask the students the question, "What does the word *rapidly* mean?" Instead, we ask them what they know about the word, giving them an opportunity to show their understanding of the word's meaning in various ways (for example, by using the word in a sentence, giving an example of a situation in which the word might be used, or acting out the word).

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INTRODUCE AND USE *BOLD*

2 Introduce and Define *Bold* and Review Synonyms

Show page 23 of *Quick as a Cricket,* and remind the students that, in this part of the story, the boy compares himself to a tiger. Read the page aloud.

Tell the students that the first word they will learn today is *bold*. Explain that *bold* is another word for "brave" and that when you are bold, you are not afraid to do something that is new or scary. Tell the students that *bold* and *brave* are synonyms, and review that *synonyms* are "words that mean the same thing or almost the same thing."

Explain that the boy is bold because he is doing something scary—leading a tiger by a rope in the dark.

Show pages 26–27 and review that, in this part of the story, the boy is comparing himself to a chimpanzee. Reread page 26 aloud. Point to the boy in the picture and ask:

Q *What is the boy doing that shows he is bold?*

Q *Why is [swinging through the trees] bold?*

Give the students a few moments to think about the questions. Display the day 2 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and read it aloud. Then have several volunteers use the prompt to share their thinking with the class.

WA3



PROMPT 1: "[Swinging through the trees] is bold because . . ."

Direct the students' attention to the word and picture cards (WA1) and reveal picture card 3. Explain that the picture shows a girl riding a roller coaster for the first time. The girl is bold because she is not afraid to do something that is new and scary.

Reveal word card 3 and ask the students to say the word *bold*.

Teacher Note

If you started a synonym word wall, add *bold* and *brave* to it.

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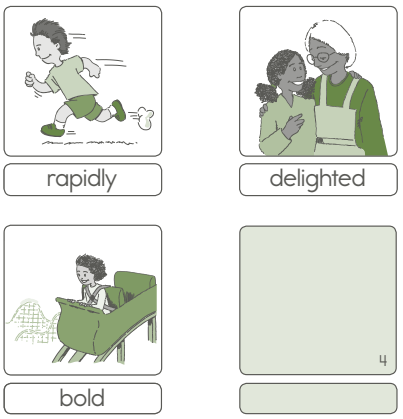
WA1



3 Discuss Whether Bridget Is Bold

Explain that you are going to describe two things that a make-believe first-grader named Bridget is doing. The students must decide which of the two things shows that Bridget is bold. Explain that the students may not always agree with one another and that is fine. What is important is that they explain their thinking.

Ask the students to close their eyes and picture what Bridget is doing as you describe the following two scenarios, pausing for a moment between sentences:

- *Bridget is holding a baby alligator at the zoo.*
- *Bridget is petting her cat in her room.*

Ask:

Q *Which of these things shows that Bridget is bold? Why do you think that?*

Give the students a few moments to imagine the scenarios and think about the questions. Show prompt 2 on the day 2 prompts (WA3) and read it aloud. Ask the students to open their eyes, and have a few volunteers use the prompts to share their thinking with the class.

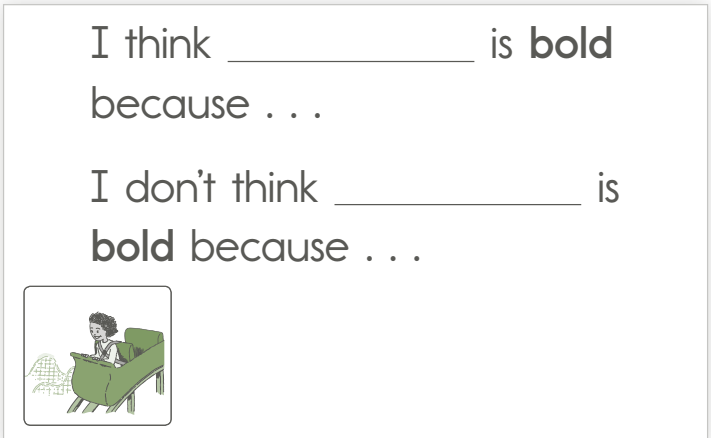
Teacher Note

Bridget is an imaginary character who will appear frequently in activities during the year. If the students know someone whose name is Bridget, you may want to select another name for the character.

ELL Note

Rather than having the students choose between two scenarios, you might have them discuss each scenario individually by first asking, "Would holding a baby alligator at the zoo be bold? Why?" and then asking, "Would petting a cat in your room be bold? Why?"

WA3



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PROMPT 2: "I think [holding a baby alligator] is bold because . . ." or "I don't think [petting the cat] is bold because . . ."

Using the same procedure, discuss one or both of these scenarios:

- *Bridget jumps off a diving board.*
- *Bridget jumps over a water puddle.*

and:

- *Bridget watches cartoons on TV.*
- *Bridget rides her bike without training wheels.*

Point to the word *bold* on the cards (WA1) and ask:

Q *What's the word we are learning that means "brave"?*

INTRODUCE AND USE *TIMID*

4 Introduce and Define *Timid* and Review Synonyms

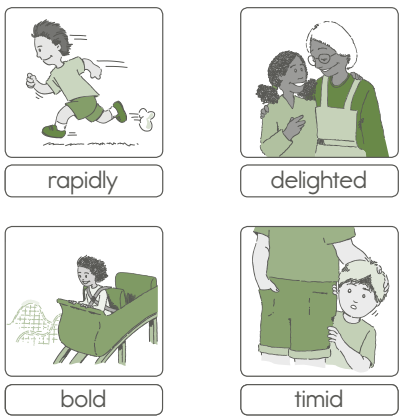
Show page 24 of *Quick as a Cricket* and review that in this part of the story, the boy compares himself to a shrimp. Read the page aloud.

Tell the students that the other word they will learn today is *timid* and explain that *timid* means "shy or afraid." Point out that the words *timid*, *shy*, and *afraid* are synonyms, and review that *synonyms* are "words that mean the same thing or almost the same thing." Remind the students that thinking about words they know—like *shy* and *afraid*—can help them understand and remember a new word—like *timid*. Explain that the boy in the picture is hiding inside the shell because he is feeling timid, or shy and afraid.

Direct the students' attention to the cards (WA1) and reveal picture card 4. Explain that the picture shows a little boy hiding behind his mother. He is feeling timid, or shy and afraid.

Reveal word card 4 and ask the students to say the word *timid*.

WA1



ELL Note

The Spanish cognate of *timid* is *tímido/a*.

Teacher Note

You may want to explain that *timid* is the opposite of *bold*.

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TEKS 1.C.ii
Teacher Activity
Step 5 (all)

5 Talk About Feeling Timid

Explain that just about everyone feels timid once in a while, and give examples of situations in which people feel timid or situations in which you have felt timid.

> **You might say:**
>
> "Sometimes people feel timid around people they don't know. I sometimes feel a little timid, or shy and afraid, when I meet people for the first time. Sometimes people feel timid when they are doing something for the first time. My daughter felt timid when she was learning to roller-skate. She was afraid she would fall so she held on to the wall and wouldn't let go."

Ask:

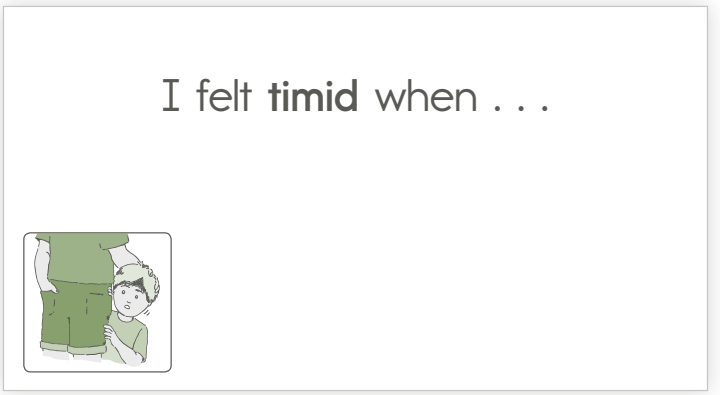
Q *When have you felt timid?*

Give the students a few moments to think about the question. Show prompt 3 (WA3) and read it aloud. Then have several students use the prompt to share their thinking with the class.

Teacher Note

If the students struggle to answer the question, explain the meaning of *timid* again. Then stimulate their thinking by asking questions such as "When have you felt timid around grown-ups or children you didn't know?" and "When have you felt timid about doing something new or scary, like going to a sleepover for the first time or riding on a Ferris wheel?"

WA3



PROMPT 3: "I felt timid when . . ."

Point to the word *timid* on the word cards (WA1) and ask:

Q *What's the word we are learning that means "shy or afraid"?*

Tell the students that tomorrow they will talk more about the words they learned this week.

Teacher Note

Save the word and picture cards (WA1) to use on Day 3.

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In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Listen to one another

Words Reviewed

rapidly
Rapidly means "very quickly or very fast."

delighted
Delighted means "very happy."

bold
Bold means "brave." When you are bold, you are not afraid to do something new or scary.

timid
Timid means "shy or afraid."

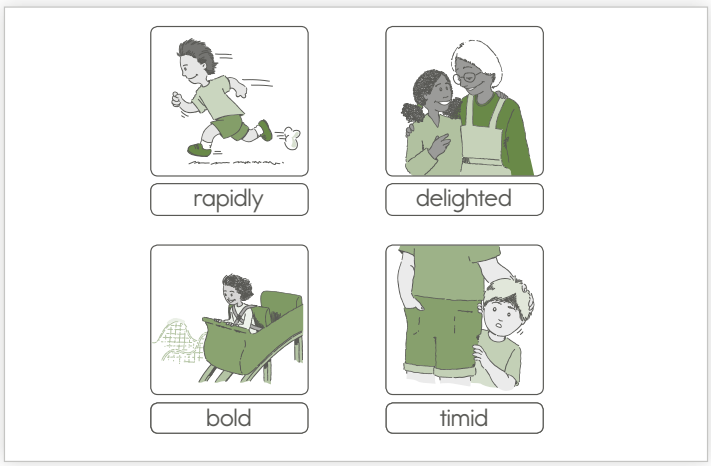
REVIEW THE WORDS

1 Briefly Review This Week's Words

Gather the class with the students sitting together, facing you. Remind them that this week they learned four words from the story *Quick as a Cricket*. Explain that today they will think more about the words.

Display the word and picture cards (WA1) from Day 2. Point to the word *rapidly*, pronounce the word, review its meaning, and have the students say it.

WA1



Materials

- Word and picture cards (WA1) from Day 2
- Day 3 prompts (WA4)
- Copy of this week's family letter (BLM2) for each student

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Ask:

Q *When might a person move rapidly? Why do you think that?*

Display the day 3 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and read it aloud. Have volunteers use the prompt to share their thinking with the class.

WA4

A person might move **rapidly** when . . .



PROMPT 1: "A person might move rapidly when . . ."

Point to the word *delighted* on the word and picture cards (WA1). Pronounce the word, review its meaning, and have the students say it.

Ask:

Q *How do you look or act when you are delighted? Why do you look or act that way?*

Show prompt 2 on the day 3 prompts (WA4) and read it aloud. Have one or two volunteers use the prompt to show how they look or act when they are delighted and explain why they look or act that way.

WA4

I _____ when I am **delighted** because . . .



PROMPT 2: "I [jump up and down] when I am delighted because . . ."

Point to the word *bold* on the cards (WA1). Pronounce the word, explain its meaning, and have the students say the word.

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Ask:

Q *Why does a firefighter have to be bold?*

Show prompt 3 (WA4) and read it aloud. Have one or two volunteers use the prompt to share their thinking with the class.

WA4

A firefighter has to be **bold** because . . .



PROMPT 3: "A firefighter has to be bold because . . ."

Point to the word *timid* on the cards (WA1). Pronounce the word, review its meaning, and have the students say the word.

Ask:

Q *How do you look or act when you are feeling timid? Why do you look or act that way?*

Show prompt 4 (WA4) and read it aloud. Ask one or two volunteers to use the prompt to show how they look or act when they are feeling timid and explain why they look or act that way.

WA4

I _____ when I am feeling **timid** because . . .



PROMPT 4: "I [look down at the ground] when I am feeling timid because . . ."

ELL Note

You may want to explain that a *firefighter* is a person who puts out fires.

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PRACTICE USING THE WORDS

2 Think More About the Words

ELPS 2.E.iii
Step 2
(all, beginning on page 20 and continuing on to page 21 and including Teacher Notes in green margin)

Remind the students that yesterday you told them about some things that a make-believe first-grader named Bridget was doing. Explain that today you are going to describe some more things that Bridget is doing, and the students will answer some questions about her. Explain that the students may not always agree with one another and that is fine. What is important is that they explain their thinking.

Point to the words *bold* and *timid* on the cards (WA1). Explain that you are going to ask the students to make pictures in their minds as you describe what Bridget is doing. Then the students will use the words *bold* and *timid* to talk about their pictures.

Have the students close their eyes and make pictures as you describe the following scenario:

- *Bridget is on the playground. Some big kids she doesn't know walk up to her and say, "Come and play with us." Bridget says, "No!"*

Teacher Note

You may wish to hide the picture cards during this routine.

Ask:

Q *Do you think Bridget is bold or timid? Why do you think that?*

Teacher Note

If all the students who respond think that Bridget is timid, ask "Why might Bridget be bold for saying 'No!' to the big kids?" The question may stimulate the students to think more deeply about the situation and the meaning of the word *bold*.

Give the students a few moments to imagine the scenario and think about the questions. Show prompt 5 (WA4) and read it aloud. Have the students open their eyes, and have a few volunteers use the prompt to share their thinking with the class.

WA4

I think Bridget is [**bold/timid**] because . . .





PROMPT 5: "I think Bridget is [bold/timid] because . . ."

Point to the word *delighted* on the cards (WA1). Explain that you are going to ask the students to make pictures in their minds; then they will use the word *delighted* to talk about their pictures.

Have the students close their eyes and make pictures as you describe the following scenario:

- *Bridget comes into the kitchen on the morning of her birthday and her whole family starts singing "Happy Birthday."*

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Ask:

Q *Do you think Bridget is delighted or not delighted? Why do you think that?*

Give the students a few moments to imagine the scenario and think about the questions. Show prompt 6 (WA4) and read it aloud. Then have the students open their eyes, and have a few volunteers use the prompt to share their thinking with the class.

WA4

I think Bridget is [**delighted**/ not **delighted**] because . . .



PROMPT 6: "I think Bridget is [delighted/not delighted] because . . ."

Discuss the following scenario using the same procedure:

[rapidly]

- *Bridget is painting a picture in her art class. She wants to give the picture to her mom after school.*

Q *Do you think Bridget should paint rapidly or do you think she should not paint rapidly? Why do you think that?*

Show prompt 7 (WA4) and read it aloud. Then have a few volunteers use the prompt to share their thinking with the class.

WA4

I think Bridget [should/ should not] paint **rapidly** because . . .



PROMPT 7: "I think Bridget [should/should not] paint rapidly because . . ."

Tell the students that next week they will learn four new words.

Teacher Note

A boldface word in square brackets indicates that you should point to the word on the cards (WA1) and say the word before you ask the question or give a clue.

Teacher Note

Send home with each student a copy of this week's family letter (BLM2). Encourage the students to talk about this week's words with their families.

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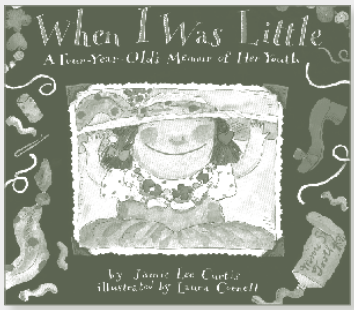
Week 2

RESOURCES



Read-aloud

- *When I Was Little* by Jamie Lee Curtis, illustrated by Laura Cornell

Extension

- "Use the Vocabulary Words Throughout the Day"

Assessment Resource Book

- Week 2 vocabulary assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA6

Assessment Form

- "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles

- Week 2 family letter (BLM1)
- (Optional) "Week 2 Picture Cards" (BLM2)
- (Optional) "Week 2 Word Cards" (BLM3)
- (Optional) "Week 2 Picture-Word Cards" (BLM4)
- (Optional) "Week 2 Crossword Puzzle" (BLM5)

Professional Development Media

- "Using 'Turn to Your Partner'" (AV5)

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OVERVIEW

Words Taught	Words Reviewed
memory	bold
independent	delighted
disgusting	rapidly
scrumptious	timid

Word-learning Strategy

- Recognizing synonyms (review)

Vocabulary Focus

- Students learn and use four words about the story.
- Students review synonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ This week the students use "Turn to Your Partner" to share their thinking. You may wish to review the procedure for "Turn to Your Partner" prior to Day 1 (see Step 1 in Unit 1, Week 2, Day 2 of the *Teacher's Manual*). To see an example of how to use this strategy with your students, view "Using 'Turn to Your Partner'" (AV5).

✓ Look over this week's Ongoing Review and collect the following word cards and picture cards: 1, 2, 3, and 4. Set aside a few minutes periodically during the week to review these words.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 131 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 2 Picture Cards" (BLM2), "Week 2 Word Cards" (BLM3), "Week 2 Picture-Word Cards" (BLM4), and "Week 2 Crossword Puzzle" (BLM5). These materials can be used to provide your students with more opportunities to review the words. For more information, see "Additional Ways to Review the Words" in the Introduction.

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Ongoing Review Week 2

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen to one another
- Take responsibility for themselves

Words Reviewed

bold
Bold *means* "brave." When you are bold, you are not afraid to do something new or scary.

delighted
Delighted means "very happy."

rapidly
Rapidly means "very quickly or very fast."

timid
Timid means "shy or afraid."

ABOUT ONGOING REVIEW

Research shows that it is critical for students to use a word repeatedly over an extended period of time if the word is to become a permanent part of their vocabulary. Beginning this week, we provide an activity for reviewing previously taught words. The activity can be used periodically throughout the week to deepen the students' understanding of the words they have learned. For more information about Ongoing Review and helping the students retain vocabulary, see "Retaining the Words" in the Introduction.

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and picture cards in the pocket chart, as shown on the next page.

Materials

- Word cards and picture cards 1, 2, 3, 4
- Pocket chart
- Ongoing review prompt (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

Teacher Note

During Ongoing Review, we recommend that you place the physical word cards and picture cards that were provided with the vocabulary lessons in the pocket chart for the students to reference throughout each week. For more information about introducing the vocabulary words using physical picture cards and word cards, see "Introducing the Words" in the Introduction.

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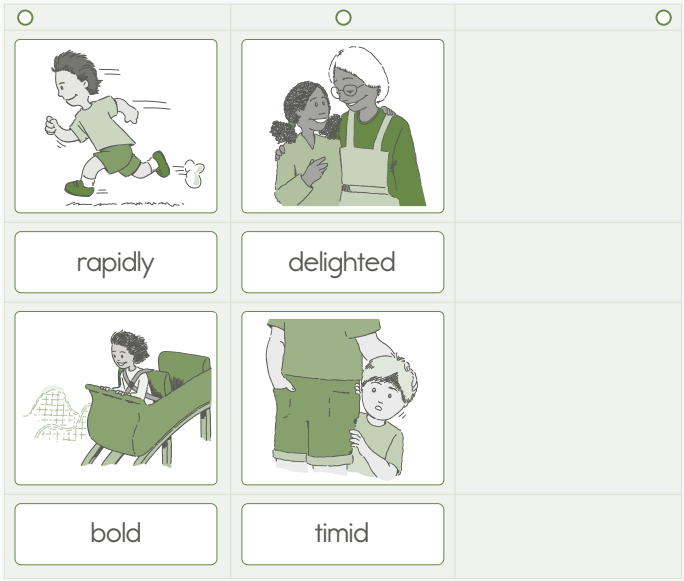

Gather the class with partners sitting together, facing you. Point to the cards and remind the students that they learned these words earlier. Explain that this week they will think and talk more about the words. Point to each word, pronounce it, and briefly review its meaning. (You might give the word's meaning or ask the students to tell what they remember about the word.)

PRACTICE USING THE WORDS

2 Introduce the Game "I'm Thinking of a Word"

ELPS 2.E.iii
Steps 2–4
(all, beginnging on page 26 and continuing to page 28)

Tell the students that they will use the words to play a game called "I'm Thinking of a Word." Explain that you will talk about one of the words, and the students will figure out which word it is. Explain that the students may not always agree and that is fine. What is important is that they explain their thinking.

Teacher Note

If you introduce "I'm Thinking of a Word" before teaching the day 1 lesson, explain that this week the students will be sitting with their partners and using "Turn to Your Partner" to talk about their thinking. If necessary, review the procedure for "Turn to Your Partner" before gathering the students together.

Tell the students that before partners play the game with one another, they will play the game as a class.

Begin by reading the following clue aloud, slowly and clearly:

- *I'm thinking of a word that tells how you run when you're in a hurry.*

Discuss as a class:

Q *What word am I thinking of? Why do you think that?*

TEKS 1.A.iii
Teacher Narrative Step 2
(last paragraph on page 26)

Give the students a few moments to think. Then display the ongoing review prompt (WA1) and explain that the students will use this prompt to discuss the review words. Point to the prompt and read it aloud. Then have one or two students use the prompt to share their thinking with the class.

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WA1

I think the word is _____
because . . .

PROMPT: "I think the word is [*rapidly*] because . . ."

3 Play the Game in Pairs

TEKS 1.A.iii
Teacher Activity
Step 3 (all)

Play a round of the game with the students in pairs. Begin by reading the following clue aloud:

- *I'm thinking of a word that tells how you feel when you're not afraid to try something new.*

Give the students a few moments to think. Then ask:

Q *What word am I thinking of? Why do you think that?*

Give the students a few moments to think about the questions. Then direct the students' attention to the prompt (WA1) and say "Turn to your partner." Have partners use the prompt to share their thinking.

PROMPT: "I think the word is [*bold*] because . . ."

When most pairs have finished talking, signal for their attention and point to the prompt. Have one or two pairs use the prompt to share their thinking with the class.

4 Play the Game During the Week

Play the game at other times during the week using the same procedure and the clues that follow. For more practice, invent clues of your own or invite the students to think of clues. Review the pronunciation and meaning of the words prior to the activity.

- *I'm thinking of a word that tells how you might feel on your first day at a new school.* (timid)
- *I'm thinking of a word that tells how you feel when something really good happens to you.* (delighted)
- *I'm thinking of a word that tells how you breathe when you've been jumping rope or playing tag.* (rapidly)
- *I'm thinking of a word that tells how you feel when someone gives you a wonderful present.* (delighted)
- *I'm thinking of a word that tells how you might feel if you go to a party and don't know anyone there.* (timid)
- *I'm thinking of a word that means the same thing as* brave. (bold)

Teacher Note

This prompt (WA1) will be used throughout Ongoing Review.

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Teacher Note

For more information about whole-class assessment, see "Class Vocabulary Assessment" in the Assessment Overview of the *Assessment Resource Book*.



CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to identify the words?
- Do their explanations indicate that they understand the words' meanings?
- Are they enjoying learning new words?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 131 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting each student to draw a picture about the word and then talk about his or her drawing.

For more information about reviewing and practicing the words, see "Retaining the Words" in the Introduction.

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Introduce *Memory* and *Independent*

Day 1

In this lesson, the students:

- Learn and use the words *memory* and *independent*
- Build their speaking and listening skills
- Listen to one another

Words Taught



memory
A *memory* is "something you remember from the past."



independent
Independent means "able to do things on your own." When you are independent, you don't need to ask for help.

Materials

- *When I Was Little*
- Day 1 prompts (WA2)
- Word and picture cards (WA3)

Teacher Note

Incorporate this week's social development foci into the lessons by encouraging the students to listen respectfully to one another and to take responsibility for their learning and behavior. At the end of a lesson, you might ask the students what they did to be good listeners. For more about social development in the vocabulary lessons, see "Social Development and Cooperative Structures" in the Introduction.

INTRODUCE AND USE *MEMORY*

1 Introduce and Define *Memory*

Explain that this week they will be sitting with their partners and using "Turn to Your Partner" to talk about their thinking. If necessary, review the procedure for "Turn to Your Partner." Then have the students gather with partners sitting together, facing you.

Show the cover of *When I Was Little*, read the title and the name of the author aloud, and remind the students that they heard this story earlier. Tell them that the words they will learn this week are about the story.

Page slowly through the book and review that the main character, a four-year-old girl, tells about things she remembers from when she was little. Tell the students that *memory* is the first word they will learn today and explain that *memory* is "something you remember from the past."

Teacher Note

The students can work within partnerships already established during the *Making Meaning* lessons, or you may assign new partners for the vocabulary lessons.

ELL Note

The Spanish cognate of *memory* is *memoria*.

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2 Use the Word to Discuss the Story

Explain that you will reread the first few pages of the story aloud and that you want the students to listen for the girl's memories—things she remembers about when she was little.

Read pages 6–9 aloud, slowly and clearly, showing the pictures. Ask:

Q *What memories does the girl tell about in this part of the story?*

Display the day 1 prompts (WA2) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and read it aloud. Then say "Turn to your partner" and have partners use the prompt to take turns answering the question.

WA2

One **memory** is . . .

One of her **memories** is . . .



PROMPT 1: "One memory is . . ." or "One of her memories is . . ."

When most pairs have finished talking, signal for their attention and have a few volunteers use the prompts to share their ideas with the class. Remind them to use the word *memory* or *memories* as they share.

Teacher Note

Listen as the students discuss the question and, as necessary, remind them to use the word *memory* or *memories* as they share their thinking. If the students struggle to answer the question, reread a page of the story (for example, page 6) and ask, "What memory does the little girl tell about on this page?"

ELL Note

Prompted responses are especially helpful to students with limited English proficiency. For more information, see "Support for English Language Learners (ELLs)" in the Introduction.

Teacher Note

Follow this procedure for all subsequent "Turn to your partner" activities.

3 Talk About Our Memories

Display this week's word and picture cards (WA3) and reveal picture card 5. Explain that the picture shows a boy remembering his birthday party. He is smiling because it is a happy memory.

Reveal word card 5 and have the students say the word *memory*.

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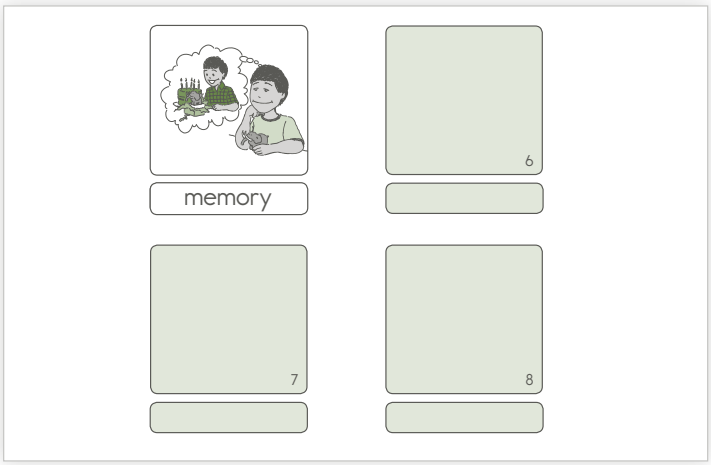

WA3

Ask:

Q *What is a happy memory you have?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "My happy memory is . . ."

Have the students use the prompt to discuss the question. When most pairs have finished talking, signal for their attention and ask a few volunteers to share their memories with the class. Remind them to use the prompt as they share.

Point to the word *memory* on the word and picture cards (WA3) and ask:

Q *What's the new word we are learning that means "something you remember from the past"?*

INTRODUCE AND USE *INDEPENDENT*

4 Introduce and Define *Independent*

Show page 26 of *When I Was Little* and read it aloud. Explain that when the girl brushes her teeth without anyone helping her, she is being independent. Explain that *independent* means "able to do things on your own" and tell them that *independent* is the other word they will learn today.

Explain that when we are babies, we are not independent because we need help to do things, but as we get older we become more and more independent. We learn to feed ourselves, dress ourselves, tie our own shoes, and do other things without help.

Teacher Note

Once again, listen as partners share their ideas. If the students struggle to recall a happy memory, stimulate their thinking by asking questions such as "What is a happy memory you have of doing something fun in school? With a friend? With a pet? At home with your family?"

Teacher Note

Repeating the definition of the word and having the students pronounce it is another opportunity for the students to hear the word and think about its meaning.

ELPS 3.B.iii
Step 4 and Step 5
(all, beginning on page 31 and continuing on to page 32)

ELL Note

The Spanish cognate of *independent* is *independiente*.

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Direct the students' attention to the cards (WA3) and reveal picture card 6. Explain that the picture shows a girl being independent by making a sandwich without help.

Reveal word card 6 and have the students say the word *independent*.

5 Talk About Being Independent

Ask:



Q *How are you independent? What can you do on your own now that you used to need help with?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I am independent. I can . . ."

Have the students use the prompt to take turns answering the question. When most pairs have finished talking, signal for their attention and have a few volunteers share their thinking with the class.

Point to the word *independent* on the cards (WA3) and ask:

Q *What's the word we are learning that means "able to do things on your own"?*

Tell the students that tomorrow they will learn two more words.

Teacher Note

If the students struggle to answer the questions, give some examples of ways they are independent (for example, fixing their own breakfast, deciding what to wear each day, or going down a waterslide at the park by themselves). Then repeat the questions and remind them to use the prompt for their answers.

Teacher Note

Save the word and picture cards (WA3) to use on Day 2.

EXTENSION

Use the Vocabulary Words Throughout the Day

Encourage the students to use the words *memory* and *independent* as they talk to one another during the day. Also, look for opportunities to ask questions about the words and to use the words yourself. (For example, as the students get ready to go home, ask them what memories they have about school today or how they were independent during the day.) For more information about retaining the vocabulary words, see "Retaining the Words" in the Introduction.

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Introduce *Disgusting* and *Scrumptious*

Day 2

In this lesson, the students:

- Review the words *memory* and *independent* from Day 1
- Learn and use the words *disgusting* and *scrumptious*
- Review synonyms
- Build their speaking and listening skills
- Listen to one another

Words Taught



disgusting
Disgusting means "yucky." When something is disgusting, it is nasty or very unpleasant.



scrumptious
Scrumptious means "tasty or delicious." Scrumptious foods taste and smell yummy.

REVIEW THE WORDS

1 Briefly Review *Memory* and *Independent*

Gather the students with partners sitting together, facing you. If necessary, review the procedure for gathering.

Show the cover of *When I Was Little* and review that yesterday the students learned two new words from the story. Display the word and picture cards (WA3) from Day 1. Point to *memory*, pronounce the word, and have the students say it. Then ask:

Q *What do you know about the word* memory*?*

Have one or two volunteers share their thinking with the class. Remind them to use the word *memory* as they share their thinking.

Review *independent* using the same procedure.

Tell the students that today they will learn two more words about *When I Was Little*.

Materials

- *When I Was Little*
- Word and picture cards (WA3) from Day 1
- Day 2 prompts (WA4)

Teacher Note

Even when primary students know the meaning of a word, it is often difficult for them to articulate a definition. For this reason, we do not ask the students the question, "What does the word *memory* mean?" Instead, we ask them what they know about the word, giving them an opportunity to show their understanding of the word's meaning in various ways (for example, by using the word in a sentence, giving an example of a situation in which the word might be used, or acting out the word).

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INTRODUCE AND USE *DISGUSTING*

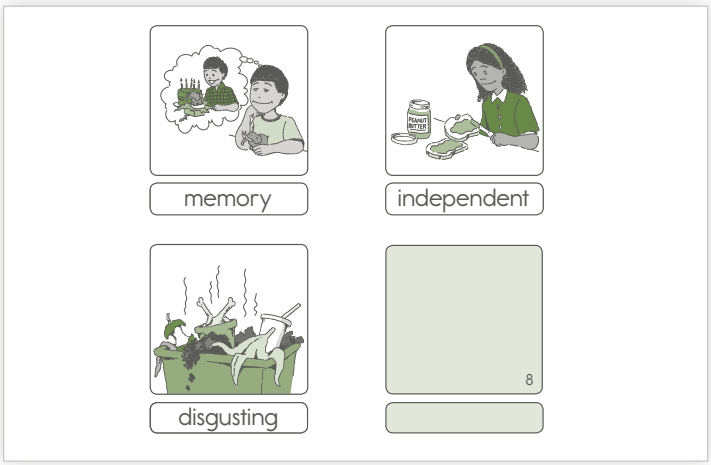
2 Introduce and Define *Disgusting* and Review Synonyms

Show page 24 of *When I Was Little* and read it aloud. Explain that one memory the girl has is that when she was little she ate baby food and other "yucky" stuff. Tell the students that the first word they will learn today is *disgusting* and explain that *disgusting* means "yucky." Point out that *yucky* and *disgusting* are synonyms, and review that *synonyms* are "words that mean the same thing or almost the same thing." Explain that when something is disgusting, it is nasty or very unpleasant.

Direct the students' attention to the word and picture cards (WA3) and reveal picture card 7. Explain that the picture shows an open garbage can, and that the rotting food inside looks and smells disgusting, or very unpleasant.

Reveal word card 7 and ask the students to say the word *disgusting*.

WA3



Technology Tip

To find web-based activities that focus on recognizing synonyms, you might search online using the keywords "whiteboard synonym activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

Teacher Note

If you started a synonym word wall, add *yucky* and *disgusting* to it.

3 Play "Disgusting or Not Disgusting?"

Provide some examples of things you think smell, taste, or look disgusting. As you give the examples, use facial expressions, gestures, or sounds that convey disgust.

> **You might say:**
>
> "I think the smell of rotten eggs is disgusting. [Hold your nose and say, 'Phew!'] I think sour milk tastes disgusting. [Cringe and say, 'Ick!'] And smashed bugs on the windshield of my car—that looks disgusting! Yuck!"

Tell the students that they are going to play a game called "Disgusting or Not Disgusting?" Explain that you will describe something. If they think it is disgusting, they will make a face that shows they are disgusted and say "disgusting." If they do not think it is disgusting, they will not make a face and will say "not disgusting."

ELL Note

Using facial expressions, gestures, and sounds to communicate a word's meaning is especially helpful to English Language Learners who may struggle with a verbal explanation.

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Explain that the students may not always agree about whether something is disgusting, and that is fine. What is important is that they explain their thinking.

Begin by reading the following scenario aloud:

- *Eating a bowl of fried worms*

Then ask:

Q *Disgusting or not disgusting? Why do you think that?*

Pause for the class to respond with words and facial expressions. Then display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and read it aloud.

WA4

Eating a bowl of fried worms [is/is not] **disgusting** because . . .



Ask a few students to use the prompt to explain why they think eating a bowl of fried worms is or is not disgusting.

PROMPT 1: "Eating a bowl of fried worms [is/is not] disgusting because . . ."

Using the same procedure, discuss one or more of the following scenarios:

- *Hearing a story*

PROMPT 2: "Hearing a story [is/is not] disgusting because . . ."

- *Falling in a mud puddle*

PROMPT 3: "Falling in a mud puddle [is/is not] disgusting because . . ."

- *Talking with your mouth full*

PROMPT 4: "Talking with your mouth full [is/is not] disgusting because . . ."

Point to the word *disgusting* on the cards (WA3) and ask:

Q *What's the word we are learning that means "nasty or very unpleasant"?*

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INTRODUCE AND USE *SCRUMPTIOUS*

4 Introduce and Define *Scrumptious* and Review Synonyms

Show pages 24–25 of *When I Was Little* and read them aloud. Point out that when the girl was little she ate disgusting stuff, but now she eats scrumptious foods like pizza, noodles, and fruit. Tell the students that the other word they will learn today is *scrumptious* and explain that *scrumptious* means "tasty or delicious." Scrumptious foods taste and smell yummy. Point out that *tasty*, *delicious*, and *scrumptious* are synonyms.

Teacher Note

If you started a synonym word wall, add *tasty*, *delicious*, and *scrumptious* to it.

Direct the students' attention to the cards (WA3) and reveal picture card 8. Explain that the picture shows a plate of tacos that taste and smell scrumptious.

Reveal word card 8 and ask the students to say *scrumptious*.

5 Talk About Foods We Think Are Scrumptious

Provide a few examples of things you think taste or smell scrumptious, and include appropriate facial expressions, gestures, or sounds.

> **You might say:**
>
> "I think a sweet, crunchy, red apple is scrumptious. [Smack your lips and say, 'Yum!'] I think mashed potatoes and gravy smell and taste scrumptious. [Rub your stomach and say, 'Mm mm mm.'] And I love the smell of a scrumptious cherry pie baking in the oven."

Ask:

Q *What do you think tastes or smells scrumptious?* [Show prompt 5 and read it aloud.] *Turn to your partner.*

PROMPT 5: "I think [popcorn] tastes scrumptious."

Have the students use the prompt to take turns answering the question. Then signal for the students' attention and ask a few volunteers to use the prompt to share their thinking with the class.

Point to the word *scrumptious* on the cards (WA3) and ask:

Q *What's the new word we are learning that means "very pleasant to taste or smell"?*

Tell the students that tomorrow they will talk more about the words they learned this week.

Teacher Note

Save the word and picture cards (WA3) to use on Day 3.

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Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Listen to one another

Words Reviewed

memory
A *memory* is "something you remember from the past."

independent
Independent means "able to do things on your own." When you are independent, you don't need to ask for help.

disgusting
Disgusting means "yucky." When something is disgusting, it is nasty or very unpleasant.

scrumptious
Scrumptious means "tasty or delicious." Scrumptious foods taste and smell yummy.

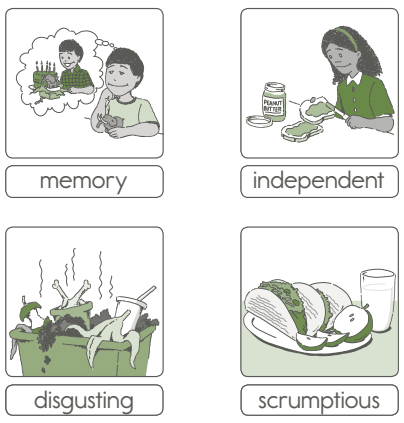
REVIEW THE WORDS

1 Briefly Review This Week's Words

Gather the class with partners sitting together, facing you. Remind the students that this week they learned four words from the story *When I Was Little*. Explain that today they will think more about the words.

Display the word and picture cards (WA3) from Day 2.

WA3



Materials

- Word and picture cards (WA3) from Day 2
- Day 3 prompts (WA5)
- Weekly review activity (WA6)
- Copy of the Week 2 family letter (BLM1) for each student
- (Optional) Copy of "Week 2 Crossword Puzzle" (BLM5) for each student

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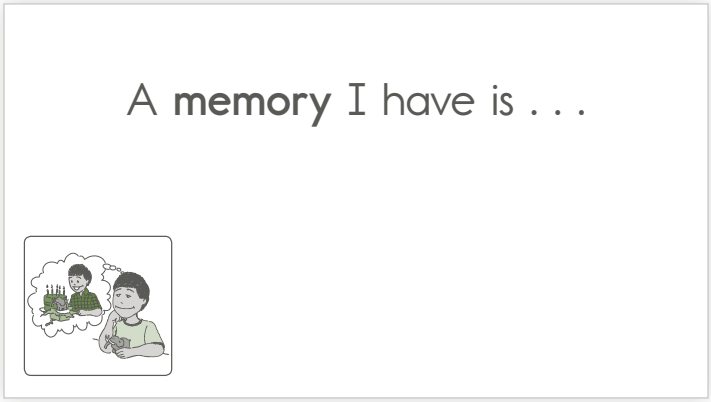
Point to the word *memory*, pronounce the word, review its meaning, and have the students say the word.

Ask:

Q *What is a memory you have of something you did yesterday?*

Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Show prompt 1 and read it aloud. Have one or two volunteers use the prompt to share their memories with the class.

WA5



PROMPT 1: "A memory I have is . . ."

Point to the word *independent* on the word and picture cards (WA3). Pronounce the word, review its meaning, and have the students say the word.

Ask:

Q *How are you more independent now than you were when you were in kindergarten?*

Show prompt 2 on the prompts (WA5) and read it aloud. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 2: "I'm more independent now because . . ."

Point to the words *disgusting* and *scrumptious* on the cards (WA3). Pronounce the words, review their meanings, and have the students say them.

Ask:

Q *Would you rather have a disgusting meal or a scrumptious meal? Why do you think that?*

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Show prompt 3 (WA5) and read it aloud. Have a couple of volunteers use the prompt to share their thinking with the class.

PROMPT 3: "I would rather have a [scrumptious] meal because . . ."

PRACTICE USING THE WORDS

2 Introduce the Game "Finish the Story"

Tell the students that they are going to play a game called "Finish the Story." Explain that you are going to read some stories about a boy named Tamil and that you will leave off the last word of each story. Explain that you will point to two of the words and that the students will decide which word makes the best ending for the story. Tell the students that they will discuss the first story as a class, and then you will ask partners to discuss the other stories with each other and share their thinking with the class.

Display the weekly review activity (WA6) and begin playing the game:

1. Click 1 to reveal the first story and the word choices (see WA6 on the next page). Point to the story and read it aloud twice, slowly and clearly. Point out that the ending is missing.
   - Story 1: *Tamil loves to eat rice and beans because rice and beans taste yummy. Tamil thinks rice and beans taste* _____.
2. Give the students a few moments to think about the story. Then point to the words *disgusting* and *scrumptious* and read each word aloud. Ask:

   Q *Does* disgusting *or* scrumptious *make the best ending for the story? Why do you think that?*

   Click 1 again to reveal the prompt. Point to the prompt and read it aloud.

PROMPT: "I think [*scrumptious*] makes the best ending because . . ."

   Have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion of this story by clicking 1 a third time to highlight the correct vocabulary word and reveal the story with the correct word in place. Reread the story with the word *scrumptious* at the end.

Teacher Note

Each story on the weekly review activity (WA6) has a corresponding number: the first story is 1; the second story is 2; the third story is 3; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story and the word choices.
- The second click reveals the prompt.
- The third click reveals the correct answer.
- The fourth click clears the screen.

Teacher Note

The prompt for this activity also appears as prompt 4 on the day 3 prompts (WA5).

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WA6



STORY 1: Tamil loves to eat rice and beans because rice and beans taste yummy. Tamil thinks rice and beans taste scrumptious.

1 2 3 4

4. Click 1 to clear the screen.

3 Continue Playing the Game in Pairs

Now play the game in pairs:

1. Click 2 to reveal the second story and the word choices. Read the story aloud twice, slowly and clearly.
   - Story 2: *Tamil is remembering a trip he took to the zoo. He's smiling because it was fun. For Tamil the trip to the zoo is a nice* _____.
2. Give the students a few moments to think about the story. Then point to the words *memory* and *independent* and read each word aloud. Ask:

Q *Which of these words makes the best ending for the story? Why do you think that?* [Click 2 again and read the prompt aloud.] *Turn to your partner.*

PROMPT: "I think [*memory*] makes the best ending because . . ."

Have partners use the prompt to take turns answering the questions. When partners have finished talking, signal for their attention and have one or two pairs use the prompt to share their thinking with the class.

3. Conclude the discussion of this story by clicking 2 a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place. Then reread the story with the word *memory* at the end.
4. Click 2 to clear the screen.

Teacher Note

If you are not using an interactive whiteboard, you might post the picture cards and word cards and write the clues where everyone can see them.

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Repeat the procedure to discuss the following stories:

- Story 3: *Tamil's class went to the park for a picnic. While the children were playing, ants got into the picnic basket. The ants got stuck in the peanut butter sandwiches. Yuck! The sandwiches looked* _____. (disgusting)
- Story 4: *Tamil's little brother likes to dress himself. He gets angry if Tamil tries to help him because he wants to do it himself. Tamil's little brother is very* _____. (independent)

Explain that next week the students will learn four new words.

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide students with additional review of words taught during Weeks 1 and 2, you might distribute a copy of the "Week 2 Crossword Puzzle" (BLM5) to each student.

Teacher Note

Reviewing previously taught words is critical if the students are to retain their meanings. If you have not done the ongoing review activity, take a few minutes today or later in the week to do the activity. For more information about reviewing and practicing the words, see "Retaining the Words" in the Introduction.

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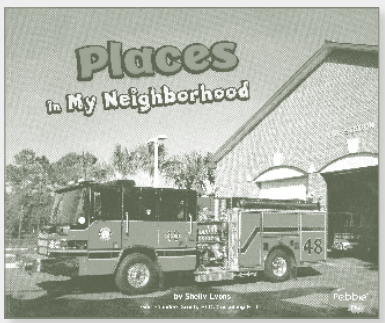
Week 3

RESOURCES



Read-alouds

- *People in My Neighborhood* by Shelly Lyons
- *Places in My Neighborhood* by Shelly Lyons



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Reproducibles

- Week 3 family letter (BLM1)
- (Optional) "Week 3 Picture Cards" (BLM2)
- (Optional) "Week 3 Word Cards" (BLM3)
- (Optional) "Week 3 Picture-Word Cards" (BLM4)

Professional Development Media

- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
neighborhood	bold
neighborly	disgusting
spot	independent
rush	scrumptious
	timid

Word-learning Strategies

- Recognizing words with multiple meanings
- Using inflectional endings

Vocabulary Focus

- Students learn and use four words from or about the books.
- Students discuss a word with multiple meanings.
- Students discuss the inflectional endings *-s* and *-es*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards and picture cards: 3, 4, 6, 7, and 8. Set aside a few minutes periodically during the week to review the words.

✓ Prior to Day 2, review the activity "Where Do You Spot It?" in Step 3. You will need to identify items in the classroom that the students can "spot" during the game, such as the number *5*, a capital *B*, a vase with a single yellow rose, or a blue marker.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 3 Picture Cards" (BLM2), "Week 3 Word Cards" (BLM3), and "Week 3 Picture-Word Cards" (BLM4). These materials can be used to provide your students with more opportunities to review the words. For more information, see "Additional Ways to Review the Words" in the Introduction.

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Ongoing Review Week 3

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Take turns talking and listening
- Listen to one another

Words Reviewed

bold
Bold means "brave." When you are bold, you are not afraid to do something new or scary.

disgusting
Disgusting means "yucky." When something is disgusting, it is nasty or very unpleasant.

independent
Independent means "able to do things on your own." When you are independent, you don't need to ask for help.

scrumptious
Scrumptious means "tasty or delicious." Scrumptious foods taste and smell yummy.

timid
Timid means "shy or afraid."

Materials

- Word cards and picture cards 3, 4, 6, 7, 8
- Pocket chart
- Ongoing review prompts (WA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and picture cards in the pocket chart. Gather the class with partners sitting together, facing you. Point to the cards and remind the students that they learned these words earlier. Explain that this week they will think and talk more about the words. Point to each word in the pocket chart, pronounce it, and briefly review its meaning. (You might give the word's meaning or ask the students to tell you what they remember about the word.)

PRACTICE USING THE WORDS

2 Review the Game "Which Word Am I?"

Tell the students that today partners will play a game called "Which Word Am I?" Explain that you will give a clue about one of the words; then you will say, "Which word am I?" and the students will figure out which word it is.

Teacher Note

The game "Which Word Am I?" is introduced on Day 3. If you play this game prior to the day 3 lesson, see Day 3, Step 2 for an example of how to introduce this game to your class.

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Teacher Note

To make the activity more challenging, you may have the students choose from among three of the words.

Point to the words *timid* and *bold* in the pocket chart, say each word, and explain that the first clue is about one of these words. Then read the following clue aloud:

- *I'm how you are feeling if you are shy on the first day of school.*

Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words. Ask:

Q *Which word am I:* timid *or* bold? [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA1

I think the word is _____.

PROMPT 1: "I think the word is [*timid*]."

Then have one or two students use the prompt to share their thinking with the class.

Follow up by asking:

Q *Why did you say* [timid]*?*

Show prompt 2 (WA1), read it aloud, and have the volunteers use the prompt to share their thinking with the class.

PROMPT 2: "I said [*timid*] because . . ."

Play another round of the game with the students in pairs, using the clue that follows. Explain that partners may not always agree and that is fine. What is important is that they are able to explain their thinking. Begin by pointing to the words *timid* and *bold* and saying each word. Then read the following clue aloud:

- *I'm how you are feeling if you go down the biggest slide at the water park.*

Ask:

Q *Which word am I:* timid *or* bold? [Point to prompt 1 and read it aloud.] *Turn to your partner.*

PROMPT 1: "I think the word is [*bold*]."

Have partners take turns using the prompt to talk about the question. After a few moments, signal for the students' attention and have one or two volunteers use the prompt to share their thinking with the class.

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Follow up by asking:

Q *Why did you say* [bold]*?*

Show prompt 2 (WA1) and read it aloud. Have the volunteers use the prompt to share their ideas with the class.

PROMPT 2: "I said [*bold*] because . . ."

3 Play the Game During the Week

Play the game at other times during the week using the same procedure. Review the pronunciation and meaning of the words prior to the activity.

[timid/independent]

- *I'm how you are feeling when you want to do something by yourself.*

Q *Which word am I:* timid *or* independent*?* [Show prompt 1 and read it aloud.] *Turn to your partner.* (independent)

[scrumptious/disgusting]

- *I'm a yummy bowl of rice served with delicious potatoes and carrots.*

Q *Which word am I:* scrumptious *or* disgusting*?* [Show prompt 1 and read it aloud.] *Turn to your partner.* (scrumptious)

[scrumptious/disgusting]

- *I'm fish ice cream with dirt sprinkles and seaweed sauce.*

Q *Which word am I:* scrumptious *or* disgusting*?* [Show prompt 1 and read it aloud.] *Turn to your partner.* (disgusting)

[bold/timid]

- *I'm how you are feeling when you ask someone you don't know to play with you.*

Q *Which word am I:* bold *or* timid*?* [Show prompt 1 and read it aloud.] *Turn to your partner.* (bold)

[scrumptious/disgusting]

- *I'm a meal made up of your favorite foods and drinks.*

Q *Which word am I:* scrumptious *or* disgusting*?* [Show prompt 1 and read it aloud.] *Turn to your partner.* (scrumptious)

[timid/independent]

- *I'm how you are feeling when someone says, "Can I help you?" and you say, "No, thanks. I can do it myself."*

Q *Which word am I:* timid *or* independent*?* [Show prompt 1 and read it aloud.] *Turn to your partner.* (independent)

Teacher Note

For more practice, you or the students might make up additional clues.

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Day 1 Introduce *Neighborhood* and *Neighborly*

Materials

- *People in My Neighborhood*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)

In this lesson, the students:

- Learn and use the words *neighborhood* and *neighborly*
- Build their speaking and listening skills
- Work in a responsible way
- Listen respectfully to the thinking of others and share their own

Words Taught



neighborhood (cover)
Your neighborhood is the "group of streets, houses, and stores near your home."



neighborly
When you are neighborly, you are "friendly and helpful to your neighbors."

INTRODUCE AND USE *NEIGHBORHOOD*

1 Introduce and Define *Neighborhood*

Gather the class with partners sitting together, facing you.

Show the cover of *People in My Neighborhood* and read the title aloud. Remind the students that they heard this book earlier, and explain that the new words they will learn today are from or about the book.

Point to the word *neighborhood* in the book's title. Review that *People in My Neighborhood* tells about the people who live and work in a neighborhood. Tell the students that *neighborhood* is the first word they will learn today. Explain that your neighborhood is the "group of streets, houses, and stores near your home." Point to the family on the cover and explain that these people are neighbors, or people who live in the neighborhood in the book.

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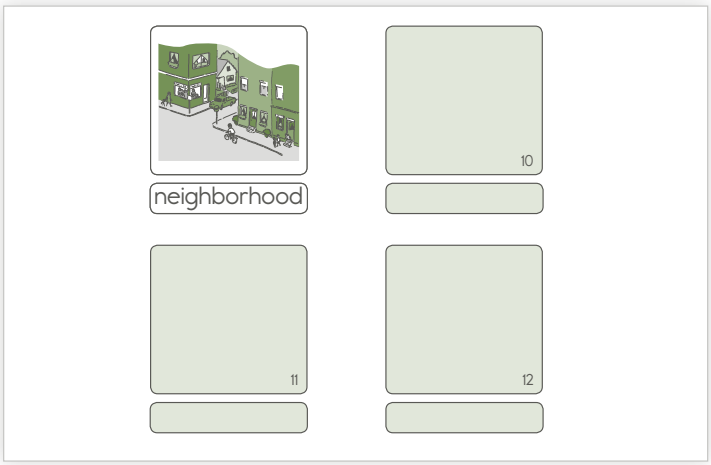
Display this week's word and picture cards (WA2) and reveal picture card 9. Tell the students that the picture card shows part of a big-city neighborhood. Explain that a big-city neighborhood has many streets, buildings, and stores like this one. Point out that lots of people live in the neighborhood.

Reveal word card 9 and have the students say the word *neighborhood*.



WA2

2 Talk About Our Neighborhoods

Explain that the streets, houses, and stores near our school make up our school neighborhood. Describe some of the things and the people you see in the school neighborhood.

> **You might say:**
>
> "When I'm walking in our school neighborhood, I see lots of houses. I also see the library down the block. Sometimes I see the mail carrier delivering the mail."

Have the students close their eyes and imagine (make believe) that they are walking in their school neighborhood. As the students are imagining the scene, ask them to quietly think about the following questions:

- **Q** *What buildings do you see?*
- **Q** *What people do you see?*
- **Q** *What else do you see?*

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Give the students a few moments to picture the school neighborhood in their minds. Then have the students open their eyes. Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *What did you see in your mind when you were walking in our school neighborhood?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA3

In our school **neighborhood**,
I saw . . .



PROMPT 1: "In our school neighborhood, I saw . . ."

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to have the students close their eyes and imagine they are walking in the neighborhoods where they live. After a few moments, have the students open their eyes and ask:

Q *What did you see in your mind when you were walking in your neighborhood?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "In my neighborhood, I saw . . ."

Have partners use the prompt to discuss what they imagined. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Point to the word *neighborhood* on the word and picture cards (WA2) and ask:

Q *What's the new word we are learning that means the "group of streets, houses, and stores near your home"?*

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INTRODUCE AND USE *NEIGHBORLY*

3 Introduce and Define *Neighborly*

ELPS 2.C.ii
Step 3 and Step 4 (all)

Show page 6 of *People in Our Neighborhood* and read it aloud. Tell the students that the other word the students will learn today is *neighborly*. Explain that when you are neighborly, you are "friendly or helpful to your neighbors." Point to the picture on page 7 and tell the students that Lisa is being neighborly by helping her neighbors move into their new home. Then point to page 8 and explain that Lexi is being neighborly by helping Mr. Barnes plant flowers.

Direct students' attention to the cards (WA2) and reveal picture card 10. Explain that the picture shows a boy being neighborly by waving in a friendly way to his neighbors.

Reveal word card 10 and ask the students to say the word *neighborly*.

4 Play "Is Bridget Being Neighborly?"

ELPS 1.F.ii
Step 3 (all)

Explain that you are going to describe something that a make-believe first-grader named Bridget is doing. The students must decide whether Bridget is being neighborly and explain why they think so. Explain that the students may not always agree with one another and that is fine. What is important is that they are able to explain their thinking.

Read the following scenario aloud:

- *Bridget is picking up trash in the park in her neighborhood.*

Ask:

Q *Is Bridget being neighborly? Why do you think that?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I [do/do not] think Bridget is being neighborly because . . ."

Have partners take turns using the prompt to talk about the questions. After a few moments, signal for the students' attention and have one or two volunteers use the prompt to share their thinking with the class.

Using the same prompt, repeat the procedure to discuss one or more of the following situations:

- *Bridget is throwing trash into her neighbor's yard.*
- *Bridget is inviting her neighbor to her birthday party.*

Point to the word *neighborly* on the cards (WA2) and ask:

Q *What's the new word we are learning that means "friendly and helpful to your neighbors"?*

Tell the students that tomorrow they will learn two more words.

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

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Day 2 Introduce *Spot* and *Rush*

Materials

- *People in My Neighborhood*
- *Places in My Neighborhood*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)

In this lesson, the students:

- Review the words *neighborhood* and *neighborly* from Day 1
- Learn and use the words *spot* and *rush*
- Discuss multiple meanings of the word *spot*
- Discuss the inflectional endings *-s* and *-es*
- Build their speaking and listening skills
- Listen to one another

Words Taught



spot (p. 12 of *People in My Neighborhood*)
Spot means "see or notice someone or something that is hard to see." *Spot* also means a "small mark or stain on something."



rush (p. 10 of *Places in My Neighborhood*)
Rush means "move somewhere or do something very quickly."

ABOUT RECOGNIZING WORDS WITH MULTIPLE MEANINGS

In this lesson, we introduce the students to recognizing words with multiple meanings, another strategy they can use to figure out word meanings as they read independently. The students learn that many words have more than one meaning and that the meanings are often very different. They learn that when they encounter a word with multiple meanings in their reading, they can usually figure out the correct meaning by thinking about how the word is used. This week the students explore multiple meanings of the word *spot*. For a table of the multiple-meaning words taught in grade 1 and the weeks in which they are introduced, see Appendix C. For more information about recognizing words with multiple meanings and other independent word-learning strategies, see "Independent Word-learning Strategies" in the Introduction.

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ABOUT USING INFLECTIONAL ENDINGS

When added to verbs, the inflectional endings *-ed*, *-ing*, *-s*, and *-es* express tense. Recognizing and using inflectional endings helps students understand that words can change depending on how they are used and that the changes are necessary for a word to "sound right." In previous weeks, the students practiced using inflectional endings informally through prompts. In this lesson, the students are formally introduced to inflectional endings by discussing *-s* and *-es*. (See Step 7.) For a table of inflectional endings taught in grade 1 and the weeks in which they are introduced, see Appendix C. For more information about recognizing inflectional endings and other word-learning strategies, see "Independent Word-learning Strategies" in the Introduction.

REVIEW THE WORDS

1 Briefly Review *Neighborhood* and *Neighborly*

Gather the class with partners sitting together, facing you. Show the cover of *People in My Neighborhood* and review that yesterday the students learned two words from or about the book. Display the word and picture cards (WA2) from Day 1. Point to *neighborhood*, pronounce the word, and have the students say it. Then ask:

Q *What do you know about the word* neighborhood?

Have one or two volunteers share their thinking with the class. Remind them to use the word *neighborhood* as they share their ideas.

Repeat the procedure to review the word *neighborly*.

Explain that today the students will learn two more new words.

INTRODUCE AND USE *SPOT*

2 Introduce and Define *Spot*

Show pages 12–13 of *People in My Neighborhood* and read page 12 aloud, emphasizing the word *spots*. Tell the students that *spot* is the first word they will learn today. Explain that *spot* means "see or notice someone or something that is hard to see." Point to the picture on page 13. Explain that a library is usually crowded with people. Point to Mr. Janke, and explain that even though Mr. Janke, the librarian, might be hard to find among all the people in the library, Jaden spots, or sees, him.

Direct the students' attention to the word and picture cards (WA2) and reveal picture card 11. Explain that the picture shows a girl who spots one of her missing shoes underneath a table. Explain that the shoe was hard to spot because it was under the table.

Reveal word card 11 and ask the students to say the word *spot*.

Teacher Note

This lesson may require an extended class period. You might prefer to teach Step 7 later in the day or at the start of Day 3.

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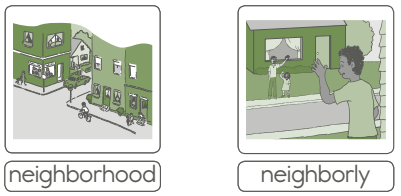
WA2



3 Play "Where Do You Spot It?"

Tell the students that they are going to play a game called "Where Do You Spot It?" Explain that you will name something in the classroom and ask the students where they spot, or see, it. Explain that they will have to look carefully because the thing you name might be hard to see. Tell the students that when they spot the thing you name, they are to quietly raise their hands. Then you will ask volunteers to tell where they spot it.

Begin the game by saying:

- *I am looking for [the number 5]. Where do you spot it?*

Give the students a few moments to spot the thing you named. When several students have spotted it, have the students put their hands down. Then ask:

Q *Where do you spot [the number 5]?*

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Then point to prompt 1 and read it aloud.

Teacher Note

If the students struggle to spot something, provide clues about what the item is near. Be sure to incorporate language about color and shape in your clues.

WA4



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PROMPT 1: "I spot [the number *5*]. It is . . ."

Have a volunteer use the prompt to share her thinking with the class. Then ask:

Q *Was [the number 5] hard to spot? Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "[The number *5*] was hard to spot because . . ."

Have partners take turns using the prompt to share their thinking. When most pairs have finished talking, signal for their attention. Have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or more of the following:

- *I am looking for [a capital* B*]. Where do you spot it?*
- *I am looking for [a vase with a single rose in it]. Where do you spot it?*
- *I am looking for [a blue marker]. Where do you spot it?*

Point to the word *spot* on the cards (WA2) and ask:

Q *What's the new word we are learning that means "see or notice someone or something that is hard to see"?*

4 Discuss Another Meaning of *Spot*

Tell the students that words often have more than one meaning, and that sometimes the meanings are very different. Explain that the word *spot* has two very different meanings. Review that *spot* can mean "see or notice someone or something that is hard to see." Tell the students that *spot* can also mean a "small mark or stain on something."

Give a few examples of things that are spots.

> **You might say:**
>
> "If I tap a black marker on a sheet of paper, the marker will leave a black spot, or mark, on the paper. If tomato sauce drips on my shirt, the sauce will leave a spot, or stain, on my shirt. When we spilled paint the other day, there were spots of paint everywhere!"

Tell the students that when they read or hear a word that has more than one meaning—like *spot*—they can usually figure out the correct meaning by thinking about how the word is used. Explain that you will read a sentence that uses the word *spot* and that partners will decide if *spot* means "see or notice someone or something that is hard to see" or a "small mark or stain on something." Read the following sentence aloud:

- *When Bridget was looking for her missing glove, she spotted it on her bed.*

Ask:

Q *In the sentence, does* spot *mean "see or notice someone or something that is hard to see" or a "small mark or stain on something"? Why do you think that?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

Teacher Note

If the students struggle to answer the question, stimulate their thinking by asking questions such as "What are we trying to spot? What does it look like? Where do you think it might be? Why do you think [John's pencil] might be hard to spot—its size, its shape, its color, the things around it?"

Technology Tip

To find web-based activities that focus on recognizing words with multiple meanings, you might search online using the keywords "whiteboard multiple-meaning words activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

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PROMPT 3: "I think *spot* means [see or notice something that is hard to see] because . . ."

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and ask a few volunteers to use the prompt to share their thinking with the class. Then repeat the procedure to have partners discuss the following situation:

- *The carpet had green spots of dirt on it, so my brother cleaned the carpet.*

Review the pronunciation and meanings of the word *spot*.

INTRODUCE AND USE *RUSH*

5 Introduce and Define *Rush*

Show the cover of *Places in My Neighborhood* and remind the students that they heard this book earlier. Review that this book tells about places we might see in a neighborhood, such as a library, fire station, or park.

Show page 10 and read it aloud, emphasizing the word *rush*. Tell the students that *rush* is the other word they will learn today. Explain that *rush* means "move somewhere or do something very quickly." Point to the firefighters and explain that they are rushing, or moving very quickly, because they must leave to put out a fire.

Direct the students' attention to the cards (WA2) and reveal picture card 12. Explain that it shows a boy rushing to catch a school bus because he does not want the bus to leave without him.

Reveal word card 12 and have the students say the word *rush*.

6 Discuss Rushing

Review that people rush to get somewhere or do something quickly. Give examples of times you have rushed.

> **You might say:**
>
> "I found out at the last minute that my cousins were coming to visit. I rushed home—or I walked home very quickly—to get my house ready for them. One morning I woke up late. I rushed to get dressed so that I would get to school on time."

Ask:

Q *When have you rushed to get somewhere or do something quickly? What did you do when you rushed?* [Show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "I rushed . . ."

Have the students use the prompt to discuss the question. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking.

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Follow up by asking:

Q *You said you [ran all the way home]. How does that show you were rushing?*

Show prompt 5 (WA4) and read it aloud.

PROMPT 5: "It shows I was rushing because . . ."

Have the volunteers use the prompt to share their thinking with the class.

Point to the word *rush* on the cards (WA2) and ask:

Q *What's the new word we are learning that means "move somewhere or do something quickly"?*

7 Introduce the Inflectional Endings -s and -es

TEKS 3.C.i
Student/Teacher Narrative
Step 7 (all)

Tell the students that they are going to talk more about the words they learned today. Write the word *spot* where everyone can see it and review its meaning ("see or notice someone or something that is hard to see"). Direct the students' attention to the cards (WA2) and point to the picture card for *spot*. Point out that the girl in the picture spots her missing shoe under a table. Write the word *spots* where everyone can see it.

Point to the words *spot* and *spots* and ask:

Q *What do you notice about the words* spot *and* spots*? How are they different?*

If necessary, point out that *spots* ends in *-s*. Underline the *-s* and explain that when we talk about something that someone else does, we add *-s* or *-es* to the end of the word. Point out that it would not sound right to say "The girl spot her shoe under the table." Instead we say "The girl spots her shoe under the table."

Write the word *rush* where everyone can see it and review its meaning ("move somewhere or do something very quickly"). Point to the picture card for *rush*. Point to the boy in the picture and ask:

Q *Which would we say: "He rush to catch the bus" or "He rushes to catch the bus"?*

If necessary, explain that we say "He rushes to catch the bus." Write the word *rushes* where everyone can see it, underline *-es*, and review that when we talk about something someone else does, we add *-s* or *-es* to the end of the word. Point out that it would not sound right to say "He rush to catch the bus."

Tell the students that tomorrow they will talk more about the words they learned this week.

Technology Tip

To find web-based whiteboard activities that focus on using inflectional endings, you might search online using the keywords "whiteboard inflectional endings activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

Teacher Note

If the students need further practice with using the inflectional endings *-s* and *-es*, have them discuss these words from *People in My Neighborhood*: *helps* (p. 6), *teaches* (p. 10), and *talks* (p. 16). You may wish to point out that we add *-es* when a word ends with *-sh* as in *rush* or *-ch* as in *teach*.

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

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Day 3 Weekly Review

Materials

- Word and picture cards from Day 2 (WA2)
- Day 3 prompt (WA5)
- Copy of the Week 3 family letter (BLM1) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Listen to one another

Words Reviewed

neighborhood
Your *neighborhood* is "the group of streets, houses, and stores near your home."

neighborly
When you are *neighborly*, you are friendly and helpful to your neighbors.

spot
Spot means "see or notice someone or something that is hard to see." Spot also means a "small mark or stain on something."

rush
Rush means "move somewhere or do something very quickly."

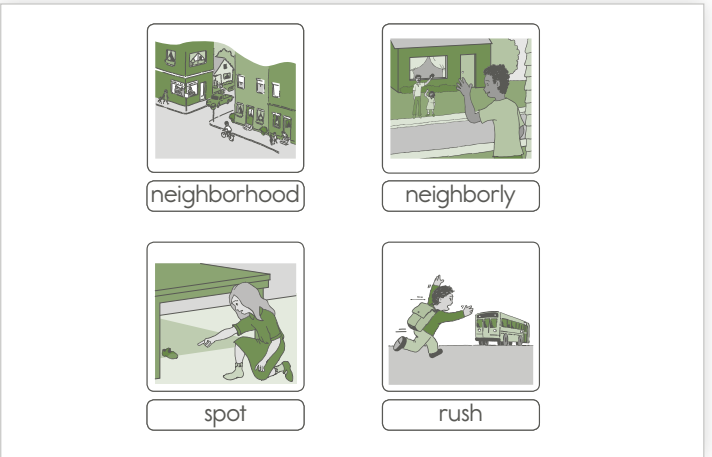
REVIEW THE WORDS

1 Briefly Review This Week's Words

Gather the class with partners sitting together, facing you. Remind the students that this week they learned four words from or about the stories *People in My Neighborhood* and *Places in My Neighborhood*. Explain that today they will think more about the words.

Display the word and picture cards (WA2) from Day 2. Point to the word *neighborhood*, pronounce the word, review its meaning, and have the students say the word. Repeat the procedure to review *neighborly*, *spot*, and *rush*.

WA2



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Ask:

Q *Which of these words do you like best? Why do you like that word?*

Give the students a few moments to think about the questions. Then say "Turn to your partner" and have partners discuss their ideas.

After a few moments, signal for the students' attention and have a few pairs share their thinking with the class.

PRACTICE USING THE WORDS

2 Introduce the Game "Which Word Am I?"

Tell the students that partners will play a game called "Which Word Am I?" Explain that you will give a clue about one of the words; then you will say, "Which word am I?" and the students will figure out which word it is.

Tell the students that before partners play the game with one another, they will play the game as a class. Point to the words on the word and picture cards (WA2), say each word, and explain that the first clue is about one of these words. Then read the following clue aloud:

- *I'm a word you use to describe someone who is friendly to his new neighbors.*

Ask:

Q *Which word am I? Why do you say that?*

Give the students a few moments to think. Display the day 3 prompt (WA5) and explain that the students will use this prompt to discuss the words today. Point to the prompt and read it aloud. Then have one or two volunteers use the prompt to share their thinking with the class.

WA5

I think the word is _____ because . . .

PROMPT: "I think the word is [*neighborly*] because . . ."

3 Play the Game in Pairs

Play a round of the game with the students in pairs, using the clue that follows. Explain that partners may not always agree and that is fine. What is important is that they are able to explain their thinking. Then read the following clue aloud:

- *I'm what you might do if you are in a hurry.*

Teacher Note

If the students struggle to answer the questions, stimulate their thinking by asking questions such as "Which word do you like to say?" "Which word makes you smile when you hear it?" "Which word was fun to learn?" and "Which word have you used in your writing or when you talked to your friends?"

Alternatively, talk about a word you like and why you like it. For example, say "I like the word *neighborhood* because I smile when I think about all my friends in my neighborhood. I also like the word *rush* because I like to move fast." Then ask the questions again.

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Ask:

Q *Which word am I? Why?* [Show the prompt and read it aloud.] *Turn to your partner.*

PROMPT: "I think the word is [*rush*] because. . ."

Have partners take turns using the prompt to talk about the question. After a few moments, signal for the students' attention and have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss one or more of the following clues:

- *I'm what you might do if you are in a hurry.* (rush)
- *I'm what you do when you notice something that's hard to see.* (spot)
- *I'm the place where you live.* (neighborhood)
- *This is what you do when you go somewhere very rapidly.* (rush)
- *This is how you describe someone who helps her neighbor find a lost dog.* (neighborly)
- *This is where you play with your friends and walk to school.* (neighborhood)
- *This is what you do when you see your friend on the playground.* (spot)

Tell the students that next week they will learn four new words.

Teacher Note

For more practice, you or the students might make up additional clues.

Teacher Note

You might want to remind the students that they learned the word *rapidly* and that *rapidly* means "very quickly or fast."

Teacher Note

Reviewing previously taught words is critical if the students are to retain their meanings. If you have not done the ongoing review activity, take a few minutes today or later in the week to do the activity. For more information about reviewing and practicing the words, see "Retaining the Words" in the Introduction.

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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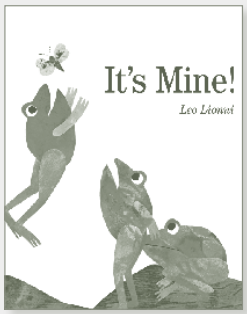
Week 4

RESOURCES



Read-aloud

- *It's Mine!* by Leo Lionni

More Strategy Practice

- "Review the Inflectional Endings *-s* and *-es*"

Extension

- "Explore Descriptive Language in *It's Mine!*"

Assessment Resource Book

- Week 4 vocabulary assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Form

- "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles

- Week 4 family letter (BLM1)
- (Optional) "Week 4 Picture Cards" (BLM2)
- (Optional) "Week 4 Word Cards" (BLM3)
- (Optional) "Week 4 Picture-Word Cards" (BLM4)
- (Optional) "Week 4 Crossword Puzzle" (BLM5)

Professional Development Media

- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
quarrel	delighted
rumble	disgusting
tremble	memory
peaceful	rapidly
	scrumptious

Word-learning Strategies

- Using inflectional endings (review)
- Recognizing synonyms (review)

Vocabulary Focus

- Students learn and use four words from the story.
- Students discuss the inflectional endings *-s* and *-es*.
- Students review synonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards and picture cards: 1, 2, 5, 7, and 8. Set aside a few minutes periodically during the week to review the words.

✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 132 of the *Assessment Resource Book*.

(continues)

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DO AHEAD *(continued)*

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity "Review the Inflectional Endings *-s* and *-es*" on page 71.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 4 Picture Cards" (BLM2), "Week 4 Word Cards" (BLM3), "Week 4 Picture-Word Cards" (BLM4), and "Week 4 Crossword Puzzle" (BLM5). These materials can be used to provide your students with more opportunities to review the words. For more information, see "Additional Ways to Review the Words" in the Introduction.

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Ongoing Review Week 4

In this lesson, the students:

- Review words they learned earlier
- Build their speaking and listening skills
- Take turns talking and listening
- Listen to one another

Materials

- Word cards and picture cards 1, 2, 5, 7, 8
- Pocket chart
- Ongoing review prompt (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

Words Reviewed

delighted
Delighted means "very happy."

disgusting
Disgusting means "yucky." When something is disgusting, it is nasty or very unpleasant.

memory
A *memory* is "something you remember from the past."

rapidly
Rapidly means "very quickly or very fast."

scrumptious
Scrumptious means "tasty or delicious." Scrumptious foods taste and smell yummy.

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and picture cards in the pocket chart.

Gather the class with partners sitting together, facing you. Point to the cards and remind the students that they learned these words earlier. Explain that this week they will think and talk more about the words. Point to each word in the pocket chart, pronounce it, and briefly review its meaning. (You might give the word's meaning or ask the students to tell you what they remember about the word.)

PRACTICE USING THE WORDS

2 Introduce the Game "Act Out the Words"

Explain that the students will use the words to play a game called "Act Out the Words." Explain that you will point to a word, review its meaning, and ask a volunteer to act out the word.

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Teacher Note

You may want to act out each word yourself before asking a student to act it out.

Point to the word *rapidly*, read it aloud, and review its meaning. Then ask a volunteer to act out for the class how she would look if she were:

- *Counting on her fingers rapidly*

Remind the class to watch the volunteer carefully. Then discuss as a class:

Q *What did you see [Jane] doing when she acted out counting on her fingers rapidly?*

Display the ongoing review prompt (WA1) and explain that the students will use this prompt to discuss the review words. Then point to the prompt and read it aloud. Have one or two students use the prompt to share their thinking with the class.

WA1

When _____ counted on [his/her] fingers **rapidly**, [he/she] . . .

PROMPT: "When [Jane] counted on her fingers rapidly, she . . ."

3 Play the Game During the Week

Play the game at other times during the week using the same procedure and the scenarios that follow. Review the pronunciation and meaning of the word before reading the scenario.

- *Tasting a scrumptious apple*
- *Tasting a disgusting slice of pizza*
- *Having a happy memory of hugging your mother*
- *Being delighted to see a friend*

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CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to act out the words?
- Does their discussion of the words indicate that they understand their meanings?
- Do they use the words they are learning in conversation outside of the vocabulary lessons?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 132 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting each student to act out the word and then talk about what he did.

Teacher Note

For more information about whole-class assessment, see "Class Vocabulary Assessment" in the Assessment Overview of the *Assessment Resource Book*.

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Day 1 Introduce *Quarrel* and *Rumble*

Materials

- *It's Mine!*
- Day 1 prompts (WA2)
- Word and picture cards (WA3)

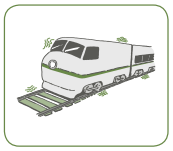
In this lesson, the students:

- Learn and use the words *quarrel* and *rumble*
- Review synonyms
- Review the inflectional endings *-s* and *-es*
- Build their speaking and listening skills
- Work in a responsible way
- Listen respectfully to the thinking of others and share their own

Words Taught



quarrel (p. 5)
Quarrel means "argue."



rumble (p. 16)
Something that rumbles makes a deep, heavy sound that goes on and on.

INTRODUCE AND USE *QUARREL*

1 Introduce and Define *Quarrel* and Review Synonyms

Gather the class with partners sitting together, facing you.

Show the cover of *It's Mine!* and remind the students that they heard this story earlier. Explain that the new words they will learn this week come from the story.

Remind the students that *It's Mine!* is about three frogs that learn that sharing is more fun than arguing. Show pages 4–5 and review that at the beginning of the story the frogs argue constantly. Read page 5 aloud, emphasizing the word *quarreled*. Tell the students that *quarrel* is the first word they will learn today, and that *quarrel* means "argue." Explain that *quarrel* and *argue* are synonyms, and review that *synonyms* are "words that mean the same thing or almost the same thing."

Teacher Note

If you started a synonym word wall, add the words *quarrel* and *argue* to it.

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Tell the students that you will read the next few pages of the story aloud and that you want them to listen for what the frogs quarrel, or argue, about.

Read pages 7–10 aloud. Ask:

Q *What do the frogs quarrel about?*

Display the day 1 prompts (WA2) and explain that the students will use these prompts to discuss the words today. Then point to prompt 1 and read it aloud. Have a few volunteers use the prompt to share their thinking with the class.

WA2

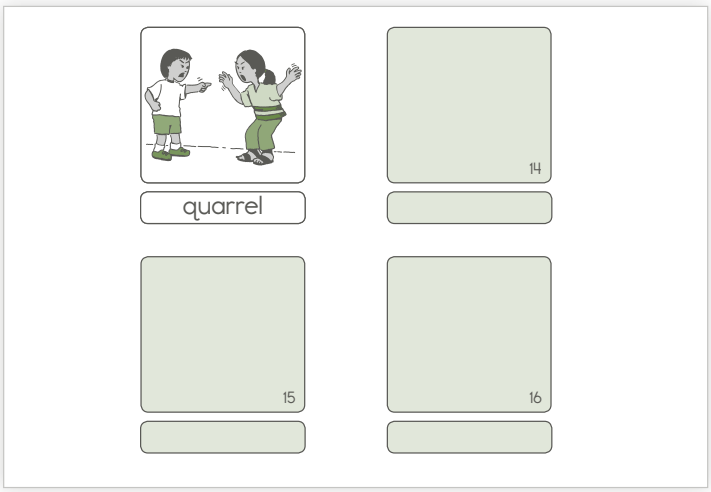


PROMPT 1: "The frogs quarrel about . . ."

Display this week's word and picture cards (WA3) and reveal picture card 13. Explain that the picture shows two children quarreling, or arguing.

Reveal word card 13 and ask the students to say the word *quarrel*.

WA3



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2 Discuss Times You Have Quarreled

Explain that people quarrel about many different things, and give some examples of quarrels.

> **You might say:**
>
> "The other day I heard two children quarreling on the playground. They both wanted to use the same ball. Finally they decided to take turns. When I was little, I sometimes quarreled with my sister about whose turn it was to set the table."

Ask:

Q *Who have you quarreled with? What did you quarrel about?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I quarreled with . . ." and "I quarreled about . . ."

Have partners use the prompt to discuss the questions. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Ask:

Q *How did you feel when you quarreled?*

Show prompt 3 on the day 1 prompts (WA2), read it aloud, and have a few volunteers use the prompt to share their thinking with the class:

PROMPT 3: "When I quarreled, I felt . . ."

Point to the word *quarrel* on the word and picture cards (WA3) and ask:

Q *What's the new word we are learning that means "argue"?*

INTRODUCE AND USE *RUMBLE*

3 Introduce and Define *Rumble*

Show page 16 of *It's Mine!* and read it aloud, emphasizing the word *rumble*. Tell the students that *rumble* is the other word the students will learn today. Explain that something that rumbles makes a deep, heavy sound that goes on and on. Explain that often the first sign of an approaching thunderstorm is the rumbling sound of thunder.

Direct the students' attention to the cards (WA3) and reveal picture card 14. Explain that the picture shows a train rumbling, or making a deep, heavy sound, as it rolls along the tracks.

Reveal word card 14 and ask the students to say the word *rumble*.

4 Play "Rumbling or Not Rumbling?"

Tell the students that partners are going to play a game called "Rumbling or Not Rumbling?" Explain that you will describe something that is

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either rumbling or not rumbling. When you say "Turn to your partner," have partners discuss whether the thing you described is rumbling or not rumbling and why they think so.

Explain that before partners play the game with one another, the students will practice playing as a class. Ask the students to close their eyes and picture the following scenario as you read it aloud:

- *A herd of elephants is running across the ground.*

Ask:

Q *Is the ground rumbling or not rumbling? Why?*

Give the students a few moments to picture the scene and think about the questions. Then have them open their eyes. Show prompt 4 (WA2), read it aloud, and have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 4: "The [ground] [is/is not] rumbling because . . ."

Now play the game in pairs by having the students picture each scenario that follows in their minds and having partners discuss whether the thing described is rumbling or not rumbling. After partners share their thinking with each other, have one or two pairs use the prompt to share their thinking with the class. Remind them to use the word *rumbling* as they share.

- *A big truck going up a hill*
- *A bird sitting on a branch*
- *Your stomach when you are very hungry*

Point to the word *rumble* on the cards (WA3) and ask:

Q *What's the word we are learning that means "make a deep, heavy sound that goes on and on"?*

Tell the students that tomorrow they will learn two more words.

Teacher Note

Save the word and picture cards (WA3) to use on Day 2.

MORE STRATEGY PRACTICE

Review the Inflectional Endings -s and -es

Review that when we talk about something that someone else does, we add *-s* or *-es* to the end of the word. Write the word *quarrel* where everyone can see it and review its meaning ("argue"). Display the word and picture cards (WA3) and point to the picture card for *quarrel*. Point out that in the picture a child *quarrels* with her friend. Write the word *quarrels* where everyone can see it.

Point to the words *quarrel* and *quarrels* and ask:

Q *What do you notice about the words* quarrel *and* quarrels? *How are they different?*

Materials

- *It's Mine!*
- Word and picture cards (WA3) from Day 1

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Technology Tip

To find web-based whiteboard activities that focus on using inflectional endings, you might search online using the keywords "whiteboard inflectional endings activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

If necessary, point out that *quarrels* ends in *-s*. Underline the *-s* and remind the students that when we talk about something that someone else does, we add *-s* or *-es* to the end of the word. Point out that it would not sound right to say "The child quarrel with her friend." Instead we say "the child quarrels with her friend."

Show pages 10–11 of *It's Mine!* and read page 10 aloud, emphasizing the word *catch*. Write the word *catch* on the board and explain that *catch* means "get ahold of something that is moving." Show the picture on page 11, point to Lydia the frog, and ask:

Q *Which would we say: "Lydia catch the butterfly" or "Lydia catches the butterfly"?*

If necessary, explain that we say "Lydia catches the butterfly." Write the word *catches* where everyone can see it, underline *-es*, and review that when we talk about something someone else does, we add *-s* or *-es* to the end of the word.

Day 2 Introduce *Tremble* and *Peaceful*

Materials

- *It's Mine!*
- Word and picture cards (WA3) from Day 1
- Day 2 prompts (WA4)

In this lesson, the students:

- Review the words *quarrel* and *rumble* from Day 1
- Learn and use the words *tremble* and *peaceful*
- Build their speaking and listening skills
- Listen to one another

Words Taught



tremble (p. 20)
Tremble means "shake or shiver because you are scared or cold."



peaceful (p. 29)
Peaceful means "calm and quiet."

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REVIEW THE WORDS

1 Briefly Review *Quarrel* and *Rumble*

Gather the class with partners sitting together, facing you. Show the cover of *It's Mine!* and review that yesterday the students learned two words from the story.

Display the word and picture cards (WA3) from Day 1. Point to *quarrel*, pronounce the word, and have the students say it. Then ask:

Q *What do you know about the word* quarrel?

Have one or two volunteers share their thinking with the class. Prompt the students to use the word *quarrel* as they share their ideas.

Repeat the procedure to review the word *rumble*.

Explain that today the students will learn two more words from *It's Mine!*

INTRODUCE AND USE *TREMBLE*

2 Introduce and Define *Tremble*

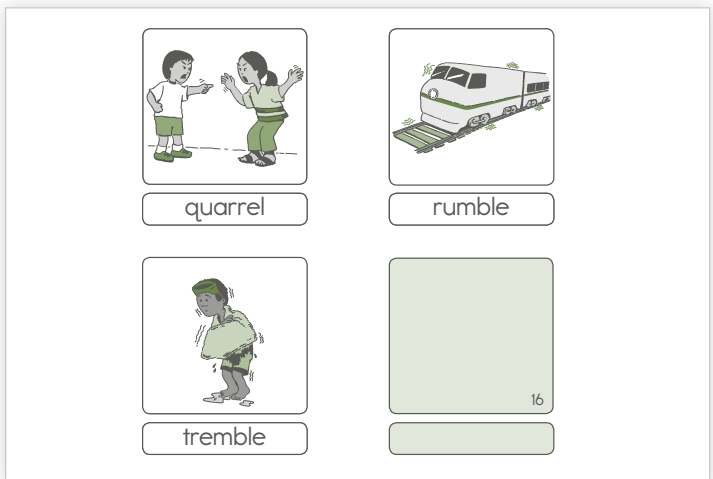
Show pages 18–19 of *It's Mine!* Review that, in this part of the story, a thunderstorm has started. Read pages 18–20 aloud, emphasizing the word *trembling* and stopping after, " . . . trembling from cold and fright."

Tell the students that *tremble* is the first word they will learn today. Explain that *tremble* means "shake or shiver because you are scared or cold." Point out that the frogs are trembling because they are wet and cold. They are also frightened by the thunderstorm and by the rising water. Model trembling as if you are scared or cold.

Direct the students' attention to the word and picture cards (WA3) and reveal picture card 15. Explain that the picture shows a boy who has been swimming. The water was very cold and now he is trembling.

Reveal word card 15 and ask the students to say the word *tremble*.

WA3



ELL Note

The Spanish cognate of *tremble* is *temblar*.

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3 Think About Whether You Would Tremble

Explain that you will describe some things that might happen to the students. If the students think they would tremble, they should act out trembling. If they do not think they would tremble, they should sit very still.

Begin by reading the following scenario aloud:

- *You are outside. It is raining, and you are soaking wet and very cold.*

Ask:

Q *Would you tremble?*

After the students have shown their physical responses, display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Ask:

Q *Why [did/didn't] you tremble?* [Show prompt 1 and read it aloud.] *Turn to your partner.*

WA4

I [**trembled**/didn't **tremble**] because . . .



PROMPT 1: "I [trembled/didn't tremble] because . . ."

Have partners use the prompt to take turns answering the question. When most pairs have finished talking, signal for their attention. Have one or two pairs use the prompt to share their thinking with the class.

Use the same procedure and prompt to discuss one or more of the following scenarios:

- *You are hot and sweating.*
- *You are waiting in line to ride a big, scary roller coaster.*
- *You are petting a soft, gentle lamb at a petting zoo.*

Point to the word *tremble* on the cards (WA3) and ask:

Q *What's the new word we are learning that means "shake or shiver because you are scared or cold"?*

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INTRODUCE AND USE *PEACEFUL*

4 Introduce and Define *Peaceful*

Show pages 24–25 of *It's Mine!* and review that, at the end of the story, the frogs are happy because the toad saved them from the flood. Read pages 25–29 aloud, emphasizing the word *peaceful* and stopping after the sentence, "'Isn't it peaceful,' said Milton."

Tell the students that *peaceful* is the other word they will learn today, and explain that *peaceful* means "calm and quiet." Show the illustration on pages 28–29 and explain that the frogs have learned to play together happily instead of quarreling, or arguing. Now they feel peaceful, or calm and quiet.

Direct the students' attention to the cards (WA3) and reveal picture card 16. Explain that the picture shows a girl leaning against a tree on a warm day. Her dog is resting in her lap. The girl and her dog feel peaceful—they feel calm and quiet.

Reveal word card 16 and ask the students to say the word *peaceful*.

5 Introduce the Activity "Imagine That!"

ELPS 1.A.ii
Step 5 (all)

Tell the students that they will do an activity called "Imagine That!" Explain that you will describe a scene and they will make pictures in their minds and use the words to discuss what they imagined.

Ask the students to close their eyes and picture the following scene in their minds:

- *You are on a picnic with your family. You are having a wonderful time.*

Give the students a few moments to picture the scene; then ask the students to open their eyes. Ask:

Q *Are you feeling peaceful? Why or why not?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I'm [feeling/not feeling] peaceful because . . ."

Have partners use the prompt to share their thinking with each other. When most pairs have finished talking, signal for attention. Then have a few volunteers use the prompt to share their thinking with the class.

Using the same prompt, have the students repeat the procedure to picture and discuss one or more of the following scenes:

- *You are in your bedroom. You are drawing pictures with a friend.*
- *You are walking down the sidewalk. A big, mean dog is following you and growling at you.*

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Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

Point to the word *peaceful* on the cards (WA3) and ask:

Q *What's the new word we are learning that means "calm and quiet"?*

Tell the students that tomorrow they will talk more about the words they learned this week.

EXTENSION

Explore Descriptive Language in *It's Mine!*

Explain that good writers like Leo Lionni, the author of *It's Mine!*, use words that help readers imagine what is happening in a story. Explain that you will reread the part of the story in which the frogs are stuck in a storm. If necessary, explain that a storm has strong wind, heavy rain, and usually includes thunder and lightning. As you read, you want the students to use the author's words to picture in their minds what a storm looks and sounds like.

Teacher Note

You might write the paragraph on page 16 where everyone can see it and point to each word as you read it. As the students identify words that helped them picture the rainstorm, you might underline them.

Without showing the illustration, read the paragraph on page 16 aloud, beginning with "Suddenly the sky darkened and a rumble . . ."

Then discuss the following questions:

Q *What picture did you make in your mind?*

Q *What words in the story helped you imagine what the storm looks like? What words helped you imagine what the storm sounds like?*

Teacher Note

You might show the students videos or photographs of storms or floods and ask them to describe what they see or hear. To find photos or videos of storms or floods, search online by using the keywords "storm" and "flood."

If necessary, explain that language such as "sky darkened," "a rumble of distant thunder," "rain filled the air," "water turned to mud," and "swallowed up by the rising flood" help us imagine what the storm looks and sounds like.

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Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Listen to one another

Words Reviewed

quarrel
Quarrel means "argue."

rumble
Something that rumbles makes a deep, heavy sound that goes on and on.

tremble
Tremble means "shake or shiver because you are scared or cold."

peaceful
Peaceful means "calm and quiet."

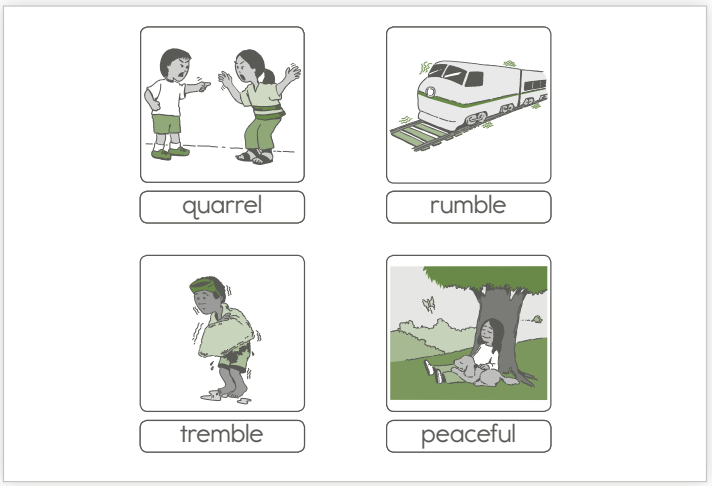
REVIEW THE WORDS

1 Briefly Review This Week's Words

Gather the class with partners sitting together, facing you. Remind the students that this week they learned four words from the story *It's Mine!* Explain that today they will think more about the words.

Display the word and picture cards (WA3) from Day 2. Point to the word *quarrel*, pronounce the word, review its meaning, and have the students say it. Repeat the procedure to review the words *rumble, tremble,* and *peaceful*.

WA3



Materials

- Word and picture cards (WA3) from Day 2
- Day 3 prompt (WA5)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 4 Crossword Puzzle" (BLM5) for each student

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Teacher Note

If the students struggle to answer the questions, stimulate their thinking by asking questions such as "Which word do you like to say?" "Which word makes you smile when you hear it?" "Which word was fun to learn?" and "Which word have you used in your writing or when you talk to your friends?"

Alternatively, talk about a word you like and why you like it. For example, say "I like the word *rumble* because it's fun to say, and I can use *rumble* in my writing when I describe something like a thunderstorm or a big truck rumbling down the highway." Then ask the questions again.

Ask:

Q *Which of these words do you like best? Why? Turn to your partner.*

Have partners discuss their ideas. After a few moments, signal for attention and have a few pairs share their thinking with the class. Remind them to use the vocabulary word as they share their ideas.

PRACTICE USING THE WORDS

2 Review the Game "I'm Thinking of a Word"

Tell the students that partners will play the game "I'm Thinking of a Word." Review that you will talk about one of the words, and the students will figure out which word it is. Remind them that partners may not always agree and that is fine. What is important is that they are able to explain their thinking.

Display the day 3 prompt (WA5) and explain that the students will use this prompt to discuss the words today. Then read the clue aloud, slowly and clearly:

- *I'm thinking of a word that tells what people sometimes do when they don't agree about something.*

Ask:

Q *What word am I thinking of? Why do you think that?* [Point to the prompt and read it aloud.] *Turn to your partner.*

WA5

_____ is thinking of the word _____ because . . .

PROMPT: "[Ms. Gonzalez] is thinking of the word [*quarrel*] because . . ."

Have partners take turns using the prompt to discuss their ideas. After a few moments, signal for their attention and have one or two volunteers use the prompt to share their thinking with the class.

Continue playing the game using the same procedure and prompt with the following clues:

- *I'm thinking of a word that describes the sound of thunder.* (rumble)
- *I'm thinking of a word that tells what your body does when you are afraid.* (tremble)

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- *I'm thinking of a word that tells how you feel when everything is calm and quiet.* (peaceful)
- *I'm thinking of a word that describes the sound of a herd of horses galloping along.* (rumble)
- *I'm thinking of a word that tells what your body does when you are cold.* (tremble)

Tell the students that next week they will learn four new words.

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide students with additional review of words taught during Weeks 3 and 4, you might distribute a copy of the "Week 4 Crossword Puzzle" (BLM5) to each student.

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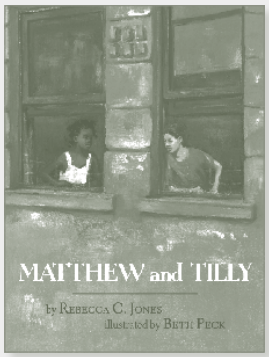
Week 5

RESOURCES



Read-aloud

- *Matthew and Tilly* by Rebecca C. Jones, illustrated by Beth Peck

More Strategy Practice

- "Review the Word *Stomp* and Talk More About Shades of Meaning"

Extension

- "Explore the Word *Squiggly*"

More ELL Support

- "Brainstorm Movement Words"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Reproducibles

- Week 5 family letter (BLM1)
- (Optional) "Week 5 Picture Cards" (BLM2)
- (Optional) "Week 5 Word Cards" (BLM3)
- (Optional) "Week 5 Picture-Word Cards" (BLM4)

Professional Development Media

- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
rescue	quarrel
crabby	rumble
stomp	rush
wonder	spot
	tremble

Word-learning Strategy

- Recognizing shades of meaning

Vocabulary Focus

- Students learn and use four words from the story.
- Students discuss shades of meaning.
- Students review words learned earlier.
- Students build their listening and speaking skills.

Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.
- Students take turns talking and listening.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards and picture cards: 11, 12, 13, 14, and 15. Set aside a few minutes periodically during the week to review the words.

✓ (Optional) Prior to Day 2, review the more strategy practice activity "Review the Word *Stomp* and Talk More About Shades of Meaning" on page 93.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 5 Picture Cards" (BLM2), "Week 5 Word Cards" (BLM3), and "Week 5 Picture-Word Cards" (BLM4). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 5

In this lesson, the students:

- Review words learned earlier
- Build their listening and speaking skills
- Work in a responsible way
- Listen respectfully to the thinking of others and share their own

Words Reviewed

quarrel
Quarrel means "argue."

rumble
Something that rumbles makes a deep, heavy sound that goes on and on.

rush
Rush means "move somewhere or do something very quickly."

spot
Spot means "see or notice someone or something that is hard to see." *Spot* also means a "small mark or stain on something."

tremble
Tremble means "shake or shiver because you are scared or cold."

Materials

- Word cards and picture cards 11, 12, 13, 14, 15
- Pocket chart
- Ongoing review prompts (WA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and picture cards in the pocket chart.

Gather the class with partners sitting together, facing you. Point to the cards and remind the students that they learned these words earlier. Explain that this week they will think and talk more about the words. Point to each word in the pocket chart, pronounce it, and briefly review its meaning. (You might give the word's meaning or ask the students to tell what they remember about the word.)

PRACTICE USING THE WORDS

2 Introduce the Game "Which Word Is It?"

Explain that this week partners will use the words to play a game called "Which Word Is It?" Explain that you will give a clue about one of the words in the pocket chart. Then the students will figure out which word it is and explain why they think that word is the right one.

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Tell the students that before partners play the game with one another, they will play the game as a class. Point to the words *quarrel* and *rumble* in the pocket chart, say each word, and tell the students that the first clue is about one of these words. Then read the following clue aloud, slowly and clearly:

- *A train is rolling down the tracks.*

Give the students a few moments to think about the clue. Then ask:

Q *Does it quarrel or rumble? Why?*

Give the students a few moments to think about the questions.

Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words. Point to prompt 1 and read it aloud. Have one or two volunteers use the prompt to share their thinking with the class.

WA1

I think the train _____
because . . .

PROMPT 1: "I think the train [rumbles] because . . ."

3 Play the Game in Pairs

Play a round of the game with the students in pairs, using the clue that follows. Begin by pointing to the words *rush* and *spot* in the pocket chart and saying each word. Then read the clue aloud:

- *Your cousin is running because she is late for basketball practice.*

Give the students a few moments to think about the clue.

Then ask:

Q *Is your cousin rushing somewhere or spotting something? Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I think my cousin is [rushing somewhere] because . . ."

Have partners take turns using the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

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4 Play the Game During the Week

Use the same procedure to play the game at other times during the week with the clues and questions that follow. Review the pronunciation and meaning of the words being discussed before beginning the activity. For more practice, you might make up additional clues and invite the students to make up clues.

[quarrel/tremble]

- *You are angry with your brother for breaking your favorite toy.*

Q *Do you quarrel or tremble? Why?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I would [quarrel] if my brother broke my favorite toy because . . ."

[rush/quarrel]

- *Your friend is running to catch a ball.*

Q *Does your friend rush or quarrel? Why?* [Show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "My friend would [rush] to catch a ball because . . ."

[tremble/rumble]

- *You are cold and wet because of a rainstorm.*

Q *Do you tremble or rumble? Why?* [Show prompt 5 and read it aloud.] *Turn to your partner.*

PROMPT 5: "I would [tremble] if I were cold and wet because . . ."

[quarrel/spot]

- *Your friends argue about what game to play on the playground.*

Q *Do they quarrel or spot? Why?* [Show prompt 6 and read it aloud.] *Turn to your partner.*

PROMPT 6: "My friends would [quarrel] about what game to play because . . ."

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Day 1 Introduce *Rescue* and *Crabby*

Materials

- *Matthew and Tilly*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)

In this lesson, the students:

- Learn and use the words *rescue* and *crabby*
- Build their speaking and listening skills
- Work in a responsible way
- Listen respectfully to the thinking of others and share their own

Words Taught



rescue (p. 12)
Rescue means "save someone or something from danger."



crabby (p. 19)
Crabby means "grumpy or grouchy." Someone who is crabby is in a bad mood.

INTRODUCE AND USE *RESCUE*

1 Introduce and Define *Rescue*

Gather the class with partners sitting together, facing you. Show the cover of *Matthew and Tilly* and remind the students that they heard this story earlier. Explain that the new words they will learn this week come from the story.

Remind the students that the story is about Matthew and Tilly, who are best friends who like to do things together. Review that some of the things they like to do together are riding bikes and playing sidewalk games. Show pages 12–13 and read page 12 aloud, emphasizing the word *rescued*.

Tell the students that *rescue* is the first word they will learn today. Explain that *rescue* means "save someone or something from danger." Point to the picture and point out that Matthew and Tilly rescue—or save—a kitten that has climbed a tree and cannot get down.

Display this week's word and picture cards (WA2) and reveal picture card 17. Explain that the picture shows a firefighter carrying a small child to safety. The firefighter is rescuing the child—she is saving him from danger.

Reveal word card 17 and ask the students to say the word *rescue*.

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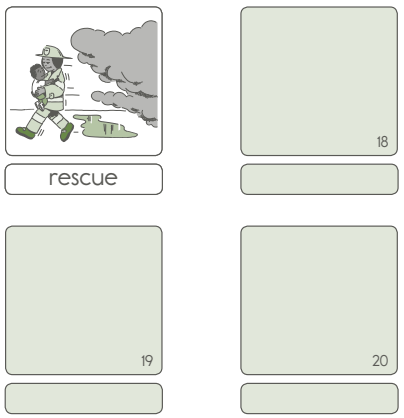
WA2



2 Imagine Rescuing a Baby Bird

Ask the students to close their eyes and picture a scene in their minds as you describe it. Read the following scenario aloud, slowly and clearly:

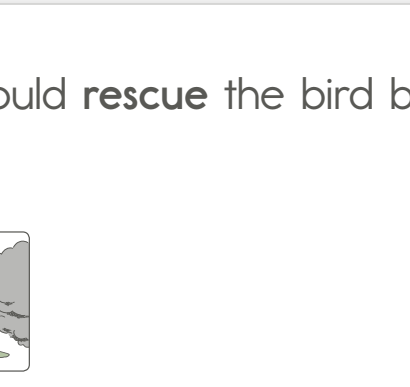
- *You are playing at the park. You find a baby bird that has fallen from its nest.*

Give the students a few moments to picture the scene and then ask them to open their eyes. Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *What would you do to rescue the bird?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA3



PROMPT 1: "I would rescue the bird by . . ."

Have partners take turns using the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

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Point to the word *rescue* on the word and picture cards (WA2) and ask:

Q *What's the new word we are learning that means "save someone or something from danger"?*

INTRODUCE AND USE *CRABBY*

3 Introduce and Define *Crabby*

Tell the students that the other new word they will learn today is *crabby*. Explain that *crabby* means "grumpy or grouchy." Someone who is crabby is in a bad mood. Show pages 18–19 of *Matthew and Tilly* and remind the students that Matthew and Tilly quarrel, or argue, over a broken crayon. Read page 19 aloud, using a crabby voice to read the dialogue.

Direct the students' attention to the cards (WA2) and reveal picture card 18. Explain that the picture shows a child who feels crabby, or grouchy, because his toy airplane is broken.

Reveal word card 18 and ask the students to say the word *crabby*.

Teacher Note

If you started a synonym word wall, add the words *crabby*, *grumpy*, and *grouchy* to it.

ELL Note

Explain that when you are grumpy or grouchy, you feel mad because things are not happening the way you want them to.

4 Discuss Feeling Crabby

Explain that everyone feels crabby—or grouchy—sometimes. Describe some situations that might make a person crabby.

> **You might say:**
> "You might feel crabby if you have to go to bed early, if you lose a favorite toy, or if your friend won't play with you at recess."

Ask:

Q *When have you felt crabby? Why were you crabby?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I felt crabby when . . ." and "I felt crabby because . . ."

Have partners take turns using the prompts to share their thinking. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompts to share their thinking with the class.

Then ask:

Q *What do you look like when you feel crabby?*

Have volunteers act out looking crabby.

Point to the word *crabby* on the cards (WA2) and ask:

Q *What's the new word we are learning that means "grumpy or grouchy"?*

Tell the students that tomorrow they will learn two more words.

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

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EXTENSION

Explore the Word *Squiggly*

Explain that good writers like Rebecca C. Jones, the author of *Matthew and Tilly*, use interesting words in their stories to make them fun to read and hear. Show pages 26–27 of the book and review that Tilly drew numbers and squares on the sidewalk. Read the following sentence from page 27 aloud, emphasizing the word *squiggly*: "She drew them really big, with lots of squiggly lines." Then discuss as a class:

Q *What word did the author use to describe the lines that Tilly drew?*

Q *What might a squiggly line look like? What do you think the word* squiggly *might mean?*

Explain that a *squiggle* is a "short line that curls and twists," so a squiggly line is a line that curls and twists. It is not straight. Invite a volunteer to draw a squiggly line on the board. Point out that *squiggly*, which rhymes with *wiggly*, is a fun word to say. Invite the students to say the word "squiggly." Encourage them to use words like *squiggly* in their writing to make the writing fun and interesting to read.

Introduce *Stomp* and *Wonder* Day 2

In this lesson, the students:

- Review the words *rescue* and *crabby* from Day 1
- Learn and use the words *stomp* and *wonder*
- Discuss shades of meaning
- Build their speaking and listening skills
- Work in a responsible way
- Listen respectfully to the thinking of others and share their own

Words Taught



stomp (p. 20)
When you stomp, you put a foot down hard or walk with heavy, loud footsteps.



wonder (p. 29)
When you wonder about something, you want to know about it.

Materials

- *Matthew and Tilly*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)

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ABOUT RECOGNIZING SHADES OF MEANING

This week the students begin an exploration of shades of meaning that continues throughout the program. In today's lesson, they are introduced to shades of meaning among verbs that differ in manner through a discussion of the words *stomp* and *step*. In Week 7, they will discuss shades of meaning among adjectives that differ in intensity through a discussion of the words *miserable* and *sad* or *unhappy*. Recognizing shades of meaning among words helps the students remember the words and enables them to use more precise and interesting words in conversation and in their writing. For a complete table of the words with shades of meaning discussed in the vocabulary lessons, see Appendix C. For more information about recognizing shades of meaning and other word-learning strategies, see "Independent Word-learning Strategies" in the Introduction.

REVIEW THE WORDS

1 Briefly Review *Rescue* and *Crabby*

TEKS 1.C.iii
Teacher Narrative
Teacher Note
(first Teacher Note in green margin next to Step 1)

Gather the class with partners sitting together, facing you. Show the cover of *Matthew and Tilly* and review that yesterday the students learned two words from the story. Display the word and picture cards (WA2) from Day 1. Point to the word *rescue*, pronounce the word, and have the students say it. Then ask:

Q *What do you know about the word* rescue?

Have one or two volunteers share their thinking with the class. Remind them to use the word *rescue* as they share their thinking.

Repeat the procedure to review the word *crabby*.

Explain that today the students will learn two more words from *Matthew and Tilly*.

Teacher Note

If a student uses a word ungrammatically, restate what the student said using correct grammar. For example, say "What you said shows that you know the meaning of the word, but we usually say . . ."

INTRODUCE AND USE *STOMP*

2 Introduce and Define *Stomp* and Introduce Shades of Meaning

Show pages 20–21 of *Matthew and Tilly*. Remind the students that Matthew and Tilly quarrel about a broken crayon. Read page 20 aloud, emphasizing the word *stomped*.

Tell the students that *stomp* is the first word they will learn today. Explain that *stomp* means almost the same thing as *step*—with an important difference. Point out that when you stomp, you don't just step, you put your foot down hard or walk with heavy, loud footsteps. Tell the students that people sometimes stomp when they are angry. Explain that Matthew stomps up the stairs because he is angry after he quarrels with Tilly.

Technology Tip

To find web-based activities that focus on recognizing shades of meaning, you might search online using the keywords "whiteboard shades of meaning activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

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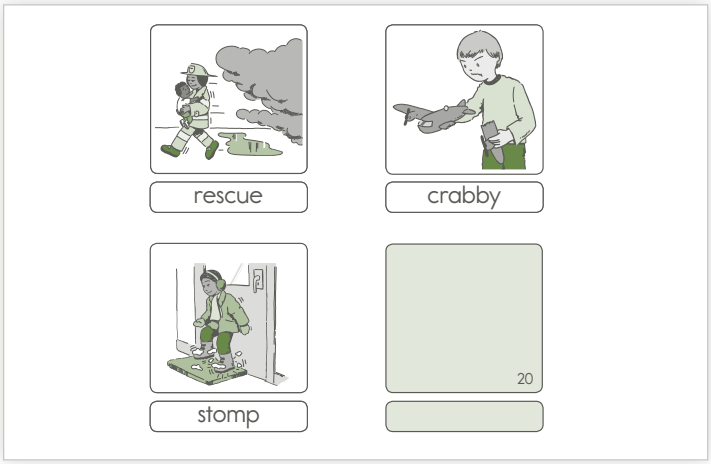
Direct the students' attention to the word and picture cards (WA2) and reveal picture card 19. Explain that people can also stomp their feet to get snow or mud off their shoes, as the girl in the picture is doing.

Reveal word card 19 and ask the students to say the word *stomp*.

WA2



3 Act Out and Discuss Stomping

Ask a volunteer to act out stomping as the students watch. Discuss as a class:

Q *What did you see [Teresa] doing when she stomped?*

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and read it aloud.

WA4



PROMPT 1: "When [Teresa] stomped, she . . ."

Have one or two students use the prompt to share their thinking with the class.

Invite all of the students to stand and stomp; then have them sit down.

Teacher Note

Prompts like this one give the students an opportunity to informally practice using the vocabulary words with an inflectional ending (*-ed, -ing, -s,* or *-es*).

ELL Note

Acting out the meaning of words is especially helpful for English Language Learners.

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Remind the students that people sometimes stomp when they are angry or that they can also stomp when they want to get mud or snow off their shoes. Ask:

Q *When have you stomped or seen someone stomp?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I stomped when . . ." or "I saw [my dad] stomp when . . ."

Have partners take turns using the prompt to share their thinking.

When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Point to the word *stomp* on the cards (WA2) and ask:

Q *What's the new word we are learning that means "put a foot down hard or walk with loud, heavy footsteps"?*

Teacher Note

If the students struggle to think of a time they stomped, ask alternative questions such as "What might happen that would make you stomp?" or "Why might you stomp on a rainy day?"

INTRODUCE AND USE *WONDER*

4 Introduce and Define *Wonder*

Show pages 28–29 of *Matthew and Tilly*. Remind the students that after Matthew and Tilly quarrel, each of them plays alone and they soon feel bored and lonely. Read page 29 aloud, emphasizing the word *wondered* each time it occurs.

Tell the students that the other word the students will learn today is *wonder*. Explain that when you wonder about something, you want to know about it. Point out that in the story both Matthew and Tilly wonder, or want to know, what the other person is doing.

Direct the students' attention to the cards (WA2) and reveal picture card 20. Explain that the girl in the picture is reading a book about dinosaurs because she wonders about dinosaurs.

Reveal word card 20 and ask the students to say the word *wonder*.

5 Discuss What Partners Wonder About One Another

Explain that people often wonder, or want to know, about other people. Give the students one or two examples of things you wonder about them.

> **You might say:**
>
> "I know that Rodrigo loves to play soccer. I wonder if he will play soccer this weekend. I know Kristin loves to read. I wonder what book she is reading now."

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Ask:

Q *What is something you wonder about your partner?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I wonder . . ."

Have partners use the prompt to discuss the question. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking.

Point to the word *wonder* on the cards (WA2) and ask:

Q *What's the new word we are learning that means "want to know about something"?*

Tell the students that tomorrow they will talk more about the words they learned this week.

Teacher Note

If the students struggle to come up with ideas, stimulate their thinking by suggesting some things they might wonder about. For example, say "You might wonder what your partner's favorite food or favorite toy is. You might wonder if your partner has a pet or what your partner plans to do after school today." Then ask the question again.

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

MORE STRATEGY PRACTICE

Review the Word *Stomp* and Talk More About Shades of Meaning

Write the words *stomp* and *step* where everyone can see them and point to and pronounce each word. Remind the students that *stomp* and *step* mean almost the same thing, but that they are different in one important way. Ask:

Q *In what way are the words* stomp *and* step *different?*

If necessary, remind the students that when you stomp, you put a foot down hard or walk with heavy, loud footsteps. Review that if someone stomps, the person is not just stepping, he is making very loud steps by putting his foot down hard. Remind students that sometimes when people are angry, they stomp when they walk instead of just stepping. Explain that you are going to read a story about our make-believe first-grade friend Bridget. Tell the students that as they listen, you want them to think about how Bridget might be acting. Read the following story aloud, slowly and clearly:

- *Bridget can't find her favorite book. She asks her older brother where it is, and he says he gave it away. Bridget is angry, but her parents tell her that she has plenty of other books and they will not buy her a new one.*

Ask:

Q *How do you think Bridget would act after her parents tell her she has plenty of books: would she just step outside, or stomp outside? Why do you think that?* [Read the prompt aloud.] *Turn to your partner.*

PROMPT: "I think Bridget would [step outside/stomp outside] because . . ."

Materials

- (Optional) Chart paper and a marker

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Have partners use the prompt to take turns answering the questions. When most pairs have finished talking, signal for their attention, and have one or two volunteers use the prompt to share their thinking with the class.

Tell the students that thinking about how the word *stomp* is like the word *step* and how it is different can help them remember the word and use it correctly. Explain that now that they know the word *stomp*, they have just the right word to use in their writing when they want to describe someone who is making very loud steps by putting his foot down hard.

Teacher Note

You might create a chart of words with shades of meaning titled "Just the Right Word." Begin by writing the word *stomp* on the chart along with its definition: "to put a foot down hard, or walk with heavy, loud footsteps." Save the "Just the Right Word" chart to use throughout the year.

MORE ELL SUPPORT

Brainstorm Movement Words

Review the definition of *stomp*. Ask:

Q *What other words describe how people can move from one place to another.*

Write the words where everyone can see them. If necessary, mention words such as *leap*, *lunge*, *skip*, *hop*, and *crawl*.

Day 3 Weekly Review

Materials

- Word and picture cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Work in a responsible way
- Listen respectfully to the thinking of others and share their own

Words Reviewed

rescue
Rescue means "save someone or something from danger."

crabby
Crabby means "grumpy or grouchy." Someone who is crabby is in a bad mood.

stomp
When you stomp, you put a foot down hard or walk with heavy, loud footsteps.

wonder
When you wonder about something, you want to know about it.

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REVIEW THE WORDS

1 Briefly Review This Week's Words

Gather the class with partners sitting together, facing you. Remind the students that this week they learned four words from the story *Matthew and Tilly*. Explain that today they will think more about the words.

WA2



Display the word and picture cards (WA2) from Day 2. Point to the word *rescue*, pronounce the word, review its meaning, and have the students say it. (You might ask the students what they remember about the word.) Repeat the procedure to review the words *crabby*, *stomp*, and *wonder*. Ask:

Q *If you drew a picture about the word* rescue, *what might you draw? Why?*

Give the students a few moments to think about the questions. Then display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and read it aloud.

WA5

If I drew a picture about the word _____, I might draw _____ because . . .

PROMPT 1: "If I drew a picture about the word [*rescue*], I might draw [a man in a boat pulling a tired puppy out of a lake] because . . ."

Have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure and prompt to discuss the remaining words.

Teacher Note

If the students struggle to answer the questions, give some examples of what you might draw. For example, say "If I drew a picture about the word *rescue*, I might draw a girl moving a worm from the sidewalk to the grass so it doesn't get stepped on."

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PRACTICE USING THE WORDS

2 Think More About the Words

Direct the students' attention to the word and picture cards (WA2). Point to the words *crabby* and *stomp*, and ask:

Q *Would you be crabby if someone stomped on your toe? Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I [would/would not] be crabby if someone stomped on my toe because . . ."

Have partners take turns using the prompt to share their thinking.

When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Repeat the procedure using the following questions and prompts (WA5).

[crabby, rescue]

Q *Would you be crabby if someone rescued your pet? Why?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I [would/would not] be crabby if someone rescued my pet because . . ."

[crabby, wonder]

Q *If your friend were crabby, would you wonder what was wrong? Why?* [Show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "If my friend were crabby, I [would/would not] wonder what was wrong because . . ."

Tell the students that next week they will learn four more words.

Teacher Note

If the students struggle to answer the questions, review the meanings of *crabby* and *stomp* and repeat the questions.

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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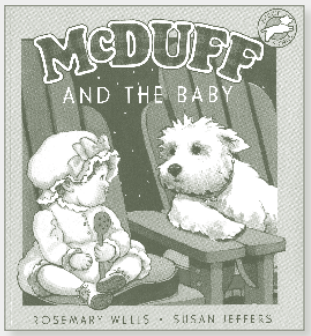
Week 6

RESOURCES



Read-aloud

- *McDuff and the Baby* by Rosemary Wells, illustrated by Susan Jeffers

Extension

- "Explore the Suffix *-er*"

Assessment Resource Book

- Week 6 vocabulary assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Form

- "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles

- Week 6 family letter (BLM1)
- (Optional) "Week 6 Picture Cards" (BLM2)
- (Optional) "Week 6 Word Cards" (BLM3)
- (Optional) "Week 6 Picture-Word Cards" (BLM4)
- (Optional) "Week 6 Crossword Puzzle" (BLM5)

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OVERVIEW

Words Taught	Words Reviewed
arrive	crabby
admire	peaceful
hope	rescue
squint	tremble
	wonder

Word-learning Strategy

- Recognizing synonyms (review)

Vocabulary Focus

- Students learn and use four words from the story.
- Students review synonyms.
- Students review words learned earlier.
- Students build their listening and speaking skills.

Social Development Focus

- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards and picture cards: 15, 16, 17, 18, and 20. Set aside a few minutes periodically during the week to review the words.

✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 133 of the *Assessment Resource Book*.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 6 Picture Cards" (BLM2), "Week 6 Word Cards" (BLM3), "Week 6 Picture-Word Cards" (BLM4), and "Week 6 Crossword Puzzle" (BLM5). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 6

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Work in a responsible way
- Listen respectfully to the thinking of others and share their own

Words Reviewed

crabby
Crabby means "grumpy or grouchy." Someone who is crabby is in a bad mood.

peaceful
Peaceful means "calm and quiet."

rescue
Rescue means "save someone or something from danger."

tremble
Tremble means "shake or shiver because you are scared or cold."

wonder
When you wonder about something, you want to know about it.

Materials

- Word cards and picture cards 15, 16, 17, 18, 20
- Pocket chart
- Ongoing review prompts (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and picture cards in the pocket chart.

Gather the class with partners sitting together, facing you. Point to the cards and remind the students that they learned these words earlier. Explain that this week they will think and talk more about the words. Point to each word in the pocket chart, pronounce it, and briefly review its meaning. (You might give the word's meaning or ask the students to tell what they remember about the word.)

PRACTICE USING THE WORDS

2 Do the Activity "Imagine That!"

Tell the students that they will do an activity called "Imagine That!" Review that you will tell them about a scenario that they will imagine, or make pictures of, in their minds. Then they will use the words in the pocket chart to discuss what they imagined. Point to the word *wonder* and explain that the students will talk about this word first. Review the meaning of *wonder*.

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Have the students close their eyes to imagine a scenario. Tell them to listen as you read the following description aloud, slowly and clearly:

- *You are sitting at your table in our classroom. You hear a loud noise outside. You look out the window. You see a herd of elephants stomping by.*

Give the students a few moments to think about the scenario, and then have them open their eyes. Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words.

Then ask:

Q *What do you wonder about the elephants?* [Show prompt 1 and read it aloud.] *Turn to your partner.*

WA1

I wonder . . .

PROMPT 1: "I wonder . . ."

Teacher Note

You might remind the students that they learned the word *stomp* earlier. Review that *stomp* means "put a foot down hard or walk with heavy, loud footsteps."

Teacher Note

Listen as the students share their thinking. If many students are struggling to answer the question, signal for their attention and review the meaning of *wonder*. Then give a few examples of things you wonder about the elephants. For example, say "I wonder where the elephants came from. I wonder where they are going." Then ask the question again.

Have partners take turns using the prompt to discuss the question. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Repeat the activity at other times during the week. Use the same procedure with the scenarios that follow. Review the pronunciation and meaning of each word before reading each scenario aloud and asking each question.

[rescue]

- *You are at the beach. You see a little fish washed up on the sand.*

Q *Will you rescue it? Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I [will/will not] rescue it because . . ."

ELL Note

Explain that *chattering* means "making short, fast sounds that sound like people talking."

[peaceful]

- *You are eating a sandwich in the park. A squirrel is staring at your sandwich and chattering.*

Q *Are you feeling peaceful? Why?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I [am/am not] feeling peaceful because . . ."

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[crabby]

- *It's nighttime. You are sound asleep.*

Q *Are you feeling crabby? Why?* [Show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "I [am/am not] feeling crabby because . . ."

[tremble]

- *You are sitting on your couch at home. Your kitten is sitting in your lap. You are petting her.*

Q *Are you trembling? Why or why not?* [Show prompt 5 and read it aloud.] *Turn to your partner.*

PROMPT 5: "I [am/am not] trembling because . . ."

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses show that they know what the words mean?
- Do the students have difficulty using or explaining any of the words? (Note which words they have difficulty with.)
- Do they enjoy talking about words?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 133 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting individual students to draw a picture card for the word.

Teacher Note

Prompts like this one give the students an opportunity to informally practice using the vocabulary words with an inflectional ending (*-ed*, *-ing*, *-s*, or *-es*).

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Day 1 Introduce *Arrive* and *Admire*

Materials

- *McDuff and the Baby*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)

In this lesson, the students:

- Learn and use the words *arrive* and *admire*
- Review synonyms
- Build their speaking and listening skills
- Work in a responsible way
- Listen respectfully to the thinking of others and share their own

Words Taught



arrive (p. 6)
Arrive means "come to a place."



admire (p. 11)
Admire means "look at something and like it because you think it is nice or pretty."

INTRODUCE AND USE *ARRIVE*

1 Introduce and Define *Arrive*

Gather the class with partners sitting together, facing you. Show the cover of *McDuff and the Baby* and remind the students that they heard this story earlier. Explain that the new words they will learn this week come from the story.

Show pages 6–7. Review that *McDuff and the Baby* is about a dog named McDuff who is happy living with Fred and Lucy until life in the house changes. Read pages 6–7 aloud, emphasizing the word *arrived*.

Tell the students that the first word they will learn today is *arrive*. Explain that *arrive* means "come to a place." Point out that Fred and Lucy's new baby arrives at, or comes to, the house.

Display this week's word and picture cards (WA2), reveal picture card 21, and explain that it shows a boy arriving at school.

Reveal word card 21 and ask the students to say the word *arrive*.

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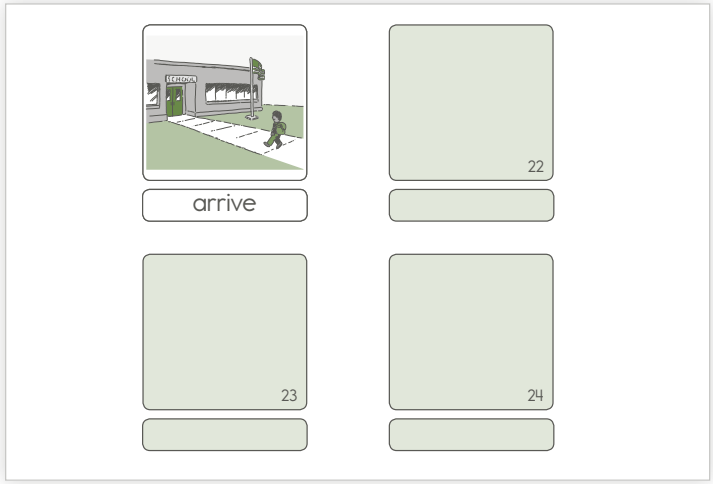
WA2



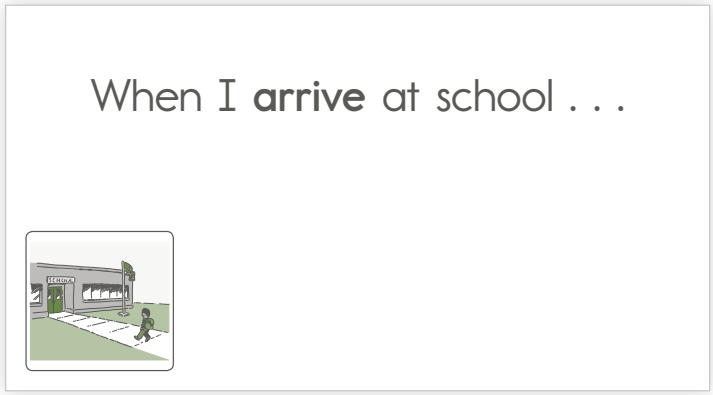
2 Discuss Arriving at School and at Home

Discuss as a class:

Q *What do you do when you arrive at school in the morning?*

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and read it aloud.

WA3



PROMPT 1: "When I arrive at school . . ."

Have a few volunteers use the prompt to share their ideas with the class. Remind them to use the word *arrive* as they share.

Ask:

Q *What do you do when you arrive at home after school?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

Teacher Note

If a student uses a word ungrammatically, restate what the student said using correct grammar. For example, say "What you said shows that you know the meaning of the word, but we usually say . . ."

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PROMPT 2: "When I arrive at home after school . . ."

Have partners take turns using the prompt to answer the question. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Point to the word *arrive* on the word and picture cards (WA2) and ask:

Q *What's the new word we are learning that means "come to a place"?*

INTRODUCE AND USE *ADMIRE*

3 Introduce and Define *Admire* and Review Synonyms

Show pages 10–11 of *McDuff and the Baby*. Review that Fred and Lucy take the baby and McDuff for a walk in their neighborhood. Read pages 10–11 aloud, emphasizing the word *admired*.

Tell the students that the other word they will learn today is *admire*. Explain that *admire* means "look at something and like it because you think it is nice or pretty." Explain that *like* and *admire* are synonyms and review that *synonyms* are "words that mean the same thing or almost the same thing." Point to the illustration on page 10 and tell the students that the women crowding around the carriage admire, or like, the baby—they are looking at her and thinking what a sweet and beautiful baby she is.

Direct the students' attention to the cards (WA2) and reveal picture card 22. Explain that the picture shows a boy admiring a girl's tennis shoes. He is looking at them and thinking how nice they are.

Reveal word card 22 and ask the students to say the word *admire*.

Teacher Note

You may want to remind the students that they learned the word *neighborhood* and that your *neighborhood* is the "group of streets, houses, and stores near your home." The women who look at the baby are Fred and Lucy's neighbors.

Teacher Note

If you started a synonym word wall, add the words *admire* and *like* to it.

ELL Note

The Spanish cognate of *admire* is *admirar*.

4 Talk About Things the Students Have Admired

Give some examples of things you have admired recently.

> **You might say:**
>
> "I saw a beautiful sunset the other night that I admired. I looked at it and thought that it was very pretty. I admired my friend's new blouse. I thought it was very nice. This morning I read Logan's story about dinosaurs and told him how much I admired it. I really liked it."

Ask:

Q *What is something that you have admired recently? What is something you have looked at and liked because you thought it was nice or pretty?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

Teacher Note

Listen as the students share their thinking. Support struggling students by asking questions such as "What is something you've seen at home that you thought was nice or pretty? At school? In your neighborhood?" and "What have you seen recently and thought, 'Wow! That is really cool!' "

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PROMPT 3: "I admired . . ."

Have partners use the prompt to discuss the questions. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Point to the word *admire* on the cards (WA2) and ask:

Q *What's the new word we are learning that means "look at something and like it because you think it is nice or pretty"?*

Tell the students that tomorrow they will learn two more words.

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

EXTENSION

ELPS 2.C.i
Extension (all)

Explore the Suffix *-er*

Write the word *admirer* where everyone can see it. Explain that *-er* is a suffix and explain that a *suffix* is a "letter or group of letters that is added to the end of a word to make a new word." Explain that the suffix *-er* on the end of the word means "a person who." Point out that adding the suffix *-er* to the end of the word *admire* makes the word *admirer*, which means "a person who admires."

Show pages 10–11 of *McDuff and the Baby.* Remind the students that the new baby is getting much more attention than McDuff is getting. Point to page 10 and review that the women crowding around the baby admire her. Explain that these women are admirers because they are people who admire the baby.

Tell the students that knowing that the suffix *-er* means "a person who" can help them figure out the meanings of other words that use the suffix. Write the word *sing* where everyone can see it and ask:

Q *What do you call a person who sings?*

If necessary, explain that a person who sings is a singer. Write the word *singer* where the students can see it. Have a volunteer draw a line under *-er*, and tell what the word means.

During the year, look for opportunities to point out other words that use the suffix *-er*. For example, if the students are writing, you might point out that someone who writes is a writer.

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Day 2 Introduce *Hope* and *Squint*

Materials

- *McDuff and the Baby*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)

In this lesson, the students:

- Review the words *arrive* and *admire* from Day 1
- Learn and use the words *hope* and *squint*
- Build their speaking and listening skills
- Work in a responsible way
- Listen respectfully to the thinking of others and share their own

Words Taught



hope (p. 13)
Hope means "wish for something or want something to happen."



squint (p. 15)
Squint means "squeeze your eyelids almost closed while you look at something."

REVIEW THE WORDS

1 Briefly Review *Arrive* and *Admire*

Gather the class with partners sitting together, facing you. Show the cover of *McDuff and the Baby* and review that yesterday the students learned two words from the story. Display the word and picture cards (WA2) from Day 1. Point to *arrive*, pronounce the word, and have the students say it. Ask:

Q *What do you remember about the word* arrive?

Have one or two volunteers share their thinking with the class. Remind them to use the word *arrive* as they answer the question.

Repeat the procedure to review the word *admire*.

Explain that today the students will learn two more words from *McDuff and the Baby*.

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INTRODUCE AND USE *HOPE*

2 Introduce and Define *Hope*

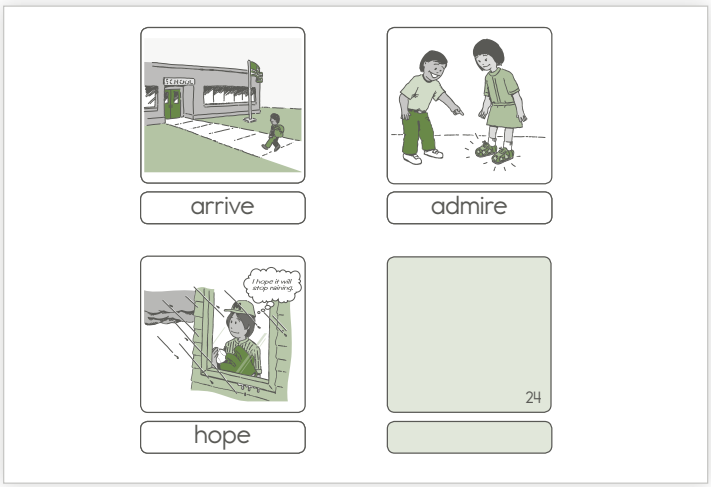
Show page 13 of *McDuff and the Baby* and review that Fred and Lucy have a new baby. Read the page aloud, emphasizing the word *hoped*.

Tell the students that *hope* is the first word they will learn today. Explain that *hope* means "wish for something or want something to happen." Point out that Fred and Lucy hope McDuff will love the baby—they want him to love her—but McDuff doesn't like having her around.

Direct the students' attention to the word and picture cards (WA2) and reveal picture card 23. Explain that the picture shows a girl looking out a window. She hopes it will stop raining so she can play outside.

Reveal word card 23 and ask the students to say the word *hope*.

WA2



3 Discuss What the Students Hope

Give one or two examples of things you hope, or wish, for.

> **You might say:**
>
> "I hope you all have a fun day at school today. I hope my favorite team wins the baseball game on Saturday."

Explain that you will ask partners to discuss a question, and then a few of them will share their partners' thinking with the class.

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *What is something you hope?* [Show prompt 1 and read it aloud.] *Turn to your partner.*

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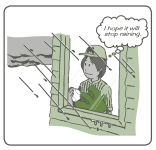
WA4

I hope . . .



PROMPT 1: "I hope . . ."

Have partners use the prompt to discuss their ideas. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Show prompt 2 (WA4) and read it aloud. Have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 2: "[Dwayne] said he hopes . . ."

Point to the word *hope* on the cards (WA2) and ask:

Q *What's the new word we are learning that means "wish for something or want something to happen"?*

Teacher Note

Listen as partners share their ideas. Support struggling students by asking questions such as "What do you hope to do after school today?" "What do you hope the weather will be like tomorrow?" and "What do you hope you'll get for your birthday this year?"

INTRODUCE AND USE *SQUINT*

4 Introduce and Define *Squint*

Review that McDuff does not like sharing his home with the new baby. Show pages 14–15 of the book and read them aloud, emphasizing the word *squinting*.

Tell the students that the other word the students will learn today is *squint*. Explain that *squint* means "squeeze your eyelids almost closed while you look at something." Show the picture on page 14 and point out how McDuff squints to make a mean face at the baby. Act out squinting.

Tell the students that people sometimes squint when they are angry or when they want to look mean as McDuff does. Explain that people also squint when they want to see something clearly or when a bright light is shining in their eyes.

Direct the students' attention to the cards (WA2) and reveal picture card 24. Explain that the picture shows a boy looking up to the sky. He is squinting because of the bright sunshine.

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Ask the students to pretend that a bright light is shining in their eyes and to squint.

Reveal word card 24 and ask the students to say the word *squint*.

5 Review the Activity "Imagine That!"

Tell the students that they will do the activity "Imagine That!" Review that you will tell them about a scene that they will imagine, or make pictures of, in their minds.

Ask the students to close their eyes and imagine the following scene in their minds as you read it aloud:

- *You are doing a jigsaw puzzle. You are almost done. Suddenly your cat runs across your puzzle and scatters pieces everywhere.*

Give the students a few moments to picture the scene; then ask the students to open their eyes.

Ask:

Q *Would you squint? Why or why not?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I [would/would not] squint because . . ."

Have partners take turns using the prompt to answer the questions. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

After a few volunteers have shared, ask a volunteer to model how he would squint if his cat scattered the puzzle pieces.

Repeat the procedure to discuss the following scene:

- *You are outside. You look down. You think you see a funny-looking bug crawling on the ground, but you aren't sure.*

Point to the word *squint* on the cards (WA2) and ask:

Q *What's the new word we are learning that means "squeeze your eyelids almost closed while you look at something"?*

Tell the students that tomorrow they will talk more about the words they learned this week.

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

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Day 3 Weekly Review

Materials

- Word and picture cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 6 Crossword Puzzle" (BLM5) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Work in a responsible way
- Listen respectfully to the thinking of others and share their own

Words Reviewed

arrive
Arrive means "come to a place."

admire
Admire means "look at something and like it because you think it is nice or pretty."

hope
Hope means "wish for something or want something to happen."

squint
Squint means "squeeze your eyelids almost closed while you look at something."

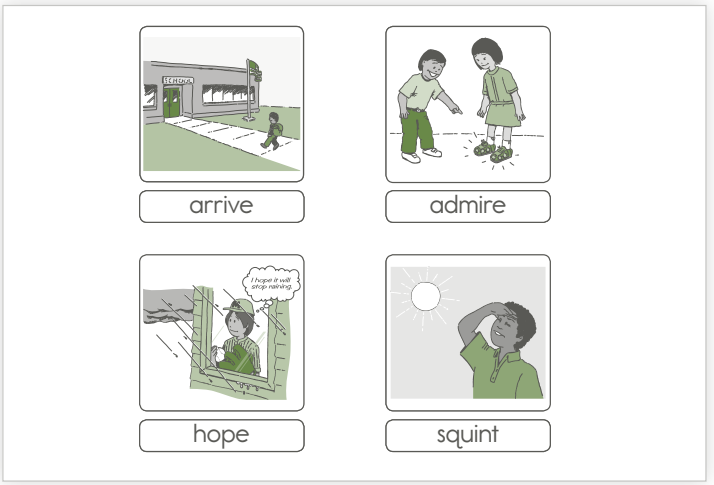
REVIEW THE WORDS

1 Briefly Review This Week's Words

Gather the class with partners sitting together, facing you. Remind the students that this week they learned four words from the story *McDuff and the Baby*. Explain that today they will think more about the words.

Display the word and picture cards (WA2) from Day 2. Point to the word *arrive*, pronounce the word, review its meaning, and have the students say it. Repeat the procedure to review the words *admire, hope,* and *squint*.

WA2



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Ask:

Q *Which of these words do you think was the most fun to learn? Why?*

Give the students a few moments to think about the questions. Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Point to prompt 1, and read it aloud.

WA5

I think _____ was the most fun to learn because . . .

PROMPT 1: "I think [*squint*] was the most fun to learn because . . ."

Say "Turn to your partner," and have partners use the prompt to discuss their ideas. When most pairs have finished talking, signal for their attention and have a few volunteers share their thinking with the class.

Teacher Note

If the students struggle to answer the questions, stimulate their thinking by asking them questions such as "Which word was fun to talk about?" "Which word is fun to say?" and "Which word have you used in your writing or when you talked to your friends?"

Alternatively, talk about a word you like and why you like it. For example, say "I think *squint* was fun to learn because it was funny when Adrien showed us how he squints when he's mad. I also thought *squint* was fun to learn because it sounds a little like *squeeze* and it's fun to say." Then ask the questions again.

PRACTICE USING THE WORDS

2 Introduce the Activity "What Might You Say or Do?"

Tell the students that partners will do the activity "What Might You Say or Do?" Explain that you will ask the students to imagine a situation that you will describe. Then partners will tell each other what they might say or do in that situation.

Direct the students' attention to the word and picture cards (WA2) and point to the word *arrive*. Say the word, and explain that the first situation you will describe for them to imagine is about the word *arrive*.

Ask the students to imagine the following situation:

- *You come home after school. Your dad is upstairs working. You want to let him know you have arrived.*

Ask:

Q *What might you say? What might you do?*

Give the students a few moments to imagine the situation and think about the questions. Show prompt 2 on the day 3 prompts (WA5) and read it aloud. Then say "Turn to your partner," and have partners use the prompt to share their thinking with each other.

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PROMPT 2: "To let him know I have arrived, I might . . ."

When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Then discuss as a class:

Q *What else might you do [to let him know you have arrived]? What else might you say?*

Using the same procedure, continue the activity with the situations and prompts (WA5) that follow. Review the pronunciation and meaning of each word before reading the situation aloud.

[admire]

- *You admire the flowers that your mother has planted in the garden.*

PROMPT 3: "If I admire the flowers, I might . . ."

[hope]

- *You hope you can go to the swimming pool this weekend.*

PROMPT 4: "If I hope I can go to the swimming pool, I might . . ."

[squint]

- *You notice that your friend is squinting at the numbers on the chart.*

PROMPT 5: "If I notice my friend squinting at the numbers, I might . . ."

Tell the students that next week they will learn four new words.

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 5 and 6, you might distribute a copy of the "Week 6 Crossword Puzzle" (BLM5) to each student.

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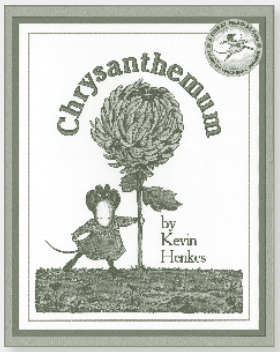
Week 7

RESOURCES



Read-aloud

- *Chrysanthemum* by Kevin Henkes

More Strategy Practice

- "Review *Miserable* and Talk More About Shades of Meaning"
- "Explore Multiple Meanings of *Beam*"

More ELL Support

- "Draw a Favorite Possession"

Extension

- "Explore Descriptive Language in *Chrysanthemum*"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Reproducibles

- Week 7 family letter (BLM1)
- (Optional) "Week 7 Picture Cards" (BLM2)
- (Optional) "Week 7 Word Cards" (BLM3)
- (Optional) "Week 7 Picture-Word Cards" (BLM4)

Professional Development Media

- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
miserable	arrive
possession	crabby
humorous	peaceful
beam	quarrel
	stomp

Word-learning Strategies

- Recognizing shades of meaning (review)
- Recognizing words with multiple meanings (review)
- Recognizing synonyms (review)

Vocabulary Focus

- Students learn and use four words from the story.
- Students discuss shades of meaning.
- Students review synonyms.
- Students discuss a word with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word and picture cards: 13, 16, 18, 19, and 21. Set aside a few minutes periodically during the week to review the words.

(continues)

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DO AHEAD *(continued)*

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity "Review *Miserable* and Talk More About Shades of Meaning" on page 125.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Prior to Day 2, review the more strategy practice activity "Explore Multiple Meanings of *Beam*" on page 131.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 7 Picture Cards" (BLM2), "Week 7 Word Cards" (BLM3), and "Week 7 Picture-Word Cards" (BLM4). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 7

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own
- Work in a responsible way

Words Reviewed

arrive
Arrive means "come to a place."

crabby
Crabby means "grumpy or grouchy." Someone who is crabby is in a bad mood.

peaceful
Peaceful means "calm and quiet."

quarrel
Quarrel means "argue."

stomp
When you stomp, you put a foot down hard or walk with heavy, loud footsteps.

Materials

- Word cards and picture cards 13, 16, 18, 19, 21
- Pocket chart
- Ongoing review prompt (WA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and picture cards in the pocket chart.

Gather the class with partners sitting together, facing you. Point to the cards and remind the students that they learned these words earlier. Explain that this week they will think and talk more about the words. Point to each word in the chart, pronounce it, and briefly review its meaning. (You might give the word's meaning or ask the students to tell you what they remember about the word.)

PRACTICE USING THE WORDS

2 Review the Game "Finish the Story"

Tell the students that during the week they will play the game "Finish the Story." Remind them that you will leave off the last word of a story, and partners will decide which word in the chart will make the best ending for it. Tell the students that the stories you will read are about

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two imaginary children named Kyle and Maria. Explain that before partners play the game with one another, they will practice as a class.

Point to the words *arrive* and *quarrel* in the pocket chart, read each word, and explain that one of these words will make the best ending for the story you will read today. Ask the students to listen carefully as you read the story. Tell them to think about which word will make the best ending.

Teacher Note

If you wish, you might have the students choose from among three or more of the words.

Read the following story aloud twice, slowly and clearly:

- *Kyle and Maria are friends. Maria is coming to Kyle's house for a play date. Kyle is looking out the window. He is waiting for Maria to _____.*

Point to the words *arrive* and *quarrel* in the pocket chart again. Then discuss as a class:

Q *Which of these words makes the best ending for the story:* arrive *or* quarrel*? Why?*

Teacher Note

If the students struggle to answer the question, reread the story and repeat the question.

Display the ongoing review prompt (WA1) and explain that the students will use this prompt to discuss the review words. Point to the prompt and read it aloud.

WA1

I think _____ makes the best ending for the story because . . .

PROMPT: "I think [*arrive*] makes the best ending for the story because . . ."

Have a few volunteers use the prompt to share their thinking with the class. Then reread the story with the word *arrive* at the end.

3 Play the Game in Pairs

Play a round of the game with the students in pairs, using the story that follows. Begin by pointing to the words *stomp* and *quarrel* in the pocket chart, saying each word, and explaining that one of the words will make the best ending for the next story. Then read the following story aloud twice:

- *Maria arrives at Kyle's house. She has snow on her boots. "How can I get this snow off my boots?" Maria asks Kyle. Kyle replies, "_____."*

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Point to the words *stomp* and *quarrel* again. Then ask:

Q *Which of these words makes the best ending for the story:* stomp *or* quarrel*? Why?* [Show the prompt and read it aloud.] *Turn to your partner.*

PROMPT: "I think [*stomp*] makes the best ending for the story because . . ."

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have one or two volunteers share their thinking with the class. Remind them to use the vocabulary word as they share.

4 Play the Game During the Week

Play the game at other times during the week. Using the same procedure, have the students finish each part of the story that follows. Before you read each part of the story, reread or summarize what has already taken place, and review the pronunciation and meaning of the words.

[quarrel/arrive]

- *Kyle and Maria want to play a game, but they can't agree about what game to play. They become angry and they* _____.

Q *Which of these words makes the best ending for the story:* quarrel *or* arrive*?* [Read the prompt aloud.] *Turn to your partner.* (quarrel)

[crabby/peaceful]

- *Kyle and Maria finally agree to play checkers, but they are still upset because they quarreled. They feel* _____.

Q *Which of these words makes the best ending for the story:* crabby *or* peaceful*?* [Read the prompt aloud.] *Turn to your partner.* (crabby)

[crabby/peaceful]

- *Kyle and Maria play checkers. Soon they are smiling at each other again and feeling calm and happy. They feel* _____.

Q *Which of these words makes the best ending for the story:* crabby *or* peaceful*?* [Read the prompt aloud.] *Turn to your partner.* (peaceful)

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Day 1 Introduce *Miserable* and *Possession*

Materials

- *Chrysanthemum*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)

In this lesson, the students:

- Learn and use the words *miserable* and *possession*
- Review synonyms and shades of meaning
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own
- Work in a responsible way

Words Taught



miserable (p. 12)
Miserable means "very sad or unhappy."



possession (p. 23)
A *possession* is "something that belongs to someone."

INTRODUCE AND USE *MISERABLE*

1 Introduce and Define *Miserable* and Review Shades of Meaning

Gather the class with partners sitting together, facing you. Show the cover of *Chrysanthemum* and remind the students that they heard this story earlier. Explain that the words they will learn this week come from the story.

Review that at the beginning of the story Chrysanthemum loves her name. Then she goes to school, and her classmates make fun of it. Show page 12 and read it aloud, emphasizing the word *miserably*.

Tell the students that the first word they will learn today is *miserable*. Explain that *miserable* means almost the same thing as *sad* or *unhappy*—with an important difference. Explain that if someone is miserable, they are not just a *little* sad or unhappy, they are *very* sad or unhappy. Explain that when Victoria makes fun of Chrysanthemum's name,

Technology Tip

To find web-based activities that focus on recognizing shades of meaning, you might search online using the keywords "whiteboard shades of meaning activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

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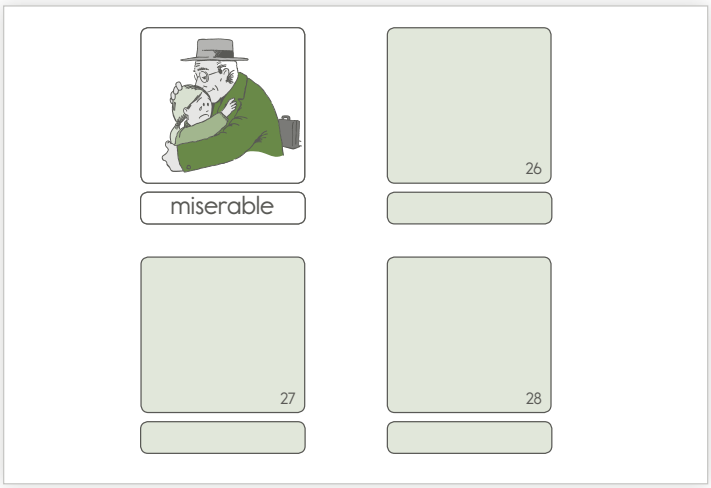
Chrysanthemum is miserable, or *very* unhappy. She is so miserable that she wishes she could change her name.

Display this week's word and picture cards (WA2) and reveal picture card 25. Explain that the picture shows a girl and her grandfather. The grandfather is going home after visiting the girl's family. The girl is miserable, or very sad, because she doesn't want her grandfather to leave.

Reveal word card 25 and ask the students to say the word *miserable*.

WA2



2 Discuss Feeling Miserable

Give examples of things that might cause people to feel miserable.

> **You might say:**
>
> "Like Chrysanthemum, you might feel miserable if someone says something mean to you. You might feel miserable if you break your favorite toy or quarrel with your best friend."

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Then ask:

Q *When have you felt miserable, or very sad or unhappy?* [Show prompt 1 and read it aloud.] *Turn to your partner.*

Teacher Note

If you started a synonym word wall, add the words *miserable*, *sad*, and *unhappy* to it. If you started a "Just the Right Word" chart, add *miserable* to it.

Teacher Note

You might remind the students that they learned the word *quarrel* earlier and that *quarrel* means "argue."

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WA3

I felt **miserable** when . . .



Teacher Note

If the students struggle to answer the question, signal for their attention, review the meaning of *miserable*, and talk about things that would make you miserable. For example, say "If a rabbit ate all the vegetables in my garden, I would feel miserable, or very sad. If my family forgot my birthday, I would feel miserable." Then ask the question again.

PROMPT 1: "I felt miserable when . . ."

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention. Have one or two volunteers use the prompt to share their ideas with the class.

Point to the word *miserable* on the word and picture cards (WA2) and ask:

Q *What's the new word we are learning that means "very sad or unhappy"?*

INTRODUCE AND USE *POSSESSION*

3 Introduce and Define *Possession*

Show pages 22–23 of *Chrysanthemum*. Review that after Chrysanthemum gets teased at school she has a nightmare. In the nightmare, Chrysanthemum turns into a real flower and Victoria picks all her petals. The next morning she is worried that she might get teased again, so she doesn't want to go to school. Read page 23 aloud, emphasizing the word *possessions*.

ELL Note

The Spanish cognate of *possession* is *posesión*.

Tell the students that *possession* is the other word they will learn today. Explain that a *possession* is "something that belongs to someone." Explain that Chrysanthemum puts her favorite possessions, or things that belong to her, in her pockets to make herself feel better about going to school.

Direct the students' attention to the cards (WA2) and reveal picture card 26. Explain that the picture shows a boy looking at some of his possessions—toys, books, and photos that belong to him.

Reveal word card 26 and ask the students to say the word *possession*.

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4 Talk About Favorite Possessions

Tell the students about some possessions that are important to you.

> **You might say:**
>
> "One of my favorite possessions is a picture my daughter painted for me. I especially like it because it's very colorful and it reminds me of her. Another of my favorite possessions is a sweater I bought years ago. It's a little worn, but it's so comfortable that I think I'll keep it forever."

Ask:

Q *What is one of your favorite possessions? Why do you like it?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "One of my favorite possessions is . . ."

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have one or two volunteers use the prompt to share their ideas with the class.

Point to the word *possession* on the cards (WA2) and ask:

Q *What's the new word we are learning that means "something that belongs to someone"?*

Tell the students that tomorrow they will learn two more words.

Teacher Note

Listen as the students share their ideas. Support struggling students by asking questions such as "What is a toy or book you especially like?" "What is your favorite thing to wear?" and "What is something you've made that you especially like?"

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

MORE STRATEGY PRACTICE

Review *Miserable* and Talk More About Shades of Meaning

ELPS 1.F.i
ELPS 2.C.i
More Strategy Practice
(all, beginning on page 125 and continuing on to page 126)

Write the words *unhappy* and *miserable* where everyone can see them and point to and pronounce each word. Remind the students that *unhappy* and *miserable* mean almost the same thing, but that they are different in one important way. Ask:

Q *In what way are the words* unhappy *and* miserable *different?*

If necessary, remind the students that *miserable* means "*very* unhappy or sad." Review that if someone is miserable, the person is not just a little unhappy or sad, he is *very* unhappy or sad. Explain that you are going to read a story about our make-believe first-grade friend Bridget. Tell the students that as they listen, you want them to think about how Bridget might be feeling. Read the following story aloud, slowly and clearly:

- *Bridget loves her new bicycle. She rides it every chance she gets. One day Bridget leaves the bike lying in the driveway, and her dad drives over it with his car. The bike is ruined, and Bridget's dad says he will not buy her a new one.*

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Ask:

Q *How do you think Bridget is feeling: just a little unhappy, or miserable? Why do you think that? Turn to your partner.*

PROMPT: "I think that Bridget is feeling [miserable] because . . ."

Have partners take turns answering the questions. When most pairs have finished talking, signal for their attention. Then have one or two volunteers share their thinking with the class.

Tell the students that thinking about how the word *miserable* is like the words *unhappy* and *sad* and how it is different can help them remember the word and use it correctly. Explain that now that they know the word *miserable*, they have just the right word to use in their writing when they want to describe feeling very sad or unhappy.

MORE ELL SUPPORT

Draw a Favorite Possession

Review the definition of *possession* and show and discuss the illustration on picture card 26. Ask the students to each make a drawing of a favorite possession. Read the following prompt aloud. Then have them use the prompt to share their pictures in pairs:

PROMPT: "My favorite possession is [my computer] because . . ."

Collect the illustrations and make a book for the classroom library.

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Introduce *Humorous* and *Beam*

Day 2

In this lesson, the students:

- Review the words *miserable* and *possession* from Day 1
- Learn and use the words *humorous* and *beam*
- Review synonyms and shades of meaning
- Review words with multiple meanings
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own
- Work in a responsible way

Words Taught



humorous (p. 27)
Humorous means "funny."



beam (p. 29)
Beam means "smile a big, big smile."

Materials

- *Chrysanthemum*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)

REVIEW THE WORDS

1 Briefly Review *Miserable* and *Possession*

Gather the class with partners sitting together, facing you. Show the cover of *Chrysanthemum* and review that yesterday the students learned two words from the story. Display the word and picture cards (WA2) from Day 1. Point to the word *miserable*, pronounce the word, and have the students say it.

Discuss as a class:

Q *What do you know about the word* miserable*?*

Have one or two volunteers share their thinking. Remind the students to use the word *miserable* as they share.

Repeat the procedure to review the word *possession*.

Explain that today the students will learn two more words from *Chrysanthemum*.

Teacher Note

If the students refer to the picture card illustration without demonstrating an understanding of the word's meaning, ask follow-up questions such as "How does crying show the girl is miserable?" and "When have you felt like the girl in the picture?"

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INTRODUCE AND USE *HUMOROUS*

ELPS 2.C.iii
Step 2 and Step 3
(all, beginning on page 128 and continuing on to page 129)

2 Introduce and Define *Humorous* and Review Synonyms

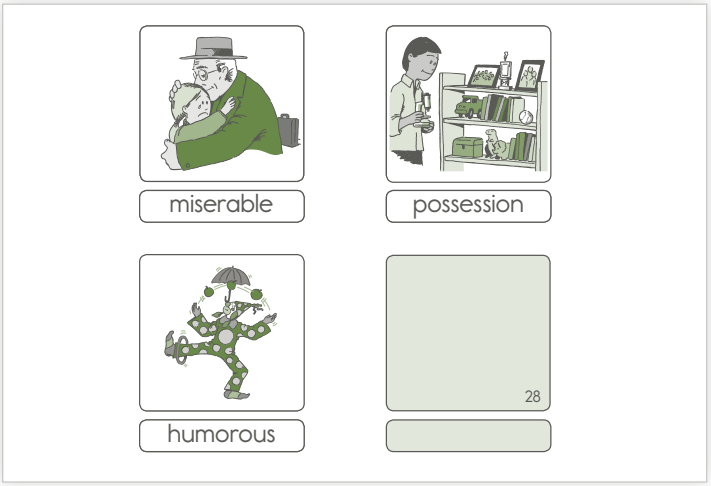
Show pages 26–27 of the book and review that Chrysanthemum's classmates have been making fun of Chrysanthemum's name. Read page 27 aloud, emphasizing the word *humorous*.

Tell the students that the first word the students will learn today is *humorous* and explain that *humorous* means "funny." Explain that *humorous* and *funny* are synonyms. Point out that Mrs. Twinkle says, "What's so humorous?" because she wants to know what the students think is funny.

Direct the students' attention to the word and picture cards (WA2) and reveal picture card 27. Explain that the picture shows a clown doing a humorous trick.

Reveal word card 27 and ask the students to say the word *humorous*.

WA2



Teacher Note

You might review that *synonyms* are "words that mean the same thing or almost the same thing." If you started a synonym word wall, add the words *humorous* and *funny* to it.

3 Discuss Whether Something Is Humorous

Explain that you will describe a situation, and partners will talk about whether it is humorous or not humorous.

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today.

Tell students to think about the following situation:

- *A joke that makes you laugh*

Then ask:

Q *Is it humorous or not humorous? Why?* [Show prompt 1 and read it aloud.] *Turn to your partner.*

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WA4

I think a _____ [is/is not] **humorous** because . . .



PROMPT 1: "I think a [joke] [is/is not] humorous because . . ."

Have partners use the prompt to take turns answering the questions. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class.

Repeat the procedure to discuss one or more of the following situations:

- *A cold that makes you feel bad*
- *A silly song that makes you giggle*
- *A scary monster in a movie*

Point to the word *humorous* on the cards (WA2) and ask:

Q *What's the new word we are learning that means "funny"?*

INTRODUCE AND USE *BEAM*

4 Introduce and Define *Beam* and Review Shades of Meaning

Show pages 28–29 of *Chrysanthemum* and review that, in this part of the story, Mrs. Twinkle tells the class that she loves Chrysanthemum's name. Read page 29 aloud, emphasizing the word *beamed*.

Tell the students that the other word they will learn today is *beam* and that *beam* means the same thing as *smile*—with one important difference. When people beam, they do not smile a small smile; they smile a big, big smile. Act out smiling a small smile, and then act out beaming. Then invite the students to act out smiling a small smile and then beaming.

Direct the students' attention to the cards (WA2) and reveal picture card 28. Explain that the picture shows two girls beaming, or smiling big smiles, because they are having fun together.

Reveal word card 28 and ask the students to say the word *beam*.

Teacher Note

If you started a synonym word wall, add the words *beam* and *smile* to it. If you started a "Just the Right Word" chart, add the word *beam* to it.

ELL Note

Acting out words is especially helpful to English Language Learners who may struggle with a verbal explanation.

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5 Talk About Times the Students Have Beamed

Give a few examples of things that make you beam or about times you have beamed.

> **You might say:**
>
> "I always beam when I see my best friend because I'm so happy to see her. I beam when someone says something nice to me because it makes me feel so good. I beamed the other day when Carla read her story, because I was so pleased that she had written such a wonderful story."

Ask:

Q *When have you beamed? When has something happened that made you smile a big, big smile?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I beamed when . . ."

Have partners use the prompt to share their thinking. When most pairs have finished talking, signal for their attention and have one or two volunteers use the prompt to share their ideas with the class. Remind the students to use the word *beam* as they share.

6 Discuss Whether the Students Would Beam

Tell the students that you will describe something that might happen to them. If they think they would beam, they should beam. If they do not think they would beam, they should not beam.

Begin by reading this scenario:

- *You read a story you wrote to the class. When you finish, everyone claps.*

Ask:

Q *Would you beam?*

After the students have beamed or not beamed, ask:

Q *Why [would/wouldn't] you beam?*

Have one or two volunteers share their thinking with the class. Remind them to use the word *beam* as they share their ideas.

Use the same procedure to discuss one or more of the following scenarios:

- *Your family is driving to an ice skating rink on a cold, snowy day. On the way, the car gets a flat tire. Your family has to sit and wait a long time for help to arrive.*
- *Your father tells you he is going to make hamburgers for dinner tonight.*

Teacher Note

You might remind the students that they learned the word *arrive* earlier and that *arrive* means "come to a place."

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Point to the word *beam* on the cards (WA2) and ask:

Q *What's the new word we are learning that means "smile a big, big smile"?*

Tell the students that tomorrow they will talk more about the words they learned this week.

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

MORE STRATEGY PRACTICE

Explore Multiple Meanings of *Beam*

Review that words can have more than one meaning and that the meanings are often very different. Explain that you will read a sentence from *Chrysanthemum* that includes the word *beamed*. Tell the students that you want them to listen carefully and think about what the word *beamed* means in the sentence.

Show pages 28–29 of the book and review that, in this part of the story, Mrs. Twinkle tells the class that she loves Chrysanthemum's name. Read page 29 aloud slowly and clearly, emphasizing the word *beamed*.

Ask:

Q *What do you think the word* beamed *means in the sentence "She beamed"?*

If necessary, explain that in the sentence *beamed* means "smiled a big, big smile." Chrysanthemum beamed because Mrs. Twinkle told the class that she loves Chrysanthemum's name. Ask:

Q *What else do you know about the word* beam*?*

If necessary, explain that *beam* can also mean a "line of light."

Materials

- *Chrysanthemum*

Technology Tip

To find web-based activities that focus on recognizing words with multiple meanings, you might search online using the keywords "whiteboard multiple-meaning words activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

Teacher Note

If the students struggle to answer the question, ask "If someone says, 'A beam of sunshine is shining through the window,' what kind of beam is the person talking about?"

EXTENSION

Explore Descriptive Language in *Chrysanthemum*

Explain that good writers like Kevin Henkes, the author of *Chrysanthemum*, use words that help us imagine what is happening in a story. Explain that you will reread a part of the story that tells about Chrysanthemum's first day of school without showing the picture. Tell the students that as you read, you want them to make pictures in their minds of what is happening.

Reread the last two paragraphs on page 8 (beginning with "On the first day . . .") aloud, slowly and clearly.

Give the students a few moments to make pictures in their minds. Then ask:

Q *What picture did you make in your mind?*

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As the students share their thinking, point out the language in the passage that helped them imagine what was happening (for example, "Chrysanthemum wore her sunniest dress and her brightest smile," "She ran all the way," and "'Hooray!' said Chrysanthemum"). Explain that Kevin Henkes used words like *sunniest*, *brightest*, and *hooray* to help us imagine how Chrysanthemum looked, what she did, and how she felt on her first day of school.

Day 3 Weekly Review

Materials

- Word and picture cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Listen respectfully to the thinking of others and share their own
- Work in a responsible way

Words Reviewed

miserable
Miserable means "very sad or unhappy."

possession
A *possession* is "something that belongs to someone."

humorous
Humorous means "funny."

beam
Beam means "smile a big, big smile."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Gather the class with partners sitting together, facing you. Remind them that this week they learned four words from the story *Chrysanthemum*. Explain that today they will think more about the words.

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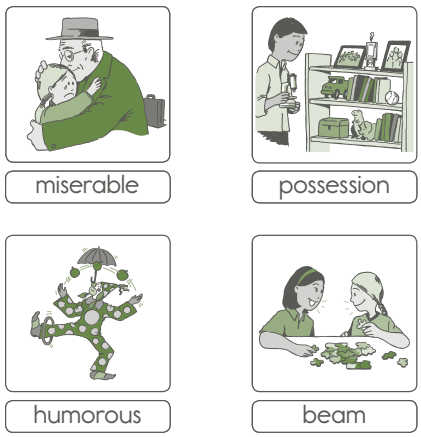
Display the word and picture cards (WA2) from Day 2. Point to the word *miserable*, pronounce the word, review its meaning, and have the students say it.

WA2



Discuss as a class:

Q *If your classmate looked miserable, what might you say or do? Why?*

Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and read it aloud.

WA5



PROMPT 1: "If my friend looked miserable, I might . . ."

Have one or two volunteers use the prompt to share their thinking.

Repeat the procedure to discuss the remaining words:

[possession]

Q *If your friend gave you his favorite possession, what might you say or do? Why?*

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PROMPT 2: "If my friend gave me his favorite possession, I might . . ."

[humorous]

Q *If you saw a humorous cartoon, what might you say or do? Why?*

PROMPT 3: "If I saw a humorous cartoon, I might . . ."

[beam]

Q *If you wanted your mother to beam, what might you say or do? Why?*

PROMPT 4: "If I wanted my mother to beam, I might . . ."

PRACTICE USING THE WORDS

2 Think More About the Words

Direct the students' attention to the word and picture cards (WA2). Point to the words *miserable* and *beam* and ask:

Q *Would you beam if you were miserable? Why or why not?* [Show prompt 5 and read it aloud.] *Turn to your partner.*

PROMPT 5: "I [would/would not] beam if I were miserable because . . ."

Have partners use the prompt to answer the questions. When most pairs have finished talking, signal for their attention and have a few volunteers use the prompt to share their thinking with the class. Remind them to use the words *miserable* and *beam* as they share.

Using the same procedure, discuss:

[humorous, possession]

Q *Would it be humorous if your puppy chewed up one of your possessions? Why or why not?* [Show prompt 6 and read it aloud.] *Turn to your partner.*

PROMPT 6: "It [would/would not] be humorous if my puppy chewed up one of my possessions because . . ."

Tell the students that next week they will learn four new words.

Teacher Note

If the students are struggling to answer the question, review the words and their meanings and repeat the questions.

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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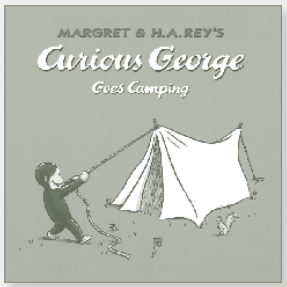
Week 8

RESOURCES



Read-aloud

- *Curious George Goes Camping* by Margret Rey and H.A. Rey

More Strategy Practice

- "Discuss Multiple Meanings of *Wander*"

Assessment Resource Book

- Week 8 vocabulary assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Form

- "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles

- Week 8 family letter (BLM1)
- (Optional) "Week 8 Picture Cards" (BLM2)
- (Optional) "Week 8 Word Cards" (BLM3)
- (Optional) "Week 8 Picture-Word Cards" (BLM4)
- (Optional) "Week 8 Crossword Puzzle" (BLM5)

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OVERVIEW

Words Taught	Words Reviewed
curious	hope
wander	humorous
odor	miserable
odd	possession
	rumble

Word-learning Strategies

- Recognizing words with multiple meanings (review)
- Recognizing synonyms (review)

Vocabulary Focus

- Students learn and use four words from or about the story.
- Students discuss a word with multiple meanings.
- Students review synonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students take turns talking and listening.
- Students share their partners' thinking with the class.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following picture cards and word cards: 14, 23, 25, 26, and 27. Set aside a few minutes periodically during the week to review the words.

✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 134 of the *Assessment Resource Book*.

(continues)

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DO AHEAD *(continued)*

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity "Discuss Multiple Meanings of *Wander*" on page 145.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 8 Picture Cards" (BLM2), "Week 8 Word Cards" (BLM3), "Week 8 Picture-Word Cards" (BLM4), and "Week 8 Crossword Puzzle" (BLM5). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 8

In this lesson, the students:

- Review words they learned earlier
- Build their speaking and listening skills
- Take turns talking and listening

Words Reviewed

hope
Hope means "wish for something or want something to happen."

humorous
Humorous means "funny."

miserable
Miserable means "very sad or unhappy."

possession
A *possession* is "something that belongs to someone."

rumble
Something that rumbles makes a deep, heavy sound that goes on and on.

ABOUT ABBREVIATED ONGOING REVIEW ACTIVITIES

Beginning in this lesson, parts of the ongoing review activity have been abbreviated. A Teacher Note refers you to a fully written-out example of the activity, if you wish to review it. For more information about abbreviated lessons, see "Full and Abbreviated Lessons" in the Introduction.

Materials

- Word cards and picture cards 14, 23, 25, 26, 27
- Pocket chart
- Ongoing review prompts (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and picture cards in the pocket chart. Review the pronunciation and meaning of each word.

Teacher Note
For an example of how to review the words, see Week 7, Ongoing Review, Step 1.

PRACTICE USING THE WORDS

2 Review the Activity "What Might You Say or Do?"

Tell the students that partners will do the activity "What Might You Say or Do?" Review that you will ask the students to imagine a situation that you describe, and then partners will tell each other what they might say or do in that situation.

Teacher Note
For a fully written out example of the activity, see Week 6, Day 3, Step 2.

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Point to the word *miserable* in the pocket chart, say the word, and explain that the situation you will have them imagine today is about the word *miserable*.

Ask the students to imagine the following situation:

- *It is Monday morning. You wake up, and you are feeling miserable.*

Then ask:

Q *What might you do? What might you say?*

Give the students a few moments to imagine the situation and think about the questions. Then display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words. Point to prompt 1 and read it aloud.

WA1

If I feel **miserable**, I might . . .

PROMPT 1: "If I feel miserable, I might . . ."

Then say "Turn to your partner" and have partners use the prompt to answer the questions. After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Then discuss as a class:

Q *What else might you do if you [feel miserable]? What else might you say?*

3 Continue the Activity During the Week

During the week, repeat the procedure using the situations and prompts (WA1) that follow. Review the pronunciation and meaning of each word before reading the situation.

[hope]

- *You hope to play on the soccer team.*

PROMPT 2: "If I hope to play on the soccer team, I might . . ."

[rumble]

- *You hear something rumbling outside your bedroom window.*

PROMPT 3: "If I hear something rumbling, I might . . ."

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[possession]

- *You lose your favorite possession.*

PROMPT 4: "If I lose my favorite possession, I might . . ."

[humorous]

- *You are talking with your friend and he says something humorous.*

PROMPT 5: "If my friend says something humorous, I might . . ."



CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' responses show that they understand the meanings of the words?
- Do the students have difficulty using or explaining any of the words? (Note which words they have difficulty with.)
- Are the students using the words they are learning spontaneously at other times of the day?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 134 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting individual students to tell or write a story in which they use the word.

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Day 1 Introduce *Curious* and *Wander*

Materials

- *Curious George Goes Camping*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)

In this lesson, the students:

- Learn and use the words *curious* and *wander*
- Build their speaking and listening skills
- Take turns talking and listening
- Share their partners' thinking with the class

Words Taught



curious (cover; p. 3; p. 13)
If you are curious about something, you are interested in it and want to know about it.



wander (p. 7; p. 17)
If you wander, you get lost or move away from where you are supposed to stay.

ABOUT ABBREVIATED LESSONS

Beginning this week, parts of the lesson that are essentially the same from week to week are abbreviated. Teacher Notes refer you to a fully written-out example of each abbreviated part, if you wish to review it. For more information about abbreviated lessons, see "Full and Abbreviated Lessons" in the Introduction.

3.D.i
3.D.ii
Step 1 and Step 2
(all, beginning on page 142
and continuing to page 144)

Teacher Note

For an example of how to review a read-aloud text, see Week 7, Day 1, Step 1.

ELL Note

The Spanish cognate of *curious* is *curioso/a*.

INTRODUCE AND USE *CURIOUS*

1 Introduce and Define *Curious*

Briefly review *Curious George Goes Camping*.

Show pages 10–11. Remind the students that, in this part of the story, George gets lost in the woods. Read pages 11–13, emphasizing the word *curious* on page 13.

Explain that if you are curious about something, you are interested in it and want to know more about it. Explain that George is curious, or wants to know more, about the animal he thinks is a cat, so he pulls its tail. Show the cover, point to the title, and explain that George is curious about many things, which is why he is called "Curious George" in the title. Review that being curious sometimes gets George into trouble.

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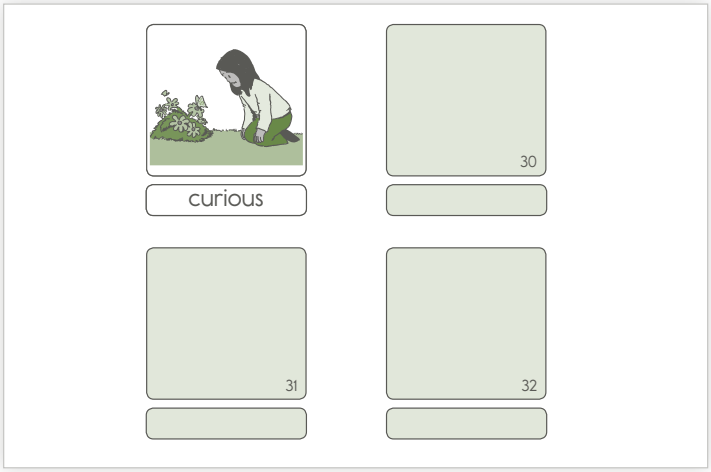
Display this week's word and picture cards (WA2) and reveal picture card 29. Explain that the picture shows a girl who is curious about a butterfly. The curious girl is looking closely at the butterfly because she is very interested in it and is eager to know more about it.

Reveal word card 29 and have the students say *curious*.



WA2

2 Discuss Being Curious

Give examples of things you are curious about.

> **You might say:**
>
> "I recently saw a TV show about sharks, and now I am very curious about them. I want to know more about sharks. I'm curious about my neighbor's new baby. I'm very interested in finding out more about him."

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Tell the students that you will ask partners to discuss a question, and then a few of them will share their partners' thinking with the class. Ask:

Q *What is something you are curious about? What is something you are interested in and want to know more about?* [Show prompt 1 and read it aloud.] *Turn to your partner.*

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I'm **curious** about . . .



PROMPT 1: "I'm curious about . . ."

After partners have talked, show prompt 2 (WA3) and read it aloud. Have one or two volunteers use the prompt to share their partners' thinking with the class.

PROMPT 2: "[Elise] says she is curious about . . ."

Follow up by asking:

Q *[Elise], why are you curious about [hurricanes]?*

Point to the word *curious* on the word and picture cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

If the students struggle to answer the questions, talk about things they might be curious about. For example, say "You might be curious about our hamster. You might want to know how old she is, whether she will have babies, and what she does at night. You might be curious about our new classmate Raphael. You might want to know what he likes to do for fun." Then repeat the questions.

INTRODUCE AND USE *WANDER*

3 Introduce and Define *Wander*

Show page 17 of the book. Remind the students that, in this part of the story, George has been sprayed by a skunk and is lost in the forest. Read page 17, stopping after "He wished he hadn't wandered so far from camp."

Emphasize the word *wandered* as you read. Explain that when you wander, you get lost or move away from where you are supposed to stay. Point to the picture on page 17 and explain that George wishes he had not wandered off and gotten lost.

Reveal picture card 30 on the cards (WA2). Explain that the picture shows a dog wandering off, or moving away from where it is supposed to stay.

Reveal word card 30 and have students say the word *wander*.

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4 Discuss Wandering

Give examples of times you or someone you know has wandered off.

> **You might say:**
>
> "My daughter wandered off once when we were shopping at the grocery store. She was scared when she realized she was lost. My husband and I were hiking once and wandered away from the main trail. It took us two hours to find our way back to the trail."

Ask:

Q *When have you or someone you know wandered off?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I wandered away from [my neighborhood] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, show prompt 4 (WA3) and read it aloud.

PROMPT 4: "[Shirley] said she wandered away from [her neighborhood] because . . ."

Point to the word *wander* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

For an example of how to end the discussion of a word, see Week 7, Day 2, Step 3.

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

MORE STRATEGY PRACTICE

Discuss Multiple Meanings of *Wander*

Review that words can have more than one meaning and that often the meanings are very different. Write the word *wander* where everyone can see it, pronounce it, and review that when you wander you get lost or move away from where you are supposed to stay. Tell the students that *wander* has another meaning. Explain that *wander* can also mean to "move around with no particular purpose or place to go." Provide a few examples of places where you enjoy wandering.

> **You might say:**
>
> "I enjoy wandering around the library. If I am not in a hurry, I just walk around and look at books. I also like to wander around the farmers' market. It's fun to see all the different kinds of fruits and vegetables.

Discuss:

Q *Where do you like to wander?*

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Day 2 Introduce *Odor* and *Odd*

Materials

- *Curious George Goes Camping*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)

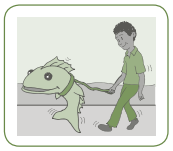
In this lesson, the students:

- Review the words *curious* and *wander* from Day 1
- Learn the words *odor* and *odd*
- Review synonyms
- Build their speaking and listening skills
- Take turns talking and listening
- Share their thinking

Words Taught



odor
Odor means "smell." When something has a bad odor, it does not smell good.



odd
Odd means *"strange."* If something is odd, it is difficult to explain or understand.

REVIEW THE WORDS

1 Briefly Review *Curious* and *Wander*

Display the word and picture cards (WA2) from Day 1. Review the words by having the students tell what they know about the words.

Teacher Note

For an example of how to review the words, see Week 7, Day 2, Step 1.

INTRODUCE AND USE *ODOR*

2 Introduce and Define *Odor* and Review Synonyms

Show pages 14–15 of *Curious George Goes Camping*. Remind the students that, in this part of the story, George is curious about a tail peeking out from under a bush. He thinks the tail belongs to a black and white kitty. Read page 14 aloud.

Tell the students the first word they will learn today is *odor,* and explain that *odor* means "smell." Explain that *odor* and *smell* are synonyms, and review that *synonyms* are "words that mean the same thing or almost the same thing." Point out that the spray from the skunk had an awful smell, or odor.

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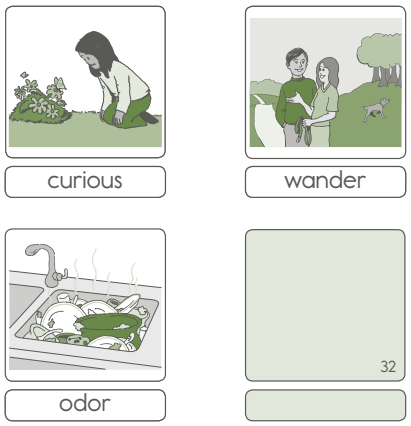
Direct the students' attention to the word and picture cards (WA2) and reveal picture card 31. Explain that the picture shows a pile of dirty dishes in a kitchen sink. Point out that there is a bad odor, or smell, coming from the dishes.

Reveal word card 31 and have the students say *odor.*

WA2



3 Discuss Odors We Do and Do Not Enjoy

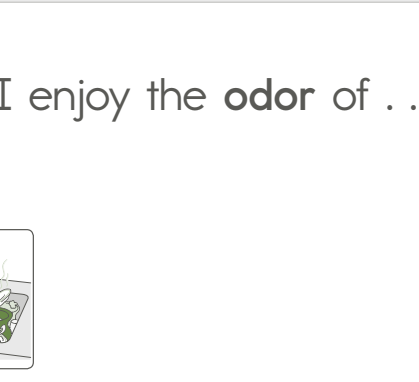
Tell the students that we can use the word *odor* to talk about smells we enjoy, or like, as well as smells we do not enjoy. Give some examples of odors you enjoy.

> **You might say:**
> "I love the odor of roses. I also love the odor of bread baking. The odor of lemonade reminds me of summertime, so I love that too."

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Then ask:

Q *What odors do you enjoy?* [Show prompt 1 and read it aloud.] *Turn to your partner.*

WA4



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PROMPT 1: "I enjoy the odor of . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Remind students that Curious George does not like the awful odor of the skunk's spray. Discuss as a class:

Q *What is an odor you do not enjoy smelling?*

Show prompt 2 (WA4) and read it aloud.

PROMPT 2: "I do not enjoy the odor of . . ."

Have a few volunteers share their thinking with the class.

Point to the word *odor* on the cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *ODD*

4 Introduce and Define *Odd* and Review Synonyms

Show page 22 of *Curious George Goes Camping*. Remind the students that after George is sprayed by the skunk, George's friend and the ranger find him and bring him back to camp. Read page 22 aloud.

Tell the students that the other word they will learn today is *odd* and that *odd* means "strange." Explain that *odd* and *strange* are synonyms. Explain that if something is odd, it is difficult to explain or understand. Point to the picture on page 22. Explain that taking a bath in tomato juice is odd, or strange, because people usually take a bath in water.

Direct the students' attention to the cards (WA2) and reveal picture card 32. Explain that the picture shows a boy walking a fish on a leash. Tell the students that a fish on a leash is odd because fish don't walk, they swim.

Reveal word card 32 and have the students say *odd*.

Teacher Note

If you started a synonym word wall, add the words *odd* and *strange* to it. You might also add the words *odor* and *smell*.

5 Play "Odd or Not Odd?"

Tell the students that you are going to play a game called "Odd or Not Odd?" Explain that you will describe a situation and partners will discuss whether or not the situation is odd, or strange.

Begin the game by saying:

- *A cat playing the piano*

Give the students a moment to imagine the situation; then ask:

Q *Is [a cat playing the piano] odd or not odd? Why?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

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PROMPT 3: "[A cat playing the piano] [is/is not] odd because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss whether each of the following is odd or not odd:

- *A family going somewhere in a car*
- *A cat sleeping next to a mouse*
- *A girl eating a sandwich*

Point to the word *odd* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Take turns talking and listening
- Share their thinking

Materials

- Word and picture cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 8 Crossword Puzzle" (BLM5) for each student

Words Reviewed

curious (cover; p. 3; p. 13)
If you are curious about something, you are interested in it and want to know about it.

wander (p. 7; p. 17)
If you wander, you get lost or move away from where you are supposed to stay.

odor
Odor is another word for *smell*. When something has a bad odor, it does not smell good.

odd
Odd means "strange." If something is odd, it is difficult to explain or understand.

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word and picture cards (WA2) from Day 2.

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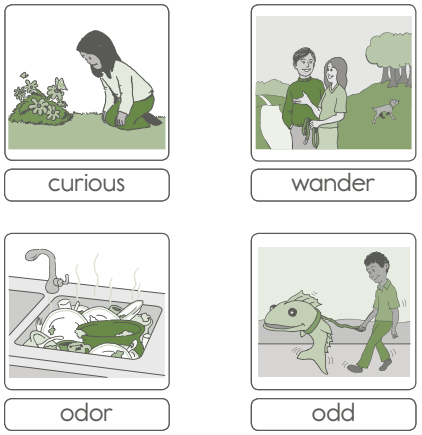
WA2



Teacher Note

For an example of how to introduce the weekly review, see Week 7, Day 3, Step 1.

Point to the word *curious*, pronounce it, and have the students say the word.

Ask:

Q *What do you know about the word* curious*? Turn to your partner.*

Teacher Note

If the students do not know the meaning of the word, tell them.

Have one or two volunteers share their thinking with the class.

Using the same procedure, have the students discuss what they know about *wander*, *odor*, and *odd*.

PRACTICE USING THE WORDS

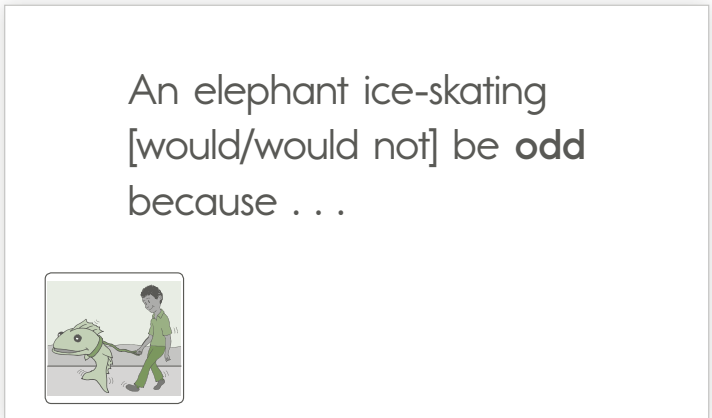
2 Answer Questions About the Words

Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Tell the students that you will ask them questions about this week's words. Explain that sometimes you will ask them to share their partners' thinking about a question, so it is important that they listen carefully to what their partners say.

Point to the word *odd* and ask:

Q *Would an elephant ice-skating be odd? Why?* [Show prompt 1 and read it aloud.] *Turn to your partner.*

WA5



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PROMPT 1: "An elephant ice-skating [would/would not] be odd because . . ."

After partners have talked, show prompt 2 (WA5) and read it aloud. Have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 2: "[April] said that an elephant ice-skating [would/would not] be odd because . . ."

Use the same procedure to discuss the following questions:

[wander]

Q *If your dog wandered off in the park, would you be worried? Why?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "If my dog wandered off I [would/would not] be worried because . . ."

[odor]

Q *Would a bucket of strawberries have a nice odor? Why?* [Show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "A bucket of strawberries [would/would not] have a nice odor because . . ."

[curious]

Q *If a bird were building a nest in a tree outside your bedroom window, would you be curious about it? Why?* [Show prompt 5 and read it aloud.] *Turn to your partner.*

PROMPT 5: "I [would/would not] be curious because . . ."

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 7 and 8, you might distribute a copy of the "Week 8 Crossword Puzzle" (BLM5) to each student.

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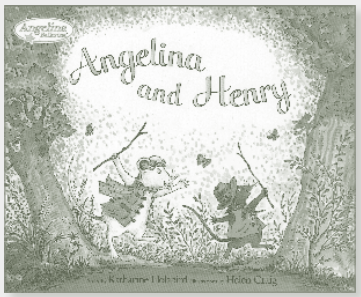
Week 9

RESOURCES



Read-aloud

- *Angelina and Henry* by Katharine Holabird, illustrated by Helen Craig

More ELL Support

- "Explore Storm Sounds in *Angelina and Henry*"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA6

Reproducibles

- Week 9 family letter (BLM1)
- (Optional) "Week 9 Picture Cards" (BLM2)
- (Optional) "Week 9 Word Cards" (BLM3)
- (Optional) "Week 9 Picture-Word Cards" (BLM4)

Professional Development Media

- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
twirl	admire
moan	beam
howl	squint
flash	stomp
	tremble

Word-learning Strategies

- Recognizing shades of meaning (review)
- Using inflectional endings (review)

Vocabulary Focus

- Students learn and use four words from the story.
- Students discuss shades of meaning.
- Students discuss the inflectional ending *-ed*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students take turns talking and listening.
- Students share their partners' thinking.
- Students work in a responsible way.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following picture cards and word cards: 15, 19, 22, 24, and 28. Set aside a few minutes periodically during the week to review the words.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 9 Picture Cards" (BLM2), "Week 9 Word Cards" (BLM3), and "Week 9 Picture-Word Cards" (BLM4). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 9

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Take turns talking and listening

Words Reviewed

admire
Admire means "look at something and like it because you think it is nice or pretty."

beam
Beam means "smile a big, big smile."

squint
Squint means "squeeze your eyelids almost closed while you look at something."

stomp
When you stomp, you put a foot down hard or walk with heavy, loud footsteps.

tremble
Tremble means "shake or shiver because you are scared or cold."

Materials

- Word cards and picture cards 15, 19, 22, 24, 28
- Pocket chart
- Ongoing review prompts (WA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and picture cards in the pocket chart. Review the pronunciation and meaning of each word.

Teacher Note
For an example of how to review the words, see Week 7, Ongoing Review, Step 1.

PRACTICE USING THE WORDS

2 Review the Game "Act Out the Words"

Tell the students that they will play the game "Act Out the Words." Review that you will point to a word and ask volunteers to act it out. Point to the word *tremble* in the pocket chart, read it aloud, and then have a volunteer act it out. Remind the class to watch the volunteer carefully. Then ask:

Q *What word did you see [Mira] acting out?*

Display the ongoing review prompts (WA1) and explain that students will use these prompts to discuss the review words. Point to prompt 1 and read it aloud.

Teacher Note
For a fully written-out example of the activity, see Week 4, Ongoing Review, Step 2.

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WA1

I saw _____ acting out the word _____.

PROMPT 1: "I saw [Mira] acting out the word [*tremble*]."

Have a few volunteers use the prompt to share their thinking with the class.

Then ask:

Q *What did you see [Mira] doing when she acted out the word* [tremble]?

Give the students a few moments to think. Then show prompt 2 (WA1).

PROMPT 2: "When [Mira] acted out the word [*tremble*] . . ."

Have a few volunteers use the prompt to share their thinking with the class.

3 Play the Game During the Week

During the week, repeat the procedure to have the students act out and discuss the remaining words.

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Introduce *Twirl* and *Moan*

Day 1

In this lesson, the students:

- Learn and use the words *twirl* and *moan*
- Build their speaking and listening skills
- Take turns talking and listening

Words Taught



twirl (p. 4)
Twirl means "turn or spin around quickly."



moan (p. 6)
Moan means "make a low, sad sound because you are unhappy or in pain."

Materials

- *Angelina and Henry*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)

INTRODUCE AND USE *TWIRL*

1 Introduce and Define *Twirl*

Briefly review *Angelina and Henry*.

Show pages 4–5 and review that, in this part of the story, Angelina and Henry are going camping with Uncle Louie. Read page 4 aloud, emphasizing the word *twirled*.

Tell the students that *twirl* means "turn or spin around quickly." Point to the picture on page 4 and explain that Angelina is twirling, or spinning around quickly, because she is happy and excited to go on a camping trip.

Display this week's word and picture cards (WA2) and reveal picture card 33. Explain that the picture shows a children's toy called a *top*. It is twirling, or spinning around quickly.

Reveal word card 33 and ask the students to say *twirl*.

Teacher Note

For an example of how to review a read-aloud text, see Week 7, Day 1, Step 1.

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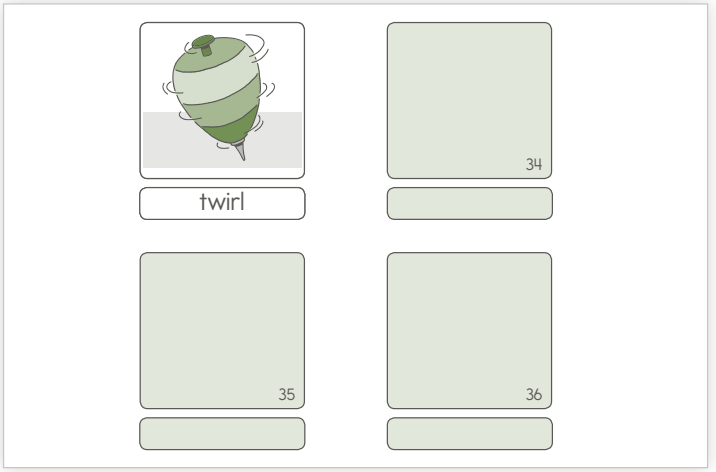
WA2



2 Play "Twirling or Not Twirling?"

Tell the students that partners will play a game called "Twirling or Not Twirling?" Explain that you will describe something that an animal or a person is doing. Then partners will discuss whether the animal or person is twirling or not twirling. Tell the students that partners may not always agree and that is fine. What is important is that they explain their thinking.

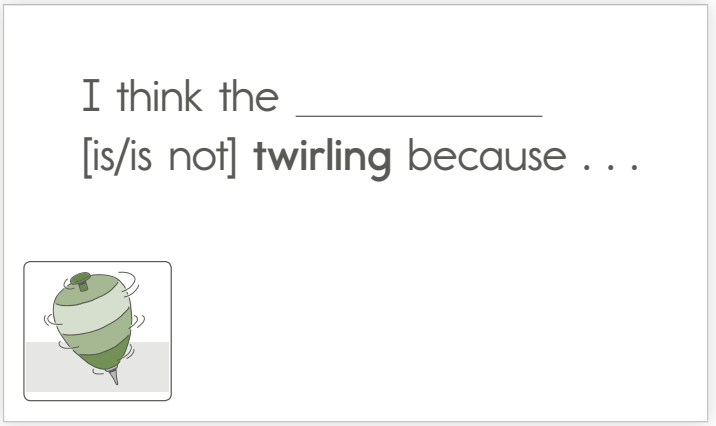
Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Then have the students close their eyes to picture the following:

- *A dog chasing its own tail*

Give the students a few moments to picture the dog in their minds. Then have the students open their eyes. Ask:

Q *Is the [dog] twirling or not twirling? Why?* [Show prompt 1 and read it aloud.] *Turn to your partner.*

WA3



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PROMPT 1: "I think the [dog] [is/is not] twirling because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, have the students picture and discuss one or more of the following scenes:

- *A lion chasing a deer across a field*
- *An ice-skater spinning around and around on his skates*
- *A person walking down the street*

Point to the word *twirl* on the word and picture cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

For an example of how to end the discussion of a word, see Week 7, Day 2, Step 3.

INTRODUCE AND USE *MOAN*

3 Introduce an ine *Moan*

Show pages 6–7 of *Angelina and Henry* and remind the students that Angelina and Henry are going on a hike with their Uncle Louie. Read page 6 aloud, moaning the words, "My backpack is so heavy."

Explain that *moan* means "make a low, sad sound because you are unhappy or in pain." Explain that Angelina moans the words "My backpack is so heavy"—or says them in a low, sad voice—because she is hot and tired during the hike.

Direct the students' attention to the cards (WA2) and reveal picture card 34. Tell the students that the picture shows a child grabbing his father's sleeve. Point to and moan the words "Please don't go!" Explain that the child is moaning because he is sad that his father is leaving.

Reveal word card 34 and have the students say *moan*.

4 Act Out Moaning

Tell the students that they will act out moaning. Ask them to imagine that they have pains in their stomachs. Explain that you want them to moan when you give a signal. Tell them that when you signal again, they should stop moaning.

Signal for the students to moan. After a few moments, signal for them to stop moaning. Discuss as a class:

Q *How did you sound when you moaned? What did you do?*

Show prompt 2 on the day 1 prompts (WA3) and read it aloud.

PROMPT 2: "When I moaned, I . . ."

Have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

If the students struggle to act out moaning, briefly model it. Then signal for the class to act out the word.

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Tell the students that you are going to ask them another question about the word *moan* and that after partners talk about the question, you will ask a few students to share their partners' thinking with the class.

Ask:

Q *When have you moaned or heard someone moan?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I moaned when . . ." or "I heard [my cousin] moan when . . ."

After partners have talked, show prompt 4 (WA3) and read it aloud. Have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 4: "[Rachel] moaned when . . ." or "[Rachel] heard [her cousin] moan when . . ."

Point to the word *moan* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

MORE ELL SUPPORT

Explore Storm Sounds in *Angelina and Henry*

Tell the students that Katharine Holabird, the author of *Angelina and Henry*, uses some interesting words in the story to help us imagine, or hear in our minds, how a storm sounds. Show pages 16–17 and review that in this part of the story, Angelina and Henry have gotten caught in a storm and it is beginning to get dark. Tell the students that as you read, you want them to listen for the words that tell how the storm sounds. Read the second to last paragraph on page 16 aloud beginning with "Rain pelted down. . . ."

Ask:

Q *What words did you hear that tell how the storm sounds?*

If necessary, point out that the word *roared* tells how the thunder sounds, and the word *crashed* tells how the branch sounds when the stormy winds knock it to the ground.

Ask:

Q *What are some other sounds that a storm can make? Turn to your partner.*

After a few moments, signal for their attention. Have a few pairs share their thinking with the class.

Tell the students that words such as *roared* and *crashed* make a story more interesting and fun to read and hear because they help us imagine the sounds of the storm.

If students struggle to think of other storm sounds, provide examples such as *swish*, *crack*, *boom*, *splash*, and *plop*.

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Introduce *Howl* and *Flash*

Day 2

In this lesson, the students:

- Review the words *twirl* and *moan* from Day 1
- Learn and use the words *howl* and *flash*
- Review shades of meaning
- Discuss the inflectional ending *-ed*
- Build their speaking and listening skills
- Take turns talking and listening

Words Taught



howl (p. 15)
Howl means "make a loud, crying sound."



flash (p. 16)
Flash means "move or pass by very quickly."

REVIEW THE WORDS

1 Briefly Review *Twirl* and *Moan*

Display the word and picture cards (WA2) from Day 1. Review the words by having the students tell what they know about the words.

INTRODUCE AND USE *HOWL*

2 Introduce and Define *Howl*

Show pages 14–15 of *Angelina and Henry*. Review that Angelina and Henry are caught in a storm and are scared that Big Cat might be nearby. Read the first paragraph on page 15 aloud, emphasizing the word *howled*.

Materials

- *Angelina and Henry*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)

Teacher Note

For an example of how to review the words, see Week 7, Day 2, Step 1.

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Teacher Note

If the students struggle to act out howling like the wind, support them by acting it out.

Tell the students that *howl* means "make a loud, crying sound." Explain that it can be very windy during a storm and that the wind can make a howling sound. Ask a volunteer to act out how the wind sounds when it howls.

3 Discuss When the Students Have Howled in Pain

Tell the students that people and animals sometimes howl, or make loud, crying sounds, particularly if they are hurt or in pain. Ask:

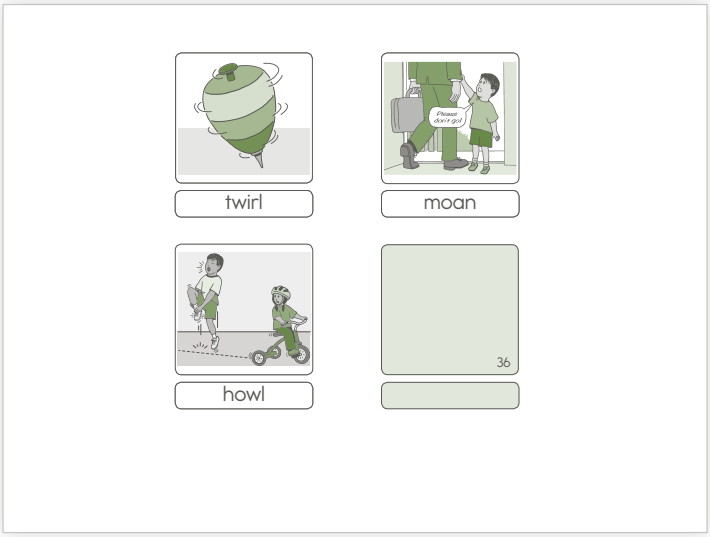
Q *What would a person sound like if he howled in pain?*

Have one or two volunteers act out howling like a person in pain.

Direct the students' attention to the word and picture cards (WA2) and reveal picture card 35. Point out that the picture shows a boy whose younger sister accidentally rode over his foot with her tricycle. Explain that the boy is howling because his foot hurts.

Reveal word card 35 and ask the students to say *howl*.

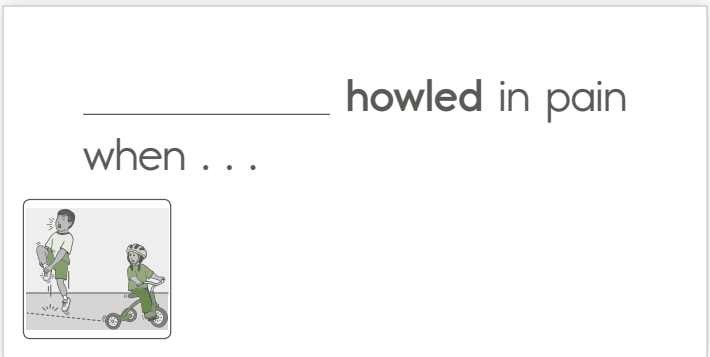
WA2



Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Then ask:

Q *When have you or someone you know howled in pain?* [Show prompt 1 and read it aloud.] *Turn to your partner.*

WA4



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PROMPT 1: "[I] howled in pain when . . ."

Have partners use the prompt to discuss the question. After partners have discussed, have a few volunteers use the prompt to share their thinking with the class. Ask each volunteer to act out how she howled.

Point to the word *howl* on the cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *FLASH*

4 Introduce and Define *Flash* and Review Shades of Meaning

Show pages 16–17 of *Angelina and Henry* and review that Angelina and Henry are caught in a storm and are afraid that Big Cat is nearby. Read the first sentence on page 16 aloud, emphasizing the word *flashed*.

Tell the students that *flash* means about the same thing as *move* or *pass by*—with this important difference. Explain that *flash* means to "move or pass by *very quickly*." Explain that when something flashes by, it is not just moving fast, but it is moving very fast. Point to the black tail on page 17 and explain that it flashed by, or moved by, very quickly.

Direct the students' attention to the cards (WA2) and reveal picture card 36. Explain that the picture shows an ambulance flashing by. The ambulance is passing by very, very quickly.

Reveal word card 36 and ask the students to say *flash*.

Follow up by asking:

Q *Why do you think an ambulance would flash by?*

Teacher Note

If you started a "Just the Right Word" chart, add the word *flash* with its definition, "move or pass by very quickly."

Teacher Note

You might explain that people who are hurt or sick use ambulances to get to the hospital.

5 Discuss Which One Is Flashing

Tell the students that you will describe two animals. Explain that they must decide which one is flashing by and explain why. Begin by reading the following descriptions:

- *A cheetah is running very fast across the desert.*
- *A turtle is walking slowly across the street.*

Ask:

Q *Which one is flashing by? Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "[The cheetah] is flashing by because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Explain that now you will describe two people. Partners will decide which person is flashing by and explain why.

- *A girl is racing as fast as she can run to score a goal in soccer.*
- *A boy is sitting quietly, reading a book about planes.*

ELL Note

You might discuss each choice individually by asking "A cheetah is running very fast across the desert. Is the cheetah flashing by? Why?" and "A turtle is walking slowly across the street. Is the turtle flashing by? Why?"

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TEKS 3.C.ii
Student/Teacher Narrative
Step 6 (all)

ELPS 4.C.iv
Step 6 (all)

Technology Tip

To find web-based whiteboard activities that focus on using inflectional endings, you might search online using the keywords "whiteboard inflectional endings activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

Teacher Note

If the students need more practice with using the inflectional ending *-ed*, have them act out and discuss the words *beamed* ("smiled a big, big smile"), *stomped* ("put a foot down hard or walked with heavy, loud footsteps"), or *wandered* ("got lost or moved away from where you were supposed to stay").

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

Ask:

Q *Which one is flashing by? Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "The [girl] is flashing by because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *flash* on the cards (WA2) and review the pronunciation and meaning of the word.

6 Introduce the Inflectional Ending *-ed*

Explain that the students are going to talk more about some of the words they have learned. Write the word *howl* where everyone can see it and review its meaning ("make a loud, crying sound"). Have a volunteer act out howling like a dog. Tell the students that the volunteer howled when she acted out the word. Write the word *howled* next to *howl*.

Point to the words *howl* and *howled* and ask:

Q *What do you notice about the words* howl *and* howled? *How are they different?*

If necessary, point out that *howled* ends in *-ed*. Underline the *-ed* in *howled* and explain that when we talk about something that has already happened, we add *-ed* to the end of the word.

Write the word *flash* where everyone can see it. Remind the students that earlier they talked about a cheetah that flashed, or moved very quickly, across the desert. Ask:

Q *What letters do we add to the word* flash *to make the word* flashed?

If necessary, tell the students that you add *-ed* to *flash* to make the word *flashed*. Write the word, underline *-ed*, and review that when you talk about something that has already happened, you add *-ed* to the word.

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Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Take turns talking and listening

Words Reviewed

twirl
Twirl means "turn or spin around quickly."

moan
Moan means "make a low, sad sound because you are unhappy or in pain."

howl
Howl means "make a loud, crying sound."

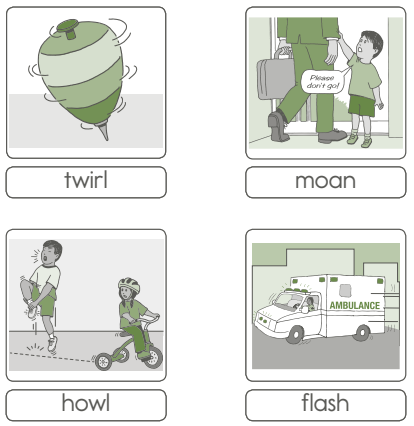
flash
Flash means "move or pass by very quickly."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word and picture cards (WA2) from Day 2. Review the pronunciation and meaning of the words.

WA2



Ask:

Q *Which of the words do you think is the most interesting? Why? Turn to your partner.*

Have a few volunteers share their thinking with the class.

Materials

- Word and picture cards (WA2) from Day 2
- Weekly review activity (WA5)
- Day 3 prompt (WA6)
- Copy of this week's family letter (BLM1) for each student

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PRACTICE USING THE WORDS

2 Play "I'm Thinking of a Word"

Tell the students that partners will play "I'm Thinking of a Word." Explain that you will give a clue about one of the words. The students will figure out which of the words best fits the clue and use a prompt to explain why they think it is that word. Tell the students that before they play the game in pairs, you will practice playing the game as a class.

Display the weekly review activity (WA5) and begin playing the game:

1. Say "I'm thinking of a word." Click 1 to reveal the first clue and read it aloud.
   - Clue 1: *This is what you do when you run by very quickly.*
2. Give the students a few moments to think about the clue. Then read the four word choices aloud and ask:

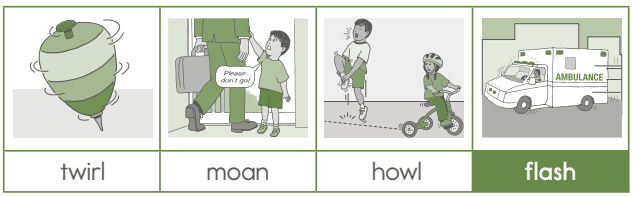
   Q *Which word is it?*

   Click 1 again to reveal the prompt. Point to the prompt and read it aloud.

PROMPT: "I think the word is [*flash*] because . . ."

   Have a few volunteers use the prompt to share their thinking with the class.
3. Conclude the discussion of this clue by clicking 1 a third time to highlight the correct response.

WA5



4. Click 1 to clear the screen.

Teacher Note

For a fully written-out example of the activity, see Week 2, Ongoing Review, Step 2.

Teacher Note

Each clue on the weekly review activity (WA5) has a corresponding number: the first clue is 1; the second clue is 2; the third clue is 3; and so on. To play the game, click the corresponding number four times:

- The first click reveals the clue.
- The second click reveals the prompt.
- The third click reveals the correct answer.
- The fourth click clears the screen.

Teacher Note

The prompt for this activity also appears as prompt 1 on the day 3 prompts (WA6).

Teacher Note

If you are not using an interactive whiteboard, you might post the picture cards and word cards and write the clues where everyone can see them.

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3 Continue Playing the Game in Pairs

Now play the game in pairs:

1. Say "I'm thinking of a word." Then click ❷ to reveal the second clue and read it aloud.
   - Clue 2: *This is the noise the wind makes during a storm.*
2. Read the four word choices aloud and ask:



Q *Which word is it?* [Click ❷ again and read the prompt aloud.] *Turn to your partner.*

PROMPT: "I think the word is [*howl*] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❷ a third time to highlight the correct response.
4. Click ❷ to clear the screen.

Repeat the procedure to discuss each of the following clues:

- Clue 3: *This is the sound you make when you have a stomachache.* (moan)
- Clue 4: *This is the sound a wolf makes.* (howl)
- Clue 5: *This is what a bird does when it flies by rapidly.* (flash)
- Clue 6: *This is what an ice-skater does, spinning around and around.* (twirl)

Teacher Note

You might want to remind the students that they learned the word *rapidly* and that *rapidly* means "very quickly or very fast."

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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Week 10

RESOURCES



Read-aloud

- *Peter's Chair* by Ezra Jack Keats

More Strategy Practice

- "Review *Mutter* and Discuss Shades of Meaning"

Assessment Resource Book

- Week 10 vocabulary assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Form

- "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles

- Week 10 family letter (BLM1)
- (Optional) "Week 10 Picture Cards" (BLM2)
- (Optional) "Week 10 Word Cards" (BLM3)
- (Optional) "Week 10 Picture-Word Cards" (BLM4)
- (Optional) "Week 10 Crossword Puzzle" (BLM5)

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OVERVIEW

Words Taught	Words Reviewed
mutter	memory
arrange	miserable
collapse	moan
resent	possession
	twirl

Word-learning Strategies

- Recognizing shades of meaning (review)
- Using inflectional endings

Vocabulary Focus

- Students learn and use four words from or about the story.
- Students discuss the inflectional ending *-ing*.
- Students review shades of meaning.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students take turns talking and listening.
- Students work in a responsible way.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following picture cards and word cards: 5, 25, 26, 33, and 34. Set aside a few minutes periodically during the week to review these words.

✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 135 of the *Assessment Resource Book*.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 1, collect five or six blocks for teaching the word *arrange*. (See Step 4.)
- ✓ (Optional) Prior to Day 1, review the more strategy practice activity "Review *Mutter* and Discuss Shades of Meaning" on page 177.
- ✓ Prior to Day 2, gather the five or six blocks from Day 1 for teaching the inflectional ending *-ing*. (See Step 5.)
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 10 Picture Cards" (BLM2), "Week 10 Word Cards" (BLM3), "Week 10 Picture-Word Cards" (BLM4), and "Week 10 Crossword Puzzle" (BLM5). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 10

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen to one another
- Take turns talking and listening
- Take responsibility for themselves

Words Reviewed

memory
A *memory* is "something you remember from the past."

miserable
Miserable means "very sad or unhappy."

moan
Moan means "make a low, sad sound because you are unhappy or in pain."

possession
A *possession* is "something that belongs to someone."

twirl
Twirl means "turn or spin around quickly."

Materials

- Word cards and picture cards 5, 25, 26, 33, 34
- Pocket chart
- Ongoing review prompts (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

REVIEW THE WORDS

1 Briefly Review the Words

Display the word cards and picture cards in the pocket chart where everyone can see them. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Review the Game "Which Word Is It?"

Tell the students that partners will play the game "Which Word Is It?" Review that you will give a clue about one of the words. Then the students will figure out which word it is and explain why they think it is that word.

Point to the words *memory* and *possession* in the pocket chart, say each word, and tell the students that the first clue is about one of these words. Read the following clue aloud:

- *You remember a fun time you had at the park.*

Teacher Note

For a fully written-out example of this game, see Week 5, Ongoing Review, Step 2.

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Give the students a few moments to think about the clue. Then ask:

Q *Is this a memory or a possession? Why?*

Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words. Point to prompt 1, read it aloud, and have one or two volunteers share their thinking.

WA1

It is a _____ because . . .

PROMPT 1: "It is a [memory] because . . ."

3 Play the Game in Pairs

Play a round of the game in pairs, using the clue that follows. Begin by pointing to the words *twirl* and *moan* and saying each word. Then read the following clue aloud:

- *You hit your elbow on a desk.*

Give the students a few moments to think about the clue. Then ask:

Q *Do you twirl or moan? Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I [moan] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

4 Play the Game During the Week

During the week, continue playing the game using the same procedure. Review the pronunciation and meaning of the words being discussed before reading the clue.

[possession/memory]

- *You get a new bike.*

Q *Is the bike a possession or a memory? Why?* [Point to prompt 1 and read it aloud.] *Turn to your partner.* (possession)

[moan/twirl]

- *You can't wait to dance for the school play. You are excited!*

Q *Do you twirl or moan? Why?* [Point to prompt 2 and read it aloud.] *Turn to your partner.* (twirl)

Teacher Note

The word in parentheses after the question is the most likely response, but for some questions, students might reasonably select either word. That is fine. What is important is that the students can explain their thinking.

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[memory/possession]

- *You remember a strange dream.*

Q *Is the dream a memory or a possession? Why?* [Point to prompt 1 and read it aloud.] *Turn to your partner.* (memory)

[miserable/twirl]

- *You drop a pancake on the floor and the dog eats it. You are very unhappy.*

Q *Do you twirl or feel miserable? Why?* [Point to prompt 2 and read it aloud.] *Turn to your partner.* (miserable)

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' choices and explanations show that they understand the words' meanings?
- Do the students have difficulty using or explaining any of the words? (Note which words they have difficulty with.)

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 135 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting each student to act out the word and then talk about what she did.

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Day 1 Introduce *Mutter* and *Arrange*

Materials

- *Peter's Chair*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)
- Five or six blocks for teaching the word *arrange*, collected ahead

In this lesson, the students:

- Learn and use the words *mutter* and *arrange*
- Review shades of meaning
- Build their speaking and listening skills
- Take turns talking and listening
- Listen to one another

Words Taught



mutter (p. 13)
Mutter means "speak in a low, unclear way with your mouth nearly closed."



arrange (p. 18)
Arrange means "put a group of things or people in a particular order."

INTRODUCE AND USE *MUTTER*

1 Introduce and Define *Mutter*

Briefly review *Peter's Chair*.

Show pages 12–13 and review that, in this part of the story, Peter is upset because his father is painting Peter's old furniture pink for his new baby sister. Read page 13 aloud, emphasizing the word *muttered*.

Explain that *mutter* means "speak in a low, unclear way with your mouth nearly closed." Explain that people sometimes mutter because they do not want other people to hear them. Tell them that Peter is muttering because he does not want his father to hear him complaining. Reread "My crib. It's painted pink too," in a muttering tone.

Display this week's word and picture cards (WA2) and reveal picture card 37. Tell the students that people also mutter when they are talking to themselves. Explain that the picture shows a boy who is about to get dressed for school. He is muttering, or talking to himself in a low, unclear way, about what he is going to wear. His mother can't hear what he is saying. Read the words in the boy's speech balloon in a muttering voice, and then read the words in the mother's speech balloon in a clear voice.

Reveal word card 37 and have the students say the word *mutter*.

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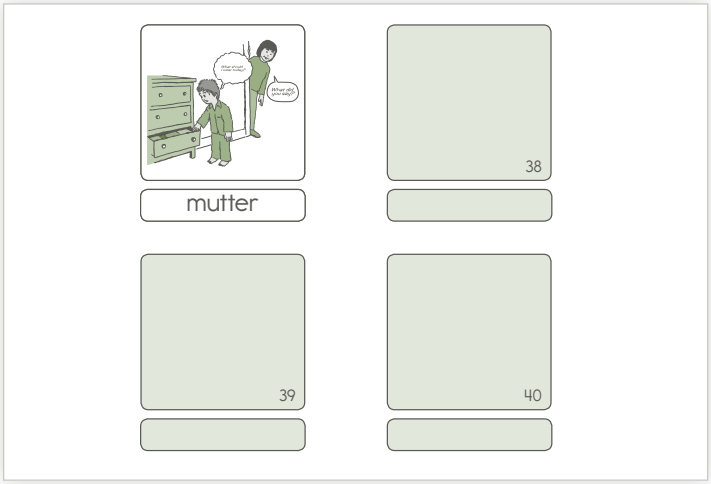
WA2



2 Play "Did I Mutter?"

Tell the students that partners will play a game called "Did I Mutter?" Explain that you will say something, and the students will decide whether or not you muttered. Then display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today.

Make a complaining statement in a muttering tone; for example, say "The bus is late again. That is really annoying."

Ask:

Q *Did I mutter?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA3



PROMPT 1: "You [did/did not] mutter."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Then ask:

Q *Why did you say I [muttered]?*

Show prompt 2 (WA3), and read it aloud. Have a few volunteers use the prompt to take turns answering the question.

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PROMPT 2: "We said you [did/did not] mutter because . . ."

Next make a statement in a conversational tone; for example, say "We're learning some good words this year. We can use them in our writing."

Using the same procedure, have the students discuss whether you muttered and why.

Point to the word *mutter* on the word and picture cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

You might continue the game by inviting volunteers to make statements in a muttering or conversational voice and having the students discuss whether the volunteer is or is not muttering. Alternatively, you might have partners take turns muttering something to each other and then have one or two volunteers share their mutterings with the class.

ELPS 3.B.iii
Step 3 and Step 4 (all, beginning in page 176 and continuing on to page 177)

INTRODUCE AND USE *ARRANGE*

3 Introduce and Define *Arrange*

Show pages 18–19 of *Peter's Chair* and remind the students that Peter decides to run away and that he takes some of his things with him. Read page 18 aloud, emphasizing the word *arranged*.

Explain that *arrange* means "put a group of things or people in a particular order." Tell the students that Peter arranges his things, or puts them in a particular order on the sidewalk, so that they look nice. Point to Peter and explain that he is looking at his things and enjoying the way he arranged them.

Direct the students' attention to the word and picture cards (WA2) and reveal picture card 38. Explain that the picture shows a girl arranging a group of dolls on her bed. She is putting them in a particular order that she likes.

Reveal word card 38 and have the students say the word *arrange*.

4 Arrange Blocks

Explain that you will arrange a group of blocks, or put the blocks in a particular order, and then you will ask the students to tell you how you arranged the blocks.

Arrange five or six blocks in a straight line where everyone can see them.

Ask:

Q *How did I arrange the blocks? What kind of order did I put them in?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "You arranged the blocks . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow the same procedure with the blocks arranged in a circle and then in a stack.

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Invite a volunteer to arrange the blocks and to ask the class how she arranged them.

Point to the word *arrange* on the cards (WA2) and review the pronunciation and meaning of the word.

MORE STRATEGY PRACTICE

Review *Mutter* and Discuss Shades of Meaning

Write the words *mutter* and *talk* where everyone can see them. Say each word and have the students say the words. Tell the students that *mutter* and *talk* mean almost the same thing, but that they are different in one important way. Ask:

Q *In what way are the words* mutter *and* talk *different?*

If necessary, remind the students that *mutter* means "speak in a low, unclear way with your mouth nearly closed." Review that if someone is muttering something, the person is talking in a low voice that is difficult to hear.

Explain that you are going to read a story about our friend Bridget. Tell the students that as they listen, you want them to think about whether Bridget is talking in a normal voice or muttering. Then read the following story aloud, slowly and clearly:

- *Bridget wants to play kickball with her classmates. They have already started the game and don't see her standing on the field waiting. Instead of asking them to join the next game, Bridget walks off the field and says, "I never get to play kickball. It's not fair."*

Ask:

Q *Do you think Bridget spoke in a normal voice or did she mutter? Why do you think that?* [Read the prompt aloud.] *Turn to your partner.*

PROMPT: "I think Bridget [muttered] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Tell the students that thinking about how the word *mutter* is like the word *talk* and how it is different can help them remember the word and use it correctly. Tell the students that now that they know the word *mutter*, they have just the right word to use in their writing when they want to tell that someone talked in a low, unclear way.

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

Teacher Note

If you started a "Just the Right Word" chart, add the word *mutter* and its definition ("speak in a low, unclear way with your mouth nearly closed") to it.

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Day 2 Introduce *Collapse* and *Resent*

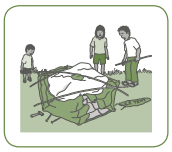
Materials

- *Peter's Chair*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)
- Five or six blocks from Day 1, collected ahead

In this lesson, the students:

- Review the words *mutter* and *arrange* from Day 1
- Learn and use the words *collapse* and *resent*
- Discuss the inflectional ending *-ing*
- Build their speaking and listening skills
- Take turns talking and listening
- Listen to one another

Words Taught



collapse
Collapse means "fall down suddenly."



resent
Resent means "feel hurt or angry about something that has been done or said to you."

Teacher Note

This lesson may require an extended class period. You might prefer to teach Step 5 later in the day or at the start of Day 3.

ELL Note

The Spanish cognate of *collapse* is *colapsar*.

REVIEW THE WORDS

1 Briefly Review *Mutter* and *Arrange*

Display the word and picture cards (WA2) from Day 1. Review the words by having the students tell what they remember about them.

INTRODUCE AND USE *COLLAPSE*

2 Introduce and Define *Collapse*

Show pages 4–5 of *Peter's Chair* and review that Peter is making a building. Read pages 4–7 aloud, stopping after the sentence "Down it came."

Tell the students that the first word they will learn today is *collapse*. Explain that *collapse* means "fall down suddenly."

Show pages 6–7 and discuss as a class:

Q *Why does Peter's building collapse?*

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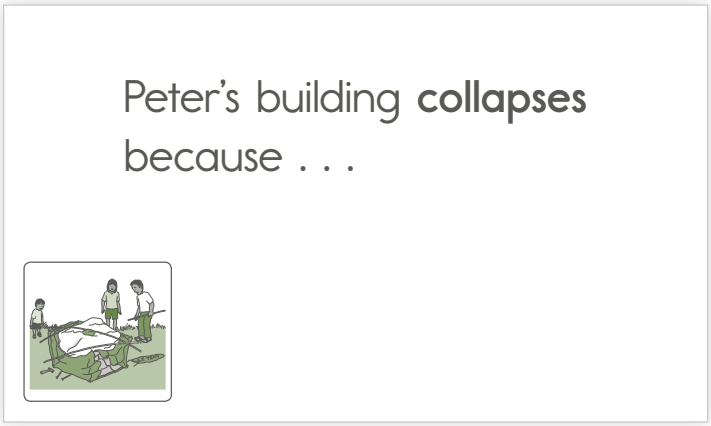
Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and read it aloud.

WA4



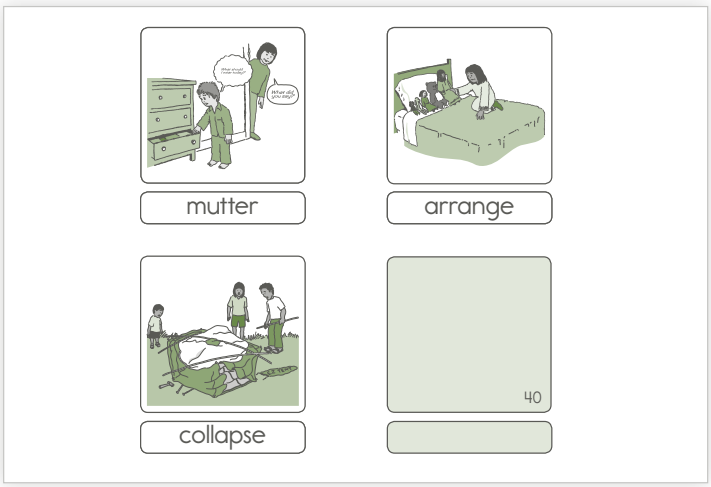
PROMPT 1: "Peter's building collapses because . . ."

Have a few volunteers use the prompt to share their thinking.

Direct the students' attention to the word and picture cards (WA2) and reveal picture card 39. Explain that the picture shows a tent collapsing, or falling down suddenly, after a family has put it up.

Reveal word card 39 and have the students say the word *collapse*.

WA2



3 Do the Activity "Imagine That!"

Tell the students that they will do the activity "Imagine That!" Ask the students to imagine the following scene as you read it aloud:

- *You have built a house out of toothpicks on your dining room table. Someone runs by and bumps the table.*

Teacher Note

For a full written-out example of this activity, see Week 4, Day 2, Step 5.

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Ask:

Q *Will the house collapse? Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "The house [will/will not] collapse because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

4 Discuss and Act Out Collapsing

Review that things like houses and bridges sometimes collapse. Explain that people can also collapse, or fall down suddenly, when they are very tired, or hurt or sick.

Ask:

Q *When might you be so tired that you collapse?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I might collapse . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Have one or two volunteers act out how they might look if they collapsed. Then discuss as a class:

Q *What did you see [Jamaica] do when she collapsed?*

Show prompt 4 and read it aloud. Have the students use the prompt to share their thinking.

PROMPT 4: "When [Jamaica] collapsed, she . . ."

Point to the word *collapse* on the cards (WA2) and review the pronunciation and meaning of the word.

5 Introduce the Inflectional Ending *-ing*

Write the word *collapse* where everyone can see it. Then, using the blocks from Day 1, Step 4, stack the blocks and knock them over. As the stack of blocks falls, explain that it is *collapsing*. Write the word *collapsing* beneath *collapse*.

Point to the words and ask:

Q *What do you notice about the words* collapse *and* collapsing*? How are they different?*

If necessary, point out that *collapsing* ends with *-ing*. Underline the *-ing* in *collapsing* and explain that when we talk about something that is happening right now, we add *-ing* to the end of the word.

TEKS 3.C.iii
Student/Teacher Narrative Step 5 (all, beginning on page 180 and continuing to the top of page 181)

ELPS 4.C.iv
Step 5
(all, beginning on page 180 and continuing on to page 181

Teacher Note

You may wish to point out the silent *e* in the base word *collapse*, and explain that words that end in silent *e* drop the *e* before adding *-ing*.

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Write the word *arrange* where everyone can see it. Remind the students that yesterday they talked about arranging blocks, or putting the blocks in a particular order. Ask:

Q *What letters do we add to the word* arrange *to make the word* arranging*?*

If necessary, tell the students that you add *-ing* to *arrange* to make the word *arranging*. Write the word where everyone can see it, underline *-ing*, and review that when you talk about something that is happening right now, you add *-ing* to the word.

Teacher Note

If the students need more practice with using the inflectional ending *-ing*, have them act out and discuss the words *muttering* ("speak in a low, unclear way with your mouth nearly closed") or *twirling* ("turn or spin around quickly").

INTRODUCE AND USE *RESENT*

6 Introduce and Define *Resent*

Show pages 10–11 of *Peter's Chair* and review that Peter is upset because his father is painting the high chair pink. Read pages 11–14 aloud.

Tell the students that the other word they will learn today is *resent* and explain that *resent* means "feel hurt or angry about something that has been done or said to you." Point out that Peter resents it when his parents give the furniture to the baby. His feelings are hurt and he is angry because he thinks the furniture belongs to him.

Direct the students' attention to the cards (WA2) and reveal picture card 40. Explain that the picture shows a girl who has not gotten a turn on the swings. She resents it—feels hurt and angry—because everyone has had a turn but her.

Reveal word card 40 and have the students say the word *resent*.

ELL Note

The Spanish cognate of *resent* is *resentirse*.

7 Do the Activity "Imagine That!"

Ask the students to close their eyes and imagine the following scene as you read it aloud:

- *Your babysitter sends you to bed much earlier than usual.*

Give the students a few moments to imagine the situation. Then tell them to open their eyes, and ask:

Q *Will you resent that? Why?* [Show prompt 5 and read it aloud.] *Turn to your partner.*

PROMPT 5: "I [will/will not] resent that because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following scenario:

- *Your friend says he doesn't like your new tennis shoes.*

Point to the word *resent* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

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Day 3 Weekly Review

Materials

- Word and picture cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 10 Crossword Puzzle" (BLM5) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Take turns talking and listening
- Listen to one another

Words Reviewed

mutter
Mutter means "speak in a low, unclear way with your mouth nearly closed."

arrange
Arrange means "put a group of things or people in a particular order."

collapse
Collapse means "fall down suddenly."

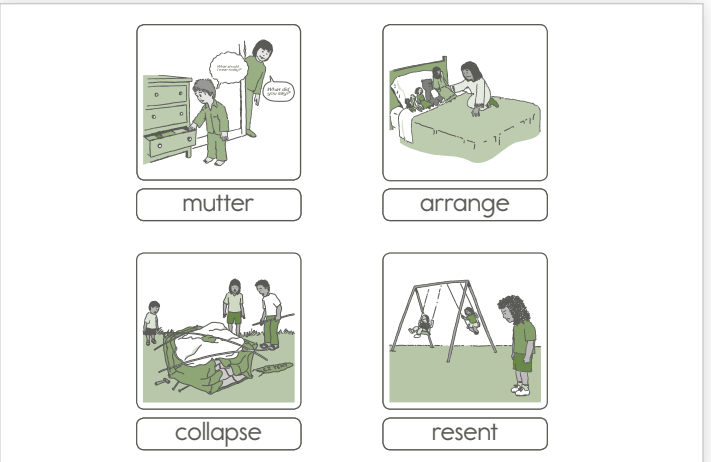
resent
Resent means "feel hurt or angry about something that has been done or said to you."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word and picture cards (WA2) from Day 2.

WA2



Point to the word *mutter* and review its pronunciation and meaning. Discuss as a class:

Q *If the person sitting next to you were muttering, what would you do? Why?*

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Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Point to prompt 1, read it aloud, and have one or two volunteers use the prompt to share their thinking with the class.

WA5

If the person next to me were **muttering**, I would . . .



PROMPT 1: "If the person next to me were muttering, I would . . ."

Review and discuss the following words and questions using the same procedure:

[arrange]

Q *If your mother asked you to arrange your toys neatly in your room, what would you do? Why?*

PROMPT 2: "If I arranged my toys neatly, I might . . ."

[collapse]

Q *If you ran as fast as you could, would you collapse? Why or why not?*

PROMPT 3: "I [would/would not] collapse because . . ."

[resent]

Q *If your friends said there was no room for you in their game at recess, would you resent it? Why or why not?*

PROMPT 4: "I [would/would not] resent it because . . ."

PRACTICE USING THE WORDS

2 Act Out the Words

Direct the students' attention to the word and picture cards (WA2). Point to one of the words, read it aloud, and review its meaning. Then ask a volunteer to act out the word for the class. (For the word *resent,* you may want to have two students act out the word together.) Remind the class to watch the volunteer carefully. Then facilitate a discussion by asking the questions that follow.

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Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 9 and 10, you might distribute a copy of the "Week 10 Crossword Puzzle" (BLM5) to each student.

Q *What word did you see [Grady] acting out?*

Show prompt 5 (WA5) and read it aloud. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 5: "I saw [Grady] acting out the word [*arrange*]."

Q *What did you see [Grady] doing when he acted out the word* [arrange]*?*

Show prompt 6 (WA5) and read it aloud. Have one or two volunteers use the prompt to share their thinking.

PROMPT 6: "When [Grady] acted out [*arrange*] . . ."

Using the same procedure, have the students act out and discuss the remaining words.

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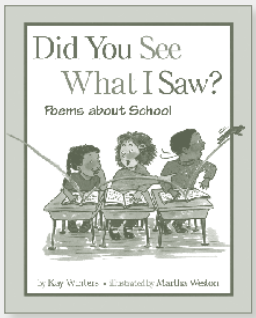
Week 11

RESOURCES



Read-alouds

- "Sliding Board" by Kay Winters, illustrated by Martha Weston (selection from *Did You See What I Saw? Poems about School*)
- "The Balloon Man" by Dorothy Aldis (see page 201)

Extension

- "Explore Rhythm in 'The Balloon Man'"

More ELL Support

- "Words That Rhyme"

Poem

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Reproducibles

- Week 11 family letter (BLM1)
- (Optional) "Week 11 Picture Cards" (BLM2)
- (Optional) "Week 11 Word Cards" (BLM3)
- (Optional) "Week 11 Picture-Word Cards" (BLM4)

Professional Development Media

- "Using 'Think, Pair, Share'" (AV7)

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OVERVIEW

Words Taught	Words Reviewed
glide	arrive
thrilling	humorous
bob	neighborhood
tug	neighborly
	rush

Vocabulary Focus

- Students learn and use four words from or about the story.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ This week the students use "Think, Pair, Share" to share their thinking. You may wish to review the procedure for "Think, Pair, Share" prior to Day 1 (see Step 1 in Unit 4, Week 1, Day 2 of the *Teacher's Manual*). To see an example of how to use this strategy with your students, view "Using 'Think, Pair, Share'" (AV7).



✓ Look over this week's Ongoing Review and collect the following picture cards and word cards: 9, 10, 12, 21, and 27. Set aside a few minutes periodically during the week to review these words.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.

✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 11 Picture Cards" (BLM2), "Week 11 Word Cards" (BLM3), and "Week 11 Picture-Word Cards" (BLM4). These materials can be used to provide your students with more opportunities to review the words.

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Week 11 Ongoing Review

Materials

- Word cards and picture cards 9, 10, 12, 21, 27
- Pocket chart
- Ongoing review prompt (WA1)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Take turns talking and listening
- Listen to one another
- Share their thinking

Words Reviewed

arrive
Arrive means "come to a place."

humorous
Humorous means "funny."

neighborhood
Your *neighborhood* is the "group of streets, houses, and stores near your home."

neighborly
When you are *neighborly*, you are "friendly and helpful to your neighbors."

rush
Rush means "move somewhere or do something very quickly."

REVIEW THE WORDS

1 Briefly Review the Words

Display the word cards and picture cards in the pocket chart where everyone can see them. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play the Game "Finish the Story"

Tell the students that you are going to play the game "Finish the Story." Remind them that you will tell a story and leave off the last word. Then they will work in pairs to decide which word in the pocket chart makes the best ending for the story.

Display the ongoing review prompt (WA1) and explain that the students will use this prompt to discuss the review words.

Teacher Note

For a fully written-out example of the game, see Week 2, Day 3, Step 2.

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Begin by reading the following story aloud twice:

- *Juan woke up late and missed the bus to school. His Aunt Clara had to drive him to school but was also running late for work. She looked at her watch and said, "Hurry, Juan. We must _____."*

Ask:

Q *Which word is the best ending for the story? Why?* [Point to the prompt and read it aloud.] *Turn to your partner.*

WA1

I think _____ is the best ending for the story because . . .

PROMPT: "I think [*rush*] is the best ending for the story because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Retell the story, adding the word *rush* at the end.

3 Continue the Game During the Week

During the week, have partners finish the stories that follow using the same procedure. Review the pronunciation and meaning of each word prior to doing the activity.

- *Joanie was moving to a new home far away. She felt sad. She took a walk near her old house, looking for one last time at all the houses and stores. She said, "I'm going to really miss this _____."* (neighborhood)
- *Robert and Michelle were walking around their neighborhood after a big storm. They saw many garbage cans knocked over from the wind. Robert started picking up some of the trash that spilled on the street. Mrs. Lewin walked out of her house and said, "Thank you, Robert! You are so _____."* (neighborly)
- *When Chiu-Lan got home from the circus, her father asked her what she saw there. She replied, "I saw a clown who stood on his head and sang silly songs. I laughed and laughed. That clown was really _____."* (humorous)
- *Dave's Aunt Lulu was coming to visit on the train. Dave went to the station to meet her. The train was four hours late. When it pulled into the station and Aunt Lulu climbed off, Dave hugged her. He said, "Thank goodness you finally got here! I thought you'd never _____."* (arrive)

Teacher Note

If the students struggle to answer the questions, reread the story and repeat the questions.

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Day 1 Introduce *Glide* and *Thrilling*

Materials

- "Sliding Board" from *Did You See What I Saw? Poems about School*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)

In this lesson, the students:

- Learn and use the words *glide* and *thrilling*
- Build their speaking and listening skills
- Take turns talking and listening
- Listen to one another
- Share their thinking

Words Taught



glide (p. 14)
Glide means "move smoothly and easily."



thrilling
Thrilling means "very exciting."

INTRODUCE AND USE *GLIDE*

1 Introduce and Define *Glide*

Show the poem "Sliding Board" on page 14 of *Did You See What I Saw? Poems about School*, and remind the students that they heard the poem earlier. Ask them to listen carefully as you read it again.

Read the poem aloud, emphasizing the word *glide*.

Explain that *glide* means "move smoothly and easily." Move your fingers down the slide in the picture in a smooth motion. Explain that the boy is not stopping and starting or bumping along. Instead he is gliding, or moving smoothly and easily.

Display this week's word and picture cards (WA2) and reveal picture card 41. Explain that it shows two ice-skaters gliding, or moving smoothly and easily, across the ice.

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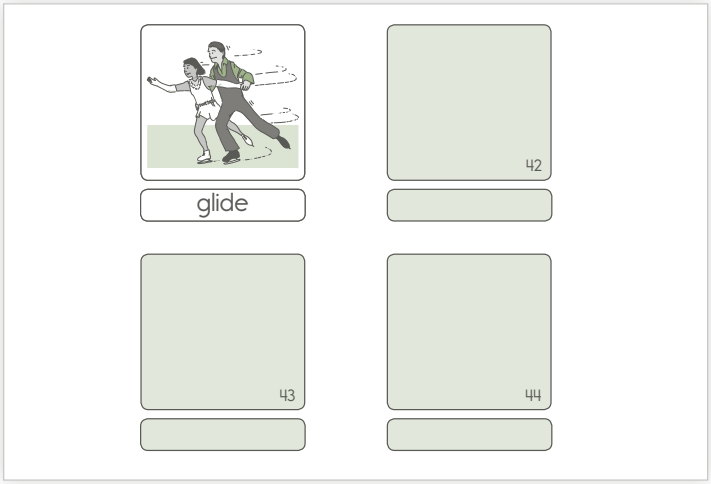
Reveal word card 41 and have the students say the word *glide*.



WA2

2 Play "Gliding or Not Gliding?"

Provide a few examples of people, animals, or objects that glide.

> **You might say:**
>
> "A person can glide, or move smoothly and easily, down a hill on a skateboard. A dolphin glides through the water. Bowling balls glide down the lane as they roll toward the pins."

Tell the students they will play a game called "Gliding or Not Gliding?" Explain that you will describe a person, animal, or object. Then partners will decide whether the person, animal, or object is gliding or not gliding and explain why they think so. Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today.

Have the students picture the following scene:

- *A bird is moving easily as it flies through the air.*

Use "Think, Pair, Share" to discuss:

Q *Is the bird gliding? Why?*

Give the students a few moments to think about the question. Then point to prompt 1 on the day 1 prompts (WA3) and say "Turn to your partner." Have partners take turns using the prompt to answer the questions.

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WA3

The _____ [is/is not] **gliding** because . . .



PROMPT 1: "The [bird] [is/is not] gliding because . . ."

After partners have talked, have a few volunteers share their thinking with the class. Remind the volunteers to use the prompt as they share.

Teacher Note

Follow this procedure for all subsequent "Think, Pair, Share" activities.

Using the same procedure, have partners discuss one or more of the following scenarios:

- *A boy is riding his bike on a bumpy road. He is bouncing up and down.*
- *A kite is flying smoothly in the sky above your head.*
- *An elephant is stomping through the jungle.*
- *A squirrel is looking for nuts. He is running this way, then that way. He starts and stops and starts and stops.*

Teacher Note

You might remind the students that they learned the word *stomp* earlier and that when you stomp, you put a foot down hard or walk with heavy, loud footsteps.

Point to the word *glide* on the word and picture cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *THRILLING*

3 Introduce and Define *Thrilling*

Show "Sliding Board" on page 14 again and tell the students that the other word they will learn today is *thrilling*. Explain that *thrilling* means "very exciting."

Point to the boy in the illustration and explain that going fast down the slide is thrilling, or very exciting, for him. Explain that you can tell that he thinks that sliding is thrilling by the excited expression on his face.

Direct the students' attention to the cards (WA2) and reveal picture card 42. Explain that the picture shows a child going down a hill on a sled. Riding on the sled is thrilling, or very exciting, for her.

Reveal word card 42 and have the students say the word *thrilling*.

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4 Talk About Thrilling Experiences

Give examples of thrilling experiences you have had.

> **You might say:**
>
> "When I was a child and I swung high up in a swing, it felt thrilling, or very exciting. Last weekend I was hiking and I saw a nest with baby birds in it. I watched the parent birds bringing food to the nest for their babies. It was thrilling."

Then use "Think, Pair, Share" to discuss:

Q *When have you done something thrilling? Why was it thrilling?* [Pause; show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "When I [rode in an airplane], it was thrilling because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *thrilling* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Support struggling students by asking questions such as "When have you done something by yourself/with your friends/with your family that was very exciting?" and "When have you seen something that made you feel very excited?"

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

MORE ELL SUPPORT

Words That Rhyme

Review that Kay Winters, the poet who wrote "Sliding Board," uses rhyming words to describe going down a slide. Review that rhyming words are words that sound alike. Give the students some examples of rhyming words, such as *hat* and *rat* and *sad* and *mad*. Reread the poem aloud, and ask the students to listen for words that rhyme. After the reading, ask the students which words rhyme or sound alike.

Discuss as a class:

Q *Which words rhyme with* slide?

Have a few volunteers use the following prompt to share their thinking:

PROMPT: "*Slide* rhymes with . . ."

Repeat the procedure to have the students generate rhymes for a few more words, such as *ball*, *sat*, and *hot*. Encourage the students to think of and share other rhyming words throughout the day.

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Day 2 Introduce *Bob* and *Tug*

Materials

- "The Balloon Man" (see page 201)
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)

In this lesson, the students:

- Review the words *glide* and *thrilling* from Day 1
- Learn and use the words *bob* and *tug*
- Build their speaking and listening skills
- Take turns talking and listening
- Listen to one another
- Share their thinking

Words Taught



bob (p. 201)
Bob means "move up and down."



tug (p. 201)
Tug means "give something a hard pull."

REVIEW THE WORDS

1 Briefly Review *Glide* and *Thrilling*

Display the word and picture cards (WA2) from Day 1. Review the words by having the students tell what they remember about them.

INTRODUCE AND USE *BOB*

2 Introduce and Define *Bob*

Remind the students that they heard the poem "The Balloon Man" earlier. Ask them to listen carefully as you read the poem again.

Read "The Balloon Man" aloud. Then reread the following lines, emphasizing the word *bob*: "He stands on corners while they bob/And tug above his head—/Green balloons and blue balloons/And yellow ones, and red."

Tell the students that *bob* means "move up and down." Remind them that the man is holding the balloons on strings. Explain that the balloons are bobbing, or moving up and down, in the air above

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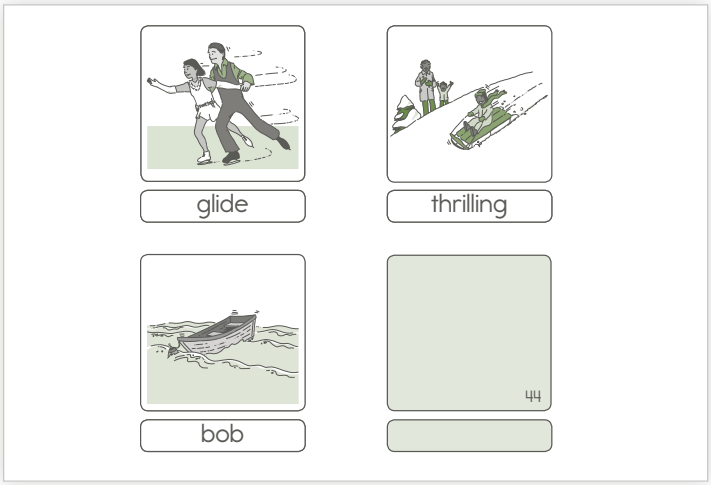
his head. Make a bobbing motion with your hand to simulate the movement of the balloons.

Direct the students' attention to the word and picture cards (WA2) and reveal picture card 43. Explain that it shows a boat bobbing, or moving up and down, in the water.

Reveal word card 43 and have the students say the word *bob*.

WA2



3 Imagine and Discuss a Bobbing Bath Toy

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today.

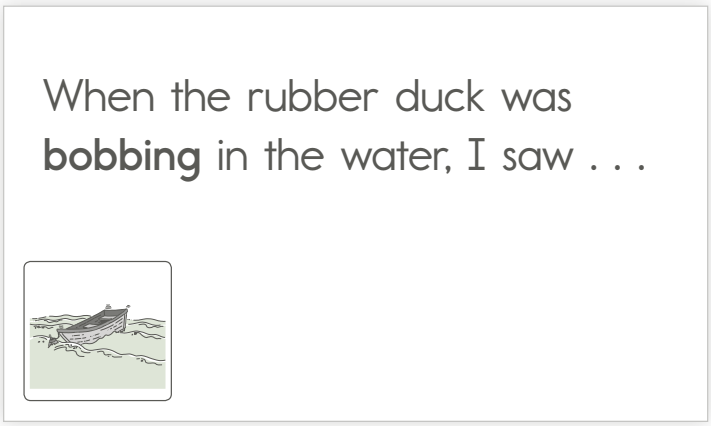
Ask the students to close their eyes and imagine the following scene:

- *You are taking a bath. A rubber duck is bobbing in the bath water.*

Use "Think, Pair, Share" to discuss:

Q *What do you see the rubber duck doing as it bobs?* [Pause.] *Open your eyes.* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA4



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PROMPT 1: "When the rubber duck was bobbing in the water, I saw . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Invite a few volunteers to move their hands to show the class how a bobbing rubber duck moves.

4 Act Out Bobbing Our Heads

Review that things such as balloons, boats, and rubber ducks bob. Explain that people's heads can also bob; for example, people might bob their heads when they listen to music.

Model bobbing your head as if you are listening to music. Then invite a volunteer to show the class what a bobbing head looks like.

Ask:

Q *What did you see [Nate] doing when he bobbed his head?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "When [Nate] bobbed his head, he . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Invite the students to act out bobbing their heads while listening to music.

Point to the word *bob* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

If the students need more practice with the word *bob*, explain that people's heads sometimes bob when they are riding in a bouncing bus. Model what a bobbing head on a bouncing bus might look like and then have the class act out the movement.

INTRODUCE AND USE *TUG*

5 Introduce and Define *Tug*

Reread these lines from "The Balloon Man," emphasizing the word *tug*: "He stands on corners while they bob/And tug above his head—."

Tell the students that *tug* means "give something a hard pull." Explain that as the balloons are bobbing up and down, they are tugging—or pulling hard—at the ends of the strings the man is holding. Act out holding the strings of balloons that are tugging to float away.

Direct the students' attention to the cards (WA2) and reveal picture card 44. Explain that the picture shows a child tugging, or giving a hard pull, on her father's sleeve because she wants to get his attention. Act out tugging on someone's sleeve.

Reveal word card 44 and have the students say the word *tug*.

6 Discuss and Act Out Tugging

Tell the students that you are going to act out tugging on a door that is stuck. Ask them to watch carefully and notice what you are doing when you tug. Then act out tugging on the doorknob of a stuck door.

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Ask:

Q *What did you see me doing when I tugged on the door?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "When [Mr. Jones] tugged on the door, he . . ."

After partners have talked, show prompt 4 (WA4) and read it aloud.

PROMPT 4: "When you tugged on the door, you . . ."

Have a few volunteers use the prompt to share their thinking with the class.

Ask the students to close their eyes and imagine that they are flying a kite and tugging on the kite string. Then invite a volunteer to act out tugging on a kite string.

Discuss as a class:

Q *What did you see [Cheryl] doing when she tugged on the kite string?*

Show prompt 5 (WA4) and read it aloud.

PROMPT 5: "When [Cheryl] tugged on the kite string, she . . ."

Have a few volunteers use the prompt to share their thinking with the class.

Point to the word *tug* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

EXTENSION

Explore Rhythm in "The Balloon Man"

Tell the students that one reason a poem like "The Balloon Man" is fun to hear and read is that the poem has rhyming words and rhythm, or a regular beat. Ask the students to listen as you read the first stanza aloud and clap in time to the rhythm, or beat, of the words. Then read the three stanzas of the poem aloud, emphasizing the rhythm by clapping on the stressed syllables (for example, "Our balloon man has balloons/He holds them on a string/He blows his horn and walks about/Through puddles, in the spring.").

Read the three stanzas of the poem aloud again line by line and have the students clap along with you.

Remind the students that rhyming words and rhythm help make poems fun to read and hear. Invite them to listen for the rhythm in other poems they hear during the year.

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Day 3 Weekly Review

Materials

- Word and picture cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Take turns talking and listening
- Listen to one another
- Share their thinking

Words Reviewed

glide
Glide means "move smoothly and easily."

thrilling
Thrilling means "very exciting."

bob
Bob means "move up and down."

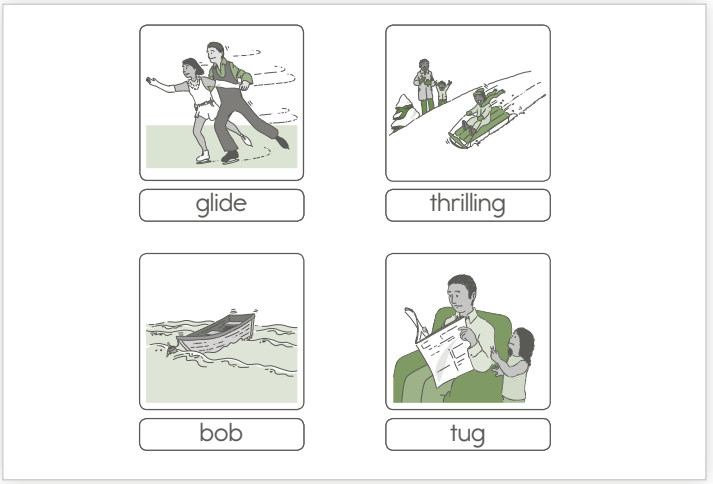
tug
Tug means "give something a hard pull."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word and picture cards (WA2) from Day 2.

WA2



Point to the word *glide*, pronounce it, and have the students say the word.

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Ask:

Q *What do you know about the word* glide*? Turn to your partner.*

After partners have talked, have a few volunteers share their thinking.

Repeat the procedure to have the students discuss what they know about *thrilling*, *bob*, and *tug*.

PRACTICE USING THE WORDS

2 Discuss "Would It Be Thrilling?" Questions

Explain that you will ask some questions about the words the students learned this week. Partners will discuss the questions and then a few pairs will share their thinking with the class. Direct the students' attention to the word and picture cards (WA2) and point to the words *thrilling* and *tug*.

Then display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Ask:

Q *Would it be thrilling if someone tugged on your ear? Why?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA5

It [would/would not] be **thrilling** if someone **tugged** on my ear because . . .



PROMPT 1: "It [would/would not] be thrilling if someone tugged on my ear because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

[thrilling, glide]

Q *Would it be thrilling to glide down a waterslide? Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "It [would/would not] be thrilling to glide down a waterslide because . . ."

Teacher Note

If the students do not know the meaning of the word, tell them.

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Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

[thrilling, bob]



Q *Would it be thrilling to watch a piece of wood bobbing in the ocean? Why?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "It [would/would not] be thrilling to watch a piece of wood bobbing in the ocean because . . ."

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Poem

The Balloon Man

by Dorothy Aldis

Our balloon man has balloons.
He holds them on a string.
He blows his horn and walks about
Through puddles, in the spring.

He stands on corners while they bob
And tug above his head—
Green balloons and blue balloons
And yellow ones, and red.

He takes our pennies and unties
The two we choose; and then
He turns around, and waves his hand,
And blows his horn again.

"The Balloon Man" from *Here, There and Everywhere* by Dorothy Aldis, copyright © 1927, 1928, copyright renewed © 1955, 1956 by Dorothy Aldis. Used by permission of G. P. Putnam's Sons Books for Young Readers, a division of Penguin Group (USA) LLC.

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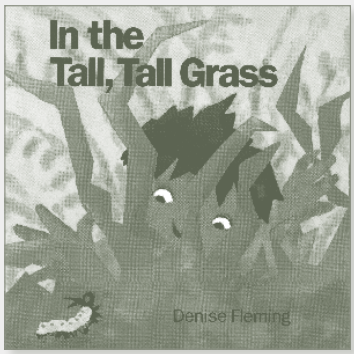
Week 12

RESOURCES



Read-aloud

- *In the Tall, Tall Grass* by Denise Fleming

More Strategy Practice

- "Review the Inflectional Ending *-ing*"

More ELL Support

- "Act Out Animals"

Extension

- "Explore Movement Words, *In the Tall, Tall Grass*"

Assessment Resource Book

- Week 12 vocabulary assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA6

Assessment Form

- "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles

- Week 12 family letter (BLM1)
- (Optional) "Week 12 Picture Cards" (BLM2)
- (Optional) "Week 12 Word Cards" (BLM3)
- (Optional) "Week 12 Picture-Word Cards" (BLM4)
- (Optional) "Week 12 Crossword Puzzle" (BLM5)

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OVERVIEW

Words Taught	Words Reviewed
munch	admire
dart	hope
glow	rescue
lunge	squint
	wonder

Word-learning Strategy

- Using inflectional endings (review)

Vocabulary Focus

- Students learn and use four words from the story.
- Students review the inflectional ending *-ing*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following picture cards and word cards: 17, 20, 22, 23, and 24. Set aside a few minutes periodically during the week to review the words.

✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 136 of the *Assessment Resource Book*.

✓ (Optional) Prior to Day 1, review the more strategy practice activity "Review the Inflectional Ending *-ing*" on page 211.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 12 Picture Cards" (BLM2), "Week 12 Word Cards" (BLM3), "Week 12 Picture-Word Cards" (BLM4), and "Week 12 Crossword Puzzle" (BLM5). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 12

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen to one another
- Take turns talking and listening

Words Reviewed

admire
Admire means "look at something and like it because you think it is nice or pretty."

hope
Hope means "wish for something or want something to happen."

rescue
Rescue means "save someone or something from danger."

squint
Squint means "squeeze your eyelids almost closed while you look at something."

wonder
When you wonder about something, you want to know about it.

Materials

- Word cards 17, 20, 22, 23, 24
- Pocket chart
- Ongoing review prompts (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and picture cards in the pocket chart where everyone can see them. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play the Game "Which Word Am I?"

Tell the students that partners will play the game "Which Word Am I?" Review that you will give a clue about one of the words in the pocket chart. Then you will say "Which word am I?" and partners will figure out which word it is. Display the ongoing review prompts (WA1), and explain that the students will use these prompts to discuss the review words.

Begin by reading the following scenario aloud:

- *I'm what you do when you want to know why bats fly at night.*

Teacher Note

For a fully written-out example of this activity, see Week 3, Day 3, Step 2.

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Give the students a few moments to think about the clue. Then ask:

Q *Which word am I?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA1

I think the word is _____.

PROMPT 1: "I think the word is [*wonder*]."

After partners have talked, have one or two pairs share their thinking with the class. Follow up by asking:

Q *Why did you say* [wonder]*?*

Show prompt 2 on the ongoing review prompts (WA1) and read it aloud.

PROMPT 2: "We said [*wonder*] because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

3 Continue the Game During the Week

During the week, have the students continue playing the game with the following scenarios using the same procedure:

- *I'm what you do when you look at a friend's painting and say, "That's such a great painting. I really like it!"* (admire)
- *I'm what people do when they save a dolphin trapped in a fishing net.* (rescue)
- *I'm what you do when you wish for blueberry pancakes for breakfast.* (hope)
- *I'm what you might do if you look up at a helicopter and the sun is in your eyes.* (squint)

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CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Can the students identify the words?
- Do their explanations show that they understand the words' meanings?
- Do they enjoy talking about words?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 136 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting each student to act out the word and then talk about what he did.

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Day 1 Introduce *Munch* and *Dart*

Materials

- *In the Tall, Tall Grass*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)

In this lesson, the students:

- Learn and use the words *munch* and *dart*
- Review the inflectional ending *-ing*
- Build their speaking and listening skills
- Take turns talking and listening

Words Taught



munch (p. 4)
Munch means "chew something in a noisy way." When you munch something, you often make a crunching sound.



dart (p. 6)
Dart means "move suddenly and quickly."

INTRODUCE AND USE *MUNCH*

1 Introduce and Define *Munch*

Briefly review *In the Tall, Tall Grass*. Show pages 4–5 and read them aloud, emphasizing the word *munch*.

Explain that *munch* means "chew something in a noisy way." When you munch something, you often make a crunching sound. Explain that the caterpillars are munching, or chewing noisily, on the grass.

Display this week's word and picture cards (WA2) and reveal picture card 45. Explain that the picture shows a child munching on a cracker, or chewing it in a way that makes a noisy, crunching sound.

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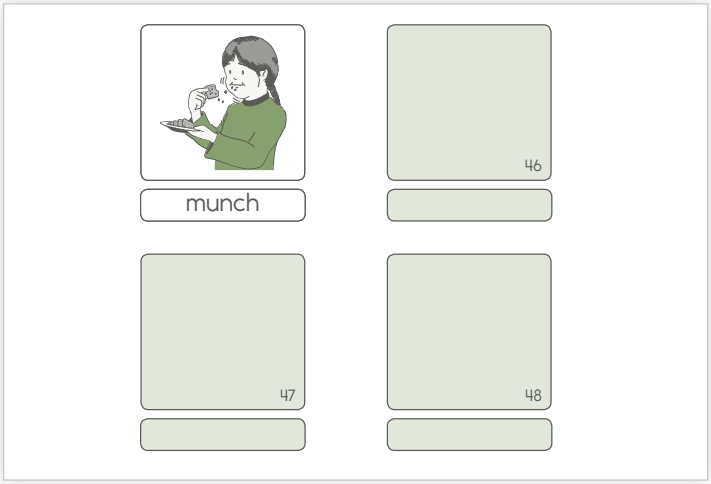
Reveal word card 45 and have the students say the word *munch*.

WA2



2 Discuss and Act Out Munching

Display the day 1 prompts (WA3), and explain that the students will use these prompts to discuss the words today. Tell the students that you will act out munching on a carrot. Ask them to watch carefully and notice what you are doing and how you sound when you munch. Then act out munching on a carrot, making a crunching noise ("crunch, crunch, crunch") as you munch.

Ask:

Q *What did you see me doing when I munched on a carrot? What did you hear me doing?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA3



PROMPT 1: "When [Ms. Regan] munched on a carrot, I [saw/heard] . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

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Ask and briefly discuss as a class:

Q *What other foods might you munch on?*

Show prompt 2 on the day 1 prompts (WA3) and read it aloud.

PROMPT 2: "I might munch on [peanuts]."

Have one or two volunteers use the prompt to share their thinking. Have them act out munching on the food they named.

Point to the word *munch* on the word and picture cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *DART*

3 Introduce and Define *Dart*

Show pages 6–7 of *In the Tall, Tall Grass* and read them aloud, emphasizing the word *dart*.

Explain that *dart* means "move suddenly and quickly." Point to the hummingbirds in the illustration and explain that they are darting, or moving suddenly and quickly, among the flowers as they look for food. Ask the students to close their eyes and picture in their minds hummingbirds darting among flowers.

Direct the students' attention to the cards (WA2) and reveal picture card 46. Explain that the picture shows a squirrel darting, or moving suddenly and quickly, up a tree.

Reveal word card 46 and have the students say the word *dart*.

4 Discuss Which One Is Darting

Tell the students that you will describe two animals. Explain that partners will then decide which animal is darting and explain why. Begin by reading the following descriptions aloud:

- *A hippopotamus is taking a lazy bath in a pond.*
- *A mouse is running this way and that way to escape a cat.*

Ask:

Q *Which animal is darting? Why?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "[The mouse] is darting because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking.

Explain that people can also dart. Give the students examples of times when they might dart.

ELL Note

You might discuss each choice individually by asking "Is a hippopotamus that is taking a lazy bath in a pond darting? Why?" and "Is a mouse that is running this way and that way to escape a cat darting? Why?"

Teacher Note

For more practice with the inflectional ending *-ing*, see the more strategy practice activity "Review the Inflectional Ending *-ing*" on page 211.

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You might say:

"If someone is about to run into you, you might dart to get out of the way. You might dart behind something to hide from someone or dart out the door to catch the school bus before it leaves."

Tell the students that you will describe two people. Then partners will decide which person is darting and explain why.

Read the following descriptions aloud:

- *A boy is running fast so he won't be tagged in a game of tag.*
- *A girl is sitting quietly in her room reading a book.*

Ask:

Q *Which one is darting? Why?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *dart* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

MORE STRATEGY PRACTICE

TEKS 3.C.iii
Student/Teacher Activity
More Strategy Practice (all)

Materials

- Word and picture cards (WA2) from Day 1

Review the Inflectional Ending *-ing*

Review that when we talk about something that is happening right now, we add *-ing* to the end of the word. Write the word *munch* where everyone can see it and review its meaning ("chew something in a noisy way"). Display the word and picture cards (WA2) from Day 1 and point to the picture card for *munch*. Point out that the child in the picture is munching on a cracker. Write the word *munching* next to or below *munch*.

Point to the words *munch* and *munching* and ask:

Q *What do you notice about the words* munch *and* munching*? How are they different?*

If necessary, point out that *munching* ends in *-ing* and underline the *-ing*. Remind the students that when we talk about something that is happening right now, we add *-ing* to the end of the word. Point out that it would not sound right to say "The child is munch on a cracker." Instead we say "The child is munching on a cracker."

Use the same procedure to review the words *dart* and *darting*.

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MORE ELL SUPPORT

Act Out Animals

Show the cover of *In the Tall, Tall Grass* and read the story aloud. Explain that a volunteer will act out an animal from the story and the students will figure out which animal it is. Write the animal names that follow where everyone can see them, and read them aloud: *caterpillar*, *hummingbird*, *bee*, *ant*, *snake*, *mole*, *frog*, *rabbit*, and *bat*. Ask a volunteer to act out one of the animals without telling which animal it is. Then ask:

Q *Which animal do you think [Natalia] acted out? Why?*

Have the students discuss the questions in pairs, using the following prompt:

PROMPT: "I think [Natalia] acted out [a frog] because . . ."

Have two or three volunteers use the prompt to share their ideas with the class. Then have the volunteer tell which animal she acted out. Repeat this procedure with two or three more volunteers.

Day 2 Introduce *Glow* and *Lunge*

Materials

- *In the Tall, Tall Grass*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)

In this lesson, the students:

- Review the words *munch* and *dart* from Day 1
- Learn and use the words *glow* and *lunge*
- Build their speaking and listening skills
- Take turns talking and listening

Words Taught



glow (p. 25)
Glow means "give off a soft, steady light."



lunge (p. 27)
Lunge means "move forward suddenly, often to grab or attack something."

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REVIEW THE WORDS

1 Briefly Review *Munch* and *Dart*

Display the word and picture cards (WA2) from Day 1. Review the words by having the students tell what they remember about them.

INTRODUCE AND USE *GLOW*

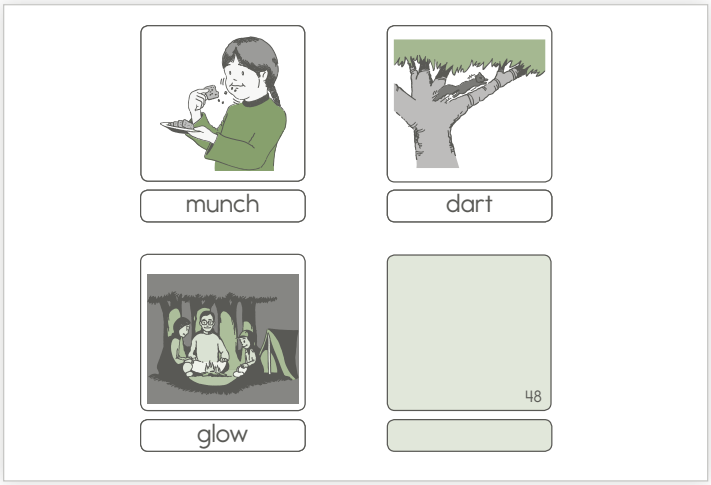
2 Introduce and Define *Glow*

Show pages 24–25 of *In the Tall, Tall Grass* and read them aloud, emphasizing the word *glow*.

Explain that *glow* means "give off a soft, steady light." Point to the fireflies' tails and the circles of light in the illustration. Explain that the tails are glowing, or giving off a soft, steady light.

Direct the students' attention to the word and picture cards (WA2) and reveal picture card 47. Point out that it shows a family sitting around a campfire in the dark. Explain that the campfire is glowing, or giving off a soft, steady light.

Reveal word card 47 and have the students say the word *glow*.



WA2

3 Play "Does It Glow?"

Tell the students that partners will play a game called "Does It Glow?" Explain that you will describe an object that either glows or does not glow. Partners will discuss whether or not the object glows and explain why. Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today.

Begin by describing the following object:

- *A burning match*

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Ask:

Q *Does a burning match glow? Why?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA4

A _____
[**glows**/does not **glow**]
because . . .



PROMPT 1: "A [burning match] [glows/does not glow] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *A car's headlights at night*
- *A plate of brownies*
- *A cat's eyes in the dark*

Point to the word *glow* on the cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *LUNGE*

4 Introduce and Define *Lunge*

Show pages 26–27 of *In the Tall, Tall Grass* and read them aloud, emphasizing the word *lunge*.

Explain that *lunge* means "move forward suddenly, often to grab or attack something." Explain that bats sometimes lunge, or move forward suddenly, to catch food such as insects. Use your hands to simulate the movement of a lunging bat.

Direct the students' attention to the cards (WA2) and reveal picture card 48. Explain that the picture shows a boy lunging, or moving forward suddenly, to grab a plant that is about to fall off a windowsill. Act out how the boy might look as he lunges.

Reveal word card 48 and have the students say the word *lunge*.

Teacher Note

You may want to differentiate *lunge* from *dart* by emphasizing that *lunge* is a sudden movement forward, usually to grab or attack something. *Dart* is a sudden, quick movement in any direction, often to escape or hide.

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5 Act Out Lunging

Tell the students that you are going to act out lunging to catch a butterfly in a net. Explain that you want them to watch you and that partners will then discuss what they noticed.

Act out lunging to catch a butterfly in a net.

Then ask:

Q *What did you see me doing when I lunged to catch a butterfly*? [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "When [Mr. Carson] lunged, he . . ."

After partners have talked, show prompt 3 (WA4) and read it aloud. Have a few volunteers use the prompt to share their thinking.

PROMPT 3: "When you lunged, you . . ."

Then discuss as a class:

Q *Why would a person [stretch out his arm] if he were lunging to catch a butterfly?*

Ask a volunteer to act out lunging to catch a feather floating in the air.

Then ask:

Q *What did you see [Annie] doing when she lunged to catch the feather?* [Show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "When [Annie] lunged, she . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *lunge* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

EXTENSION

Explore Movement Words in *In the Tall, Tall Grass*

Explain that Denise Fleming, the author of *In the Tall, Tall Grass*, uses many interesting words that tell how animals move. Show pages 12–13 of the book. Tell the students that as you read this part of the story aloud, you want them to listen for words that tell how ants move as they gather leaves. Then read page 13 aloud.

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Teacher Note

You might review that *tug* means "pull hard on something."

Ask:

Q *Which words tell how ants move?*

If necessary, explain that the words *pull*, *tug*, and *lug* tell how ants move.

Using the same procedure, discuss the words *slip*, *slide*, and *glide* on pages 14–15.

Explain that words like *pull*, *tug*, and *lug* and *slip*, *slide*, and *glide* make the story interesting to hear and read because they help us imagine how ants and snakes move. Encourage the students to use movement words like these in their own writing.

Day 3 Weekly Review

Materials

- Word and picture cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Weekly review activity (WA6)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 12 Crossword Puzzle" (BLM5) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Take turns talking and listening

Words Reviewed

munch
Munch means "chew something in a noisy way." When you munch something, you often make a crunching sound.

dart
Dart means "move suddenly and quickly."

glow
Glow means "give off a soft, steady light."

lunge
Lunge means "move forward suddenly, often to grab or attack something."

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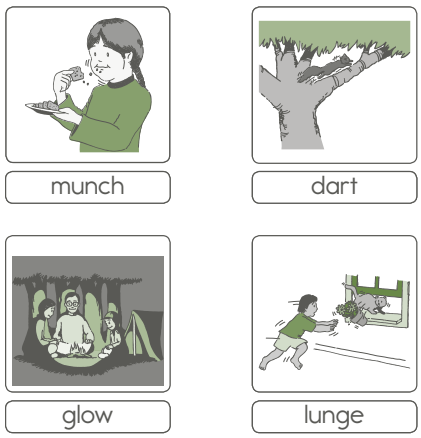
REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word and picture cards (WA2) from Day 2. Review the pronunciation and meaning of the words.

WA2



Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *Which of the words do you think was the most fun to learn and talk about? Why?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA5

I think the word _____
was the most fun to talk about
because . . .

PROMPT 1: "I think the word [*munch*] was the most fun to talk about because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

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Teacher Note

Each clue on the weekly review activity (WA6) has a corresponding number: the first clue is 1; the second clue is 2; the third clue is 3; and so on. To play the game, click the corresponding number four times:

- The first click reveals the clue and the word choices.
- The second click reveals the prompt.
- The third click reveals the correct answer.
- The fourth click clears the screen.

TEKS 3.C.iii
Student/Teacher Activity
Step 2 and Step 3 (all, beginning on page 218 and continuing to page 219)

Teacher Note

The prompts for this activity also appear as prompts 2–7 on the day 3 prompts (WA5).

Teacher Note

If you are not using an interactive whiteboard, you might post the picture cards and word cards and write the clues where everyone can see them.

PRACTICE USING THE WORDS

2 Play "Which Word Is It?"

Tell the students that partners will play the game "Which Word Is It?" Review that you will give a clue about one of the words, and the students will figure out which word it is and then explain why they think it is that word. Tell the students that before they play the game in pairs, you will practice playing the game as a class.

Display the weekly review activity (WA6), and begin playing the game:

1. Click 1 to reveal the first clue and the word choices. Point to the clue and read it aloud.
   - Clue 1: *A horse is chewing noisily on hay.*
2. Give the students a few moments to think about the clue. Then point to the words *munching* and *glowing* and read each word aloud. Ask:

   Q *Is the horse munching or glowing? Why?*

   Click 1 again to reveal the prompt. Point to the prompt and read it aloud.

PROMPT: "The horse is [munching] because . . ."

   Have a few volunteers use the prompt to share their thinking with the class.
3. Conclude the discussion of this clue by clicking 1 a third time to highlight the correct response.

WA6



CLUE 1: A horse is chewing noisily on hay.

1 2 3 4 5 6

4. Click 1 to clear the screen.

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3 Continue Playing the Game in Pairs

Now play the game in pairs:

1. Click ❷ to reveal the second clue and the word choices and read the clue aloud.
   - Clue 2: *A cat leaps forward suddenly to catch a mouse.*
2. Read the two word choices aloud and ask:

Q *Is the cat munching or lunging? Why?* [Click ❷ again and read the prompt aloud.] *Turn to your partner.*

PROMPT: "The cat is [lunging] because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❷ a third time to highlight the correct response.
4. Click ❷ to clear the screen.

Repeat the procedure to discuss each of the following clues:

[munch/dart]

- Clue 3: *A rabbit moves quickly to get away from a fox.* (darting)

[dart/glow]

- Clue 4: *A night-light lights up a hallway.* (glowing)

[munch/lunge]

- Clue 5: *A girl is chewing a crunchy taco.* (munching)

[lunge/glow]

- Clue 6: *A candle burns with a soft, steady light.* (glowing)

ELL Note

You might explain that a *night-light* is a "light that is kept on during the night."

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 11 and 12, you might distribute a copy of the "Week 12 Crossword Puzzle" (BLM5) to each student.

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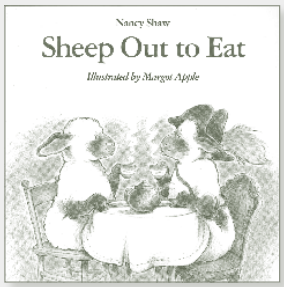
Week 13

RESOURCES



Read-aloud

- *Sheep Out to Eat* by Nancy Shaw, illustrated by Margot Apple

More Strategy Practice

- "Review the Inflectional Ending *-ed*"

Extension

- "Explore Rhyming Words in *Sheep Out to Eat*"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Reproducibles

- Week 13 family letter (BLM1)
- (Optional) "Week 13 Picture Cards" (BLM2)
- (Optional) "Week 13 Word Cards" (BLM3)
- (Optional) "Week 13 Picture-Word Cards" (BLM4)

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OVERVIEW

Words Taught	Words Reviewed
appetite	collapse
chomp	flash
commotion	neighborhood
pout	rush
	wander

Word-learning Strategies

- Recognizing shades of meaning (review)
- Discuss the inflectional ending *-ed* (review)

Vocabulary Focus

- Students learn and use four words from or about the story.
- Students review shades of meaning.
- Students review the inflectional ending *-ed*.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following picture cards and word cards: 9, 12, 30, 36, and 39. Set aside a few minutes periodically during the week to review the words.

✓ (Optional) Prior to Day 2, review the more strategy practice activity "Review the Inflectional Ending *-ed*" on page 232.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 13 Picture Cards" (BLM2), "Week 13 Word Cards" (BLM3), and "Week 13 Picture-Word Cards" (BLM4). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 13

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Take turns talking and listening
- Listen to one another
- Share their thinking

Words Reviewed

collapse
Collapse means "fall down suddenly."

flash
Flash means "move or pass by very quickly."

neighborhood
Your *neighborhood* is the "group of streets, houses, and stores near your home."

rush
Rush means "move somewhere or do something very quickly."

wander
If you wander, you get lost or move away from where you are supposed to stay.

Materials

- Word cards and picture cards 9, 12, 30, 36, 39
- Pocket chart
- Ongoing review prompts (WA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and the picture cards in the pocket chart where everyone can see them. Then review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Do the Activity "What Might You Say or Do?"

Tell the students that partners will do the activity "What Might You Say or Do?" Review that you will ask the students to imagine a situation that you will describe; then partners will tell each other what they might say or what they might do in that situation. Display the ongoing review prompts (WA1), and explain that the students will use these prompts to discuss the review words.

Point to the word *collapse* in the pocket chart, say the word, and explain that the situation that they will imagine is about the word *collapse*.

Teacher Note

For a fully written-out example of the activity, see Week 6, Day 3, Step 2.

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Ask the students to imagine the following situation as you read it aloud:

- *You are playing basketball with a friend and your friend collapses.*

Give the students a few moments to imagine the situation. Then use "Think, Pair, Share" to discuss:

Q *What might you say or do?* [Pause; point to prompt 1 and read it aloud.] *Turn to your partner.*

WA1

If my friend **collapses**, I might . . .

PROMPT 1: "If my friend collapses, I might . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Follow up by asking:

Q *What else might you say if your friend [collapses]? What else might you do?*

3 Continue the Activity During the Week

During the week, have the students continue the activity with the following situations using the same procedure. Review the pronunciation and meaning of the word before reading each situation.

[neighborhood]

- *A new family moves into your neighborhood.*

PROMPT 2: "If a new family moves into my neighborhood, I might . . ."

[rush]

- *You are late for basketball practice and need to rush to get there.*

PROMPT 3: "If I rush to basketball practice, I might . . ."

[flash]

- *You look out the window and see something flash by.*

PROMPT 4: "If I see something flash by, I might . . ."

[wander]

- *You are at the beach with your dog, Bruno. Bruno wanders off.*

PROMPT 5: "If my dog wanders off, I might . . ."

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Introduce *Appetite* and *Chomp*

Day 1

In this lesson, the students:

- Learn and use the words *appetite* and *chomp*
- Review shades of meaning
- Build their speaking and listening skills
- Take turns talking and listening
- Listen to one another
- Share their thinking

Words Taught



appetite (p. 15)
Appetite is a "desire or strong wish for food."



chomp (p. 18)
Chomp means "take big, noisy bites."

Materials

- *Sheep Out to Eat*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)

INTRODUCE AND USE *APPETITE*

1 Introduce and Define *Appetite*

Briefly review *Sheep Out to Eat*. Show pages 14–15 and review that the sheep are having a meal in a restaurant. Read the text aloud, emphasizing the word *appetites*.

Tell the students that *appetite* is a "desire or strong wish for food." Explain that when the sheep get to the restaurant, they have an appetite, or desire for food. When they put sugar, salt, and mustard on their spinach custard, the custard tastes terrible, and they lose their appetites. They no longer want to eat.

Display this week's word and picture cards (WA2) and reveal picture card 49. Explain that the picture shows a boy getting ready to eat. He has an appetite, or a desire for food.

ELL Note

The Spanish cognate of *appetite* is *apetito*.

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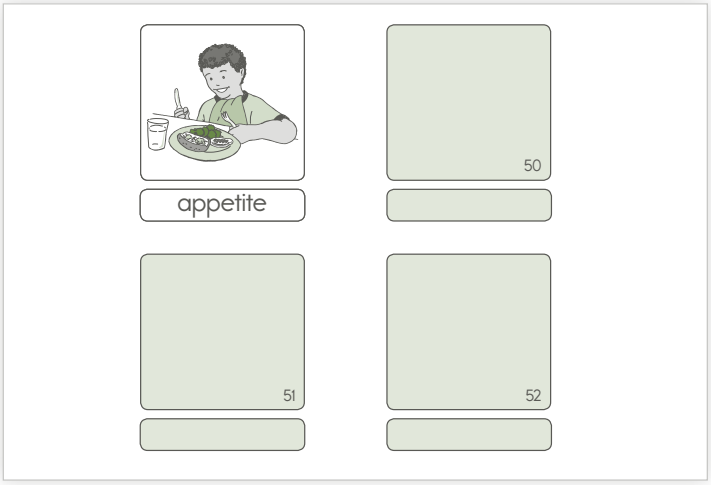
Reveal word card 49 and have the students say the word *appetite*.

WA2



2 Discuss Having an Appetite

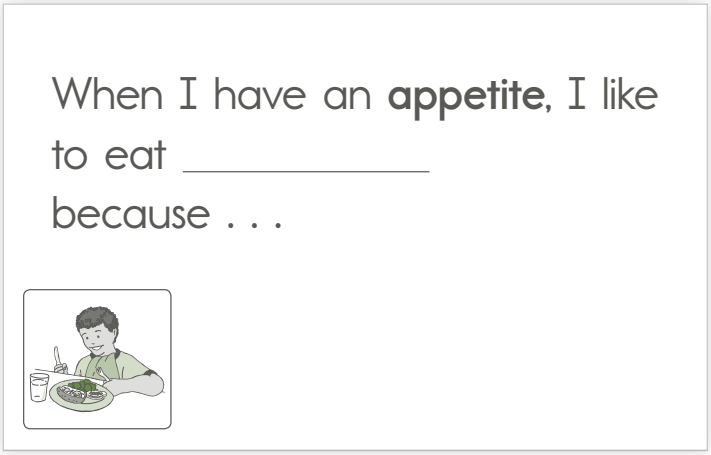
Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Describe some things that you like to eat when you have an appetite.

> **You might say:**
> "When I have an appetite, I like to eat a big green salad, a plate of pasta with tomato sauce and cheese on it, and garlic bread. These are some of my favorite foods and they really fill me up."

Use "Think, Pair, Share" to discuss:

Q *When you have an appetite, what do you like to eat? Why?* [Pause; point to prompt 1 and read it aloud.] *Turn to your partner.*

WA3



PROMPT 1: "When I have an appetite, I like to eat [fruit] because . . ."

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After partners have talked, a few volunteers use the prompt to share their thinking with the class.

Review that when the sheep put sugar, salt, and mustard on their custard, they no longer have appetites.

Use "Think, Pair, Share" to discuss:

Q *When might you not have an appetite? Why?* [Pause; show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I might not have an appetite if [I were sick] because . . ."

After partners have talked, have a few volunteers share their thinking with the class. Remind the volunteers to use the prompt as they share.

Point to the word *appetite* on the word and picture cards (WA2) and review the pronunciation and meaning of the word *appetite*.

3 Introduce and Define *Chomp*

Show pages 16–17 of *Sheep Out to Eat* and review that the sheep are served tea and cake. Read pages 16–19 aloud, emphasizing the word *chomp*.

Explain that *chomp* means "take big, noisy bites." Tell the students that the sheep chomp the cake, or take big, noisy bites of it, and then begin to sneeze. Act out chomping on a piece of cake.

Direct the students' attention to the cards (WA2) and reveal picture card 50. Explain that the picture shows a girl chomping on a sandwich, or taking big, noisy bites out of it.

Reveal word card 50 and have the students say the word *chomp*.

4 Act Out Chomping and Munching and Review Shades of Meaning

Remind the students that they learned the word *munch* earlier. Point out that *munch* and *chomp* are both ways of eating food, but that munching food and chomping food look different. Review that when you munch something, such as a carrot, you chew it noisily, often making a crunching sound. Explain that when you chomp something, such as a sandwich, you take a big, noisy bite out of it.

Tell the students that you are going to act out munching and chomping an apple. Explain that you want the students to watch carefully and notice how munching and chomping are different. First, act out munching on an apple. Then act out chomping an apple.

Ask and discuss as a class:

Q *What did you notice me doing when I munched on and chomped an apple? How are munching and chomping different?*

Show prompt 3 on the day 1 prompts (WA3) and read it aloud.

Teacher Note

Support struggling students by asking questions such as "Would you have an appetite if you didn't feel well? If you just ate a big meal? Why?"

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PROMPT 3: "When you munched the apple, you . . ." or "When you chomped the apple, you . . ."

Have a few volunteers use the prompts to share their thinking with the class.

Explain that partners will now take turns acting out munching on and chomping a celery stick. First, have partners take turns munching on a celery stick. Then have them take turns chomping a celery stick.

Discuss as a class:

Q *What did your partner do when he munched on a celery stick?*

Show prompt 4 (WA3) and read it aloud.

PROMPT 4: "When my partner munched on a celery stick, he . . ."

Have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

Q *What did your partner do when she chomped a celery stick?*

PROMPT 5: "When my partner chomped on a celery stick, she . . ."

Point to the words *munch* and *chomp* on the cards (WA2) and review the pronunciation and meaning of each word.

Teacher Note

For more practice with the inflectional ending *-ed*, see the more strategy practice activity "Review the Inflectional Ending *-ed* " on page 232.

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

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Introduce *Pout* and *Commotion* Day 2

In this lesson, the students:

- Review the words *appetite* and *chomp* from Day 1
- Learn and use the words *pout* and *commotion*
- Review the inflectional ending *-ed*
- Build their speaking and listening skills
- Take turns talking and listening
- Listen to one another and share their thinking

Words Taught



commotion
Commotion is "noisy activity or confusion."



pout (p. 26)
When you pout, you stick out your bottom lip, usually because you are sad, mad, or disappointed.

Materials

- *Sheep Out to Eat*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)

REVIEW THE WORDS

1 Briefly Review *Appetite* and *Chomp*

Display the word and picture cards (WA2) from Day 1. Review the words by having the students tell what they remember about them.

INTRODUCE AND USE *COMMOTION*

2 Introduce and Define *Commotion*

Show pages 18–19 of *Sheep Out to Eat* and remind the students that the sheep add pepper to their cake by mistake. Read pages 18–23 aloud.

Tell the students that the first word they will learn today is *commotion*, and explain that *commotion* is "noisy activity or confusion." Explain that when the sheep sneeze, bump into each other, and make everything crash to the floor, they are causing a commotion, or a lot of noisy activity.

Direct the students' attention to the word and picture cards (WA2) and reveal picture card 51. Point out that the picture shows a pet hamster that has gotten out of its cage and is running across the floor. Explain

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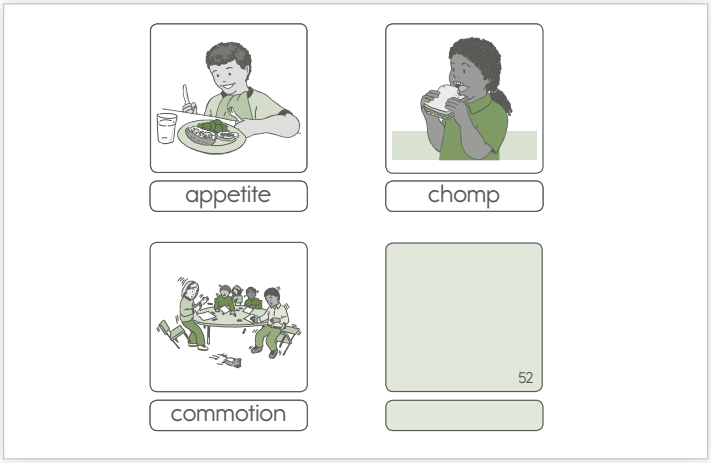
that the hamster is causing a commotion, or a lot of noisy activity, as surprised students leap up from their seats.

Reveal word card 51 and have the students say the word *commotion*.

WA2



3 Imagine a Commotion

Give a few other examples of commotions.

> **You might say:**
>
> "Fire trucks can cause a commotion. When they race down the street with their sirens blasting, dogs howl and people run outside to see what is happening. There's lots of noise and confusion. When a group of children are playing at recess and suddenly start quarreling loudly about whose turn it is to swing, that's a commotion."

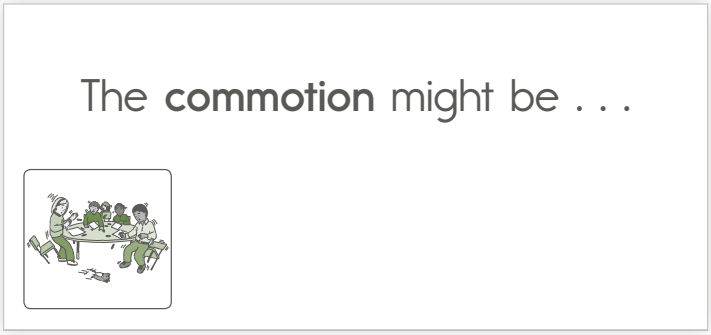
Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Then have the students imagine the following scene as you read it aloud:

- *You are sitting quietly in class. You hear a commotion in the hallway.*

Use "Think, Pair, Share" to discuss:

Q *What might the commotion be? What might cause noisy activity or confusion in the hallway?* [Pause; point to prompt 1 and read it aloud.] *Turn to your partner.*

WA4



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PROMPT 1: "The commotion might be . . ."

After partners have talked, have a few volunteers share their thinking with the class.

Using the same procedure and prompt, discuss:

- *You are sitting in your living room at home. You hear a commotion in the street outside.*

Point to the word *commotion* on the cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *POUT*

4 Introduce and Define *Pout*

Show page 26 of *Sheep Out to Eat*, and review that after the sheep make a mess in the restaurant, the waiters ask them to leave. Read page 26 aloud, emphasizing the word *pout*.

Explain that when you pout, you stick out your bottom lip, usually because you are sad, mad, or disappointed. Point to the sheep on the right-hand side of the page and explain that the sheep is pouting, or sticking out its lower lip, because it is disappointed that it has to leave the restaurant.

Direct the students' attention to the cards (WA2) and reveal picture card 52. Explain that the picture shows a boy who wants a glass of orange juice, but the carton is empty. He is pouting because he is disappointed that there is no juice left in the carton.

Reveal word card 52 and have the students say the word *pout*.

5 Play "Will Bridget Pout or Smile?"

Tell the students that you will describe something that happens to the imaginary first-grader Bridget. Explain that if they think Bridget will pout because of what happens, they will pout, or stick out their lower lip. Model pouting by sticking out your lower lip. Explain that if they think Bridget will smile, they will smile.

Begin by reading the following scenario aloud:

- *Bridget is wearing her best dress to a party. While she is walking to the party, it starts raining. Bridget's dress gets soaking wet.*

Ask:

Q *Do you think Bridget will pout or smile?*

Have the students pout or smile. Then ask:

Q *Why do you think Bridget will [pout]?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

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PROMPT 2: "I think Bridget will [pout] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking.

Using the same procedure, discuss:

- *Bridget has to solve a difficult math problem. After thinking about it for a long time, she solves the problem.* (smile)
- *Bridget goes to the zoo. She is very excited about seeing the lions. But when she visits the lion cage, it's empty.* (pout)

Point to the word *pout* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

TEKS 3.C.ii
Student/Teacher Activity
More Strategy Practice (all)

MORE STRATEGY PRACTICE

Review the Inflectional Ending *-ed*

Explain that the students are going to talk more about some of the words they have learned. Write the word *pout* where everyone can see it and review its meaning ("When you pout, you stick out your bottom lip, usually because you are sad, mad, or disappointed"). Have a volunteer act out pouting. Tell the students that the volunteer pouted when she acted out the word. Then write the word *pouted* next to or below *pout*.

Point to the words *pout* and *pouted* and ask:

Q *What do you notice about the words* pout *and* pouted*? How are they different?*

If necessary, point out that *pouted* ends in *-ed* and underline the *-ed* in *pouted*. Remind the students that when we talk about something that has already happened, we add *-ed* to the end of the word.

EXTENSION

Explore Rhyming Words in *Sheep Out to Eat*

Tell the students that Nancy Shaw, the author of *Sheep Out to Eat*, uses lots of rhyming words in the story. If necessary, explain that rhyming words are words that sound alike. Show pages 12–13 of the book. Explain that as you reread the pages aloud, you want the students to listen for words that rhyme. Reread pages 12–13 aloud twice, slowly and clearly. Ask:

Q *What words did you hear that rhyme, or sound alike?*

Teacher Note

If the students are unfamiliar with rhyming words, give some examples such as *fat* and *cat* or *jump* and *bump*.

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If necessary, point out the rhyming pairs *soup* and *scoop*, and *slurp* and *burp*. Point out that rhyming words like *soup* and *scoop* are fun to say and that the rhyming words in *Sheep Out to Eat* help to make the book interesting and fun to hear and read.

Repeat the procedure using a few more pages from the story.

Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Take turns talking and listening
- Listen to one another
- Share their thinking

Words Reviewed

appetite
Appetite is a "desire or strong wish for food."

chomp
Chomp means "take big, noisy bites."

commotion
Commotion is "noisy activity or confusion."

pout
When you pout, you stick out your bottom lip, usually because you are sad, mad, or disappointed.

Materials

- Word and picture cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student

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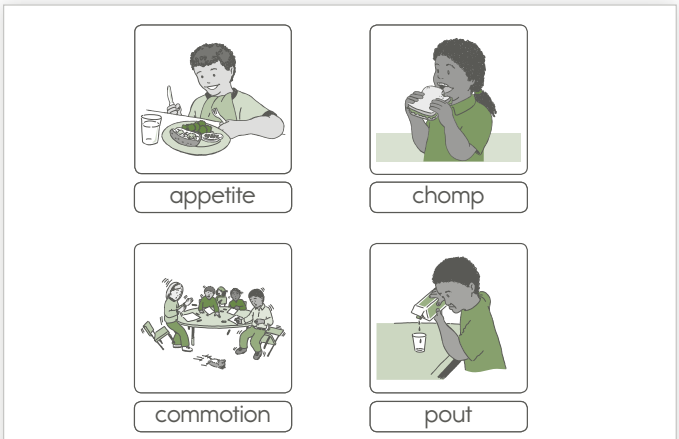
REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word and picture cards (WA2) from Day 2.

WA2



Point to the word *appetite* and review its pronunciation and meaning. Discuss as a class:

Q *If you do not eat breakfast, do you think you will have an appetite by lunchtime? Why?*

Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and read it aloud.

WA5



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PROMPT 1: "I [will/will not] have an appetite by lunchtime because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

Review and discuss the following words and questions using the same procedure:

[chomp]

Q *Do you think it is polite to chomp food at the dinner table? Why?*

PROMPT 2: "I [think/do not think] it is polite to chomp food because . . ."

[commotion]

Q *What would you do if you were in bed and you heard a commotion outside your window? Why?*

PROMPT 3: "If I heard a commotion outside my window, I would [peek through the curtains] because . . ."

[pout]

Q *What would you do if you saw a friend pouting? Why?*

PROMPT 4: "If I saw a friend pouting, I would [ask her what's the matter] because . . ."

PRACTICE USING THE WORDS

2 Think More About the Words

Direct the students' attention to the word and picture cards (WA2). Point to the words *appetite* and *chomp* and ask:

Q *If you had an appetite, would you chomp on an apple? Why?* [Point to prompt 5 and read it aloud.] *Turn to your partner.*

PROMPT 5: "If I had an appetite, I [would/would not] chomp on an apple because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

[chomp, commotion]

Q *If your mother made a cake and your dog chomped on it, would there be a commotion? Why?* [Show prompt 6 and read it aloud.] *Turn to your partner.*

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PROMPT 6: "If my dog chomped on the cake, there [would/would not] be a commotion because . . ."

[commotion, pout]



Q *If you were reading your favorite book and you heard a commotion outside, would you pout? Why?* [Show prompt 7 and read it aloud.] *Turn to your partner.*

PROMPT 7: "If I were reading my favorite book and I heard a commotion outside, I [would/would not] pout because . . ."

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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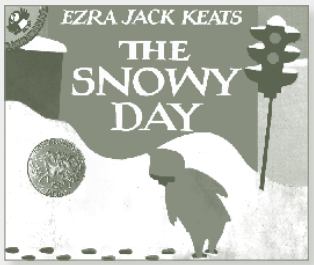
Week 14

RESOURCES



Read-aloud

- *The Snowy Day* by Ezra Jack Keats

More ELL Support

- "Draw a Picture of an Adventure"

Assessment Resource Book

- Week 14 vocabulary assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA6

Assessment Form

- "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles

- Week 14 family letter (BLM1)
- (Optional) "Week 14 Picture Cards" (BLM2)
- (Optional) "Week 14 Word Cards" (BLM3)
- (Optional) "Week 14 Picture-Word Cards" (BLM4)
- (Optional) "Week 14 Crossword Puzzle" (BLM5)

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OVERVIEW

Words Taught	Words Reviewed
frigid	appetite
pile	curious
firm	glide
adventure	munch
	mutter

Word-learning Strategy

- Recognizing shades of meaning (review)

Vocabulary Focus

- Students learn and use four words from or about the story.
- Students discuss shades of meaning.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following picture cards and word cards: 29, 37, 41, 45, and 49. Set aside a few minutes periodically during the week to review these words.

✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 137 of the *Assessment Resource Book*.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.

✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 14 Picture Cards" (BLM2), "Week 14 Word Cards" (BLM3), "Week 14 Picture-Word Cards" (BLM4), and "Week 14 Crossword Puzzle" (BLM5). These materials can be used to provide your students with more opportunities to review the words.

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Week 14 Ongoing Review

Materials

- Word cards and picture cards 29, 37, 41, 45, 49
- Pocket chart
- Ongoing review prompts (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Take turns talking and listening
- Listen to one another
- Share their thinking

Words Reviewed

appetite
Appetite is a "desire or strong wish for food."

curious
If you are curious about something, you are interested in it and want to know about it.

glide
Glide means "move smoothly and easily."

munch
Munch means "chew something in a noisy way." When you munch something, you often make a crunching sound.

mutter
Mutter means "speak in a low, unclear way with your mouth nearly closed."

REVIEW THE WORDS

1 Briefly Review the Words

Display the word cards and picture cards in the pocket chart where everyone can see them. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play the Game "Act Out the Words"

Tell the students that they will play the game "Act Out the Words." Review that you will point to a word and ask volunteers to act it out. Display the ongoing review prompts (WA1), and explain that the students will use these prompts to discuss the review words.

Point to the word *appetite* in the pocket chart and read it aloud. Then have a volunteer act it out. Remind the students to watch the volunteer carefully. Facilitate a discussion by asking the questions that follow.

Q *What word did you see [Tanika] acting out?*

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Point to prompt 1 and read it aloud.

WA1

I saw _____ acting out the word _____.

PROMPT 1: "I saw [Tanika] acting out the word [*appetite*]."

Have a few volunteers use the prompt to share their thinking. Then ask:

Q *What did you see [Tanika] doing when she acted out the word* [appetite]*?*

Show prompt 2 on the ongoing review prompts (WA1) and read it aloud.

PROMPT 2: "When [Tanika] acted out the word [*appetite*], she . . ."

Have a few volunteers use the prompt to share their thinking.

3 Continue the Game During the Week

During the week, have the students act out and discuss the remaining words, using the same procedure. Review the meaning of each word before asking a volunteer to act it out.

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to act out and identify the words?
- Do their discussions of the words show that they understand their meanings?
- Do they use the words they are learning in conversation outside of vocabulary time?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 137 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting individual students to tell or write a story in which they use the word.

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Day 1 Introduce *Frigid* and *Pile*

Materials

- *The Snowy Day*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)

In this lesson, the students:

- Learn and use the words *frigid* and *pile*
- Discuss shades of meaning
- Build their speaking and listening skills
- Take turns talking and listening

Words Taught



frigid
Frigid means "very, very cold."



pile (p. 7)
A *pile* is "many things gathered together in the shape of a small hill."

INTRODUCE AND USE *FRIGID*

1 Introduce and Define *Frigid* and Review Shades of Meaning

Briefly review *The Snowy Day*.

Tell the students that the first word the students will learn today is *frigid*. Explain that *frigid* means almost the same thing as *cold*—with an important difference. Explain that if something is frigid, it is not just a *little* cold, it is *very*, *very* cold. Show the cover of the book and point out that Peter is wearing warm clothes that cover everything but his face. Explain that he needs to dress warmly because it is a frigid, or very, very cold, day.

Display this week's word and picture cards (WA2) and reveal picture card 53. Point out that the picture shows icicles hanging off a house. Explain that the weather is frigid, or so very cold, that the water that was dripping off the house has frozen and turned into ice.

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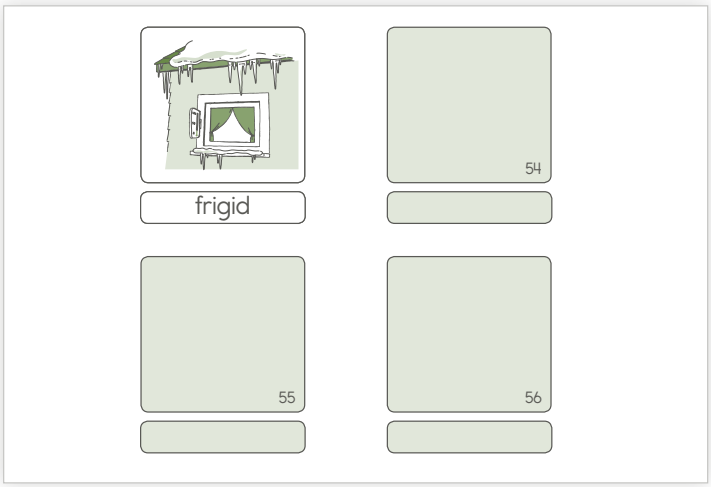
Reveal word card 53 and have the students say the word *frigid*.

WA2



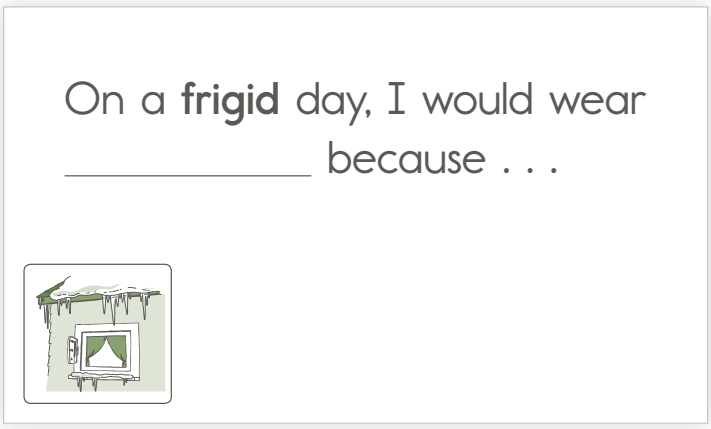
2 Discuss What to Wear on a Frigid Day

Display the day 1 prompts (WA3), and explain that the students will use these prompts to discuss the words today.

Use "Think, Pair, Share" to discuss:

Q *What would you wear to school on a frigid day? Why?* [Pause; point to prompt 1 and read it aloud.] *Turn to your partner.*

WA3



PROMPT 1: "On a frigid day, I would wear [a coat] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

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3 Imagine Waking Up in a Frigid Bedroom

Ask the students to imagine the following scenario as you read it aloud:

- *You are asleep at home. You wake up. Your bedroom is frigid.*

Use "Think, Pair, Share" to discuss:

Q *What will you do? What will you say?* [Pause; show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "If I wake up and my bedroom is frigid, I will . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *frigid* on the word and picture cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *PILE*

4 Introduce and Define *Pile*

Show pages 6–7 of *The Snowy Day* and read page 7 aloud, emphasizing the word *piled*.

Explain that a *pile* is "many things gathered together in the shape of a small hill." Point to the snow on pages 6–7 and explain that there are piles of snow on the street. Explain that the snow has been shoveled into piles that are shaped like small hills.

Direct the students' attention to the cards (WA2) and reveal picture card 54. Explain that the picture shows a pile of leaves. The leaves have fallen off a tree and someone has raked them into a pile.

Reveal word card 54 and have the students say the word *pile*.

ELL Note

The Spanish cognate of *pile* is *pila*.

ELL Note

If the students need more practice with the word *pile*, make a pile of classroom objects such as blocks or books.

5 Discuss Piles of Other Things

Give examples of other things that can be found in piles.

> **You might say:**
>
> "After raccoons knocked over my garbage can, there was a pile, or a small hill, of trash on my driveway. My daughter likes to put her stuffed animals into a pile. She puts one animal on top of another to make the pile."

Use "Think, Pair, Share" to discuss:

Q *Where might you see a pile of dirt?* [Pause; show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I might see a pile of dirt . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

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Then ask:

Q *Where else have you seen a pile of something? What was in the pile?* [Show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "I saw a pile of . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *pile* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Support struggling students by asking questions such as "Have you ever seen a pile of something in your kitchen at home? In our classroom? On the playground? At a construction site?" You might also give additional examples of piles, such as fruit, toys, paper clips, weeds, and bricks.

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

Introduce *Firm* and *Adventure* Day 2

In this lesson, the students:

- Review the words *frigid* and *pile* from Day 1
- Learn and use the words *firm* and *adventure*
- Build their speaking and listening skills
- Take turns talking and listening

Words Taught



firm (p. 22)
When something is firm, it does not fall apart or bend or break easily. Something that is firm is strong and made to last a long time.



adventure (p. 23)
An *adventure* is "something you do that is thrilling, or very exciting."

Materials

- *The Snowy Day*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)

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REVIEW THE WORDS

1 Briefly Review *Frigid* and *Pile*

Display the word and picture cards (WA2) from Day 1. Review the words by having the students tell what they remember about them.

INTRODUCE AND USE *FIRM*

2 Introduce and Define *Firm*

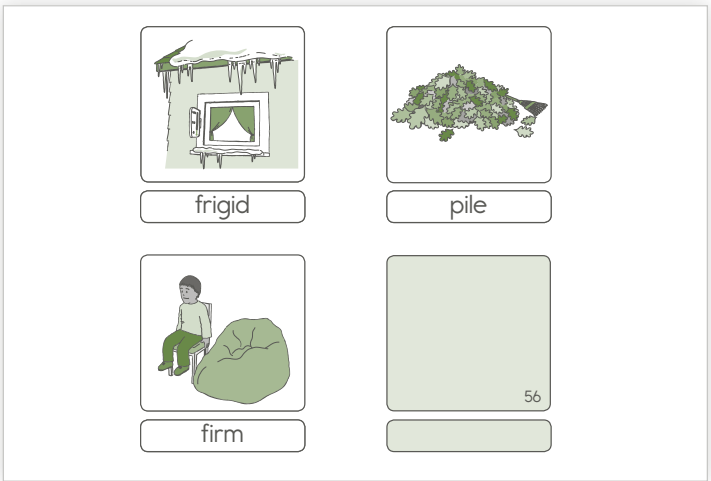
Show page 22 of *The Snowy Day* and review that Peter makes a snowball. Read page 22 aloud, emphasizing the word *firm*.

Tell the students that when something is firm, it does not fall apart or bend or break easily. Explain that something that is firm is strong and made to last a long time.

Point to the picture and explain that Peter presses the snow together and shapes it into a snowball that is firm. It will not fall apart easily.

Direct the students' attention to the word and picture cards (WA2) and reveal picture card 55. Explain that the picture shows a boy sitting on a chair that has a firm cushion. He is not sinking into the cushion because it is firm. Next to him is a chair that is soft. If the boy sat on that chair, he would sink into it because it is not firm.

Reveal word card 55 and have the students say the word *firm*.



WA2

ELL Note

The Spanish cognate of *firm* is *firme*.

3 Discuss Whether Objects Are Firm or Not Firm

Tell the students that you will name an object, and partners will discuss whether the object is firm or not firm and explain why. Tell the students that they will then share their partners' thinking with the class.

Begin by naming the following object:

- *A sidewalk*

ELL Note

You might make a quick sketch of each object as you talk about it.

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Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Ask:

Q *Is [a sidewalk] firm or not firm? Why?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA4

I think _____ is [**firm**/not **firm**] because . . .



PROMPT 1: "I think [a sidewalk] is [firm/not firm] because . . ."

After partners have finished talking, show prompt 2 and read it aloud.

PROMPT 2: "[Diana] said she thinks [a sidewalk] is [firm/not firm] because . . ."

Have a few volunteers use the prompt to share their partners' thinking with the class.

Using the same procedure, discuss:

- *Mud*
- *A frozen popsicle*
- *A melting popsicle*

Point to the word *firm* on the cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *ADVENTURE*

4 Introduce and Define *Adventure*

Show page 23 of *The Snowy Day* and review that Peter comes home and tells his mother about his day playing in the snow. Read page 23 aloud, emphasizing the word *adventures*.

Tell the students that an *adventure* is "something you do that is thrilling, or very exciting." Explain that Peter has many adventures in the snow—he does many exciting things.

Show pages 20–21. Explain that as you read this part of the story aloud, you want the students to notice what Peter does that is an adventure.

Teacher Note

You might remind the students that they learned the word *thrilling* earlier and that *thrilling* means "very exciting."

ELL Note

The Spanish cognate of *adventure* is *aventura*.

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Read pages 20–21 aloud.

Ask:

Q *What is Peter's adventure? What does he do that is exciting or thrilling?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "Peter's adventure is . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Direct the students' attention to the cards (WA2) and reveal picture card 56. Explain that the picture shows a family taking a canoe trip. They are having an adventure—they are doing something that is thrilling, or very exciting.

Reveal picture card 56 and have students say *adventure*.

5 Discuss Adventures the Students Have Had

Describe an adventure you have had.

> **You might say:**
>
> "Last summer I took a train to New York City. I spent several days there, walking around the city and seeing lots of thrilling sights. I even rode on a double-decker bus. It was an adventure I'll never forget."

Use "Think, Pair, Share" to discuss:

Q *When have you had an adventure? Why was it an adventure?* [Pause; show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "I had an adventure when . . ." and "It was an adventure because . . ."

After partners have talked, have a few volunteers use the prompts to share their thinking with the class.

Point to the word *adventure* on the cards (WA2) and review the pronunciation and meaning of the word *adventure*.

Teacher Note

Support struggling students by asking questions such as "When have you done something exciting with your family? With a friend?" and "When have you done something exciting at school? On a trip?"

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

MORE ELL SUPPORT

Draw a Picture of an Adventure

Tell the students that they will draw a picture of an adventure they have had. Remind the students that an *adventure* is "something you do that is thrilling, or very exciting."

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Discuss:

Q *What did you do on this adventure? What did it look like?*

Q *Where did you go for this adventure? What did that look like?*

Have the students draw pictures of their adventures; for example, a student might draw a picture of going to the circus. Ask the students to share and discuss their drawings in pairs. Encourage them to use the following prompt:

PROMPT: "I drew [my family and me at the circus]. There are [lions and clowns running around]."

Have two or three volunteers share their drawings and explain them to the group.

Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Take turns talking and listening

Words Reviewed

frigid
Frigid means "very, very cold."

pile
A *pile* is "many things gathered together in the shape of a small hill."

firm
When something is firm, it does not fall apart or bend or break easily. Something that is firm is strong and made to last a long time.

adventure
An *adventure* is "something you do that is thrilling, or very exciting."

Materials

- Word and picture cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Weekly review activity (WA6)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 14 Crossword Puzzle" (BLM5) for each student

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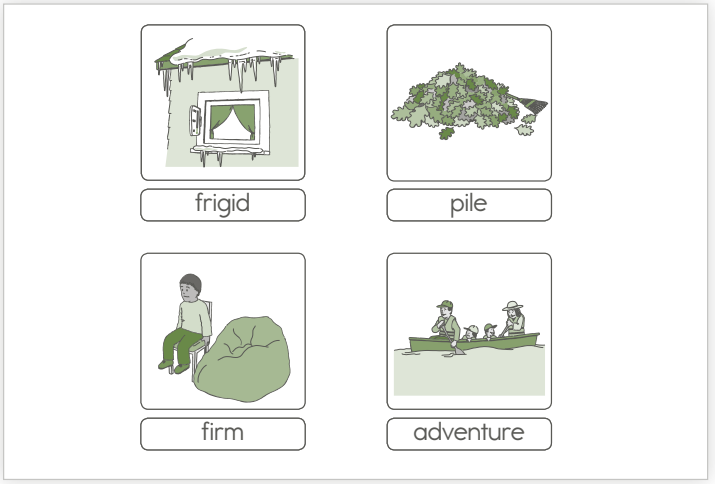
REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word and picture cards (WA2) from Day 2. Review the pronunciation and meaning of each word.

WA2



Display the day 3 prompts (WA5), and explain that the students will use these prompts to discuss the words today.

Then ask:

Q *Which of the words do you think is the most interesting? Why?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA5

I think the word _____ is the most interesting because . . .

PROMPT 1: "I think the word [*adventure*] is the most interesting because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

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PRACTICE USING THE WORDS

2 Review the Game "Which Word Am I?"

Tell the students that partners will play "Which Word Am I?" Review that you will give a clue about one of this week's words, and the students will figure out which word best fits the clue and explain why they think it is that word. Tell the students that before they play the game in pairs, you will practice playing the game as a class.

Display the weekly review activity (WA6) and begin playing the game:

1. Click 1 to reveal the first clue. Point to the clue and read it aloud.
   - Clue 1: *I'm a thrilling ride on a pony.*
2. Give the students a few moments to think about the clue. Then point to the four word choices and read them aloud. Ask:

   Q *Which word am I? Why do you think that?*

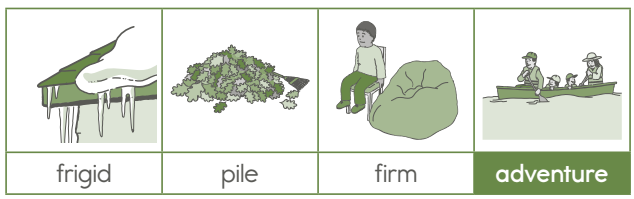
   Click 1 again to reveal the prompt. Point to the prompt and read it aloud.

PROMPT: "I think the word is [*adventure*] because . . ."

   Have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion of this clue by clicking 1 a third time to highlight the correct response.

WA6



4. Click 1 to clear the screen.

Teacher Note

Each clue on the weekly review activity (WA6) has a corresponding number: the first clue is 1; the second clue is 2; the third clue is 3; and so on. To play the game, click the corresponding number four times:

- The first click reveals the clue.
- The second click reveals the prompt.
- The third click reveals the correct answer.
- The fourth click clears the screen.

Teacher Note

The prompt for this activity also appears as prompt 2 on the day 3 prompts (WA6).

Teacher Note

If you are not using an interactive whiteboard, you might post the picture cards and word cards and write the clues where everyone can see them.

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3 Continue Playing the Game in Pairs

Now play the game in pairs:

1. Click ❷ to reveal the second clue and read the clue aloud.
   - Clue 2: *I'm a lot of weeds pulled from a garden and gathered into the shape of a small hill.*
2. Read the four word choices aloud and ask:

Q *Which word am I? Why do you think that?* [Click ❷ again and read the prompt aloud.] *Turn to your partner.*

PROMPT: "I think the word is [*pile*] because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❷ a third time to highlight the correct response.
4. Click ❷ to clear the screen.

Repeat the procedure to discuss each of the following clues:

- Clue 3: *I'm a lot of blocks gathered together.* (pile)
- Clue 4: *I'm an exciting trip to the mountains.* (adventure)
- Clue 5: *I'm what ice cream is like when you take it out of the freezer.* (frigid)
- Clue 6: *I'm how a hard wooden floor feels under your feet.* (firm)

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 13 and 14, you might distribute a copy of the "Week 14 Crossword Puzzle" (BLM5) to each student.

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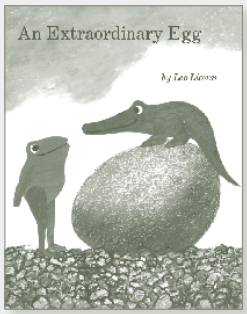
Week 15

RESOURCES



Read-aloud

- *An Extraordinary Egg* by Leo Lionni

More Strategy Practice

- "Start an Antonym Word Wall"
- "Discuss Multiple Meanings of the Word *Watch*"

Extension

- "Explore Figurative Language in *An Extraordinary Egg*"

More ELL Support

- "Discuss an Ordinary and an Extraordinary Lunch"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA6

Reproducibles

- Week 15 family letter (BLM1)
- (Optional) "Week 15 Picture Cards" (BLM2)
- (Optional) "Week 15 Word Cards" (BLM3)
- (Optional) "Week 15 Picture-Word Cards" (BLM4)

Professional Development Media

- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
ordinary	adventure
extraordinary	arrange
exclaim	beam
astonished	curious
	rush

Word-learning Strategies

- Recognizing antonyms
- Recognizing shades of meaning (review)
- Recognizing words with multiple meanings (review)

Vocabulary Focus

- Students hear and discuss a story.
- Students learn and use four words from the story.
- Students discuss antonyms.
- Students review shades of meaning and words with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students share ideas with one another.
- Students share their partners' thinking.

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DO AHEAD

- ✓ Look over this week's Ongoing Review and collect the following picture cards and word cards: 12, 28, 29, 38, and 56. Set aside a few minutes periodically during the week to review the words.
- ✓ (Optional) Prior to Day 1, review the more strategy practice activity "Start an Antonym Word Wall" on page 263.
- ✓ (Optional) Prior to Day 2, review the more strategy practice activity "Discuss Multiple Meanings of the Word *Watch*" on page 268.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 15 Picture Cards" (BLM2), "Week 15 Word Cards" (BLM3), and "Week 15 Picture-Word Cards" (BLM4). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 15

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Work in a responsible way
- Share ideas with one another

Words Reviewed

adventure
An *adventure* is "something you do that is thrilling, or very exciting."

arrange
Arrange means "put a group of things or people in a particular order."

beam
Beam means "smile a big, big smile."

curious
If you are curious about something, you are interested in it and want to know about it.

rush
Rush means "move somewhere or do something very quickly."

Materials

- Word cards and picture cards 12, 28, 29, 38, 56
- Pocket chart
- Ongoing review prompt (WA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and the picture cards in the pocket chart where everyone can see them. Then review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Introduce the Activity "What Do You Think About?"

Tell the students that partners will do an activity called "What Do You Think About?" Point to the words in the pocket chart. Explain to the students that you want them to notice what they think about, or what pictures come into their minds, when they hear each of the words.

Tell the students that before partners do the activity with one another, they will practice as a class. Point to and pronounce the word *arrange* and explain that *arrange* is the first word the students will think about.

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Model the activity by closing your eyes and giving examples of what comes into your mind when you hear the word *arrange*.

> **You might say:**
> "When I hear the word *arrange*, in my mind I see my desk, because I like to arrange things neatly on my desk. When I hear the word *arrange*, I also think about our letter cards, because they are arranged in *ABC* order."

Have the students close their eyes. Then ask:

Q *What do you think about when you hear the word* arrange*? What picture comes into your mind?*

Give the students a few moments to think about the word *arrange*. Then have them open their eyes. Display the ongoing review prompt (WA1), and explain that the students will use this prompt to discuss the review words. Point to the prompt and read it aloud.

WA1

When I hear the word _____, I . . .

PROMPT: "When I hear the word [*arrange*], I . . ."

Have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

If the students struggle to make associations, support them by asking questions such as "What is something you arrange, or put in a particular order, at school? At home?" "When do you arrange things?" and "When have you seen someone arranging something?"

ELL Note

You might have the students act out or draw what comes to mind when they hear the word.

3 Do the Activity in Pairs

Point to the word *beam* in the pocket chart and pronounce it. Explain that the students will make pictures in their minds about the word *beam* and then share what they imagined with their partners.

Have the students close their eyes; then use "Think, Pair, Share" to discuss:

Q *What do you think about when you hear the word* beam*? What picture comes into your mind? Why?* [Pause.] *Open your eyes.* [Point to the prompt and read it aloud.] *Turn to your partner.*

PROMPT: "When I hear the word [*beam*], I . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Teacher Note

If the students struggle to make associations, call for their attention and think aloud about what comes into your mind when you hear the word *beam*. For example, say "When I hear the word *beam*, in my mind I see my daughter because I always smile when I see her."

If the students continue to struggle, support them by asking questions such as "When have you beamed?" or "Who makes you beam?"

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4 Continue the Activity During the Week

Using the same procedure, continue the activity during the week to review the words *adventure*, *curious*, and *rush*. Review the pronunciation and meaning of each word prior to the activity.

If necessary, give examples of associations that you make to a word before asking the students what they think about when they hear the word.

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Day 1 Introduce *Ordinary* and *Extraordinary*

Materials

- *An Extraordinary Egg*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)

In this lesson, the students:

- Learn and use the words *ordinary* and *extraordinary*
- Discuss antonyms
- Build their speaking and listening skills
- Work in a responsible way
- Share ideas with one another

Words Taught



ordinary (p. 5)
Ordinary means "normal or common." Something that is ordinary is not special or different in any way.



extraordinary (cover; p. 5)
Extraordinary means "very special or different." Something that is extraordinary is far from ordinary.

ABOUT RECOGNIZING ANTONYMS

In this lesson, the students are introduced to *antonyms*, or words with opposite meanings, through the words *ordinary* and *extraordinary*. Discussing a word and its opposite requires the students to think about the critical attributes of the words and helps them understand and remember the words. We suggest that you start an antonym word wall this week and add to it during the year as the students learn new antonyms. (See the more strategy practice activity "Start an Antonym Word Wall" on page 263.) For a table of the antonyms discussed in the vocabulary lessons, see Appendix C. For more information about recognizing antonyms and other word-learning strategies, see "Independent Word-learning Strategies" in the Introduction.

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INTRODUCE AND USE *ORDINARY* AND *EXTRAORDINARY*

1 Introduce and Define *Ordinary* and *Extraordinary* and Introduce Antonyms

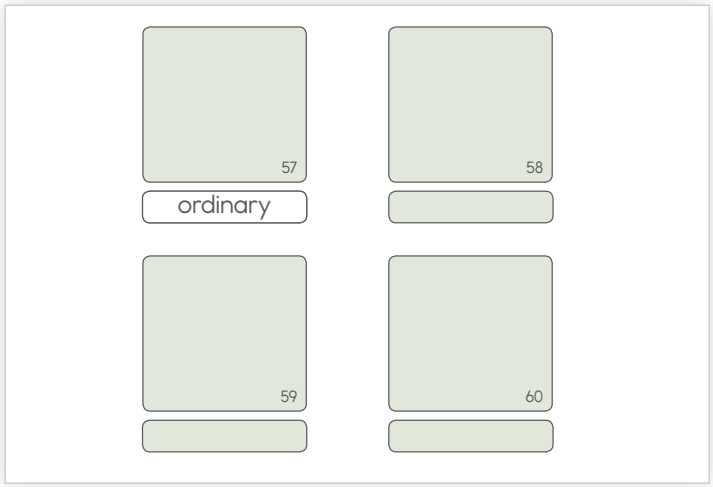
ELPS 1.C.i
ELPS 1.D.i
ELPS 1.F.i
Step 1 (all)

Briefly review *An Extraordinary Egg*.

Show pages 4–5 and review that this part of the story describes the frog named Jessica. Read the second paragraph on page 5 aloud, emphasizing the words *ordinary* and *extraordinary*.

Tell the students that the two words they will learn today are *ordinary* and *extraordinary*. Explain that *ordinary* means "normal or common," and that something that is ordinary is not special or different in any way. Explain that Jessica is full of wonder, or excitement, about seeing new things. Point out that she is excited even when she finds an ordinary pebble, or a pebble that looks normal and is not special or different from other pebbles. Display this week's word and picture cards (WA2). Reveal word card 57 and have the students say the word *ordinary*.

WA2



Tell the students that *extraordinary* means "very special or different." Explain that something that is extraordinary is far from ordinary. Explain that to Jessica, even an ordinary little pebble is extraordinary, or very special. Reveal word card 58 and have the students say the word *extraordinary*.

Point out that *ordinary* and *extraordinary* are antonyms. Explain that *antonyms* are "words with opposite meanings." Tell the students that thinking about how the word *ordinary* is completely opposite from the word *extraordinary* can help them understand and remember the words.

Teacher Note

You might remind the students that earlier they learned another meaning of *wonder* ("when you wonder about something, you want to know about it").

Teacher Note

You will discuss and display the picture cards for *ordinary* and *extraordinary* on the word and picture cards (WA2) later in the lesson.

ELL Note

The Spanish cognate of *ordinary* is *ordinario/a* and the Spanish cognate of *extraordinary* is *extraordinario/a*.

Technology Tip

To find web-based whiteboard activities that focus on recognizing antonyms, you might search online using the keywords "antonyms activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

Teacher Note

For more practice with antonyms, see the more strategy practice activity "Start an Antonym Word Wall" on page 263.

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ELPS 1.F.i
Step 2 (all)

2 Use the Picture Cards to Discuss the Words

Direct the students' attention to the word and picture cards (WA2) and reveal picture card 57. Explain that the picture shows an ordinary car. Give the students a few moments to look carefully at the picture.

Then ask:

Q *What is ordinary about this car? How is it like other cars?*

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and read it aloud.

WA3

The car is **ordinary** because . . .



PROMPT 1: "The car is ordinary because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

Then reveal picture card 58 on the cards (WA2) and explain that it shows an extraordinary car. Again, give the students a few moments to look carefully at the picture.

Then ask:

Q *What is extraordinary about this car? How is it different from an ordinary car?*

Show prompt 2 on the day 1 prompts (WA3) and read it aloud.

PROMPT 2: "The car is extraordinary because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

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3 Discuss an Ordinary and an Extraordinary Morning

Explain that most of your mornings are ordinary, and give examples of things you do on an ordinary school-day morning.

> **You might say:**
> "On an ordinary morning, I get dressed right after I wake up. Then I wash my face and brush my teeth. Before I have breakfast, I make sure to feed my dog. After breakfast, I leave for school."

Ask:

Q *What do you do on an ordinary morning before school?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "On an ordinary morning, I . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Ask the students to imagine that something extraordinary happens one morning before school. Then ask:

Q *What extraordinary thing might happen one morning before school? What might happen that would be very different or special?* [Show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "An extraordinary thing that might happen is . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the words *ordinary* and *extraordinary* on the cards (WA2) and review the pronunciations and meanings of the words.

ELPS 1.F.i
Step 3 (all)

Teacher Note

Listen as partners share ideas. If many students are struggling to describe an extraordinary morning, call for their attention and give a few examples of both believable and unbelievable things that might happen to you on an extraordinary morning. For example, say that your family serves you breakfast in bed, you get a phone call from a friend, an alien spacecraft lands in your yard, and your breakfast makes itself. Then repeat the questions.

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

ELPS 1.F.i
ELPS 4.C.i
More Strategy Pracitce
(all, beginning on page 263 and continuing on to page 264)

MORE STRATEGY PRACTICE

Start an Antonym Word Wall

Use the antonyms the students are learning to begin an antonym word wall. (You might title the wall "Words with Opposite Meanings.") Remind the students that *antonyms* are "words with opposite meanings." Point out that they discussed the antonyms *ordinary* and *extraordinary* earlier.

Post picture-word cards 57 and 58 from "Week 15 Picture-Word Cards" (BLM4) on the word wall and review the meanings of the words.

You might invite the students to suggest other words they know and their antonyms. Stimulate their thinking by asking, "What is a word you know that has the opposite meaning of *hot*? *soft*? *little*?" Use card stock

Materials

- Copy of "Week 15 Picture-Word Cards" (BLM4)
- Card stock and a marker

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Week 15 Picture-Word Cards" (BLM4).

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ELL Note

This activity will be especially helpful for your English Language Learners.

to add the words they suggest and their accompanying antonyms to the word wall.

Review the words with the students. Remind them that thinking about words and their opposites can help them understand and remember a new word. Encourage the students to use the words on the wall as they talk to one another in class and at recess. Whenever you hear the students use one of the words, point to the word on the word wall. Encourage the students to use the words in their writing, as well.

MORE ELL SUPPORT

Discuss an Ordinary and an Extraordinary Lunch

Direct the students' attention to the word and picture cards (WA2). Review the meanings of *ordinary* and *extraordinary*. Ask the students to close their eyes and imagine that they are eating an ordinary lunch. Ask them to imagine the food they are eating and think about why the food is ordinary. Then have them open their eyes. Ask:

Q *What food did you eat during your ordinary lunch? Why was the food ordinary?*

Have the students discuss the questions in pairs, using the following prompt:

PROMPT: "During my ordinary lunch, I ate . . ." and "The food was ordinary because . . ."

After partners have talked, ask two or three volunteers to share what they talked about with the class.

Use the same procedure to ask the students to imagine and discuss an extraordinary lunch.

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Introduce *Exclaim* and *Astonished*

Day 2

In this lesson, the students:

- Review the words *ordinary* and *extraordinary* from Day 1
- Learn and use the words *exclaim* and *astonished*
- Review shades of meaning and words with multiple meanings
- Build their speaking and listening skills
- Share ideas with one another
- Share their partners' thinking

Words Taught



exclaim (pp. 12, 25)
Exclaim means "say something suddenly or with strong feeling, especially because you are surprised, excited, or angry."



astonished (p. 12)
Astonished means "very surprised."

Materials

- *An Extraordinary Egg*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)

REVIEW THE WORDS

1 Briefly Review *Ordinary* and *Extraordinary*

Display the word and picture cards (WA2) from Day 1. Review the words by having the students tell what they remember about them.

INTRODUCE AND USE *EXCLAIM*

2 Introduce and Define *Exclaim*

Show pages 12–13 of *An Extraordinary Egg* and review that the frogs are watching as the scaly creature crawls out of the egg. Reread the following sentences, emphasizing the word *exclaimed*: "'See!' exclaimed Marilyn. 'I was right! It *is* a chicken!'"

Tell the students that *exclaim* is the first word they will learn today. Explain that *exclaim* means "say something suddenly or with strong feeling, especially because you are surprised, excited, or angry." Point out to the students that when the scaly creature appears, Marilyn exclaims, or speaks with excitement in her voice. Model exclaiming as you reread what Marilyn says, "'See! I was right! It *is* a chicken!'"

ELL Note

The Spanish cognate of *exclaim* is *exclamar*.

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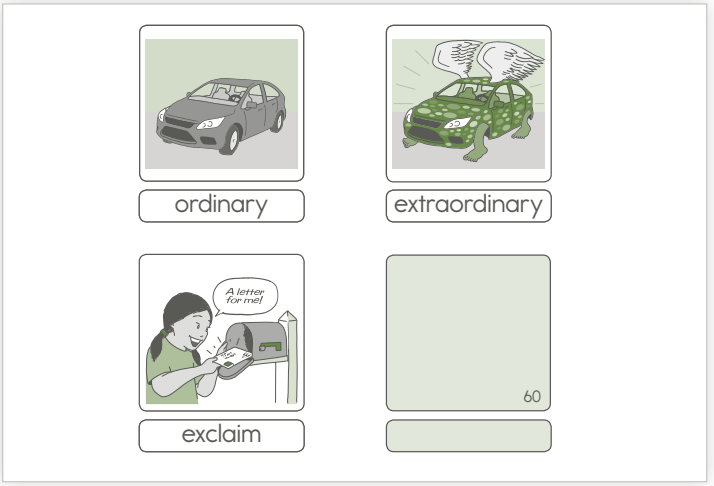
Direct the students' attention to the word and picture cards (WA2) and reveal picture card 59. Explain that the picture shows a girl taking a letter out of her mailbox. Act out exclaiming as you read the speech bubble aloud and explain that the girl is exclaiming, "A letter for me!" because she is surprised and excited to be receiving a letter.

Reveal word card 59 and have the students say the word *exclaim*.



WA2

Teacher Note

You might write *exclaim* where everyone can see it, adding an exclamation point next to the word. Explain that when you write something that a person exclaims, you put an exclamation point after the person's words to show that the person is saying it in an excited way.

3 Imagine, Discuss, and Act Out Exclaiming

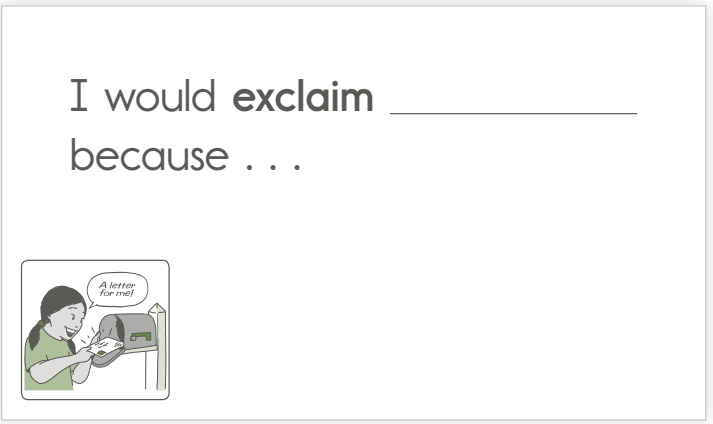
Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today.

Review that people often exclaim when they are surprised or excited. Ask the students to close their eyes and imagine the following scenario:

- *You just found out that you are going to get a puppy.*

Then use "Think, Pair, Share" to discuss:

Q *What would you exclaim if you found out you were going to get a puppy? Why?* [Pause.] *Open your eyes.* [Point to prompt 1 and read it aloud.] *Turn to your partner.*



WA4

Teacher Note

Support struggling students by reviewing the definition of *exclaim* and asking, "What would you say if you were surprised to be getting a puppy? How would you say that?"

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PROMPT 1: "I would exclaim ['I'm so surprised!'] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Ask each volunteer to exclaim what he would say.

Point to the word *exclaim* on the cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *ASTONISHED*

4 Introduce and Define *Astonished* and Review Shades of Meaning

Show pages 12–13 of *An Extraordinary Egg* and read the following sentence on page 12 aloud, emphasizing the word *astonished*: "The chicken took a deep breath, grunted, gave each of the astonished frogs a look, and said in a small, raspy voice, 'Where is the water?'"

Tell the students that *astonished* is the other word they will learn today. Explain that *astonished* means the same thing as *surprised*—with one important difference. Explain that when you are astonished, you are not just a little surprised—you are *very* surprised. Explain that when the scaly creature appears, the frogs are astonished—they are very surprised.

Direct the students' attention to the cards (WA2) and reveal picture card 60. Explain that the picture shows a child opening a gift and finding a bike. Explain that the child is astonished because he was not expecting to get a bike. Point to the boy in the picture and explain that often when people are astonished, their eyes open wide and their mouths fall open. An astonished person might also exclaim, "I'm so surprised!" or "Wow!"

Reveal word card 60 and have the students say the word *astonished*.

Teacher Note

If you started a "Just the Right Word" chart, add the word *astonished* with its definition, "very surprised."

5 Discuss Being Astonished

Give examples of times when you have been astonished.

> **You might say:**
>
> "One time, my cousin rang my doorbell. He lives far away, so I was astonished to see him at my door. On television last week I saw a news story about a nine-year-old boy who spoke four different languages. I was astonished to hear that someone so young could speak so many languages."

Use "Think, Pair, Share" to discuss:

Q *When have you been astonished? Why were you astonished?* [Pause; show prompt 2 and read it aloud.] *Turn to your partner.*

Teacher Note

Support struggling students by asking questions such as "When did something happen that you didn't expect?" "When have you heard or seen something that surprised you?" and "When have you learned something new that greatly surprised you?"

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ELL Note

You might invite volunteers to act out what they said and how they acted when they were astonished.

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

PROMPT 2: "I was astonished when [I came home and saw a fire truck in front of my house] because . . ."

After partners have talked, show prompt 3 and read it aloud. Then have one or two volunteers use the prompt to share their partners' thinking.

PROMPT 3: "[José] said he was astonished when [he came home and saw a fire truck in front of his house] because . . ."

Point to the word *astonished* on the cards (WA2) and review the pronunciation and meaning of the word.

MORE STRATEGY PRACTICE

Discuss Multiple Meanings of the Word *Watch*

Materials

- *An Extraordinary Egg*

Teacher Note

If the students struggle to answer the question, point to your watch if you are wearing one and ask "What is a watch?" Alternatively, ask questions such as "Who do you know who wears a watch?" and "Why do people wear watches?"

ELL Note

You might point to your wrist and explain that your *wrist* is the "part of your arm that connects to your hand."

Review that words can have more than one meaning and that the meanings are often very different. Explain that you will read a sentence from *An Extraordinary Egg* that includes a word with two very different meanings.

Show pages 12–13 of *An Extraordinary Egg* and review that the scaly creature crawls out of the egg. Read the following sentence aloud, emphasizing the word *watched*: "They watched in amazement as the egg cracked and out crawled a long, scaly creature that walked on four legs."

Explain that in the story the word *watch* means "look." The frogs watch, or look, as the egg cracks open and the scaly creature comes out. Ask:

Q *What else do you know about the word* watch?

If necessary, explain that *watch* can also mean a "small clock that you wear on your wrist."

EXTENSION

Explore Figurative Language in *An Extraordinary Egg*

Teacher Note

You might write the passage on page 6 where everyone can see it and point to each word as you read it. As the students identify words that helped them picture the egg, you might underline them.

Explain that good writers like Leo Lionni, the author of *An Extraordinary Egg*, use words that help us imagine what is happening in a story. Explain that you will read the part of the story in which Jessica finds the extraordinary egg, which she thinks is a stone. Explain that as you read, you want the students to use the author's words to picture in their minds what the egg looks like.

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Read page 6 aloud, without showing the illustration. Discuss the following questions:

Q *What picture did you make in your mind?*

Q *What words in the story helped you picture what the egg looks like?*

If necessary, explain that language such as "white like the snow" and "round like the full moon on a midsummer night" help us imagine what the egg looks like. Explain that sometimes authors compare one thing, such as the egg, to something else that is very different, such as snow and the moon, to help us see something in a new and interesting way.

Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Take turns talking and listening
- Listen to one another
- Share their thinking

Words Reviewed

ordinary
Ordinary means "normal or common." Something that is ordinary is not special or different in any way.

extraordinary
Extraordinary means "very special or different." Something that is extraordinary is far from ordinary.

exclaim
Exclaim means "say something suddenly or with strong feeling, especially because you are surprised, excited, or angry."

astonished
Astonished means "very surprised."

Materials

- Word and picture cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Weekly review activity (WA6)
- Copy of this week's family letter (BLM1) for each student

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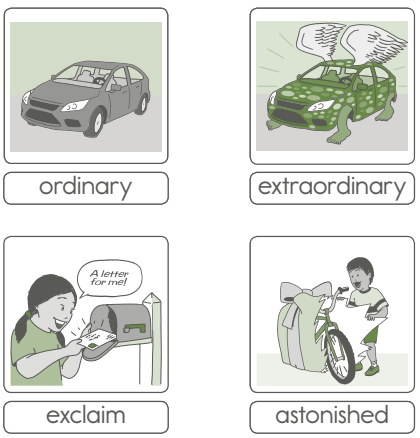
REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word and picture cards (WA2) from Day 2. Review the pronunciation and meaning of each word.

WA2



Discuss:

Q *Which of these words might you use when you talk to your friends or family? How might you use the word?*

Give the students a few moments to think about the questions. Then display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and read it aloud.

WA5

I might use the word _____ when I'm talking to _____.
I might say . . .

Teacher Note

If the students struggle to answer the questions, give some examples of how you might use the words. For example, say "I might use the word *extraordinary* when I'm talking to my husband. I might say, 'I saw something extraordinary when I was driving home today.' I might use the word *astonished* when I'm talking to my friend. I might say, 'I was astonished to learn that you play the piano so well; I never knew that!' "

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PROMPT 1: "I might use the word [*ordinary*] when I'm talking to [my mom]. I might say . . ."

Have a few volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Think More About *Astonished* and *Exclaim*

Point to the word *astonished* on the word and picture cards (WA2) and ask:

Q *Would you be astonished if your father picked you up after school and said, "We're going to an amusement park"? Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I [would/would not] be astonished because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by pointing to the word *exclaim* on the cards (WA2) and asking:

Q *If you were astonished, what might you exclaim?*

Show prompt 3 and read it aloud.

PROMPT 3: "If I were astonished, I might exclaim . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3 Play "Ordinary or Extraordinary?"

Tell the students that they will play a game called "Ordinary or Extraordinary?" Explain that you will show them a picture of an object. Then partners will decide if the object is ordinary or if it is extraordinary and explain why they think so.

Display the weekly review activity (WA6) and point to the pictures.

Then discuss as a class why each one is ordinary or extraordinary. Point to the picture of the rabbit wearing a tuxedo and ask:

Q *Is the rabbit ordinary or extraordinary? Why?* [Show prompt 4 and read it aloud.] *Turn to your partner.*

ELL Note

Explain that an *amusement park* is a "park with games and many rides, such as roller coasters and merry-go-rounds."

Teacher Note

If you are not using an interactive whiteboard, you might describe an object or animal that is ordinary and then describe that same object or animal as extraordinary. For example, say "A rabbit with a fluffy tail and a rabbit in a tuxedo, holding a menu" and "A tree with a robin's nest and green leafy branches and a tree with sneakers, ice skates, and rain boots growing from its branches." You might invite the students to add other words they know and their antonyms to the word wall. Stimulate their thinking by asking, "What is a word you know that has the opposite meaning of *hot*? *Soft*? *Little*?"

Teacher Note

If the students have difficulty answering the questions, review the words' meanings. Then ask the questions again.

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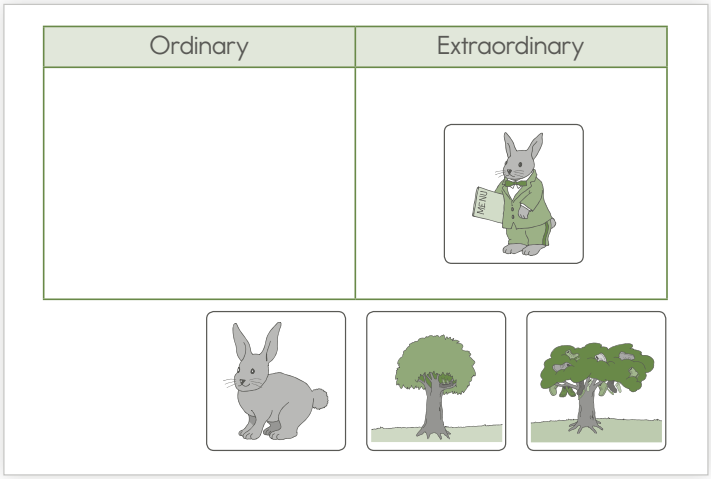
PROMPT 4: "I think the rabbit is [ordinary/extraordinary] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Conclude the discussion of this prompt by dragging and dropping the picture of the rabbit in a tuxedo to the column titled "Extraordinary."

WA6



Point to the picture of the ordinary rabbit and ask:

Q *Is the rabbit ordinary or extraordinary? Why?* [Show prompt 5 and read it aloud.] *Turn to your partner.*

PROMPT 5: "I think the rabbit is [ordinary/extraordinary] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Conclude the discussion of this prompt by dragging and dropping the ordinary rabbit to the column titled "Ordinary."

Use the same procedure to discuss the picture of the ordinary tree first and then the picture of the extraordinary tree:

Q *Is the tree ordinary or extraordinary? Why?* [Show prompt 6 and read it aloud.] *Turn to your partner.*

PROMPT 6: "I think the tree is [ordinary/extraordinary] because . . ."

Q *Is the tree ordinary or extraordinary? Why?* [Show prompt 7 and read it aloud.] *Turn to your partner.*

PROMPT 7: "I think the tree is [ordinary/extraordinary] because . . ."

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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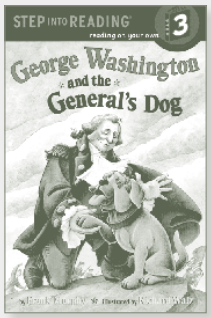
Week 16

RESOURCES



Read-aloud

- *George Washington and the General's Dog* by Frank Murphy, illustrated by Richard Walz

Extension

- "Review the Suffix *-er*"

Assessment Resource Book

- Week 16 vocabulary assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Form

- "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles

- Week 16 family letter (BLM1)
- (Optional) "Week 16 Picture Cards" (BLM2)
- (Optional) "Week 16 Word Cards" (BLM3)
- (Optional) "Week 16 Picture-Word Cards" (BLM4)
- (Optional) "Week 16 Crossword Puzzle" (BLM5)

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OVERVIEW

Words Taught	Words Reviewed
hero	commotion
track	extraordinary
persevere	frigid
respect	munch
	pout

Vocabulary Focus

- Students learn and use four words from or about the story.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students share ideas with one another.
- Students share their partner's thinking.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following picture cards and word cards: 45, 51, 52, 53, and 58. Set aside a few minutes periodically during the week to review the words.

✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 138 of the *Assessment Resource Book*.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.

✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 16 Picture Cards" (BLM2), "Week 16 Word Cards" (BLM3), "Week 16 Picture-Word Cards" (BLM4), and "Week 16 Crossword Puzzle" (BLM5). These materials can be used to provide your students with more opportunities to review the words.

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Week 16 Ongoing Review

Materials

- Word cards and picture cards 45, 51, 52, 53, 58
- Pocket chart
- Ongoing review prompts (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Work in a responsible way
- Share ideas with one another

Words Reviewed

commotion
Commotion is "noisy activity or confusion."

extraordinary
Extraordinary means "very special or different." Something that is extraordinary is far from ordinary.

frigid
Frigid means "very, very cold."

munch
Munch means "chew something in a noisy way." When you munch something, you often make a crunching sound.

pout
When you pout, you stick out your bottom lip, usually because you are sad, mad, or disappointed.

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and the picture cards in the pocket chart where everyone can see them. Then review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Introduce the Game "Make a Choice"

Tell the students that partners will use the review words to play a game called "Make a Choice." Point to the word *commotion* in the pocket chart and explain that today the students will use this word to play the game. Tell the students that you will describe two things. Then partners will decide which one is a commotion and explain why they think so. Explain that before partners play the game with one another, the students will practice playing as a class.

Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words.

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Discuss as a class:

Q *Which is a commotion: a dog licking your hand or a bunch of dogs barking? Why?*

Point to prompt 1 and read it aloud.

WA1

_____ is a **commotion** because . . .

PROMPT 1: "[A bunch of dogs barking] is a commotion because . . ."

Have one or two volunteers use the prompt to share their thinking.

3 Play the Game in Pairs

Play a round or two of the game in pairs, using the choices that follow. Remind the students that you will describe two things and partners will decide which one is a commotion.

Ask:

Q *Which is a commotion: fire trucks racing down the street with sirens on or fire trucks parked in the fire station? Why?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

PROMPT 1: "[Fire trucks racing down the street with sirens on] is a commotion because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

Q *Which is a commotion: lots of people rushing into a store or an empty store? Why?* [Point to prompt 1 and read it aloud.] *Turn to your partner.* (lots of people rushing into a store)

4 Continue the Activity During the Week

Using the same procedure, play the game with the remaining words during the week. Use the questions and prompts (WA1) that follow. Before you play, review the meaning of the words you are discussing.

[extraordinary]

Q *Which is extraordinary: a plain yellow pencil or a pencil that looks like a rattlesnake? Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.* (a pencil that looks like a rattlesnake)

ELL Note

You might have the students discuss each choice individually by asking, "Are fire trucks racing down the street with sirens on a commotion? Why?" and "Are fire trucks parked in the fire station a commotion? Why?"

Teacher Note

You might remind the students that they learned the word *rush* earlier and that *rush* means "move somewhere or do something very quickly."

Teacher Note

For more practice, you or the students might make up additional choices.

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Q *Which is extraordinary: a bike with one seat or a bike with seven seats? Why?* [Point to prompt 2 and read it aloud.] *Turn to your partner.* (a bike with seven seats)

Q *Which is extraordinary: a tree that is 300 feet tall or a tree that is 30 feet tall? Why?* [Point to prompt 2 and read it aloud.] *Turn to your partner.* (a tree that is 300 feet tall)

PROMPT 2: "[A pencil that looks like a rattlesnake] is extraordinary because . . ."

[frigid]

Q *Which is frigid: ice water or boiling water? Why?* [Show prompt 3 and read it aloud.] *Turn to your partner.* (ice water)

Q *Which is frigid: a winter day when you wear a coat and mittens or a summer day when you wear shorts? Why?* [Point to prompt 3 and read it aloud.] *Turn to your partner.* (a winter day when you wear a coat and mittens)

Q *Which is frigid: a fried banana or a frozen banana? Why?* [Point to prompt 3 and read it aloud.] *Turn to your partner.* (a frozen banana)

PROMPT 3: "[Ice water] is frigid because . . ."

[munch]

Q *Which would you munch: soup or a carrot? Why?* [Show prompt 4 and read it aloud.] *Turn to your partner.* (a carrot)

Q *Which would you munch: a raisin or an apple? Why?* [Point to prompt 4 and read it aloud.] *Turn to your partner.* (an apple)

Q *Which would you munch: a cracker or toothpaste? Why?* [Point to prompt 4 and read it aloud.] *Turn to your partner.* (a cracker)

PROMPT 4: "I would munch [a carrot] because . . ."

[pout]

Q *Which might you pout about: being sent to bed early or staying up late? Why?* [Show prompt 5 and read it aloud.] *Turn to your partner.* (being sent to bed early)

Q *Which might you pout about: losing your favorite book or reading your favorite book? Why?* [Point to prompt 5 and read it aloud.] *Turn to your partner.* (losing your favorite book)

Q *Which might you pout about: spilling juice on your favorite shirt or drinking juice? Why?* [Point to prompt 5 and read it aloud.] *Turn to your partner.* (spilling juice on your favorite shirt)

PROMPT 5: "I might pout about [being sent to bed early] because . . ."

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CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' choices and explanations indicate that they understand the meanings of the words?
- Do the students have difficulty using or explaining any of the words? (Note which words they have difficulty with.)
- Are they showing a growing interest in and appreciation for words?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 138 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting individual students to act out the word.

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Day 1 Introduce *Hero* and *Track*

Materials

- *George Washington and the General's Dog*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)

ELL Note

The Spanish cognate of *hero* is *héroe*.

In this lesson, the students:

- Learn and use the words *hero* and *track*
- Build their speaking and listening skills
- Work in a responsible way
- Share ideas with one another

Words Taught



hero (p. 5)
A *hero* is "someone you look up to because the person is brave or good or has done something special."



track (p. 20)
Track means "search for a person or animal by following a smell or footprints on the ground."

INTRODUCE AND USE *HERO*

1 Introduce and Define *Hero*

Briefly review *George Washington and the General's Dog*.

Show pages 4–5 and read the following sentence aloud, emphasizing the word *heroes*: "George Washington is one of America's greatest heroes."

Tell the students that the first word they will learn today is *hero*. Explain that a *hero* is "someone you look up to because the person is brave or good or has done something special." Explain that George Washington is a hero, or someone we look up to, because he was an honest, brave person who helped America win its independence.

Display this week's word and picture cards (WA2) and reveal picture card 61. Explain that the picture shows a girl talking to one of her heroes—a pilot. The girl looks up to the pilot because he is a brave person who does something that not too many people can do—he flies airplanes.

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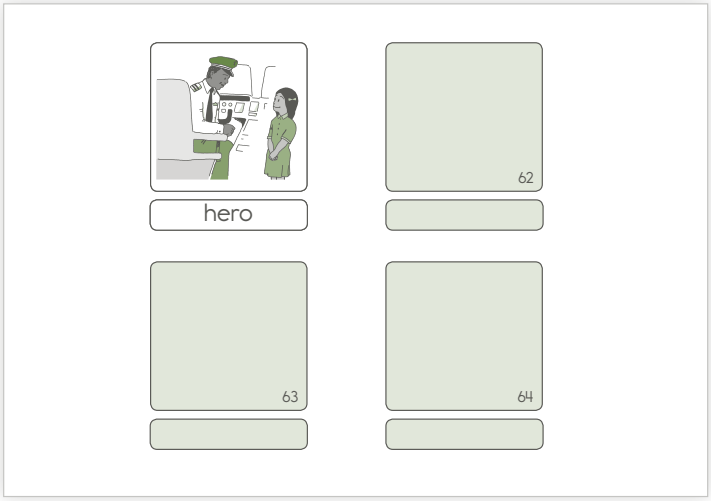
Reveal word card 61 and have the students say the word *hero*.

WA2



2 Discuss Heroes

Describe a hero you know personally and one you know about.

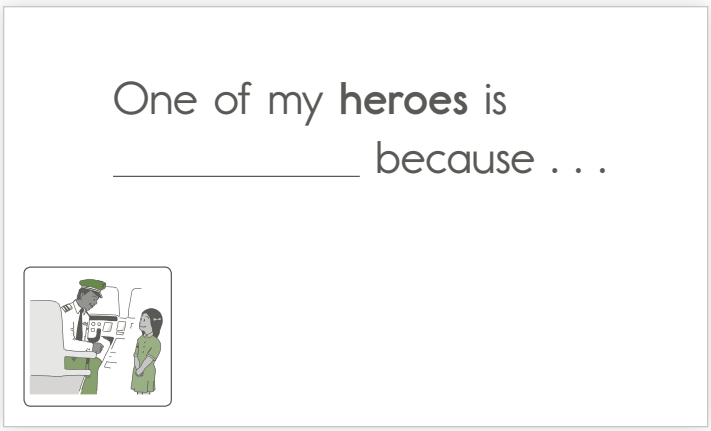
> **You might say:**
>
> "One of my heroes is Martin Luther King Jr. I look up to him because he worked to make sure that all people were treated fairly. Another one of my heroes is my grandmother. I look up to her because she is a good and kind person and because she did something special—she raised six children."

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today.

Use "Think, Pair, Share" to discuss:

Q *Who is one of your heroes? Why?* [Pause; point to prompt 1 and read it aloud.] *Turn to your partner.*

WA3



Teacher Note

Support struggling students by asking questions such as "Who is someone you know whom you look up to?" "Who is someone you have heard or read about or seen on TV that you look up to?" and "Who is someone you would like to be like when you grow up?"

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PROMPT 1: "One of my heroes is [my mom] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *hero* on the word and picture cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *TRACK*

3 Introduce and Define *Track*

Show page 20 of *George Washington and the General's Dog* and review that this part of the story describes the way soldiers used to take dogs with them to help during wartime. Read page 20 aloud, emphasizing the word *track*.

Explain that *track* means "search for a person or animal by following a smell or footprints on the ground." Point to the picture at the bottom of page 20. Explain that the dog is tracking a person or animal by following a smell on the ground.

Direct the students' attention to the cards (WA2) and reveal picture card 62. Explain that the picture shows a boy tracking a person's footprints. The boy is following the footprints to find the person who made them.

Reveal word card 62 and have the students say the word *track*.

4 Discuss What the Students Would Do to Track an Animal

Ask the students to close their eyes and imagine the following scenario:

- *You are camping with your family. You come back to your tent after a hike and see that your dog has broken his leash and wandered away. You want to track your dog to find him.*

Use "Think, Pair, Share" to discuss:

Q *What would you do to track your dog? Why?* [Pause.] *Open your eyes.* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "To track my dog, I would . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *track* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Support struggling students by reviewing the definition of *track* and asking "What might you look for on the ground in order to find the animal?"

ELL Note

You might invite volunteers to act out tracking an animal.

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

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EXTENSION

Review the Suffix *-er*

Read page 8 aloud, emphasizing the word *rider*. Write the word *rider* where everyone can see it and review that sometimes *-er* at the end of a word means "a person who." Explain that a *rider* is a "person who rides something"; point out that George Washington was a rider who liked to ride horses. Ask:

Q *What are some other things people like to ride?*

Show pages 44–45 of *George Washington and the General's Dog* and review that George Washington helped America to become an independent country. Explain that as you read from this part of the story aloud, you want the students to listen for a word that ends in *-er* and think about what it means. Then read the second sentence on page 45 aloud. Ask:

Q *What word did you hear that ends in* -er*?*

Follow up by asking:

Q *What do you think a leader is?*

If necessary, explain that a *leader* is a "person who leads or guides people." Explain that George Washington was a leader because he was the first president of the United States.

During the year, look for opportunities to point out other words that include the suffix *-er*. For example, if the students are reading, you might point out that someone who reads is a reader.

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Day 2 Introduce *Persevere* and *Respect*

Materials

- *George Washington and the General's Dog*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)

ELL Note

The Spanish cognate of *persevere* is *persevera*.

In this lesson, the students:

- Review the words *hero* and *track* from Day 1
- Learn and use the words *persevere* and *respect*
- Build their speaking and listening skills
- Work in a responsible way
- Share ideas with one another

Words Taught



persevere
When you persevere, you do not give up. You keep trying even when something is difficult.



respect (p. 37)
When you respect someone, you have a good opinion of the person. You admire, or like, the person because of what the person has done or how the person has behaved.

REVIEW THE WORDS

1 Briefly Review *Hero* and *Track*

Display the word and picture cards (WA2) from Day 1. Review the words by having the students tell what they remember about them.

INTRODUCE AND USE *PERSEVERE*

2 Introduce and Define *Persevere*

Show pages 24–25 of *George Washington and the General's Dog* and review that George Washington's soldiers faced hardships (difficulties) during the war. Read page 24 aloud.

Tell the students that the first word they will learn today is *persevere*. Explain that when you persevere, you do not give up; you keep trying even when something is difficult. Explain that George Washington's soldiers persevered—they kept fighting even though they were cold and hungry and did not have enough supplies.

Direct the students' attention to the word and picture cards (WA2) and reveal picture card 63. Explain that the picture shows a boy and his

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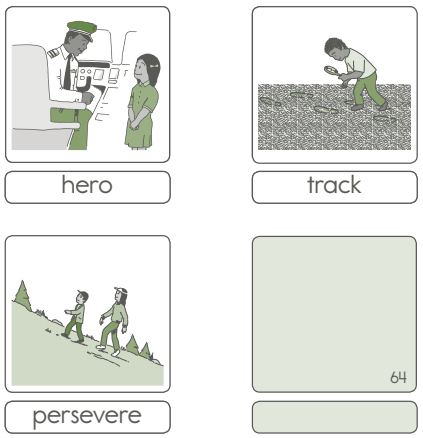
mother hiking up a mountain. The mountain is steep and the boy is tired, but he does not give up—he perseveres.

Reveal word card 63 and have the students say the word *persevere*.

WA2



3 Discuss Whether Someone Perseveres

Explain that you will describe someone doing something, and partners will discuss whether the person is persevering and explain why they think so.

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *A student keeps working on a difficult math problem until she has solved it. Does she persevere or not persevere? Why?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA4

I think _____
[**perseveres**/does not **persevere**]
because . . .



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PROMPT 1: "I think [the student] [perseveres/does not persevere] because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *A man keeps working to fix a car engine even though it is difficult.*
- *A student writes one sentence of a story and then gives up and stops writing.*
- *A woman gets up every night to feed her baby even though she is very tired.*

Point to the word *persevere* on the cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *RESPECT*

4 Introduce and Define *Respect*

Show pages 36–37 of *George Washington and the General's Dog*. Remind the students that George returns General Howe's dog to him. Read page 37 aloud, emphasizing the word *respected*.

ELL Note

The Spanish cognate of *respect* is *respetar*.

Explain that when you respect someone, you have a good opinion of the person. You admire, or like, the person because of what the person has done or how the person has behaved. Tell the students that the English people respect George, or have a good opinion of him, even though he is an enemy. They respect him because of his good deed—he returns General Howe's dog.

Direct the students' attention to the cards (WA2) and reveal picture card 64. Explain that the picture shows students listening to a doctor who is visiting their class. The students respect the doctor, or have a good opinion of her, because they admire what she does—she helps sick people and saves lives.

Reveal word card 64 and have the students say the word *respect*.

5 Discuss Whether We Respect Bridget

Tell the students that you will describe something that our imaginary first-grade friend Bridget does. Explain that partners will then decide whether or not they respect Bridget, or have a good opinion of her.

Begin by reading the following scenario aloud:

- *A new student named Adam joins Bridget's class. Bridget spends the day helping Adam feel welcome and get to know his way around the school.*

Ask:

Q *Do you respect Bridget? Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

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PROMPT 2: "I [respect/do not respect] Bridget because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *It's recess time. Students are lined up to use the swings. Bridget doesn't wait for her turn. Instead she pushes through the line and grabs a swing.*
- *It's snack time. Bridget offers to help her teacher hand out snacks to the other students.*
- *Bridget's class goes to the school library. Bridget shouts and runs around the library. She is bothering everyone who is reading quietly.*

Point to the word *respect* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Work in a responsible way
- Share ideas with one another

Words Reviewed

hero
A *hero* is "someone you look up to because the person is brave or good or has done something special."

track
Track means "search for a person or animal by following a smell or footprints on the ground."

persevere
When you persevere, you do not give up. You keep trying even when something is difficult.

respect
When you respect someone, you have a good opinion of the person. You admire, or like, the person because of what the person has done or how the person has behaved.

Materials

- Word and picture cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 16 Crossword Puzzle" (BLM5)

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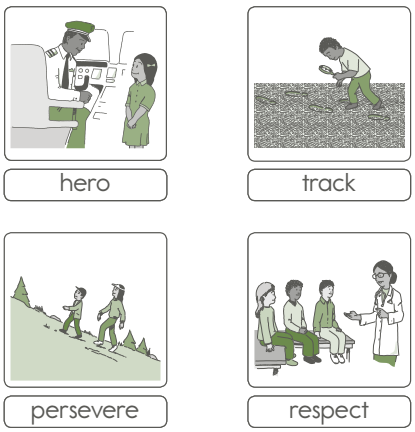
REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word and picture cards (WA2) from Day 2. Review the pronunciation and meaning of each word.

WA2



Then display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *Which of the words do you like the best? Why?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA5

I like the word _____ the best because . . .

PROMPT 1: "I like the word [*respect*] the best because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

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PRACTICE USING THE WORDS

2 Think More About the Words

Point to the words *hero* and *respect* on the word and picture cards (WA2) and ask:

Q *Would you respect a hero? Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I [would/would not] respect a hero because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the remaining words:

[track, persevere]

Q *If you were tracking your dog and it was getting dark, would you persevere? Why?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "If I were tracking my dog and it was getting dark, I [would/would not] persevere because . . ."

[persevere, respect]

Q *If your friend persevered and finished a long running race, would you respect her? Why?* [Show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "If my friend persevered and finished a long running race, I [would/would not] respect her because . . ."

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 15 and 16, you might distribute a copy of the "Week 16 Crossword Puzzle" (BLM5) to each student.

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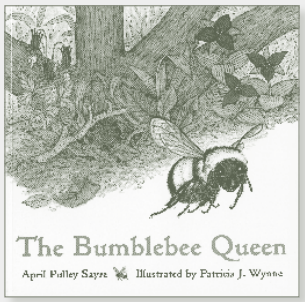
Week 17

RESOURCES



Read-aloud

- *The Bumblebee Queen* by April Pulley Sayre, illustrated by Patricia J. Wynne

Extensions

- "Introduce the Suffix *-y*"
- "Explore Compound Words"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Reproducibles

- Week 17 family letter (BLM1)
- (Optional) "Week 17 Picture Cards" (BLM2)
- (Optional) "Week 17 Word Cards" (BLM3)
- (Optional) "Week 17 Picture-Word Cards" (BLM4)

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OVERVIEW

Words Taught	Words Reviewed
wriggle	bob
snuggle	dart
cooperate	glide
underground	munch
	pile

Vocabulary Focus

- Students learn and use four words from or about the story.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students listen to one another.
- Students share their thinking.

DO AHEAD

- ✓ Look over this week's Ongoing Review and collect the following picture cards and word cards: 41, 43, 45, 46, and 54. Set aside a few minutes periodically during the week to review the words.
- ✓ Prior to Day 3, review the game "Find Another Word" in Steps 2 and 3 and write the bulleted sentences on a sheet of chart paper or where everyone can see them.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 17 Picture Cards" (BLM2), "Week 17 Word Cards" (BLM3), and "Week 17 Picture-Word Cards" (BLM4). These materials can be used to provide your students with more opportunities to review the words.

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Week 17 Ongoing Review

Materials

- Word cards and picture cards 41, 43, 45, 46, 54
- Pocket chart
- Ongoing review prompts (WA1)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen to one another
- Share their thinking

Words Reviewed

bob
Bob means "move up and down."

dart
Dart means "move suddenly and quickly."

glide
Glide means "move smoothly and easily."

munch
Munch means "chew something in a noisy way." When you munch something, you often make a crunching sound.

pile
A *pile* is "many things gathered together in the shape of a small hill."

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and the picture cards in the pocket chart where everyone can see them. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Introduce the Game "Which Word Goes With?"

Tell the students that partners will play a game called "Which Word Goes With?" Explain that you will write a word they know—like *breakfast*, *mouse*, or *boat*—where everyone can see it, and partners will discuss which word in the pocket chart goes with the word you wrote. Then you will ask some volunteers to share their thinking with the class.

Explain that the word you write might go with more than one of the vocabulary words. Remind the students that partners may not always agree and that is fine. What is important is that they explain their thinking.

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Tell the students that before they play the game in pairs, they will practice playing as a class. Write the word *breakfast* where everyone can see it and read the word aloud. Then point to the pocket chart and ask:

Q *Which of the review words do you think goes with* breakfast*? Why do you think that?*

Give the students a few moments to think. Then display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words. Point to prompt 1 and read it aloud.

WA1

I think _____ goes with *breakfast* because . . .

PROMPT 1: "I think [*munch*] goes with *breakfast* because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

If the students have trouble answering the questions, think aloud about word associations you might make and why. For example, say "I think *munch* goes with *breakfast* because you might munch on a piece of toast at breakfast. I think *dart* goes with *breakfast*, too, because when you are very hungry you dart to the table to eat breakfast. I think *pile* can go with *breakfast*, also, because sometimes when you eat breakfast there is a pile of food on your plate."

3 Play the Game in Pairs

Play a round of the game with the students in pairs. Write the word *mouse* where everyone can see it and read the word aloud. Then point to the pocket chart and use "Think, Pair, Share" to discuss:

Q *Which of the review words goes with* mouse*? Why do you think that?* [Pause; show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I think [*dart*] goes with *mouse* because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Write the word *boat* where everyone can see it and read the word aloud. Point to the pocket chart; then use "Think, Pair, Share" to discuss:

Q *Which of the review words goes with* boat*? Why?* [Pause; show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I think [*bob*] goes with *boat* because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

Support struggling students by thinking aloud about associations you might make or by asking questions such as those in the notes above.

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Day 1 Introduce *Wriggle* and *Snuggle*

Materials

- *The Bumblebee Queen*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)

In this lesson, the students:

- Learn and use the words *wriggle* and *snuggle*
- Build their speaking and listening skills
- Listen to one another
- Share their thinking

Words Taught



wriggle (p. 14)
Wriggle means "twist and turn from side to side."



snuggle (p. 17)
Snuggle means "lie close to someone or something, or hold something close for warmth."

INTRODUCE AND USE *WRIGGLE*

1 Introduce and Define *Wriggle*

Briefly review *The Bumblebee Queen*.

Show pages 14–15 and review that the queen bee lays eggs in a lump of pollen. The eggs hatch, and lumpy larvae appear. Read page 14 aloud, emphasizing the word *wriggling*.

Tell the students that the first word they will learn today is *wriggle*. Explain that *wriggle* means "twist and turn from side to side." Explain that as the larvae grow inside the pollen, they wriggle, or twist and turn from side to side. Act out what larvae might look like when they wriggle.

Display this week's word and picture cards (WA2) and reveal picture card 65. Explain that the picture shows a frisky puppy wriggling, or twisting from side to side, in a boy's arms.

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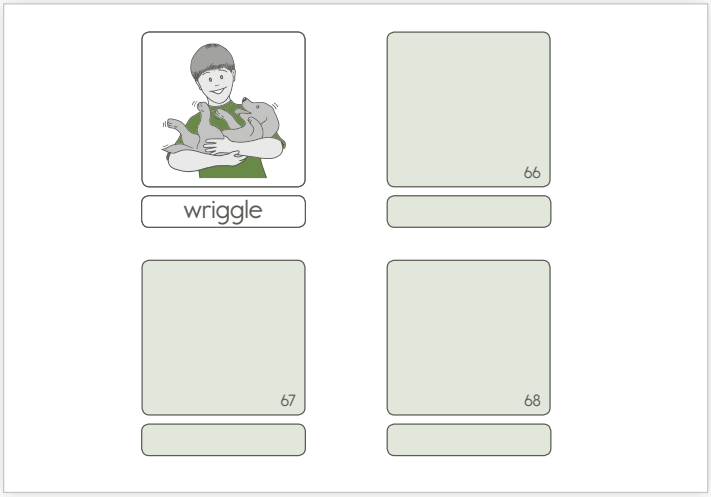
Reveal word card 65 and have the students say the word *wriggle*.

WA2



2 Act Out Wriggling

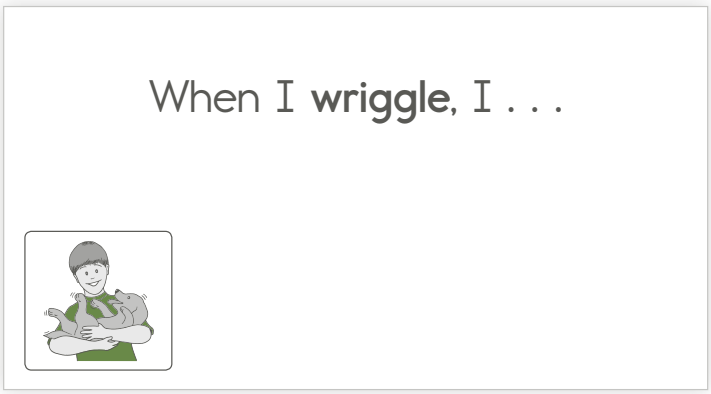
Explain that people can wriggle, too. Ask the students to imagine the following situation:

- *You are three years old. You have been sitting on your mother's lap for a while. Now you are eager to get down and play. You start wriggling.*

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Ask:

Q *How do you move when you wriggle in your mother's lap? What do you do?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA3



PROMPT 1: "When I wriggle, I . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

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Ask a volunteer to sit in a chair and pretend to be a three-year-old wriggling in his mother's lap. Discuss as a class:

Q *What did you see [Tau] do when he wriggled?*

Show prompt 2 and read it aloud.

PROMPT 2: "When [Tau] wriggled, he . . ."

Have a few volunteers use the prompt to share their thinking.

Point to the word *wriggle* on the word and picture cards (WA2) and review the pronunciation and meaning of the word.

3 Introduce and Define *Snuggle*

Show pages 16–17 of *The Bumblebee Queen* and point to the text within the dotted lines on page 17. Explain that throughout the book the author gives us additional information about bees in notes like this. Point out that in this note the author tells us more about how queen bees take care of their eggs. Ask the students to listen carefully as you read the note aloud. Then read the note aloud, emphasizing the word *snuggle*.

Explain that *snuggle* means "lie close to someone or something, or hold something close for warmth." Point to the illustration of the snuggling bee on page 17. Explain that the queen bee is snuggling up to her eggs, or lying close to them, to keep the eggs warm.

Direct the students' attention to the cards (WA2) and reveal picture card 66. Explain that sometimes we snuggle with someone or something that we especially love. Tell the students that the picture shows a girl snuggling with her teddy bear, or holding it close, because she loves the bear.

Reveal word card 66 and have the students say the word *snuggle*.

4 Discuss Snuggling

Review that when you snuggle, you lie close to someone or something. Give some examples of snuggling.

> **You might say:**
>
> "I enjoy snuggling with my son when I put him to bed at night. We snuggle, or lie close, under the blankets for a few minutes and talk about our day. My sister used to snuggle with her blanket when she was tired or upset. She would hold the blanket close to her body because it made her feel better."

Use "Think, Pair, Share" to discuss:

Q *Who or what do you like to snuggle with? Why?* [Pause; show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I like to snuggle with [my puppy] because . . ."

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After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *snuggle* on the cards (WA2) and review the pronunciation and meaning of the word.

EXTENSION

Introduce the Suffix -*y*

Show pages 12–13 of *The Bumblebee Queen* and read page 13 aloud, emphasizing the word *lumpy*. Write the word *lumpy* where everyone can see it. Explain that *-y* is a suffix and review that a *suffix* is a "letter or group of letters that is added to the end of a word to make a new word." Explain that the suffix *-y* on the end of the word means "full of or covered with." Point out that adding the suffix *-y* to the end of the word *lump* makes the word *lumpy*, which means "full of lumps" or "covered with lumps."

Tell the students that knowing that the suffix *-y* means "full of or covered with" can help them figure out the meanings of other words that use the suffix. Write the word *dust* where everyone can see it. Ask:

Q *What word do we make when we add the suffix* -y *to the end of the word* dust*?*

Q *Based on what you know about the word* dust *and the suffix* -y*, what does* dusty *mean?*

If necessary, explain that *dusty* means "covered with dust." Use the same procedure to discuss the words *dirt* and *dirty*.

Tell the students that many words use the suffix *-y*. Provide a few more examples, such as *furry* and *hairy*, and discuss their meanings. Ask the students for other examples and discuss their meanings.

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

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Day 2 Introduce *Cooperate* and *Underground*

Materials

- *The Bumblebee Queen*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)

ELPS 2.C.iv
ELPS 3.D.i
ELPS 3.D.ii
Step 2 and Step 3
(all, beginning on page 298 and continuing on to page 300)

ELL Note

The Spanish cognate of *cooperate* is *cooperar*.

In this lesson, the students:

- Review the words *wriggle* and *snuggle* from Day 1
- Learn and use the words *cooperate* and *underground*
- Build their speaking and listening skills
- Listen to one another
- Share their thinking

Words Taught



cooperate
When you cooperate, you work with someone else to get something done.



underground (p. 26)
Underground means "below or under the ground."

REVIEW THE WORDS

1 Briefly Review *Wriggle* and *Snuggle*

Display the word and picture cards (WA2) from Day 1. Review the words by having the students tell what they remember about them.

INTRODUCE AND USE *COOPERATE*

2 Introduce and Define *Cooperate*

Tell the students that the first word they will learn today is *cooperate*. Explain that *cooperate* means "work with someone else to get something done." Show pages 18–19 of *The Bumblebee Queen*. Remind the students that this part of the book explains what happens after the eggs hatch and new bees, called worker bees, appear. Tell the students that as you read this part aloud, you want them to listen for how the worker bees cooperate, or work together, to help the queen. Then read the main text on page 19 aloud. Ask:

Q *How do the worker bees cooperate, or work together, to help the queen?*

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Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and read it aloud.

WA4



PROMPT 1: "The worker bees cooperate by . . ."

Have one or two volunteers use the prompt to share their thinking with the class. If necessary, explain that the worker bees cooperate by gathering nectar and pollen and feeding the larvae that have not yet emerged.

Explain that people, as well as insects and other animals, cooperate. Direct the students' attention to the word and picture cards (WA2) and reveal picture card 67. Explain that the picture shows two children at the beach. They are cooperating, or working together, to build a sand castle.

Reveal word card 67 and ask the students to say the word *cooperate*.

WA2



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3 Discuss Times When the Students Cooperate

Explain that the students often cooperate with each other in the classroom and on the playground, and give a few examples.

> **You might say:**
>
> "When I ask you to clean up your tables after we draw, you cooperate by working together to put the markers, crayons, and scissors away. During math, you cooperate by working together to solve problems. After recess, you cooperate when you help each other collect the jump ropes and balls."

Ask:

Q *When have you cooperated with someone in our class? What did you do to cooperate?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I cooperated with [Myles] when . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Discuss as a class:

Q *Why is it important for us to cooperate with one another?*

Have a few volunteers share their thinking; remind them to use the word *cooperate* as they share.

Point to the word *cooperate* on the cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *UNDERGROUND*

4 Introduce and Define *Underground*

Show page 26 of *The Bumblebee Queen* and point to the burrowing bees in the illustration. Review that new queen bees make a warm winter home by digging down into the earth. Point to the additional text at the bottom of the page and ask the students to listen carefully as you read more about the bees and their winter home. Then read the text aloud, emphasizing the word *underground*.

Explain that *underground* means "below or under the ground." Point to the illustration and review that the queen bees dig into the earth to make their homes underground.

Direct the students' attention to the cards (WA2) and reveal picture card 68. Explain that other animals, such as ants, also live underground.

Reveal word card 68 and have the students say the word *underground*.

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5 Discuss Animals That Live Underground

Remind the students that bees and ants live underground. Provide examples of other animals that live underground.

> **You might say:**
> "Another animal that lives underground is the worm. Worms wriggle their way through the dirt to find food. Moles and some kinds of mice also live underground."

Ask:

Q *Why do you think some animals make their homes underground?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I think some animals make their homes underground because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Discuss as a class:

Q *Would you like to live in an underground home? Why?*

Show prompt 4 and read it aloud.

PROMPT 4: "I [would/would not] like to live underground because . . ."

Have one or two volunteers use the prompt to share their thinking with the class.

Teacher Note

You might remind the students that they learned the word *wriggle* earlier and that wriggle means "twist and turn from side to side."

Teacher Note

If the students struggle to answer the question, explain that some animals live underground for warmth and because their underground homes can provide protection from enemies, or animals that might harm them.

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

EXTENSION

Explore Compound Words

Explain that a *compound word* is a "word made up of two or more shorter words." Tell the students that they may come upon a compound word in their reading and not be sure what it means. Explain that they can sometimes figure out the meaning of a compound word by thinking about the meaning of the two shorter words that make up it up.

Write the word *underground* where everyone can see it and pronounce the word. Explain that *underground* is a compound word. Have the students identify the shorter words that make up *underground*. Then review what *underground* means ("below or under the ground").

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Have the students figure out the meanings of the compound words that follow by identifying the shorter words, thinking about their meanings, and putting the meanings together:

- Playground [Playground *is "ground outside, or a place outside, where children can play."*]
- Sunshine [Sunshine *is "light that shines down from the sun."*]
- Bookcase [Bookcase *is "a piece of furniture with shelves that hold books."*]

Look for opportunities to discuss other compound words throughout the year.

Day 3 Weekly Review

Materials

- Word and picture cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Bulleted sentences, prepared ahead
- Copy of this week's family letter (BLM1) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Take turns talking and listening
- Listen to one another
- Share their thinking

Words Reviewed

wriggle
Wriggle means "twist and turn from side to side."

snuggle
Snuggle means "lie close to someone or something, or hold something close for warmth."

cooperate
When you cooperate, you work with someone else to get something done.

underground
Underground means "below or under the ground."

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REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word and picture cards (WA2) from Day 2. Review the pronunciation and meaning of each word.

WA2



Point to the word *cooperate* and ask:

Q *If you drew a picture about the word* cooperate, *what would you draw? Why?*

Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and read it aloud.

WA5

If I drew a picture about the word _____, I would draw _____ because . . .

PROMPT 1: "If I drew a picture about the word [*cooperate*], I would draw [two friends cleaning up the playground] because . . ."

Have one or two volunteers use the prompt to share their thinking with the class. Use the same procedure to discuss the other words.

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PRACTICE USING THE WORDS

2 Introduce the Game "Find Another Word"

Explain that partners will play a game called "Find Another Word." Direct the students' attention to the bulleted sentences that you prepared ahead. Point out that each sentence includes some underlined words. Explain that you will read each sentence aloud; then partners will discuss which vocabulary word could replace the underlined words and explain why they think so.

Explain that before partners play the game with one another, the students will practice playing as a class. Then point to the first sentence and read it aloud twice, slowly and clearly:

- *The kitten is trying to move from side to side to get off my lap.*

Ask:

Q *Which vocabulary word could replace "move from side to side" in the sentence? Why?*

Show prompt 2 on the day 3 prompts (WA5) and read it aloud.

PROMPT 2: "I think [*wriggle*] could replace ['move from side to side'] because . . ."

Reread the sentence, replacing the underlined words with the vocabulary word.

3 Play the Game in Pairs

Using the same procedure, play a round of the game with the students in pairs. Point to the second sentence and read it aloud, slowly and clearly:

- *Wanda said, "We need to work together to clean up the mess we made."*

Use "Think, Pair, Share" to discuss:

Q *Which vocabulary word could replace "work together" in the sentence? Why?* [Pause; point to prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I think [*cooperate*] could replace ['work together'] because . . ."

After partners have talked, have one or two volunteers share their thinking with the class. Reread the sentence, replacing the underlined words with the vocabulary word.

Repeat the procedure with the remaining sentences:

- *Ants and other insects live below the grass.* (underground)
- *Puppies like to lie close together on cold nights.* (snuggle)

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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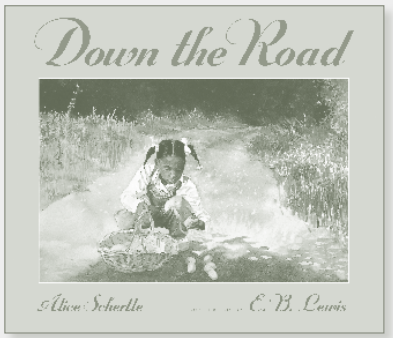
Week 18

RESOURCES



Read-aloud

- *Down the Road* by Alice Schertle, illustrated by E. B. Lewis

More Strategy Practice

- "Use Picture Clues to Determine Word Meanings"

Extension

- "Explore Sound Words in *Down the Road*"

Assessment Resource Book

- Week 18 vocabulary assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Form

- "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles

- Week 18 family letter (BLM1)
- (Optional) "Week 18 Picture Cards" (BLM2)
- (Optional) "Week 18 Word Cards" (BLM3)
- (Optional) "Week 18 Picture-Word Cards" (BLM4)
- (Optional) "Week 18 Crossword Puzzle" (BLM5)

Professional Development Media

- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
wobble	astonished
meadow	exclaim
fond	extraordinary
sob	thrilling
	track

Word-learning Strategies

- Using context to determine word meanings
- Recognizing shades of meaning (review)

Vocabulary Focus

- Students learn and use four words from the story.
- Students review context clues and shades of meaning.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students give one another time to think.
- Students share their thinking.
- Students share their partners' thinking.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following picture cards and word cards: 42, 58, 59, 60, and 62. Set aside a few minutes periodically during the week to review the words.

✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 139 of the *Assessment Resource Book*.

(continues)

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DO AHEAD *(continued)*

- ✓ (Optional) Prior to Day 1, review the more strategy practice activity "Use Picture Clues to Determine Word Meanings" on page 317.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 18 Picture Cards" (BLM2), "Week 18 Word Cards" (BLM3), "Week 18 Picture-Word Cards" (BLM4), and "Week 18 Crossword Puzzle" (BLM5). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 18

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Take turns talking and listening
- Give one another time to think
- Share their thinking

Words Reviewed

astonished
Astonished means "very surprised."

exclaim
Exclaim means "say something suddenly or with strong feeling, especially because you are surprised, excited, or angry."

extraordinary
Extraordinary means "very special or different." Something that is extraordinary is far from ordinary.

thrilling
Thrilling means "very exciting."

track
Track means "search for a person or animal by following a smell or footprints on the ground."

Materials

- Word cards and picture cards 42, 58, 59, 60, 62
- Pocket chart
- Ongoing review prompts (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and the picture cards in the pocket chart where everyone can see them. Then review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Introduce the Activity "Tell Me a Story"

Tell the students that they will do an activity called "Tell Me a Story." Point to the words in the pocket chart and explain that you will tell them the beginning of a story that will include one of the review words. Then partners will use their imaginations and what they know about the word to make up an ending for the story.

Explain that before partners do the activity together with one another, the students will practice the activity as a class. Point to and pronounce

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the word *astonished* in the pocket chart and explain that the first story will include the word *astonished*. Then read the following story aloud twice, slowly and clearly:

- *Beth was reading a book in her bedroom. She heard a noise that seemed to be coming from her closet. She walked slowly across the room, opened the door, and was astonished to see . . .*

Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words.

Discuss as a class:

Q *How might you finish the story? What was Beth astonished to see?*

Point to prompt 1 and read it aloud.

WA1

Beth was **astonished** to see . . .

PROMPT 1: "Beth was astonished to see . . ."

Have a few volunteers use the prompt to share their thinking with the class. Follow up by asking:

Q *Why would Beth be astonished to see [her friend Leo in the closet]?*

Show prompt 2 and read it aloud.

PROMPT 2: "Beth would be astonished to see [her friend Leo in the closet] because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

3 Do the Activity in Pairs

Point to the word *extraordinary* in the pocket chart and explain that the other story the students will finish today includes the word *extraordinary*. Read the following scenario aloud twice:

- *Jerome came downstairs and found that his mother had made an extraordinary breakfast for the family. For the extraordinary breakfast, she made . . .*

Use "Think, Pair, Share" to discuss:

Q *How might you finish the story? What foods did Jerome's mother make for the extraordinary breakfast?* [Pause; show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "For the extraordinary breakfast, Jerome's mother made . . ."

Teacher Note

If the students have difficulty thinking of an ending, review the definition of *astonished* and provide an example of an ending for the story. For example, say "Beth was astonished to see her best friend Leo hiding in the closet." Then read the beginning of the story again and repeat the questions.

ELL Note

You might have volunteers act out the completed story.

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After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

Q *Why did you say she made [blueberry pancakes with maple syrup, fruit salad, and toast with honey] for the extraordinary breakfast?*

Show prompt 4 and read it aloud.

PROMPT 4: "I said she made [blueberry pancakes with maple syrup, fruit salad, and toast with honey] for the extraordinary breakfast because . . ."

Have one or two volunteers use the prompt to share their thinking with the class.

4 Continue the Activity During the Week

Using the same procedure, have partners do the activity during the week, using the stories that follow. Before reading a story, tell the students which vocabulary word is included and review its meaning.

[exclaim]

- *Derrick was talking on the phone with his friend. His little sister came into the room and started to bang loudly on a drum. Derrick exclaimed . . .*

Q *How might you finish the story? What did Derrick exclaim?* [Pause; read prompt 5 and read it aloud.] *Turn to your partner.*

PROMPT 5: "Derrick exclaimed . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

Q *What did Derrick sound like when he exclaimed, ["Please stop that!"]?*

Show prompt 6 and read it aloud.

PROMPT 6: "When Derrick exclaimed, ['Please stop that!'] . . ."

Have a few volunteers use the prompt to share their thinking with the class.

[thrilling]

- *Rhonda was at the amusement park. She went on a thrilling ride. The thrilling ride she went on was . . .*

Q *How might you finish the story? What was the thrilling ride that Rhonda went on?* [Pause; show prompt 7 and read it aloud.] *Turn to your partner.*

PROMPT 7: "The thrilling ride that Rhonda went on was . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

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Follow up by asking:

Q *Why is [the haunted house ride] a thrilling ride?*

Show prompt 8 and read it aloud.

PROMPT 8: "[The haunted house ride] is a thrilling ride because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

[track]

- *Mrs. Lee was angry. There were muddy footprints all through her house. Who had made those footprints? Mrs. Lee decided to find out. To track the person, she . . .*

Q *How might you finish the story? How did Mrs. Lee track the person?* [Pause; show prompt 9 and read it aloud.] *Turn to your partner.*

PROMPT 9: "To track the person, Mrs. Lee . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' choices and explanations indicate that they understand the meanings of the words?
- Do the students have difficulty using or explaining any of the words? (Note which words the students have difficulty with.)
- Are they showing a growing interest in and appreciation for words?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 139 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting each student to tell or write a story in which he uses the word.

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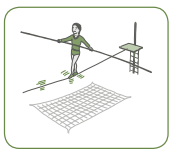
Introduce *Wobble* and *Meadow*

Day 1

In this lesson, the students:

- Learn and use the words *wobble* and *meadow*
- Use context to determine word meanings
- Build their speaking and listening skills
- Take turns talking and listening
- Share their thinking

Words Taught



wobble (p. 18)
Wobble means "move from side to side in an unsteady way."



meadow (p. 25)
A *meadow* is a "big, grassy field."

ABOUT USING CONTEXT TO DETERMINE WORD MEANINGS

In this lesson, we formally introduce the students to using context clues to determine word meanings, an important word-learning strategy they can use in their independent reading. The students learn that they can sometimes figure out the meaning of a word by reading the sentence that includes the word, or the sentence before or after, to look for clues. The students learn that clues may also be found in the illustrations in a picture book. In subsequent lessons, the students review and practice the strategy. It is important to point out that we have the students practice the strategy only when the pictures and/or text of a read-aloud provide explicit clues to a word's meaning. If you wish to use other texts to provide the students with more practice in using context clues, we suggest that you look for words that are clearly defined or explained by the context, so the students will not have to guess at the meanings.

Materials

- *Down the Road*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)

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INTRODUCE AND USE *WOBBLE*

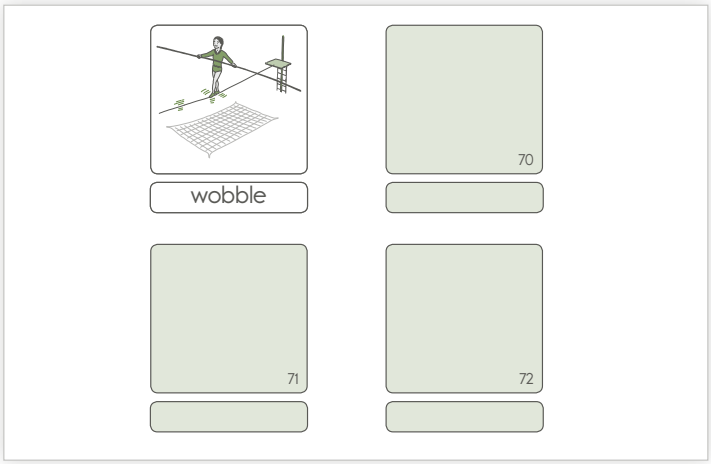
1 Introduce and Define *Wobble*

Review that *Down the Road* is about a girl named Hetty who goes to the store by herself to buy eggs. Show pages 18–19 and review that Hetty is returning home with the eggs. Read page 18 aloud, emphasizing the word *wobbles*.

Explain that *wobble* means "move from side to side in an unsteady way." Point to Hetty and the log in the illustration. Explain that Hetty thinks the log might wobble, or move unsteadily from side to side, if she tries to walk across it. Explain that she does not want to fall off the wobbling log and drop the eggs. Act out trying to keep your balance while walking on a wobbling log and holding a basket of eggs.

Display this week's word and picture cards (WA2) and reveal picture card 69. Point out that the picture shows an acrobat balancing on a high wire. Explain that it is hard to balance and she is wobbling, or moving from side to side in an unsteady way.

Reveal word card 69 and have the students say the word *wobble*.



WA2

Teacher Note

You might explain that *unsteady* means "shaky or not steady."

2 Act Out Wobbling

Review that people sometimes wobble when they are trying to keep their balance, and give examples. For each example, act out how a person might wobble.

> **You might say:**
>
> "You might wobble, or move unsteadily from side to side, if you have spun around and you feel dizzy. A baby wobbles when he is taking his first steps."

Ask the students to close their eyes and imagine they are wobbling as they walk along the edge of a curb.

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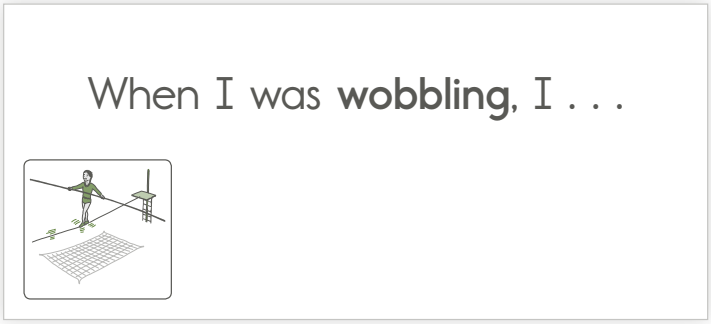
Have the students open their eyes. Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today.

Then use "Think, Pair, Share" to discuss:

Q *How did you move when you were wobbling?* [Pause; point to prompt 1 and read it aloud.] *Turn to your partner.*

WA3



PROMPT 1: "When I was wobbling, I . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Have one or two volunteers act out wobbling as they walk along a curb for the class.

Then ask:

Q *How did you notice [Janette] moving when she wobbled?*

Show prompt 2 and read it aloud.

PROMPT 2: "When [Janette] wobbled, she . . ."

Have a few volunteers use the prompts to share their thinking with the class.

3 Discuss Things That Wobble

Remind the students that things also wobble, like the log in the story does, and give a few more examples.

> **You might say:**
>
> "Eggs sometimes wobble, or move unsteadily from side to side, when you carry them in a basket. A tall lamp might wobble if you brushed against it. Chairs, stools, and tables sometimes wobble if their legs are uneven."

Ask the students to close their eyes and imagine the following scenario as you read it aloud:

- *You are sitting in a restaurant and your table is wobbling.*

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Use "Think, Pair, Share" to discuss:

Q *What is the table doing when it is wobbling?* [Pause.] *Open your eyes.* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "When the table is wobbling, it is . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *wobble* on the word and picture cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *MEADOW*

TEKS 3.B.ii
Student/Teacher Narrative
Step 4 (all)

4 Introduce and Define *Meadow* and Introduce Using Context to Determine Word Meanings

Show pages 24–25 of *Down the Road* and review that Hetty almost breaks the eggs when she stumbles over a rock. Now she is trying to be extra careful as she walks home. Read pages 24–25 aloud, emphasizing the word *meadow*.

Tell the students that the other word they will learn today is *meadow*. Explain that sometimes we can figure out the meaning of an unfamiliar word like *meadow* by reading the sentence that includes the word, or by reading the sentence that comes before or after, to look for clues. Tell them that sometimes we can also use the illustration in the book to figure out the meaning of a word.

Show pages 24–25 again. Tell the students that as you reread part of what they just heard, you want them to listen to the words and look carefully at the illustration and think about what a meadow might be. Then reread the following sentences on page 25 aloud: "The sun was hot, and by the time she reached the meadow, Hetty was tired. But there, in the middle of the meadow, was a big wild apple tree, full of bright red apples."

Discuss as a class:

Q *Based on what you heard and what you see in the illustration, what do you think a meadow is?*

Show prompt 4 and read it aloud.

PROMPT 4: "I think a meadow is . . ."

Have a few volunteers use the prompt to share their thinking.

Point to the meadow in the illustration on pages 24–25 and explain that a *meadow* is a "big, grassy field." Review that Hetty sees an apple tree in the meadow.

Direct the students' attention to the cards (WA2) and reveal picture card 70. Explain that the picture shows children playing in a meadow. Point out that meadows often have flowers, as well as grass and trees.

Reveal word card 70 and have the students say the word *meadow*.

Technology Tip

To find web-based activities that focus on using context to determine word meanings, you might search online using the keywords "whiteboard context clues activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

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5 Imagine a Meadow

Have the students close their eyes and imagine that they are having a picnic in a meadow. Ask them to imagine what they see, hear, and smell in the meadow.

Use "Think, Pair, Share" to discuss:

Q *What do you see in the meadow? What do you hear? What do you smell?* [Pause.] *Open your eyes.* [Show prompt 5 and read it aloud.] *Turn to your partner.*

PROMPT 5: "In the meadow I [see/hear/smell] . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *meadow* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Support struggling students by showing the illustration on pages 24–25 of the book again, reviewing the definition of *meadow*, and asking, "What plants and animals might you see in a meadow?" "How might the [flowers] smell?" and "What sounds might you hear?"

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

MORE STRATEGY PRACTICE

Use Picture Clues to Determine Word Meanings

TEKS 3.B.i
Student/Teacher Narrative
More Strategy Practice (all)

Materials

- *Down the Road*

Remind the students that when we hear or read a story, we can sometimes figure out the meaning of a word we do not know by looking for clues in the pictures. Show page 10 of *Down the Road* and review that, in this part of the story, Hetty is on her way to town to get eggs. Read the following sentence aloud twice, emphasizing the word *balanced*: "Pretty soon her walk was so smooth that she balanced the wicker basket on her head and climbed all the way to the top of the hill before it fell off."

Point to the picture of Hetty on page 10 and tell the students that there are clues in the picture that can help us figure out what *balance* means. Ask:

Q *What is Hetty doing with the wicker basket? What do you notice about her arms?*

Q *After looking at the picture, what do you think the word* balance *might mean?*

If necessary, explain that when you balance something, you keep it steady and do not let it fall. Point out that Hetty is balancing the basket on her head, or keeping it steady so that it will not fall, by keeping her head up and holding her arms out away from her body.

Follow the same procedure to discuss the meaning of the word *stumble* ("trip and almost fall down") on page 22 and *examine* ("look at something carefully") on page 23.

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Day 2 Introduce *Fond* and *Sob*

Materials

- *Down the Road*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)

In this lesson, the students:

- Review the words *wobble* and *meadow* from Day 1
- Learn and use the words *fond* and *sob*
- Review shades of meaning
- Take turns talking and listening
- Share their partners' thinking

Words Taught



fond (p. 26)
If you are fond of something or someone, you like the thing or person very much.



sob (p. 30)
Sob means "cry with short gasps of breath." When you sob, you cry so hard that it is difficult for you to catch your breath.

REVIEW THE WORDS

1 Briefly Review *Wobble* and *Meadow*

Display the word and picture cards (WA2) from Day 1. Review the words by having the students tell what they remember about them.

INTRODUCE AND USE *FOND*

2 Introduce and Define *Fond*

Show page 26 of *Down the Road* and review that Hetty sees an apple tree in the meadow. Read the page aloud, emphasizing the word *fond*.

Explain that when you are fond of something or someone, you like that thing or person very much. Point out that Hetty is fond of apples—she likes apples very much.

Direct the students' attention to the word and picture cards (WA2) and reveal picture card 71. Explain that the picture shows two friends who are fond of each other—they like each other very much.

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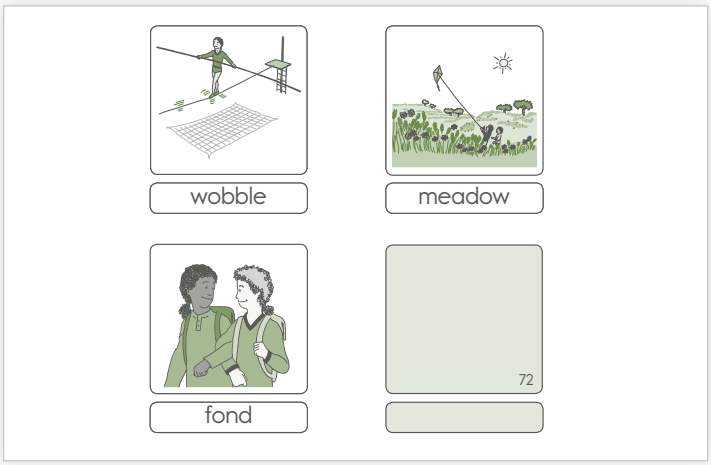
Reveal word card 71 and have the students say the word *fond*.

WA2

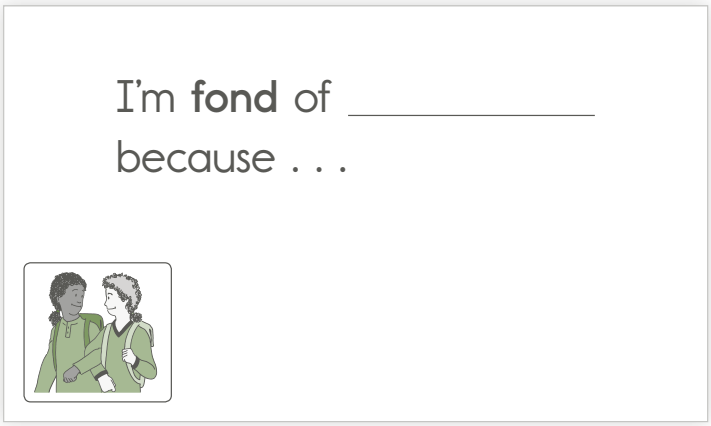


3 Discuss People and Things the Students Are Fond Of

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Ask:

Q *Who is someone you are fond of? Why?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA4



PROMPT 1: "I'm fond of [my mother] because . . ."

After partners have talked, show prompt 2 and read it aloud. Have volunteers use the prompt to share their partners' thinking with the class.

PROMPT 2: "My partner said that she is fond of [her mother] because . . ."

Using the same procedure, discuss:

Q *What is something you are fond of doing after school? Why?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

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PROMPT 3: "After school I'm fond of [playing with my dog] because . . ."

After partners have talked, show prompt 4 and read it aloud. Have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 4: "After school my partner is fond of [playing with his dog] because . . ."

Point to the word *fond* on the cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *SOB*

4 Introduce and Define *Sob* and Review Shades of Meaning

Show pages 30–31 of *Down the Road* and review that Hetty is sitting sadly in the apple tree when her father comes looking for her. Read this sentence aloud, emphasizing the word *sob*: "'I was picking apples for us,' said Hetty with a sob. 'I broke the eggs, Papa. Every single one.'"

Tell the students that *sob* means the same thing as *cry*—with an important difference. Explain that *sob* means "cry with short gasps of breath." Explain that when you sob, you cry so hard that it is difficult to catch your breath. Explain that Hetty is sobbing because she broke the eggs. Model sobbing as you reread what Hetty said: "'I was picking apples for us. I broke the eggs, Papa. Every single one.'"

Direct the students' attention to the cards (WA2) and reveal picture card 72. Explain that it shows a girl who is sobbing because she spilled juice on her party dress.

Reveal word card 72 and have the students say the word *sob*.

Teacher Note

If you started a "Just the Right Word" chart, add the word *sob* with its definition, "cry with short gasps of breath."

5 Discuss Sobbing

Explain that people sob when they are very sad and upset.

Use "Think, Pair, Share" to discuss:

Q *What might happen that would make a person sob?* [Pause; show prompt 5 and read it aloud.] *Turn to your partner.*

PROMPT 5: "Someone might sob if . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *sob* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Support struggling students by reviewing the meaning of *sob* and asking questions such as "When might someone sob at school? At home? On the playground?"

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

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EXTENSION

Explore Sound Words in *Down the Road*

Tell the students that Alice Schertle, the author of *Down the Road*, uses some interesting words in the story to help us imagine, or hear in our minds, how things sound. Show pages 8–9 and review that in this part of the story Hetty leaves her house and goes down the road to town. Tell the students that as you read the first sentence on page 8 aloud, you want them to listen for the words that tell how the screen door sounds when Hetty opens and closes it. Then read this sentence aloud: "*Squeak-bang!* went the screen door, and Hetty was on her way." Ask:

Q *What words did you hear that tell how the screen door sounds?*

If necessary, point out that the word *squeak* tells how the door sounds when Hetty opens it, and the word *bang* tells how the door sounds when she closes it.

Show pages 8–9 again and tell the students that as you read another sentence from this part of the story, you want them to listen for the words that tell how Hetty's shoes sound as she walks down the road. Then read this sentence aloud: "She listened to her shoes going *thup*, *thup*, *thup*, *thup*, and she made up some walking words to say as she went along." Ask:

Q *What words did you hear that tell how Hetty's shoes sound?*

If necessary, point out that the words *thup*, *thup*, *thup*, *thup* tell how Hetty's shoes sound as she walks along the road. Tell the students that words such as *squeak*, *bang*, and *thup* make a story more interesting and fun to read and hear because they help us imagine, or hear in our minds, the sounds of the story.

Page through the book and read and discuss other examples of sound words; for example, *clickety-clack* and *crack* (page 8), *bump* (page 10), *squish* and *clickety-clack* (page 21), and *splat* (page 28). Encourage the students to use words like these in their own writing.

Teacher Note

You might explain that *squeak*, *bang*, and *thup* are examples of *onomatopoeia*, or "words that imitate (copy) sounds."

Teacher Note

If you wish to explore onomatopoeia further, have the students discuss words that imitate the sounds that animals make (for example, *moo*, *oink*, and *woof*) and that familiar objects make (for example, the *tick-tock* of a clock, the *ding-dong* of a doorbell, or the *honk* of a car horn). Start a "Sound Words" chart. Ask the students to listen and watch for other sound words and add them to the chart. Encourage the students to use the words on the chart in their writing.

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Day 3 Weekly Review

Materials

- Word and picture cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of the "Week 18 Crossword Puzzle" (BLM5) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Take turns talking and listening
- Share their thinking

Words Reviewed

wobble
Wobble means "move from side to side in an unsteady way."

meadow
A *meadow* is a "big, grassy field."

fond
If you are fond of something or someone, you like the thing or person very much.

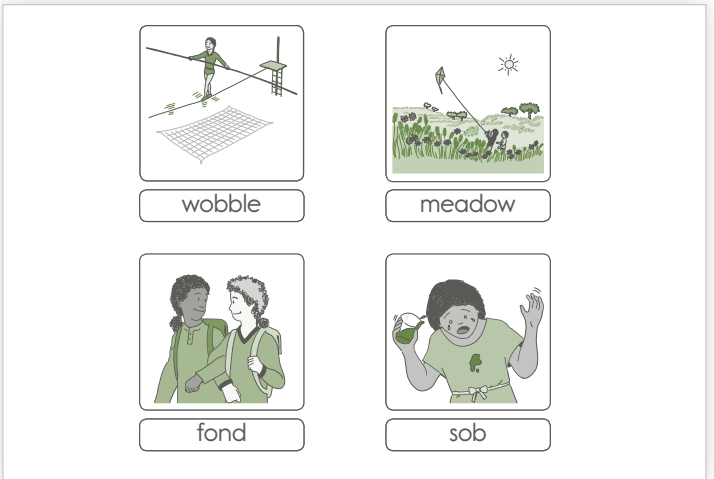
sob
Sob means "cry with short gasps of breath." When you sob, you cry so hard that it is difficult for you to catch your breath.

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word and picture cards (WA2) from Day 2. Review the pronunciation and meaning of the words.

WA2



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Then display the day 3 prompts (WA5), and explain that the students will use these prompts to discuss the words today.

Ask:

Q *Which of the words do you think was the most interesting or fun to learn? Why?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA5

I think _____ was the most [interesting/fun] to learn because . . .

PROMPT 1: "I think [*fond*] was the most [interesting/fun] to learn because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Play the Game "I'm Thinking of a Word"

ELPS 2.D.i
Step 2 (all, beginning on page 323 and continuing on to page 324)

Tell the students that partners will play the game "I'm Thinking of a Word." Direct the students' attention to the word and picture cards (WA2). Remind them that you will give a clue about one of this week's words. Then partners will figure out which word you are thinking of and explain why they think it is that word.

Begin by reading the following clue aloud:

- *I'm thinking of a word that is a place where you might have a picnic.*

Use "Think, Pair, Share" to discuss:

Q *Which word am I thinking of? Why?* [Pause; show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "[Mr. Goldstein] is thinking of the word [*meadow*] because . . ."

After partners have talked, show prompt 3 and read it aloud. Then have a few volunteers use the prompt to share their thinking with the class.

PROMPT 3: "You're thinking of the word [*meadow*] because . . ."

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Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 17 and 18, you might distribute a copy of the "Week 18 Crossword Puzzle" (BLM5) to each student.

Using the same procedure, have partners discuss the following clues:

- *I'm thinking of a word that tells how you feel when you really like someone.* (fond)
- *I'm thinking of a word that tells what you might do if you bump your elbow really hard.* (sob)
- *I'm thinking of a word that tells what you might do after you get off a spinning ride at the amusement park.* (wobble)
- *I'm thinking of a word that tells how you feel about your favorite kind of juice.* (fond)
- *I'm thinking of a word that tells what a baby does when it's taking its first steps.* (wobble)
- *I'm thinking of a word that means a place filled with grass and flowers.* (meadow)
- *I'm thinking of a word that tells what you might do if you accidentally spill black paint all over your clothes.* (sob)

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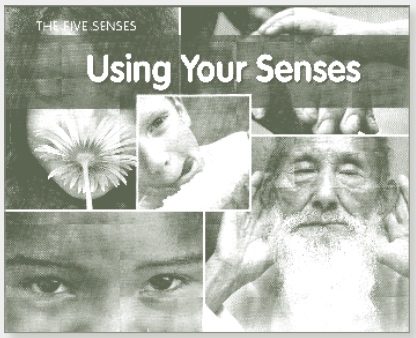
Week 19

RESOURCES



Read-aloud

- *Using Your Senses* by Rebecca Rissman

Extension

- "Explore the Prefix *in-*"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA6

Reproducibles

- Week 19 family letter (BLM1)
- (Optional) "Week 19 Picture Cards" (BLM2)
- (Optional) "Week 19 Word Cards" (BLM3)
- (Optional) "Week 19 Picture-Word Cards" (BLM4)

Professional Development Media

- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
audible	collapse
inaudible	glow
faint	hero
earsplitting	lunge
	tug

Word-learning Strategy

- Recognizing antonyms (review)

Vocabulary Focus

- Students learn and use four words about the book.
- Students review antonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students act in fair and caring ways.
- Students give reasons to support their thinking.

DO AHEAD

- ✓ Look over this week's Ongoing Review and collect the following picture cards and word cards: 39, 44, 47, 48, and 61. Set aside a few minutes periodically during the week to review these words.
- ✓ Prior to Day 1, collect a marker, a sheet of paper, or any other items with which to make tapping and crumpling sounds. You will use them to discuss the word *audible*. (See Step 2.)
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 19 Picture Cards" (BLM2), "Week 19 Word Cards" (BLM3), and "Week 19 Picture-Word Cards" (BLM4). These materials can be used to provide your students with more opportunities to review the words.

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Week 19 Ongoing Review

Materials

- Word cards and picture cards 39, 44, 47, 48, 61
- Pocket chart
- Ongoing review prompts (WA1)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Act in fair and caring ways

Words Reviewed

collapse
Collapse means "fall down suddenly."

glow
Glow means "give off a soft, steady light."

hero
A *hero* is "someone you look up to because the person is brave or good or has done something special."

lunge
Lunge means "move forward suddenly, often to grab or attack something."

tug
Tug means "give something a hard pull."

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and picture cards in the pocket chart. Review the pronunciation and meaning of each review word.

PRACTICE USING THE WORDS

2 Review the Activity "What Do You Think About?"

Explain that partners will do the activity "What Do You Think About?" Point to the words in the pocket chart. Remind the students that you want them to notice what they think about, or what pictures come into their minds, when they hear each of the words.

Point to and pronounce the word *collapse* and explain that *collapse* is the first word that the students will think about. Model the activity by closing your eyes and talking about what comes into your mind when you hear the word *collapse*.

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You might say:

"When I hear the word *collapse,* in my mind I see a tower that my son built with blocks. He built it so high that it collapsed, or fell down suddenly. When I hear the word *collapse,* I also think about collapsing on the couch at home after a hard day. I'm so tired that I fall down on the couch and rest for a while."

Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words.

Have the students close their eyes. Then use "Think, Pair, Share" to discuss:

Q *What do you think about when you hear the word* collapse*? What picture comes into your mind?* [Pause.] *Open your eyes.* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA1

When I hear the word ***collapse***, I . . .

PROMPT 1: "When I hear the word *collapse*, I . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3 Continue the Activity During the Week

During the week, review the words *glow*, *hero*, *lunge*, and *tug* using the same procedure. Review the pronunciation and meaning of each word prior to the activity. If necessary, give examples of associations you make to a word before asking the students what they think about when they hear the word.

Q *What do you think about when you hear the word* glow*? What picture comes to your mind? Why?* [Pause.] *Open your eyes.* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "When I hear the word *glow*, I . . ."

Q *What do you think about when you hear the word* hero*? What picture comes to your mind? Why?* [Pause.] *Open your eyes.* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "When I hear the word *hero*, I . . ."

Teacher Note

If the students struggle to make associations, support them by asking questions such as "What is something you have built that collapsed?" "When have you seen something collapse?" "When have you been so tired that you collapsed?" and "When have you seen someone collapse?"

ELL Note

You might have the students act out or draw what comes to mind when they hear the word *collapse.*

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Q *What do you think about when you hear the word* lunge*? What picture comes to your mind? Why?* [Pause.] *Open your eyes.* [Show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "When I hear the word *lunge*, I . . ."

Q *What do you think about when you hear the word* tug*? What picture comes to your mind? Why?* [Pause.] *Open your eyes.* [Show prompt 5 and read it aloud.] *Turn to your partner.*

PROMPT 5: "When I hear the word *tug*, I . . ."

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Introduce *Audible* and *Inaudible*

Day 1

In this lesson, the students:

- Learn and use the words *audible* and *inaudible*
- Review antonyms
- Build their speaking and listening skills
- Give reasons to support their thinking

Words Taught



audible
Audible means "loud enough to be heard." If a sound is audible, you can hear it.



inaudible
Inaudible means "not loud enough to be heard." If a sound is inaudible, you cannot hear it.

Materials

- *Using Your Senses*
- Word and picture cards (WA2)
- A marker, a sheet of paper, or any other items with which to make tapping and crumpling sounds, collected ahead
- Day 1 prompts (WA3)

INTRODUCE AND USE *AUDIBLE*

1 Introduce and Define *Audible*

Briefly review *Using Your Senses*. Show pages 10–11 of the book and review that this part of the book explains how we hear things.

Tell the students that the first word they will learn today is *audible*, and explain that *audible* means "loud enough to be heard." Explain that if a sound is audible, you can hear it.

Point to the photographs on page 11, and tell the students that the sounds of a bird chirping and thunder roaring are audible, or loud enough to be heard. Point out that right now your voice is loud enough for the students to hear. Your voice is audible.

Display this week's word and picture cards (WA2) and reveal picture card 73. Explain that the picture shows someone watching the news on television. Point to the sound waves in the picture; explain that the person watching the news can hear what the woman on television is saying because her voice is audible, or loud enough to be heard.

ELL Note

The Spanish cognate of *audible* is *audible*.

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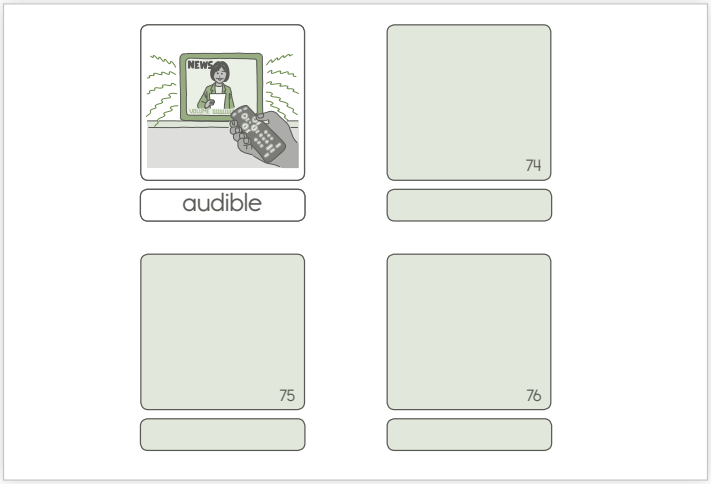
Reveal word card 73 and have the students say the word *audible*.

WA2



2 Discuss Sounds That Are Audible

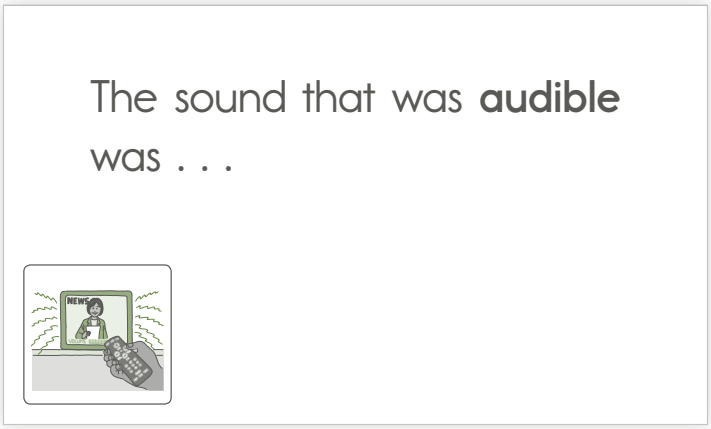
Tell the students that you will ask them to close their eyes and then you will make a sound that is audible, or loud enough to be heard. Explain that you want the students to listen carefully to the sound and then they will discuss what they heard with their partners.

Tell the students to close their eyes. Then use a marker to make a tapping sound on a desk, the floor, or a chair.

Have the students open their eyes. Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Then ask:

Q *What sound was audible? What sound did you hear?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA3



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PROMPT 1: "The sound that was audible was . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, have the students listen to and discuss the following sounds:

- *A piece of paper being crumpled*
- *Your fingers snapping*

Point to the word *audible* on the word and picture cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *INAUDIBLE*

3 Introduce and Define *Inaudible* and Review Antonyms

Tell the students that the other word they will learn today is *inaudible*, and explain that *inaudible* means "not loud enough to be heard." Explain that if a sound is inaudible, you cannot hear it. Point out that *audible* and *inaudible*, have opposite meanings; review that words with opposite meanings are called *antonyms*.

Direct the students' attention to the cards (WA2) and reveal picture card 74. Tell the students that the picture shows the person and the television they saw before. Explain that the person has turned down the sound so that what the woman is saying is inaudible, or not loud enough to be heard.

Reveal word card 74 and have the students say the word *inaudible*.

4 Play "Audible or Inaudible?"

ELPS 2.D.i
Step 4 all, beginning on page 333 and continuing on to page 334

Tell the students that partners will play a game called "Audible or Inaudible?" Explain that you will ask the students to imagine something that you describe. Then you will have partners discuss whether what they imagined is audible (loud enough to be heard) or inaudible (not loud enough to be heard).

Begin by having the students imagine the following scenario as you read it aloud:

- *Someone standing right next to you shouts, "Hooray!"*

Ask:

Q *Is the sound audible or inaudible? Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "The sound is [audible] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

You might invite a volunteer to make a sound, have the students listen with their eyes closed, and then have them discuss the sound.

Teacher Note

At another time, you might wish to take the students to the playground, have them close their eyes and listen, and then discuss the sounds that are audible.

Teacher Note

You might review that the students have learned other pairs of words with opposite meanings: *bold* and *timid*, *delicious* and *disgusting*, and *ordinary* and *extraordinary*.

If you started an antonym word wall, add the words *audible* and *inaudible* to it.

Technology Tip

To find web-based activities that focus on recognizing antonyms, you might search online using the keywords "whiteboard antonym activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

ELL Note

The Spanish cognate of *inaudible* is *inaudible*.

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Using the same procedure, have the students imagine and discuss the following scenarios:

- *Someone three blocks away from you coughs.* (inaudible)
- *Everyone in the class claps their hands.* (audible)

Point to the word *inaudible* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

EXTENSION

Explore the Prefix *in-*

Display the word and picture cards (WA2) from Day 1 and point to the cards for *audible* and *inaudible*. Pronounce each word, review its meaning, and have the students say each word: *audible* and *inaudible*.

Point to the prefix *in-* in *inaudible* and explain that *in-* at the beginning of a word is sometimes a clue that the word is an antonym, or a word with an opposite meaning. Review that *inaudible* is the opposite of *audible* and that it means "not loud enough to be heard."

Write the word *complete* where everyone can see it and explain that *complete* means "having all the parts that are needed." Explain that when something is complete it has all the necessary parts to make it whole and nothing is missing. Then ask:

Q *What word do you make if you add* in- *to the word* complete*?*

Tell the students that you make the word *incomplete* and write it where everyone can see. Explain that *incomplete* means "not having all the parts that are needed," and point out that *complete* and *incomplete*, like *audible* and *inaudible*, are antonyms—they have opposite meanings.

Ask:

Q *Is a fence that has a hole in the middle complete or incomplete? Why?*

Then ask:

Q *If someone finishes building the rest of the fence, is it complete or incomplete? Why?*

Explain that you can add *in-* to other words and make the words' antonyms. As you or the students use words with the prefix *in-* during the year, point them out.

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Introduce *Faint* and *Earsplitting*

Day 2

In this lesson, the students:

- Review the words *audible* and *inaudible* from Day 1
- Learn and use the words *faint* and *earsplitting*
- Build their speaking and listening skills
- Give reasons to support their thinking

Words Taught



faint
Faint means "difficult to hear." A faint sound is so soft that you can barely hear it.



earsplitting
Earsplitting means "very loud." An earsplitting sound is so loud that it hurts your ears.

Materials

- *Using Your Senses*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)

REVIEW THE WORDS

1 Briefly Review *Audible* and *Inaudible*

Display the word and picture cards (WA2) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *FAINT*

2 Introduce and Define *Faint*

Show pages 10–11 of *Using Your Senses* and read the first sentence on page 11 aloud.

Tell the students that the first word they will learn today is *faint*, and explain that *faint* means "difficult to hear." Explain that both loud sounds and quiet sounds can be audible, but that quiet sounds are often faint, or difficult to hear. Point to the bird on page 11 and explain that from far away, the chirp of a bird would be a faint sound, or a sound that is so soft that you can barely hear it.

Direct the students' attention to the word and picture cards (WA2) and reveal picture card 75. Explain that it shows a boy trying to hear what another boy is saying. The other boy's voice is faint because he is far away.

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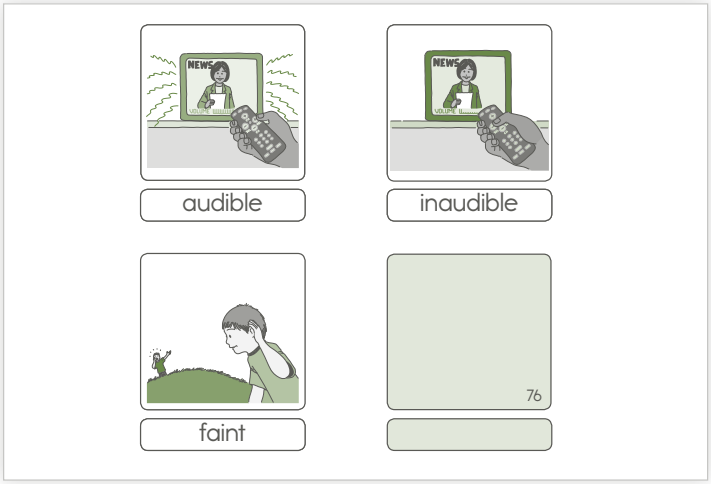
Reveal word card 75 and have the students say the word *faint*.

WA2



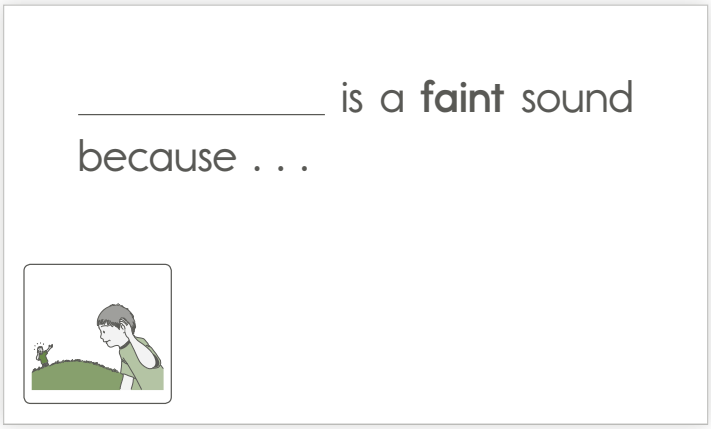
3 Discuss Which Sound Is Faint

Tell the students you will describe two sounds. Then partners will decide which sound is faint and explain why they think so. Display the day 2 prompts (WA4) and explain that students will use these prompts to discuss the words today.

Begin by asking:

Q *Which sound is faint: a mouse squeaking or a lion roaring? Why?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA4



PROMPT 1: "[A mouse squeaking] is a faint sound because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

ELL Note

You might discuss each sound separately by asking "Is a mouse squeaking a faint sound? Why?" and "Is a lion roaring a faint sound? Why?"

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Using the same procedure, discuss the following sounds:

Q *Which sound is faint: rain falling gently or a thunderstorm? Why?* [Show prompt 1 and read it aloud.] *Turn to your partner.* (rain falling gently)

Q *Which sound is faint: someone pounding a hammer a block away or someone pounding a hammer right next to you? Why?* [Show prompt 1 and read it aloud.] *Turn to your partner.* (someone pounding a hammer a block away)

Point to the word *faint* on the cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *EARSPLITTING*

4 Introduce and Define *Earsplitting*

ELPS 1.F.ii
ELPS 2.C.ii
Step 4 and Step 5 (all, beginning on page 337 and continuing on to page 338)

Tell the students that the other word they will learn today is *earsplitting*, and explain that *earsplitting* means "very loud." Explain that an earsplitting sound is so loud that it hurts your ears.

Direct the students' attention to the cards (WA2) and reveal picture card 76. Tell the students that the picture shows a woman breaking up cement with a jackhammer. Explain that the sound of the jackhammer is earsplitting, or very loud. Point out that the woman is wearing earmuffs to protect her ears from the very loud sound.

Reveal word card 76 and have the students say the word *earsplitting*.

5 Discuss Which Sound Is Earsplitting

Tell the students that you will describe two sounds. Then partners will decide which sound is earsplitting and explain why they think so.

Begin by asking:

Q *Which sound is earsplitting: a paper airplane flying across a room or a real airplane taking off? Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "The sound of [a real airplane taking off] is earsplitting because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

ELL Note

You might discuss each sound separately by asking "Does a paper airplane flying across a room make an earsplitting sound? Why?" and "Does a real airplane taking off make an earsplitting sound? Why?"

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Using the same procedure, discuss the following sounds:

Q *Which sound is earsplitting: a screaming baby or a sleeping baby? Why?* [Point to prompt 2 and read it aloud.] *Turn to your partner.* (a screaming baby)

Q *Which sound is earsplitting: someone blowing a whistle in your ear or someone whispering in your ear? Why?* [Point to prompt 2 and read it aloud.] *Turn to your partner.* (someone blowing a whistle in your ear)

Point to the word *earsplitting* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

Day 3 Weekly Review

Materials

- Word and picture cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Weekly review activity (WA6)
- Copy of this week's family letter (BLM1) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Give reasons to support their thinking

Words Reviewed

audible
Audible means "loud enough to be heard." If a sound is audible, you can hear it.

inaudible
Inaudible means "not loud enough to be heard." If a sound is inaudible, you cannot hear it.

faint
Faint means "difficult to hear." A faint sound is so soft that you can barely hear it.

earsplitting
Earsplitting means "very loud." An earsplitting sound is so loud that it hurts your ears.

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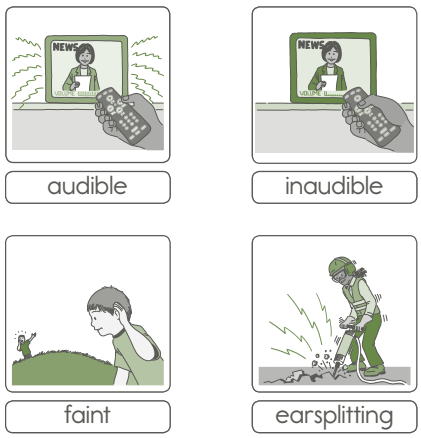
REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word and picture cards (WA2) from Day 2. Point to the word *audible* and review its pronunciation and meaning.

WA2



Have the students imagine the following scenario as you read it aloud:

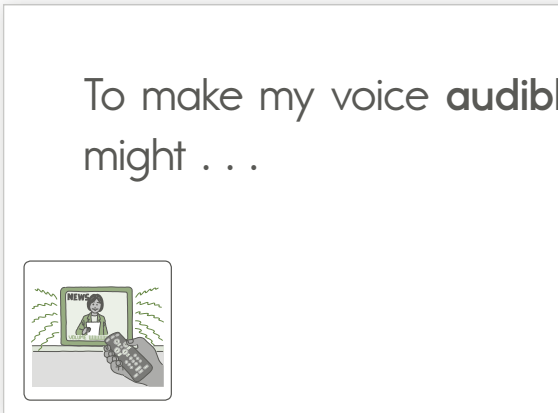
- *You are in the cafeteria. It is very noisy. You say something to your friend, but he says he can't hear you.*

Discuss as a class:

Q *What might you do to make your voice audible? Why?*

Display the day 3 prompts (WA5) and explain that the students will use the prompts to discuss the words today. Point to prompt 1 and read it aloud.

WA5



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PROMPT 1: "To make my voice audible, I might . . ."

Repeat the same procedure to review the remaining words, using the following scenarios:

[inaudible]

- *You are in the cafeteria. It is very noisy. Your friend says something to you, but her voice is inaudible.*

Q *What might you say or do if your friend's voice is inaudible? Why?*

PROMPT 2: "If my friend's voice is inaudible, I might . . ."

[faint]

- *You are listening to music. The sound is faint.*

Q *What might you do if the sound is faint? Why?*

PROMPT 3: "If the sound is faint, I might . . ."

[earsplitting]

- *You are listening to music. The sound is earsplitting.*

Q *What might you do if the sound is earsplitting? Why?*

PROMPT 4: "If the sound is earsplitting, I might . . ."

PRACTICE USING THE WORDS

2 Play the Game "Finish the Story"

Explain that partners will play the game "Finish the Story." Remind the students that you will tell them a story, leaving off the last word. Partners will decide which vocabulary word will make the best ending for the story and explain why they think so.

Display the weekly review activity (WA6) and begin playing the game:

1. Click ❶ to reveal the first story and the word choices. Point to the story and read it aloud twice, slowly and clearly. Point out that the last word of the story is missing.
   - Story 1: *Maria saw her friend James waving at her from the end of the block. He looked like he was saying something, but Maria couldn't hear him. James's voice was* _____.
2. Give the students a few moments to think about the story. Then point to the words *audible* and *inaudible* and read each word aloud.

   Ask:

   Q *Which of these words makes the best ending for the story? Why do you think that?* [Click ❶ again to reveal the prompt and read it aloud.] *Turn to your partner.*

Teacher Note

Each story on the weekly review activity (WA6) has a corresponding number: the first story is ❶; the second story is ❷; the third story is ❸; and so on. To play the game, click the corresponding number four times:

- The first click reveals the story and the word choices.
- The second click reveals the prompt.
- The third click reveals the correct answer.
- The fourth click clears the screen.

Teacher Note

The prompt for this activity also appears as prompt 5 on the day 3 prompts (WA5).

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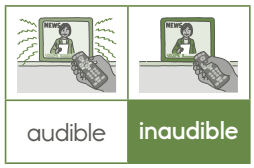
PROMPT: "I think [*inaudible*] is the best ending because . . ."

After partners have talked, have one or two pairs use the prompt to share their thinking with the class.

3. Conclude the discussion of this story by clicking 1 a third time to highlight the correct vocabulary word and reveal the sentence with the correct word in place. Then reread the story with the word *inaudible* at the end.

WA6



STORY 1: Maria saw her friend James waving at her from the end of the block. He looked like he was saying something, but Maria couldn't hear him. James's voice was inaudible.

1 2 3 4

4. Click 1 to clear the screen.

Repeat the procedure to discuss the following stories:

[audible/inaudible]

- Story 2: *Brent lay down to take a nap. He couldn't fall asleep because the noises outside his window kept him awake. The sounds of birds chirping and a dog barking were* _____. (audible)

[faint/earsplitting]

- Story 3: *Angelica's classroom got a pet mouse. Sometimes when the classroom was very quiet the students could hear the mouse squeaking. The students had to listen carefully because the sound was* _____. (faint)

[faint/earsplitting]

- Story 4: *Jeremy found out that his grandpa was coming for a visit. He was so excited that he screamed "Yippee!" as loud as he could. His family had to cover their ears because Jeremy's scream was* _____. (earsplitting)

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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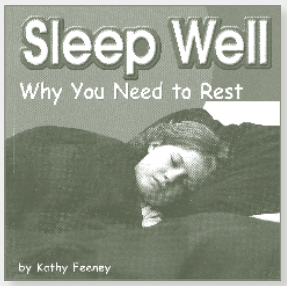
Week 20

RESOURCES



Read-aloud

- *Sleep Well: Why You Need to Rest* by Kathy Feeney

Assessment Resource Book

- Week 20 vocabulary assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Form

- "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles

- Week 20 family letter (BLM1)
- (Optional) "Week 20 Picture Cards" (BLM2)
- (Optional) "Week 20 Word Cards" (BLM3)
- (Optional) "Week 20 Picture-Word Cards" (BLM4)
- (Optional) "Week 20 Crossword Puzzle" (BLM5)

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OVERVIEW

Words Taught	Words Reviewed
essential	astonished
relax	cooperate
trust	dart
nervous	exclaim
	mutter

Vocabulary Focus

- Students learn and use four words from or about the book.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students share their partners' thinking.

DO AHEAD

- ✓ Look over this week's Ongoing Review and collect the following picture cards and word cards: 37, 46, 59, 60, and 67. Set aside a few minutes periodically during the week to review these words.
- ✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 140 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 20 Picture Cards" (BLM2), "Week 20 Word Cards" (BLM3), "Week 20 Picture-Word Cards" (BLM4), and "Week 20 Crossword Puzzle" (BLM5). These materials can be used to provide your students with more opportunities to review the words.

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Week 20 Ongoing Review

Materials

- Word cards and picture cards 37, 46, 59, 60, 67
- Pocket chart
- Ongoing review prompts (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen to one another

Words Reviewed

astonished
Astonished means "very surprised."

cooperate
When you cooperate, you work with someone else to get something done.

dart
Dart means "move suddenly and quickly."

exclaim
Exclaim means "say something suddenly or with strong feeling, especially because you are surprised, excited, or angry."

mutter
Mutter means "speak in a low, unclear way with your mouth nearly closed."

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and picture cards in the pocket chart. Review the pronunciation and meaning of each review word.

PRACTICE USING THE WORDS

2 Review the Activity "Tell Me a Story"

Explain that partners will do the activity "Tell Me a Story." Point to the words in the pocket chart and review that you will tell them the beginning of a story that includes one of the words. Then partners will use their imaginations and what they know about the word to make up an ending for the story.

Point to and pronounce the word *dart* and explain that the first story includes the word *dart*. Then read the following story aloud twice, slowly and clearly:

- *Juvenal was playing in the yard when he saw a small animal dart up a tree. The animal that darted up the tree was a _____.*

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Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words.

Use "Think, Pair, Share" to discuss:

Q *How might you finish the story? What was the animal that darted up the tree?* [Pause; then point to prompt 1 and read it aloud.] *Turn to your partner.*

WA1

The animal that **darted** up the tree was a _____.

PROMPT 1: "The animal that darted up the tree was a [squirrel]."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

Q *Why did you say the animal that darted up the tree was a [squirrel]?*

Show prompt 2 on the ongoing review prompts (WA1) and read it aloud. Have the volunteers use the prompt to share their thinking.

PROMPT 2: "I said the animal that darted up the tree was a [squirrel] because . . ."

3 Continue the Activity During the Week

Using the same procedure, have partners finish the stories that follow during the week. Before reading a story, tell the students which vocabulary word is included and review its pronunciation and meaning.

[exclaimed]

- *Lisa stood on her front porch watching the rain pour down. Suddenly the rain stopped and a rainbow appeared. Lisa exclaimed . . .*

Q *How might you finish the story? What did Lisa exclaim?* [Pause; then show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "Lisa exclaimed . . ."

Follow up by asking:

Q *Why did you say Lisa exclaimed ["Oh, what a beautiful rainbow!"]?*

Show prompt 4 (WA1) and read it aloud.

PROMPT 4: "Lisa exclaimed ['Oh, what a beautiful rainbow!'] because . . ."

Teacher Note

If the students have difficulty thinking of an ending, review the definition of *dart* and give an example of a possible ending. For example, say "The animal that darted up the tree was a squirrel." Then reread the beginning of the story and repeat the questions.

ELL Note

You might have volunteers act out the completed story.

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[astonished]

- *Harold's father was carrying a big box. Something was wiggling inside it. Harold's father put the box on the floor. Harold looked inside and was astonished to see . . .*

Q *How might you finish the story? What was Harold astonished to see?* [Pause; then show prompt 5 and read it aloud.] *Turn to your partner.*

PROMPT 5: "Harold was astonished to see . . ."

Follow up by asking:

Q *Why did you say Harold was astonished to see [a puppy]?*

Show prompt 6 (WA1) and read it aloud.

PROMPT 6: "I said Harold was astonished to see [a puppy] because . . ."

[mutter]

- *Felice's dad asked her to take out the garbage. Felice thought it was her sister's turn to take the garbage out. She muttered . . .*

Q *How might you finish the story? What did Felice mutter?* [Pause; then show prompt 7 and read it aloud.] *Turn to your partner.*

PROMPT 7: "Felice muttered . . ."

Follow up by asking:

Q *What did Felice sound like when she muttered ["Susie should do it this time"]?*

Show prompt 8 (WA1) and read it aloud.

PROMPT 8: "When Felice muttered ['Susie should do it this time'], she sounded . . ."

[cooperate]

- *Philip and his brother Jack decide to cooperate to clean up their bedroom. The boys cooperate by . . .*

Q *How might you finish the story? How can the boys cooperate to clean up their bedroom?* [Pause; then show prompt 9 and read it aloud.] *Turn to your partner.*

PROMPT 9: "To clean up their bedroom, the boys cooperate by . . ."

Follow up by asking:

Q *Why did you say ["helping each other pick up dirty clothes"] is cooperating?*

Show prompt 10 (WA1) and read it aloud.

PROMPT 10: "I said [helping each other pick up dirty clothes] is cooperating because . . ."

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CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' story endings and explanations indicate that they understand the vocabulary words' meanings?
- Do they use the words they are learning in conversation outside of the vocabulary lessons?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 140 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting individual students or students in pairs to act out the word and then talk about what they did.

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Day 1 Introduce *Essential* and *Relax*

Materials

- *Sleep Well: Why You Need to Rest*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)

In this lesson, the students:

- Learn and use the words *essential* and *relax*
- Build their speaking and listening skills
- Listen to one another

Words Taught



essential
If something is essential, you need it. You cannot do without it.



relax (p. 5)
When you relax, you rest. You feel calmer and less worried.

ELPS 2.C.iv
Step 1 and Step 2
(all, beginning on page 348 and continuing on to page 350 including Teacher Notes in green margin)

ELL Note
The Spanish cognate of *essential* is *esencial*.

INTRODUCE AND USE *ESSENTIAL*

1 Introduce and Define *Essential*

Briefly review *Sleep Well: Why You Need to Rest*. Show pages 4–5 of the book and remind the students that people need plenty of sleep. Read page 5 aloud.

Tell the students that the first word they will learn today is *essential*. Explain that if something is essential, you need it. You cannot do without it. Explain that sleep is essential; it is something we need to have energy, think clearly, and be healthy.

Display this week's word and picture cards (WA2) and reveal picture card 77. Explain that it shows a girl getting ready to go out on a rainy day. Point out that she is putting on a raincoat and boots and that she has an umbrella. Explain that the coat, boots, and umbrella are essential on a rainy day—the girl needs them to stay dry.

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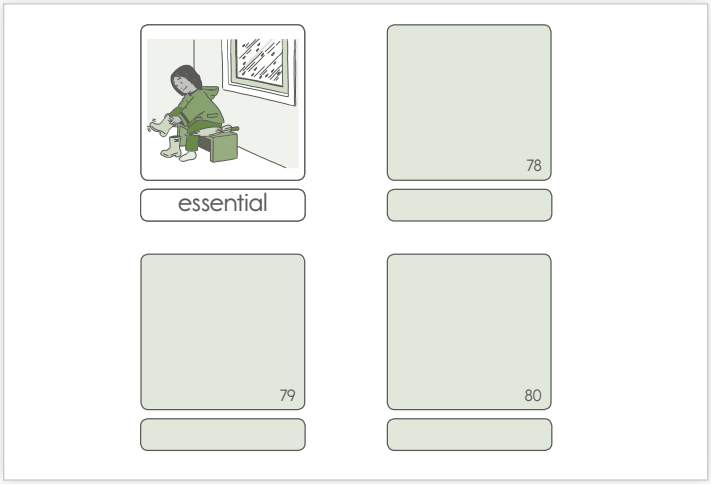
Reveal word card 77 and have the students say the word *essential*.

WA2



2 Play "Essential or Not Essential?"

Tell the students that partners will play a game called "Essential or Not Essential?" Explain that you will describe something; then partners will discuss whether it is essential or not essential and explain why they think so.

Begin by reading the following aloud:

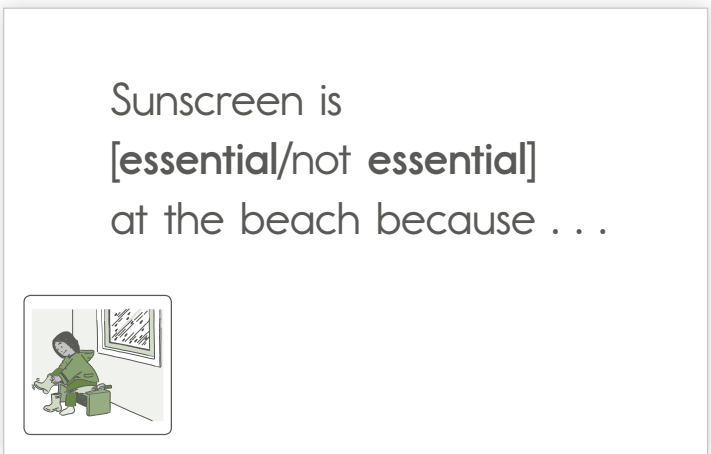
- *Sunscreen lotion at the beach*

Display the day 1 prompts (WA3) and explain that students will use these prompts to discuss the words today.

Ask:

Q *Is sunscreen essential or not essential at the beach? Why?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA3



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PROMPT 1: "Sunscreen is [essential/not essential] at the beach because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

- *Light when you are reading*

PROMPT 2: "Light is [essential/not essential] when you are reading because . . ."

- *Shoes when you are playing*

PROMPT 3: "Shoes are [essential/not essential] when you are playing because . . ."

3 Discuss What Is Essential for Learning

Discuss as a class:

Q *What things in our classroom are essential for learning? Why?*

Show prompt 4 on the day 1 prompts (WA3) and read it aloud.

PROMPT 4: "[Books] [is/are] essential for learning because . . ."

Have a few volunteers use the prompt to share their thinking.

Point to the word *essential* on the word and picture cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *RELAX*

4 Introduce and Define *Relax*

Show pages 4–5 of *Sleep Well* again and review that sleep is essential, or very important. Read the last sentence on page 5, emphasizing the word *relax*.

Tell the students that the other word they will learn today is *relax*. Explain that when you relax, you rest. You feel calmer and less worried. Review that sleep is important because it helps your body to relax.

Direct the students' attention to the cards (WA2) and reveal picture card 78. Explain that the picture shows a boy taking a nap in a hammock. Point out that the boy is relaxing, or resting.

Reveal word card 78 and have the students say the word *relax*.

ELL Note

The Spanish cognate of *relax* is *relajarse*.

5 Discuss Ways to Relax

Explain that there are many other things people do to relax, or rest, besides sleeping. Give some examples of things you do to relax.

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You might say:

"I like to relax by curling up in bed and reading a good book. I also relax by going for long walks."

Tell the students that partners will discuss what they like to do to relax. Then a few students will share what their partners said with the class.

Ask:

Q *What are some things you do to relax, or feel rested or calmer and less worried?* [Show prompt 5 and read it aloud.] *Turn to your partner.*

PROMPT 5: "I like to relax by . . ."

After partners have talked, show prompt 6 (WA3) and read it aloud. Have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 6: "[Bonnie] said she likes to relax by . . ."

Point to the word *relax* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

Introduce *Trust* and *Nervous* Day 2

In this lesson, the students:

- Review the words *essential* and *relax* from Day 1
- Learn and use the words *trust* and *nervous*
- Build their speaking and listening skills
- Share their partner's thinking

Materials

- *Sleep Well: Why You Need to Rest*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)

Words Taught



trust (p. 16)
If you trust someone, you feel safe with that person. You know that person won't harm you.



nervous (p. 19)
Nervous means "worried or afraid." When you are nervous, you are not able to relax.

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REVIEW THE WORDS

1 Briefly Review *Essential* and *Relax*

Display the word and picture cards (WA2) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *TRUST*

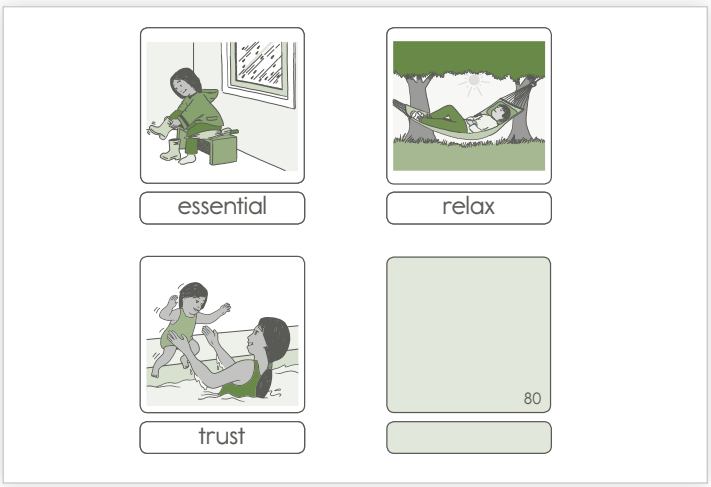
2 Introduce and Define *Trust*

Show pages 16–17 of *Sleep Well: Why You Need to Rest* and remind the students that this part of the book tells about nightmares and how they are not real. Read the "Try This!" section on page 16, emphasizing the word *trust*.

Tell the students that trust is the first word they will learn today. Explain that when you trust someone, you feel safe with that person. You know that person won't harm you. Point out the photograph on page 16 and tell the students that if they have had a nightmare and are feeling afraid, they should talk to someone they trust, or feel safe with, like a friend or family member. Explain that talking to someone you trust can help you feel less afraid.

Direct the students' attention to the word and picture cards (WA2) and reveal picture card 79. Explain that the picture shows a little girl jumping into her mother's arms in a swimming pool. She trusts her mother and feels safe with her. She knows her mother will catch her.

Reveal word card 79 and have the students say the word *trust*.



WA2

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3 Discuss People the Students Trust

Give examples of people you trust.

> **You might say:**
> "I trust my sister. I can talk to my sister about anything, and she will never make me feel bad or tell my secrets. I trust my friend Tom because he always makes me feel better when I am sad. If I am afraid, I know Tom will keep me safe."

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *Who is someone you trust? Why do you trust that person?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA4

I **trust** _____ because . . .



PROMPT 1: "I trust [my friend Ben] because . . ."

After partners have talked, show prompt 2 on the day 2 prompts (WA4) and read it aloud. Have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 2: "[Nell] said she trusts [her friend Ben] because . . ."

Point to the cards (WA2) and review the pronunciation and meaning of the word *trust*.

Teacher Note

Support struggling students by asking questions such as "Who is someone you trust because the person keeps you safe?" "Who is someone you know who is a good listener?" and "Who is someone who makes you feel better when you are sad or afraid?"

INTRODUCE AND USE *NERVOUS*

4 Introduce and Define *Nervous*

Show pages 18–19 of *Sleep Well* and remind the students that sometimes it is hard to sleep. Read the first three sentences on page 19 aloud, emphasizing the word *nervous*. Tell the students that *nervous* is the next

ELL Note

The Spanish cognate of *nervous* is *nervioso/a.*

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word they will learn today. Explain that *nervous* means "worried or afraid." When you are nervous, you are not able to relax. Point to the girl on page 18 and explain that she is too nervous, or worried, to sleep.

Direct the students' attention to the cards (WA2) and reveal picture card 80. Explain that the picture shows a boy who is about to sing in front of an audience. Point out that the boy is nervous, or worried and afraid, about his performance.

Reveal word card 80 and have the students say the word *nervous*.

5 Discuss Whether Bridget Is Nervous

Remind the students that Bridget is a make-believe first-grader. Explain that you are going to describe something that Bridget is doing, and that partners will decide whether or not Bridget is nervous. Tell the students that partners may not always agree and that is fine. What is important is that they explain their thinking.

Begin by reading the following scenario aloud:

- *It is Bridget's first day at a new school. She doesn't know anybody, and she is worried that no one will talk to her or play with her.*

Ask:

Q *Do you think Bridget is nervous? Why?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I [think/do not think] Bridget is nervous because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Discuss one or both of the following scenarios, using the same procedure:

- *Bridget is swimming in a lake with her cousins. She is splashing around and laughing. She loves to swim.*
- *Bridget's pet cat, Lou, is sick. Her parents have to take him to the veterinarian. Bridget is afraid that Lou will have to get a shot.*

Point to the word *nervous* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

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Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Take turns talking and listening

Words Reviewed

essential
If something is essential, you need it. You cannot do without it.

relax
When you relax, you rest. You feel calmer and less worried.

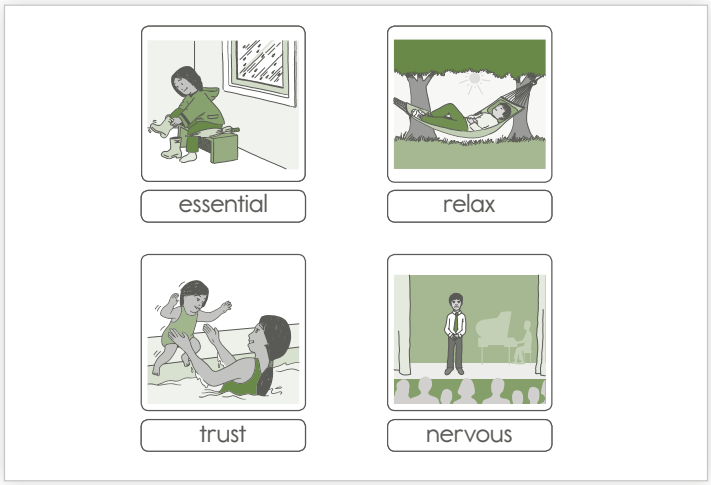
trust
If you trust someone, you feel safe with that person. You know that person won't harm you.

nervous
Nervous means "worried or afraid." When you are nervous, you are not able to relax.

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word and picture cards (WA2) from Day 2. Review the pronunciation and meaning of the words.



WA2

Point to the word *relax* and ask:

Q *What do you know about the word* relax*? Turn to your partner.*

Materials

- Word and picture cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 20 Crossword Puzzle" (BLM5) for each student

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After partners have talked, have a few volunteers share their thinking with the class.

Using the same procedure, have the students discuss what they know about the words *essential*, *trust*, and *nervous*.

PRACTICE USING THE WORDS

2 Think More About the Words

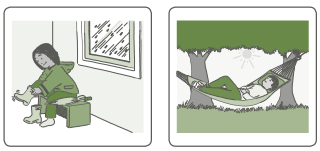
Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today.

Point to the words *essential* and *relax* on the word and picture cards (WA2) and ask:

Q *Do you think it is essential to relax after a busy day at school? Why?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA5

I [think/do not think] it is **essential** to **relax** after a busy day at school because . . .



PROMPT 1: "I [think/do not think] it is essential to relax after a busy day at school because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss:

[nervous, relax]

Q *What is something you do to relax when you are nervous? Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "When I am nervous, something I do to relax is . . ."

[nervous, trust]

Q *Are you nervous around people you trust? Why?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I [am/am not] nervous around people I trust because . . ."

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 19 and 20, you might distribute a copy of the "Week 20 Crossword Puzzle" (BLM5) to each student.

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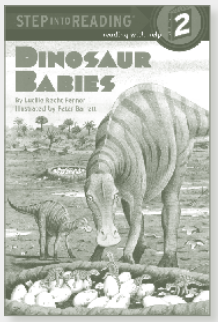
Week 21

RESOURCES



Read-aloud

- *Dinosaur Babies* by Lucille Recht Penner, illustrated by Peter Barrett

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Reproducibles

- Week 21 family letter (BLM1)
- (Optional) "Week 21 Picture Cards" (BLM2)
- (Optional) "Week 21 Word Cards" (BLM3)
- (Optional) "Week 21 Picture-Word Cards" (BLM4)

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OVERVIEW

Words Taught	Words Reviewed
evidence	adventure
discover	appetite
protect	commotion
gigantic	munch
	pile

Word-learning Strategy

- Recognizing shades of meaning (review)

Vocabulary Focus

- Students learn and use four words about the book.
- Students review shades of meaning.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students develop the skill of contributing ideas that are different than other people's ideas during class discussions.
- Students share their partners' thinking.
- Students work in a responsible way.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following picture cards and word cards: 45, 49, 51, 54, and 56. Set aside a few minutes periodically during the week to review these words.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.

✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 21 Picture Cards" (BLM2), "Week 21 Word Cards" (BLM3), and "Week 21 Picture-Word Cards" (BLM4). These materials can be used to provide your students with more opportunities to review the words.

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Week 21 Ongoing Review

Materials

- Word cards and picture cards 45, 49, 51, 54, 56
- Pocket chart
- Ongoing review prompts (WA1)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Contribute their own ideas

Words Reviewed

adventure
An *adventure* is "something you do that is thrilling, or very exciting."

appetite
Appetite is a "desire or strong wish for food."

commotion
Commotion is "noisy activity or confusion."

munch
Munch means "chew something in a noisy way." When you munch something, you often make a crunching sound.

pile
A *pile* is "many things gathered together in the shape of a small hill."

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and picture cards in the pocket chart. Review the pronunciation and meaning of each review word.

PRACTICE USING THE WORDS

2 Review the Game "Which Word Goes With?"

Tell the students that partners will play the game "Which Word Goes With?" Review that you will write a word they know—like *party*, *apple*, or *campfire*—where everyone can see it. Then partners will discuss which word in the pocket chart goes with the word you wrote and explain why they think it is that word.

Point out that the word you write might go with more than one of the vocabulary words. Remind the students that partners may not always agree and that is fine. What is important is that they explain their thinking.

Write the word *party* where everyone can see it and read the word aloud. Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words.

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Point to the words in the pocket chart; then use "Think, Pair, Share" to discuss:

Q *Which of the review words do you think goes with the word* party*? Why do you think that?* [Pause; then point to prompt 1 and read it aloud.] *Turn to your partner.*

WA1

I think _____ goes with *party* because . . .

PROMPT 1: "I think [*munch*] goes with *party* because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

If the students have trouble answering the questions, talk about word associations you might make and why. For example, say "I think *munch* goes with *party* because people munch on snacks at a party. I think *commotion* goes with *party*, too, because sometimes people make lots of noise at a party and cause a commotion. I think *pile* can also go with *party*, because there are often piles of things at parties, such as coats, presents, games, and food." Then go to the next word.

3 Continue the Activity During the Week

Play the game at different times during the week. Use the same procedure with the words *apple* and *campfire* and the questions that follow.

Q *Which of the review words do you think goes with the word* apple*? Why do you think that?* [Pause; then show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I think [*pile*] goes with *apple* because . . ."

Q *Which of the review words do you think goes with* campfire*? Why do you think that?* [Pause; then show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I think [*adventure*] goes with *campfire* because . . ."

Teacher Note

Support struggling students by talking about associations you might make, such as those in the Teacher Note above.

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Day 1 Introduce *Evidence* and *Discover*

Materials

- *Dinosaur Babies*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)

ELL Note

The Spanish cognate of *evidence* is *evidencia*.

In this lesson, the students:

- Learn and use the words *evidence* and *discover*
- Build their speaking and listening skills
- Contribute their own ideas
- Share their partners' thinking

Words Taught



evidence
Evidence is "facts, objects, or signs that help prove something is true."



discover
Discover means "find something, especially something that was hidden or lost."

INTRODUCE AND USE *EVIDENCE*

1 Introduce and Define *Evidence*

Briefly review *Dinosaur Babies*. Show pages 6–8 and review that this part of the book tells how we know about dinosaurs. Read pages 6–8 aloud, stopping after "They have even found dinosaur eggs."

Tell the students that the first word they will learn today is *evidence*. Explain that *evidence* is "facts, objects, or signs that help prove something is true." Point to the illustrations on pages 6 and 8 and explain that dinosaur hunters have found evidence, or objects or signs, that prove that dinosaurs lived millions of years ago. The evidence includes footprints, teeth, bones, and eggs.

Display this week's word and picture cards (WA2) and reveal picture card 81. Explain that the picture shows a woman whose garbage can has been knocked over. She is looking at footprints near the can. The footprints belong to a raccoon. They are evidence, or signs, that prove that a raccoon knocked over the can.

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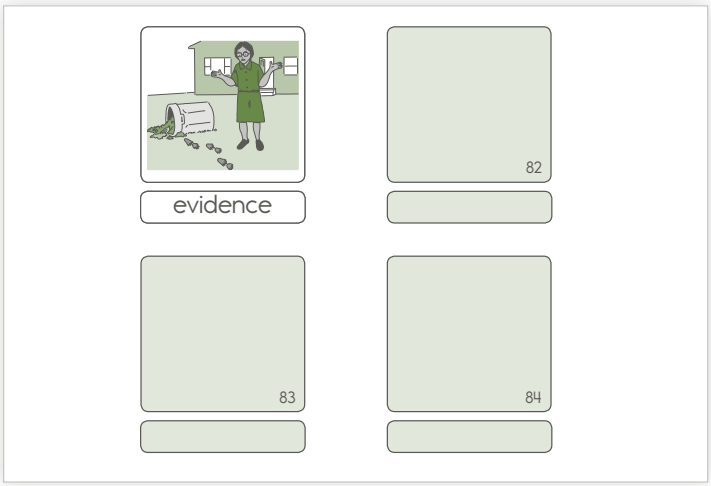
Reveal word card 81 and have the students say the word *evidence*.



WA2

2 Discuss Bridget's Evidence

Explain that you will describe a mystery that our imaginary first-grade friend Bridget solves, or figures out. Partners will discuss the evidence Bridget uses to solve the mystery.

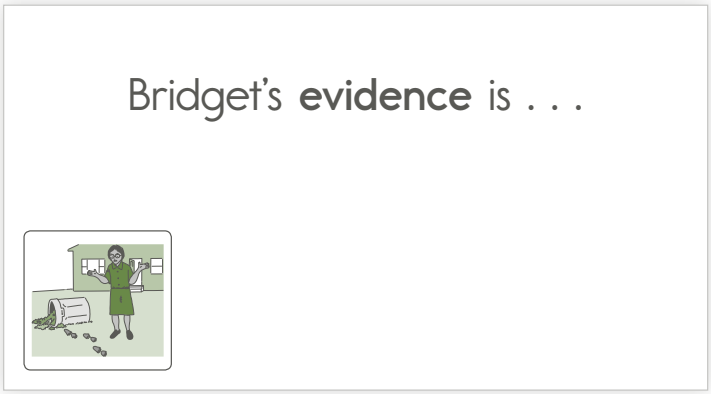
Begin by reading the following scenario aloud:

- *Someone has scribbled all over Bridget's bedroom wall with a red marker. Bridget notices that her little brother Leroy has red marker stains on his hands. Bridget solves the mystery. She knows that Leroy scribbled on her wall.*

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *What is Bridget's evidence? What proof does she have that Leroy scribbled on her wall?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*



WA3

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PROMPT 1: "Bridget's evidence is . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

Q *Why are [red marker stains on Leroy's hand] evidence that he scribbled on the wall?*

Show prompt 2 on the day 1 prompts (WA3) and read it aloud.

PROMPT 2: "[Red marker stains on Leroy's hand] are evidence that he scribbled on the wall because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

Then read the following scenario aloud:

- *Bridget finds a plate of delicious muffins on the counter, but she doesn't know who made them. Then her father walks into the room. Bridget notices there is flour on his trousers and muffin dough on his fingers. Bridget solves the mystery. She knows that her father made the muffins.*

Ask:

Q *What is Bridget's evidence? What proof does she have that her father made the muffins?* [Show prompt 1 again and read it aloud.] *Turn to your partner.*

PROMPT 1: "Bridget's evidence is . . ."

Follow up by asking:

Q *Why is [muffin dough on her father's fingers] evidence that he made the muffins?*

Show prompt 3 (WA3) and read it aloud.

PROMPT 3: "[Muffin dough on her father's fingers] is evidence that he made the muffins because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

Point to the word *evidence* on the word and picture cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *DISCOVER*

3 Introduce and Define *Discover*

Show pages 6–8 of *Dinosaur Babies* again. Review that this part of the book discusses the evidence scientists have found about dinosaurs.

Tell the students that the second word they will learn today is *discover*. Explain that *discover* means "find something, especially something that was

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hidden or lost." Point to the pictures on pages 6–8. Explain that scientists discovered, or found, dinosaur footprints, teeth, bones, nests, and eggs. Remind the students that these footprints, teeth, bones, nests, and eggs are all evidence, or proof, that dinosaurs lived millions of years ago.

Direct the students' attention to the cards (WA2) and reveal picture card 82. Tell the students that the picture shows a girl discovering, or finding, a boy during a game of hide-and-seek. The boy was hiding, and the girl discovered him.

Reveal word card 82 and have the students say the word *discover*.

4 Imagine Discovering Things

Explain that you will ask the students to imagine a situation and then tell their partners what they would do in that situation. Explain that after partners talk, you will ask a few students to share what their partners said with the class.

Begin by asking the students to imagine the following situation:

- *You are playing on the playground. You discover a dollar bill on the ground.*

Use "Think, Pair, Share" to discuss:

Q *What would you do if you discovered a dollar bill on the playground? Why?* [Pause; then show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "If I discovered a dollar bill on the playground, I would . . ."

After partners have talked, show prompt 5 (WA3) and read it aloud.

PROMPT 5: "[Jenna] said that if she discovered a dollar bill on the playground, she would . . ."

Have a few volunteers use the prompt to share their partners' thinking with the class.

Then ask the students to imagine and discuss the following situation:

- *You are playing at the park. You discover a lost kitten hiding under a bush.*

Q *What would you do if you discovered a lost kitten at the park? Why?* [Pause; then show prompt 6 and read it aloud.] *Turn to your partner.*

PROMPT 6: "If I discovered a lost kitten at the park, I would . . ."

After partners have talked, show prompt 7 (WA3) and read it aloud. Have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 7: "[Ryan] said that if he discovered a lost kitten at the park, he would . . ."

Point to the word *discover* on the cards (WA2) and review the pronunciation and meaning of the word.

ELL Note

The Spanish cognate of *discover* is *descubrir*.

ELL Note

You or a student volunteer might act out the scenario.

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

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Day 2 Introduce *Protect* and *Gigantic*

Materials

- *Dinosaur Babies*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)

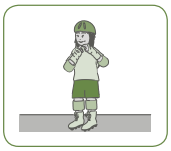
ELL Note

The Spanish cognate of *protect* is *proteger*.

In this lesson, the students:

- Review the words *evidence* and *discover* from Day 1
- Learn and use the words *protect* and *gigantic*
- Review shades of meaning
- Build their speaking and listening skills
- Share their partners' thinking

Words Taught



protect
Protect means "keep someone or something safe from harm or danger."



gigantic
Gigantic means "very, very big."

REVIEW THE WORDS

1 Briefly Review *Evidence* and *Discover*

Display the word and picture cards (WA2) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *PROTECT*

2 Introduce and Define *Protect*

Tell the students that the first word they will learn today is *protect*. Explain that *protect* means "keep someone or something safe from harm or danger."

Show pages 10–11 of *Dinosaur Babies*. Point to the dinosaur in the illustrations and explain that this dinosaur, the Maiasaura, protected her eggs, or kept them safe. Explain that as you read this part of the book aloud you want the students to listen for what the dinosaur did to protect her eggs. Read pages 10–12 aloud.

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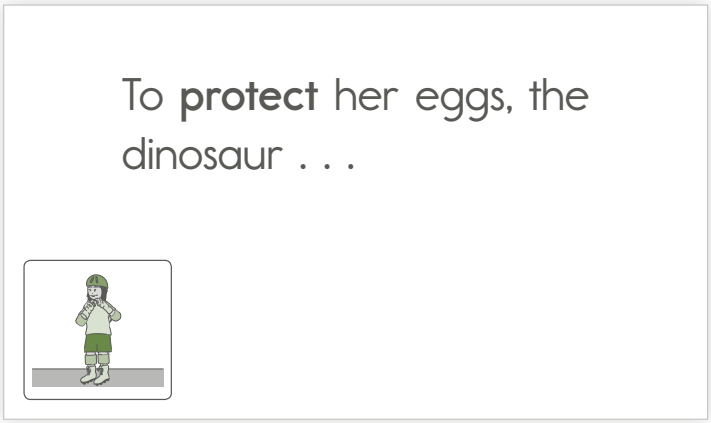
Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Ask and discuss as a class:

Q *What did the dinosaur do to protect her eggs?*

Point to prompt 1 and read it aloud.

WA4



PROMPT 1: "To protect her eggs, the dinosaur . . ."

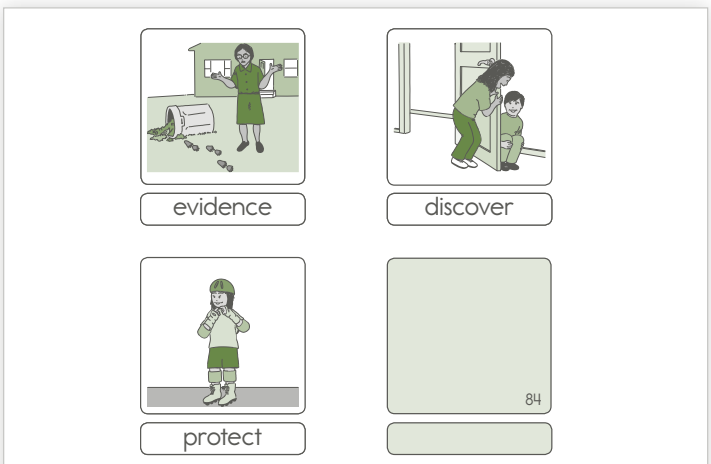
Have a few volunteers use the prompt to share their thinking with the class.

If necessary, explain that the dinosaur protected her eggs by laying them in a mud nest, covering them with leaves, and keeping away other dinosaurs that wanted to eat the eggs.

Direct the students' attention to the word and picture cards (WA2) and reveal picture card 83. Explain that the picture shows a girl getting ready to rollerblade. She is putting on kneepads, elbow pads, wrist guards, and a helmet to protect herself, or keep herself from getting hurt, if she falls.

Reveal word card 83 and have the students say the word *protect*.

WA2



Teacher Note

If the students need more practice with the word *protect*, show and read pages 22–25 of the book and have the students discuss what the Triceratops did to protect their babies.

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3 Discuss Ways to Protect Ourselves

Explain that you will ask partners to discuss a question. Then you will have a few students share what their partners said with the class.

Ask:

Q *What might you do to protect yourself from the cold on a frigid winter day?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "To protect myself from the cold, I might . . ."

After partners have talked, show prompt 3 (WA4) and read it aloud. Have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 3: "My partner said that to protect herself from the cold, she might . . ."

Then ask:

Q *What might you do to protect yourself from sunburn on a hot summer day?* [Show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "To protect myself from sunburn, I might . . ."

After partners have talked, show prompt 5 (WA4) and read it aloud. Have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 5: "My partner said that to protect himself from sunburn, he might . . ."

Point to the word *protect* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

You might remind the students that they learned the word *frigid* earlier and that *frigid* means "very, very cold."

INTRODUCE AND USE *GIGANTIC*

4 Introduce and Define *Gigantic* and Review Shades of Meaning

Tell the students that the other word they will learn today is *gigantic*. Explain that *gigantic* means the same thing as big—with one important difference. Explain that if something is gigantic, it is not just big, it is very, *very* big.

Show pages 30–31 of *Dinosaur Babies* and explain that some dinosaurs, such as the Brachiosaurus, were gigantic, or very, very big. Read page 31 aloud.

Teacher Note

If you started a "Just the Right Word" chart, add the word *gigantic* with its definition, "very, very big."

ELL Note

The Spanish cognate of *gigantic* is *gigantesco/a*.

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Ask and discuss as a class:

Q *What other animals are gigantic, or very, very big?*

Show prompt 6 (WA4) and read it aloud.

PROMPT 6: "A [whale] is gigantic."

Have a few volunteers use the prompt to share their thinking with the class.

5 Discuss Things That Are Gigantic

Direct the students' attention to the cards (WA2) and reveal picture card 84. Explain that things, as well as animals, can be gigantic, or very, very, big. Explain that the picture shows a skyscraper, which is a gigantic building.

Reveal word card 84 and have the students say the word *gigantic*.

Ask:

Q *What other things are gigantic?* [Show prompt 7 and read it aloud.] *Turn to your partner.*

PROMPT 7: "[An airplane] is gigantic."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

Support struggling students by asking questions such as "What might you see [in a city/in the country/in the sky] that is gigantic?" "What is the biggest thing you have ever seen?" "What is something gigantic you have seen on TV, at the movies, or in a book?" and "What make-believe creatures can you think of that are gigantic?"

6 Imagine Being Gigantic

Ask the students to imagine that one day they wake up and discover that during the night they have grown to be gigantic.

Use "Think, Pair, Share" to discuss:

Q *What would you look like if you were gigantic? What would you do?* [Pause; then show prompt 8 and read it aloud.] *Turn to your partner.*

PROMPT 8: "If I were gigantic . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by discussing as a class:

Q *Would it be fun to be gigantic? Why?*

Show prompt 9 (WA4) and read it aloud.

PROMPT 9: "It [would/would not] be fun to be gigantic because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

Point to the word *gigantic* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

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Day 3 Weekly Review

Materials

- Word and picture cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Contribute their own ideas

Words Reviewed

evidence
Evidence is "facts, objects, or signs that help prove something is true."

discover
Discover means "find something, especially something that was hidden or lost."

protect
Protect means "keep someone or something safe from harm or danger."

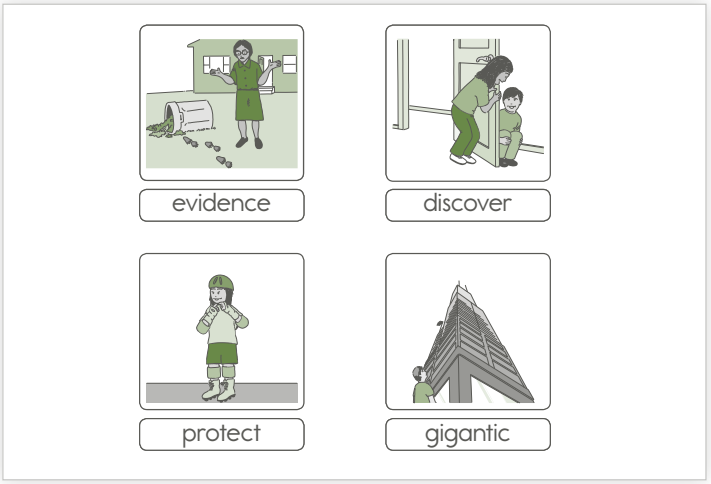
gigantic
Gigantic means "very, very big."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word and picture cards (WA2) from Day 2. Review the pronunciation and meaning of the words.

WA2



Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today.

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Ask:

Q *Which of the words do you think is the most interesting or fun? Why?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA5

I think the word _____
is the most [interesting/fun]
because . . .

PROMPT 1: "I think the word [*gigantic*] is the most [interesting/fun] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Play "Which Word Am I?"

Tell the students that partners will play the game "Which Word Am I?" Review that you will give a clue about one of this week's words and the students will figure out which word it is.

Begin with the following clue:

- *I'm the word you would use to tell about a time you found a toy that was lost.*

Ask:

Q *Which word am I? Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I think the word is [*discover*] because . . ."

After partners have talked, show prompt 3 (WA5) and read it aloud. Have a few pairs use the prompt to share their thinking with the class.

PROMPT 3: "We think the word is [*discover*] because . . ."

Using the same procedure, discuss the following clues:

- *I mean "keep someone safe from harm."* (protect)
- *I'm the facts that prove that a bear ate all your camping food.* (evidence)
- *I'm the word you would use to describe a rock that is as big as a house.* (gigantic)

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3 Answer Questions About the Words

Ask:

Q *Would hoofprints in your yard be evidence that a cow had been in the yard? Why?* [Show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "Hoofprints [would/would not] be evidence that a cow had been in the yard because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions:

Q *Would you be delighted if you found a gigantic toad in your bathtub? Why?* [Show prompt 5 and read it aloud.] *Turn to your partner.*

PROMPT 5: "I [would/would not] be delighted if I found a gigantic toad in my bathtub because . . ."

Q *Would it be exciting to discover a dinosaur egg? Why?* [Show prompt 6 and read it aloud.] *Turn to your partner.*

PROMPT 6: "Discovering a dinosaur egg [would/would not] be exciting because . . ."

Q *Would shoes protect your feet if you walked on hot sand? Why?* [Show prompt 7 and read it aloud.] *Turn to your partner.*

PROMPT 7: "Shoes [would/would not] protect my feet if I walked on hot sand because . . ."

Teacher Note

You might remind the students that they learned the word *delighted* earlier and that *delighted* means "very happy."

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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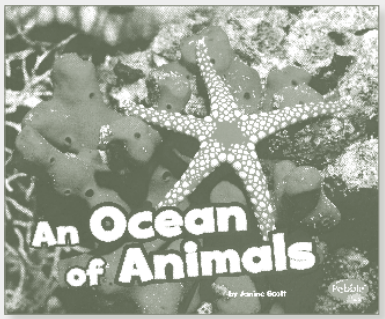
Week 22

RESOURCES



Read-aloud

- *An Ocean of Animals* by Janine Scott

Extension

- "Explore the Compound Words *Overhead* and *Sunlight*"

Assessment Resource Book

- Week 22 vocabulary assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA6

Assessment Form

- "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles

- Week 22 family letter (BLM1)
- (Optional) "Week 22 Picture Cards" (BLM2)
- (Optional) "Week 22 Word Cards" (BLM3)
- (Optional) "Week 22 Picture-Word Cards" (BLM4)
- (Optional) "Week 22 Crossword Puzzle" (BLM5)

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OVERVIEW

Words Taught	Words Reviewed
habitat	discover
shallow	relax
future	sob
predator	squint
	wobble

Word-learning Strategy

- Recognizing antonyms (review)

Vocabulary Focus

- Students learn and use four words from the book.
- Students review antonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students develop the skill of contributing ideas that are different from other people's ideas during class discussions.
- Students share their partners' thinking.
- Students work in a responsible way.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following picture cards and word cards: 24, 69, 72, 78, and 82. Set aside a few minutes periodically during the week to review these words.

✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 141 of the *Assessment Resource Book*.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 22 Picture Cards" (BLM2), "Week 22 Word Cards" (BLM3), "Week 22 Picture-Word Cards" (BLM4), and "Week 22 Crossword Puzzle" (BLM5). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 22

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Contribute their own ideas

Words Reviewed

discover
Discover means "find something, especially something that was hidden or lost."

relax
When you relax, you rest. You feel calmer and less worried.

sob
Sob means "cry with short gasps of breath." When you sob, you cry so hard that it is difficult for you to catch your breath.

squint
Squint means "squeeze your eyelids almost closed while you look at something."

wobble
Wobble means "move from side to side in an unsteady way."

Materials

- Word cards and picture cards 24, 69, 72, 78, 82
- Pocket chart
- Ongoing review prompts (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and picture cards in the pocket chart. Review the pronunciation and meaning of each review word.

PRACTICE USING THE WORDS

2 Introduce the Game "Which Word Did I Act Out?"

Tell the students that they will play a game called "Which Word Did I Act Out?" Explain that you will act out one of the words in the pocket chart. Then partners will discuss which word you acted out and explain why they think it is that word.

Tell the students that before partners play the game with one another, they will play the game as a class.

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Begin by acting out the word *discover*. Then discuss as a class:

Q *Which word did I act out? Why do you think that?*

Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words. Point to prompt 1 and read it aloud. Have one or two volunteers use the prompt to share their thinking with the class.

WA1

I think you acted out the word _____ because . . .

PROMPT 1: "I think you acted out the word [*discover*] because . . ."

3 Play the Game in Pairs

Play a round of the game with students in pairs. Act out one of the review words; then ask:

Q *Which word did I act out? Why do you think that?* [Point to prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I think [Ms. Tomassi] acted out the word [*squint*] because . . ."

After partners have talked, show prompt 1 again and read it aloud. Have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

You might invite a student volunteer to choose a word and act it out, and then have the class guess the word.

4 Play the Game During the Week

Play the game at other times during the week using the same procedure. Review the pronunciation and meaning of the words prior to the activity.

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CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to act out and identify the words?
- Do the students' explanations indicate that they understand the vocabulary words' meanings?
- Do they use the words they are learning in conversation outside of the vocabulary lessons?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 141 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting each student to act out the word and then talk about what he did.

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Day 1 Introduce *Habitat* and *Shallow*

Materials

- *An Ocean of Animals*
- Day 1 prompts (WA2)
- Word and picture cards (WA3)

In this lesson, the students:

- Learn and use the words *habitat* and *shallow*
- Review antonyms
- Build their speaking and listening skills
- Work in a responsible way

Words Taught



habitat (title page)
A *habitat* is a "place where a plant or animal lives."



shallow (p. 10)
Shallow means "not deep."

INTRODUCE AND USE *HABITAT*

1 Introduce and Define *Habitat*

Briefly review *An Ocean of Animals*. Show the title page of the book. Point to and read aloud the series title, Habitats Around the World. Explain that *An Ocean of Animals* is one of a group of books about habitats around the world.

Tell the students that *habitat* is the first word they will learn today. Explain that a *habitat* is a "place where a plant or animal lives." Explain that the ocean is one kind of habitat found in the world, or one of the places where plants and animals live. Slowly page through the book and ask:

Q *What animals make their home in the ocean, or live in an ocean habitat?*

ELL Note

The Spanish cognate of *habitat* is *hábitat*.

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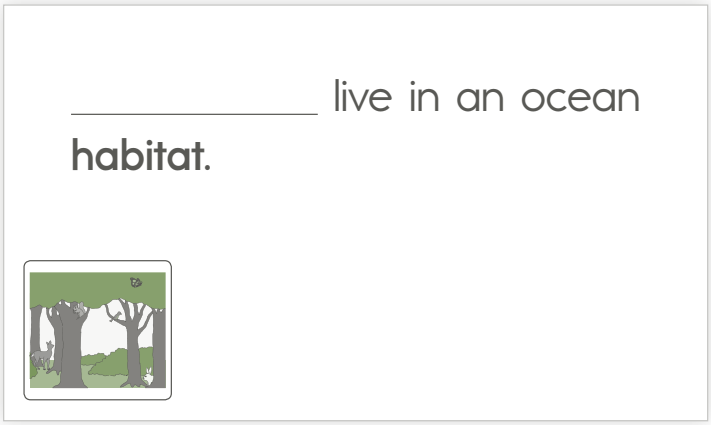
Display the day 1 prompts (WA2) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and read it aloud.

WA2



PROMPT 1: "[Crabs] live in an ocean habitat."

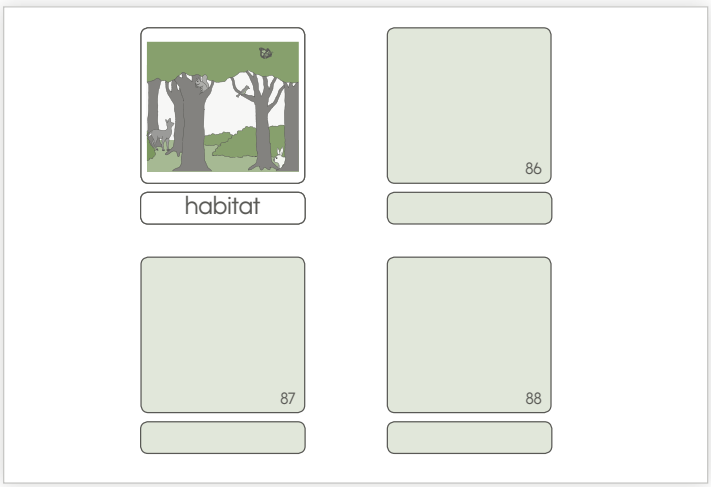
Have a few volunteers use the prompt to share their thinking with the class.

2 Discuss Other Habitats

Display this week's word and picture cards (WA3) and reveal picture card 85. Explain that the picture shows another kind of habitat—a forest. Explain that many different plants and animals live in a forest habitat.

Reveal word card 85 and have the students say the word *habitat*.

WA3



Point out the deer on picture card 85 and explain that this is one animal that lives in a forest habitat. Ask:

Q *What other animals live in a forest habitat?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

Teacher Note

If students struggle to think of other forest animals, point to picture card 85 and identify some of the other animals in the forest habitat.

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PROMPT 2: "[Squirrels] live in a forest habitat."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

Q *Have you ever been to an ocean or forest habitat? If so, what did you see there?*

Point to the word *habitat* on the word and picture cards (WA3) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *SHALLOW*

3 Introduce and Define *Shallow* and Review Antonyms

Show pages 10–11 of *An Ocean of Animals* and review that the sunlight zone is the top layer of the ocean habitat. Read the first sentence on page 10 aloud, emphasizing the word *shallow*.

Tell students that the other word they will learn today is *shallow* and explain that *shallow* means "not deep." Point out that *shallow* and *deep* are antonyms, and review that *antonyms* are "words with opposite meanings." Explain that some animals live deep in the ocean and others live closer to the surface, in water that is shallow. Point to the photograph on page 11 and explain that coral reefs grow in shallow water where sunlight can reach them.

Direct the students' attention to the cards (WA3) and reveal picture card 86. Explain that the picture shows a boy walking in the shallow part of a pool, or the part of the pool that is not deep.

Reveal word card 86 and have the students say the word the word *shallow*.

Teacher Note

If you started an antonym word wall, add the words *shallow* and *deep* to it.

4 Discuss Shallow Water

Point to picture card 86 and remind students that people can wade, or walk in shallow water. Ask:

Q *When have you walked in shallow water?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I walked in shallow water when . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

Q *What did it feel like to walk in shallow water?*

Point to the word *shallow* on the cards (WA3) and review the pronunciation and meaning of the word.

Teacher Note

Save the word and picture cards (WA3) to use on Day 2.

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EXTENSION

Explore the Compound Words *Overhead* and *Sunlight*

Write the word *overhead* where everyone can see it, pronounce it, and explain that *overhead* is a word from *An Ocean of Animals* (page 6). Explain that *overhead* is a compound word and review that a *compound word* is a "word made up of two or more shorter words." Ask:

Q *What shorter words make up the compound word* overhead*?*

Explain that if the students come upon a compound word like *overhead* in their reading and are not sure what it means, they can sometimes figure out the meaning by thinking about the meanings of the shorter words. Ask:

Q *Based on what you know about the words* over *and* head*, what do you think* overhead *means?*

If necessary, explain that *overhead* means "above, or over, your head."

Discuss the compound word *sunlight* (page 8) using the same procedure.

Introduce *Future* and *Predator* Day 2

In this lesson, the students:

- Review the words *habitat* and *shallow* from Day 1
- Learn and use the words *future* and *predator*
- Build their speaking and listening skills
- Share their partners' thinking
- Contribute their own ideas

Words Taught



future (p. 18)
The *future* is the "time to come." The future has not happened yet.



predator (p. 21)
A *predator* is an "animal that hunts other animals for food."

Materials

- *An Ocean of Animals*
- Word and picture cards (WA3) from Day 1
- Day 2 prompts (WA4)

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REVIEW THE WORDS

1 Briefly Review *Habitat* and *Shallow*

Display the word and picture cards (WA3) from Day 1. Review the words by having the students tell what they know about them.

INTRODUCE AND USE *FUTURE*

2 Introduce and Define *Future*

Show pages 18–19 of *An Ocean of Animals* and remind the students that many animals live in the ocean. Read page 18 aloud, emphasizing the word *future*.

Tell the students that *future* is the first word they will learn today and explain that the *future* is the "time to come"; the future has not happened yet. Explain that most of the ocean has not been explored by scientists, which means that in the future, or in the time to come, scientists will probably discover many more animals in the ocean.

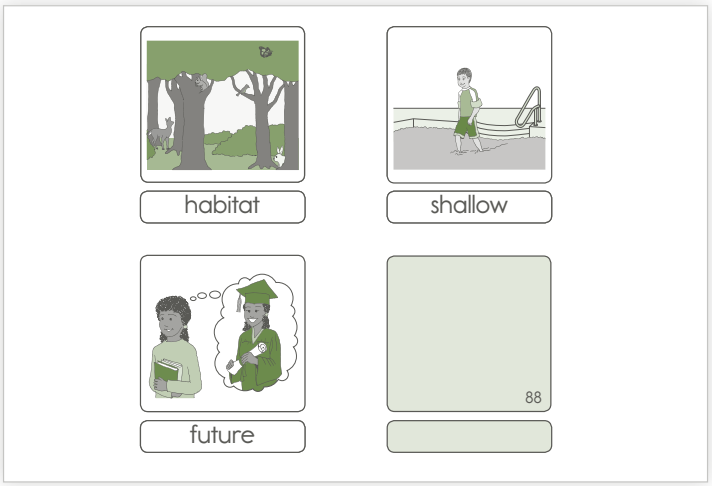
Direct the students' attention to the word and picture cards (WA3) and reveal picture card 87. Explain that the picture shows a girl thinking about her future, or the time in her life that has not happened yet. In her future, she is grown up and is graduating from college.

Reveal word card 87 and have the students say the word *future*.

ELL Note

The Spanish cognate of *future* is *futuro*.

WA3



3 Discuss What the Students Want to Do in the Future

Give examples of things you wanted to do in the future when you were a child.

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You might say:

"When I was very little, I wanted to learn how to ride a bike in the future. After much practice, I learned how to ride. I still love riding my bike today. When I was younger, I thought I wanted to be an astronaut in the future. I loved reading about outer space and the planets."

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *What is something you want to do in the future? Why do you want to do that?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA4

In the **future** I want to _____ because . . .



PROMPT 1: "In the future, I want to [learn to surf] because . . ."

After partners have talked, show prompt 2 and read it aloud. Have one or two volunteers use the prompt to share their partners' thinking with the class.

PROMPT 2: "[Shawna] said that she wants to [learn to surf] in the future because . . ."

Discuss as a class:

Q *How do you think we might travel in the future?*

Point to the word future on the cards (WA3) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *PREDATOR*

4 Introduce and Define *Predator*

Show pages 20–21 of *An Ocean of Animals*. Explain that this section of the book is called "Fun Facts." Tell the students that these pages tell interesting facts, or true information, about ocean animals. Read the last fun fact on page 21 aloud, emphasizing the word *predators*.

Teacher Note

Support struggling students by asking questions such as "What are some things you would like to do when you are grown up?" and "What is something you want to learn in the future?"

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ELL Note

The Spanish cognate of *predator* is *depredador*.

Tell the students that *predator* is the other word they will learn today. Explain that a *predator* is an "animal that hunts other animals for food." Explain that the porcupine fish scares away its predators by expanding, or growing, to twice its normal size. Then point to the shark on page 9 and explain that sharks are ocean predators that have very sharp teeth and hunt fish and seals for food.

Direct the students' attention to the cards (WA3) and reveal picture card 88. Explain that the picture shows a cat hunting a mouse. Point out that the cat is a predator because it is hunting the mouse for food.

Reveal word card 88 and have the students say the word *predator*.

5 Play "Predator or Not a Predator?"

Point out to the students that not all animals are predators, or animals that eat other animals for food. Explain that animals that are not predators do not hunt; they only eat plants. Tell the students that they are going to play a game called "Predator or Not a Predator?" Explain that you will say a fact about what an animal eats and then partners will decide if that animal is a predator or not a predator.

Begin with the following scenario:

- *Cows eat grass.*

Ask:

Q *Are cows predators or not? Why do you think so?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "[Cows] [are/are not] predators because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Discuss one or more of the following descriptions using the same procedure:

- *Bears eat salmon and other fish.*
- *Frogs eat insects.*
- *Giraffes eat leaves.*

Point to the word *predator* on the cards (WA3) and review the pronunciation and meaning of the word.

Teacher Note

Save the word and picture cards (WA3) to use on Day 3.

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Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Work in a responsible way

Words Reviewed

habitat
A *habitat* is a "place where a plant or animal lives."

shallow
Shallow means "not deep."

future
The *future* is the "time to come." The future has not happened yet.

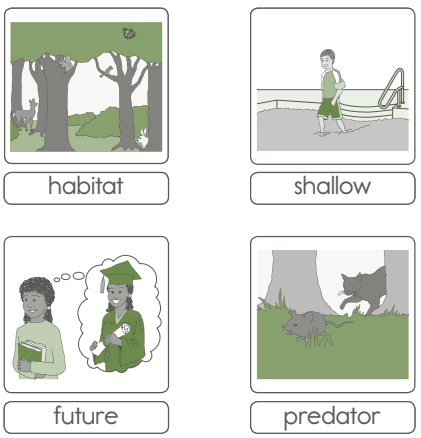
predator
A *predator* is an "animal that hunts other animals for food."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word and picture cards (WA3) from Day 2. Review the pronunciation and meaning of the words.

WA3



Point to the word *shallow*, pronounce it, and have the students pronounce it. Ask:

Q *What do you know about the word* shallow? *Turn to your partner.*

Materials

- Word and picture cards (WA3) from Day 2
- Day 3 prompts (WA5)
- Weekly review activity (WA6)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 22 Crossword Puzzle" (BLM5) for each student

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After partners have talked, have a few volunteers share their thinking with the class.

Using the same procedure, have the students discuss what they know about the words *habitat*, *future*, and *predator*.

PRACTICE USING THE WORDS

2 Think More About the Words

Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today.

Use "Think, Pair, Share" to discuss:

Q *Would you want a predator as a pet? Why?* [Pause; then point to prompt 1 and read it aloud.] *Turn to your partner.*

WA5

I [would/would not] want a **predator** as a pet because . . .



PROMPT 1: "I [would/would not] want a predator as a pet because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following:

Q *If you were learning to swim, would you want to be in shallow water? Why?* [Pause; then show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I [would/would not] want to be in shallow water because . . ."

Q *What place would you like to visit in the future? Why?* [Pause; then show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "In the future, I would like to visit . . ."

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3 Do the Activity "Is This Animal's Habitat the Ocean?"

Tell the students that they will do an activity called "Is This Animal's Habitat the Ocean?" Explain that you will show pictures of animals and ask partners to decide if each animal lives in an ocean habitat. Tell the students that before they do the activity with one another, they will do the activity as a class.

Display the weekly review activity (WA6) and begin the activity:

1. Click 1 to reveal a picture of the first animal (see WA6 below). Say its name (whale) and ask:

   Q *Is this animal's habitat the ocean? Why do you think so?*

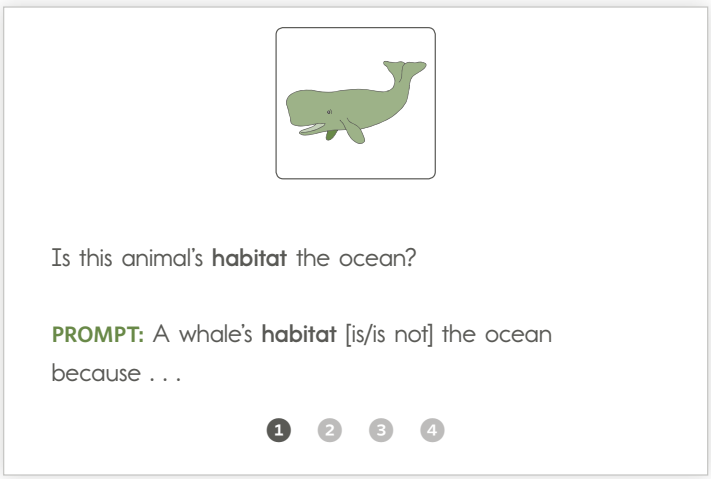
2. Click 1 again to reveal the prompt. Point to the prompt and read it aloud.

PROMPT: "A whale's habitat [is/is not] the ocean because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

3. Click 1 a third time. If the animal lives in the ocean, then its picture will highlight in a color. If the animal does not live in the ocean, its picture will not highlight in a color.

WA6



4. Click 1 to clear the screen.

Teacher Note

Each illustration on the weekly review activity (WA6) has a corresponding number: the first picture is 1; the second picture is 2; the third picture is 3; and so on. To play the game, click the corresponding number four times:

- The first click reveals the picture.
- The second click reveals the prompt.
- The third click highlights the picture of the animal if it *does* live in the ocean.
- The fourth click clears the screen.

Teacher Note

The prompts for this activity also appear as prompts 4–7 on the day 3 prompts (WA5).

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Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 21 and 22, you might distribute a copy of the "Week 22 Crossword Puzzle" (BLM5) to each student.

Next, play the game in pairs:

1. Click ❷ to reveal a picture of the second animal.
2. Ask:



Q *Is this animal's habitat the ocean? Why do you think so?* [Click ❷ again to reveal the prompt and read it aloud.] *Turn to your partner.*

PROMPT: "An elephant's habitat [is/is not] the ocean because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Click ❷ a third time; the highlight will not appear.
4. Click ❷ to clear the screen.

Use the same procedure to discuss the following:

- *A cat*
- *An octopus*

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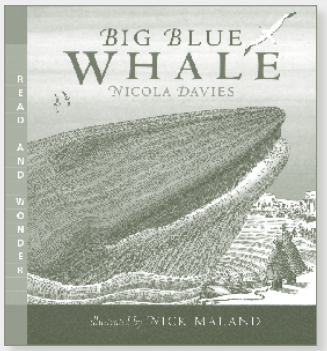
Week 23

RESOURCES



Read-aloud

- *Big Blue Whale* by Nicola Davies, illustrated by Nick Maland

More Strategy Practice

- "Discuss *Chomp* and *Gulp* and Review Shades of Meaning"
- "Play 'Use the Clues'"

Extension

- "Explore Academic Language in *Big Blue Whale*"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA6

Reproducibles

- Week 23 family letter (BLM1)
- (Optional) "Week 23 Picture Cards" (BLM2)
- (Optional) "Week 23 Word Cards" (BLM3)
- (Optional) "Week 23 Picture-Word Cards" (BLM4)

Professional Development Media

- "Using Web-based Whiteboard Activities" tutorial (AV42)

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OVERVIEW

Words Taught	Words Reviewed
gulp	chomp
store	howl
feast	snuggle
journey	wobble
	wriggle

Word-learning Strategies

- Recognizing words with multiple meanings (review)
- Using context to determine word meanings (review)

Vocabulary Focus

- Students learn and use four words from the book.
- Students review words with multiple meanings.
- Students review using context to determine word meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students share their thinking.
- Students work in a responsible way.
- Students contribute different ideas during class discussions.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following picture cards and word cards: 35, 50, 65, 66, and 69. Set aside a few minutes periodically during the week to review these words.

✓ (Optional) Prior to Day 1, review the more strategy practice activity "Discuss *Chomp* and *Gulp* and Review Shades of Meaning" on page 400.

(continues)

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DO AHEAD *(continued)*

- ✓ (Optional) Prior to Day 2, review the more strategy practice activity "Play 'Use the Clues'" on page 405.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 23 Picture Cards" (BLM2), "Week 23 Word Cards" (BLM3), and "Week 23 Picture-Word Cards" (BLM4). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 23

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Work in a responsible way
- Contribute different ideas during class discussions

Words Reviewed

chomp
Chomp means "take big, noisy bites."

howl
Howl means "make a loud, crying sound."

snuggle
Snuggle means "lie close to someone or something, or hold something close for warmth."

wobble
Wobble means "move from side to side in an unsteady way."

wriggle
Wriggle means "twist and turn from side to side."

Materials

- Word cards and picture cards 35, 50, 65, 66, 69
- Pocket chart
- Ongoing review prompts (WA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and picture cards in the pocket chart. Review the pronunciation and meaning of each review word.

2 Do the Activity "What Do You Think About?"

Explain to the students that partners will do the activity "What Do You Think About?" Point to the words in the pocket chart and remind the students that you want them to notice what they think about, or what pictures come into their minds, when they hear each of the words.

Point to and pronounce the word *wobble* and explain that *wobble* is the first word that the students will think about.

Model the activity by closing your eyes and thinking aloud about what comes into your mind when you hear the word *wobble*.

> **You might say:**
> "When I hear the word *wobble*, I see a chair wobbling in my mind. The legs are uneven, so it is moving from side to side in an unsteady way. When I hear the word *wobble*, I also think about a pear wobbling on a table. The pear cannot stand on its own, so it is wobbling."

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Teacher Note

If the students struggle to make associations, support them by asking questions such as "When have you seen something wobble?" "When have you tried to pick something up that was wobbling?" and "Have you ever stood or sat on something that wobbled?"

ELL Note

You might have the students act out or draw what comes to mind when they hear the word.

Display the ongoing review prompt (WA1) and explain that the students will use this prompt to discuss the review words. Have the students close their eyes. Then use "Think, Pair, Share" to discuss:

Q *What do you think about when you hear the word* wobble*? What picture comes into your mind?* [Pause.] *Open your eyes.* [Point to the prompt and read it aloud.] *Turn to your partner.*

WA1

When I hear the word _____, I . . .

PROMPT: "When I hear the word [*wobble*], I . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3 Continue the Activity During the Week

During the week, review the words *chomp*, *howl*, *snuggle*, and *wriggle* using the same procedure. Review the pronunciation and meaning of the word prior to the activity. If necessary, think aloud about associations you make to a word before asking the students what they think about when they hear the word.

[chomp]

Q *What do you think about when you hear the word* chomp*? What picture comes to your mind? Why?* [Pause.] *Open your eyes.* [Point to the prompt and read it aloud.] *Turn to your partner.*

[howl]

Q *What do you think about when you hear the word* howl*? What picture comes to your mind? Why?* [Pause.] *Open your eyes.* [Point to the prompt and read it aloud.] *Turn to your partner.*

[snuggle]

Q *What do you think about when you hear the word* snuggle*? What picture comes to your mind? Why?* [Pause.] *Open your eyes.* [Point to the prompt and read it aloud.] *Turn to your partner.*

[wriggle]

Q *What do you think about when you hear the word* wriggle*? What picture comes to your mind? Why?* [Pause.] *Open your eyes.* [Point to the prompt and read it aloud.] *Turn to your partner.*

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Introduce *Gulp* and *Store* Day 1

In this lesson, the students:

- Learn and use the words *gulp* and *store*
- Review recognizing shades of meaning
- Review words with multiple meanings
- Work in a responsible way
- Contribute different ideas during class discussions

Words Taught



gulp (p. 16)
Gulp means "swallow something quickly."



store (p. 18)
Store means "keep something to use later." *Store* also means a "place where you buy things such as food, clothing, or toys."

Materials

- *Big Blue Whale*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)

INTRODUCE AND USE *GULP*

1 Introduce and Define *Gulp*

Review that *Big Blue Whale* is a nonfiction book about blue whales. Show pages 16–17 and remind the students that this part of the book tells that blue whales eat krill, or small shrimp-like animals that are about the size of a little finger. Read page 16 aloud, emphasizing the word *gulp*. Tell the students that *gulp* is the first word they will learn today, and explain that *gulp* means "swallow something quickly." Point to the picture on page 16 and explain that it shows a blue whale opening its throat and gulping, or quickly swallowing, krill.

Display this week's word and picture cards (WA2) and reveal picture card 89. Explain that the swimmer is gulping for air, or quickly swallowing air, before he puts his head back into the water.

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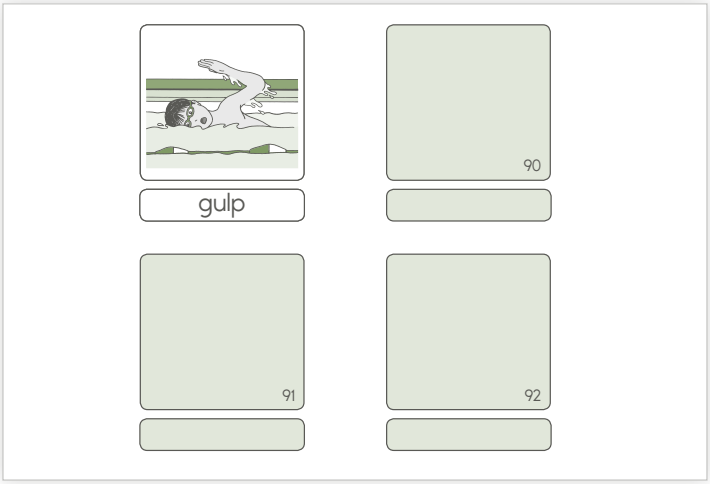
Reveal word card 89 and have the students say the word *gulp*.

WA2



2 Discuss Whether Someone Gulps

Explain that you will describe someone swallowing something. Partners will discuss whether or not the person gulps and why they think that. Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Begin by reading the following scenario aloud:

- *Sandra is in the school lunchroom. She sees her friends leaving to play outside and she wants to join them. She eats the rest of her sandwich rapidly.*

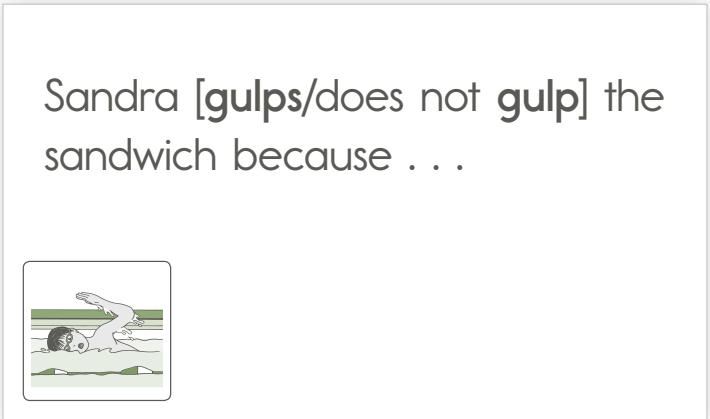
Ask:

Q *Does Sandra gulp the sandwich? Why?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

Teacher Note

You might remind the students that they learned the word *rapidly* earlier and that *rapidly* means "very quickly or very fast."

WA3



PROMPT 1: "Sandra [gulps/does not gulp] the sandwich because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

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Using the same procedure, discuss the following scenario:

- *Benjamin bites into a chili pepper. He quickly drinks a tall glass of water.*

Q *Does Benjamin gulp the water? Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "Benjamin [gulps/does not gulp] the water because . . ."

Point to the word *gulp* on the word and picture cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *STORE*

3 Introduce and Define *Store*

Show pages 18–19 of *Big Blue Whale* and review that this part of the book tells how blue whales spend the summer. Read the additional information at the bottom of page 18 aloud, emphasizing the word *store*: "In summer, the blue whale grows a thick layer of fat all over its body. This fat is called blubber, and it's a food store for the winter, when the whale eats very little."

Tell the students that *store* is the other word they will learn today. Explain that *store* means "keep something to use later." Explain that whales store, or keep, food in the form of blubber, a thick layer of fat all over their bodies. The blubber helps them stay alive during the winter, when they eat very little.

Direct the students' attention to the cards (WA2) and reveal picture card 90. Explain that the picture shows a father and son putting away groceries. They are storing the groceries, or keeping them to use later.

Reveal word card 90 and have the students say the word *store*.

4 Discuss Storing Things in the Classroom

Tell the students that you store certain things in your classroom, and give some examples of things you store and where you store them.

> **You might say:**
>
> "We store sharpened pencils in a jar on the side table. We store writing paper in the bin next to my desk."

Use "Think, Pair, Share" to discuss:

Q *What else do we store in our classroom? Where do we store it?* [Pause; show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "We store [art supplies] in [the white cabinet]."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

Support struggling students by asking questions such as "What do we store to use during [writing time/drawing time/math time/independent reading time/recess]?"

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5 Discuss Another Meaning of *Store*

Review that words can have more than one meaning and that the meanings are often very different. Explain that the word *store* has two very different meanings. Review that *store* can mean "keep something to use later." Then tell the students that *store* can also mean a "place where you buy things such as food, clothing, or toys."

Remind the students that when they read or hear a word that has more than one meaning—like *store*—they can usually figure out the correct meaning by thinking about how the word is used. Explain that you will read a sentence that uses the word *store*. The students will decide whether *store* means "keep something to use later" or a "place where you buy things such as food, clothing, or toys."

Then read the following sentence aloud twice:

- *Jenna stores rubber bands that she needs for her work in a desk drawer.*

Ask:

Q *In the sentence, does* store *mean "keep something to use later" or a "place where you buy things such as food, clothing, or toys"? Why do you think that?*

Show prompt 4 (WA3) and read it aloud.

PROMPT 4: "I think *store* means [keep something to use later] because . . ."

Have one or two volunteers use the prompt to share their thinking with the class. Using the same procedure, discuss the following sentence:

- *Emmet and his mother are going to the store to buy milk.*

Point to the word *store* on the cards (WA2) and review the pronunciation and meanings of the word.

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

MORE STRATEGY PRACTICE

Discuss *Chomp* and *Gulp* and Review Shades of Meaning

Write the words *chomp* ("take big, noisy bites") and *gulp* ("swallow something quickly") where everyone can see them and review their meanings. Discuss as a class:

Q *How are the words* chomp *and* gulp *alike?*

PROMPT: "*Chomp* and *gulp* are [alike] because . . ."

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Read the prompt aloud and have a few volunteers use it to share their thinking with the class. If necessary, explain that *chomp* and *gulp* are words we can use when we talk about a person or an animal eating something. For example, say "That person is chomping her food" or "That dog is gulping its food." Then ask:

Q *How are the words* chomp *and* gulp *different?*

Have one or two volunteers use the prompt to share their thinking with the class. If necessary, review the meanings of the words and point out their differences.

Teacher Note

If you started a "Just the Right Word" chart, add the word *gulp* and its definition ("swallow something quickly").

Introduce *Feast* and *Journey* Day 2

In this lesson, the students:

- Review the words *gulp* and *store* from Day 1
- Learn and use the words *feast* and *journey*
- Review using context to determine word meanings
- Work in a responsible way
- Contribute different ideas during class discussions

Materials

- *Big Blue Whale*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)
- "Sentences from *Big Blue Whale*" chart (WA5)

Words Taught



feast (p. 24)
A *feast* is a "large meal." People sometimes have a feast on a special occasion such as a holiday or a birthday.



journey (p. 25)
A *journey* is a "trip to someplace far away."

REVIEW THE WORDS

1 Briefly Review *Gulp* and *Store*

Display the word and picture cards (WA2) from Day 1. Review the words by having the students tell what they remember about them.

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INTRODUCE AND USE *FEAST*

2 Introduce and Define *Feast*

Show pages 24–25 of *Big Blue Whale*. Review that this part of the book tells how blue whales take care of their babies. Read page 24 aloud, emphasizing the word *feast*.

Tell the students that *feast* is the first word they will learn today, and explain that a *feast* is a "large meal." Explain that the billions of krill in the polar seas are a feast, or large meal, for the blue whale mother and her growing baby.

Explain that people sometimes have a feast on a special occasion such as a holiday or a birthday, and give examples of feasts you have been to.

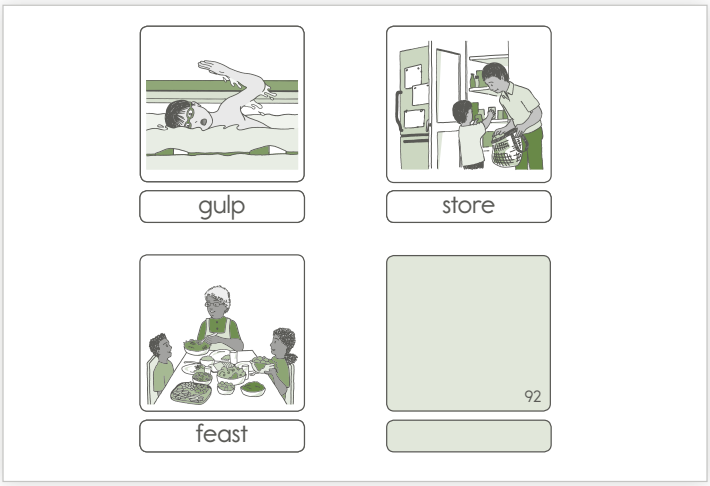
> **You might say:**
>
> "Every year I cook a Thanksgiving feast for my family. We gather around the table and eat, or feast on, turkey, dressing, cranberry sauce, and lots of other foods. I went to a wedding feast recently. There were 150 people there and lots of scrumptious food, including a gigantic wedding cake."

Teacher Note

You might remind the students that they learned the word *gigantic* earlier and that *gigantic* means "very, very big." Also remind the students that they learned the word *scrumptious* and that *scrumptious* means "tasty or delicious." Scrumptious foods taste and smell yummy.

Direct the students' attention to the word and picture cards (WA2) and reveal picture card 91. Explain that the picture shows a grandmother who is enjoying a feast with her family.

Reveal word card 91 and have the students say the word *feast*.



WA2

3 Plan a Birthday Feast

Ask the students to imagine that they are planning a feast to celebrate someone's birthday. All their friends and family will be coming to the feast. Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today.

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Use "Think, Pair, Share" to discuss:

Q *What will people eat at your feast? What will they drink?* [Pause; point to prompt 1 and read it aloud.] *Turn to your partner.*

WA4

At my **feast**, people will [eat/drink] . . .



PROMPT 1: "At my feast, people will [eat/drink] . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *feast* on the cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *JOURNEY*

4 Introduce *Journey* and Review Using Context to Figure Out Word Meanings

Display the "Sentences from *Big Blue Whale*" chart (WA5). Point to the sentences and explain that these sentences from the book tell where blue whales live at different times of the year. Read the sentences aloud, emphasizing the word *journey*.

WA5

Sentences from *Big Blue Whale*

So mother and young whale part and begin the long journey back to the equator. A blue whale may travel from the polar seas to the equator and back every year of its life. Sometimes it will swim with other blue whales, but mostly it will swim alone.

PROMPT: I think ***journey*** might mean . . .

PROMPT: The clues _____ help me figure out the meaning of the word ***journey***.

TEKS 3.B.ii
Student/Teacher Activity
Step 4 (all)

Teacher Note

Alternatively, you might write the context sentences where everyone can see them, underlining the word *journey*.

Technology Tip

To find web-based activities that focus on using context to determine word meanings, you might search online using the keywords "whiteboard context clues activities." For more information, view the "Using Web-based Whiteboard Activities" tutorial (AV42).

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Point to the word *journey* on the chart and underline it. Tell the students that *journey* is the next word they will learn today. Remind the students that they can sometimes figure out the meaning of an unfamiliar word like *journey* by looking for clues. Review that they can look for clues to a word's meaning by reading the sentence that includes the word, or by looking in the sentences that come before or after. Explain that, as you read the sentences again, you want the students to think about what *journey* might mean and which words in the sentences are clues to the meaning of *journey*.

Read the sentences aloud again. Then discuss as a class:

Q *Based on what you just heard, what do you think the word* journey *might mean?*

Point to the first prompt and read it aloud.

PROMPT: "I think *journey* might mean . . ."

Have a few volunteers use the prompt to share their thinking with the class. If necessary, explain that a *journey* is a "trip to someplace far away." Then discuss the following question:

Q *What clues help you figure out that* journey *means a "trip to someplace far away"?*

Point to the next prompt and have a few volunteers share their thinking with the class.

PROMPT: "The clues ['travel from the polar seas to the equator and back' and 'swim'] help me figure out the meaning of the word *journey*."

Circle the context clues as students identify them. If necessary, explain that the words "travel from the polar seas to the equator and back" and "swim" are clues that tell them that blue whales go on a journey, or a trip to a place that is far away. The blue whale swims all the way from the polar seas to the equator and back every year.

Direct the students' attention to the cards (WA2) and reveal picture card 92. Explain that the picture shows a family on a journey. Point to the luggage on the roof of the car and explain that the family must be coming from someplace far away because they brought suitcases with them. Then point to the mountain in the background and explain that the family is on a journey and sees some snowy mountains in the distance.

Reveal word card 92 and have the students say the word *journey*.

Explain that people go on journeys for many different reasons, such as to go skiing on snowy mountain paths.

Ask and discuss as a class:

Q *Why else might someone go on a journey?*

Teacher Note

When the text of a book provides a strong context for determining a word's meaning, a question like this gives the students an opportunity to practice using context to figure out the meaning.

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5 Discuss Places to Go on a Journey

Review that we usually use the word *journey* when we talk about going someplace far away. Direct the students' attention to the day 2 prompts (WA4); then use "Think, Pair, Share" to discuss:

Q *If you could go on a journey to any place you wanted, where would you go on a journey to? Why?* [Pause; show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "If I could go on a journey to any place I wanted, I would go on a journey to [my grandmother's house] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *journey* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Support struggling students by asking questions such as "Where would you like to go on a journey for fun?" "Who is a relative or friend you would like to go on a journey to see?" and "Where is a place you have heard about or seen on TV that you would like to go on a journey to?" If the students continue to struggle, ask alternative questions such as "Where have you taken a journey to?" and "Who would you like to take a journey with?"

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

MORE STRATEGY PRACTICE

Play "Use the Clues"

Remind the students that when they are reading and come to an unfamiliar word, they can sometimes figure out the meaning of the word by reading the sentence that includes the word, or the sentences before or after it, to look for clues. Explain that today the students will play the game "Use the Clues," in which they will look for clues to figure out a word that is missing from a sentence.

Write the sentences below where everyone can see them:

- *Jaime's baby sister loves to play with her _____. She rolls it across the floor and throws it into the air.*
- *Jaime's baby sister is _____. She keeps crying and crying and crying.*

Then direct the students' attention to the first example and point to the blank. Tell the students that as you read each sentence aloud, you want them to think about what the missing word might be and which words in the sentences are clues to the missing word. Remind the students that more than one word might make sense in a sentence and that the word does not need to be a vocabulary word.

Read the first example aloud, saying "blank" for the missing word. Ask:

Q *What do you think the missing word might be?*

Have one or two volunteers share their thinking with the class. Follow up by asking:

Q *Which words in the sentences are clues that the missing word might be* [ball]*?*

Teacher Note

Accept all words the students can support with context clues from the sentences. If the students cannot suggest a word, or if they suggest words that are not supported by the context, provide a word (for example, *ball*, *toy*, or *cup*) and point out the context clues ("play with," "rolls it across the floor," and "throws it in the air"). Then have the students discuss the second example.

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Teacher Note

Possible responses for the second example include *sick*, *sad*, *mad*, *tired*, and *hungry*. "Crying and crying and crying" is the context clue.

If necessary, explain that the words "play with," "rolls it across the floor," and "throws it in the air" are clues that Jaime's baby sister plays with a ball or other toy. Repeat the procedure to discuss the second example.

EXTENSION

Explore Academic Language in *Big Blue Whale*

Explain to the students that nonfiction writers who write about topics like whales often use science words to name or describe something correctly. Explain that in *Big Blue Whale*, the author uses the science word *mammal* to tell what kind of animal a blue whale is.

Show pages 10–11 of the book and ask the students to listen carefully as you read the sentences that include the word *mammal*. Then read these sentences at the top of page 10 aloud: "The blue whale lives all of its long life in the sea. But it is a mammal like us, and it breathes air, not water." Remind the students that humans, like blue whales, are mammals. Ask:

Q *What do mammals breathe?*

If necessary, explain that mammals breathe air. Unlike fish, they cannot breathe underwater. Explain that there are other ways that mammals are different from fish and some other animals. Mammals have backbones, and mammal mothers feed their babies milk from their bodies. Mammals are also warm-blooded, which means that their body temperature stays warm even if the temperature around them is cold. For example, if a warm-blooded animal is swimming in cold water, its body temperature stays warm. Tell the students that in addition to whales and people, other animals that are mammals are seals, dolphins, dogs, cats, and elephants.

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Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Work in a responsible way
- Contribute different ideas during class discussions

Words Reviewed

gulp
Gulp means "swallow something quickly."

store
Store means "keep something to use later." *Store* also means a "place where you buy things such as food, clothing, or toys."

feast
A *feast* is a "large meal." People sometimes have a feast on a special occasion such as a holiday or a birthday.

journey
A *journey* is a "trip to someplace far away."

Materials

- Word and picture cards (WA2) from Day 2
- Day 3 prompts (WA6)
- Copy of this week's family letter (BLM1) for each student

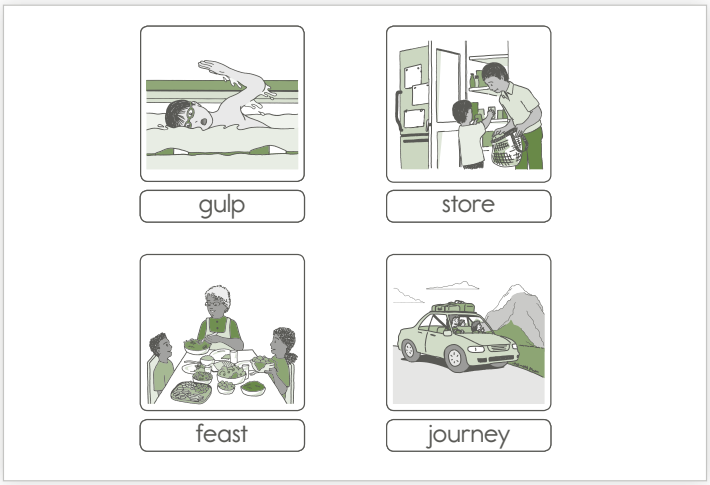
REVIEW THE WORDS

1 Briefly Review This Week's Words

ELPS 3.C.iv
Step 1
(all, beginning on page 407 and continuing on to page 408)

Display the word and picture cards (WA2) from Day 2. Review the pronunciation and meaning of each word.

WA2



Display the day 3 prompts (WA6) and explain that the students will use these prompts to discuss the words today.

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Teacher Note

If the students struggle to answer the questions, stimulate their thinking by asking questions such as "Which word was fun to talk about?" "Which word is fun to say?" and "Which word have you used in your writing or when you talked to your friends?"

Use "Think, Pair, Share" to discuss:

Q *Which of these words do you think was the most fun to learn? Why?* [Pause; point to prompt 1 and read it aloud.] *Turn to your partner.*

WA6

I think the word _____ was the most fun to learn because . . .

PROMPT 1: "I think the word [*journey*] was the most fun to learn because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

ELPS 3.C.iv
Step 2
(all, beginning on page 408 and continuing on to page 409)

2 Do the Activity "What Might You Say or Do?"

Tell the students that partners will do the activity "What Might You Say or Do?" Review that you will ask the students to imagine a situation, and partners will tell each other what they might say or do in that situation.

Point to the word *gulp* on the word and picture cards (WA2) and explain that the first situation includes the word *gulp*. Ask the students to imagine the following situation as you read it aloud:

- *The pasta your brother made is hot and steaming. He tells you to wait for it to cool. You are so hungry that you gulp a bite of the pasta anyway.*

Use "Think, Pair, Share" to discuss:

Q *What might you say or do if you gulped a steaming bite of hot pasta? Why?* [Pause; show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "If I gulped steaming hot pasta, I might . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

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Repeat the procedure to discuss the following situations:

[store]

- *You are lying on your bed reading a book. Your mother asks you to help her store some boxes in the garage.*

Q *What might you say or do if your mother asked you to help her store some boxes in the garage?* [Pause; show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "If my mother asked me to help her store some boxes in the garage, I might . . ."

[feast]

- *You are at a family feast in your house. Suddenly all the lights go out.*

Q *What might you say or do if you were at a family feast and all the lights went out?* [Pause; show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "If I were at a family feast and suddenly all the lights went out, I might . . ."

[journey]

- *You find out that you are going on a journey to the North Pole.*

Q *What might you say or do if you found out that you were going on a journey to the North Pole?* [Pause; show prompt 5 and read it aloud.] *Turn to your partner.*

PROMPT 5: "If I found out I was going on a journey to the North Pole, I might . . ."

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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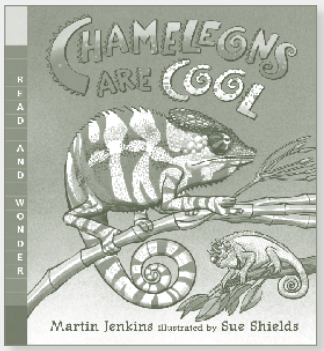
Week 24

RESOURCES



Read-aloud

- *Chameleons Are Cool* by Martin Jenkins, illustrated by Sue Shields

More Strategy Practice

- "Explore Multiple Meanings of *Cool*"

Assessment Resource Book

- Week 24 vocabulary assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Form

- "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles

- Week 24 family letter (BLM1)
- (Optional) "Week 24 Picture Cards" (BLM2)
- (Optional) "Week 24 Word Cards" (BLM3)
- (Optional) "Week 24 Picture-Word Cards" (BLM4)
- (Optional) "Week 24 Crossword Puzzle" (BLM5)

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OVERVIEW

Words Taught	Words Reviewed
ridiculous	earsplitting
surroundings	inaudible
prey	meadow
bad-tempered	ordinary
	shallow

Word-learning Strategies

- Recognizing words with multiple meanings (review)
- Recognizing synonyms (review)

Vocabulary Focus

- Students learn and use four words from the book.
- Students review words with multiple meanings and synonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students contribute ideas that are different from other people's ideas during class discussions.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following picture cards and word cards: 57, 70, 74, 76, and 86. Set aside a few minutes periodically during the week to review these words.

✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 142 of the *Assessment Resource Book*.

✓ (Optional) Prior to Day 1, review the more strategy practice activity "Explore Multiple Meanings of *Cool*" on page 419.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 24 Picture Cards" (BLM2), "Week 24 Word Cards" (BLM3), "Week 24 Picture-Word Cards" (BLM4), and "Week 24 Crossword Puzzle" (BLM5). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 24

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Work in a responsible way
- Contribute different ideas during class discussions

Words Reviewed

earsplitting
Earsplitting means "very loud." An earsplitting sound is so loud that it hurts your ears.

inaudible
Inaudible means "not loud enough to be heard." If a sound is inaudible, you cannot hear it.

meadow
A *meadow* is a "big, grassy field."

ordinary
Ordinary means "normal or common." Something that is ordinary is not special or different in any way.

shallow
Shallow means "not deep."

Materials

- Word cards and picture cards 57, 70, 74, 76, 86
- Pocket chart
- Ongoing review prompts (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and the picture cards in the pocket chart. Review the pronunciation and meaning of each review word.

PRACTICE USING THE WORDS

2 Play "Which Word Goes With?"

Tell the students that partners will play the game "Which Word Goes With?" Review that you will write a word they know—like *swimming pool*, *radio*, or *picnic*—where everyone can see it. Then partners will discuss which vocabulary word in the pocket chart goes with the word you wrote.

Explain that the word you write might go with more than one of the vocabulary words. Tell the students that partners may not always agree and that is fine. What is important is that they explain their thinking.

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Write *swimming pool* where everyone can see it and pronounce it. Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words. Then point to the pocket chart and use "Think, Pair, Share" to discuss:

Q *Which of these review words do you think goes with* swimming pool? *Why do you think that?* [Pause; point to prompt 1 and read it aloud.] *Turn to your partner.*

WA1

I think _____ goes with *swimming pool* because . . .

PROMPT 1: "I think [*shallow*] goes with *swimming pool* because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

If the students have trouble making associations, think aloud about associations you might make, or ask questions such as "How might the word *shallow* go with *swimming pool*? Do you like being in the shallow part of a swimming pool? Why?" and "How might the word *earsplitting* go with *swimming pool*? Who might make *earsplitting* sounds at a swimming pool?"

Remember that there are no right or wrong responses. What is important is that the students explain the thinking behind their associations and demonstrate an understanding of the word's meaning.

3 Continue the Game During the Week

Continue the game during the week by having partners discuss which vocabulary word they associate with each of the following words:

- *radio*

Q *Which of the review words do you think goes with* radio? *Why do you think that?* [Pause; show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I think [*earsplitting*] goes with *radio* because . . ."

- *picnic*

Q *Which of the review words do you think goes with* picnic? *Why do you think that?* [Pause; show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I think [*meadow*] goes with *picnic* because . . ."

Teacher Note

Support struggling students by thinking aloud about associations you might make or by asking questions such as [for *radio*] "How might the word *earsplitting* go with *radio*? When might the sound of a radio be earsplitting?" "How might the word *inaudible* go with *radio*? When might the sound of a radio be inaudible?" and "How might the word *ordinary* go with *radio*? What does an ordinary radio look like?" [for *picnic*] "How might the word *meadow* go with *picnic*? Why do you think people have picnics in a meadow? How might *ordinary* go with *picnic*?"

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CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' word associations and explanations indicate that they understand the vocabulary words' meanings?
- Do the students have difficulty using or explaining any of the words? (Note which words the students have difficulty with.)

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 142 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by having each student create a picture card for the word with a definition in her own words on the back of the card.

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Day 1 Introduce *Ridiculous* and *Surroundings*

Materials

- *Chameleons Are Cool*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)

In this lesson, the students:

- Learn and use the words *ridiculous* and *surroundings*
- Review words with multiple meanings
- Work in a responsible way
- Contribute different ideas during class discussions

Words Taught



ridiculous (p. 10)
Ridiculous means "very silly."



surroundings (p. 18)
Your *surroundings* are the "place where you are, and all the people and things around you."

ELL Note

The Spanish cognate of *ridiculous* is *ridículo/a*.

INTRODUCE AND USE *RIDICULOUS*

1 Introduce and Define *Ridiculous*

Review that *Chameleons Are Cool* is a nonfiction book about interesting animals called *chameleons*. Show pages 10–11 and review that this part of the book tells what chameleons look like. Read pages 10–12 aloud, emphasizing the word *ridiculous*.

Tell the students that *ridiculous* is the first word they will learn today, and explain that *ridiculous* means "very silly." Show pages 12–13 and point to the noses of the different chameleons. Explain that the narrator (the boy who is telling about chameleons) thinks that chameleons' noses look ridiculous, or very silly.

Display this week's word and picture cards (WA2) and reveal picture card 93. Explain that the picture shows a ridiculous house. Point out that the house is ridiculous, or very silly, because houses never look this way and it would be hard to live in a house like this.

Reveal word card 93 and have the students say the word *ridiculous*.

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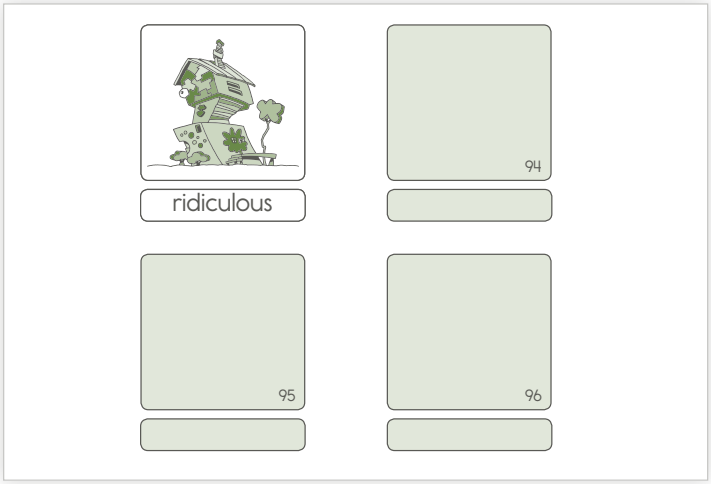
WA2



2 Discuss Which of Bridget's Ideas Is Ridiculous

Explain that you are going to describe two ideas that Bridget has. Then partners will decide which idea is ridiculous and explain why they think so. Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Then read the following scenarios aloud, pausing for a moment between each one:

- *Bridget will wear her nicest dress to her aunt's wedding.*
- *Bridget will wear pajamas to her aunt's wedding.*

Ask:

Q *Which of these ideas is ridiculous? Why?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA3

I think _____ is **ridiculous** because . . .



PROMPT 1: "I think [wearing pajamas to her aunt's wedding] is ridiculous because . . ."

ELL Note

You might discuss each scenario individually. First say, "Bridget will wear her nicest dress to her aunt's wedding. Is Bridget's idea ridiculous? Why?" Then say, "Bridget will wear pajamas to her aunt's wedding. Is Bridget's idea ridiculous? Why?"

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After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or both of these pairs of scenarios:

- *Bridget will move into the monkey cage at the zoo and pretend she's a monkey.*
- *Bridget will go to the zoo for an afternoon to see the monkeys.*

- *Bridget will greet a class visitor by saying, "Hello, my name is Bridget."*
- *Bridget will greet a class visitor by saying, "Wello, wy name is Widget."*

Point to the word *ridiculous* on the word and picture cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *SURROUNDINGS*

3 Introduce and Define *Surroundings*

Show pages 18–19 of *Chameleons Are Cool* and explain that this part of the book tells why chameleons change color. Read page 18 aloud, emphasizing the word *surroundings*.

Tell the students that *surroundings* is the other word they will learn today. Explain that your *surroundings* are the "place where you are, and all the people and things around you." Explain that many people think that a chameleon changes color to match its surroundings, or the place where it is, such as a tree it is sitting in or the ground it is walking on. But chameleons do not change color to match their surroundings.

Direct the students' attention to the cards (WA2) and reveal picture card 94. Explain that the picture shows a child who lives on a farm. Point out that the child's surroundings include a house, a barn, a tractor, and fields.

Reveal word card 94 and have the students say the word *surroundings*.

Teacher Note

You might explain that the word *surroundings* is related to the word *surround*, which means "be on every side of, or all around, something."

4 Discuss the Classroom Surroundings

Give examples of surroundings the students are likely to find themselves in.

> **You might say:**
>
> "When you're at home, your surroundings include everything in your house and all the people you live with. When you're at the grocery store, your surroundings include everything in the store and all the shoppers and people who work there."

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Explain that you will ask the students to look around the classroom and notice the people and things in their surroundings. Then partners will share what they noticed with each other.

Give the students a moment to look around the classroom. Then ask:

Q *What do you see in our surroundings?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "In our surroundings, I see . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *surroundings* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

If the students need more practice with the word *surroundings*, you might take them to the playground or another place in the school and discuss what they see in their surroundings.

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

MORE STRATEGY PRACTICE

Explore Multiple Meanings of *Cool*

Review that words can have more than one meaning and that the meanings are often very different. Show the cover of *Chameleons Are Cool*, point to the word *cool* in the title, and ask:

Q *What do you think the author means when he writes that chameleons are cool?*

If necessary, explain that in the title *cool* means "very good or a lot of fun." When you think something is cool, you like it and think it is interesting. Then ask:

Q *What else do you know about the word* cool*?*

If necessary, explain that *cool* can also mean "not warm but not very cold." Discuss as a class:

Q *What might you wear outside if the weather were cool?*

Materials

- *Chameleons Are Cool*

Teacher Note

If the students struggle to answer the question, ask "What do we mean when we say the weather is cool?"

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Day 2 Introduce *Prey* and *Bad-tempered*

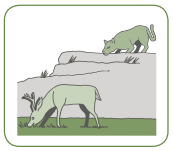
Materials

- *Chameleons Are Cool*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)

In this lesson, the students:

- Review the words *ridiculous* and *surroundings* from Day 1
- Learn and use the words *prey* and *bad-tempered*
- Review synonyms
- Work in a responsible way
- Contribute different ideas during class discussions

Words Taught



prey (p. 23)
Prey is an "animal that is hunted by another animal for food."



bad-tempered (p. 28)
Bad-tempered means "grumpy." Someone who is bad-tempered gets angry or annoyed very easily.

REVIEW THE WORDS

1 Briefly Review *Ridiculous* and *Surroundings*

Display the word and picture cards (WA2) from Day 1. Review the words by having the students tell what they remember about them.

INTRODUCE AND USE *PREY*

2 Introduce and Define *Prey*

Show pages 22–23 of *Chameleons Are Cool* and review that chameleons use their extraordinary eyes and tongue to hunt for food. Read pages 23 and 25 aloud, emphasizing the word *prey* on page 23.

Tell the students that *prey* is the first word they will learn today. Explain that *prey* is an "animal that is hunted by another animal for food." Explain that a chameleon uses its extraordinary eyes and long, sticky tongue to help it find and catch prey.

Teacher Note

You might remind the students that they learned the word *extraordinary* earlier and that *extraordinary* means "very special or different." Something that is extraordinary is far from ordinary.

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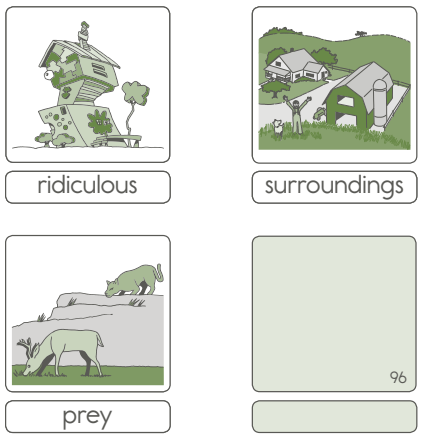
Direct the students' attention to the word and picture cards (WA2) and reveal picture card 95. Explain that the picture shows a panther sneaking up on a deer. The deer is the panther's prey, or an animal that the panther hunts and eats.

Reveal word card 95 and have the students say the word *prey*.

WA2

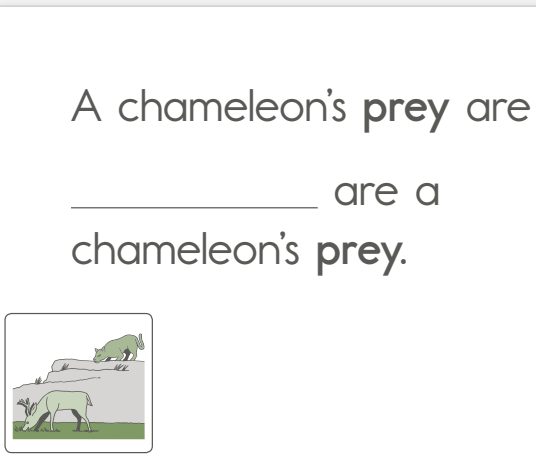


3 Discuss the Prey of Chameleons and Cats

Show pages 24–25 of *Chameleons Are Cool* and read page 24 aloud. Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Ask:

Q *What animals are a chameleon's prey? What animals do chameleons hunt for food?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA4



PROMPT 1: "A chameleon's prey are . . ." or "[Insects] are a chameleon's prey."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

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Ask:

Q *What animals are a cat's prey?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "A cat's prey are . . ." or "[Mice] are a cat's prey."

Point to the word *prey* on the cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *BAD-TEMPERED*

4 Introduce and Define *Bad-tempered* and Review Synonyms

Show pages 28–29 of *Chameleons Are Cool* and review that the boy in the book tells all the reasons why he thinks chameleons are cool. Read page 28 aloud, emphasizing the word *bad-tempered*.

Tell the students that *bad-tempered* is the other word they will learn today, and explain that *bad-tempered* means "grumpy." Someone who is bad-tempered gets angry or annoyed very easily. Explain that *bad-tempered* and *grumpy* are synonyms, and review that *synonyms* are "words that mean the same thing or almost the same thing." Remind students that chameleons are bad-tempered; they hiss, puff, or change color when they are angry.

Direct the students' attention to the cards (WA2) and reveal picture card 96. Explain that it shows a bad-tempered boy crossing his arms and saying, "It's my turn!" The boy is bad-tempered, or grumpy, because his classmate is holding the class pet, a rabbit, and it is his turn to hold it. Explain that people sometimes get bad-tempered when they want to do something and have to wait.

Reveal word card 96 and have the students say the word *bad-tempered*.

5 Discuss Being Bad-tempered

Explain that all of us are bad-tempered, or grumpy, sometimes. Give examples of times when you have been bad-tempered and explain why you were feeling that way.

> **You might say:**
>
> "When I am really hungry, I am bad-tempered. I am also bad-tempered when I get stuck in traffic and have to sit in my car for a long time."

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Ask:

Q *When have you been bad-tempered?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I was bad-tempered when . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. Follow up by asking each volunteer:

Q *What did you do when you were bad-tempered?* [Show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "When I was bad-tempered, I . . ."

Point to the word *bad-tempered* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Review shades of meaning
- Build their speaking and listening skills
- Work in a responsible way
- Contribute different ideas during class discussions

Materials

- Word and picture cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of "Week 24 Crossword Puzzle" (BLM5) for each student

Words Reviewed

ridiculous
Ridiculous means "very silly."

surroundings
Your *surroundings* are the "place where you are, and all the people and things around you."

prey
Prey is an "animal that is hunted by another animal for food."

bad-tempered
Bad-tempered means "grumpy." Someone who is bad-tempered gets angry or annoyed very easily.

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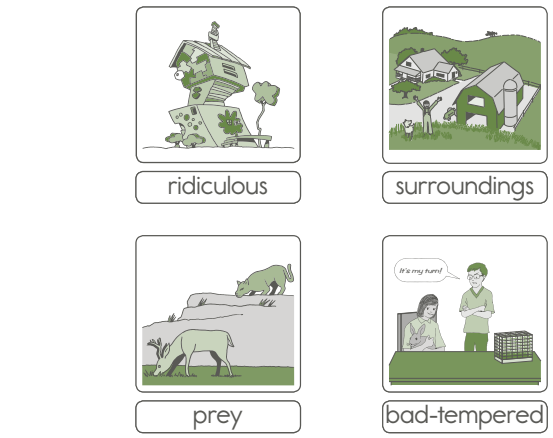
REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word and picture cards (WA2) from Day 2. Review the pronunciation and meaning of each word. Point to the word *prey* and ask:

Q *If you drew a picture about the word* prey, *what might you draw? Why?*

WA2



Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today.

Point to prompt 1 and read it aloud.

WA5

If I drew a picture about the word _____, I might draw _____ because . . .

PROMPT 1: "If I drew a picture about the word [*prey*], I might draw [a mouse] because . . ."

Have one or two volunteers use the prompt to share their thinking with the class. Use the same procedure to discuss the remaining words.

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PRACTICE USING THE WORDS

2 Think More About the Words

Use "Think, Pair, Share" to discuss:

Q *Would you be fond of someone who said your new sneakers looked ridiculous? Why?* [Pause; show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I [would/would not] be fond of someone who said my sneakers looked ridiculous because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, have the students discuss the following questions:

Q *Would you be astonished if you woke up in extraordinary surroundings? Why?* [Pause; show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I [would/would not] be astonished if I woke up in extraordinary surroundings because . . ."

Q *Might a predator dart to catch its prey? Why?* [Pause; show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "A predator [might/might not] dart to catch its prey because . . ."

Q *Do you get bad-tempered when you are really, really hungry? Why?* [Pause; show prompt 5 and read it aloud.] *Turn to your partner.*

PROMPT 5: "I [do/do not] get bad-tempered when I am really, really hungry because . . ."

3 Play "Predator or Prey?"

Review that *prey* is an "animal that is hunted by another animal for food" and that a *predator* is an "animal that hunts other animals for food." Write the words *predator* and *prey* where everyone can see them.

Tell the students that they will play a game called "Predator or Prey?" Explain that you will tell a story about two animals; then partners will discuss which animal in the story is the predator and which animal is the prey and explain why they think so. Point to the words *predator* and *prey* and read them aloud. Explain that you will write the names of the predator animals in one column and the names of the prey animals in the other column.

ELPS 3.C.iv
Step 2 (all)

Teacher Note

You might remind the students that they learned the word *fond* earlier and that when you are fond of something or someone, you like the thing or person very much.

Teacher Note

You might remind the students that they learned the words *astonished* ("very surprised") and *extraordinary* ("very special or different") earlier.

Teacher Note

You might remind the students that they learned the words *predator* ("animal that hunts other animals for food") and *dart* ("move suddenly and quickly") earlier.

ELPS 3.C.iv
Step 2 and Step 3 (all, beginning on page 425 and continuing on to page 426)

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Begin by reading the following story aloud:

- *A grizzly bear sees salmon (fish) swimming by in a river. The bear is hungry. It tries to catch a salmon.*

Q *Which animal is the predator and which is the prey? Why?* [Show prompt 6 and read it aloud.] *Turn to your partner.*

PROMPT 6: "[The grizzly bear] is the predator and [the salmon] is the prey because . . ."

Write the words "grizzly bear" under "predator" and "salmon" under "prey." Using the same procedure, discuss the following stories:

- *An owl is hunting for its dinner. The owl sees a mouse. It tries to catch the mouse.*
- *A hungry shark sees a seal swimming in the ocean. The shark chases the seal.*

Direct the students' attention to the names of the animals listed under "predator." Point out that even though a grizzly bear, an owl, and a shark look very different and act very differently from one another, they have one important thing in common—they are all predators.

Discuss as a class:

Q *What do a salmon, a mouse, and a seal have in common?* [Show prompt 7 and read it aloud.]

PROMPT 7: "A salmon, a mouse, and a seal are all [prey] because . . ."

Q *What other animals can we add to our list of predators*? [Show prompt 8 and read it aloud.]

PROMPT 8: "We can add [lions, tigers, and snakes] to our list of predators because . . ."

Q *What other animals can we add to our list of prey?* [Show prompt 9 and read it aloud.]

PROMPT 9: "We can add [worms, guppies, and small birds] to our list of prey because . . ."

As volunteers share their thinking, list the animals the students name in either the "predator" or "prey" column.

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 23 and 24, you might distribute a copy of the "Week 24 Crossword Puzzle" (BLM5) to each student.

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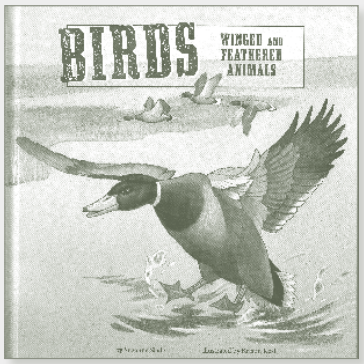
Week 25

RESOURCES



Read-aloud

- *Birds: Winged and Feathered Animals* by Suzanne Slade, illustrated by Kristin Kest

More ELL Support

- "Describe Amazing Animals"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA7

Reproducibles

- Week 25 family letter (BLM1)
- (Optional) "Week 25 Picture Cards" (BLM2)
- (Optional) "Week 25 Word Cards" (BLM3)
- (Optional) "Week 25 Picture-Word Cards" (BLM4)

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OVERVIEW

Words Taught	Words Reviewed
migrate	audible
dine	essential
amazing	habitat
hover	odd
	underground

Word-learning Strategies

- Using context to determine word meanings (review)
- Recognizing synonyms (review)

Vocabulary Focus

- Students learn and use four words from the book.
- Students review using context to determine word meanings.
- Students review synonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students contribute ideas that are different from other people's ideas during class discussions.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following picture cards and word cards: 32, 68, 73, 77, and 85. Set aside a few minutes periodically during the week to review these words.

✓ (Optional) Prior to Day 2, collect pictures of helicopters in the air. You might use these pictures to discuss the word *hover*.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 25 Picture Cards" (BLM2), "Week 25 Word Cards" (BLM3), and "Week 25 Picture-Word Cards" (BLM4). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 25

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Take responsibility for themselves
- Contribute ideas that are different from other people's ideas during class discussions

Words Reviewed

audible
Audible means "loud enough to be heard." If a sound is audible, you can hear it.

essential
If something is essential, you need it. You cannot do without it.

habitat
A *habitat* is a "place where a plant or animal lives."

odd
Odd means "strange." If something is odd, it is difficult to explain or understand.

underground
Underground means "below or under the ground."

Materials

- Word cards and picture cards 32, 68, 73, 77, 85
- Pocket chart
- Ongoing review prompt (WA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and picture cards in the pocket chart. Review the pronunciation and meaning of each review word.

PRACTICE USING THE WORDS

2 Play the Game "Finish the Story"

Tell the students that they will play the game "Finish the Story." Review that you will tell a story leaving off the last word. Partners will decide which word in the pocket chart will make the best ending for the story. Display the ongoing review prompt (WA1) and explain that the students will use this prompt to discuss the review words.

Begin by reading the following story aloud twice:

- *Anita was at the beach with her family. Her mother said, "Anita, I'm going to put sunscreen on your back so you won't get a sunburn. At the beach, sunscreen is _____."*

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Teacher Note

If the students struggle to answer the questions, reread the story and repeat the questions.

Ask:

Q *Which word is the best ending for the story? Why?* [Point to the prompt and read it aloud.] *Turn to your partner.*

WA1

I think _____ is the best ending for the story because . . .

PROMPT: "I think [*essential*] is the best ending for the story because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Retell the story, adding the word *essential* at the end.

3 Play the Game During the Week

Use the same procedure to discuss the stories that follow at different times during the week. Review the pronunciation and meaning of the words prior to doing the activity.

- *The river near Hank's house is full of fish. Some people are dumping trash into the river and destroying the fish's river home. Hank says, "The fish are in danger. We need to protect the fish's _____!"* (habitat)
- *Leila loves to dig for buried treasure. She finds all kinds of things in her backyard—insects, coins, and worms! She says, "You can find lots of great things _____."* (underground)
- *Kimo was reading in his bedroom. But noise from the TV in the living room was bothering him. He shut his door, but that didn't help much. The sound of the TV was still _____.* (audible)
- *Kim was walking down the street and heard a loud noise. She turned and saw a gigantic elephant wearing a hat and dancing. Kim thought the dancing elephant was very _____.* (odd)

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Introduce *Migrate* and *Dine*

Day 1

In this lesson, the students:

- Learn and use the words *migrate* and *dine*
- Review using context to determine word meanings
- Review synonyms
- Share their thinking and their partners' thinking

Words Taught



migrate (p. 6)
Migrate means "move from one country or area to another."



dine (p. 17)
Dine means "eat."

Materials

- *Birds: Winged and Feathered Animals*
- "Sentences from *Birds*" chart (WA2)
- Word and picture cards (WA3)
- Day 1 prompts (WA4)

INTRODUCE AND USE *MIGRATE*

1 Introduce and Define *Migrate* and Review Using Context to Determine Word Meanings

Review that *Birds: Winged and Feathered Animals* is a nonfiction book about birds. Show pages 6–7, point to the chapter title, and read it aloud. Review that this part of the book tells about birds' feathers and wings. Ask the students to listen carefully as you read a paragraph about birds' wings. Then read the second paragraph on page 6 aloud, emphasizing the word *migrate*.

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Tell the students that *migrate* is the first word they will learn today. Display the "Sentences from *Birds*" chart (WA2) and explain that these are the sentences you just read.

WA2

Sentences from *Birds*

Most birds have strong wings and can fly fast and far. Many travel hundreds of miles each year when they migrate to new places.

PROMPT: I think ***migrate*** might mean . . .

PROMPT: The clues _____ help me figure out the meaning of the word ***migrate***.

Point to the word *migrate* and underline it. Remind the students that they can sometimes figure out the meaning of an unfamiliar word—like *migrate*—by looking for clues. Review that the students can look for clues in the sentence that includes the word or in the sentences that come before or after it. Explain that as you read the sentences again, you want them to think about what *migrate* might mean and which words in the sentences are clues to the meaning of *migrate*.

Read the sentences aloud again. Then discuss as a class:

Q *Based on what you just heard, what do you think the word* migrate *might mean?*

Point to the first prompt and read it aloud.

PROMPT: "I think *migrate* might mean . . ."

Have a few volunteers use the prompt to share their thinking with the class. If necessary, explain that *migrate* means "move from one country or area to another." Then ask:

Q *What clues help you figure out that* migrate *means "move from one country or area to another"?*

Point to the next prompt and read it aloud.

PROMPT: "The clues ['fly fast and far' and 'travel hundreds of miles'] help me figure out the meaning of the word *migrate*."

Have a few volunteers share their thinking with the class. Circle the context clues on the chart as the students identify them. If necessary, explain that the words "can fly fast and far," "travel hundreds of miles," and "to new places" are clues to the meaning of the word *migrate*. Explain that many birds migrate, or go from one area to another, during the winter to find places with warmer weather and more food.

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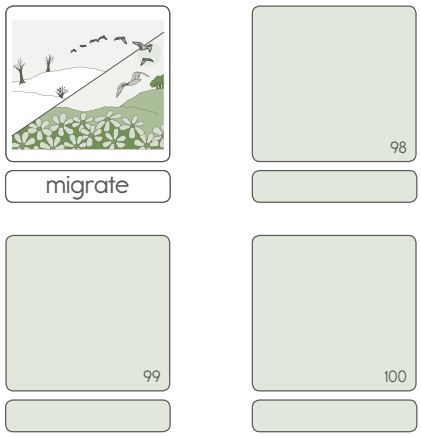
Display this week's word and picture cards (WA3) and reveal picture card 97. Explain that the pictures show birds in a cold, wintry place and in a warm, sunny place. Point to the line and explain that some birds migrate, or go from cold areas to warm areas, during the winter because they cannot survive in cold weather.

Reveal word card 97 and have the students say the word *migrate*.

WA3



2 Talk More About the Word *Migrate*

Show pages 22–23 of *Birds*. Explain that these sections in the back of the book give more information about birds. Point to the heading "Extreme Birds" and read it aloud. Explain that this section gives interesting facts about very special birds. Ask the students to listen carefully as you read about a bird called the arctic tern. Then read "Farthest traveler" aloud twice.

Display the day 1 prompts (WA4) and explain that students will use these prompts to discuss the words today.

Use "Think, Pair, Share" to discuss:

Q *What did you learn about the arctic tern?* [Pause; point to prompt 1 and read it aloud.] *Turn to your partner.*

WA4



Teacher Note

You might explain that *survive* means "stay alive."

TEKS 7.F.i
Student/Teacher Activity
Step 2 (all)

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PROMPT 1: "The arctic tern migrates [farther than any other bird]."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class. If necessary, point out that the arctic tern migrates farther than any other bird in the world. It migrates thousands and thousands of miles.

Tell the students that people can also migrate, or go from one country or area to another. Explain that people often migrate because they are looking for a better job or for a place where they can live with their families and be happy and safe. Give an example of someone you know who has migrated to the United States and explain why that person migrated.

> **You might say:**
>
> "My parents migrated to the United States from Mexico when I was a little girl. They migrated to this country because they believed they could find good jobs in America and that my sister and I could get a good education in the schools here."

Discuss as a class:

Q *Who do you know who has migrated to the United States from another country? Tell us about it.*

Show prompt 2 (WA4) and have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: "My [grandfather] migrated to the United States . . ."

Point to the word *migrate* on the word and picture cards (WA3) and review the meaning and pronunciation of the word.

INTRODUCE AND USE *DINE*

3 Introduce and Define *Dine* and Review Synonyms

Show pages 16–17 of *Birds* and review that this part of the book tells how and what birds eat. Read the paragraph on page 17 aloud, emphasizing the word *dine*.

Tell the students that *dine* is the other word they will learn today, and explain that *dine* means "eat." Point out that *dine* and *eat* are synonyms and review that *synonyms* are "words that mean the same thing or almost the same thing." Explain that some birds dine on, or eat, insects and worms.

Direct the students' attention to the cards (WA3) and reveal picture card 98. Explain that the picture shows a father and son dining at a table. They are sitting down and eating.

Reveal word card 98 and have the students say the word *dine*.

Teacher Note

If you started a synonym word wall, add the words *dine* and *eat* to it.

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4 Discuss What the Students Like to Dine On

Give some examples of things you like to dine on.

> **You might say:**
> "I love to dine on fruit in the morning. For dinner, I like to dine on lasagna."

Use "Think, Pair, Share" to discuss:

Q *What foods do you like to dine on?* [Pause; show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I like to dine on [pancakes]."

After partners have talked, show prompt 4 and read it aloud. Have a few volunteers use the prompt to share their partners' thinking with the class.

PROMPT 4: "[Sonny] said he likes to dine on [tacos]."

Point to the word *dine* on the cards (WA3) and review the meaning and pronunciation of the word.

Teacher Note

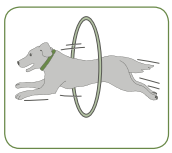
Save the word and picture cards (WA3) to use on Day 2.

Introduce *Amazing* and *Hover* Day 2

In this lesson, the students:

- Review the words *migrate* and *dine* from Day 1
- Learn and use the words *amazing* and *hover*
- Contribute different ideas during class discussions

Words Taught



amazing (p. 21)
Amazing means "very surprising." When you see something amazing, you might say, "Wow! Look at that!"



hover (p. 21)
Hover means "stay in the air, flying right above something."

Materials

- *Birds: Winged and Feathered Animals*
- Word and picture cards (WA3) from Day 1
- Day 2 prompts (WA5)
- (Optional) Pictures of helicopters, collected ahead

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REVIEW THE WORDS

1 Briefly Review *Migrate* and *Dine*

Display the word and picture cards (WA3) from Day 1. Review the words by having the students tell what they remember about them.

INTRODUCE AND USE *AMAZING*

2 Introduce and Define *Amazing*

Show pages 20–21 of *Birds*. Review that this part of the book tells about strange, or unusual, birds. Read page 21 aloud, emphasizing the word *amazing*.

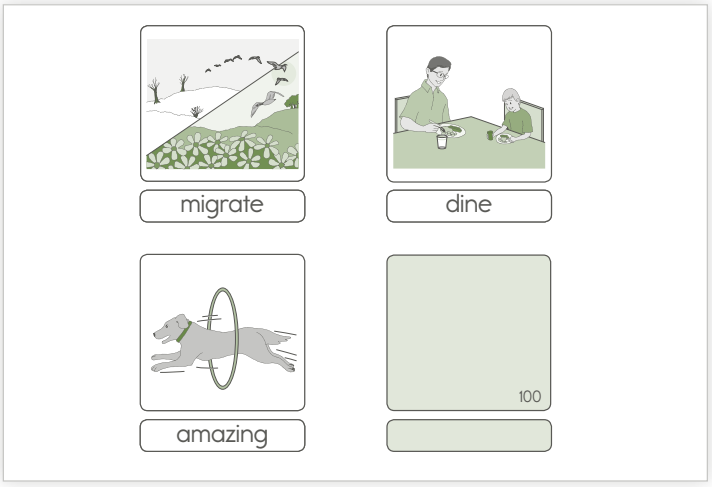
Tell the students that *amazing* is the first word they will learn today, and explain that *amazing* means "very surprising." Explain that when you see something amazing, or very surprising, you might say, "Wow! Look at that!" Point out that hummingbirds are amazing fliers. It is amazing, for example, that hummingbirds can fly backward. If you saw a hummingbird flying backward, you might be very surprised and say, "Wow! Look at that!"

Direct the students' attention to the word and picture cards (WA3) and reveal picture card 99. Explain that the picture shows a dog jumping through a hoop.

Discuss as a class:

Q *Do you think a dog jumping through a hoop is amazing? Why?*

Reveal word card 99 and have the students say the word *amazing*.



WA3

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3 Play "Is It Amazing?"

Tell the students that they will play a game called "Is It Amazing?" Explain that you will have the students imagine two situations. Then partners will discuss which situation they think is amazing and explain why. Display the day 2 prompts (WA5) and explain that the students will use these prompts to discuss the words today.

Begin by reading the following descriptions aloud:

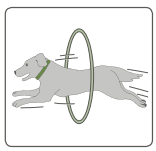
- *A goldfish swimming in a bowl*
- *A whale jumping out of the ocean*

Use "Think, Pair, Share" to discuss:

Q *Which one is amazing? Why?* [Pause; point to prompt 1 and read it aloud.] *Turn to your partner.*

WA5

I think _____ is **amazing** because . . .



PROMPT 1: "I think [a whale jumping out of the ocean] is amazing because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss one or more of the following pairs of situations:

- *A car pulling into a driveway*
- *A spaceship landing on our playground*

- *A cow eating grass*
- *A pig with wings flying through the air*

Point to the word *amazing* on the cards (WA3) and review the pronunciation and meaning of the word.

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INTRODUCE AND USE *HOVER*

4 Introduce and Define *Hover*

Show pages 20–21 of *Birds* again. Review that this part of the book tells about strange, or unusual, birds. Reread page 21 aloud, emphasizing the word *hover*.

Tell the students that *hover* is the other word they will learn today. Explain that *hover* means "stay in the air, flying right above something." Point to the illustration on page 21 and explain that the red object is a hummingbird feeder. Explain that the hummingbirds are hovering, or staying in the air right above the feeder, by flapping their wings very fast. The hummingbirds hover above feeders and flowers so that they can drink from them.

Direct the students' attention to the cards (WA3) and reveal picture card 100. Explain that the picture shows a bee hovering over a flower. Explain that, like hummingbirds, bees hover so that they can feed from flowers.

Reveal word card 100 and have the students say the word *hover*.

5 Imagine a Helicopter Hovering

Tell the students that a helicopter is a type of airplane that can hover, or stay in the air, flying right above something.

Discuss as a class:

Q *When have you seen a helicopter? What does it look like? What does it sound like?*

Have a few volunteers share their thinking with the class. If necessary, show the pictures of helicopters that you collected and describe how they move and sound.

Ask the students to close their eyes and imagine that a helicopter suddenly appears and hovers over the playground. Then use "Think, Pair, Share" to discuss:

Q *What does the helicopter look like as it hovers? What does it sound like?* [Pause.] *Open your eyes.* [Point to prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "When a helicopter hovers, it . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *hover* on the cards (WA3) and review the pronunciation and meaning of the word.

Teacher Note

Save the word and picture cards (WA3) to use on Day 3.

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MORE ELL SUPPORT

Describe Amazing Animals

Show the cover of *Birds: Winged and Feathered Animals* and review that the book tells about all kinds of amazing birds. Remind the students that *amazing* means "very surprising." When you see something amazing, you might say, "Wow! Look at that!"

Point to page 21 and review that hummingbirds are amazing fliers because they can hover in one place and fly backward. Explain that there are many amazing animals. Ask:

Q *What animal do you think is amazing? What is amazing about [dolphins]?*

Have the students discuss the question in pairs using the following prompt:

PROMPT: "I think [dolphins] are amazing because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking.

Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Take responsibility for themselves
- Contribute ideas that are different from other people's ideas during class discussions

Words Reviewed

migrate
Migrate means "move from one country or area to another."

dine
Dine means "eat."

amazing
A*mazing* means "very surprising." When you see something amazing, you might say, "Wow! Look at that!"

hover
Hover means "stay in the air, flying right above something."

Materials

- Word and picture cards (WA3) from Day 2
- Day 3 prompts (WA6)
- Weekly review activity (WA7)
- Copy of this week's family letter (BLM1) for each student

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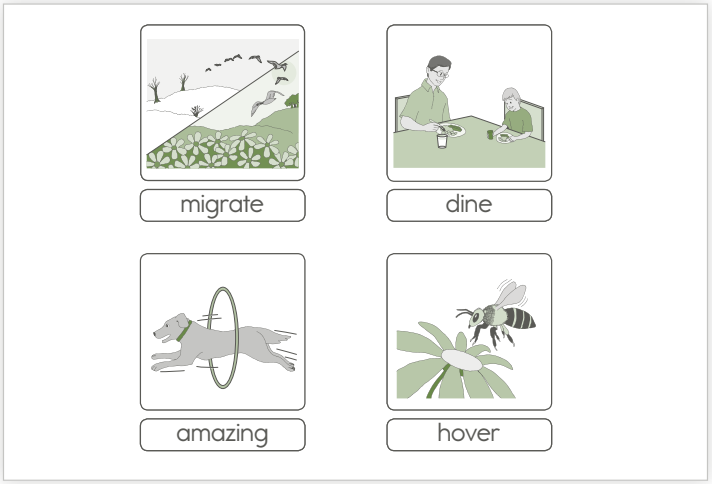
REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word and picture cards (WA3) from Day 2. Review the pronunciation and meaning of each word.

WA3



Display the day 3 prompts (WA6) and explain that the students will use these prompts to discuss the words today.

Use "Think, Pair, Share" to discuss:

Q *Which of these words do you think was the most fun to learn? Why?* [Pause; point to prompt 1 and read it aloud.] *Turn to your partner.*

WA6

I think the word _____
was the most fun to learn
because . . .

PROMPT 1: "I think the word [*hover*] was the most fun to learn because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Teacher Note

If the students struggle to answer the questions, stimulate their thinking by asking questions such as "Which word was fun to talk about?" "Which word is fun to say?" and "Which word have you used in your writing or when you talked to your friends?"

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PRACTICE USING THE WORDS

2 Play "I'm Thinking of a Word"

Tell the students that they will play the game "I'm Thinking of a Word." Review that you will give a clue about one of the words; then the students will figure out which of this week's words best fits the clue and explain why they think it is that word. Tell the students that before partners play the game with one another, they will practice playing the game as a class.

Display the weekly review activity (WA7) and begin playing the game:

1. Say "I'm thinking of a word." Click 1 to reveal the first clue and read it aloud.
   - Clue 1: *This is what birds do every year when they fly to find warmer weather.*
2. Give the students a few moments to think about the clue. Then read the four word choices aloud and ask:

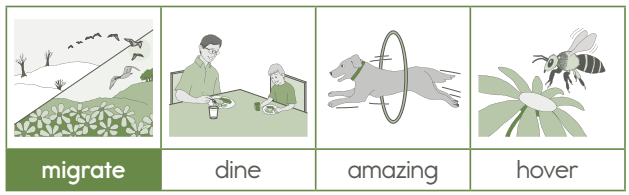
   Q *Which word is it? Why do you think so?*

   Click 1 again to reveal the prompt. Point to the prompt and read it aloud.

PROMPT: "I think the word is [*migrate*] because . . ."

   Have a few volunteers use the prompt to share their thinking with the class.
3. Conclude the discussion of this clue by clicking 1 a third time to highlight the correct response.

WA7



CLUE 1: This is what birds do every year when they fly to find warmer weather.

1 2 3 4 5 6

4. Click 1 to clear the screen.

ELPS 4.F.viii
Step 2
(all, beginning on page 443 and continuing on to page 444)

Teacher Note

Each clue on the weekly review activity (WA7) has a corresponding number: the first clue is 1; the second clue is 2; the third clue is 3; and so on. To play the game, click the corresponding number four times:

- The first click reveals the clue.
- The second click reveals the prompt.
- The third click reveals the correct answer.
- The fourth click clears the screen.

Teacher Note

The prompt for this activity also appears as prompt 2 on the day 3 prompts (WA6).

Teacher Note

If you are not using an interactive whiteboard, you might post the picture cards and word cards and write the clues where everyone can see them.

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3 Continue Playing the Game in Pairs

Now play the game in pairs:

1. Say "I'm thinking of a word." Then click 2 to reveal the second clue and read it aloud.
   - Clue 2: *This is what you do when you are hungry.*
2. Read the four word choices aloud and ask:



Q *Which word is it? Why do you think so?* [Click 2 again and read the prompt aloud.] *Turn to your partner.*

PROMPT: "I think the word is [*dine*] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking 2 a third time to highlight the correct response.
4. Click 2 to clear the screen.

Repeat the procedure to discuss each of the following clues:

- Clue 3: *This is how you might describe something that is extraordinary.* (amazing)
- Clue 4: *This is what a fly does over garbage.* (hover)
- Clue 5: *This is what whales do when they swim far to find food.* (migrate)
- Clue 6: *This is what a butterfly does when it is feeding from a flower.* (hover)

Teacher Note

You might want to remind the students that they learned the word *extraordinary* earlier and that *extraordinary* means "very special or different."

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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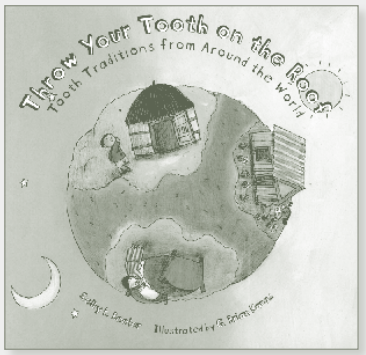
Week 26

RESOURCES



Read-aloud

- *Throw Your Tooth on the Roof* by Selby B. Beeler, illustrated by G. Brian Karas

More Strategy Practice

- "Review Synonyms by Playing 'They Mean the Same Thing'"

Assessment Resource Book

- Week 26 vocabulary assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Form

- "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles

- Week 26 family letter (BLM1)
- (Optional) "Week 26 Picture Cards" (BLM2)
- (Optional) "Week 26 Word Cards" (BLM3)
- (Optional) "Week 26 Picture-Word Cards" (BLM4)
- (Optional) "Week 26 Crossword Puzzle" (BLM5)

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OVERVIEW

Words Taught	Words Reviewed
adult	amazing
match	feast
powerful	gigantic
crush	journey
	odor

Word-learning Strategy

- Recognizing synonyms (review)

Vocabulary Focus

- Students hear and discuss a nonfiction book.
- Students learn and use four words from the book.
- Students review synonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students develop the skill of contributing ideas that are different from other people's ideas during class discussions.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following picture cards and word cards: 31, 84, 91, 92, and 99. Set aside a few minutes periodically during the week to review these words.

✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 143 of the *Assessment Resource Book*.

(continues)

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DO AHEAD *(continued)*

- ✓ Prior to Day 1, set aside two chairs that look the same and two different colored markers for the "Do They Match?" activity (see Step 4).
- ✓ (Optional) Prior to Day 1, review the more strategy practice activity "Review Synonyms by Playing 'They Mean the Same Thing'" on page 455.
- ✓ Prior to Day 2, set aside a piece of paper for the "Discuss Crushing Things" activity (see Step 5).
- ✓ Prior to Day 3, review the game "Find Another Word" (see Step 2 and write the bulleted sentences on a sheet of chart paper or where everyone can see them).
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 26 Picture Cards" (BLM2), "Week 26 Word Cards" (BLM3), "Week 26 Picture-Word Cards" (BLM4), and "Week 26 Crossword Puzzle" (BLM5). These materials can be used to provide your students with more opportunities to review the words.

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Ongoing Review Week 26

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen to one another
- Work in a responsible way

Words Reviewed

amazing
Amazing means "very surprising." When you see something amazing, you might say, "Wow! Look at that!"

feast
A *feast* is a "large meal." People sometimes have a feast on a special occasion such as a holiday or a birthday.

gigantic
Gigantic means "very, very big."

journey
A *journey* is a "trip to someplace far away."

odor
Odor means "smell." When something has a bad odor, it does not smell good.

Materials

- Word cards and picture cards 31, 84, 91, 92, 99
- Pocket chart
- Ongoing review prompt (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and picture cards in the pocket chart. Review the pronunciation and meaning of each review word.

PRACTICE USING THE WORDS

2 Do the Activity "What Do You Think About?"

Tell the students that partners will do the activity "What Do You Think About?" Point to the words in the pocket chart and review that you want the students to notice what they think about, or what pictures come into their minds, when they hear each of the words.

Point to and pronounce the word *journey* and explain that *journey* is the first word the students will think about.

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Model the activity by closing your eyes and giving some examples of what comes into your mind when you hear the word *journey*.

> **You might say:**
> "When I hear the word *journey*, in my mind I see my family packing our car to go on a journey to my grandfather's house. I also think of a ship going across the ocean."

Display the ongoing review prompt (WA1) and explain that the students will use this prompt to discuss the review words. Have the students close their eyes. Then use "Think, Pair, Share" to discuss:

Q *What do you think about when you hear the word* journey*? What picture comes into your mind? Why?* [Pause.] *Open your eyes.* [Point to the prompt and read it aloud.] *Turn to your partner.*

WA1

When I hear the word _____, I think of _____ because . . .

PROMPT: "When I hear the word [*journey*], I think of [going to the moon] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

If the students struggle to make associations, support them by asking questions such as "When have you gone on a journey?" "When has someone you know gone on a journey?" "When have you [heard/read] about someone going on a journey?" and "Would you like to go on a journey? Where might you like to go?"

3 Continue the Activity During the Week

During the week, repeat the procedure to review the words *feast*, *odor*, *amazing*, and *gigantic*, using the following questions.

[feast]

Q *What do you think about when you hear the word* feast*? What picture comes into your mind? Why?* [Pause.] *Open your eyes.* [Point to the prompt and read it aloud.] *Turn to your partner.*

[odor]

Q *What do you think about when you hear the word* odor*? What picture comes into your mind? Why?* [Pause.] *Open your eyes.* [Point to the prompt and read it aloud.] *Turn to your partner.*

Teacher Note

If the students struggle to make associations, call for attention and model thinking aloud about what comes into your mind when you hear the word *feast*. For example, say "When I hear the word *feast*, I picture a big table with lots of scrumptious food. There are mashed potatoes, chicken, broccoli, and rolls."

If the students continue to struggle, support them by asking questions such as "When have you eaten a feast?" and "What kind of food did you eat during that feast?"

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[amazing]

Q *What do you think about when you hear the word* amazing*? What picture comes into your mind? Why?* [Pause.] *Open your eyes.* [Point to the prompt and read it aloud.] *Turn to your partner.*

[gigantic]

Q *What do you think about when you hear the word* gigantic*? What picture comes into your mind? Why?* [Pause.] *Open your eyes.* [Point to the prompt and read it aloud.] *Turn to your partner.*

CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' associations and explanations show that they understand the words' meanings?
- Do the students have difficulty using or explaining any of the words? (Note which words the students have difficulty with.)

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 143 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by having each student create a picture card for the word with a definition in his own words on the back of the card.

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Day 1 Introduce *Adult* and *Match*

Materials

- *Throw Your Tooth on the Roof*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)
- 2 chairs and 2 markers, collected ahead

ELL Note

The Spanish cognate of *adult* is *adulto*.

In this lesson, the students:

- Learn and use the words *adult* and *match*
- Review synonyms
- Build their speaking and listening skills
- Contribute different ideas during class discussions

Words Taught



adult (p. 30)
An *adult* is a "grown-up, or a person who is no longer a child."



match (p. 30)
If things match, they look the same or about the same.

INTRODUCE AND USE *ADULT*

1 Introduce and Define *Adult*

Review that *Throw Your Tooth on the Roof* is a nonfiction book about what people all over the world do with the teeth they lose. Show pages 30–31 and explain that this part of the book, called "Open Wide," gives additional information about teeth. Read the first sentence on page 30 aloud, emphasizing the word *adults*.

Tell the students that *adult* is the first word they will learn today. Explain that an *adult* is a "grown-up, or a person who is no longer a child." Point to the diagram on page 31 and explain that this is a diagram, or picture, of an adult's, or grown-up's, mouth. Review that adults have 32 teeth, 16 in the upper jaw, and 16 in the lower jaw.

Display this week's word and picture cards (WA2) and reveal picture card 101. Explain that the picture shows an adult who is coaching, or teaching and supporting, a children's soccer team. Explain that adults help teach children how to do things like play sports and work together as a team.

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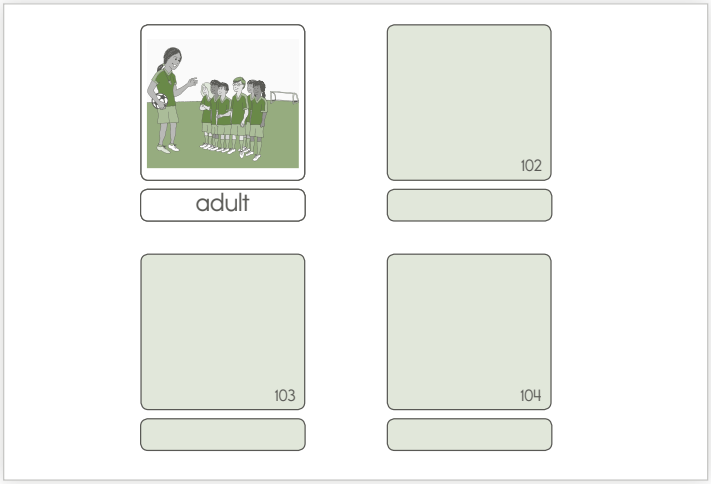
Reveal word card 101 and have the students say the word *adult*.

WA2



2 Discuss the Jobs Adults Do

Give some examples of adults who work at your school and describe what they do.

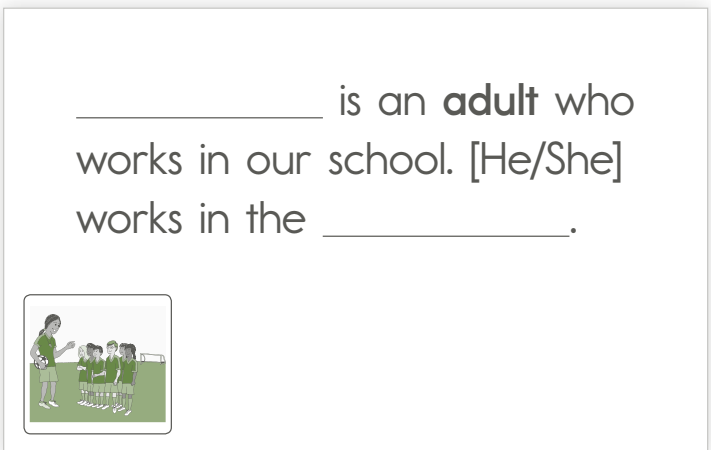
> **You might say:**
> "Many adults work in our school. I am an adult. I teach in our school. Our principal, Ms. Carlos, is an adult. She is the leader of our school. The custodian, Mr. Lei, is also an adult. He helps to keep our school clean."

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Discuss as a class:

Q *Who is another adult who works in our school? What work does the adult do?*

Point to prompt 1 and have a few volunteers use the prompt to share their thinking with the class.

WA3



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PROMPT 1: "[Mr. Baldwin] is an adult who works in our school. He works in the [library]."

Tell the students that adults do many different kinds of work. Some adults are teachers, principals, and custodians. Other adults are doctors, firefighters, and nurses. Point out that one day the students will be adults. Ask:

Q *What do you want to be when you are an adult? Why?* [Point to prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I want to be [a/an] [artist] when I am an adult because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *adult* on the word and picture cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *MATCH*

3 Introduce and Define *Match*

Show pages 30–31 of *Throw Your Tooth on the Roof* again, and point to the diagram on page 31. Ask the students to look carefully at the diagram as you read the sentence about adults' teeth. Then read the first sentence on page 30 aloud, this time emphasizing the word *matching*.

Tell the students that *match* is the other word they will learn today. Explain that if things match, they look the same or about the same. In the diagram, point to the set of 16 teeth in the upper jaw and explain that they match, or look about the same, as the 16 teeth in the lower jaw. For example, the four teeth labeled "Incisors" in the upper jaw match the four teeth labeled "Incisors" in the lower jaw. And the two teeth labeled "Canine" in the upper jaw match the two teeth labeled "Canine" in the lower jaw.

Direct the students' attention to the cards (WA2) and reveal picture card 102. Explain that the picture shows two friends who are wearing pants and shirts that match, or look the same or about the same.

Reveal word card 102 and have the students say the word *match*.

4 Play "Do They Match?"

Direct the students' attention to the two matching chairs that you collected ahead. Discuss as a class:

Q *Do the chairs match? Why do you think so?*

Show prompt 3 (WA3) and read it aloud.

PROMPT 3: "The chairs [do/do not] match because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

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Explain that you will ask partners to discuss other objects and decide whether they match or not and explain why they think so.

Show the two different colored markers that you collected ahead and ask:

Q *Do the markers match?* [Show prompt 4 and read it aloud.] *Why do you think so? Turn to your partner.*

PROMPT 4: "The markers [do/do not] match because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Give the students a few moments to look around the classroom for other things that match. Then ask:

Q *What other things do you see in our classroom that match? Why do you say they match?* [Show prompt 5 and read it aloud.] *Turn to your partner.*

PROMPT 5: "The [curtains] match because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

Point to the word *match* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

MORE STRATEGY PRACTICE

Review Synonyms by Playing "They Mean the Same Thing"

Materials

- Word cards and picture cards 2, 27, 31, 32, 60, 95

Display the word cards and picture cards for the following pairs of words side by side where everyone can see them:

- *odd* (card 32) and *humorous* (card 27)
- *prey* (card 95) and *odor* (card 31)
- *astonished* (card 60) and *delighted* (card 2)

Explain that partners will play a game called "They Mean the Same Thing." Direct the students' attention to the word and picture cards, and explain that you will say a word they all know, like *funny* or *smell*. Then you will ask them which vocabulary word means the same thing as the word you said.

Tell the students that before partners play the game with one another, they will practice the game as a class. Point to the cards for the words *humorous* and *odd* and ask:

Q *Which of these two words means the same thing as* funny*:* humorous *or* odd*?* (humorous)

Teacher Note

If the students struggle to answer the question or answer incorrectly, review the meanings of *humorous* ("funny") and *odd* ("strange") and point out that *humorous* and *funny* mean the same thing.

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Give the students a few moments to think about the question. Then have one or two volunteers share their thinking with the class. Follow up by asking:

Q *What do you know about the word* odd?

Play another round of the game as a class. Point to the cards for the words *prey* and *odor* and ask:

Q *Which of these two words means the same thing as* smell: prey *or* odor? (odor)

Follow up by asking:

Q *What do you know about the word* prey?

Then play a round of the game with students in pairs. Point to the appropriate cards and ask:

[astonished/delighted]

Q *Which of these two words means the same thing as* happy: delighted *or* astonished? (delighted)

Follow up by asking:

Q *What do you know about the word* astonished?

Teacher Note

If necessary, remind the students that *odd* means "strange."

Teacher Note

If necessary, remind the students that *prey* is an "animal that is hunted by another animal for food."

Teacher Note

If necessary, remind the students that *astonished* means "very surprised."

Day 2 Introduce *Powerful* and *Crush*

Materials

- *Throw Your Tooth on the Roof*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)
- A piece of paper, collected ahead

In this lesson, the students:

- Review the words *adult* and *match* from Day 1
- Learn and use the words *powerful* and *crush*
- Contribute different ideas during class discussions

Words Taught



powerful (p. 30)
Powerful means "very strong."



crush (p. 30)
Crush means "press or squeeze something so hard that it breaks or is bent out of shape."

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REVIEW THE WORDS

1 Briefly Review *Adult* and *Match*

Display the word and picture cards (WA2) from Day 1. Review the words by having the students tell what they remember about them.

INTRODUCE AND USE *POWERFUL*

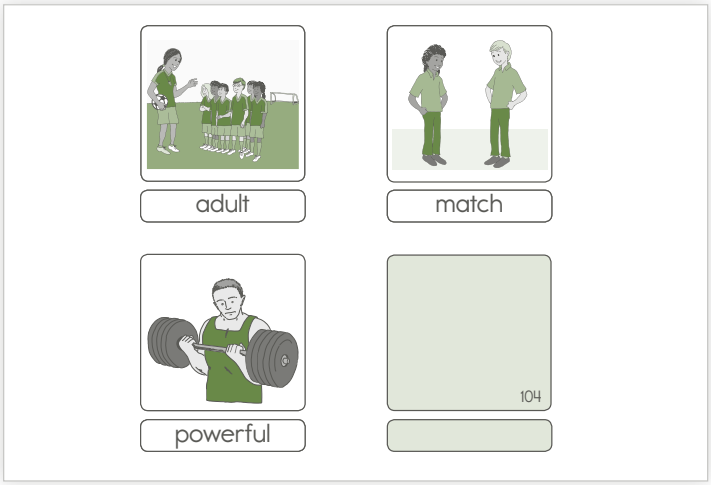
2 Introduce and Define *Powerful*

Show pages 30–31 of *Throw Your Tooth on the Roof* and review that this part of the book tells about the teeth that adults have. Point to the diagram and explain that there are four different kinds of teeth: incisors, canines, premolars, and molars. Point to the molars in the diagram, and ask the students to listen carefully as you read about molars. Then read the paragraph titled "Molars" aloud, emphasizing the word *powerful*.

Tell the students that *powerful* is the first word they will learn today. Explain that *powerful* means "very strong." Point to the molars in the diagram again and review that the 12 molars are large and powerful, or very strong. Adults use these powerful teeth to chew food.

Direct the students' attention to the word and picture cards (WA2) and reveal picture card 103. Tell the students that people can be powerful, or very strong. Explain that the picture shows a powerful man lifting heavy weights.

Reveal word card 103 and have the students say the word *powerful*.



WA2

3 Discuss Powerful Things

Tell the students that we can use the word *powerful* to describe many different kinds of things that are very strong. For example, a train engine is a powerful machine. It can pull dozens of heavy train cars. A hurricane is a powerful storm. The strong winds of a powerful hurricane can destroy buildings.

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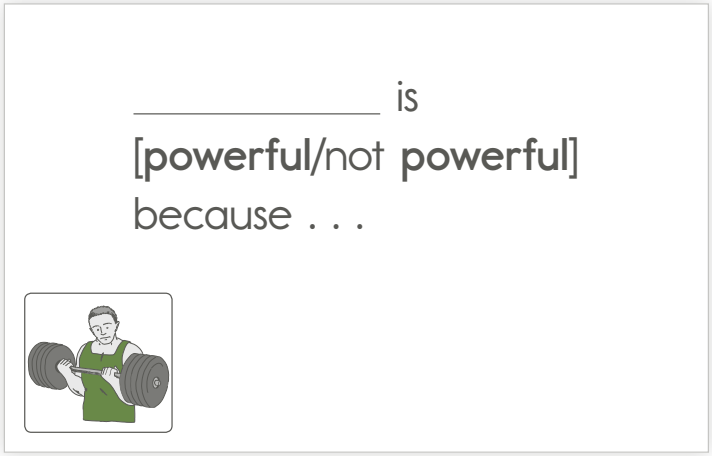
Tell the students that you will describe something. Then they will decide whether the thing you described is powerful or not powerful and explain why they think so. Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today.

Discuss as a class:

Q *The engine of a rocket that flies to outer space: is it powerful or not powerful? Why?* (powerful)

Point to prompt 1 and read it aloud.

WA4



PROMPT 1: "[The engine of a rocket] is [powerful/not powerful] because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, have the students discuss one or both of the following scenarios:

Q *A garbage truck that lifts garbage cans and crushes garbage: is it powerful or not powerful? Why?*

Q *A tornado that blows down trees and houses: is it powerful or not powerful? Why?*

Point to the word *powerful* on the cards (WA2) and review the pronunciation and meaning of the word.

ELL Note

Explain that a *tornado* is a "strong windstorm that spins very fast."

INTRODUCE AND USE *CRUSH*

4 Introduce and Define *Crush*

Show pages 30–31 of the book again. Review that adults have 12 teeth called molars that they use to "crush and grind food." Tell the students that *crush* is the other word they will learn today, and explain that *crush* means "press or squeeze something so hard that it breaks or is bent out of shape." Review that molars are powerful teeth that help us crush, or press down hard on, food so it is easier to digest.

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Direct the students' attention to the cards (WA2) and reveal picture card 104. Explain that it shows a foot crushing a can. Point out that the foot is stomping on the can and crushing it, or pressing down so hard on the can that it is bending it out of shape.

Reveal word card 104 and have the students say the word *crush*.

5 Discuss Crushing Things

Explain that you can crush a piece of paper by squeezing it tight. Demonstrate crushing a piece of paper and ask:

Q *When have you crushed something?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I crushed [a cracker] when . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

Q *What else can you crush if you squeeze it tight or stomp on it?*

Point to the word *crush* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

You might point out that they learned the word *stomp* earlier and that when you stomp, you put a foot down hard or walk with heavy, loud footsteps.

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Review shades of meaning
- Build their speaking and listening skills
- Contribute different ideas during class discussions

Words Reviewed

adult
An *adult* is a "grown-up, or a person who is no longer a child."

match
If things match, they look the same or about the same.

powerful
Powerful means "very strong."

crush
Crush means "press or squeeze something so hard that it breaks or is bent out of shape."

Materials

- Word and picture cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student
- Bulleted sentences chart, prepared ahead
- (Optional) Copy of "Week 26 Crossword Puzzle" (BLM5) for each student

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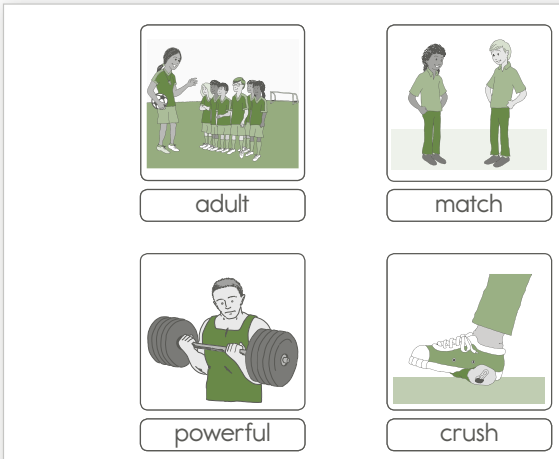
REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word and picture cards (WA2) from Day 2. Review the pronunciation and meaning of each word.

WA2



Point to *powerful* and ask:

Q *If you drew a picture about the word* powerful*, what would you draw? Why?*

Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and read it aloud.

WA5

If I drew a picture about the word _____, I would draw _____ because . . .

PROMPT 1: "If I drew a picture about the word [*powerful*], I would draw [a bulldozer] because . . ."

Have one or two volunteers use the prompt to share their thinking with the class. Use the same procedure to discuss the other words.

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PRACTICE USING THE WORDS

2 Review the Game "Find Another Word"

Tell the students that partners will play the game "Find Another Word." Direct the students' attention to the bulleted sentences that you prepared ahead. Point out that each sentence includes some underlined words. Remind the students that you will read each sentence aloud; then partners will discuss which of this week's vocabulary words could replace the underlined words and explain why they think so.

Point to the first sentence and read it aloud twice, slowly and clearly:

- *Ellie exclaimed, "Fiona! We are both wearing red sneakers—we look the same!"*

Use "Think, Pair, Share" to discuss:

Q *Which vocabulary word could replace the words "look the same" in the sentence? Why?* [Pause; show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I think [*match*] could replace ['look the same'] because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Read the sentence again, replacing the underlined words with the vocabulary word.

Using the same procedure, discuss the following sentences:

- *John is the only grown-up in the room. Everyone else is a child.* (adult)
- *A storm makes the ocean waves very strong.* (powerful)
- *Alison said, "To make lemonade, you must squeeze the lemons."* (crush)

Teacher Note

You might point out that the students learned the word *exclaim* earlier. Explain that *exclaim* means "say something suddenly or with strong feeling, especially because you are surprised, excited, or angry."

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 25 and 26, you might distribute a copy of the "Week 26 Crossword Puzzle" (BLM5) to each student.

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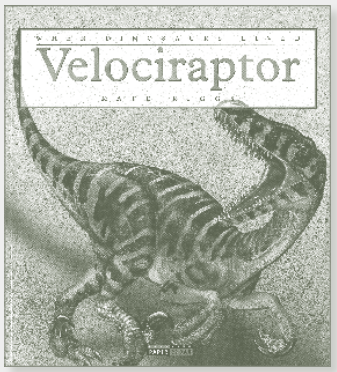
Week 27

RESOURCES



Read-aloud

- *Velociraptor* by Kate Riggs

Extension

- "Explore Academic Language in *Velociraptor*"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Reproducibles

- Week 27 family letter (BLM1)
- (Optional) "Week 27 Picture Cards" (BLM2)
- (Optional) "Week 27 Word Cards" (BLM3)
- (Optional) "Week 27 Picture-Word Cards" (BLM4)

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OVERVIEW

Words Taught	Words Reviewed
ferocious	bad-tempered
pack	firm
disappear	persevere
study	powerful
	ridiculous

Vocabulary Focus

- Students learn and use four words from or about the book.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.
- Students share their thinking.
- Students share their partners' thinking.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following word cards and picture cards: 55, 63, 93, 96, and 103. Set aside a few minutes periodically during the week to review the words.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.

✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 27 Picture Cards" (BLM2), "Week 27 Word Cards" (BLM3), and "Week 27 Picture-Word Cards" (BLM4). These materials can be used to provide your students with more opportunities to review the words.

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Week 27 Ongoing Review

Materials

- Word cards and picture cards 55, 63, 93, 96, 103
- Pocket chart
- Ongoing review prompts (WA1)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Work in a responsible way

Words Reviewed

bad-tempered
Bad-tempered means "grumpy." Someone who is bad-tempered gets angry or annoyed very easily.

firm
When something is firm, it does not fall apart or bend or break easily. Something that is firm is strong and made to last a long time.

persevere
When you persevere, you do not give up. You keep trying even when something is difficult.

powerful
Powerful means "very strong."

ridiculous
Ridiculous means "very silly."

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and the picture cards in the pocket chart where everyone can see them. Then review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Review the Game "Make a Choice"

Tell the students that partners will use the review words to play the game "Make a Choice." Point to the word *powerful* in the pocket chart and tell the students that they will use this word to play the game. Explain that you will describe two things. Then partners will decide which one is powerful and explain why they think so.

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Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words. Use "Think, Pair, Share" to discuss:

Q *Which one is powerful: a train that carries many passengers or a butterfly that hovers over a flower? Why?* [Pause; point to prompt 1 and read it aloud.]

WA1

_____ is **powerful** because . . .

PROMPT 1: "[A train that carries many passengers] is powerful because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3 Continue the Activity During the Week

Using the same procedure, play the game with the remaining words during the week. Before you play, review the meaning of the words you are discussing.

[firm]

Q *Which one is firm: a soft piece of bread or a hard piece of clay? Why?* [Pause; show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "[A hard piece of clay] is firm because . . ."

Q *Which one is firm: a table or a pillow? Why?* [Pause; point to prompt 2 and read it aloud.] *Turn to your partner.* (a table)

Q *Which one is firm: a sweater or a chalkboard? Why?* [Pause; point to prompt 2 and read it aloud.] *Turn to your partner.* (a chalkboard)

[ridiculous]

Q *Which one is ridiculous: a cat flying a plane or a dog playing fetch? Why?* [Pause; show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "[A cat flying a plane] is ridiculous because . . ."

Q *Which one is ridiculous: a car with tires or a bicycle with wings? Why?* [Pause; point to prompt 3 and read it aloud.] *Turn to your partner.* (a bicycle with wings)

Q *Which one is ridiculous: a talking fish or a hopping kangaroo? Why?* [Pause; point to prompt 3 and read it aloud.] *Turn to your partner.* (a talking fish)

Teacher Note

You might point out that the students learned the word *hover* earlier and that *hover* means "stay in the air, flying right above something."

ELL Note

You might have the students discuss each choice individually by asking, "Is a train that carries many passengers powerful? Why?" and "Is a butterfly that hovers over a flower powerful? Why?"

Teacher Note

For more practice, you or the students might make up additional choices.

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[persevere]

Q *Which one perseveres: a person who builds a sand castle until it's finished or a person who stops building a sand castle after a few minutes? Why?* [Pause; show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "[A person who builds a sand castle until it's finished] perseveres because . . ."

Q *Which one perseveres: a person who starts writing a story and quits after one sentence or a person who writes a whole story without stopping? Why?* [Pause; point to prompt 4 and read it aloud.] *Turn to your partner.* (a person who writes a whole story without stopping)

Q *Which one perseveres: a person who practices the drums every day or a person who plays the drums once and never plays again? Why?* [Pause; point to prompt 4 and read it aloud.] *Turn to your partner.* (a person who practices the drums every day)

[bad-tempered]

Q *Which one is bad-tempered: a person pouting because she can't have dessert or a person smiling because she is enjoying her dessert? Why?* [Pause; show prompt 5 and read it aloud.]

PROMPT 5: "I think [a person pouting because she can't have dessert] is bad-tempered because . . ."

Q *Which one is bad-tempered: a person who shouts angrily because he missed his bus or a person who laughs loudly while he is playing in the park? Why?* [Pause; point to prompt 5 and read it aloud.] *Turn to your partner.*

Q *Which one is bad-tempered: a person who is happy because she is about to go on a wonderful journey or a person who is grumpy because she is sick and has to stay home in bed? Why?* [Pause; point to prompt 5 and read it aloud.] *Turn to your partner.* (a person who is grumpy because she is sick and has to stay home in bed)

Teacher Note

You might point out that the students learned the word *pout* earlier and that when you pout, you stick out your bottom lip, usually because you are sad, mad, or disappointed.

Teacher Note

You might point out that the students learned the word *journey* earlier and that a *journey* is a "trip to someplace far away."

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Introduce *Ferocious* and *Pack*

Day 1

In this lesson, the students:

- Learn and use the words *ferocious* and *pack*
- Review antonyms
- Build their speaking and listening skills
- Work in a responsible way
- Share ideas with one another

Words Taught



ferocious
Ferocious means "violent or dangerous." A ferocious animal looks angry and ready to attack.



pack (p. 15)
A *pack* is a "group of wild animals that live and hunt together."

Materials

- *Velociraptor*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)

INTRODUCE AND USE *FEROCIOUS*

1 Introduce and Define *Ferocious*

Briefly review *Velociraptor*. Show pages 6–7 and review that this part of the book tells how the velociraptor hunted other animals.

Tell the students that the first word they will learn today is *ferocious*, and explain that *ferocious* means "violent or dangerous." Explain that a ferocious animal looks angry and ready to attack. Point to the picture of the velociraptor on page 6 and point out that its sharp teeth and claws made it a ferocious, or violent and dangerous, hunter.

Display this week's word and picture cards (WA2) and reveal picture card 105. Explain that many wild animals that live today can be ferocious, or violent and dangerous. Point out that the picture shows a ferocious lion. Explain that other animals fear the lion because it is ferocious.

ELL Note
The Spanish cognate of *ferocious* is *feroz*.

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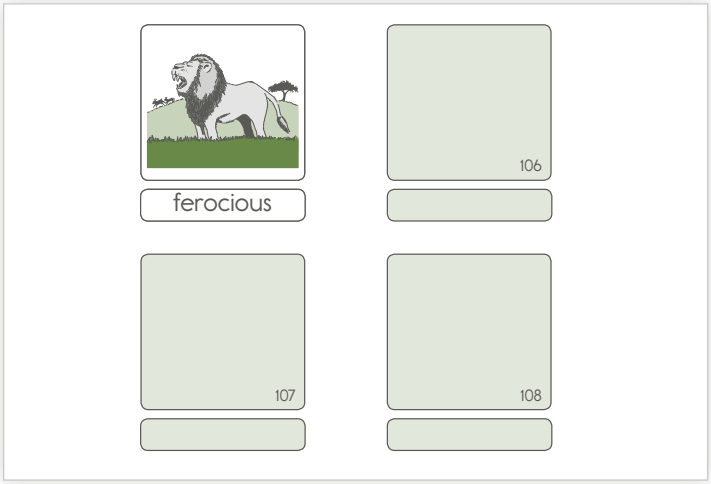
Reveal word card 105 and have the students say the word *ferocious*.

WA2

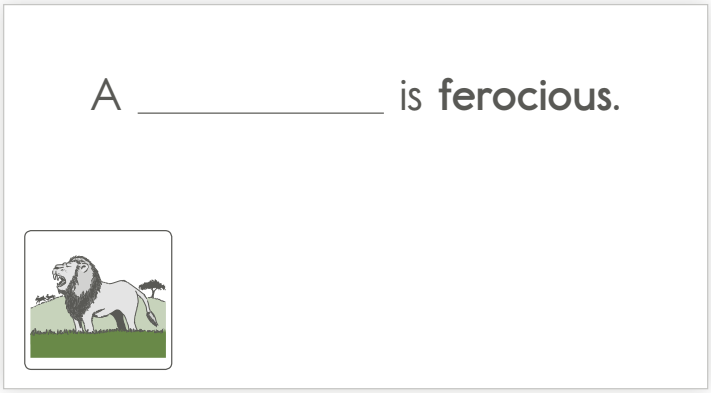


Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Discuss as a class:

Q *What other animals that live today are ferocious, or violent and dangerous?*

Point to prompt 1 and read it aloud.

WA3



PROMPT 1: "A [shark] is ferocious."

Have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

If the students struggle to name ferocious animals, provide a few more examples (tigers, sharks, wolves, and boa constrictors). Then ask the question again.

ELPS 3.G.ii
Step 2
(all, beginning on page 468 and continuing on to page 469)

2 Play "Ferocious or Not Ferocious?"

Tell the students that partners will play a game called "Ferocious or Not Ferocious?" Explain that you will describe an animal; then partners will discuss whether or not the animal is ferocious and explain why they think that. Begin by asking:

Q *A poisonous snake showing its fangs (teeth): ferocious or not ferocious? Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.* (ferocious)

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PROMPT 2: "A poisonous snake showing its fangs [is/is not] ferocious because . . ."

Using the same procedure, discuss one or more of the following:

Q *A kitten drinking a bowl of milk: ferocious or not ferocious?* [Show prompt 3 and read it aloud.] *Turn to your partner.* (not ferocious)

PROMPT 3: "A kitten drinking a bowl of milk [is/is not] ferocious because . . ."

Q *An angry, growling dog that is ready to attack: ferocious or not ferocious?* [Show prompt 4 and read it aloud.] *Turn to your partner.* (ferocious)

PROMPT 4: "A growling dog that is ready to attack [is/is not] ferocious because . . ."

Q *A day-old puppy sleeping next to its mother: ferocious or not ferocious?* [Show prompt 5 and read it aloud.] *Turn to your partner.* (not ferocious)

PROMPT 5: "A day-old puppy sleeping next to its mother [is/is not] ferocious because . . ."

Point to the word *ferocious* on the word and picture cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *PACK*

3 Introduce and Define *Pack*

Show pages 14–15 of *Velociraptor* and review that this part of the book tells more about how velociraptors hunted. Read the first two sentences on page 15 aloud, emphasizing the word *packs*.

Tell the students that *pack* is the other word they will learn today. Explain that a *pack* is a "group of wild animals that live and hunt together." Point out the velociraptors in the illustration on page 14, and review that these ferocious dinosaurs hunted in packs, or groups. Hunting in packs made them especially dangerous—even to larger dinosaurs. Read the caption on page 15 aloud.

Direct the students' attention to the cards (WA2) and reveal picture card 106. Explain that some animals that live today travel in packs, or groups. Point out that the picture shows a pack of wolves in the forest.

Reveal word card 106 and have the students say the word *pack*.

4 Discuss Why Animals Live and Hunt in Packs

Tell the students that, in addition to wolves, animals like wild dogs, foxes, and coyotes live and hunt in packs.

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Discuss as a class:

Q *Why do you think animals live and hunt in packs?*

Show prompt 6 (WA3) and read it aloud.

PROMPT 6: "I think animals live and hunt in packs because . . ."

If necessary, tell the students that animals in a pack, or group, can work together and help and protect one another. In those ways, a pack is like a family.

Point to the word *pack* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

Day 2 Introduce *Disappear* and *Study*

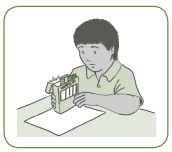
Materials

- *Velociraptor*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)

In this lesson, the students:

- Review the words *ferocious* and *pack* from Day 1
- Learn and use the words *disappear* and *study*
- Build their speaking and listening skills
- Work in a responsible way
- Share ideas with one another
- Share their partners' thinking

Words Taught



disappear (p. 15)
When something disappears, you cannot see it or find it.



study (pp. 17, 19)
When you study something, you spend time learning about it.

REVIEW THE WORDS

1 Briefly Review *Ferocious* and *Pack*

Display the word and picture cards (WA2) from Day 1. Review the words by having the students tell what they remember about them.

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INTRODUCE AND USE *DISAPPEAR*

2 Introduce and Define *Disappear*

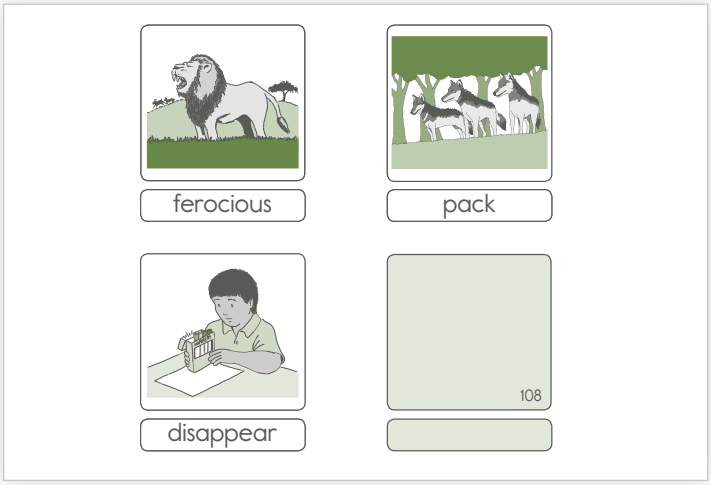
Show pages 14–15 of *Velociraptor* and remind the students that there are no dinosaurs today. Read the last two sentences on page 15 aloud, emphasizing the word *disappeared*.

Tell the students that *disappear* is the first word they will learn today, and explain that when something disappears, you cannot see it or find it. Explain that the dinosaurs all disappeared five million years ago. You will not find any dinosaurs living today.

Direct the students' attention to the word and picture cards (WA2) and reveal picture card 107. Explain that the picture shows a boy looking at a box of markers. Point out that one marker has disappeared. He cannot see it or find it. Explain that the boy may have lost the marker or someone may have borrowed it, but whatever the reason, the marker has disappeared from the box.

Reveal word card 107 and have the students say the word *disappear*.

WA2



3 Talk About Things That Have Disappeared

Point to picture card 107 and remind the students that sometimes when we lose something or someone takes something of ours, we say that the thing has disappeared. Sometimes we find the thing that disappeared, and sometimes we do not find it. Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today.

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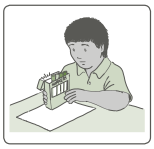
Use "Think, Pair, Share" to discuss:

Q *When has something of yours disappeared?* [Pause; point to prompt 1 and read it aloud.] *Turn to your partner.*

WA4

My _____ disappeared when . . .



PROMPT 1: "My [backpack] disappeared when . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

Q *Did you find the thing that disappeared? If so, where did you find it? If not, what did you do?*

Show prompt 2 on the day 2 prompts (WA4) and read it aloud.

PROMPT 2: "I found [my backpack] that disappeared [at the park]" or "When I didn't find [my backpack] that disappeared, I . . ."

Have a few volunteers use the prompt to share their thinking.

Point to the word *disappear* on the cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *STUDY*

4 Introduce and Define *Study*

Show pages 18–19 of *Velociraptor* and review that this part of the book tells about scientists, called paleontologists, who know a lot about dinosaurs. Read page 19 aloud, emphasizing the word *study*.

Tell the students that *study* is the first word they will learn today. Explain that when you study something, you spend time learning about it. Paleontologists spend a lot of time studying, or learning about, dinosaurs.

Direct the students' attention to the cards (WA2) and reveal picture card 108. Explain that the picture shows a girl studying, or learning about, tigers. Point out that the girl is studying tigers by reading about them on a computer and in books.

Teacher Note

If the students struggle to answer the question, call for their attention and give an example of when something of yours temporarily or permanently disappeared. Then repeat the question.

ELL Note

The Spanish cognate of *study* is *estudiar*.

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Reveal word card 108 and have the students say the word *study*.

Then ask and discuss as a class:

Q *What are some things we study, or learn about, in school?*

Show prompt 3 (WA4) and read it aloud.

PROMPT 3: "In school, we study [math]."

Have a few volunteers use the prompt to share their thinking with the class.

5 Discuss Things the Students Want to Study

Give examples of things you would like to study, or learn about.

> **You might say:**
> "I love riding horses. I would like to study, or learn more about, horses. I also enjoy painting. I would love to study painting. I might take a painting class this year!"

Use "Think, Pair, Share" to discuss:

Q *What would you like to study? What would you like to learn more about? Why?* [Pause; show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "I would like to study [zebras] because . . ."

After partners have talked, show prompt 5 (WA4) and read it aloud. Then have one or two volunteers use the prompt to share their partners' thinking with the class.

PROMPT 5: "[José] said he wants to study [zebras] because . . ."

Point to the word *study* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

EXTENSION

Explore Academic Language in *Velociraptor*

Explain that nonfiction writers who write about topics like dinosaurs often use science words to name or describe something correctly. Explain that in *Velociraptor*, the author uses the science word *desert* to tell where the velociraptor lived.

Show pages 10–11 of the book and point to the picture on page 10. Explain that this is a desert where velociraptors lived millions of years ago. Tell the students that, as you read this part of the book aloud, you want them to listen for words that tell what a desert is like. Then read page 11 aloud.

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Ask:

Q *What is a desert like? What words did I read that tell about a desert?*

If necessary, explain that deserts are dry, or do not have much water. Point out that deserts also have very hot sand that the velociraptor ran over quickly. Tell the students that animals like snakes, lizards, mice, and insects live in deserts today.

Day 3 Weekly Review

Materials

- Word and picture cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Take turns talking and listening

Words Reviewed

ferocious
Ferocious means "violent or dangerous." A ferocious animal looks angry and ready to attack.

pack
A *pack* is a "group of wild animals that live and hunt together."

disappear
When something disappears, you cannot see it or find it.

study
When you study something, you spend time learning about it.

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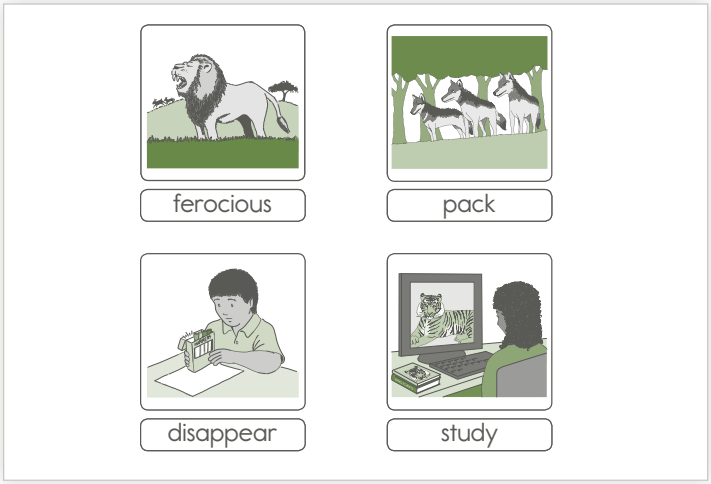
REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word and picture cards (WA2) from Day 2. Review the pronunciation and meaning of each word.

WA2



Point to the word *disappear* and ask:

Q *What do you know about the word* disappear*? Turn to your partner.*

After partners have talked, have a few volunteers share their thinking with the class.

Using the same procedure, have the students discuss what they know about the words *ferocious*, *pack*, and *study*.

PRACTICE USING THE WORDS

2 Answer Questions About the Words

Point to the word *ferocious* on the word and picture cards (WA2). Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Then ask:

Q *Would you want to be near a ferocious dog? Why?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

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I [would/would not] want to be near a **ferocious** dog because . . .



PROMPT 1: "I [would/would not] want to be near a ferocious dog because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following questions:

[disappeared]

Q *What would you do if your backpack disappeared? Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "If my backpack disappeared, I would . . ."

[pack]

Q *Is a pack of wolves dangerous? Why?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "A pack of wolves [is/is not] dangerous because . . ."

[study]

Q *What animal would you like to study? Why?* [Show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "I would like to study [crows] because . . ."

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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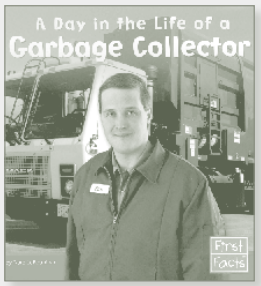
Week 28

RESOURCES



Read-aloud

- *A Day in the Life of a Garbage Collector* by Nate LeBoutillier

Extension

- "Explore the Suffix *-or*"

Assessment Resource Book

- Week 28 vocabulary assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Form

- "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles

- Week 28 family letter (BLM1)
- (Optional) "Week 28 Picture Cards" (BLM2)
- (Optional) "Week 28 Word Cards" (BLM3)
- (Optional) "Week 28 Picture-Word Cards" (BLM4)
- (Optional) "Week 28 Crossword Puzzle" (BLM5)

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OVERVIEW

Words Taught	Words Reviewed
contents	bad-tempered
inspect	crush
dump	disappear
destination	hover
	surroundings

Word-learning Strategy

- Recognizing words with multiple meanings (review)

Vocabulary Focus

- Students learn and use four words from or about the book.
- Students review words with multiple meanings.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.

DO AHEAD

✓ Look over this week's Ongoing Review and collect the following picture cards and word cards: 94, 96, 100, 104, and 107. Set aside a few minutes periodically during the week to review these words.

✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 144 of the *Assessment Resource Book*.

✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.

✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 28 Picture Cards" (BLM2), "Week 28 Word Cards" (BLM3), "Week 28 Picture-Word Cards" (BLM4), and "Week 28 Crossword Puzzle" (BLM5). These materials can be used to provide your students with more opportunities to review the words.

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Week 28 Ongoing Review

Materials

- Word cards and picture cards 94, 96, 100, 104, 107
- Pocket chart
- Ongoing review prompts (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Listen to one another
- Work in a responsible way

Words Reviewed

bad-tempered
Bad-tempered means "grumpy." Someone who is bad-tempered gets angry or annoyed very easily.

crush
Crush means "press or squeeze something so hard that it breaks or is bent out of shape."

disappear
When something disappears, you cannot see it or find it.

hover
Hover means "stay in the air, flying right above something."

surroundings
Your *surroundings* are the "place where you are, and all the people and things around you."

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and picture cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Do the Activity "Tell Me a Story"

Tell the students that partners will do the activity "Tell Me a Story." Review that you will tell the beginning of a story that includes one of the vocabulary words in the pocket chart. Partners will use what they know about the word and their imaginations to make up an ending for the story.

Point to and pronounce the word *bad-tempered* and explain that the first story includes the word *bad-tempered*. Then read the following story twice:

- *Sylvio picked up his little sister from school and noticed that she was bad-tempered. Sylvio's little sister was bad-tempered because . . .*

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Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words. Use "Think, Pair, Share" to discuss:

Q *How might you finish the story? Why was Sylvio's little sister bad-tempered?* [Pause; point to prompt 1 and read it aloud.] *Turn to your partner.*

WA1

Sylvio's little sister was **bad-tempered** because . . .

PROMPT 1: "Sylvio's little sister was bad-tempered because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Follow up by asking:

Q *Why did you say that Sylvio's little sister was bad-tempered when [she got into an argument with a friend]?*

Show prompt 2 on the ongoing review prompts (WA1) and read it aloud. Have a few volunteers use the prompt to share their thinking with the class.

PROMPT 2: "I said that Sylvio's little sister was bad-tempered when [she got into an argument with a friend] because . . ."

3 Continue the Activity During the Week

Use the same procedure to have the students finish the stories that follow at different times during the week. Before reading a story, tell the students which vocabulary word is included and review its meaning.

[crush]

- *Savannah heard loud noises outside. When she walked out to see what was going on, she saw her neighbor in his driveway crushing . . .*

Q *How might you finish the story? What was Savannah's neighbor crushing?* [Pause; show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "Savannah's neighbor was crushing . . ."

Follow up by asking:

Q *Why was Savannah's neighbor crushing [cardboard boxes]?*

Show prompt 4 (WA1) and read it aloud.

PROMPT 4: "Savannah's neighbor was crushing [cardboard boxes] because . . ."

Teacher Note

If the students have difficulty thinking of an ending, review the definition of *bad-tempered* and think aloud about an ending. For example, say "Sylvio's little sister was bad-tempered because she got into an argument with a friend." Then reread the beginning of the story and repeat the questions.

ELL Note

You might have volunteers draw a quick sketch on the board of the completed story or act it out.

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[disappear]

- *Mason ran home exclaiming, "I did it! I finally made it disappear!" The thing that Mason made disappear was . . .*

Q *How might you finish the story? What did Mason make disappear?* [Pause; show prompt 5 and read it aloud.] *Turn to your partner.*

PROMPT 5: "Mason made [his homework] disappear."

Follow up by asking:

Q *What might happen if you made [your homework] disappear?*

Show prompt 6 (WA1) and read it aloud.

PROMPT 6: "If I made [my homework] disappear . . ."

Teacher Note

You might remind the students that they learned the word *exclaim* earlier and that *exclaim* means "say something suddenly or with strong feeling, especially because you are surprised, excited, or angry."

[hover]

- *On her hike, Mei saw a hawk glide through the trees above her. Then the hawk stopped and hovered over . . .*

Q *How might you finish the story? What was the hawk hovering over?* [Pause; show prompt 7 and read it aloud.] *Turn to your partner.*

PROMPT 7: "The hawk was hovering over . . ."

Follow up by asking:

Q *Why did you say that the hawk was hovering over [a campsite looking for food]?*

Show prompt 8 (WA1) and read it aloud.

PROMPT 8: "I said that the hawk hovered over [a campsite looking for food] because . . ."

Teacher Note

You might remind the students that they learned the word *glide* earlier and that it means "move smoothly and easily."

[surroundings]

- *Miguel walked into his home, expecting it to look as it always did. As he opened the door, he was astonished by his surroundings. His surroundings were . . .*

Q *How might you finish the story? What were Miguel's surroundings like?* [Pause; show prompt 9 and read it aloud.] *Turn to your partner.*

PROMPT 9: "Miguel's surroundings were . . ."

Follow up by asking:

Q *What might you do if your surroundings were [covered in goo]?*

Show prompt 10 (WA1) and read it aloud.

PROMPT 10: "If my surroundings were [covered in goo], I might . . ."

Teacher Note

You might remind the students that they learned the word *astonished* earlier and that *astonished* means "very surprised."

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CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' story endings and explanations indicate that they understand the vocabulary words' meanings?
- Do they use the words they are learning in conversation outside of the vocabulary lessons?

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 144 of the *Assessment Resource Book*. Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by playing the game "Which Word Am I?" (see Week 3, Day 3, Step 2).

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Day 1 Introduce *Contents* and *Inspect*

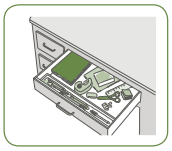
Materials

- *A Day in the Life of a Garbage Collector*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)

In this lesson, the students:

- Learn and use the words *contents* and *inspect*
- Review words with multiple meanings
- Build their speaking and listening skills
- Work in a responsible way

Words Taught



contents (p. 3)
Contents are the "words, pictures, and other information in a book." *Contents* can also mean "things that are found inside of something such as a can, box, or bag."



inspect
Inspect means "look carefully at something."

INTRODUCE AND USE *CONTENTS*

ELPS 4.C.iii
Step 1
(all, beginning on page 484 and continuing on to page 485)

1 Introduce and Define *Contents* and Review Words with Multiple Meanings

Briefly review *A Day in the Life of a Garbage Collector*. Show page 3. Point to and read the title of the page, emphasizing the word *contents*.

Tell the students that the first word they will learn today is *contents*. Explain that *contents* are the "words, pictures, and other information in a book." Page through the book and explain that the contents of this book include facts, pictures, and other information about the life of a garbage collector.

Tell the students that the word *contents* has another meaning. Explain that *contents* can also mean "things that are found inside of something such as a can, box, or bag." Show page 13 and point to the garbage can in the photograph. Explain that the contents of a garbage can are things we call garbage, or things we throw away because they are used or no longer useful.

Display this week's word and picture cards (WA2) and reveal picture card 109. Explain that it shows the contents of a desk drawer, or the things that are inside the drawer. Point out that the contents of this drawer include scissors, tape, pencils, an eraser, and paper clips.

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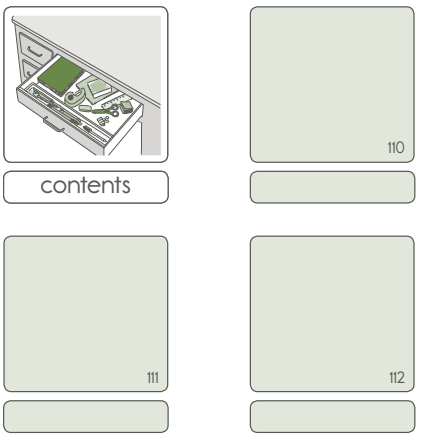
Reveal word card 109 and have the students say the word *contents*.

WA2



2 Discuss the Contents of a Lunch Sack and a Toy Box

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today. Ask:

Q *What might the contents of a lunch sack be? What things might you find inside a lunch sack?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA3



PROMPT 1: "The contents of a [lunch sack] might be [an apple, a sandwich, and a juice box]."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following:

Q *What might the contents of a toy box be? What things might you find inside a toy box?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

Point to the word *contents* on the word and picture cards (WA2) and review the pronunciation and meanings of the word.

ELL Note

You might use a classroom cabinet or cubby to provide examples of contents, or you might place various objects, such as books, toys, and school supplies, in a box and have a volunteer stand next to you and explore and name the contents of the box.

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INTRODUCE AND USE *INSPECT*

3 Introduce and Define *Inspect*

Show pages 10–11 of *A Day in the Life of a Garbage Collector* and review that this part of the book tells what garbage collectors drive. Read page 10 aloud.

Tell the students that the other word they will learn today is *inspect*, and explain that *inspect* means "look carefully at something." Explain that each morning Rick inspects the truck, or looks carefully at it, to see whether there are any problems he needs to fix. Point to the photograph on page 11. Explain that when Rick inspected his truck today, he saw that the tires needed more air.

Direct the students' attention to the cards (WA2) and reveal picture card 110. Explain that it shows a boy inspecting his appearance, or looking carefully at himself, in a mirror. He is inspecting himself because he is going to a party and he wants to look his best.

Reveal word card 110 and have the students say the word *inspect*.

ELL Note

The Spanish cognate of *inspect* is *inspeccionar*.

4 Act Out Inspecting Our Nails and Hands

Explain that you will inspect, or look carefully at, your fingernails to see whether they need to be cut. Explain that you would like the students to observe carefully and then partners will discuss what they see you doing.

Act out inspecting your fingernails.

Ask:

Q *What did you see me doing when I inspected my nails?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "When [Ms. Segal] inspected her nails, she . . ."

After partners have talked, show prompt 3 (WA3) and read it aloud. Have one or two volunteers use the prompt to share their thinking with the class.

PROMPT 3: "When you inspected your nails, you . . ."

Ask a volunteer to act out inspecting his hands to see whether they are clean. Ask the class to watch carefully.

Discuss as a class:

Q *What did you see [Michael] doing when he inspected his hands?*

Show prompt 4 (WA3) and read it aloud.

PROMPT 4: "When [Michael] inspected his hands, he . . ."

Have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *inspect* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

You might inspect your nails by looking at them close up and then far away, or by looking at all the nails on one hand and then each nail one by one.

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

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EXTENSION

Explore the Suffix *-or*

Write the words *teacher* and *collector* where everyone can see them. Point to the word *teacher*. Review that *-er* is a *suffix*, which is a "letter or group of letters that is added to the end of a word to make a new word." Remind the students that the suffix *-er* on the end of a word means a "person who." Explain that adding the suffix *-er* to the end of the word *teach* makes the word *teacher*, which means a "person who teaches."

Point to the word *collector* and explain that *-or* is also a suffix. Explain that the suffix *-or* on the end of a word also means a "person who." Tell the students that adding the suffix *-or* to the end of the word *collect* makes the word *collector*, which means a "person who collects." Show pages 4–5 of *A Day in the Life of a Garbage Collector* and point to the picture on page 5. Explain that Rick is a garbage collector because he is a person who collects garbage.

Tell the students that knowing that the suffix *-or* means a "person who" can help them figure out the meanings of other words that use the suffix. Write the word *act* where everyone can see it and ask:

Q *What do you call a person who acts?*

If necessary, explain that a person who acts is an *actor*. Write the word *actor* where the students can see it. Have a volunteer draw a line under *-or* and tell what the word means.

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Day 2 Introduce *Dump* and *Destination*

Materials

- *A Day in the Life of a Garbage Collector*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)

In this lesson, the students:

- Review the words *contents* and *inspect* from Day 1
- Learn and use the words *dump* and *destination*
- Build their speaking and listening skills
- Work in a responsible way

Words Taught



dump (p. 16)
Dump means "empty or unload something in a rough or careless way." You dump something you are not worried about damaging or breaking, such as garbage or dirt.



destination
A *destination* is the "place where someone or something is going."

REVIEW THE WORDS

1 Briefly Review *Contents* and *Inspect*

Display the word and picture cards (WA2) from Day 1. Review the words by having the students tell what they remember about them.

INTRODUCE AND USE *DUMP*

2 Introduce and Define *Dump*

Show pages 16–17 of *A Day in the Life of a Garbage Collector* and review that this part of the book tells what happens when a garbage truck is full. Read the first paragraph on page 16 aloud, emphasizing the words *dump* and *dumps*.

Tell the students that *dump* is the first word they will learn today. Explain that the word *dump* means "empty or unload something in a rough or careless way." Point out that you dump something you are not worried

Teacher Note

You might explain that words often have more than one meaning and that *dump* can also mean a "place where garbage is taken."

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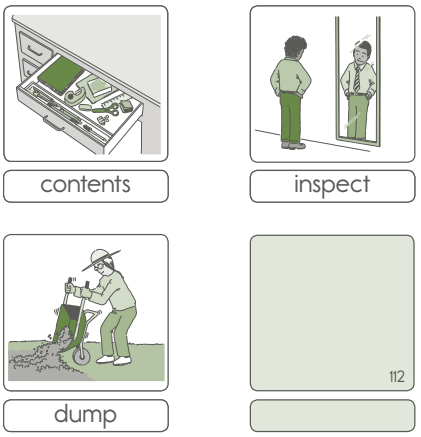
about damaging or breaking, such as garbage or dirt. If something is valuable or important to you, you empty or unload it carefully. You do not dump it. Explain that Rick dumps, or empties, the garbage in his truck at a holding area.

Direct the students' attention to the word and picture cards (WA2) and reveal picture card 111. Explain that it shows a woman working in her garden. She is dumping, or unloading, dirt from a wheelbarrow.

Reveal word card 111 and have the students say the word *dump*.

WA2



3 Play "Will You Dump It?"

Remind the students that the word *dump* means "empty or unload something in a rough or careless way," emphasizing the words *in a rough or careless way*. Review that you dump things you are not worried about damaging or breaking. Tell the students that partners will play a game called "Will You Dump It?" Explain that you will describe something; then partners will discuss whether or not they will dump it and explain why.

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today.

Begin by reading the following scenario aloud:

- *You get a new toy in a box.*

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Use "Think, Pair, Share" to discuss:

Q *Will you dump the toy out of the box onto the floor? Why?* [Pause; point to prompt 1 and read it aloud.] *Turn to your partner.*

WA4

I [will/will not] **dump** the _____ because . . .



PROMPT 1: "I [will/will not] dump the [toy out of the box] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Repeat the procedure to discuss the remaining scenarios:

- *Your mother asks you to empty a bowl of food scraps into the compost bin.*

Q *Will you dump the food scraps into the compost bin? Why?* [Pause; point to prompt 1 and read it aloud.] *Turn to your partner.*

- *You want to get the crayons out of your crayon box.*

Q *Will you dump the crayons onto the table? Why?* [Pause; point to prompt 1 and read it aloud.] *Turn to your partner.*

Point to the word *dump* on the cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *DESTINATION*

4 Introduce and Define *Destination*

Show pages 16–17 of *A Day in the Life of a Garbage Collector* again. Review that when Rick's truck is full, he drives to a holding area so he can dump the garbage. Tell the students that the holding area is Rick's destination, and that *destination* is the other word the students will learn today. Explain that a *destination* is the "place where someone or something is going."

Direct the students' attention to the cards (WA2) and reveal picture card 112. Explain that it shows some children and their father arriving at a beach. The beach is their destination—it is the place they are going to.

Reveal word card 112 and have the students say the word *destination*.

ELPS 3.G.ii
Steps 4–6
(all, beginning on page 490 and continuing on to page 491)

Teacher Note

You might remind the students that they learned the word *arrive* earlier and that *arrive* means "come to a place."

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5 Discuss Our Morning Destination

Ask:

Q *When you left your house this morning, what was your destination?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "My destination was [school]."

After partners have talked, have one or two volunteers share their thinking with the class. Follow up by asking:

Q *How did you get to your destination this morning?*

Show prompt 3 (WA4) and read it aloud.

PROMPT 3: "I got to my destination [by riding in my mom's car]."

Have one or two volunteers use the prompt to share their thinking with the class.

6 Discuss Favorite Destinations

Explain that all of us have favorite destinations, or places we like to go.

Ask:

Q *What is your favorite destination? Why?* [Show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "My favorite destination is [my friend Amy's house] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *destination* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

Support struggling students by asking questions such as "Where is a place you like to go alone? With friends? With your family?" and "Where is your favorite place to go for fun?"

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

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Day 3 Weekly Review

Materials

- Word and picture cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of the "Week 28 Crossword Puzzle" (BLM5) for each student

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Work in a responsible way

Words Reviewed

contents
Contents are the "words, pictures, and other information in a book." *Contents* can also mean "things that are found inside of something such as a can, box, or bag."

inspect
Inspect means "look carefully at something."

dump
Dump means "empty or unload something in a rough or careless way." You dump something you are not worried about damaging or breaking, such as garbage or dirt.

destination
A *destination* is the "place where someone or something is going."

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word and picture cards (WA2) from Day 2. Review the pronunciation and meaning of each word.

WA2



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Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Ask:

Q *Which of the words do you like the best? Why?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA5

I like the word _____
the best because . . .

PROMPT 1: "I like the word [*contents*] the best because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

2 Think More About *Contents* and *Inspect*

Point to the words *contents* and *inspect* on the word and picture cards (WA2) and ask:

Q *Would it be fun to inspect the contents of a garbage can? Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "It [would/would not] be fun to inspect the contents of a garbage can because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following:

Q *Would it be fun to inspect the contents of a refrigerator? Why?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "It [would/would not] be fun to inspect the contents of a refrigerator because . . ."

3 Think More About *Dump* and *Destination*

Point to the word *dump* on the cards (WA2) and ask:

Q *Where might you dump a box of wriggling worms? Why?* [Show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "I might dump a box of wriggling worms [in the yard] because . . ."

Teacher Note

You might remind the students that they learned the word *wriggle* earlier and that *wriggle* means "twist and turn from side to side."

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Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 27 and 28, you might distribute a copy of the "Week 28 Crossword Puzzle" (BLM5) to each student.

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the word *destination*:

Q *If you saw lots of students walking down the hallway, what might be their destination? Why?* [Show prompt 5 and read it aloud.] *Turn to your partner.*

PROMPT 5: "Their destination might be [the cafeteria] because . . ."

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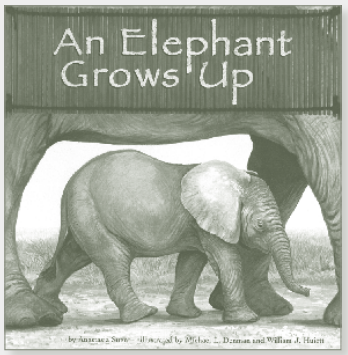
Week 29

RESOURCES



Read-aloud

- *An Elephant Grows Up* by Anastasia Suen, illustrated by Michael L. Denman and William J. Huiett

More ELL Support

- "Search for Vegetation"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA6

Reproducibles

- Week 29 family letter (BLM1)
- (Optional) "Week 29 Picture Cards" (BLM2)
- (Optional) "Week 29 Word Cards" (BLM3)
- (Optional) "Week 29 Picture-Word Cards" (BLM4)

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OVERVIEW

Words Taught	Words Reviewed
popular	dine
gather	dump
vegetation	inspect
remain	migrate
	store

Vocabulary Focus

- Students learn and use four words from or about the book.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.

DO AHEAD

- ✓ Look over this week's Ongoing Review and collect these picture cards and word cards: 90, 97, 98, 110, and 111. Set aside a few minutes periodically during the week to review the words.
- ✓ Prior to Ongoing Review, review the game "Find Another Word" and write the bulleted sentences on a sheet of chart paper or where everyone can see them. (See Step 2.)
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 29 Picture Cards" (BLM2), "Week 29 Word Cards" (BLM3), and "Week 29 Picture-Word Cards" (BLM4). These materials can be used to provide your students with more opportunities to review the words.

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Week 29 Ongoing Review

Materials

- Word cards and picture cards 90, 97, 98, 110, 111
- Pocket chart
- Bulleted sentences chart, prepared ahead
- Ongoing review prompt (WA1)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Share ideas and listen to one another

Words Reviewed

dine
Dine means "eat."

dump
Dump means "empty or unload something in a rough or careless way." You dump something you are not worried about damaging or breaking, such as garbage or dirt.

inspect
Inspect means "look carefully at something."

migrate
Migrate means "move from one country or area to another."

store
Store means "keep something to use later." *Store* also means a "place where you buy things such as food, clothing, or toys."

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and picture cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play "Find Another Word"

Tell the students that partners will play the game "Find Another Word." Direct the students' attention to the bulleted sentences that you prepared ahead.

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– Tristan's aunt held his hand up to her eyes and said, "I need to look carefully at your splinter so that I can get it out of your hand easily."

– Myla's dad asked her not to carelessly empty her backpack at school, because there was a breakable gift for her teacher inside.

– Nestor was very excited to eat at his favorite restaurant for his birthday.

– Azalya's family put many cans of food and bottles of water in the basement to keep for later, in case there was an emergency.

– Paolo's aunt and uncle are planning to move from Brazil to the United States later this year.

Review that you will read each sentence aloud; then partners will discuss which vocabulary word in the pocket chart could replace the underlined words and explain why they think so.

Then point to the first sentence and read it aloud twice, slowly and clearly:

- *Tristan's aunt held his hand up to her eyes and said, "I need to look carefully at your splinter so that I can get it out of your hand easily."*

Display the ongoing review prompt (WA1) and explain that the students will use this prompt to discuss the review words.

Use "Think, Pair, Share" to discuss:

Q *Which review word could replace "look carefully at" in the sentence? Why?* [Pause; point to the prompt and read it aloud.] *Turn to your partner.*

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WA1

I think _____ could replace _____ because . . .

PROMPT: "I think [*inspect*] could replace ['look carefully at'] because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Reread the sentence, replacing the underlined words with the vocabulary word.

3 Continue the Activity During the Week

Use the same procedure at different times during the week to discuss the following sentences:

- *Myla's dad asked her not to carelessly empty her backpack at school, because there was a breakable gift for her teacher inside.* (dump)
- *Nestor was very excited to eat at his favorite restaurant for his birthday.* (dine)
- *Azalya's family put many cans of food and bottles of water in the basement to keep for later, in case there was an emergency.* (store)
- *Paolo's aunt and uncle are planning to move from Brazil to the United States later this year.* (migrate)

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Introduce *Popular* and *Gather*

Day 1

In this lesson, the students:

- Learn and use the words *popular* and *gather*
- Review words with multiple meanings
- Build their speaking and listening skills
- Share ideas and listen to one another

Words Taught



popular (p. 12)
Popular means "liked or used by many."



gather (p. 12)
Gather means "come or bring together in one place or group."

Materials

- *An Elephant Grows Up*
- Word and picture cards (WA2)
- Day 1 prompts (WA3)

INTRODUCE AND USE *POPULAR*

1 Introduce and Define *Popular*

Briefly review *An Elephant Grows Up*.

Show pages 12–13 and review that this part of the book tells where and how elephants drink water. Read page 12 aloud, emphasizing the word *popular*.

Tell the students that *popular* is the first word they will learn today, and explain that *popular* means "liked or used by many." Explain that the water hole is popular with the elephants, or used by many of them, because elephants—like all animals—need water to survive. The elephants visit the water hole at least once each day.

Display this week's word and picture cards (WA2) and reveal picture card 113. Explain that it shows some girls who are all wearing pigtails. Pigtails are popular with these girls—they all like wearing their hair in pigtails.

ELL Note

The Spanish cognate of *popular* is *popular*.

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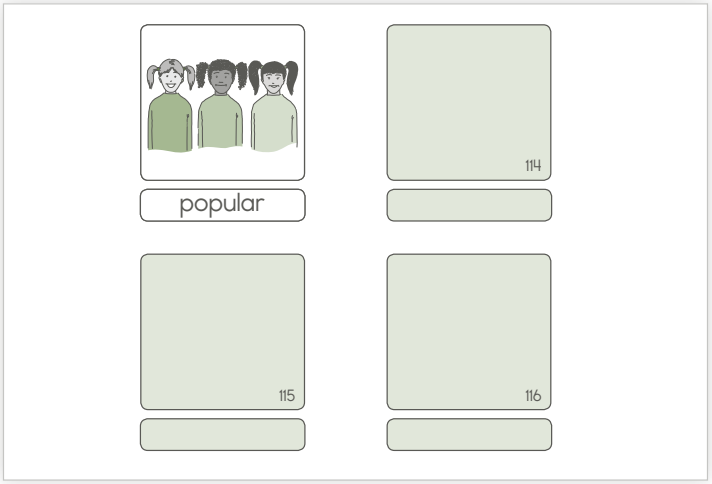
Reveal word card 113 and have the students say the word *popular*.



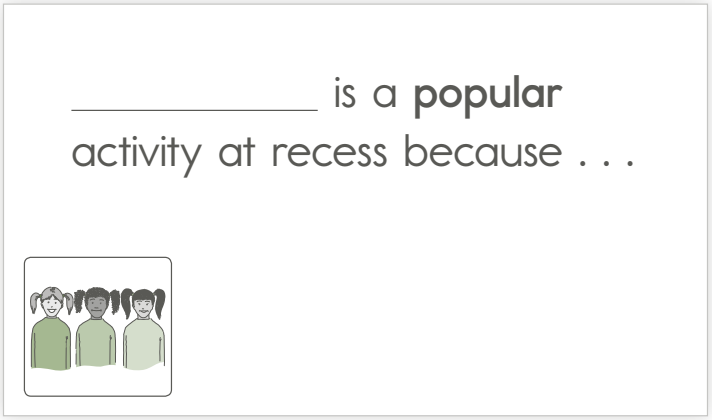
WA2

2 Discuss Popular Activities and Books

Display the day 1 prompts (WA3) and explain that the students will use these prompts to discuss the words today.

Ask:

Q *What is a popular activity at recess, or what is something many students like to do at recess? Why do you think the activity is popular?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*



WA3

PROMPT 1: "[Jumping rope] is a popular activity at recess because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Use the same procedure to discuss the following questions:

Q *What is a popular activity that we do in class? Why do you think it is popular?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

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PROMPT 2: "[Feeding the hamster] is a popular activity in our class because . . ."

Q *What is a popular book in our class? Why do you think it is popular?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "[*Dinosaur Babies*] is a popular book in our class because . . ."

Point to the word *popular* on the word and picture cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *GATHER*

3 Introduce and Define *Gather*

Show page 12 of *An Elephant Grows Up* again and reread the first sentence, emphasizing the word *gathering*.

Tell the students that *gather* is the other word they will learn today. Explain that *gather* means "come or bring together in one place or group." Explain that many elephants gather, or come together, at the water hole at least once a day.

Direct the students' attention to the cards (WA2) and reveal picture card 114. Explain that it shows children gathering, or coming together, to play.

Reveal word card 114 and have the students say the word *gather*.

4 Discuss Gathering with People

Explain that people often gather, or come together, and give some examples of times when people gather.

> **You might say:**
> "We gather on the rug each day to listen to stories, learn new words, and share our thinking with one another. Our whole school gathers in the multipurpose room when we have assemblies. Families and friends gather for meals or to celebrate special events like birthdays."

Ask:

Q *When have you gathered with other people recently? Why?* [Show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "I gathered with [my family] when [my cousin was born] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

ELPS 4.F.x
Step 2
(all, beginning on page 502 and continuing on to page 503)

Teacher Note

Support struggling students by asking questions such as "When have you gathered with friends? Classmates? Family members?" and "When have you gathered with other children to have fun?"

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5 Imagine Gathering Things

Remind the students that *gather* also means "bring together," and give some examples of times when people gather things.

> **You might say:**
>
> "Each evening I gather my family's dirty clothes and put them into the laundry basket. When my daughter finishes playing with her toys, she gathers them and puts them in her toy box. When you finish writing your stories, I gather them into a pile to read later."

Have the students imagine the following scenario as you read it aloud:

- *You are getting ready to leave school at the end of the day and you are gathering your things.*

Use "Think, Pair, Share" to discuss:

Q *What things do you gather, or bring together, at the end of the day? Why?* [Pause; show prompt 5 and read it aloud.] *Turn to your partner.*

PROMPT 5: "I gather [my homework, my notebook, my coat, and my boots] because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Point to the word *gather* on the cards (WA2) and review the pronunciation and meaning of the word.

Teacher Note

You might remind the students that they learned the word *pile* earlier and that a *pile* is "many things gathered together in the shape of a small hill."

ELL Note

You might have volunteers act out the scenario.

Teacher Note

Save the word and picture cards (WA2) to use on Day 2.

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Introduce *Vegetation* and *Remain*

Day 2

In this lesson, the students:

- Review the words *popular* and *gather* from Day 1
- Learn and use the words *vegetation* and *remain*
- Build their speaking and listening skills
- Share ideas and listen to one another

Words Taught



vegetation
Vegetation means "plants." Grass, flowers, trees, and bushes are examples of vegetation.



remain
Remain means "stay."

Materials

- *An Elephant Grows Up*
- Word and picture cards (WA2) from Day 1
- Day 2 prompts (WA4)

REVIEW THE WORDS

1 Briefly Review *Popular* and *Gather*

Display the word and picture cards (WA2) from Day 1. Review the words by having the students tell what they remember about them.

INTRODUCE AND USE *VEGETATION*

2 Introduce and Define *Vegetation*

Show page 14 of *An Elephant Grows Up* and review that this part of the book tells what the elephant calf does as she grows up. Read page 14 aloud.

Tell the students that the first word they will learn today is *vegetation*, and explain that *vegetation* means "plants." Explain that grass, flowers, trees, and bushes are examples of vegetation. Point to the elephant in the picture on page 14 and explain that the elephant calf eats plants and the leaves of trees, which are kinds of vegetation.

Direct the students' attention to the word and picture cards (WA2) and reveal picture card 115. Explain that it shows vegetation in a jungle. Point

ELL Note

The Spanish cognate of *vegetation* is *vegetación.*

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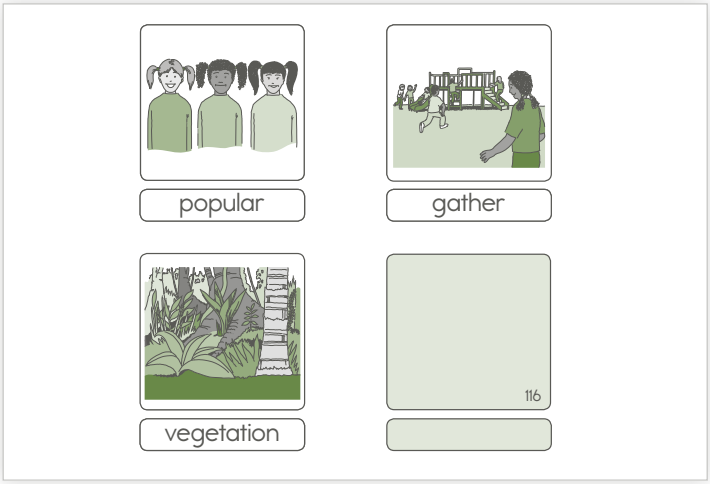
out the trees, vines, and plants, and explain that these are all kinds of vegetation.

Reveal word card 115 and have the students say the word *vegetation*.

WA2



Teacher Note

You might explain that the words *vegetation* and *vegetable* are related. Vegetables are plants, and plants are a kind of vegetation.

3 Discuss Places the Students See Vegetation

Review that a jungle is one place where you would see a lot of vegetation. Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today.

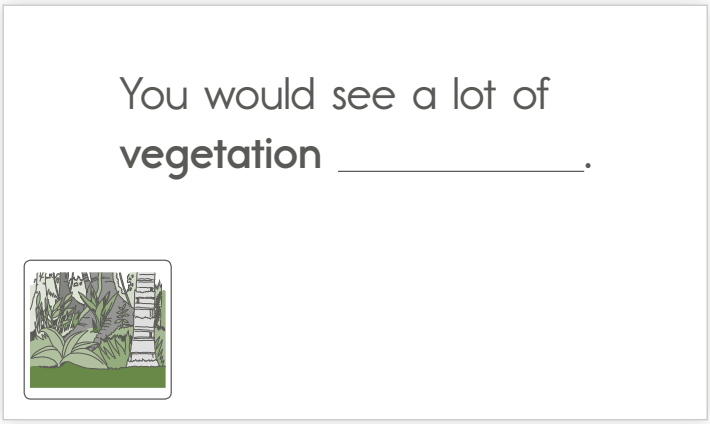
Use "Think, Pair, Share" to discuss:

Q *Where else would you see a lot of vegetation?* [Pause; point to prompt 1 and read it aloud.] *Turn to your partner.*

Teacher Note

Support struggling students by asking questions such as "Where would you see a lot of grass? Bushes and trees? Flowers?" and "Where in a city/in the country would you see a lot of vegetation?"

WA4



PROMPT 1: "You would see a lot of vegetation [in a forest]."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Ask and discuss as a class:

Q *What kinds of vegetation do we see around our school?*

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Show prompt 2 on the day 2 prompts (WA4) and read it aloud.

PROMPT 2: "The kinds of vegetation we see around our school are . . ."

Have a few volunteers use the prompt to share their thinking.

Point to the word *vegetation* on the cards (WA2) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *REMAIN*

4 Introduce and Define *Remain*

Show page 19 of *An Elephant Grows Up* and review that this part of the book tells what happens when the elephant calf and her brother grow up. Read page 19 aloud.

Tell the students that the other word they will learn today is *remain*, and explain that *remain* means "stay." Point out that the brother elephant leaves to join a different herd, but the sister elephant remains, or stays, with the herd she grew up in.

Direct the students' attention to the cards (WA2) and reveal picture card 116. Explain that it shows a mother and child leaving their house; the mother is taking the child to school. The father remains, or stays, at home. He is not going with the mother and child.

Reveal word card 116 and have the students say the word *remain*.

5 Discuss Whether Bridget Remains

Explain that you will describe things that happen to our imaginary first-grade friend Bridget at a friend's house and at the movies; then partners will decide whether or not Bridget remains where she is and explain why they think so.

Begin by reading the following scenario aloud:

- *Bridget is playing at her friend Chloe's house. Bridget and Chloe quarrel, and Bridget exclaims, "You're no fun, Chloe!" Then she rushes out the door and runs home.*

Use "Think, Pair, Share" to discuss:

Q *Does Bridget remain at Chloe's house after they quarrel? Why do you think so?* [Pause; show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "Bridget [does/does not] remain at Chloe's house because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Teacher Note

You might remind the students that they learned these words earlier and review their meanings: *quarrel* ("argue"), *rush* ("move somewhere or do something very quickly"), and *exclaim* ("say something suddenly or with strong feeling, especially because you are surprised, excited, or angry").

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Teacher Note

You might remind the students that they learned these words earlier and review their meanings: *adventure* ("something you do that is thrilling, or very exciting") and *gigantic* ("very, very big").

Teacher Note

Save the word and picture cards (WA2) to use on Day 3.

Use the same procedure to discuss the following scenario:

- *Bridget goes to see a movie. The movie is an exciting adventure about a gigantic whale. She likes the movie so much that she does not leave her seat even once—not even to get popcorn.*

Q *Does Bridget remain in her seat during the movie? Why do you think so?* [Pause; show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "Bridget [does/does not] remain in her seat because . . ."

Point to the word *remain* on the cards (WA2) and review the pronunciation and meaning of the word.

MORE ELL SUPPORT

Search for Vegetation

Review that in *An Elephant Grows Up*, the students learned that elephants eat plants, or vegetation. Have the students go outside, look for trees or other vegetation such as grass, bushes, or flowers, and quickly sketch the vegetation they see. If necessary, help the students name the vegetation they observe. Then have the students return to the classroom and discuss their drawings in pairs. Ask:

Q *What did you draw?*

Q *What did you notice about [the flower]?*

Read the prompt aloud. Have partners use the prompt to take turns answering the questions.

PROMPT: "I noticed that [the flower] . . ."

After partners have talked, have one or two volunteers share and explain their drawings with the group.

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Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Share ideas and listen to one another

Words Reviewed

popular
Popular means "liked or used by many."

gather
Gather means "come or bring together in one place or group."

vegetation
Vegetation means "plants." Grass, flowers, trees, and bushes are examples of vegetation.

remain
Remain means "stay."

Materials

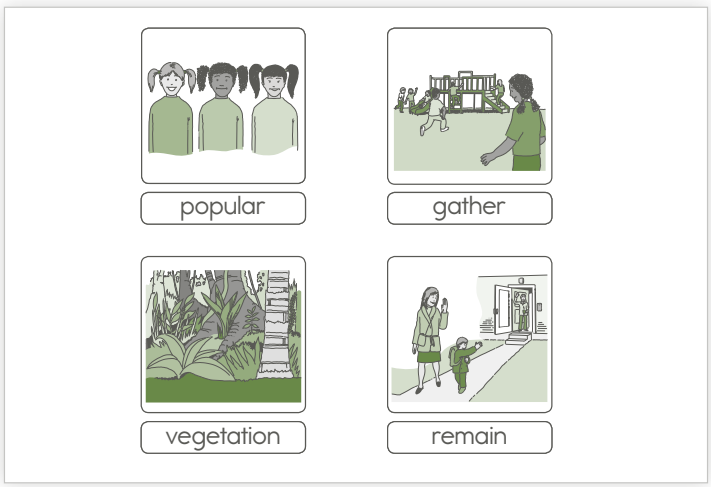
- Word and picture cards (WA2) from Day 2
- Day 3 prompts (WA5)
- Weekly review activity (WA6)
- Copy of this week's family letter (BLM1) for each student

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word and picture cards (WA2) from Day 2. Review the pronunciation and meaning of each word.

WA2



Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today.

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Point to the word *popular* on the word and picture cards (WA2) and ask:

Q *Is the zoo a popular place to visit? Why do you think so?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA5

The zoo [is/is not] a **popular** place to visit because . . .



PROMPT 1: "The zoo [is/is not] a popular place to visit because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Repeat the procedure to review and discuss the remaining words using the following questions.

[gather]

Q *If you were getting ready for a sleepover, what things would you gather to take with you? Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I would gather [my pajamas and my toothbrush] because . . ."

[vegetation]

Q *Would you like to live in a place with lots of vegetation? Why?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I [would/would not] like to live in a place with lots of vegetation because . . ."

[remain]

Q *If you were at a friend's party and you were not having a good time, would you remain there? Why?* [Show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "I [would/would not] remain there because . . ."

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PRACTICE USING THE WORDS

2 Play "Which Word Am I?"

Tell the students that partners will play the game "Which Word Am I?" Review that you will give a clue about one of this week's words; then you will ask, "Which word am I?" The students will figure out which of two word choices best fits the clue and use a prompt to explain why they think it is that word.

Display the weekly review activity (WA6) and begin playing the game:

1. Click 1 to reveal the first clue and the word choices. Point to the clue and read it aloud.

   - Clue 1: *I'm what you do when you collect all of your markers and put them in one place.*

   Give the students a few moments to think about the clue. Then point to the words *remain* and *gather* and read each word aloud. Ask:

   Q *Which word am I:* remain *or* gather? *Turn to your partner.*

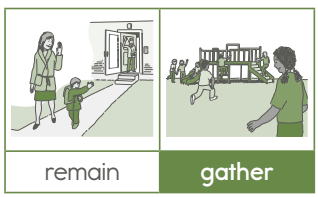
2. Click 1 again to reveal the prompt. Point to the prompt and read it aloud.

PROMPT: "I think the word is [*gather*] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion of this clue by clicking 1 a third time to highlight the correct response.

WA6



CLUE 1: I'm what you do when you collect all of your markers and put them in one place.

1 2 3 4 5 6

4. Click 1 to clear the screen.

Teacher Note

Each clue on the weekly review activity (WA6) has a corresponding number: the first clue is 1; the second clue is 2; the third clue is 3; and so on. To play the game, click the corresponding number four times:

- The first click reveals the clue and the word choices.
- The second click reveals the prompt.
- The third click reveals the correct answer.
- The fourth click clears the screen.

ELPS 4.F.viii
Step 2
[all, beginning on page 511 and continuing on to page 512]

Teacher Note

The prompt for this activity also appears as prompt 5 on the day 3 prompts (WA5).

Teacher Note

If you are not using an interactive whiteboard, you might post the picture cards and word cards and write the clues where everyone can see them.

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Repeat the activity with the second clue:

1. Click ❷ to reveal the second clue and the word choices and read the clue aloud.
   - Clue 2: *I'm a movie that all of your friends like.*
2. Read the two word choices aloud and ask:



Q *Which word am I:* popular *or* vegetation? [Click ❷ again and read the prompt aloud.] *Turn to your partner.*

PROMPT: "I think the word is [*popular*] because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

3. Conclude the discussion by clicking ❷ a third time to highlight the correct response.
4. Click ❷ to clear the screen.

Repeat the procedure to discuss each of the following clues:

[remain/gather]

- Clue 3: *I'm what you do when you choose to stay at your uncle's house.* (remain)

[vegetation/popular]

- Clue 4: *I'm a patch of flowers in a garden.* (vegetation)

[gather/remain]

- Clue 5: *I'm what you do when you call all of your friends over to where you are.* (gather)

[vegetation/popular]

- Clue 6: *I'm a very crowded water park on a hot day.* (popular)

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

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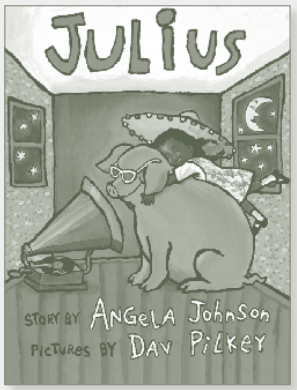
Week 30

RESOURCES



Read-aloud

- *Julius* by Angela Johnson, illustrated by Dav Pilkey

Extension

- "Explore the Prefix *un-*"

Assessment Resource Book

- Week 30 vocabulary assessment

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA5

Assessment Form

- "Class Vocabulary Assessment Record" sheet (CA1)

Reproducibles

- Week 30 family letter (BLM1)
- (Optional) "Week 30 Picture Cards" (BLM2)
- (Optional) "Week 30 Word Cards" (BLM3)
- (Optional) "Week 30 Picture-Word Cards" (BLM4)
- (Optional) "Week 30 Crossword Puzzle" (BLM5)

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OVERVIEW

Words Taught	Words Reviewed
affectionate	ferocious
impolite	gather
untidy	gulp
tidy	pack
	popular

Word-learning Strategy

- Recognizing antonyms (review)

Vocabulary Focus

- Students learn and use four words about the story.
- Students review antonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

Social Development Focus

- Students work in a responsible way.

DO AHEAD

- ✓ Look over this week's Ongoing Review and collect the following picture cards and word cards: 89, 105, 106, 113, and 114. Set aside a few minutes periodically during the week to review the words.
- ✓ Prior to Ongoing Review, make a copy of the "Class Vocabulary Assessment Record" sheet (CA1); see page 145 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, visit the CCC Learning Hub (ccclearninghub.org) to access and print this week's family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the CCC Learning Hub (ccclearninghub.org) to access and print the following materials: "Week 30 Picture Cards" (BLM2), "Week 30 Word Cards" (BLM3), "Week 30 Picture-Word Cards" (BLM4), and "Week 30 Crossword Puzzle" (BLM5). These materials can be used to provide your students with more opportunities to review the words.

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Week 30 Ongoing Review

Materials

- Word cards and picture cards 89, 105, 106, 113, 114
- Pocket chart
- Ongoing review prompts (WA1)
- "Class Vocabulary Assessment Record" sheet (CA1)

In this lesson, the students:

- Review words learned earlier
- Build their speaking and listening skills
- Work in a responsible way

Words Reviewed

ferocious
Ferocious means "violent or dangerous." A ferocious animal looks angry and ready to attack.

gather
Gather means "come or bring together in one place or group."

gulp
Gulp means "swallow something quickly."

pack
A *pack* is a "group of wild animals that live and hunt together."

popular
Popular means "liked or used by many."

REVIEW THE WORDS

1 Briefly Review the Words

Place the word cards and picture cards in the pocket chart. Review the pronunciation and meaning of each word.

PRACTICE USING THE WORDS

2 Play "Which Word Goes With?"

Explain that partners will play the game "Which Word Goes With?" Review that you will write a word they know—like *fox*, *party*, or *chocolate milk*—where everyone can see it. Then partners will decide which of the vocabulary words in the pocket chart goes with the word you wrote.

Remind the students that the word you write might go with more than one of the vocabulary words. Explain that partners may not always agree and that is fine. What is important is that they explain their thinking.

ELPS 3.H.iii
Step 2
(all, beginning on page 516 and continuing on to page 517)

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Write the word *fox* where everyone can see it. Display the ongoing review prompts (WA1) and explain that the students will use these prompts to discuss the review words. Then point to the pocket chart and use "Think, Pair, Share" to discuss:

Q *Which of the vocabulary words do you think goes with* fox*? Why do you think that?* [Pause; point to prompt 1 and read it aloud.] *Turn to your partner.*

WA1

I think _____ goes with *fox* because . . .

PROMPT 1: "I think [*pack*] goes with *fox* because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Teacher Note

Support struggling students by thinking aloud about associations you might make or by asking questions such as "How might the word *ferocious* go with *fox*? Why might we describe a fox as ferocious?" "How might *popular* go with *fox*? Why might foxes be popular with children?" and "How might the word *pack* go with *fox*? Why might foxes be in a pack?"

3 Continue the Game During the Week

Play the game at other times during the week using the same procedure and the following questions. Review the pronunciation and meaning of the vocabulary words prior to the activity.

- *party*

Q *Which of the vocabulary words do you think goes with* party*? Why do you think that?* [Pause; show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I think [*popular*] goes with *party* because . . ."

- *chocolate milk*

Q *Which of the vocabulary words do you think goes with* chocolate milk*? Why do you think that?* [Pause; show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "I think [*gulp*] goes with *chocolate milk* because . . ."

Teacher Note

Support students who struggle to identify the vocabulary word that goes with *party* by thinking aloud about associations you might make or asking questions such as "How might the word *popular* go with *party*? When might you describe a party as popular?" and "How might the word *gather* go with *party*?" Support students who struggle to identify the vocabulary word that goes with *chocolate milk* by thinking aloud about associations or asking questions such as "How might the word *gulp* go with *chocolate milk*? Who might gulp chocolate milk?" and "How might the word *popular* go with *chocolate milk*? Who might think that chocolate milk is popular?"

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CLASS VOCABULARY ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' word associations and explanations indicate that they understand the vocabulary words' meanings?
- Do the students have difficulty using or explaining any of the words? (Note which words they have difficulty with.)

Record your observations on the "Class Vocabulary Assessment Record" sheet (CA1); see page 145 of the *Assessment Resource Book*.

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by having each student create a picture card for the word with a definition in his or her own words on the back of the card.

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Introduce *Affectionate* and *Impolite*

Day 1

In this lesson, the students:

- Learn and use the words *affectionate* and *impolite*
- Build their speaking and listening skills
- Work in a responsible way

Words Taught



affectionate
Affectionate means "showing that you like or love someone."



impolite
Impolite means "rude or not well-mannered or polite."

Materials

- *Julius*
- Day 1 prompts (WA2)
- Word and picture cards (WA3)

INTRODUCE AND USE *AFFECTIONATE*

1 Introduce and Define *Affectionate*

Briefly review *Julius*.

Show pages 8–9 and review that Maya had hoped that her granddaddy's gift would be a horse or an older brother. Then read the pages aloud.

Tell the students that the first word they will learn today is *affectionate*, and explain that *affectionate* means "showing that you like or love someone." Point to the illustration on page 9 and explain that Julius is being affectionate toward Maya, or is showing that he likes her, by licking her face.

Show page 11, point to the illustration, and discuss as a class:

Q *In this picture, what are Maya and Julius doing to be affectionate? What are they doing to show that they like each other?*

Teacher Note

If the students struggle to respond, point out that Maya and Julius are being affectionate by hugging.

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Display the day 1 prompts (WA2) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and read it aloud.

WA2

Maya and Julius are being **affectionate** by . . .

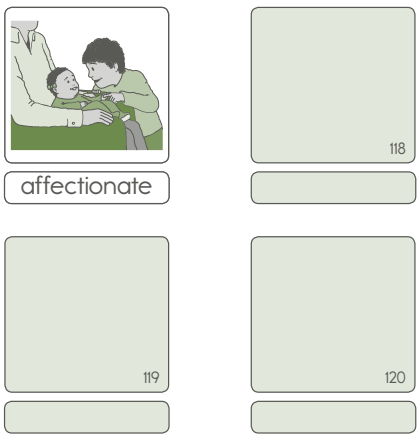
PROMPT 1: "Maya and Julius are being affectionate by . . ."

Have one or two volunteers use the prompt to share their thinking.

Display this week's word and picture cards (WA3) and reveal picture card 117. Explain that it shows a boy with his younger sister. The boy is being affectionate toward his sister by smiling at her and letting her hold his finger. He is showing that he loves her.

Reveal word card 117 and have the students say the word *affectionate*.

WA3



2 Imagine Being Affectionate to a Pet

Explain that, like Maya, we are often affectionate toward our pets, and our pets are affectionate toward us. Ask the students to imagine the following:

- *You have a pet dog.*

Use "Think, Pair, Share" to discuss:

Q *What would you do to be affectionate toward your dog?* [Pause; show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I would be affectionate by [patting my dog on the head]."

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After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Repeat the procedure to discuss the following question:

Q *What would your dog do to be affectionate toward you?* [Pause; show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "My dog would be affectionate by [putting her head in my lap]."

3 Discuss Being Affectionate to a Person

Remind the students that people are also affectionate to other people.

Ask:

Q *Who is someone you are affectionate toward? What do you do when you are being affectionate?* [Show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "I am affectionate toward [my mother]. When I am being affectionate, I . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Point to the word *affectionate* on the word and picture cards (WA3) and review the pronunciation and meaning of the word.

INTRODUCE AND USE *IMPOLITE*

4 Introduce and Define *Impolite*

Show pages 12–13 of *Julius* and review that life in Maya's house changed after Julius arrived. Read page 12 aloud.

Tell the students that the other word they will learn today is *impolite*. Explain that *impolite* means "rude or not well-mannered or polite." Tell the students that Julius was impolite, or rude, because he slurped coffee (drank it noisily) and ate too much peanut butter. Explain that if Julius were polite, he would drink quietly and take only his share of peanut butter.

Direct the students' attention to the cards (WA3) and reveal picture card 118. Explain that it shows two people talking loudly in a movie theater. They are being impolite, or rude, by talking loudly when the people around them are trying to enjoy the movie.

Reveal word card 118 and have the students say the word *impolite*.

ELL Note

You may want to explain that *polite* means "showing good manners" and that when people are polite, they are well-behaved and thoughtful of others. Polite people have good table manners and say things like "Please" and "Thank you."

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5 Discuss Whether Bridget Was Polite or Impolite

Explain that you will describe something that our friend Bridget did. Then partners will decide whether Bridget was polite or impolite, and explain why they think so.

Begin by reading the following scenario aloud:

- *Bridget's classmates were lining up to go into their classroom. Bridget scooted to the front of the line and pushed another student. She exclaimed, "I'm first!"*

Use "Think, Pair, Share" to discuss:

Q *Was Bridget polite or impolite? Why do you think so?* [Pause; show prompt 5 and read it aloud.] *Turn to your partner.*

PROMPT 5: "Bridget was [impolite] because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Repeat the procedure to discuss the following scenarios:

- *Bridget was sitting on a crowded bus. A woman climbed on with two big bags of groceries. Bridget stood up and gave the woman her seat.* (polite)
- *Bridget's cousin gave her a doll for her birthday. Bridget said in a crabby voice, "I already have this kind of doll!" She dumped the doll in the trash.* (impolite)
- *Bridget was having breakfast with her family. She grabbed the biggest muffin from a basket. Then she chomped on it while she talked.* (impolite)

Point to the word *impolite* on the cards (WA3) and review the pronunciation and meaning of the word.

Teacher Note

You might remind the students that they learned the word *exclaim* earlier and that *exclaim* means "say something suddenly or with strong feeling, especially because you are surprised, excited, or angry."

Teacher Note

You might remind the students that they learned these words earlier, and review their meanings:

- *crabby* (*Crabby* means "grumpy or grouchy." Someone who is crabby is in a bad mood.)
- *dump* (*Dump* means "empty or unload something in a rough or careless way.")

Teacher Note

You might remind the students that they learned the word *chomp* earlier and that *chomp* means "take big, noisy bites."

Teacher Note

Save the word and picture cards (WA3) to use on Day 2.

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Introduce *Untidy* and *Tidy*

Day 2

In this lesson, the students:

- Review the words *affectionate* and *impolite* from Day 1
- Learn and use the words *untidy* and *tidy*
- Review antonyms
- Build their speaking and listening skills
- Work in a responsible way

Words Taught



untidy
Untidy means "messy or not neat."



tidy
Tidy means "neat or not messy."

Materials

- *Julius*
- Word and picture cards (WA3) from Day 1
- Day 2 prompts (WA4)

REVIEW THE WORDS

1 Briefly Review *Affectionate* and *Impolite*

Display the word and picture cards (WA3) from Day 1. Review the words by having the students tell what they remember about them.

INTRODUCE AND USE *UNTIDY* AND *TIDY*

2 Introduce and Define *Untidy* and *Tidy* and Review Antonyms

Show pages 12–13 of *Julius* again and review that Julius made messes at Maya's house. Reread pages 13–15 aloud, showing the illustrations.

Tell the students that the first word they will learn today is *untidy*, and explain that *untidy* means "messy or not neat." Flip through pages 13–15 and point out that Julius is a very untidy, or messy, pig. He rolls himself in flour, spills food and soda on the floor, spreads the newspaper everywhere, leaves crumbs on the sheets, and never picks up his towels.

Teacher Note

You will reveal and discuss the picture cards for *untidy* and *tidy* later in the lesson.

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Teacher Note

You might review that the students have learned other pairs of words with opposite meanings: *bold* and *timid*, *ordinary* and *extraordinary*, *audible* and *inaudible*, and *shallow* and *deep*. You might also review that words with opposite meanings are called *antonyms*.

Have the students say the word *untidy*, and write the word where everyone can see it.

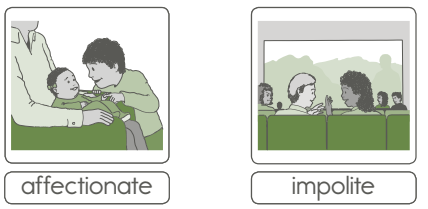
Tell the students that the other word they will learn today is *tidy*. Have the students say the word *tidy*, and write the word where everyone can see it.

Point out that *tidy* and *untidy* have opposite meanings. Explain that *tidy* means "neat or not messy." Explain that if Julius were tidy, he would not leave big messes everywhere. He would be neat and clean.

3 Use the Picture Cards to Discuss the Words

Direct the students' attention to the word and picture cards (WA3) and reveal picture card 119. Explain that it shows a closet with unfolded clothes heaped on the shelves and floor and spilling out of open drawers, and toys scattered on the floor. Reveal picture card 120 and explain that it shows the same closet with folded clothes stacked neatly on shelves and hung up on hangers. Toys are stored in bins that are stacked on the floor. The drawers are closed.

WA3



Ask and discuss as a class:

Q *Which picture shows an untidy, or messy, closet? Why is it untidy?*

Display the day 2 prompts (WA4) and explain that the students will use these prompts to discuss the words today. Point to prompt 1 and read it aloud.

WA4

The picture with _____ shows an **untidy** closet because . . .

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PROMPT 1: "The picture with [clothes and toys all over] shows an untidy closet because . . ."

Have a few volunteers use the prompt to share their thinking with the class.

4 Imagine an Untidy and a Tidy Room

Explain that you will ask the students to imagine a situation and then partners will tell each other what they imagined. Explain that after partners talk, you will ask a few students to share what their partner said with the class.

Ask the students to close their eyes and imagine the following situation:

- *You and your friends are making a poster in your bedroom. You are using paint, glitter, glue, crayons, markers, and stickers. The room is very untidy.*

Use "Think, Pair, Share" to discuss:

Q *What does the untidy room look like?* [Pause.] *Open your eyes.* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "The untidy room has . . ."

After partners have talked, show prompt 3 (WA4) and read it aloud. Have one or two volunteers use the prompt to share their partners' thinking with the class.

PROMPT 3: "[Reba] said the untidy room has [paint and glitter on the floor and markers and crayons everywhere]."

Then have the students close their eyes and imagine the following situation:

- *You and your friends work together to make the room tidy.*

Use "Think, Pair, Share" to discuss:

Q *What would you do to make the room tidy? Why?* [Pause.] *Open your eyes.* [Show prompt 4 and read it aloud.] *Turn to your partner.*

PROMPT 4: "To make the room tidy, my friends and I would . . ."

After partners have talked, show prompt 5 (WA4) and read it aloud. Have one or two volunteers use the prompt to share their partners' thinking with the class.

PROMPT 5: "[Alex] said that to make the room tidy, [he and his friends] would [clean up the spilled paint with rags and put the crayons and markers away]."

Point to the words *tidy* and *untidy* on the cards (WA3) and review the pronunciation and meaning of the words.

Teacher Note

Save the word and picture cards (WA3) to use on Day 3.

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EXTENSION

Explore the Prefix *un-*

Direct the students' attention to the word and picture cards (WA3) from Day 2 and point to the cards for *untidy* and *tidy*. Pronounce each word, review its meaning, and have the students say each word: *untidy* and *tidy*.

Point to the prefix *un-* in *untidy* and explain that *un-* at the beginning of a word can mean "not." Explain that the prefix *un-* is sometimes a clue that the word has a meaning that is the opposite of another word. Review that *untidy* is the opposite of *tidy* and that *untidy* means "messy, or *not* neat."

Remind the students that they learned the word *popular* earlier. Review that *popular* means "liked or used by many." Ask:

Q *What word do you make if you add* un- *to the beginning of the word* popular*?*

If necessary, tell the students that you make the word *unpopular*. Explain that *unpopular* means "not popular," and point out that *popular* and *unpopular*, like *tidy* and *untidy*, are antonyms—words that have opposite meanings.

Ask:

Q *Is a board game that everybody wants to play popular or unpopular? Why?*

Then ask:

Q *If everybody gets tired of the game and nobody wants to play anymore, is the game popular or unpopular? Why?*

Explain that you can add *un-* to the beginning of other words to make pairs of words that are antonyms.

As you or the students use words with the prefix *un-* during the year, point them out. For example, if a student says that someone's shoe is untied, point out that *untied* is the opposite of *tied*; *untied* means "not tied."

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Weekly Review Day 3

In this lesson, the students:

- Review and practice using this week's words
- Build their speaking and listening skills
- Work in a responsible way

Words Reviewed

affectionate
Affectionate means "showing that you like or love someone."

impolite
Impolite means "rude or not well-mannered or polite."

untidy
Untidy means "messy or not neat."

tidy
Tidy means "neat or not messy."

Materials

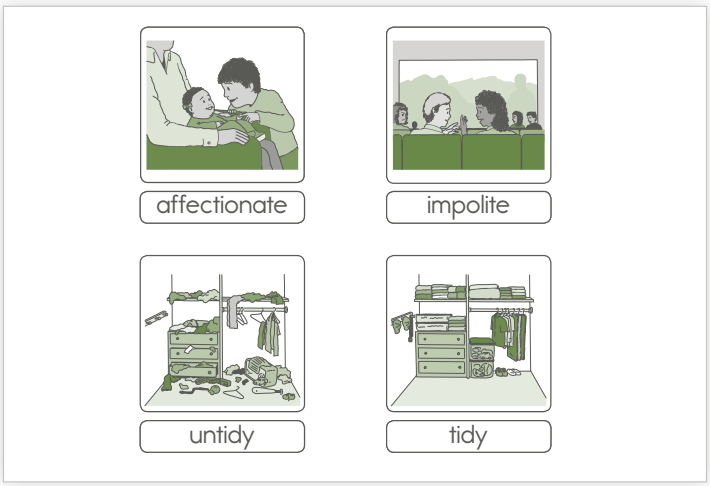
- Word and picture cards (WA3) from Day 2
- Day 3 prompts (WA5)
- Copy of this week's family letter (BLM1) for each student
- (Optional) Copy of the "Week 30 Crossword Puzzle" (BLM5) for each student

REVIEW THE WORDS

1 Briefly Review This Week's Words

Display the word and picture cards (WA3) from Day 2. Review the pronunciation and meaning of each word.

WA3



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Display the day 3 prompts (WA5) and explain that the students will use these prompts to discuss the words today. Ask:

Q *Which of the words do you think was the most interesting or fun to learn? Why?* [Point to prompt 1 and read it aloud.] *Turn to your partner.*

WA5

I think the word _____ was the most [interesting/fun] to learn because . . .

PROMPT 1: "I think the word [*untidy*] was the most [interesting/fun] to learn because . . ."

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

PRACTICE USING THE WORDS

ELPS 3.H.iii
Step 2
(all, beginning on page 528 and continuing on to page 529)

2 Play "Finish the Story"

Tell the students that they will play the game "Finish the Story" using the words *affectionate* and *impolite*. Review that you will tell a story, leaving off the last word. Then partners will decide whether the word *affectionate* or *impolite* will make the best ending for the story and explain why they think so.

Begin by reading the following story aloud twice:

- *Tess gave her grandmother a big hug. She said, "I love you so much, Grandma!" Tess was being _____."*

Ask:

Q *Which word is the best ending for the story:* affectionate *or* impolite? *Why?* [Show prompt 2 and read it aloud.] *Turn to your partner.*

PROMPT 2: "I think [*affectionate*] is the best ending for the story because . . ."

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

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Reread the story, adding the word *affectionate* at the end.

Repeat the procedure to discuss the following stories:

- *Shawn invited Peter to his house for lunch. Peter said, "I'll only come if you have my favorite food—pizza." Peter was being _____.* (impolite)
- *Raylynn said, "Some cats stay away from people, but not mine. She loves people. She cuddles in their laps and licks their hands. She is very _____."* (affectionate)
- *Marcos said, "I think it's rude when people interrupt me. I should get to finish what I'm saying before someone else talks. Interrupting is _____."* (impolite)

3 Play "Tidy or Untidy?"

Tell the students that partners will play a game called "Tidy or Untidy?" Explain that you will describe something, and then partners will discuss whether they think what you described is tidy or untidy and explain why.

Begin by reading the following aloud:

Q *A car with newspapers, empty coffee cups, and crumbs on the seats: tidy or untidy? Why?* [Show prompt 3 and read it aloud.] *Turn to your partner.*

PROMPT 3: "A [car with newspapers, empty coffee cups, and crumbs on the seats] is [untidy] because . . ."

After partners have talked, have one or two volunteers share their thinking with the class.

Repeat the procedure to discuss the following:

Q *A dinner table with the plates, napkins, and glasses neatly arranged: tidy or untidy?* [Point to prompt 3 and read it aloud.] *Turn to your partner.* (tidy)

Q *A kitchen sink filled with dirty dishes: tidy or untidy?* [Point to prompt 3 and read it aloud.] *Turn to your partner.* (untidy)

Q *A child's bedroom with the bed neatly made and all the toys placed in baskets: tidy or untidy?* [Point to prompt 3 and read it aloud.] *Turn to your partner.* (tidy)

Teacher Note

You might remind the students that they learned the word *arrange* earlier, and that *arrange* means "put a group of things or people in a particular order."

Teacher Note

Send home with each student a copy of this week's family letter (BLM1). Encourage the students to talk about this week's words with their families.

Teacher Note

To provide the students with additional review of words taught during Weeks 29 and 30, you might distribute a copy of the "Week 30 Crossword Puzzle" (BLM5) to each student.

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Appendix
A

VOCABULARY LESSONS AND *MAKING MEANING*

This table shows each week of the vocabulary lessons, the read-aloud text used during that week, and the week in which that text was taught in the *Making Meaning Teacher's Manual*. We suggest that you teach a week from the *Vocabulary Teaching Guide* one week after you have taught the corresponding week in the *Teacher's Manual*. (For example, teach Vocabulary Week 1 a week after you have taught Unit 1, Week 1 in the *Teacher's Manual*.)

Making Meaning Vocabulary Teaching Guide	Read-aloud Text(s)	*Making Meaning* Teacher's Manual
Week 1	*Quick as a Cricket*	Unit 1, Week 1
Week 2	*When I Was Little*	Unit 1, Week 2
Week 3	*People in My Neighborhood; Places in My Neighborhood*	Unit 1, Week 3
Week 4	*It's Mine!*	Unit 1, Week 4
Week 5	*Matthew and Tilly*	Unit 2, Week 1
Week 6	*McDuff and the Baby*	Unit 2, Week 2
Week 7	*Chrysanthemum*	Unit 2, Week 3
Week 8	*Curious George Goes Camping*	Unit 3, Week 1
Week 9	*Angelina and Henry*	Unit 3, Week 2
Week 10	*Peter's Chair*	Unit 3, Week 3
Week 11	"Sliding Board" from *Did You See What I Saw? Poems about School*; "The Balloon Man"	Unit 4, Week 1
Week 12	*In the Tall, Tall Grass*	Unit 4, Week 2
Week 13	*Sheep Out to Eat*	Unit 4, Week 3
Week 14	*The Snowy Day*	Unit 4, Week 4
Week 15	*An Extraordinary Egg*	Unit 5, Week 1
Week 16	*George Washington and the General's Dog*	Unit 5, Week 2
Week 17	*The Bumblebee Queen*	Unit 5, Week 3
Week 18	*Down the Road*	Unit 5, Week 4
Week 19	*Using Your Senses*	Unit 6, Week 1
Week 20	*Sleep Well: Why You Need to Rest*	Unit 6, Week 2
Week 21	*Dinosaur Babies*	Unit 6, Week 3
Week 22	*An Ocean of Animals*	Unit 7, Week 1

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(continued)

Making Meaning Vocabulary Teaching Guide	Read-aloud Text(s)	*Making Meaning* Teacher's Manual
Week 23	*Big Blue Whale*	Unit 7, Week 2
Week 24	*Chameleons Are Cool*	Unit 7, Week 3
Week 25	*Birds: Winged and Feathered Animals*	Unit 7, Week 4
Week 26	*Throw Your Tooth on the Roof*	Unit 8, Week 1
Week 27	*Velociraptor*	Unit 8, Week 2
Week 28	*A Day in the Life of a Garbage Collector*	Unit 8, Week 3
Week 29	*An Elephant Grows Up*	Unit 8, Week 4
Week 30	*Julius*	Unit 9, Week 1

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Appendix B

GRADE 1 WORDS AND DEFINITIONS

This table shows each word taught in grade 1 in alphabetical order, its definition, the week in which the word is introduced, and the number of its corresponding word card and picture card.

Word	Definition	Week	Card
admire	*Admire* means "look at something and like it because you think it is nice or pretty."	6	22
adult	An *adult* is a "grown-up, or a person who is no longer a child."	26	101
adventure	An *adventure* is "something you do that is thrilling, or very exciting."	14	56
affectionate	*Affectionate* means "showing that you like or love someone."	30	117
amazing	*Amazing* means "very surprising." When you see something amazing, you might say, "Wow! Look at that!"	25	99
appetite	*Appetite* is a "desire or strong wish for food."	13	49
arrange	*Arrange* means "put a group of things or people in a particular order."	10	38
arrive	*Arrive* means "come to a place."	6	21
astonished	*Astonished* means "very surprised."	15	60
audible	*Audible* means "loud enough to be heard." If a sound is audible, you can hear it.	19	73
bad-tempered	*Bad-tempered* means "grumpy." Someone who is bad-tempered gets angry or annoyed very easily.	24	96
beam	*Beam* means "smile a big, big smile."	7	28
bob	*Bob* means "move up and down."	11	43
bold	*Bold* means "brave." When you are bold, you are not afraid to do something new or scary.	1	3
chomp	*Chomp* means "take big, noisy bites."	13	50
collapse	*Collapse* means "fall down suddenly."	10	39
commotion	*Commotion* is "noisy activity or confusion."	13	51
contents	*Contents* are the "words, pictures, and other information in a book." *Contents* can also mean "things that are found inside of something such as a can, box, or bag."	28	109
cooperate	When you cooperate, you work with someone else to get something done.	17	67
crabby	*Crabby* means "grumpy or grouchy." Someone who is crabby is in a bad mood.	5	18
crush	*Crush* means "press or squeeze something so hard that it breaks or is bent out of shape."	26	104

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(continued)

Word	Definition	Week	Card
curious	If you are curious about something, you are interested in it and want to know about it.	8	29
dart	*Dart* means "move suddenly and quickly."	12	46
delighted	*Delighted* means "very happy."	1	2
destination	A *destination* is the "place where someone or something is going."	28	112
dine	*Dine* means "eat."	25	98
disappear	When something disappears, you cannot see it or find it.	27	107
discover	*Discover* means "find something, especially something that was hidden or lost."	21	82
disgusting	*Disgusting* means "yucky." When something is disgusting, it is nasty or very unpleasant.	2	7
dump	*Dump* means "empty or unload something in a rough or careless way." You dump something you are not worried about damaging or breaking, such as garbage or dirt.	28	111
earsplitting	*Earsplitting* means "very loud." An earsplitting sound is so loud that it hurts your ears.	19	76
essential	If something is essential, you need it. You cannot do without it.	20	77
evidence	*Evidence* is "facts, objects, or signs that help prove something is true."	21	81
exclaim	*Exclaim* means "say something suddenly or with strong feeling, especially because you are surprised, excited, or angry."	15	59
extraordinary	*Extraordinary* means "very special or different." Something that is extraordinary is far from ordinary.	15	58
faint	*Faint* means "difficult to hear." A faint sound is so soft that you can barely hear it.	19	75
feast	A *feast* is a "large meal." People sometimes have a feast on a special occasion such as a holiday or a birthday.	23	91
ferocious	*Ferocious* means "violent or dangerous." A ferocious animal looks angry and ready to attack.	27	105
firm	When something is firm, it does not fall apart or bend or break easily. Something that is firm is strong and made to last a long time.	14	55
flash	*Flash* means "move or pass by very quickly."	9	36
fond	If you are fond of something or someone, you like the thing or person very much.	18	71
frigid	*Frigid* means "very, very cold."	14	53
future	The *future* is the "time to come." The future has not happened yet.	22	87
gather	*Gather* means "come or bring together in one place or group."	29	114
gigantic	*Gigantic* means "very, very big."	21	84
glide	*Glide* means "move smoothly and easily."	11	41
glow	*Glow* means "give off a soft, steady light."	12	47

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(continued)

Word	Definition	Week	Card
gulp	*Gulp* means "swallow something quickly."	23	89
habitat	A *habitat* is a "place where a plant or animal lives."	22	85
hero	A *hero* is "someone you look up to because the person is brave or good or has done something special."	16	61
hope	*Hope* means "wish for something or want something to happen."	6	23
hover	*Hover* means "stay in the air, flying right above something."	25	100
howl	*Howl* means "make a loud, crying sound."	9	35
humorous	*Humorous* means "funny."	7	27
impolite	*Impolite* means "rude or not well-mannered or polite."	30	118
inaudible	*Inaudible* means "not loud enough to be heard." If a sound is inaudible, you cannot hear it.	19	74
independent	*Independent* means "able to do things on your own." When you are independent, you don't need to ask for help.	2	6
inspect	*Inspect* means "look carefully at something."	28	110
journey	A *journey* is a "trip to someplace far away."	23	92
lunge	*Lunge* means "move forward suddenly, often to grab or attack something."	12	48
match	If things match, they look the same or about the same.	26	102
meadow	A *meadow* is a "big, grassy field."	18	70
memory	A *memory* is "something you remember from the past."	2	5
migrate	*Migrate* means "move from one country or area to another."	25	97
miserable	*Miserable* means "very sad or unhappy."	7	25
moan	*Moan* means "make a low, sad sound because you are unhappy or in pain."	9	34
munch	*Munch* means "chew something in a noisy way." When you munch something, you often make a crunching sound.	12	45
mutter	*Mutter* means "speak in a low, unclear way with your mouth nearly closed."	10	37
neighborhood	Your neighborhood is the "group of streets, houses, and stores near your home."	3	9
neighborly	When you are neighborly, you are "friendly and helpful to your neighbors."	3	10
nervous	*Nervous* means "worried or afraid." When you are nervous, you are not able to relax.	20	80
odd	*Odd* means "strange." If something is odd, it is difficult to explain or understand.	8	32
odor	*Odor* means "smell." When something has a bad odor, it does not smell good.	8	31

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(continued)

Word	Definition	Week	Card
ordinary	*Ordinary* means "normal or common." Something that is ordinary is not special or different in any way.	15	57
pack	A *pack* is a "group of wild animals that live and hunt together."	27	106
peaceful	*Peaceful* means "calm and quiet."	4	16
persevere	When you persevere, you do not give up. You keep trying even when something is difficult.	16	63
pile	A *pile* is "many things gathered together in the shape of a small hill."	14	54
popular	*Popular* means "liked or used by many."	29	113
possession	A *possession* is "something that belongs to someone."	7	26
pout	When you pout, you stick out your bottom lip, usually because you are sad, mad, or disappointed.	13	52
powerful	*Powerful* means "very strong."	26	103
predator	A *predator* is an "animal that hunts other animals for food."	22	88
prey	*Prey* is an "animal that is hunted by another animal for food."	24	95
protect	*Protect* means "keep someone or something safe from harm or danger."	21	83
quarrel	*Quarrel* means "argue."	4	13
rapidly	*Rapidly* means "very quickly or very fast."	1	1
relax	When you relax, you rest. You feel calmer and less worried.	20	78
remain	*Remain* means "stay."	29	116
rescue	*Rescue* means "save someone or something from danger."	5	17
resent	*Resent* means "feel hurt or angry about something that has been done or said to you."	10	40
respect	When you respect someone, you have a good opinion of the person. You admire, or like, the person because of what the person has done or how the person has behaved.	16	64
ridiculous	*Ridiculous* means "very silly."	24	93
rumble	Something that rumbles makes a deep, heavy sound that goes on and on.	4	14
rush	*Rush* means "move somewhere or do something very quickly."	3	12
scrumptious	*Scrumptious* means "tasty or delicious." Scrumptious foods taste and smell yummy.	2	8
shallow	*Shallow* means "not deep."	22	86
snuggle	*Snuggle* means "lie close to someone or something, or hold something close for warmth."	17	66
sob	*Sob* means "cry with short gasps of breath." When you sob, you cry so hard that it is difficult for you to catch your breath.	18	72
spot	*Spot* means "see or notice someone or something that is hard to see." *Spot* also means a "small mark or stain on something."	3	11

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(continued)

Word	Definition	Week	Card
squint	*Squint* means "squeeze your eyelids almost closed while you look at something."	6	24
stomp	When you stomp, you put a foot down hard or walk with heavy, loud footsteps.	5	19
store	*Store* means "keep something to use later." *Store* also means a "place where you buy things such as food, clothing, or toys."	23	90
study	When you study something, you spend time learning about it.	27	108
surroundings	Your *surroundings* are the "place where you are, and all the people and things around you."	24	94
thrilling	*Thrilling* means "very exciting."	11	42
tidy	*Tidy* means "neat or not messy."	30	120
timid	*Timid* means "shy or afraid."	1	4
track	*Track* means "search for a person or animal by following a smell or footprints on the ground."	16	62
tremble	*Tremble* means "shake or shiver because you are scared or cold."	4	15
trust	If you trust someone, you feel safe with that person. You know that person won't harm you.	20	79
tug	*Tug* means "give something a hard pull."	11	44
twirl	*Twirl* means "turn or spin around quickly."	9	33
underground	*Underground* means "below or under the ground."	17	68
untidy	*Untidy* means "messy or not neat."	30	119
vegetation	*Vegetation* means "plants." Grass, flowers, trees, and bushes are examples of vegetation.	29	115
wander	If you wander, you get lost or move away from where you are supposed to stay.	8	30
wobble	*Wobble* means "move from side to side in an unsteady way."	18	69
wonder	When you wonder about something, you want to know about it.	5	20
wriggle	*Wriggle* means "twist and turn from side to side."	17	65

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Appendix C

INDEPENDENT WORD-LEARNING STRATEGIES

The tables below show the weeks in which each independent word-learning strategy is introduced or reviewed, and which words are used to introduce or review the strategy. (Words formally taught in the vocabulary lessons are bold.) Whenever a strategy is reviewed in a More Strategy Practice (MSP) activity, the activity is listed in the table as well.

Recognizing Synonyms

Week	Word(s)
1	**delighted**, happy (Day 1, Step 5) **bold**, brave (Day 2, Step 2) **timid**, shy, afraid (Day 2, Step 4) MSP: Start a Synonym Word Wall
2	**disgusting**, yucky (Day 2, Step 2) **scrumptious**, tasty, delicious (Day 2, Step 4)
4	**quarrel**, argue (Day 1, Step 1)
6	**admire**, like (Day 1, Step 3)
7	**miserable**, sad, unhappy (Day 1, Step 1) **humorous**, funny (Day 2, Step 2)
8	**odor**, smell (Day 2, Step 2) **odd**, strange (Day 4, Step 4)
24	**bad-tempered**, grumpy (Day 2, Step 4)
25	**dine**, eat (Day 1, Step 3)
26	MSP: Review Synonyms by Playing "They Mean the Same Thing"

Recognizing Antonyms

Week	Word(s)
15	**ordinary**, **extraordinary** (Day 1, Step 1) MSP: Start an Antonym Word Wall
19	**audible**, **inaudible** (Day 1, Step 3)
22	**shallow**, deep (Day 1, Step 3)
30	**tidy**, **untidy** (Day 2, Step 2)

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Using Context to Determine Word Meanings

Week	Word(s)
18	**meadow** (Day 1, Step 4) MSP: Use Picture Clues to Determine Word Meanings
23	**journey** (Day 2, Step 4) MSP: Play "Use the Clues"
25	**migrate**

Recognizing Shades of Meaning

Week	Word(s)
5	**stomp** (Day 2, Step 2) MSP: Review the Word *Stomp* and Talk More About Shades of Meaning
7	**miserable** (Day 1, Step 1) MSP: Review *Miserable* and Talk More About Shades of Meaning **beam** (Day 2, Step 4)
9	**flash** (Day 2, Step 4)
10	**mutter** MSP: Review *Mutter* and Discuss Shades of Meaning
13	**chomp**, **munch** (Day 1, Step 3)
14	**frigid** (Day 1, Step 1)
15	**astonished** (Day 2, Step 4)
18	**sob** (Day 2, Step 4)
21	**gigantic** (Day 2, Step 4)
23	**gulp**, **chomp** MSP: Discuss *Chomp* and *Gulp* and Review Shades of Meaning

Recognizing Words with Multiple Meanings

Week	Word(s)
3	**spot** (Day 2, Step 4)
7	**beam** MSP: Explore Multiple Meanings of *Beam*
8	**wander** MSP: Discuss Multiple Meanings of *Wander*
15	MSP: Discuss Multiple Meanings of the Word *Watch*
23	**store** (Day 1, Step 5)
24	MSP: Explore Multiple Meanings of *Cool*

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Using Inflectional Endings

Week	Word(s)
3	**spot**, **rush** (*-s* and *-es*: Day 2, Step 7)
4	**quarrel**, catch (*-s* and *-es*) MSP: Review the Inflectional Endings *-s* and *-es*
9	**howl**, **flash** (*-ed*: Day 2, Step 6)
10	**collapse** (*-ing*: Day 2, Step 5)
12	**munch**, **dart** (*-ing*) MSP: Review the Inflectional Ending *-ing*
13	**pout** (*-ed*) MSP: Review the Inflectional Ending *-ed*

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Appendix D

ADDITIONAL ACTIVITIES

EXTENSION ACTIVITIES

Extension activities provide an opportunity to introduce the students to independent word-learning strategies not formally taught in the program, such as using picture clues to determine word meanings, and to explore how authors use language in interesting ways. The table below shows the weeks in which Extension activities appear and the names of the activities.

Week	Activities
1	Use the Vocabulary Words Throughout the Day
2	Use the Vocabulary Words Throughout the Day
4	Explore Descriptive Language in *It's Mine!*
5	Explore the Word *Squiggly*
6	Explore the Suffix *-er*
7	Explore Descriptive Language in *Crysanthemum*
11	Explore Rhythm in "The Balloon Man"
12	Explore Movement Words in *In the Tall, Tall Grass*
13	Explore Rhyming Words in *Sheep Out to Eat*
15	Explore Figurative Language in *An Extraordinary Egg*
16	Review the Suffix *-er*
17	Introduce the Suffix *-y* Explore Compound Words
18	Explore Sound Words in *Down the Road*
19	Explore the Prefix *-in*
22	Explore the Compound Words *Overhead* and *Sunlight*
23	Explore Academic Language in *Big Blue Whale*
27	Explore Academic Language in *Velociraptor*
28	Explore the Suffix *-or*
30	Explore the Prefix *un-*

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MORE ELL SUPPORT ACTIVITIES

More ELL Support activities provide English Language Learners with additional opportunities to build vocabulary and oral language skills. The table below shows the weeks in which More ELL Support activities appear and the names of the activities.

Week	Activities
5	Brainstorm Movement Words
7	Draw a Favorite Possession
9	Explore Storm Sounds in *Angelina and Henry*
11	Words That Rhyme
12	Act Out Animals
14	Draw a Picture of an Adventure
15	Discuss an Ordinary and an Extraordinary Lunch
25	Describe Amazing Animals
29	Search for Vegetation

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Appendix
E

SPANISH COGNATE PRONUNCIATIONS

Week	Spanish Word	Pronunciation	English Word
1	tímido/a	TEE-mee-doh/dah	timid
2	memoria	meh-MOH-reeah	memory
2	independiente	een-deh-pehn-deeEHN-teh	independent
4	temblar	tehm-BLAHR	tremble
6	admirar	ahd-mee-RAHR	admire
7	posesión	poh-seh-seeOHN	possession
8	curioso/a	coo-reeOH-soh/sah	curious
10	colapsar	coh-lahp-SAHR	collapse
10	resentirse	reh-sehn-TEER-seh	resent
13	apetito	ah-peh-TEE-toh	appetite
14	pila	PEE-lah	pile
14	firme	FEEHR-meh	firm
14	aventura	ah-vehn-TOO-rah	adventure
15	ordinario/a	ohr-dee-NAH-reeoh	ordinary
15	extraordinario/a	ehks-trah-ohr-dee-NAH-reeoh/reeah	extraordinary
15	exclamar	ehks-clah-MAHR	exclaim
16	héroe	EH-roh-eh	hero
16	perseverar	pehr-seh-veh-RAHR	persevere
16	respetar	rehs-peh-TAHR	respect
17	cooperar	coh-oh-peh-RAHR	cooperate
19	audible	ah-oo-DEE-bleh	audible
19	inaudible	een-ah-oo-DEE-bleh	inaudible
20	esencial	eh-sehn-seeAHL	essential
20	relajarse	reh-lah-HAHR-seh	relax
20	nervioso/a	nehr-veeOH-soh/sah	nervous
21	evidencia	eh-vee-DEHN-seeah	evidence
21	descubrir	dehs-coo-BREER	discover
21	proteger	proh-teh-HEHR	protect
21	gigantesco/a	hee-gahn-TEHS-coh/cah	gigantic

(continues)

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(continued)

Week	Spanish Word	Pronunciation	English Word
22	hábitat	AH-bee-taht	habitat
22	futuro	foo-TOO-roh	future
22	depredador	deh-preh-dah-DOHR	predator
24	ridículo/a	ree-DEE-coo-loh/lah	ridiculous
26	adulto	ah-DOOL-toh	adult
27	feroz	feh-ROHS	ferocious
27	estudiar	ehs-too-deeAHR	study
28	inspeccionar	eens-pehk-seeoh-NAHR	inspect
29	popular	poh-poo-LAHR	popular
29	vegetación	veh-heh-tah-seeOHN	vegetation

(continues)

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Appendix F

VOCABULARY WORDS K–6

GRADE K

active
allow
amusing
assist
assortment
bright
care for
collide
comfort
comfortable
communicate
companion
complete
concerned
confident
container
courageous
cozy
creature
creep
crowded
cupboard
decide
delicious
depart
describe
determined
diet
difficult
disappointed
drowsy
eager
edge
energetic
enjoy
enormous
evening
excited
exhausted
explore
face
fact
fits
fluffy
frightened
frustrated
furious
generous
glance
gooey
greet
grin
haul
healthy
icy
imitate
invite
kind
land
lonely
machine
mend
mighty
need
nuisance
observe
overhead
passenger
patient
pedestrian
peer
persistent
playful
pleasant
pleased
pointy
pounce
practice
proud
release
repair
rocky
rough
scoop
scoot
scramble
signal
similar
snatch
snooze
soar
soggy
sphere
straight
stuck
survive
swiftly
switch
tame
tangled
tasty
tip
train
transportation
travel
uncomfortable
uncrowded
unhealthy
unkind
unpleasant
upset
useful
various
visible
wade
warn
weak
welcome
whirl
wild

GRADE 1

admire
adult
adventure
affectionate
amazing
appetite
arrange
arrive
astonished
audible
bad-tempered
beam
bob
bold
chomp
collapse
commotion
contents
cooperate
crabby
crush
curious
dart
delighted
destination
dine
disappear
discover
disgusting
dump
earsplitting
essential
evidence
exclaim
extraordinary
faint
feast
ferocious
firm
flash
fond
frigid
future
gather
gigantic
glide
glow
gulp
habitat
hero
hope
hover
howl
humorous
impolite
inaudible
independent

(continues)

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(continued)

inspect
journey
lunge
match
meadow
memory
migrate
miserable
moan
munch
mutter
neighborhood
neighborly
nervous
odd
odor
ordinary
pack
peaceful
persevere
pile
popular
possession
pout
powerful
predator
prey
protect
quarrel
rapidly
relax
remain
rescue
resent
respect
ridiculous
rumble
rush
scrumptious
shallow
snuggle
sob
spot
squint
stomp
store
study
surroundings
thrilling
tidy
timid
track
tremble
trust
tug
twirl
underground
untidy
vegetation
wander
wobble
wonder
wriggle

GRADE 2

accompany
annoy
appreciate
approach
approve
attach
attract
behave
beneficial
blob
bulge
chaos
characteristic
collect
compassionate
complex
congratulate
conserve
consume
content
convince
create
damp
dash
decrease
delightful
disapprove
discover
disguise
disobedient
downcast
dull
duplicate
eavesdrop
eavesdropper
ecstatic
embarrass
encourage
expand
expert
fabulous
fade
familiar
fearful
fearless
fetch
flap
flexible
flop
fragile
fragrant
fresh
genius
glare
gleam
gobble
gratitude
grip
grumble
guide
hospitality
host
huddle
hurl
insist
miniature
misbehave
murmur
mushy
necessary
notorious
numerous
obedient
occasionally
optional
overalls
overjoyed
pester
picky
plenty
precaution
predict
prepare
provide
racket
rarely
recently
recreation
regularly
routine
rude
scrunch
shelter
shimmer
shriek
sip
slurp
sniffle
solid
steer clear
stream
strenuous
stuff
stunned
sturdy
swirl
teamwork
terrible
terrific
tourist
treat
tumble
unique
unusual
unwelcome
usual
valuable
vanish
variety
whimper

GRADE 3

abandon
achieve
adapt
adjust
adventuresome
advise
aggressive
appetizing
aroma
astounding
avoid
ban
barricade
belongings
bewildered
blow your top
boast
brainstorm

(continues)

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(continued)

bustle
caretaker
celebration
challenge
cherish
clatter
clench
cling
clutch
cluttered
coax
collaborate
comfy
command
commence
considerate
contentment
convenient
cross
customary
dazzle
deadly
debris
decline
delirious
depend
detect
determination
devastate
differ
diligent
disaster
disorganized
display
disrupt
distress
diverse
dodge
doubtful
durable
ease
energize
evacuate
exhilarated
faint
fantasize
fantastic
fierce/fiercest
flabbergasted
flashy
flick
flimsy
floppy
flutter
forbid
fortunate
frank
fret
fury
generally
ghastly
graceful
gruff
handy
have a change of heart
have eyes in the back of your head
hazardous
headstrong
heartbreaking
horizontal
immature
immense
impermissible
improvise
industrious
intense
joyful
likely
lively
long
lounge
magnificent
mature
memorable
motion
nifty
obstinate
opportunity
original
overwhelmed
particularly
permissible
permit
persist
plain
plop
prefer
prowl
quiver
rap
realize
recall
reconsider
refreshing
reluctant
require
retrieve
reunite
roam
ruckus
savory
scan
secure
self-confident
serve
shuffle
silky
skill
skillful
slog
slump
snap
snug
sorrowful
spectacular
speechless
speedy
squirm
strain
stressful
struggle
successful
swarm
swerve
task
texture
threatened
throw yourself into something
tip
trample
unaggressive
unexpected
unfortunate
ungrateful
unlikely
unsuccessful
unwind
urgent
utter
valuable
vertical
volunteer
well-organized
whiz
whoop
whoosh

GRADE 4

adequate
adore
alternative
ambition
amiable
analyze
apprehensive
bellow
bizarre
bliss
blotch
blurt out
boost
ceremony
circulate
circumstances
compromise
conceal
conditions
consistent
consistently
crave
creak
critical
crouch
custom
dazed
deceive
defy
dejected
dense
desire
desperate
dissimilar
dubious
edible
eerie
effective
elated
eligible
endure
engage
enraged
ensure

(continues)

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(continued)

enthusiastic
envision
equitable
exclusive
experience
feat
flee
focus
formal
fume
function
get-up-and-go
gleeful
glower
glum
greedy
harass
hardship
hazard
hinder
humane
humble
humdrum
ideal
imposing
impressive
imprudent
in the blink of an eye
inadequate
inclusive
inconsistent
indignantly
inedible
ineffective
ineligible
inequitable
informal
inhumane
initial
inspire
integrate
intimidate
intricate
jittery
jubilant
keen
labor
landscape
launch
lend a hand
lethal
loathe
luscious
manually
merit
misfortune
misjudge
mislead
mistreat
mysterious
neglect
nosing around
note
obstacle
offer
optimistic
pelt
perilous
permanent
pessimistic
plead
plunge
precarious
precise
prior to
process
proficient
prudent
pursue
raises eyebrows
recede
reduce
refuge
rejoice
reminisce
reputation
resemble
revere
rickety
rove
rowdier
rowdy
rubble
rugged
rummage
safeguard
sag
sandwiched
scrutinize
secure
seek
segregate
sensitive
serene
severe
sidesplitting
slight
speculate
stalk
survey
sustain
temporary
thoroughly
tilt
topple
transform
trend
trim
uniform
unwise
valiant
vigilant
wise
yearn

GRADE 5

academic
advantage
argue
battered
befuddled
billow
blow off steam
blunt
breathtaking
budge
bundle
calamity
cantankerous
clamber
clamor
clank
clash
cluster
commit
compel
comply
conspicuous
consume/consumer
contact
contemplate
contented
convert
cuisine
currently
dab
daring
defenseless
delectable
deliberately
dependent
desert/deserter
desirable
deteriorate
device
devour
dignified
dilapidated
dim
disadvantage
discontinue
discourteous
disposition
dissatisfied
drastic
dwelling
efficient
emerge
engrossed
envious
establish
ethical
exert
extend
fanciful
get on board
grimace
grotesque
hair-raising
harbor
heartless
heave
helter-skelter
heroine
hospitable
hunch
hunger
impact
indicate
inefficient
influence
inform
injustice
insignificant
interact
international
intrigue

(continues)

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(continued)

knowledgeable
loll
lose your nerve
lurch
lurk
lush
luxurious
master
meager
memento
mobile
moist
momentous
moocher
motionless
mystify
negative
nourish
on pins and needles
pandemonium
peculiar
peer
picturesque
plummet
pollute
positive
prejudice
preposterous
preteen
priority
procedure
protest
quality
reassure
regulate
reliable
resilient
resist
resolve
restore
restriction
reuse
reverie
rustle
scarce
scour
selfless
sequence
significant
sociable
solitary
soothe
spectacle
squander
stamina
stroll
stun
suit
supporter
supreme
surge
tattered
thoughtful
thoughtless
throng
thrust
thunderous
towering
tranquil
trickle
typical
uneasy
unethical
values
vary
vast
vexed
vivid
wide-eyed
widespread
wobbly

GRADE 6

abruptly
access
accessible
acknowledge
acquire
acute
adamant
adhere
adjacent
adversity
altruistic
appeal
appropriate
arduous
aspire
assert
awkward
bark
beckon
bind
catastrophe
clump
commercial
compatible
competent
composed
conceivable
condone
confide
congested
consensus
consider
cordial
counsel
cower
cruise
despair
dismal
distinctive
document
dramatic
elegant
encounter
enigma
erroneously
eventful
exasperated
excel
exceptional
excessive
expose
external
extract
extreme
flail
forethought
forlorn
frail
frantic
gargantuan
get down to business
gregarious
grit
guidance
heartwarming
hideous
hostile
hullabaloo
hurtle
hypocrite
impermanent
in the doghouse
inch
incident
incompetent
inconceivable
inconsolable
inconspicuous
incredulous
initiative
intensify
intently
internal
intrude
jostle
just
leisure
linger
livelihood
magnanimous
majestic
meticulous
mimic
mistrustful
modify
monitor
mount
muddled
nimble
nonhuman
nonviolent
obligation
ooze
overcome
overworked
particular
passionate
pastime
plot
pluck
potential
precede
presentable
press
prickly
prohibited
promote
rate
ravenous
reasonable
reflect
resigned

(continues)

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(continued)

salvage	skim	subterranean	tongue-tied	understanding
scamper	sleek	summon	trace	unjust
scavenge	sling	sumptuous	trek	unpredictable
scurry	spew	supervision	tribulation	unreasonable
self-sufficient	step up to the plate	suppress	trigger	unsettled
shatter	stew	surreptitiously	trudge	view
sheepish	stoop	teeter	turmoil	vital
shift	storm	tenacious	ubiquitous	vulnerable

(continues)

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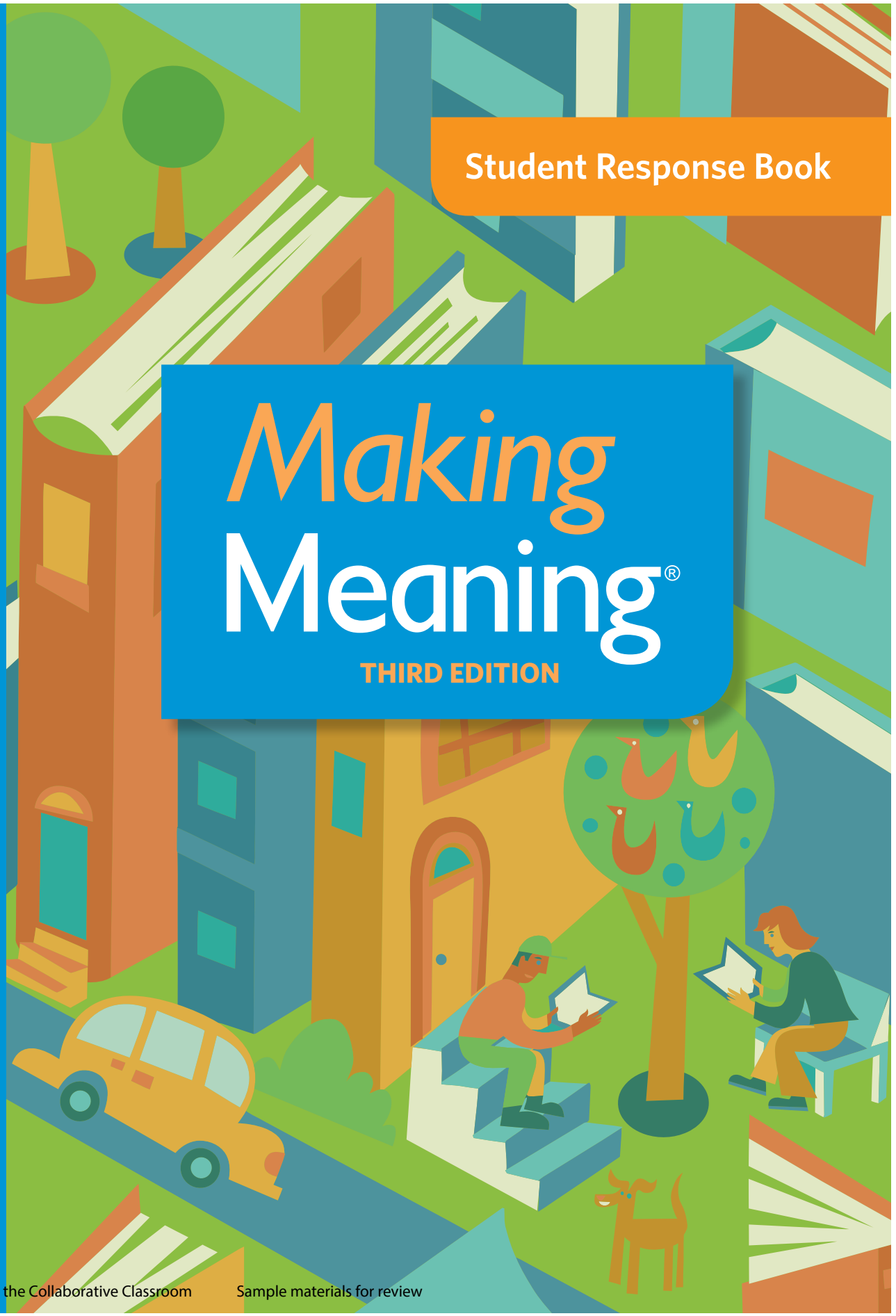

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How I Pictured

"The Balloon Man"

Name:

Draw a picture of the balloon man.

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How I Pictured

The Snowy Day

Name:

Draw a picture of the snowy day.

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What I Wonder

About George Washington

Name:

I wonder _____

I wonder _____

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What I Wonder

About *The Bumblebee Queen*

Name:

I wonder _____

I wonder _____

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How I Pictured

Down the Road

Name:

Draw a picture about the part where Mama finds Hetty and Papa sitting in the apple tree.

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A Time I Had Trouble Falling Asleep

Name:

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Make Connections to
Dinosaur Babies

Name:

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What I Learned and Wonder
About Blue Whales

Name:

I learned

I wonder

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What I Learned and Wonder
About Chameleons

Name:

I learned

I wonder

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My Diagram of a Velociraptor

Name:

Draw a picture of a velociraptor and label its parts.

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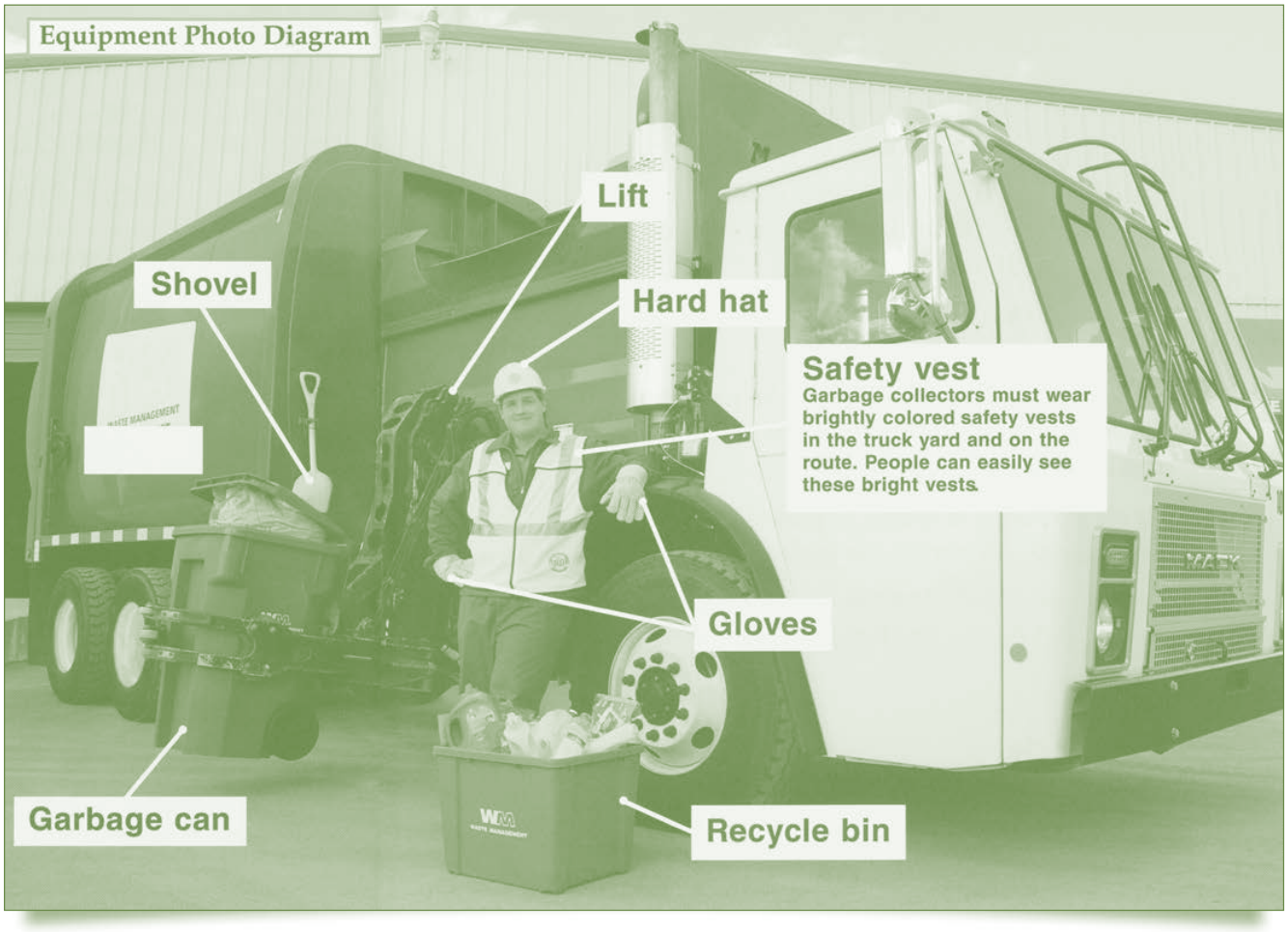
Equipment Photo Diagram

from *A Day in the Life of a Garbage Collector*

Name:



I learned _____

_____

_____

_____

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Thoughts About My Summer Reading

Name:

What kinds of books and stories do you want to read this summer?

Where do you think you might read your books this summer?

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What I Liked About Our Reading Community

Name:

Draw a picture of something you enjoyed about the reading community.

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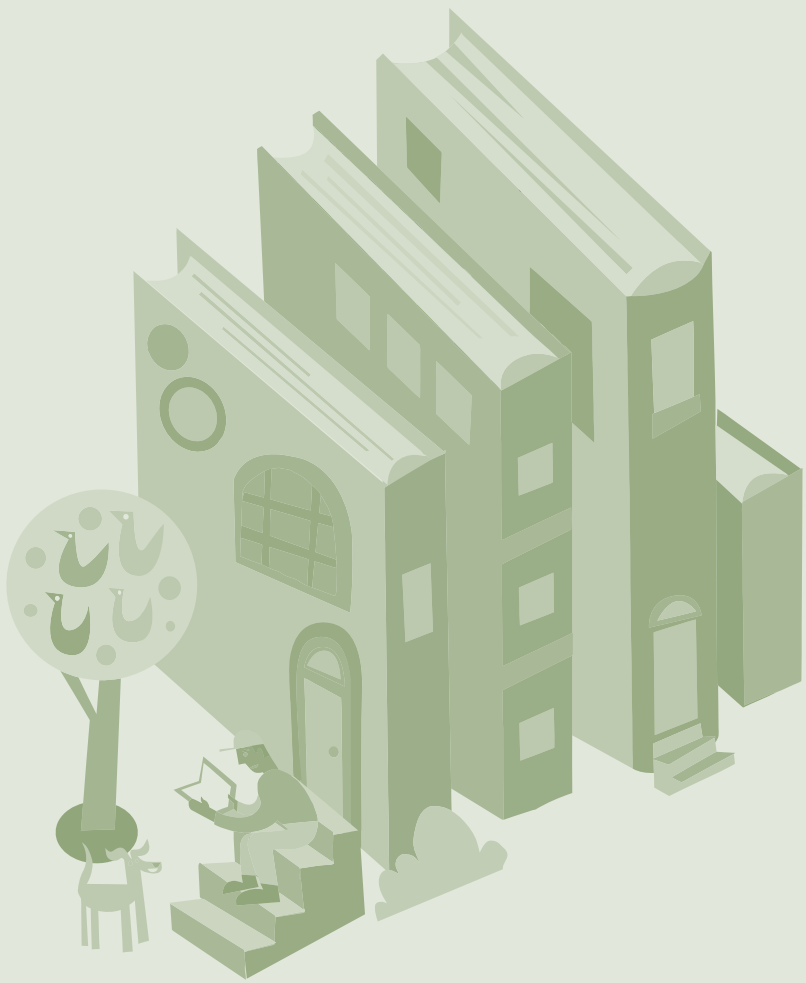
Reading Journal



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Assessment Resource Book

CCC Collaborative Literacy

Making Meaning®

THIRD EDITION



GRADE 1

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Assessment Overview

The assessments that accompany the *Making Meaning® Teacher's Manual* and *Vocabulary Teaching Guide* lessons are designed to help you (1) make informed instructional decisions as you teach the *Making Meaning* program, and (2) track and evaluate your students' reading comprehension, social development, and vocabulary knowledge over time. For descriptions of these assessments, see "About Comprehension and Social Skills Assessments" on the next page and "About Vocabulary Assessments" on page xix.

As you teach the lessons in the *Teacher's Manual* and the *Vocabulary Teaching Guide*, an assessment icon (☑) will alert you whenever an assessment is suggested. If you are using the *Digital Teacher's Set*, you can tap the assessment icon to open the CCC ClassView™ assessment app.

Everything you need to conduct each assessment, including instructions and forms, can be found in this book or can be accessed through the CCC ClassView app (classview.org). Printable forms are also available on the CCC Learning Hub (ccclearninghub.org).

You may choose to record your students' progress using forms copied from this book or printed from the CCC Learning Hub, or you may choose to enter the information electronically using the CCC ClassView app (for more information, see "CCC ClassView App" below).

CCC ClassView App

CCC ClassView is an online application that contains all of the same assessment forms and instructions that are included in this *Assessment Resource Book*. This tool also enables you to electronically collect, sort, synthesize, and report assessment data for each student. When conducting the assessments, you can enter data directly into the CCC ClassView app and then generate reports on the progress of individual students and the class as a whole.

You can access the CCC ClassView app by tapping the assessment icons or links in the *Digital Teacher's Set*, by going directly to the app (classview.org), or by clicking the CCC ClassView button on the grade-level program resources page on the CCC Learning Hub (ccclearninghub.org). For more information about this assessment tool, view the "Using the CCC ClassView App" tutorial (AV41).

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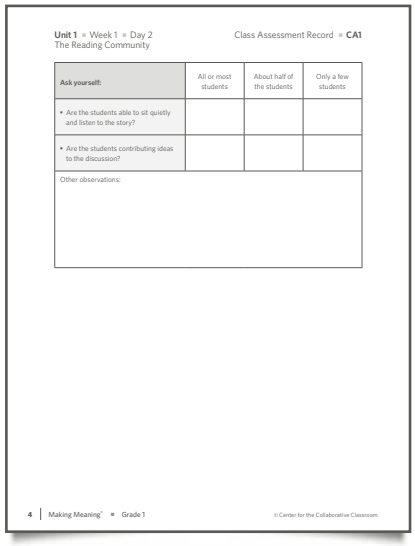
About Comprehension and Social Skills Assessments

The assessments that accompany the *Making Meaning Teacher's Manual* include both formative and summative assessments. These assessments enable you to track and evaluate your students' progress and needs, unit by unit and across the year.

FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students' academic and social growth over time, through class observation and individual conferences. Formative assessments in the program include class assessments and IDR conferences.

Class Assessment



Unit 1 ▪ Week 1 ▪ Day 2
The Reading Community

Class Assessment Record ▪ **CA1**

Ask yourself:	All or most students	About half of the students	Only a few students
• Are the students able to sit quietly and listen to the story?			
• Are the students contributing ideas to the discussion?			
Other observations:			

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The Class Assessment is designed to help you assess the performance and needs of the whole class. As you teach the lessons, a Class Assessment Note in the *Teacher's Manual* will alert you when an assessment is suggested. These notes occur about once per week, during a time in the lesson when the students are demonstrating their use of the strategies they have learned to make sense of text.

During the class assessment, you have the opportunity to randomly observe students working in pairs or individually (select strong, average, and struggling readers) as you ask yourself questions that focus your observations. Each Class Assessment Note in the *Teacher's Manual* has a corresponding "Class Assessment Record" sheet (CA) where you can record your observations. The record sheet reiterates the suggestions from the *Teacher's Manual* for how to proceed with the instruction based on your observations.

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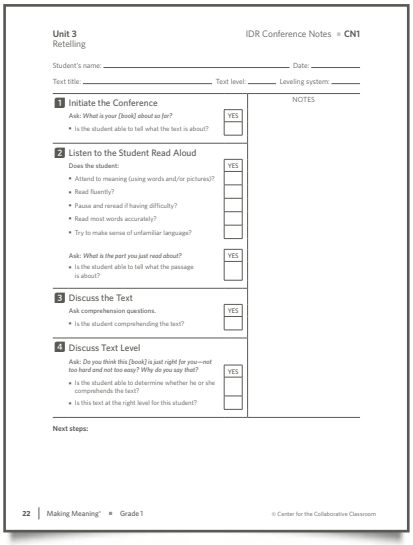
IDR Conferences



Unit 3
Retelling

IDR Conference Notes ▪ CN1

Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

NOTES

1 Initiate the Conference

Ask: What is your [book] about so far? YES
- Is the student able to tell what the text is about?

2 Listen to the Student Read Aloud

Does the student: YES
- Attend to meaning (using words and/or pictures)?
- Read fluently?
- Pause and reread if having difficulty?
- Read most words accurately?
- Try to make sense of unfamiliar language?

Ask: What is the part you just read about? YES
- Is the student able to tell what the passage is about?

3 Discuss the Text

Ask comprehension questions. YES
- Is the student comprehending the text?

4 Discuss Text Level

Ask: Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that? YES
- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Next steps:

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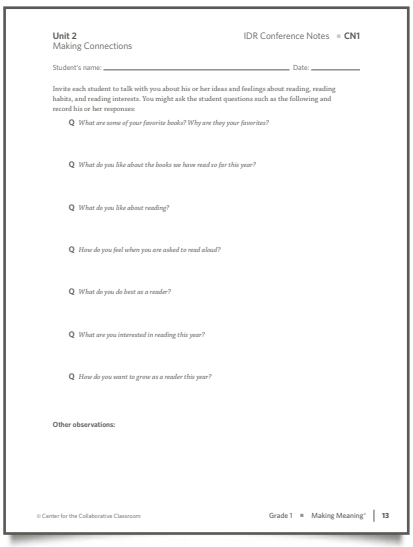
IDR conferences provide you with the opportunity to talk with individual students about their reading, identify areas of strength, and note areas in which students need more support. As you teach the lessons, an IDR Conference Note in the *Teacher's Manual* will alert you when a conference is suggested. Initially, your individual student conferences will focus on getting to know the students as readers and on ensuring that they are reading appropriately leveled texts (for more information, see "Student Reading Goals and Interests Survey" below). As the year progresses, the IDR conferences focus more on assessing the students' comprehension, supporting students' reading growth, and encouraging self-monitoring (for more information, see "Resource Sheet for IDR Conferences" on the next page).

You can document your observations and suggestions that result from each conference on an "IDR Conference Notes" record sheet (CN). We recommend that you document at least one IDR conference per student per unit. The "IDR Conference Class Record" sheet (CR1) is provided for you to record the dates you confer with each student over the course of the year (see page 125).

You will refer to the "IDR Conference Notes" record sheets to help you evaluate each student's comprehension development in the Individual Comprehension Assessment that occurs at the end of Units 3–8. For more information, see "Individual Comprehension Assessment" on page ix.



Unit 2
Making Connections

IDR Conference Notes ▪ CN1

Student's name: _____ Date: _____

Invite each student to talk with you about his or her ideas and feelings about reading, reading habits, and reading interests. You might ask the student questions such as the following and record his or her responses:

Q *What are some of your favorite books? Why are they your favorites?*

Q *What do you like about the books we have read so far this year?*

Q *What do you like about reading?*

Q *How do you feel when you are asked to read aloud?*

Q *What do you do best as a reader?*

Q *What are you interested in reading this year?*

Q *How do you want to grow as a reader this year?*

Other observations:

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Student Reading Goals and Interests Survey

The questions provided in the first "IDR Conference Notes" record sheet can be used as a beginning-of-year survey of your students' reading goals and interests. After you have conferred with all of your students, we recommend that you review the students' responses to the questions and look both for patterns across the class and for individual comments that stand out to you. For example, you might note authors, book series, and genres the students are interested in reading and whether the students enjoy reading. The information you gather can help you plan instruction in the coming months.

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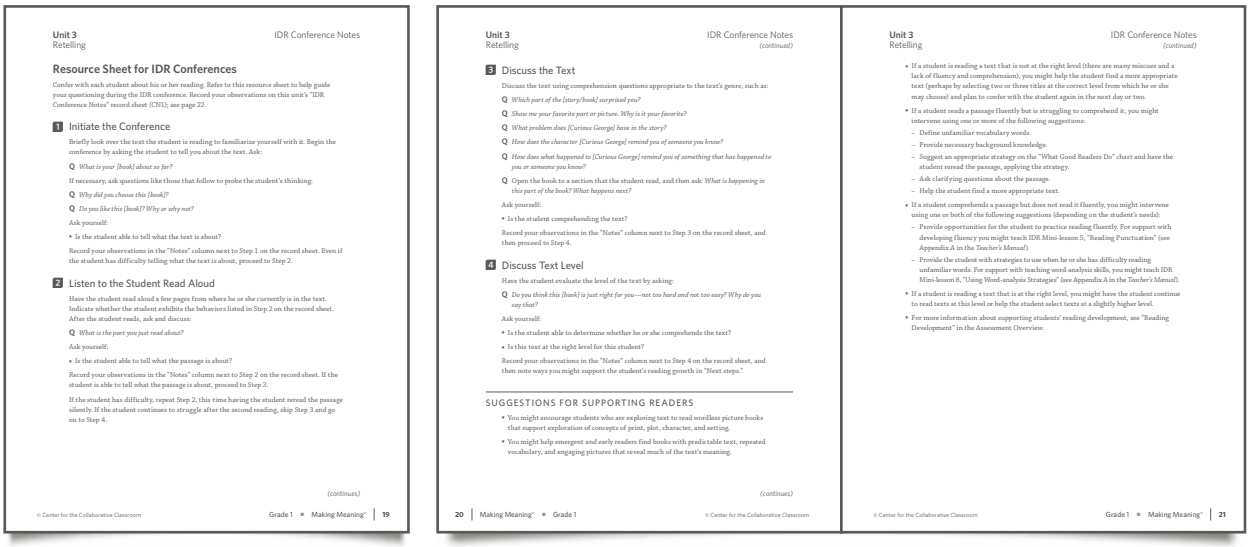
After analyzing your students' responses, you might share with the class what you have learned about them as readers and how you plan to help them build their love of reading over the course of the year. For ideas on how to facilitate a class discussion about the survey, see the extension "Discuss the Students' Reading Goals and Interests" on page 79 of the *Teacher's Manual*.

The questions in the final IDR Conference Note of the year can serve as an end-of-year survey of your students' perceptions of their growth as readers, a measure of their attitudes toward reading, and a summary of their goals for summer reading. After you have conferred with your students, you might share the information from the end-of-year survey with them, compare it with the information from the beginning-of-year survey, and discuss how the students' attitudes toward reading have changed.

Resource Sheet for IDR Conferences In Units 3–8, you will use a unit-specific "Resource Sheet for IDR Conferences" to guide you as you confer (see pages 19–21). This resource sheet outlines a process you can use when conferring with your students about their independent reading. It includes questions you can ask to help you probe the students' thinking about what they are reading and to assess the students' comprehension of their texts. It also includes suggestions for supporting the students' reading growth. Each section of the resource sheet has a corresponding section in the "IDR Conference Notes" record sheet (CN), where you can record notes and observations as you confer.



Unit 3
Retelling

IDR Conference Notes

Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 22.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

Q *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

(continues)

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Grade 1 ▪ Making Meaning® | 19

Unit 3
Retelling

IDR Conference Notes
(continued)

3 Discuss the Text

Discuss the text using comprehension questions appropriate to the text's genre, such as:

Q *Which part of the [story/book] surprised you?*

Q *Show me your favorite part or picture. Why is it your favorite?*

Q *What problem does [Curious George] have in the story?*

Q *How does the character [Curious George] remind you of someone you know?*

Q *How does what happened to [Curious George] remind you of something that has happened to you or someone you know?*

Q Open the book to a section that the student read, and then ask: *What is happening in this part of the book? What happens next?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the "Notes" column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

Q *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the "Notes" column next to Step 4 on the record sheet, and then note ways you might support the student's reading growth in "Next steps."

SUGGESTIONS FOR SUPPORTING READERS

- You might encourage students who are exploring text to read wordless picture books that support exploration of concepts of print, plot, character, and setting.
- You might help emergent and early readers find books with predictable text, repeated vocabulary, and engaging pictures that reveal much of the text's meaning.

(continues)

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Unit 3
Retelling

IDR Conference Notes
(continued)

- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the "What Good Readers Do" chart and have the student reread the passage, applying the strategy.
  - Ask clarifying questions about the passage.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student's needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency you might teach IDR Mini-lesson 5, "Reading Punctuation" (see Appendix A in the *Teacher's Manual*).
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 8, "Using Word-analysis Strategies" (see Appendix A in the *Teacher's Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students' reading development, see "Reading Development" in the Assessment Overview.

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Grade 1 ▪ Making Meaning® | 21

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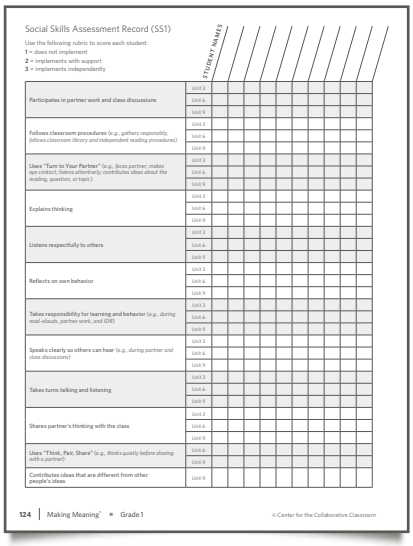
SUMMATIVE ASSESSMENTS

Summative assessments enable you to evaluate and measure the comprehension and social development of each student. Summative assessments include the Social Skills Assessment and the Individual Comprehension Assessment.

Social Skills Assessment


Social Skills Assessment Record (SS1)

Use the following rubric to score each student:
1 = does not implement
2 = implements with support
3 = implements independently

STUDENT NAMES

Participates in partner work and class discussions — Units 3, 6, 9
Follows classroom procedures (e.g., *gathers responsibly, follows classroom library and independent reading procedures*) — Units 3, 6, 9
Uses "Turn to Your Partner" (e.g., *faces partner; makes eye contact; listens attentively; contributes ideas about the reading, question, or topic*) — Units 3, 6, 9
Explains thinking — Units 3, 6, 9
Listens respectfully to others — Units 3, 6, 9
Reflects on own behavior — Units 3, 6, 9
Takes responsibility for learning and behavior (e.g., *during read-alouds, partner work, and GIR*) — Units 3, 6, 9
Speaks clearly so others can hear (e.g., *during partner and class discussions*) — Units 3, 6, 9
Takes turns talking and listening — Units 3, 6, 9
Shares partner's thinking with the class — Units 3, 6, 9
Uses "Think, Pair, Share" (e.g., *thinks quietly before sharing with a partner*) — Units 6, 9
Contributes ideas that are different from other people's ideas — Unit 9

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The Social Skills Assessment enables you to assess how well each student is learning and applying the social skills taught in the program and how well each student integrates the values of responsibility, respect, fairness, caring, and helpfulness into his or her behavior. As you teach the lessons, a Social Skills Assessment Note in the *Teacher's Manual* will alert you when a social skills assessment is suggested. We recommend that you do this assessment three times: at the beginning, middle, and end of the year. The "Social Skills Assessment Record" sheet (SS1) allows you to track how individual students are doing with specific skills during the course of the year (see page 124).

Individual Comprehension Assessment

The Individual Comprehension Assessment is designed to help you assess strategy use and comprehension development of individual students. It is administered once per unit in Units 3–8. In most units, the "Individual Comprehension Assessment" record sheet (IA1) consists of two sections—Part A: Strategy Assessment and Part B: IDR Assessment—and reflection questions to help guide your assessment of each student's growth. Note that because the students do not complete any strategy work independently until Unit 4, the Individual Comprehension Assessment in Unit 3 includes only the IDR Assessment section and reflection questions.

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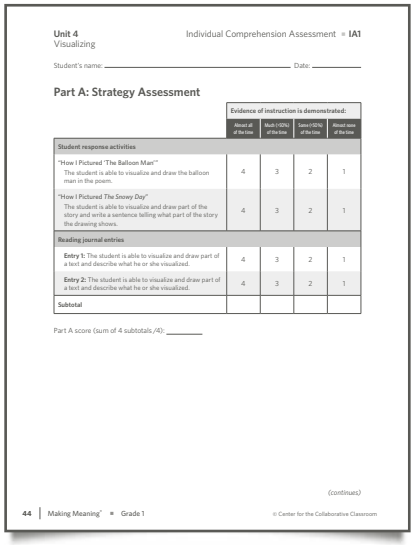

Unit 4
Visualizing

Individual Comprehension Assessment ▪ **IA1**

Student's name: _____ Date: _____

Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"How I Pictured 'The Balloon Man'" The student is able to visualize and draw the balloon man in the poem.	4	3	2	1
"How I Pictured *The Snowy Day*" The student is able to visualize and draw part of the story and write a sentence telling what part of the story the drawing shows.	4	3	2	1
Reading journal entries				
Entry 1: The student is able to visualize and draw part of a text and describe what he or she visualized.	4	3	2	1
Entry 2: The student is able to visualize and draw part of a text and describe what he or she visualized.	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals /4): _____

(continues)

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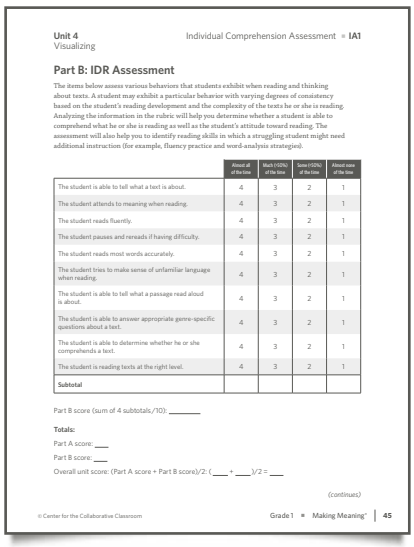
Part A: Strategy Assessment The Strategy Assessment section helps you analyze each student's independent strategy work on four activities completed during the unit. The four activities include two student response activities (usually focusing on strategy work with a read-aloud text) and two reading journal activities (asking the students to apply the unit's strategy work to their independent reading). Teacher Notes in the *Teacher's Manual* identify which activities will be assessed in that unit's Individual Comprehension Assessment. Examples of a student response activity, a journal entry, and an annotated Strategy Assessment rubric are provided for each unit as models to help you score your students' work using the rubric.

Part B: IDR Assessment The IDR Assessment section helps you assess each student's comprehension using a rubric that identifies various behaviors the students exhibit when reading and thinking about texts. During the assessment, you will review the information you have collected on the student's "IDR Conference Notes" record sheets and think about the student's participation during class discussions and IDR. To complete the assessment, you will use the information to determine whether the student shows evidence of actively engaging with and making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time.



Unit 4
Visualizing

Individual Comprehension Assessment ▪ **IA1**

Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student's reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student's attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals /10): _____

Totals:

Part A score: ___

Part B score: ___

Overall unit score: (Part A score + Part B score)/2: (___ + ___)/2 = ___

(continues)

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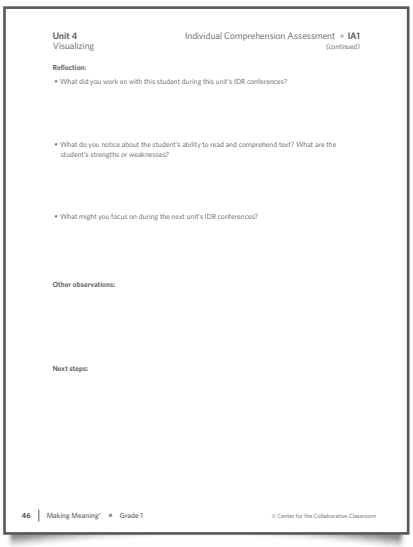

Unit 4
Visualizing

Individual Comprehension Assessment ▪ **IA1**
(continued)

Reflection:

- What did you work on with this student during this unit's IDR conferences?

- What do you notice about the student's ability to read and comprehend text? What are the student's strengths or weaknesses?

- What might you focus on during the next unit's IDR conferences?

Other observations:

Next steps:

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Analyzing the information in the IDR Assessment rubric will help you determine whether a student is able to comprehend what he or she is reading and will help you evaluate the student's attitude toward reading. The assessment will also help you to identify areas in which you can focus your instruction to support the student's reading growth (for example, fluency practice and word-analysis strategies). For information about supporting your students' reading growth, see "Reading Development" on the next page.

Examples of an annotated "IDR Conference Notes" record sheet and an annotated IDR Assessment rubric are provided for each unit as models to help you analyze your students' reading comprehension using the rubric.

Reflection The Reflection section of the IDR Assessment provides questions that help you reflect on the instructional support you provided to the student during the unit, the student's ability to read and comprehend text, and what you would like to focus on during the next unit's IDR conferences. Space is provided for recording observations and suggestions for future instruction.

The information from the "Individual Comprehension Assessment" and "IDR Conference Notes" record sheets constitutes a record of each student's development over the unit. If you wish to use the Individual Comprehension Assessment as a basis for assigning a grade, the "Individual Comprehension Assessment" record sheet includes instructions for calculating an overall unit score. We recommend that progress in the *Making Meaning* program be determined by an increase in scores over time, rather than by each unit's score. The assumption is that each student is growing into a strong reader at his or her own pace.

You can use the "Individual Comprehension Assessment Student Record" sheet (SR1) to create a cumulative record of each student's scores on the assessment during the year. Space is provided on the record sheet for you to write comments about the student's performance and suggestions for additional support. You can use the "Individual Comprehension Assessment Class Record" sheet (CR2) to record and track your students' progress as a class.

To learn more about using the Individual Comprehension Assessment, view "Using the Individual Comprehension Assessment" (AV30).



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Overview of Grade 1 Assessments

The table below provides an overview of the comprehension and social skills assessments in grade 1 of the *Making Meaning* program. The squares indicate the units in which a particular assessment can be found.

Assessment	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Class Assessment	■	■	■	■	■	■	■	■	■
IDR Conferences		■	■	■	■	■	■	■	■
Social Skills Assessment			■			■			■
Individual Comprehension Assessment*			■	■	■	■	■	■	

*In Unit 3, the Individual Comprehension Assessment comprises only the IDR Assessment.

Individual Assessment Folders

We recommend that you create a folder for each student in which to store the "Individual Comprehension Assessment" and "IDR Conference Notes" record sheets. You may also want to make copies of each student's assessed student response activities and reading journal entries and file these in the student's assessment folder. Periodically, you can use the materials in the folder to discuss the student's progress with the student, as well as with parents and other adults in the school. The folders can travel to the next grade with the students.

Reading Development

Young students learn to read by being read to, by acquiring letter–sound and sight-word knowledge, and by exploring text—lots of text. They love to reread their favorite books and engage in rhyming activities, and it is through these and other activities that they begin to understand that print carries meaning. Young students read books in a variety of ways, such as by retelling familiar stories in their own words and by telling stories as they refer to the pictures. As the students' knowledge of letter–sound correspondence develops and they grow a sight-word base, they begin to read the words on the page. With much practice, their reading starts to become more automatic. They focus less on decoding individual words and more on the meaning of the text.

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The "Stages of Reading Development" chart starting on the next page shows the stages through which students commonly progress on their way to becoming independent and critical readers. Note that because reading development is a continuum, students may display behaviors from multiple stages at any given time as they encounter new and more complex texts. For each stage, the chart gives approximate Guided Reading Levels and lists behaviors students may display at each stage of development. The chart also lists ways you can support students at each stage.

Some of the characteristics identified in the chart appear at multiple stages (for example, "understands that print carries a message," "reads with expression," and "recognizes letters and letter–sound relationships"). This ongoing development of skills is to be expected as students begin to make connections between the spoken and written word and the many nuances of the English language.

You might use the information in the "Stages of Reading Development" chart in conjunction with the information you gather from the Individual Comprehension Assessment to discuss your students' reading growth with their families, to inform your instruction, and to help support individual students as they become independent readers. Keep in mind that each student will progress through these stages at his or her own pace.

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Stages of Reading Development

Stage 1

Awareness and Exploration

Approximate Guided Reading Level*

- A

Characteristics

- Enjoys listening to and discussing storybooks
- Understands that print carries a message
- Engages in reading and writing attempts
- Identifies labels and signs in his or her environment
- Participates in rhyming games
- Recognizes some letters and is beginning to attend to letter–sound relationships

Support

- Reread favorite stories and nursery rhymes to the student.
- Read books that are predictable and have repetition, and encourage the student to join in with you.
- Talk about stories and pictures in the stories.
- Ask the student questions about stories before, during, and after reading.
- Create a print-rich environment (labels, signs, bulletin boards) to expose the student to a variety of print.
- Engage the student in activities that develop concepts of print (e.g., word boundaries, directionality, and one-to-one correspondence between the written and spoken word).
- Direct the student's attention to where to begin reading and point to individual words as you read books aloud.
- Help the student recognize letters and letter–sound relationships (e.g., encourage the student to explore alphabet books and puzzles).
- Engage the student in language games and rhythmic activities.
- Provide the student with time every day to read self-selected texts independently or with peers.
- Encourage the student to experiment with writing.
- Encourage parents or other family members to read aloud to the student every day.

*Guided Reading Levels are based on Fountas and Pinnell's "Instructional Level Expectations for Reading" dated 8/07/2014, found on the Heinemann website (Heinemann.com).

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Stages of Reading Development *(continued)*

Stage 2

Emergent Reader

Approximate Guided Reading Levels

- A–B

Characteristics

- Relies on the pictures to gather information about a story's meaning
- Understands that print carries a message
- Understands directionality and other familiar concepts of print
- Tracks words on the page by pointing to words as he or she develops one-to-one matching
- Is developing a larger sight-word vocabulary
- Recognizes letters and attends to letter–sound relationships
- Shows familiarity with rhyming and beginning sounds

Support

- Read and reread books from a variety of genres.
- Read books that are predictable and have repetition, and encourage the student to join in with you.
- Read rhyming books.
- Point to each word as you read books aloud to the student.
- Talk about stories and pictures in the stories.
- Ask the student questions about stories before, during, and after reading.
- Reinforce concepts of print (e.g., word boundaries, directionality, and one-to-one correspondence between the written and spoken word).
- Work on phonics and phonological awareness.
- Help the student segment spoken words into individual sounds and blend the sounds into whole words.
- Expand vocabulary by talking about words.
- Provide the student with time every day to read self-selected texts independently or with peers.
- Encourage the student to write every day (independently or through dictation).
- Encourage parents or other family members to read aloud to the student every day.

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Stages of Reading Development *(continued)*

Stage 3

Early Reader

Approximate Guided Reading Levels

- B–J/K

Characteristics

- May still rely on pictures to gather information about a story's meaning
- Points to words only when a problem is encountered
- Is continuing to develop his or her sight-word vocabulary
- Is beginning to notice errors and attempts to correct them
- Is beginning to use more than one strategy to problem-solve unknown words (e.g., decoding, using context clues and/or picture clues, rereading)
- Is beginning to attend to punctuation and use expression while reading familiar texts
- Is beginning to self-monitor reading (e.g., asking questions to check for understanding during reading, predicting what will happen, summarizing what was read)

Support

- Read and reread books from a variety of genres.
- Ask the student questions about stories before, during, and after reading.
- Talk about stories and pictures in the stories.
- Work on phonics and phonological awareness.
- Listen to the student read books that he or she can read successfully.
- Encourage the student to read familiar texts with expression.
- Help the student locate words that he or she knows.
- Expand vocabulary by talking about words before reading the text.
- Provide the student with time every day to read self-selected texts independently or with peers.
- Encourage the student to write every day (independently or through dictation).
- Encourage parents or other family members to read aloud to the student every day.

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Stages of Reading Development *(continued)*

Stage 4

Transitional Reader

Approximate Guided Reading Levels

- J/K–M/N

Characteristics

- Relies less on pictures to gather information about a story's meaning and more on the text
- Uses more than one strategy to problem-solve unknown words (e.g., decoding, analyzing word parts, using context clues and/or picture clues, rereading)
- Consistently notices and then self-corrects errors
- Is continuing to expand vocabulary, which allows him or her to focus more on meaning
- Attends to punctuation and reads familiar text with phrasing and expression
- Begins to engage in silent reading
- Consistently self-monitors reading (e.g., asking questions to check for understanding during reading, predicting what will happen, summarizing what was read)

Support

- Encourage the student to choose books that he or she can read successfully.
- Encourage the student to read silently for longer periods of time.
- Engage the student in conversations about what he or she has read.
- Work with the student on deciphering longer words by analyzing word parts.
- Work on developing fluency.
- Define unfamiliar vocabulary words.
- Provide the student with time every day to read self-selected texts independently.
- Encourage the student to write every day.
- Encourage parents or other family members to read aloud to the student every day and engage in discussion as they read.

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Stages of Reading Development *(continued)*

Stage 5

Fluent/Independent Reader

Approximate Guided Reading Levels

- M/N–V/W

Characteristics

- Selects a variety of "just-right" texts for varying purposes
- Uses multiple strategies to problem-solve unknown words quickly
- Self-corrects all significant errors quickly (e.g., using strategies such as decoding, analyzing word parts, using context clues and/or picture clues, rereading)
- Reads a variety of genres such as fiction, nonfiction, fantasy, mystery, poetry, etc.
- Reads orally with expression and at an appropriate rate
- Reads silently most of the time
- Consistently self-monitors reading (e.g., asking questions to check for understanding during reading, predicting what will happen, summarizing what was read)

Support

- Make sure the student has access to a wide variety of reading materials that he or she can read successfully and that will challenge him or her to think critically.
- Engage the student in conversation about what he or she has read.
- Ask the student questions that encourage him or her to analyze the text or generate questions about the text.
- Read the first few chapters of a book with the student; discuss characters, plot, and setting.
- Define unfamiliar vocabulary words.
- Provide the student with time every day to read self-selected texts independently.
- Encourage the student to write about what he or she has read.

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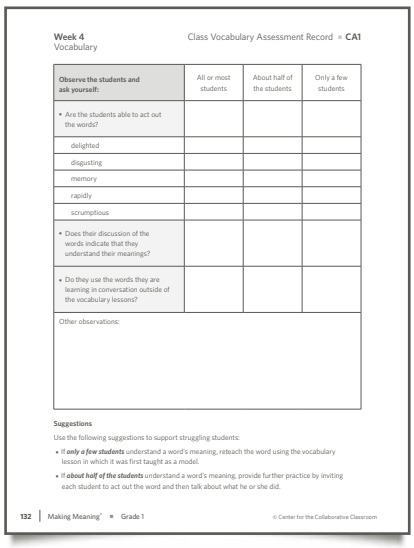
About Vocabulary Assessments

The assessments that accompany the *Vocabulary Teaching Guide* lessons help you evaluate your students' knowledge of the words they are learning and track your students' progress throughout the year. In grade 1, formative assessments are provided.

FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students' vocabulary growth through class observation and support you in differentiating instruction, as necessary.

Class Vocabulary Assessment



Week 4
Vocabulary

Class Vocabulary Assessment Record ▪ **CA1**

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
• Are the students able to act out the words?			
delighted			
disgusting			
memory			
rapidly			
scrumptious			
• Does their discussion of the words indicate that they understand their meanings?			
• Do they use the words they are learning in conversation outside of the vocabulary lessons?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting each student to act out the word and then talk about what he or she did.

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The Class Vocabulary Assessment is designed to help you evaluate the performance and needs of the whole class. This assessment occurs every two weeks, beginning in Week 2, during the ongoing review activity. A Class Vocabulary Assessment Note in the *Vocabulary Teaching Guide* will alert you when an assessment is suggested. During the assessment, you will have the opportunity to observe the students and ask yourself questions about their understanding of the words, as well as note their use of words outside of vocabulary time and their enthusiasm for learning words. Each Class Vocabulary Assessment Note has a corresponding "Class Vocabulary Assessment Record" sheet (CA1) on which you can record your observations. The record sheet includes the questions from the assessment note and provides suggestions for students who are struggling with words.

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Comprehension and Social Skills Assessments

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Unit 1

The Reading Community

FICTION AND NARRATIVE NONFICTION

Class Assessment Records (CA1–CA4). 4

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to sit quietly and listen to the story?			
▪ Are the students contributing ideas to the discussion?			
Other observations:			

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students taking turns sharing ideas?			
▪ Are the students able to recall details from the story?			
Other observations:			

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students making connections to the book?			
▪ Are the students listening to each other?			
Other observations:			

Suggestions:

- If ***all or most students*** are making connections to the book, continue with the lesson.
- If ***about half of the students*** are making connections to the book, you might show a few pages from the book and ask additional questions such as:
  - **Q** *Do you have [a library] in your neighborhood?*
  - **Q** *What is the boy doing at [the library]? What do you do at [the library] in your neighborhood?*
- If ***only a few students*** are making connections to the book, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' responses indicate an understanding of the story? If so, how?			
▪ Are the students able to talk about the message in the story?			
Other observations:			

Suggestions:

- If ***all or most students*** understand the story, continue with the lesson.
- If ***about half of the students*** understand the story, ask additional questions such as:
  - **Q** *Why do the frogs argue?*
  - **Q** *Why do the frogs stop arguing?*
  - **Q** *Why are the frogs happier at the end of the book than in the beginning?*
- If ***only a few students*** understand the story, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Unit 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Unit 2

Making Connections

FICTION

Class Assessment Records (CA1–CA3) 10

IDR Conference Notes (CN1) 13

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students making connections to important ideas or to details in the story?			
Other observations:			

Suggestions:

- If ***all or most students*** are making connections to the story, continue on to Week 2.
- If ***about half of the students*** are making connections to the story, ask additional questions such as:
  - **Q** *Have you ever had a disagreement with anyone? What did you disagree about?*
  - **Q** *How did you feel?*
  - **Q** *How did you solve your disagreement?*
- If ***only a few students*** are making connections to the story, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are both partners sharing their thinking?			
▪ Are they making connections to the part of the story they heard?			
▪ Are they connecting to the big ideas and feelings in that part of the story?			
Other observations:			

Suggestions:

- If ***all or most students*** are making connections to the story, continue on to Week 3.
- If ***about half of the students*** are making connections to the story, ask additional questions such as:
  - **Q** *Have you ever felt left out? What was it like?*
  - **Q** *What did you do when you felt left out?*
  - **Q** *What did you do to feel better?*
- If ***only a few students*** are making connections to the story, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students making connections to the part of the story they heard?			
▪ Are they connecting to the big ideas and feelings in that part of the story?			
Other observations:			

Suggestions:

- If ***all or most students*** are making connections to the story, continue on to Unit 3.
- If ***about half of the students*** are making connections to the story, ask additional questions such as:
  - **Q** *Have you ever had your feelings hurt?*
  - **Q** *How did you feel when that happened to you?*
  - **Q** *How do you think Chrysanthemum feels? Why do you think she feels [sad]?*
- If ***only a few students*** are making connections to the story, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Unit 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Student's name: _____ Date: _____

Invite each student to talk with you about his or her ideas and feelings about reading, reading habits, and reading interests. You might ask the student questions such as the following and record his or her responses:

Q *What are some of your favorite books? Why are they your favorites?*

Q *What do you like about the books we have read so far this year?*

Q *What do you like about reading?*

Q *How do you feel when you are asked to read aloud?*

Q *What do you do best as a reader?*

Q *What are you interested in reading this year?*

Q *How do you want to grow as a reader this year?*

Other observations:

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Unit 3

Retelling

FICTION

Class Assessment Records (CA1–CA3) 16

Resource Sheet for IDR Conferences 19

IDR Conference Notes (CN1) 22

Individual Comprehension Assessment (IA1) 26

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to retell the parts of the story using the illustrations?			
▪ Are they speaking so they can hear one another?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to retell the story, continue on to Week 2.
- If ***about half of the students*** are able to retell the story, read the text that accompanies the illustrations; then ask:

  Q *What happens in this part of the story?*

- If ***only a few students*** are able to retell the story, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to retell what happens in each part?			
▪ Do they help each other fill in gaps in the retelling?			
▪ Are they comfortable talking about the story?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to retell the parts of the story, continue on to Week 3.
- If ***about half of the students*** are able to retell the parts of the story, call for the students' attention, read the appropriate section of the text, and ask additional questions such as:
  - **Q** *What happened [first/next] in this part of the story?*
  - **Q** *What are Angelina and Henry doing?*
- If ***only a few students*** are able to retell the parts of the story, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students retell the events in the story sequentially?			
▪ Do they help each other recall the events in the story?			
▪ Are they comfortable talking about the story?			
Other observations:			

Suggestions:

- If ***all or most students*** are retelling the events in the story sequentially, continue on to Unit 4.
- If ***about half of the students*** are retelling the events in the story sequentially, call for the students' attention, show the illustrations in the appropriate section of the book, page by page, and ask additional questions such as:
  - **Q** *What happened [first/next] in this part of the story?*
  - **Q** *What is Peter doing?*
- If ***only a few students*** are able to retell the story sequentially, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Unit 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 22.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read aloud a few pages from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask and discuss:

Q *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

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3 Discuss the Text

Discuss the text using comprehension questions appropriate to the text's genre, such as:

- **Q** *Which part of the [story/book] surprised you?*
- **Q** *Show me your favorite part or picture. Why is it your favorite?*
- **Q** *What problem does [Curious George] have in the story?*
- **Q** *How does the character [Curious George] remind you of someone you know?*
- **Q** *How does what happened to [Curious George] remind you of something that has happened to you or someone you know?*
- **Q** Open the book to a section that the student read, and then ask: *What is happening in this part of the book? What happens next?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the "Notes" column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- **Q** *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the "Notes" column next to Step 4 on the record sheet, and then note ways you might support the student's reading growth in "Next steps."

SUGGESTIONS FOR SUPPORTING READERS

- You might encourage students who are exploring text to read wordless picture books that support exploration of concepts of print, plot, character, and setting.
- You might help emergent and early readers find books with predictable text, repeated vocabulary, and engaging pictures that reveal much of the text's meaning.

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- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the "What Good Readers Do" chart and have the student reread the passage, applying the strategy.
  - Ask clarifying questions about the passage.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student's needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency you might teach IDR Mini-lesson 5, "Reading Punctuation" (see Appendix A in the *Teacher's Manual*).
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 8, "Using Word-analysis Strategies" (see Appendix A in the *Teacher's Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students' reading development, see "Reading Development" in the Assessment Overview.

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Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

1 Initiate the Conference

Ask: *What is your [book] about so far?*

- Is the student able to tell what the text is about? — YES ☐

2 Listen to the Student Read Aloud

Does the student:

- Attend to meaning (using words and/or pictures)? — YES ☐
- Read fluently? ☐
- Pause and reread if having difficulty? ☐
- Read most words accurately? ☐
- Try to make sense of unfamiliar language? ☐

Ask: *What is the part you just read about?*

- Is the student able to tell what the passage is about? — YES ☐

3 Discuss the Text

Ask comprehension questions.

- Is the student comprehending the text? — YES ☐

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*

- Is the student able to determine whether he or she comprehends the text? — YES ☐
- Is this text at the right level for this student? ☐

NOTES

Next steps:

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Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently. The Individual Comprehension Assessment in Unit 3 helps you assess a student's overall comprehension of self-selected texts read during IDR. Beginning with Unit 4, you will also assess the student's ability to use a comprehension strategy when prompted to in a lesson.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of "Individual Comprehension Assessment" record sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from pages 26–27. If you would like to record your assessment data electronically, go to classview.org to learn how you can access the *Making Meaning* assessments using the CCC ClassView app.
- ✓ Locate the "IDR Conference Notes" record sheet(s) you completed for each student during this unit. You will use the record sheet(s), along with other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.
- ✓ Review the "Individual Comprehension Assessment" record sheet (IA1) to help you prepare to evaluate each student's reading comprehension.

CONDUCTING THE ASSESSMENT

For each student:

1. Review the student's "IDR Conference Notes" record sheet(s) and think about the student's participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the rubric.
2. Calculate the total points earned in the rubric and divide the total by 10 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student's average performance across categories based on this rubric's 4-point scale. You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school's or district's grading system.
3. Answer the reflection questions at the end of the assessment.
4. Attach the completed assessment to the student's "IDR Conference Notes" record sheet(s) and file them in an individual assessment folder for the student.

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Example of "IDR Conference Notes" Record Sheet

Student's name: David Date: 10/24

Text title: Are You My Mother? Text level: I Leveling system: F&P

1 Initiate the Conference

Ask: *What is your [book] about so far?*

	YES
▪ Is the student able to tell what the text is about?	✓

NOTES

"It's about a little bird that tries to find his mother."

2 Listen to the Student Read Aloud

Does the student:

	YES
▪ Attend to meaning (using words and/or pictures)?	✓
▪ Read fluently?	
▪ Pause and reread if having difficulty?	✓
▪ Read most words accurately?	✓
▪ Try to make sense of unfamiliar language?	✓

Ask: *What is the part you just read about?*

	YES
▪ Is the student able to tell what the passage is about?	✓

When reading said the word cat instead of kitten. Self-corrected after looking more closely at the word kitten in the sentence.

Became more confident as he read. Started noticing the repeated text ("Are you my mother?").

Does a great job reading sight words (so, went, mother, not, said).

Uses the pictures to help him figure out unknown words (kitten, cow, hen).

3 Discuss the Text

Ask comprehension questions.

	YES
▪ Is the student comprehending the text?	✓

When asked what he thinks will happen next, he predicts that the bird will find its mother.

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*

	YES
▪ Is the student able to determine whether he or she comprehends the text?	✓
▪ Is this text at the right level for this student?	✓

Stopped when reading to make sure he understood what was going on.

Next steps:

Reading this book very well so far. Recognizing many learned sight words and using letter-sound relationships to sound out words (did, not, dog).

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Example of "Individual Comprehension Assessment" Record Sheet

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	(4)	3	2	1
The student attends to meaning when reading.	(4)	3	2	1
The student reads fluently.	4	(3)	2	1
The student pauses and rereads if having difficulty.	4	(3)	2	1
The student reads most words accurately.	4	(3)	2	1
The student tries to make sense of unfamiliar language when reading.	(4)	3	2	1
The student is able to tell what a passage read aloud is about.	(4)	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	(4)	3	2	1
The student is able to determine whether he or she comprehends a text.	(4)	3	2	1
The student is reading texts at the right level.	(4)	3	2	1
Subtotal	28	9	0	0

Total (sum of 4 subtotals): 37

Overall unit score:
(Total points earned/10): 37 /10 = 3.7

Commentary: Analysis of David's "IDR Conference Notes" record sheet and observations made during IDR and class discussions indicate that he comprehends text almost all of the time. He is able to describe what is happening in a narrative text (the little bird is trying to find his mother). He is using strategies to figure out unfamiliar words such as pausing and rereading and using the illustrations to confirm what he read (reading *cat* rather than *kitten* and then self-correcting after looking at the illustration and looking again at the word). He is reading many learned sight words fluently (*so*, *went*, *mother*, *not*, *said*). He is also using learned letter-sound relationships to decode unfamiliar words (*did*, *not*, *dog*). David should continue reading this text and others like it.

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Student's name: _____ Date: _____

IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student's reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student's attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

TEKS 6.I.ii
Teacher Activity
IDR Assessment (fourth item)

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Total (sum of 4 subtotals): _____

Overall unit score:
(Total points earned/10): _____/10 = _____

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Reflection:

- What did you work on with this student during this unit's IDR conferences?

- What do you notice about the student's ability to read and comprehend text? What are the student's strengths or weaknesses?

- What might you focus on during the next unit's IDR conferences?

Other observations:

Next steps:

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Unit 4

Visualizing

POETRY AND FICTION

Class Assessment Records (CA1–CA4). 30

Resource Sheet for IDR Conferences 34

IDR Conference Notes (CN1) 37

Individual Comprehension Assessment (IA1) 44

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to describe and draw their mental images?			
▪ Are their mental images connected to the poem?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to describe and draw mental images that connect to the poem, continue on to Week 2.
- If ***about half of the students*** are able to describe and draw mental images that connect to the poem, reread the poem again and ask questions such as:
  - **Q** *What do you picture the balloon man doing?*
  - **Q** *What sounds do you hear?*
  - **Q** *What color balloons do you see?*
- If ***only a few students*** are able to describe and draw mental images that connect to the poem, you might give the class additional instruction by repeating Days 2 and 3 of this week using alternative poems before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to visualize what they are reading?			
▪ Are they able to connect their visualizations to the text?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to visualize, continue on to Week 3.
- If ***about half of the students*** are able to visualize, check in with students who are struggling. You might ask them to reread descriptive words or phrases and then close the book and describe what they see in their minds, or ask them to act out part of the story briefly.
- If ***only a few students*** are able to visualize, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to describe what they visualized?			
▪ Do their visualizations connect to their texts?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to describe what they visualized, continue on to Week 4.
- If ***about half of the students*** are able to describe what they visualized, check in with students who are struggling. You might ask them to reread descriptive words or phrases and then close the book and describe what they see in their minds, or ask them to act out part of the story briefly.
- If ***only a few students*** are able to describe what they visualized, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Week 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to visualize and draw parts of the story?			
▪ Do the sentences they write connect their drawings to the story?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to visualize and draw parts of the story, continue on to Day 3.
- If ***about half of the students*** are able to visualize and draw parts of the story, signal for the students' attention. Model doing a brief sketch where everyone can see it and writing a sentence that tells the part of the reading the drawing refers to. Plan to check in with students who are struggling during IDR. You might have them reread descriptive words or phrases and describe what they see in their minds, or act out parts of stories briefly.
- If ***only a few students*** are able to visualize and draw parts of the story, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 37.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read a few pages aloud from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask:

Q *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

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3 Discuss the Text

Discuss the text using comprehension questions appropriate to the text's genre, such as:

- **Q** *What do you think will happen next?*
- **Q** *What have you learned about [Curious George] so far?*
- **Q** *What is the problem [Curious George] is having in this story? What has happened so far with [Curious George] and his problem? How does the problem get solved?*
- **Q** *How does what happened to [Curious George] remind you of your own life?*
- **Q** *How does this [story] remind you of your own life?*
- **Q** *What did you visualize, or picture in your mind, as you read these words? What did you see, hear, or feel?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the "Notes" column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- **Q** *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the "Notes" column next to Step 4 on the record sheet, and then note ways you might support the student's reading growth in "Next steps."

SUGGESTIONS FOR SUPPORTING READERS

- You might encourage students who are exploring text to read wordless picture books that support exploration of concepts of print, plot, character, and setting.
- You might help emergent and early readers find books with predictable text, repeated vocabulary, and engaging pictures that reveal much of the text's meaning.

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- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the "What Good Readers Do" chart and have the student reread the passage, applying the strategy.
  - Ask clarifying questions about the passage.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student's needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 5, "Reading Punctuation," and IDR Mini-lesson 6, "Reading Typography." The mini-lessons can be found in Appendix A of the *Teacher's Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 8, "Using Word-analysis Strategies" (see Appendix A in the *Teacher's Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students' reading development, see "Reading Development" in the Assessment Overview.

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Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

1 Initiate the Conference

	YES
Ask: *What is your [book] about so far?*	
▪ Is the student able to tell what the text is about?	

2 Listen to the Student Read Aloud

Does the student:	YES
▪ Attend to meaning (using words and/or pictures)?	
▪ Read fluently?	
▪ Pause and reread if having difficulty?	
▪ Read most words accurately?	
▪ Try to make sense of unfamiliar language?	

	YES
Ask: *What is the part you just read about?*	
▪ Is the student able to tell what the passage is about?	

3 Discuss the Text

Ask comprehension questions.	YES
▪ Is the student comprehending the text?	

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*	YES
▪ Is the student able to determine whether he or she comprehends the text?	
▪ Is this text at the right level for this student?	

NOTES

Next steps:

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Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of "Individual Comprehension Assessment" record sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from pages 44–46.

✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

Student response activities

- "How I Pictured 'The Balloon Man'" on page 2
- "How I Pictured *The Snowy Day*" on page 3

Reading journal entries

- Prompt: *Draw a picture of something you visualized as you were reading. Write the title of the book you read and a description of what you visualized.*
- Prompt: *Draw a picture of something you visualized as you were reading. Write the title of the book you read and a description of what you visualized.*

✓ Locate the "IDR Conference Notes" record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.

✓ Review Parts A and B on the "Individual Comprehension Assessment" record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

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CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit's instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student's "IDR Conference Notes" record sheet(s) and think about the student's participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student's average performance across categories based on this rubric's 4-point scale. Also note that the overall unit score will be based equally on the student's strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school's or district's grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student's "IDR Conference Notes" record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student's work in the folder.

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Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity: "How I Pictured *The Snowy Day*"

How I Pictured
The Snowy Day

Name: Gabriel

Draw a picture of the snowy day.



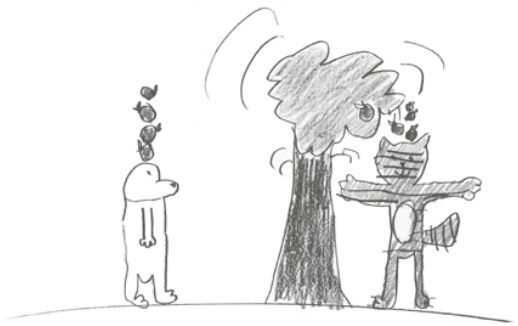
He looked at the bigger boys having snowball fights.
He felt the snow go plop on his head.

Unit 4 ▸ Week 4 ▸ Day 2 Making Meaning®

Reading journal entry 1

Reading Journal

Name: Gabriel Date: 11/19



I read the book Ten Apples Up On Top. The dog has apples on his head. So does the cat.

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Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"How I Pictured 'The Balloon Man'" The student is able to visualize and draw the balloon man in the poem.	(4)	3	2	1
"How I Pictured *The Snowy Day*" The student is able to visualize and draw part of the story and write a sentence telling what part of the story the drawing shows.	(4)	3	2	1
Reading journal entries				
Entry 1: The student is able to visualize and draw part of a text and describe what he or she visualized.	(4)	3	2	1
Entry 2: The student is able to visualize and draw part of a text and describe what he or she visualized.	4	(3)	2	1
Subtotal	12	3	0	0

Part A score (sum of 4 subtotals /4): 3.75

Commentary: Gabriel's *Student Response Book* work and journal entries indicate that he is able to visualize parts of texts read aloud and parts of texts read independently almost all of the time. While the drawing has some resemblance to the cover of the book, Gabriel drew a picture of part of *The Snowy Day* and was able to describe what he drew (*the bigger boys having snowball fights; the snow go plop on his head*). His reading journal entry indicates that he was able to visualize part of a book read independently. He also included a sentence to describe what he visualized (apples on the dog's and cat's heads).

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Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assessment

Student's name: Gabriel Date: 11/20

Text title: Peanut Butter and Jelly Text level: G Leveling system: F&P

1 Initiate the Conference

	YES
Ask: *What is your [book] about so far?*	
▪ Is the student able to tell what the text is about?	✓

NOTES

"Making a peanut butter and jelly sandwich."

2 Listen to the Student Read Aloud

Does the student:	YES
▪ Attend to meaning (using words and/or pictures)?	✓
▪ Read fluently?	
▪ Pause and reread if having difficulty?	✓
▪ Read most words accurately?	✓
▪ Try to make sense of unfamiliar language?	✓

Didn't know the word knead. Had trouble reading the kn digraph, asked what knead meant once he was able to sound out the word.

Still sounding out many words, not very fluent.

Used what he learned about the sound of the digraph kn in knead to read knife.

Ask: *What is the part you just read about?*	YES
▪ Is the student able to tell what the passage is about?	✓

"How to make bread for a peanut butter and jelly sandwich."

3 Discuss the Text

Ask comprehension questions.	YES
▪ Is the student comprehending the text?	✓

Predicted that next they will make peanut butter or jelly to spread on the bread.

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*	YES
▪ Is the student able to determine whether he or she comprehends the text?	✓
▪ Is this text at the right level for this student?	✓

Next steps:

Work on beginning to read with more expression and attending to punctuation when reading.

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Example of Part B: IDR Assessment

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	(3)	2	1
The student attends to meaning when reading.	4	(3)	2	1
The student reads fluently.	4	(3)	2	1
The student pauses and rereads if having difficulty.	(4)	3	2	1
The student reads most words accurately.	4	(3)	2	1
The student tries to make sense of unfamiliar language when reading.	(4)	3	2	1
The student is able to tell what a passage read aloud is about.	4	(3)	2	1
The student is able to answer appropriate genre-specific questions about a text.	(4)	3	2	1
The student is able to determine whether he or she comprehends a text.	(4)	3	2	1
The student is reading texts at the right level.	(4)	3	2	1
Subtotal	20	15	0	0

Total (sum of 4 subtotals/10): 3.5

Commentary: Analysis of Gabriel's "IDR Conference Notes" record sheet and observations made during IDR and class discussions indicate that he comprehends text almost all or much of the time. He is able to describe what the book is about ("making a peanut butter and jelly sandwich"). He initially had trouble reading the word *knead* as he was unfamiliar with the sound of the digraph *kn*. Once he knew what sound *kn* made, he sounded out the word and then asked what it means. Later, he applied what he learned about the digraph *kn* when reading the word *knife*. Because Gabriel is still mastering letter–sound correspondence, he is not reading most words fluently. He was able to tell about the part of the book he read ("how to make bread for a peanut butter and jelly sandwich") and to make a prediction about what will happen next (they will make peanut butter or jelly to spread on the bread). This book is at the right level for Gabriel. He needs to work on reading more expressively and attending to punctuation when reading.

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Student's name: _____ Date: _____

Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"How I Pictured 'The Balloon Man'" The student is able to visualize and draw the balloon man in the poem.	4	3	2	1
"How I Pictured *The Snowy Day*" The student is able to visualize and draw part of the story and write a sentence telling what part of the story the drawing shows.	4	3	2	1
Reading journal entries				
Entry 1: The student is able to visualize and draw part of a text and describe what he or she visualized.	4	3	2	1
Entry 2: The student is able to visualize and draw part of a text and describe what he or she visualized.	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals /4): _____

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Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student's reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student's attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals /10): _____

Totals:

Part A score: ____

Part B score: ____

Overall unit score: (Part A score + Part B score)/2: (____ + ____)/2 = ____

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Reflection:

- What did you work on with this student during this unit's IDR conferences?

- What do you notice about the student's ability to read and comprehend text? What are the student's strengths or weaknesses?

- What might you focus on during the next unit's IDR conferences?

Other observations:

Next steps:

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Unit 5

Wondering

FICTION AND NARRATIVE NONFICTION

Class Assessment Records (CA1–CA4) 48

Resource Sheet for IDR Conferences 52

IDR Conference Notes (CN1) 55

Individual Comprehension Assessment (IA1) 62

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate "I wonder" statements?			
▪ Are their "I wonder" statements relevant to the story?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to generate "I wonder" statements that are relevant to the story, proceed with the lesson and continue on to Day 3.
- If ***about half of the students*** are able to generate "I wonder" statements that are relevant to the story, you might model wondering about the story yourself. You might also reread parts of the story and ask questions such as:
  - **Q** *What do you wonder about what happened in the part you just heard?*
  - **Q** *What do you wonder about what is going to happen next?*
- If ***only a few students*** are able to generate "I wonder" statements that are relevant to the story, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to generate "I wonder" statements about the books they are reading?			
▪ Are both partners getting a chance to share?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to generate "I wonder" statements about books they are reading, proceed with the lesson and continue on to Week 3.
- If ***about half of the students*** are able to generate "I wonder" statements about books they are reading, check in with students who are struggling. You might have them retell what happens in the part they just read. Then ask:
  - **Q** *What do you wonder about what happens in this part?*
  - **Q** *What do you wonder about what is going to happen next?*
- If ***only a few students*** are able to generate "I wonder" statements about books they are reading, you might give the class additional instruction by repeating Days 2 and 3 of this week using an alternative book before continuing on to Week 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students wondering about things that are relevant to their reading?			
▪ Are they able to determine whether the things they wonder are explained in their books?			
Other observations:			

Suggestions:

- If ***all or most students*** are wondering about things that are relevant to their reading, proceed with the lesson and continue on to Week 4.
- If ***about half of the students*** are wondering about things that are relevant to their reading, continue on to Week 4 and plan to monitor the students who are having difficulty during independent reading. You might have them read short passages from their books aloud to you and think of what they are wondering at that point in the reading. Then have them continue reading for a while and check in with them to see whether what they wondered was explained by the book.
- If ***only a few students*** are wondering about things that are relevant to their reading, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Week 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to wonder about the story?			
▪ Are they able to determine which of the things they wondered are explained in the story?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to wonder about the story, proceed with the lesson and continue on to Unit 6.
- If ***about half of the students*** are able to wonder about the story, proceed with the lesson and continue on to Unit 6, but plan to monitor the students who are having difficulty during independent reading. You might have them read short passages from their books aloud to you and think of what they are wondering at that point in the reading. Then have them continue reading for a while and check in with them to see whether what they wondered was explained by the book.
- If ***only a few students*** are able to wonder about the story, you might give the class additional instruction by repeating Days 1, 2, and 3 of this week using an alternative book before continuing on to Unit 6. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 55.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read a few pages aloud from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask:

Q *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

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3 Discuss the Text

Discuss the text using comprehension questions appropriate to the text's genre, such as:

- **Q** *What do you think will happen next?*
- **Q** *What is the problem [Peter] is having in this story? What has happened so far with [Peter] and his problem? How does the problem get solved?*
- **Q** *What did you visualize, or picture in your mind, as you read these words? What did you see, hear, or feel? Which words helped you make the picture in your mind?*
- **Q** *How does this [book/text] remind you of your own life?*
- **Q** *What have you learned about [a topic/a character] so far?*
- **Q** *What do you wonder about what you have read so far?*
- **Q** *What part have you found interesting or surprising?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the "Notes" column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- **Q** *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the "Notes" column next to Step 4 on the record sheet, and then note ways you might support the student's reading growth in "Next steps."

SUGGESTIONS FOR SUPPORTING READERS

- You might encourage students who are exploring text to read wordless picture books that support exploration of concepts of print, plot, character, and setting.
- You might help emergent and early readers find books with predictable text, repeated vocabulary, and engaging pictures that reveal much of the text's meaning.

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- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the "What Good Readers Do" chart and have the student reread the passage, applying the strategy.
  - Ask clarifying questions about the passage.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student's needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 5, "Reading Punctuation," and IDR Mini-lesson 6, "Reading Typography." The mini-lessons can be found in Appendix A of the *Teacher's Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 8, "Using Word-analysis Strategies" (see Appendix A in the *Teacher's Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students' reading development, see "Reading Development" in the Assessment Overview.

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Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

1 Initiate the Conference

Ask: *What is your [book] about so far?*

- Is the student able to tell what the text is about? — YES ☐

2 Listen to the Student Read Aloud

Does the student: — YES

- Attend to meaning (using words and/or pictures)? ☐
- Read fluently? ☐
- Pause and reread if having difficulty? ☐
- Read most words accurately? ☐
- Try to make sense of unfamiliar language? ☐

Ask: *What is the part you just read about?* — YES

- Is the student able to tell what the passage is about? ☐

3 Discuss the Text

Ask comprehension questions. — YES

- Is the student comprehending the text? ☐

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?* — YES

- Is the student able to determine whether he or she comprehends the text? ☐
- Is this text at the right level for this student? ☐

NOTES

Next steps:

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Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of "Individual Comprehension Assessment" record sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from pages 62–64.

✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

Student response activities

- "What I Wonder About George Washington" on page 4
- "What I Wonder About *The Bumblebee Queen*" on page 5

Reading journal entries

- Prompt: *Write the title of the book you read and one thing you wondered as you were reading.*
- Prompt: *Write the title of the book you read and one thing you wondered as you were reading.*

✓ Locate the "IDR Conference Notes" record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.

✓ Review Parts A and B on the "Individual Comprehension Assessment" record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

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CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit's instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student's "IDR Conference Notes" record sheet(s) and think about the student's participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student's average performance across categories based on this rubric's 4-point scale. Also note that the overall unit score will be based equally on the student's strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school's or district's grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student's "IDR Conference Notes" record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student's work in the folder.

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Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity: "What I Wonder About *The Bumblebee Queen*"

What I Wonder About
The Bumblebee Queen

Name: Mia

I wonder how many eggs the bee will lay.

I wonder how they make cocoons.

Unit 5 ▸ Week 3 ▸ Day 1

Reading journal entry 1

Reading Journal

Name: Mia Date: 1/10

I read the book Lost. It is about a bear. I wonder how he got lost.

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Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"What I Wonder About George Washington" The student is able to write two "I wonder" statements about George Washington.	(4)	3	2	1
"What I Wonder About *The Bumblebee Queen*" The student is able to write two "I wonder" statements about the book *The Bumblebee Queen*.	(4)	3	2	1
Reading journal entries				
Entry 1: The student is able to write an "I wonder" statement about a self-selected book.	(4)	3	2	1
Entry 2: The student is able to write an "I wonder" statement about a self-selected book.	(4)	3	2	1
Subtotal	16	0	0	0

Part A score (sum of 4 subtotals /4): 4

Commentary: Mia's *Student Response Book* work and journal entries indicate that she is able to wonder about texts read aloud and independently almost all of the time. She was able to write "I wonder" statements about bees that indicate she was attending to the information presented in the text (how many eggs the bee will lay; how they make cocoons). Mia's reading journal entry indicates that she was able to wonder about a book read independently (*I wonder how he got lost*).

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Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assessment

Student's name: Mia Date: 1/10

Text title: Lost Text level: H Leveling system: F&P

1 Initiate the Conference

Ask: *What is your [book] about so far?*

	YES
▪ Is the student able to tell what the text is about?	✓

2 Listen to the Student Read Aloud

Does the student:

	YES
▪ Attend to meaning (using words and/or pictures)?	✓
▪ Read fluently?	✓
▪ Pause and reread if having difficulty?	✓
▪ Read most words accurately?	✓
▪ Try to make sense of unfamiliar language?	✓

Ask: *What is the part you just read about?*

	YES
▪ Is the student able to tell what the passage is about?	✓

3 Discuss the Text

Ask comprehension questions.

	YES
▪ Is the student comprehending the text?	✓

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*

	YES
▪ Is the student able to determine whether he or she comprehends the text?	✓
▪ Is this text at the right level for this student?	✓

NOTES

"A bear gets in a truck. Then he gets taken out of the forest."

Stopped when reading to go back and look at the title page. Pointed out that the bear climbed into the truck.

Beginning to read with more expression (emphasized the word lost) and read the punctuation and water!

Reading most learned sight words accurately (when, some, where, people).

"The boy is helping the bear find his home."

Made a personal connection to the story. Remembered a time when she got separated from her mom at the store and someone helped her find her mom.

Next steps:

Encouraged her to continue wondering about the story as she reads.

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Example of Part B: IDR Assessment

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	(4)	3	2	1
The student attends to meaning when reading.	(4)	3	2	1
The student reads fluently.	4	(3)	2	1
The student pauses and rereads if having difficulty.	(4)	3	2	1
The student reads most words accurately.	4	(3)	2	1
The student tries to make sense of unfamiliar language when reading.	(4)	3	2	1
The student is able to tell what a passage read aloud is about.	(4)	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	(4)	3	2	1
The student is able to determine whether he or she comprehends a text.	(4)	3	2	1
The student is reading texts at the right level.	(4)	3	2	1
Subtotal	32	6	0	0

Total (sum of 4 subtotals/10): 3.8

Commentary: Analysis of Mia's "IDR Conference Notes" record sheet and observations made during IDR and class discussions indicate that she comprehends text almost all of the time. She is able to describe what the text is about (a bear gets taken out of the forest). She is reading learned sight words fluently (*how*, *where*, *when*, *people*) and is beginning to read with more expression (using typography and punctuation). Mia was able to tell about the part of the book she read ("the boy is helping the bear find his home") and made a personal connection to the story (when she got separated from her mother and someone helped her find her). This book is at the right level for her. Mia would benefit from continuing to practice previously learned comprehension strategies as she reads.

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Student's name: _____ Date: _____

Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"What I Wonder About George Washington" The student is able to write two "I wonder" statements about George Washington.	4	3	2	1
"What I Wonder About *The Bumblebee Queen*" The student is able to write two "I wonder" statements about the book *The Bumblebee Queen*.	4	3	2	1
Reading journal entries				
Entry 1: The student is able to write an "I wonder" statement about a self-selected book.	4	3	2	1
Entry 2: The student is able to write an "I wonder" statement about a self-selected book.	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals /4): _____

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Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student's reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student's attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals /10): _____

Totals:

Part A score: ____

Part B score: ____

Overall unit score: (Part A score + Part B score)/2: (____ + ____)/2 = ____

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Reflection:

- What did you work on with this student during this unit's IDR conferences?

- What do you notice about the student's ability to read and comprehend text? What are the student's strengths or weaknesses?

- What might you focus on during the next unit's IDR conferences?

Other observations:

Next steps:

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Unit 6

Making Connections

EXPOSITORY NONFICTION

Class Assessment Records (CA1–CA3) 67

Resource Sheet for IDR Conferences 70

IDR Conference Notes (CN1) 73

Individual Comprehension Assessment (IA1) 80

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to make text-to-self connections?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to make text-to-self connections, continue on to Day 3.
- If ***about half of the students*** are able to make text-to-self connections, continue on to Day 3 and plan to check in with students who are not making text-to-self connections during their independent reading. You might have the students tell you about what they just read and follow up with questions such as:

  Q *What does that remind you of in your own life?*

- If ***only a few students*** are able to make text-to-self connections, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to make connections to the text?			
▪ Do the students listen carefully and share their ideas with their partners and the class?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to make connections to the text, continue on to Day 3.
- If ***about half of the students*** are able to make connections to the text, continue on to Day 3 and plan to check in with students who are not making text-to-self connections during their independent reading. You might have the students tell you about what they just read and follow up with questions such as:

  Q *What does that remind you of in your own life?*

- If ***only a few students*** are able to make connections to the text, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to make connections between information they already know and information in the text?			
▪ Are they able to share their partners' ideas with the class?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to make connections between information they already know and information in the text, proceed with the rest of the lesson and continue on to Unit 7.
- If ***about half of the students*** are able to make connections between information they already know and information in the text, proceed with the rest of Day 3 and continue on to Unit 7 and plan to check in with students who are not making connections using prior knowledge during their independent reading. You might have the students tell you about what they just read and follow up with questions such as:

  Q *What do you already know about [sharks]?*

- If ***only a few students*** are able to make connections between information they already know and information in the text, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Unit 7. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 73.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read a few pages aloud from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask:

Q *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

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3 Discuss the Text

Discuss the text using comprehension questions appropriate to the text's genre, such as:

- **Q** *What part have you found interesting or surprising?*
- **Q** *What are you wondering about?*
- **Q** *What is something you have learned about [a topic/a character]?*
- **Q** *What did you visualize, or picture in your mind, as you read these words? What did you see, hear, or feel? Which words helped you make the picture in your mind?*
- **Q** *How does the [book/text] remind you of your own life?*
- **Q** *How does this [book/text] remind you of other books you have read?*
- **Q** *What is the problem [Arthur] is having in this story? What has happened so far with [Arthur] and his problem? How does the problem get solved?*
- **Q** *What do you think will happen next?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the "Notes" column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- **Q** *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the "Notes" column next to Step 4 on the record sheet, and then note ways you might support the student's reading growth in "Next steps."

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SUGGESTIONS FOR SUPPORTING READERS

- You might encourage students who are exploring text to read wordless picture books that support exploration of concepts of print, plot, character, and setting.
- You might help emergent and early readers find books with predictable text, repeated vocabulary, and engaging pictures that reveal much of the text's meaning.
- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the "What Good Readers Do" chart and have the student reread the passage, applying the strategy.
  - Ask clarifying questions about the passage.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student's needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 5, "Reading Punctuation"; IDR Mini-lesson 6, "Reading Typography"; and IDR Mini-lesson 7, "Reading with Expression." The mini-lessons can be found in Appendix A of the *Teacher's Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 8, "Using Word-analysis Strategies" (see Appendix A in the *Teacher's Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students' reading development, see "Reading Development" in the Assessment Overview.

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Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

1 Initiate the Conference

Ask: *What is your [book] about so far?*

	YES
▪ Is the student able to tell what the text is about?	

2 Listen to the Student Read Aloud

Does the student:

	YES
▪ Attend to meaning (using words and/or pictures)?	
▪ Read fluently?	
▪ Pause and reread if having difficulty?	
▪ Read most words accurately?	
▪ Try to make sense of unfamiliar language?	

Ask: *What is the part you just read about?*

	YES
▪ Is the student able to tell what the passage is about?	

3 Discuss the Text

Ask comprehension questions.

	YES
▪ Is the student comprehending the text?	

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*

	YES
▪ Is the student able to determine whether he or she comprehends the text?	
▪ Is this text at the right level for this student?	

NOTES

Next steps:

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Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of "Individual Comprehension Assessment" record sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from pages 80–82.

✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

Student response activities

- "A Time I Had Trouble Falling Asleep" on page 7
- "Make Connections to *Dinosaur Babies*" on page 8

Reading journal entries

- Prompt: *Write about a connection you made between the book and your own life. Include the title of the book in your entry.*
- Prompt: *Write about a connection you made between the book and your own life, another book you have read, or information you already know. Include the title of the book in your entry.*

✓ Locate the "IDR Conference Notes" record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.

✓ Review Parts A and B on the "Individual Comprehension Assessment" record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

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CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit's instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student's "IDR Conference Notes" record sheet(s) and think about the student's participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student's average performance across categories based on this rubric's 4-point scale. Also note that the overall unit score will be based equally on the student's strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school's or district's grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student's "IDR Conference Notes" record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student's work in the folder.

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Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity: "Make Connections to *Dinosaur Babies*"

Make Connections to
Dinosaur Babies

Name: Kai

Baby dinosaurs had teeth. Puppies and kittens are born with teeth.

8 | Making Meaning®

Reading journal entry 2

Reading Journal

Name: Kai Date: 2/18

I read the book Celebrating. I sit on my dad's shoulders to see. Kids in the book do that too.

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Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"A Time I Had Trouble Falling Asleep" The student is able to make a text-to-self connection by writing about a time he or she had trouble falling asleep.	(4)	3	2	1
"Make Connections to *Dinosaur Babies*" The student is able to write about a connection between the information in *Dinosaur Babies* and information he or she knows about another animal.	(4)	3	2	1
Reading journal entries				
Entry 1: The student is able to write about a connection between a self-selected book and his or her own life.	4	(3)	2	1
Entry 2: The student is able to write about a connection between a self-selected book and his or her own life, prior knowledge, or another book he or she has read.	(4)	3	2	1
Subtotal	12	3	0	0

Part A score (sum of 4 subtotals /4): 3.75

Commentary: Kai's *Student Response Book* work and journal entries indicate that he is able to make connections to texts read aloud and independently almost all of the time. He was able to make a connection between the information in the book *Dinosaur Babies* and his prior knowledge about other baby animals (*baby dinosaurs had teeth*; *puppies and kittens are born with teeth*). Kai's reading journal entry indicates that he was able to make a personal connection to a nonfiction book read independently. While there isn't a connection made to the concept of "celebrating," he did make a connection to something that he does that people in the text also do (get on someone's shoulders to see something).

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Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assessment

Student's name: Kai Date: 2/20

Text title: Celebrating Text level: F Leveling system: F&P

	YES	NOTES
1 Initiate the Conference		
Ask: *What is your [book] about so far?*		
▪ Is the student able to tell what the text is about?	✓	"Celebrating things."
2 Listen to the Student Read Aloud		
Does the student:		Used photographs to figure out some unknown words (winter, spring).
▪ Attend to meaning (using words and/or pictures)?	✓	
▪ Read fluently?	✓	
▪ Pause and reread if having difficulty?	✓	Identified smaller words within compound words to read unfamiliar words (hairdo, outfit). Pointed to the photograph of the girl's hair.
▪ Read most words accurately?	✓	
▪ Try to make sense of unfamiliar language?	✓	
Ask: *What is the part you just read about?*		"People celebrate lots of different things."
▪ Is the student able to tell what the passage is about?	✓	
3 Discuss the Text		
Ask comprehension questions.		Wondered why the girls in the book painted their faces.
▪ Is the student comprehending the text?	✓	
4 Discuss Text Level		
Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*		
▪ Is the student able to determine whether he or she comprehends the text?	✓	
▪ Is this text at the right level for this student?	✓	

Next steps:

Encouraged him to think about ways in which the book reminded him of his own life.

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Example of Part B: IDR Assessment

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	(4)	3	2	1
The student attends to meaning when reading.	(4)	3	2	1
The student reads fluently.	4	(3)	2	1
The student pauses and rereads if having difficulty.	(4)	3	2	1
The student reads most words accurately.	4	(3)	2	1
The student tries to make sense of unfamiliar language when reading.	(4)	3	2	1
The student is able to tell what a passage read aloud is about.	(4)	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	(4)	3	2	1
The student is able to determine whether he or she comprehends a text.	(4)	3	2	1
The student is reading texts at the right level.	(4)	3	2	1
Subtotal	32	6	0	0

Total (sum of 4 subtotals/10): 3.8

Commentary: Analysis of Kai's "IDR Conference Notes" record sheet and observations made during IDR and class discussions indicate that Kai comprehends text almost all of the time. He is able to describe what the text is about (people celebrating). He uses multiple strategies to figure out unknown words (using the photographs and identifying smaller words in compound words). He is also using the photographs to verify what he has read (pointed to the girl's hair when he read the word *hairdo*). Kai was able to tell about the part of the book he read ("people celebrate lots of different things") and tell what he wondered about a part of the story (why the girls painted their faces). This book is at the right level for him. Kai should continue to practice making connections to the text as he reads.

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Student's name: _____ Date: _____

Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"A Time I Had Trouble Falling Asleep" The student is able to make a text-to-self connection by writing about a time he or she had trouble falling asleep.	4	3	2	1
"Make Connections to *Dinosaur Babies*" The student is able to write about a connection between the information in *Dinosaur Babies* and information he or she knows about another animal.	4	3	2	1
Reading journal entries				
Entry 1: The student is able to write about a connection between a self-selected book and his or her own life.	4	3	2	1
Entry 2: The student is able to write about a connection between a self-selected book and his or her own life, prior knowledge, or another book he or she has read.	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals /4): _____

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Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student's reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student's attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals /10): _____

Totals:

Part A score: ____

Part B score: ____

Overall unit score: (Part A score + Part B score)/2: (____ + ____)/2 = ____

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Reflection:

- What did you work on with this student during this unit's IDR conferences?

- What do you notice about the student's ability to read and comprehend text? What are the student's strengths or weaknesses?

- What might you focus on during the next unit's IDR conferences?

Other observations:

Next steps:

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Unit 7

Wondering

EXPOSITORY NONFICTION

Class Assessment Records (CA1–CA4) 84

Resource Sheet for IDR Conferences 88

IDR Conference Notes (CN1) 91

Individual Comprehension Assessment (IA1) 98

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify things they learned from their books?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to identify things they learned from their books, proceed with the lesson and continue on to Week 2.
- If ***about half of the students*** are able to identify things they learned from their books, proceed with the lesson and continue on to Week 2, but plan to monitor and support students who are having difficulty during their independent reading. You might have each student read a passage aloud to you and then ask:
  - **Q** *What is one thing that is interesting or surprising about what you just read?*
  - **Q** *What is one thing you read that you didn't know before?*
- If ***only a few students*** are able to identify things they learned from their books, you might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Week 2. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to wonder about the topic of the book?			
▪ Are the students able to tell what they learned from the book?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to wonder about the topic of the book, continue on to Day 3.
- If ***about half of the students*** are able to wonder about the topic of the book, reread a few pages of the book and model wondering. Then ask:

  Q *What do you wonder about [how blue whales live]?*

- If ***only a few students*** are able to wonder about the topic of the book, you might give the class additional instruction by repeating Days 1 and 2 of this week using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify something they have learned from the book?			
▪ Are they able to contribute different ideas during group discussions?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to identify something they have learned from the book, proceed with the lesson and continue on to Day 3.
- If ***about half of the students*** are able to identify something they have learned from the book, reread a few pages of the book and model identifying something you learned from that part. Then reread another few pages and ask:

  Q *What did you learn about [what chameleons eat] from the part I just read?*

- If ***only a few students*** are able to identify something they have learned from the book, you might give the class additional instruction by repeating Days 1 and 2 using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify what they learned from their books?			
▪ Do they wonder about the topics of their books?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to identify something they learned from their books, proceed with the lesson and continue on to Unit 8.
- If ***about half of the students*** or ***only a few students*** are able to identify something they learned from their books, proceed with the lesson and continue on to Unit 8, but plan to monitor and support students who are having difficulty during their independent reading. You might have individual students read a passage aloud to you and then ask:

  Q *What is one thing that is interesting or surprising about what you just read?*

  Q *What is one thing you read that you didn't know before?*

  You might give the class additional instruction by repeating this week's lessons using an alternative book before continuing on to Unit 8. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 91.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read a few pages aloud from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask:

Q *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

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3 Discuss the Text

Discuss the text using comprehension questions appropriate to the text's genre, such as:

- **Q** *What part have you found interesting or surprising?*
- **Q** *What are you wondering about?*
- **Q** *What is something you have learned about [a topic/a character]?*
- **Q** *What did you visualize, or picture in your mind, as you read these words? What did you see, hear, or feel? Which words helped you make the picture in your mind?*
- **Q** *How does the [book/text] remind you of your own life?*
- **Q** *How does this [book/text] remind you of other books you have read?*
- **Q** *What is the problem [Cam] is having in this story? What has happened so far with [Cam] and her problem? How does the problem get solved?*
- **Q** *What do you think will happen next?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the "Notes" column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- **Q** *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the "Notes" column next to Step 4 on the record sheet, and then note ways you might support the student's reading growth in "Next steps."

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SUGGESTIONS FOR SUPPORTING READERS

- You might encourage students who are exploring text to read wordless picture books that support exploration of concepts of print, plot, character, and setting.
- You might help emergent and early readers find books with predictable text, repeated vocabulary, and engaging pictures that reveal much of the text's meaning.
- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the "What Good Readers Do" chart and have the student reread the passage, applying the strategy.
  - Ask clarifying questions about the passage.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student's needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 5, "Reading Punctuation"; IDR Mini-lesson 6, "Reading Typography"; and IDR Mini-lesson 7, "Reading with Expression." The mini-lessons can be found in Appendix A of the *Teacher's Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 8, "Using Word-analysis Strategies" (see Appendix A in the *Teacher's Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students' reading development, see "Reading Development" in the Assessment Overview.

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Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

1 Initiate the Conference

Ask: *What is your [book] about so far?*

	YES
▪ Is the student able to tell what the text is about?	

2 Listen to the Student Read Aloud

Does the student:

	YES
▪ Attend to meaning (using words and/or pictures)?	
▪ Read fluently?	
▪ Pause and reread if having difficulty?	
▪ Read most words accurately?	
▪ Try to make sense of unfamiliar language?	

Ask: *What is the part you just read about?*

	YES
▪ Is the student able to tell what the passage is about?	

3 Discuss the Text

Ask comprehension questions.

	YES
▪ Is the student comprehending the text?	

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*

	YES
▪ Is the student able to determine whether he or she comprehends the text?	
▪ Is this text at the right level for this student?	

NOTES

Next steps:

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Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of "Individual Comprehension Assessment" record sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from pages 98–100.

✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

Student response activities

- "What I Learned and Wonder About Blue Whales" on page 9
- "What I Learned and Wonder About Chameleons" on page 10

Reading journal entries

- Prompt: *Write a journal entry that includes the title of the book you read, what the book is about, and one thing you learned from the book.*
- Prompt: *Write a journal entry that includes the title of the book you read, what the book is about, one thing you learned from the book, and one thing you wonder about the topic of the book.*

✓ Locate the "IDR Conference Notes" record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.

✓ Review Parts A and B on the "Individual Comprehension Assessment" record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

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CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit's instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student's "IDR Conference Notes" record sheet(s) and think about the student's participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student's average performance across categories based on this rubric's 4-point scale. Also note that the overall unit score will be based equally on the student's strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school's or district's grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student's "IDR Conference Notes" record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student's work in the folder.

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Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity: "What I Learned and Wonder About Blue Whales"

What I Learned and Wonder
About Blue Whales

Name: Chloe

I learned blue whales eat krill.

I wonder how many blue whales are in the ocean.

Unit 7 ▸ Week 2 ▸ Day 3

Reading journal entry 1

Reading Journal

Name: Chloe Date: 4/1

I read the book Cubs and Colts and Calves and Kittens. It is about baby animals. I learned a lamb is a baby sheep.

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Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"What I Learned and Wonder About Blue Whales" The student is able to write something he or she learned about blue whales and something he or she wonders about blue whales.	(4)	3	2	1
"What I Learned and Wonder About Chameleons" The student is able to write something he or she learned about chameleons and something he or she wonders about chameleons.	(4)	3	2	1
Reading journal entries				
Entry 1: The student is able to identify something he or she learned from a self-selected nonfiction book.	(4)	3	2	1
Entry 2: The student is able to identify something he or she learned from a self-selected nonfiction book and something he or she wonders about the topic of the book.	(4)	3	2	1
Subtotal	16	0	0	0

Part A score (sum of 4 subtotals/4): 4

Commentary: Chloe's *Student Response Book* work and journal entries indicate that she is able to explain what she learned and what she wondered about texts read aloud and independently almost all of the time. She was able to write what she learned about the blue whale from the reading (*they eat krill*) and she was also able to articulate an "I wonder" statement (*how many blue whales are in the ocean*). Chloe's reading journal entry indicates that she was able to identify something she learned from reading the text (lambs are baby sheep).

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Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assessment

Student's name: Chloe Date: 4/2

Text title: Cubs and Colts and Calves and Kittens Text level: H Leveling system: F&P

1 Initiate the Conference

	YES	NOTES
Ask: *What is your [book] about so far?*		
▪ Is the student able to tell what the text is about?	✓	"What baby animals are called."

2 Listen to the Student Read Aloud

	YES	NOTES
Does the student:		
▪ Attend to meaning (using words and/or pictures)?	✓	Misread took, said, and take. Stopped and reread to correct.
▪ Read fluently?	✓	Reading still stilted, reading word-by-word rather than with phrasing.
▪ Pause and reread if having difficulty?	✓	
▪ Read most words accurately?	✓	Could not decipher the words calf and calves (pronounced the l sound).
▪ Try to make sense of unfamiliar language?	✓	
Ask: *What is the part you just read about?*	YES	"Baby elephants, cows, and buffalo are called calves."
▪ Is the student able to tell what the passage is about?	✓	

3 Discuss the Text

	YES	NOTES
Ask comprehension questions.		
▪ Is the student comprehending the text?	✓	"I learned that elephant calves are born with lots of hair, but they will lose it when they grow up."

4 Discuss Text Level

	YES	NOTES
Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*		
▪ Is the student able to determine whether he or she comprehends the text?	✓	
▪ Is this text at the right level for this student?	✓	

Next steps:

Work on reading fluency (phrasing). Provide practice with "silent L" words.

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Example of Part B: IDR Assessment

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	(4)	3	2	1
The student attends to meaning when reading.	(4)	3	2	1
The student reads fluently.	4	(3)	2	1
The student pauses and rereads if having difficulty.	(4)	3	2	1
The student reads most words accurately.	(4)	3	2	1
The student tries to make sense of unfamiliar language when reading.	(4)	3	2	1
The student is able to tell what a passage read aloud is about.	(4)	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	(4)	3	2	1
The student is able to determine whether he or she comprehends a text.	(4)	3	2	1
The student is reading texts at the right level.	(4)	3	2	1
Subtotal	36	3	0	0

Total (sum of 4 subtotals/10): 3.9

Commentary: Analysis of Chloe's "IDR Conference Notes" record sheet and observations made during IDR and class discussions indicate that she comprehends text almost all of the time. She is able to tell what the text is about ("what baby animals are called"). She misread the word *took* (said *take*) but realized it was not correct and reread the sentence to self-correct. Chloe is not reading fluently with expression; her reading still sounds stilted. She was unable to decipher the words *calf* and *calves* (she pronounced the *l*). She was able to tell about the part of the book she read (baby elephants, cows, and buffalo are called calves) and was able to tell what she learned from the book (elephants are born with hair, but they lose it when they grow up). This book is at the right level for Chloe. She would benefit from fluency practice and additional practice with words that contain silent *l*.

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Student's name: _____ Date: _____

Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"What I Learned and Wonder About Blue Whales" The student is able to write something he or she learned about blue whales and something he or she wonders about blue whales.	4	3	2	1
"What I Learned and Wonder About Chameleons" The student is able to write something he or she learned about chameleons and something he or she wonders about chameleons.	4	3	2	1
Reading journal entries				
Entry 1: The student is able to identify something he or she learned from a self-selected nonfiction book.	4	3	2	1
Entry 2: The student is able to identify something he or she learned from a self-selected nonfiction book and something he or she wonders about the topic of the book.	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals /4): _____

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Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student's reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student's attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals/10): _____

Totals:

Part A score: ____

Part B score: ____

Overall unit score: (Part A score + Part B score)/2: (____ + ____)/2 = ____

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Reflection:

- What did you work on with this student during this unit's IDR conferences?

- What do you notice about the student's ability to read and comprehend text? What are the student's strengths or weaknesses?

- What might you focus on during the next unit's IDR conferences?

Other observations:

Next steps:

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Unit 8

Using Text Features

EXPOSITORY NONFICTION

Class Assessment Records (CA1–CA4) 102

Resource Sheet for IDR Conferences 106

IDR Conference Notes (CN1) 109

Individual Comprehension Assessment (IA1) 116

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to make connections between pieces of information in the book?			
▪ Are they able to make connections to information they already know?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to make connections, proceed with the lesson, and then continue on to Day 3.
- If ***about half of the students*** are able to make connections, reread two traditions that have elements in common and model making a connection between them. Then select two more traditions that have something in common and read them aloud. Ask:

  Q *What's the same about these two traditions?*

- If ***only a few students*** are able to make connections, you might give the class additional instruction by repeating this day's lessons using an alternative book before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify text features in their nonfiction books?			
▪ Are they able to explain how they used the text features they identified?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to identify text features, continue on to Week 3.
- If ***about half of the students*** are able to identify text features, continue on to Week 3, but plan to check in with students who are struggling during independent reading. You might point out a text feature in those students' books and then ask questions such as:

  Q *What kind of information is in [the glossary]?*

  Q *How might you use [the glossary]?*

- If ***only a few students*** are able to identify text features, you might give the class additional instruction by repeating this week's lessons using an alternative text before continuing on to Week 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to describe what they learned from the diagram?			
▪ Is the information they reference in the diagram?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to describe what they learned from the diagram, continue on to Day 3.
- If ***about half of the students*** are able to describe what they learned from the diagram, proceed with the lesson, and then continue on to Day 3 but plan to monitor and support students having difficulty during their independent reading. You might identify diagrams in those students' books and use them to discuss questions such as:
  - **Q** *What does this diagram show?*
  - **Q** *What do the labels in this diagram tell you?*
- If ***only a few students*** are able to describe what they learned from the diagram, provide additional instruction by repeating today's lesson using an alternative text before continuing on to Day 3. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to recognize text features in their books?			
▪ Are they able to identify something they learned?			
Other observations:			

Suggestions:

- If ***all or most students*** are able to recognize text features, proceed with the lesson, and then continue on to Unit 9.
- If ***about half of the students*** are able to recognize text features, proceed with the lesson and then continue on to Unit 9, but plan to check in with and support students who continue to have difficulty during independent reading. You might identify the text features in those students' independent reading books and ask questions such as:
  - **Q** *What kind of information is in [a glossary]?*
  - **Q** *What do you remember learning about [an index]? How might we use [the index]?*
- If ***only a few students*** are able to identify text features, provide additional instruction by repeating this week's lessons using an alternative text before continuing on to Unit 9. Visit the CCC Learning Hub (ccclearninghub.org) to view the "Grade 1 Alternative Texts" list.

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Resource Sheet for IDR Conferences

Confer with each student about his or her reading. Refer to this resource sheet to help guide your questioning during the IDR conference. Record your observations on this unit's "IDR Conference Notes" record sheet (CN1); see page 109.

1 Initiate the Conference

Briefly look over the text the student is reading to familiarize yourself with it. Begin the conference by asking the student to tell you about the text. Ask:

Q *What is your [book] about so far?*

If necessary, ask questions like those that follow to probe the student's thinking:

Q *Why did you choose this [book]?*

Q *Do you like this [book]? Why or why not?*

Ask yourself:

- Is the student able to tell what the text is about?

Record your observations in the "Notes" column next to Step 1 on the record sheet. Even if the student has difficulty telling what the text is about, proceed to Step 2.

2 Listen to the Student Read Aloud

Have the student read a few pages aloud from where he or she currently is in the text. Indicate whether the student exhibits the behaviors listed in Step 2 on the record sheet. After the student reads, ask:

Q *What is the part you just read about?*

Ask yourself:

- Is the student able to tell what the passage is about?

Record your observations in the "Notes" column next to Step 2 on the record sheet. If the student is able to tell what the passage is about, proceed to Step 3.

If the student has difficulty, repeat Step 2, this time having the student reread the passage silently. If the student continues to struggle after the second reading, skip Step 3 and go on to Step 4.

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3 Discuss the Text

Discuss the text using comprehension questions appropriate to the text's genre, such as:

- **Q** *What part have you found interesting or surprising?*
- **Q** *What are you wondering about?*
- **Q** *What is something you have learned about [a topic/a character]?*
- **Q** *What did you visualize, or picture in your mind, as you were reading? What did you see, hear, or feel? Which words helped you make the picture in your mind?*
- **Q** *How does the [book/text] remind you of something in your own life?*
- **Q** *How does this [book/text] remind you of other books you have read or of information you know?*
- **Q** *What text features does the book have?*
- **Q** *What did you learn from the [diagram] in your book?*

Ask yourself:

- Is the student comprehending the text?

Record your observations in the "Notes" column next to Step 3 on the record sheet, and then proceed to Step 4.

4 Discuss Text Level

Have the student evaluate the level of the text by asking:

- **Q** *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*

Ask yourself:

- Is the student able to determine whether he or she comprehends the text?
- Is this text at the right level for this student?

Record your observations in the "Notes" column next to Step 4 on the record sheet, and then note ways you might support the student's reading growth in "Next steps."

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SUGGESTIONS FOR SUPPORTING READERS

- You might encourage students who are exploring text to read wordless picture books that support exploration of concepts of print, plot, character, and setting.
- You might help emergent and early readers find books with predictable text, repeated vocabulary, and engaging pictures that reveal much of the text's meaning.
- If a student is reading a text that is not at the right level (there are many miscues and a lack of fluency and comprehension), you might help the student find a more appropriate text (perhaps by selecting two or three titles at the correct level from which he or she may choose) and plan to confer with the student again in the next day or two.
- If a student reads a passage fluently but is struggling to comprehend it, you might intervene using one or more of the following suggestions:
  - Define unfamiliar vocabulary words.
  - Provide necessary background knowledge.
  - Suggest an appropriate strategy on the "What Good Readers Do" chart and have the student reread the passage, applying the strategy.
  - Ask clarifying questions about the passage.
  - Help the student find a more appropriate text.
- If a student comprehends a passage but does not read it fluently, you might intervene using one or both of the following suggestions (depending on the student's needs):
  - Provide opportunities for the student to practice reading fluently. For support with developing fluency, you might teach IDR Mini-lesson 5, "Reading Punctuation"; IDR Mini-lesson 6, "Reading Typography"; and IDR Mini-lesson 7, "Reading with Expression." The mini-lessons can be found in Appendix A of the *Teacher's Manual*.
  - Provide the student with strategies to use when he or she has difficulty reading unfamiliar words. For support with teaching word-analysis skills, you might teach IDR Mini-lesson 8, "Using Word-analysis Strategies" (see Appendix A in the *Teacher's Manual*).
- If a student is reading a text that is at the right level, you might have the student continue to read texts at this level or help the student select texts at a slightly higher level.
- For more information about supporting students' reading development, see "Reading Development" in the Assessment Overview.

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Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

1 Initiate the Conference

Ask: *What is your [book] about so far?*	YES
▪ Is the student able to tell what the text is about?	

2 Listen to the Student Read Aloud

Does the student:	YES
▪ Attend to meaning (using words and/or pictures)?	
▪ Read fluently?	
▪ Pause and reread if having difficulty?	
▪ Read most words accurately?	
▪ Try to make sense of unfamiliar language?	

Ask: *What is the part you just read about?*	YES
▪ Is the student able to tell what the passage is about?	

3 Discuss the Text

Ask comprehension questions.	YES
▪ Is the student comprehending the text?	

4 Discuss Text Level

Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*	YES
▪ Is the student able to determine whether he or she comprehends the text?	
▪ Is this text at the right level for this student?	

NOTES

Next steps:

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Completing the Individual Comprehension Assessment

Before continuing on to the next unit, take this opportunity to assess the students' comprehension of texts read independently and their use of comprehension strategies. The Individual Comprehension Assessment consists of two parts. The strategy assessment (Part A) helps you assess whether a student is able to use a strategy when prompted to in a lesson. The IDR assessment (Part B) helps you assess a student's overall comprehension of self-selected texts read during IDR.

Be aware that a student may or may not use any particular strategy to make sense of his or her independent reading. The goal over time is for the students to be able to use appropriate strategies as needed to help them make sense of the texts they read independently.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of "Individual Comprehension Assessment" record sheets (IA1) from the CCC Learning Hub (ccclearninghub.org) or from pages 116–118.

✓ Collect the students' *Student Response Books*. In Part A of the assessment, you will review and consider the following student work:

Student response activities

- "My Diagram of a Velociraptor" on page 11
- "Equipment Photo Diagram" on page 12

Reading journal entries

- Prompt: *Write the title of the book you read and the text features you noticed in the book.*
- Prompt: *Write the title of the book you read and something you learned from a text feature in the book. If you did not learn something from a text feature, write something you learned from another part of the book.*

✓ Locate the "IDR Conference Notes" record sheet(s) you completed for each student during this unit. In Part B, you will use the record sheet(s), along with any other observations you have made of the student during *Making Meaning* lessons and IDR, to assess the student's overall comprehension during IDR conferences.

✓ Review Parts A and B on the "Individual Comprehension Assessment" record sheet (IA1) to help you prepare to score each student's *Student Response Book* work and evaluate his or her reading comprehension.

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CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student response activities and the reading journal entries from the unit. For each piece of work, consider whether evidence of the unit's instruction is demonstrated *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. In the Part A rubric, circle 4, 3, 2, or 1 to indicate your assessment of each piece of student work.
2. Part B: Review the student's "IDR Conference Notes" record sheet(s) and think about the student's participation during class discussions and IDR. Consider whether the conference notes and your other observations show evidence that the student is actively engaging with and is making sense of text *almost all* of the time, *much* of the time, *some* of the time, or *almost none* of the time. Circle 4, 3, 2, or 1 to indicate your assessment of each item in the Part B rubric.
3. Calculate the scores for Part A and Part B, add the scores together, and then divide the sum by 2 to determine the overall unit score. Note that if you follow this formula, the overall unit score will reflect the student's average performance across categories based on this rubric's 4-point scale. Also note that the overall unit score will be based equally on the student's strategy work (Part A) and on the IDR assessment (Part B). You might wish to weight the scores differently, assign a percentage, or adapt the rubric scores to align with your school's or district's grading system.
4. Answer the reflection questions at the end of the assessment.
5. Attach the completed assessment to the student's "IDR Conference Notes" record sheet(s) and file them in an individual assessment folder for the student. You might also want to include copies of the student's work in the folder.

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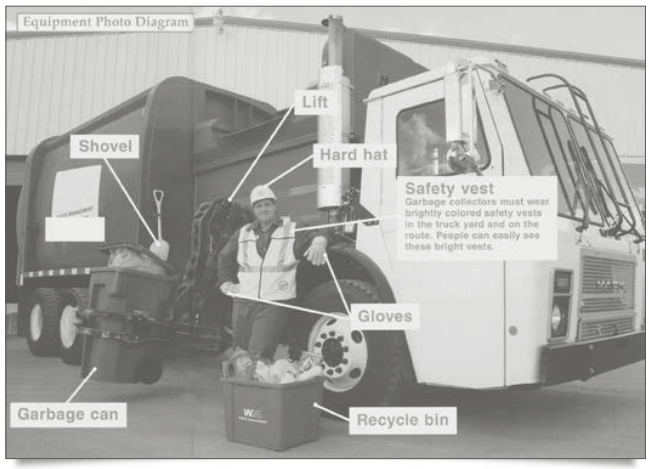
Examples of Scored Student Work for Part A: Strategy Assessment

Student response activity: "Equipment Photo Diagram"

Equipment Photo Diagram
from *A Day in the Life of a Garbage Collector* (pages 20 and 21)

Name: Colton



I learned he wears a hard hat.

Excerpt from the work titled *A Day in the Life of a Garbage Collector* by Nate LeBoutillier © 2

12 | Making Meaning®

Reading journal entry 2

Reading Journal

Name: Colton Date: 5/14

I read the book Where does our food come from?
I learned a rice field is called a paddy. I learned it from a picture.

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Example of Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"My Diagram of a Velociraptor" The student is able to draw a picture of the velociraptor he or she visualized and label its parts.	(4)	3	2	1
"Equipment Photo Diagram" The student is able to write one thing he or she learned from the "Equipment Photo Diagram."	4	(3)	2	1
Reading journal entries				
Entry 1: The student is able to identify the text features in a self-selected expository nonfiction book.	4	(3)	2	1
Entry 2: The student is able to identify one thing he or she learned from a self-selected expository nonfiction book.	(4)	3	2	1
Subtotal	8	6	0	0

Part A score (sum of 4 subtotals/4): 3.5

Commentary: Colton's *Student Response Book* work and journal entries indicate that he is able to use text features to understand texts read aloud and independently almost all or much of the time. He was able to write about what he learned from looking at a labeled diagram (*he wears a hard hat*). Colton's reading journal entry indicates that he used a text feature (a picture) in a self-selected text to learn more about a topic (*a rice field is called a paddy*). However, the feature that provided that information was the caption, not the picture. Colton might benefit from being reminded about the names of certain text features.

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Example of "IDR Conference Notes" Record Sheet for Part B: IDR Assessment

Student's name: Colton Date: 5/14

Text title: Where Does Our Food Come From? Text level: G Leveling system: F&P

	YES	NOTES
1 Initiate the Conference		
Ask: *What is your [book] about so far?*	YES	
▪ Is the student able to tell what the text is about?	✓	"Where food comes from."
2 Listen to the Student Read Aloud		
Does the student:	YES	Mispronounced pollen but self-corrected. Pointed at labeled picture of bee and pollen. Said, "I didn't know that's what pollen looks like!"
▪ Attend to meaning (using words and/or pictures)?	✓	
▪ Read fluently?	✓	
▪ Pause and reread if having difficulty?	✓	
▪ Read most words accurately?	✓	Read punctuation (question mark).
▪ Try to make sense of unfamiliar language?	✓	
Ask: *What is the part you just read about?*	YES	"Bees help plants grow fruit by pollinating them."
▪ Is the student able to tell what the passage is about?	✓	Text is too easy, try next level.
3 Discuss the Text		
Ask comprehension questions.	YES	
▪ Is the student comprehending the text?	✓	"Pollen is a yellow powder."
4 Discuss Text Level		
Ask: *Do you think this [book] is just right for you—not too hard and not too easy? Why do you say that?*	YES	
▪ Is the student able to determine whether he or she comprehends the text?	✓	
▪ Is this text at the right level for this student?	✓	

Next steps:

Help him find a few books at a slightly higher level.

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Example of Part B: IDR Assessment

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	(4)	3	2	1
The student attends to meaning when reading.	(4)	3	2	1
The student reads fluently.	(4)	3	2	1
The student pauses and rereads if having difficulty.	(4)	3	2	1
The student reads most words accurately.	(4)	3	2	1
The student tries to make sense of unfamiliar language when reading.	(4)	3	2	1
The student is able to tell what a passage read aloud is about.	(4)	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	(4)	3	2	1
The student is able to determine whether he or she comprehends a text.	(4)	3	2	1
The student is reading texts at the right level.	(4)	3	2	1
Subtotal	40	0	0	0

Part B score (sum of 4 subtotals/10): 4.0

Commentary: Analysis of Colton's "IDR Conference Notes" record sheet and observations made during IDR and class discussions indicate that he comprehends the text almost all of the time. He is able to describe what the text is about ("where food comes from"). He reads almost all words fluently and accurately, with the exception of mispronouncing *pollen*, which he self-corrected. He is also attending to the text features when reading (pointed to picture of the bee and pollen). He was able to tell about the part of the book he read ("bees help plants grow fruit by pollinating them") and told what he learned from the text ("pollen is a yellow powder"). Colton would benefit from reading a more challenging text.

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Student's name: _____ Date: _____

Part A: Strategy Assessment

	Evidence of instruction is demonstrated:			
	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
Student response activities				
"My Diagram of a Velociraptor" The student is able to draw a picture of the velociraptor he or she visualized and label its parts.	4	3	2	1
"Equipment Photo Diagram" The student is able to write one thing he or she learned from the "Equipment Photo Diagram."	4	3	2	1
Reading journal entries				
Entry 1: The student is able to identify the text features in a self-selected expository nonfiction book.	4	3	2	1
Entry 2: The student is able to identify one thing he or she learned from a self-selected expository nonfiction book.	4	3	2	1
Subtotal				

Part A score (sum of 4 subtotals/4): _____

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Part B: IDR Assessment

The items below assess various behaviors that students exhibit when reading and thinking about texts. A student may exhibit a particular behavior with varying degrees of consistency based on the student's reading development and the complexity of the texts he or she is reading. Analyzing the information in the rubric will help you determine whether a student is able to comprehend what he or she is reading as well as the student's attitude toward reading. The assessment will also help you to identify reading skills in which a struggling student might need additional instruction (for example, fluency practice and word-analysis strategies).

	Almost all of the time	Much (>50%) of the time	Some (<50%) of the time	Almost none of the time
The student is able to tell what a text is about.	4	3	2	1
The student attends to meaning when reading.	4	3	2	1
The student reads fluently.	4	3	2	1
The student pauses and rereads if having difficulty.	4	3	2	1
The student reads most words accurately.	4	3	2	1
The student tries to make sense of unfamiliar language when reading.	4	3	2	1
The student is able to tell what a passage read aloud is about.	4	3	2	1
The student is able to answer appropriate genre-specific questions about a text.	4	3	2	1
The student is able to determine whether he or she comprehends a text.	4	3	2	1
The student is reading texts at the right level.	4	3	2	1
Subtotal				

Part B score (sum of 4 subtotals/10): _____

Totals:

Part A score: ____

Part B score: ____

Overall unit score: (Part A score + Part B score)/2: (____ + ____)/2 = ____

(continues)

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Reflection:

- What did you work on with this student during this unit's IDR conferences?

- What do you notice about the student's ability to read and comprehend text? What are the student's strengths or weaknesses?

- What might you focus on during the next unit's IDR conferences?

Other observations:

Next steps:

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Unit 9

Revisiting the Reading Community

Class Assessment Record (CA1) 120

IDR Conference Notes (CN1) 121

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Take this opportunity to reflect on your students' growth over the year by asking yourself questions such as:

- Are the students using the comprehension strategies successfully? Which strategies seem to be the most challenging for the students?

- Has the students' enjoyment of reading grown? What evidence do I notice?

- How might I help next year's students grow as readers?

- What was challenging for my students this year in terms of their social development?

- How might I help next year's students grow socially?

Other observations:

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Student's name: _____ Date: _____

Invite each student to talk with you about his or her ideas and feelings about reading, reading habits, and reading interests. You might ask the student questions such as the following and record his or her responses:

Q *What are some of your favorite books? Why are they your favorites?*

Q *What did you like best about the books we read this year?*

Q *What do you like about reading?*

Q *How do you feel when you are asked to read aloud?*

Q *What do you do best as a reader?*

Q *What are you interested in reading this summer?*

Q *How do you think you have grown as a reader this year?*

Other observations:

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Summary Record Sheets

Social Skills Assessment Record (SS1) 124

IDR Conference Class Record (CR1) 125

Individual Comprehension Assessment
Student Record (SR1) 126

Individual Comprehension Assessment
Class Record (CR2). 127

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Social Skills Assessment Record (SS1)

Use the following rubric to score each student:
1 = does not implement
2 = implements with support
3 = implements independently

		STUDENT NAMES									
Participates in partner work and class discussions	Unit 3										
	Unit 6										
	Unit 9										
Follows classroom procedures (*e.g., gathers responsibly, follows classroom library and independent reading procedures*)	Unit 3										
	Unit 6										
	Unit 9										
Uses "Turn to Your Partner" (*e.g., faces partner; makes eye contact; listens attentively; contributes ideas about the reading, question, or topic*)	Unit 3										
	Unit 6										
	Unit 9										
Explains thinking	Unit 3										
	Unit 6										
	Unit 9										
Listens respectfully to others	Unit 3										
	Unit 6										
	Unit 9										
Reflects on own behavior	Unit 3										
	Unit 6										
	Unit 9										
Takes responsibility for learning and behavior (*e.g., during read-alouds, partner work, and IDR*)	Unit 3										
	Unit 6										
	Unit 9										
Speaks clearly so others can hear (*e.g., during partner and class discussions*)	Unit 3										
	Unit 6										
	Unit 9										
Takes turns talking and listening	Unit 3										
	Unit 6										
	Unit 9										
Shares partner's thinking with the class	Unit 3										
	Unit 6										
	Unit 9										
Uses "Think, Pair, Share" (*e.g., thinks quietly before sharing with a partner*)	Unit 6										
	Unit 9										
Contributes ideas that are different from other people's ideas	Unit 9										

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IDR Conference Class Record (CR1)

Student Name	Conference Dates									

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Individual Comprehension Assessment Student Record (SR1)

Student's name: _____ Date: _____

Unit	Part A: Strategy Assessment	Part B: IDR Assessment	Overall Unit Score
Unit 3 Retelling: Fiction*	N/A		
Comments:			
Unit 4 Visualizing: Poetry and Fiction			
Comments:			
Unit 5 Wondering: Fiction and Narrative Nonfiction			
Comments:			
Unit 6 Making Connections: Expository Nonfiction			
Comments:			
Unit 7 Wondering: Expository Nonfiction			
Comments:			
Unit 8 Using Text Features: Expository Nonfiction			
Comments:			

*In Unit 3, the Individual Comprehension Assessment comprises only the IDR Assessment.

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Individual Comprehension Assessment Class Record (CR2)

		STUDENT NAMES																
Unit 3 score*	Part A	N/A																
	Part B																	
Unit 4 scores	Part A																	
	Part B																	
	Total																	
Unit 5 scores	Part A																	
	Part B																	
	Total																	
Unit 6 scores	Part A																	
	Part B																	
	Total																	
Unit 7 scores	Part A																	
	Part B																	
	Total																	
Unit 8 scores	Part A																	
	Part B																	
	Total																	

*In Unit 3, the Individual Comprehension Assessment comprises only the IDR Assessment.

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Vocabulary Assessments

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Week 20 Assessment 140
Week 22 Assessment 141
Week 24 Assessment 142
Week 26 Assessment 143
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Week 30 Assessment 145

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to identify the words?			
bold			
delighted			
rapidly			
timid			
▪ Do their explanations indicate that they understand the words' meanings?			
▪ Are they enjoying learning new words?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting each student to draw a picture about the word and then talk about his or her drawing.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to act out the words?			
delighted			
disgusting			
memory			
rapidly			
scrumptious			
▪ Does their discussion of the words indicate that they understand their meanings?			
▪ Do they use the words they are learning in conversation outside of the vocabulary lessons?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting each student to act out the word and then talk about what he or she did.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students responses show that they know what the words mean?			
crabby			
peaceful			
rescue			
tremble			
wonder			
▪ Do the students have difficulty using or explaining any of the words? (Note which words they have difficulty with.)			
▪ Do they enjoy talking about words?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting individual students to draw a picture card for the word.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' responses show that they understand the meanings of the words?			
hope			
humorous			
miserable			
possession			
rumble			
▪ Do the students have difficulty using or explaining any of the words? (Note which words they have difficulty with.)			
▪ Are the students using the words they are learning spontaneously at other times of the day?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting individual students to tell or write a story in which they use the word.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' choices and explanations show that they understand the words' meanings?			
memory			
miserable			
moan			
possession			
twirl			
▪ Do the students have difficulty using or explaining any of the words? (Note which words they have difficulty with.)			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting each student to act out the word and then talk about what he or she did.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Can the students identify the words?			
admire			
hope			
rescue			
squint			
wonder			
▪ Do their explanations show that they understand the words' meanings?			
▪ Do they enjoy talking about words?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting each student to act out the word and then talk about what he or she did.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to act out and identify the words?			
appetite			
curious			
glide			
munch			
mutter			
▪ Do their discussions of the words show that they understand their meanings?			
▪ Do they use the words they are learning in conversation outside of vocabulary time?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting individual students to tell or write a story in which they use the word.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' choices and explanations indicate that they understand the meanings of the words?			
commotion			
extraordinary			
frigid			
munch			
pout			
▪ Do the students have difficulty using or explaining any of the words? (Note which words they have difficulty with.)			
▪ Are they showing a growing interest in and appreciation for words?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting individual students to act out the word.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' choices and explanations indicate that they understand the meanings of the words?			
astonished			
exclaim			
extraordinary			
thrilling			
track			
▪ Do the students have difficulty using or explaining any of the words? (Note which words they have difficulty with.)			
▪ Are they showing a growing interest in and appreciation for words?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting each student to tell or write a story in which he or she uses the word.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' story endings and explanations indicate that they understand the vocabulary words' meanings?			
astonished			
cooperate			
dart			
exclaim			
mutter			
▪ Do they use the words they are learning in conversation outside of the vocabulary lessons?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting individual students or students in pairs to act out the word and then talk about what they did.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to act out and identify the words?			
discover			
relax			
sob			
squint			
wobble			
▪ Do the students' explanations indicate that they understand the vocabulary words' meanings?			
▪ Do they use the words they are learning in conversation outside of the vocabulary lessons?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by inviting each student to act out the word and then talk about what he or she did.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' word associations and explanations indicate that they understand the vocabulary words' meanings?			
earsplitting			
inaudible			
meadow			
ordinary			
shallow			
▪ Do the students have difficulty using or explaining any of the words? (Note which words the students have difficulty with.)			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by having each student create a picture card for the word with a definition in his or her own words on the back of the card.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' associations and explanations indicate that they understand the vocabulary words' meanings?			
amazing			
feast			
gigantic			
journey			
odor			
▪ Do the students have difficulty using or explaining any of the words? (Note which words the students have difficulty with.)			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by having each student create a picture card for the word with a definition in his or her own words on the back of the card.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' story endings and explanations indicate that they understand the vocabulary words' meanings?			
bad-tempered			
crush			
disappear			
hover			
surroundings			
▪ Do they use the words they are learning in conversation outside of the vocabulary lessons?			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by playing the game "Which Word Am I?" (see Week 3, Day 3, Step 2).

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' word associations and explanations indicate that they understand the vocabulary words' meanings?			
ferocious			
gather			
gulp			
pack			
popular			
▪ Do the students have difficulty using or explaining any of the words? (Note which words they have difficulty with.)			
Other observations:			

Suggestions

Use the following suggestions to support struggling students:

- If ***only a few students*** understand a word's meaning, reteach the word using the vocabulary lesson in which it was first taught as a model.
- If ***about half of the students*** understand a word's meaning, provide further practice by having each student create a picture card for the word with a definition in his or her own words on the back of the card.

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Teacher's Manual | Volume 1

CCC Collaborative Literacy

Being a Writer™

SECOND EDITION



GRADE 1

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Being a Writer™

SECOND EDITION

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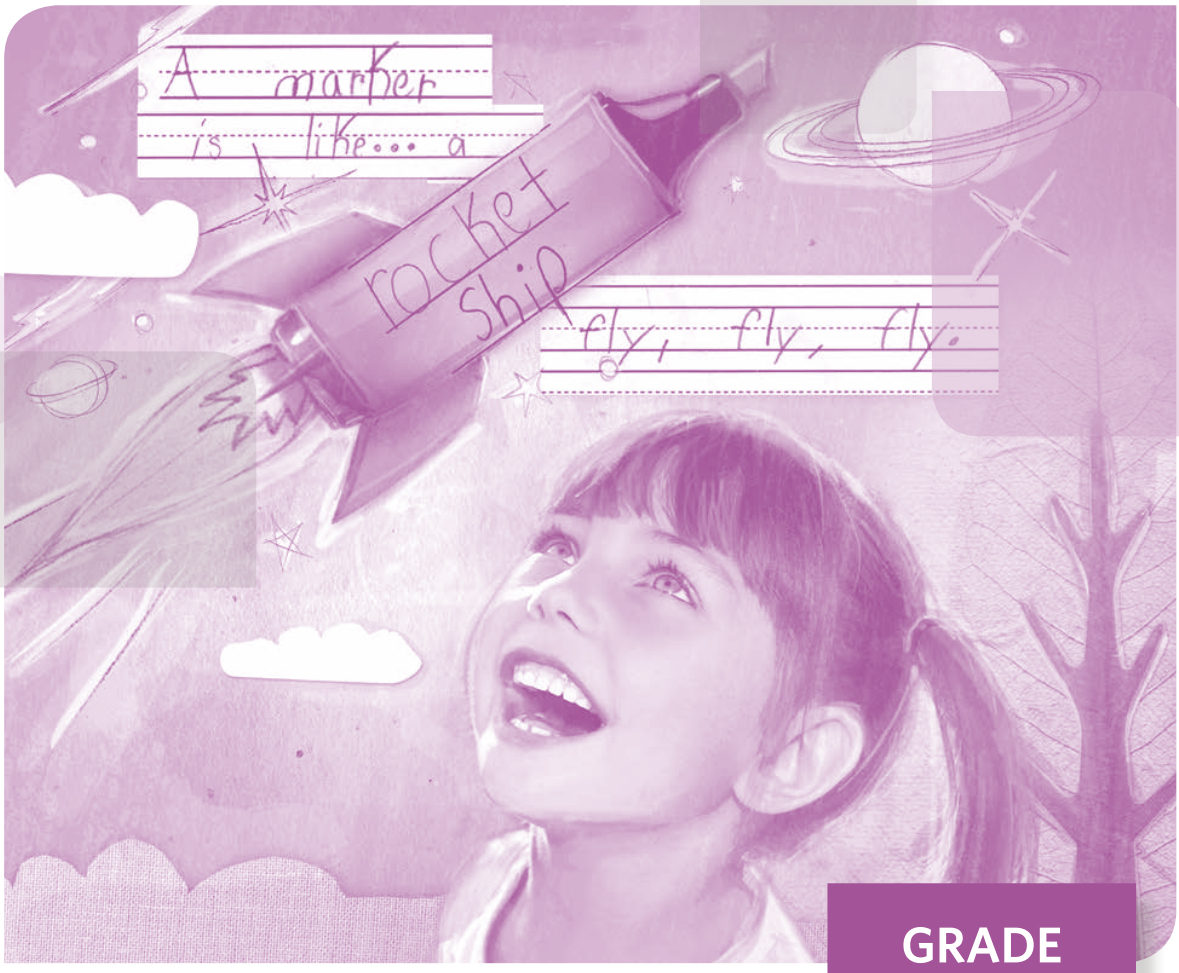

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Introduction

We all dream of sending our elementary school students on to middle and high school with a love of writing; an ability to write clearly, creatively, and purposefully for sustained periods of time; and a familiarity with the crafts and conventions of writing in the major genres. We want them to approach writing with confidence and understand that writing, first and foremost, is communication. In pursuing this dream, we ask ourselves: *What are the most important things for students to learn about writing during their elementary school years? What writing experiences are most important for students to have?* The *Being a Writer*™ program is our carefully researched, fully articulated answer to these key questions.

The *Being a Writer* program is a yearlong writing curriculum for kindergarten through grade 6 and the first program of its kind to bring together the latest research in teaching writing with support for students' social and ethical development. The program marries a writing process approach with guided instruction, providing a clear scope and sequence to ensure that your students learn the important elements of writing at their grade level. This all happens in the context of a caring classroom community—so crucial to motivating and inspiring students to grow as writers, thinkers, and principled people. As members of the community, the students learn and act on the values that govern the community (responsibility, respect, caring, fairness, and helpfulness). They practice the skills and dispositions they need to bring these values to life in their daily interactions.

New to the Second Edition

In this second edition of the *Being a Writer* program, we have added content, assessments, and technology features designed to support your teaching and your students' writing and social development. These include:

- New Open Day and Writing Throughout the Week activities that supplement instruction at grades K–2
- A fifth day of instruction each week at grades 3–6
- New or revised Opinion Writing units at grades K–5 and a new Argumentative Writing unit at grade 6
- New Writing About Reading supplemental activities in which the students write opinions in response to literature
- New family letters in English and Spanish
- Enhanced lesson support for teaching writing skills and conventions

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- An expanded *Skill Practice Teaching Guide* and *Student Skill Practice Book* at grades 1–6
- Print and digital teacher's manuals with links to professional development media and lesson resources
- New and expanded writing assessments
- An online assessment tool, the CCC ClassView™ assessment app, for capturing and synthesizing assessment data
- A *Writing Performance Task Preparation Guide* that prepares students for standards–based writing performance tasks at grades 3–6
- Online, interactive whiteboard activities
- Additional support for incorporating technology through tips, tutorials, and extension activities

You will find more information about new content, assessments, and technology features in the pages that follow.

Unique Pedagogy

The program's unique pedagogy grows out of years of research on writing and child development. It focuses on character education and social and ethical development and supports teachers both as writers and as teachers of writing.

RESEARCH BASED/CLASSROOM TESTED

We have drawn on two decades of research in the areas of writing, motivation and learning theory, and social and ethical development to develop the *Being a Writer* program. In the 1980s, a major study of various modes of writing instruction showed that a writing process approach combined with clear objectives and opportunities for peer interaction produced an effect 22 times greater in students' pretest–posttest writing quality than approaches characterized by lecture, teacher-only feedback, and writing assignments imitating patterns or following rules. Interestingly, the study also found that positive feedback (commenting exclusively on what writers had done well, rather than on their shortcomings) produced far greater effects in student writing than did negative feedback (Kelley 2002).

A meta-analysis published in 2007 identified the following as key elements of effective instruction (Graham and Perin 2007):

- Process writing approach
- Collaborative writing tasks
- Study of models
- Writing strategies

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- Specific product goals
- Prewriting
- Inquiry activities

Additional work by researchers and leaders in the field, including Atwell, Calkins, Fletcher, and Graves,* supports these findings and also emphasizes the following as ways to improve students' writing practice and attitude:

- Teacher and peer conferences
- Classroom discussion
- Writing for real audiences and purposes
- Student self-assessment
- Regular periods of writing
- Choice of writing topics

The *Being a Writer* program has been developed in consultation with an advisory board of teachers (of varied backgrounds and experience) who piloted lessons and gave us extensive feedback to assure that the program addresses the needs of all students, is easy to implement, and fits into the language arts block.

DUAL FOCUS: ACADEMIC AND SOCIAL/ETHICAL LEARNING

Child development research tells us that children learn and grow best in environments where their basic psychological needs are met. Children need to feel physically and emotionally safe. They need to feel that they belong. They need to have a sense of themselves as autonomous and capable. Studies indicate that when these basic needs are met at school by helping students experience a sense of community, the students do better academically (as measured over time by grades and test scores), exhibit more pro-social tendencies, and show greater resistance to problem behaviors such as drug use and violence (Durlack et al. 2011).

The *Being a Writer* program helps you take deliberate steps to create a classroom writing community where your students feel empowered, supported in taking risks, and responsible to themselves and the group. The program weaves cooperative learning, social skill instruction, and discussion of values throughout the writing lessons.

TEACHER SUPPORT

The program is designed to help you hone your skills both as a teacher of writing and as a writer yourself. Detailed, easy-to-follow lesson plans include suggestions for managing the writing process, facilitating discussions, assessing the class, and conferring with individual

*To read more about the theoretical and research basis for the *Being a Writer* program, see Bibliography on page 577.

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students. Teacher Notes and references to professional development media throughout the lessons explain the underlying pedagogy of various activities and provide examples of what might happen in the classroom. The weekly Teacher as Writer section helps you cultivate your own writing voice while deepening your appreciation for what the students are asked to do in the program. (For more information, see "Teacher as Writer" on page li.)

Program at a Glance

The following sections describe the program components, writing development across the grades, and a typical daily lesson.

PROGRAM COMPONENTS

The *Being a Writer* program includes:

- *Teacher's Manual*, two volumes per grade
- About 20–30 children's trade books per grade to inspire students and model good writing
- *Student Writing Handbook*, one for each student (at grades 2–6), containing excerpts, practice activities, a spelling word bank, and proofreading notes
- Wipe-off boards and markers, one set for each student (at grades K–1), to use during Guided Writing Practice
- *Assessment Resource Book* (at grades K–6), containing information and record sheets to assess writing and social skill development for individual students and the class
- *Skill Practice Teaching Guide* (at grades 1–6), containing mini-lessons to supplement instruction in skills and conventions in the program
- *Student Skill Practice Book*, one for each student (at grades 1–6), containing additional skill practice activities to be used in conjunction with the lessons in the *Skill Practice Teaching Guide*
- *Writing Performance Task Preparation Guide* (at grades 3–6), containing lessons to prepare students for standards–based writing performance tasks
- *Digital Teacher's Set* with digital versions of the *Teacher's Manual*, *Skill Practice Teaching Guide*, *Assessment Resource Book*, and *Writing Performance Task Preparation Guide*
- Access to online resources via the CCC Learning Hub (ccclearninghub.org), such as interactive whiteboard activities, assessment forms, reproducibles, and professional development media
- Access to the CCC ClassView app (classview.org), which allows for electronic recording, sorting, synthesizing, and reporting of assessment data for individual students and the whole class

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For more information about the print format of the *Teacher's Manual*, see the "Getting Started with Your Print *Teacher's Manual*" tutorial (AV81). For more information about the digital format, see the "Getting Started with Your *Digital Teacher's Set*" tutorial (AV72).

AV81 AV72

Students in grades 1–6 will each need a writing notebook and a folder for loose pages. In kindergarten, each student will need only a writing folder. See "Student Books, Notebooks, and Folders" on page xl for further information.

WRITING DEVELOPMENT ACROSS THE GRADES

The table below provides a snapshot of how learning in writing process, craft, and genre is developed over grades K–6. (For a table showing the skills and conventions taught at your grade level, see the "Grade 1 Skills and Conventions" table on page xxv.)

Writing Process and Craft	K	1	2	3	4	5	6
Write daily for various purposes and audiences	■	■	■	■	■	■	■
Generate ideas for writing	■	■	■	■	■	■	■
Choose writing topics	■	■	■	■	■	■	■
Extend writing to tell more	■	■	■	■	■	■	■
Confer with the teacher	■	■	■	■	■	■	■
Reread writing for sense	■	■	■	■	■	■	■
Learn about conventions from published works	□	□	■	■	■	■	■
Publish pieces of writing	■	■	■	■	■	■	■
Read and share published pieces with the class	■	■	■	■	■	■	■
Write for sustained periods of time	■	■	■	■	■	■	■
Learn about elements of craft and/or genre from published works	■	■	■	■	■	■	■
Analyze writing for specific purposes (e.g., descriptive words, dialogue) and revise	□	■	■	■	■	■	■
Keep a writer's notebook for ideas and drafts		□	■	■	■	■	■
Develop a relaxed, uninhibited attitude about writing	□	□	□	■	■	■	■
Cultivate creativity	□	□	□	■	■	■	■

■ formally taught □ informally experienced

(continues)

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Writing Process and Craft *(continued)*	K	1	2	3	4	5	6
Confer in pairs	☐	☐	■	■	■	■	■
Give and receive feedback	☐	☐	■	■	■	■	■
Proofread and edit for spelling	☐	■	■	■	■	■	■
Proofread and edit for conventions (e.g., grammar, usage, punctuation)	☐	■	■	■	■	■	■
Revise based on partner feedback	☐	☐	■	■	■	■	■

■ formally taught ☐ informally experienced

The students learn and apply elements of the following genres:	K	1	2	3	4	5	6
Narrative Writing	Units 1–3	Unit 1; Unit 2 Weeks 3–6; Units 3–4	Units 1–3	Unit 1; Personal Narrative and Fiction genre units	Unit 1; Personal Narrative and Fiction genre units	Unit 1; Personal Narrative and Fiction genre units	Unit 1; Personal Narrative and Fiction genre units
Expository Nonfiction (or Informative Writing)	Unit 4	Unit 5	Unit 4	Unit 1; Expository Nonfiction genre unit	Unit 1; Expository Nonfiction genre unit	Unit 1; Expository Nonfiction genre unit	Unit 1; Expository Nonfiction genre unit
Opinion Writing*	Unit 6	Unit 7	Unit 6	Opinion Writing genre unit	Opinion Writing genre unit	Opinion Writing genre unit	Argumentative Writing genre unit
Poetry	Unit 5	Unit 6	Unit 7	Unit 1; Poetry genre unit	Unit 1; Poetry genre unit	Unit 1; Poetry genre unit	Unit 1; Poetry genre unit
Letter Writing**			Unit 5	Letter Writing genre unit (not in core)**	Letter Writing genre unit (not in core)**	Letter Writing genre unit (not in core)**	Letter Writing genre unit (not in core)**
Functional Nonfiction (or Explanatory Writing)				Functional Writing genre unit	Unit 1; Functional Writing genre unit	Unit 1; Functional Writing genre unit	Unit 1; Functional Writing genre unit

*Opinion writing is also taught in Writing About Reading activities. (See "Writing About Reading" on page xx for more information.)

**Instruction in letter writing at grades 3–6 is available separately as supplemental writing genre units. Visit Center for the Collaborative Classroom's website (collaborativeclassroom.org) for ordering information.

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ALIGNMENT WITH STANDARDS

The *Being a Writer* program develops students' abilities to draft, research, revise, discuss, proofread, and publish writing in narrative, informative/explanatory, and opinion genres. The program's focus on conversations about literature and the writing process, along with its teaching of social skills such as speaking clearly, listening to others, and asking questions about others' writing also addresses standards for speaking and listening. For more about how the program aligns to specific state standards, see the CCC Learning Hub (ccclearninghub.org).

A TYPICAL DAILY LESSON

Lessons are generally divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting.

- **Getting Ready to Write.** Most direct instruction happens during this section of the lesson. The students gather to hear and discuss a read-aloud, brainstorm ideas for writing, participate in shared or modeled writing, discuss how they will work together, or "quick-write" (participate in short, whole-class writing exercises in grades 3–6).
- **Writing Time.** During this period of sustained writing, you have the opportunity to write with the students, observe and assist as needed, and confer with individual students or pairs.
- **Sharing and Reflecting.** Students share and reflect on their writing and social interactions in this section. They listen to and express their appreciation for one another's writing. They discuss what is working in their partnerships, what problems they are encountering, and what they can do to avoid those problems in the future.

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EXTENDING THE INSTRUCTION

In addition to the core lessons, the program features several opportunities to extend instruction:

- **Open Days and Writing Throughout the Week.** In grades K–2, each week of instruction includes one to two open days. On these days, you might consider teaching a Writing Throughout the Week activity. The activities provide ideas such as expanding on a writing idea from the week's lessons, offering an additional writing idea related to the week's read-aloud, or asking the students to engage in a different kind of writing (for example, writing opinions about a text, making lists, or engaging in an interactive writing activity), to supplement the instruction provided in the core lessons. Alternatively, you might use open days to provide your own writing instruction.
- **Writing About Reading.** These activities provide the students with opportunities to write opinions about and make connections to texts they hear and discuss in the *Being a Writer* program. Although the activities are optional, they provide a valuable opportunity for your students to practice writing opinions in response to texts, and we encourage you to do them. These activities can be done at the end of a lesson or at another time.

  The Writing About Reading activities build in complexity across grades. In grades K–2, the students write personal opinions in response to texts. Starting in grade 1, the students are expected to provide reasons to support their opinions. In grade 3, in addition to writing about personal opinions, the students begin to more closely analyze the texts, backing up inferences with textual references. In grades 4–6, the latter is the primary focus of the Writing About Reading activities.
- **Extensions.** These activities provide additional learning opportunities that enhance the instruction in the core lessons. Examples of extensions include exploring text features, discussing authors' use of language, and using technology to learn about an author or to publish work for an audience beyond the classroom. These activities can be done at the end of a lesson or at another time.

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Understanding the Program

The *Being a Writer* program helps students develop as writers *and* as caring, collaborative people. This dual focus is based on two beliefs: that students' academic learning flourishes when social learning is integrated into the curriculum and that we are called on as educators to help students develop as whole people—academically, socially, and ethically.

Focus on Writing

Students spend their first few, precious years as writers in our classrooms. As elementary students, they are at the very beginning of their lifelong careers as writers. Learning to write is like learning to master other means of communication. Command of the written word, like command of the piano, oil paints, conversational French, or advanced mathematics, relies less on innate talent than on years of steady practice and encouragement.

MOTIVATION AND CREATIVITY

To get enough sheer practice writing during their elementary school years, students need to really, *really* want to write. Thus, all instruction in writing process, craft, skills, and conventions in this program grows out of the need to tap into students' intrinsic desire to express themselves and to be understood.

Throughout the program, read-alouds of exemplary writing stimulate the students' imaginations and fuel their motivation to write. Reading about professional authors helps students learn that creativity can be gloriously messy and that writers write to satisfy themselves first. In *Being a Writer*, students have a great deal of choice about what to write—even when writing about assigned topics, they draw on their unique experiences and interests to address those topics. Formal skill instruction is delayed in each unit so that students can focus initially on just getting their ideas onto paper. However, basic writing mechanics and skills are taught early in kindergarten and grade 1. (See "Flexible Approach to Skill Instruction" on page xxiii for suggestions about how to integrate skills instruction with the core lessons.)

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THE BEGINNING OF WRITING (K–2)

Early writing develops on a foundation of oral language, drawing, and phonics instruction. In kindergarten, grade 1, and at the beginning of grade 2, we create many opportunities for students to draw and tell their stories and to see writing modeled. The students see you model thinking aloud about what to write and draw; writing letters, words, and sentences; using standard sentence punctuation; and rereading your writing.

As students become familiar with concepts of print, they begin to understand that marks on a page communicate meaning. They start to draw pictures, write symbols, and eventually form letters and sentences to tell their stories. (For more information, see "Early Writing Development" on page xiv of the *Assessment Resource Book*.)

To help young students begin to communicate in writing as quickly as possible, it is necessary to provide early instruction in basic conventions of writing, such as writing from left to right and inserting spaces between words. In kindergarten and grade 1, the Guided Writing Practice and Shared Writing opportunities impart this instruction.

- **Guided Writing Practice.** During Guided Writing Practice in the early units of kindergarten and grade 1, you will model writing letters, words, and simple sentences as the students practice writing on individual wipe-off boards. During the practice, sentence starters like "I see _____" generate practice sentences quickly while connecting to the week's read-aloud text and writing topic. When the students write their own stories, they may use the sentence starters they practiced or begin their stories in any way they choose. This practice ensures that beginning writers get the support they need, while more experienced writers have important skills reinforced.
- **Shared Writing.** During Shared Writing time, which occurs throughout the year, you elicit the students' ideas to write a shared story about a topic. As you write, you model thinking aloud about getting ideas, adding details to the story, and using skills and conventions such as capitalizing sentences and proper nouns, punctuating the ends of sentences, and writing complete sentences. The shared writing activities can be adapted as interactive writing activities. Rather than you writing the students' suggestions, invite student volunteers to come to the board and write individual letters, words, or sentences as they are able. Then have the students return to their seats for independent writing.

We assume that the students are receiving separate phonics instruction alongside this writing program, including instruction about concepts of print (such as learning letter names and recognizing upper- and lowercase letters), phoneme segmentation, sight word recognition, and letter formation. Throughout the primary grades, we suggest that you model writing using letter–sound relationships that the students have learned during phonics instruction.

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The program structure at grades K–2 supports students in learning the basic skills they need to communicate in writing. Because this skill instruction is cumulative and builds on prior learning, we designed the units at these grades to be taught sequentially.

WRITING PROCESS, GENRE, AND CRAFT (3–6)

While students informally draft, revise, and publish their writing at grades K–2, it is not until grade 3 that the writing process becomes central to their writing. After being formally introduced to the writing process at the beginning of the year, students in grades 3–6 repeatedly engage in the cycle of prewriting, drafting, revising, proofreading, and publishing as they participate in the genre units.

The genre units, which focus on personal narrative, fictional narrative, expository (or informative) nonfiction, functional (or explanatory) nonfiction, opinion/argumentative writing, and poetry, immerse the students in authentic representative literature by having them hear, read, and discuss good examples of each genre. They learn about elements of a genre as they brainstorm ideas, quick-write, and write multiple drafts. After this immersion and drafting phase, each student selects a draft to develop and revise for publication in the class library. The students spend the later weeks of each genre unit revising, proofreading, publishing, and sharing their pieces from the Author's Chair.

The genre units at grades 3–6 may be taught in any order, although we recommend that the expository nonfiction unit be taught later in the year due to its greater academic and social demands.

SKILLS AND CONVENTIONS

The first several weeks of the program are an immersion period during which the students are introduced to the lesson structure and cooperative learning skills, and develop their motivation and stamina for writing. This immersion period is about inspiring good ideas and getting those ideas—in whatever form—onto paper. Students' motivation to learn the conventions of written English (beyond the basic writing skills discussed previously for K–2 students) grows out of their desire to communicate clearly with their readers in their published pieces. Grammar, usage, punctuation, capitalization, and some spelling skills are taught in the program after the students have had ample time to draft their ideas.

FLEXIBLE APPROACH TO SKILL INSTRUCTION

At grades K–2, most skill instruction occurs during the shared or modeled writing portions of the lesson, while at grades 3–6, most skill instruction occurs during the revision and proofreading phases of the writing process.

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Additional instruction and practice in skills and conventions, and language skills assessments for grades 1–6 are provided in the *Skill Practice Teaching Guide* and the accompanying *Student Skill Practice Book*.

The program allows you to choose one of two possible approaches to teaching the skill lessons in the *Skill Practice Teaching Guide*. You might choose to teach the 30 lessons in sequence, or you might teach specific skills when they naturally support the writing being done in a particular genre (for example, the need to punctuate speech arises when writing fiction, while learning to use conjunctions is appropriate for connecting ideas in nonfiction). Skill Practice Notes refer you to specific lessons in the *Skill Practice Teaching Guide* that provide further instruction or practice with a skill. For more information, see the *Skill Practice Teaching Guide*.

At all grades, we assume that there is a separate spelling program in place to provide students with formal instruction in spelling patterns, inflectional endings, roots, syllabication, and other aspects of spelling.

The Grade 1 Skills and Conventions table on the facing page shows where skills and conventions for your grade level are taught directly in the core lessons and suggestions for where they might be practiced. To see analogous information for other grade levels, see Appendix C, "Skills and Conventions Tables."

THE 6+1 TRAIT® WRITING MODEL AND THE *BEING A WRITER* PROGRAM

The goals of the *Being a Writer* program correlate closely to those of the 6+1 Trait Writing model of instruction and assessment developed by Education Northwest. In this widely used framework, student writing is assessed using seven distinct characteristics of writing: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. The framework provides you and your students with a common language to discuss good writing and rubrics to assess the quality of writing.

While the *Being a Writer* program provides an assessment framework using our "Descriptors of Successful Writing" to help you and your students understand and assess good writing, you will find numerous parallels between the two approaches. Examples of ways in which *Being a Writer* supports the 6+1 traits are described in the Support for the 6+1 Trait Model table on page xxvi.

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Grade 1 Skills and Conventions

Skill/Convention	Unit 2: Getting Ideas	Unit 3: Telling More	Unit 4: Writing Stories About Me	Unit 5: Writing Nonfiction	Unit 6: Exploring Words Through Poetry	Unit 7: Opinion Writing	Unit 8: Revisiting the Writing Community
GRAMMAR AND USAGE							
Complete sentences	■	■					
Singular nouns						■	
Plural nouns						■	
Verbs	■				■		
Using nouns and verbs in sentences	■			■	■		
Declarative and interrogative sentences				□			
Common and proper nouns		□					
Present- and past-tense verbs		■			■		
Exclamatory sentences			□				
Adjectives					■		
Prepositions			■				
Pronouns	■	■					
PUNCTUATION AND CAPITALIZATION							
Commas in a series		■		■			
Conjunctions and commas in compound sentences			■			■	

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note □ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

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Support for the 6+1 Trait Model

Ideas (the Main Message)

DESCRIPTORS OF SUCCESSFUL WRITING	EXAMPLES
▪ It is clear what the piece is about. ▪ Writing fully communicates ideas and shows sustained thought.	▪ Students write about specific feelings using "Feelings" face cards that they draw out of a bag. (kindergarten, Unit 2) ▪ Students write opening sentences that introduce their topics. (grade 1, Unit 5) ▪ Students write nonfiction pieces that tell true information about the polar lands. (grade 2, Unit 4) ▪ Students describe a time when they faced a challenge and persevered. (grade 3, Personal Narrative) ▪ Students write about interesting people they know. (grade 4, Fiction) ▪ Students choose topics they are curious about and research and write expository pieces about them. (grade 5, Expository Nonfiction) ▪ Students choose topics that are debatable, research the topics, generate claims based on their research, and write argumentative essays about those claims. (grade 6, Argumentative Writing)

Organization (the Internal Structure of a Piece)

DESCRIPTORS OF SUCCESSFUL WRITING	EXAMPLES
▪ Writing shows elements of the genre. ▪ One idea connects logically to the next.	▪ Students write stories with a beginning, middle, and end. (grade 1, Unit 4) ▪ Students write opinion pieces that include opening sentences, reasons, linking words, and closing sentences. (grade 2, Unit 7) ▪ Students organize nonfiction reports by subtopic and in a sequence that makes sense. (grade 3, Expository Nonfiction) ▪ Students explore strong opening sentences written by published authors. (grade 3, Fiction) ▪ Students identify and indent paragraphs. (grade 4, Opinion Writing) ▪ Students write endings that draw a story's events to a close. (grade 5, Personal Narrative) ▪ Students think about the organization of their ideas and draft their informational reports into logical sections and paragraphs. (grade 6, Expository Nonfiction)

Voice (the Personal Tone and Flavor of the Author's Message)

DESCRIPTOR OF SUCCESSFUL WRITING	EXAMPLES
▪ Writing shows individual expression and/or creativity.	▪ Students include details about their feelings in stories about themselves. (grade 1, Unit 4) ▪ Students write fiction stories about characters that are unique. (grade 2, Unit 3) ▪ Students write clear, direct openings that engage readers. (grade 3, Opinion Writing) ▪ Students write introductions that capture the reader's interest. (grade 4, Opinion Writing) ▪ Students use their imaginations and cultivate a relaxed, uninhibited attitude about writing. (grade 4, Fiction) ▪ Students draft personal narratives, focusing on single, interesting events or topics from their own lives. (grade 5, Personal Narrative) ▪ Students explore how authors create voice in their writing and cultivate their own unique voices in their narratives. (grade 6, Personal Narrative)

Word Choice (the Vocabulary a Writer Chooses to Convey Meaning)

DESCRIPTOR OF SUCCESSFUL WRITING	EXAMPLES
▪ Writing contains varied and descriptive vocabulary.	▪ Students include sound words and movement words in their poems. (grade 1, Unit 6) ▪ Students use interesting and descriptive words to help readers imagine what is happening in their poems. (grade 2, Unit 6) ▪ Students brainstorm alternatives for overused words such as *good*, *nice*, and *said*. (grade 3, Unit 2) ▪ Students use figurative language (for example, simile and personification) in their poems. (grade 4, Poetry) ▪ Students use rhyme, onomatopoeia, and repetition of words and sounds in their poems. (grade 5, Poetry) ▪ Students use descriptive details to convey setting and character. (grade 6, Fiction)

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Support for the 6+1 Trait Model *(continued)*

Sentence Fluency (the Rhythm and Flow of the Language)

DESCRIPTOR OF SUCCESSFUL WRITING	EXAMPLES
▪ Sentences are fluent when read aloud.	▪ Students read their writing aloud to check that it makes sense. (grade 1, Unit 5) ▪ Students read their writing to one another to make sure it makes sense. (grade 2, Unit 4) ▪ Students recognize and correct run-on sentences. (grade 3, Personal Narrative) ▪ Students use transitional words and phrases (such as *another*, *for example*, *also*, *because*, *besides*) to link opinions and reasons. (grade 4, Opinion Writing) ▪ Students use transitional words and phrases (such as *moreover*, *finally*, *in conclusion*, *to illustrate*, *however*) to link opinions and reasons. (grade 5, Opinion Writing) ▪ Students use transitional words and phrases that show time, sequence of events, or location and that connect one idea to another. (grade 6, Expository Nonfiction)

Conventions (the Mechanical Correctness)

DESCRIPTORS OF SUCCESSFUL WRITING	EXAMPLES
▪ Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Writing demonstrates increasing command of grade-appropriate spelling conventions.	▪ Students approximate spelling using letter–sound relationships they have learned in their phonics instruction. (kindergarten, Unit 2) ▪ Students capitalize the first letters of sentences and use periods at the ends. (grade 1, Unit 2) ▪ Students use the Word Bank section of their *Student Writing Handbooks* to check the spelling of words. (grade 2, Unit 5) ▪ Students use quotation marks to punctuate dialogue. (grade 3, Fiction) ▪ Students proofread their drafts using the Proofreading Notes section of their *Student Writing Handbooks*. (grade 4, Expository Nonfiction) ▪ Students use prepositions and prepositional phrases. (grade 5, Fiction) ▪ Students check for noun-pronoun agreement and identify unclear pronoun antecedents in their writing. (grade 6, Fiction)

Presentation (How the Writing Actually Looks on the Page)

DESCRIPTOR OF SUCCESSFUL WRITING	EXAMPLES
▪ Presentation is not formally addressed as a descriptor of successful writing, but students have numerous opportunities to attend to presentation during the publishing phase of the writing process.	▪ Students contribute to class books that are placed in the classroom library. (kindergarten, Unit 2) ▪ Students create books with titles and illustrated covers about their favorite objects. (grade 1, Unit 5) ▪ Students publish nonfiction books with an illustration, diagram, or other nonfiction text element. (grade 2, Unit 4) ▪ Students explore and integrate features of published books (such as a dedication page, author's note, back cover blurb) and incorporate these into the final versions of their stories. (grade 3, Fiction) ▪ As a class, students title a class book and determine other features to include (such as a dedication page, illustrations). (grade 4, Personal Narrative) ▪ Students explore and integrate text features (such as diagrams, maps, graphs) into their reports. (grade 5, Expository Nonfiction) ▪ Students create comprehensive bibliographies of their research sources and include them in their published informational reports. (grade 6, Expository Nonfiction)

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Focus on Social/Ethical Development

Research shows that building a safe and caring classroom community helps students develop a sense of responsibility for their own learning and behavior, as well as empathy and motivation to help others (Schaps 2004). Students who receive support in building their social and emotional skills demonstrate significant gains in academic achievement (Durlack et al. 2011). In the classroom writing community, students work in pairs, in small groups, and as a class to listen to and discuss writing, brainstorm ideas for writing, and share their writing.

BUILDING RELATIONSHIPS

Caring, respectful relationships are the foundation of the writing community and you, as the teacher, play a key role in building a warm relationship with each student as well as in facilitating and strengthening relationships among the students. The program creates deliberate opportunities to build these relationships. Early in the year, the students learn procedures (such as gathering for sharing and using cooperative structures) in which they are responsible to one another. As the year goes on, they regularly plan for, discuss, and solve problems related to their work together. They cultivate empathy by imagining how others might feel, and they explore why it is important to treat others with care and respect. When they feel connected to others and cared for, students learn to relax and take the risks necessary to grow academically, socially, and ethically.

VALUES AND SOCIAL SKILLS

As you help the students build relationships, you also help them understand the values that underlie these relationships. Across every year of the program, broad social goals help the students think about and act on five core values: responsibility, respect, caring, fairness, and helpfulness. The students reflect on what it means to act on these values and how their actions affect the community. Lapses in applying the values are seen as normal learning experiences, rather than failures. In addition to these five core values, the students explore other values that arise in the read-alouds, such as courage, perseverance, gratitude, and compassion.

The social skills that students learn in the program help them to act on these values in a deliberate way. They learn basic social skills (such as listening to others and taking turns) early in the year, laying the foundation for the more sophisticated skills they learn and practice later in the year, when both their academic work and resulting social interactions become more demanding. (For example, learning how to express appreciation for other people's writing early in the year prepares the students to give and receive specific feedback about their writing later in the year.)

The table on the facing page gives an overview of some of the social goals of the program, the social skills taught in support of those goals, and the grade levels at which they are taught.

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Social skills are taught when developmentally appropriate; a skill that is formally taught in the primary grades will be reviewed and integrated in subsequent grades.

Examples of Social Goals	Examples of Skills Taught to Support the Goal	K	1	2	3	4	5	6
Students listen respectfully to the thinking of others and share their own.	Speak clearly.	■	■	■	□	□	□	□
	Listen to one another.	■	■	■	□	□	□	□
	Give their full attention to the person who is speaking.	■	■	■	□	□	□	□
	Share their partners' thinking with the class.	■	■	■	□	□	□	□
Students work in a responsible way.	Handle materials responsibly.	■	■	■	■	■	■	■
	Use Writing Time responsibly.	■	■	■	■	■	■	■
	Confer in pairs responsibly.			■	■	■	■	■
Students express interest in and appreciation for one another's writing.	Ask one another questions about their writing.	■	■	■	■	■	■	■
	Use the prompt "I found out" to express interest in one another's writing.	■	■	■				
Students make decisions and solve problems respectfully.	Discuss and solve problems that arise while working with others.	■	■	■	■	■	■	■
	Reach agreement before making decisions.	■	■	■	■	■	■	■
Students act in fair and caring ways.	Share materials fairly.	■	■	■	■	■	■	■
	Act considerately toward others.	■	■	■	■	■	■	■
Students help one another improve their writing.	Ask for and receive feedback about their writing.			■	■	■	■	■
	Give feedback in a helpful way.			■	■	■	■	■

■ goal formally taught □ goal reviewed and integrated

RANDOM PAIRING

We recommend that you pair students randomly at the beginning of each unit and have those partnerships stay together for the entire unit. Working with the same partner over time helps students work through and learn from problems, build successful methods of interaction, and develop their writing skills together. Random pairing sends several positive messages to the students: there is no hidden agenda or reason behind how you pair students (such as achievement level), every student is considered a valuable partner, and everyone is expected to learn to work with everyone else. Random pairing also results in heterogeneous

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groupings over time, even though some pairs may be homogeneous in some way during any given unit (for example, both partners may be female). The box below suggests some methods for randomly pairing the students.

Some Random Pairing Methods

- Distribute playing cards and have each student pair up with someone who has the same number or suit color.
- Place identical pairs of number or letter cards in a bag. Have each student pull a card out of the bag and find someone who has the same number or letter.
- Cut magazine pictures in half. Give each student a picture half. Have each student pair up with the person who has the other half of the picture.

For more information about pairing English Language Learners (ELLs), see "Considerations for Pairing ELLs" on page l.

COOPERATIVE STRUCTURES

Cooperative structures are taught and used at every grade level to increase students' engagement and accountability for participation. These structures help the students learn to work together, develop social skills, and take responsibility for their learning. Students talk about their thinking and hear about the thinking of others. Cooperative structures are suggested for specific questions throughout the lessons and are highlighted with an icon (). In addition, you can use cooperative structures whenever you feel that not enough students are participating in a discussion, or, conversely, when many students want to talk at the same time.

Students at all grade levels learn "Turn to Your Partner" and "Think, Pair, Share." In grades 3–6, you might consider introducing "Heads Together" and "Group Brainstorming," when appropriate.

Cooperative Structures in the Program

- **Turn to Your Partner.** Partners turn to one another to discuss a question.
- **Think, Pair, Share.** Each student thinks individually about a question before discussing his or her thoughts with a partner. Pairs then report their thinking to another pair or to the class. This strategy is especially appropriate when the students are asked to respond to complex questions or when they are developing story ideas.
- **Heads Together.** Groups of four students discuss a question among themselves. Groups might then share their thoughts with the class.
- **Group Brainstorming.** Groups of four generate as many ideas as they can about a question as a group member records. These lists are then shared with the class.

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PAIR CONFERENCES

In grades 2–6 of the *Being a Writer* program, the students learn to confer in pairs about their writing. They learn that the purpose of a conference is for partners to help each other improve their writing and that a conference entails not only sharing their writing, but discussing it as well. They learn to initiate and conduct conferences, and they practice both the academic and social skills necessary to discuss particular aspects of their writing, as well as how to ask for, give, and receive helpful feedback.

Partners confer at different stages of the writing process. Sometimes they review their drafts together to simply share their writing. At other times, they confer to give each other feedback about how to improve pieces they want to publish. Often the entire class will confer in pairs as you walk around, observe, and support them. In grades 3–6, the students sometimes initiate their own pair conferences as needed during the writing period, either with a regular writing partner or with another available student.

Through conferring, the students practice listening carefully and taking an interest in other people's thinking and writing. They learn to focus on specific aspects of their partners' writing, sometimes asking themselves questions like "Am I getting to know this character's personality?" or "Can I follow what's happening? Am I confused at any point?" The students learn to give feedback respectfully and to receive it thoughtfully. Before and after each pair conference session, you facilitate discussions to first help the students plan how they will interact and then to discuss what went well, the problems they had and how they might be avoided, and how they acted responsibly. (For more about pair conferences, see "Managing Pair Conferences" on page xli.)

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Teaching the Program

How the Grade 1 Program Is Organized

UNITS

In the *Being a Writer* program at grade 1, there are eight units, designed to be taught in order. The units vary in length from one to six weeks. Each week has four days of instruction.

OVERVIEW OF INSTRUCTION

The *Being a Writer* program comprises 28 weeks of instruction, which allows time for you to:

- Extend or finish units that take longer than expected
- Provide free writing time so students can practice what they have learned
- Confer with students in a way that is more general than is suggested in the units (see "Teacher Conferences" on page xxxvii)
- Teach Writing About Reading, Writing Throughout the Week, and/or Extension activities (see "Extending the Instruction" on page xx)
- Teach writing content not introduced in the *Being a Writer* program

As you plan the instruction for the year, you might want to build in additional time for these activities.

Sample Calendar for Grade 1

	Unit	Title	Length	Focus
FALL	1	The Writing Community	5 weeks	Build a caring writing community Get ideas for writing from read-alouds Practice basic conventions of writing (e.g., writing left to right and putting spaces between words)
	2	Getting Ideas	6 weeks	Generate ideas for writing from the students' own lives Talk with others to develop ideas Use a word wall to spell high-frequency words Approximate spelling using letter–sound relationships

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Sample Calendar for Grade 1 *(continued)*

	Unit	Title	Length	Focus
WINTER	3	Telling More	4 weeks	Reread and add details to tell more Write on assigned and self-selected topics Explore sentence punctuation and capitalization
	4	Writing Stories About Me	4 weeks	Explore personal narrative by writing autobiographical stories Write stories with a beginning, middle, and end Informally revise to tell more Publish a story
SPRING	5	Writing Nonfiction	3 weeks	Explore expository (or informative) and functional (or explanatory) nonfiction Gather information for nonfiction writing through interviews and examining objects Write opening and closing sentences Explore writing questions Reread writing to make sure it makes sense
	6	Exploring Words Through Poetry	3 weeks	Generate lists of interesting movement words and sound words Explore figurative language Write poems about things that make noise, the weather, and objects in the classroom
	7	Opinion Writing	2 weeks	Hear and discuss examples of opinion writing Explore clearly stating an opinion and supporting it with reasons Write closing sentences Publish an opinion piece
	8	Revisiting the Writing Community	1 week	Reflect on growth as writers and community members Plan for summer writing

Planning and Teaching the Lessons

We offer the following considerations to help you plan and teach the *Being a Writer* lessons.

UNIT AND WEEK OVERVIEWS

To prepare to teach a unit, begin by reading the unit's introductory pages. The Resources list specifies the physical materials and the supplemental activities for the entire unit, while the Online Resources list indicates all of the materials that are available digitally on the CCC Learning Hub (ccclearninghub.org). The unit's opening page and the Overview table acquaint you with the goals and general outline of the unit; in genre units, the Development Across the Grades table shows you how instruction within that genre builds across grades.

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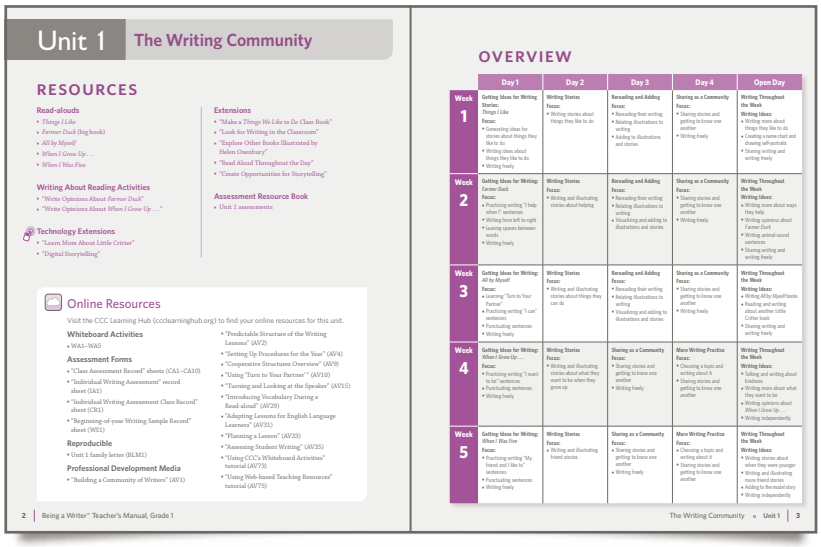


Unit 1 The Writing Community

RESOURCES

Read-alouds
- *Things I Like*
- *Farmer Duck* (big book)
- *All by Myself*
- *When I Grow Up . . .*
- *When I Was Five*

Writing About Reading Activities
- "Write Opinions About *Farmer Duck*"
- "Write Opinions About *When I Grow Up . . .*"

Technology Extensions
- "Learn More About Little Critter"
- "Digital Storytelling"

Extensions
- "Make a *Things We Like to Do* Class Book"
- "Look for Writing in the Classroom"
- "Explore Other Books Illustrated by Helen Oxenbury"
- "Read Aloud Throughout the Day"
- "Create Opportunities for Storytelling"

Assessment Resource Book
- Unit 1 assessments

Online Resources

Visit the CCC Learning Hub (cclearninghub.org) to find your online resources for this unit.

Whiteboard Activities
- WA1–WA5

Assessment Forms
- "Class Assessment Record" sheets (CA1–CA10)
- "Individual Writing Assessment" record sheet (IA1)
- "Individual Writing Assessment Class Record" sheet (CR1)
- "Beginning-of-year Writing Sample Record" sheet (WS1)

Reproducible
- Unit 1 family letter (BLM1)

Professional Development Media
- "Building a Community of Writers" (AV1)
- "Predictable Structure of the Writing Lessons" (AV2)
- "Setting Up Procedures for the Year" (AV4)
- "Cooperative Structures Overview" (AV9)
- "Using 'Turn to Your Partner'" (AV10)
- "Turning and Looking at the Speaker" (AV15)
- "Introducing Vocabulary During a Read-aloud" (AV29)
- "Adapting Lessons for English Language Learners" (AV31)
- "Planning a Lesson" (AV33)
- "Assessing Student Writing" (AV35)
- "Using CCC's Whiteboard Activities" tutorial (AV73)
- "Using Web-based Teaching Resources" tutorial (AV75)

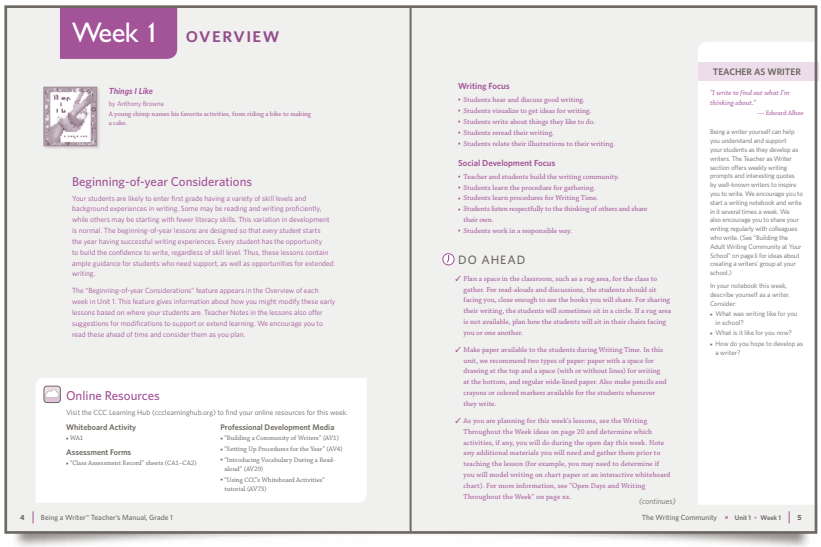
2 | Being a Writer™ Teacher's Manual, Grade 1

OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	Getting Ideas for Writing Stories: *Things I Like* Focus: • Generating ideas for stories about things they like to do • Writing ideas about things they like to do • Writing freely	Writing Stories Focus: • Writing stories about things they like to do	Revealing and Adding Focus: • Revealing their writing • Relating illustrations to writing • Adding to illustrations and stories	Sharing as a Community Focus: • Sharing stories and getting to know one another • Writing freely	Writing Throughout the Week Writing Ideas: • Writing more about things they like to do • Creating a name chart and drawing self-portraits • Sharing writing and writing freely
Week 2	Getting Ideas for Writing: *Farmer Duck* Focus: • Practicing writing "I help when I" sentences • Writing from left to right • Leaving spaces between words • Writing freely	Writing Stories Focus: • Writing and illustrating stories about helping	Revealing and Adding Focus: • Revealing their writing • Relating illustrations to writing • Visualizing and adding to illustrations and stories	Sharing as a Community Focus: • Sharing stories and getting to know one another • Writing freely	Writing Throughout the Week Writing Ideas: • Writing more about ways they help • Writing opinions about *Farmer Duck* • Writing animal-sound sentences • Sharing writing and writing freely
Week 3	Getting Ideas for Writing: *All by Myself* Focus: • Learning "Turn to Your Partner" • Practicing writing "I can" sentences • Punctuating sentences • Writing freely	Writing Stories Focus: • Writing and illustrating stories about things they can do	Revealing and Adding Focus: • Revealing their writing • Relating illustrations to writing • Visualizing and adding to illustrations and stories	Sharing as a Community Focus: • Sharing stories and getting to know one another • Writing freely	Writing Throughout the Week Writing Ideas: • Writing *All by Myself* books • Reading and writing about another Little Critter book • Sharing writing and writing freely
Week 4	Getting Ideas for Writing: *When I Grow Up . . .* Focus: • Practicing writing "I want to be" sentences • Punctuating sentences • Writing freely	Writing Stories Focus: • Writing and illustrating stories about what they want to be when they grow up	Sharing as a Community Focus: • Sharing stories and getting to know one another • Writing freely	More Writing Practice Focus: • Choosing a topic and writing about it • Sharing stories and getting to know one another	Writing Throughout the Week Writing Ideas: • Talking and writing about kindness • Writing more about what they want to be • Writing opinions about *When I Grow Up . . .* • Writing independently
Week 5	Getting Ideas for Writing: *When I Was Five* Focus: • Practicing writing "My friend and I like to" sentences • Punctuating sentences • Writing freely	Writing Stories Focus: • Writing and illustrating friend stories	Sharing as a Community Focus: • Sharing stories and getting to know one another • Writing freely	More Writing Practice Focus: • Choosing a topic and writing about it • Sharing stories and getting to know one another	Writing Throughout the Week Writing Ideas: • Writing stories about when they were younger • Writing and illustrating more friend stories • Adding to the model story • Writing independently

The Writing Community • Unit 1 | 3

Prepare for each week by reading that week's Overview, including the list of read-aloud texts, the online resources, and the writing and social focuses. The Do Ahead section alerts you to special requirements for the week and any preparations you should make ahead of time. Preview the lessons and note how the instruction supports the week's writing and social focuses from lesson to lesson. The Teacher as Writer section featured each week helps you cultivate your own skill and voice as a writer. (For more information, see "Teacher as Writer" on page li.)



Week 1 OVERVIEW

Things I Like
by Anthony Browne
A young chimp names his favorite activities, from riding a bike to making a cake.

Beginning-of-year Considerations

Your students are likely to enter first grade having a variety of skill levels and background experiences in writing. Some may be reading and writing proficiently, while others may be starting with fewer literacy skills. This variation in development is normal. The beginning-of-year lessons are designed so that every student starts the year having successful writing experiences. Every student has the opportunity to build the confidence to write, regardless of skill level. Thus, these lessons contain ample guidance for students who need support, as well as opportunities for extended writing.

The "Beginning-of-year Considerations" feature appears in the Overview of each week in Unit 1. This feature gives information about how you might modify these early lessons based on where your students are. Teacher Notes in the lessons also offer suggestions for modifications to support or extend learning. We encourage you to read these ahead of time and consider them as you plan.

Online Resources

Visit the CCC Learning Hub (cclearninghub.org) to find your online resources for this week.

Whiteboard Activity
- WA1

Assessment Forms
- "Class Assessment Record" sheets (CA1–CA2)

Professional Development Media
- "Building a Community of Writers" (AV1)
- "Setting Up Procedures for the Year" (AV4)
- "Introducing Vocabulary During a Read-aloud" (AV29)
- "Using CCC's Whiteboard Activities" tutorial (AV73)

4 | Being a Writer™ Teacher's Manual, Grade 1

Writing Focus
- Students hear and discuss good writing.
- Students visualize to get ideas for writing.
- Students write about things they like to do.
- Students reread their writing.
- Students relate their illustrations to their writing.

Social Development Focus
- Teacher and students build the writing community.
- Students learn the procedure for gathering.
- Students learn procedures for Writing Time.
- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.

DO AHEAD

✓ Plan a space in the classroom, such as a rug area, for the class to gather. For read-alouds and discussions, the students should sit facing you, close enough to see the books you will share. For sharing their writing, the students will sometimes sit in a circle. If a rug area is not available, plan how the students will sit in their chairs facing you or one another.

✓ Make paper available to the students during Writing Time. In this unit, we recommend two types of paper: paper with a space for drawing at the top and a space (with or without lines) for writing at the bottom, and regular wide-lined paper. Also make pencils and crayons or colored markers available for the students whenever they write.

✓ As you are planning for this week's lessons, see the Writing Throughout the Week ideas on page 20 and determine which activities, if any, you will do during the open day this week. Note any additional materials you will need and gather them prior to teaching the lesson (for example, you may need to determine if you will model writing on chart paper or an interactive whiteboard chart). For more information, see "Open Days and Writing Throughout the Week" on page xx.

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TEACHER AS WRITER

"I write to find out what I'm thinking about."
— Edward Albee

Being a writer yourself can help you understand and support your students as they develop as writers. The Teacher as Writer section offers weekly writing prompts and interesting quotes by well-known writers to inspire you to write. We encourage you to start a writing notebook and write in it several times a week. We also encourage you to share your writing regularly with colleagues who write. (See "Building the Adult Writing Community at Your School" on page li for ideas about creating a writers' group at your school.)

In your notebook this week, describe yourself as a writer. Consider:
- What was writing like for you in school?
- What is it like for you now?
- How do you hope to develop as a writer?

The Writing Community • Unit 1 • Week 1 | 5

PREPARING THE DAILY LESSONS

Each lesson, generally, is divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting. Each section has its own requirements in terms of student movement and teacher facilitation. Keep these in mind as you plan to teach the lesson. To prepare:

- Read the bulleted lesson purposes that precede the day's instruction and keep them in mind as you read the entire lesson, including any *Student Writing Handbook* pages,

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reproducible materials, and whiteboard activities (WA), and anticipate how your students will respond.

- Collect materials and anticipate room arrangement needs.
- View any professional development media (AV) referred to in the lessons.
- Plan any teacher modeling required in the lesson.
- Review suggested discussion questions and decide which ones you will ask. Also review the week's Facilitation Tip and look for opportunities in the lesson to use facilitation techniques.
- Plan how you will pace the lesson to keep it moving. A lesson (including writing time) is designed to take, on average, 35–40 minutes at grades K–2 and 45–60 minutes at grades 3–6.
- Review any optional activities and decide if and when you want to do them with the class. Some require additional materials or preparation.

PROFESSIONAL DEVELOPMENT MEDIA

Brief videos created for the second edition of the *Being a Writer* program help you with effective implementation. The videos, intended for viewing when planning lessons, provide a range of support, including tips for teaching various genres and conferring with the students, demonstrations of teachers modeling specific techniques (such as approximating spelling and punctuating sentences), and examples of students using cooperative structures. For a complete list of professional development media, visit the CCC Learning Hub (ccclearninghub.org).

HELPFUL LESSON FEATURES

The lessons include a number of features that help you navigate the instruction and that provide background information and tips. These lesson features are listed below.

Helpful Lesson Features

- **Beginning-of-year Considerations.** This feature appears in the Overview of each week in Unit 1 in kindergarten and grade 1. It provides information about how you might modify these early lessons based on where your students are developmentally.
- **Topic Notes.** These notes appear at the beginning of some lessons and provide background information about important aspects of the instruction, including lesson structure, purpose, pedagogy, and approach.
- **Teacher Notes.** These notes appear in the lesson margins and alert you to such information as the purposes of different activities, materials to be collected or saved, hints for managing the lesson, and ways to support the students.

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Helpful Lesson Features *(continued)*

- **ELL Notes.** These notes suggest various strategies to support English Language Learners (ELLs) during a lesson.
- **Skill Practice Notes.** In grades 1–6, these notes refer to specific lessons in each grade's *Skill Practice Teaching Guide* that provide direct instruction or additional practice with specific skills and conventions. The lessons identified in the notes are relevant to the writing that the students are doing in the core instruction.
- **Facilitation Tips.** These notes suggest techniques you can use to facilitate class discussions (for example, asking open-ended questions, using wait-time, and not paraphrasing or repeating students' responses) in order to increase participation and encourage deeper conversations among your students.
- **Cooperative Structure Icons.** These icons indicate where in the lesson students work in pairs or small groups and where the cooperative structures "Turn to Your Partner" and "Think, Pair, Share" are used.
- **Suggested Vocabulary.** This feature identifies words in a read-aloud that you might want to define for your students as you read. We selected vocabulary words based on how crucial they are to understanding the text and on the unlikeliness that students will be able to glean their meaning from the context. Definitions are provided.
- **ELL Vocabulary.** This feature identifies and defines additional words in a read-aloud that you may want to address with your ELLs.
- **"Students might say."** This feature gives you ideas of the kinds of responses you might expect from your students. If the students have difficulty answering a question, you can suggest some ideas in the "Students might say" note, and then ask them to generate additional ideas.
- **"You might say."** This feature provides sample language you can draw on when you model writing, revising, and proofreading, incorporating skill instruction as you do so. Providing the students with opportunities to see you model writing while thinking aloud helps them apply the instruction to their own writing.
- **Chart Diagrams.** These diagrams illustrate charting techniques and examples of text generated by the class or by teacher modeling. (For more information about the charts used in the program, see "Charts" on page xl.)
- **Technology Tips.** These notes suggest ways you might integrate technology in the writing lessons. In grades 3–6, they also refer to Technology Mini-lessons, which instruct students on topics such as how to navigate safely online and how to conduct online research.
- **2D barcodes.** You can scan these 2D barcodes with an app installed on your smartphone or tablet device to gain instant access to professional development and instructional media.
- **Teacher Conference Notes.** These notes help you confer with individual students during the writing lessons. (See "Teacher Conferences" on the next page.)
- **Class Assessment Notes.** These notes help you observe and assess the whole class during pair conferences and Writing Time. (See "Assessments" on page xxxviii.)
- **End-of-unit Considerations.** This feature provides information on wrapping up a unit and conducting final unit assessments.

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TEACHER CONFERENCES

Early in the year, you will begin conferring with individual students during the writing lessons. The purposes of these conferences are to assess and support individual students in their writing. You can keep an ongoing record of your conferences by documenting your observations and suggestions for each student on a "Conference Notes" record sheet (CN).

- **Conferring During the Units.** Your initial conference focuses on just getting to know the students as writers—their skills, motivation, and interests. As the year progresses, you will focus more on particular aspects of writing that you have taught in the lessons. The Teacher Conference Notes suggest questions to guide your thinking as you read a student's writing and listen to him or her read and talk about it. These questions are followed by suggestions for supporting the student based on what you noticed. The conferences in each unit focus on reinforcing the teaching you have done so far in that unit. During each unit, we encourage you to confer with every student at least once or twice, depending on the length of the unit.
- **Additional Conferring.** We suggest that, when possible, you conduct additional conferences with individual students during any free writing time, broadening your focus to respond more generally to their writing. Point out and discuss things that you might otherwise skip over during a unit conference, such as misused words (for example, *there/their/they're*), missing punctuation, run-on sentences, or a tendency to "tell" rather than "show" (for example, *The dog was happy* versus *The dog wagged his tail and jumped in circles while barking happily*). In addition, you can discuss questions like:

  Q *What are you writing?*

  Q *Where did you get the idea for this piece?*

  Q *What have you learned about good writing that you can use in this piece?*

  Q *What is one question you want to ask me about your piece?*

  Q *What do you want help with?*

In the conferences, it is helpful to use a tone of genuine interest and curiosity to foster students' confidence and willingness to learn about writing. You can point out elements of writing you see them experimenting with ("When I read the sentence 'I crunched the red leaves with my feet,' I could hear those dry, autumn leaves") and ask open-ended questions about their writing ("What other words can you include to help your reader imagine what it's like in this park?" or "What were you thinking about when you changed the words in this sentence?"). When teaching directly, it helps to discuss conventions in terms of how authors communicate with readers ("Let me show you how writers let us know when one character stops speaking and another one begins"), rather than simply following a rule ("All speech must have quotation marks").

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Assessments

The *Being a Writer* assessments have two main purposes: to help you make informed instructional decisions as you teach the program and to help you track your students' writing and social development over time. The program provides a range of assessments, including both formative and summative assessment tools.

Each assessment has a corresponding record sheet in the *Assessment Resource Book*. You may choose to record your students' progress using printed copies of the forms from the *Assessment Resource Book* or through the CCC Learning Hub (ccclearninghub.org). Alternatively, you can use the CCC ClassView app to electronically record, sort, synthesize, and report assessment data for each student and the whole class. For more information, see "CCC ClassView App" on page xliii.

FORMATIVE ASSESSMENTS

Formative assessments help you reflect on your students' academic and social growth over time through class observation, individual conferences, and analysis of student writing. Formative assessments in the program comprise the following:

- **Class Assessment.** Class Assessment Notes within the lessons occur about once per week. They are designed to help you assess the writing and sometimes the social performance of the whole class. During this assessment, we suggest that you walk around and observe students working individually or in pairs (perhaps selecting strong, average, and struggling writers to observe). Ask yourself the questions in the Class Assessment Note and follow up with the suggested interventions, if necessary. You can record your observations on the corresponding "Class Assessment Record" sheet (CA).
- **Teacher Conferences and Student Goals and Interests Survey.** Teacher Conference Notes provide you with specific questions related to the students' writing that you might ask yourself or a student when conferring individually. Many notes also include suggestions for supporting struggling students. You can record your observations from each conference on the corresponding "Conference Notes" record sheet (CN). We encourage you to confer with each student at least twice per unit.

  You might use the questions listed in the first Teacher Conference Note in the program as a beginning-of-year survey of your students' goals and interests. The questions in the final Teacher Conference Note of the year can serve as an end-of-year survey of the students' perceptions of their growth as writers, attitudes toward writing, and goals for summer writing.

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- **Student Self-assessment (Optional).** At grades 2–6, this assessment is included in all units in which the students formally publish a piece of writing. The "Student Self-assessment" record sheet (SA) provides questions for the students to think about as they analyze their published pieces for characteristics of good writing. The self-assessment also invites the students to think about what they did well in their writing and what they want to continue to work on.
- **Beginning- and End-of-year Writing Samples (Optional).** This assessment can be used to determine a baseline for individual students' writing ability. The students are asked to write in response to a prompt and are encouraged to incorporate what they know about good writing and the writing process into their pieces. You can analyze each student's writing using the "Beginning-of-year Writing Sample Record" sheet (WS).

  You can follow the same procedure to obtain end-of-year writing samples, and then analyze each student's writing using the "End-of-year Writing Sample Record" sheet (WS). You can then compare the two pieces to evaluate the students' progress made over the course of the school year.

For more information about the formative assessments in the program, see "Assessments" on page vi of the *Assessment Resource Book*.

SUMMATIVE ASSESSMENTS

Summative assessments allow you to evaluate and score each student's writing for units in which the students produce a final or published piece of writing.

- **Social Skills Assessment.** At grades 1–6, the Social Skills Assessment allows you to note how well each student is learning and applying the social skills taught in the program. In addition to social skills, this assessment allows you to track how well each student integrates the values of responsibility, respect, fairness, caring, and helpfulness into his or her behavior. We recommend that you assess your students' social development three times per year (at the beginning, middle, and end of the year), using the "Social Skills Assessment Record" sheet (SS).
- **Individual Writing Assessment.** This end-of-unit assessment is designed to help you assess growth in individual students' writing. If needed, the "Individual Writing Assessment" record sheet (IA) can be used to help you assign grades.

For more information about the summative assessments in the program, see "Assessments" on page vi of the *Assessment Resource Book*.

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Tips for Managing the Program in Your Classroom

We offer the following suggestions to help you manage the *Being a Writer* program in your classroom.

ROOM ARRANGEMENT AND MATERIALS

- We recommend a classroom arrangement that allows for quiet individual writing at desks, regular partner work at desks, and whole-class gatherings and discussion. A rug or classroom library area is ideal for whole-class gathering. If this is not possible, think of a way to have the students face and sit close enough to you to hear and see the read-alouds and participate in discussions.
- Plan a place and a chair (sometimes two) to use for Author's Chair sharing.
- Free up wall space for a word wall (at K–2 only) and for posting paper charts generated in the lessons.
- Gather writing and publishing materials in a central location, and make students responsible for maintaining this area neatly. Materials might include lined and unlined paper, pencils, pens, pads of self-stick notes, highlighters, crayons or markers, construction paper, staplers, and any other desired materials for making books (such as hole punches and string).

CHARTS

In the *Being a Writer* program, charts are used to model shared writing, show sample writing, list ideas, and display writing tasks. The program features both paper charts and digital whiteboard charts. The latter are referred to in the lessons as whiteboard activity (WA) charts and are accessed via the CCC Learning Hub (ccclearninghub.org). If your classroom is not equipped with an interactive whiteboard, you can print the whiteboard activity charts and display them using a projection device. The weekly Do Ahead section and daily Materials lists make clear which type of chart will be used for any specific task. In cases where a chart needs to be displayed throughout the week, unit, or year, we recommend using paper charts. (Write large enough so the charts can be read from a distance.) For more information, see the "Using CCC's Whiteboard Activities" tutorial (AV73).

STUDENT BOOKS, NOTEBOOKS, AND FOLDERS

- Each student in grades 2–6 is responsible for maintaining a *Student Writing Handbook*, a *Student Skill Practice Book* (optional), a writing notebook, and a writing folder for loose papers and works-in-progress. Students in grade 1 use all of the above materials except a *Student Writing Handbook*. Label the covers of all of these with the students' names, and encourage the students to be responsible for maintaining these in good

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shape in their desks. These materials should stay in the classroom during the year, rather than go home with the students.

- Each student in grades 1–6 uses a writing notebook. Because writing notebooks are not included with the program, you will need to provide each student with a writing notebook at the beginning of the year (or have the students bring their own from home). We strongly recommend full-size notebooks (no smaller than a 7" × 9" composition book) with firmly bound pages, sturdy covers, and line spacing appropriate for your grade level. *Being a Writer* composition books are available for additional purchase on the Center for the Collaborative Classroom's website (collaborativeclassroom.org).
- The writing folders can be file folders or pocket folders, or they can be made out of folded construction paper or card stock.
- In kindergarten, we suggest that you provide writing folders to organize the students' writing during the week. You might distribute them daily and collect them at the end of each writing period. You may wish to establish another system for managing the flow of student papers. For example, you may ask the students to place their completed work in a box on your desk and to keep works-in-progress in folders stored in their cubbies.

MANAGING WORKFLOW

- Establish procedures to help the students move works-in-progress through the writing process. For example, when a student finishes his or her final version and makes it into a book, she might place it in a "Publication" basket in the corner of the class library to be read aloud during an upcoming Author's Chair sharing time.

MANAGING PAIR CONFERENCES

- When the whole class is conferring in pairs, you might have pairs of students spread out around the room so they can more easily focus and hear one another. (Students learn specific procedures for conferring in pairs during the lessons.)
- In grades 3–6, when students initiate their own pair conferences during Writing Time, you might designate an area of the room where they may go to talk, away from other students who are working quietly.

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Using the Technology Features

The *Being a Writer* program incorporates digital technology to enhance your students' learning experience and streamline your preparation, instruction, and assessment processes.

Digital Teacher Resources

The program comprises a suite of digital resources, including the *Digital Teacher's Set* as well as access to the CCC Learning Hub and the CCC ClassView app.

DIGITAL TEACHER'S SET

The *Being a Writer Digital Teacher's Set* includes electronic versions of the *Teacher's Manual*, *Assessment Resource Book*, and *Skill Practice Teaching Guide* for use on a tablet device or computer. Features of the *Digital Teacher's Set* include linked cross-references and direct access to the CCC Learning Hub, the CCC ClassView app (see the next page for more information), and professional development media.

CCC LEARNING HUB

The CCC Learning Hub (ccclearninghub.org) is your source for the following resources:

- Whiteboard activity charts to display or print
- Printable blackline masters, such as family letters and student handouts
- Digital reference copy of the *Student Writing Handbook*
- Digital reference copy of the *Student Skill Practice Book*
- A link to the CCC ClassView app, as well as direct links to printable or interactive assessment forms
- Professional development and instructional media

For more information, see the "Using the CCC Learning Hub" tutorial (AV82).

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CCC CLASSVIEW APP

The CCC ClassView app is an online application that contains all of the forms and instructions available in the *Assessment Resource Book*. This tool also enables you to collect, sort, synthesize, and report assessment data for each student electronically. You can access the app by tapping the assessment icon links in the *Digital Teacher's Set*, visiting the CCC Learning Hub (ccclearninghub.org), or going directly to the CCC ClassView app (classview.org). For more information about the CCC ClassView app, view the "Using the CCC ClassView App" tutorial (AV80).

Additional Technology Features

Additional lesson features integrate technology into the program in a variety of ways.

TECHNOLOGY TIPS

These notes, located in the margins of the core lessons, suggest ways to incorporate technology into the instruction or list related professional development media that support your use of technology in the classroom.

TECHNOLOGY EXTENSIONS

These optional activities identify ways in which you can use technology to extend instruction, when appropriate. For example, students might listen to and discuss an online interview with an author or publish their writing in an online format such as a class blog.

TECHNOLOGY TUTORIALS

These videos help you understand how to effectively implement the program's technology features and how to use widely available technology, such as presentation tools. They include:

- "Getting Started with Your Print *Teacher's Manual*" (K–6)
- "Getting Started with Your *Digital Teacher's Set*" (K–6)
- "Using the CCC Learning Hub" (K–6)
- "Using CCC's Whiteboard Activities" (K–6)
- "Using the CCC ClassView App" (K–6)
- "Using Web-based Whiteboard Activities" (3–6)
- "Using Web-based Teaching Resources" (K–6)
- "Using Presentation Tools" (3–6)
- "Creating a Class Blog" (3–6)
- "Using Social Networking Sites" (3–6)

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TECHNOLOGY MINI-LESSONS

These optional lessons in grades 3–6 instruct students on a variety of technology subjects. These lessons include:

- "Navigating Safely Online"
- "Maintaining Privacy Online"
- "Showing Respect Online" (grades 4–6 only)
- "Choosing Effective Search Terms"
- "Understanding Search Results"
- "Using Filters to Narrow Results"
- "Evaluating Research Sources"
- "Citing Online Sources" (grades 4–6 only)
- "Creating Documents"
- "Creating Presentations"

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Special Considerations

Teaching the Program in Multi-age Classrooms

If you are teaching a multi-age class, we recommend that you choose the level of the program that is appropriate for the majority of your students to use throughout the school year. Since the program provides plenty of time for writing practice and individual conferences, all of your students will be able to develop comfortably as writers even if the lessons are designed for students at a lower or higher grade level.

Supporting English Language Learners (ELLs)

The *Being a Writer* program helps you implement effective teaching strategies to meet the needs of all students, including ELLs. (For more information, see "How the *Being a Writer* Program Supports ELLs" on page xlvi.)

While the program is an effective tool in teaching writing to ELLs, it is not intended to stand alone as a comprehensive linguistic development program. It is assumed that additional support in second language acquisition is occurring for ELLs outside of this program.

ABOUT TEACHING WRITING TO ELLs

One myth about teaching ELLs is that good teaching alone will meet their linguistic and academic needs, that they will simply "pick up" the language in the typical classroom context. While "good teaching" (developmental, research-based instructional strategies) certainly benefits ELLs enormously, it is important to target their specific academic and linguistic strengths and needs. The first step is to develop an accurate picture of each student's English language proficiency level and previous academic experience.

STAGES OF SECOND LANGUAGE ACQUISITION

Learning a new language is a developmental process. The following table outlines the generally accepted stages of acquiring a language and the characteristics of students at each stage. Progress from one stage to the next depends on a wide variety of factors, including

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cognitive and social development and maturity, previous academic experience, family education and home literacy practices, personality, cultural background, and individual learning styles.

Stages of Second Language Acquisition

Developmental Stages of Language Proficiency (under immersion)	Student Characteristics
Stage 1: Receptive or Preproduction (can last up to 6 months)	Often nonverbal during this period Acquires receptive vocabulary (words and ideas that children "take in" or learn before they begin to produce words verbally) Conveys understanding through drawing, writing, and gesturing Gradually becomes more comfortable in the classroom
Stage 2: Early Production (can last 6 months to 1 year)	Uses one- to two-word answers Verbally labels and categorizes Listens more attentively Writes words and some simple sentences
Stage 3: Speech Emergence (can last 1 to 3 years)	Speaks in phrases, short sentences Sequences stories using words and pictures Writes simple sentences
Stage 4: Intermediate Fluency (can last 3 to 5 years)	Uses increased vocabulary Speaks, reads, and writes more complex sentences Demonstrates higher-order skills, such as analyzing, predicting, debating, etc.
Stage 5: Advanced Fluency (can last 5 to 7 years)	Demonstrates a high level of comprehension Continues to develop academic vocabulary Continues to speak, read, and write increasingly complex sentences

HOW THE *BEING A WRITER* PROGRAM SUPPORTS ELLs

There are a number of effective English Language Development (ELD) instructional strategies integrated throughout the *Being a Writer* program. These strategies help make the content comprehensible, support students at their individual level of language proficiency, and help students see themselves as valuable members of the classroom community. The table on the next page shows the ELD strategies used in *Being a Writer*.

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English Language Development (ELD) Strategies in the *Being a Writer* Program

Emphasis on writing as meaningful expression	Balanced approach to listening, speaking, reading, and writing Teacher questioning Explicit teacher modeling Writing in narrative, expository (informative), and opinion genres Activating prior knowledge Making connections (i.e., text-to-self) Building intrinsic motivation through providing choice
Visual aids and engaging materials	Rich, meaningful literature Engaging book art Emphasis on writing and illustration Teacher modeling of writing, revising, and proofreading
Explicit vocabulary instruction	Opportunities to preview and discuss read-alouds before lessons Building academic vocabulary Brainstorming lists of words to use in students' writing
Creating a respectful, safe learning community	Active, responsible learning High expectations for classroom interactions Explicit classroom procedures and routines Explicit social skills instruction Regular discussions to reflect on classroom values and community
Cooperative learning	Cooperative structures ("Turn to Your Partner" and "Think, Pair, Share") Ongoing peer partnerships Opportunities to express thinking orally and listen to others' thinking Sharing work and reflecting

ADDITIONAL STRATEGIES FOR SUPPORTING ELLs

In addition to the practices embedded in the *Being a Writer* lessons, ELL Notes provide specific suggestions for adapting instruction to meet the needs of ELLs. In addition, you can implement a number of general strategies to help ELLs participate more fully in the program. These include:

- **Speaking slowly.** Beginning English speakers can miss a great deal when the language goes by too quickly. Modifying your rate of speech can make a big difference in helping them to understand you.

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- **Using visual aids and technology.** Photographs, realia (real objects), diagrams, and even quick sketches on the board can help to increase a student's comprehension. When giving directions, physically modeling the steps and writing them on the board while saying them aloud are effective ways to boost comprehension. Audiovisual resources such as recordings of books read aloud, author interviews, and interactive versions of read-alouds can also be helpful.
- **Inviting expression through movement and art.** Having students express their thinking through movement and art can be enormously powerful. Drawing, painting, dancing, mimicking, role-playing, acting, singing, and chanting rhymes are effective ways for students to increase comprehension, build vocabulary, and convey understanding. The Total Physical Response (TPR) method, developed by James Asher, helps children build concepts and vocabulary by giving them increasingly complex verbal prompts (stand, sit, jump, etc.) that they act out physically and nonverbally (see Bibliography on page 577).
- **Building vocabulary.** ELL vocabulary is highlighted for most read-alouds in the program, and we recommend that you introduce this vocabulary (discuss it, act it out, draw it, etc.) and define it during the reading. In addition, you might brainstorm words related to particular read-alouds or themes (see the example below). The students can then illustrate each word and post the illustrations next to the printed words, creating a visual chart to refer to as they write.

Ideas for "First Time" Stories

tooth	broken bone	ocean
kindergarten	sleepover	birthday
baby brother	airplane	friend
apartment	bike	snow

- **Preteaching.** It is a good idea to preteach concepts with ELLs, when possible. This can mean previewing vocabulary, doing a picture walk of a story, or looking at realia or photographs before a lesson. Preteaching in a student's primary language can be particularly effective—teachers, instructional aides, parents, or other community members can be enlisted to help. Some of the *Being a Writer* read-aloud books are available in Spanish. For a list of these titles, visit the Center for the Collaborative Classroom's website (collaborativeclassroom.org).

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- **Simplifying questions.** Open-ended questions are used throughout the *Being a Writer* program to elicit language and higher-order thinking from students. These questions are often more complex in structure than closed or one-word-answer questions. While all learners, including ELLs, benefit from the opportunity to consider such questions, you might modify complicated questions into simpler ones to increase comprehension and participation by your ELLs. The table below lists some suggestions for simplifying questions.

Suggestions for Simplifying Questions

Suggestion	Original Question	Simplified Question
Use the simple present tense.	What was happening at the beginning of the story?	What happens at the beginning of the story?
Use active rather than passive voice.	How was the window broken in the story?	Who broke the window in the story?
Ask *who/what/where/when* questions rather than *how/why* questions.	How are you and your partner working together?	What do you and your partner do to work well together?
Avoid the subjunctive.	If you were going to write about a family member, what might you write?	You will write a story about someone in your family. What will you write?
Provide definitions in the question.	Why is the old woman so reluctant to name the dog?	The old woman is *reluctant*; she does not want to name the dog. Why?
Provide context clues as part of the question.	What happens at the beginning of the story?	Peter wakes up and it is snowing. What else happens at the beginning of the story?
Elicit nonverbal responses. (Stages 1–3)	What do you see in this picture that tells about the words?	This picture shows the sentence "I like to paint." Point to the paints. Point to the paintbrushes.
Elicit responses of 1–2 words or short phrases. (Stages 1–3)	What do you think will happen when Peter puts the snowball in his pocket?	Peter puts the snowball in his pocket. Is that a good idea?

- **Assessing comprehension.** When students are in the preproduction and early production stages of language acquisition, it can be hard to assess exactly what they understand. It is important not to confuse lack of verbal response with lack of understanding. Rather than force ELLs to produce language before they are

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ready (which can raise anxiety and inhibit their progress), you can assess nonverbal responses while the students are actively engaged by asking yourself questions such as:

- Q *Do the student's drawings and written symbols communicate thinking or show evidence of my teaching (such as completing a frame sentence and illustrating it appropriately, or including a beginning, middle, and end in a story)?*
- Q *Does the student nod, laugh, or demonstrate engagement through other facial expressions?*
- Q *Does the student pick up academic and social cues from peers?*
- Q *Does the student follow classroom signals and routines?*
- Q *Does the student follow simple directions (such as "Please get out your writing notebooks and pencils")?*
- Q *Does the student utter, chant, or sing some familiar words or phrases?*

By carefully observing your ELLs and employing some of the strategies suggested here (as well as those in the ELL Notes in the lessons), you will be able to support your students' development as writers and as caring, collaborative participants in your writing community.

CONSIDERATIONS FOR PAIRING ELLs

A key practice in the *Being a Writer* program is to have students work in unit-long partnerships. Random pairing is suggested as a way to ensure equity by reinforcing the value of each child in the classroom (see "Random Pairing" on page xxix). However, when considering the needs of ELLs, it may be advantageous to partner these students in a more strategic way. You might pair a beginning English speaker with a fluent English or multilingual speaker. It can be effective if the multilingual partner shares the ELL's primary language, but we recommend prudence in asking the more fluent English speaker to serve as translator. Another option is to place ELLs in trios with fluent English speakers to allow them more opportunity to hear the language spoken in conversation. In this case, it is important to make sure that all three students are participating and including one another in the work.

Building the Home–School Connection

Keeping families informed about their children's participation in the *Being a Writer* program helps family members understand and appreciate how their children are developing as writers and how they can support that development.



FAMILY LETTERS

We provide a letter to send home with the students at the end of each unit, available in both English and Spanish. Each letter describes the unit's focus, instruction, and social development goals and offers suggestions for encouraging writing development at home.

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The family letters are included in the Online Resources list for each unit and can be accessed via the CCC Learning Hub (ccclearninghub.org).

Building the Adult Writing Community at Your School

Being a writer yourself helps you understand the writing process and the joys and struggles that come with writing. Writing regularly informs both your instructional decisions and your interactions with individual students about their writing. We strongly encourage you to become part of an active writing community that will support you in your own development as a writer. Some particularly powerful activities for building a writing community are listed below.

TEACHER AS WRITER

The Teacher as Writer section at the beginning of each week offers writing prompts and instructive quotes by well-known writers to inspire you. The prompts relate to the writing focuses for the students that week.

We suggest that you start a writing notebook and write in it several times a week, both in school during the daily Writing Time and outside of school. Find opportunities to share your writing regularly with a writing partner or group.

STARTING A WRITERS' GROUP AT YOUR SCHOOL

To start a writers' group at your school, find other adults (including teachers, administrators, parents, and other school staff) who are interested in writing regularly and supporting one another in writing. If there is a lot of interest, consider starting more than one writers' group to keep any one group from becoming too large. Schedule meetings at regular intervals (every month, every six weeks, or every other month) to share and discuss writing. Meetings can take place on or off school grounds, and the format can range from formal to informal. Many sources of information about how to start and conduct a writers' group are available online; search for this information using the keywords "starting a writers' group."

Using *Being a Writer* with Other Programs from the Center for the Collaborative Classroom

Center for the Collaborative Classroom has developed other programs that can be used in conjunction with *Being a Writer* in a language arts curriculum. For more information about any of these programs, visit the Center for the Collaborative Classroom's website (collaborativeclassroom.org).

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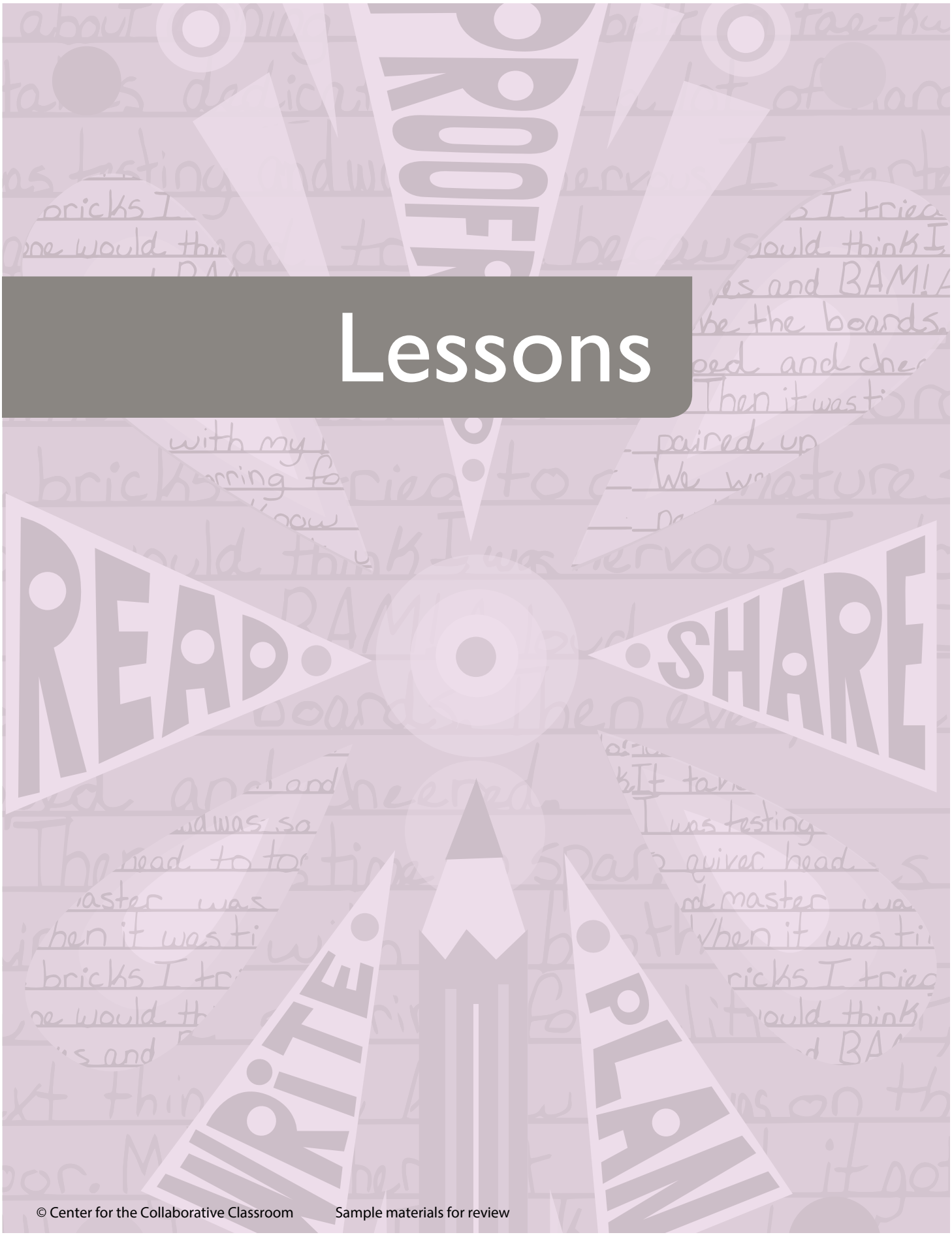

Lessons

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Unit 1

The Writing Community

During this five-week unit, the students begin to see themselves as contributing members of a caring writing community. They hear and discuss examples of good writing, see you model writing, and write and illustrate stories. Guided writing practice using sentence starters (such as "I help when I" and "I want to be") builds skills and confidence, while the many creative and free-writing experiences spark originality. The students learn cooperative structures such as "Turn to Your Partner," as well as other procedures used in the writing community. (See the "Beginning-of-year Considerations" feature on each week's overview for more information about Unit 1.)



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Unit 1 The Writing Community

RESOURCES

Read-alouds

- *Things I Like*
- *Farmer Duck* (big book)
- *All by Myself*
- *When I Grow Up . . .*
- *When I Was Five*

Writing About Reading Activities

- "Write Opinions About *Farmer Duck*"
- "Write Opinions About *When I Grow Up . . .*"

Technology Extensions

- "Learn More About Little Critter"
- "Digital Storytelling"

Extensions

- "Make a *Things We Like to Do* Class Book"
- "Look for Writing in the Classroom"
- "Explore Other Books Illustrated by Helen Oxenbury"
- "Read Aloud Throughout the Day"
- "Create Opportunities for Storytelling"

Assessment Resource Book

- Unit 1 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA5

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA10)
- "Individual Writing Assessment" record sheet (IA1)
- "Individual Writing Assessment Class Record" sheet (CR1)
- "Beginning-of-year Writing Sample Record" sheet (WS1)

Reproducible

- Unit 1 family letter (BLM1)

Professional Development Media

- "Building a Community of Writers" (AV1)
- "Predictable Structure of the Writing Lessons" (AV2)
- "Setting Up Procedures for the Year" (AV4)
- "Cooperative Structures Overview" (AV9)
- "Using 'Turn to Your Partner'" (AV10)
- "Turning and Looking at the Speaker" (AV15)
- "Introducing Vocabulary During a Read-aloud" (AV29)
- "Adapting Lessons for English Language Learners" (AV31)
- "Planning a Lesson" (AV33)
- "Assessing Student Writing" (AV35)
- "Using CCC's Whiteboard Activities" tutorial (AV73)
- "Using Web-based Teaching Resources" tutorial (AV75)

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OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	**Getting Ideas for Writing Stories:** *Things I Like* **Focus:** ▪ Generating ideas for stories about things they like to do ▪ Writing ideas about things they like to do ▪ Writing freely	**Writing Stories** **Focus:** ▪ Writing stories about things they like to do	**Rereading and Adding** **Focus:** ▪ Rereading their writing ▪ Relating illustrations to writing ▪ Adding to illustrations and stories	**Sharing as a Community** **Focus:** ▪ Sharing stories and getting to know one another ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing more about things they like to do ▪ Creating a name chart and drawing self-portraits ▪ Sharing writing and writing freely
Week 2	**Getting Ideas for Writing:** *Farmer Duck* **Focus:** ▪ Practicing writing "I help when I" sentences ▪ Writing from left to right ▪ Leaving spaces between words ▪ Writing freely	**Writing Stories** **Focus:** ▪ Writing and illustrating stories about helping	**Rereading and Adding** **Focus:** ▪ Rereading their writing ▪ Relating illustrations to writing ▪ Visualizing and adding to illustrations and stories	**Sharing as a Community** **Focus:** ▪ Sharing stories and getting to know one another ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing more about ways they help ▪ Writing opinions about *Farmer Duck* ▪ Writing animal-sound sentences ▪ Sharing writing and writing freely
Week 3	**Getting Ideas for Writing:** *All by Myself* **Focus:** ▪ Learning "Turn to Your Partner" ▪ Practicing writing "I can" sentences ▪ Punctuating sentences ▪ Writing freely	**Writing Stories** **Focus:** ▪ Writing and illustrating stories about things they can do	**Rereading and Adding** **Focus:** ▪ Rereading their writing ▪ Relating illustrations to writing ▪ Visualizing and adding to illustrations and stories	**Sharing as a Community** **Focus:** ▪ Sharing stories and getting to know one another ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing *All by Myself* books ▪ Reading and writing about another Little Critter book ▪ Sharing writing and writing freely
Week 4	**Getting Ideas for Writing:** *When I Grow Up . . .* **Focus:** ▪ Practicing writing "I want to be" sentences ▪ Punctuating sentences ▪ Writing freely	**Writing Stories** **Focus:** ▪ Writing and illustrating stories about what they want to be when they grow up	**Sharing as a Community** **Focus:** ▪ Sharing stories and getting to know one another ▪ Writing freely	**More Writing Practice** **Focus:** ▪ Choosing a topic and writing about it ▪ Sharing stories and getting to know one another	**Writing Throughout the Week** **Writing Ideas:** ▪ Talking and writing about kindness ▪ Writing more about what they want to be ▪ Writing opinions about *When I Grow Up . . .* ▪ Writing independently
Week 5	**Getting Ideas for Writing:** *When I Was Five* **Focus:** ▪ Practicing writing "My friend and I like to" sentences ▪ Punctuating sentences ▪ Writing freely	**Writing Stories** **Focus:** ▪ Writing and illustrating friend stories	**Sharing as a Community** **Focus:** ▪ Sharing stories and getting to know one another ▪ Writing freely	**More Writing Practice** **Focus:** ▪ Choosing a topic and writing about it ▪ Sharing stories and getting to know one another	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing stories about when they were younger ▪ Writing and illustrating more friend stories ▪ Adding to the model story ▪ Writing independently

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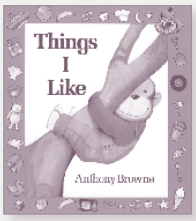
Week 1 OVERVIEW



Things I Like

by Anthony Browne

A young chimp names his favorite activities, from riding a bike to making a cake.

Beginning-of-year Considerations

Your students are likely to enter first grade having a variety of skill levels and background experiences in writing. Some may be reading and writing proficiently, while others may be starting with fewer literacy skills. This variation in development is normal. The beginning-of-year lessons are designed so that *every student* starts the year having successful writing experiences. Every student has the opportunity to build the confidence to write, regardless of skill level. Thus, these lessons contain ample guidance for students who need support, as well as opportunities for extended writing.

The "Beginning-of-year Considerations" feature appears in the Overview of each week in Unit 1. This feature gives information about how you might modify these early lessons based on where your students are. Teacher Notes in the lessons also offer suggestions for modifications to support or extend learning. We encourage you to read these ahead of time and consider them as you plan.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA1

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA2)

Professional Development Media

- "Building a Community of Writers" (AV1)
- "Setting Up Procedures for the Year" (AV4)
- "Introducing Vocabulary During a Read-aloud" (AV29)
- "Using CCC's Whiteboard Activities" tutorial (AV73)

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Writing Focus

- Students hear and discuss good writing.
- Students visualize to get ideas for writing.
- Students write about things they like to do.
- Students reread their writing.
- Students relate their illustrations to their writing.

Social Development Focus

- Teacher and students build the writing community.
- Students learn the procedure for gathering.
- Students learn procedures for Writing Time.
- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.

DO AHEAD

✓ Plan a space in the classroom, such as a rug area, for the class to gather. For read-alouds and discussions, the students should sit facing you, close enough to see the books you will share. For sharing their writing, the students will sometimes sit in a circle. If a rug area is not available, plan how the students will sit in their chairs facing you or one another.

✓ Make paper available to the students during Writing Time. In this unit, we recommend two types of paper: paper with a space for drawing at the top and a space (with or without lines) for writing at the bottom, and regular wide-lined paper. Also make pencils and crayons or colored markers available for the students whenever they write.

✓ As you are planning for this week's lessons, see the Writing Throughout the Week ideas on page 20 and determine which activities, if any, you will do during the open day this week. Note any additional materials you will need and gather them prior to teaching the lesson (for example, you may need to determine if you will model writing on chart paper or an interactive whiteboard chart). For more information, see "Open Days and Writing Throughout the Week" on page xx.

(continues)

TEACHER AS WRITER

"I write to find out what I'm thinking about."

— Edward Albee

Being a writer yourself can help you understand and support your students as they develop as writers. The Teacher as Writer section offers weekly writing prompts and interesting quotes by well-known writers to inspire you to write. We encourage you to start a writing notebook and write in it several times a week. We also encourage you to share your writing regularly with colleagues who write. (See "Building the Adult Writing Community at Your School" on page li for ideas about creating a writers' group at your school.)

In your notebook this week, describe yourself as a writer. Consider:

- What was writing like for you in school?
- What is it like for you now?
- How do you hope to develop as a writer?

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DO AHEAD *(continued)*

- ✓ Prior to Day 1, determine how you will organize and collect your students' writing at the end of each lesson. We suggest providing each student with a writing folder (or using construction paper to make a folder for each student). See "Student Books, Notebooks, and Folders" on page xl.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1) on page 6 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA2) on page 7 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, collect enough writing notebooks or journals (blank or wide-lined) for each student in the class to have one.

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Getting Ideas for Writing Stories

Day 1

In this lesson, the students:

- Hear and discuss a story
- Learn the procedure for gathering
- Gather in a responsible way
- Generate ideas for "I like to" stories
- Learn procedures for Writing Time
- Write and illustrate "I like to" stories

ABOUT WRITING INSTRUCTION EARLY IN THE YEAR

All growth in writing depends on a foundation of abundant practice. To gain enough practice with writing during their elementary school years, students must become intrinsically motivated to write. Unit 1 helps students develop this motivation by using engaging read-alouds to stimulate creativity, and by including:

- *Drawing*. Marks on a page communicate meaning. Drawing is synonymous with writing for very young children.
- *Oral language*. Talking helps the students generate words and sentences to write.
- *Modeling and story starters*. These help the students have successful writing experiences from the very beginning of the year.
- *Visualizing*. Mentally elaborating on ideas before writing helps the students add details.

Early in the year, the students should draw and write freely to communicate their thoughts, without undue worry about spelling or correctness. It is assumed that separate handwriting and phonics instruction is happening alongside this program. Over time, you will weave this instruction into your teaching of the *Being a Writer* lessons. While you will be modeling basic skills—such as writing from left to right, leaving spaces between words, capitalizing the first letters of sentences, and including sentence punctuation—in Unit 1, the students are not expected to apply these skills consistently until they have had repeated practice.

Materials

- *Things I Like*
- Chart paper and a marker
- (Optional) Writing folder for each student

Teacher Note

For more information, view "Setting Up Procedures for the Year" (AV4).

Technology Tip

The above is one in a series of professional development videos in the *Being a Writer* program. For more information about the content of the videos and how to view them, see "Professional Development Media" on page xxxv.

GETTING READY TO WRITE

1 Introduce the Writing Community

Introduce the *Being a Writer* program by explaining that this year the students will be members of a classroom writing community. In this

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Teacher Note

For more information, view "Building a Community of Writers" (AV1).



community, they will write about things they are interested in, share and talk about their writing, and help one another become stronger writers.

2 Learn and Practice the Procedure for Gathering

Explain that the students will regularly gather to hear books read aloud or to discuss writing. Model where you will sit, and explain where you would like the students to sit. Before asking the students to move, state your expectations for how to gather in a responsible way.

> **You might say:**
>
> "I expect you to walk quickly, quietly, and without bumping into one another. I expect you to sit so others have room on the rug and to wait quietly until everyone is seated."

Teacher Note

If the students have already learned a procedure for gathering, use that procedure here. Simply remind the students of the procedure and your expectations.

Have the students practice gathering. As they practice, comment on what you observe without mentioning any of the students' names (for example, "I notice people are sitting toward the front of the rug so others can sit behind them").

If necessary, have the students return to their seats and practice the procedure until they are able to gather in an orderly way.

3 Briefly Discuss Writing Experiences

Ask and briefly discuss as a class:

Q *What are some things you've written?*

Q *Where do you see examples of writing in our classroom?*

> **Students might say:**
>
> "In kindergarten I wrote stories about my cat, Rory."
>
> "I wrote a letter to my grandmother."
>
> "I see words on the walls."

Teacher Note

If the students have difficulty answering these questions, offer some examples like those in the "Students might say" note.

Explain that writers constantly read examples of good writing to help them get ideas for their own writing and learn about the way good writing looks and sounds. Explain that the students will listen to a story today to help them get ideas for their own writing.

4 Read *Things I Like* Aloud

Show the cover of *Things I Like* and read the title and author's name aloud. Explain that the *author* is the person who wrote the story.

Read the story aloud slowly and clearly, showing the illustrations as you read. Clarify vocabulary when you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing (for example, " 'and acrobatics'—*acrobatics* are 'activities like swinging on a bar or turning a somersault'—'and acrobatics' ").

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Suggested Vocabulary

acrobatics: activities like swinging on a bar or turning a somersault (p. 11)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

sandcastles: castles made out of sand (p. 12)

wading: walking in water (p. 13)

5 Briefly Discuss the Story

Ask and briefly discuss the questions that follow. Be ready to reread from the book to help the students recall what they heard.

Q *What does the chimpanzee in the story like to do?*

Q *Do you like to do any of the same things the chimpanzee likes to do? Which things?*

As the students respond, show the pages that are about the activities they mention.

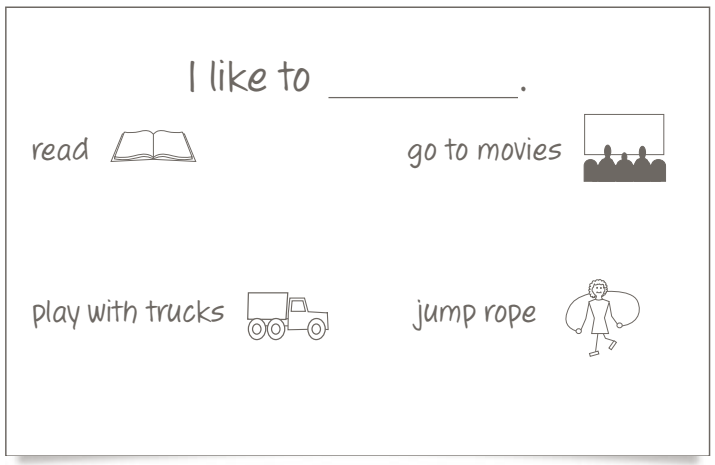
6 Visualize Ideas for an "I Like to" Story

TEKS 11.A.i
Student/Teacher Activity
Step 6 (all)

Ask the students to close their eyes and think for a moment about the following question:

Q *What is something you really like to do?*

Title a sheet of chart paper "I like to _____." Have three or four volunteers share their ideas; record their ideas on the chart. Write their ideas as words or phrases that could complete the story starter, and draw a simple picture clue next to each phrase (see the diagram).



Teacher Note

The Suggested Vocabulary and ELL Vocabulary lists include words that are important for the students to understand in order to comprehend the story. To maintain the flow of the story, these words should be defined during the reading but not discussed. For more information, view "Introducing Vocabulary During a Read-aloud" (AV29).

Teacher Note

In general, charts that the students will refer to over time are written on chart paper rather than displayed on the interactive whiteboard. See "Charts" on page xl for more about the use of paper and interactive whiteboard charts.

Teacher Note

Picture clues simply help the students remember the words you wrote. When recording multiple ideas, draw simple sketches quickly without taking time to include details. You will model adding details to illustrations on Day 2.

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If the students have difficulty generating ideas, have them close their eyes again and think about the following questions:

Q *What do you like to do after school?*

Q *What do you like to do with your family? With your friends?*

Explain that today the students can write their own lists of things they like to do, or write about anything else they choose.

WRITING TIME

7 Learn Procedures for Writing Time

Explain the way you expect the students to return to their seats, and then have them return. If necessary, practice the procedure until the students are able to move in an orderly way. Distribute the writing/drawing paper and sharpened pencils. Have them write their names on the papers.

Explain that the students will now write quietly. Tell them that during Writing Time, you would like the class to work without talking to their neighbors or walking around. Tell them that you will give them a signal when Writing Time is over. Explain that you will be writing along with them, and ask to not be interrupted.

Have the students write quietly at their seats for about 10 minutes. Join them in writing, periodically scanning the class to observe the students.

Signal to let the students know when Writing Time is over.

Teacher Note

The purpose of writing alongside the students is to help them establish a habit of writing independently without interrupting you or others. While they may need a few reminders at the beginning of the year, students quickly learn to focus inward on their own thoughts during this time. As the writing period gradually lengthens over the coming weeks, you will begin conferring with the students after joining them in quiet writing for 5–10 minutes.

SHARING AND REFLECTING

8 Briefly Share and Reflect on Writing

Tell the students to read their ideas quietly to themselves. Ask:

Q *What is something you really like to do that you wrote on your paper?*

Have three or four volunteers share their ideas and add them to the "I like to _____" chart. Explain that tomorrow the students will write stories about what they like to do.

Distribute a writing folder to each student. Have each student write her name on her folder, and then place her writing inside it. Explain that the students will keep their loose pages of writing in these folders throughout the year. Collect the students' folders.

Teacher Note

We suggest that you use folders to organize the students' writing during the week. You might collect the folders at the end of each Writing Time, or you may wish to establish another system for managing the flow of student papers. (See "Tips for Managing the Program in Your Classroom" on page xl for other suggestions about organizing the writing program in your classroom.)

Teacher Note

Save the "I like to _____" chart to use on Day 2.

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Writing Stories Day 2

In this lesson, the students:

- Practice the procedure for gathering
- Review the procedures for Writing Time
- Write and illustrate "I like to" stories

Materials

- *Things I Like* from Day 1
- "I like to _____" chart from Day 1
- Writing/drawing chart (WA1) for modeling
- "Class Assessment Record" sheet (CA1)
- (Optional) Writing folders

GETTING READY TO WRITE

1 Practice the Procedure for Gathering and Discuss Working Responsibly

Remind the students that they are members of a classroom writing community. Explain that this year they will hear and discuss good writing, get ideas for writing, write their own pieces, and share their writing with one another.

Review the procedure and your expectations for how the students will gather for a read-aloud, and have them move to their places. If necessary, have the students return to their seats and repeat the procedure until they are able to move in an orderly, responsible way. Explain that during the next few weeks they will talk about ways they work responsibly during writing lessons. Explain that when the students work *responsibly*, they act in ways that help them learn and work well with their classmates.

Tell the students that one way they work responsibly during writing lessons is by gathering and returning to their seats in an orderly way. That is important because gathering and returning to their seats in an orderly way ensures that no one gets hurt.

Explain that you will check in with the students at the end of the lesson to see how they did working responsibly.

2 Review *Things I Like*

Show the cover of *Things I Like* and remind the students that they heard this story yesterday. Review that in the story the chimpanzee tells about the things he likes to do.

Explain that today each student will write a story about what she likes to do. Later the students will share their stories with the class. Point out that sharing stories will help them get to know one another and build a caring writing community.

ELPS 5.B.i
Steps 2–4
(all, beginning on page 11 and continuing on to page 13)

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Teacher Note

Teacher modeling is a regular feature of the *Being a Writer* program. You can use chart paper or interactive whiteboard charts (whiteboard activities) for the modeling. whiteboard activities (WA) are digital charts that are intended to be displayed using an interactive whiteboard. Alternatively, you may print the PDF versions of the whiteboard activities and project them using a projection device. For more information about whiteboard activities, view the "Using CCC's Whiteboard Activities" tutorial (AV73).

Teacher Note

Keep your modeling as brief as possible so the students have plenty of time to do their own writing.

ELL Note

Frequent charting and modeling of writing in the program supports all beginning writers, including English Language Learners.

Teacher Note

Save the model story on the writing/drawing chart (WA1) to use on Day 3. Save the "I like to _____" chart to use in Weeks 4 and 5.

3 Model Writing and Illustrating an "I Like to" Story

Briefly review the "I like to _____" chart from Day 1. Ask the students to watch as you model choosing an idea and writing and illustrating an "I like to" story about it.

Display the writing/drawing chart (WA1). Start modeling by showing the students where to write their names; then write a sentence or two and draw a picture. Begin a story with the words *I like to*.

> **You might say:**
>
> "I like to read, so I'll write: *I like to read.* I really enjoy reading funny stories, so I'll write: *I like funny stories.* Then I'll draw a picture of me reading a book in my favorite chair at home."

WA1



Explain that today each student will write and illustrate an "I like to" story. Point to the words *I like to* on the "I like to _____" chart and explain that the students may begin their stories with these words, if they wish. They may use ideas from the chart or write new ideas for things they like to do. Tell the students that they can write as many words or sentences as they like.

WRITING TIME

4 Review Procedures for Writing Time

Have the students return to their seats; then distribute the students' writing folders (if you chose to use them), writing/drawing paper, and sharpened pencils. Have them write their names on their papers.

Remind the students that during Writing Time they should not talk to one another or walk around. Everyone (including you) will be writing quietly. Any student who finishes writing and illustrating her story early may start another "I like to" story or write about anything else she chooses. You will let them know when Writing Time is over.

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Have the students write quietly at their seats for about 10 minutes. Join them in writing, periodically scanning the class to observe the students.

CLASS ASSESSMENT NOTE

The purpose of this week's assessments is to make sure that the students are learning and following the procedure for Writing Time. You will begin to assess their writing in Week 2. Observe the students and ask yourself:

- Are the students writing quietly?
- Are they staying in their seats?

If you notice students having difficulty staying in their seats or writing quietly, call for their attention, remind them of your expectations, and have them resume writing. Be aware that some students may need to sit and think for a while before they start writing. Give them uninterrupted time to do this.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 6 of the *Assessment Resource Book*.

Teacher Note

Base the length of Writing Time on your students' attention and engagement. The goal is to build gradually to 20–25 minutes of quiet writing by the middle of the school year.

Signal to let the students know when Writing Time is over. Ask the students to quietly read their stories to themselves.

Have the students put their stories in their writing folders (if you chose to use them). Explain that students who did not finish their stories will have time to complete them tomorrow.

Teacher Note

Alternatively, you might collect the students' "I like to" stories to use on Day 3.

REFLECTING

5 Discuss Working Responsibly

Remind the students that when they work *responsibly*, they act in ways that help them learn and work well with their classmates. Without mentioning any of the students' names, describe some responsible behaviors you noticed during Writing Time.

> **You might say:**
>
> "I noticed some responsible behaviors during Writing Time. You moved back to your seats in an orderly way, and then you stayed in your seats and worked on your stories until I signaled. If you started talking to a classmate, you quickly remembered that we are working quietly, and you became quiet again so everyone could concentrate."

Teacher Note

We recommend that you describe behavior generally, rather than singling out students by name. When you focus on describing appropriate behavior, all of the students learn what it means to be responsible and develop the intrinsic motivation to act accordingly.

Ask and briefly discuss:

Q *What was it like to write without talking to anyone or walking around?*

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Day 3 Rereading and Adding

Materials

- *Things I Like* from Day 1
- Model story on the writing/drawing chart (WA1) from Day 2
- "Class Assessment Record" sheet (CA2)
- (Optional) Writing folders

In this lesson, the students:

- Explore illustrations in a story
- Reread their writing
- Practice procedures for Writing Time
- Relate their illustrations to their writing
- Add to their illustrations and stories

GETTING READY TO WRITE

1 Explore Illustrations in *Things I Like*

Gather the class with the students sitting, facing you. Review that the students heard the book *Things I Like* and wrote their own "I like to" stories. Explain that today the students will look again at the pictures in *Things I Like* and add to the pictures they drew in their own stories.

Explain that Anthony Browne, the author of *Things I Like*, also drew the pictures in the book. Explain that the drawings in a book are called *illustrations* and that the person who does the drawings is called the *illustrator*.

Show and reread page 4, and ask:

Q *What in the picture helps you know that this page is about painting?*

> **Students might say:**
>
> "The chimpanzee is painting a picture."
>
> "He's got a paintbrush in his hand."
>
> "There's red, yellow, and blue paint."

Follow the same procedure to discuss the illustrations on pages 6 and 16.

Explain that good illustrations match and tell more about the words on the page. Point out that Anthony Browne includes details like paints, toys, and party hats to help readers know what the pages are about and to make the pictures more interesting.

2 Model Rereading and Adding to an Illustration

Display the model story on the writing/drawing chart (WA1) from Day 2 and ask the students to watch as you briefly model rereading the story and adding to the illustration. Read the story aloud by pointing to each word as you read it. Think aloud about whether the illustration relates to the sentences and what you might add to it. Model adding to the illustration. If appropriate, add to the writing as well.

Teacher Note

If necessary, have the students practice gathering for a read-aloud so they are able to carry out this procedure in an orderly way every time. (See Day 1, Step 2 on page 8.)

Teacher Note

This is an informal introduction to adding details. The students will look more closely at this aspect of the writing craft in Unit 2.

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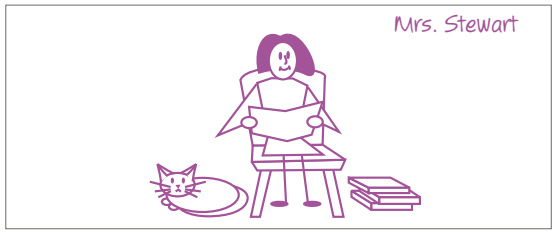
You might say:

"My illustration shows me reading in my favorite chair at home. That matches my 'I like to read' sentence. I will draw a few more books because I like to read many different books in my chair. My cat likes to sit near me on the floor. I think I'll add him, too. Now I'm going to add a few sentences about what I added to my illustration. I'll write: *My cat likes to read with me. He sits on the floor.*"

WA1



I like to read. I like funny stories. My cat likes to read with me. He sits on the floor.

Return the students' writing folders (if you chose to use them) to the students. Have each student reread his "I like to" story by pointing to each word, as you did.

Ask and briefly discuss:

Q *Does your illustration match the sentence or sentences you wrote? If not, how can you change it so it matches?*

Q *What can you add to your illustration so it tells more about the story you wrote? What might you add to your writing?*

Students might say:

"I like to play on the swings. In my picture, I'm swinging in my yard."

"My picture is about reading with my mom. I'm going to put a lamp in my picture because we sit by the lamp."

"I'm going to add some trees so people will know I ride my bike in the park. I'll write *I like to ride my bike in the park.*"

WRITING TIME

3 Add to Illustrations and Stories

Have the students return to their seats and work on adding to their drawings. They may also add to their writing, if they wish.

Remind the students that during Writing Time they should not talk to one another or walk around. Everyone (including you) will be writing quietly. Any student who finishes early may write another "I like to"

Teacher Note

Save the model story on the writing/drawing chart (WA1) to use on Day 4.

Teacher Note

When more than one question appears next to a **Q**, ask the first question, discuss it, and follow up with the subsequent questions one at a time.

Teacher Note

It is normal for young students to verbalize quietly to themselves as they write. Allow for this while discouraging talk between students during Writing Time.

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story or write about anything else he chooses. You will let them know when Writing Time is over.

Join the students in writing quietly for about 10 minutes, scanning the room periodically.



CLASS ASSESSMENT NOTE

Observe the students to confirm that they are learning and following the procedures for Writing Time. Observe the students and ask yourself:

- Are the students writing quietly?
- Are they staying in their seats?

If necessary, use a symbol—like a star on the board—as a signal for quiet. When the star is up, there is no talking or moving around. When you erase the star, the students may talk and move.

Record your observations on the "Class Assessment Record" sheet (CA2); see page 7 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Explain that they will share their stories with the class tomorrow, and ask them to quietly read their stories aloud to themselves to help them remember their stories when they share.

Have the students put their stories in their folders (if you chose to use them).

Teacher Note

Alternatively, you might collect the students' "I like to" stories for sharing on Day 4.

REFLECTING

4 Reflect on Writing Time

Remind the students that when they work responsibly, they act in ways that help them learn and work well with their classmates. As you did yesterday, describe some responsible behaviors you noticed during Writing Time without mentioning any of the students' names.

> **You might say:**
>
> "I noticed some responsible behaviors during Writing Time. Many of you stayed in your seats and worked on your stories until I signaled. You worked quietly so everyone could concentrate."

Ask and briefly discuss:

Q *What do you think we did well during Writing Time today?*

Q *What problems did we have? How can we avoid those problems next time?*

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Sharing as a Community

Day 4

In this lesson, the students:

- Get to know one another
- Speak clearly and listen to one another
- Become familiar with their writing notebooks
- Write freely in their writing notebooks

GETTING READY TO SHARE

1 Select a Story to Share

Review that this week the students wrote stories about the things they like to do. Explain that today they will share their stories with their classmates. Remind them that sharing their stories will help them get to know one another and build their writing community.

Distribute the students' writing folders. Tell the students that they will quietly read the stories they wrote this week and then choose one to share with the class. Give the students a few moments to read their stories to themselves and select one to share. When most students have made their selection, call for the students' attention and collect their chosen stories.

2 Gather in a Circle to Share

Explain that when the students gather you would like them to sit in a circle so they can see and hear one another as they share. Model where you will sit, and explain where and how you would like the students to sit.

Have the students gather to share. Explain that they will use the same procedure every time they gather to share their writing.

3 Model Speaking Clearly and Discuss Listening to One Another

Explain that it is important to speak in a loud, clear voice when sharing so that everyone can hear. Ask the students to watch as you model reading loudly enough to be heard. Display the model story on the writing/drawing chart (WA1) and read it aloud; then ask questions such as:

Q *What did you notice about how I read my story aloud?*

Q *What will you do to show that you are listening to the person who is sharing?*

Materials

- Model story on the writing/drawing chart (WA1) from Day 3
- Writing notebooks or journals for the students
- (Optional) Writing folders

Teacher Note

If you collected the students' stories at the end of Day 3, explain that they will be sharing these stories with their classmates today. Then continue the instruction with Step 2.

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Q *If you can't hear the person who is sharing, what can you do?*

> **Students might say:**
>
> "You read the story in a loud voice."
>
> "I'm going to look at the person who is talking."
>
> "I can raise my hand and say, 'I can't hear you. Please talk louder.' "

Tell the students you will check in with them later to see how they did speaking clearly and listening to one another.

Teacher Note

Keeping the stories in a pile beside you prevents many management problems, such as the students raising their hands to be next, handling their papers noisily, or being distracted by their papers as they listen to others. Having the students stand next to you while they share makes it easier for you to support them as they show their pictures and tell their stories. If you call on a student who is reluctant to share, do not pressure him to do so. There will be many opportunities for the students to share their writing in the coming weeks.

SHARING TIME

4 Share Stories

Take one story from the pile of stories you collected earlier. Ask the author to stand next to you and share her story as she shows her picture. Then facilitate a brief discussion by asking:

Q *What did you find out about [Devin] from her story and illustration?*

Continue to have other students share their stories until all have shared.

Teacher Note

Since young students may have difficulty sustaining their attention during a long sharing session, you may want to have part of the class share now and plan another time for the rest of the class to share.

REFLECTING

5 Reflect on Speaking Clearly and Listening to One Another

Help the students reflect on how they did sharing their stories by asking:

Q *Were you able to hear one another? If not, what can we do next time to make sure you can hear one another?*

Q *How did you know people were listening to you when you shared your story?*

Without mentioning any of the students' names, offer some of your own observations of their listening behavior (for example, "I noticed that most of you listened when people were sharing, and you looked at the person who was talking").

Point out that listening to one another makes everyone feel like a special part of the writing community. Remind the students that they will have more opportunities to share stories and get to know one another.

Teacher Note

Free Writing Time gives the students an opportunity to draw and write for the pure fun of it. By choosing their own topics, they tap into their intrinsic motivation and gain valuable practice with putting their ideas on paper.

FREE WRITING TIME

6 Introduce the Writing Notebooks

Explain that today the students will have Free Writing Time. They will each receive a writing notebook (or journal) in which they can draw and write whatever they choose.

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Hold up a notebook so the students can see the front cover and explain that they will write their names on the cover. Show the first page and tell the students that they will start writing on this page. Turn the first few pages, pointing to each page, and explain that they will fill one page before moving on to the next page.

Briefly think aloud about some things you could write today.

> **You might say:**
>
> "I could write about other things I like to do, like going to the beach or eating pizza. I could also write about a funny thing that happened to me recently, my favorite TV show, my new tennis shoes, or anything else I choose."

Ask and briefly discuss:

Q *What are some other things you could write about today?*

Have a few volunteers share their ideas with the class. Distribute the notebooks, one to each student, and have the students return to their seats. Have each student write his name on the front cover, and then draw and write freely. Remind the students to fill one page before moving on to the next page.

Signal to let the students know when Free Writing Time is over.

Teacher Note

For each unit, you might collect 3–4 pieces of writing from each student to include in an individual writing assessment folder. Be sure to collect one piece from the beginning and one from the end of the unit. You can refer to the writing in the folder when analyzing your students' writing development at the end of each unit. For more information, see "Individual Writing Assessment" on page viii of the *Assessment Resource Book*.

EXTENSIONS

Make a *Things We Like to Do* Class Book

Compile the students' "I like to" stories into a class book titled *Things We Like to Do*. Read the book aloud to the class, and then place it in the classroom library. Since the students will read the class book on their own, you might transcribe the stories below the students' own writing using conventional spelling and punctuation. Alternatively, you can save each student's stories from this unit and staple them into a book for her to take home at the end of the unit.

Look for Writing in the Classroom

Take the students on a tour of the classroom, stopping several times to point out examples of writing. At each stop, discuss questions such as:

Q *What writing do you see?*

Q *What does the label ["Writing Materials"] tell us here?*

ELPS 4.C.ii
Extension (all)

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Open Day Writing Throughout the Week

ABOUT WRITING THROUGHOUT THE WEEK ACTIVITIES

For students to grow as writers and develop a love of writing, they need the opportunity to practice writing every day in a variety of ways. Writing Throughout the Week activities are lesson ideas you can use to give the students additional writing opportunities during the open days of the *Being a Writer* program. The activities might extend a writing idea from the week's lessons, offer an additional writing idea related to the week's read-aloud, or ask the students to engage in a different kind of writing (for example, writing their opinions about a book, making lists, or engaging in an interactive writing activity).

Write More About Things the Students Like to Do

Give the students another opportunity to write about things they like to do. Alternatively, you might identify another idea from the week's read-aloud that the students might write about (for example, games they like to play or TV shows they like to watch). If it is helpful, model drawing and writing a story about the topic you choose using the same procedure you used on Day 2 (see Step 3 on page 12).

Create a Name Chart and Draw Self-portraits

Make a list of your students' first names on a sheet of chart paper. Model writing each student's name, emphasizing correct capitalization and letter formation (you might group the names alphabetically as you write them and write the first letter of each name using a different color of marker). On another sheet of chart paper, model writing your name and drawing a self-portrait. Have the students write their names on pieces of drawing paper and then draw self-portraits. The name chart can be used as a reference when writing throughout the day.

Share Writing and Write Freely

Repeat the procedures in Day 4 to allow time for more students to share their writing with the class and to provide an opportunity for the students to write freely about anything they choose.

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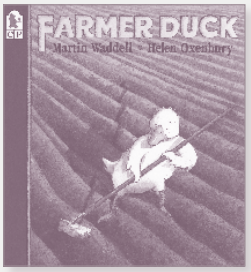
Week 2 OVERVIEW



Farmer Duck*

by Martin Waddell, illustrated by Helen Oxenbury

A lazy farmer stays in bed while a dutiful duck does all the hard work.

**This is a big book.*

Beginning-of-year Considerations

Writing is about communication. To help young students begin to communicate through writing as quickly as possible, it is helpful to provide some early instruction in basic conventions of writing, such as writing from left to right and spacing between words. The Guided Writing Practice introduced this week provides this instruction. You will model writing sentences on chart paper as the students practice writing these same sentences on individual wipe-off boards. The students are directed to focus on important conventions as they write. Sentence starters like "I can" and "I like to" help to generate practice sentences quickly while connecting to the week's read-aloud book and writing topic.

This practice on Day 1 prepares the students to write their own stories on Day 2. The students may use the sentence starters they practiced or begin their stories in any way they choose. On Day 3, the students reread and add to their stories, and on Day 4, they share their stories with the class. This pattern is repeated over five weeks, ensuring that beginning writers get the support they need while more experienced writers have important skills reinforced.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA2

Assessment Forms

- "Class Assessment Record" sheets (CA3–CA4)

Professional Development Media

- "Turning and Looking at the Speaker" (AV15)
- "Planning a Lesson" (AV33)

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Writing Focus

- Students visualize and write about ways they help others.
- Students write from left to right and top to bottom.
- Students leave spaces between words.
- Students relate their illustrations to their writing.

Social Development Focus

- Teacher and students build the writing community.
- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.

DO AHEAD

✓ As you are planning for this week's lessons, see the Writing Throughout the Week ideas on page 39 and determine which activities, if any, you will do this week.

✓ Prior to Day 1, consider previewing this week's read-aloud selection, *Farmer Duck*, with your English Language Learners before you read it to the whole class. You might read it aloud while showing and discussing the illustrations, or have the students flip through it on their own. (You might also review the book for any difficult vocabulary; see Suggested and ELL Vocabulary on page 26.)

✓ Prior to Day 1, think ahead about the procedures your students will follow when using the markers and wipe-off boards during Guided Writing Practice. For example, you might instruct the students to open the markers only when directed by you. Provide tissues or pieces of soft cloth (such as old socks, which can also be used for storing the markers between uses) to use as erasers.

✓ Prior to Day 1, make a copy of the "Class Assessment Record" sheet (CA3) on page 8 of the *Assessment Resource Book*.

✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA4) on page 9 of the *Assessment Resource Book*.

(continues)

TEACHER AS WRITER

"I'm sure a beautiful empty notebook was the reason I wrote my first book. It was begging for filling."

— Jacqueline Jackson

Start a section at the back of your writing notebook called "Writing Ideas." Jot down events and ideas from your own life that you might want to write about. Consider:

- What was your proudest moment?
- When did you realize something you didn't know before?
- What or whom have you lost?
- Who has deeply inspired you?

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DO AHEAD *(continued)*

- ✓ (Optional) Plan a time during the first month of school to obtain a beginning-of-year writing sample from your students. For more information, see "Beginning- and End-of-year Writing Samples" on page xi of the *Assessment Resource Book*.

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Getting Ideas for Writing

Day 1

In this lesson, the students:

- Hear and discuss a story
- Generate ideas for stories about helping
- Practice writing "I help when I" sentences
- Write from left to right and leave spaces between words
- Use materials responsibly
- Write freely in their writing notebooks

ABOUT WRITING FROM LEFT TO RIGHT AND LEAVING SPACES BETWEEN WORDS

Students are introduced to the skills of writing from left to right and leaving spaces between words in kindergarten of the *Being a Writer* program. Both skills are reviewed during Guided Writing Practice in this unit because beginning writers need many reminders about the conventions of written English. Most students will easily learn to incorporate the skills of directionality and spacing into their writing as they see this modeled and have it pointed out to them.

GETTING READY TO WRITE

1 Read *Farmer Duck* Aloud

Gather the class with the students sitting, facing you. Review that last week the students heard *Things I Like* and wrote their own "I like to" stories. Explain that this week they will hear another story and write their own stories.

Show the cover of *Farmer Duck* and read the title and author's name aloud.

Read the first few pages of the story aloud slowly and clearly, showing each page and pointing to the words as you read. Point out that the sentences are written from left to right. Read the rest of the book without pointing to the words.

Clarify vocabulary when you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing (for example, "'The duck fetched'—*fetched* means 'brought'—'The duck fetched the cow from the field'").

Materials

- *Farmer Duck* (big book)
- Chart paper and a marker
- Wipe-off board and dry-erase marker for each student
- Tissue or piece of soft cloth for each student
- "Class Assessment Record" sheet (CA3)

Teacher Note

The pages of *Farmer Duck* are unnumbered. For easy reference, pencil in page numbers, beginning with the number 1 on the right-hand title page that includes the author's name. (Page 2 says, "There once was a duck who had the bad luck to live with a lazy old farmer.") This system is used throughout the program for all read-alouds with unnumbered pages.

Teacher Note

You might use self-stick notes to mark the places the suggested vocabulary words appear. Write the meaning of the word on the note to help you define it smoothly without interrupting the reading. For more information about planning lessons, see "Preparing the Daily Lessons" on page xxxiv. To learn more, view "Planning a Lesson" (AV33).

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Suggested Vocabulary

fetched: brought (p. 4)
fed up: unhappy (p. 9)
stole: moved very quietly (p. 18)
fled: ran away (p. 24)
wearily: in a tired way (p. 28)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

dawn: the time in the morning when it starts to get light (p. 16)
crept: moved very quietly (p. 16)
waddled: walked like a duck (p. 28)

Facilitation Tip

During this unit, help the students learn that they are talking *to one another* (not just to you) during class discussions by directing them to **turn and look** at the person who will speak. Ask speakers to wait until they have the class's attention before starting to speak. If the students are unable to hear the speaker, encourage them to take responsibility by asking the speaker to speak up. Repeating these techniques over the next couple of weeks will help the students learn to participate responsibly in class discussions.

To see this Facilitation Tip in action, view "Turning and Looking at the Speaker" (AV15).

Teacher Note

In this lesson, the students are asked to sit for longer than usual. You might have them stand up and stretch before continuing on with Step 3.

2 Discuss the Story

Facilitate a brief class discussion using the questions that follow, and be ready to reread from the book to help the students recall what they heard. Encourage the students to listen responsibly to the discussion by turning to look at the person who is speaking (for example, "Shawn is going to speak now. Let's all turn and look at him"). Ask:

Q *What did you like about this story?*

Q (Show pages 32–33.) *What are the animals doing to help one another?*

Q *What are some things you do to help other people?*

If the students struggle to think of ideas, have them close their eyes; then ask:

Q *What are some ways that you help in our classroom? On the playground? At home?*

Have a few volunteers share their thinking with the class. Explain that the students will practice writing some sentences about helping; this will help them get ready to write and illustrate their own stories about helping tomorrow.

GUIDED WRITING PRACTICE

3 Introduce the Wipe-off Boards

Display a wipe-off board, a dry-erase marker, and a tissue or piece of soft cloth, and explain that each student will receive these materials and use them to practice writing. Briefly describe the materials and model any procedures you would like the students to follow as they use them.

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You might say:

"The wipe-off board lets you practice writing sentences with your marker. Then you can erase the sentences with your tissue when you are finished. When we practice writing with our boards, you will open your marker and write something when I ask you to, and you will erase your board when I ask you to."

Ask and briefly discuss:

Q *What will you do to be responsible with your wipe-off board and marker?*

Students might say:

"I will keep the cap on the marker when I'm not using it."

"I'll be careful so I don't get ink on other people."

"I will make sure not to bend the wipe-off board."

Explain that you will check in with the students at the end of the lesson to see how they did.

Distribute a wipe-off board, a dry-erase marker, and a tissue or piece of soft cloth to each student.

Teacher Note

If necessary, remind the students that when they are being *responsible*, they are acting in ways that help them learn and work well with their classmates. If students have difficulty answering the question, offer some examples like those in the "Students might say" note.

TEKS 2.F.iii
Student/Teacher Narrative
Step 4 (all)

4 Practice Writing "I Help When I" Sentences

Title a blank sheet of chart paper "I help when I _____" and explain that you will write an "I help when I" sentence on the chart. Tell the students that you would like them to write the sentence along with you on their wipe-off boards. Slowly write the sentence starter *I help when I* on the chart, pointing out important things for the students to notice as they write.

You might say:

"We need to start writing our 'I help when I' sentence on the left side. Place a finger on the left side of your board and write the word *I*. Now we'll use two fingers to make a space before writing the next word, *help*. Write it with me: *h-e-l-p*."

When the students finish writing the sentence starter, ask:

Q *What could we write to complete our "I help when I" sentence?*

Take a few suggestions from the class and choose one to write on the chart as the students follow along on their wipe-off boards (for example, *I help when I put the balls away*). Remind the students to use a period at the end of the sentence.

Ask the students to join you in reading the sentence aloud, pointing to each word on their boards as they read it. Then have them erase their boards.

Teacher Note

Seeing and practicing the "I help when I" sentence starter will help the students when they write their stories on Day 2. Sit close enough to the students so they can easily see the chart and follow along without difficulty.

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Repeat this procedure one or two more times, writing sentences on the chart as the students write them on their wipe-off boards. If necessary, stop to remind the students of your expectations for how they will use the wipe-off boards and markers. Take time to practice the procedures so the students learn to use these materials in a responsible way.

I help when I _____.

I help when I put the balls away.

I help when I take turns.

I help when I play with my sister.

TEKS 2.F.iii
Student/Teacher Activity Step 5 (all, including the Class Assement Note)

5 Write "I Help When I" Sentences Independently

Ask the students to write one or more "I help when I" sentences with their own endings on their wipe-off boards, without erasing them.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to write sentences from left to right?
- Do they leave spaces between words?
- Are they handling the materials responsibly?

If you notice any student forgetting to write from left to right, consider putting a dot on the left side of his wipe-off board. Teach him to put a finger on the dot and begin writing from this position. If he struggles with leaving spaces between words, encourage him to put a two-finger space before each word as he is writing.

Record your observations on the "Class Assessment Record" sheet (CA3); see page 8 of the *Assessment Resource Book*.

After a few minutes, call for the students' attention and have a few volunteers share a sentence they wrote with the class. Explain that their sentence-writing practice today will help them tomorrow when they write their own stories about helping.

Have the students erase their wipe-off boards. Collect the boards, markers, and tissues or cloths.

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REFLECTING

6 Reflect on Using Materials Responsibly

Ask and briefly discuss:

Q *What did you do today to be responsible with your wipe-off board? With your marker?*

Point out any problems you noticed with how the students handled the materials and discuss what the students will do next time to avoid those problems. Have the students return to their seats for Free Writing Time.

FREE WRITING TIME

7 Write and Draw Freely

Explain that the students will write and draw freely in their notebooks today. They may write more "I help when I" sentences or write about anything else they choose. Ask and briefly discuss:

Q *What might you want to write about today?*

Have the students open to the first blank page of their notebooks and write freely for 10–15 minutes. Remind them that they are to fill the page before going on to the next blank page.

Signal to let the students know when Free Writing Time is over. If time allows, gather the class and invite the students to share what they wrote. They may read their writing aloud, show and describe their pictures, or tell their stories.

Teacher Note

If you notice your students' attention waning, you may want to shorten today's Free Writing Time or skip it altogether.

Teacher Note

Save the "I help when I _____" chart to use on Day 2 and in Weeks 4 and 5.

Teacher Note

If students have difficulty understanding what it means to "fill a page" before going on to the next page, you might direct them to use just a single page per day.

WRITING ABOUT READING

Writing About Reading activities provide the students with opportunities to write opinions about and make connections to texts they discuss in the *Being a Writer* program. The activities are optional and can be done at the end of the lesson or another time. For more information, see "Writing About Reading" on page xx.

Write Opinions About *Farmer Duck*

Show the cover of *Farmer Duck* and remind the students that they heard this book earlier. Ask:

Q *What do you remember about the book,* Farmer Duck?

Have a few volunteers share their thinking. After the students have shared, ask:

Q *Do you like this book? Why?*

Q *What part do you especially like or dislike (not like)?*

Materials

- *Farmer Duck* from Day 1

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Students might say:

"I like the book. I like how the other animals help the duck."

"I didn't like the book. I didn't like it when the animals chased the farmer off the farm."

"I like the book. I like it when the animals are talking to each other."

Explain that when the students tell what they like or dislike about something they are giving an *opinion*, or telling what they think about something. Explain that people might have different opinions about the same thing and that this is fine. What is important is that they explain their thinking. Ask the students to watch as you think aloud and model writing an opinion about *Farmer Duck*.

You might say:

"I like the book *Farmer Duck* so first I'll write the sentence: *I like the book Farmer Duck*. I especially like the part where the animals push the farmer out of bed. I'll add the sentence: *It is funny when the animals push the farmer out of bed*. I'll end with this sentence: *I like funny books*."

Explain that the students will write their own opinions about *Farmer Duck*, and then illustrate the part of the book they wrote about. Distribute the writing/drawing paper and have the students start writing. If time permits, invite the students to share their opinions and illustrations with the class.

Day 2 Writing Stories

Materials

- *Farmer Duck* from Day 1
- "I help when I _____" chart from Day 1
- Writing/drawing chart (WA2) for modeling

In this lesson, the students:

- Reread their writing
- Write and illustrate stories about helping
- Write from left to right and leave spaces between words
- Work independently during Writing Time

GETTING READY TO WRITE

1 Model Writing and Illustrating a Story About Helping

Gather the class with the students sitting, facing you. Show the cover of *Farmer Duck* and review that yesterday they heard this book and practiced writing "I help when I" sentences. Explain that today the students will write and illustrate their own stories about helping.

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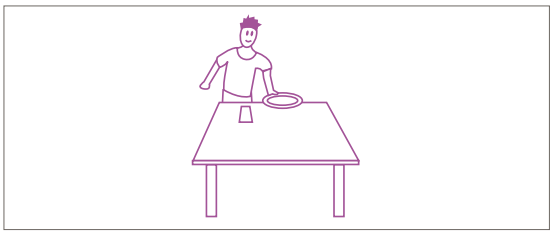
Direct the students' attention to the "I help when I _____" chart from Day 1 and have the class read the sentences aloud with you. Display the writing/drawing chart (WA2). Ask the students to watch as you think aloud and briefly model writing and illustrating a story about helping on the chart. Begin the story with *I help when I*, and emphasize writing from left to right and leaving spaces between words. Invite the students to contribute ideas to the picture.

> **You might say:**
>
> "I will write a story about how I help when I set the table at home. I'll draw a picture of myself setting the table for dinner. What else could I add to my picture? Below the picture, starting here on the left side, I'll write: *I help when I set the table*. I'm going to use two fingers to make sure I leave a space before each word. What else could I write?"

Use the students' suggestions to write 1–2 additional sentences to the model story on the writing/drawing chart (WA2).

WA2



I help when I set the table. I set plates and napkins for each person.

2 Prepare to Write Stories About Helping

Explain that the students will write their own stories about helping. They may write "I help when I" sentences, such as those they practiced yesterday, or they may write any sentences about helping that they wish. Ask:

Q *What might you tell in your story today about helping?*

Have a few volunteers share their ideas with the class.

Teacher Note

Save the model story on the writing/drawing chart (WA2) to use on Day 3.

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WRITING TIME

3 Write and Illustrate Stories About Helping

Have the students return to their seats, and distribute writing/drawing paper and sharpened pencils. Have them write their names on their papers and work on their stories quietly. Encourage any student who finishes early to add to her story, get another sheet of paper and write another story about helping, or write about anything else she chooses.

Teacher Note

Making extra paper and sharpened pencils available at the students' desks allows those who finish early to start new stories without leaving their seats.

Join the students in quiet writing for 5 minutes, scanning the class periodically. Then walk around the room and observe them, assisting students as needed.

Signal to let the students know when Writing Time is over. Ask the students to read their stories to themselves. Point out that good writers always read what they have written to make sure it says what they want it to say.

Teacher Note

Alternatively, you might collect the students' stories about helping to use on Day 3.

Have the students put their stories in their writing folders. Explain that students who did not finish their stories will have time to complete them tomorrow.

REFLECTING

4 Reflect on Acting Responsibly During Writing Time

Remind the students that when they work *responsibly*, they act in ways that help them learn and work well with their classmates. As you did last week, describe some responsible behaviors you noticed during Writing Time.

> **You might say:**
>
> "I noticed that students who finished their stories early started new stories quietly. That was responsible."

Ask and briefly discuss:

Q *What other responsible things did you do during Writing Time?*

> **Students might say:**
>
> "I made sure I had extra paper at my table so I didn't have to get up during Writing Time."
>
> "I didn't talk to my neighbor. Working quietly helps me think about my writing."
>
> "When I finished my story I started another story, so I didn't bother people around me."

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Rereading and Adding

Day 3

In this lesson, the students:

- Explore illustrations in a story
- Reread their writing
- Relate their illustrations to their writing
- Visualize and add to their illustrations and stories
- Work independently during Writing Time

Materials

- *Farmer Duck* from Day 1
- Model story on the writing/drawing chart (WA2) from Day 2
- "Class Assessment Record" sheet (CA4)

GETTING READY TO WRITE

1 Review Illustrations in *Farmer Duck*

Gather the class with the students sitting, facing you. Review that they heard the story *Farmer Duck* and wrote their own stories about helping. Explain that today the students will look again at the illustrations in *Farmer Duck* and then add to the pictures they drew for their stories.

Show and reread pages 2–3, pointing to each word as you read it. Ask:

Q *What in the illustration tells about the words "The duck did the work. The farmer stayed all day in bed"?*

> **Students might say:**
>
> "The duck is holding a tray full of food, and the duck's wearing an apron."
>
> "The farmer is in bed."
>
> "The farmer's eating candy and reading the newspaper."

Follow the same procedure to discuss the illustration on pages 32–33.

Explain that today the students will reread their stories and see what they can add to their illustrations and stories.

2 Model Rereading, Visualizing, and Adding to an Illustration

Display the model story on the writing/drawing chart (WA2) from Day 2 and ask the students to watch as you model rereading the story and adding to the illustration. Point to each word in the story as you read it aloud. Think aloud about whether the illustration goes with the story, and then model visualizing and adding to the illustration. If appropriate, add to the writing as well.

Teacher Note

The informal work in this unit lays the foundation for more directed instruction in adding to writing and telling more in Units 2 and 3.

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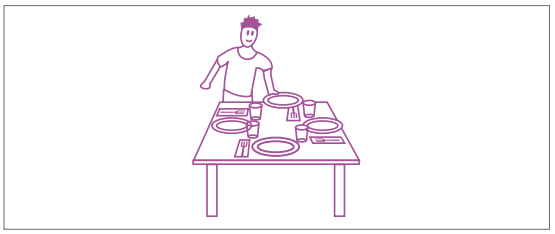
You might say:

"My illustration shows me putting a plate on the table. That goes with my 'I help when I set the table' sentence. There are lots of plates and napkins on the table. This goes with my next sentence, 'I set plates and napkins for each person.' I picture myself putting out forks and glasses, so I'll add forks and glasses to my illustration. Then I'll write: *I put a fork on each napkin. I put out four glasses.*"

WA2



I help when I set the table. I set plates and napkins for each person. I put a fork on each napkin. I put out four glasses.

Teacher Note

Save the model story on the writing/drawing chart (WA2) to use on Day 4.

WRITING TIME

3 Reread and Add to Illustrations and Stories

Have the students return to their seats. Distribute the students' stories from yesterday, and then ask them to reread their stories, pointing to each word, as you did. Have them close their eyes and think about the following question:

Q *What do you see when you picture yourself doing what you wrote about?*

After a moment, have the students open their eyes. Ask and briefly discuss:

Q *What can you add to your illustration so it tells more about your story?*

Explain that the students will work on adding to their illustrations. They may also add to their writing or start writing stories about something else they do to help.

Remind the students of your expectation that they will work quietly and independently during Writing Time. Tell them that any students who finish their stories may write and draw freely on the next blank page of their notebooks.

Join the students in quiet writing for a few minutes. Then walk around the room and observe them, assisting students as needed.

Teacher Note

Remember, joining the students in writing demonstrates that writing is important and that you expect the students to work independently and tap into their own thinking and creativity during this time. As you write, scan the class periodically to monitor how the students are doing. If you notice off-task behavior, stop the class and restate your expectations.

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CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' illustrations relate to their sentences?
- Can they add details to their illustrations and/or writing to tell more about their stories?

If you notice any student struggling to add details to her illustration, quietly pull her aside and ask her questions, such as:

Q *What is your story about?*

Q *What else can you add to your illustration to show that [you put your toys away]? What can you add to your writing?*

Record your observations on the "Class Assessment Record" sheet (CA4); see page 9 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Ask the students to read their stories to themselves. Remind them that good writers always read what they have written to make sure it says what they want it to say.

Have the students put their stories in their writing folders. Explain that tomorrow the students will share their stories with the class.

Teacher Note

Alternatively, you might collect the students' stories about helping for sharing on Day 4.

REFLECTING

4 Reflect on Writing Time

Describe some responsible behaviors you noticed during Writing Time, and, without mentioning any of the students' names, describe any problems.

> **You might say:**
>
> "I noticed that when we tap our pencils on our desks, it makes noise and bothers some students."

Encourage the students to think of solutions to problems by asking:

Q *What can we do so [we don't bother other people] during Writing Time?*

Tell the students that you will remind them of the solutions they suggested, and encourage them to try these solutions during the next Writing Time.

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EXTENSION

Explore Other Books Illustrated by Helen Oxenbury

Continue to explore how illustrations relate to words in other books written or illustrated by Helen Oxenbury. These include her self-written *It's My Birthday* as well as *Big Momma Makes the World* by Phyllis Root, *So Much* by Trish Cooke, and *We're Going on a Bear Hunt* by Michael Rosen. Read one of these books aloud, showing the illustrations. Then reread a page and discuss what parts of the illustration tell about the words on the page. Repeat this procedure for other pages in the book.

Day 4 Sharing as a Community

Materials

- Model story on the writing/ drawing chart (WA2) from Day 3

In this lesson, the students:

- Build the writing community
- Get to know one another by sharing their stories
- Speak clearly and listen to one another
- Give their full attention to the person who is speaking
- Write freely in their writing notebooks

Teacher Note

If you collected the students' stories at the end of Day 3, begin today's instruction with Step 2.

GETTING READY TO SHARE

1 Select a Story to Share

Review that this week the students wrote stories about helping. Explain that today they will share their stories with their classmates. Distribute the students' writing folders. Tell the students that they will quietly read the stories they wrote this week and then choose one to share with the class.

Give the students a few moments to read their stories to themselves and select one to share. When most students have made their selection, call for the students' attention and collect their chosen stories.

2 Build the Writing Community

Gather the class in a circle. Explain that today the students will share their stories about helping with their classmates. Remind them that sharing their stories will help them build a writing community in which

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they know one another and feel comfortable sharing their thinking and writing. Ask:

Q *What can be scary about sharing your thinking or sharing your writing with others?*

Q *What can we do to help others feel comfortable sharing?*

> **Students might say:**
>
> "Someone might make fun of me when I say something."
>
> "We can take turns and not talk when someone else is talking."
>
> "We can tell people that we like their stories."

Encourage the students to listen to one another and to show interest in their classmates' thinking and writing.

3 Model Speaking Clearly and Discuss Listening to One Another

Explain that it is important to speak in a loud, clear voice when you share so everyone can hear you. Ask the students to watch as you model reading loudly enough to be heard. Display the model story on the writing/drawing chart (WA2) from Day 3 and read it aloud; then ask questions such as:

Q *What did you notice about how I read my story aloud?*

Q *What will you do to show that you are listening to the person who is sharing?*

Q *If we can't hear the person who is reading, what is a kind way we can let him or her know?*

Tell the students you will check in with them later to see how they did with speaking clearly and listening to one another.

SHARING TIME

4 Share Stories

Call on a volunteer to come and stand next to you. Give the student his story and have him show and read (or tell) his story to the class. Then facilitate a brief discussion by asking:

Q *What did you find out about [Julio] from his story and illustration?*

Continue to have the students share their stories until all have shared. Since young students may have difficulty sustaining their attention during a long sharing session, you may want to have part of the class share now and plan another time for the rest of the class to share.

Facilitation Tip

During this discussion, continue to prompt the students to **turn and look** at the person who is about to speak (for example, "Beth is going to speak now. Let's all turn and look at her"). During the discussion, scan the class to ensure that the students are looking at the person who is speaking. If necessary, interrupt the discussion to remind them of your expectations.

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REFLECTING

5 Reflect on Sharing

Help the students reflect on how they did with speaking clearly and listening to one another by asking:

Q *How did we do with speaking loudly enough to be heard?*

Q *How did you know people were listening to you?*

Without mentioning any of the students' names, offer some of your own observations. Remind the students that listening to one another makes everyone feel like a special part of the writing community.

FREE WRITING TIME

6 Write and Draw Freely

Explain that today the students will write and draw freely in their notebooks. They may write stories about something else they do to help, or write about anything they choose.

Ask and briefly discuss:

Q *What ideas did you hear during the sharing that you might want to write about today?*

Q *What other things might you want to write about today?*

Have the students return to their seats, open to the first blank page of their notebooks, and write freely for 10–15 minutes. Remind them that they are to fill the page before going on to the next blank page.

Signal to let the students know when Free Writing Time is over. If time allows, gather the class and invite the students to share what they wrote. They may read their writing aloud, show and describe their pictures, or tell their stories.

Teacher Note

For each unit, you might collect 3–4 pieces of writing from each student to include in an individual writing assessment folder. Be sure to collect one piece from the beginning and one from the end of the unit. You can refer to the writing in the folder when analyzing your students' writing development at the end of each unit. For more information, see "Individual Writing Assessment" on page viii of the *Assessment Resource Book*.

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Write More About Ways the Students Help

Have the students write more about ways they help. Alternatively, you might identify another idea from the week's read-aloud that the students might write about. (For example, students might write about a person who helps them. They might begin their stories with the words "_____ helps me _____"). If it is helpful, model drawing and writing a story about a person who helps you using the same procedure you used in Day 2 (see Step 1 on pages 30–31).

Write Opinions About *Farmer Duck*

Have the students respond to literature by writing opinions about *Farmer Duck* (see Writing About Reading on page 29).

Write Animal-sound Sentences

Have the students think about different animals and the sounds they make (if necessary, show page 30 of *Farmer Duck* for examples). Have a few students share their thinking with the class, and ask the students to help you list the names of the animals and the sounds they make (for example, *pig–oink, cat–meow*, and *dog–woof*) where everyone can see it.

Pick an animal that does not appear on the list and model writing an animal-sound sentence (for example, *A mouse says, "Squeak!"*). Have the students write and illustrate their own animal-sound sentences. Encourage the students to write and illustrate multiple pages that can be compiled into a book titled *Things Animals Say*.

Share Writing and Write Freely

Repeat the procedures in Day 4 to allow time for more students to share their writing with the class and to provide an opportunity for the students to write freely about anything they choose.

Teacher Note

Support the students as they write by asking them to consider the sounds they hear in the words, capitalization, letter formation, spacing between words, and ending punctuation. If a student makes a mistake with a previously taught concept, simply erase the mistake (or cover it with correction tape or a self-stick note) and help her make the correction.

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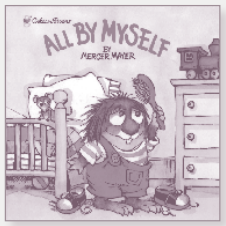
Week 3 OVERVIEW



All by Myself

by Mercer Mayer

Little Critter describes things he can do all by himself.

Beginning-of-year Considerations

Some of your students may be able to write multiple sentences at this point and should be encouraged to do so. Other students are likely to be just beginning to learn their letters. Wherever students are on this continuum, respond by expressing interest in the content of their stories, whether written or verbal, without undue concern about their current skill level. The *Being a Writer* program is designed to bring all the students along and to have them writing by the end of first grade. For more information about the development of young writers, see "Early Writing Development" on page xiv of the *Assessment Resource Book*.

Support students who are not yet able to communicate in writing by having them dictate their stories to you as you transcribe them, either underneath their writing or on a self-stick note. Encourage the students to copy your writing and to practice reading their stories aloud.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA3

Assessment Forms

- "Class Assessment Record" sheets (CA5–CA6)

Professional Development Media

- "Cooperative Structures Overview" (AV9)
- "Using 'Turn to Your Partner'" (AV10)

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Writing Focus

- Students hear and discuss good writing.
- Students visualize and write about things they can do.
- Students use capital letters at the beginnings of sentences and periods at the ends.
- Students reread their writing.
- Students relate their illustrations to their writing.

Social Development Focus

- Teacher and students build the writing community.
- Students learn the procedure for "Turn to Your Partner."
- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.

DO AHEAD

✓ As you are planning for this week's lessons, see the Writing Throughout the Week ideas on page 55 and determine which activities, if any, you will do this week.

✓ Prior to Day 1, decide how you will randomly assign partners to work together for the remaining weeks of this unit. For suggestions about assigning partners, see "Random Pairing" on page xxix, "Considerations for Pairing ELLs" on page l, and "Cooperative Structures" on page xxx. For more information, view "Cooperative Structures Overview" (AV9).

✓ Prior to Day 1, make a copy of the "Class Assessment Record" sheet (CA5) on page 10 of the *Assessment Resource Book*.

✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA6) on page 11 of the *Assessment Resource Book*.

TEACHER AS WRITER

"The point of a notebook is to jump-start the mind."

— John Gregory Dunne

In your writing notebook, write about things you know how to do that surprise or delight you. Consider:

- What is something you've learned to do that seemed impossible at one time? How did you learn it?
- What can you do that many others don't know how to do?
- What have you taught someone else how to do? Was it easy or hard to teach? Why?
- What do you hope to learn how to do someday?

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Day 1 Getting Ideas for Writing

Materials

- *All by Myself*
- Chart paper and a marker
- Wipe-off board and dry-erase marker for each student
- Tissue or piece of soft cloth for each student
- "Class Assessment Record" sheet (CA5)

In this lesson, the students:

- Begin working in pairs
- Learn "Turn to Your Partner"
- Hear and discuss a story
- Visualize things they can do and practice writing "I can" sentences
- Capitalize the first letters of sentences and use periods at the ends of sentences
- Write freely in their writing notebooks

GETTING READY TO WRITE

1 Pair Students and Introduce "Turn to Your Partner"

Explain that for the next few weeks the students will work with partners during Writing Time. Working with partners gives them a chance to talk about what they are thinking and learning before sharing ideas with the class. Randomly assign partners, and make sure they know each other's names (see "Do Ahead" on page 41).

Explain and model how you would like pairs to gather, sitting together and facing you, and then have them gather. If pairs have difficulty gathering in an orderly way, have them return to their seats and repeat the procedure.

Explain the "Turn to Your Partner" procedure by saying, "I will ask a question and say 'Turn to your partner.' When you hear this, you will turn to face your partner and start talking about the question. When I raise my hand, you will finish what you're saying, raise your own hand so others can see the signal, and turn back to face me."

2 Model "Turn to Your Partner"

Have a student act as your partner and model turning to face each other and introducing yourselves by your full names. Then ask partners to turn and introduce themselves. After a moment, raise your hand and have them turn back to face you. Practice again by asking:

Q *What is your favorite food? Turn to your partner.*

Have partners take turns talking about their thinking. After a moment, signal for the students' attention and have a few volunteers briefly share what they discussed with the class. Explain that you will read a story aloud and that you will stop during the reading for the students to use "Turn to Your Partner" to discuss a question.

Teacher Note

If you are teaching other programs from the Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the writing lessons.

Teacher Note

If your students are unfamiliar with "Turn to Your Partner," this lesson may require an extended class period. If they are already familiar with the procedure, you do not need to model it in Step 2. Instead, remind the students of your expectations.

To see an example, view "Using 'Turn to Your Partner'" (AV10).

Teacher Note

A visual signal such as a raised hand allows the students to finish what they are saying before they turn back to face you. Build accountability by reminding the students to raise their own hands when they turn to face you.

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3 Read *All by Myself* Aloud

Show the cover of *All by Myself* and read the title aloud. Explain that Mercer Mayer is the author and illustrator of the book. Point to the character on the cover and explain that his name is Little Critter.

Explain that in this story Little Critter tells about things he can do all by himself. Tell the students that you will stop after the first part of the story so that they can talk about what Little Critter can do.

Read the story aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read using the procedure you used in Week 1 (see Day 1, Step 4 on page 8).

Suggested Vocabulary

overalls: pants with straps that go over the shoulders (p. 4; refer to the illustration)

trim a bush: cut away dead leaves or twigs (p. 16)

ice a cake: cover a cake with icing or frosting (p. 17)

Stop after:

p. 9 ". . . and help her eat breakfast."

Ask:

Q *What can Little Critter do all by himself in the morning? Turn to your partner.*

Have partners take turns talking about the question for a moment; then signal for the students' attention and have a few volunteers share their thinking with the class.

Explain that in the rest of the story Little Critter tells what he can do all by himself during the day and at night. Ask the students to listen for what Little Critter can do. Reread pages 8 and 9, and continue reading to the end of the story. Ask:

Q *What are some things Little Critter can do all by himself? Turn to your partner.*

Have partners discuss the question for a moment; then signal for the students' attention and have a few volunteers share their thinking with the class.

Remind the students that writers constantly read examples of good writing to help them get ideas for their own writing and to learn about the way good writing looks and sounds.

ELL Note

Cooperative structures like "Turn to Your Partner" support the language development of English Language Learners by providing frequent opportunities for them to talk about their thinking and listen to others.

Teacher Note

Notice that you ask the question *before* saying "Turn to your partner." This gives all of the students a chance to hear and consider the question before starting to move to face their partners.

4 Visualize and Generate Writing Ideas

Explain that this week the students will write stories about things they can do. Ask them to close their eyes and imagine themselves getting

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ready for school in the morning. Ask and have the students think quietly about:

Q *What are some things you can do all by yourself in the morning?*

After a few moments, ask the students to open their eyes. Have a few volunteers share what they imagined.

Follow the same procedure for the following question:

Q *What can you do all by yourself during the day or at night?*

Explain that the students will practice writing some sentences about what they can do all by themselves. Tell them that this will help them get ready to write and illustrate their own stories tomorrow about things they can do.

Teacher Note

In this lesson, the students are asked to sit for longer than usual. You might have them stand up and stretch before continuing on with Step 5.

GUIDED WRITING PRACTICE

5 Review Procedures for Wipe-off Boards

Display a wipe-off board, a dry-erase marker, and a tissue or piece of soft cloth, and remind the students that they have been using these materials to practice writing. Ask and briefly discuss:

Q *What do you want to remember about how we use our wipe-off boards and markers?*

Q *What else will you do to be responsible with your wipe-off board and marker?*

Distribute a wipe-off board, a dry-erase marker, and a tissue or piece of soft cloth to each student.

Teacher Note

Seeing and practicing the "I can" sentence starter will help the students when they write their stories on Day 2. Sit close enough to the students so they can easily see the chart and follow along without difficulty.

6 Practice Writing "I Can" Sentences

Title a blank sheet of chart paper "I can _____" and explain that you will write an "I can" sentence on the chart. Tell the students that you would like them to write the sentence along with you on their wipe-off boards. Slowly write the sentence starter *I can* on the chart. As you model, ask questions to engage the students in helping you with directionality and spacing.

> **You might say:**
>
> "Where will I start writing the sentence? I'll put my finger on the left side and write the word *I*. We need to make sure to use a capital letter *I* because it's the first letter of the sentence and we always capitalize *I* when we're talking about ourselves. Let's put two fingers next to *I* to leave a space, and then write *can*."

When the students finish writing the sentence starter, ask:

Q *What could we write to complete our "I can" sentence?*

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Take a few suggestions from the class and choose one to write on the chart as the students follow along on their wipe-off boards (for example, *I can make my bed*). Remind the students to use a period at the end of the sentence.

Ask the students to join you in reading the sentence aloud, pointing to each word on their boards as they read it. Then have them erase their boards.

Repeat this procedure one or two more times, writing sentences on the chart as the students write them on their wipe-off boards.

I can _____.

I can make my bed.

I can brush my teeth.

I can put on my jacket.

7 Write "I Can" Sentences Independently

Ask the students to write one or more "I can" sentences with their own endings on their wipe-off boards, without erasing them.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to write "I can" sentences?
- Do they write from left to right and leave spaces between words?
- Do they capitalize the first letters of sentences and use periods at the ends?

If you notice a student struggling, quietly pull him aside and have him dictate an "I can" sentence to you. Write the sentence on a self-stick note and have the student copy it onto his wipe-off board.

If you notice any student forgetting to write from left to right, consider putting a dot on the left side of his wipe-off board. Teach him to put a finger on the dot and begin writing from this position. If he struggles with leaving spaces between words, encourage him to put a two-finger space before each word as he is writing.

Record your observations on the "Class Assessment Record" sheet (CA5); see page 10 of the *Assessment Resource Book*.

TEKS 2.F.iii
Student/Teacher Activity
Step 7 (all, beginning on page 45 and continuing to the top of page 46 and including the Class Assement Note)

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After a few minutes, call for the students' attention. Explain that when you say "Turn to your partner," partners will turn and face each other. Then each partner will take a turn reading the sentence he wrote aloud.



Say "Turn to your partner" and have partners turn to share. After a moment, signal for their attention. Review that their sentence-writing practice today will help the students tomorrow when they write their own stories about things they can do.

Have the students erase their wipe-off boards; then collect the boards, markers, and tissues or cloths.

REFLECTING

8 Reflect on "Turn to Your Partner"

Ask:

Q *What did you and your partner do to act responsibly during "Turn to Your Partner"?*

If the students have difficulty answering the question, share some of your own observations.

> **You might say:**
> "I noticed that you waited for my signal before you started talking with your partner. That was responsible. I also noticed that you acted responsibly when you turned and faced your partner."

The students will become more thoughtful and perceptive about their social interactions over time.

Teacher Note

If you notice your students' attention waning, you may want to shorten Free Writing Time or skip it altogether.

FREE WRITING TIME

9 Write and Draw Freely

Have the students return to their seats. Explain that the students will write and draw freely in their notebooks today. They may write more "I can" sentences or write about anything else they choose.

Ask and briefly discuss:

Q *What might you want to write about today?*

Have the students return to their seats, open to the next blank page of their notebooks, and write freely for 10–15 minutes. Remind them that they are to fill the page before going on to the next blank page.

Signal to let the students know when Free Writing Time is over. If time allows, gather the class and invite the students to share what they wrote. They may read their writing aloud, show and describe their pictures, or tell their stories.

Teacher Note

Save the "I can _____" chart to use on Day 2 and in Weeks 4 and 5.

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EXTENSION

Read Aloud Throughout the Day

Help the students build familiarity and confidence with written language by reading aloud to them daily. Select books in various genres, including fiction (such as realistic fiction, fantasies, folktales, and fairy tales), nonfiction (such as personal narratives, biographies, alphabet and number books, fact books, and joke and riddle books), and poetry. Invite the students to talk about what they like or notice about various texts. You might ask the students to identify action words or words they like in the texts, and list the words on an "Action Words" or "Our Favorite Words" chart. Encourage the students to use the words in their own writing.

Writing Stories Day 2

In this lesson, the students:

- Reread their writing
- Write and illustrate stories about things they can do
- Write from left to right and leave spaces between words
- Capitalize the first letters of sentences and use periods at the ends
- Use Writing Time responsibly

Materials

- *All by Myself* from Day 1
- "I can _____" chart from Day 1
- Writing/drawing chart (WA3) for modeling

GETTING READY TO WRITE

1 Model Writing and Illustrating a Story About Something You Can Do

Gather the class with partners sitting together, facing you. Review that yesterday they heard *All by Myself* and practiced writing "I can" sentences. Explain that today the students will write and illustrate their own stories about things they can do.

Direct the students' attention to the "I can _____" chart from yesterday and read the sentences aloud with the students. Display the writing/drawing chart (WA3). Ask the students to watch as you model writing and illustrating a story on the chart about something you can do. Begin the story with *I can* and emphasize writing from left to right, leaving spaces between words, capitalizing the first letter of the sentence, and using a period at the end. Invite the students to contribute ideas to your writing and picture.

> **You might say:**
>
> "I will start a story by writing the sentence: *I can make my bed.* How will I begin writing that sentence? Where will I put the period?"

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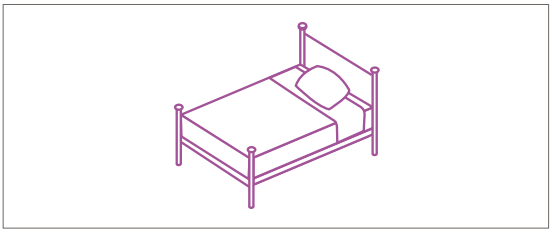
Ask:

Q *What else can I write?*

Q *What can I draw to go with my words?*

Use a few of the students' ideas to add 1–2 additional sentences to the model story.

WA3



I can make my bed. I tuck in the blankets. I fluff the pillow.

Teacher Note

Save the model story on the writing/drawing chart (WA3) to use on Day 3.

2 Prepare to Write Stories About Things the Students Can Do

Explain that the students will write their own stories about things they can do. They may write "I can" sentences, such as those they practiced yesterday, or they may write any sentences they choose on the topic. Ask:

Q *What might you tell in your story today about something you can do?*

Have a few volunteers share their ideas with the class. Invite the students to try to think of ideas not already discussed as a class.

Teacher Note

If you notice students forgetting to begin their writing on the left side of their papers, consider providing these students with paper that has a dot written on the left-hand side of the first line (see the diagram below). Teach them to put a finger on the dot and begin writing from this position. When this seems automatic, phase out this support and have them return to using blank writing/drawing paper.



WRITING TIME

3 Write and Illustrate Stories About Things the Students Can Do

Have the students return to their seats, and distribute writing/drawing paper and sharpened pencils. Have them write their names on their papers and work on their stories quietly. Tell them that if they finish early they can add to their stories, or begin stories about something else they can do or about anything they choose.

Join the students in writing for about 5 minutes, scanning the class periodically. Then walk around the room and observe them, assisting students as needed.

Signal to let the students know when Writing Time is over. Ask the students to read their stories to themselves. Remind them that good

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writers always read what they have written to make sure it says what they want it to say.

Have the students put their stories in their writing folders. Explain that students who did not finish their stories will have time to complete them tomorrow.

REFLECTING

4 Reflect on Writing Time

Ask and briefly discuss:

Q *What did you enjoy about writing today?*

Follow up on any problems the class identified when reflecting on Writing Time (see Week 2, Day 3 on page 35) by asking:

Q *How are we doing with [not bothering other people] during Writing Time? Does the solution we came up with seem to be working? If not, what else can we try?*

Teacher Note

Alternatively, you might collect the students' stories about things they can do to use on Day 3.

Rereading and Adding Day 3

In this lesson, the students:

- Practice "Turn to Your Partner"
- Explore illustrations in a story
- Reread their writing
- Relate their illustrations to their writing
- Visualize and add to their illustrations and stories

Materials

- *All by Myself* from Days 1–2
- Model story on the writing/drawing chart (WA3) from Day 2
- "Class Assessment Record" sheet (CA6)

GETTING READY TO WRITE

1 Gather and Review "Turn to Your Partner"

Gather the class with partners sitting together, facing you. Review that earlier this week the students learned "Turn to Your Partner." Explain that they will use this procedure today to talk about their writing with their partners. Ask:

Q *What do you remember about "Turn to Your Partner"?*

> **Students might say:**
>
> "We turn and look at each other when you say, 'Turn to your partner.'"
>
> "We listen to each other."
>
> "When you raise your hand, we finish talking and turn back to face you."

Facilitation Tip

Continue to remind the students to **turn and look** at the person who is about to speak. Ask speakers to wait until they have the class's attention before starting to speak. Scan the class to ensure that all of the students are actively listening and participating in the discussion.

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Encourage the students to keep these things in mind as they use "Turn to Your Partner" today.

2 Review the Illustrations in *All by Myself*

Review that the students heard *All by Myself* earlier and wrote their own stories about things they can do. Explain that today they will look again at the illustrations in *All by Myself* to see what they tell about the words, and then they will add to the pictures they drew in their own stories.

Show and reread pages 8–9, and ask:

Q *What in the illustration tells about the words, "I can pour some juice for my little sister . . . and help her eat breakfast"? Turn to your partner.*

Have partners discuss the question for a few moments, and then signal for the students' attention. Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "Little Critter is pouring the juice all over the table."
>
> "He is holding a spoon and a bowl of cereal."
>
> "His sister is pushing his hand away, so the food is going everywhere."
>
> "The mouse puts up an umbrella because of the mess."

Follow the same procedure to have the students discuss the illustrations on pages 20–21.

Explain that during Writing Time today the students will make sure their illustrations match their stories, and they will add to their illustrations and stories.

3 Model Rereading, Visualizing, and Adding to an Illustration and Story

Display the model story on the writing/drawing chart (WA3) from Day 2 and ask the students to watch as you model rereading the story and adding to the illustration. Point to each word in the story as you read it aloud. Think aloud about whether the illustration goes with the story, and then model visualizing and adding to the illustration. If appropriate, add to the writing as well.

> **You might say:**
>
> "My illustration shows my bed after I made it. That goes with my sentence 'I can make my bed.' Now I'll close my eyes and imagine making my bed to see what I might add to my illustration. I picture myself putting my teddy bear on my pillow. I'll add my teddy bear to my illustration. I'll write: *I put my teddy bear on the bed.*"

Teacher Note

Remember, the purpose of modeling writing multiple sentences in this unit is to show the students what writing looks like and to convey the idea that print communicates meaning. Your students may or may not be able to follow the model in their own writing. Accept all attempts at writing at this point, encouraging the students to tell their stories through drawing, talking, and writing. (See "Beginning-of-year Considerations" on page 4.)

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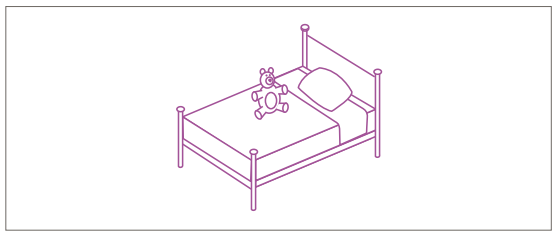
WA3



I can make my bed. I tuck in the blankets. I fluff the pillow. I put my teddy bear on the bed.

WRITING TIME

4 Reread and Add to Illustrations and Stories

Distribute the students' writing from yesterday to them. Ask the students to reread their stories by pointing to each word. Have them close their eyes and think about the following question:

Q *What do you see when you picture yourself doing what you wrote about?*

After a moment, have the students open their eyes. Ask and briefly discuss:

Q *What can you add to your illustration so it tells more about your story? Turn to your partner.*

Signal for the students' attention and explain that they will now add to their illustrations. They may also add to their writing or start writing stories about something else they can do. If they finish their stories, they may write freely on the next blank page of their notebooks.

Have students return to their seats and join the students in quiet writing for 5 minutes. Then walk around the room and observe them, assisting students as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students' illustrations relate to their sentences?
- Can they add details to their illustrations and/or writing to tell more about their stories?

(continues)

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CLASS ASSESSMENT NOTE *(continued)*

If you notice any student struggling to add details to her illustration and/or writing, quietly pull her aside and ask her questions such as:

Q *What is your story about?*

Q *What else can you add to your illustration to show that [you can play the piano]? What can you add to your writing?*

Record your observations on the "Class Assessment Record" sheet (CA6); see page 11 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Ask the students to read their stories to themselves. Remind them that good writers always read what they have written to make sure it says what they want it to say.

Have the students put their stories in their writing folders. Explain that tomorrow they will share their stories with the class.

Teacher Note

Alternatively, you might collect the students' stories about things they can do for sharing on Day 4.

REFLECTING

5 Reflect on Writing and "Turn to Your Partner"

Ask:

Q *What did you add to your story today?*

Have a few volunteers share their thinking with the class. Help the students reflect on their partner work by briefly discussing:

Q *What did you and your partner do to act responsibly during "Turn to Your Partner"?*

If the students have difficulty answering the question, share some of your own observations with the class.

ELL Note

English Language Learners sometimes bring rich traditions of oral storytelling with them into the classroom. Invite them to share traditional stories they have heard at home, and consider inviting their family members to the class to tell stories from their own cultures.

EXTENSION

Create Opportunities for Storytelling

Telling stories builds students' oral language skills and supports their development as writers. Set aside time regularly to have the students tell or make up stories about their everyday lives and interests. Encourage them to turn their spoken stories into written stories.

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Sharing as a Community

Day 4

In this lesson, the students:

- Get to know one another by sharing their stories
- Speak clearly and listen to one another
- Give their full attention to the person who is speaking
- Write freely in their writing notebooks

Materials

- Model story on the writing/drawing chart (WA3) from Day 3

GETTING READY TO SHARE

1 Select a Story to Share

Review that this week the students wrote stories about things they can do. Explain that today they will share their stories with their classmates. Distribute the students' writing folders and tell the students that they will quietly read the stories they wrote this week, and then choose one to share with the class.

Give the students a few moments to read their stories to themselves and select one to share. When most students have made their selections, call for the students' attention, collect the stories they selected to share, and then collect their folders.

Teacher Note

If you collected the students' stories at the end of Day 3, explain that they will be sharing these stories with their classmates today. Then continue the instruction with Step 2.

2 Model Speaking Clearly and Discuss Listening to One Another

Gather the class in a circle. Remind the students that it is important to speak in a loud, clear voice when they share so everyone can hear them. Ask the students to watch as you model reading loudly enough to be heard. Display the model story on the writing/drawing chart (WA3) from Day 3 and read it aloud; then ask questions such as:

Q *What did you notice about how I read my story aloud?*

Q *What will you do to show that you are listening to the person who is sharing?*

Q *If we can't hear the person who is reading, what is a kind way we can let him or her know?*

Tell the students you will check in with them later to see how they did with speaking clearly and listening to one another.

SHARING TIME

3 Share Stories

Call on a volunteer to come and stand next to you. Give the student the story you collected earlier and have him show and read (or tell)

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his story to the class. Then facilitate a brief discussion by asking questions such as:

- Q *What did you find out about [Marc] from his story?*
- Q *What do you notice in [Felita's] illustration?*
- Q *What can [Joseph] do? What did he draw to show us that?*
- Q *What is [funny/interesting/surprising] about [Crista's] story?*

Encourage the students to speak loudly and clearly when commenting on one another's writing so everyone can hear them. Continue to have the students share their stories until all have shared. Since young students may have difficulty sustaining their attention during a long sharing session, you may want to have part of the class share now and plan another time for the rest of the class to share.

ELL Note

Questions like these help the students get to know one another, which in turn creates a sense of community that benefits everyone. English Language Learners, in particular, rely on having a supportive environment in which they can take the necessary risks to practice and grow in their new language.

REFLECTING

4 Reflect on Sharing

Help the students reflect on speaking clearly and listening to one another by discussing:

- Q *What did you do to show that you were listening today?*
- Q *If you were not able to hear people when we talked about the stories, what can you do next time so we can all hear one another?*

Without mentioning any of the students' names, offer some of your own observations. Remind the students that listening to one another's stories and talking about the stories makes everyone feel like a special part of the writing community.

FREE WRITING TIME

5 Write and Draw Freely

Explain that the students will write and draw freely in their notebooks today. They may write stories about something else they can do or write about anything they choose.

Ask and briefly discuss:

- Q *What ideas did you hear during the sharing that you might want to write about today?*
- Q *What other things might you want to write about today?*

Have the students return to their seats, open to the next blank page of their notebooks, and write freely for 10–15 minutes. Remind them that they are to fill the page before going on to the next blank page.

Signal to let the students know when Free Writing Time is over. If time allows, gather the class and invite the students to share what they wrote. They may read their writing aloud, show and describe their pictures, or tell their stories.

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TECHNOLOGY EXTENSION

Learn More About Little Critter

The students may be interested in finding out more about Mercer Mayer and the Little Critter books. Search for information online using the keywords "Little Critter" or "Mercer Mayer."

Writing Throughout the Week — Open Day

Write *All by Myself* Books

Have the students write multi-page books about activities they can do by themselves in the morning, afternoon, and evening. They can share the books with their classmates, and then you can place the books into the classroom library for students to read independently. The students may also want to take their books home to share them with family members.

Read and Write About Another Little Critter Book

Read *I Just Forgot*, another Little Critter book by Mercer Mayer, and have the students write about a time they forgot something. If it is helpful, model drawing and writing a story about a time you forgot something and what happened afterward using the same procedure you used in Day 2 (see Step 1 on page 47).

Share Writing and Write Freely

Repeat the procedures in Day 4 to allow time for more students to share their writing with the class and to provide an opportunity for the students to write freely about anything they choose.

Technology Tip

Many Little Critter books are available in a digital format. The books are narrated and contain many interactive features. For more information, search online using the keywords "Little Critter apps."

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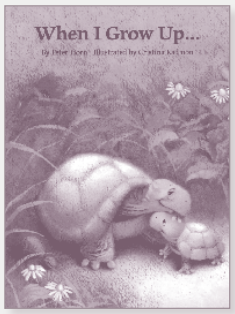
Week 4 OVERVIEW



When I Grow Up . . .

by Peter Horn, illustrated by Cristina Kadmon

Sebastian the turtle tells his dad what he wants to be when he grows up.

Beginning-of-year Considerations

You are likely to have students who can start writing easily and others who have difficulty getting started. Observe students without intervening for a few minutes to see if they are able to start writing on their own. If you notice a student becoming frustrated, you might try the following strategies:

- Revisit the read-aloud book and discuss how the student is like or unlike one of the characters. Ask the student to dictate a first sentence and write it down.
- Have the student tell you a story using the week's sentence starter. Write the sentence starter on his paper and ask him to write and illustrate the rest of the sentence on his own.

Have the student close his eyes and visualize the topic (such as what he wants to be when he grows up). Have the student open his eyes and describe what he sees. Then repeat his first sentence back to him as he writes what you say.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA4

Assessment Forms

- "Class Assessment Record" sheets (CA7–CA8)

Professional Development Media

- "Predictable Structure of the Writing Lessons" (AV2)
- "Using Web-based Teaching Resources" tutorial (AV75)

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Writing Focus

- Students hear and discuss good writing.
- Students visualize and write about what they want to be when they grow up.
- Students use capital letters at the beginnings of sentences and periods at the ends.
- Students reread their writing.
- Students relate their illustrations to their writing.

Social Development Focus

- Teacher and students build the writing community.
- Students take turns talking and listening.
- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.

DO AHEAD

✓ Prior to Day 1, consider previewing this week's read-aloud, *When I Grow Up . . .*, with your English Language Learners before you read it to the whole class. You might read it aloud while showing and discussing the illustrations, or have the students flip through it on their own. (You might also review the book for any difficult vocabulary; see Suggested and ELL Vocabulary on page 59.)

✓ Prior to Day 1, make a copy of the "Class Assessment Record" sheet (CA7) on page 12 of the *Assessment Resource Book*.

✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA8) on page 13 of the *Assessment Resource Book*.

TEACHER AS WRITER

"Writers always go back to their young days, to their young lives."
— Isaac Bashevis Singer

As a child, what did you imagine your life would be like as an adult? Write about your memories. Consider:

- What were your fantasies about the future?
- What seemed frightening about the adult world?
- How did your parents' lives and work influence your thinking about the future?
- Who were the people you looked up to as a child? What did you admire about them?
- What influenced you to become a teacher?

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Day 1 Getting Ideas for Writing

Materials

- *When I Grow Up . . .*
- Chart paper and a marker
- Wipe-off board and dry-erase marker for each student
- Tissue or piece of soft cloth for each student
- "Class Assessment Record" sheet (CA7)

In this lesson, the students:

- Hear and discuss a story
- Take turns talking and listening
- Think about what they want to be when they grow up
- Practice writing "I want to be" sentences
- Capitalize the first letters of sentences and use periods at the ends of sentences
- Write freely in their writing notebooks

GETTING READY TO WRITE

1 Discuss Working in Pairs

Gather the class with partners sitting together, facing you. Remind them that last week they learned how to use "Turn to Your Partner" to share their thinking. Explain that this week they will continue to use "Turn to Your Partner" as they hear, write, and talk about stories. Ask:

Q *How will you and your partner make sure that you both have a chance to talk?*

> **Students might say:**
>
> "We're going to take turns talking."
>
> "First my partner will talk, and then I'll talk."
>
> "I'll wait until my partner is finished before I start talking."

Encourage the students to take turns talking during "Turn to Your Partner" today, and tell them that you will check in with them to see how they did.

2 Introduce and Read *When I Grow Up . . .*

Show the cover of *When I Grow Up . . .* and read the title and the names of the author and illustrator aloud. Point to the little turtle and explain that the turtle's name is Sebastian. The big turtle is Sebastian's father. Ask:

Q *What do you think this story will be about? Turn to your partner.*

Have partners discuss the question for a few moments. Signal for the students' attention and have one or two volunteers briefly share their ideas with the class. Ask the students to keep their ideas in mind as they listen to the story.

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Read the story aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

nuzzling: gently rubbing with the nose (p. 12)

sandman: make-believe character who helps children fall asleep by sprinkling sand in their eyes (p. 18)

murmured drowsily: said in a soft, sleepy voice (p. 24)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

munched: noisily chewed (p. 7)

helmet: hard hat that protects the head (p. 10)

Stop after:

p. 14 "'That would be kind of you.'"

Ask:

Q *What have you learned about Sebastian so far? Turn to your partner.*

Have partners discuss the question for a few moments; then signal for the students' attention. Have one or two volunteers briefly share with the class. Reread page 14 and continue reading to the end of the story.

3 Discuss the Story

Ask and briefly discuss:

Q *What does Sebastian want to be when he grows up?*

Q *What do you want to be when you grow up? Turn to your partner.*

Have partners discuss the question for a few moments. Then have a few volunteers share with the class what they would like to be.

Explain that the students will practice writing some sentences about what they want to be when they grow up. Tell them that this will help them get ready to write and illustrate their own stories tomorrow about what they want to be.

Teacher Note

In this lesson, the students are asked to sit for longer than usual. You might have them stand up and stretch before continuing on with Step 4.

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Teacher Note

Seeing and practicing the "I want to be" sentence starter will help the students when they write their stories on Day 2. Sit close enough to the students so they can easily see the chart and follow along without difficulty.

GUIDED WRITING PRACTICE

4 Practice Writing "I Want to Be" Sentences

Distribute a wipe-off board, a dry-erase marker, and a tissue or piece of soft cloth to each student. Title a blank sheet of chart paper "I want to be _____" and explain that you will write an "I want to be" sentence on the chart. Tell the students that you would like them to write the sentence along with you on their wipe-off boards. Slowly write the sentence starter *I want to be* on the chart. As you write, ask questions such as:

Q *Where shall I start writing the sentence?*

Q *What do we need after this word before we write the next word?*

When you finish writing the sentence starter, ask:

Q *What could we write to complete our "I want to be" sentence?*

Take a few suggestions from the class and choose one to write on the chart as the students follow along on their wipe-off boards (for example, *I want to be a teacher*). Then ask:

Q *Where shall I put the period?*

Ask the students to join you in reading the sentence aloud, pointing to each word on their boards as they read it. Then have them erase their boards.

Repeat this procedure one or two more times, writing sentences on the chart as the students write them on their wipe-off boards.

I want to be _____.

I want to be a teacher.

I want to be a veterinarian.

I want to be an astronaut.

5 Write "I Want to Be" Sentences Independently

Ask the students to write one or more "I want to be" sentences with their own endings on their wipe-off boards, without erasing them.

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CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to write "I want to be" sentences?
- Do they write from left to right and leave spaces between words?
- Do they capitalize the first letters of sentences and use periods at the ends?

If you notice a student struggling, quietly pull him aside and have him dictate an "I want to be" sentence to you. Write the sentence *I want to be* _____ on a self-stick note and have the student copy it onto his wipe-off board.

If you notice any student forgetting to write from left to right, consider putting a dot on the left side of his wipe-off board. Teach him to put a finger on the dot and begin writing from this position. If he struggles with leaving spaces between words, encourage him to put a two-finger space before each word as he is writing.

Record your observations on the "Class Assessment Record" sheet (CA7); see page 12 of the *Assessment Resource Book*.

After a few minutes, call for the students' attention. Have partners turn and read the sentences they wrote to each other. Then explain that their sentence-writing practice today will help them tomorrow when they write their own stories about what they want to be when they grow up.

Have the students erase their wipe-off boards; then collect the boards, markers, and tissues or cloths.

REFLECTING

6 Reflect on Writing and "Turn to Your Partner"

Ask:

Q *What did you practice in your writing today? Turn to your partner.*

Have partners discuss the question for a few moments. Signal for the students' attention and have a few volunteers share their thinking with the class. Ask:

Q *Did you and your partner take turns during "Turn to Your Partner" today? How did that help you work together?*

FREE WRITING TIME

7 Write and Draw Freely

Have the students return to their seats. Explain that the students will write and draw freely in their writing notebooks today. They may write more "I want to be" sentences or write about anything else they choose.

Teacher Note

If you notice your students' attention waning, you may want to shorten Free Writing Time or skip it altogether.

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Ask and briefly discuss:

Q *What might you want to write about today?*

Have the students open to the first blank page of their notebooks and write freely for 10–15 minutes. Remind them that they are to fill the page before going on to the next blank page.

Signal to let the students know when Free Writing Time is over. If time allows, gather the class and invite the students to share what they wrote. They may read their writing aloud, show and describe their pictures, or tell their stories.

Teacher Note

Save the "I want to be _____" chart to use on Day 2 and in Week 5.

WRITING ABOUT READING

Writing About Reading activities provide the students with opportunities to write opinions about and make connections to texts they discuss in the *Being a Writer* program. The activities are optional and can be done at the end of the lesson or another time. For more information, see "Writing About Reading" on page xx.

Materials

- *When I Grow Up . . .* from Day 1

Write Opinions About *When I Grow Up . . .*

Show the cover of *When I Grow Up . . .* and remind the students that they heard this book earlier. Ask:

Q *What do you remember about the book,* When I Grow Up . . . *?*

Have a few volunteers share their thinking. After the students have shared, ask:

Q *Do you like this book? Why?*

Q *What part do you especially like or dislike (not like)?*

> **Students might say:**
>
> "I like the book. I like it when the turtles are playing at the beginning."
>
> "I like the book. I like the part where Sebastian wants to be a firefighter."

Tell the students that when they talk about liking or not liking something, they are giving an opinion or telling what they think about something. Explain that people might have different opinions about the same thing and that this is fine. What is important is that they explain their thinking. Ask the students to watch as you think aloud and model writing an opinion about *When I Grow Up . . .*.

> **You might say:**
>
> "I like the book *When I Grow Up . . .* so I'll write the sentence: *I like the book When I Grow Up. . .* . I especially like the part where Sebastian's father tells him he's proud of him. I'll add the sentence: *I like it when Sebastian's father tells him he is proud of him.* I'll end with the sentence: *I like books about parents and children.*"

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Explain that the students will write their own opinions about *When I Grow Up . . .* and then illustrate the part of the book they wrote about. Distribute writing/drawing paper and have the students start writing. If time permits, invite the students to share their opinions and illustrations with the class.

Writing Stories Day 2

In this lesson, the students:

- Reread their writing
- Write and illustrate stories about what they want to be
- Write from left to right and leave spaces between words
- Capitalize the first letters of sentences and use periods at the ends
- Take turns talking and listening

Materials

- *When I Grow Up . . .* from Day 1
- "I want to be _____" chart from Day 1
- Writing/drawing chart (WA4) for modeling

GETTING READY TO WRITE

1 Model Writing and Illustrating a Story About What You Want to Be

Gather the class with partners sitting together, facing you. Review that the students heard *When I Grow Up . . .* and wrote sentences about what they want to be when they grow up. Explain that the students will write and illustrate their own stories today, aned that you will collect their stories and make them into a class book of things they want to be when they grow up.

Direct the students' attention to the "I want to be _____" chart from yesterday and read the sentences aloud. Display the writing/drawing chart (WA4). Ask the students to watch as you model writing and illustrating a story about what you wanted to be when you grew up. Write and illustrate the story on the chart.

> **You might say:**
>
> "When I was young, I wanted to be a dog trainer, so I'll write the sentence: *I want to be a dog trainer.* I'll draw a picture of me standing next to a dog."

Ask:

- **Q** *What else can I add to my illustration or story to tell about the sentence "I want to be a dog trainer"?*
- **Q** *What else can I write?*
- **Q** *What can I add to my illustration?*

Use a few of the students' ideas to add 1–2 sentences to the model story.

Teacher Note

Remember, the purpose of modeling writing multiple sentences in this unit is to show the students what writing looks like and to convey the idea that print communicates meaning. Your students may or may not be able to follow your model in their own writing. Accept all attempts at writing at this point, encouraging students to tell their stories through drawing, talking, and writing. (See "Beginning-of-year Considerations" on page 4.)

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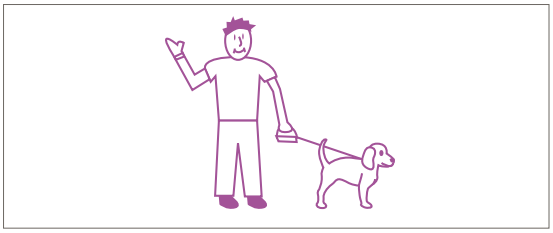
WA4



I want to be a dog trainer. I will teach dogs how to sit and fetch. I will give them treats.

2 Prepare to Write Stories About What the Students Want to Be

Explain that the students will write their own stories about what they want to be when they grow up. They may write "I want to be" sentences, such as those they practiced yesterday, or they may write any sentences they choose about this topic. Ask:

Q *What might you write today about what you want to be when you grow up? Turn to your partner.*

Signal for the students' attention and have a few volunteers share their ideas with the class. Invite the students to try to think of ideas not already discussed as a class.

WRITING TIME

3 Write and Illustrate Stories About What the Students Want to Be

Have the students return to their seats, and distribute the writing/drawing paper and sharpened pencils. Have them write their names on their papers and work on their stories quietly. Encourage them to add lots of details to their stories and illustrations. Write alongside the students for 5 minutes; then walk around the room and observe them, assisting as needed.

Signal to let the students know when Writing Time is over. Ask the students to quietly read their stories to themselves and check that they capitalized the first letters of their sentences and used periods at the ends.

Collect the students' stories and explain that you will read them aloud to the class tomorrow.

Teacher Note

Continue to base the length of Writing Time on your students' attention and engagement. Gradually build to 20–25 minutes of quiet writing by the middle of the school year.

Teacher Note

Prior to Day 4, compile the students' stories into a class book with a cover and a title. Since this book will go into the class library for students to read on their own, you might want to transcribe the students' sentences below their own writing using conventional spelling and punctuation where necessary. If you are setting aside writing for the students' individual assessment folders, you might want to use photocopies of the students' stories for the class book.

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REFLECTING

4 Reflect on Writing and Partner Work

Ask:

Q *What did you write about today?*

Q *What did you do to be responsible during "Turn to Your Partner" today?*

Sharing as a Community

Day 3

In this lesson, the students:

- Hear their stories read aloud
- Get to know one another
- Speak clearly and listen to one another
- Give their full attention to the person who is speaking
- Write freely in their writing notebooks

Materials

- Class book of students' stories from Day 2 (see the Teacher Note on page 64)

GETTING READY TO SHARE

1 Introduce the Class Book

Gather the class with partners sitting together, facing you. Show the cover of the class book and explain that you collected the students' stories and made them (or copies of them) into a book about what they want to be when they grow up. Explain that you will read their stories aloud today; then you will put the book into the class library so the students can read and enjoy the stories on their own.

Teacher Note

If you transcribed the students' writing using conventional spelling and punctuation, explain that you copied their writing using "grown-up" spelling and punctuation so visitors and others can read the stories.

2 Discuss Listening Carefully

Ask and briefly discuss:

Q *What will you do to show that you are listening carefully as I read the stories? Why is that important?*

Tell the students that at the end of sharing time you will check in with them to see how they did with listening carefully.

Facilitation Tip

Continue to prompt the students to **turn and look** at the person who will speak. Scan the class to ensure that the students are looking at the person who is speaking. If necessary, interrupt the discussion to remind them of your expectations.

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Teacher Note

If the students have difficulty talking about things they found out from their classmates' stories, model some comments like those in the "Students might say" note; then ask:

Q *What else did you find out?*

ELL Note

You might provide the prompt "I showed I was listening by . . . " to your English Language Learners to help them verbalize their answers to this question.

SHARING TIME

3 Read the Class Book Aloud

Read the class book aloud (including the name of each page's author) and show the illustrations. Stop periodically to discuss questions such as:

Q *What did you find out about [Isaiah] from his story?*

Q *What does [Miranda] want to be when she grows up?*

Q *What do you notice in [Jared's] illustration?*

Q *What is [funny/interesting/surprising] about [Brittany's] story?*

> **Students might say:**
>
> "I found out that [Isaiah] wants to be a veterinarian."
>
> "It's interesting in [Brittany's] picture where it shows her on TV."

Encourage the students to speak loudly and clearly when commenting on one another's writing so everyone can hear them.

REFLECTING

4 Reflect on Listening

Help the students reflect on how they listened by discussing:

Q *What did you do to listen carefully to the class book?*

Without mentioning any of the students' names, offer some of your own observations. Remind the students that listening to their classmates' stories and comments helps make everyone feel like a special part of the writing community.

FREE WRITING TIME

5 Write and Draw Freely

Explain that the students will write and draw freely in their notebooks today. They may write stories about something else they want to be when they grow up, or they may write about anything they choose.

Ask and briefly discuss:

Q *What ideas did you hear during the sharing that you might want to write about today?*

Q *What other things might you want to write about today?*

Have the students return to their seats, open to the next blank page of their notebooks, and write freely for 10–15 minutes. Remind them that they are to fill the page before going on to the next blank page.

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Signal to let the students know when Free Writing Time is over. If time allows, gather the class and invite the students to share what they wrote. They may read their writing aloud, show and describe their pictures, or tell their stories.

TECHNOLOGY EXTENSION

Digital Storytelling

There are many online applications that allow students to create digital stories by simply uploading pictures and recording a narration to go with them. Once the narration is recorded, the application turns the pictures and audio into a video. The digital stories can be shared online, emailed to parents, or stored for others to view on the computer, tablet, or other device the students are using. Creating digital stories provides students with an opportunity to give detailed oral retellings of their stories and to see their stories come to life. Use the key words "digital storytelling apps" to search for and learn about digital storytelling applications that are available for your device.

TEKS 9.F.ii
Student/Teacher Activity
Technology Extension (all)

Technology Tip

To learn more about Internet resources you can use with the students, view the "Using Web-based Teaching Resources" tutorial (AV75).

More Writing Practice

Day 4

In this lesson, the students:

- Choose their own writing topics
- Write freely in their writing notebooks
- Use Writing Time responsibly
- Share stories and get to know one another

ABOUT WRITING PRACTICE

Young students grow as writers by writing daily and by writing for various purposes throughout the day. They benefit from structured writing activities as well as from opportunities to choose their own topics and write freely. Free Writing Time and the "More Writing Practice" lessons are designed to give the students free writing experience. The students may choose to use the model sentences they have learned, or they may write about anything they wish.

Materials

- "I want to be _____" chart from Day 1
- "I can _____" chart from Week 3
- "I help when I _____" chart from Week 2
- "I like to _____" chart from Week 1
- "Class Assessment Record" sheet (CA8)

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GETTING READY TO WRITE

1 Review Writing Ideas from the Unit

Gather the class with partners sitting together, facing you. Direct the students' attention to the charts from the past several weeks. Briefly review the charts and remind the students that they have recently written about things they like to do, ways they help, things they can do, and what they want to be when they grow up. Explain that today they may write stories about one of these ideas, or write about anything else they choose.

2 Think Aloud About Choosing a Writing Topic

Ask the students to listen as you think aloud about what you might write today. Look at the charts and think aloud about stories you could write using the sentence starters. Also think aloud about writing something that is not on any of the charts.

> **You might say:**
>
> "I might write an 'I can' story about playing the guitar. Or I might write about how I want to be a gardener someday. Or I might write a story that isn't on any of these charts, for example, how I take care of my pet snake."

3 Generate and Discuss Writing Ideas

Ask and have the students think quietly to themselves about:

Q *What might you want to write about today?*



After a moment, have partners turn and talk with each other about their thinking. Signal for the students' attention and have several volunteers share their thinking with the class.

Explain that you would like the students to include both words and pictures in their stories today.

WRITING TIME

4 Write Independently

Have the students return to their seats and write quietly in their notebooks. If necessary, remind them to stay in their seats and write quietly until you signal the end of Writing Time. Join the students in writing for 5 minutes or so, scanning the room periodically. Then walk around the room and observe them, assisting students as needed.

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CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to come up with story ideas on their own?
- Do they start writing fairly quickly?
- Can more-experienced writers write longer stories?

Support any student who is having trouble getting started by pulling her aside, reviewing the class charts with her, and asking her to think of other sentences she could write using the sentence starters. Also, encourage any more-experienced writers to write multiple sentences.

Record your observations on the "Class Assessment Record" sheet (CA8); see page 13 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Have the students read their writing to themselves.

SHARING AND REFLECTING

5 Reflect on Acting Responsibly During Writing Time

Ask and briefly discuss:

Q *What did you do to act responsibly during Writing Time?*

> **Students might say:**
>
> "I didn't talk to anyone. I just worked on my own story."
>
> "I stayed in my seat."
>
> "When I finished my story, I started a new one."

6 Briefly Share Writing

Invite students who wish to share their writing to bring their notebooks with them as you gather the class in a circle. Encourage them to speak loudly and clearly and to listen to one another; then have volunteers share their writing with the class. Ask:

Q *What do you like about hearing what your classmates have written?*

Teacher Note

The end-of-lesson reflection is important to the students' growth as writers and to their social development. We encourage you to allow at least 5 minutes during each lesson to help the students reflect on their work and interactions. For information about the structure of the *Being a Writer* lessons, see "A Typical Daily Lesson" on page xix. To learn more, view "Predictable Structure of the Writing Lessons" (AV2).

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Open Day Writing Throughout the Week

Talk and Write About Kindness

Reread pages 12–14 of *When I Grow Up . . .* aloud, and discuss Sebastian's kindness using questions such as:

- Q *What will Sebastian do when he becomes a pirate?*
- Q *Why is giving away treasure to the poor a kind thing to do?*
- Q *How can we be kind to one another in our classroom? On the playground? Why is that important?*
- Q *When was someone in our class kind to you? When were you kind to someone? Tell us about it.*

Have the students write about a time when they were kind or when someone was kind to them; then have them share their stories.

You might also have each student contribute a sentence to a class list of ways to be kind, and then collect the sentences and paste them onto poster board. Read the poster together and display it in a prominent place.

Write More About What the Students Want to Be

Have the students write more about what they want to be. Alternatively, you might identify another idea from this week's read-aloud that the students might write about (for example, something special they do with a parent or what they do at bedtime).

Write Opinions About *When I Grow Up . . .*

Have the students respond to literature by writing opinions about *When I Grow Up . . .* (see Writing About Reading on page 62).

Write Independently

Repeat the procedures in Day 4 to have the students write about one of the topics from earlier in the unit, or write about anything else they choose.

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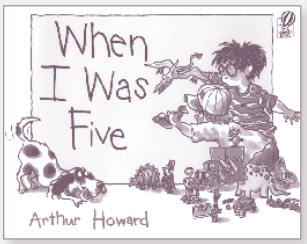
Week 5 OVERVIEW



When I Was Five

by Arthur Howard

A six-year-old boy reflects on how he's changed since he was five.

Beginning-of-year Considerations

This is the last week of Unit 1. In Unit 2, you will begin to more directly teach writing skills such as rereading and adding to stories, sounding out words using letter–sound relationships, and using a word wall. This direct instruction happens in the context of real writing, in which the focus is on generating ideas and getting them onto paper in a way that communicates with others. The direct instruction recommended in this program is crucial if the goal is to have all of your students writing by the end of first grade. Inexperienced writers get the support they need, while more-advanced writers get to reinforce and extend basic skills. (For a complete list of the skills and conventions taught in grade 1, see "Grade 1 Skills and Conventions" chart on page xxv.)

Continue to encourage students who can write more to do so. For students who need more modeling, consider working with them in small groups and having them write sentences with you on their wipe-off boards.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA5

Assessment Forms

- "Class Assessment Record" sheets (CA9–CA10)
- "Individual Writing Assessment" record sheet (IA1)
- "Beginning-of-year Writing Sample Record" sheet (WS1)

Reproducible

- Unit 1 family letter (BLM1)

Professional Development Media

- "Adapting Lessons for English Language Learners" (AV31)
- "Assessing Student Writing" (AV35)

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Writing Focus

- Students hear and discuss good writing.
- Students visualize and write about what they like to do with their friends.
- Students use capital letters at the beginnings of sentences and periods at the ends.
- Students reread their writing.
- Students relate their illustrations to their writing.

Social Development Focus

- Teacher and students build the writing community.
- Students take turns talking and listening.
- Students listen respectfully to the thinking of others and share their own.
- Students work in a responsible way.

DO AHEAD

✓ Prior to Day 1, make a copy of the "Class Assessment Record" sheet (CA9) on page 14 of the *Assessment Resource Book*.

✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA10) on page 15 of the *Assessment Resource Book*.

✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send home with each student's stories. (For more information about the family letters, see "Family Letters" on page l.)

TEACHER AS WRITER

"A country encapsulates our childhood and those lanes, byres, fields, flowers, insects, suns, moons and stars are forever reoccurring."

— Edna O'Brien

This week, continue to explore childhood memories in your writing notebook. Consider:

- What is your earliest memory?
- Who was a close childhood friend? What do you remember about him or her?
- What was an object that held special meaning or comfort for you?
- What was a strongly positive or negative experience you had in school?

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Day 1 Getting Ideas for Writing

Materials

- *When I Was Five*
- *When I Grow Up . . .* from Week 4
- *All by Myself* from Week 3
- *Farmer Duck* from Week 2
- *Things I Like* from Week 1
- Chart paper and a marker
- Wipe-off board and dry-erase marker for each student
- Tissue or piece of soft cloth for each student
- "Class Assessment Record" sheet (CA9)

In this lesson, the students:

- Hear and discuss a story
- Take turns talking and listening
- Think about what they like to do with their friends
- Practice writing "My friend and I like to" sentences
- Capitalize the first letters of sentences and use periods at the ends
- Write freely in their writing notebooks

GETTING READY TO WRITE

1 Read *When I Was Five* Aloud

Gather the class with partners sitting together, facing you. Show the covers of *Things I Like*, *Farmer Duck*, *All By Myself*, and *When I Grow Up . . .* , and remind the students that they have been getting writing ideas from books. Explain that you will read another book aloud today, and invite the students to think as they listen about what they might want to write.

Show the cover of *When I Was Five* and read the title aloud. Explain that Arthur Howard is the author and illustrator of the book. Read the story aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

bunk beds: beds stacked on top of each other (p. 22; refer to the illustration)

Stop after:

p. 22 ". . . and bunk beds—my favorite kind of bed when I was five."

Ask:

Q *What have you learned about the boy so far? Turn to your partner.*

After a moment, signal for the students' attention. Without discussing the question as a class, reread page 22 and continue reading to the end of the story.

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2 Discuss the Story

Ask and briefly discuss the questions that follow. Be ready to reread from the book to help the students recall what they heard.

- Q *How is the boy different now that he is six?*
- Q (Show and reread pages 36–39.) *What is something that never changes for the boy?*
- Q *What friend do you have that never changes? What do you like to do with him or her?*

Have a few volunteers report what they like to do with their friends.

Explain that the students will practice writing some sentences about what they like to do with a special friend. This will help them get ready to write and illustrate their own stories tomorrow.

GUIDED WRITING PRACTICE

3 Practice Writing "My Friend and I Like to" Sentences

Distribute a wipe-off board, a dry-erase marker, and a tissue or piece of soft cloth to each student. Title a blank sheet of chart paper "My friend and I like to _____" and explain that you will write a "My friend and I like to" sentence on the chart. Tell the students that you would like them to write the sentence along with you on their wipe-off boards. Slowly model writing the sentence starter *My friend and I like to* on the chart. As you model, ask questions such as:

- Q *Where will we start writing the sentence?*
- Q *What kind of letter do we use at the beginning of the sentence?*
- Q *What sound does the word [*ride*] begin with?*
- Q *Where shall I start writing the next word?*

When the students finish writing the sentence starter, ask:

- Q *What could we write to complete our "My friend and I like to" sentence?*

Take a few suggestions from the class and choose one to write on the chart as the students follow along on their wipe-off boards (for example, *My friend and I like to ride bikes*). Ask:

- Q *Where shall we put a period?*

Ask the students to join you in reading the sentence aloud, pointing to each word on their boards as they read. Then have them erase their boards.

ELL Note

The frequent charting and modeling of drawing and writing in this program supports English Language Learners as well as all beginning writers. For more information, view "Adapting Lessons for English Language Learners" (AV31).

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Repeat this procedure one or two more times, writing sentences on the chart as the students write them on their wipe-off boards.

My friend and I like to _____.

My friend and I like to ride bikes.

My friend and I like to draw.

My friend and I like to build things.

4 Write "My Friend and I Like to" Sentences Independently

Ask the students to write one or more "My friend and I like to" sentences with their own endings on their wipe-off boards, without erasing them.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to write "My friend and I like to" sentences?
- Do they write from left to right and leave spaces between words?
- Do they attempt to capitalize the first letters of sentences and use periods at the ends of sentences?

If you notice a student struggling, quietly pull him aside and have him dictate a "My friend and I like to" sentence to you. Write the sentence on a self-stick note and have the student copy it onto his paper.

If you notice any student forgetting to write from left to right, consider putting a dot on the left side of his wipe-off board. Teach him to put a finger on the dot and begin writing from this position. If he struggles with leaving spaces between words, encourage him to put a two-finger space before each word as he is writing.

Record your observations on the "Class Assessment Record" sheet (CA9); see page 14 of the *Assessment Resource Book*.

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After a few minutes, call for the students' attention. Have partners turn and read the sentences they wrote to each other. Explain that their sentence-writing practice today will help them tomorrow when they write their own stories about what they like to do with their friends.

Have the students erase their wipe-off boards; then collect the boards, markers, and tissues or cloths.

REFLECTING

5 Reflect on Writing and "Turn to Your Partner"

Ask:

Q *What did you like about sentence-writing practice today? Turn to your partner.*

Have partners discuss the question for a few moments; then signal for the students' attention. Have a few volunteers share their thinking with the class. Ask:

Q *What did you do to be responsible during "Turn to Your Partner" today?*

FREE WRITING TIME

6 Write and Draw Freely

Have the students return to their seats. Explain that the students will write and draw freely in their notebooks today. They may write more "My friend and I like to" sentences or write about anything else they choose.

Ask and briefly discuss:

Q *What might you want to write about today?*

Have the students open to the first blank page of their notebooks and write freely for 10–15 minutes.

Signal to let the students know when Free Writing Time is over. If time allows, gather the class and invite the students to share what they wrote. They may read their writing aloud, show and describe their pictures, or tell their stories.

Teacher Note

If you notice your students' attention waning, you may want to shorten Free Writing Time or skip it altogether.

Teacher Note

Save the "My friend and I like to _____" chart to use on Days 2 and 4.

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Day 2 Writing Stories

Materials

- *When I Was Five* from Day 1
- "My friend and I like to _____" chart from Day 1
- Writing/drawing chart (WA5) for modeling

In this lesson, the students:

- Write and illustrate friend stories
- Write from left to right and leave spaces between words
- Capitalize the first letters of sentences and use periods at the ends
- Take turns talking and listening

GETTING READY TO WRITE

1 Model Writing and Illustrating a Friend Story

Gather the class with partners sitting together, facing you. Review that yesterday the students heard *When I Was Five* and wrote sentences about what they like to do with their friends. Explain that the students will write and illustrate their own friend stories. Tell them you will collect their stories and make them into a book for the class library.

Direct the students' attention to the sentences on the "My friend and I like to _____" chart from yesterday and read them aloud. Display the writing/drawing chart (WA5). Ask the students to watch as you think aloud and model writing and illustrating a friend story on the chart.

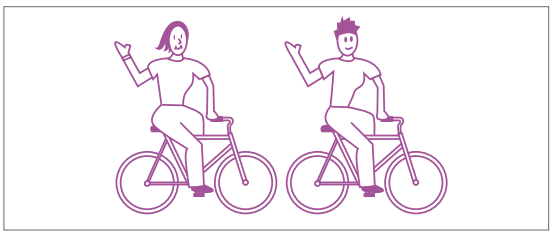
> **You might say:**
>
> "My friend and I like to ride our bikes together, so I'll write: *My friend and I like to ride bikes.* I'll draw a picture of the two of us on our bikes."

Ask:

Q *What else can I add to my illustration or story to tell about the sentence [My friend and I like to ride bikes]?*

Use the students' suggestions to add to the story.

WA5



My friend and I like to ride bikes.

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2 Prepare to Write Friend Stories

Explain that the students will write their own stories about what they like to do with their friends. They may write "My friend and I like to" sentences, such as those they practiced yesterday, or they may write any sentences they wish about this topic. Ask:

Q *What might you write today about what you and your friend like to do? Turn to your partner.*

Have a few volunteers share their ideas with the class. Invite the students to try to think of ideas not already discussed as a class.

WRITING TIME

3 Write and Illustrate Friend Stories

Have the students return to their seats. Distribute writing/drawing paper and sharpened pencils. Have them write their names on their papers and start working on their stories. Join them in quiet writing for about 5 minutes; then walk around the room and observe them, assisting students as needed.

Signal to let the students know when Writing Time is over. Before collecting the students' stories, ask the students to read their stories to themselves and check that they capitalized the first letters of their sentences and used periods at the ends.

Collect the students' stories and explain that you will read them aloud to the class tomorrow.

REFLECTING

4 Reflect on Writing

Ask:

Q *What did you write about today?*

Q *What did you enjoy about writing today?*

Teacher Note

Prior to Day 3, compile the students' stories into a class book with a cover and a title. As suggested in Week 4, you might want to transcribe the students' sentences below their own writing using conventional spelling and punctuation. If you are setting aside student writing for individual assessment folders, you might want to use photocopies of the students' stories for the class book.

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Day 3 Sharing as a Community

Materials

- Class book of the students' friend stories from Day 2 (see the Teacher Note on page 79)

In this lesson, the students:

- Hear their "My friend and I like to" stories read aloud
- Get to know one another
- Speak clearly and listen to one another
- Give their full attention to the person who is speaking
- Write freely in their writing notebooks

GETTING READY TO SHARE

1 Introduce the Class Book

Gather the class with partners sitting together, facing you. Show the cover of the class book and explain that you have collected the students' stories and made them (or copies of them) into a book about things they like to do with friends. Explain that you will read their stories aloud today; then you will put the book into the class library so the students can read and enjoy the stories on their own.

Teacher Note

If you transcribed the students' writing using conventional spelling and punctuation, explain that you copied their writing using "grown-up" spelling and punctuation so visitors and others can read the stories.

Technology Tip

You might have the students work together to combine their stories into a class digital story. For more information about digital storytelling, see the technology extension "Digital Storytelling" on page 67.

SHARING TIME

2 Read the Class Book Aloud

Read the class book of "My friend and I like to" stories aloud (including the name of each page's author) and show the illustrations. Stop periodically to discuss questions such as:

- Q *What did you find out about [Rashalla] from her story?*
- Q *What does [Benjamin] like to do with his friend?*
- Q *What do you notice in [Julie's] illustration?*
- Q *What is [funny/interesting/surprising] about [César's] story?*

Encourage the students to speak clearly when commenting on one another's writing so everyone can hear them.

REFLECTING

3 Reflect on Listening and Class Community

Help the students reflect on how they listened by discussing the questions that follow. Ask:

- Q *What did you do to listen carefully to the class book?*

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Point out that getting to know one another better helps to build a sense of community and belonging in the classroom. Ask:

Q *Who do you know better than you used to, now that you've heard their story? What more do you know about [Sakshi]?*

FREE WRITING TIME

4 Write and Draw Freely

Explain that the students will now write and draw freely in their notebooks. Ask and briefly discuss:

Q *What ideas did you hear during the sharing that you might want to write about today? Turn to your partner.*

After partners have shared with each other, have the students return to their seats, turn to the next blank page of their notebooks, and write freely for 10–15 minutes.

Signal to let the students know when Free Writing Time is over.

More Writing Practice

Day 4

In this lesson, the students:

- Choose their own writing topics
- Write freely in their writing notebooks
- Use Writing Time responsibly
- Share stories and get to know one another

Materials

- "My friend and I like to _____" chart from Day 1
- "I want to be _____" chart from Week 4
- "I can _____" chart from Week 3
- "I help when I _____" chart from Week 2
- "I like to _____" chart from Week 1
- "Class Assessment Record" sheet (CA10)
- Copy of this unit's family letter (BLM1) for each student

GETTING READY TO WRITE

1 Review Writing Ideas from the Unit

Gather the class with partners sitting together, facing you. Direct the students' attention to the charts from the past several weeks. Briefly review the charts and remind the students that they wrote about things they like to do, ways they help, things they can do, what they want to be when they grow up, and what they like to do with their friends. Explain that today they may write stories about one of these ideas, or write about anything else they choose.

2 Think Aloud About Choosing a Writing Topic

Ask the students to listen as you think aloud about what you might write today. Look at the charts and think aloud about stories you could write

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using the sentence starters or ideas from the charts. Also think aloud about writing something that isn't on any of the charts.

> **You might say:**
>
> "I might write a story about how I help when I wash the dishes. Or I might write: *I want to be a dancer someday*. Or I might write a story that isn't on any of these charts, like how I went camping last summer and saw a bear."

3 Generate and Discuss Writing Ideas

Ask and have the students think quietly to themselves about:

Q *What might you want to write about today?*

After a moment, have partners turn and talk to each other about their thinking. Signal for the students' attention and have several volunteers share their thinking with the class.

Explain that you would like the students to include both words and pictures in their stories today.

Teacher Note

If partners have difficulty generating ideas for their writing today, signal for the students' attention and generate a few ideas together as a class. Then have partners talk with each other for a few more minutes.

WRITING TIME

4 Write Independently

Have the students return to their seats and write quietly in their notebooks. Join them in writing for 5 minutes, scanning the room periodically. Then walk around the room and observe them, assisting students as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to come up with story ideas on their own?
- Do they start writing fairly quickly?
- Can more-experienced writers write longer stories?

Support any student who is having trouble getting started by pulling her aside, reviewing the class charts with her, and asking her to think of other sentences she could write using the sentence starters. Also, encourage any more-experienced writers to write multiple sentences.

Record your observations on the "Class Assessment Record" sheet (CA10); see page 15 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Have the students read their writing to themselves.

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SHARING AND REFLECTING

5 Briefly Share Writing

Invite students who wish to share their writing to bring their notebooks with them as you gather the class in a circle. Encourage them to speak loudly and to listen to one another; then have volunteers share their writing with the class. Ask:

Q *What do you like about hearing what your classmates have written?*

6 Reflect on the Writing Community

Ask and briefly discuss:

Q *How do you think we are doing with creating a caring writing community? What else can we do?*

Facilitation Tip

Continue to reinforce the students' responsibility during class discussions by reminding them to **turn and look** at the person who is about to speak, wait until they have the class's attention before starting to speak, and ask one another to speak up if they can't hear. Notice the effect of using these facilitation techniques on the students' engagement in class discussions over time.

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 84.

Writing Throughout the Week — Open Day

Write Stories About When the Students Were Younger

Reread *When I Was Five* to the students, and review what Jeremy did when he was five that he no longer does. You might also read aloud poems from A. A. Milne's classic collections *When We Were Very Young* and *Now We Are Six*. Have the students write and illustrate stories about something they did when they were younger, such as ride a tricycle or sleep in a crib. Have them share their stories with their partners.

Write and Illustrate More Friend Stories

Have the students each write another friend story. Alternatively, you might identify another idea from this week's read-aloud that the students might write about (for example, their favorite things). If it is helpful, model drawing and writing a story about one of your favorite things using the same procedure that was used in Day 2 (see Step 1 on page 78).

Add More to the Model Story

Invite the students to help you add to the model story on the writing/drawing chart (WA5) from Day 2. For example, you might reread the story and explain that you would like to add more details to the drawing. Ask the students what else they would like to know about the story, and then add to the drawing using a few of

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Teacher Note

Support the students as they write by asking them to consider the sounds they hear in the words, capitalization, letter formation, spacing between words, and ending punctuation. If a student makes a mistake with a previously taught concept, simply erase the mistake and help her make the correction.

the students' suggestions. Invite the students to take the pen and help you write individual letters (or words) to add more to the story. Reread the story as a class, revising as necessary.

Then allow the students to draw and write freely. They might use the ideas charts from earlier weeks to get ideas for writing or write about anything else they choose. After 5–10 minutes, signal for the students' attention and have them think about how they might add to their drawing, writing, or both.

Write Independently

Repeat the procedures in Day 4 to have the students write stories about one of the topics from earlier in the unit, or write anything else they choose.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 1. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1) along with a few of the student's stories from the unit. (You can select the stories or you might have the students select the stories they would like to share.)

Assessments

- Before continuing with the next unit, take this opportunity to analyze individual student's writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 16 of the *Assessment Resource Book*.
- You might record your students' progress over the course of the year using the "Individual Writing Assessment Class Record" sheet (CR1) on page 136 of the *Assessment Resource Book*.
- (Optional) If you obtained beginning-of-year writing samples, you might want to reflect on each student's writing using the "Beginning-of-year Writing Sample Record" sheet (WS1) on page 4 of the *Assessment Resource Book*. For more information on analyzing the writing samples, see "Beginning- and End-of-year Writing Samples" on page xi of the *Assessment Resource Book*.

Teacher Note

For more information, view "Assessing Student Writing" (AV35).



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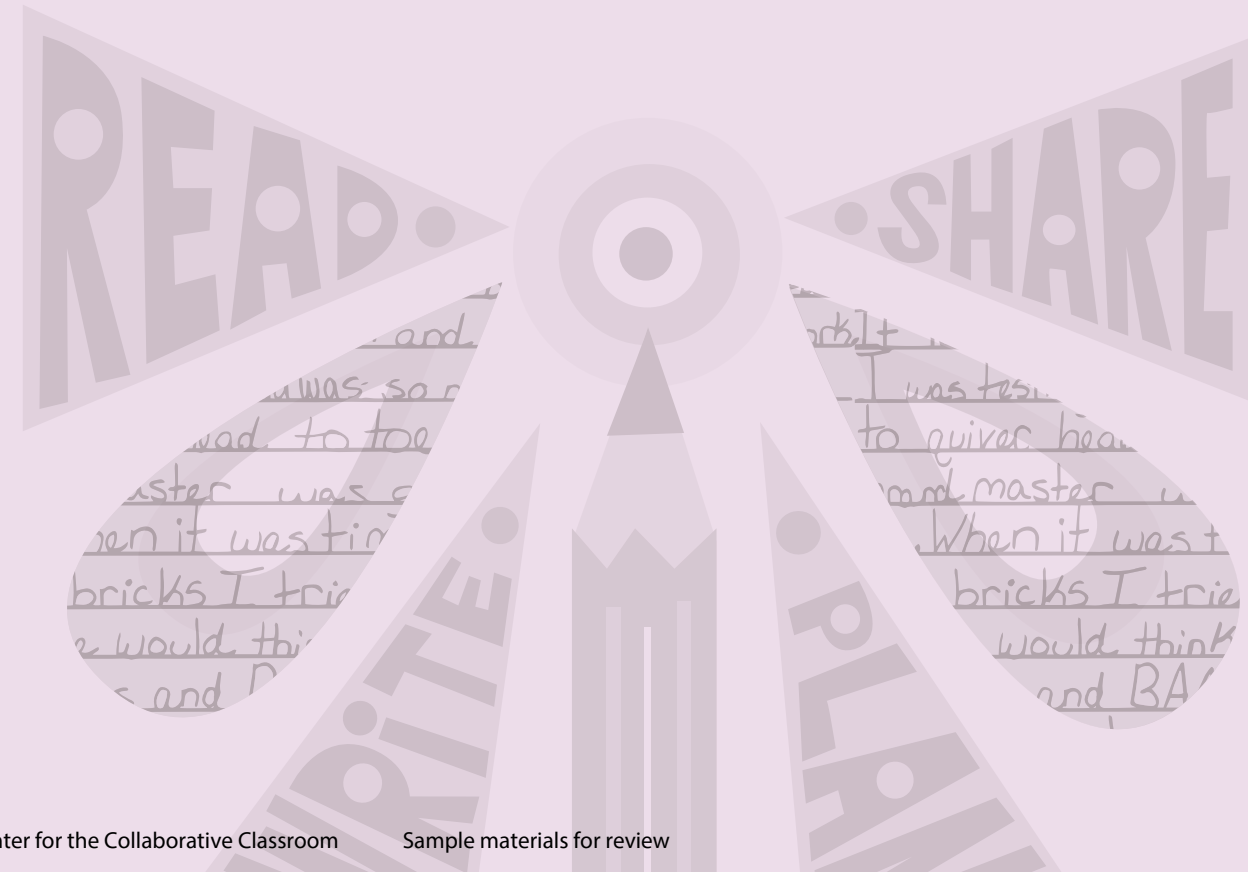
Unit 2

Getting Ideas

During this six-week unit, the students generate writing ideas from their own lives and tell stories orally in preparation for writing. Beginning in Week 2, they start writing sentences without the aid of sentence starters, and they begin writing multiple sentences. They learn various strategies for spelling unfamiliar words, such as using a word wall and approximating spelling using letter–sound relationships they have learned. Socially, they use "Think, Pair, Share" and learn what it means to be a considerate community member and partner. They also learn to use the prompts "I found out . . ." and "I like your story because . . ." to express interest in and appreciation for one another's writing.



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Unit 2 Getting Ideas

RESOURCES

Read-alouds

- *I Love Animals*
- *Chinatown*
- *Daddy Calls Me Man*
- *Growing Vegetable Soup*
- *Knuffle Bunny*
- *Mouse Views*

Writing About Reading Activities

- "Make Connections to *Daddy Calls Me Man*"
- "Write About Favorite Books"

Technology Extensions

- "Watch or Read an Interview with Lois Ehlert"
- "Create *Our Views* Books Using Digital Cameras"

Extensions

- "Practice Reading Aloud"
- "Continue Guided Writing Practice"
- "Interact with the Word Wall"
- "Explore Onomatopoeia"
- "Discuss the Students' Writing Goals and Interests"
- "Explore Labels in Other Books by Lois Ehlert"
- "Read and Discuss Poems"
- "Explore Speech and Thought Bubbles in Other Books"
- "Make a Class Book About Observations"
- "Write About Observations at Home"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA7

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA6)
- "Conference Notes" record sheets (CN1–CN2)
- "Social Skills Assessment Record" sheet (SS1)
- "Individual Writing Assessment" record sheet (IA1)
- "Individual Writing Assessment Class Record" sheet (CR1)

Reproducible

- Unit 2 family letter (BLM1)

Professional Development Media

- "Predictable Structure of the Lessons" (AV2)
- "Setting Up Writing Conferences" (AV6)
- "Cooperative Structures Overview" (AV9)
- "Using 'Think, Pair, Share'" (AV12)
- "Social Reflection" (AV14)
- "Turning and Looking at the Speaker" (AV15)
- "Asking Open-ended Questions and Using Wait-time" (AV17)
- "Introducing Vocabulary During a Read-aloud" (AV29)
- "Adapting Lessons for English Language Learners" (AV31)
- "Approximating Spelling in Shared Writing" (AV58)
- "Using CCC's Whiteboard Activities" tutorial (AV73)
- "Using Web-based Teaching Resources" tutorial (AV75)

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RESOURCES *(continued)*

Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 1, "Complete Sentences"
- Lesson 4, "Verbs"
- Lesson 5, "Using Nouns and Verbs in Sentences"
- Lesson 19, "Pronouns"

Assessment Resource Book

- Unit 2 assessments

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Unit 2 Getting Ideas

DEVELOPMENT ACROSS THE GRADES

	Elements of Fiction	Writing Craft	Language Skills and Conventions
Grade 1	▪ Exploring imaginary topics and events	▪ Adding details to writing and illustrations to help readers imagine what is happening in stories and to make them more interesting	▪ Capitalizing first letter of sentences ▪ Using end punctuation
Grade 2	▪ Informally exploring character ▪ Exploring purely imaginary vs. realistic fiction	▪ Using descriptive words ▪ Using dialogue ▪ Exploring features of published books (e.g., title page, dedication, author notes, back cover blurb)	▪ Approximating spelling of polysyllabic words ▪ Capitalizing *I* and proper nouns ▪ Using question marks and exclamation points ▪ Punctuating speech ▪ Proofreading for spelling, punctuation, and capitalization
Grade 3	▪ Developing characters using actions, description, speech, and thoughts ▪ Exploring settings	▪ Using descriptive details to convey character ▪ Using temporal words and phrases to convey event order ▪ Writing endings that bring a story's events to a close ▪ Writing creative and effective titles	▪ Using interesting verbs and adverbs ▪ Recognizing and correcting run-on sentences ▪ Punctuating speech ▪ Proofreading for spelling, punctuation, and grammar
Grade 4	▪ Describing settings that work within a story ▪ Developing characters through speech and thoughts	▪ Using descriptive details to convey setting ▪ Using transitional words and phrases ▪ Writing endings that bring a story's events to a close	▪ Using interesting adjectives ▪ Exploring first- and third-person points of view ▪ Punctuating speech ▪ Recognizing and correcting run-on sentences ▪ Punctuating for effect ▪ Proofreading for spelling, punctuation, and grammar
Grade 5	▪ Developing interesting plots that make sense (e.g., imaginary vs. real events, messy situations) ▪ Continuing to develop characters and settings	▪ Using descriptive details to convey character and setting ▪ Using transitional words and phrases ▪ Connecting things that happen in the plot to what comes before and after	▪ Using prepositions and prepositional phrases ▪ Exploring first- and third-person points of view ▪ Maintaining consistent verb tense ▪ Punctuating speech ▪ Recognizing and correcting run-on sentences ▪ Proofreading for spelling, punctuation, and grammar
Grade 6	▪ Developing interesting plots that make sense ▪ Building and resolving conflict in the plot ▪ Building suspense ▪ Using humor in a story ▪ Paying attention to character, setting, and plot	▪ Using descriptive details to convey setting and character ▪ Using dialogue to tell a story and develop character ▪ Using transitional words and phrases ▪ Writing openings that engage readers and introduce the story ▪ Writing endings that bring a story's events to a close	▪ Using first- and third-person points of view ▪ Recognizing and correcting noun-pronoun ▪ agreement errors ▪ Recognizing and correcting pronouns with unclear antecedents ▪ Recognizing and correcting run-on sentences

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GRADE 1 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	**Getting Ideas for Writing:** *I Love Animals* **Focus:** ▪ Learning "Think, Pair, Share" ▪ Practicing writing "I love _____ because" sentences ▪ Writing freely	**Writing Stories** **Focus:** ▪ Contributing to a shared story ▪ Telling stories orally before writing ▪ Writing and illustrating "I love _____ because" stories	**Rereading and Adding to Stories** **Focus:** ▪ Rereading writing ▪ Relating illustrations to writing ▪ Adding to illustrations	**Sharing as a Community** **Focus:** ▪ Sharing stories ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing opinions about animals they love ▪ Writing other "I love _____ because" stories ▪ Writing about things animals do
Week 2	**Getting Ideas and Writing a Shared Story:** *Chinatown* **Focus:** ▪ Generating ideas about special places ▪ Contributing to a shared story ▪ Learning to use the word wall ▪ Writing freely	**Writing Stories and Sharing in Pairs** **Focus:** ▪ Telling, writing, and illustrating stories about special places ▪ Practicing using the word wall	**Rereading and Adding to Stories** **Focus:** ▪ Exploring sound words ▪ Rereading writing ▪ Adding sound words to stories	**Sharing as a Community** **Focus:** ▪ Sharing stories ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing more stories about special places ▪ Publish this week's story informally and write dedications ▪ Sharing and writing freely
Week 3	**Getting Ideas and Writing a Shared Story:** *Daddy Calls Me Man* **Focus:** ▪ Generating ideas about family members ▪ Contributing to a shared story ▪ Approximating spelling using letter-sound relationships ▪ Writing freely	**Writing Stories and Sharing in Pairs** **Focus:** ▪ Telling, writing, and illustrating stories about family members ▪ Approximating spelling ▪ Adding to and using the word wall	**Rereading and Adding to Stories** **Focus:** ▪ Exploring details about people ▪ Rereading writing ▪ Adding details to stories	**Sharing as a Community** **Focus:** ▪ Learning the prompt "I found out . . ." ▪ Sharing stories ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Making connections to *Daddy Calls Me Man* ▪ Writing books about their families ▪ Sharing and writing freely

(continues)

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GRADE 1 OVERVIEW *(continued)*

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 4	**Getting Ideas and Writing a Shared Story:** *Growing Vegetable Soup* **Focus:** ▪ Generating ideas about family activities ▪ Contributing to a shared story ▪ Approximating spelling ▪ Writing freely	**Writing Stories and Sharing in Pairs** **Focus:** ▪ Telling, writing, and illustrating stories about family activities ▪ Approximating spelling ▪ Adding to and using the word wall	**Rereading and Adding to Stories** **Focus:** ▪ Exploring labels in illustrations ▪ Rereading writing ▪ Adding labels to illustrations	**Sharing as a Community** **Focus:** ▪ Learning the prompt "I like your story because . . ." ▪ Sharing stories ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing books about family activities ▪ Writing labels in pictures ▪ Writing a soup recipe as a class ▪ Sharing and writing freely
Week 5	**Getting Ideas and Writing a Shared Story:** *Knuffle Bunny* **Focus:** ▪ Generating ideas about things that make them sad or mad ▪ Contributing to a shared story ▪ Approximating spelling ▪ Writing freely	**Writing Stories and Sharing in Pairs** **Focus:** ▪ Telling, writing, and illustrating stories about things that make them sad or mad ▪ Approximating spelling ▪ Adding to and using the word wall	**Rereading and Adding to Stories** **Focus:** ▪ Exploring speech bubbles in illustrations ▪ Rereading writing ▪ Adding speech bubbles to illustrations	**Sharing as a Community** **Focus:** ▪ Using prompts to express interest in one another's writing ▪ Sharing stories ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing more stories about things that make them sad or mad ▪ Writing about things that make them happy ▪ Adding speech bubbles to earlier illustrations ▪ Sharing and writing freely
Week 6	**Getting Ideas and Writing a Shared Story:** *Mouse Views* **Focus:** ▪ Generating ideas for stories by observing the classroom ▪ Contributing to a shared story ▪ Approximating spelling ▪ Writing freely	**Writing Stories and Sharing in Pairs** **Focus:** ▪ Telling, writing, and illustrating stories about something observed in the classroom ▪ Approximating spelling ▪ Adding to and using the word wall	**Getting Ideas and Writing Stories** **Focus:** ▪ Telling, writing, and illustrating stories about something observed outside the classroom	**Sharing as a Community** **Focus:** ▪ Using prompts to express interest in one another's writing ▪ Sharing stories ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing about their favorite books ▪ Writing about something else observed at school ▪ Reviewing notebook writing

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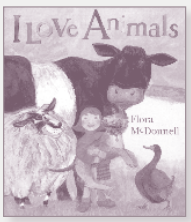
Week 1 OVERVIEW



I Love Animals*

by Flora McDonnell

A girl lovingly describes the animals on her farm.

**This is a big book.*

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA1

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "Conference Notes: Focus 1" record sheet (CN1)

Professional Development Media

- "Setting Up Writing Conferences" (AV6)
- "Cooperative Structures Overview" (AV9)
- "Using 'Think, Pair, Share'" (AV12)
- "Asking Open-ended Questions and Using Wait-time" (AV17)
- "Using CCC's Whiteboard Activities" tutorial (AV73)

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Writing Focus

- Students hear and discuss good writing.
- Students contribute to a shared story and write their own stories.
- Students tell stories orally before they write.
- Students write about animals they love.
- Students reread their writing.
- Students relate their illustrations to their writing.

Social Development Focus

- Students learn the procedure for "Think, Pair, Share."
- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. See "Random Pairing" on page xxix and "Considerations for Pairing ELLs" on page l. For more information, view "Cooperative Structures Overview" (AV9).

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1) on page 26 of the *Assessment Resource Book*.

✓ Prior to Day 3, make a class set of the "Conference Notes: Focus 1" record sheet (CN1) on page 32 of the *Assessment Resource Book*. This week, you will begin conferring with individual students during Writing Time and documenting your observations and suggestions for each student.

TEACHER AS WRITER

"We are cups, constantly and quietly being filled. The trick is, knowing how to tip ourselves over and let the beautiful stuff out."

— Ray Bradbury

One way writers "fill the cup" with inspiration is to make lists. Select one of the topics that follow and list ten things that come to mind for it:

- Things that make you happy
- Yellow things (or blue, silver, black, etc.)
- Strange things
- Things people have said to you that you remember
- Quiet things
- Things that make you sad

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Day 1 Getting Ideas for Writing

Materials

- *I Love Animals* (big book)
- Chart paper and a marker
- Wipe-off board and dry-erase marker for each student
- Tissue or piece of soft cloth for each student

In this lesson, the students:

- Begin working with new partners
- Learn "Think, Pair, Share"
- Hear and discuss a story
- Practice writing "I love _____ because" sentences
- Act considerately toward others

GETTING READY TO WRITE

1 Assign New Partners and Introduce "Think, Pair, Share"

Randomly assign partners (see "Do Ahead" on page 93). Gather the class with partners sitting together, facing you. Give partners a few minutes to talk informally and get to know each other.

Signal for the students' attention and review that in the past few weeks they have used "Turn to Your Partner" to talk about their thinking. Explain that today they will learn a new procedure for talking with their partner called "Think, Pair, Share."

Explain that "Think, Pair, Share" is like "Turn to Your Partner," except that the students take a moment to think quietly before turning to their partners to talk. Explain that you will ask a question and wait a few moments for them to think. When you say "Turn to your partner," partners will turn to each other and begin talking. When you signal, they will end their conversation and turn their attention back to you. (For more information, see "Cooperative Structures" on page xxx.)

To have the students practice "Think, Pair, Share," ask:

Q *What is something you really like to do in school?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few pairs share what they discussed with the whole class.

Explain that today the students will hear a story about a girl who loves different kinds of animals. Tell them that you will stop during the reading to have them practice "Think, Pair, Share."

2 Read *I Love Animals* Aloud

Show the cover of *I Love Animals* and read the title and the name of the author aloud. Invite the students to think about animals they might like to write about as they listen.

Teacher Note

If you are teaching other programs from the Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the writing lessons.

Teacher Note

To see an example, view "Using 'Think, Pair, Share' " (AV12).
If your students are already familiar with "Think, Pair, Share," simply remind them of your expectations.



Teacher Note

After you ask the question, pause for 10 seconds for the students to think. Then say "Turn to your partner" and have partners discuss the question.

Teacher Note

The pages of *I Love Animals* are unnumbered. For easy reference, pencil in page numbers, beginning with the number 1 on the right-hand title page that includes the author's name. (Page 2 says, "I love Jock, my dog.") This system is used throughout the program for all read-alouds with unnumbered pages.

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Read the story aloud slowly and clearly, showing each page and stopping as described below. Clarify vocabulary as you read.

Suggested Vocabulary

bleating: making a "baa-baa" sound (p. 18)
strutting: walking in a proud way (p. 23)

Stop after:

p. 13 "I love the cow swishing her tail."

Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What animals have you heard about so far, and what are they doing?* [pause] *Turn to your partner.*

Signal for the students' attention, and have one or two students share with the class. Reread page 13 and continue reading to the end of the story. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What animals have you heard about, and what are they doing?* [pause] *Turn to your partner.*

Signal for the students' attention, and have one or two students share with the class.

3 Generate Writing Ideas

Explain that this week the students will write about animals they love. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What animals do you love, and why?* [pause] *Turn to your partner.*

On a sheet of chart paper, write the sentence frame *I love* _____ *because* _____. Have a few volunteers share their ideas and record them on the chart. Write their ideas as words and phrases that could complete the sentence.

I love _____
because _____.

snakes	they wiggle
fish	they can swim
cats	they are cute

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Teacher Note

This is the last week of formal guided writing practice. The purpose of today's guided writing practice is to help the students transition from you modeling the sentences to the students generating sentences independently (with support from you, if needed). You might have the students continue to use their wipe-off boards during the lessons to practice writing sentences or, beginning in Weeks 2 and 3, practice writing words from the word wall and approximating spelling.

GUIDED WRITING PRACTICE

4 Practice Writing "I Love _____ Because" Sentences

Distribute a wipe-off board, a dry-erase marker, and a tissue or piece of soft cloth to each student, and ask them to practice writing a few "I love _____ because" sentences about animals on their own. They may use ideas from the chart or complete the sentences using their own ideas.

If necessary, have students who need more support sit close to you and write the first sentence with you as you model. (As you did in Unit 1, write the sentence starter on a sheet of chart paper as the students write it on their wipe-off boards. Use their ideas to complete the sentence.) Ask the students to use the sentence they wrote with you as a model to help them write another sentence or two on their own.

After the students have had a chance to practice writing several "I love _____ because" sentences, call for their attention and have a few volunteers share sentences they wrote with the class. Explain that their sentence-writing practice today will help them tomorrow when they write their own stories about animals they love.

Have the students erase their wipe-off boards, and collect the boards, markers, and tissues or cloths.

REFLECTING

5 Use "Think, Pair, Share" to Reflect on Acting Considerately

Explain that in a writing community it is important that people act considerately toward one another. Explain that when students act *considerately*, they think about others' feelings and treat other people as they would want to be treated. Without mentioning any of the students' names, describe some considerate behaviors you noticed today.

> **You might say:**
>
> "I saw partners acting considerately by listening quietly while their partners were talking. I also saw students sitting still and not bothering their neighbors during the read-aloud."

Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *How does it feel when someone acts considerately toward you?* [pause] *Turn to your partner.*

After a moment, signal for the students' attention and have one or two volunteers share their ideas with the class.

Encourage the students to continue to act in considerate ways, and let them know that you will tell them about considerate behaviors you notice in the coming days.

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FREE WRITING TIME

6 Write and Draw Freely

Explain that the students will now write and draw freely in their notebooks. They may write more "I love _____ because" sentences, or write about anything else they choose.

Ask and briefly discuss:

Q *What might you want to write about today?*

Have the students return to their seats, open to the first blank page of their notebooks, and write freely for 10–15 minutes. Signal to let the students know when Free Writing Time is over.

Teacher Note

Save your "I love _____ because _____" chart to use on Day 2 and later in the unit.

Writing Stories Day 2

In this lesson, the students:

- Practice "Think, Pair, Share"
- Write a shared story about an animal they love
- Tell stories orally before writing
- Write and illustrate stories about animals they love
- Act considerately toward one another

Materials

- "I love _____ because _____" chart from Day 1
- Writing/drawing chart (WA1) for modeling
- "Class Assessment Record" sheet (CA1)

ABOUT ORAL LANGUAGE AS A FOUNDATION FOR WRITING

The ability to communicate in writing is built on a foundation of strong oral communication. As young students develop as writers and learn the mechanics of writing, they draw heavily on oral language skills, such as a broad speaking vocabulary and spoken fluency. The lessons in this unit build these skills through read-aloud discussions and by having the students tell their stories before they write them.

GETTING READY TO WRITE

1 Write a Shared Story About an Animal the Students Love

Gather the class with partners sitting together, facing you. Remind the students that yesterday they heard *I Love Animals* and wrote "I love _____ because" sentences. Today they will write and illustrate their own stories to put into a class book of animals they love.

Direct the students' attention to the "I love _____ because _____" chart and explain that you will choose an animal from

Teacher Note

Teacher modeling is a regular feature of the *Being a Writer* program. You can use chart paper or interactive whiteboard charts (whiteboard activities) for your modeling. For more information about whiteboard activities in *Being a Writer*, view the "Using CCC's Whiteboard Activities" tutorial (AV73).

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the chart and the students will help you write and illustrate a story about it. Display the writing/drawing chart (WA1). Think aloud and model writing the first sentence of the story on the chart.

> **You might say:**
>
> "Let's write about cats. I'll start the story by writing: *I love cats because they are cute.* I'll start my sentence by writing a capital *I*. I'll end my sentence with a period."

Then ask:

Q *What else can we write? Why do we love [cats]?*

Q *How will I begin that sentence?*

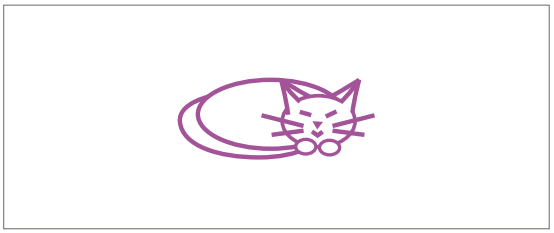
Q *What could we draw to illustrate our story?*

Have a few volunteers share their ideas with the class; then use the students' suggestions to add to your story.

As you write each sentence, emphasize writing from left to right, leaving spaces between words, capitalizing the first letter of the sentence, and using a period at the end.

Reread the story aloud as a class as you point to each word. Explain that today the students will write their own stories about animals they love.

WA1



I love cats because they are cute. They like to play and nap. They purr when you pet them.

Skill Practice Note

To provide your students with more practice capitalizing sentences and using ending punctuation, see Lesson 1 in the *Skill Practice Teaching Guide*.

Teacher Note

Save the shared story on the writing/drawing chart (WA1) to use on Day 4.

2 Prepare to Write Stories About Animals the Students Love

Explain that the students will write their own stories about animals they love. They may write "I love _____ because" sentences such as those they practiced yesterday, or they may write any sentences they wish about animals they love. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What will you write today about an animal you love?* [pause] *Turn to your partner.*

Teacher Note

Remember to pause for about 10 seconds for students to think before saying "Turn to your partner."

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Signal for the students' attention and have a couple of volunteers share their ideas with the class. Point out that telling their stories before writing can help them think about the words they want to write.

WRITING TIME

3 Write and Illustrate Animal Stories

Have the students return to their seats. Distribute writing/drawing paper and have the students work on their animal stories. Encourage them to write as much as they can about their animals. Tell them that if they finish their stories, they can write stories about other animals they love, or write about anything else they choose.

Join the students in writing for about 5 minutes. Then walk around the room and observe them, assisting as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Do the students start writing easily and continue writing?
- Do the students who have difficulty getting started begin writing after a few minutes?
- Do they write from left to right and leave spaces between words?
- Do they attempt to capitalize the first letters of sentences and use periods at the ends?

Support a student who is struggling to write by quietly pulling him aside and having him dictate "I love _____ because" sentences to you. Write the sentences on self-stick notes and have the student copy them onto his paper. If you notice a student having difficulty writing from left to right, consider putting a dot on the left side of his paper. Teach him to put a finger on the dot and begin writing from this position. If he struggles with leaving spaces between words, encourage him to put a two-finger space before each word as he is writing.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 26 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Have them read their writing to themselves. Explain that students who did not finish their stories today will have time to complete them tomorrow.

REFLECTING

4 Reflect on Acting Considerately

Remind the students that when they act *considerately*, they think about other's feelings and treat other people the way they would want to be

Teacher Note

Continue to base the length of Writing Time on your students' attention and engagement. Build toward 20–25 minutes by the middle of the school year.

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treated. As you did yesterday, describe some considerate behaviors you noticed during Writing Time.

> **You might say:**
>
> "I noticed that students turned and looked at their classmates when they were talking during the whole-class discussion. That was considerate because it shows they were interested in what their classmates were saying."

Then ask:

Q *What other considerate things did you do during today's lesson?*

Encourage the students to continue to act in considerate ways toward one another, and tell them that you will continue to tell them about considerate behaviors you notice in the coming days.

Day 3 Rereading and Adding to Stories

Materials

- *I Love Animals* from Day 1
- Class set of "Conference Notes: Focus 1" record sheets (CN1)

In this lesson, the students:

- Explore illustrations in a story
- Reread their writing
- Relate their illustrations to their writing
- Add to their illustrations and stories
- Act considerately toward one another

GETTING READY TO WRITE

1 Gather and Review Illustrations in *I Love Animals*

Gather the class with partners sitting together, facing you. Review that the students heard the book *I Love Animals* and wrote stories about animals they love. Explain that the students will look again at the illustrations in *I Love Animals* to see what they tell about the words, and then they will add to the pictures they drew for their own stories.

Show and reread pages 8–9, pointing to each word as you read it. Use "Think, Pair, Share" to have partners first think about and then discuss:



Q *What in this picture tells about the words "I love the goat racing across the field"?* [pause] *Turn to your partner.*

Have a few volunteers share their ideas with the class.

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Students might say:

"The goat looks like it's running. Its legs are in the air."

"The rope around the goat's neck is broken. It got loose!"

Follow the same procedure to discuss the illustrations on pages 10–11 and 20–21. Follow up by asking:

Q *What kind of place is shown in this illustration? What in the picture tells you that?*

2 Reread and Think About Illustrations

TEKS 11.C.i
Student/Teacher Narrative Step 2 (all)

Have the students return to their seats. Ask them to reread their animal stories. After a moment, have them think about the questions that follow as they look at their stories:

Q *Where is the animal in your story? Is it in a zoo? In the forest? In a field? What can you add to your illustration to show where the animal is? What can you add to your writing?*

Q *What else can you add to your illustration or writing to tell more about your animal?*

Have a few volunteers share their thinking with the class. Encourage the students to keep these ideas in mind as they add to their illustrations and writing today.

WRITING TIME

3 Add to Stories

Have the students add to their illustrations and writing. Encourage those who finish early to get additional sheets of writing/drawing paper and start new stories about an animal they love or about anything else they choose.

Join them in writing for a few minutes, and then begin conferring with individual students.

TEACHER CONFERENCE NOTE

Over the next three weeks, call individual students to a back table and confer quietly with them for 5–10 minutes each. Ask each student to show you the writing in her writing folder and notebook, read some of it to you, and talk with you about her ideas and feelings about writing. You might ask the student questions like the following and record her responses:

Q *Where did you get this idea?*

(continues)

Facilitation Tip

During this unit, we invite you to focus on two questioning techniques: **asking open-ended questions** and **using wait-time**. Notice that most of the questions we suggest are open-ended, inviting many responses. They often begin with words like *what*, *how*, and *why* and cannot be answered with a single word. We encourage you to try asking the questions as they are written and noticing how the students respond. Because these questions require thought, we suggest that you use at least 5–10 seconds of wait-time after asking each question before calling on anyone to respond. This gives everyone a chance to think before talking. To see this Facilitation Tip in action, view "Asking Open-ended Questions and Using Wait-time" (AV17).

Teacher Note

For more information about conferring with students, see "Teacher Conferences" on page xxxvii. For more information, view "Setting Up Writing Conferences" (AV6).

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TEACHER CONFERENCE NOTE *(continued)*

- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 32 of the *Assessment Resource Book*.

Teacher Note

You might use the "Conference Notes: Focus 1" record sheet (CN1) as a survey of the students' goals and interests. For more information, see "Student Goals and Interests Survey" on page vii in the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Have them read their writing to themselves.

Collect the students' animal stories. Explain that tomorrow they will share their stories with the class.

REFLECTING

4 Reflect on Acting Considerately

Remind the students that when they act *considerately*, they think about others' feelings and treat other people the way they would want to be treated. Ask and briefly discuss:

- Q *What is something considerate you did during the lesson today?*
- Q *What is something considerate you saw someone else do?*

Share other considerate behaviors you observed today and encourage the students to continue to act in a considerate way toward one another.

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Sharing as a Community

Day 4

In this lesson, the students:

- Read their stories aloud
- Speak clearly and listen to one another
- Express interest in and appreciation for one another's writing
- Write freely in their writing notebooks

GETTING READY TO SHARE

1 Discuss Expressing Interest in and Appreciation for One Another's Writing

Gather the students with partners sitting together, facing you. Remind the students that they have been working on speaking clearly and listening to one another during Sharing Time. Explain that today they will continue to focus on speaking and listening, as well as on expressing interest in and appreciation for one another's writing. Ask:

Q *What can you do to show that you appreciate someone's writing?*

Q *What can you say to someone who has shared his or her story to show that you were interested in it?*

> **Students might say:**
>
> "I can look and listen while she's reading her story."
>
> "I can ask him a question about his story."
>
> "We can clap after she finishes reading her story."
>
> "We can say something nice, like 'I like your story.'"
>
> "I can say what my favorite part is."

Encourage the students to try to do the things they suggested during Sharing Time, and tell them that you will check in with them afterward to see how they did.

2 Model Reading Aloud So Others Can Hear

Display the shared story on the writing/drawing chart (WA1) from Day 2. Explain that you will model sharing your story and ask the students to pay attention to the way you read the story.

Read the story aloud slowly and clearly. Ask:

Q *What did you notice about how I read the story?*

If necessary, point out that you read in a loud, clear voice. Encourage the students to try these things as they share their stories today.

Materials

- Shared story on the writing/drawing chart from Day 2 (WA1)
- Students' animal stories from Day 3

ELL Note

You might provide the prompt "I noticed that you . . ." to your English Language Learners to help them verbalize their answers to this question.

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SHARING TIME

3 Share Writing

Take one story from the pile of stories that you collected yesterday. Ask the author of the story to stand next to you, say his name, and share his story as he shows his picture.

Facilitate a brief discussion by asking questions such as:

Q *What did you find out from [Roberto's] story and illustration?*

Q *What did you like about [Roberto's] story?*

If the students have difficulty expressing interest in their classmates' stories, model making a comment and then repeat the question.

> **You might say:**
>
> "It's interesting to me how [Roberto] drew the bars of the cages to show his monkey in the zoo. What was interesting to you?"
>
> "I liked how [Sanja] used the word *scurrying* in her story. I can get a picture of that in my mind. What did you like?"

If necessary, have part of the class share now and plan another time for the rest of the class to share. Explain that after all of the students have had a chance to share, you will put their stories together into a book for the class library.

REFLECTING

4 Reflect on Expressing Interest in and Appreciation for One Another's Writing

Ask and briefly discuss questions such as:

Q *If you could not hear people when they read their stories today, what do we need to do next time so we can all hear?*

Q *What did you do or say today to express interest in someone else's writing?*

Q *[Sanja], how did it feel when [Roberto] said he liked your story?*

Point out that expressing interest in and appreciation for one another's writing is a way to be considerate. Tell the students that they will have more opportunities to be considerate in this way in the days to come.

FREE WRITING TIME

5 Write and Draw Freely

Explain that now the students will write and draw freely in their notebooks. Ask and briefly discuss:



Q *What ideas did you hear during Sharing Time that you might want to write about today? Turn to your partner.*

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After partners have shared, have the students return to their seats, take out their notebooks, and write freely for 10–15 minutes. When they have settled into their writing, confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students by calling them, one at a time, to a back table and talking quietly with them for 5–10 minutes each. Ask each student to show you the writing in his writing folder and notebook, read some of it to you, and talk with you about his ideas and feelings about writing. You might ask the student questions like the following and record his responses:

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 32 of the *Assessment Resource Book*.

Signal to let the students know when Free Writing Time is over.

EXTENSIONS

Practice Reading Aloud

This year the students will frequently read their writing aloud to a partner or to the class. Teach read-aloud skills directly by demonstrating the skill and asking the students to practice that skill as they read aloud to their partner. Read-aloud skills include reading slowly, pronouncing each word clearly, reading in a loud voice, not blocking their faces with their papers, and showing their illustrations long enough to be seen. Repeat this practice periodically throughout the year.

Continue Guided Writing Practice

This is the last week of formal Guided Writing Practice. As you proceed with Unit 2, you might have the students continue to use their wipe-off boards to practice writing words from the word wall or approximating spelling. Use the procedures you established with the wipe-off boards in this unit to model and guide writing as the students follow along.

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Open Day | Writing Throughout the Week

Write Opinions About Animals the Students Love

Have the students write opinions about animals by adding more to their animal stories from Day 3. Ask the students to explain why the animals in their stories are better than other animals. If necessary, model adding to the shared story on the writing/drawing chart (WA1) from Day 2.

> **You might say:**
>
> "I'm going to add to my story about an animal I love. I want to explain why cats are better than other animals. I'll start by giving a reason for why I think cats are better. I'll write: *I think cats are better than other animals because I can play with a cat.* Now I'm going give a few examples of animals I don't like because I can't play with them. I'll write: *I can't play with a fish. All I can do is look at a fish and that's not very fun. I can't play with a bear because it might eat me and that's not fun!* Now I'll write an ending for my story. I'll write: *I like cats the most because they are fun to play with.*"

Write Other "I Love _____ Because" Stories

Have the students write and illustrate "I love _____ because" stories about topics other than animals. Topics might include weather ("I love [rain] because [I love splashing in puddles]"), vehicles ("I love [trains] because [they go fast]"), and people ("I love [Grandma] because [she reads me stories]"). If it is helpful, write a shared story about something the students love using the same procedure you used in Day 2 (see Step 1 on page 97). If time permits, invite volunteers to share their stories with the class.

Write About Things Animals Do

Have the students think about different animals and the things they do (if necessary, show pages 5–13 of *I Love Animals* for examples). Have a few volunteers share their ideas with the class, and record these ideas where everyone can see them (for example, *dog—chases balls, fish—swims in water*, and *worm—wiggles in dirt*). Choose an animal from the list and ask a student volunteer to help you write a sentence about what that animal does (for example, *The worm wiggles in the dirt*).

Have the students write and illustrate their own sentences about things animals do. Encourage students to write and illustrate multiple pages that can be compiled into a book titled *Things Animals Do*. If time permits, invite volunteers to share their sentences with the class.

Teacher Note

Support the student as she writes by asking her to consider the sounds she hears in the words, capitalization, letter formation, spacing between words, and ending punctuation. If the student makes a mistake with a previously taught concept, simply erase the mistake (or cover it with correction tape) and help her make the correction.

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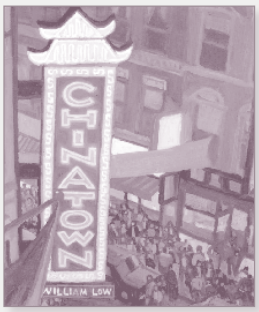
Week 2 OVERVIEW



Chinatown

by William Low

A boy and his grandmother take their daily stroll through Chinatown.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA2

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "Conference Notes: Focus 1" record sheets (CN1)

Professional Development Media

- "Adapting Lessons for English Language Learners" (AV31)

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Writing Focus

- Students hear, discuss, and write stories about special places.
- Students contribute to a shared story and write their own stories.
- Students tell stories orally before writing.
- Students use a word wall to spell high-frequency words.
- Students reread and add to their writing.

Social Development Focus

- Students act in fair and caring ways.
- Students learn procedures for working together.
- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 1, see "About Word Walls" on page 110 and decide where and how you will implement a word wall in your classroom. Write the following words on cards: *and*, *be*, *because*, *can*, *friend*, *I*, *like*, *love*, *my*, *to*, and *want*.

✓ Prior to Day 1, consider previewing this week's read-aloud selection, *Chinatown*, with your English Language Learners before you read it to the whole class. You might read it aloud while showing and discussing the illustrations, or have the students flip through it on their own. (You might also review the book for any difficult vocabulary; see Suggested and ELL Vocabulary on page 111.)

✓ Prior to Day 2, write the following words on cards: *go*, *great*, *here*, *some*, and *when*.

✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA2) on page 27 of the *Assessment Resource Book*.

TEACHER AS WRITER

"For me, a page of good prose is where one hears the rain."

— John Cheever

Close your eyes and imagine being in one of your favorite (or least favorite) places.

- What do you see around you? What is the light like?
- What sounds do you hear?
- What do you smell? Taste?
- Is it cold? Warm? Hot? What other sensations do you feel?

Describe this place in writing. Include sensory details to help a reader "hear the rain."

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Day 1

Getting Ideas and Writing a Shared Story

Materials

- *Chinatown*
- Word cards for Day 1 (see Step 1 below)
- Word wall
- Chart paper and a marker
- Writing/drawing chart (WA2) for modeling

In this lesson, the students:

- Learn to use a word wall
- Hear and discuss a story
- Generate ideas about special places
- Write a shared story about a special place
- Write freely in their writing notebooks
- Act considerately toward one another

ABOUT WORD WALLS

We recommend that you create a word wall of 75–100 high-frequency words that the students can refer to as they write. Particularly useful are words with irregular letter–sound relationships that students have difficulty "sounding out." For a list of 150 high-frequency words that students encounter in their reading and commonly use in their writing, see "High-frequency Words" on page 127. You might use this list or another you prefer for the word wall. As you identify words to display, think about including words your students frequently misspell.

An ideal word wall displays the letters of the alphabet horizontally and then lists the words in the order they are introduced below each letter. This allows the students to scan from left to right to find the first letter of their word and then read down to find the word itself. Words can be written on index cards, segments of sentence strips, or paper.

On Day 1 of this week, you will introduce the word wall with the words *and*, *be*, *because*, *can*, *friend*, *I*, *like*, *love*, *my*, *to*, and *want*. You will add specific words to the wall in the remaining weeks of this unit and then continue to add to it on your own in subsequent units. If you already use a word wall in your classroom for phonics or reading instruction, you can simply incorporate the words from your existing word wall into the instruction in *Being a Writer*.

Decide how and where you will implement your word wall, and plan to add to and refer to it often with your students. For ideas on engaging the students in using the word wall when writing, see the extension "Interact with the Word Wall" on page 121.

GETTING READY TO WRITE

1 Introduce the Word Wall

Gather the class with partners sitting together, facing you. Review that the students have been writing and illustrating their own stories. Ask and briefly discuss:

Q *What kinds of stories have you written so far?*

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Remind the students that they wrote stories using words such as *I*, *like*, *to*, *want*, *be*, *my*, *friend*, *and*, *love*, and *because*. Point out that they are adding to the number of words they know how to spell in their writing. Show the word cards you prepared one at a time, pronouncing each word clearly and having the students say the word after you.

Direct the students' attention to the word wall, and ask them to watch as you place the word cards below the appropriate letters. Explain that you will add words to the word wall over time, as the students learn them. Encourage them to look at the word wall to help them remember how to write the words they have learned.

2 Read *Chinatown* Aloud

Tell the students that today they will hear a story about a special place and think about special places they might write about. Show the cover of *Chinatown* and read the title and the author's name aloud. Show and read pages 4–5 aloud; then stop to explain briefly that Chinese Americans are Americans whose families originally came from the country of China.

Continue reading the story aloud slowly and clearly, showing the illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

cobbler: person who fixes shoes (p. 10)
medicinal soup: soup that works like medicine (p. 17)
herbal shop: store that sells plants called herbs (p. 17)
woks: frying pans (p. 20; refer to the illustration on pages 20–21)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

delivery trucks: trucks that bring food and other things to stores (p. 13)
bagging: putting into bags (p. 17)
firecrackers: things that make a loud, popping sound when lit (p. 32)

After reading, ask and discuss:

Q *What makes Chinatown a special place in this story?*

Teacher Note

You might show the students the country of China on a world map or globe.

3 Generate Ideas for Special Places to Write About

Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *Where is a special place you might write about?* [pause] *Turn to your partner.*

Teacher Note

Some students may have difficulty thinking quietly; they may blurt out their answers immediately. It may help to have them think about "holding their answers in their mouths" until you give the signal to talk.

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If the students have difficulty generating ideas about special places, signal for their attention and discuss questions such as:

- Q *Where do you like to go with your family?*
- Q *Where do you and your friends like to play?*
- Q *Where do you like to play at home?*
- Q *Where do you like to go [in our classroom/at school]?*

If necessary, think aloud about a couple of special places you could write about. After generating a few ideas, have partners resume their conversations for a minute or two.

After most pairs have finished talking, signal for the students' attention. Write the title "Special Places" on a sheet of chart paper and have a few volunteers share their thinking with the class. As the students respond, record their ideas on the chart as short phrases.



Teacher Note

During this unit, you will make several charts like "Special Places" that capture the students' writing ideas. Display these charts throughout the unit as a reminder of the range of topics the students can write about.

4 Write a Shared Story About a Special Place

Explain that you will choose a place from the "Special Places" chart and the students will help you write and illustrate a story about it. Display the writing/drawing chart (WA2) and write the first sentence of the story on the chart.

As you write, emphasize writing from left to right, leaving spaces between words, capitalizing the first letter of the sentence, and using a period at the end. Look for opportunities to model checking words on the word wall.

> **You might say:**
>
> "Let's write about going to the beach. I'll start the story with the sentence: *We love going to the beach.* I'm not sure how to spell the word *love*, so I'm going to see if it's on the word wall. The word *love* begins with the /l/ sound, so I'm going to look for the letter *l* on the word wall and then I'll look for the word *love*. If it's there, I can be sure to spell it correctly. If it's not there, I'll think about how to spell it by writing down the sounds I hear in the word."

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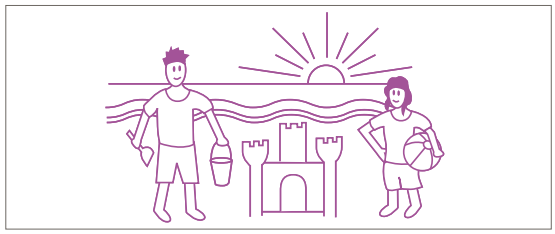
Then ask:

Q *What else can we write? What kinds of things can we do at [the beach]?*

Q *What can we draw to illustrate our story?*

Have a few volunteers share their ideas with the class; then use the students' suggestions to add to the story.

WA2



We love going to the beach. We make sand castles. We go swimming in the waves.

Reread the story aloud as a class as you point to each word. Explain that the students will write their own stories about a special place tomorrow.

Teacher Note

Save the shared story on the writing/drawing chart (WA2) to use on Day 2.

REFLECTING

5 Briefly Reflect on Being Considerate

Ask and briefly discuss:

Q *What did you do that was considerate during the read-aloud today? During the shared writing?*

> **Students might say:**
>
> "I sat so people behind me could see the book."
>
> "I didn't interrupt. I waited until my turn to talk."
>
> "I told my partner she had a good idea."

Share any considerate behaviors you noticed with the students and encourage them to continue to be considerate of one another throughout the day.

FREE WRITING TIME

6 Write and Draw Freely

Explain that the students will now write and draw freely in their notebooks. They may write more ideas for special places, or write about anything else they choose.

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Ask and briefly discuss:

Q *What might you want to write about today?*

Have the students return to their seats, open to the first blank page of their notebooks, and write freely for 10–15 minutes. As they write, continue to confer with individual students.



TEACHER CONFERENCE NOTE

As you did in Week 1, confer with individual students by calling them one at a time to a back table and talking quietly with them for 5–10 minutes each. Ask each student to show you the writing in her writing folder and notebook, read some of it to you, and talk with you about her ideas and feelings about writing. You might ask the student questions like the following and record her responses:

Q *Where did you get this idea?*

Q *What do you like about writing so far this year?*

Q *How do you feel about your writing?*

Q *How do you feel when you are asked to read your own writing to the class?*

Q *What do you do best as a writer?*

Q *What kinds of things do you want to write (or write about) in the coming year?*

Q *How do you want to improve as a writer this year?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 32 of the *Assessment Resource Book*.

Signal to let the students know when Free Writing Time is over.

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Writing Stories and Sharing in Pairs

Day 2

In this lesson, the students:

- Reread and add to a shared story
- Review and add to the word wall
- Tell stories orally before writing
- Write and illustrate stories about special places
- Learn procedures for sharing in pairs
- Act considerately toward one another

GETTING READY TO WRITE

1 Reread the Shared Story and Add to the Word Wall

Gather the class with partners sitting together, facing you. Remind the students that yesterday they heard *Chinatown* and wrote a shared story about a special place. Today they will write their own stories about a special place.

Display the shared story on the writing/drawing chart (WA2) from Day 1. Direct the students' attention to the story and reread it, pointing to each word as you say it. Then direct their attention to the word wall and ask:

Q *What words from the word wall did we include in our shared story?*

Explain that you will add some words to the word wall that the students might want to use in their own stories today. Remind them that the word wall will help them remember how to write some of the words they have learned. Show the word cards for *go*, *great*, *here*, *some*, and *when* one at a time, pronouncing each word clearly and having the students say the word after you. If necessary, use the word in a sentence. Then place the cards on the word wall. Ask:

Q *What sentence could we add to our shared story using the word [*great*]?*

Q *What other sentences could we add using words from the word wall?*

Use the students' suggestions to add a few more sentences to the story. Point out that the students may use words from the word wall or any other words they want to when they write their own stories.

Materials

- Shared story on the writing/drawing chart (WA2) from Day 1
- Word cards for Day 2 (see Step 1 below)
- "Special Places" chart from Day 1

Teacher Note

Be aware of how long you ask the students to sit and listen during this part of the lesson. We recommend no more than 15 minutes at a time, after which it is natural for students to lose focus. Move through these activities briskly while monitoring the students' engagement, and be ready to dismiss the students to their own writing before their energy starts to wane.

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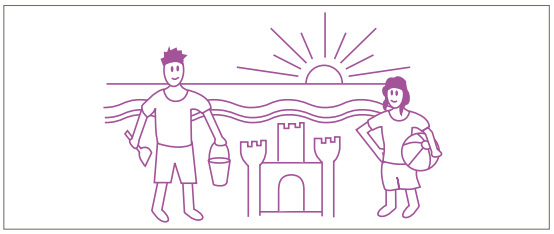
WA2



We love going to the beach. We make sand castles. We go swimming in the waves. The water feels great! We see some fish.

Teacher Note

Save the shared story on the writing/drawing chart (WA2) to use on Day 3.

2 Choose Ideas and Tell Stories Orally

Briefly review the "Special Places" chart; then ask the students to think quietly for a moment about:

Q *What special place will you write about today?*

Without discussing as a class, use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What will you tell in your story today?* [pause] *Turn to your partner.*

After partners have had time to talk, signal for the students' attention and have a few volunteers share their ideas with the class. Add any new ideas they mention to the "Special Places" chart; then distribute writing/drawing paper and have the students return to their seats to start writing.

WRITING TIME

3 Write and Illustrate Stories About Special Places

Have the students work on their stories. Remind them to use the word wall to help them remember how to spell words they have learned. Tell the students that if they finish early they can draw or write about other special places, or write about anything else they choose. Give the students 5 minutes to get settled, and then signal for the students to begin writing quietly.

Write quietly with the class for a few minutes; then confer with individual students.

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TEACHER CONFERENCE NOTE

Continue to confer with individual students by calling them one at a time to a back table and talking quietly with them for 5–10 minutes each. Ask each student to show you the writing in his writing folder and notebook, read some of it to you, and talk with you about his ideas and feelings about writing. You might ask the student questions like the following and record his responses:

- Q *Where did you get this idea?*
- Q *What do you like about writing so far this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *What kinds of things do you want to write (or write about) in the coming year?*
- Q *How do you want to improve as a writer this year?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 32 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Ask the students to reread their stories and think about these questions:

- Q *Which words, if any, did you use from the word wall?*
- Q *Did you use a capital letter at the beginning of each sentence? Did you put a period at the end of each sentence?*

Have a few volunteers share with the class.

SHARING AND REFLECTING

4 Get Ready to Share in Pairs

Remind the students that during the past several weeks they have been sharing their stories with the whole class. Explain that today partners will share their stories with each other. They will take turns reading their writing and showing their illustrations. Ask and briefly discuss:

- Q *Why is it important for you and your partner to take turns sharing your stories?*
- Q *What will you do to be a considerate partner while your partner is sharing?*

ELL Note

You might provide the prompt "When my partner is sharing I will . . ." to your English Language Learners to help them verbalize their answers to this question. For more information, view "Adapting Lessons for English Language Learners" (AV31).

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Students might say:

"It's important to take turns because if just one partner shares for the whole time the other partner will feel sad."

"I will be considerate by listening to my partner's story without interrupting."

"I will be a considerate partner by saying something nice about my partner's story."

5 Share Stories in Pairs

Gather the class with partners sitting together. Remind them to bring their stories with them. Have partners share and discuss their stories with each other. Observe them and make note of any considerate behaviors that you can report to them at the end of the lesson.

When most pairs have finished sharing, signal for the students' attention.

Facilitation Tip

Notice the **open-ended questions** that you are asking during this discussion. To observe the effect of open-ended questions on students' thinking, experiment with asking a closed question first (*Was your partner considerate today? Did your partner do something considerate today?*) and noting the response. Then restate the question as an open-ended question and note the response. Remember to use 5–10 seconds of **wait-time** after the question before you invite the students to respond.

6 Reflect on Being a Considerate Partner

Ask and briefly discuss:

Q *What was your partner's story about?*

Q *What is one considerate thing your partner did today? Turn to your partner.*

Report any considerate behaviors you noticed to the class. Explain that the students will have more opportunities to share stories with their partners in the coming weeks.

Collect the students' stories and tell them that they will work on them again tomorrow.

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Rereading and Adding to Stories

Day 3

In this lesson, the students:

- Discuss sounds in stories
- Reread stories about special places
- Add sound words to stories
- Use the word wall

GETTING READY TO WRITE

1 Reread and Explore Sounds in *Chinatown*

Gather the class with partners sitting together, facing you. Remind the students that earlier this week they heard *Chinatown* and each wrote a story about a special place. Explain that today they will add to their stories to try to make them as interesting and fun to read as *Chinatown*.

Ask the students to close their eyes and listen as you reread a page from *Chinatown* aloud. Read page 20 aloud twice; then use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What does this place sound like?* [pause] *Turn to your partner.*

After most pairs have finished talking, signal for the students' attention. Write the title "Sound Words" on a sheet of chart paper and read the passage aloud again, stopping to write the sound words on the chart as you say them. Point out that the author included all these sound words to help them imagine what the kitchen in the restaurant is like.

2 Add Sounds to the Shared Story

Display the shared story on the writing/drawing chart (WA2) from Day 2 and read it aloud as a class. Ask and briefly discuss:

Q *What sounds might we hear [at the beach]?*

Q *What sentences could we write to describe those sounds?*

Use the students' suggestions to add one or two sentences that include sound words to the shared story. Look for opportunities to use the word wall when possible.

Materials

- *Chinatown* from Day 1
- Chart paper and a marker
- Shared story on the writing/drawing chart (WA2) from Day 2
- Students' stories about special places from Day 2
- "Class Assessment Record" sheet (CA2)

Teacher Note

Sound words in the passage include *noisy, sizzles, crackle, clang, bang,* and *shout.*

Save the "Sound Words" chart to use throughout this unit and to refer to when the students add details to their writing in future units.

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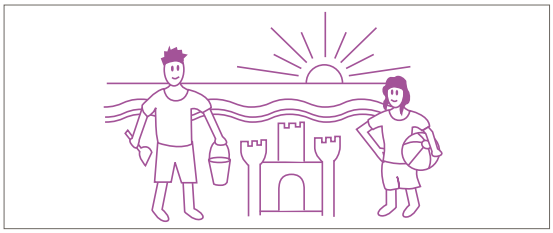
WA2



We love going to the beach. We make sand castles. We go swimming in the waves. The water feels great! We see some fish. We hear the waves crashing and the seagulls squawking. We hear dogs barking at the waves.

3 Reread Stories and Think About Sounds

Distribute the students' stories about special places from Day 2. Ask the students to reread their stories, thinking about what sounds they might hear there. Use "Think, Pair, Share" to have partners first think about and then discuss:

Q *What might you add to your story to describe the sounds in your special place?* [pause] *Turn to your partner.*

Explain that today the students will add to their stories to describe what their special places sound like. Remind them to use the word wall to help them with their writing.

WRITING TIME

4 Add Sound Words to Stories

Have the students return to their seats and work on describing what their special places sound like. Encourage those who finish early to write freely in their notebooks. Join them in writing for about 5 minutes; then walk around the room and observe the students, assisting as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to sustain their focus on their writing?
- Do they look at the word wall as they write?
- Are they adding sound words to their stories?

Make note of high-frequency words you notice the students misspelling. Plan time to draw the students' attention to them and add them to the word wall.

(continues)

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CLASS ASSESSMENT NOTE *(continued)*

Record your observations on the "Class Assessment Record" sheet (CA2); see page 27 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Ask the students to reread their stories and think about these questions:

Q *Which words, if any, did you use from the word wall?*

Q *What sound words did you include in your story?*

Have a few volunteers share with the class. Collect the students' stories. Tell the students that they will share the their stories with the class tomorrow.

REFLECTING

5 Briefly Reflect on Social Interactions

Ask and briefly discuss:

Q *What went well in our writing community today?*

Q *What problems did we have? What can we do to avoid those problems next time?*

> **Students might say:**
>
> "I think we had fun and we were all nice to each other."
>
> "We all learned about writing."
>
> "I wanted to use the purple crayon but my partner was using it."
>
> "Maybe next time I can ask my partner to use the purple crayon when he's done with it."

EXTENSIONS

Interact with the Word Wall

Encourage the students to learn and use the words from the word wall by engaging them in activities such as the following:

- As a class, compose silly sentences using words from the word wall. Have the students write some on their own and read them aloud.
- Have each student write a sentence using a word from the word wall. Have the students then read their sentences aloud as the class tries to identify the word from the word wall in each sentence.
- Sort the words on the word wall by type (for example, "action words" and "describing words").

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- Have partners agree on two words from the word wall to use in a short story. Have them write the story and share it aloud.
- Have each student write her name on an index card and then add the card to the word wall.

Explore Onomatopoeia

Remind the students that they have been working on adding sound words to their writing. Explain that adding descriptive words, like sound words, to their writing makes it more interesting and fun to read. Show the cover of *Chinatown* and remind the students that the author, William Low, uses sound words like *sizzles*, *crackle*, *clang*, and *bang* (all on page 20) in his story.

Tell the students that the words *sizzle*, *crackle*, *clang*, and *bang* are examples of onomatopoeia and that *onomatopoeia* is the "use of words that sound like what they are describing." Discuss other examples of onomatopoeia such as *whoosh*, *crash*, and *click*. Ask the students for other examples of onomatopoeia and add them to the "Sound Words" chart.

Day 4 Sharing as a Community

Materials

- Students' stories about special places from Day 3

In this lesson, the students:

- Read their stories aloud
- Speak clearly and listen to one another
- Express interest in and appreciation for one another's writing
- Write freely in their writing notebooks

GETTING READY TO SHARE

1 Discuss Expressing Interest in and Appreciation for One Another's Writing

Gather the class with partners sitting together, facing you. Tell them that today they will share their stories about special places with their classmates. Remind them that sharing their writing helps them to get to know one another better.

Remind the students that they have been working on expressing interest in and appreciation for one another's writing. Ask:

Q *What can you do or say to show someone that you are interested in his or her writing?*

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Students might say:

"I can listen carefully while she is reading her story."

"We can tell him something we like about his story."

"I can be really quiet and look at her."

Encourage the students to try to do the things they suggested, and tell them that you will check in with them afterward to see how they did.

SHARING TIME

2 Share Writing

Take one story from the pile of stories that you collected. Ask the author of the story to stand next to you, say his name, and share his story as he shows his picture.

Facilitate a brief discussion by asking questions such as:

Q *What did you find out about [Kristopher] from his story?*

Q *What sounds did you imagine hearing in [Kristopher's] special place?*

Q *What did you like about [Kristopher's] story?*

If the students have difficulty expressing interest in their classmates' stories, model making a few comments and then repeat the question.

You might say:

"I appreciate how [Kristopher] described the sound of children yelling on the playground."

"I found out that [Luisa] has been to Mexico."

"I like how [Barack] told us about visiting his mom's office. He made it sound so interesting."

Continue to have the students share their stories. If necessary, have part of the class share now and plan another time for the rest of the class to share.

REFLECTING

3 Reflect on Expressing Interest in and Appreciation for One Another's Writing

Ask and briefly discuss:

Q *What did you say or do to express appreciation for someone else's writing?*

Q *How does it feel when someone says something nice to you about your writing?*

Emphasize that it is important for everyone in the community to say nice things about one another's writing and to hear nice things about their own writing. Encourage them to continue to express interest in and appreciation for one another's writing in this way.

Teacher Note

You may wish to compile the students' stories about special places into a class book for the classroom library. Alternatively, you can save a few of each student's stories from this unit to place in the student's portfolio and then staple the remaining stories into a book for her to take home at the end of the unit.

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FREE WRITING TIME

4 Write and Draw Freely

Explain that the students will now write and draw freely in their notebooks. Ask and briefly discuss:

Q *What ideas did you hear during Sharing Time that you might want to write about today? Turn to your partner.*

After partners have shared, have them return to their seats, take out their notebooks, and write freely for 10–15 minutes. When they have settled into their writing, confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students for 5–10 minutes each. Ask each student to show you the writing in her writing folder and notebook, read some of it to you, and talk with you about her ideas and feelings about writing. You might ask the student questions like the following and record her responses:

Q *Where did you get this idea?*

Q *What do you like about writing so far this year?*

Q *How do you feel about your writing?*

Q *How do you feel when you are asked to read your own writing to the class?*

Q *What do you do best as a writer?*

Q *What kinds of things do you want to write (or write about) in the coming year?*

Q *How do you want to improve as a writer this year?*

Document your observations for each student on a "Conference Notes: Focus 1" record sheet (CN1); see page 32 of the *Assessment Resource Book*. Beginning next week, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.

Signal to let the students know when Free Writing Time is over.

Teacher Note

Prior to moving on to Week 3, you might review the students' responses to the questions on the "Conference Notes: Focus 1" record sheet (CN1) to identify patterns across the members of the class, as well as individual comments that stand out to you. After analyzing the students' responses, you might facilitate a class discussion about what you learned about them as writers and how you plan to build their love of writing over the course of the year. For ideas on how to facilitate this discussion, see the extension "Discuss the Students' Writing Goals and Interests" below.

EXTENSION

Discuss the Students' Writing Goals and Interests

Remind the students that during individual writing conferences over the past two weeks you asked each student questions about his ideas

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and feelings about writing. Tell the students that you learned a lot about what the class is interested in writing about during the *Being a Writer* lessons as well as how each student wants to improve as a writer.

> **You might say:**
>
> "Many of you said that you were interested in writing longer stories this year. We'll spend time learning how to tell more and add words to our writing that describe how things look, feel, and sound. Some of you said that you'd like to write about non-fiction topics, and others said that they would like to practice writing poems."

Explain that you will use this information to make sure that everyone has fun writing this year. Ask and briefly discuss:

Q *What are you excited to write about this year?*

Writing Throughout the Week — Open Day

Write More Stories About Special Places

Give the students another opportunity to write about special places. Alternatively, you might identify another idea from the week's read-aloud that the students may write about (for example, people in their neighborhood or family traditions). If it is helpful, have them tell their stories orally to their partners before they write using the same procedure they used on Day 2 (see Step 2 on page 116). If time permits, invite volunteers to share their writing with the class.

Publish This Week's Story Informally and Write Dedications

Have each student recopy this week's story neatly on lined paper and create a book cover for it using a folded piece of large construction paper. Show the students the book dedications in *Chinatown* and *I Love Animals* from this unit and *When I Grow Up . . .* from Unit 1 and explain that a book dedication is where the author thanks another person or tells who he or she wrote the book for. Read the book dedications aloud, and model writing one for the shared story on the writing/drawing chart (WA2) from Day 3. (For example, you might write *This story is for my mom, who takes me to the beach.*) Then have the students write dedications for their stories.

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The students' stories can be placed in the classroom library for all of the students to read and enjoy. Since the students will read the books on their own, you might transcribe the stories below the students' own writing using conventional spelling and punctuation. Later, the students will learn to edit their own writing before publishing it. If time permits, invite volunteers to share their books and dedications with the class.

Share and Write Freely

Repeat the procedures in Day 4 to provide another opportunity for students to share their writing with the class and then write freely about anything they choose.

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HIGH-FREQUENCY WORDS

A

add
after
again
air
also
America
animal
another
answer
any
around
ask
away

B

back
because
been
before
below
between
big
boy

C

call
came
change
city
come
could
country

D

day
did
different
does
down

E

earth
end
even
every
eye

F

father
find
first
follow
food
form
found

G

get
give
good
great

H

hand
head
help
here
high
home
house

J

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K

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kind
know

L

land
large
last
learn
letter
light
line
little
live
long

M

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man
may
me
mean
men
most
mother
move
much
must
my

N

name
near
need
never
new
no
now
number

(continues)

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HIGH-FREQUENCY WORDS *(continued)*

O

off
oil
old
only
our
over
own

P

page
part
people
picture
place
plant
play
point
put

R

read
right

S

same
saw
say
school
see
sentence
set
should
show
small
sound
spell
start
still
story
study
such

T

take
tell
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turn

U

under
us

V

very

W

want
water
way
well
went
where
who
why
work
world

Y

year

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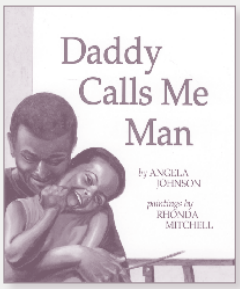
Week 3 OVERVIEW



Daddy Calls Me Man

by Angela Johnson, illustrated by Rhonda Mitchell

A series of short poems introduces us to a boy and his family.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA3

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "Conference Notes: Focus 2" record sheet (CN2)

Professional Development Media

- "Approximating Spelling in Shared Writing" (AV58)

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Writing Focus

- Students hear, discuss, and write stories about family members.
- Students contribute to a shared story and write their own stories.
- Students tell stories orally before writing.
- Students learn a strategy for approximating spelling.
- Students use a word wall to spell high-frequency words.
- Students reread and add to their writing.

Social Development Focus

- Students act in fair and caring ways.
- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 1, make a class set of the "Conference Notes: Focus 2" record sheet (CN2) on page 33 of the *Assessment Resource Book*.

✓ Prior to Day 2, write the following words on cards: *father*, *give*, *mother*, *our*, and *very*.

✓ Prior to Day 3 make a copy of the "Class Assessment Record" sheet (CA3) on page 28 of the *Assessment Resource Book*.

TEACHER AS WRITER

"It was my 12-year-old son who . . . said to me, 'Mother, you've been very cross and edgy with us and we notice you haven't been writing. We wish you'd go back to the typewriter.'"

— Madeleine L'Engle

This week, make a list of family members you might be interested in writing about. Select one and write about him or her. Think about:

- What quirks make this person unique?
- How does he express himself through what he wears, says, and does?
- What family stories have been told over the years about this person?
- How would your family be different if this person weren't in it?

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Day 1

Getting Ideas and Writing a Shared Story

Materials

- *Daddy Calls Me Man*
- Chart paper and a marker
- Writing/drawing chart (WA3) for modeling
- Class set of "Conference Notes: Focus 2" record sheets (CN2)

In this lesson, the students:

- Hear and discuss a story
- Generate ideas about family members
- Write a shared story about a family member
- Approximate spelling using letter–sound relationships
- Act considerately toward one another
- Write freely in their writing notebooks

ABOUT APPROXIMATING THE SPELLING OF UNFAMILIAR WORDS

It is important for students to have strategies for dealing with unfamiliar words so their writing is not repeatedly interrupted with concerns about spelling. While the students are learning to refer to the word wall to spell certain high-frequency words, they need a different strategy to help them when they want to write unfamiliar words that are not on the word wall. In this program, the students learn to approximate spelling using their knowledge of letter–sound relationships gained in their regular phonics instruction (see "About Writing Instruction Early in the Year" on page 7). Whenever you model approximating the spelling of words, try to model with words containing letter–sound combinations your students have learned.

GETTING READY TO WRITE

1 Read *Daddy Calls Me Man* Aloud

Gather the class with partners sitting together, facing you. Review that last week the students heard *Chinatown* and wrote stories about special places. Explain that today the students will hear a book about a family and think about stories they can write about their own families.

Show the cover of *Daddy Calls Me Man* and read the title and the names of the author and illustrator aloud. Explain that the little boy on the cover tells about his family and his life at home. Read the book aloud slowly and clearly, showing the illustrations.

After reading, ask:

Q *Who are the people in the boy's family?*

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2 Generate Ideas of Family Members to Write About

Ask and discuss:

Q *In what ways is this boy's family like yours? In what ways is it different?*

> **Students might say:**
>
> "The boy has a little sister. I have a baby brother."
>
> "My mom calls me sweetheart sometimes."
>
> "He has both a mom and a dad in his family. That's different from mine."

Use "Think, Pair, Share" to discuss:

Q *Who is someone in your family that you could write about, and what is that person like?* [pause] *Turn to your partner.*

If the students have difficulty talking about things they could write about a person in their family, signal for their attention and stimulate their thinking by asking questions such as:

Q *What does your family member look like?*

Q *What does he or she like to do for fun?*

Q *What is his or her favorite [food/color/thing to wear]?*

Q *What do you love about this family member?*

If necessary, think aloud about some of your own family members and some things you could write about them. After generating a few ideas, have partners resume their conversations for a minute or two.

Write the title "Family Members" on a sheet of chart paper and have a few volunteers share their thinking with the class. As the students respond, record their ideas on the chart as short phrases.

Family Members

- sister who has brown hair and brown eyes
- brother who likes taking naps
- auntie who looks like my mom
- stepdad who likes to cook
- grandma who gives good hugs

Facilitation Tip

Continue to notice the effect of **asking open-ended questions** during this discussion. Experiment with asking a closed question first (*Is this boy's family like yours? Is it different?*), noting the response. Then restate the question as an open-ended question and note the response.

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3 Write a Shared Story About a Family Member and Model Approximating Spelling

Explain that you will choose a family member from the "Family Members" chart and the students will help you write and illustrate a story about that person. Display the writing/drawing chart (WA3) and write the first sentence of the story on the chart.

> **You might say:**
>
> "I want to write about my brother Arnie. He enjoys playing the drums. I'll start the story with the sentence: *My brother Arnie likes playing the drums.*"

Then ask:

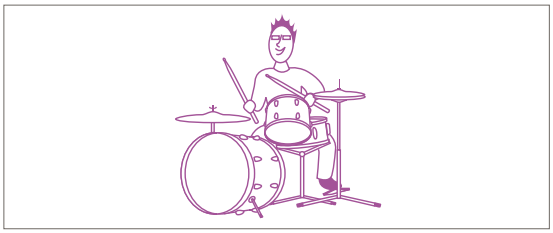
- **Q** *What else can I write? What would you like to know about [my brother Arnie]?*
- **Q** *What can we draw to illustrate our story?*

Have a few volunteers share their ideas with the class, and then use the students' suggestions to add to your story.

As you write, engage the students in thinking about how to spell one or two unfamiliar words by asking the following questions. Write the letters as the students suggest them.

- **Q** *[*Drums*] starts with the [/d/] sound. What letter is that?*
- **Q** *What sound do you hear next in the word [*drrrums*]? What letter is that?*
- **Q** *What's the [next/last] sound? What letter is that?*

WA3



My brother Arnie likes playing the drmz. He bangs on them all day.

Reread the story aloud as a class, pointing to each word. Explain that tomorrow each student will write a story about a family member.

Skill Practice Note

As you model, you might point out that you added an *s* to the end of the word *likes* because when we speak we say, "Arnie likes . . ." rather than "Arnie like . . . ." For more practice with using nouns and verbs in sentences, see Lesson 5 in the *Skill Practice Teaching Guide*.

Teacher Note

Approximate spellings for *drums* include *drms* and *drmz*. Always model correct spelling unless you are deliberately modeling an approximate spelling. To see an example of this technique, view "Approximating Spelling in Shared Writing" (AV58).

Teacher Note

Display the "Family Members" chart for the rest of the unit. Save the shared story on the writing/drawing chart (WA3) to use on Days 2 and 3.

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REFLECTING

4 Briefly Reflect on Social Interactions

Ask and briefly discuss:

Q *What went well in our writing community today?*

Q *What problems did we have? What can we do to avoid those problems next time?*

FREE WRITING TIME

5 Write and Draw Freely

Explain that the students will now write and draw freely in their notebooks. They may write more ideas about family members, or write about anything else they choose.

Ask and briefly discuss:

Q *What might you want to write about today?*

Have the students return to their seats, open to the first blank page of their notebooks, and write freely for 10–15 minutes. As they write, confer with individual students.



TEACHER CONFERENCE NOTE

Confer with individual students. Have each student tell you about his story and drawing and read any writing aloud. As you listen, ask yourself:

- Does this student use letter-sound relationships to approximate the spelling of unfamiliar words?
- Does this student refer to the word wall to spell words he has learned?
- Is this student able to read his own writing?

Look for opportunities to help the student approximate spelling. Select words to spell that contain letters the student has learned in his phonics program. Encourage him to listen for sounds by pronouncing words and thinking about:

Q *What sound do you hear at the beginning of the word? What letter is that?*

Q *What's the next sound? What letter is that?*

Q *What's the [next/last] sound? What letter is that?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 33 of the *Assessment Resource Book*.

Signal to let the students know when Free Writing Time is over.

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Materials

- *Daddy Calls Me Man* from Day 1

WRITING ABOUT READING

Make Connections to *Daddy Calls Me Man*

Show the cover of *Daddy Calls Me Man* and remind the students that they heard this book earlier. Ask:

Q *What do you remember about the book* Daddy Calls Me Man?

Have a few volunteers share their thinking. After the students have shared, ask:

Q *How does this story remind you of your own life?*

> **Students might say:**
>
> "I like to spin like the boy in the story."
>
> "The boy loves his sisters and I love my sister."
>
> "My dad paints like the dad in the story."

Tell the students that stories sometimes remind readers of their own lives—of things that happened to them, things they have done, and people they know. Explain that when you write or talk about how a story reminds you of your own life, you are *making a connection* to the story. Explain that making connections to stories helps us enjoy and remember them. Ask the students to watch as you think aloud and model writing about how the story reminds you of your life.

> **You might say:**
>
> "I like to look at the moon like the boy in the story does. I'll write: *In the book Daddy Calls Me Man, the boy likes to look at the moon. I like to look at the moon too.*"

Have the students write and draw about how *Daddy Calls Me Man* reminds them of their own lives. If time permits, invite the students to share their writing and illustrations with the class.

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Writing Stories and Sharing in Pairs

Day 2

In this lesson, the students:

- Reread and add to a shared story
- Tell stories orally before writing
- Write and illustrate stories about family members
- Approximate spelling and use the word wall
- Work responsibly in pairs

Materials

- Shared story on the writing/drawing chart (WA3) from Day 1
- Word cards (see Step 1 below)
- "Family Members" chart from Day 1

GETTING READY TO WRITE

1 Reread the Shared Story and Add to the Word Wall

Gather the class with partners sitting together, facing you. Remind the students that yesterday they heard *Daddy Calls Me Man* and contributed to a shared story about a family member. Today they will each write their own story about a family member.

Display the shared story on the writing/drawing chart (WA3) from Day 1. Read it aloud, pointing to each word as you say it; then ask:

Q *What words from the word wall did we include in our shared story?*

Explain that you will add some words to the word wall that the students might want to use in their own stories about family members today. Remind them that the word wall will help them remember how to write some of the words they have learned. Show the word cards for *father*, *give*, *mother*, *our*, and *very* one at a time, pronouncing each word clearly and having the students say the word after you. If necessary, use the word in a sentence. Place the cards on the word wall, and then model adding a sentence to the story that includes one of the new words. Then model using a personal pronoun to replace a noun in the story. Explain that using words like *he*, *she*, *we*, *it*, *you*, *I*, and *they* instead of using the names of people or things over and over again when they write makes their writing easier to read.

> **You might say:**
>
> "When my brother plays the drums they are very loud. Arnie loves the sound of the drums, but my mother doesn't like it. I can add the sentence: *The drums are very loud!*, but instead of saying "the drums" again I can replace that noun with the pronoun *they*. I'll write: *They are very loud.*"

Ask:

Q *What other sentences could we add using words from the word wall?*

Q *Are there any nouns we can replace with pronouns? What changes might we make?*

Teacher Note

Continue to be aware of how long you ask the students to sit and listen during the Getting Ready to Write part of the lesson. We recommend no more than about 15 minutes of sitting and listening at any one time, after which it is natural for students to lose focus.

Skill Practice Note

As you model, you might point out when you are using a personal pronoun to replace a noun in the story. Explain that using words like *he*, *she*, *we*, *it*, *you*, *I*, and *they* instead of using the names of people or things over and over again when they write makes their writing easier to read. For more practice with pronouns, see Lesson 19 in the *Skill Practice Teaching Guide*.

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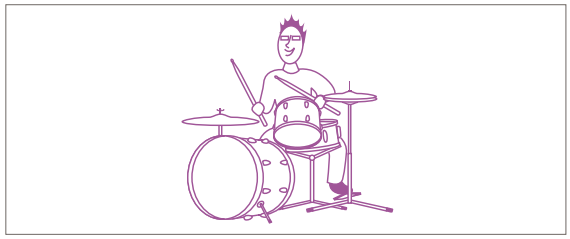
Use the students' suggestions to add a few more sentences to the story.

Point out that the students may use words from the word wall or any other words they want to when they write their own stories.

WA3



My brother Arnie likes playing the drmz. He bangs on them all day. They are very loud! Arnie loves the sound of the drmz. My mother doesn't like it.

2 Choose Ideas and Tell Stories Orally

Briefly review the "Family Members" chart; then ask the students to think quietly for a moment about:

Q *What family member will you write about today?*

Without discussing as a class, use "Think, Pair, Share" to discuss:

Q *What will you tell in your story today?* [pause] *Turn to your partner.*

After partners have had time to talk, signal for the students' attention and have a few volunteers share their ideas with the class. Add any new ideas they mention to the "Family Members" chart; then distribute writing/drawing paper and have the students return to their seats to start writing.

WRITING TIME

3 Write and Illustrate Stories About Family Members

Have the students work on their stories about family members. Encourage the students to use the word wall, listen for sounds in words to help them figure out how to spell the words, and replace nouns with pronouns (when appropriate). Tell them that if they finish early they can begin stories about other family members or write about anything else they choose. Give the students 5 minutes to get settled, and then signal for the students to begin writing quietly.

Write with the students for a few minutes; then confer with individual students.

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TEACHER CONFERENCE NOTE

Continue to confer with individual students. Have each student tell you about her story and drawing and read any writing aloud. As you listen, ask yourself:

- Does this student use letter–sound relationships to approximate the spelling of unfamiliar words?
- Does this student refer to the word wall to spell words she has learned?
- Is this student able to read her own writing?

Look for opportunities to help the student approximate spelling. Select words to spell that contain letters the student has learned in her phonics program. Encourage her to listen for sounds by pronouncing words and thinking about:

Q *What sound do you hear at the beginning of the word? What letter is that?*

Q *What's the next sound? What letter is that?*

Q *What's the [next/last] sound? What letter is that?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 33 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Ask the students to reread their stories and think about these questions:

Q *Which words, if any, did you use from the word wall?*

Q *Which words did you spell by listening to their sounds? How did you spell them?*

Q *What nouns can you replace with a pronoun? What might you write instead?*

Have a few volunteers share with the class.

SHARING AND REFLECTING

4 Gather and Share in Pairs

Have the students bring their stories and gather with partners sitting together, facing you. Have the students place their stories on the floor in front of them. Explain that they will share their stories in pairs. Ask and briefly discuss:

Q *What will you do to be a responsible partner during Sharing Time today?*

> **Students might say:**
>
> "I'll look at my partner while he's reading."
>
> "First my partner will go, and then I'll go."
>
> "We won't play. We'll just share our stories."
>
> "If it's too noisy, I'll say, 'Let's move away from other people so we can hear each other.'"

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Encourage partners to act on the behaviors they suggested, and have them share and discuss their stories.

5 Reflect on Writing and on Being Responsible

Ask and briefly discuss:

Q *What was your partner's story about?*

Help students reflect on being responsible by asking questions such as:

Q *What did you do to be a responsible partner today?*

Q *What problems did you and your partner have working together today? What can you do to avoid those problems next time?*

Collect the students' stories and explain that they will work on their stories again tomorrow.

Day 3 Rereading and Adding to Stories

Materials

- *Daddy Calls Me Man* from Day 1
- Shared story on the writing/drawing chart (WA3) from Day 2
- Students' stories about family members from Day 2
- "Class Assessment Record" sheet (CA3)

In this lesson, the students:

- Discuss details about what someone looks like in a story
- Reread stories about family members
- Add details to stories
- Approximate spelling and use the word wall
- Act considerately toward one another

GETTING READY TO WRITE

1 Reread and Explore Details About a Person in *Daddy Calls Me Man*

Gather the class with partners sitting together, facing you. Remind the students that earlier this week they heard *Daddy Calls Me Man* and wrote stories about a family member. Explain that today they will add to their stories to try to make them as interesting and fun to read as *Daddy Calls Me Man*.

Ask the students to close their eyes and listen as you reread a part of *Daddy Calls Me Man* aloud. Read pages 22–25 aloud twice. Have the students open their eyes; then use "Think, Pair, Share" to discuss:

Q *What do you imagine about the baby sister?* [pause] *Turn to your partner.*

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Signal for the students' attention and have a few volunteers share their ideas with the class.

> **Students might say:**
>
> "He said she has 'little bitty fingers.' "
>
> "She's smiling."
>
> "He said 'new baby sister,' so she's probably really little."

Point out that the author included words like *little bitty fingers*, *new baby*, and *smiles* to help the reader imagine what the baby sister looks like.

2 Add Descriptive Details to the Shared Story

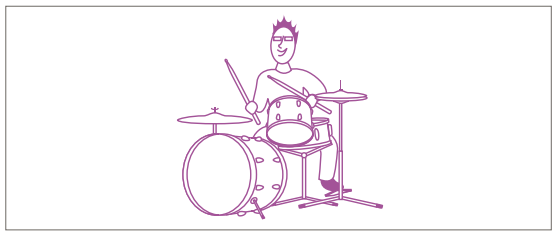
Display the shared story on the writing/drawing chart (WA3) from Day 2 and read it aloud as a class. Model thinking aloud about what the family member looks like and then ask:

Q *What sentence could I add to tell what [my brother] looks like?*

Use the students' suggestions to add one or two sentences that include descriptive details to the shared story. Refer to the word wall when possible, and look for opportunities to engage the students in approximating spelling.

> **You might say:**
>
> "Let's write: *My brother has spiky red hair.* Then we can add the sentence: *He wears glasses.* I'm not sure how to spell the word *glasses* so I'm going to see if it is on the word wall. The word *glasses* starts with the /g/ sound, so I'm going to look for the letter *g* on the word wall and then I'll look for the word *glasses*. I see that *glasses* isn't on the word wall, so I'll think about how to spell it by writing down the sounds I hear in the word. *Glasses* starts with the /g/ sound; what letter is that? What's the next sound? What letter is that? What's the [next/last] sound? What letter is that?"

WA3



My brother Arnie likes playing the drmz. He bangs on them all day. They are very loud! Arnie loves the sound of the drmz. My mother doesn't like it. My brother has spiky red hair. He wears glsz.

Teacher Note

Approximate spellings for *glasses* might include *glz*, *glas*, and *glsz*.

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3 Reread Stories and Think About Adding Details

Distribute the students' stories about family members from Day 2. Ask the students to reread their stories, thinking about what they could add to describe what their relatives look like. Use "Think, Pair, Share" to discuss:



Q *What might you add to your story to describe what your family member looks like?* [pause] *Turn to your partner.*

Signal for the students' attention and have one or two volunteers share their thinking with the class. Explain that today the students will add details to their stories to describe what their family members look like. Remind them to use the word wall and to listen for sounds in words to help them figure out how to spell the words.

WRITING TIME

4 Add Details to Stories About Family Members

Have the students return to their desks and work on adding details to their stories about what their family members look like. Encourage those who finish early to write freely in their notebooks about anything they choose. Join them in writing for a few minutes; then walk around the room and observe the students, assisting as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to sustain their focus on their writing?
- Do they look at the word wall as they write?
- Do they sound out letter–sound relationships to spell unfamiliar words?
- Are they adding descriptive details to their stories?

Make note of high-frequency words you notice the students misspelling. Plan time to draw the students' attention to these words and add them to the word wall.

Record your observations on the "Class Assessment Record" sheet (CA3); see page 28 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Ask the students to reread their stories and think about these questions:

Q *Which words, if any, did you use from the word wall?*

Q *Which words did you spell by listening to their sounds? How did you spell them?*

Have a few volunteers share with the class. Collect the students' stories. Tell the students that they will share their stories with the class tomorrow.

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REFLECTING

5 Reflect on Being Considerate

Ask and briefly discuss:

Q *What did we do to be considerate to one another during Writing Time? During the discussion?*

Q *How do you feel when your classmates are considerate to you and to one another?*

> **Students might say:**
>
> "When my partner dropped her pencil on the floor, I picked it up."
>
> "I didn't get up and walk around. I stayed in my seat."
>
> "I feel happy when my classmates are considerate to me and each other."

ELL Note

Questions like these help to build the sense of community that English Language Learners rely on to help them take the risks necessary to practice and grow in their new language. To find out more about creating a sense of community in your classroom, view "Building a Community of Writers" (AV1).

Sharing as a Community

Day 4

In this lesson, the students:

- Read their stories aloud
- Speak clearly and listen to one another
- Learn the prompt "I found out . . ."
- Write freely in their writing notebooks

Materials

- Students' stories about family members from Day 3

GETTING READY TO SHARE

1 Teach the Prompt "I Found Out . . ."

Gather the class with partners sitting together, facing you. Explain that each student will read his own story to the class.

Remind the students that they have been focusing on expressing interest in and appreciation for one another's writing. Explain that today you will teach them a prompt they can use to show they are interested in someone's writing. Write the prompt *I found out . . .* where everyone can see it.

Point to the prompt and have the students read the words with you.

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SHARING TIME

2 Share Stories and Model Using the Prompt "I Found Out . . ."

Call on a student to come to the front and read her story aloud to the class. When she finishes, model using the prompt "I found out . . ." to talk about the story.

> **You might say:**
>
> "I found out that you have an uncle named Fred. I found out that he likes to build model planes."

Ask and briefly discuss:

Q *What else did you find out from listening to [Alexa's] story?*

Q *[Alexa], how does it feel to know that we listened carefully to your story and learned from it?*

Continue to have students share their stories. Remind them to use "I found out . . ." as they comment on the stories. If necessary, have part of the class share now and plan another time for the rest of the class to share.

REFLECTING

3 Reflect on Using the Prompt "I Found Out . . ." to Express Interest

Ask and briefly discuss:

Q *What is something you found out from listening to a classmate's story today?*

Remind the students that using "I found out . . ." and expressing interest in and appreciation for one another's writing is a way to be considerate. They will have more opportunities to practice "I found out . . ." in the coming days.

Teacher Note

You may wish to compile the students' stories about their family members into a class book for the classroom library. Alternatively, you can save a few of each student's stories from this unit to place in his individual assessment folder, and then staple the remaining stories into a book for him to take home at the end of the unit.

FREE WRITING TIME

4 Write and Draw Freely

Explain that each student will now write and draw freely in her notebook. Use "Think, Pair, Share" to discuss:

Q *What ideas did you hear during Sharing Time that you might want to write about today?* [pause] *Turn to your partner.*

After partners have shared, have the students return to their seats, take out their notebooks, and write freely for 10–15 minutes. When they have settled into their writing, confer with individual students.

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TEACHER CONFERENCE NOTE

Continue to confer with individual students. Have each student tell you about his story and drawing and read any writing aloud. As you listen, ask yourself:

- Does this student use letter–sound relationships to approximate the spelling of unfamiliar words?
- Does this student refer to the word wall to spell words he has learned?
- Is this student able to read his own writing?

Look for opportunities to help the student approximate spelling. Select words to spell that contain letters the student has learned in his phonics program. Encourage him to listen for sounds by pronouncing words and thinking about:

Q *What sound do you hear at the beginning of the word? What letter is that?*

Q *What's the next sound? What letter is that?*

Q *What's the [next/last] sound? What letter is that?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 33 of the *Assessment Resource Book*.

Signal to let the students know when Free Writing Time is over.

Writing Throughout the Week

Open Day

Make Connections to *Daddy Calls Me Man*

Have the students respond to literature by making connections to *Daddy Calls Me Man* (see Writing About Reading on page 136).

Write Books About the Students' Families

Have the students write multi-page books about their families with a page about each family member. They can share the books with their classmates and then take them home to share with their families.

Share and Write Freely

Repeat the procedures in Day 4 to provide another opportunity for the students to share their writing with the class and then write freely about anything they choose.

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Week 4 OVERVIEW



*Growing Vegetable Soup**

by Lois Ehlert

A child and father grow a bountiful vegetable garden and enjoy its tasty results.

**This is a big book.*

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA4–WA5

Assessment Forms

- "Class Assessment Record" sheet (CA4)
- "Conference Notes: Focus 2" record sheet (CN2)

Professional Development Media

- "Social Reflection" (AV14)
- "Using Web-based Teaching Resources" tutorial (AV75)

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Writing Focus

- Students hear, discuss, and write stories about family activities.
- Students contribute to a shared story and write their own stories.
- Students tell stories orally before writing.
- Students approximate spelling and use the word wall.
- Students reread and add labels to their stories.

Social Development Focus

- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 2, write the following words on cards: *find*, *learn*, *move*, *play*, and *put*.

✓ Prior to Day 3 make a copy of the "Class Assessment Record" sheet (CA4) on page 29 of the *Assessment Resource Book*.

TEACHER AS WRITER

"Some memories are realities, and are better than anything that can ever happen to one again."

— Willa Cather

Select another family member from the list you made last week and write about him or her. In addition to last week's questions, think about:

- What do you think this person was like in the past?
- What do you think he or she will be like in the future?
- What memorable conversations have you had with this person? What was (or was not) said?

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Day 1 Getting Ideas and Writing a Shared Story

Materials

- *Growing Vegetable Soup* (big book)
- Chart paper and a marker
- Writing/drawing chart (WA4) for modeling

In this lesson, the students:

- Hear and discuss a story
- Generate ideas about family activities
- Write a shared story about a family activity
- Approximate spelling using letter–sound relationships
- Write freely in their writing notebooks
- Act considerately toward one another

GETTING READY TO WRITE

1 Gather and Review Acting Considerately

Gather the class with partners sitting together, facing you. Remind them that they have talked about acting in a considerate way toward one another, and that being considerate helps people feel like others care about them. Ask and briefly discuss:

Q *Why do you want others to be considerate to you?*

Q *How do you feel when you know that people care about you?*

> **Students might say:**
>
> "We're all part of the community."
>
> "When people care about you, you like coming to school."
>
> "It makes us feel happy when other people care about us."

Encourage the students to treat one another considerately during the lesson today, and tell them that you will check in with them at the end of the lesson to see how they did.

Facilitation Tip

After **asking open-ended questions** like these, remember to **use wait-time** for at least 5–10 seconds to give everyone a chance to think before talking. If you often hear from the same few students during class discussions, extend the wait-time to encourage broader participation in the discussion.

2 Introduce and Read *Growing Vegetable Soup* Aloud

Review that last week the students heard *Daddy Calls Me Man* and wrote stories describing someone in their family. Explain that today the students will hear a story about something a child does with her father.

Show the cover of *Growing Vegetable Soup* and read the title and the author's name aloud. Ask and briefly discuss.

Q *What do you think* Growing Vegetable Soup *might be about?*

Q *What do you know about growing vegetables?*

Q *What vegetables do you eat?*

ELL Note

You might invite your English Language Learners to share the names of different vegetables they eat in their primary languages.

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Explain that vegetables come from plants, which grow from seeds in the ground. In this story, a child and father grow vegetables. Read the story aloud slowly and clearly, showing each page as you read. Stop along the way to read some, but not all, of the words in the illustrations. Clarify vocabulary as you read.

Suggested Vocabulary

sprouts: baby plants (p. 8)

weed: pull plants you don't want out of the ground (p. 19)

After reading, ask and briefly discuss:

Q *How do the child and father grow vegetable soup?*

3 Generate Ideas for Family Activities to Write About

Use "Think, Pair, Share" to discuss:

Q *In this story the child and the father do something special together. What is something special you have done with a family member?* [pause] *Turn to your partner.*

Write the title "Family Activities" on a sheet of chart paper and have a few volunteers share their thinking with the class. As the students respond, record their ideas on the chart as short phrases. Explain that this week the students will write about something special they have done with a family member.

Family Activities

- pick flowers with my grandma
- climb the jungle gym with my mom
- build a fort with my uncle

4 Write a Shared Story About a Family Activity and Model Approximating Spelling

Explain that you will choose a family activity from the "Family Activities" chart and the students will help you write and illustrate a story about it. Display the writing/drawing chart (WA4) and write the first sentence of the story on the chart.

Teacher Note

If necessary, name a family member and think aloud about an activity you could write about. After generating a few ideas, have partners resume their conversations for a minute or two. Some students may think of activities that include additional family members, such as a family gathering. Accept those ideas and add them to the list.

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You might say:

"I'll write about the time I built a fort with my uncle. We covered it with old blankets and put a rug inside. I'll start my story with the sentence: *My uncle helped me build a fort.*"

Then ask:

Q *What else can I write? What else would you like to know about [the time my uncle and I built a fort]?*

Q *What could we draw to illustrate our story?*

Have a few volunteers share their ideas with the class. Use the students' suggestions to add to the story and illustration.

As you write, engage the students in thinking about how to spell some unfamiliar words by asking the following questions. Write the letters as the students suggest them.

Teacher Note

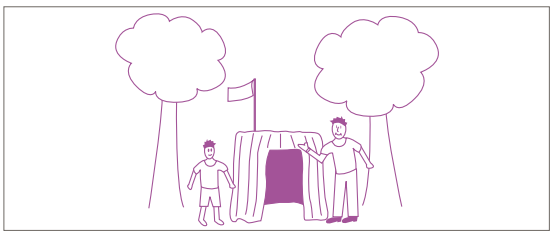
The students may or may not hear all the sounds in a word. This is to be expected. An approximate spelling for *fort* might be *frt*. Always model correct spelling unless you are deliberately modeling an approximate spelling.

Q *[Fort] starts with the [/f/] sound. What letter is that?*

Q *What sound(s) do you hear next in the word [f-or-t]? What letters spell that sound?*

Q *What's the [next/last] sound? What letter is that?*

WA4



My uncle helped me build a frt. We covered it with blankets and put a rug on the flor.

Teacher Note

Display the "Family Activities" chart for the rest of the unit. Save the shared story on the writing/drawing chart (WA4) to use on Days 2 and 3.

Reread the story aloud as a class, pointing to each word. Explain that tomorrow the students will write stories about family activities.

REFLECTING

5 Briefly Reflect on Being Considerate

Ask and briefly discuss:

Q *What did you do to be considerate to others during the lesson today?*

Report any considerate behaviors you noticed and encourage the students to continue to be considerate toward one another.

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FREE WRITING TIME

6 Write and Draw Freely

Explain that the students will now write and draw freely in their notebooks. They may write more ideas for family activities, or write about anything else they choose.

Ask and briefly discuss:

Q *What might you want to write about today?*

Have the students return to their seats, open to the first blank page of their notebooks, and write freely for 10–15 minutes. As they write, confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students. Have each student tell you about her story and drawing and read any writing aloud. As you listen, ask yourself:

- Does this student use letter–sound relationships to approximate the spelling of unfamiliar words?
- Does this student refer to the word wall to spell words she has learned?
- Is this student able to read her own writing?

Look for opportunities to help the student approximate spelling. Select words to spell that contain letters the student has learned in her phonics program. Encourage her to listen for sounds by pronouncing words and thinking about:

Q *What sound do you hear at the beginning of the word? What letter is that?*

Q *What's the next sound? What letter is that?*

Q *What's the [next/last] sound? What letter is that?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 33 of the *Assessment Resource Book*.

Signal to let the students know when Free Writing Time is over.

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Day 2 Writing Stories and Sharing in Pairs

Materials

- Shared story on the writing/drawing chart (WA4) from Day 1
- Word cards for Day 2 (see Step 1 below)
- "Family Activities" chart from Day 1

In this lesson, the students:

- Reread and add to a shared story
- Tell stories orally before writing
- Write and illustrate stories about family activities
- Approximate spelling and use the word wall
- Act considerately toward one another

GETTING READY TO WRITE

1 Reread the Shared Story and Add to the Word Wall

Gather the class with partners sitting together, facing you. Remind the students that yesterday they heard *Growing Vegetable Soup* and contributed to a shared story about a family activity. Today they will write their own stories about something special they have done with someone in their families.

Display the shared story on the writing/drawing chart (WA4) from Day 1. Direct the students' attention to the story and reread it, pointing to each word as you say it; then ask:

Q *What words from the word wall did we include in our shared story?*

Explain that you will add some words to the word wall that the students might want to use when they write about doing something special with a family member today. Show the word cards for *find*, *learn*, *move*, *play*, and *put* one at a time, pronouncing each word clearly and having the students say the word after you. If necessary, use the word in a sentence. Place the cards on the word wall, and then model adding a sentence to your story that includes one of the new words.

> **You might say:**
>
> "The fort was big enough to stand up and move around in. We used it for a lot of different games. We especially liked to play cops and robbers there. Sometimes my uncle would hide presents there for me to find. I can add the sentence: *It was big enough to move around in.*"

Then ask:

Q *What other sentences could we add using words from the word wall?*

Skill Practice Note

You might point out that all of today's words are verbs, and explain that a *verb* is an "action word." For more practice with verbs, see Lesson 4 in the *Skill Practice Teaching Guide*.

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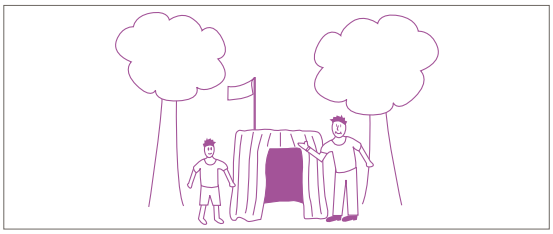
Use the students' suggestions to add a few more sentences to the story. Point out that the students may use words from the word wall or any other words they want to when they write their own stories.

WA4



My uncle helped me build a frt. We covered it with blankets and put a rug on the flor. It was big enough to move around in. We liked to play cops and robbers there.

2 Choose Ideas and Tell Stories Orally

Briefly review the "Family Activities" chart, and then ask the students to think quietly for a moment about:

Q *What family activity will you write about today?*

Without discussing as a class, use "Think, Pair, Share" to discuss:

Q *What will you tell in your story today?* [pause] *Turn to your partner.*

After partners have had time to talk, signal for the students' attention and have a few volunteers share their ideas with the class. Add any new ideas they mention to the "Family Activities" chart; then distribute writing/drawing paper and have the students return to their seats to start writing.

WRITING TIME

3 Write and Illustrate Stories About Family Activities

Have the students work on their stories. Encourage the students to listen for sounds to help them think about the spelling of unfamiliar words in their writing today. Also remind them to use the word wall to help them with their spelling. Encourage students who finish early to start stories about other family activities or to write about anything else they choose.

Write with the students for a few minutes; then confer with individual students.

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TEACHER CONFERENCE NOTE

Continue to confer with individual students. Have each student tell you about his story and drawing and read any writing aloud. As you listen, ask yourself:

- Does this student use letter-sound relationships to approximate the spelling of unfamiliar words?
- Does this student refer to the word wall to spell words he has learned?
- Is this student able to read his own writing?

Look for opportunities to help the student approximate spelling. Select words to spell that contain letters the student has learned in his phonics program. Encourage him to listen for sounds by pronouncing words and thinking about:

Q *What sound do you hear at the beginning of the word? What letter is that?*

Q *What's the next sound? What letter is that?*

Q *What's the [next/last] sound? What letter is that?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 33 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Ask the students to reread their stories and think about these questions:

Q *Which words, if any, did you use from the word wall?*

Q *Which words did you spell by listening to their sounds? How did you spell them?*

Have a few volunteers share with the class.

SHARING AND REFLECTING

4 Gather and Share in Pairs

Have the students bring their stories and gather with partners sitting together, facing you. Have the students place their stories on the floor in front of them. Explain that they will share their stories in pairs. Remind the students that they have been working on ways to be considerate toward one another. Ask and briefly discuss:

Q *What will you do to treat your partner considerately today? How do you think that will make your partner feel?*

Encourage partners to act on the behaviors they suggest, and have them share and discuss their stories with each other.

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5 Reflect on Writing and on Being a Considerate Partner

Ask and briefly discuss:

Q *What was your partner's story about?*

Q *What did your partner do to treat you considerately today? How did that make you feel?*

Collect the students' stories and explain that the students will work on their stories again tomorrow.

Teacher Note

The end-of-lesson reflection is important to the students' growth as writers and to their social development. We encourage you to allow at least 5 minutes at the end of each period to help the students reflect on their work and interactions. For more information about social development, see "Values and Social Skills" on page xxviii. To learn more, view "Social Reflection" (AV14).

Rereading and Adding to Stories

Day 3

In this lesson, the students:

- Reread stories about family activities
- Add labels to illustrations
- Approximate spelling and use the word wall
- Act considerately toward one another

Materials

- *Growing Vegetable Soup* (big book) from Day 1
- Shared story on the writing/drawing chart (WA4) from Day 2
- Students' stories about family activities from Day 2
- "Class Assessment Record" sheet (CA4)

GETTING READY TO WRITE

1 Reread and Explore Labels in *Growing Vegetable Soup*

Gather the class with partners sitting together, facing you. Show the cover of *Growing Vegetable Soup*, and remind the students that earlier this week they heard this story and wrote about special activities they have done with family members.

Open to any page in *Growing Vegetable Soup* and remind the students that the illustrator included *labels*, or words telling what things are, in her illustrations. Tell the students they will reread the story together, and invite them to notice some of the labels on each page.

Have the students read along as you reread the story aloud, pointing to each word. Stop on pages 4–5, and point to and read the labels in the illustration (*rake*, *shovel*, and *hoe*). Ask:

Q *What do these words tell us about the sentence "We're ready to work, and our tools are ready, too"? Turn to your partner.*

After a moment, have a few volunteers share their ideas with the class.

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Students might say:

"The words tell us what the tools are.'"

"The names of the tools are *shovel*, *rake*, and *hoe*."

"The labels give us more information."

Continue reading, stopping to talk about the labels on pages 6–7 and 26–27.

2 Add Labels to the Shared Story

Display the shared story on the writing/drawing chart (WA4) from Day 2 and read it aloud as a class. Ask:

Q *What labels could I add to my picture to tell what things are?*

Use the students' suggestions to add labels to the illustration. Refer to the word wall when possible, and look for opportunities to engage the students in approximating spelling.

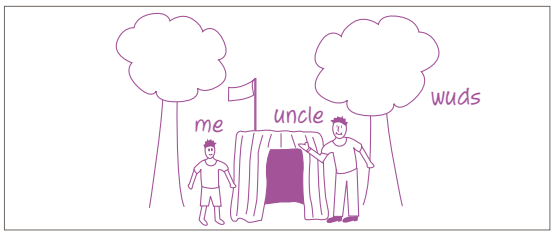
You might say:

"Let's add the label *woods* near the trees in the picture. I'm not sure how to spell the word *woods* so I'm going to see if it is on the word wall. The word *woods* starts with the /w/ sound so I'm going to look for the letter *w* on the word wall, and then I'll look for the word *woods*. I see that *woods* isn't on the word wall, so I'll think about how to spell it by writing down the sounds I hear in the word. *Woods* starts with the /w/ sound; what letter is that? What's the next sound? What letter is that? What's the [next/last] sound? What letter is that?"

Teacher Note

Approximate spellings for *woods* might include *wuds*, *wds*, and *wdz*.

WA4



My uncle helped me build a frt. We covered it with blankets and put a rug on the flor. It was big enough to move around in. We liked to play cops and robbers there.

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3 Reread Stories and Think About Adding Labels to Illustrations

Distribute the students' stories about family activities from Day 2. Ask the students to reread their stories, thinking about what labels they could add to their drawings. Use "Think, Pair, Share" to discuss:

Q *What labels can you add to your drawing to tell what things are?* [pause] *Turn to your partner.*

Explain that today the students will add labels to their story illustrations. Remind them to use the word wall and to listen for sounds in words to help them figure out how to spell the words.

WRITING TIME

4 Add Labels to Illustrations

Have the students return to their desks and work on adding labels to their illustrations. Those who finish may add more to their stories or write freely in their notebooks. Join the students in writing for a few minutes; then walk around the room and observe the students, assisting as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to sustain their focus on their writing?
- Do they look at the word wall as they write?
- Do they sound out letter-sound relationships to spell unfamiliar words?
- Are they adding labels to their story illustrations?

Make note of high-frequency words you notice the students misspelling. Plan time to draw the students' attention to them and add them to the word wall.

Record your observations on the "Class Assessment Record" sheet (CA4); see page 29 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Ask the students to reread their stories and think about these questions:

Q *Which words, if any, did you use from the word wall?*

Q *Which words did you spell by listening to their sounds? How did you spell them?*

Have a few volunteers share with the class. Collect the students' stories. Tell the students that they will share their stories with the class tomorrow.

ELL Note

You might invite your English Language Learners to label their illustrations with words from their primary languages.

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REFLECTING

5 Reflect on Being Considerate

Ask and briefly discuss:

- **Q** *What did you do to be considerate to one another during Writing Time? During the read-aloud?*
- **Q** *What else can we do to treat one another considerately?*

EXTENSION

Explore Labels in Other Books by Lois Ehlert

Read aloud other books by Lois Ehlert and discuss her use of labels with the students. Books by Lois Ehlert that use labels include *Planting a Rainbow*, *Leaf Man*, and *Snowballs*. Encourage the students to continue experimenting with adding labels to the illustrations in their own stories.

TECHNOLOGY EXTENSION

Watch or Read an Interview with Lois Ehlert

Lois Ehlert, the author of *Growing Vegetable Soup*, has written numerous books for young children. To learn more about the author and her work, have the students watch a video of her speaking about her writing. Alternatively, you might read aloud portions of a print interview to the students. To find a video or print interview with the writer, search online with the author's name and the keyword "video" or "interview." After the students watch portions of the video or hear parts of the interview read aloud, have them try a few of her illustrating techniques to illustrate their own writing.

Technology Tip

For more information about using web-based resources, view the "Using Web-based Teaching Resources" tutorial (AV75).

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Sharing as a Community

Day 4

In this lesson, the students:

- Read their stories aloud
- Speak clearly and listen to one another
- Learn the prompt "I like your story because . . ."
- Write freely in their writing notebooks

Materials

- "Discussion Prompts" chart (WA5)
- Students' stories about family activities from Day 3

GETTING READY TO SHARE

1 Teach the Prompt "I Like Your Story Because . . ."

TEKS 1.C.iv
Teacher Narrative
Step 1 (all)

Gather the class with partners sitting together, facing you. Explain that each student will read his own story to the class.

Display the "Discussion Prompts" chart (WA5). Remind the students that they learned the prompt "I found out . . ." to show that they are interested in one another's writing. Explain that today you will teach them another prompt they can use to express appreciation (or thanks) for their classmates' writing. Point to the new prompt and have the students read the words with you.

WA5

Discussion Prompts

- I found out . . .
- I like your story because . . .

SHARING TIME

2 Share Stories and Model Using the Prompt "I Like Your Story Because . . ."

TEKS 1.C.iv
Teacher Activity
Step 2
(all, including instruction at top of page 160)

Call on a volunteer to come to the front and read her story aloud to the class. When she finishes, model using the prompt "I like your story because . . ." to talk about the story.

> **You might say:**
>
> "I like your story because I could imagine you and your grandpa searching for the right puzzle piece," or "I like your story because the part about how you and your mom ran backward made me laugh."

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Ask and briefly discuss:

Q *What else did you like about [Gayla's] story?*

Q *[Gayla], how does it feel to know that we enjoyed your story?*

Continue to have students share their stories and use "I like your story because . . ." to discuss them. If necessary, have part of the class share now and plan another time for the rest of the class to share.

REFLECTING

3 Reflect on Using the Prompt "I Like Your Story Because . . ." to Express Appreciation

Ask and briefly discuss:

Q *How did you feel when you said "I like your story because . . ." to someone?*

Q *Why do you think it feels good when we say nice things to other people?*

> **Students might say:**
>
> "I felt good because I was giving someone a compliment."
>
> "It feels good to say nice things to people because it makes them happy."
>
> "If we say nice things to people maybe they'll say nice things to us, and that feels good."

Remind the students that using the prompts "I found out . . ." and "I like your story because . . ." are considerate ways to talk to other people about their stories. They will have more opportunities to practice using these prompts in the coming days.

Teacher Note

You may wish to compile the students' stories about family activities into a class book for the classroom library. Alternatively, you can save a few of each student's stories from this unit to place in his individual assessment folder, and then staple the remaining stories into a book for him to take home at the end of the unit.

FREE WRITING TIME

4 Write and Draw Freely

Explain that the students will now write and draw freely in their notebooks. Ask and briefly discuss:

Q *What ideas did you hear during Sharing Time that you might want to write about today? Turn to your partner.*

After partners have shared, have them return to their seats, take out their notebooks, and write freely for 10–15 minutes. When they have settled into their writing, confer with individual students.

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TEACHER CONFERENCE NOTE

Continue to confer with individual students. Have each student tell you about her story and drawing and read any writing aloud. As you listen, ask yourself:

- Does this student use letter–sound relationships to approximate the spelling of unfamiliar words?
- Does this student refer to the word wall to spell words she has learned?
- Is this student able to read her own writing?

Look for opportunities to help the student approximate spelling. Select words to spell that contain letters the student has learned in her phonics program. Encourage her to listen for sounds by pronouncing words and thinking about:

Q *What sound do you hear at the beginning of the word? What letter is that?*

Q *What's the next sound? What letter is that?*

Q *What's the [next/last] sound? What letter is that?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 33 of the *Assessment Resource Book*.

Signal to let the students know when Free Writing Time is over.

Writing Throughout the Week — Open Day

Write Books About Family Activities

Have the students write multi-page books about activities they enjoy doing with their families. They can share the books with their classmates, and the books can go into the classroom library for students to read independently. The books can also be taken home to be shared with family members.

Write Labels in Pictures

Have the students label words in pictures. Collect pictures from old calendars, magazines, or books that show images of places or objects. Show the students a few of the pictures and explain that they will write labels for objects in one of the pictures. Model choosing an object and writing a label for it on a self-stick note. Distribute one picture and a few self-stick notes to each student or pair, and have them write words to name objects in the pictures.

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Write a Soup Recipe as a Class

Show the students the back cover of *Growing Vegetable Soup*. Point to "How to Make Vegetable Soup" and explain that it is a recipe for making vegetable soup. Read "How to Make Vegetable Soup" aloud, and then ask:

Q *What did you learn about making vegetable soup from listening to the recipe?*

> **Students might say:**
>
> "You need a lot of vegetables to make vegetable soup."
>
> "You need to cut up all of the vegetables."
>
> "You need a big pot to put everything in."

Tell the students that you would like their help in writing a recipe for your favorite soup—chicken noodle. Use "Think, Pair, Share" to discuss:

Q *What ingredients might I need to make chicken noodle soup?* [pause] *Turn to your partner.*

Have a few students share their ideas and record the ingredients where everyone can see them. Explain that an important part of a recipe is the directions for how to put the ingredients together to cook them. Have the students discuss what they might do with the ingredients to make the soup. Pick one idea the students suggest and help them develop it into a sentence. (For example, "A few of you said that the first thing you should do is cut up the chicken. How can we write that idea as a sentence?") Continue to add sentences to the directions in the same way. Reread the directions as a class, revising as necessary.

Then have the students write their own soup recipes and compile them into a book titled *Our Soup Cookbook*.

Share and Write Freely

Repeat the procedures in Day 4 to provide another opportunity for students to share their writing with the class and then write freely about anything they choose.

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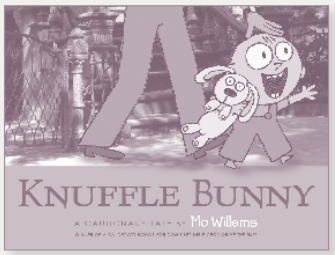
Week 5 OVERVIEW



Knuffle Bunny: A Cautionary Tale

by Mo Willems

Trixie, Daddy, and Knuffle Bunny take a trip to the neighborhood Laundromat, where a minor crisis ensues.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA5–WA6

Assessment Forms

- "Class Assessment Record" sheet (CA5)
- "Conference Notes: Focus 2" record sheet (CN2)

Professional Development Media

- "Turning and Looking at the Speaker" (AV15)
- "Introducing Vocabulary During a Read-aloud" (AV29)

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Writing Focus

- Students hear, discuss, and write stories about things that make them sad or mad.
- Students contribute to a shared story and write their own stories.
- Students tell stories orally before writing.
- Students approximate spelling and use the word wall.
- Students reread and add speech bubbles to their stories.

Social Development Focus

- Students act in fair and caring ways.
- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 2, write the following words on cards: *could*, *don't*, *never*, *nothing*, and *only*.

✓ Prior to Day 3 make a copy of the "Class Assessment Record" sheet (CA5) on page 30 of the *Assessment Resource Book*.

TEACHER AS WRITER

"Somewhere in his journals Dostoyevsky remarks that a writer can begin anywhere, at the most commonplace thing, scratch around in it long enough, pry and dig away long enough, and, lo! soon he will hit upon the marvelous."

— Saul Bellow

Start a list of everyday events you might write about; then select one idea and write about it. Think about:

- What's your morning (or evening) routine?
- What do you love (or hate) about the morning (or evening)?
- What do you think about or notice on your way to work?
- What ordinary things do you look forward to doing? Why?
- What is a task that you dread? Why?

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Day 1

Getting Ideas and Writing a Shared Story

Materials

- *Knuffle Bunny*
- Chart paper and a marker
- Writing/drawing chart (WA6) for modeling

In this lesson, the students:

- Hear and discuss a story
- Generate ideas about things that make them sad or mad
- Write a shared story about something that makes you sad or mad
- Approximate spelling using letter–sound relationships
- Write freely in their writing notebooks
- Act considerately toward one another

GETTING READY TO WRITE

1 Introduce and Read *Knuffle Bunny* Aloud

Gather the class with partners sitting together, facing you. Review that last week the students heard *Growing Vegetable Soup* and wrote stories about doing something special with a family member. Explain that today they will hear a story about something interesting that happens to a little girl and her father.

Show the cover of *Knuffle Bunny* and read the title and the author's name aloud. Read the story aloud slowly and clearly, showing the illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

Laundromat: place where people pay to use washing machines and dryers (p. 7; refer to the illustration on p. 9)

laundry: dirty clothes to be washed (p. 8)

boneless: floppy and droopy, as if she had no bones to hold her up (p. 19)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

errand: short trip to do something like shopping or laundry (p. 2)

fussy: angry or upset (p. 18)

bawled: cried loudly (p. 19)

After reading, ask and briefly discuss:

Q *What happens in this story?*

Q *What feelings does Trixie have in this story?*

Teacher Note

To maintain the flow of the story, the Suggested Vocabulary and ELL Vocabulary should be defined during the reading but not discussed. For more information, view "Introducing Vocabulary During a Read-aloud" (AV29).

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2 Generate Ideas for Things That Make the Students Sad or Mad

Use "Think, Pair, Share" to discuss:

Q *Losing Knuffle Bunny makes Trixie very sad and mad in this story. What are some things that make you feel sad or mad?* [pause] *Turn to your partner.*

If necessary, think aloud about things that make you sad or mad that you could write about.

> **You might say:**
>
> "I get sad when my husband leaves on a business trip. I feel mad when I drop my sandwich on the ground."

After generating a few ideas, have partners resume their conversations for a few more minutes.

After most pairs have finished talking, signal for the students' attention. Write the title "Things That Make Us Sad or Mad" on a sheet of chart paper and have a few volunteers share their thinking with the class. As students respond, record their ideas on the chart. Explain that this week the students will write their own stories about what makes them sad or mad.

Things That Make Us Sad or Mad

- husband leaves on a business trip
- drop my sandwich on the ground
- kids who don't let me play
- when I fall down

3 Write a Shared Story About Something That Makes You Sad or Mad

Explain that you will choose an idea from the "Things That Make Us Sad or Mad" chart and the students will help you write a story about it. Display the writing/drawing chart (WA6) and write the first sentence of the story on the chart.

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You might say:

"Let's write a story about how I might feel if I dropped my sandwich on the ground. I'll start the story with the sentence: *I feel mad when I drop my sandwich on the ground.*"

Then ask:

Q *What else can we write?*

Q *What can we draw to go with our story?*

Have a few volunteers share their ideas with the class. Use the students' suggestions to add to the story. As you write, engage the students in thinking about how to spell some unfamiliar words by asking the following questions. Write the letters as the students suggest them.

Q *[Drop] starts with the [/d/] sound. What letter is that?*

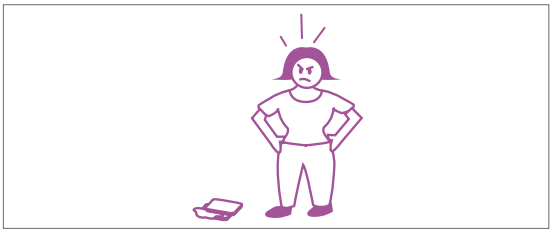
Q *What sound do you hear next in the word* [drrrop]*? What letter is that?*

Q *What's the [next/last] sound? What letter is that?*

Teacher Note

An approximate spelling for *drop* might be *drp*. Always model correct spelling unless you are deliberately modeling an approximate spelling.

WA6



I feel mad when I drp my sandwich on the ground. Especially when it's my favorite kind, peanut butter and jelly.

Teacher Note

Display the "Things That Make Us Sad or Mad" chart for the rest of the unit. Save the shared story on the writing/drawing chart (WA6) to use on Days 2 and 3.

Reread the story aloud as a class, as you point to each word. Explain that the students will write their own stories about something that makes them sad or mad tomorrow.

REFLECTING

4 Briefly Reflect on Social Interactions

Ask and briefly discuss:

Q *What went well in our writing community today?*

Q *What problems did we have? What can we do to avoid those problems next time?*

Facilitation Tip

Continue to **use wait-time** for at least 5–10 seconds after asking a question to give everyone a chance to think before talking. If you often hear from the same few students during class discussions, extend the wait-time to encourage broader participation in the discussion.

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FREE WRITING TIME

5 Write and Draw Freely

Explain that the students will now write and draw freely in their notebooks. They may write more ideas about things that make them sad or mad, or write about anything else they choose.

Ask and briefly discuss:

Q *What might you want to write about today?*

Have the students return to their seats, open to the first blank page of their notebooks, and write freely for 10–15 minutes. When they have settled into their writing, confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students. Have each student tell you about his story and drawing and read any writing aloud. As you listen, ask yourself:

- Does this student use letter–sound relationships to approximate the spelling of unfamiliar words?
- Does this student refer to the word wall to spell words he has learned?
- Is this student able to read his own writing?

Look for opportunities to help the student approximate spelling. Select words to spell that contain letters the student has learned in his phonics program. Encourage him to listen for sounds by pronouncing words and thinking about:

Q *What do you hear at the beginning of the word? What letter is that?*

Q *What's the next sound? What letter is that?*

Q *What's the [next/last] sound? What letter is that?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 33 of the *Assessment Resource Book*.

Signal to let the students know when Free Writing Time is over.

EXTENSION

Read and Discuss Poems

Read aloud and discuss poems about feelings. Some possibilities include "Feelings" by Risa Jordan, "Sometimes" by Jack Prelutsky, "The Blues" by Langston Hughes, "Someone's Face" by John Ciardi, and "Since Hannah Moved Away" by Judith Viorst.

Technology Tip

You can search online for these poems or ask your school librarian to help you. To find additional poems about feelings, search online with the keywords "children's poems about feelings."

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Look for opportunities throughout the year to read aloud and discuss poems that relate to topics your students are studying. Hearing poems is a pleasurable way to enhance your students' learning in any area, and will prepare your students to write poems in Unit 6.

Day 2 Writing Stories and Sharing in Pairs

Materials

- Shared story on the writing/drawing chart (WA6) from Day 1
- Word cards for Day 2 (see Step 1 below)
- "Things That Make Us Sad or Mad" chart from Day 1

In this lesson, the students:

- Reread and add to a shared story
- Tell stories orally before writing
- Write and illustrate stories about something that makes them sad or mad
- Approximate spelling and use the word wall
- Work responsibly in pairs

GETTING READY TO WRITE

1 Reread the Shared Story and Add to the Word Wall

Gather the class with partners sitting together, facing you. Remind the students that they heard *Knuffle Bunny* and contributed to a shared story about something that makes you sad or mad. Today they will each write their own story about something that makes them sad or mad.

Display the shared story on the writing/drawing chart (WA6) from Day 1. Direct the students' attention to the story and reread it, pointing to each word as you say it; then ask:

Q *What words from the word wall did we include in our shared story?*

Explain that you will add some words to the word wall that the students might want to use when writing their own stories today. Show the word cards for *could*, *don't*, *never*, *nothing*, and *only* one at a time, pronouncing each word clearly and having the students say the word after you. If necessary, use each word in a sentence. Then place the cards on the word wall. Ask:

Q *What sentence could we add to our shared story using the word [nothing]?*

Q *What other sentences could we add using words from the word wall?*

Use the students' suggestions to add a few more sentences to the shared story. Point out that the students may use words from the word wall or any other words they want to when they write their own stories.

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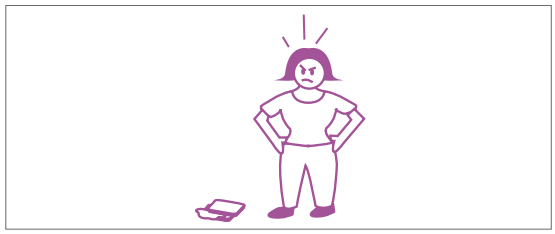
WA6



I feel mad when I drp my sandwich on the ground. Especially when it's my favorite kind, peanut butter and jelly. My sandwich is all dirty. There is nothing left to eat!

2 Choose Ideas and Tell Stories Orally

Briefly review the "Things That Make Us Sad or Mad" chart; then ask the students to think quietly for a moment about:

Q *What thing that makes you sad or mad will you write about today?*

Without discussing as a class, use "Think, Pair, Share" to discuss:

Q *What will you tell in your story today?* [pause] *Turn to your partner.*

After partners have had time to talk, signal for the students' attention and have a few volunteers share their ideas with the class. Add any new ideas they mention to the "Things That Make Us Sad or Mad" chart; then distribute writing/drawing paper. Have the students return to their seats to start writing.

WRITING TIME

3 Write and Illustrate Stories About Things That Make the Students Sad or Mad

Have the students work on their stories. Encourage the students to listen for sounds to help them think about the spelling of unfamiliar words in their writing. Also remind them to use the word wall to help them with their spelling. Explain that if students finish early they can write stories about something else that makes them sad or mad, or write about anything else they choose.

Write with the students for a few minutes; then confer with individual students.

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TEACHER CONFERENCE NOTE

Continue to confer with individual students. Have each student tell you about her story and drawing and read any writing aloud. As you listen, ask yourself:

- Does this student use letter–sound relationships to approximate the spelling of unfamiliar words?
- Does this student refer to the word wall to spell words she has learned?
- Is this student able to read her own writing?

Look for opportunities to help the student approximate spelling. Select words to spell that contain letters the student has learned in her phonics program. Encourage her to listen for sounds by pronouncing words and thinking about:

Q *What sound do you hear at the beginning of the word? What letter is that?*

Q *What's the next sound? What letter is that?*

Q *What's the [next/last] sound? What letter is that?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 33 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Ask the students to reread their stories and think about these questions:

Q *Which words, if any, did you use from the word wall?*

Q *Which words did you spell by listening to their sounds? How did you spell them?*

Have a few volunteers share with the class.

SHARING AND REFLECTING

4 Gather and Share in Pairs

Have the students bring their stories and gather with partners sitting together, facing you. Have the students place their stories on the floor in front of them. Explain that they will share their stories in pairs. Ask and briefly discuss:

Q *What will you do to be a responsible partner as you share your stories today?*

Encourage partners to act on the behaviors they suggest, and have them share and discuss their stories.

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5 Reflect on Writing and on Being a Responsible Partner

After most pairs have had a chance to share, ask and briefly discuss:

Q *What was your partner's story about?*

Q *What did you and your partner do to be responsible when you shared your writing with each other today?*

Collect the students' stories and explain that students will work on their stories again tomorrow.

Rereading and Adding to Stories

Day 3

In this lesson, the students:

- Reread stories about things that make them sad or mad
- Add speech bubbles to illustrations
- Approximate spelling and use the word wall
- Act considerately toward one another

Materials

- *Knuffle Bunny* from Day 1
- Shared story on the writing/drawing chart (WA6) from Day 2
- Students' stories about things that make them sad or mad from Day 2
- "Class Assessment Record" sheet (CA5)

GETTING READY TO WRITE

1 Reread and Explore Speech Bubbles in *Knuffle Bunny*

Gather the class with partners sitting together, facing you. Remind the students that last week they learned about adding labels to their drawings to give more information about their stories. Explain that today the students will reread *Knuffle Bunny* to learn about adding another kind of writing to their illustrations.

Reread pages 14–19 aloud, showing the illustrations. Point out that the author put words in speech bubbles in the illustrations to show what Trixie is saying. Continue to reread and show pages 22–23 and page 31, pointing out the words in the speech bubbles.

2 Add Speech Bubbles to the Shared Story

Display the shared story on the writing/drawing chart (WA6) from Day 2 and read it aloud as a class. Ask:

Q *What might the person in this picture be saying?*

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Model adding a speech bubble to your picture. Point out that you are writing the words first, near the person they come from, and then drawing the bubble around the words and making it point to the person. Explain that you are doing this so that the words will fit inside the bubble.

As you model, look for opportunities to engage the students in approximating spelling.

WA6



I feel mad when I drp my sandwich on the ground. Especially when it's my favorite kind, peanut butter and jelly. My sandwich is all dirty. There is nothing left to eat!

3 Reread Stories and Think About Adding Speech Bubbles to Illustrations

Distribute the students' stories about things that make them sad or mad from Day 2. Ask them to reread their stories, thinking about what the people in their drawings might be saying. (If they don't have people in their drawings, ask them to think about adding them.) Use "Think, Pair, Share" to discuss:

Q *What speech bubbles can you add to your drawings to show what people are saying?* [pause] *Turn to your partner.*

Explain that today the students will add speech bubbles to their story illustrations. Remind them to use the word wall and to listen for sounds in words to help them figure out how to spell the words.

ELL Note

You might invite your English Language Learners to write in their primary languages when adding speech bubbles to their drawings.

WRITING TIME

4 Add Speech Bubbles to Illustrations

Have the students return to their desks and work on adding speech bubbles to their illustrations. Those who finish may add more to their stories or write freely in their notebooks. Join the students in writing for a few minutes, and then walk around the room and observe the students, assisting as needed.

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CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to sustain their attention on their writing?
- Do they look at the word wall as they write?
- Do they sound out letter–sound relationships to spell unfamiliar words?
- Are they adding speech bubbles to their story illustrations?

Make note of high-frequency words you notice the students misspelling. Plan time to draw the students' attention to them and add them to the word wall.

Record your observations on the "Class Assessment Record" sheet (CA5); see page 30 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share Speech Bubbles and Reflect

Have the students bring their stories and gather with partners sitting together, facing you. Have the students place their stories on the floor in front of them. Explain that today each student will read a speech bubble aloud to the class. If they do not have speech bubbles in their stories, they can choose any word they like in their stories and read it aloud.

Give the students a few moments to choose what they will read aloud; then go around the room and have each student read his speech bubble or word aloud, without comment.

When all the students have shared, ask and briefly discuss:

Q *What did you hear that got you interested in someone else's story?*

Q *What did we do during the sharing to be considerate of one another?*

Collect the students' stories. Tell the students that they will share their stories with the class tomorrow.

Teacher Note

If necessary, remind the students to turn and look at the person who is about to speak, and ask speakers to wait until they have the class's attention before starting to speak. For more information, view "Turning and Looking at the Speaker" (AV15).

EXTENSION

Explore Speech and Thought Bubbles in Other Books

Read aloud and discuss other books that use speech or thought bubbles, including *Mrs. Watson Wants Your Teeth* by Alison McGhee, and *The Pigeon Finds a Hot Dog!* and *Don't Let the Pigeon Drive the Bus!* by Mo Willems. (The latter title is also available in Spanish: *¡No Dejes Que la Paloma Conduzca el Autobús!*) Encourage the students to continue to try to add speech or thought bubbles to their stories.

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Day 4 Sharing as a Community

Materials

- "Discussion Prompts" chart (WA5)
- Students' stories about things that make them sad or mad from Day 3

In this lesson, the students:

- Read their stories aloud
- Speak clearly and listen to one another
- Use the prompts "I found out . . ." and "I like your story because . . ."
- Write freely in their writing notebooks

GETTING READY TO SHARE

TEKS 1.C.iv
Teacher Narrative
Step 1 (all)

1 Review the Prompts "I Found Out . . ." and "I Like Your Story Because . . ."

Gather the class with partners sitting together, facing you. Explain that each student will read her story to the class.

Remind the students that they learned the prompts "I found out . . ." and "I like your story because . . ." to help them talk about other people's writing. Display the "Discussion Prompts" chart (WA5) and read the prompts together as a class. Encourage them to use the prompts in the discussion today, and tell them that you will check in with them at the end of the lesson to see how they did.

SHARING TIME

TEKS 1.C.iv
Teacher Activity
Step 2 (all)

ELPS 5.G.iii
Step 2 (all)

2 Share Stories and Use the Prompts "I Found Out . . ." and "I Like Your Story Because . . ."

Call on a volunteer to come to the front and read his story aloud to the class. When he finishes, ask and briefly discuss questions such as:

Q *What did you find out from listening to [Evan's] story?*

Q *What did you like about [Evan's] story?*

Continue to have students share and discuss their stories. If necessary, have part of the class share now and plan another time for the rest of the class to share.

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REFLECTING

3 Reflect on Using the Prompts "I Found Out . . ." and "I Like Your Story Because . . ."

Ask and briefly discuss:

Q *How does it build our community when we use "I found out . . ." and "I like your story because . . ."?*

> **Students might say:**
>
> "Telling someone what you found out by listening to their story lets them know you were listening."
>
> "When you tell someone what you like about their writing it makes them feel good."
>
> "It's nice to know that people are listening to your story when you are sharing."

FREE WRITING TIME

4 Write and Draw Freely

Explain that now the students will write and draw freely in their notebooks. Ask and briefly discuss:

Q *What ideas did you hear during Sharing Time that you might want to write about today? Turn to your partner.*

After partners have shared, have the students return to their seats, take out their notebooks, and write freely for 10–15 minutes. When they have settled into their writing, confer with individual students.

TEACHER CONFERENCE NOTE

Confer with individual students. Have each student tell you about his story and drawing and read any writing aloud. As you listen, ask yourself:

- Does this student use letter-sound relationships to approximate the spelling of unfamiliar words?
- Does this student refer to the word wall to spell words he has learned?
- Is this student able to read his own writing?

Look for opportunities to help the student approximate spelling. Select words to spell that contain letters the student has learned in his phonics program. Encourage him to listen for sounds by pronouncing words and thinking about:

Q *What sound do you hear at the beginning of the word? What letter is that?*

(continues)

Teacher Note

You may wish to compile the students' stories about things that make them sad or mad into a class book for the classroom library. Alternatively, you can save a few of each student's stories from this unit to place in her portfolio, and then staple the remaining stories into a book for her to take home at the end of the unit.

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TEACHER CONFERENCE NOTE *(continued)*

Q *What's the next sound? What letter is that?*

Q *What's the [next/last] sound? What letter is that?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 33 of the *Assessment Resource Book*.

Signal to let the students know when Free Writing Time is over.

Open Day Writing Throughout the Week

Write More Stories About Things That Make the Students Sad or Mad

Give the students another opportunity to write about things that make them sad or mad. Alternatively, you might identify another idea from the week's read-aloud that the students might write about (for example, a special toy or stuffed animal, or a time they lost something). If it is helpful, write and draw a shared story about the topic you choose using the procedure you used in Day 1 (see Step 3 on page 167). If time permits, invite volunteers to share their writing with the class.

Write About Things That Make the Students Happy

Have the students think and write about things that make them happy. If it is helpful, encourage them to tell their stories orally to partners before writing using the same procedure they used in Day 2 (see Step 2 on page 171). If time permits, invite volunteers to share their stories with the class.

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Add Speech Bubbles to Earlier Illustrations

Have the students add speech bubbles to illustrations they drew earlier. Ask the students to select stories and illustrations that feature people and think about what those people might be saying using the same procedure they used in Day 3 (see Step 3 on page 174). If time permits, have the students share the speech bubbles they added to their writing with their partners.

Share and Write Freely

Repeat the procedures in Day 4 to provide another opportunity for the students to share their writing with the class and then write freely about anything they choose.

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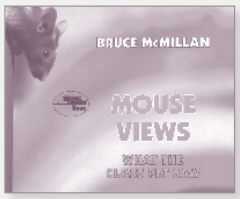
Week 6 OVERVIEW



Mouse Views: What the Class Pet Saw

by Bruce McMillan

See classroom objects up close through the eyes of a mouse.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA5, WA7

Assessment Forms

- "Class Assessment Record" sheet (CA6)
- "Conference Notes: Focus 2" record sheets (CN2)
- "Social Skills Assessment Record" sheet (SS1)
- "Individual Writing Assessment" record sheet (IA1)

Reproducible

- Unit 2 family letter (BLM1)

Professional Development Media

- "Predictable Structure of the Lessons" (AV2)

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Writing Focus

- Students discuss and write about things they observe.
- Students contribute to a shared story and write their own stories.
- Students tell stories orally before writing.
- Students approximate spelling and use the word wall.

Social Development Focus

- Students act in fair and caring ways.
- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

- ✓ Prior to Day 1, identify two or three places in the classroom to stop and explore during an observation walk with the class. Select places with interesting things to notice, such as a bulletin board, the class library, the art corner, or a shelf of math games.
- ✓ Prior to Day 2, write the following words on cards: *few*, *large*, *little*, *school*, and *under*.
- ✓ Prior to Day 3, plan a route for an observation walk around the school. Plan three or four places to stop during the walk to have the students notice things. This could include the school library, cafeteria, or playground.
- ✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA6) on page 31 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student. (For more information, see "Family Letters" on page l.)

TEACHER AS WRITER

"In this work are exhibited, in a very high degree, the two most engaging powers of an author. New things are made familiar, and familiar things are made new."

— Samuel Johnson

Authors are keen observers of the world and often write about what they notice. This week, try to find a place you have never been before and look at it closely. Make a list of things you observe. Think about the following questions:

- What is the first thing you notice when you enter the place?
- What colors catch your eye? What shapes and patterns?
- Close your eyes. What sounds do you notice? What smells?
- What sensations or feelings do you experience?

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Day 1 Getting Ideas and Writing a Shared Story

Materials

- *Mouse Views*
- *Knuffle Bunny* from Week 5
- *Growing Vegetable Soup* (big book) from Week 4
- *Daddy Calls Me Man* from Week 3
- *Chinatown* from Week 2
- *I Love Animals* (big book) from Week 1
- Chart paper and a marker
- Writing/drawing chart (WA7) for modeling

In this lesson, the students:

- Hear and discuss a story
- Closely observe things in the classroom
- Write a shared story about something observed
- Approximate spelling using letter-sound relationships
- Move around the room responsibly
- Write freely in their writing notebooks

GETTING READY TO WRITE

1 Introduce and Read *Mouse Views* Aloud

Gather the class with partners sitting together, facing you. Show the covers of *I Love Animals*, *Chinatown*, *Daddy Calls Me Man*, *Growing Vegetable Soup*, and *Knuffle Bunny*, and remind the students that they heard these books and got writing ideas from them. Explain that you will read another book aloud today, and invite the students to think as they listen about what they might want to write.



Show the cover of *Mouse Views* and read the title, subtitle, and author's name aloud. Read the story aloud slowly and clearly, and explain that the question marks invite the students to guess what the mouse sees. Before turning each page, give partners a few moments to turn and whisper to each other what they think the mouse sees. Ask them to whisper so that all the students get a chance to guess the pictures on their own.

2 Discuss the Story

Ask and discuss:

Q *What did you enjoy about* Mouse Views*?*

Q *What was fun about whispering to your partner as you listened to the story?*

Point out that *Mouse Views* encourages readers to look closely at the things the mouse sees in the school. Explain that today the students will look closely at things in their own classroom. Later they will write about something they noticed.

3 Take an Observation Walk in the Classroom

Explain that the students will take a walk around the classroom with you, stopping two or three times to look around and talk about what they see. Discuss your expectations for the way the students will move.

ELPS 2.I.v
Steps 3–5
(all, beginning on page 182 and continuing on to page 184)

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> **You might say:**
>
> "I expect you to walk quietly next your partner. I expect you to stand so people around you can see."

Lead the students on an observation walk around the classroom, and bring paper and a pencil so you can jot down the students' observations. Stop two or three times to discuss what the students observe. At the first stop, model observing things around you and think aloud about what you see.

> **You might say:**
>
> "I notice our rug. It is divided into squares of blue, red, green, and orange. There are black lines between the squares."

Then ask:

Q *What do you notice?*

Help the students extend their thinking at each stop by asking follow-up questions such as:

Q *What is something you notice on the walls? On the floor? On the ceiling?*

Q *What colors do you notice?*

Q *What shapes do you notice?*

Jot their ideas down and continue the walk, stopping to observe and discuss what the students notice.

4 List Observations as a Class

ELPS 5.G.ii
Step 4 (all, continuing on to page 184)

Upon returning to the classroom, gather the students with partners sitting together, facing you. Write the title "Things We Notice" on a sheet of chart paper. Have three or four volunteers share their ideas and record them on the chart. Elicit more details about the students' observations by asking questions such as:

Q *What else did you notice about the [books on the shelf]? What [colors/shapes/sizes] are they? What other words could we use to describe them?*



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5 Write a Shared Story About Something Observed

Explain that you will choose one thing from the "Things We Notice" chart and the students will help you write a story about that one thing. Display the writing/drawing chart (WA7) and write the first sentence of the story on the chart.

> **You might say:**
>
> "Let's write about our cactus. We saw spikes that look like needles poking out from it, and a bright yellow flower growing on the side. I'll start the story with the sentence: *We saw our cactus plant.*"

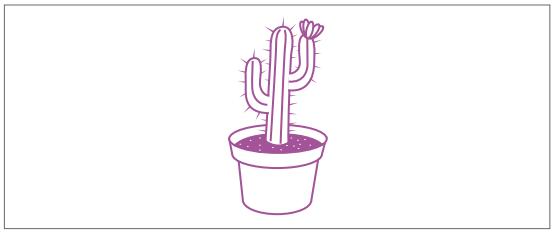
Then ask:

Q *What else can we write?*

Q *What can we draw to go with our story?*

Have a few volunteers share their ideas with the class and then use the students' suggestions to add to your story. If necessary, review the procedure for modeling approximating spelling that you used previously (see Week 3, Day 1, Step 3 on page 134).

WA7



We saw our cactus plant. It is green and has sharp needles on it. It has a yellow flower.

Reread the story aloud as a class, pointing to each word. Explain that the students will write their own stories about things they observe tomorrow. Invite them to continue to notice things in the classroom that they might want to write about.

Teacher Note

Save the shared story on the writing/drawing chart (WA7) to use on Day 2, and the "Things We Notice" chart to use on Days 2 and 3.

REFLECTING

6 Briefly Reflect on Being Responsible During the Observation Walk

Ask and briefly discuss:

Q *What did you do to be responsible during our observation walk? How did that help our walk go well?*

Q *What problems did we have? What can we do to avoid those problems next time we take an observation walk?*

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FREE WRITING TIME

7 Write and Draw Freely

Explain that the students will now write and draw freely in their notebooks. They may write more ideas about interesting things they saw in the classroom, or write about anything else they choose.

Ask and briefly discuss:

Q *What might you want to write about today?*

Have the students return to their seats, open to the first blank page of their notebooks, and write freely for 10–15 minutes. When they have settled into their writing, confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students. Have each student tell you about her story and drawing and read any writing aloud. As you listen, ask yourself:

- Does this student use letter–sound relationships to approximate the spelling of unfamiliar words?
- Does this student refer to the word wall to spell words she has learned?
- Is this student able to read her own writing?

Look for opportunities to help the student approximate spelling. Select words to spell that contain letters the student has learned in her phonics program. Encourage her to listen for sounds by pronouncing words and thinking about:

Q *What sound do you hear at the beginning of the word? What letter is that?*

Q *What's the next sound? What letter is that?*

Q *What's the [next/last] sound? What letter is that?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 33 of the *Assessment Resource Book*.

Signal to let the students know when Free Writing Time is over.

SOCIAL SKILLS ASSESSMENT NOTE

During the final week of this unit, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1). Access and print a record sheet from the CCC Learning Hub (ccclearninghub.org) or make a copy from page 132 of the *Assessment Resource Book*. Note that you will use the same record sheet to document each student's progress when you reassess social skill development in Units 4 and 8.

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WRITING ABOUT READING

Write About Favorite Books

Materials

- 2–4 books from Unit 2 that your students enjoyed

Select 2–4 books from Unit 2 that the students enjoyed. Show the covers of the books and remind the students that they heard the books over the past several weeks. Ask:

Q *What do you remember about these books?*

Have a few volunteers share their thinking. Ask:

Q *Which of these books is your favorite? Why?*

> **Students might say:**
>
> "*Mouse Views* is my favorite because I liked guessing where the mouse was."
>
> "I liked *Knuffle Bunny* the best because it's funny."
>
> "My favorite is *I Love Animals* because I love animals too."

Tell the students that when they say that something is their favorite, they are saying that they like it better than something else. Explain that students may choose different books as their favorite and that is fine. What is important is that they explain their thinking. Ask the students to watch as you think aloud and model writing about your favorite book.

> **You might say:**
>
> "My favorite book is *Chinatown*. I like it best because it reminds me of going shopping with my grandmother when I was little. I also liked the colorful illustrations in it. I'll write: *My favorite book is Chinatown because it reminds me of my grandmother. I also like the colorful illustrations.* I'll end with the sentence: *Chinatown is a good book.*"

Explain that students will write and draw about which book is their favorite and why. If time permits, invite students to share their writing and illustrations with the class.

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Writing Stories and Sharing in Pairs

Day 2

In this lesson, the students:

- Reread and add to a shared story
- Tell stories orally before writing
- Write and illustrate stories about something they observed
- Approximate spelling and use the word wall
- Work responsibly in pairs
- Act considerately toward one another

Materials

- Shared story on the writing/drawing chart (WA7) from Day 1
- Word cards for Day 2 (see Step 1 below)
- "Things We Notice" chart from Day 1

GETTING READY TO WRITE

1 Reread the Shared Story and Add to the Word Wall

Gather the class with partners sitting together, facing you. Remind the students that yesterday they heard *Mouse Views* and contributed to a shared story about something they observed in the classroom. Today they will each write their own story about something they observe.

Display the shared story on the writing/drawing chart (WA7) from Day 1. Read it aloud, pointing to each word as you say it; then ask:

Q *What words from the word wall did we include in our shared story?*

Explain that you will add some new words to the word wall that the students might want to use when they write about something they observe in the classroom. Show the word cards for *few*, *large*, *little*, *school*, and *under* one at a time, pronouncing each word clearly and having the students say the word after you. If necessary, use the word in a sentence. Then place the cards on the word wall. Ask:

Q *How might we use the word [few] in our story?*

Q *What other words from the word wall could we use in our story?*

Use the students' suggestions to add words or sentences to the story. Point out that the students may use words from the word wall or any other words they want to when they write their own stories.

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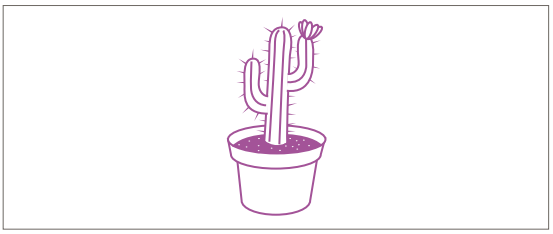

We saw our cactus plant. It is green and has sharp needles on it. It has a yellow flower. There are also a few black spots. We don't know why the spots are there.

2 Choose Ideas and Tell Stories Orally

Briefly review the "Things We Notice" chart; then ask the students to think quietly for a moment about:

Q *What did you observe in our classroom that you want to write about today?*

Without discussing as a class, use "Think, Pair, Share" to discuss:

Q *What will you tell in your story today?* [pause] *Turn to your partner.*

After partners have had time to talk, signal for the students' attention and have a few volunteers share their ideas with the class. Add any new ideas they mention to the "Things We Notice" chart; then distribute writing/drawing paper. Have the students return to their seats to start writing.

WRITING TIME

3 Write and Illustrate Stories About Something Observed

Have the students work on their stories. Encourage the students to listen for sounds to help them think about the spelling of unfamiliar words in their writing today. Also remind them to use the word wall to help them with their spelling. Explain that if students finish early they can draw and write stories about something else they observed or about anything else they choose.

Write with the students for a few minutes; then confer with individual students.

Teacher Note

The Writing Time routine established early in the year helps students settle quickly into focused writing. For more about the benefit of predictable lesson structures for students, you might view "Predictable Structure of the Lessons" (AV2).

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TEACHER CONFERENCE NOTE

Continue to confer with individual students. Have each student tell you about his story and drawing and read any writing aloud. As you listen, ask yourself:

- Does this student use letter–sound relationships to approximate the spelling of unfamiliar words?
- Does this student refer to the word wall to spell words he has learned?
- Is this student able to read his own writing?

Look for opportunities to help the student approximate spelling. Select words to spell that contain letters the student has learned in his phonics program. Encourage him to listen for sounds by pronouncing words and thinking about:

Q *What sound do you hear at the beginning of the word? What letter is that?*

Q *What's the next sound? What letter is that?*

Q *What's the [next/last] sound? What letter is that?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 33 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Ask the students to reread their stories and think about these questions:

Q *Which words, if any, did you use from the word wall?*

Q *Which words did you spell by listening to their sounds? How did you spell them?*

Have a few volunteers share with the class.

SHARING AND REFLECTING

4 Gather and Share in Pairs

Have the students bring their stories and gather with partners sitting together, facing you. Have the students place their stories on the floor in front of them. Explain that they will share their stories in pairs. Remind them to be responsible and considerate partners to each other, and have them share and discuss their stories.

5 Reflect on Writing and Being a Considerate and Responsible Partner

Ask and briefly discuss:

Q *What was your partner's story about?*

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Have the students reflect on their behavior during today's lesson by asking questions such as:

Q *What did you and your partner do to be responsible when you shared your writing today?*

Q *What did you and your partner do to treat each other considerately today?*



TECHNOLOGY EXTENSION

Create *Our Views* Books Using Digital Cameras

Have the students work in pairs to create *Our Views: What [Kenni] and [Charlotte] Saw* books that are modeled after *Mouse Views*. Show pages 3–4 of *Mouse Views*, and review that in *Mouse Views* the author provides two photos of each object the mouse sees: one from very close up in which it is difficult to tell what the object is, and one from farther away in which the whole object can be seen. Remind the students that guessing what object is in the close-up picture is what makes *Mouse Views* fun to read.

Explain that partners will use digital cameras to take pictures of objects in the classroom. Explain that they will take two pictures of each object, one from very close up and one from farther away, just like the author of *Mouse Views* did. Choose an object and model taking two pictures of the object; then have partners work together to take similar pictures of 3–4 objects of their choosing.

Print out the pictures and staple them together to create *Our Views: What [Kenni] and [Charlotte] Saw* books. Encourage partners to write clues about what the objects in the close-up photos are, and create covers for their books. Invite volunteers to share their books with the class. As they read, have the other students guess what objects are shown in the close-up photos.

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Getting Ideas and Writing Stories

Day 3

In this lesson, the students:

- Closely observe things outside the classroom
- Tell stories orally before writing
- Write and illustrate stories about something they observed
- Approximate spelling and use the word wall
- Move around the school responsibly
- Act considerately toward one another

Materials

- "Things We Notice" chart from Day 2 and a marker

Teacher Note

Due to the observation walk, this lesson may take an extended class period. You might also consider reducing today's Writing Time to shorten the lesson.

GETTING READY TO WRITE

1 Prepare for an Observation Walk

Gather the class with partners sitting together, facing you. Review that earlier this week the students heard *Mouse Views* and wrote stories about things they observed in the classroom. Explain that today they will observe things outside the classroom and write about what they notice.

Explain that the class will take an observation walk, and tell the students where they will walk. Tell them that during the walk you will stop a few times so that they can look around and talk about what they see. Remind the students of your expectations for how they will walk.

> **You might say:**
>
> "I expect you to walk with your partner. I expect you to watch me for signals about when to stop, listen, and talk. When you talk to your partner, I expect you to whisper."

Ask and briefly discuss:

Q *Who do we want to be considerate toward when we walk around outside the classroom? Why do we want to be considerate to them?*

Q *What can we do so we don't disturb other classes when we walk around?*

> **Students might say:**
>
> "We want to be considerate to kids in other classes."
>
> "It's important to be considerate so we don't bother people."
>
> "We want to be considerate if we pass the principal in the hall. We can smile at her."
>
> "We can walk quietly down the hall."

Ask the students to keep in mind what they talked about during the walk, and tell them that you will check in with them after the walk to discuss how they did.

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2 Take an Observation Walk

Lead the students on an observation walk around the school. Bring paper and a pencil with you to jot down the students' observations. At the first stop, model observing things around you and think aloud about what you see.

> **You might say:**
>
> "I notice the swings. I see blue plastic seats and metal chains attaching them to a big bar above them. The swings are moving a tiny bit in the breeze. I also see wood chips underneath the swings."

Then ask:



Q *What do you notice? Turn and whisper to your partner.*

Signal for the students' attention and have a couple of students share their observations. If necessary, help the students extend their thinking at each stop by asking follow-up questions such as:

Q *How many [birds] do you see?*

Q *What colors do you notice?*

Q *What do you see that is [round/square/triangular]?*

Q *What people do you see? What are they doing?*

Q *What do you hear?*

Jot their ideas down and continue the walk, stopping to observe and discuss what the students notice.

Upon returning to the classroom, gather the students with partners sitting together, facing you. Briefly share your observations about the way the students walked around the school responsibly.

> **You might say:**
>
> "I noticed that you whispered when you talked to your partner. Most of the time we were very quiet, but sometimes we got excited when we saw someone we knew."

Ask and briefly discuss:

Q *How did you act in a responsible or considerate way during the walk? How do you think that helped the people around us?*

Q *What problems, if any, did we have? What can we do next time to avoid those problems?*

3 List Observations as a Class

Ask the students to watch as you add the observations you jotted down to the "Things We Notice" chart. Ask:

Q *What else did you notice on our walk that we can add to the chart?*

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Have a few volunteers share their ideas with the class, and then add them to the chart. Elicit more details about the students' observations by asking questions such as:

Q *What else did you notice about the [tables in the lunch area]? What [color/shape/size] were they? What other words could we use to describe them?*

Things We Notice

- kitten poster
- books on the shelf
- paintbrushes in a can
- green cactus
- square blue play structure
- five yellow lunch tables
- two metal basketball hoops

4 Choose Ideas and Tell Stories Orally

Explain that the students will choose one thing they observed on the walk and write a story about it. Ask the students to think quietly for a moment about the following question:

Q *What did you see on our walk that you want to write about today?*

Without discussing as a class, use "Think, Pair, Share" to discuss:

Q *What will you tell in your story today?* [pause] *Turn to your partner.*

After partners have had time to talk, signal for the students' attention and have a few volunteers share their ideas with the class. Distribute writing/drawing paper and have the students return to their seats to start writing.

WRITING TIME

5 Write and Illustrate Stories About Something Observed

Have the students work on their stories. Encourage the students to listen for sounds to help them think about the spelling of unfamiliar

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words in their writing today. Also remind them to use the word wall to help them with their spelling. If students finish early they may write freely in their notebooks about anything they choose.

Write with the students for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students. Have each student tell you about her story and drawing and read any writing aloud. As you listen, ask yourself:

- Does this student use letter–sound relationships to approximate the spelling of unfamiliar words?
- Does this student refer to the word wall to spell words she has learned?
- Is this student able to read her own writing?

Look for opportunities to help the student approximate spelling. Select words to spell that contain letters the student has learned in her phonics program. Encourage her to listen for sounds by pronouncing words and thinking about:

Q *What's the first sound in the word? What letter is that?*

Q *What's the next sound? What letter is that?*

Q *What's the [next/last] sound? What letter is that?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 33 of the *Assessment Resource Book*. In Unit 3, the focus of the individual student conferences will change. If you have not met with all your students at least twice during this unit, you may want to extend this unit a few days to do so.

Signal to let the students know when Writing Time is over. Ask the students to reread their stories silently and think about these questions:

Q *Which words, if any, did you use from the word wall?*

Q *Which words did you spell by listening to their sounds? How did you spell them?*

Have a few volunteers share with the class.

Teacher Note

Continue to look for opportunities to teach and add high-frequency words to the word wall in the coming weeks and months. (See "High-frequency Words" on page 127, or consult other phonics or spelling programs for high-frequency words.)

SHARING AND REFLECTING

6 Share a Favorite Sentence and Reflect

Have the students bring their stories and gather with partners sitting together, facing you. Have the students place their stories on the floor in front of them. Explain that each student will read a favorite sentence from his story aloud to the class. Give the students a few moments to choose what they will read aloud; then go around the circle and have each student read his sentence aloud, without comment.

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After all of the students have shared, ask and briefly discuss:

Q *What did you hear that got you interested in someone else's story?*

Q *What did we do during the sharing to be considerate to one another?*

Collect the students' stories. Explain that tomorrow they will share their stories with the class.

Sharing as a Community

Day 4

In this lesson, the students:

- Build the writing community
- Speak clearly
- Listen to one another
- Use the prompts "I found out . . ." and "I like your story because . . ."
- Write freely in their writing notebooks

Materials

- "Discussion Prompts" chart (WA5)
- Students' stories about things observed from Day 3
- "Class Assessment Record" sheet (CA6)
- Copy of this unit's family letter (BLM1) for each student

GETTING READY TO SHARE

1 Discuss the Writing Community

Gather the class with partners sitting together, facing you. Remind them that they have been building a writing community where everyone feels cared for and comfortable sharing their writing and thinking. Ask and briefly discuss:

Q *What are some things we have done so far this year to build our writing community?*

Q *What do you enjoy about our writing community?*

Q *What can we do to make our writing community even better?*

Explain that today the students will share their stories about what they noticed on their observation walk yesterday. Display the "Discussion Prompts" chart (WA5) and remind the students to use the prompts to talk about one another's writing.

Facilitation Tip

Reflect on your experience over the past five weeks with **asking open-ended questions** and **using wait-time**. Do these techniques feel comfortable and natural for you? Do you find yourself using them throughout the school day? What effect has repeated use of them had on your students' thinking and participation in discussions? We encourage you to continue to use and reflect on these techniques throughout the year.

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SHARING TIME

2 Share Stories and Use the Prompts "I Found Out . . ." and "I Like Your Story Because . . ."

Pull one of the students' stories out of the pile and call on its author to come to the front and read her story aloud to the class. When she finishes, ask and briefly discuss questions such as:

Q *What did you find out from [Leona's] story?*

Q *What did you like about [Leona's] story?*

Continue to have the students share and discuss their stories with the class. If necessary, have part of the class share now and plan another time for the rest of the class to share.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students sharing in voices loud enough for all to hear?
- Is the audience listening attentively?
- Do the students use the prompts to discuss the stories?

Make note of any problems you want to bring up with the students during Reflecting. Record your observations on the "Class Assessment Record" sheet (CA6); see page 31 of the *Assessment Resource Book*.

REFLECTING

3 Reflect on Getting Ideas and Sharing

Remind the students that they have spent the past few weeks getting many different ideas for writing. Ask and briefly discuss:

Q *What have you really enjoyed about the writing you have done?*

Q *What is something you would still like to write about?*

Help the students reflect on sharing by asking:

Q *What do you enjoy about sharing your stories with one another?*

Tell the students that they will continue to write and share stories in the coming weeks and that they will focus on writing longer stories and "telling more."

Teacher Note

You may wish to compile the students' stories about their observations into a class book for the classroom library. Alternatively, you can save a few of each student's stories from this unit to place in his portfolio, and then staple the remaining stories into a book for him to take home at the end of the unit.

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FREE WRITING TIME

4 Write and Draw Freely

Explain that now the students will write and draw freely in their writing notebooks. Ask and briefly discuss:

Q *What ideas did you hear during Sharing Time that you might want to write about today? Turn to your partner.*

After partners have shared, have the students return to their seats, take out their notebooks, and write freely for 10–15 minutes. Join the students in writing for a few minutes, and then walk around and observe, assisting students as needed. Signal to let the students know when Free Writing Time is over.

EXTENSIONS

Make a Class Book About Observations

Compile the students' stories into a class book with a cover and a title. If necessary, transcribe their sentences using conventional spelling and punctuation beneath their own writing. Have the students share their stories with the class, and then place the book in the classroom library.

Write About Observations at Home

Ask the students to look carefully around their bedrooms or other rooms at home to see what they observe and then write about something they noticed. Plan time for them to share their writing with the class.

Teacher Note

For information on wrapping up this unit and conducting the unit assessment, see "End-of-unit Considerations" on page 198.

Writing Throughout the Week — Open Day

Write About Favorite Books

Have the students respond to literature by writing about one of their favorite books from Unit 2 (see Writing About Reading on page 186).

Write About Something Else Observed at School

Give the students another opportunity to write about something they observed at school. Alternatively, you might identify another idea from the week's read-aloud that the students might write about (for example, places in the school or telling a story from an animal's point of view). If

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it is helpful, have them tell their stories orally to partners before they start writing. If time permits, invite volunteers to share their stories with the class.

Review Notebook Writing

Have the students read the writing in their notebooks and give them an opportunity to work on a piece they started earlier, or write about anything else they choose.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 2. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1) along with a few of the student's stories from the unit. (You can select the stories or you might have the students select the stories they would like to share.)

Assessment

- Before continuing with the next unit, take this opportunity to analyze individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 34 of the *Assessment Resource Book*.

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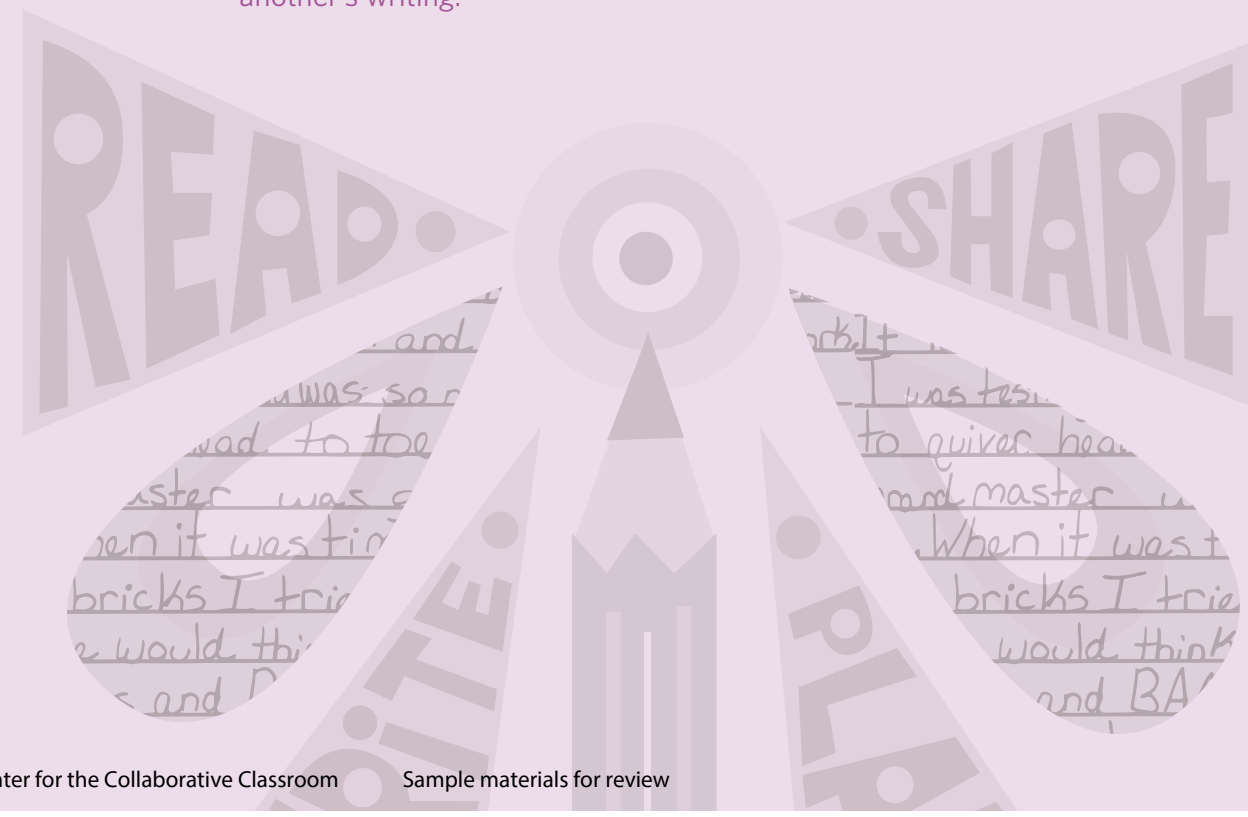
Unit 3

Telling More

During this four-week unit, the students explore telling more by adding to their writing. Before they write, the students think and talk about what they want to say, and partners share stories to help each other tell more. The students write about assigned and self-selected topics and share their writing from the Author's Chair. They continue to practice strategies for spelling unfamiliar words, such as using the word wall and approximating spelling using the letter–sound relationships they have learned. They also explore capitalizing proper nouns. Socially, they develop the skills of listening carefully to their partners and sharing their partners' thinking and writing with the class. They also learn the prompt "I want to know . . ." to help them express interest in one another's writing.



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Unit 3 Telling More

RESOURCES

Read-alouds

- *Wait and See*
- *Sheep on a Ship*

Writing About Reading Activities

- "Write Opinions About *Wait and See*"
- "Write Book Reviews of *Sheep on a Ship*"

Technology Extensions

- "Learn More About Robert Munsch"
- "Collaborate to Create a Digital Storybook"

Extensions

- "Illustrate Stories from the Week"
- "Illustrate Stories About Fantasy Field Trips"
- "Illustrate Stories About a Class Pet"

Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 1, "Complete Sentences"
- Lesson 4, "Verbs"
- Lesson 8, "Common and Proper Nouns"
- Lesson 19, "Pronouns"
- Lesson 28, "Commas in a Series"

Assessment Resource Book

- Unit 3 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA6

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA5)
- "Conference Notes" record sheet (CN1)
- "Individual Writing Assessment" record sheet (IA1)
- "Individual Writing Assessment Class Record" sheet (CR1)

Reproducibles

- Unit 3 family letter (BLM1)
- "Book Review of *Sheep on a Ship*" (BLM2)

Professional Development Media

- "Cooperative Structures Overview" (AV9)
- "Social Reflection" (AV14)
- "Asking Open-ended Questions and Using Wait-time" (AV17)
- "Pacing Class Discussions" (AV19)
- "Adapting Lessons for English Language Learners" (AV31)
- "Conferring About Telling More" (AV57)
- "Using CCC's Whiteboard Activities" tutorial (AV73)
- "Using Web-based Teaching Resources" tutorial (AV75)

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OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	**Thinking Before Writing** **Focus:** ▪ Contributing to a shared story ▪ Visualizing and writing about a fun time ▪ Approximating spelling and using the word wall	**Rereading and Telling More** **Focus:** ▪ Adding to a shared story ▪ Rereading and adding to writing ▪ Capitalizing proper nouns	**Thinking Before Writing** **Focus:** ▪ Contributing to a shared story ▪ Visualizing and writing about a time that was not fun ▪ Approximating spelling and using the word wall	**Rereading and Telling More** **Focus:** ▪ Adding to a shared story ▪ Rereading and adding to writing ▪ Capitalizing proper nouns	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing more about fun or not-fun times ▪ Adding to earlier stories ▪ Writing freely
Week 2	**Thinking Before Writing** **Focus:** ▪ Contributing to a shared story ▪ Writing a story about a fantasy field trip ▪ Approximating spelling and using the word wall	**Rereading and Telling More** **Focus:** ▪ Adding to a shared story ▪ Rereading and adding to writing ▪ Capitalizing proper nouns	**Thinking Before Writing** **Focus:** ▪ Contributing to a shared story ▪ Writing about an imaginary class pet ▪ Approximating spelling and using the word wall	**Rereading and Telling More** **Focus:** ▪ Adding to a shared story ▪ Rereading and adding to writing ▪ Capitalizing proper nouns	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing more about fantasy field trips ▪ Writing partner stories ▪ Writing silly stories about the class
Week 3	**Getting Ideas and Writing Stories:** *Wait and See* **Focus:** ▪ Generating ideas and writing about wishes ▪ Capitalizing proper nouns	**Telling More and Sharing in Pairs** **Focus:** ▪ Contributing to a shared story ▪ Adding to stories ▪ Learning the prompt "I want to know . . ."	**Rereading and Telling More** **Focus:** ▪ Learning how an author tells more ▪ Adding to a shared story ▪ Rereading and telling more	**Sharing as a Community** **Focus:** ▪ Sharing stories from the Author's Chair ▪ Practicing the prompt "I want to know . . ." ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Reading and writing about another book by Robert Munsch ▪ Writing opinions about *Wait and See* ▪ Sharing from the Author's Chair and writing freely
Week 4	**Getting Ideas and Writing Stories:** *Sheep on a Ship* **Focus:** ▪ Generating ideas and writing a silly animal story or about any other topic	**Sharing in Pairs and Telling More** **Focus:** ▪ Adding to stories ▪ Practicing the prompt "I want to know . . ."	**Rereading and Telling More** **Focus:** ▪ Learning how an author tells more ▪ Rereading and telling more	**Sharing as a Community** **Focus:** ▪ Sharing stories from the Author's Chair ▪ Using the prompts "I found out . . .," "I like your story because . . .," and "I want to know . . ." ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Reading and writing about other books by Nancy Shaw ▪ Writing book reviews of *Sheep on a Ship* ▪ Sharing from the Author's Chair and writing freely

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Week 1 OVERVIEW

Writing Focus

- Students contribute to shared stories and write their own.
- Students visualize to get story ideas.
- Students reread their writing and tell more.
- Students explore capitalizing proper nouns.
- Students approximate spelling and use the word wall.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another's writing.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA2

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA2)

Professional Development Media

- "Cooperative Structures Overview" (AV9)
- "Pacing Class Discussions" (AV19)

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DO AHEAD

- ✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see "Random Pairing" on page xxix and "Considerations for Pairing ELLs" on page l. For more information, view "Cooperative Structures Overview" (AV9).



- ✓ Prior to Day 1, think of a fun time you might write about in a shared story (see the diagram in Step 2 on page 205 for an example).
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1) on page 44 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, think of a time that was *not* fun that you might write about in a shared story (see the diagram in Step 1 on page 212 for an example).
- ✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA2) on page 45 of the *Assessment Resource Book*.

TEACHER AS WRITER

"To swim well, we must let ourselves be enveloped by the water, sink into it, become a part of it. To write well, we must similarly let ourselves be enveloped by the language, sink into it, become a part of it."

— Thomas Szasz

This week, review the lists you wrote in Units 1 and 2 and pick one topic that intrigues you. Jot down a few broad ideas about the topic. Consider:

- What makes this topic important?
- What are two very significant things about this topic?
- What is the opposite of this topic?

Start with one of your ideas and write freely about the topic, incorporating new ideas as they come to you. Try to "sink into" the topic and fill several pages of your writing notebook if you can.

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Day 1 Thinking Before Writing

Materials

- Lined writing chart (WA1) for modeling

In this lesson, the students:

- Work with new partners
- Contribute to a shared story
- Write stories about a fun time
- Approximate spelling and use the word wall

ABOUT TELLING MORE

Young writers typically know more about a topic than they can write, as their oral retellings of their stories show. In this unit, the students focus on extending their writing by telling more about their topics. The students begin by telling more about events from their own lives in Week 1 and shift to telling more about imaginary events in Week 2. In Weeks 3 and 4, the students look at mentor texts to see examples of how authors tell more.

Over the four weeks, the students learn and practice strategies for telling more both *before* and *after* they write. Before they write, they visualize, think, and talk about the information they might include in their stories. After they write, they reread their pieces and think about what more they can tell. In Unit 4, the students will work on revising their writing; for now, the focus is simply on telling more.

In this unit, you will gently shift the students' focus from drawing to writing. We recommend switching to fully lined paper, while continuing to make drawing paper available to students who struggle to write more. We suggest that during shared writing activities you model writing only and not illustrating (or at least model writing before you model illustrating). If you have English Language Learners who would benefit from continuing to draw before they write, provide them with blank paper for drawing.

GETTING READY TO WRITE

1 Pair Students and Discuss Working Together

Randomly assign partners (see "Do Ahead" on page 203) and make sure they know each other's names. Gather the class with partners sitting together, facing you.

Remind the students that during the past several weeks they explored ways to get writing ideas, and they wrote and shared stories. Explain that in the coming weeks they will write longer pieces by learning how to tell more in their stories. Explain that they will work with their new

Teacher Note

If you are teaching other programs from the Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the writing lessons.

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partners to discuss and share their writing. First in pairs, and then as a class, discuss:

Q *What have you learned so far about how to work well with a partner? Turn to your partner.*

After pairs have had a chance to share their ideas with each other, signal for the students' attention. Encourage them to keep these ideas in mind as they work with their new partners today.

2 Think Before Writing and Write a Shared Story

Remind the students that during the past several weeks they have added to their illustrations to tell more about their stories. Explain that during the next few weeks they will think about how they can add to their *writing* to tell more.

Tell the students that you want their help in writing a story about a fun time you once had. Think aloud about a fun experience you want to write about, and model considering several possibilities for what you might include in your story.

> **You might say:**
>
> "I want to write a story about a picnic my family had on Saturday. There's so much I could tell about it. I could tell about what the weather was like and what games we played. I could describe the food we brought."

Display the lined writing chart (WA1) and write the first sentence or two of the story.

WA1

On Saturday, my family went on a picnic. We had fun.

Explain that you want to fill up a whole page with your ideas. Ask:

Q *What more might I tell about [the picnic]? What else would you like to know about it?*

> **Students might say:**
>
> "You could tell where you had the picnic."
>
> "Who did you go on the picnic with?"
>
> "What time of day was it?"

Skill Practice Note

As you model, you might point out instances in the story when you use a personal pronoun to replace a noun. Tell the students that when they use words like *he*, *she*, *we*, *it*, *you*, *I*, *me*, and *they* instead of using the names of people or things over and over again, it makes their writing easier to read. To provide your students with more practice using personal pronouns, see Lesson 19 in the *Skill Practice Teaching Guide*.

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Use the students' ideas to add a few more sentences to the story. As you write, continue to look for opportunities to model using the word wall.

> **You might say:**
>
> "One suggestion I heard was to tell where we had the picnic, so I'll add: *We drove to Logan Park and found a picnic table under a tree, in the shade.* I'm not sure how to spell the word *under*, so I'm going to see if it is on the word wall. The word *under* begins with the /ŭ/ sound, so I'm going to look for the letter *u* on the word wall. Then I'll look for the word *under*. If it's there, I can be sure to spell it correctly. If it's not there, I'll think about how to spell it by writing down the letters for the sounds I hear in the word."

Also continue to model approximating the spelling of single-syllable words with consonant digraphs such as *sh*, *th*, *wh*, *ck*, *ch*, and *tch*. While modeling, ask questions such as the following:

- Q *[Shade] starts with the [/sh/] sound. What letters spell that sound?*
- Q *What sound do you hear next in the word [shaaade]? What letters(s) spell that sound?*
- Q *What's the [next/last] sound? What letter(s) spell that sound?*

WA1

On Saturday, my family went on a picnic. We had fun. We drove to Logan Park and found a picnic table under a tree, in the shade. My sister Teneca and her son Leon met us there. We ate hot dogs, hamburgers, and corn on the cob. Everyone talked and laughed.

Read the story aloud with the class, pointing to each word as you read it.

Teacher Note

If your students have not encountered consonant digraphs in their phonics instruction, put off modeling them until the students have learned a few. Continue to model approximating spelling with the letter-sound combinations that the students know.

Teacher Note

Save the shared story on the lined writing chart (WA1) to use on Day 2.

3 Visualize and Tell Stories Orally

Explain that today the students will write their own stories about something fun they have done. Give them a few moments to decide on a fun time to write about. Then have them close their eyes and make pictures in their minds as you ask the following questions, one at a time:

- Q *Where are you?*
- Q *Who are you with?*
- Q *What are you doing that is fun?*
- Q *What do you see or hear around you?*

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Have the students open their eyes. Use "Think, Pair, Share" to discuss:

Q *What are two things you pictured in your mind about your fun time that you might write about?* [pause] *Turn to your partner.*

Tell the students that they may use the ideas they shared with their partners, as well as any other ideas they think of, to write their stories today. Encourage them to write longer stories by telling as much as they can about their fun times.

Distribute writing paper and have the students return to their seats to start writing.

WRITING TIME

4 Write Stories About a Fun Time

Have the students work on their stories. Encourage them to listen for sounds in words to help them with their spelling. Also remind them to use the word wall to help them with their spelling. Give the students about 5 minutes to settle into their writing, and then signal for them to begin writing quietly for 20–25 minutes. Join the students in writing for a few minutes; then walk around and observe them, assisting as needed.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Reflect on Writing

Have the students reread their stories. Ask:

Q *What word from the word wall did you include in your writing? Read us the sentence where you used that word.*

Q *Which words did you spell by listening to their sounds? How did you spell them?*

Collect the students' stories and explain that they will continue working on them tomorrow.

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Day 2 Rereading and Telling More

Materials

- Shared story on the lined writing chart (WA1) from Day 1
- Students' stories from Day 1
- "Class Assessment Record" sheet (CA1)

In this lesson, the students:

- Add to a shared story
- Reread and add to their writing
- Learn about capitalizing proper nouns
- Approximate spelling and use the word wall
- Share their partners' thinking with the class

GETTING READY TO WRITE

1 Add to a Shared Story

Gather the class with partners sitting together, facing you. Display the shared story on the lined writing chart (WA1) from Day 1 and read it aloud. Explain that you want to tell more to make the story more interesting to read. Think aloud about what you might add to your story to tell more; then model adding a sentence to it.

> **You might say:**
>
> "It was a windy day and the wind blew the napkins and plates away and we had to chase after them. When it got dark, we went home. I can't wait to have another picnic there. I'll add: *It was a windy day*."

Ask:

Q *What other sentences could I add to my story?*

Use the students' suggestions to add to the story. As you write, point out that you are capitalizing the names of people, places, or things (proper nouns). Also continue to look for opportunities to refer to the word wall and to approximate the spelling of single-syllable words with consonant digraphs.

When you reach the end of the first page, model continuing the story on a second page. Explain that the students will do the same thing when they fill a sheet of paper with writing.

Invite the students to close their eyes and listen as you read the story aloud. Point out that the added information tells more about your fun time and helps readers picture in their minds what is happening.

Skill Practice Note

To provide your students with more practice identifying and capitalizing proper nouns, see Lesson 8 in the *Skill Practice Teaching Guide*.

Teacher Note

Approximate spelling by asking:

Q *[Catch] starts with the [/k/] sound. What letter is that?*

Q *What sound do you hear next in [caaatch]? What letter is that?*

Q *[Catch] ends with the [/ch/] sound. What letters spell that sound?*

Approximate spellings for *catch* include *kach* and *cach*.

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WA1

On Saturday, my family went on a picnic. We had fun. We drove to Logan Park and found a picnic table under a tree, in the shade. My sister Teneca and her son Leon met us there. We ate hot dogs, hamburgers, and corn on the cob. Everyone talked and laughed. It was a windy day. The wind blew the napkins and

plates off the table. We had to run all over the place to kach them! We went home when it got dark. I can't wait to have another picnic at Logan Park.

2 Reread Stories and Discuss Telling More

Explain that today the students will tell more in the stories they wrote yesterday. Distribute the stories and have the students reread them, pointing to each word as they read. Use "Think, Pair, Share" to discuss the question that follows. Alert the students to listen carefully to their partners, as they will share what their partners said with the class.

Q *What else might you tell about your fun time?* [pause] *Turn to your partner.*

Listen as partners share ideas. If the students are struggling to generate ideas, call for their attention. Have them close their eyes, imagine their fun time, and think about these questions:

Q *Where are you?*

Q *Who are you with?*

Q *What are you doing that is fun?*

Q *What do you see around you? What do you hear?*

Facilitation Tip

During this unit, we invite you to focus on **pacing class discussions** so they are lively and focused without dragging, losing the attention of your participants, or wandering off the topic. Class discussions should be long enough to allow time for thinking and short enough to sustain the students' attention. Good pacing requires careful observation of the class (not just the students who are responding) and the timely use of various pacing techniques.

To speed up a discussion:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use "Turn to Your Partner" if many students want to speak; then call on just two or three students to share with the whole class.

To deepen or refocus a discussion:

- Restate the question if the discussion strays from the original topic.
- Use wait-time before calling on anyone to respond.

To see this Facilitation Tip in action, view "Pacing Class Discussions" (AV19).

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After partners have had a chance to talk, signal for the students' attention and ask:

Q *What is something that your partner might add to his or her story?*

Have a few volunteers share their partners' thinking with the class.

WRITING TIME

3 Add to Stories About a Fun Time

Have the students return to their desks and work on adding to their stories. Encourage them to listen for sounds to help them attempt spelling unfamiliar words in their writing. Also remind them to use the word wall to help them with their spelling. Those who finish may get out their notebooks and write freely.

After allowing 5 minutes for the students to get settled, signal for the students to begin writing quietly for 20–25 minutes. Join them in writing for a few minutes; then walk around and observe them, assisting as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to add to stories they started earlier?
- Are they writing longer pieces compared to those they wrote at the beginning of the year?
- Are they approximating the spelling of unfamiliar words?
- Are they referring to the word wall to spell high-frequency words?
- Do they capitalize proper nouns?

Support students who are struggling to tell more by having them visualize their stories. Ask the students to tell you their stories, and then ask them questions to elicit more ideas. If a student struggles to write anything at all, provide a sentence starter (for example, *I had a fun time when* _____) or transcribe the first couple of sentences as she dictates them, and then have her continue the story on her own.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 44 of the *Assessment Resource Book*.

Skill Practice Note

For more practice capitalizing proper nouns, see Lesson 8 in the *Skill Practice Teaching Guide*.

Signal to let the students know when Writing Time is over. Have the students reread their stories. Ask:

Q *What word from the word wall did you include in your writing? Read us the sentence where you used that word.*

Q *Who used a capital letter to begin names in their story? Tell us about a name you capitalized.*

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SHARING AND REFLECTING

4 Share Stories in Pairs

Have the students bring their stories and gather with partners sitting together, facing you. Explain that the students will share their stories in pairs, and that you will ask some of the students to share with the class one thing they liked about their partner's story, so they should listen carefully.

Give partners several minutes to share their stories. When most have finished, signal for the students' attention and ask:

Q *What is one thing you liked about your partner's story?*

5 Reflect on Partner Work

Ask and briefly discuss:

Q *What did your partner do to let you know that he or she was interested in your story?*

Tell the students that they will continue to share their thinking and writing with their partners and work on telling more in their stories tomorrow.

Thinking Before Writing

Day 3

In this lesson, the students:

- Contribute to a shared story
- Write a story about a time that was not fun
- Approximate spelling and use the word wall
- Capitalize proper nouns
- Share their partners' thinking with the class

Materials

- Lined writing chart (WA2) for modeling

GETTING READY TO WRITE

1 Think Before Writing and Write a Shared Story

Gather the class with partners sitting together, facing you. Remind the students that they each wrote a story about a fun time they had. Explain that today you would like the students' help to write a shared story about a time that was *not* fun.

Think aloud about a "not-fun" experience you would like to write about, and model considering several possibilities for what you might include in your story.

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You might say:

"I got a flat tire on the freeway on my way to the theater. I was all dressed up and there I was, changing a tire by the side of the road. That was not fun."

Display the lined writing chart (WA2) and write the first sentence or two of the story.

WA2

I got a flat tire on the freeway. I was all dressed up and on my way to the Victoria Theater.

Explain that you want to fill up a whole page with your ideas. Ask:

Q *What more might I tell about this experience? What else would you like to know about it?*

Students might say:

"What did it sound like when the tire popped?"

"Did you get dirt all over your nice clothes?"

"You could tell how you changed the tire."

"You could tell how you felt. Were you mad?"

Use the students' ideas to add to the story. As you write, point out that you are capitalizing the names of people, places, or things. Also continue to look for opportunities to refer to the word wall and to approximate the spelling of single-syllable words with consonant digraphs using the same procedure you used on Day 1 (see Step 2 on page 206).

You might say:

"One suggestion I heard was to tell what it sounded like when my tire popped. It went *POW*, and then I heard a bumping sound. I will write the sentence: *I heard a POW! and the car started going bump, bump, bump.*"

Skill Practice Note

As you model, you might point out that adding the ending *-ed* to a word like *start* helps the reader know that the story happened in the past (or already happened). Explain that when you are writing about something that happened in the past, you are using the past tense. For more practice using past tense verbs, see Lesson 9 in the *Skill Practice Teaching Guide*.

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WA2

I got a flat tire on the freeway. I was all dressed up and on my way to the Victoria Theater. I heard a POW! and the car started going bump, bump, bump. I pulled over to the side of the road and got out to look. The tire was as flat as a pancake. I was mad! I got out the jack and the spare tire and started changing the tire.

Read the story aloud with the class, pointing to each word as you read it.

2 Visualize and Tell Stories Orally

Explain that today the students will write their own stories about a time that was not fun. Give them a few moments to decide on a "not-fun" time to write about. Then have them close their eyes and make pictures in their minds as you ask the following questions, one at a time:

- **Q** *Where are you?*
- **Q** *Who are you with?*
- **Q** *What are you doing that is not fun?*
- **Q** *How are you feeling?*

Have the students open their eyes. Use "Think, Pair, Share" to discuss the question that follows. Alert the students to listen carefully to their partners, as you will ask them to share what their partners said with the class.

Q *What will you tell about your "not-fun" experience?* [pause] *Turn to your partner.*

Have a few volunteers share what their partners said with the class.

Tell the students that they may use the ideas they shared with their partners, as well as any other ideas they think of, to write their stories today. Encourage them to write longer stories by telling as much as they can about their "not-fun" experiences.

Distribute writing paper and have the students return to their seats to start writing.

Teacher Note

Save the shared story on the lined writing chart (WA2) to use on Day 4.

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WRITING TIME

3 Write Stories About a Time That Was Not Fun

Have the students work quietly on their stories for 20–25 minutes. Encourage them to use the word wall and to sound out the spelling of unfamiliar words. Write with the students for a few minutes; then walk around and observe them, assisting as needed.

Signal to let the students know when Writing Time is over. Have the students reread their stories. Ask:

- Q *What word from the word wall did you include in your writing? Read us the sentence where you used that word.*
- Q *What names did you capitalize in your story?*

SHARING AND REFLECTING

4 Share Stories in Pairs

Have the students bring their stories and gather with partners sitting together, facing you. Explain that partners will read their stories to each other and tell each other one thing they like about the other's story. Explain that later you will ask them to share with the class what their partners liked about their stories, so they should listen to each other carefully.



Give partners several minutes to share their stories.

5 Reflect on Partner Work

Ask and briefly discuss:

- Q *What is one thing your partner said he or she liked about your story?*
- Q *How did you feel when your partner told you that?*

Collect the students' stories and explain that they will continue working on them tomorrow.

ELL Note

You might provide the prompt "My partner said . . ." to your English Language Learners to help them verbalize their answers to this question.

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Rereading and Telling More

Day 4

In this lesson, the students:

- Add to a shared story
- Reread and add to their writing
- Approximate spelling and use the word wall
- Capitalize proper nouns
- Share their partners' thinking with the class

Materials

- Shared story on the lined writing chart (WA2) from Day 3
- Students' stories from Day 3
- "Class Assessment Record" sheet (CA2)

GETTING READY TO WRITE

1 Add to a Shared Story

Gather the class with partners sitting together, facing you. Display the shared story (WA2) from Day 3 and read it aloud. Explain that you want to tell more to make the story more interesting to read. Model thinking aloud about what more you might add and then adding a sentence to the story.

> **You might say:**
>
> "Cars were zooming by as I changed the tire. It took me almost an hour to change it. I had black smudges on my hands and face, my hair was a mess, and my dress had a big rip in it. By the time I got to the theater the play was almost over. I'll add: *Cars zoomed by*."

Q *What other sentences could I add to my story?*

Use the students' suggestions to add to the story. Be ready to restate students' ideas, if necessary, into sentences that make sense in the story. As you write, point out that you are capitalizing the names of people, places, or things (proper nouns). Also continue to look for opportunities to refer to the word wall and to approximate the spelling of single-syllable words with consonant digraphs.

When you reach the end of the first page, model continuing the story on a second page. Remind the students that they will do the same thing when they fill a sheet of paper with writing.

Invite the students to close their eyes and listen as you reread the story aloud. Point out that the added information tells more about the "not-fun" time you had and helps readers imagine what happened.

Skill Practice Note

During this unit, continue to look for opportunities to point out the capitalization of proper nouns and the pronoun *I*. Also, continue to look for opportunities to model capitalizing the first letters of sentences and putting periods at the ends. Although sentence punctuation is no longer listed in the lesson purposes, the expectation is that the students will continue to practice these skills. To provide your students with more practice using these skills, see the *Skill Practice Teaching Guide*.

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WA2

I got a flat tire on the freeway. I was all dressed up and on my way to the Victoria Theater. I heard a POW! and the car started going bump, bump, bump. I pulled over to the side of the road and got out to look. The tire was as flat as a pancake. I was mad! I got out the jack and the spare tire and started changing the tire.

Cars zoomed by. It took me almost an hour to put on the spare. By the time I got to the theater, the play was nearly over. I had black smudges all over my face and hands, my hair was a mess, and my nice dress had a big rip. It was NOT a fun time!

2 Reread Stories and Discuss Telling More

Explain that today the students will tell more in the stories they wrote yesterday. Distribute the stories and have the students reread them, pointing to each word as they read. Use "Think, Pair, Share" to discuss the question that follows. Alert the students to listen carefully to their partners, as they will share what their partners said with the class.

Q *What more might you tell in your story?* [pause] *Turn to your partner.*

After partners have had a chance to talk, signal for the students' attention and ask:

Q *What is something that your partner might add to his or her story?*

Have a few volunteers share their partners' thinking with the class.

WRITING TIME

3 Add to Stories About a Time That Was Not Fun

Have the students return to their desks and work on adding to their stories. Remind them to use the word wall and to sound out the spelling

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of unfamiliar words. Those who finish may get out their notebooks and write freely.

After allowing the students 5 minutes to get settled, signal for the students to begin writing quietly for 20–25 minutes. Join them in writing for a few minutes; then walk around and observe them, assisting as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to add to stories they started earlier?
- Are they writing longer pieces compared to those they wrote at the beginning of the year?
- Are they approximating the spelling of unfamiliar words?
- Are they referring to the word wall to spell high-frequency words?
- Do they capitalize proper nouns?

Support students who are struggling to tell more by having them visualize their stories. Ask the students to tell you their stories and then ask them questions to elicit more ideas. If a student struggles to write anything at all, provide a sentence starter (for example, *A time that was not fun was when* _____) or transcribe the first couple of sentences as he dictates them, and then have him continue the story on his own.

Record your observations on the "Class Assessment Record" sheet (CA2); see page 45 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Have the students reread their stories. Ask:

Q *What word from the word wall did you include in your writing? Read us the sentence where you used that word.*

Q *What names did you capitalize in your story?*

SHARING AND REFLECTING

4 Share Stories in Pairs

Have the students bring their stories and gather with partners sitting together, facing you. Explain that partners will read their stories to each other and tell each other one thing they like about the other's story. Explain that later you will ask them to share with the class what

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their partners liked about their stories, so they should listen to each other carefully.



Give partners several minutes to share their stories with each other.

5 Reflect on Partner Work

Ask and briefly discuss:

Q *What is one thing your partner said he or she liked about your story?*

Q *How did you feel when your partner told you that?*

Tell the students that they will continue to share their thinking and writing with their partners and work on telling more in their stories.

EXTENSION

Illustrate Stories from the Week

Have the students illustrate the stories they wrote this week. Before they begin, have them reread their stories to get ideas about what to include in their illustrations. After they have completed their illustrations, have them check to see that their illustrations relate to their stories. Have them share their illustrations in pairs.

Open Day Writing Throughout the Week

Write More About Fun or Not-fun Times

Have the students write more about times that were fun or not fun. If students are inspired to expand on one of the stories they wrote this week, encourage them to add to and illustrate their stories. You might compile the students' stories into a class book, or have each student create an individual book. If time permits, invite volunteers to share their stories with the class.

Add to Earlier Stories

Invite the students to help you add to a model story from an earlier unit. You might choose a story, reread it, and explain that you would like to tell more about it. Ask the students what else they would like to know about your story, and then add a few sentences based on the students'

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suggestions. Then have the students choose pieces from their notebooks that they want to tell more about, and have them work on adding to those pieces. If time permits, invite volunteers to share their writing with the class.

Write Freely

Provide an opportunity for the students to write freely about anything they choose.

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Week 2 OVERVIEW

Writing Focus

- Students contribute to shared stories and write their own.
- Students visualize and use their imaginations to get story ideas.
- Students reread their writing and tell more.
- Students explore capitalizing proper nouns.
- Students approximate spelling and use the word wall.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another's writing.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA3–WA4

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "Conference Notes" record sheet (CN1)

Professional Development Media

- "Adapting Lessons for English Language Learners" (AV31)
- "Conferring About Telling More" (AV57)
- "Using CCC's Whiteboard Activities" (AV73)

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DO AHEAD

- ✓ Prior to Day 1, make up a fantasy field trip to write about in a shared story (see the diagram in Step 1 on page 222 for an example).
- ✓ Prior to Day 1, make a class set of the "Conference Notes" record sheet (CN1) on page 49 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make up an imaginary class pet to write about in a shared story (see the diagram in Step 1 on page 230 for an example).
- ✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA3) on page 46 of the *Assessment Resource Book*.

TEACHER AS WRITER

"In a mood of faith and hope my work goes on. A ream of fresh paper lies on my desk . . . I am a writer and I take up my pen to write."

— Pearl S. Buck

This week, pick one word from the following list and jot down several associations you have with it:

- orange
- star
- jealous
- mermaid
- dirt
- address

Use your associations to write freely on the subject, incorporating new ideas as they occur to you. Make it your goal to fill several pages of your writing notebook.

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Day 1 Thinking Before Writing

Materials

- Lined writing chart (WA3) for modeling
- Chart paper and a marker
- Class set of "Conference Notes" record sheets (CN1)

In this lesson, the students:

- Contribute to a shared story
- Write stories about fantasy field trips
- Review sentence punctuation
- Approximate spelling and use the word wall
- Share their partners' thinking with the class

GETTING READY TO WRITE

1 Think Before Writing and Write a Shared Story About a Fantasy Field Trip

Gather the class with partners sitting together, facing you. Remind the students that they have been working on telling more in their writing. Explain that, this week, they will continue to focus on adding to their writing to make it more interesting.

Explain that the students will practice telling more together by helping you write a shared story about a fantasy, or make-believe, field trip. Display the lined writing chart (WA3) and write the first one or two sentences of the story.

WA3

One day we came to school and there was an airplane waiting for us. The pilot said she would take us anywhere we wanted to go.

Use "Think, Pair, Share" to discuss:

Q *What might happen in this story?* [pause] *Turn to your partner.*

Teacher Note

You might explain that a *fantasy* story includes things that would not happen in real life.

Facilitation Tip

Continue to focus on **pacing class discussions** so they are neither too short nor too long. Scan the whole class (not just the students who are responding) and use techniques such as the following:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use "Turn to Your Partner" if many students want to speak, and then call on just two or three students to share with the whole class.
- Restate the question if the discussion strays from the original topic.
- Use wait-time before calling on anyone to respond.

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After a few moments, signal for the students' attention and have a few volunteers share their thinking with the class. Encourage discussion by asking follow-up questions such as:

Q *What might [Juliette's] idea look like?*

Q *[Alfred] suggested that [we go to Hawaii] in the story. What might happen next?*

> **Students might say:**
>
> "We see palm trees and flowers everywhere."
>
> "We swim with dolphins!"
>
> "We have tacos for lunch on the beach."

After discussing several possible ideas, choose one idea and use the students' suggestions to add several sentences to the story. Be ready to restate the students' ideas, if necessary, into sentences that make sense in the story. As you write, look for opportunities to point out punctuation, use the word wall, and approximate spelling.

> **You might say:**
>
> "One idea is that we see palm trees and flowers everywhere. I can put that idea into a sentence that says: *There were palm trees and flowers everywhere.*"

WA3

One day we came to school and there was an airplane waiting for us. The pilot said she would take us anywhere we wanted to go. We decided to go to Hawaii! After a short flight, we arrived in Hawaii. There were palm trees and flowers everywhere.

Read the story aloud with the class, pointing to each word as you read it.

2 Generate Ideas and Tell Stories Orally

Explain that today the students will write their own stories about fantasy field trips. Encourage them to use their imaginations and be creative as they think of ideas. Use "Think, Pair, Share" to discuss:

Q *Where might we go on a fantasy field trip?* [pause] *Turn to your partner.*

After most pairs have finished talking, signal for the students' attention. Write the title "Ideas for Fantasy Field Trips" on a sheet of chart paper.

Teacher Note

Save the shared story on the lined writing chart (WA3) to use on Day 2.

Teacher Note

If the students struggle to come up with ideas, call for their attention and suggest a couple of ideas such as those listed in the diagram on page 224; then repeat the question.

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Have a few volunteers share their thinking with the class. As the students respond, record their ideas on the chart.

Ideas for Fantasy Field Trips

We go to Antarctica.

We go for a ride in a submarine.

We go the zoo and get to play with the animals.

We go to Washington and meet the president.

We go to a movie set and get to be in the movie.

We go mountain climbing.

Reread the ideas on the chart. Explain that the students can each choose to write about an idea on the chart or make up their own idea. Give them a moment to choose their ideas; then use "Think, Pair, Share" to discuss:

Q *What might you tell in your story about a fantasy field trip?* [pause] *Turn to your partner.*

After partners have had time to talk, signal for the students' attention. Tell them that they may use the ideas they shared with their partners, or any other ideas they think of, to write their stories today. Encourage them to write longer stories by telling as much as they can.

Distribute writing paper and have the students return to their seats.

Teacher Note

Post the "Ideas for Fantasy Field Trips" chart so the students can continue to use these ideas for their writing.

WRITING TIME

3 Write Stories About Fantasy Field Trips

Have the students work on their stories. Encourage them to use the word wall and to sound out unfamiliar words. Give the students about 5 minutes to settle into their writing, and then signal for the students to begin writing quietly for 20–25 minutes. Join them in writing for a few minutes; then begin conferring with individual students.

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TEACHER CONFERENCE NOTE

During the next three weeks, confer with individual students by having each student tell you about her story and read any writing aloud. As you listen, ask yourself:

- Is this student attempting to write more?
- Does this student approximate the spelling of unfamiliar words?
- Does this student refer to the word wall to spell words she has learned?
- Does this student attempt to capitalize the first letters of sentences and use sentence punctuation?
- Does this student capitalize proper nouns?

Things you can do to support a student during a conference:

- Ask the student to visualize and tell you her story.
- Ask the student questions to elicit more ideas.
- Approximate the spelling of unfamiliar words with her.
- Point out words on the word wall.
- Help the student find words in books or around the classroom.
- If the student struggles to write anything at all, provide a sentence starter or transcribe the first couple of sentences as she dictates them; then have the student continue the story on her own.

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 49 of the *Assessment Resource Book*.

Teacher Note

To see an example of a teacher conferring with individual students, view "Conferring About Telling More" (AV57).

Signal to let the students know when Writing Time is over. Have the students reread their stories. Ask:

Q *Did you begin each sentence with a capital letter and end it with a period? Read us a sentence where you remembered to do this.*

Q *What names did you capitalize in your story?*

SHARING AND REFLECTING

4 Share Stories in Pairs

Have the students bring their stories and gather with partners sitting together, facing you. Explain that partners will read their stories to each other and tell each other one thing they liked about the other's story. Explain that later you will ask the students to share with the class what their partners liked about their stories, so they should listen to each other carefully.

Give partners several minutes to share their stories.

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5 Reflect on Partner Work

Ask and briefly discuss:

Q *What is one thing your partner said he or she liked about your story?*

Q *How did you feel when your partner told you that?*

Collect the students' stories and explain that they will continue working on them tomorrow.

Day 2 Rereading and Telling More

Materials

- Shared story on the lined writing chart (WA3) from Day 1
- Students' stories from Day 1

In this lesson, the students:

- Reread and add to writing
- Approximate spelling and use the word wall
- Capitalize proper nouns
- Share their partners' thinking with the class
- Express interest in one another's writing

GETTING READY TO WRITE

1 Add to a Shared Story

Gather the class with partners sitting together, facing you. Display the shared story (WA3) from Day 1 and read it aloud. Explain that you want to tell more to make the story even more fun to read. Ask:

Q *What else might happen in our story?*

Q *What sentence shall I write next? What sentence might make sense after this one?*

Use the students' ideas to add to the story. As you write, look for opportunities to point out that you are capitalizing proper nouns. Also continue to model using the word wall, approximating spelling, and continuing on a second page when you reach the end of the first page.

Invite the students to close their eyes and listen as you reread the story aloud. Point out that the added information tells more and helps readers imagine what is happening in the story.

Teacher Note

During this step, consider adding words to the word wall using the same procedure you used in Unit 2 (see Week 2, Day 1, Step 1 on page 110). Some high-frequency words that might lend themselves to today's writing topic include: *change, come, does, early, enough, every, goes, group, most, new, once, ready, said, they, thought,* and *where.*

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WA3

One day we came to school and there was an airplane waiting for us. The pilot said she would take us anywhere we wanted to go. We decided to go to Hawaii! After a short flight, we arrived in Hawaii. There were palm trees and flowers everywhere. At lunchtime we ate tacos on the beach and picked some coconuts

for dessert. After lunch we went swimming. The water was bright blue and full of colorful fish. We even saw some dolphins! After a few hours it was time to go home so we got back on the plane and flew back to school. It was the best field trip ever!

2 Reread and Think About Telling More

Explain that today the students will tell more in the stories they wrote yesterday. Distribute the stories and have the students reread them silently, pointing to each word as they read. Have the students use "Think, Pair, Share" to discuss the question that follows. Alert them to listen carefully to their partners, as they will share what their partners said with the class.

Q *What more might you tell in your story?* [pause] *Turn to your partner.*

After partners have had a chance to talk, signal for the students' attention and ask:

Q *What is something that your partner might add to his or her story?*

Have a few volunteers share their partners' thinking with the class.

WRITING TIME

3 Add to Stories About Fantasy Field Trips

Have the students return to their desks and work on adding to their stories. Remind them to use the word wall and to sound out the spelling

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of unfamiliar words. Those who finish may get out their notebooks and write freely.

After giving the students 5 minutes to get settled, signal for the students to begin writing quietly for 20–25 minutes. Join them in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about his story and read any writing aloud. As you listen, ask yourself:

- Is this student attempting to write more?
- Does this student approximate the spelling of unfamiliar words?
- Does this student refer to the word wall to spell words he has learned?
- Does this student attempt to capitalize the first letters of sentences and use sentence punctuation?
- Does this student capitalize proper nouns?

Things you can do to support a student during a conference:

- Ask the student to visualize and tell you his story.
- Ask the student questions to elicit more ideas.
- Approximate the spelling of unfamiliar words with him.
- Point out words on the word wall.
- Help the student find words in books or around the classroom.
- If the student struggles to write anything at all, provide a sentence starter or transcribe the first couple of sentences as he dictates them; then have the student continue the story on his own.

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 49 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Ask the students to reread their stories; then ask:

Q *What word from the word wall did you include in your writing? Read us the sentence where you used that word.*

Q *Which words did you spell by listening to their sounds? How did you spell them?*

SHARING AND REFLECTING

4 Share a Favorite Sentence and Reflect

Have the students bring their stories and gather in a circle. Explain that today each student will read a favorite sentence from her story

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aloud to the class. Give the students a few moments to choose what they will read aloud; then go around the circle and have each student read her sentence aloud, without comment.

After all the students have shared, ask and briefly discuss:

Q *What did you hear that got you interested in someone else's story?*

Q *What did you do during the sharing to be a responsible listener?*

Collect the students' stories. Tell them that they will continue to share their thinking and writing with their partners and work on telling more in their stories tomorrow.

EXTENSION

Illustrate Stories About Fantasy Field Trips

Have the students illustrate their stories about fantasy field trips. Before they begin to draw, ask them to reread their stories to get ideas about what to include in their illustrations. After they have completed their illustrations, have them check to see that their illustrations relate to their stories. Have them share their illustrated stories in pairs or with the class.

Skill Practice Note

To provide your students practice with recognizing and writing complete sentences, see Lesson 1 in the *Skill Practice Teaching Guide*.

Thinking Before Writing

Day 3

In this lesson, the students:

- Write about an imaginary class pet
- Approximate spelling and use the word wall
- Capitalize proper nouns
- Express interest in one another's writing

Materials

- Lined writing chart (WA4) for modeling
- Chart paper and a marker

GETTING READY TO WRITE

1 Think Before Writing and Write a Shared Story About an Imaginary Class Pet

Gather the class with partners sitting together, facing you. Remind the students that earlier this week they wrote stories about fantasy field

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ELL Note

The frequent charting and modeling of drawing and writing in this program supports English Language Learners as well as all beginning writers. You can use chart paper or interactive whiteboard charts (whiteboard activities) for your modeling. For more information, view the "Using CCC's Whiteboard Activities" tutorial (AV73).

trips, and they worked on telling more in their stories. Explain that the students will practice telling more together by helping you write another shared story. Display the lined writing chart (WA4) and write the first sentence of a story about getting a class pet without identifying the pet.

WA4

We wanted to get a class pet. We thought of many animals before we finally got Chuckles.

First in pairs, and then as a class, discuss:

Q *What kind of pet might [Chuckles] be? Turn to your partner.*

Q *What might happen in a story about [Chuckles]? Turn to your partner.*

Signal for the students' attention and have a few volunteers share their ideas with the class.

> **Students might say:**
>
> "Maybe [Chuckles] is a rat and he gets loose in the classroom."
>
> "Maybe [Chuckles] can be a snake or a tarantula!"
>
> "If [Chuckles] were a tarantula, he might crawl around our feet in the classroom."

As the students share, encourage discussion by using follow-up questions such as:

Q *What might [Jonah's] idea look like?*

Q *What might happen in a story about a pet [tarantula]?*

After discussing several possible ideas, choose one idea and write the next sentence or two of the story; then ask:

Q *What sentence shall I write next? What sentence might make sense after this one?*

Use the students' suggestions to add several sentences to the story. Be ready to restate students' ideas, if necessary, into sentences that make sense in the story. As you write, look for opportunities to point out punctuation, capitalize proper nouns, use the word wall, and approximate spelling.

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WA4

We wanted to get a class pet. We thought of many animals before we finally got Chuckles. Chuckles is a tarantula. A tarantula is a big spider. He has eight hairy legs and is as big as a child's hand. He lives in a glass tank. We take care of him by feeding him live crickets.

Read the story aloud with the class, pointing to each word as you read it.

2 Generate Ideas and Tell Stories Orally

Explain that today the students will write their own stories about imaginary class pets. Point out that they might write serious stories (ones that could really happen) or silly stories. Invite them to use their imaginations to make up stories about any kind of animal. Use "Think, Pair, Share" to discuss:

Q *What animals could we write about in stories about a class pet?* [pause] *Turn to your partner.*

After most pairs have finished talking, signal for the students' attention. Write the title "Ideas for Class Pet Stories" on a sheet of chart paper and have a few volunteers share their thinking with the class. As the students respond, record their ideas on the chart.

Ideas for Class Pet Stories

- hamster
- snake
- fish
- kangaroo
- horse
- puppy

Teacher Note

Save the shared story on the lined writing chart (WA4) to use on Day 4.

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Teacher Note

Post the "Ideas for Class Pet Stories" chart so the students can continue to use these ideas for their writing.

Reread the items on the chart; then ask the students to each pick one idea to write about today. Give them a moment to choose their ideas; then use "Think, Pair, Share" to discuss:

Q *What might you tell in your story today?* [pause] *Turn to your partner.*

After partners have had time to talk, signal for the students' attention. Tell them that they may use the ideas they shared with their partners, or any other ideas they think of, to write their stories today. Encourage them to write longer stories by telling as much as they can.

Distribute writing paper and have the students return to their seats to start writing their stories.

WRITING TIME

3 Write Stories About an Imaginary Class Pet

Have the students work quietly on their stories for 20–25 minutes. Write with the students for a few minutes; then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about her story and read any writing aloud. As you listen, ask yourself:

- Is this student attempting to write more?
- Does this student approximate the spelling of unfamiliar words?
- Does this student refer to the word wall to spell words she has learned?
- Does this student attempt to capitalize the first letters of sentences and use sentence punctuation?
- Does this student capitalize proper nouns?

Things you can do to support a student during a conference:

- Ask the student to visualize and tell you her story.
- Ask the student questions to elicit more ideas.
- Approximate the spelling of unfamiliar words with her.
- Point out words on the word wall.
- Help the student find words in books or around the classroom.
- If the student struggles to write anything at all, provide a sentence starter or transcribe the first couple of sentences as she dictates them; then have the student continue the story on her own.

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 49 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Have the students reread their stories. Ask:

Q *Did you begin each sentence with a capital letter and end it with a period? Read us a sentence where you remembered to do this.*

Q *What names did you capitalize in your story?*

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SHARING AND REFLECTING

4 Share a Favorite Sentence and Reflect

As you did yesterday, have the students bring their stories and gather in a circle. Explain that each student will read a favorite sentence from his story aloud to the class. Give the students a few moments to choose what they will read aloud; then go around the circle and have each student read the sentence aloud, without comment.

After all of the students have shared, ask and briefly discuss:

Q *What did you hear that got you interested in someone else's story?*

Collect the students' stories and tell them that they will work on them again tomorrow.

Rereading and Telling More

Day 4

In this lesson, the students:

- Reread and add to writing
- Approximate spelling and use the word wall
- Capitalize proper nouns
- Share their partners' thinking with the class
- Express interest in one another's writing

Materials

- Shared story on the lined writing chart (WA4) from Day 3
- Students' stories from Day 3
- "Class Assessment Record" sheet (CA3)

GETTING READY TO WRITE

1 Add to a Shared Story

Gather the students with partners sitting together, facing you. Display the shared story (WA4) from Day 3 and read it aloud. Explain that you want to tell more to make the story more fun and interesting to read. Ask:

Q *What else might happen in our story?*

Q *What sentence shall I write next? What sentence might make sense after this one?*

Use the students' ideas to add to the story. Be ready to restate the students' ideas, if necessary, into sentences that make sense for the story. As you write, look for opportunities to point out that you are capitalizing proper nouns. Also continue to model using the word wall, approximating spelling, and continuing on a second page when reaching the end of the first page.

Teacher Note

During this step, consider adding words to the word wall using the same procedure you used in Unit 2 (see Week 2, Day 2, Step 1 on page 115). Some high-frequency words that might lend themselves to today's writing topic include: *again, beautiful, by, carry, caught, every, have, heard, live, new, other, piece, thought,* and *whole.*

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WA4

We wanted to get a class pet. We thought of many animals before we finally got Chuckles. Chuckles is a tarantula. A tarantula is a big spider. He has eight hairy legs and is as big as a child's hand. He lives in a glass tank. We take care of him by feeding him live crickets. He eats every one we give him! We give him

fresh water and dirt to dig in. One day we lost him in the classroom! We looked and looked for him. We thought he was gone for good, but someone heard him scratching in the ball box. Our teacher caught him and put him back in the tank. She made sure the lid was on tight!

Invite the students to close their eyes and listen as you reread the story aloud. Point out that the added information tells more and helps readers imagine what is happening in the story.

2 Reread and Think About Telling More

Explain that today the students will tell more in the stories they wrote yesterday. Distribute the stories and have the students reread them, pointing to each word as they read. Use "Think, Pair, Share" to have the students discuss the question that follows. Alert them to listen carefully to their partners, as they will share what their partners said with the class:

Q *What more might you tell in your story?* [pause] *Turn to your partner.*

After partners have had a chance to talk, signal for the students' attention and ask:

Q *What is something that your partner might add to his or her story?*

Have a few volunteers share their partners' thinking with the class.

ELL Note

You might provide the prompt "My partner said [he/she] wants to add . . ." to your English Language Learners to help them verbalize their answers to this question. For more information, view "Adapting Lessons for English Language Learners" (AV31).

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WRITING TIME

3 Add to Stories About a Class Pet

Have the students return to their desks and work on adding to their stories for 20–25 minutes. Students who finish may get out their notebooks and write freely. Remind them to use the word wall and to sound out the spelling of unfamiliar words.

Write with the students for a few minutes; then walk around and observe them, assisting as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to add to stories they started earlier?
- Are they writing longer pieces compared to those they wrote at the beginning of the year?
- Are they approximating the spelling of unfamiliar words?
- Are they referring to the word wall to spell high-frequency words?
- Do they capitalize proper nouns?

Support students who are struggling with what to write or with telling more by having them tell you what they discussed in their partner conversations and by asking them questions about their writing.

Record your observations on the "Class Assessment Record" sheet (CA3); see page 46 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Ask the students to reread their stories; then ask:

Q *What word from the word wall did you include in your writing? Read us the sentence where you used that word.*

Q *Which words did you spell by listening to their sounds? How did you spell them?*

Skill Practice Note

For more practice capitalizing proper nouns, see Lesson 8 in the *Skill Practice Teaching Guide*.

SHARING AND REFLECTING

4 Share a Favorite Sentence and Reflect

As you did yesterday, have the students bring their stories and gather with partners sitting together in a circle. Explain that today each student will read a favorite sentence from her story aloud to the class. Give the students a few moments to choose what they will read aloud; then go around the circle and have the students read their sentences aloud, without comment.

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After all of the students have shared, ask and briefly discuss the question that follows. Alert the students to be ready to share what their partners said with the class.



Q *What did you hear that got you interested in someone else's story? Turn to your partner.*

Signal for the students' attention and have a few volunteers share what their partners said with the class. Ask and briefly discuss:

Q *What does your partner do to let you know that he or she really hears what you say?*

Encourage the students to continue to listen carefully to one another and to be ready to share their partners' thinking with the class.

Explain that they will continue to work on telling more in their stories.

EXTENSION

Illustrate Stories About a Class Pet

Have the students illustrate their stories about a class pet. Ask them to reread their stories first to get ideas about what to include in their illustrations. After they have completed their illustrations, have them check to see that their illustrations relate to their stories. Have them share their illustrated stories in pairs or with the class.

Open Day Writing Throughout the Week

Write More About Fantasy Field Trips or Class Pets

Have the students write more about fantasy trips or imaginary class pets. If the students are inspired to expand on one of the stories they wrote this week, encourage them to add to and illustrate those stories. You might compile the students' stories into a class book, or have each student create an individual book. If time permits, invite volunteers to share their stories with the class.

Write Stories in Pairs

Give students an opportunity to write stories with their partners. Have a student act as your partner and model writing a collaborative story. Model writing the first sentence of the story and then passing the pen to your partner, who will write the next sentence.

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Continue taking turns adding to the story until you have several sentences. As you write, help your partner tell more by asking him questions such as:

- Q *What might happen next to the [curious cat]?*
- Q *What does the [curious cat] look like?*
- Q *Who else might be [at the birthday party]?*
- Q *How might we end our story?*

Have the students work in pairs to write stories about any topic they choose. Encourage partners to ask each other questions like those above to help them tell more. If time allows, invite partners to share their stories with the class.

Write Silly Stories About the Class

Have the students continue to practice telling more by writing silly stories about the class. Use "Think, Pair, Share" to discuss:

- Q *What silly things could happen in a story about our class?* [pause] *Turn to your partner.*

Signal for the students' attention and have a few volunteers share their ideas with the class.

> **Students might say:**
>
> "Everything we say comes out backwards!"
>
> "The books in our classroom come to life."
>
> "Maybe we all turn into beavers and start eating our desks!"

Choose one of the student's ideas to develop into a shared silly story about the class; then have the students write their own silly stories. As the students write, remind them to think about what more they might add to their stories.

Technology Tip

You might have partners publish their collaborative story using an online publishing tool. To find online publishing tools, search using the keywords "online publishing tools for kids."

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Week 3 OVERVIEW



Wait and See

by Robert Munsch, illustrated by Michael Martchenko

Olivia's wacky birthday wishes all come true.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA5

Assessment Forms

- "Class Assessment Record" sheet (CA4)
- "Conference Notes" record sheet (CN1)

Professional Development Media

- "Asking Open-ended Questions and Using Wait-time" (AV17)
- "Using Web-based Teaching Resources" tutorial (AV75)

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Writing Focus

- Students hear, discuss, and write stories about wishes.
- Students contribute to a shared story and write their own.
- Students reread their writing and tell more.
- Students explore capitalizing proper nouns.
- Students approximate spelling and use the word wall.

Social Development Focus

- Students learn the procedure for Author's Chair sharing.
- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 1, consider previewing this week's read-aloud selection, *Wait and See*, with your English Language Learners before you read it to the whole class. You might read it aloud while showing and discussing the illustrations, or have the students flip through it on their own.

✓ Prior to Day 2, think of a wish you might write about in a shared story (see the diagram in Step 1 on page 244 for an example).

✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA4) on page 47 of the *Assessment Resource Book*.

TEACHER AS WRITER

"If you want to learn how to write, write a lot and you will get better at it."

— Robert Munsch

This week, look at some earlier drafts in your writing notebook. Pick one sentence that you like, perhaps because of its sensory detail, dynamic action, or compelling subject matter. Write it at the top of a blank page and use it to begin a new piece of writing. If you get stuck, ask yourself questions using the words *who*, *what*, *when*, *where*, *why*, and *how* to keep writing.

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Day 1 Getting Ideas and Writing Stories

Materials

- *Wait and See*
- Chart paper and a marker

In this lesson, the students:

- Hear, discuss, and write stories about wishes
- Review capitalizing proper nouns
- Approximate spelling and use the word wall
- Share their partners' thinking with the class
- Express interest in one another's writing

GETTING READY TO WRITE

1 Read *Wait and See* Aloud

Gather the class with partners sitting together, facing you. Remind the students that they are focusing on telling more in their writing, and that telling more makes their stories more interesting and fun to read. This week they will each write a story to share with the class at the end of the week.

Show the cover of *Wait and See*. Explain that you will read the story aloud to help the students get ideas for their own writing. Read the title and the names of the author and illustrator aloud; then read the story aloud slowly and clearly, showing the illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

going totally nuts: going crazy (p. 6)
enormous: very, very big (p. 18)

After reading, ask:

Q *What happened when Olivia wished for snow? For rain? For money?*

> **Students might say:**
> "The snow covered the whole house."
> "There was so much rain it made a flood."
> "Her parents started fighting about the money."

2 Generate Ideas for Stories About Wishes

Use "Think, Pair, Share" to discuss the question that follows. Alert the students to be ready to share what their partners said with the class.

Q *If you could wish for anything you wanted, what would it be? How much of it would you wish for?* [pause] *Turn to your partner.*

Facilitation Tip

Continue to focus on **pacing class discussions** so they are neither too short nor too long. Scan the whole class (not just the students who are responding) and use techniques such as the following:

- Call on just a few students to respond to each question, even if others have their hands up.
- Use "Turn to Your Partner" if many students want to speak, and then call on just two or three students to share with the whole class.
- Restate the question if the discussion strays from the original topic.
- Use wait-time before calling on anyone to respond.

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After most pairs have finished talking, signal for the students' attention. Write the title "Things We'd Wish For" on a sheet of chart paper. Then have a few volunteers share what their partners said with the class. As the students respond, record the ideas they share on the chart.

Things We'd Wish For

- a hundred cats
- turning into Superman
- pizza, pizza, and more pizza
- a swimming pool as big as Texas
- a truck full of video games

Use "Think, Pair, Share" to discuss:

Q *What might happen if, like Olivia, you got too much of what you wished for?* [pause] *Turn to your partner.*

If you notice partners having difficulty generating ideas, signal for the students' attention and ask:

Q *What do you imagine might happen if you [got a hundred cats]?*

After discussing a few ideas as a class, have partners resume their conversations for a minute or two.

Explain that today the students will write stories about their own wishes, especially what might happen if they got too much of what they wished for. Tell them that they can use the ideas they shared with their partners, or any other ideas they think of, to write their stories. Encourage them to write longer stories by telling as much as they can.

Distribute writing paper and have the students return to their seats.

WRITING TIME

3 Write Stories About Wishes

Have the students work on their stories. Encourage them to use the word wall and to sound out unfamiliar words. Give the students about 5 minutes to settle into their writing; then signal for the students to begin writing quietly for 20–25 minutes. Join them in writing for a few minutes; then confer with individual students.

Teacher Note

If the students struggle to come up with ideas, call for their attention and suggest a couple of ideas such as those listed in the diagram; then repeat the question.

Teacher Note

Notice that the question you asked is open-ended, inviting many responses. Remember to use at least 5–10 seconds of wait-time before intervening. This gives everyone a chance to think before talking. To see an example of how you might facilitate this with your students, view "Asking Open-ended Questions and Using Wait-time" (AV17).

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TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about his story and read any writing aloud. As you listen, ask yourself:

- Is this student attempting to write more?
- Does this student approximate the spelling of unfamiliar words?
- Does this student refer to the word wall to spell words he has learned?
- Does this student attempt to capitalize the first letters of sentences and use sentence punctuation?
- Does this student capitalize proper nouns?

Things you can do to support a student during a conference:

- Ask the student to visualize and tell you his story.
- Ask the student questions to elicit more ideas.
- Approximate the spelling of unfamiliar words with him.
- Point out words on the word wall.
- Help the student find words in books or around the classroom.
- If the student struggles to write anything at all, provide a sentence starter or transcribe the first couple of sentences as he dictates them; then have the student continue the story on his own.

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 49 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Have the students reread their stories. Ask:

Q *Did you begin each sentence with a capital letter and end it with a period? Read us a sentence where you remembered to do this.*

Q *What names did you capitalize in your story?*

SHARING AND REFLECTING

4 Share a Favorite Sentence and Reflect

As you did in Week 2, have the students bring their stories and gather in a circle. Explain that today each student will read a favorite sentence from her story aloud to the class. Give the students a few moments to choose what they will read aloud; then go around the circle and have each student read her sentence aloud, without comment.

After all of the students have shared, ask and briefly discuss:

Q *What did you hear that got you interested in someone else's story?*

Collect the students' stories and explain that they will continue telling more tomorrow.

Teacher Note

Save the "Things We'd Wish For" chart to use on Day 2.

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WRITING ABOUT READING

Write Opinions About *Wait and See*

Show the cover of *Wait and See* and remind the students that they heard the story earlier. Ask:

Q *What do you remember about the book* Wait and See*?*

Have a few volunteers share their thinking; then ask:

Q *Do you like the book* Wait and See*? Why?*

Q *What part do you especially like or dislike (not like)?*

> **Students might say:**
>
> "I like *Wait and See* because Olivia gets everything she wishes for. I especially like the part where her family gets three babies."
>
> "I like *Wait and See* because it's funny. My favorite part is when the truck full of money pulls up."
>
> "I don't like *Wait and See* because it couldn't really happen. It's silly that all of Olivia's wishes come true."

Tell the students that when they talk about what they like or dislike about something they are giving an *opinion*, or telling what they think about something. Explain that people might have different opinions about the same thing and that this is fine. What is important is that they explain their thinking. Ask the students to watch as you think aloud and model writing an opinion about *Wait and See*.

> **You might say:**
>
> "I like the book *Wait and See* because it's fun to imagine what would happen if all your wishes came true. I'll write the sentence: *I like the book Wait and See because it's fun to imagine what would happen if wishes came true*. I especially like the part when Olivia makes her first wish and the house gets covered in snow, so I'll add the sentence: *I like the part when Olivia wishes for snow and snow covers the whole house*. I'll end with the sentence: *I like books where anything can happen*."

Explain that the students will write their own opinions about *Wait and See* and then illustrate the parts of the book they wrote about. If time permits, invite the students to share their opinions and illustrations with the class.

Materials

- *Wait and See* from Day 1

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Day 2 Telling More and Sharing in Pairs

Materials

- "Things We'd Wish For" chart from Day 1
- Lined writing chart (WA5) for modeling
- Students' stories from Day 1

In this lesson, the students:

- Contribute to a shared story
- Approximate spelling and use the word wall
- Capitalize proper nouns
- Share their partners' thinking with the class
- Learn the prompt "I want to know . . ."

GETTING READY TO WRITE

1 Think Before Writing and Write a Shared Story About Wishes

Gather the class with partners sitting together, facing you. Remind the students that yesterday they heard *Wait and See* and started writing stories about wishes, especially what might happen if they got too much of what they wished for. Briefly review the "Things We'd Wish For" chart. Explain that you have been thinking of a story, and that you would like the students' help to write it and tell more.

Think aloud about a wish you want to write about and what happens when you get too much of it. Display the lined writing chart (WA5); then write the first sentence or two of the story on the chart.

WA5

One day I said to my friend Beth, "I wish I could have a pet. In fact, I wish I could have a whole zoo!"

Use "Think, Pair, Share" to discuss:

Q *What might happen in this story?* [pause] *Turn to your partner.*

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Signal for the students' attention and have a few volunteers share their thinking with the class. As the students share, encourage discussion by asking follow-up questions such as:

Q *One idea is that [a bunch of trucks might pull up in front of the house]. What might happen next?*

Q *Why might it be a problem that [zoo animals are standing in the front yard]?*

Q *How might the problem get solved?*

After discussing several possible ideas, choose one idea and write the next sentence or two of the story; then ask:

Q *What sentence shall I write next? What sentence might make sense after this one?*

Use the students' suggestions to add several sentences to the story. Be ready to restate the students' ideas, if necessary, into sentences that make sense in the story. As you write, look for opportunities to point out punctuation, capitalize proper nouns, use the word wall, and approximate spelling.

WA5

One day I said to my friend Beth, "I wish I could have a pet. In fact, I wish I could have a whole zoo!" Just then I looked up and saw a long line of trucks pulling up in front of my house. The truck drivers got out and opened the doors, and out came every kind of animal.

Ask the students to close their eyes and picture the story in their minds as you read it aloud. Point out that telling more helps readers picture the story in their minds and enjoy it more.

2 Reread and Think About Telling More

Explain that today the students will tell more in the stories they wrote about wishes. Distribute the stories and have the students reread them, pointing to each word as they read. Use "Think, Pair, Share" to have the students discuss the question that follows. Alert them to listen carefully to their partners, as they will share what their partners said with the class. Ask:

Q *What more might you tell in your story?* [pause] *Turn to your partner.*

Skill Practice Note

As you model, you might point out instances where you are placing commas between items in a series. Explain that when you list three or more things in a sentence, you place a comma after each thing except the last one, which has the word *and* or *or* before it. To provide your students with more practice using commas in a series, see Lesson 28 in the *Skill Practice Teaching Guide*.

Teacher Note

Save the shared story on the lined writing chart (WA5) to use on Day 3. Post the "Things We'd Wish For" chart so the students can continue to use the ideas for their writing.

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After partners have had a chance to talk, signal for the students' attention and ask:

Q *What is one thing that your partner wants to add to his or her story?*

Have a few volunteers share their partners' thinking with the class. Explain that the students will add to their stories during Writing Time. They might add the ideas they shared with their partners and any other ideas they have. Explain that any student who finishes should start a new story about a different wish.

WRITING TIME

3 Add to Stories About Wishes

Have the students return to their desks and work quietly on adding to their stories for 20–25 minutes. Write with the students for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about her story and read any writing aloud. As you listen, ask yourself:

- Is this student attempting to write more?
- Does this student approximate the spelling of unfamiliar words?
- Does this student refer to the word wall to spell words she has learned?
- Does this student attempt to capitalize the first letters of sentences and use sentence punctuation?
- Does this student capitalize proper nouns?

Things you can do to support a student during a conference:

- Ask the student to visualize and tell you her story.
- Ask the student questions to elicit more ideas.
- Approximate the spelling of unfamiliar words with her.
- Point out words on the word wall.
- Help the student find words in books or around the classroom.
- If a student struggles to write anything at all, provide a sentence starter or transcribe the first couple of sentences as she dictates them; then have the student continue the story on her own.

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 49 of the *Assessment Resource Book*.

Signal the end of Writing Time. Ask the students to reread their stories; then ask:

Q *What word from the word wall did you include in your writing? Read us the sentence where you use that word.*

Q *Which words did you spell by listening to their sounds? How did you spell them?*

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SHARING AND REFLECTING

4 Teach the Prompt "I Want to Know . . ." and Share Stories in Pairs

Have the students bring their stories and gather with partners sitting together, facing you. Explain that partners will read their stories to each other and then tell each other one more thing they want to know about the other's story.

Write the prompt *I want to know . . .* where everyone can see it and read it together. Explain that you would like the students to use this prompt when they talk to their partners today. Explain that you will ask them later to share one thing their partners wanted to know about their story.

Give partners several minutes to share their stories with each other.

5 Reflect on Partner Feedback

Ask and briefly discuss:

Q *What is one thing your partner wanted to know about your story?*

Q *What might you add to your story tomorrow?*

Collect the students' stories and explain that they will work on them again tomorrow.

Teacher Note

Circulate and, if necessary, remind partners to use the prompt "I want to know . . ." when talking to each other.

Rereading and Telling More

Day 3

In this lesson, the students:

- Explore how an author tells more
- Reread and add to writing
- Share their partners' thinking with the class
- Express interest in one another's writing

Materials

- *Wait and See* from Day 1
- Your shared story on the lined writing chart (WA5) from Day 2
- Students' stories from Day 2

GETTING READY TO WRITE

1 Reread from *Wait and See* and Think About How the Author Tells More

Gather the class with partners sitting together, facing you. Show the cover of *Wait and See* and review that the students heard this story earlier in the week. Remind them that the story is about a girl named Olivia and what happens when she makes wishes. Explain that you will

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read part of the story again to help the students think about how the author tells more.

Read pages 14–18 aloud, starting with the sentence that begins, "Meanwhile, back in the house . . ." Stop after:

p. 18 "So she made a cake, covered it with candles, and made a wish."

Ask:

Q *In this part of the story, the author could have written "Olivia got a lot of money" and stopped there, but instead he tells more. What does he tell to make the story interesting and funny?*

> **Students might say:**
>
> "The father says it's not going to work."
>
> "A truck dumps money into her yard."
>
> "Her parents start fighting about the money."
>
> "They try to collect it in garbage bags."

Remind the students that telling more helps readers picture a story in their minds and makes it more interesting and fun to read.

2 Add to a Shared Story

Display the shared story on the lined writing chart (WA5) from Day 2 and read it aloud. Ask:

Q *What might we add to tell more in this story?*

Use the students' ideas to add a few more sentences to the story, and model continuing onto another page when necessary.

WA5

One day I said to my friend Beth, "I wish I could have a pet. In fact, I wish I could have a whole zoo!" Just then I looked up and saw a long line of trucks pulling up in front of my house. The truck drivers got out and opened the doors, and out came every kind of animal. There were zebras, lions, monkeys, and

flamingos. To my surprise, there was even a three-toed sloth! They all crowded onto my front yard. I said, "Uh-oh." Beth said, "I guess wishes do come true." My mom came out and yelled that the grass was getting trampled. Then the animals all started getting grumpy. The lion roared, the monkey screeched, and the ostrich stuck its head in the dirt. I said, "I think it's time to make another wish."

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3 Reread and Think About Telling More

Explain that the students will share their wish stories with the class tomorrow, so today they will want to work on them to make them as interesting and fun as possible. Distribute the students' stories and have them reread them. Use "Think, Pair, Share" to discuss:

Q *What more might you tell in your story today?* [pause] *Turn to your partner.*

Signal for the students' attention. Without discussing as a class, have the students return to their seats to start writing.

WRITING TIME

4 Add to Stories About Wishes

Have the students work quietly on adding to their stories for 20–25 minutes. Students who finish may get out their notebooks and write freely. Remind them to use the word wall and to sound out the spelling of unfamiliar words.

Write with the students for a few minutes; then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about his story and read any writing aloud. As you listen, ask yourself:

- Is this student attempting to write more?
- Does this student approximate the spelling of unfamiliar words?
- Does this student refer to the word wall to spell words he has learned?
- Does this student attempt to capitalize the first letters of sentences and use sentence punctuation?
- Does this student capitalize proper nouns?

Things you can do to support a student during a conference:

- Ask the student to visualize and tell you his story.
- Ask the student questions to elicit more ideas.
- Approximate the spelling of unfamiliar words with him.
- Point out words on the word wall.
- Help the student find words in books or around the classroom.
- If the student struggles to write anything at all, provide a sentence starter or transcribe the first couple of sentences as he dictates them; then have the student continue the story on his own.

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 49 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

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SHARING AND REFLECTING

5 Share a Favorite Sentence and Reflect

Have the students bring their stories and gather with partners sitting together in a circle. Explain that each student will read a favorite sentence from her story aloud to the class. Give the students a few moments to choose what they will read aloud; then go around the circle and have each student read her sentence aloud, without comment.

After all the students have shared, ask and briefly discuss the question that follows. Alert the students to be ready to share what their partners said with the class.

Q *What did you hear that got you interested in someone else's story? Turn to your partner.*

Have a few volunteers share what their partners said with the class. Collect the completed stories and tell the students that they will share their stories with the class tomorrow.

Day 4 Sharing as a Community

Materials

- Students' stories from Day 3
- A chair to use as the Author's Chair
- "Class Assessment Record" sheet (CA4)

In this lesson, the students:

- Learn procedures for Author's Chair sharing
- Give their full attention to the person who is speaking
- Speak clearly
- Use the prompt "I want to know . . ." to express interest in one another's writing
- Write freely

ABOUT SHARING FROM THE AUTHOR'S CHAIR

This week, the students begin to share their writing from the Author's Chair. Designate a chair that will always be used as the Author's Chair and place it where the class can gather in front of it. You will call authors to the chair and have them read their stories aloud to the class. You might want to sit next to the author to help with reading, if necessary. Encourage authors to read their stories slowly in a loud, clear voice, and encourage the students in the audience to give their full attention to the author who is sharing.

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GETTING READY TO SHARE

1 Gather and Introduce the Author's Chair

1.C.i
11.E.ii
Teacher Narrative
Step 1 (all)

Gather the class with partners sitting together, facing you. Direct the students' attention to the Author's Chair and explain that the students will share their writing from it for the rest of the year. Authors will sit in the chair and read their writing to the class; then the class will have an opportunity to talk with the authors about their writing. Briefly discuss:

- Q *What will authors need to do when they read? How will that help us?*
- Q *What will the audience need to do? How will that help us?*

> **Students might say:**
>
> "The author should wait until everyone is paying attention before reading."
>
> "The author should read in a loud voice, not too fast or too slow."
>
> "The audience needs to sit and listen quietly."
>
> "The audience should ask the author questions after he finishes reading."

If necessary, use a piece of your own writing to model how you want the students to share from the Author's Chair. In particular, model speaking in a loud, clear voice and holding your paper down so the students can see your face.

Explain that you will check in with the students later to see how they did.

2 Review the Prompt "I Want to Know . . ."

Review that the students learned the prompt "I want to know . . ." to help them talk about their partners' writing. Explain that you would like them to use the prompt when they talk about one another's writing today. Write the prompt where everyone can see it and have the students read it aloud with you.

SHARING TIME

3 Share from the Author's Chair

1.C.i
11.E.ii
Teacher Activity
Step 3 (all, including the Class Assessment Note at the top of page 252)

Choose one of the students' stories about wishes and have the author sit in the Author's Chair. Remind the author to read his writing in a loud, clear voice and to hold his story low enough so everyone can see his face. Have the student read his story aloud.

At the end of the reading, facilitate a discussion using these questions:

- Q *What did you like about [Binh's] story?*
- Q *What more do you want to know about [Binh's] story?*

Follow the same procedure to have other students share from the Author's Chair.

Teacher Note

The purpose of the last question is to encourage the students to continue to think about how they can tell more in their writing. If they struggle to answer the question, model a response by telling the author something more you would like to know about his story. Then repeat the question.

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CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- When the students share, do they speak in a voice loud enough for all to hear?
- When the students share, do they read at a pace that is neither too fast or too slow?
- When the students share, do they wait for everyone's attention?
- Is the audience listening attentively?
- Do the students ask the authors to speak up if necessary?

Make note of any problems you want to discuss with the students during Reflecting.

Record your observations on the "Class Assessment Record" sheet (CA4); see page 47 of the *Assessment Resource Book*.

REFLECTING

4 Reflect on Sharing from the Author's Chair

Ask and briefly discuss:

Q *What did our authors do today that helped the audience?*

Q *What did the audience do today that helped the authors?*

If necessary, share any problems you noticed and have the students discuss what they can do differently next time. Explain that they will have many other opportunities to share their stories and be good audience members during the year.

Teacher Note

Before beginning Week 4, plan another time when the rest of your students can share their stories from the Author's Chair.

FREE WRITING TIME

5 Write Freely

Explain that the students will now have some time to write freely about anything they choose. Tell them that if they need help thinking of an idea to write about, they can choose one from the "Ideas for Fantasy Field Trips" chart, the "Ideas for Class Pet Stories" chart, or the "Things We'd Wish For" chart. Ask:

Q *What might you want to write about today? Turn to your partner.*

Have a few volunteers share their ideas with the class, and then have the students begin to write.

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TECHNOLOGY EXTENSION

Learn More About Robert Munsch

If the students wish to learn more about Robert Munsch, have them watch a conversation with him or read an interview with him online. To find a video or print an interview with the author, search online with his name and the keyword "video" or "interview." Have the students listen to or view portions of the interview to learn more about how Robert Munsch gets ideas for his stories.

Technology Tip

To learn more about Internet resources you can use with the students, view the "Using Web-based Teaching Resources" tutorial (AV75).

Writing Throughout the Week — Open Day

Read and Write About Another Book by Robert Munsch

Have the students write about an inanimate object that comes to life. Explain that an *inanimate object* is "something that is not alive" and point out a few examples of inanimate objects in your classroom. Invite the students to look around the room for additional examples of inanimate objects, and then ask:

Q *What other inanimate objects do you see?*

Tell each student that today you will read a story about an inanimate object that comes to life—a mud puddle. Read *Mud Puddle* by Robert Munsch aloud. After reading the story, ask and discuss:

Q *If you could write about an inanimate object that comes to life, what would you write about?*

Have each student choose an inanimate object and write a story about it coming to life. If time allows, invite volunteers to share their stories with the class.

Write Opinions About *Wait and See*

Have each student respond to literature by writing opinions about *Wait and See* (see Writing About Reading on page 243).

Share from the Author's Chair and Write Freely

Repeat the procedures you used in Day 4 to provide another opportunity for the students to share their writing from the Author's Chair and then write freely about anything they choose.

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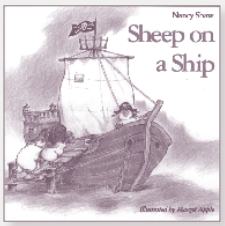
Week 4 OVERVIEW



Sheep on a Ship

by Nancy Shaw, illustrated by Margot Apple

Six seafaring sheep cope with a wild storm.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA6

Assessment Forms

- "Class Assessment Record" sheet (CA5)
- "Conference Notes" record sheet (CN1)
- "Individual Writing Assessment" record sheet (IA1)

Reproducibles

- Unit 3 family letter (BLM1)
- (Optional) "Book Review of *Sheep on a Ship*" (BLM2)

Professional Development Media

- "Social Reflection" (AV14)
- "Using Web-based Teaching Resources" tutorial (AV75)

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Writing Focus

- Students hear, discuss, and write stories.
- Students reread their writing and tell more.
- Students explore capitalizing proper nouns.
- Students approximate spelling and use the word wall.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

- ✓ Prior to Day 1, consider previewing this week's read-aloud selection, *Sheep on a Ship*, with your English Language Learners before you read it to the whole class. You might read it aloud while showing and discussing the illustrations, or have the students flip through it on their own.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA5) on page 48 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student's stories.

TEACHER AS WRITER

"History will be kind to me, for I intend to write it."

— Winston Churchill

This week, write a "day in your life" piece. Try to include everything you can think of that is happening at any particular moment as if you are experiencing the events "for the first time." Write about the things that are happening in your immediate vicinity as well as larger, more impersonal events, such as the weather or politics. Try to fill several pages in your writing notebook.

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Day 1 Getting Ideas and Writing Stories

Materials

- *Sheep on a Ship*
- Chart paper and a marker
- "Things We'd Wish For" chart from Week 3
- "Ideas for Class Pet Stories" chart from Week 2
- "Ideas for Fantasy Field Trips" chart from Week 2

In this lesson, the students:

- Hear, discuss, and write stories
- Generate ideas for silly animal stories
- Approximate spelling and use the word wall
- Share their partners' thinking with the class
- Express interest in one another's writing

GETTING READY TO WRITE

1 Read *Sheep on a Ship* Aloud

Gather the class with partners sitting together, facing you. Remind the students that they wrote and shared stories about wishes last week. Explain that this week they will write new stories, and they will share these stories with the class from the Author's Chair at the end of the week.

Show the cover of *Sheep on a Ship* and explain that you will read this story aloud to help the students get ideas for their own stories. Read the title and the names of the author and illustrator aloud. Then read the story aloud slowly and clearly, showing the illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

lap: gently hit the side of the ship (p. 9)
collide: crash into one another (p. 19; refer to the illustration)
mast: pole that holds up a sail (p. 23; refer to the illustration)
raft: small, flat boat (p. 23)
craft: boat (p. 24)
land ho!: there is land nearby! (p. 29)
sheep fall short: sheep fall into the water (p. 31; refer to the illustration)

After reading, ask:

Q *What happened to the sheep after they started their sailing trip?*

> **Students might say:**
> "There was a big storm."
> "The ship started sinking."
> "They made a raft and jumped onto it."

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2 Generate Ideas for Silly Animal Stories

Use "Think, Pair, Share" to discuss the question that follows. Alert the students to be ready to share what their partners said with the class.

Q *If you wanted to write a silly animal story, what might you write about?* [pause] *Turn to your partner.*

After most pairs have finished talking, signal for the students' attention. Write the title "Ideas for Silly Animal Stories" on a sheet of paper and have a few volunteers share their partners' thinking with the class. As the students respond, record the ideas they share on the chart. Look for opportunities to point out punctuation, capitalization of proper nouns, use of the word wall, and approximation of spelling.

Ideas for Silly Animal Stories

- monkeys that go to a museum
- a dancing goat
- pigs that run a restaurant
- a dog that's a superhero
- cats that sing in a rock and roll band
- an elephant in New York City

Explain that today the students will write their own stories. They may write silly animal stories or write about anything else they choose. Briefly review the "Ideas for Fantasy Field Trips," "Ideas for Class Pet Stories," and "Things We'd Wish For" charts and remind the students that they may use ideas from these charts, if they wish. Encourage them to use their imaginations to tell interesting and fun stories.

Distribute writing paper and have the students return to their seats.

WRITING TIME

3 Write Stories

Have the students work on their stories. Encourage them to use the word wall and to sound out unfamiliar words. Give the students about 5 minutes to settle into their writing; then signal for the students to begin writing quietly for 20–25 minutes. Join them in writing for a few minutes, and then confer with individual students.

TEKS 11.A.1
Student/Teacher Narrative
Step 2 (all)

Teacher Note

If the students struggle to come up with ideas, call for their attention and suggest a few ideas, such as those listed in the diagram below; then repeat the question.

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TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about her story and read any writing aloud. As you listen, ask yourself:

- Is this student attempting to write more?
- Does this student approximate the spelling of unfamiliar words?
- Does this student refer to the word wall to spell words she has learned?
- Does this student attempt to capitalize the first letters of sentences and use sentence punctuation?
- Does this student capitalize proper nouns?

Things you can do to support a student during a conference:

- Ask the student to visualize and tell you her story.
- Ask the student questions to elicit more ideas.
- Approximate the spelling of unfamiliar words with her.
- Point out words on the word wall.
- Help the student find words in books or around the classroom.
- If the student struggles to write anything at all, provide a sentence starter or transcribe the first couple of sentences as she dictates them; then have the student continue the story on her own.

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 49 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Have the students reread their stories. Ask:

Q *Did you begin each sentence with a capital letter and end it with a period? Read us a sentence where you remembered to do this.*

Q *What names did you capitalize in your story?*

SHARING AND REFLECTING

4 Share a Favorite Sentence and Reflect

As you did in Week 2, have the students bring their stories and gather with partners sitting together in a circle. Explain that today each student will read a favorite sentence from his story aloud to the class. Give the students a few moments to choose what they will read aloud; then go around the circle and have each student read his sentence aloud, without comment.

After all of the students have shared, ask and briefly discuss:

Q *What did you hear that got you interested in someone else's story?*

Collect the students' stories and explain that they will continue telling more in them tomorrow.

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WRITING ABOUT READING

Write Book Reviews of *Sheep on a Ship*

Show the cover of *Sheep on a Ship* and remind the students that they heard this book earlier. Tell the students that you are going to read a book review of *Sheep on a Ship*. Explain that people write book reviews to tell other readers about books they have read. Distribute a copy of "Book Review of *Sheep on a Ship*" (BLM2) to each student. Ask the students to follow along as you read the book review aloud; then read it aloud, slowly and clearly.

Ask:

Q *What does the author tell us in this book review?*

> **Students might say:**
>
> "She tells us what happens in the story."
>
> "She tells us why she likes the book."
>
> "She tells us who else she thinks should read the book."

Explain that a book review usually includes a little bit about what happens in a story, the reviewer's opinion of the book (what he thinks about the book and why), and who else the reviewer thinks might enjoy reading the book. Ask the students to watch as you think aloud and model writing a brief review of *Sheep on a Ship*.

> **You might say:**
>
> "I want to start my review by telling a little about what happens in the book, so I'll write: *In Sheep on a Ship, some sheep go sailing and their boat gets caught in a storm.* Next I want to give my opinion of the book. I'll write: *I like this book because it's funny and the sheep are cute.* I'll end my review by saying who I think would like the book. I'll end with the sentence: *People who like funny stories or stories about animals should read Sheep on a Ship."*

Explain that the students will write their own reviews of *Sheep on a Ship* or other books they have read this year. If time permits, invite volunteers to share their reviews with the class.

Materials

- *Sheep on a Ship* from Day 1
- Copy of "Book Review of *Sheep on a Ship*" (BLM2) for each student

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Book Review of *Sheep on a Ship*" (BLM2). Make enough copies for each student to have one.

Teacher Note

If necessary, you might explain that a *reviewer* is a "person who writes a book review."

Teacher Note

You might write the following questions where all of the students can see them. Encourage the students to use these questions to help them write their reviews.

Q *What is the book about?*

Q *Did you like the book? Why?*

Q *Who else would like this book?*

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Day 2 Sharing in Pairs and Telling More

Materials

- Students' stories from Day 1
- "Class Assessment Record" sheet (CA5)

In this lesson, the students:

- Use the prompt "I want to know . . ." to discuss their partners' stories
- Reread and add to their writing
- Approximate spelling and use the word wall
- Capitalize proper nouns
- Share their partners' thinking with the class

GETTING READY TO WRITE

1 Prepare to Share Stories in Pairs

Gather the class with partners sitting together, facing you. Remind the students that they started writing stories yesterday, and that they will share these stories with the class from the Author's Chair later in the week. Today they will have a chance to tell more to make their stories as interesting and fun to read as possible.

Explain that today partners will read their stories to each other, and then each student will use the prompt "I want to know . . ." to tell at least one thing he wants to know about his partner's story. If necessary, write the prompt *I want to know . . .* where everyone can see it, and read it aloud together. Explain that later you will ask them to share one thing their partners wanted to know about their stories.

2 Share Stories in Pairs

Distribute the students' stories. Give partners sufficient time to share and discuss their stories. Walk around and observe, reminding partners to use the prompt as they talk, if necessary.

CLASS ASSESSMENT NOTE

Observe pairs without intervening and ask yourself:

- Are partners listening carefully to each other's stories?
- Do they use the prompt to tell each other what more they want to know?

(continues)

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CLASS ASSESSMENT NOTE *(continued)*

If partners are struggling, wait to see whether they work through their difficulties before you intervene. If they do not, support them by asking questions such as:

Q *What is your partner's story about?*

Q *What more do you want to know about [the dancing goat]?*

Record your observations on the "Class Assessment Record" sheet (CA5); see page 48 of the *Assessment Resource Book*.

When most pairs have finished, signal for the students' attention and ask:

Q *What more does your partner want to know about your story?*

Q *What might you add to tell more about that in your story today?*

Have a few volunteers share their ideas with the class. Explain that during Writing Time the students will add to their stories to tell more.

WRITING TIME

3 Add to Stories

Have the students return to their seats and work on adding to their stories for 20–25 minutes. Write silently with the students for a few minutes; then walk around and observe them, assisting as needed.

Signal the end of Writing Time. Ask the students to reread their stories; then ask:

Q *What word from the word wall did you include in your writing? Read us the sentence where you use that word.*

Q *Which words did you spell by listening to their sounds? How did you spell them?*

SHARING AND REFLECTING

4 Reflect on Telling More

Ask and briefly discuss:

Q *What did you add to your story that your partner wanted to know? Read us that part.*

Collect the students' stories and explain that they will work on them again tomorrow.

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Day 3 Rereading and Telling More

Materials

- *Sheep on a Ship* from Day 1
- Students' stories from Day 2

In this lesson, the students:

- Explore how an author tells more
- Reread and add to their writing
- Share their partners' thinking with the class
- Express interest in one another's writing

GETTING READY TO WRITE

1 Reread from *Sheep on a Ship* and Think About How the Author Tells More

Gather the class with partners sitting together, facing you. Show the cover of *Sheep on a Ship* and review that the students heard this story earlier in the week. Explain that you will read part of the story again to help the students think about how the author tells more.

Read pages 13–20 aloud. Ask:

Q *In this part of the story, the author could have written "There was a bad storm" and stopped there, but instead she tells more. What does she tell about the storm?*

> **Students might say:**
>
> "It rains and hails."
>
> "The waves slosh onto the ship. That makes the sheep slide."
>
> "The wind rips the sails."

Remind the students that telling more helps readers picture a story in their minds and makes it more interesting and fun to read.

2 Reread and Think About Telling More

Remind the students that they will share their stories with the class tomorrow, so today they will want to work on them to make them as interesting and fun to read as possible. Distribute the students' stories and have them reread what they have written so far. Use "Think, Pair, Share" to discuss:



Q *What more do you want to tell in your story today?* [pause] *Turn to your partner.*

Signal for the students' attention. Without discussing as a class, have the students return to their seats to start writing.

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WRITING TIME

3 Add to Stories

Have the students work on adding to their stories for 20–25 minutes. Students who finish may get out their notebooks and write freely. Remind them to use the word wall and to sound out the spelling of unfamiliar words.

Write with the students for a few minutes; then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about his story and read any writing aloud. As you listen, ask yourself:

- Is this student attempting to write more?
- Does this student approximate the spelling of unfamiliar words?
- Does this student refer to the word wall to spell words he has learned?
- Does this student attempt to capitalize the first letters of sentences and use sentence punctuation?
- Does this student capitalize proper nouns?

Things you can do to support a student during a conference:

- Ask the student to visualize and tell you his story.
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- Point out words on the word wall.
- Help the student find words in books or around the classroom.
- If the student struggles to write anything at all, provide a sentence starter or transcribe the first couple of sentences as he dictates them; then have the student continue the story on his own.

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 49 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share a Favorite Sentence and Reflect

Have the students bring their stories and gather with partners sitting together in a circle. Explain that each student will read a favorite sentence from her story aloud to the class. Give the students a few moments to choose what they will read aloud; then go around the circle and have each student read her sentence aloud, without comment.

After all of the students have shared, ask and briefly discuss the question that follows. Alert the students to be ready to share what their partners said with the class.

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Q *What did you hear that got you interested in someone else's story? Turn to your partner.*

Have volunteers share their partners' thinking. Collect the students' completed stories and tell them that they will share them with the class tomorrow.

TECHNOLOGY EXTENSION

Collaborate to Create a Digital Storybook

There are many online applications that allow students to collaborate with classmates to create a digital story. The students work together to choose a setting and characters from those available in the application and then develop a plan for their story. Then each student takes a turn recording his portion of the story. The stories can be shared online, emailed to parents, or stored for others to view on a computer, tablet, or other device the students are using. Use the keywords "group storytelling apps" to search for and learn about collaborative storytelling applications that are available for various devices.

Technology Tip

To learn more about Internet resources you can use with the students, view the "Using Web-based Teaching Resources" tutorial (AV75).

Day 4 Sharing as a Community

Materials

- Students' stories from Day 3
- "Discussion Prompts" chart (WA6)
- Author's Chair
- Copy of this unit's family letter (BLM1) for each student

In this lesson, the students:

- Share their writing from the Author's Chair
- Give their full attention to the person who is speaking
- Speak clearly
- Use the prompts "I found out . . .," "I like your story because . . .," and "I want to know . . ." to express interest
- Write freely

GETTING READY TO SHARE

1 Review Procedures for Author's Chair Sharing

Gather the class with partners sitting together, facing the Author's Chair. Remind them that last week they learned to share their writing from the Author's Chair, and that it is an opportunity for an author to read her writing to the class and for the class to ask the author questions. Ask and briefly discuss:

Q *What will you do today to let the author know you are listening?*

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Q *If you can't hear the author, how can you respectfully let him or her know?*

Q *If you are an author sharing your writing today, what do you want to remember to make it go well?*

2 Review the Prompts for Discussing Writing

Review that the students learned the prompt "I want to know . . ." to help them talk about their partners' writing. Explain that you would like them to use this prompt today, as well as the prompts "I found out . . ." and "I like your story because . . .," which they learned earlier in the year. Display the "Discussion Prompts" chart (WA6) and have the students read the prompts aloud with you.

SHARING TIME

3 Share from the Author's Chair

Choose one of the students' stories and have the author sit in the Author's Chair. Remind the author to read his writing in a loud, clear voice while holding his story low enough so everyone can see his face. Have the student read his story aloud.

At the end of the reading, facilitate a discussion using these questions:

Q *What did you find out from [Patrick's] story?*

Q *What did you like about [Patrick's] story?*

Q *What more do you want to know about [Patrick's] story?*

Follow the same procedure to have other students share from the Author's Chair.

REFLECTING

4 Reflect on Sharing from the Author's Chair

Facilitate a brief discussion about how the students did with sharing their stories. Ask:

Q *What did you do to let the authors know you were listening during Author's Chair sharing?*

Q *Why is it important to show the authors that you are listening?*

> **Students might say:**
>
> "I looked at them and didn't talk when they were sharing."
>
> "It's important to listen because then you can talk to them about their story."
>
> "If I don't listen, it might hurt their feelings."

11.E.ii
Teacher Activity
Step 3 (all)

Teacher Note

The end-of-lesson reflection is important to the students' growth as writers and to their social development. We encourage you to allow at least 5 minutes at the end of each period to help the students reflect on their work and interactions. For more information about social development, see "Values and Social Skills" on page xxviii. To learn more, view "Social Reflection" (AV14).

Facilitation Tip

Reflect on your experience over the past four weeks with **pacing class discussions**. Do the pacing techniques feel comfortable and natural for you? Do you find yourself using them throughout the school day? What effect has your focus on pacing had on your students' participation in discussions? We encourage you to continue to think about how to pace class discussions throughout the year.

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Teacher Note

Before beginning Unit 4, plan time for the rest of your students to share their stories from the Author's Chair.

Then ask:

Q *What problems did we have during Author's Chair sharing today? What can we do to avoid those problems next time?*

FREE WRITING TIME

5 Write Freely

Explain that the students will now have some time to write freely in their notebooks. Tell them that they may continue pieces they have already started or start new pieces. Ask:



Q *What might you want to write about today? Turn to your partner.*

After partners have had time to talk with each other, have a few volunteers share their ideas with the class. Then have the students return to their seats and begin to write. Join them in writing for a few minutes, and then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about her story and read any writing aloud. As you listen, ask yourself:

- Is this student attempting to write more?
- Does this student approximate the spelling of unfamiliar words?
- Does this student refer to the word wall to spell words she has learned?
- Does this student attempt to capitalize the first letters of sentences and use sentence punctuation?
- Does this student capitalize proper nouns?

Things you can do to support a student during a conference:

- Ask the student to visualize and tell you her story.
- Ask the student questions to elicit more ideas.
- Approximate the spelling of unfamiliar words with her.
- Point out words on the word wall.
- Help the student find words in books or around the classroom.
- If the student struggles to write anything at all, provide a sentence starter or transcribe the first couple of sentences as she dictates them; then have the student continue the story on her own.

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 49 of the *Assessment Resource Book*. In Unit 4, the focus of the individual student conferences will change. If you have not met with all your students to discuss the questions above, you may wish to do so before changing the conference focus.

Teacher Note

For information on wrapping up this unit and conducting the unit assessment, see "End-of-unit Considerations" on page 267.

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Read and Write About Other Books by Nancy Shaw

Read aloud other books by Nancy Shaw, including *Sheep in a Jeep*, *Sheep in a Shop*, *Sheep Out to Eat*, *Sheep Take a Hike*, and *Sheep Trick or Treat*. Discuss how the author tells more in her stories to help readers enjoy and understand them. Have the students borrow themes from Shaw's books to write their own stories; for example, after reading *Sheep in a Shop*, students might write stories about sheep inside other places, such as museums or schools, or stories about other kinds of animals, such as kangaroos, in a shop.

Write Book Reviews of *Sheep on a Ship*

Have the students respond to literature by writing book reviews of *Sheep on a Ship* (see Writing About Reading on page 259).

Share from the Author's Chair and Write Freely

Repeat the procedures in Day 4 to provide another opportunity for the students to share their writing from the Author's Chair and then write freely about anything they choose.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 3. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1) along with a few of the student's stories from the unit. (You can select the stories or you might have the students select the stories they would like to share.) Encourage the students to share their stories with their families. Remind the students to bring the pieces back to class after their families have read them so they can be placed in the class library.

Assessment

- Before continuing with the next unit, take this opportunity to analyze individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 50 of the *Assessment Resource Book*.

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CCC Collaborative Literacy | Empowering Teachers. Inspiring Students.

Being a Writer™

SECOND EDITION

The Collaborative Classroom

The Collaborative Classroom differs from traditional learning environments in that students and teachers work together on shared academic and social goals.

The Collaborative Classroom is an intentional environment in which collaboration goes beyond conventional cooperation and compliance. Students become caring members of a learning community who take responsibility for their own learning. As students think, talk, and share ideas, they come to value the thinking of others. They become thoughtful writers and engaged speakers and listeners. They discuss and debate big ideas with respect, clarity, and understanding.

The Collaborative Classroom in *Being a Writer*

The *Being a Writer* program embodies the practices of the Collaborative Classroom. Students of *Being a Writer* demonstrate:

- Deeper understanding of content
- Ownership of their own learning
- Intrinsic motivation to remain on task
- Improved self-esteem
- An increase in academic performance

"As we practice collaboration, we are building community. It has changed our school climate and helped our students academically. They now have the language to work together differently and resolve problems quickly. We have reduced interruptions during academic instruction and don't lose important learning time. We have increased student engagement, which ensures increased academic achievement and gains."

—Eve Cheung, principal, K–6 elementary school

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GRADE 1

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Teacher's Manual | Volume 2

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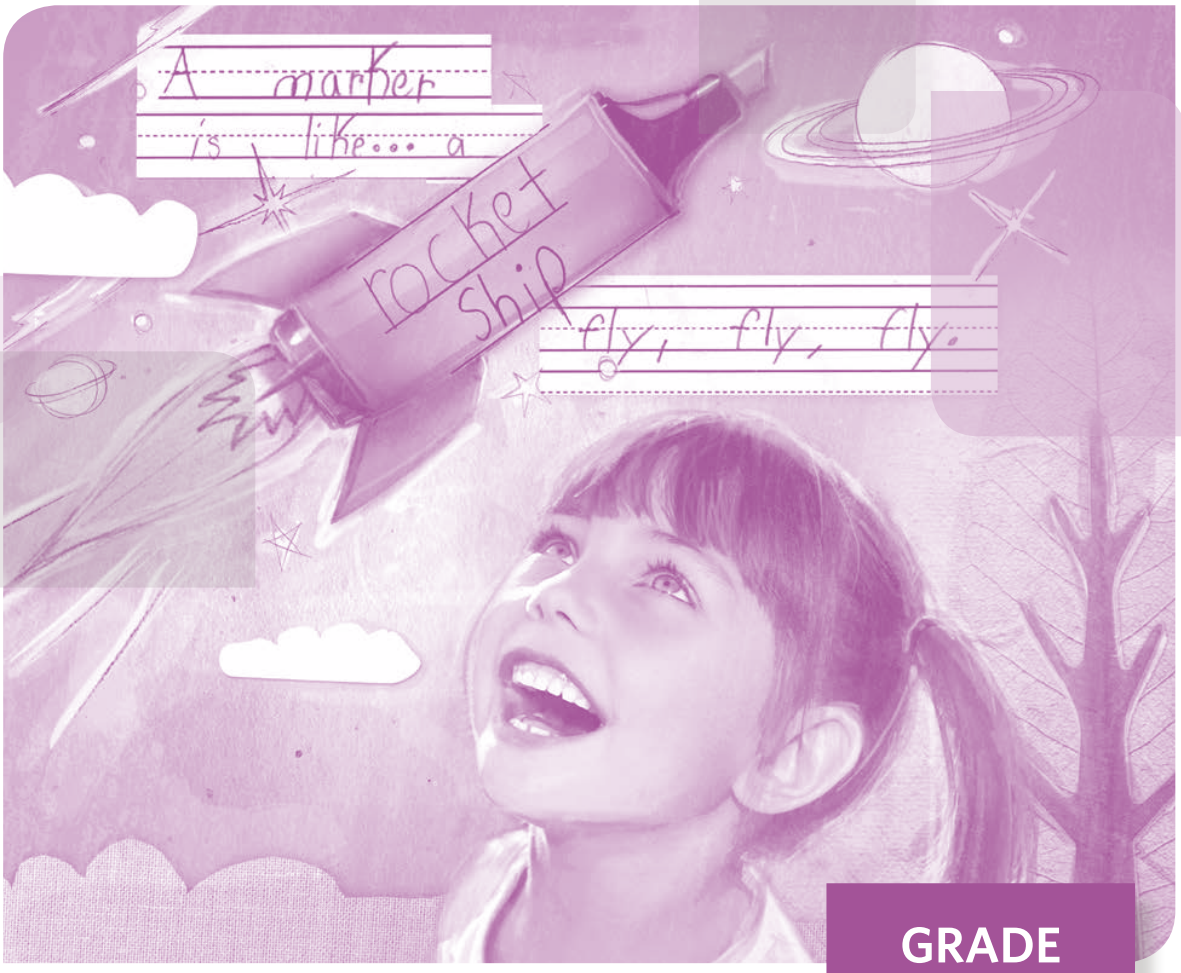

GRADE 1

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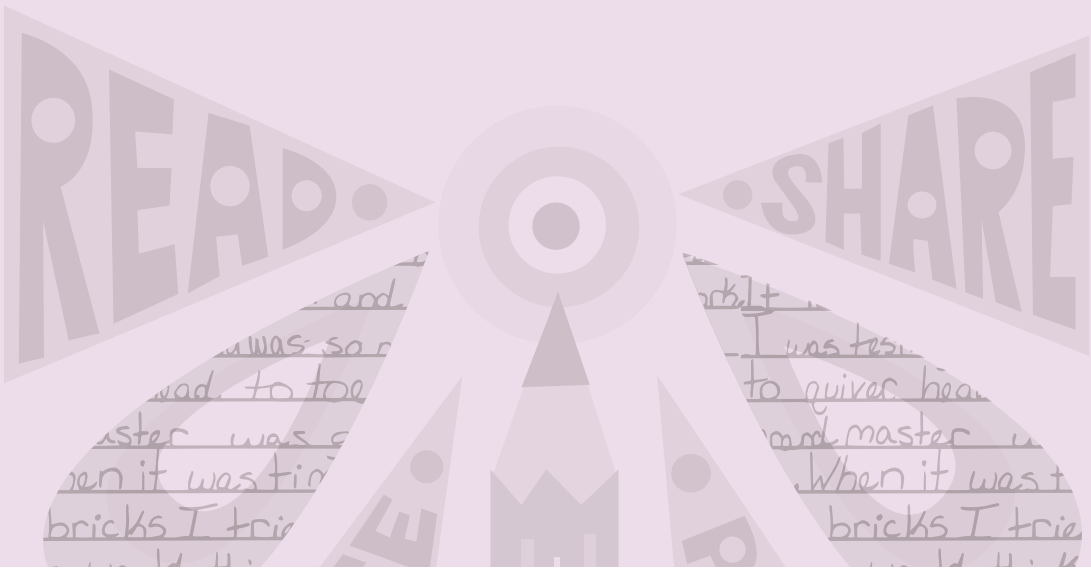
Unit 4

Writing Stories About Me

During this four-week unit, the students explore personal narrative by telling and writing true stories about their own lives. They learn that a good story has a beginning, middle, and end, and they tell more by including feelings in their stories. Each student informally engages in the writing process by selecting one of her stories, adding to it, proofreading it, and publishing it as a book for the classroom library. The students explore temporal words, learn to use exclamation points, and review capitalizing proper nouns. Socially, they learn about one another from their personal narratives and tell what more they want to know about one another's stories. They learn to share materials fairly and handle them responsibly as they make their books. They continue to focus on sharing ideas and expressing interest in and appreciation for one another's writing.



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Unit 4 Writing Stories About Me

RESOURCES

Read-alouds

- *The Snowy Day*
- *Chrysanthemum*
- *Best Friends Sleep Over*
- *Down the Road*

Writing About Reading Activities

- "Write Opinions About *Chrysanthemum*"
- "Write Book Reviews"

Technology Extensions

- "Watch or Read an Interview with Kevin Henkes"
- "Publishing Student Writing Online"

Extensions

- "Read a Poem About Snow"
- "Read Other Stories and Discuss Beginning, Middle, and End"
- "Use Temporal Words to Sequence Sentences in a Story"
- "Explore Feelings in Other Stories"
- "Share Published Books with a Wider Audience"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activity

- WA1

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA4)
- "Conference Notes" record sheet (CN1)
- "Social Skills Assessment Record" sheet (SS1)
- "Individual Writing Assessment" record sheet (IA1)
- "Individual Writing Assessment Class Record" sheet (CR1)

Reproducibles

- "'Feelings' Cards" (BLM1)
- Unit 4 family letter (BLM2)
- "Giving My Dog a Bath" sentence strips (BLM3)
- "Book Review of *Down the Road*" (BLM4)

Professional Development Media

- "Cooperative Structures Overview" (AV9)
- "Social Reflection" (AV14)
- "Turning and Looking at the Speaker" (AV15)
- "Pacing Class Discussions" (AV19)
- "Asking Facilitative Questions" (AV21)
- "Adapting Lessons for English Language Learners" (AV31)
- "Assessing Student Writing" (AV35)
- "Conferring About Stories About Me" (AV61)
- "Teaching About Beginning, Middle, and End" (AV62)
- "Using Web-based Teaching Resources" tutorial (AV75)

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RESOURCES *(continued)*

Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 11, "Exclamatory Sentences"
- Lesson 17, "Prepositions"
- Lesson 29, "Conjunctions and Commas in Compound Sentences"

Assessment Resource Book

- Unit 4 assessments

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Unit 4 Writing Stories About Me

DEVELOPMENT ACROSS THE GRADES

	Elements of Personal Narrative	Writing Craft	Language Skills and Conventions
Grade K	▪ Writing about true stories from students' own lives	▪ Visualizing story ideas ▪ Drawing and writing to tell a story	▪ Using letters, words, or sentences to tell a story
Grade 1	▪ Writing about true stories from students' own lives	▪ Writing stories with beginning, middle, and end ▪ Including feelings in stories ▪ Exploring temporal words ▪ Exploring features of book covers	▪ Capitalizing proper nouns ▪ Using exclamation points
Grade 2	▪ Writing about interesting events or topics from students' own lives	▪ Rereading and adding to writing ▪ Adding sight and sound words	▪ Capitalizing beginning of sentences ▪ Punctuating sentences ▪ Capitalizing proper nouns
Grade 3	▪ Writing about interesting events or topics from students' own lives	▪ Using sensory details ▪ Using temporal words and phrases ▪ Writing engaging openings ▪ Writing endings that draw a story's events to a close	▪ Identifying and correcting commonly misused words (*then/than*; *your/you're*) ▪ Recognizing and correcting sentence fragments ▪ Recognizing and correcting run-on sentences ▪ Proofreading for spelling, punctuation, and grammar
Grade 4	▪ Writing about single events from students' own lives	▪ Using sensory details ▪ Using transitional words and phrases ▪ Writing engaging openings ▪ Writing endings that draw a story's events to a close	▪ Identifying and correcting commonly misused words (*its/it's*; *to/too/two*) ▪ Recognizing and correcting sentence fragments ▪ Recognizing and correcting run-on sentences ▪ Proofreading for spelling, punctuation, and grammar
Grade 5	▪ Writing about significant experiences from students' own lives ▪ Exploring how those experiences resulted in learning or change	▪ Using sensory details ▪ Writing engaging openings ▪ Adding information about learning or change ▪ Writing endings that draw a story's events to a close	▪ Identifying and correcting commonly misused words (*there/their/they're*) ▪ Maintaining consistency in verb tenses ▪ Recognizing and correcting sentence fragments ▪ Recognizing and correcting run-on sentences ▪ Proofreading for spelling, punctuation, and grammar
Grade 6	▪ Writing about significant experiences from the students' own lives ▪ Exploring how those experiences resulted in learning or change ▪ Exploring ways to organize or structure a personal narrative	▪ Using sensory and descriptive details ▪ Integrating information about learning or change ▪ Cultivating an individual voice ▪ Using transitional words and phrases ▪ Writing engaging openings and endings that draw a story's events to a close	▪ Identifying and correcting commonly misused words (*accept/except*; *lose/loose*; *who's/whose*) ▪ Recognizing and correcting sentence fragments and run-on sentences ▪ Proofreading for spelling, punctuation, and grammar

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GRADE 1 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	**Hearing and Telling Stories:** *The Snowy Day* **Focus:** ▪ Exploring the beginning, middle, and end of a story ▪ Telling personal stories about fun days ▪ Writing freely	**Hearing and Telling Stories:** *Chrysanthemum* **Focus:** ▪ Exploring the beginning, middle, and end of a story ▪ Telling personal stories about school ▪ Writing freely	**Writing Stories** **Focus:** ▪ Writing stories with a beginning, middle, and end ▪ Capitalizing proper nouns	**Rereading and Telling More** **Focus:** ▪ Rereading and adding to the beginning, middle, and end of stories ▪ Using exclamation points	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing opinions about *Chrysanthemum* ▪ Writing another story with a beginning, middle, and end ▪ Exploring temporal words in *The Snowy Day*
Week 2	**Writing Stories** **Focus:** ▪ Using "Feelings" cards to write stories ▪ Writing stories with a beginning, middle, and end	**Rereading and Telling More** **Focus:** ▪ Rereading and adding to the beginning, middle, and end of stories ▪ Using exclamation points and capitalizing proper nouns	**Writing Stories:** *Best Friends Sleep Over* **Focus:** ▪ Exploring feelings in a story ▪ Telling and writing stories with a beginning, middle, and end	**Rereading and Telling More** **Focus:** ▪ Rereading and adding feelings to the beginning, middle, and end of stories ▪ Using exclamation points and capitalizing proper nouns	**Writing Throughout the Week** **Writing Ideas:** ▪ Making "Feelings" cards and using them to write stories ▪ Writing about doing something for the first time ▪ Sharing from the Author's Chair and writing freely
Week 3	**Writing Stories:** *Down the Road* **Focus:** ▪ Exploring feelings in a story ▪ Telling and writing stories with a beginning, middle, and end	**Rereading and Telling More** **Focus:** ▪ Rereading and adding feelings to the beginning, middle, and end of stories ▪ Using exclamation points and capitalizing proper nouns	**Choosing Stories and Telling More** **Focus:** ▪ Choosing stories to publish for the class ▪ Adding to stories	**Sharing in Pairs and Illustrating** **Focus:** ▪ Using the prompt "I want to know . . ." in pairs ▪ Adding to and illustrating stories	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing book reviews ▪ Writing more about times the students felt grown up ▪ Reviewing notebook writing
Week 4	**Proofreading** **Focus:** ▪ Proofreading for spelling and punctuation ▪ Finishing illustrations	**Making Book Covers** **Focus:** ▪ Exploring features of book covers ▪ Making book covers ▪ Sharing materials fairly	**Sharing as a Community** **Focus:** ▪ Sharing stories from the Author's Chair ▪ Using prompts to give feedback ▪ Writing freely	**Sharing as a Community** **Focus:** ▪ Sharing stories from the Author's Chair ▪ Reflecting on similarities and differences ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing "round robin" stories ▪ Writing book dedications ▪ Sharing from the Author's Chair and writing freely

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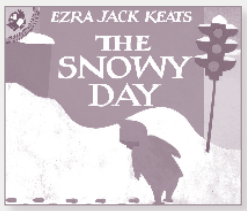
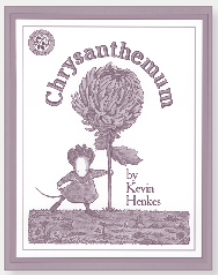
Week 1 OVERVIEW



The Snowy Day

by Ezra Jack Keats

Peter explores the magic of a snowy day.



Chrysanthemum

by Kevin Henkes

Chrysanthemum thinks her name is perfect—until she gets teased about it.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Form

- "Class Assessment Record" sheet (CA1)

Professional Development Media

- "Cooperative Structures Overview" (AV9)
- "Asking Facilitative Questions" (AV21)
- "Teaching About Beginning, Middle, and End" (AV62)
- "Using Web-based Teaching Resources" tutorial (AV75)

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Writing Focus

- Students explore and write personal narratives.
- Students learn that stories have a beginning, middle, and end.
- Students reread their stories and tell more.
- Students explore temporal words and review capitalizing proper nouns.
- Students learn to use exclamation points.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see "Random Pairing" on page xxix and "Considerations for Pairing ELLs" on page l. For more information, view "Cooperative Structures Overview" (AV9).



✓ Prior to Day 2, consider reading this week's read-aloud selection, *Chrysanthemum*, with your English Language Learners before you read it to the whole class. You might read it aloud while showing and discussing the illustrations, or have the students flip through it on their own.

✓ Prior to Day 3, make a class set of story booklets by stapling three sheets of writing paper together for each student. Use paper that is lined on both sides. (You will need four class sets of these booklets during this unit.)

✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA1) on page 60 of the *Assessment Resource Book*.

TEACHER AS WRITER

"No surprise for the writer,
no surprise for the reader.
For me the initial delight is in
the surprise of remembering
something I didn't know I knew."

— Robert Frost

Think about memorable events from your life that you might write about. Reflect on experiences that have caused you to have strong or conflicting emotions, such as transitions (moving, changing jobs), difficulties (health problems, disagreements), or challenges (making a big decision, attempting to achieve a goal). List these in your notebook; then select one or two of these events to describe in short drafts. Write about what happened, when it happened, who was involved, and what was memorable about that event.

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Day 1 Hearing and Telling Stories

Materials

- *The Snowy Day*
- *Knuffle Bunny* from Unit 2, Week 5
- *Growing Vegetable Soup* from Unit 2, Week 4
- *Daddy Calls Me Man* from Unit 2, Week 3
- *Chinatown* from Unit 2, Week 2

Teacher Note

For more information, view "Teaching, About Beginning, Middle, and End" (AV62).

Teacher Note

If you are teaching other programs from the Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the writing lessons.

In this lesson, the students:

- Begin working with new partners
- Hear and discuss a story
- Explore the beginning, middle, and end of a story
- Tell stories with a beginning, middle, and end
- Write freely

ABOUT WRITING PERSONAL NARRATIVES IN GRADE 1

Personal narratives offer young writers the opportunity to think about and write true stories about their own lives. In grade 1, the students informally explore personal narrative writing by building on the writing they have done in previous units. They write longer pieces about themselves that have a beginning, middle, and end. They also extend and enhance their stories by adding feelings to them. As in Unit 3, they continue to write on fully lined paper. In Week 3, the students will select one personal narrative they have written to publish as a book for the class library. You will guide them through a very informal revision, proofreading, and publication process, and they will present their finished books to the class from the Author's Chair.

GETTING READY TO SHARE

1 Pair Students and Talk About Writing

Randomly assign partners (see "Do Ahead" on page 275). Gather the class with partners sitting together, facing you.

Use "Think, Pair, Share" to discuss:

Q *What is one thing you've really enjoyed about writing so far this year?* [pause] *Turn to your partner.*

Have partners talk for a few moments; then signal for the students' attention. Explain that partners will talk to each other often about their writing in the coming days.

2 Read *The Snowy Day* Aloud

Show the covers of *Chinatown*, *Daddy Calls Me Man*, *Growing Vegetable Soup*, and *Knuffle Bunny*, and remind the students that they heard these books earlier in the year. Review that hearing the books helped the students get ideas about things in their own lives that they could write about. Explain that today you will read another story to help them get ideas for writing.

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Show the cover of *The Snowy Day* and read the title and the author's name aloud. Invite the students to think as they listen about whether they might want to write a similar story themselves.

Read the story aloud, showing the illustrations and clarifying vocabulary as you read.

Suggested Vocabulary

packed it: pressed it together (p. 22)
adventures: exciting experiences (p. 23)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

tracks: marks on the ground (p. 10)
smacking: hitting (p. 13)
snowball fight: game in which people throw balls of snow at one another (p. 17)
slid: moved smoothly (p. 21)

At the end of the story, ask and briefly discuss:

Q *What are some things that Peter does during the snowy day?*

3 Reread *The Snowy Day* and Discuss the Beginning, Middle, and End

Explain that most stories, including *The Snowy Day*, have a beginning, middle, and end. Ask and have the students think quietly to themselves about the following questions:

Q *What do you remember about what happens at the beginning of the story?*

Q *What do you remember about what happens in the middle of the story?*

Q *What do you remember about what happens at the end?*

Without discussing these questions as a class, explain that you will reread *The Snowy Day* aloud and stop along the way so the students can talk about what happens at the beginning of the story, in the middle, and at the end.

Reread the book aloud, showing the illustrations and stopping as described. Stop after:

p. 7 "The snow was piled up very high along the street to make a path for walking."

Ask and briefly discuss:

Q *At the beginning of the story, Peter wakes up. What else happens at the beginning?*

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Students might say:

"He sees the snow."

"He puts on his snowsuit."

"He goes outside."

Reread page 7 and continue reading. Stop after:

p. 22 "Then he went into his warm house."

Ask and briefly discuss:

Q *The middle part of the story tells what Peter does in the snow. What are some things he does?*

Students might say:

"He walks and makes tracks."

"He makes a snowman and snow angels."

"He slides down the big mountain."

"He makes a snowball and puts it in his pocket."

Reread page 22 and continue reading to the end of the story. Ask and briefly discuss:

Q *What happens at the end of this story?*

Students might say:

"His snowball melts."

"He dreams about the sun."

"The next day he goes out in the snow with his friend."

Explain that looking at the beginning, middle, and end of a story helps readers make sense of it.

SHARING TIME

4 Model Telling a Story with a Beginning, Middle, and End

Ask the students to listen as you tell a story about a fun day you have had. Point out that the story will have a beginning, middle, and end. Think for a moment about your fun day, and then tell the story.

You might say:

"I had a fun day last weekend. First I woke up and it was raining, so I decided to stay inside in my pajamas. Then I read the newspaper, baked zucchini bread, and played checkers with my daughter. It didn't stop raining, so I stayed in my pajamas all day! That night I fell asleep to the sound of raindrops on the roof. I said to myself, 'I hope it will rain all day again tomorrow.'"

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When you finish, briefly summarize the story, using your fingers to indicate the beginning, middle, and end of the story.

> **You might say:**
>
> "My story has a beginning, middle, and end just like *The Snowy Day*. At the beginning [hold up one finger], I woke up, saw that it was raining, and decided to stay in my pajamas. In the middle [hold up two fingers], I read the newspaper, baked zucchini bread, and played with my daughter. At the end [hold up three fingers], I went to bed hoping it would rain again the next day."

5 Visualize and Tell Stories Orally

Explain that each student will now tell his partner a story about a fun day he has had. It might be a snowy day, like Peter's, or any kind of day. Give the students a few moments to think of a fun day to tell about; then ask them to close their eyes and imagine as you ask the questions that follow, one at a time. Pause after each question (without discussing it) to give the students time to think.

- **Q** *How did your fun day begin?*
- **Q** *What did you do during your fun day?*
- **Q** *How did your fun day end?*

Have the students open their eyes, and ask partners to take turns telling each other their stories. Encourage them to each tell about the beginning, middle, and end of their fun day.

After a few minutes, signal for the students' attention and have a few volunteers share their stories with the class. As volunteers share, look for opportunities to point out the beginning, middle, and end of their stories.

Teacher Note

Listen as partners discuss their stories and identify a few whose stories seem to have a clear beginning, middle, and end. Be ready to invite these students to share their stories during the whole-class sharing.

SHARING AND REFLECTING

6 Reflect on Sharing Stories

Without mentioning any of the students' names, offer some observations about what went well, as well as any problems you noticed, when partners shared their stories.

> **You might say:**
>
> "I noticed that most partners took turns sharing their stories. I also noticed that in some pairs, one of the partners did not get a chance to tell his or her story. It's important that both partners get a chance to talk when we share our stories and ideas."

Explain that tomorrow partners will have another chance to tell each other stories with a beginning, middle, and end.

Teacher Note

On Days 1 and 2 of this week, the students tell, rather than write, stories that have a beginning, middle, and end. This helps them to become familiar with the structure before being asked to use it in their writing on Day 3. Students will write freely at the end of Days 1 and 2.

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FREE WRITING TIME

7 Write Freely in Notebooks

Explain that the students will write freely in their notebooks today. Ask and briefly discuss:

Q *What ideas did you get during the read-aloud or when you shared with your partner that you might want to write about today?*

Have the students return to their seats and take out their notebooks. Have them write freely for 10–15 minutes.

Signal to let the students know when Free Writing Time is over.

EXTENSION

Read a Poem About Snow

Find a copy of the poem "It Fell in the City" by Eve Merriam.

Copy the poem onto a sheet of chart paper and then read it aloud as a class. Ask and briefly discuss:

Q *What is this poem about?*

Look for opportunities throughout the year to read aloud and discuss poems that relate to topics your students are exploring. Hearing and reading poems is a pleasurable way to enhance your students' learning in any area, and will help prepare your students to write poems in Unit 6.

Technology Tip

You can search online for this poem or ask your school librarian to help you find it. To find additional poems about snow, search online with the keywords "children's poems about snow."

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Hearing and Telling Stories

Day 2

In this lesson, the students:

- Hear and discuss a story
- Explore the beginning, middle, and end of a story
- Tell stories with a beginning, middle, and end
- Take turns talking and listening
- Write freely

Materials

- *Chrysanthemum*

GETTING READY TO SHARE

1 Read *Chrysanthemum* Aloud and Discuss the Beginning, Middle, and End

Gather the class with partners sitting together, facing you. Remind the students that they heard *The Snowy Day* yesterday and learned that good stories have a beginning, middle, and end. Explain that you will read another story today, and invite the students to think about what happens at the beginning, middle, and end of the story.

Show the cover of *Chrysanthemum* and read the title and author's name aloud. Read the story aloud, showing the illustrations, clarifying vocabulary, and stopping as described below and on the next page.

Suggested Vocabulary

scarcely fits: almost doesn't fit (p. 10)

Chrysanthemum wilted: Chrysanthemum felt like a flower that had dried up and flopped over. (p. 10)

And envious and begrudging and discontented and jaundiced: Yes, they are jealous. (p. 20)

an indescribable wonder: something too wonderful to describe (p. 24)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

appreciate: enjoy (p. 5)

absolutely dreadful: completely terrible (p. 10)

They're just jealous: They just wish they had what you have. (p. 20)

nightmare: scary dream (p. 22)

Stop after:

p. 8 "And then she started school."

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Teacher Note

At the beginning of the story, Chrysanthemum loves her name. In the middle of the story, Chrysanthemum's classmates tease her about her name and she starts to hate it. At the end of the story, the music teacher says she likes Chrysanthemum's name. Chrysanthemum decides she likes her name after all.

Ask:



Q *What happens at the beginning of this story? Turn to your partner.*

Without discussing as a class, reread page 8 and continue reading. Stop after:

p. 22 "It was the worst nightmare of Chrysanthemum's life."

Ask:



Q *What happens in the middle part of the story? Turn to your partner.*

Without discussing as a class, reread page 22 and continue reading to the end of the story. Ask:



Q *What happens at the end of this story? Turn to your partner.*

Signal for the students' attention. Ask and discuss as a class:

Q *In this story, something happens to Chrysanthemum at school. What happens to her?*

Q *If you were going to tell a story about something that happened to you at school, what might you tell?*

SHARING TIME

2 Model Telling a Story with a Beginning, Middle, and End

Remind the students that good stories have a beginning, middle, and end. Ask them to listen as you tell a story about something that happened to you at school. Point out that the story will have a beginning, middle, and end. Think for a moment about an experience you and your students have had at school, and then tell the story.

> **You might say:**
>
> "One day our hamster Fluffy got loose. The whole thing started when I wanted to show the hamster to our visitor, Mr. Gordon. I went to the cage, but Fluffy wasn't there! Then everyone started running around the room and looking under the furniture. Finally we looked in the dress-up box. There was Fluffy, resting in a big hat! We put her back in the cage and breathed a big sigh of relief."

When you finish, briefly summarize the story, using your fingers to indicate the beginning, middle, and end of the story.

> **You might say:**
>
> "My story has a beginning, middle, and end just like *Chrysanthemum*. At the beginning [hold up one finger], I discovered that Fluffy was not in her cage. In the middle [hold up two fingers], we all ran around the room looking for her. At the end [hold up three fingers], we found her in the dress-up box and we put her back in the cage."

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3 Visualize and Tell Stories Orally

Explain that each student will now think of a story about something that has happened at school, and then tell the story to his partner. It might be a story about something that happened in class or at recess. Give the students a few moments to think of stories to tell.

After a moment, ask the students to close their eyes and imagine as you ask the questions that follow, one at a time. Pause after each question (without discussing it) to give the students time to think.

- Q *What happens at the beginning of your story?*
- Q *Then what happens? What did you do?*
- Q *What happens at the end?*

Have the students open their eyes, and ask partners to take turns telling each other their stories. Encourage them to tell a beginning, middle, and end in their stories.

After a few minutes, signal for the students' attention and have a few volunteers share their stories with the class. As volunteers share, look for opportunities to point out the beginning, middle, and end of their stories.

REFLECTING

4 Reflect on Partner Work

Ask:

- Q *What did you do today to make sure both you and your partner got a chance to share?*
- Q *If either you or your partner didn't have time to share, what can you do next time so you both get a chance to share?*

> **Students might say:**
>
> "We took turns talking."
>
> "I stopped talking so my partner could talk."
>
> "Next time I'll say, 'I'd like to talk now, please.'"

Encourage the students to keep their ideas in mind, and tell them that you will check in with them later to see if both partners are getting time to share.

FREE WRITING TIME

5 Write Freely in Notebooks

Explain that the students will now write freely in their notebooks. Ask and briefly discuss:

- Q *What ideas did you get during the read-aloud, or when you shared with your partner, that you might want to write about today?*

TEKS 11.B.i
Student/Teacher Actvity
Step 3
(discussion questions in step)

Teacher Note

As you did yesterday, listen as partners talk and identify students whose stories seem to have a clear beginning, middle, and end. Be ready to invite these students to share their stories during the whole-class sharing.

Facilitation Tip

During this unit, we invite you to practice **asking facilitative questions** during class discussions to help the students respond directly to one another, not just to you. After a student comments, ask the class questions such as:

- Q *Do you agree or disagree with [Deborah]? Why?*
- Q *What questions can you ask [Deborah] about what she said?*
- Q *What can you add to what [Deborah] said?*

To see this Facilitation Tip in action, view "Asking Facilitative Questions" (AV21).

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Teacher Note

You will use *Chrysanthemum* again in Week 2.

Have the students return to their seats and take out their notebooks. Have them write freely for 10–15 minutes.

Signal to let the students know when Free Writing Time is over.

EXTENSION

Read Other Stories and Discuss Beginning, Middle, and End

Read other stories by Ezra Jack Keats and Kevin Henkes, and discuss what happens at the beginning, middle, and end of each story. Books by Ezra Jack Keats include *Peter's Chair*, *Goggles*, and *A Letter to Amy*. Books by Kevin Henkes include *Julius, the Baby of the World*; *A Weekend with Wendell*; and *Lilly's Big Day*.

TECHNOLOGY EXTENSION

Watch or Read an Interview with Kevin Henkes

Kevin Henkes, the author of *Chrysanthemum*, has written more than 30 books for children, teenagers, and adults. To learn more about the author and his work, have the students watch a video of him speaking about his writing or read an interview with him. To find a video or print interview with the writer, search online with the author's name and the keyword "video" or "interview." After the students watch the video or read the interview, have them discuss what they learned about the author's life and his thoughts about writing.

Teacher Note

For more information about using web-based resources, view the "Using Web-based Teaching Resources" tutorial (AV75).

WRITING ABOUT READING

Write Opinions About *Chrysanthemum*

Show the cover of *Chrysanthemum* and remind the students that they heard the story earlier. Ask:

Q *What do you remember about the book* Chrysanthemum?

Have a few volunteers share their thinking; then ask:

Q *Do you like the book* Chrysanthemum? *Why?*

Q *What part do you especially like or dislike (not like)?*

Materials

- *Chrysanthemum* from Day 2

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Students might say:

"I like *Chrysanthemum* because it's funny. I especially like the part when the other girls pick flower names."

"I like *Chrysanthemum* because Chrysanthemum is different from the other kids in her class. I like the part where she finds out Mrs. Twinkle has an unusual name, too."

Explain that when the students tell what they think about a topic they are giving an *opinion*. Explain that people might have different opinions about the same thing, and that this is fine. What is important is that they explain their thinking. Ask the students to watch as you think aloud and model writing an opinion about *Chrysanthemum*.

You might say:

"I like the book *Chrysanthemum* because I like the character Chrysanthemum. I'll write: *I like the book Chrysanthemum. I like it because Chrysanthemum is smart and funny*. My favorite part is at the end when Chrysanthemum is proud of her name again. I'll add the sentence: *My favorite part is the end because Chrysanthemum is proud of her name again.* I'll end with the sentence: *This book was fun to read.*"

Explain that the students will write their own opinions about *Chrysanthemum* and then illustrate the part of the book they wrote about. If time permits, invite the students to share their opinions and illustrations with the class.

Writing Stories Day 3

In this lesson, the students:

- Choose topics for stories
- Tell and write stories about themselves with a beginning, middle, and end
- Explore temporal words
- Review capitalizing proper nouns
- Listen to one another and express interest in one another's writing

Materials

- 3 sheets of lined chart paper and a marker
- Class set of three-page story booklets, prepared ahead
- "Class Assessment Record" sheet (CA1)

Teacher Note

During this unit, continue to look for opportunities to model punctuating sentences, approximating spelling, and using the word wall. Although these skills are no longer listed in the lesson purposes, it is important that the students continually review and practice these skills.

GETTING READY TO WRITE

1 Model Writing a Story with a Beginning, Middle, and End

Gather the class with partners sitting together, facing you. Remind the students that they have been hearing and telling stories from their own lives with a beginning, middle, and end. Explain that today they will begin writing such stories themselves.

TEKS 12.A.i
Student/Teacher Narrative
Step 1 (all, beginning on page 285 and continuing on to page 286)

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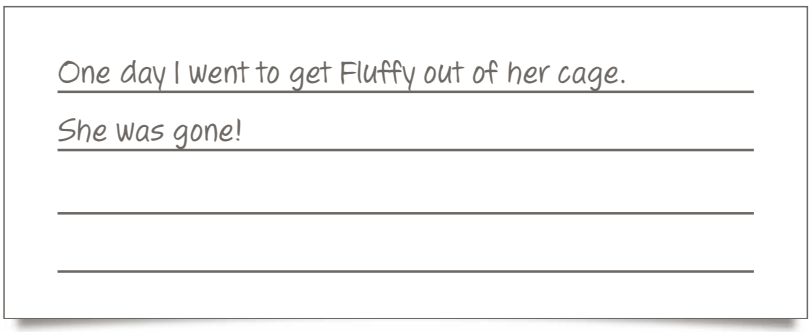
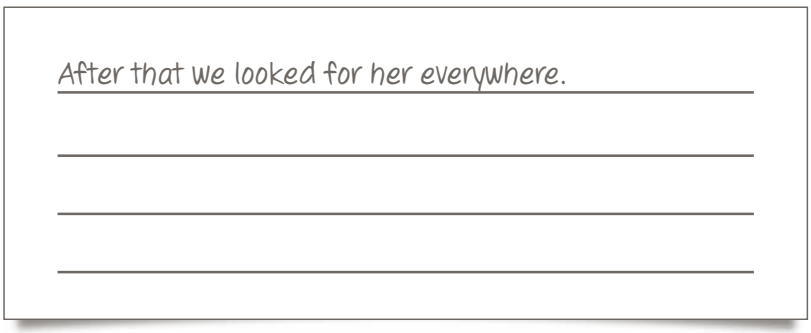
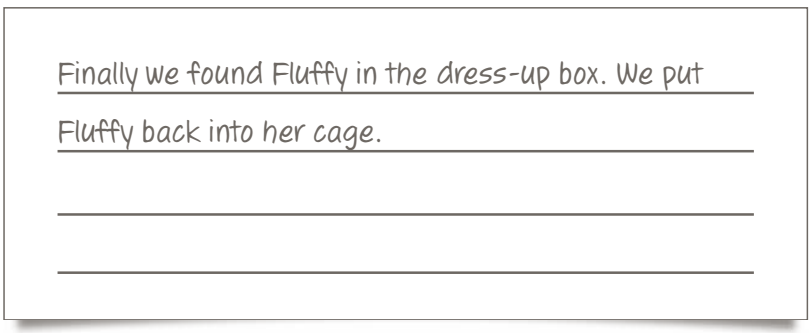
Ask the students to watch as you model writing a story from your own life that has a beginning, middle, and end. Post three sheets of lined chart paper and explain that you will write the beginning of your story on the first sheet, the middle of your story on the second sheet, and the end of your story on the third sheet.

Model retelling and writing one of the stories you told on Day 1 or 2. Retell the beginning of your story, and write a sentence or two on the first sheet of chart paper. Follow this same procedure to write the middle and end of your story (see the diagram below). As you write, look for opportunities to model capitalizing proper nouns and using temporal words or phrases such as *one day*, *after*, and *finally*.

> **You might say:**
>
> "I'll start my story by writing: *One day I went to get Fluffy out of her cage.* The words *one day* help the reader know when my story takes place. Notice that I used a capital *F* at the beginning of the word *Fluffy*. That's because *Fluffy* is a proper noun (or name), so I'm going to begin it with a capital letter."







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Reread the model story aloud and point out any temporal words or phrases you used. Explain that words like *one day*, *after that*, and *finally* help readers understand the order in which things happen in a story.

Show one of the three-page story booklets you prepared (see "Do Ahead" on page 275) and explain that the students will write their own stories today, writing their beginning, middle, and end on three different pages as you did. Direct the students' attention to the model story, and point out that you left enough room on all three pages to add to the story later.

2 Choose Topics and Think About Beginning, Middle, and End of Stories

TEKS 11.B.i
Student/Teacher Narrative
Step 2 (all)

Remind the students that earlier in the week partners told each other stories: one story was about a fun day and one story was about something that happened in school. Explain that today they may write one of these stories or write other true stories about their lives. Give them a few moments to decide what they want to write about; then ask:

Q (Point to the first page of the sample story booklet.) *What might you write at the beginning of your story? Turn to your partner.*

Q (Point to the second page of the sample story booklet.) *What might you write in the middle of your story? Turn to your partner.*

Q (Point to the third page of the sample story booklet.) *What might you write at the end of your story? Turn to your partner.*

Encourage the students to use the ideas they shared with their partners, as well as any other ideas they have, to write their stories today. Distribute the story booklets; then have the students return to their seats to begin writing.

WRITING TIME

3 Write Stories with a Beginning, Middle, and End

TEKS 12.A.i
Student/Teacher Activity
Step 1 (all, beginning on page 287 and continuing on to page 288)

Have the students work on their stories. Invite the students to use words such as *first*, *then*, *next*, and *finally* to tell the order in which things happen in their stories. Remind them to capitalize names and to use the word wall to spell high-frequency words. After giving the students 5 minutes to get settled, signal for them to begin writing quietly for 20–25 minutes. Join them in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Teacher Note

You might create a chart of common temporal words titled "Words That Tell When Things Happened" for your students to refer to when writing. Encourage the students to listen and look for other examples of temporal words during read-alouds and independent reading. Add any temporal words the students identify to the chart.

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CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to choose topics and begin writing?
- Are they writing stories with a beginning, middle, and end?

Support any student who is still struggling to choose a topic after 5–10 minutes by directing the student to write the school story he told to his partner yesterday. Have the student retell the story to you orally and then begin writing. Support any student who is struggling to write a beginning, middle, and end by repeating the questions you asked in Step 2 of the lesson; then have the student tell you her story orally before writing.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 60 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over. Ask and briefly discuss:

Q *What words did you capitalize in your writing today? Why did you capitalize them?*

Encourage students who did not capitalize names or the first letters of sentences to do so now.

SHARING AND REFLECTING

4 Share Favorite Sentences with the Class

Have the students bring their story booklets and gather with partners sitting together, in a circle. Explain that each student will pick one sentence he especially likes from the beginning of his story and read it aloud to the class. Give the students a moment to select their sentences; then have each student read his sentence aloud, without comment.

When all of the students have shared, ask and briefly discuss:

Q *What did you hear that got you interested in someone else's story today?*

Have the students write their names on their story booklets; then collect the booklets and explain that the students will continue working on them tomorrow.

Teacher Note

Save the three model story charts to use on Day 4.

Teacher Note

On Day 4, the students will tell more by adding information to the beginning, middle, or end of their stories. If necessary, plan time for the students to write on all three pages before you teach Day 4.

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Rereading and Telling More

Day 4

In this lesson, the students:

- Add to the beginning, middle, and end of stories
- Learn to use exclamation points
- Explore temporal words
- Listen to one another
- Express interest in one another's writing

GETTING READY TO WRITE

1 Model Telling More at the Beginning, Middle, and End of a Story

Gather the class with partners sitting together, facing you. Explain that today the students will tell more in the stories they started yesterday by adding to the beginning, middle, and end of those stories.

Direct the students' attention to the three model story charts from Day 3. Ask the students to follow along as you read the beginning, middle, and end of your story aloud, pointing to each word as you read it. Then point to the beginning of your story and ask:

Q *What more might I tell in the beginning about [how we found out that Fluffy was gone]? What sentence shall I write to tell about that?*

> **Students might say:**
>
> "I remember you were trying to figure out how she got out."
>
> "Then you checked and found out that the cage door was open."
>
> "You could write the sentence, *I saw that the cage door was open.*"

Using the students' ideas, think aloud and model adding one or two sentences to the beginning of your story using a different-colored marker. As you write, look for opportunities to model using exclamation points, explaining that an exclamation point shows that something is spoken in a loud or excited way. Continue to look for opportunities to model using temporal words.

> **You might say:**
>
> "After discovering that Fluffy was missing, we said, 'Oh, no!' in a loud and upset way, so I'll use an exclamation point after it. We can use an exclamation point to show that words are spoken loudly or in a surprised or upset way. I'll start the next sentence with the word *then* so readers understand that first I discovered Fluffy was missing and *then* I saw that her cage door was open."

Repeat this process to add sentences to the middle and the end of the story.

Materials

- Three model story charts from Day 3
- Marker in a different color from the one used on Day 3
- Students' story booklets from Day 3

Teacher Note

Encourage the students to say their ideas in complete sentences; however, be ready to restate the students' ideas as sentences before writing them, if necessary.

Skill Practice Note

To provide your students with more practice using exclamatory sentences, see Lesson 11 in the *Skill Practice Teaching Guide*.

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One day I went to get Fluffy out of her cage. She was gone! We all said, "Oh, no! Where's Fluffy?" Then I saw that the cage door was open.

After that we looked for her everywhere. We looked for her in the coat closet. We looked for her by the books. We yelled, "Fluffy! Fluffy!"

Finally we found Fluffy in the dress-up box. We put Fluffy back into her cage. We all breathed a sigh of relief. We made a sign that said, "Don't forget to close the cage!"

Skill Practice Note

As you model, you might point out any prepositions you use such as *in* and *by*. Explain that words such as *in* and *by* help readers picture in their minds *where* something happens. To provide your students with more practice using prepositions, see Lesson 17 in the *Skill Practice Teaching Guide*.

Invite the students to close their eyes and listen as you reread the story aloud. Point out how the added information tells more about what happened and makes the story more interesting to read.

2 Reread and Think About Telling More

Explain that today the students will tell more at the beginning, middle, and end of their stories, just as you did. Distribute their story booklets to them and have them read their stories quietly to themselves. Then use "Think, Pair, Share" to discuss:

Q *What might you add to the beginning of your story to tell more?* [pause] *Turn to your partner.*

Q *What might you add to the middle?* [pause] *Turn to your partner.*

Q *What might you add to the end?* [pause] *Turn to your partner.*

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When most pairs have finished talking, have one or two volunteers share one thing they will add to their stories and tell where they will add it—to the beginning, middle, or end.

> **Students might say:**
>
> "I'm going to add what kind of vegetables we planted in our garden. I'll add that to the beginning."
>
> "I'll tell how I wanted to play wall ball because the grass was muddy. That goes in the middle of my story."
>
> "I'll add how the bus driver got lost on the way home from the field trip. I'll put it at the end."

Have the students return to their seats to begin working.

WRITING TIME

3 Add to the Beginning, Middle, and End of Stories

Have the students work on adding to the beginning, middle, and end of their stories. Remind them to use exclamation points to show where words are spoken loudly or in a surprised or excited way. Also remind them to use words like *one day*, *after that*, *then*, and *finally* to tell the order in which things happen in their stories. Explain that students who finish may get out their notebooks and write freely.

After giving the students 5 minutes to get settled, signal for them to begin writing quietly for 20–25 minutes. Join the students in writing for a few minutes; then walk around the room and observe, assisting students as needed.

If you notice students struggling to tell more or to identify where they will add information, call for their attention and guide them through adding to one section at a time. Ask the class:

Q *What sentence can you add to the beginning of your story?*

Have two or three volunteers share their ideas with the class. Repeat this procedure to discuss sentences they can add to the middle and end of their stories. Then have them resume adding to their stories on their own for a few more minutes.

Signal to let the students know when Writing Time is over. Ask and briefly discuss:

Q *What words did you capitalize in your writing today? Why did you capitalize them?*

Q *Where did you use an exclamation point in your writing today? Read that sentence aloud to us.*

Q *Where did you use a word or phrase like [*one day, after that, then, *or* finally*] to show the order of when things happened?*

Give the students a few moments to capitalize words as needed or to add exclamation points or temporal words, if they wish.

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SHARING AND REFLECTING

4 Share Favorite Sentences with the Class

Have the students bring their booklets and gather with partners sitting together, in a circle. Have each student pick one sentence she especially likes from the middle of her story to read aloud to the class. Give the students a moment to select their sentences; then have each student read her sentence aloud, without comment.

When all of the students have shared, ask and briefly discuss:

Q *What did you hear that got you interested in someone else's story today?*

Q *What question do you want to ask a classmate about his or her story?*

Collect the students' story booklets. Explain that next week the students will continue to write stories about themselves with a beginning, middle, and end.

Teacher Note

Save the students' story booklets from Weeks 1–3. At the end of Week 3, you will return the students' stories to them so they can review them and choose one to publish as a book for the class library.

Open Day Writing Throughout the Week

Write Opinions About *Chrysanthemum*

Have the students respond to literature by writing opinions about *Chrysanthemum* (see Writing About Reading on page 284).

Write Another Story with a Beginning, Middle, and End

Have the students each write another story with a beginning, middle, and end. They might write about another idea from this week's read-alouds (for example, a snowy or rainy day or a time they felt sad because others were teasing them) or write about anything else they choose. If it is helpful, have each student tell his story—with a beginning, middle, and end—to his partner before he writes, using the same procedure you used on Day 1 (see Step 5 on page 279). If time permits, invite volunteers to share their stories with the class.

Explore Temporal Words in *The Snowy Day*

Remind the students that authors use words like *first*, *next*, *then*, *after*, and *finally* to help readers understand the order in which events happen in their stories. Show the cover of *The Snowy Day* and remind the students that they heard this story earlier. Show page 7 and read it aloud. Ask:

Q *What does Peter do first, eat breakfast or go outside? What word helps you know that?*

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If necessary, tell the students that the word *after* helps the reader understand that first Peter eats breakfast and after breakfast he goes outside. Show page 22 and reread it. Ask:

Q *What does Peter do first, make a snowball or go inside? What word helps you know that?*

If necessary, explain that the word *then* helps the reader understand that *first* Peter makes a snowball; *then* he goes inside. Tell the students that words like *first*, *next*, *then*, *after*, and *finally* help readers understand the order in which events happen in stories.

Have each student choose a story from her notebook and think quietly about where she might add a word or words to help the reader understand the order in which events happen in her story. Ask:



Q *Where might you add a word that helps the reader understand the order in which something happens in your story? What word might you use? Turn to your partner.*

Give the students a moment to add to their writing. If time permits, have a few volunteers share their writing with the class.

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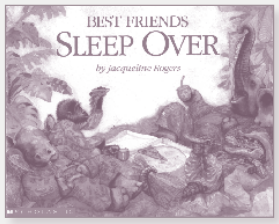
Week 2 OVERVIEW



Best Friends Sleep Over

by Jacqueline Rogers

Gilbert goes to a slumber party for the first time.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "Conference Notes" record sheet (CN1)

Reproducibles

- "'Feelings' Cards" (BLM1)
- (Optional) "Giving My Dog a Bath" sentence strips (BLM3)

Professional Development Media

- "Turning and Looking at the Speaker" (AV15)
- "Adapting Lessons for English Language Learners" (AV31)
- "Conferring About Stories About Me" (AV61)

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Writing Focus

- Students tell and write personal narratives.
- Students hear, discuss, and write stories with a beginning, middle, and end.
- Students explore temporal words and feelings in stories.
- Students reread and tell more.
- Students use exclamation points and capitalize proper nouns.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 1, make two class sets of story booklets like the ones used in Week 1. You will use one set on Day 1 and the other set on Day 3.

✓ Prior to Day 1, visit the CCC Learning Hub (ccclearninghub.org) to access and print "'Feelings' Cards" (BLM1). Copy and cut apart enough cards for each student to have one, plus an extra set of the six cards. Keep the extra set of cards separate to use for modeling during the lesson; put the others in a paper bag.

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA2) on page 61 of the *Assessment Resource Book*.

✓ Prior to Day 3, make a class set of the "Conference Notes" record sheet (CN1) on page 64 of the *Assessment Resource Book*.

TEACHER AS WRITER

"Writing is a kind of double living. The writer experiences everything twice. Once in reality and once in that mirror that waits always before or behind him."

— Catherine Drinker Bowen

Reread one of the personal narrative drafts you wrote last week and think about how your perceptions of the original experience changed as you "experienced it twice." Then select another item from last week's list and write a personal narrative about it, being aware of how the experience changes for you as you write about it.

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Day 1 Writing Stories

Materials

- *Chrysanthemum* from Week 1
- Set of 6 "Feelings" cards for modeling, prepared ahead
- Class set of "Feelings" cards in a paper bag, prepared ahead
- 3 sheets of lined chart paper and a marker
- Class set of three-page story booklets, prepared ahead

Facilitation Tip

Continue to practice **asking facilitative questions** to help the students respond to one another during class discussions. When students direct their responses to you, redirect them toward the class by asking questions such as:

- Q *Do you agree or disagree with what [Travis] just said, and why?*
- Q *What questions can you ask [Travis] about what he said?*
- Q *Why does what [Travis] said make sense?*

Much learning in this program relies on creating a dynamic discourse among the students. Facilitative questions teach them that their comments contribute to a class discussion, and that they are responsible for listening to one another and responding.

Teacher Note

The students may attribute more than one feeling to each card (for example, the same picture might represent sadness, loneliness, or fear).

In this lesson, the students:

- Explore feelings in a story
- Tell and write stories about themselves with a beginning, middle, and end
- Explore temporal words
- Use exclamation points and capitalize proper nouns
- Listen to one another and express interest in one another's writing

GETTING READY TO WRITE

1 Explore Feelings in *Chrysanthemum*

Gather the class with partners sitting together, facing you. Show the cover of *Chrysanthemum* and review that the students heard this story last week and thought about what happened at the beginning, middle, and end of the story. Ask and briefly discuss:

- Q *What do you remember about* Chrysanthemum*?*
- Q (Show pages 6–7.) *How does Chrysanthemum feel at the beginning of the story?*
- Q (Show pages 18–19.) *How does she feel in the middle of the story? What happens that makes her feel that way?*
- Q (Show pages 30–31.) *How does she feel at the end? What happens that makes her feel that way?*

> **Students might say:**
>
> "At first she feels proud of her name."
>
> "In the middle she's sad because the other kids are mean to her."
>
> "At the end she feels happy again."

Explain that Kevin Henkes, the author of *Chrysanthemum*, does two things in his story that good writers do. First, he tells a story that has a beginning, middle, and end. Second, he tells us how Chrysanthemum feels. That makes the story more interesting and helps us get to know Chrysanthemum.

Explain that the students will explore feelings in stories and write about feelings themselves in the coming days.

2 Introduce the "Feelings" Cards and Model Telling a Story About a Feeling

Tell the students that you will show them some pictures that show feelings. Hold up each of the six "Feelings" cards one at a time and ask:

- Q *What feeling do you think this picture shows? Why?*

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For each card, have a couple of volunteers share their ideas with the class. Explain that you will use one of the cards to help you get an idea for a story about a feeling. Place your six cards into the paper bag of "Feelings" cards, shake the bag, and then reach in and pull out one card. Model thinking of a story that relates to the feeling pictured on the card.

> **You might say:**
>
> "I picked a picture that makes me think of the word *excited*. It reminds me of how excited I was when my baby brother Dante was born. After he came home from the hospital, my parents let me hold him."

3 Model Writing a Story About a Feeling with a Beginning, Middle, and End

Post the three sheets of lined chart paper side by side, and explain that you are going to write what happened at the beginning, middle, and end of your story. As you retell the beginning, middle, and end, write a sentence or two on the corresponding sheet of chart paper.

As you write, look for opportunities to model using exclamation points to show that words are spoken loudly or in a surprised or excited way. Also look for opportunities to model using temporal words and capitalizing proper nouns.

When my baby brother Dante was born, I felt excited.

After Dante came home, I got to hold him for the first time! I was nervous but I got used to it.

After some practice, I got really good at holding and feeding Dante.

Teacher Note

Temporal words you might use in your story include: *first*, *next*, *then*, *later*, *last*, and *finally*.

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4 Choose "Feelings" Cards and Tell Stories Orally

Explain that each student will pick a card from the "Feelings" cards bag. Then after talking in pairs for a moment, they will each write a story, as you just did, about a time they felt that feeling.

Carry the bag around and have each student pick a card. Give the students a moment to think about a time they felt the feeling on the card; then have them think quietly to themselves as you ask the questions that follow, one at a time. Pause after each question (without discussing it) to give the students time to think.

Q *What feeling does your card show?*

Q *When was a time you felt this way? What happened?*

Have partners turn and talk about the experiences they thought about. After a few moments, signal for the students' attention. Explain that the students will write stories about what they just described to their partners. Use "Think, Pair, Share" to discuss:

Q *What will you tell at the beginning of the story?* [pause] *Turn to your partner.*

Q *What will you tell in the middle?* [pause] *Turn to your partner.*

Q *What will you tell at the end?* [pause] *Turn to your partner.*

Distribute the story booklets you prepared (see "Do Ahead" on page 295), and remind the students to write the beginning of their stories on the first page of their booklet, the middle on the second page, and the end on the third page. Have the students return to their seats to begin writing.

WRITING TIME

TEKS 12.A.i
Student/Teacher Activity Step 5 (all, beginning on page 298 and continuing on to page 299)

5 Write Stories About Feelings

Have the students work on their stories. Give them about 5 minutes to settle into their writing, and remind them to use words like *first*, *then*, *next*, and *finally* to show the order in which things happen in their stories. Also remind them to use exclamation points where it makes sense to do so and to capitalize names. Signal for the students to begin writing quietly and have them work independently for 20–25 minutes. Join them in writing for a few minutes; then walk around the room and observe, assisting students as needed.

Signal to let the students know when Writing Time is over. Ask and briefly discuss:

Q *What words did you capitalize in your writing today? Why did you capitalize them?*

Q *Where did you use an exclamation point in your writing today? Read that sentence aloud to us.*

Q *Where did you use a word or phrase like [one day, after that, then, or finally] to show the order of when things happened?*

Teacher Note

Save the three model story charts to use on Day 2.

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Give the students a few moments to capitalize words as needed or to add exclamation points or temporal words, if they wish.

SHARING AND REFLECTING

6 Share Favorite Sentences with the Class

Have the students bring their story booklets and gather with partners sitting together, in a circle. Explain that each student will pick one sentence he especially likes from the end of his story and read it aloud to the class. Give the students a moment to select their sentences; then have each student read his sentence aloud, without comment.

When all of the students have shared, ask and briefly discuss:

Q *What did you hear that got you interested in someone else's story today?*

Q *What question do you want to ask a classmate about his or her story?*

Have the students write their names on their story booklets; then collect the booklets and explain that the students will continue working on them tomorrow.

Teacher Note

If necessary, remind the students to turn and look at the person who is about to speak and ask speakers to wait until they have the class's attention before starting to speak. For more information, view "Turning and Looking at the Speaker" (AV15).

Teacher Note

On Day 2, the students will tell more by adding information to the beginning, middle, and end of their stories. If necessary, plan time for the students to write on all three pages of their stories before you teach Day 2.

EXTENSION

Use Temporal Words to Sequence Sentences in a Story

Review that authors often use words like *first*, *next*, *then*, *after*, and *finally* to help readers know the order in which events happen in their stories. Explain that today the students will look for words like *first*, *next*, *then*, *after*, and *finally* to help you put the sentences of a story in order.

Direct the students' attention to the sentences from "Giving My Dog a Bath" (BLM3) and read them aloud. Ask:

Q *What do you notice about this story?*

If necessary, explain that the story does not make sense because the events of the story are out of order. Explain that the students will now help you put the sentences in the correct order. Reread the sentences aloud slowly and clearly. Ask:

Q *What sentence should come first in the story? Why?*

If necessary, explain that the sentence "When my dog plays in the mud, I have to give her a bath" comes first in the story. Ask:

Q *What sentence should come next in the story? Why?*

If necessary, explain that the sentence "First I put her in the tub" comes next in the story. Explain that the word *first* helps the reader know that this is the first thing the author does when giving his dog a bath. Discuss the remaining sentences in the same way and reorder the sentence

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print a copy of "Giving My Dog a Bath" (BLM3). Write the sentences from "Giving My Dog a Bath" on sentence strips and display them in random order where all of the students can see them. Alternatively, you might cut along the dotted lines on your printed copy of "Giving My Dog a Bath," and then project the sentences using a document camera.

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Teacher Note

The story should read: "When my dog plays in the mud, I have to give her a bath. First I put her in the tub. Next I get her fur wet and rub her with dog shampoo. Then I rinse her with water. After that she gets out of the tub and I dry her off. Finally I have a clean dog!"

strips based on the students' suggestions. Tell the students that you will read the story aloud; explain that as you read, you want them to listen carefully and think about whether the story makes sense. Read the story aloud. Ask:

Q *Does the order of events in this story make sense? Why or why not?*

Q *Which words helped us figure out the order of events in this story?*

Encourage the students to use words like *first*, *next*, *then*, *after*, and *finally* to help readers know the order in which events happen in their stories.

Have each student choose a story from her notebook and think quietly about the questions that follow. Ask:

Q *Where might you add a word that helps the reader understand the order in which something happens in your story? What word might you use?*

Give the students a moment to add to their writing. If time permits, have a few volunteers share their writing with the class.

Day 2 Rereading and Telling More

Materials

- Three model story charts from Day 1
- Marker in a different color from the one used on Day 1
- Students' story booklets from Day 1
- "Class Assessment Record" sheet (CA2)

In this lesson, the students:

- Add to the beginning, middle, and end of stories
- Use exclamation points and capitalize proper nouns
- Explore temporal words
- Listen to one another
- Share what they learn about their partners

GETTING READY TO WRITE

1 Model Telling More at the Beginning, Middle, and End of a Story

Gather the class with partners sitting together, facing you. Explain that today the students will tell more in the stories they started yesterday by adding to the beginning, middle, and end of them.

Direct the students' attention to the three model story charts from Day 1. Ask the students to follow along as you read the beginning,

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middle, and end of your story aloud, pointing to each word as you read it. Then point to the beginning of your story and ask:

Q *What more do you want to know about the beginning of my story?*

> **Students might say:**
>
> "I want to know why you were so excited when your baby brother was born."
>
> "I want to know what you did while you were waiting."
>
> "I want to know how else you felt."

Using the students' suggestions, think aloud and model adding one or two sentences to the beginning of the story using a different-colored marker. As you write, look for opportunities to model using temporal words and exclamation points and capitalizing proper nouns.

> **You might say:**
>
> "[Riley] wants to know why I was so excited about my baby brother being born. I will write the sentences: *I was excited because I had never had a brother or sister before. I ran around the house shouting, 'I will be the best big sister in the world!'* I will use an exclamation point here to show that I'm shouting. Now I want to tell about what happened once I held Dante. I'll write: *Then he started crying, and my mom took him. I felt worried that I had held him wrong, but she said he was just hungry.*"

Repeat this process to add sentences to the end of the story.

When my baby brother Dante was born, I felt excited. I was excited because I had never had a brother or sister before. I ran around the house shouting, "I will be the best big sister in the world!"

After Dante came home, I got to hold him for the first time. I was nervous but I got used to it. Then he started crying and my mom took him. I felt worried that I had had held him wrong, but she said he was just hungry.

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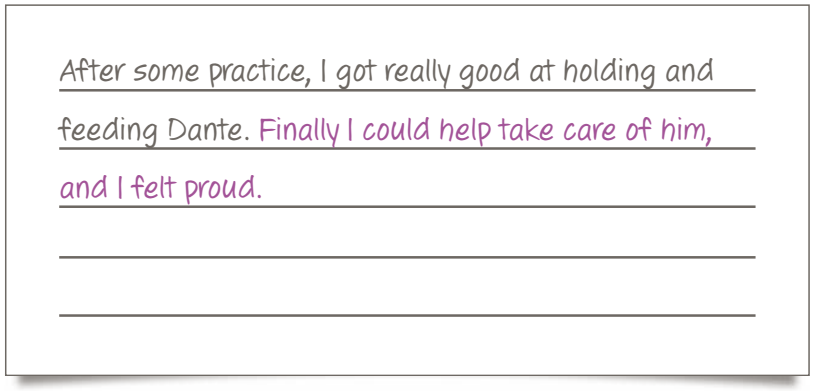
Skill Practice Note

As you model, you might point out instances where you use a conjunction to connect words, phrases, or sentences. Explain that you can use words like *and*, *but*, *or*, and *because* to make sentences that are more interesting and fun to read. To provide your students with more practice using conjunctions, see Lesson 29 in the *Skill Practice Teaching Guide*.



Invite the students to close their eyes and listen as you reread the story aloud. Point out how the added information tells more about what happened and makes the story more interesting to read.

2 Reread and Think About Telling More

Explain that today the students will tell more at the beginning, middle, and end of their stories, just as you did. Distribute their story booklets to them and have them read their stories quietly to themselves. Then use "Think, Pair, Share" to discuss:

Q *What might you add to the beginning of your story to tell more?* [pause] *Turn to your partner.*

Q *What might you add to the middle?* [pause] *Turn to your partner.*

Q *What might you add to the end?* [pause] *Turn to your partner.*

When most pairs have finished talking, have one or two volunteers share one thing they will add to their stories and where they will add it—at the beginning, middle, or end.

> **Students might say:**
>
> "At first I was scared of going to the dentist. I'll add that to the beginning of my story."
>
> "I'll tell about the different rides we went on at the adventure park. I'll add that to the middle."
>
> "I was glad because it turned out we didn't miss our bus. I'll tell about that at the end."

Have the students return to their seats to begin writing.

WRITING TIME

3 Add to the Beginning, Middle, and End of Stories

Have the students work on adding to the beginning, middle, and end of their stories. Remind them to use the word wall to spell words they know and to sound out words they do not know how to spell. Remind the students to use words like *first*, *then*, *next*, and *finally* to tell the order in which things happen in their stories. Also remind them to use exclamation

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points where it makes sense to do so and to capitalize names. Students who finish may get out their writing notebooks and write freely.

After giving the students 5 minutes to get settled, signal for them to begin writing quietly for 20–25 minutes. Join them in writing for a few minutes; then walk around the room and observe, assisting students as needed.



CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to write stories with a beginning, middle, and end?
- Are they able to add to stories they started earlier?
- Do they capitalize proper nouns?
- Do they use exclamation points where it makes sense to do so?
- Do they attempt to use temporal words to show the order of events in their stories?

Support any student who is struggling to add to the beginning, middle, and end of her story by repeating the questions you asked in Step 2 of the lesson; then have the student tell you what she will add before writing.

Record your observations on the "Class Assessment Record" sheet (CA2); see page 61 of the *Assessment Resource Book.*

Signal to let the students know when Writing Time is over. Briefly discuss questions such as:

Q *What words did you capitalize in your writing today? Why did you capitalize them?*

Q *Where did you use an exclamation point in your writing today? Read that sentence aloud to us.*

Q *Where did you use a word or phrase like [*one day, after that, then, *or* finally*] to show the order of when things happened?*

Q *What words did you spell by sounding them out? By using the word wall?*

Give the students a few moments to make any necessary corrections.

SHARING AND REFLECTING

4 Share Writing in Pairs

Have the students bring their story booklets and gather with partners sitting together, facing you. Explain that partners will read their stories aloud to each other. Before having them share, ask and briefly discuss:

Q *What will you do to show your partner that you are listening to him or her?*

Explain that the students should be ready to tell the class what they learned about their partners from listening to their stories.



Give partners several minutes to read their stories to each other.

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Teacher Note

Save the students' story booklets from Weeks 1–3. At the end of Week 3, you will return the students' stories to them so they can review them and each choose one to publish as a book for the class library.

5 Reflect on Partner Work

Ask and briefly discuss:

Q *What did you learn about your partner from his or her story today?*

Q *What did your partner do to let you know he or she was listening carefully to you?*

Collect the students' story booklets and explain that they will continue to write and share stories about themselves with a beginning, middle, and end.

Day 3 Writing Stories

Materials

- *Best Friends Sleep Over*
- 3 sheets of lined chart paper and a marker
- Class set of three-page story booklets
- Class set of "Conference Notes" record sheets (CN1)

In this lesson, the students:

- Hear and discuss a story with a beginning, middle, and end
- Explore feelings in a story
- Write and add to stories about themselves with a beginning, middle, and end
- Explore temporal words
- Listen to one another and express interest in one another's writing

GETTING READY TO WRITE

1 Read *Best Friends Sleep Over* Aloud

Gather the class with partners sitting together, facing you. Remind the students that they have been hearing and writing stories with a beginning, middle, and end. Explain that today you will read another story aloud, and invite them to think about what happens at the beginning, middle, and end.

Show the cover of *Best Friends Sleep Over* and read the title and the author's name aloud. Read the story aloud, showing the illustrations, clarifying vocabulary, and stopping as described on the next page.

Suggested Vocabulary

Pin-the-Flies-on-the-Hyena: game like Pin the Tail on the Donkey (p. 9)

ukelele: musical instrument that looks like a small guitar (p. 23; refer to the illustration)

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ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

slumber party: party where friends stay overnight (p. 2)

Stop after:

p. 3 "'He'll take my place and you'll be fine.'"

Ask:

Q *What happens at the beginning of this story? Turn to your partner.*

Without discussing as a class, reread the last sentence and continue reading. Stop after:

p. 22 "But poor Gilbert just cried and cried."

Ask:

Q *What happens in the middle of this story? Turn to your partner.*

Without discussing as a class, reread the last sentence and continue reading to the end of the story. Ask:

Q *What happens at the end of this story? Turn to your partner.*

Q *In this story, Gilbert's friends do kind things to help him feel better. What do they do?*

Q *If you were going to write a story about a time you helped someone feel better, what might you write?*

2 Model Writing and Adding to the Beginning, Middle, and End of a Story

Post the three sheets of lined chart paper side by side, and ask the students to watch as you write a story about a time you helped someone feel better. Explain that you will write the beginning of your story on the first sheet, the middle of your story on the second sheet, and the end of your story on the third sheet.

Tell a story with a beginning, middle, and end, and write a sentence or two on each corresponding sheet of chart paper (see the diagram on the next page). As you write, look for opportunities to model using temporal words and exclamation points and capitalizing proper nouns. Ask:

Q *What else do you want to know about my story? Where should I add that information—to the beginning, middle, or end?*

Use the students' ideas to add one or two sentences to the beginning, middle, or end of your story. If your students have difficulty determining where information should go, be ready to think aloud and model where it makes sense to add it.

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You might say:

"[Khang] wants to know what Gwen did when she broke her leg. I can add that to the beginning of my story. I'll write: *First she cried because it really hurt*."

My niece Gwen is a great soccer player, but one day she broke her leg during a game! First she cried because it really hurt.

Then she went to the emergency room and got a cast put on her leg. She had to walk with crutches for a long time.

While she was on crutches, I helped her by driving her places. I drove her to school and to her piano lesson.

3 Choose Topics and Tell Stories Orally

Explain that today the students will write stories with a beginning, middle, and end, and they will think about telling more in each section, as you just did. They may write about a time they helped someone, a time when someone helped them, or write any other true story from their own lives.

Give the students a few moments to think quietly about what they might write about today. Then use "Think, Pair, Share" to discuss:

Q *What true story about your life will you write about today?* [pause] *Turn to your partner.*

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Q *What will you tell at the beginning of the story?* [pause] *Turn to your partner.*

Q *What will you tell in the middle and at the end?* [pause] *Turn to your partner.*

Distribute the story booklets you prepared and remind the students to write the beginning of their stories on the first page of their booklet, the middle on the second page, and the end on the third page.

WRITING TIME

4 Write Stories with a Beginning, Middle, and End

Have the students return to their seats and begin writing. Give them about 5 minutes to settle into their writing, and remind them to use words such as *first*, *next*, *then*, *finally*, and *last* to tell when things happen in their stories. Also remind them to use exclamation points where it makes sense to do so and to capitalize names. Signal for the students to begin writing quietly and have them work independently for 20–25 minutes.

Join them in writing for a few minutes; then begin conferring with individual students.

TEACHER CONFERENCE NOTE

During the next two weeks, confer with individual students by having each student tell you about his story and read it aloud. As you confer with the student, ask yourself:

- Is the student able to choose a topic from his own life and begin writing?
- Is the student attempting to write a story with a beginning, middle, and end?
- Can the student tell more at the beginning, middle, and end of his story?
- Does the student capitalize proper nouns?
- Does the student use exclamation points where it makes sense to do so?
- Does the student attempt to use temporal words to show the order in which events happen in his story?

Things you can do to support a student during a conference:

- Ask the student to visualize and tell you his story.
- Point to each page in his booklet as he tells you what happens at the beginning, middle, and end of his story.
- Ask questions to elicit more ideas.
- Have the student reread his story aloud, looking for names and making sure they are capitalized.
- Have the student reread his story aloud to identify places to punctuate with exclamation points.

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 64 of the *Assessment Resource Book*.

Teacher Note

To see an example of a teacher conferring with individual students, view "Conferring About Stories About Me" (AV61).

ELL Note

Beginning English Language Learners may benefit from having you write a sentence starter on each page of their booklets. Alternatively, you might transcribe a sentence they dictate on each page and then have them continue adding to the story on their own. For more information, view "Adapting Lessons for English Language Learners" (AV31).

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Signal to let the students know when Writing Time is over. Briefly discuss questions such as:

- **Q** *What words did you capitalize in your writing today? Why did you capitalize them?*
- **Q** *Where did you use an exclamation point in your writing today? Read that sentence aloud to us.*
- **Q** *Where did you use a word or phrase like [*one day, after that, then, *or* finally*] to show the order of when things happened?*
- **Q** *What words did you spell by sounding them out? By using the word wall? Tell us about them.*

Give the students a few moments to make any necessary corrections.

SHARING AND REFLECTING

5 Share Favorite Sentences with the Class

Have the students bring their story booklets and gather with partners sitting together, in a circle. Explain that each student will pick one sentence she especially likes from the middle of her story and read it aloud to the class. Give the students a moment to select their sentences; then have each student read her sentence aloud, without comment.

When all of the students have shared, ask and briefly discuss:

- **Q** *What did you hear that got you interested in someone else's story today?*
- **Q** *What question do you want to ask a classmate about his or her story?*

Have the students write their names on their story booklets; then collect the booklets and explain that the students will continue working on them tomorrow.

Teacher Note

Save the three model story charts to use on Day 4.

Teacher Note

On Day 4, the students will add information about feelings to the beginning, middle, and end of their stories. If necessary, plan time for the students to write on all three pages of their stories before you teach Day 4.

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Rereading and Telling More

Day 4

In this lesson, the students:

- Explore feelings in a story
- Add feelings to the beginning, middle, and end of stories
- Use exclamation points and capitalize proper nouns
- Explore temporal words
- Listen to one another
- Share what they learn about their partner

Materials

- *Best Friends Sleep Over* from Day 3
- Three model story charts from Day 3
- Marker in a different color from the one used on Day 3
- Students' story booklets from Day 3

GETTING READY TO WRITE

1 Review and Discuss Feelings in *Best Friends Sleep Over*

Gather the class with partners sitting together, facing you. Show the cover of *Best Friends Sleep Over* and review that yesterday the students heard the story. Explain that you will read several lines aloud from the story, and that the students will try to remember what was happening in that part of the story. Read the following lines aloud, stopping after each to have one or two volunteers say what they remember about that part:

p. 2 "As his mother helped him pack, he was excited, and a little worried."

p. 12 ". . . the best pillow fight ever . . ."

p. 21 "'And I forgot to bring Clarence!' Gilbert tried not to cry, but a big tear rolled down his cheek."

p. 24 "Then Ricky did something special . . ."

p. 29 "'I can draw another one for my mom,' he said."

Ask and briefly discuss the questions that follow. Be ready to show pictures from the story to help the students remember it.

Q *How does Gilbert feel at the beginning of this story when he's getting ready to go to the party? What makes him feel that way?*

Q *How does he feel in the middle of the story when he's at the slumber party? How else does he feel?*

Q *How does he feel at the end of the story when it's morning again? What makes him feel that way?*

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Students might say:

"At the beginning, he's worried about going to the slumber party."

"Gilbert has fun when they have a pillow fight."

"At night he feels sad because he misses his mom."

"When Ricky gives him his teddy bear, he feels happy again."

"In the morning, he feels thankful. He wants to give Ricky his picture."

Point out that because the author includes details about Gilbert's feelings at the beginning, middle, and end of the story, the story is more interesting to read. Explain that the students will practice adding details about feelings to the beginning, middle, and end of their own stories today.

2 Model Adding Feelings to the Beginning, Middle, and End of a Story

Direct the students' attention to the three model story charts from Day 3. Ask the students to follow along as you read the beginning, middle, and end of your story aloud, pointing to each word as you read it. Think aloud about some feelings you can add to the beginning of the story; then, using a different-colored marker, add a sentence about that.

Repeat this procedure to add feelings to the middle and end of your story.

My niece Gwen is a great soccer player, but one day she broke her leg during a game! First she cried because it really hurt. She felt afraid, and I was very worried about her.

Then she went to the emergency room and got a cast put on her leg. She had to walk with crutches for a long time. She felt frustrated because she couldn't walk very fast.

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While she was on crutches, I helped her by driving her places. I drove her to school and to her piano lesson. It made me feel good that I was able to help her. Finally the cast came off. She was very happy to be able to play soccer again!

Invite the students to close their eyes and listen as you reread the story aloud. Point out that the added information helps the students understand what you and the other people in the story were feeling and makes the story more interesting.

3 Reread and Think About Telling More

Explain that during Writing Time today you would like the students to add details about feelings to the beginning, middle, and end of their stories. Distribute the story booklets and have them quietly reread their writing. Then use "Think, Pair, Share" to discuss:

Q *What were you feeling at the beginning of your story?* [pause] *Turn to your partner.*

Q *What were you feeling in the middle of your story?* [pause] *Turn to your partner.*

Q *What were you feeling at the end of your story?* [pause] *Turn to your partner.*

When most pairs have finished talking, have one or two volunteers share one feeling they will add to their stories and tell where they will add it—to the beginning, middle, or end.

> **Students might say:**
>
> "I was feeling lonely before my cousins came over. I'll tell about that at the beginning."
>
> "My mom was mad because we were making noise and might wake up the baby. I'll tell about that in the middle."
>
> "I felt happy when I was playing because we were having fun. I'll add that to the end of my story."

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WRITING TIME

4 Add Feelings to the Beginning, Middle, and End of Stories

Have the students return to their seats and work on adding details about feelings to the beginning, middle, and end of their stories. Remind them to use exclamation points where it makes sense to do so and to capitalize names. Students who finish may get out their notebooks and write freely.

After giving the students 5 minutes to get settled, signal for them to begin writing quietly for 20–25 minutes. Join them in writing for a few minutes; then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about her story and read it aloud. As you confer with the student, ask yourself:

- Is the student able to choose a topic from her own life and begin writing?
- Is the student attempting to write a story with a beginning, middle, and end?
- Can the student tell more at the beginning, middle, and end of her story?
- Does the student capitalize proper nouns?
- Does the student use exclamation points where it makes sense to do so?
- Does the student attempt to use temporal words to show the order in which events happen in her story?

Things you can do to support a student during a conference:

- Ask the student to visualize and tell you her story.
- Point to each page in her booklet as she tells you what happens at the beginning, middle, and end of her story.
- Ask questions to elicit more ideas.
- Have the student reread her story aloud, looking for names and making sure they are capitalized.
- Have the student reread her story aloud to identify places to punctuate with exclamation points.

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 64 of the *Assessment Resource Book*.

ELL Note

Beginning English Language Learners may benefit from having you write a sentence starter on each page of their booklets. Alternatively, you might transcribe a sentence they dictate on each page, and then have them continue adding to their stories on their own.

Signal to let the students know when Writing Time is over. Ask and briefly discuss questions such as:

Q *What words did you capitalize in your writing today? Why did you capitalize them?*

Q *Where did you use an exclamation point in your writing today? Read that sentence aloud to us.*

Q *Where did you use a word or phrase like [*one day, after that, then, *or* finally*] to show the order of when things happened?*

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Q *What words did you spell by sounding them out? By using the word wall? Tell us about them.*

Give the students a few moments to make any necessary corrections.

SHARING AND REFLECTING

5 Share Writing in Pairs

Have the students bring their story booklets and gather with partners sitting together, facing you. Explain that partners will read their stories aloud to each other. Explain that they should each be ready to tell the class one thing they learned about their partner from listening to their partner's story.

Give partners several minutes to read their stories to each other.

6 Reflect on Partner Work

Ask and briefly discuss:

Q *What did you learn about your partner from his or her story today?*

Q *What did you and your partner do that helped you work well together?*

Q *What problems, if any, did you have? What might you do to solve those problems?*

> **Students might say:**
>
> "My partner and I took turns reading our stories."
>
> "I forgot to look at my partner when he talked. I'll look at him next time."
>
> "My partner didn't have time to talk. I'll let my partner talk first next time."

Collect the students' story booklets and explain that they will continue to write and share stories about themselves with a beginning, middle, and end.

Teacher Note

Save the three model story charts from today to use in Week 4.

Teacher Note

Continue to save the students' story booklets. In Week 3, you will return the story booklets from each week so the students can review them and choose one to publish as a book for the class library.

Writing Throughout the Week — Open Day

Make "Feelings" Cards and Use Them to Write Stories

As a class, generate a list of feelings. Have the students make their own sets of "feelings" cards. Then have them randomly pick cards from their own or other students' sets and write stories about the feelings shown on the cards. If it is helpful, model writing a story about a different

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feeling with a beginning, middle, and end using the same procedure you used on Day 1 (see Step 3 on page 297). If time permits, invite volunteers to share their stories with the class.

Write About Doing Something for the First Time

Identify another idea from the week's read-aloud that the students might write about (for example, doing something for the first time or going over to a friend's house). Encourage the students to write stories with a beginning, middle, and end. If it is helpful, have each student tell the beginning, middle, and end of her story to her partner before she writes, using the same procedure she used on Day 3 (see Step 3 on page 306). If time permits, invite volunteers to share their stories with the class.

Share from the Author's Chair and Write Freely

Provide an opportunity for students to share their stories from the Author's Chair and then write freely about anything they choose.

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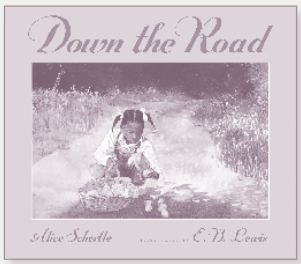
Week 3 OVERVIEW



Down the Road

by Alice Schertle, illustrated by E. B. Lewis

Can Hetty carry a basketful of eggs all the way home without breaking any?

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "Conference Notes" record sheet (CN1)

Reproducible

- (Optional) "Book Review of *Down the Road*" (BLM4)

Professional Development Media

- "Pacing Class Discussions" (AV19)
- "Using Web-based Teaching Resources" tutorial (AV75)

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Writing Focus

- Students tell and write personal narratives.
- Students hear, discuss, and write stories with a beginning, middle, and end.
- Students explore feelings in stories.
- Students reread and tell more.
- Students explore temporal words.
- Students use exclamation points and capitalize proper nouns.
- Students choose a story to publish as a book.

Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 1, make a class set of story booklets like the ones used in Weeks 1 and 2.

✓ Prior to Day 1, consider previewing this week's read-aloud selection, *Down the Road*, with your English Language Learners before you read it to the whole class. You might read it aloud while showing and discussing the illustrations, or have the students flip through it on their own.

✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA3) on page 62 in the *Assessment Resource Book*.

TEACHER AS WRITER

"I am always surprised. I go through life perpetually astonished at everything that happens around me."

— Eugene Ionesco

Select one of the personal narrative drafts you have written and think about what you learned or how you have changed as a result of the event you have written about. Perhaps you expected something different to happen than what actually did. Perhaps you learned or realized something you did not know before. Write a second draft of this narrative, including information about what you were like before the event, what you were like after, and how the experience changed you.

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Day 1 Writing Stories

Materials

- *Down the Road*
- Class set of three-page story booklets, prepared ahead

In this lesson, the students:

- Hear and discuss a story with a beginning, middle, and end
- Write and add to stories about themselves with a beginning, middle, and end
- Explore temporal words
- Listen to one another
- Express interest in one another's writing

GETTING READY TO WRITE

1 Read *Down the Road* Aloud

Gather the class with partners sitting together, facing you. Review that the students have been writing stories from their own lives that have a beginning, middle, and end. They have also been including feelings in their stories. Explain that today they will hear a story about a girl who has several different feelings. Show the cover of *Down the Road* and read the title and the author's name aloud. Invite the students to think as they listen about some of the feelings this character has.

Read the story aloud slowly and clearly, showing the illustrations and stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

mended: fixed (p. 4)

dillydally: waste time (p. 6)

meadow: field of grass (p. 12)

Emporium and Dry Goods Store: store selling many kinds of things, including items made from cloth or fabric (p. 15)

bolts of fabric: big rolls of cloth (p. 17)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

tin-roof shed: small building with a metal roof (p. 4)

pond: small lake (p. 10)

pigtails: tied-up hair on the sides of her head (p. 10; refer to the illustration)

stream: long, flowing body of water (p. 12; refer to the illustration)

wobbles: moves from side to side (p. 18)

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Stop after:

p. 8 ". . . eggs for breakfast, not a *crack!*"

Ask:

Q *What happens at the beginning of the story? Turn to your partner.*

Without discussing as a class, reread the last sentence and continue reading. Stop after:

p. 23 "She wiped each egg off on her shirt and put them all back inside."

Ask:

Q *What happens in the middle of this story? Turn to your partner.*

Without discussing as a class, reread the last sentence and continue reading. Stop after:

p. 29 "And there she sat, just thinking, and feeling sad, and not wanting to go home."

Ask:

Q *What else happens in the middle of this story? Turn to your partner.*

Without discussing as a class, reread the last sentence and continue reading to the end of the story. Ask:

Q *What happens at the end of this story? Turn to your partner.*

As a class, discuss:

Q *In this story, Hetty feels all grown up because she's doing something all by herself. When have you felt grown up because you did something all by yourself?*

2 Choose Topics and Tell Stories Orally

Explain that today the students will write stories about themselves with a beginning, middle, and end. They may write about a time they felt grown up or did something all by themselves, or they may write any other true story about themselves.

Give the students a few moments to each think of a story idea. Then use "Think, Pair, Share" to discuss:

Q *What true story about your life will you write about today?* [pause] *Turn to your partner.*

Q *What will you tell at the beginning of the story?* [pause] *Turn to your partner.*

Q *What will you tell in the middle and at the end?* [pause] *Turn to your partner.*

Distribute the story booklets you prepared and remind the students to write the beginning of their stories on the first page of their booklets, the middle on the second page, and the end on the third page. Have the students return to their seats to begin writing.

Teacher Note

Remember to pace class discussions so they are neither too short nor too long. For more information, view "Pacing Class Discussions" (AV19).

TEKS 11.A.i
Student/Teacher Activity
Step 2
(discussion questions)

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TEKS 11.B.i
Student/Teacher Activity
Step 3 (all)

WRITING TIME

3 Write Stories with a Beginning, Middle, and End

Have the students work on their stories. Give them about 5 minutes to settle into their writing; then signal for them to begin writing quietly and have them work independently for 20–25 minutes. Join them in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

As you did last week, continue to confer with individual students by having each student tell you about his story and read it aloud. As you confer with the student, ask yourself:

- Is the student able to choose a topic from his own life and begin writing?
- Is the student attempting to write a story with a beginning, middle, and end?
- Can the student tell more at the beginning, middle, and end of his story?
- Does the student capitalize proper nouns?
- Does the student use exclamation points where it makes sense to do so?
- Does the student attempt to use temporal words to show the order in which events happen in his story?

Things you can do to support a student during a conference:

- Ask the student to visualize and tell you his story.
- Point to each page in his booklet as he tells you what happens at the beginning, middle, and end of his story.
- Ask questions to elicit more ideas.
- Have the student reread his story aloud, looking for names and making sure they are capitalized.
- Have the student reread his story aloud to identify places to punctuate with exclamation points.

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 64 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share a Favorite Sentence with the Class

Have the students bring their story booklets and gather with partners sitting together, in a circle. Explain that each student will pick one sentence she especially likes from the beginning, middle, or end of her story and read it aloud to the class. Give the students a moment to each select a sentence; then have each student read her sentence aloud, without comment.

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When all of the students have shared, ask and briefly discuss:

Q *What did you hear that got you interested in someone else's story today?*

Q *What question do you want to ask someone about his or her story?*

Have the students write their names on their story booklets; then collect the booklets and explain that the students will continue working on them tomorrow.

Teacher Note

On Day 2, the students will add information about feelings to the beginning, middle, and end of their stories. If necessary, plan time for the students to write on all three pages of their stories before you teach Day 2.

Rereading and Telling More — Day 2

In this lesson, the students:

- Explore feelings in a story
- Add feelings to the beginning, middle, and end of stories
- Use exclamation points and capitalize proper nouns
- Explore temporal words
- Listen to one another
- Share what they learn about their partners

Materials

- *Down the Road* from Day 1
- Students' story booklets from Day 1

GETTING READY TO WRITE

1 Review *Down the Road*

Gather the class with partners sitting together, facing you. Show the cover of *Down the Road* and review that yesterday the students heard this story. Explain that you will read several lines aloud from the story, and that the students will try to remember what was happening in that part of the story. Read the following lines aloud, stopping after each to have one or two volunteers say what they remember about that part:

p. 6 "'Come straight home,' said Papa. 'Don't dillydally,' said Mama."

p. 16 "'Twelve big beauties. No cracks.'"

p. 28 "*SPLAT!*"

p. 33 "Pretty soon there were three big birds in the apple tree."

p. 36 "And the next morning . . . there was apple pie for breakfast."

Ask and briefly discuss the questions that follow. Be ready to show pictures from the story to help the students remember it.

Q *How does Hetty feel at the beginning of this story when she leaves to buy the eggs? What makes her feel that way?*

Q *How does she feel in the middle of the story when she's walking home? How does she feel when she drops the eggs?*

Facilitation Tip

Continue to **ask facilitative questions** to build accountability and participation during class discussions. Redirect students' comments to the class by asking:

Q *Do you agree or disagree with what [Ricki] just said, and why?*

Q *What questions can we ask [Ricki] about what she said?*

Q *Why does what [Ricki] said make sense?*

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Q *How does she feel at the end of the story after her parents come and get her? What makes her feel that way?*

> **Students might say:**
>
> "She feels proud at first because she's going to buy eggs all by herself."
>
> "She feels sad because she breaks the eggs."
>
> "She feels better after Papa and Mama come sit with her in the tree."
>
> "I think she's sorry, too. She says, 'I'm sorry.'"

TEKS 11.C.i
Student/Teacher Activity
Step 2 and Step 3 (all)

2 Reread and Think About Telling More

Remind the students that including details about feelings in stories makes them more interesting to read. Explain that today they will reread their stories from yesterday and add feelings to the beginning, middle, and end. Distribute the story booklets and have the students quietly reread their writing. Then use "Think, Pair, Share" to discuss:



Q *What were you feeling at the beginning of your story?* [pause] *Turn to your partner.*

Q *What were you feeling in the middle of your story?* [pause] *Turn to your partner.*

Q *What were you feeling at the end of your story?* [pause] *Turn to your partner.*

When most pairs have finished talking, have one or two volunteers share one feeling they will add to their stories and tell where they will add it—to the beginning, middle, or end.

Have the students return to their seats to begin writing.

WRITING TIME

3 Add Feelings to the Beginning, Middle, and End of Stories

Have the students work on adding details about feelings to the beginning, middle, and end of their stories. Remind them to use words such as *first*, *next*, *then*, *finally*, and *last* to tell when things happen in their stories. Remind them to use exclamation points where it makes sense to do so and to capitalize names. Students who finish may get out their notebooks and write freely.

After giving the students 5 minutes to get settled, signal for them to begin writing quietly for 20–25 minutes. Join them in writing for a few minutes; then confer with individual students.

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TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about her story and read it aloud. As you confer with the student, ask yourself:

- Is the student able to choose a topic from her own life and begin writing?
- Is the student attempting to write a story with a beginning, middle, and end?
- Can the student tell more in the beginning, middle, and end of her story?
- Does the student capitalize proper nouns?
- Does the student use exclamation points where it makes sense to do so?
- Does the student attempt to use temporal words to show the order in which events happen in her story?

Things you can do to support a student during a conference:

- Ask the student to visualize and tell you her story.
- Point to each page in her booklet as she tells you what happens at the beginning, middle, and end of her story.
- Ask questions to elicit more ideas.
- Have the student reread her story aloud, looking for names and making sure they are capitalized.
- Have the student reread her story aloud to identify places to punctuate with exclamation points.

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 64 of the *Assessment Resource Book*.

ELL Note

Beginning English Language Learners may benefit from having you write a sentence starter on each page of their booklets. Alternatively, you might transcribe a sentence dictated by the student on each page and then have him continue adding to the story on his own.

Signal to let the students know when Writing Time is over. Ask and briefly discuss questions such as:

- Q *What words did you capitalize in your writing today? Why did you capitalize them?*
- Q *Where did you use an exclamation point in your writing today? Read that sentence aloud to us.*
- Q *Where did you use a word or phrase like [*one day, after that, then, *or* finally*] to show the order of when things happened?*
- Q *What words did you spell by sounding them out? By using the word wall? Tell us about them.*

Give the students a few moments to make any necessary corrections.

SHARING AND REFLECTING

4 Share Writing in Pairs

Have the students bring their story booklets and gather with partners sitting together, facing you. Explain that partners will read their stories aloud to each other. Explain that they should each be ready to tell the class one thing they learned about their partner from listening to their partner's story.

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Give partners several minutes to read their stories to each other; then signal for the students' attention. Ask and briefly discuss:

Q *What did you learn about your partner from his or her story today?*

Collect the students' story booklets and explain that they will continue to learn about one another by writing and sharing stories about their own lives.

EXTENSION

Explore Feelings in Other Stories

Read other stories aloud and discuss the characters' feelings at the beginning, middle, and end of the stories. Stories that include specific reference to feelings include *Little Polar Bear and the Brave Little Hare* by Hans de Beer, *Giraffes Can't Dance* by Giles Andreae, *Nobody Knew What to Do: A Story About Bullying* by Becky Ray McCain, and *A Shelter in Our Car* by Monica Gunning.

WRITING ABOUT READING

Write Book Reviews

Materials

- *Down the Road* from Day 2
- Copy of "Book Review of *Down the Road*" (BLM4) for each student

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Book Review of *Down the Road*" (BLM4). Make enough copies for each student to have one.

You might also write the questions that follow on a sheet of chart paper and post it where all the students can see it. Encourage the students to use these questions to help them write their reviews.

Q *What is the book about?*

Q *Did you like the book? Why?*

Q *Who else would like this book?*

Show the cover of *Down the Road* and remind the students that they heard this book earlier. Tell the students that you are going to read a book review of *Down the Road*. Distribute copies of "Book Review of *Down the Road*" (BLM4) and ask the students to follow along as you read it aloud; then read the book review aloud, slowly and clearly.

Ask:

Q *What does the author tell us in this book review?*

> **Students might say:**
>
> "He tells us what happens in the beginning, middle, and end of the story."
>
> "He tells us why she likes the book."
>
> "He tells us who else he thinks should read the book."

Point out that people write book reviews to tell other readers about books they have read. Explain that a book review usually includes a description of what happens in the story, the reviewer's opinion of the book (what they think about the book and why), and who else the reviewer thinks might enjoy the book.

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Explain that the students will each choose a book to write a book review about. Have students close their eyes and think quietly for a few moments about a book they would like to write about. Have the students open their eyes; then use "Think, Pair, Share" to discuss:

Q *What book will you write about? What happens at the beginning, middle, and end of the story you chose?* [pause] *Turn to your partner.*

After partners have shared, have the students begin writing. Encourage them to include in their reviews a description of what happens in the story, their opinion of the book, and who else they think should read the book. If time permits, invite volunteers to share their book reviews with the class.

Technology Tip

You might consider submitting some book reviews from your class for online publication. Search online with the keywords "student book reviews" to find examples of book reviews written by students that you can share with the class. For more information about using web-based resources, view the "Using Web-based Teaching Resources" tutorial (AV75).

Choosing Stories and Telling More

Day 3

In this lesson, the students:

- Informally explore the writing process
- Choose stories to publish as books
- Reread and add to stories

Materials

- Students' story booklets from Weeks 1–3
- Extra lined writing paper for the students

ABOUT THE WRITING PROCESS IN GRADE 1

The students have been informally practicing parts of the writing process since Unit 1. They have learned prewriting strategies for generating writing ideas, such as listening to stories, brainstorming, and visualizing. They have revised their stories by adding to them and published their stories by sharing them with their classmates. In the remainder of Unit 4, their understanding of the publishing process is extended as they each choose a story and add to it, illustrate it, proofread it, make a book cover, and, finally, share their book from the Author's Chair. In subsequent units, the students will continue to explore the writing process informally to prepare for a more formal introduction to the process in later grades.

GETTING READY TO WRITE

1 Choose Stories to Make into Books

TEKS 11.E.i
Teacher Activity
Step 1 (all, beginning on page 325 and continuing on to page 326)

Begin the lesson with the students sitting at their own seats. Remind them that during the past few weeks they have written several stories about themselves. Ask and briefly discuss:

Q *What have you learned about the beginning, middle, and end of stories?*

Q *What have you learned about feelings in stories?*

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Explain that this week they will each choose one of their stories to make into a book for the class library. To make the books, they will finish writing their stories, add illustrations, check that everything is written correctly, and make covers for the books. Then they will share their stories with the class from the Author's Chair.

Tell the students that you will return their stories to them, and that you would like them to reread their stories and each choose one to make into a book. Distribute the students' story booklets from Weeks 1–3 and give them a few minutes to reread their stories quietly.

2 Discuss Choices in Pairs

After allowing sufficient time for the students to choose their stories, have students bring the stories they chose and gather with partners sitting together, facing you.

Use "Think, Pair, Share" to discuss the question that follows. Alert the students to listen carefully, as they will share their partners' thinking with the class. As partners talk, collect the stories that the students will not be publishing.



Q *Which story did you choose to make into a book, and why?* [pause] *Turn to your partner.*

Signal for the students' attention and have a few volunteers share their partners' thinking with the class.

Explain that today you will help the students think about what information they can add to their stories; then they will add the information and begin illustrating their stories.

WRITING TIME

TEKS 11.C.i
Student/Teacher Activity Step 3 and Step 4
(all, beginning on page 326 and continuting on to page 327)

3 Review Stories and Think About Telling More

Have the students return to their seats. Explain that you would like the students to look at their stories and think quietly to themselves as you ask them several questions. Ask the questions that follow one at a time. Pause after each question (without discussing it) to give the students time to think.

Q *Where do you tell about a feeling at the beginning of your story? What might you add to the beginning to tell, or tell more, about a feeling?*

Q *Where do you tell about a feeling in the middle of your story? What might you add to the middle to tell, or tell more, about a feeling?*

Q *Where do you tell about a feeling at the end of your story? What might you add to the end to tell, or tell more, about a feeling?*

Q *What else might you add to tell more in your story? Will you add it to the beginning, middle, or end?*

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Explain that the students will add to their stories during Writing Time today. They can add sentences about feelings or anything else that will make their stories more interesting to read.

4 Add to Stories

After giving the students 5 minutes to get settled, signal for them to begin writing quietly for 20–25 minutes. Join the students in writing for a few minutes; then confer with individual students.

Teacher Note

Make additional sheets of lined paper available for students who want to make substantial additions to their stories.

TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about his story and read it aloud. As you confer with the student, ask yourself:

- Is the student able to choose a topic from his own life and begin writing?
- Is the student attempting to write a story with a beginning, middle, and end?
- Can the student tell more at the beginning, middle, and end of his story?
- Does the student capitalize proper nouns?
- Does the student use exclamation points where it makes sense to do so?
- Does the student attempt to use temporal words to show the order in which events happen in his story?

Things you can do to support a student during a conference:

- Ask the student to visualize and tell you his story.
- Point to each page in his booklet as he tells you what happens at the beginning, middle, and end of his story.
- Ask questions to elicit more ideas.
- Have the student reread his story aloud, looking for names and making sure they are capitalized.
- Have the student reread his story aloud to identify places to punctuate with exclamation points.

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 64 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Reflect on Chosen Stories in Pairs

Have the students bring their stories and gather with partners sitting together, facing you. In pairs and as a class, briefly discuss:

Q *What is one thing you really like about the story you chose to publish? Turn to your partner.*

Q *What is one thing you still want to work on before making your story into a book? Turn to your partner.*

Collect the stories, and explain that the students will continue to work on them tomorrow.

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Day 4 Sharing in Pairs and Illustrating

Materials

- Students' selected stories from Day 3
- "Class Assessment Record" sheet (CA3)
- Blank drawing paper for the students

TEKS 11.B.ii
TEKS 11.B.iii
Student/Teacher Narrative Step 1 (all, beginning on page 328 and continuing on to page 329)

In this lesson, the students:

- Use the prompt "I want to know . . ." to give feedback to their partners
- Share their partners' thinking with the class
- Add to and illustrate stories
- Thank one another for their help

GETTING READY TO WRITE

1 Use the Prompt "I Want to Know . . ." to Share Stories in Pairs

Gather the class with partners sitting together, facing you. Remind the students that yesterday they each chose a story to make into a book for the class library. Explain that today partners will read their stories to each other and help each other make the stories the best they can be. The students will use the prompt "I want to know . . ." to tell what more they want to know about each other's stories.

If necessary, write the prompt *I want to know . . .* where everyone can see it, and read it together. Explain that later you will ask them to share one thing their partners wanted to know about their stories.

Distribute the students' selected stories to them. Give partners sufficient time to share and discuss their writing. As they share, walk around and observe.

Teacher Note

The students learned the prompt "I want to know . . ." in Unit 3.

CLASS ASSESSMENT NOTE

Observe pairs without intervening and ask yourself:

- Are partners listening carefully to each other's stories?
- Do they use the prompt to tell each other what more they want to know?

If partners are struggling, wait to see whether they work through their difficulties before you intervene. If they do not, support them by asking questions such as:

Q *What is your partner's story about?*

Q *What is one thing you still want to know about your partner's story?*

Record your observations on the "Class Assessment Record" sheet (CA3); see page 62 of the *Assessment Resource Book*.

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When it seems that most pairs have finished, signal for the students' attention and ask:

Q *What more does your partner want to know about your story?*

Q *Where will you add that information—at the beginning, middle, or end of your story?*

Have several volunteers share with the class. Explain that during Writing Time you would like the students to add what their partners wanted to know to their stories. When they finish, they may begin illustrating their stories on blank drawing paper. Point out that because the illustrations will go into their published books, they will need to draw them as neatly and carefully as possible, and that they will draw in pencil first so they can make any changes before adding color.

WRITING TIME

TEKS 11.B.ii
TEKS 11.B.iii
Student/Teacher Activity
Step 2 (all)

2 Add to and Illustrate Stories

Have the students return to their seats and begin adding to their stories. Give them 5 minutes to settle into their writing, and then signal for them to begin writing quietly. After another 5 minutes, distribute blank drawing paper so the students can begin drawing their illustrations.

Join the students in writing for a few minutes; then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about her story and read it aloud. As you confer with the student, ask yourself:

- Is the student able to choose a topic from her own life and begin writing?
- Is the student attempting to write a story with a beginning, middle, and end?
- Can the student tell more at the beginning, middle, and end of her story?
- Does the student capitalize proper nouns?
- Does the student use exclamation points where it makes sense to do so?
- Does the student attempt to use temporal words to show the order in which events happen in her story?

Things you can do to support a student during a conference:

- Ask the student to visualize and tell you her story.
- Point to each page in her booklet as you ask her to tell you what happened at the beginning, middle, and end of her story.
- Ask the student questions to elicit more ideas.
- Have the student reread her story aloud, looking for names and making sure they are capitalized.
- Have the student reread her story aloud to identify places to punctuate with exclamation points.

(continues)

Teacher Note

Having the students draw in pencil first reinforces the idea that published work will be read by others and should be done neatly and carefully. This understanding will be reinforced further when they proofread their writing for correctness and legibility next week.

If any student finishes his pencil illustration, have him get another blank sheet of paper and illustrate another part of the story in pencil. The students will add color to their illustrations in Week 4.

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TEACHER CONFERENCE NOTE *(continued)*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 64 of the *Assessment Resource Book.*

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

3 Share Revisions Based on Partner Feedback

Have the students bring their booklets and gather with partners sitting together, facing you. Ask and briefly discuss:

Q *What is one thing you added to your story because your partner wanted to know more about it?*

Have a few volunteers share what they added with the class. Point out that partners help each other when they talk to each other about their writing. Have the students thank their partners for their help today.

Collect the students' stories and drawings, and explain that they will make them into books next week.

Open Day Writing Throughout the Week

Write Book Reviews

Have the students respond to literature by writing book reviews of books they choose (see Writing About Reading on page 324).

Write More About Times the Students Felt Grown Up

Give the students another opportunity to write a story about a time they felt grown up or did something by themselves. If it is helpful, have each student tell the beginning, middle, and end of her story to her partner before she writes, using the same procedure she used on Day 1 (see Step 2 on page 319). If time permits, invite volunteers to share their stories with the class.

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Review Notebook Writing

Have the students read the writing in their notebooks. Give them an opportunity to work on a piece they started earlier, or write about anything else they choose. Alternatively, you might have them review and add to one of their story booklets from this unit or start a new story booklet.

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Week 4 OVERVIEW

Writing Focus

- Students proofread for punctuation and spelling.
- Students explore the features of book covers.
- Students make book covers.
- Students share their books from the Author's Chair.

Social Development Focus

- Students act in fair and caring ways.
- Students work in a responsible way.
- Students express interest in and appreciation for one another's writing.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activity

- WA1

Assessment Forms

- "Class Assessment Record" sheet (CA4)
- "Social Skills Assessment Record" sheet (SS1)
- "Individual Writing Assessment" record sheet (IA1)

Reproducible

- Unit 4 family letter (BLM2)

Professional Development Media

- "Social Reflection" (AV14)
- "Assessing Student Writing" (AV35)

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DO AHEAD

- ✓ Prior to Day 1, make a copy of the "Class Assessment Record" sheet (CA4) on page 63 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, display the read-aloud books from this unit for the students to examine and use as models for their book covers.
- ✓ Prior to Day 2, prepare a sample book cover (using construction paper or cardstock) that shows a title, an author's name, and an illustration.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM2). Make enough copies to send one letter home with each student's published piece.

TEACHER AS WRITER

"For him no simple feeling any longer exists. All he sees, his joys, his pleasures, his suffering, his despair, all instantaneously become objects of observation."

— Guy de Maupassant

Revisit the personal-narrative draft you wrote in Week 3, in which you described an event and how it changed you. Close your eyes and try to remember what you thought and felt before, during, and after the event. Look for places where you can now insert information about your thoughts or feelings before, during, and after the event.

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Day 1 Proofreading

Materials

- Students' stories and illustrations from Week 3
- Three model story charts from Week 2
- "Class Assessment Record" sheet (CA4)

In this lesson, the students:

- Informally explore the writing process
- Proofread for punctuation, spelling, and legibility
- Finish illustrations
- Express interest in one another's writing

ABOUT PROOFREADING

During this lesson, the students reread their writing to make sure that it can be read easily by others. They also proofread their stories for capitalization of initial letters and proper nouns, use of periods, and use of exclamation points. Finally, they proofread to make sure any words from the word wall they have used are spelled correctly. By guiding them through the proofreading in two separate steps, you reduce the amount of new information the students have to retain while trying out these skills for the first time. Even so, this first experience with proofreading may prove challenging for the students. They will have more opportunities to practice their proofreading skills in Unit 5.

GETTING READY TO WRITE

1 Introduce Proofreading

Have the students stay at their seats. Review that last week the students chose a story to make into a book for the class library. Explain that because their books will be read by others, they will want to make sure their stories are as easy-to-read and as correct as possible. Ask and briefly discuss:

Q *Why do we want to make sure our published books are written as neatly as possible, and that we have corrected all the errors we can find?*

> **Students might say:**
>
> "We want to make our writing neat so people can read our stories by themselves."
>
> "All the books in our class library are neat, so we want our books to be the same way."
>
> "If our books have lots of errors, people might not understand them, or they might not want to read them."

Point out that writing and drawing neatly and correcting any errors shows respect for their readers. Explain that today you will help them correct errors and make sure their writing is readable.

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WRITING TIME

2 Reread for Legibility

Distribute the students' stories and illustrations to them. Ask them to reread their stories and look for any messily written words that a reader might not be able to read. Explain that they should erase such words (or cross them out) and rewrite them neatly.

Model this briefly; then give the students a few minutes to read through their stories and correct messy writing.

3 Proofread for Punctuation

Signal for the students' attention and explain that next the students will check to see whether they have used capital letters, periods, and exclamation points where they are needed. Direct the students' attention to the three model story charts and point out any capitalized names. Also point out that you began each sentence with a capital letter and ended it with a period or an exclamation point. If necessary, review that exclamation points show that something is spoken in a loud or excited way.

Have the students check their writing for capital letters, periods, and exclamation points. Have them correct any errors they find by erasing (or crossing out) as needed and then adding the correct marks.

4 Proofread for Spelling Using the Word Wall

When the students have finished, direct their attention to the word wall and remind them that these are words they know how to spell, and that they should be spelled correctly in their stories. If it is helpful to do so, read the words aloud together. Ask the students to reread their stories quietly, pointing to each word as they read it. When they come to a word from the word wall, have them check to make sure they have spelled it correctly. If they misspelled the word, have them erase (or cross out) the word and rewrite it correctly.

When the students have finished proofreading their work, ask and briefly discuss:

Q *What is a correction you made to your story today? Why did you need to make that correction?*

5 Finish Pencil Illustrations

Explain that the students will now have time to finish the pencil drawings that will go with their stories. If they have already finished their illustrations, they may write freely in their notebooks.

Have the students work quietly for 10–15 minutes. As they work, walk around the room and observe, assisting students as needed.

Teacher Note

Circulate as the students proofread their stories. If many students are struggling to identify and correct errors, call for their attention. Use the model story charts to model rereading and checking the spelling of words from the word wall.

Note that the students are not expected to find and correct all misspellings—just misspelled words from the word wall. If you wish, you will have an opportunity to correct their other misspellings before placing the books in the classroom library (see the Teacher Note on page 340).

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CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Will all of the students have completed stories and illustrations to make into books tomorrow?

If you have many students who need to finish their stories and illustrations before making them into books, plan time for them to do so before you teach Day 2. Assist individual students as needed to help them complete their stories and illustrations.

Record your observations on the "Class Assessment Record" sheet (CA4); see page 63 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Share and Discuss Illustrations in Pairs

Have the students bring their pencil illustrations (but not their story booklets) and gather with partners sitting together, facing you. Explain that partners will use their illustrations to tell each other what their stories are about. Ask and briefly discuss:

Q *What are some things you can say to your partner to show that you are interested in his or her illustrations?*

> **Students might say:**
>
> "I can say, 'I like your picture.' "
>
> "I can say, 'I like how you drew that.' "
>
> "I can ask my partner a question about her drawing."

Remind the students that it is important to show interest in each other's work, and encourage them to do so as they share today. Give partners a few minutes to share and discuss their illustrations.

7 Reflect on Showing Interest in Pairs

Ask and briefly discuss:

Q *What did your partner say or do to show that he or she was interested in your illustration? How did that make you feel?*

Collect the students' stories and drawings, and explain that the students will make them into books this week.

Teacher Note

The end-of-lesson reflection is important to the students' growth as writers and to their social development. We encourage you to allow at least 5 minutes at the end of each period to help the students reflect on their work and interactions. For more information about social development, see "Values and Social Skills" on page xxviii. To learn more, view "Social Reflection" (AV14).

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SOCIAL SKILLS ASSESSMENT NOTE

During the final week of this unit, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1); see page 132 of the *Assessment Resource Book*. Compare your recent notes with those you took in the fall and evaluate how well each student is learning and applying the social skills taught in the program. You will reassess your students' social skill development again in Unit 7.

TECHNOLOGY EXTENSION

Publishing Student Writing Online

This week the students publish their personal-narrative pieces for the class library. Some students might also be interested in publishing their writing online. There are a number of websites where students can do so; search for them using the keywords "publishing student writing online." Publishing online allows family members and friends to access and enjoy the students' writing easily.

TEKS 11.E.i
Teacher Activity
Technology Extension (all)

Making Book Covers

Day 2

In this lesson, the students:

- Informally explore the writing process
- Explore the features of book covers
- Make covers for their books
- Share materials fairly
- Handle materials responsibly

ABOUT MAKING BOOKS WITH CHILDREN

In this lesson, the students make covers for their books. You will then staple their covers to the front of the students' story booklets, along with their illustrations at the back. If you wish, you can use construction paper or cardstock to make a back cover for each book. For more ideas for ways to create handmade books and publish students' writing, see *75 Creative Ways to Publish Students' Writing* by Cherlyn Sunflower or *Making Books That Fly, Fold, Wrap, Hide, Pop Up, Twist & Turn* by Gwen Diehn.

Materials

- *Down the Road* from Week 3
- *Best Friends Sleep Over* from Week 2
- *The Snowy Day* from Week 1
- *Chrysanthemum* from Week 1
- Sample book cover, prepared ahead
- Students' stories and illustrations from Day 1
- Three model story charts from Week 2
- Sheet of construction paper or cardstock for each student
- Markers, crayons, and other supplies for illustrations and book covers

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GETTING READY TO WRITE

1 Explore the Features of Book Covers

Gather the class with partners sitting together, facing you. Remind them that yesterday they reread their stories, corrected any errors they found, and finished making illustrations for their books. Tell them that today they will make covers for their books.

Explain that before they make their own book covers you want them to think about what kind of information is on a book cover. Show the cover of *The Snowy Day* and read the title and author's name aloud, pointing to each word as you read it. Remind the students that this is a story about the things a boy does on a snowy day.

Ask them to look carefully at the cover. Then ask and briefly discuss:

Q *What information can we find on the cover?*

Q *What else do you notice on the cover?*

> **Students might say:**
>
> "It says *The Snowy Day*. That's the title."
>
> "The author's name is at the top."
>
> "There's a picture of Peter out in the snow."

Tell the students that this book cover has three important things on it: the title of the book, the author's name, and an illustration that shows something about the story.

Point to the title of *The Snowy Day* and ask:

Q *Why do you think the author, Ezra Jack Keats, called this book* The Snowy Day?

> **Students might say:**
>
> "Because the story is about a snowy day."
>
> "In the book, Peter goes outside and plays in the snow."
>
> "He wanted people to know what's in the book."

Point out that good titles are short and tell something about the story inside.

Follow the above procedure to examine the covers of one or two other books from earlier in the unit. Point out that some books, such as *Down the Road*, have illustrations by someone other than the author, and that, in this case, the names of both the author and the illustrator appear on the cover.

2 Think About Making Book Covers

Hold up the sample book cover you prepared and explain that the students will use paper like this to make covers for their books. Show them where the title, author's name, and illustration will go on each cover.

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Explain that you will return the students' stories and illustrations to them and that you want them to reread their stories and think about possible titles. Remind them that a good title is short and tells something about the story inside. Distribute the stories (along with the accompanying illustrations) and have the students quietly reread them.

When most students are finished reading, have them think quietly to themselves as you ask the questions that follow, one at a time. Pause after each question (without discussing it) to give the students time to think.

Q *What might be a good title for your story?*

Q *What picture might you draw on the cover of your book?*



Have partners discuss their ideas with each other; then have a few volunteers share their thinking with the class.

Listen as partners share ideas. If the students struggle to think of titles, call for their attention and use the three model story charts from Week 2 to model thinking about a title. Ask the students what other titles might work for your story, and why. Then have pairs resume talking for a few more minutes. Be aware that coming up with good titles can be challenging, and be ready to accept any title a student suggests that goes with the story.

Explain that the students will draw their cover illustrations in pencil first and then add color. When they finish making their covers, they may also add color to the illustrations they drew to go with their stories. When all of the pieces are finished, you will assemble the pages into a book for each student.

3 Discuss Sharing Materials Fairly

Tell the students what supplies they will use to make their books. Show them where the materials are located and explain the procedures you want the students to follow to use them. Ask and briefly discuss as a class:

Q *You may need to share markers or other supplies today. If someone is using something you need, what can you do?*

Q *If you're using something that someone else needs, what can you do to share it fairly?*

Q *What will you do to take care of our class materials so they can be used again and again by everyone?*

Encourage the students to act on their suggestions for sharing materials fairly and handling them responsibly. Tell them that you will check in with them later to see how they did. Distribute the sheets of construction paper or cardstock to each student and have the students return to their seats to begin working.

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Teacher Note

Prior to Day 3, finish assembling all of the students' books by stapling their covers and illustrations to their story booklets. As these books will be published and placed in the class library, you might want to read through the students' stories and write the correct spellings of misspelled words or rewrite illegible words above the students' own writing, where necessary.

WRITING TIME

4 Make Book Covers

Have the students work on their covers and illustrations. Remind them that each cover should include a title, the author's name, and an illustration. Encourage the students to reread their stories if they need ideas for what to draw on their covers.

After giving the students 5 minutes to get settled, signal for them to begin working quietly. While the students work, walk around the room and observe, providing assistance as needed. As the students complete their covers and illustrations, assemble their books for them by placing their covers on the front of their story booklets and their illustrations at the back, and then stapling everything together. Students who finish early may write freely in their notebooks.

Signal to let the students know when Writing Time is over. Have the students return all materials to their proper places. Collect all completed books, as well as unassembled covers and pages, and explain that you will assemble all of their books for them. They will begin sharing the books from the Author's Chair tomorrow.

SHARING AND REFLECTING

5 Reflect on Sharing Materials

Ask and briefly discuss:

Q *What did you do to share the materials in fair and caring ways today?*

Q *What problems did you have? What can you do to avoid these problems the next time you share materials?*

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Sharing as a Community

Day 3

In this lesson, the students:

- Share their writing from the Author's Chair
- Give their full attention to the person who is speaking
- Use prompts to express interest in and appreciation for one another's writing
- Reflect on how others are like themselves
- Appreciate uniqueness in themselves and others
- Write freely

ABOUT CELEBRATING STUDENT WORK

On Days 3 and 4, the students share their books with their classmates from the Author's Chair. To make Author's Chair sharing even more special, consider inviting another class, the principal, librarian, or other school staff to join you. You might also consider planning a morning or evening story-sharing event and inviting parents to attend.

Materials

- "Discussion Prompts" chart (WA1)
- Author's Chair
- Students' assembled books

GETTING READY TO SHARE

1 Gather and Reflect on Writing Stories

Gather the class with partners sitting together, facing the Author's Chair. Remind the students that during the last few weeks they wrote stories about themselves with a beginning, middle, and end, and they each made one of these stories into a book for the class library. Ask:

Q *What was fun about writing these stories?*

Q *What was challenging, or difficult, about writing them?*

Q *What did you enjoy about making one of your stories into a book?*

2 Review the Procedures for Author's Chair Sharing

Review that the students have learned how to share their writing from the Author's Chair, and that Author's Chair sharing is an opportunity for an author to read her writing to the class and for the class to give comments and ask questions. Ask:

Q *What will you do today to let the author know you are listening?*

Q *If you can't hear the author, how can you respectfully let him or her know?*

Q *If you are an author sharing your writing today, what do you want to remember to make it go well?*

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Encourage the students to be good listeners during Author's Chair sharing. Tell them that you will check in with them later to see how they did.

3 Review the Prompts for Discussing Writing

Display the "Discussion Prompts" chart (WA1) and have the students read the prompts aloud with you.

WA1

Discussion Prompts

- I found out . . .
- I like your story because . . .
- I want to know . . .

Remind the students that they have learned these prompts to talk about one another's writing. Encourage them to use the prompts when they comment on their classmates' writing today.

SHARING TIME

11.E.ii
Teacher Activity
Step 4 (all)

4 Share from the Author's Chair

Choose a piece of student writing and have the author sit in the Author's Chair. Remind the author to read his writing in a loud, clear voice while holding his story low enough so everyone can see his face. Have the student read his story aloud.

At the end of the reading, facilitate a discussion using questions such as:

Q *What did you find out from [Rasul's] story? Tell him.*

Q *What did you like about [Rasul's] story? Tell him.*

Q *What more do you want to know about [Rasul's] story? Tell him.*

Q *[Rasul] read us a story about his own life. How is his life similar to yours? How is it different?*

Follow the same procedure to have other students share from the Author's Chair.

REFLECTING

5 Reflect on Sharing from the Author's Chair

Facilitate a brief discussion about how the students did sharing their stories. Ask:

Q *What did you do to let the authors know you were listening during Author's Chair sharing?*

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Q *Why is it important to show the authors that you are listening?*

Q *What problems did we have during Author's Chair sharing today? What might we do differently tomorrow when we share?*

Explain that the students who did not share their stories from the Author's Chair today will do so tomorrow.

FREE WRITING TIME

6 Write Freely in Notebooks

Explain that the students will now have some time to write freely in their notebooks. Tell them that they may continue a piece they have already started or start a new piece. Ask:

Q *What might you write about today? Turn to your partner.*

Have a few volunteers share their ideas, and then have the students return to their seats and begin to write.

Signal to let the students know when Free Writing Time is over.

Sharing as a Community

Day 4

In this lesson, the students:

- Share their writing from the Author's Chair
- Give their full attention to the person who is speaking
- Use prompts to express interest in and appreciation for one another's writing
- Reflect on how others are like themselves
- Appreciate uniqueness in themselves and others
- Write freely

Materials

- "Discussion Prompts" chart (WA1) from Day 3
- Author's Chair
- Students' assembled books
- Copy of this unit's family letter (BLM2) for each student

GETTING READY TO SHARE

1 Review the Procedures for Author's Chair Sharing

Gather the class with partners sitting together, facing the Author's Chair. Review that yesterday some of them shared their books about themselves from the Author's Chair. Ask:

Q *What did you enjoy about Author's Chair sharing yesterday?*

Q *What can we do to make sure people feel comfortable sharing from the Author's Chair?*

Q *What can you do to be responsible when you're sharing your writing?*

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Facilitation Tip

Reflect on your experience over the past three weeks with **asking facilitative questions**. Does this technique feel comfortable and natural for you? Do you find yourself using it throughout the school day? What effect has using this technique had on your students' listening and participation in discussions? We encourage you to continue to use and reflect on this technique throughout the year.

Students might say:

"Talk so everyone can hear."

"You can listen when people talk to you about your story."

"Make sure everyone can see your picture."

"Answer their questions if they want to know more."

Display the "Discussion Prompts" chart (WA1) from Day 3 and remind the students to use the prompts to talk about one another's writing.

2 Share from the Author's Chair

Choose a piece of student writing and have the author sit in the Author's Chair. Remind the author to read her writing in a loud, clear voice while holding her story low enough so everyone can see her face. Have the student read her story aloud.

At the end of the reading, facilitate a discussion using the following questions:

- Q *What did you find out from [Courtney's] story? Tell her.*
- Q *What did you like about [Courtney's] story? Tell her.*
- Q *What more do you want to know about [Courtney's] story? Tell her.*
- Q *[Courtney] read us a story about her own life. How is her life similar to yours? How is it different?*

Follow the same procedure to have other students share from the Author's Chair.

REFLECTING

3 Reflect on Sharing from the Author's Chair

Facilitate a brief discussion about how the students did sharing their stories. Ask:

- Q *What did you do to act responsibly during Author's Chair sharing today? How did you see others acting responsibly?*
- Q *Our stories showed us that we are similar to one another in many ways. In what ways are we similar to one another?*
- Q *Our stories also showed us that we are each special in our own way. What did you find out that was special about a classmate?*

Designate a place in the class library for the students' published books, and explain that the books will be available for the students to read during independent reading time. Explain that books published by their classmates must be handled carefully and returned to the library after they are read.

Teacher Note

If all of your students have not yet shared their books from the Author's Chair, plan time in the next few days for them to do so.

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FREE WRITING TIME

4 Write Freely in Notebooks

Explain that the students will now have some time to write freely in their notebooks. Tell them that they may continue a piece they have already started or start a new piece. Ask:

Q *What might you write about today? Turn to your partner.*

Have a few volunteers share their ideas, and then have the students return to their seats and begin to write.

Signal to let the students know when Free Writing Time is over.

EXTENSION

Share Published Books with a Wider Audience

Consider sharing the students' published books with a wider audience by loaning them to another class or displaying them in the school or community library.

Teacher Note

For information about wrapping up this unit and conducting the unit assessment, see "End-of-unit Considerations" on page 346.

TEKS 11.E.i
Teacher Activity
Extension (all)

Writing Throughout the Week — Open Day

Write "Round Robin" Stories

Write a "round robin" collaborative story about a topic your students find interesting by writing the first sentence of the story and passing the pen to individual student volunteers (or pairs) to continue the story. You might also consider placing students into smaller groups of four to five for this activity with one student beginning the story and then passing the pen to the next student until all of the members of the group have added to the story.

Write Book Dedications

Show the students the book dedications in *The Snowy Day*, *Chrysanthemum*, *Best Friends Sleep Over*, and *Down the Road*. Explain that an author writes a book dedication to thank someone or tell for whom he or she wrote the book. Read the book dedications aloud, and then model a dedication for one of your model stories from Week 2. (For example, you might write, *This story is for my niece Gwen, who still plays soccer.*) Have the students write dedications on the inside covers of their books and share them with the class.

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Share from the Author's Chair and Write Freely

Repeat the procedures in Day 4 to provide another opportunity for the students to share their published books from the Author's Chair and then write freely about anything they choose. After each author shares, facilitate a discussion using questions like those that follow, and give the author an opportunity to respond to the class's comments and questions.

- **Q** *What did you find out from [Kenneth's] story? Tell him.*
- **Q** *What did you like about [Kenneth's] story? Tell him.*
- **Q** *What more do you want to know about [Kenneth's] story? Tell him.*
- **Q** *[Kenneth] read us a story about his own life. How is his life similar to yours? How is it different?*

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 4. You will need to reassign partners before you start the next unit.
- Send home with each student the student's published piece and a copy of this unit's family letter (BLM2). Encourage the students to share their published pieces with their families. Remind the students to bring the pieces back to class after their families have read them so they can be placed in the class library.
- Save the students' published writing (or copies of it) to use for reflection and discussion in Unit 7.

Assessment

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 66 of the *Assessment Resource Book*.

Teacher Note

For more information view, "Assessing Student Writing" (AV35).

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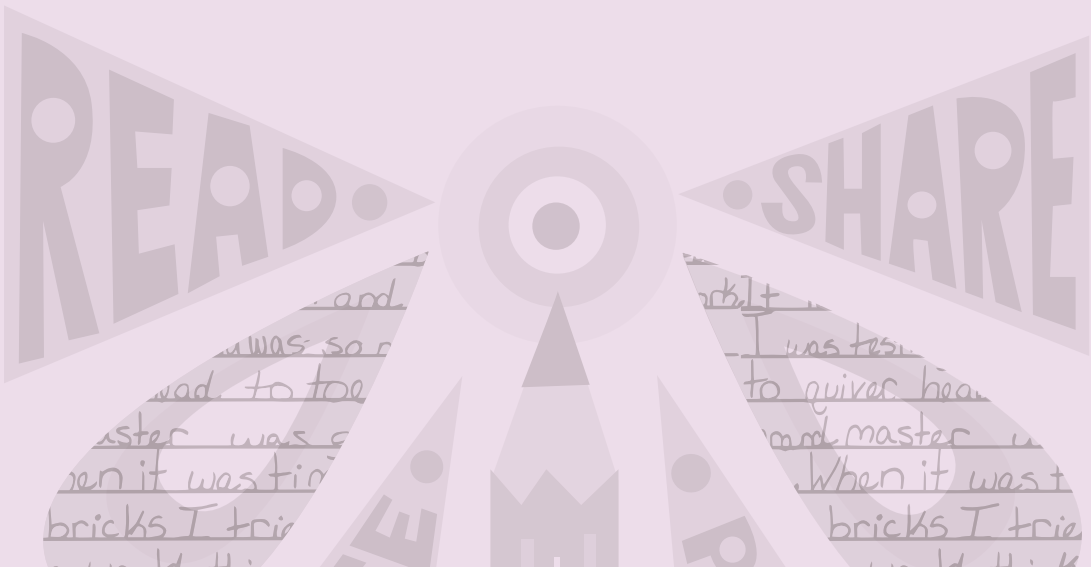
Unit 5

Writing Nonfiction

During this three-week unit, the students explore nonfiction by writing nonfiction about themselves, the class, a place in the school, their partners, and favorite objects. They learn about characteristics of nonfiction by reading and discussing nonfiction books. They gather information for their own nonfiction writing by conducting interviews and examining objects. They learn how to use question marks, write opening and closing sentences, and continue to tell more in their writing. They also informally explore the writing process by each proofreading and publishing two pieces of writing as books. Socially, they listen respectfully to one another's thinking and share their own, make decisions together, work responsibly, and express interest in one another's writing. They also share their writing with the class from the Author's Chair.



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Unit 5 Writing Nonfiction

RESOURCES

Read-alouds

- *Bee*
- *Meet my neighbor, the dentist*
- *Fire Trucks*

Writing About Reading Activity

- "Write Opinions of Fiction and Nonfiction"

Technology Extensions

- "Create Audio Recordings of Partner Interviews"
- "Learn More About Fire Trucks"

Extensions

- "Explore Tables of Contents in Other Nonfiction Books"
- "Illustrate Fact Sheets"
- "Read More Books by Marc Crabtree"
- "Illustrate Classroom Fact Sheets"

Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 5, "Using Nouns and Verbs in Sentences"
- Lesson 7, "Declarative and Interrogative Sentences"
- Lesson 28, "Commas in a Series"

Assessment Resource Book

- Unit 5 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA6

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA3)
- "Conference Notes" record sheet (CN1)
- "Individual Writing Assessment" record sheet (IA1)
- "Individual Writing Assessment Class Record" sheet (CR1)

Reproducible

- Unit 5 family letter (BLM1)

Professional Development Media

- "Building a Community of Writers" (AV1)
- "Cooperative Structures Overview" (AV9)
- "Asking Open-ended Questions and Using Wait-time" (AV17)
- "Avoid Repeating or Paraphrasing" (AV25)
- "Adapting Lessons for English Language Learners" (AV31)
- "Conferring About Nonfiction" (AV59)
- "Exploring Nonfiction" (AV60)

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Unit 5 Writing Nonfiction

DEVELOPMENT ACROSS THE GRADES

	Elements of Nonfiction	Writing Craft	Language Skills and Conventions
Grade K	▪ Writing observations and facts about a topic ▪ Exploring text features (e.g., tables of contents, labels)	▪ Generating questions ▪ Conducting interviews to gather information about both a person in the school and a partner ▪ Examining objects to determine facts about them	▪ Exploring writing and punctuating sentences ▪ Using question words ▪ Approximating spelling ▪ Using the word wall
Grade 1	▪ Exploring characteristics and features of nonfiction text (e.g., tables of contents, chapters) ▪ Writing facts, questions, and other true information ▪ Writing about themselves, the class, a place in the school, partners, and favorite objects	▪ Generating questions ▪ Conducting interviews to gather information about partners ▪ Examining objects to determine facts about them ▪ Writing opening and closing sentences	▪ Capitalizing the beginnings of sentences and using ending punctuation ▪ Using question marks ▪ Proofreading for spelling, punctuation, and capitalization
Grade 2	▪ Writing questions, observations, notes, facts, and other true information ▪ Exploring text features (e.g., tables of contents, glossaries, illustrations, and diagrams) ▪ Participating in shared research about *polar regions* and selecting a topic to write about	▪ Generating questions ▪ Listening to short passages of text and reporting what was learned ▪ Guided writing of brief notes about what was learned ▪ Using temporal words ▪ Writing opening and closing sentences	▪ Capitalizing the beginnings of sentences and using ending punctuation ▪ Using question marks ▪ Proofreading for spelling, punctuation, and capitalization
Grade 3	▪ Exploring Q&A, ABC, and other nonfiction formats ▪ Selecting an *animal* to research and write about ▪ Exploring text features (e.g., tables of contents, illustrations, and captions)	▪ Doing pre-research writing and generating questions ▪ Identifying effective keywords for an Internet search ▪ Taking notes and organizing information by subtopic ▪ Employing facts, details, and definitions related to the topic ▪ Using transitional words and phrases ▪ Writing interesting introductions and endings ▪ Writing tables of contents	▪ Recognizing and correcting run-on sentences ▪ Recognizing and correcting sentence fragments ▪ Proofreading for spelling, punctuation, and grammar

(continues on page 352)

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GRADE 1 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	**Exploring Nonfiction:** *Bee* **Focus:** ▪ Exploring nonfiction books in pairs ▪ Making decisions together ▪ Writing freely	**Exploring Nonfiction:** *Meet my neighbor, the dentist* **Focus:** ▪ Generating and writing facts about themselves	**Exploring Nonfiction** **Focus:** ▪ Generating and writing facts about the class	**Exploring Nonfiction** **Focus:** ▪ Generating and writing facts about a place in the school	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing facts about people who work at the school ▪ Reading more from *Bee* and writing facts about bees ▪ Writing freely
Week 2	**Exploring Nonfiction** **Focus:** ▪ Interviewing and writing facts about their partners ▪ Writing opening sentences ▪ Exploring the use of question marks	**Exploring Nonfiction** **Focus:** ▪ Interviewing and writing more facts about their partners ▪ Exploring the use of question marks ▪ Writing closing sentences	**Proofreading and Publishing** **Focus:** ▪ Proofreading for punctuation and spelling ▪ Making book covers	**Publishing** **Focus:** ▪ Sharing writing in pairs from the Author's Chairs ▪ Using prompts to express interest in one another's writing ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Interviewing and writing books about other classmates ▪ Writing interview questions for family members ▪ Sharing from the Author's Chairs and writing freely
Week 3	**Exploring Nonfiction:** *Fire Trucks* **Focus:** ▪ Contributing to shared writing ▪ Writing freely	**Exploring Nonfiction** **Focus:** ▪ Examining and generating facts about objects ▪ Writing opening sentences ▪ Writing about objects	**Exploring Nonfiction** **Focus:** ▪ Visualizing about objects ▪ Writing about objects ▪ Rereading and telling more ▪ Writing closing sentences	**Proofreading and Publishing** **Focus:** ▪ Proofreading for punctuation and spelling ▪ Making book covers ▪ Sharing writing from the Author's Chair	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing more about objects ▪ Writing opinions of fiction and nonfiction ▪ Sharing from the Author's Chair and writing freely

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DEVELOPMENT ACROSS THE GRADES *(continued from page 350)*

	Elements of Nonfiction	Writing Craft	Language Skills and Conventions
Grade 4	▪ Exploring Q&A and other nonfiction formats ▪ Selecting a *country* to research and write about ▪ Exploring text features (e.g., maps and diagrams)	▪ Doing pre-research writing and narrowing research focus ▪ Identifying effective keywords for an Internet search ▪ Taking notes and organizing information by subtopic ▪ Employing facts and examples related to the topic ▪ Using transitional words and phrases ▪ Writing interesting introductions and endings ▪ Writing author biography sections and tables of contents	▪ Capitalizing languages, religions, and holidays ▪ Recognizing and correcting run-on sentences ▪ Recognizing and correcting sentence fragments ▪ Proofreading for spelling, punctuation, and grammar
Grade 5	▪ Exploring different ways to communicate information ▪ Selecting *any nonfiction topic* to research and write about ▪ Exploring text features (e.g., sidebars and glossaries)	▪ Doing pre-research writing and narrowing research focus ▪ Identifying effective keywords for an Internet search ▪ Taking notes and organizing information by subtopic ▪ Employing facts and examples related to the topic ▪ Using transitional words and phrases ▪ Creating text features ▪ Writing interesting introductions ▪ Writing author biography sections and bibliographies	▪ Citing resources ▪ Recognizing and correcting run-on sentences ▪ Recognizing and correcting sentence fragments ▪ Proofreading for spelling, punctuation, and grammar ▪ Using transitional words and phrases
Grade 6	▪ Exploring different ways to communicate information ▪ Selecting any nonfiction topic to research and write about ▪ Exploring text features (such as labeled diagrams, photos, illustrations, captions, graphs, and tables) and various ways of organizing expository nonfiction	▪ Doing pre-research writing and narrowing research focus ▪ Identifying effective keywords for an Internet search ▪ Taking notes and organizing information by subtopic ▪ Employing facts and examples related to the topic ▪ Using transitional words and phrases ▪ Creating text features ▪ Writing interesting introductions ▪ Writing author biography sections and bibliographies	▪ Citing sources correctly in a bibliography ▪ Recognizing and correcting run-on sentences ▪ Recognizing and correcting sentence fragments ▪ Proofreading for spelling, punctuation, and grammar

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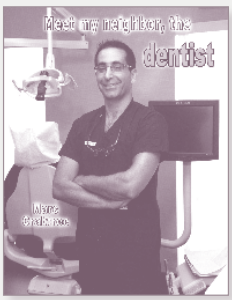
Week 1 OVERVIEW



Bee

by Karen Hartley and Chris Macro

Basic questions are asked and answered in this beginner's guide to bees.



Meet my neighbor, the dentist

by Marc Crabtree

A visit to Dr. David Meisels's office helps readers learn more about what dentists do.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA3

Assessment Form

- "Class Assessment Record" sheet (CA1)

Professional Development Media

- "Cooperative Structures Overview" (AV9)
- "Avoid Repeating or Paraphrasing" (AV25)
- "Exploring Nonfiction" (AV60)

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Writing Focus

- Students hear, discuss, and explore nonfiction books.
- Students generate and write facts about themselves, the class, and a place in the school.
- Students review capitalization and punctuation.
- Students review approximating spelling and using the word wall.

Social Development Focus

- Students work in a responsible way.
- Students act in fair and caring ways.
- Students make decisions and solve problems respectfully.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see "Random Pairing" on page xxix and "Considerations for Pairing ELLs" on page l. For more information, view "Cooperative Structures Overview" (AV9).



✓ Prior to Day 1, collect enough nonfiction books for each pair of students to have one. Choose books on a variety of subjects (for example, people, places, animals, science, sports) at a range of reading levels.

✓ Prior to Day 1, collect and display four or five fiction books from earlier in the year, including *Chrysanthemum* and *Best Friends Sleep Over* from Unit 4.

✓ Prior to Day 1, consider previewing this week's read-aloud selections with your English Language Learners before you read them to the whole class. You might read the books aloud while showing and discussing the pictures, or have students flip through them on their own.

✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA1) on page 78 of the *Assessment Resource Book*.

✓ Prior to Day 4, arrange for a class visit to a specific location in the school, such as the school library, media center, or lunchroom.

TEACHER AS WRITER

"Being a nonfiction writer means that I can explore any subject that interests me."

— Russell Freedman

Make a list of nonfiction topics that interest you. Choose one topic from your list to explore. See what you can find out about that topic this week and jot down any new facts you learn. Organize the facts in a way that makes sense. Consider:

- What is the best order in which to organize the information?
- How might I make the information easier to understand?
- How might I present the information in an interesting way?

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Day 1 Exploring Nonfiction

Materials

- *Bee*
- Fiction books from earlier in the year (see Step 1)
- Collected nonfiction books (see Step 4)
- Self-stick note for each pair

Teacher Note

For more information about nonfiction, view "Exploring Nonfiction" (AV60).

Teacher Note

If you are teaching other programs from the Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the writing lessons.

In this lesson, the students:

- Work with new partners
- Explore the differences between fiction and nonfiction
- Hear and discuss a nonfiction book
- Explore nonfiction books in pairs
- Reach agreement before making decisions
- Write freely

ABOUT NONFICTION WRITING IN GRADE 1

In this unit, the students explore nonfiction books and learn that nonfiction writing gives information about real-world topics. They hear and discuss books about a variety of subjects and learn about features of nonfiction books, such as the table of contents. They write several nonfiction pieces and collect facts for their writing through interviewing their partners and examining objects. They build on the work they have done in previous units by writing longer pieces and informally taking those pieces through revising and proofreading to publication.

GETTING READY TO READ

1 Pair Students and Introduce Nonfiction Writing

Randomly assign partners (see "Do Ahead" on page 355). Gather the class with partners sitting together, facing you.

Direct the students' attention to *Chrysanthemum*, *Best Friends Sleep Over*, and the other fiction books you have displayed. Read the titles aloud, and remind the students that they heard and talked about the books earlier this year. Point out that these are stories about *imaginary*, or made-up, people, places, or animals. For example, in *Chrysanthemum* and *Best Friends Sleep Over*, animals talk, dress, and act like people. Explain that made-up stories like these are called *fiction*.

Tell the students that today you are going to read them a different kind of book—a *nonfiction* book. Explain that nonfiction books tell true information about real people, animals, things, places, or events. Invite the students to think about how today's read-aloud book tells true information.

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2 Introduce and Read Chapters 1–3 of *Bee* Aloud

Show the cover of *Bee* and read the title aloud. Ask and briefly discuss:

Q *What do you know, or think you know, about bees?*

Open to the title page and read the authors' names aloud. Turn to page 3 of *Bee* and show the table of contents. Point to and read the word *Contents*, and explain that some nonfiction books have a page like this called a "table of contents." Explain that a table of contents tells what information is in a book and on which pages you can find the information.

Explain that today you will read the first three *chapters*, or parts, of the book. Point to and read each chapter title aloud. Tell the students that you will stop at the end of each chapter so that they can talk about what they are learning.

Read the first chapter of *Bee*, "What Are Bees?" aloud slowly and clearly, showing the photographs.

ELL Vocabulary

English Language Learners may benefit from hearing the following vocabulary defined:

flap: move up and down (p. 4)

Stop at the end of the chapter (page 7). Ask:

Q *What have you learned about bees from this book so far?*

Have one or two volunteers share their answers. As they share, read the corresponding sentences to the class.

> **Students might say:**
>
> "Bees have two pairs of wings."
>
> "There are different kinds of bees."
>
> "They can see in lots of directions at once."

Read the second chapter, "How Big Are Bees?" aloud, stopping at the end of page 9. Ask:

Q *What new things have you learned? Turn to your partner.*

After a moment, signal for the students' attention and have a few volunteers share their thinking with the class. As they share, read the corresponding sentences from the book.

> **Students might say:**
>
> "One kind is as big as a grape and one is as big as a peanut."
>
> "Queens are the biggest bees."
>
> "Each nest has one queen."

Follow the same procedure to read aloud and discuss the third chapter, "Where Do Bees Live?"

ELL Note

You might provide the prompts "I know . . ." and "I think I know . . ." to your English Language Learners to help them verbalize their answers to this question.

Teacher Note

You might point out that most of the chapter titles are questions and end with question marks.

Teacher Note

Students may want to share stories about their experiences with bees rather than report facts from the book. If this happens, gently redirect their thinking to the text. If the students have trouble recalling what they heard, reread the chapter.

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ELL Note

You might simplify this question by asking:

Q Bee *and* Chrysanthemum *are different kinds of books. How are they different?*

3 Briefly Discuss the Reading

Ask and discuss:

Q *How is the book* Bee *different from a book like* Chrysanthemum*?*

> **Students might say:**
>
> "*Chrysanthemum* is about things that couldn't really happen. Like a mouse couldn't really talk and go to school."
>
> "*Bee* helps you learn lots of things about bees."
>
> "*Chrysanthemum* tells a made-up story. *Bee* tells facts."

Emphasize that nonfiction books like *Bee* are not made-up stories like *Chrysanthemum*. Instead, nonfiction books give lots of interesting *facts* (or true information) to help us learn about a topic. Tell the students that today they will have a chance to look at some other nonfiction books.

READING TIME

TEKS 1.E.i
Teacher Narrative
Step 4 (all)

4 Discuss Working in Pairs and Reaching Agreement

Direct the students' attention to the nonfiction books you collected. Explain that each pair will get a nonfiction book, and that partners will look at the book together and talk about what they think is interesting in it. Tell them that after they look through all the pages, they will agree on one page they want to share with the class and mark it with a self-stick note. Ask:

Q *What will you and your partner do to decide fairly which page you will share with the class?*

Q *If you don't agree at first, what can you do?*

> **Students might say:**
>
> "I'll ask her what page she likes and see if I like it, too."
>
> "We'll talk until we find a page we both like."
>
> "If we don't agree on a page, we can look for another one or ask you for help."

If necessary, model finding a page and reaching agreement with a student volunteer. Tell the students that you will check in with them later to see how they did with sharing the books fairly and reaching agreement with their partners.

TEKS 1.E.i
Teacher Activity
Step 5 (all)

5 Explore Books in Pairs

Distribute a nonfiction book to each pair, showing the cover and reading the title of each book aloud before handing it out. Remind the students that partners will look through their book together, talk about the pages in it, and choose one page with interesting information to share with the class. Give each pair a self-stick note to mark the page they like.

Give partners 5–10 minutes to look at their books. Walk around and observe without intervening.

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SHARING AND REFLECTING

6 Share Books and Reflect on Working with New Partners

Invite each pair to share their book with the class. Ask them to show the cover and tell what the book is about. Then have them show the page they marked and explain what they liked about it.

> **Students might say:**
>
> "We like this page because it tells all about cement mixers."
>
> "We like this page because it shows different kinds of fruits and has labels."
>
> "This page shows what a puppy looks like the day it is born."

When all of the pairs have shared, ask and briefly discuss:

- Q *What did you like about looking at a book with your partner?*
- Q *What did you and your partner do to decide which page to share with the class?*
- Q *If you didn't agree at first, what did you do?*

Explain that tomorrow the students will continue to work with their partners and that they will have a chance to do some nonfiction writing.

TEKS 1.E.i
Teacher Activity
Step 6 (all)

Teacher Note

Collect the nonfiction books and make them available for the students to read independently throughout the week. Also make *Bee* available so that interested students can read the rest of it on their own.

FREE WRITING TIME

7 Write Freely in Notebooks

Explain that the students will write freely in their notebooks today. Tell them that they may write fiction or nonfiction. Remind them that they heard part of the book *Bee* and looked at another nonfiction book with partners; explain that they might write about insects other than bees or about anything else they choose. Ask and briefly discuss:



- Q *What might you write about today? Turn to your partner.*

Have the students return to their seats, take out their notebooks, and write freely for 10–15 minutes. Signal to let the students know when Free Writing Time is over.

EXTENSION

Explore Tables of Contents in Other Nonfiction Books

Review the tables of contents in some other nonfiction books. Read the chapter titles aloud. Explain that a table of contents can help readers seek out information they are especially interested in. Ask the students for help in selecting an interesting chapter from a table of contents. Then read and discuss that chapter.

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Day 2 Exploring Nonfiction

Materials

- *Meet my neighbor, the dentist*
- *Bee* from Day 1
- Unlined writing chart (WA1) for modeling

In this lesson, the students:

- Hear and discuss a nonfiction book
- Generate and list facts about themselves
- Play a game with their facts
- Express interest in one another's writing

GETTING READY TO WRITE

1 Read *Meet my neighbor, the dentist* Aloud

Gather the class with partners sitting together, facing you. Show the cover of *Bee* and remind the students that yesterday they heard part of this nonfiction book and discussed facts they learned about bees. Ask and briefly discuss:

Q *What do you know about nonfiction? How are nonfiction books different from fiction books?*

If the students have difficulty suggesting ideas, review that nonfiction books give facts about real people, animals, things, places, or events. Page through the first three chapters of *Bee*, point out the photographs, and read a few facts. Then ask the questions again.

Tell the students that today they will listen to another nonfiction book. Show the cover of *Meet my neighbor, the dentist* and read the title and author's name aloud. Turn to page 3 and show the table of contents. Remind the students that a table of contents tells what information is in a book and on which pages you can find that information. Explain that this is a book with true information about a real dentist. If necessary, explain that a dentist is a doctor who takes care of people's teeth. Read the book slowly and clearly, showing the photographs and stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

patient: person being taken care of by a doctor (p. 9)

cavity: hole in a person's tooth (p. 11)

dental care: taking care of teeth (p. 11)

X-ray: picture of something in the body that can't be seen from the outside (p. 12; refer to the photograph)

dental floss: piece of thread used to clean between a person's teeth (p. 20; refer to the photograph)

receptionist: person in an office who gives visitors information (p. 23)

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Read pages 3–11 aloud. Stop after:

p. 11 "This is the dental care Jacqueline needs to keep her mouth healthy."

Ask:

Q *What have you learned about Dr. David Meisels so far?*

Have a few volunteers share their thinking with the class. As they share, read the corresponding sentences to the class.

> **Students might say:**
>
> "He has a wife and two daughters."
>
> "He washes his hands and wears gloves."
>
> "He has an assistant named Chantel."

Reread page 11 and continue reading to the end of the book. Ask:

Q *What more did you find out about Dr. Meisels?*

Point out that *Meet my neighbor, the dentist* gives lots of information about Dr. David Meisels, and that this information helps us get to know him. Explain that today the students will write some information about themselves to help their classmates get to know more about who they are.

2 Introduce the Game "Who Am I?" and Model Writing a Fact Sheet

Explain that the students will create fact sheets that include facts about themselves. Then they will use their fact sheets to play a game called "Who Am I?" Display the unlined writing chart (WA1). Write the title "Facts About [Your Name]" (for example, "Facts About Ms. Rodriguez") at the top of the chart and explain that you will model writing some facts about yourself.

Think aloud about what you look like and write a few facts about your appearance in complete sentences on the chart. Continue thinking aloud and writing facts about things you like to do.

> **You might say:**
>
> "One fact about myself is that I have brown eyes and wear glasses, so I'll write that on my fact sheet. In addition, my hair is black, so I'll write that."

Teacher Note

If the students have trouble recalling what they heard, reread pages 4–11.

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ELPS 5.E.i
Teacher Note

Teacher Note

As you write on charts during this unit, continue to review and build on the writing skills you have taught this year: writing complete sentences, sentence punctuation, approximating spelling, using the word wall, and capitalizing proper nouns and the pronoun *I*.

Teacher Note

You might write the questions where everyone can see them. You might also elicit other facts about the students by asking questions such as:

- Q *How old are you?*
- Q *When is your birthday?*
- Q *How tall are you?* (Provide a measuring tape.)
- Q *How many brothers and sisters do you have?*
- Q *What is your favorite [book/color/food]?*

WA1

Facts About Ms. Rodriguez

My eyes are brown.

I wear glasses.

My hair is black.

I read books.

I go swimming.

I teach my students.

3 Generate Ideas for Fact Sheets

Tell the students that now they will think of facts about themselves to write on their fact sheets. Ask the students to think quietly to themselves about each of the questions that follow. Pause after asking each question to give the students time to think:

- Q *What color is your hair?*
- Q *What color are your eyes?*
- Q *What do you do in school?*
- Q *What do you do after school?*

Without discussing the questions as a class, explain that during Writing Time today you would like the students to write at least four facts about themselves. They might write facts about what they look like and what they like to do, or they might write any other facts about themselves. Remind them that later you will use the facts to play a game with them.

WRITING TIME

4 Write Fact Sheets

Have the students return to their seats, and distribute writing paper to them. Ask them to write "Facts About _____" as the title of their fact sheet and to insert their name in the blank. Have them each write at least four facts about themselves. Give the students about 5 minutes to settle into their writing, then signal for them to begin writing quietly and have them work independently for 20–25 minutes. If they finish early, they may write additional facts about themselves. Join the students in writing for a few minutes, and then walk around the room and observe, assisting students as needed.

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If the students struggle to write facts about themselves, call for their attention. Ask each of the four questions (see Step 3 on page 362) again and have the students each turn to the person next to them to discuss each question. Then have them resume writing.

Signal to let the students know when Writing Time is over, and collect the students' fact sheets.

SHARING AND REFLECTING

5 Play the Game "Who Am I?" and Reflect

Gather the class with partners sitting together, facing you. Review that they will play a game called "Who Am I?" Tell them that you will read the students' fact sheets one at a time. After each reading, the students will think quietly about the facts they heard and then raise their hands if they think they know who wrote the facts.

Read each fact sheet one by one, and have the students use the facts to guess who the author might be. Remind them to think quietly before raising their hands to share their thinking. If they cannot name the author, tell them who it is.

Ask and briefly discuss:

Q *What is something you learned about a classmate today that surprised you?*

EXTENSIONS

Illustrate Fact Sheets

Model using a hand mirror to look closely at your head and shoulders and draw what you see. Then have the students draw themselves from the shoulders up, using hand mirrors. You might display the illustrations next to the fact sheets in the classroom.

Read More Books by Marc Crabtree

The students may enjoy reading more books by Marc Crabtree about people in the community, including *Meet my neighbor, the artist*; *Meet my neighbor, the builder*; *Meet my neighbor, the paramedic*; and *Meet my neighbor, the taekwondo master*.

Teacher Note

Regularly remind the students to use the word wall to spell words they know and to listen for sounds in words they do not know how to spell. Also remind them to begin each sentence with a capital letter and end each sentence with a period, and to capitalize proper nouns and the pronoun *I*.

Teacher Note

You may want to read a few of the fact sheets now and continue the game later in the day or week.

Facilitation Tip

During this unit, we encourage you to **avoid repeating or paraphrasing students' responses**. Is it easy to habitually repeat what students say when they speak too softly or to paraphrase them when they do not speak clearly. This teaches students to listen to you, but not necessarily to one another. Try to refrain from repeating or paraphrasing and see what happens. Encourage the students to take responsibility by asking one another to speak up or by asking a question if they do not understand what a classmate has said. (See "Additional Strategies for Supporting ELLs" on page xlvii for special considerations for English Language Learners.)

To see this Facilitation Tip in action, view "Avoid Repeating or Paraphrasing" (AV25).

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Day 3 Exploring Nonfiction

Materials

- Unlined writing chart (WA2) for modeling
- "Class Assessment Record" sheet (CA1)

In this lesson, the students:

- Generate and list facts about the class
- Reach agreement before making decisions
- Share the work fairly

GETTING READY TO WRITE

1 Introduce Writing Facts About the Class

Gather the class with partners sitting together, facing you. Remind the students that they are learning about nonfiction writing and that yesterday they wrote facts about themselves. Ask and briefly discuss:

Q *What else can we write facts about?*

Q *If we were to write facts about our class, what might we write? Turn to your partner.*

Explain that today each of them will write a fact sheet about the class; then you will collect the fact sheets into a book to keep in the classroom library. Tell them that next year's first-graders will be able to read the book and learn about the class.

2 Generate a List of Facts About the Class

Explain that before the students make their own fact sheets, they will work together to make a list of facts about the class. To help them, you will ask them some questions. Display the unlined writing chart (WA2) and write the title "Facts About Our Class" at the top. Ask:

Q *How many students are in our class?*

Have the students count off to arrive at the number of students present, or ask a volunteer to count the students. Then add the number of absent students and record the total number in a sentence on the chart. Continue to elicit and record facts about the class by asking the students questions such as:

Q *What kinds of things do we do in our class?*

Q *Look around the room. What do you notice on the walls? On the bookshelves? In our writing center?*

Teacher Note

If the students have difficulty telling what they do, stimulate their thinking by asking questions such as:

Q *What do we do during [reading/writing/math] time?*

Q *What do we do that's fun?*

Q *What do we do to learn?*

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Q *What are some special things we've done this year? Who are some special visitors we have had?*

Q *What else do we want next year's first-graders to know about our class?*

WA2

Facts About Our Class

We have 18 students in our class.

We write stories.

We do math.

We have a pet gerbil named Douglas.

We visited Hunt Museum.

We put on a play called "Where's Fuzzy?"

3 Agree on Facts to Write

Explain that partners will work together to write fact sheets about the class. Tell the students that partners will agree on four facts and will help each other write them on a sheet of paper. Tell them that they can use the facts on the "Facts About Our Class" chart or any other facts they think of about the class. Ask:

Q *What will you and your partner do to decide which facts to include on your fact sheet?*

Q *If you don't agree at first, what can you do?*

Q *What will you do to share the work fairly?*

Tell the students that you will check in with them after the lesson to see how they did with reaching agreement and sharing the work fairly.

WRITING TIME

4 Write Facts About the Class in Pairs

Have the students get their pencils and move to desks with partners sitting together. Distribute a sheet of paper to each pair and ask them to title it "Facts About Our Class." Have partners work for 20–25 minutes to agree on and write at least four facts. Encourage partners who finish early to agree on additional facts and to add them to their fact sheets.

As the students work, walk around the room and observe, assisting pairs as needed.

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ELPS 5.G.i
Class Assessment Note

CLASS ASSESSMENT NOTE

At this point in the year, many students will be able to write complete sentences. Observe the students and ask yourself:

- Are partners able to agree on facts to write?
- Are they able to write true information?
- Do they write complete sentences using punctuation, capitalization, and the spelling skills they have learned?
- Do they share the work fairly?

Support struggling pairs by directing their attention to the "Facts About Our Class" chart and suggesting that they copy some of the facts. You might also ask them questions such as:

Q *Where do we keep our coats and hats? What sentence might you write to tell about that?*

Q *What's the name of our pet [hamster]? What sentence might you write to tell about that?*

Q *What do we do when we have a fire drill? What sentence might you write to tell about that?*

Make note of any problems you want to bring up during Sharing and Reflecting.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 78 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

ELPS 5.G.iii
Step 5

5 Share Facts and Reflect

Have partners bring their class fact sheets and gather in a circle, facing you. Explain that today each student will read one fact aloud to the class. Give partners a moment to decide which fact they will each read. Then go around the circle and have each student read a fact aloud, without comment.

Ask and briefly discuss:

Q *What did you and your partner do to share the work fairly?*

Q *If you didn't agree on which facts to write at first, what did you do?*

Teacher Note

Prior to Day 4, compile the students' fact sheets into a class book titled *Facts About Our Class*. Since this book will go into the classroom library, you might want to transcribe the students' sentences below their own writing using conventional spelling and punctuation.

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EXTENSION

Illustrate Classroom Fact Sheets

Show the students the "Bug Map" on page 30 of *Bee*. Point out that nonfiction books often include illustrations with labels to help readers learn more about something. Model looking closely at something in the classroom (such as your desk), drawing what you see, and then labeling parts of your picture. Then have the students each illustrate something in the classroom and label the parts of the picture. Include their illustrations in the *Facts About Our Class* book.

Exploring Nonfiction Day 4

In this lesson, the students:

- Generate and list facts about a place in the school
- Write fact sheets about a place in the school
- Move around the school responsibly
- Reach agreement before making decisions
- Share the work fairly

Materials

- *Facts About Our Class* book from Day 3
- Piece of paper and a pencil
- Unlined writing chart (WA3) for modeling

Teacher Note

This lesson may require an extended class period.

GETTING READY TO WRITE

1 Introduce Writing Facts About a Place in the School

Gather the class with partners sitting together, facing you. Remind the students that they wrote fact sheets about the class yesterday. Explain that you collected their class fact sheets into a book to place in the classroom library. Show them the *Facts About Our Class* book, and invite them to look at it during independent reading time. Remind them that it will be in the library next year for a new group of first-graders to read and enjoy. Point out that first the students wrote fact sheets about themselves, and then they wrote fact sheets about the class. Ask:

Q *If we were to write facts about some places in our school, what places might we write about? Turn to your partner.*

Explain that today the students will visit a special place in the school and then they will come back to the classroom to write some facts about that place.

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2 Discuss Walking Around the School Responsibly

Tell the students the name of the place they will visit (for example, the school library); then ask and briefly discuss:

Q *What will you do to act responsibly as we walk to the [library]? When we get to the [library]? Why will that be important?*

> **Students might say:**
>
> "We can walk quietly so we don't interrupt other classes."
>
> "We need to walk and not run so no one gets hurt."
>
> "We should listen to you so we know what to do."

Discuss any other expectations you have for how the students will move during the observation walk, and tell them that you will check in with them after the walk to see how they did.

3 Take an Observation Walk

Lead the students on a walk to the selected place in the school. Take a piece of paper and pencil with you. When you reach the selected place, explain that you would like the students to stand or sit quietly and look around. After a few moments, ask:

Q *What are some facts we might want to write about [our school library]?*

As the students share, jot their ideas on your paper as complete sentences. Continue to elicit and record the students' ideas by asking them questions such as:

Q *What objects do you notice in the [library]? What other objects do you notice?*

Q *Who works here? What does [Mr. Chavez] do?*

Q *What do students do here?*

Q *What else do you notice?*

When you have recorded several facts, lead the students back to the classroom. Gather the class with partners sitting together, facing you. Briefly share your observations about how the students moved around the school responsibly.

> **You might say:**
>
> "I noticed that you walked quietly next to your partners to and from the [library]. Most of the time you observed quietly and took notes, but sometimes some of you got distracted and started talking. Let's work on that next time."

Ask and briefly discuss:

Q *How did you act in a responsible way during the walk? How do you think that helped the people around us?*

Q *What problems, if any, did we have? What can we do next time to avoid those problems?*

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4 List Facts as a Class

Display the unlined writing chart (WA3) and write the title "Facts About Our [Library]" at the top. Read the facts you recorded aloud and write them on the chart. Ask and briefly discuss:

Q *What other facts can you think of to list about [our school library]?*

Write any additional facts on the chart.

WA3

Facts About Our Library

There are hundreds of books in the library.

Our librarian is named Mr. Chavez.

The library has eight tables and 40 chairs.

There is a rug area for read-alouds.

Teacher Note

Alternatively, you might write the title "Facts About Our [Library]" at the top of your fact sheet and project it using a document camera.

5 Agree on Facts to Write

Explain that, as they did yesterday, partners will work together to write facts. Explain that they will agree on at least four facts about the place they visited and then write the facts on a sheet of paper.

Tell them that they can use the facts from the "Facts About Our [Library]" on the unlined writing chart (WA3) or any other facts they think of about the place they visited. Ask and briefly discuss:

Q *What will you and your partner do to decide which facts to include on your fact sheet?*

Q *If you don't agree at first, what can you do?*

Q *What will you do to share the work fairly?*

Tell the students that you will check in with them after the lesson to see how they did with reaching agreement and sharing the work fairly.

WRITING TIME

6 Write Facts in Pairs

Have the students get their pencils and move to desks with partners sitting together. Distribute a sheet of paper to each pair and ask them to title the fact sheet "Facts About Our [Library]." Have partners work for 20–25 minutes to agree on and write at least four facts. Encourage partners who finish early to agree on additional facts and to add them to their fact sheets.

As the students work, walk around the room and observe, assisting pairs as needed.

Signal to let the students know when Writing Time is over.

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SHARING AND REFLECTING

7 Share Facts and Reflect

Have partners bring their fact sheets and gather in a circle, facing you. Explain that today each student will read one fact aloud. Give partners a moment to decide which fact they will each read. Then go around the circle and have each student read a fact aloud, without comment.

Ask and briefly discuss:

Q *What did you and your partner do to share the work fairly?*

Q *If you didn't agree on which fact to write at first, what did you do?*

Open Day — Writing Throughout the Week

ELPS 4.G.iv
Writing Throughout the Week: Read More from Bee and Write Facts About Bees (all)

Technology Tip

You might also search online using keywords such as "bees," "bee videos," and "bee facts for kids," and have students include facts they find online in their fact sheets.

Write Facts About People Who Work at the School

As a class, generate a list of people who work or volunteer at the school. Discuss what each person does at the school and include that information on the list. Have the students write fact sheets about the people on the list. You might write the fact sheets as a class, or you might have pairs or small groups of students work together to write a fact sheet about one of the people on the list. Assemble the fact sheets into a book and place it in the classroom or school library.

Read More from *Bee* and Write Facts About Bees

Read a few more chapters from *Bee* aloud, and have the students write facts they learned about bees. If it is helpful, you might have the students work in pairs, using the same procedure you used on Day 3 (see Step 3 on page 365). If time permits, invite the students to share facts they learned about bees with the class.

Write Freely

Provide an opportunity for the students to write freely in their notebooks about anything they choose. Invite volunteers to share their writing with the class.

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Week 2 OVERVIEW

Writing Focus

- Students interview and collect facts about their partners.
- Students write nonfiction books about their partners.
- Students write opening and closing sentences.
- Students explore using question marks.
- Students proofread for punctuation and spelling.
- Students make book covers.
- Students share their books in pairs from the Author's Chairs.

Social Development Focus

- Students make decisions and solve problems respectfully.
- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another's writing.
- Students act in fair and caring ways.



Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA4–WA5

Assessment Form

- "Class Assessment Record" sheet (CA2)

Professional Development Media

- "Building a Community of Writers" (AV1)
- "Adapting Lessons for English Language Learners" (AV31)

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DO AHEAD

- ✓ Prior to Day 1, make a three-page booklet for each student (plus one extra to use for modeling) by stapling together a construction paper cover and three sheets of lined writing paper (see the picture in Step 4 on page 377). You will need a class set of booklets for Week 3 as well.
- ✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA2) on page 79 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, cut sheets of drawing paper into small squares (approximately 3" × 3") so each student will have one.

TEACHER AS WRITER

"I love researching so much. I get to ask lots of questions, just like when I was a kid."

— Gail Gibbons

Think of a colleague, friend, or family member you want to know more about, and jot down questions you would like to ask the person (for example, questions about the person's work or hobbies). Interview the person and write a brief profile. You might ask questions such as:

- **Q** *Who or what has been your biggest inspiration?*
- **Q** *How did you decide to become a [teacher]?*
- **Q** *What are your current goals and aspirations?*
- **Q** *If money were not an issue, what changes would you make in your daily life?*

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Day 1 Exploring Nonfiction

Materials

- *Meet my neighbor, the dentist* from Week 1
- Chart paper and a marker
- Lined writing chart (WA4) for modeling
- Class set of three-page booklets (plus one for modeling), prepared ahead

In this lesson, the students:

- Interview and write about their partners
- Explore using question marks
- Write opening sentences
- Reread their writing and tell more
- Discuss and solve problems that arise in their work together

ABOUT INTERVIEWING AND WRITING ABOUT PARTNERS

This week, the students write nonfiction books about their partners. They generate a list of questions about things they would like to learn about their partners and use the questions to interview their partners. The students each choose interesting facts to include in the book and write an opening and a closing sentence. They are provided with three-page booklets and are encouraged to fill them with writing.

GETTING READY TO WRITE

TEKS 13.A.i
Student/Teacher Narrative
Step 1
(second paragraph)

1 Generate Interview Questions

Have the students bring their pencils and sit at desks with partners together. Show the cover of *Meet my neighbor, the dentist* and remind the students that last week they heard and discussed this nonfiction book about a real person. Explain that this week they will write their own nonfiction books about real people—their partners. Tell them that later they will give the books to their partners as gifts.

Explain that the students will collect facts about their partners by *interviewing* them, or asking them questions. Write the title "Interview Questions" on a sheet of chart paper and think aloud about a question partners might ask each other in an interview. Record this question on the chart.

Q *What are some other questions you could ask your partner to learn about him or her?*

As volunteers share their ideas, record them as questions on the chart. Point out that you are using a question mark at the end of each question to show that it is a sentence that asks something.

Skill Practice Note

For more practice with identifying and punctuating interrogative sentences, see Lesson 7 in the *Skill Practice Teaching Guide*.

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Interview Questions

Who do you live with?

What foods do you like to eat?

Do you have any pets?

What do you do on the weekend?

Read the questions on the chart together as a class.

2 Model Writing an Opening Sentence

Tell the students that you are going to model interviewing a student and writing a sample book page about him or her. Ask a volunteer to join you in the front of the classroom. Display the lined writing chart (WA4) and explain that authors of nonfiction often begin their books with an opening sentence that tells the reader the topic of the book, or what the book is about. Think aloud about an opening sentence you might write, and model writing it on the lined writing chart. Also model asking the volunteer to help you spell his name.

> **You might say:**
>
> "My partner is [Phillip] and this book is going to be about him. I'll write the opening sentence: *This book is about my partner, Phillip.* [Phillip], could you please spell your name for me? Thank you for your help."

WA4

This book is about my partner, Phillip.

3 Model Interviewing and Writing Facts About a Partner

Ask the students to watch as you interview the student volunteer and write some facts about him. Face the student and, speaking clearly, ask the first question on the "Interview Questions" chart (for example,

ELL Note

Numbering the items on the chart helps students easily refer to them when they interview their partners. For more information about supporting ELLs during the writing lessons, view "Adapting Lessons for English Language Learners" (AV31).

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"Who do you live with?") Model listening carefully as the student responds, and then model writing his answer on the chart after your opening sentence.

> **You might say:**
>
> "[Phillip] said he lives with his mother, his grandfather, and his two brothers. I'll write: *Phillip lives with his mother, his grandfather, and his two brothers.*"

Read aloud what you have written, pointing to each word as you read it. Ask:

Q *What more could we ask [Phillip] about [who he lives with]? Ask [Phillip] that question.*

> **Students might say:**
>
> "Are your brothers older or younger than you?"
>
> "What are your brothers' names?"
>
> "What grade is your older brother in?"
>
> "What do you like to do with your brothers?"

As the volunteer responds to a few more questions, record his responses on the chart.

WA4

This book is about my partner, Phillip. Phillip lives with his mother, his grandfather, and his two brothers. He has one older brother and one younger brother. Their names are Russell and Randolph. Randolph is in third grade. Phillip likes to shoot hoops with his brothers.

Tell the students that today they will follow your model and interview and write about their partners.

Skill Practice Note

As you model, you might point out that you added an *s* to the end of the word *live* because when we speak we say, "Phillip lives with . . ." rather than "Phillip live with . . ." For more practice with using nouns and verbs in sentences, see Lesson 5 in the *Skill Practice Teaching Guide*.

Teacher Note

Save the "Interview Questions" chart and the model book page on the lined writing chart (WA4) to use on Day 2.

WRITING TIME

4 Write the Title, Author's Name, and Opening Sentence

Show a sample three-page booklet and explain that the students will use such a booklet for their writing. Distribute a booklet to each student. Ask the students to follow along as you model writing the title (*A Book About [_____]*) and author's name (*by [_____]*) on the cover

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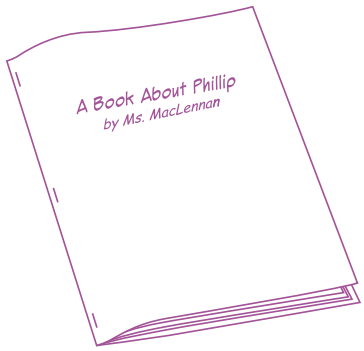
of your sample booklet. Direct the students to each fill in the first blank with their partner's name and the second blank with their own name, and ask them to leave space below the title and author's name for an illustration. Explain that if they are not sure how to spell their partner's name, they should ask their partner to help them.



Tell the students that they will now write opening sentences for their books about partners. Explain that they may use the opening sentence, "This book is about my partner, _____" or any other sentence that tells who the book is about. Ask:

Q *What else might you write for your opening sentence?*

> **Students might say:**
>
> "I could write *My partner's name is Ayal.*"
>
> "I could start with the sentence *Meet my partner, LaNiya.*"
>
> "My opening sentence could be *Here are some things I learned about Eugene.*"

Have the students open to the first page of their booklets and write an opening sentence.

5 Interview and Write About Partners

When the students have finished writing their opening sentences, signal for their attention. Point to the first question on the "Interview Questions" chart, read it aloud, and explain that partners will begin by asking each other this question today. They will then use their best handwriting to write what they find out about their partners on the first page of their booklets.

Have partners begin interviewing and writing about each other. As they work, walk around the room and observe. If you notice students struggling to ask or answer the first question, call for their attention; then invite a pair of students to model asking each other and responding to the question.

ELL Note

You might have English Language Learners make audio recordings of their interviews and allow them to listen to those recordings to write facts about their partners. For more about recording student interviews, see the technology extension "Create Audio Recordings of Partner Interviews" on page 378.

ELPS 4.G.iv
Step 5
(all, beginning on page 377 and continuing on to page 378)

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Call for the students' attention about halfway through Writing Time and ask them to reread what they have written so far. After a moment, ask:

Q *What more can you ask your partner about [who he or she lives with]?*

Have a few volunteers share their thinking with the class. Encourage the students to tell more about their partners by asking more questions; then have partners resume interviewing and writing about each other for a few more minutes.

Signal to let the students know when Writing Time is over. Collect the students' booklets (keeping partners' booklets together). Explain that tomorrow partners will interview each other again and continue writing in their books.

Facilitation Tip

Continue to try to **avoid repeating or paraphrasing students' responses**. Help them learn to participate responsibly in class discussions by encouraging them to ask one another to speak up or to ask a question if they do not understand what a classmate has said. (See "Additional Strategies for Supporting ELLs" on page xlvii for special considerations for English Language Learners.)

REFLECTING

6 Reflect on Interviewing and Partner Work

Ask and briefly discuss:

Q *What was fun about interviewing your partner today?*

Q *What did you do to show your partner that you were listening to him or her?*

Q *What problems did you have? What do you want to do to avoid those problems tomorrow?*

Encourage the students to try any solutions to problems they suggested, and tell them that you will check in about this again tomorrow.

Teacher Note

Questions like these help the students develop good working relationships with their partners. When students feel connected to others, they learn to relax and take the risks necessary to grow academically, socially, and ethically. To learn more, view "Building a Community of Writers" (AV1).

TECHNOLOGY EXTENSION

Create Audio Recordings of Partner Interviews

Remind the students that during an interview one person asks another person questions to learn facts about him or her. Explain that interviews are often recorded for radio, television, and the Internet because people enjoy watching and listening to them. Tell the students that you are going to play for them part of an interview with [Mo Willems], the author of [*Knuffle Bunny*]; then play a few minutes of the interview. Ask:

Q *What did you enjoy about listening to this interview?*

Point out that one reason people enjoy listening to interviews is that they get to hear the voices of the person asking the questions and the person being interviewed. Explain that hearing what a person's voice sounds like helps you get to know him or her.

Tell the students that they will write more questions to ask their partners, and then they will use those questions to interview their partners again. Explain that this time they will record their interviews to listen to later. Show them how to use a smartphone, computer, tablet, or other device

Technology Tip

Prior to doing this extension, locate an audio recording of an interview with an author whose book(s) you have read aloud (for example, Mo Willems). Use the author's name and keywords such as "interview podcast" or "meet the author interviews" to search for an audio recording online.

TEKS 13.E.i
Student/Teacher Activity
Technology Extension (all)

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to record their interviews. Remind them to speak loudly and clearly so their voices can be heard in the recordings. You might put the audio recordings of the students' interviews on CDs for them to bring home, or publish them online as podcasts. Use the keywords "publishing student podcasts" to search for and learn about creating podcasts of students' work.

Exploring Nonfiction Day 2

In this lesson, the students:

- Interview and write more about their partners
- Explore using question marks
- Reread their writing and tell more
- Write closing sentences
- Share what they learn about their partners
- Assess how situations are working and modify them if necessary

Materials

- "Interview Questions" chart from Day 1
- Students' booklets from Day 1
- "Class Assessment Record" sheet (CA2)
- Model book page on the lined writing chart (WA4) from Day 1

GETTING READY TO WRITE

1 Add to the "Interview Questions" Chart

Have the students bring their pencils and sit at desks with partners together. Briefly review that the students interviewed and began writing nonfiction books about their partners yesterday. Explain that today they will continue interviewing their partners and add to their books. Remind the students that they will give the books to their partners as gifts.

Direct the students' attention to the "Interview Questions" chart and explain that today the students may choose any questions from the chart that they want to ask their partners. Reread the questions aloud, and ask:

Q *What other questions might we add to our list?*

Record additional questions the students suggest on the "Interview Questions" chart. As you did yesterday, point out that you are using a question mark at the end of each question to show that it is a sentence that asks something.

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Interview Questions

Who do you live with?

What foods do you like to eat?

Do you have any pets?

What do you do on the weekend?

What do you want to be when you grow up?

What games do you like to play?

WRITING TIME

2 Interview and Write More About Partners

Return the students' booklets to them. Explain that the students should start today's writing wherever they stopped yesterday. Encourage them to try to fill the rest of the book with information about their partners if they can. Remind them to use their best handwriting, as they will give the books to their partners as gifts.

Have partners begin interviewing and writing about each other. As the students work, walk around the room and observe them, assisting as needed.

Teacher Note

If necessary, use the same procedure you used on Day 1 (see Step 3 on page 375) to model selecting a question, interviewing a partner, and writing about the partner's response.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Did the students attempt to write opening sentences?
- Are the students able to choose questions and use them to interview their partners?
- Are they able to write true information?
- Do they write complete sentences using punctuation, capitalization, and the spelling skills they have learned?
- Are they able to fill most of the three-page booklet with writing?

If the students are struggling to choose questions, call for the class's attention. Have the students pick any question from the chart and turn and ask their partners the question. You might also invite a pair of students to model asking each other and responding to the question they have chosen.

Record your observations on the "Class Assessment Record" sheet (CA2); see page 79 of the *Assessment Resource Book*.

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Call for the students' attention about halfway through Writing Time and ask them to reread what they have written so far. After a moment, ask:

Q *What more can you ask your partner?*

Have a few volunteers share their thinking with the class. Encourage the students to tell more about their partners by asking more questions; then have partners resume interviewing and writing about each other for a few more minutes.

3 Write Closing Sentences

Signal for the students' attention. Display the model book page on the lined writing chart (WA4) from Day 1. Tell the students that you are going to model writing a closing sentence for your book about [Phillip]. Explain that a closing sentence lets readers know they have come to the end of a book. Think aloud about a closing sentence you might write and model writing it on the chart.

> **You might say:**
>
> "I learned many interesting things about [Phillip]. The most interesting thing I learned is that [Phillip] has two brothers. I'll write the closing sentence: *The most interesting thing I learned about Phillip is that he has two brothers.*"

WA4

This book is about my partner, Phillip. Phillip lives with his mother, his grandfather, and his two brothers. He has one older brother and one younger brother. Their names are Russell and Randolph. Randolph is in third grade. Phillip likes to shoot hoops with his brothers.

The most interesting thing I learned about Phillip is that he has two brothers.

Tell the students that they will now write closing sentences for the books about their partners. Explain that they may use the closing sentence "The most interesting thing I learned about _____ is _____" or any other sentence that will help readers know they have come to the end of the book. Ask:

Q *What else might you write for your closing sentence?*

> **Students might say:**
>
> "I might write *[Sarah] is a very interesting person.*"
>
> "I could write *[Elliot] and I like a lot of the same things.*"
>
> "I could end with the sentence *I liked interviewing [Kayla].*"

Teacher Note

Save the model book page on the lined writing chart (WA4) to use on Day 3.

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Give the students a few minutes to write closing sentences for their books. Signal to let them know when Writing Time is over. Collect the students' booklets (keeping partners' booklets together). Explain that tomorrow the students will publish their books.

REFLECTING

4 Reflect on Partner Work

Ask and briefly discuss:

Q *What is one interesting thing you learned about your partner today?*

Q *Yesterday you mentioned that [partners need to interview each other more quietly so everyone can hear]. How did that go today? What else do we need to do to solve the problem of [partners not being able to hear each other]?*

Day 3 Proofreading and Publishing

Materials

- *Meet my neighbor, the dentist* from Week 1
- Students' booklets from Day 2
- Model book page on the lined writing chart (WA4) from Day 2
- Small square of drawing paper for each student, prepared ahead
- Colored pencils, crayons, or markers for drawing portraits
- Glue or tape

In this lesson, the students:

- Reread to check that writing makes sense
- Proofread for punctuation and spelling
- Draw portraits for their book covers
- Share materials fairly

GETTING READY TO WRITE

1 Reread to Check That Writing Makes Sense

Have the students bring their pencils and sit at desks with partners together. Review that this week partners wrote nonfiction books about each other, and that they will give their books to each other as gifts. Explain that, because their books will be read by their partners, they will want to make sure their writing makes sense and is easy to read, and that their spelling and punctuation are correct. Ask and briefly discuss:

Q *Why is it important that your book makes sense and is easy to read when you give it to your partner?*

Point out that when they write neatly and correct any errors, the students show respect for their readers—in this case, their partners.

Distribute the booklets and have the students quietly reread their writing aloud to themselves. When most students have finished reading, signal for their attention and ask:

Q *Does all of your writing make sense?*

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Tell the students that if a part does not make sense, they can erase or cross it out and then rewrite it so it does make sense.

2 Proofread for Punctuation

Display the model book page on the lined writing chart (WA4) from Day 2. Point out that you began each sentence with a capital letter and ended it with a period. Also, point out any capitalized names and exclamation points. Have the students look at their own writing as they listen to the questions that follow. Ask the questions one at a time, pausing after asking each question to give the students time to revise their writing.

- Q *Did you write an opening sentence and a closing sentence? If not, write them now.*
- Q *Did you use a capital letter at the beginning of each sentence? If not, erase or cross out the incorrect letters and write capital letters.*
- Q *Did you use a period or exclamation point at the end of each sentence? If not, write in periods or exclamation points where they belong.*
- Q *Did you use a capital letter at the beginning of any names? If not, erase or cross out the incorrect letters and write capital letters.*

Ask:

- Q *What corrections did you make?*

Have two or three volunteers share a few of their corrections with the class.

3 Proofread for Spelling of Words from the Word Wall

Direct the students' attention to the word wall and remind them that these are words they know how to spell, and that they should be spelled correctly in their books. If it is helpful to do so, read the words on the word wall aloud together. Ask the students to reread their writing again, pointing to each word as they read it. When they come to a word from the word wall, have them check to make sure they have spelled it correctly. If they have misspelled the word, have them erase (or cross out) the word and rewrite it correctly.

Circulate as the students proofread their writing. If many students are struggling to identify and correct errors, call for their attention. Use the model interview to model rereading and checking the spelling of words from the word wall.

Note that the students are not expected to find and correct all misspellings—just misspelled words from the word wall. You will have an opportunity to correct their other misspellings before partners give their books to each other. When the students have finished proofreading their work, ask:

- Q *What words from the word wall did you find in your writing today?*

Have two or three volunteers share their words with the class.

Teacher Note

If necessary, use the model book page on the lined writing chart (WA4) from Day 2 to model crossing out and rewriting a word or sentence.

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Technology Tip

As an alternative, have the students use a digital camera to take photographs of their partners. Print out the photographs and have the students attach them to their book covers.

4 Prepare to Draw Portraits for Book Covers

Show the cover of *Meet my neighbor, the dentist* and point out that there is a picture of Dr. Meisels on the cover. Show one of the small squares of drawing paper and explain that the students will use squares like this to draw pictures of their partners to attach to the covers of their books. Explain that they will need to look closely at their partners as they draw their pictures. Ask and briefly discuss:

- **Q** *You may need to share crayons or drawing supplies today. What will you do to share them fairly?*
- **Q** *If you are using a color someone else wants to use, what will you do to share it fairly? If someone is using a color you want to use, what will you do?*

Encourage the students to act on their suggestions, and tell them that you will check in with them later to see how they did.

WRITING TIME

5 Make Portraits for Book Covers

Distribute a square of drawing paper to each student and have the students work on their portraits for 20–25 minutes. Remind them to look carefully at their partners when they are drawing. When they are done, help them use glue or tape to attach the portraits to the book covers. Students who finish early may write freely in their notebooks.

Signal to let the students know when Writing Time is over. Have the students return all materials to their places.

REFLECTING

6 Reflect on Sharing Materials

Ask and briefly discuss:

- **Q** *What did you do to share the materials fairly today?*
- **Q** *What problems did you have? What do you want to do next time to avoid those problems?*

Collect the students' booklets (keeping partners' work together). Explain that tomorrow partners will share their writing from the Author's Chairs, and then give their books to each other.

Teacher Note

As the students' books will be given as gifts, you might want to read through the books before Day 4 and write the correct spellings of misspelled words or rewrite illegible words below the students' own writing where necessary.

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In this lesson, the students:

- Share their writing in pairs from the Author's Chairs
- Give their full attention to the person who is speaking
- Express interest in one another's writing
- Thank their partners
- Write freely

Materials

- Students' booklets from Day 3
- 2 Author's Chairs
- "Discussion Prompts" chart (WA5)

GETTING READY TO SHARE

TEKS 13.E.i
Student/Teacher Narrative
Step 1 (all)

1 Review Procedures for Author's Chair Sharing

Gather the class with partners sitting together, facing the Author's Chairs. Explain that today partners will share the books they wrote about each other from the Author's Chairs. Ask:

Q *What will you do today to let the author know you are listening?*

Q *If you can't hear the author, how can you respectfully let him or her know?*

Q *If you are an author sharing your writing today, what do you want to do so your classmates can hear and enjoy your writing?*

Display the "Discussion Prompts" chart (WA5) and remind the students that they learned these prompts earlier in the year.

WA5

Discussion Prompts

- I found out . . .
- I want to know . . .

Read the prompts aloud, and ask the students to use these prompts when they comment on one another's writing today.

Teacher Note

You might invite another class or the students' family members to attend during Author's Chair sharing.

SHARING TIME

TEKS 13.E.i
Student/Teacher Activity
Step 2 (all)

2 Share from the Author's Chairs

Call on a pair to sit in the Author's Chairs and have partners take turns showing and reading their books. At the end of each sharing, invite the students to raise their hands to comment. If students do not raise their

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hands to comment after 15–20 seconds, raise your hand and comment on something you found out or something you want to know about the authors' writing. If necessary, ask the class:

Q *What did you find out about [Edwin] from [Yvonne's] book?*

Q *What more do you want to know about [Edwin]?*

Allow the authors to call on one or two students who would like to comment on their books; then have the authors exchange books and thank each other.

Follow this same procedure to have more pairs share from the Author's Chairs. If there is not enough time for all of the pairs to share, tell them that the remaining pairs will share at another time.

Teacher Note

If necessary, plan more sharing time so all of the pairs can share their writing from the Author's Chairs.

REFLECTING

3 Reflect on Sharing

Ask and briefly discuss:

Q *What did you do to show the authors you were interested in their writing today?*

Q *What problems did we have? What might we do differently next time to avoid those problems?*

FREE WRITING TIME

4 Write Freely in Notebooks

Explain that the students will write freely in their notebooks today. Remind them that they have written nonfiction pieces about themselves, the classroom, a special place in the school, and their partners. Explain that they might write about one of these subjects or about anything else they choose. Ask and briefly discuss:



Q *What might you write about today? Turn to your partner.*

Have the students return to their seats, take out their notebooks, and write freely for 10–15 minutes.

Signal to let the students know when Free Writing Time is over.

Teacher Note

Next week the students will each write a nonfiction book about a favorite object or toy. Prior to Day 2, have the students each select a favorite object or toy to write about and bring it to class. Explain that the object should be small enough to carry easily and store in a cubby (for example, a small framed photo, a small truck or car, or marbles). Have classroom objects and toys available for the students if they do not bring objects from home, or if your district discourages bringing toys or objects from home. Also bring in a favorite object of your own or select a classroom object for modeling.

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Interview and Write Books About Other Classmates

Give the students the opportunity to interview other classmates and write books about them. You might generate new interview questions as a class, using the same procedure you used on Day 1 (see Step 1 on page 374). If time permits, invite the students to share their books with the class.

Write Interview Questions for Family Members

Have students think of a family member they would like to interview and then write a series of interview questions to ask him or her. You might generate some questions together as a class, using the same procedure you used on Day 1 (see Step 1 on page 374). Encourage the students to write questions that would help them learn more about something they might already know about the family member. Invite the students to use their questions to interview the family members they chose and then share their interviews with the class.

Share from the Author's Chairs and Write Freely

Repeat the procedures in Day 4 to provide another opportunity for pairs to share their books from the Author's Chairs and then write freely about anything they choose.

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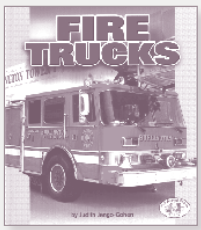
Week 3 OVERVIEW



Fire Trucks

by Valerie Bodden

This fact-filled book provides lots of information about fire trucks.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA5–WA6

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "Conference Notes" record sheet (CN1)
- "Individual Writing Assessment" record sheet (IA1)

Reproducible

- Unit 5 family letter (BLM1)

Professional Development Media

- "Asking Open-ended Questions and Using Wait-time" (AV17)
- "Conferring About Nonfiction" (AV59)

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Writing Focus

- Students hear and discuss a nonfiction book.
- Students write books about objects.
- Students write opening and closing sentences.
- Students proofread for punctuation and spelling.
- Students make book covers.
- Students share their books from the Author's Chair.

Social Development Focus

- Students work in a responsible way.
- Students reflect on their relationships to others.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

- ✓ Prior to Day 1, consider previewing this week's read-aloud, *Fire Trucks*, with your English Language Learners before you read it to the whole class. You might read the book aloud while showing and discussing the pictures, or have the students flip through it on their own.
- ✓ Prior to Day 1, bring in a favorite object or select a classroom object to use for modeling (see Day 1, Step 2 on page 391).
- ✓ Prior to Day 2, have the students each bring to class a favorite object or toy from home (for example, building blocks). Collect extra objects for the students to use if needed. (See the Teacher Note on page 386.)
- ✓ Prior to Day 2, make a three-page booklet for each student (plus one extra to use for modeling) by stapling together a construction paper cover and three sheets of lined writing paper (see the picture in Step 3 on page 396).
- ✓ Prior to Day 2, make a class set of the "Conference Notes" record sheet (CN1) on page 81 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA3) on page 80 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student's published piece.

TEACHER AS WRITER

"The importance of a writer . . . is that he is here to describe things which other people are too busy to describe."

— James Baldwin

Select an object from home or from the classroom, look at it closely, and write a factual description of it. Provide as much detail as you can about the object's size, shape, and color. Read the description to a friend or colleague and see if they can guess what the object is.

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Day 1 Exploring Nonfiction

Materials

- *Fire Trucks*
- *Meet my neighbor, the dentist* from Week 1
- *Bee* from Week 1
- Object for modeling
- Lined writing chart (WA6) for modeling

ELPS 5.B.ii
Step 1 and Step 2
(all, beginning on page 390 and continuing on to page 392)

Teacher Note

You might facilitate a class discussion about fire trucks prior to the reading by asking questions such as "What do you think you know about fire trucks?" or "Who has seen a fire truck? Tell us about it."

Teacher Note

Words in red in the text are defined in the glossary on page 22 of *Fire Trucks*. Because they are defined in the glossary, these words are not included in Suggested Vocabulary.

In this lesson, the students:

- Hear and discuss a nonfiction book
- Closely observe objects in preparation for writing
- Contribute to a shared writing about an object
- Write freely

GETTING READY TO WRITE

1 Read *Fire Trucks* Aloud

Gather the class with partners sitting together, facing you. Show the books *Bee* and *Meet my neighbor, the dentist*, and remind the students that over the past two weeks they heard and talked about these nonfiction books and wrote nonfiction. Explain that this week they will hear a new nonfiction book and write another nonfiction book of their own. Explain that you will place the students' completed books in the classroom library for others to read.

Show the cover of *Fire Trucks* and read the title and the name of the author aloud. Turn to page 3 and show the table of contents. Remind the students that the table of contents tells what information is in the book and on which pages you can find that information.

Read the book aloud slowly and clearly, showing the pictures and stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary

emergency vehicle: something, such as a car, helicopter, or truck, that is used to bring people like police officers and firefighters to accidents or fires (p. 5)

tanks: large containers used for holding liquid (p. 7)

sirens: horns that make a loud warning noise (p. 8)

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

firefighters: people whose job it is to put out fires (p. 13)

rescue: save (p. 16)

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Stop after:

p. 8 "The lights and sirens warn other drivers to move out of the way."

Ask:

Q *What have you learned about fire trucks so far?*

Have a few volunteers share their answers. As they share, show the corresponding pages to the class.

> **Students might say:**
>
> "Fire trucks can go very fast."
>
> "The first fire trucks were pulled by horses."
>
> "Fire trucks have flashing lights and sirens."

Reread the last sentence on page 8 and continue reading. Follow the same procedure at the next stopping point:

p. 15 "The firefighters begin spraying water on the fire."

Reread the last sentence on page 15 and continue reading to the end of the book. Ask and briefly discuss:

Q *What do you know about fire trucks now that you didn't know before?*

Q *How do you think the author found out so much about fire trucks?*

Point out that Valerie Bodden, like all nonfiction authors, had to learn a lot about her topic before writing about it. Explain that one way authors learn about things is by examining them, or looking at them closely. Tell the students that this week they will write nonfiction books about things they examine closely.

Teacher Note

If the students have trouble recalling what they heard, reread pages 4–8.

Teacher Note

Notice that the questions you ask are open-ended, inviting many responses. Remember to use at least 5–10 seconds of wait-time before calling on students to give everyone a chance to think before talking. For more information, view "Asking Open-ended Questions and Using Wait-time" (AV17).

SHARED WRITING

2 Model Examining and Writing About an Object

Hold up the object you have selected for modeling and tell the students that you would like their help examining and writing about your object. Think aloud about an opening sentence you might write to introduce readers to your topic. Then think aloud about something you notice about your object. Display the lined writing chart (WA6) and model writing an opening sentence followed by a sentence or two about your observation.

> **You might say:**
>
> "I am going to write about my favorite basket. I'll write the opening sentence: *This book is about my favorite basket.* I notice that my basket is made out of straw. I'll write: *My basket is made out of straw.*"

Ask:

Q *What other facts might I write about what my object looks like?*

Teacher Note

As you model writing this week, continue to look for opportunities to review capitalizing and punctuating sentences. Also review, as appropriate, other skills you have taught this year such as approximating spelling, using the word wall, capitalizing proper nouns and the pronoun *I*, and writing opening and closing sentences.

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Skill Practice Note

As you write, you might model using commas between items in a series. Explain that when you list three or more things in a sentence, you place a comma after each thing except the last one, which has the word *and* or *or* before it. To provide your students with more practice using commas in a series, see Lesson 28 in the *Skill Practice Teaching Guide*.

Teacher Note

Save the model book page on the lined writing chart (WA6) to use on Day 4.

Use the students' suggestions to write a few more facts about what your object looks like.

> **You might say:**
>
> "One idea I heard was that my basket has round sides, and that it's flat on the bottom and top. I'll add: *It has round sides, a flat bottom, and a flat top.* Another idea I heard was that it is brown with a blue stripe around the middle. I'll write: *It is brown, with a blue stripe around the middle.* I also heard that I could describe the lid. I'll add: *It has a lid with a small handle.*"

WA6

This book is about my favorite basket. My basket is made out of straw. It has round sides, a flat bottom, and a flat top. It is brown, with a blue stripe around the middle. It has a lid with a small handle.

Read aloud what you have written, pointing to each word as you read it.

REFLECTING

3 Reflect on Examining Objects in Nonfiction

Review that the students helped you examine your object closely and write facts about it. Ask:

Q *Why is it helpful to examine something closely before you write about it?*

Explain that tomorrow the students will examine their own objects or toys and write about them. If necessary, remind the students to each bring in a favorite object or toy from home.

FREE WRITING TIME

4 Write Freely in Notebooks

Explain that the students will write freely in their notebooks today. Remind them that they heard the book *Fire Trucks* and contributed to a shared writing about your special object. Explain that they might each write nonfiction pieces about things they observe in the classroom or about anything else they choose. Ask and briefly discuss:

Q *What might you write about today?*

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Have the students return to their seats, take out their notebooks, and write freely for 10–15 minutes.

Signal to let the students know when Free Writing Time is over.



TECHNOLOGY EXTENSION

Learn More About Fire Trucks

Explain that authors of nonfiction sometimes tell readers where they can look to find more information about a topic. Show page 23 of *Fire Trucks* and point out that Valerie Bodden, the author of the book, names a few other books and websites students can explore to learn more about fire trucks.

You might locate copies of the books *Fire Engines* by Marcia Freeman and *What's Inside a Fire Truck?* by Sharon Gordon, make them available for students to look through, and allow the students to explore the websites recommended on page 23. You might also model searching for information online using the keywords "fire truck information for kids." Have the students discuss and write about what more they learned about fire trucks.

WRITING ABOUT READING

Write Opinions of Fiction and Nonfiction

Show the covers of *Wait and See*, *Sheep on a Ship*, and *Best Friends Sleep Over* and review that these are examples of fiction books. Then show *Bee*; *Meet my neighbor, the dentist*; and *Fire Trucks* and review that these books are nonfiction. Ask:

Q *What are some differences between fiction and nonfiction?*

If necessary, review that fiction books have imaginary (made-up) characters or stories and that nonfiction books give true information about real people, things, and events. Ask:

Q *Which do you prefer, or like better, fiction books or nonfiction books? Why?*

> **Students might say:**
>
> "I prefer nonfiction books because they help me learn about things."
>
> "I like fiction better because I like it when animals can talk and act like people."
>
> "I like nonfiction books better because fiction books aren't true."

Tell the students that when they talk about liking one thing more than another they are giving an *opinion*, or telling what they think about something. Explain that people might have different opinions about the

Materials

- *Fire Trucks* from Day 1
- *Meet my neighbor, the dentist* from Week 1
- *Bee* from Week 1
- *Best Friends Sleep Over* from Unit 4
- *Wait and See* from Unit 3
- *Sheep on a Ship* from Unit 3

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same topic and that this is fine. What is important is that they explain their thinking. Ask the students to watch as you think aloud and model writing an opinion about which you like better, fiction or nonfiction.

> **You might say:**
>
> "I prefer to read fiction books because they let me use my imagination. I'll write: *I prefer fiction because I like to use my imagination.* Another reason I like fiction is because I think made-up stories are more fun to read. I'll add: *I think made-up stories are more fun to read.*"

Remind the students that during this unit they worked on writing closing sentences for their books. Explain that when they write an opinion, they should also end with a closing sentence that lets the reader know they have come to the end. Think aloud and model writing a closing sentence for your piece.

> **You might say:**
>
> "I need to write a closing sentence for my piece. I'll write: *Fiction books are my favorite kind of book.*"

Explain that students will write their own opinions about which type of book they like better, fiction or nonfiction. Remind them to state their opinion clearly, include a reason or two for their opinion, and end with a closing sentence. If time permits, invite students to share the opinions they wrote with the class.

Day 2 Exploring Nonfiction

Materials

- Students' objects, brought from home
- Class set of three-page booklets (plus one for modeling), prepared ahead
- Class set of "Conference Notes" record sheets (CN1)

In this lesson, the students:

- Write opening sentences
- Examine and generate facts about objects
- Write about objects
- Handle objects responsibly

GETTING READY TO WRITE

1 Discuss Handling Objects Responsibly

Have the students bring their pencils and sit at desks with partners together. Review that yesterday the students helped you examine an object and write facts about it. Explain that today they will examine

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and write about their own objects. Remind the students that they have brought in special objects and toys from home, and that it is important to take good care of these objects while they are in the classroom. Ask:

Q *What might you do to be responsible when holding the object you brought from home?*

Q *How do you want others to treat what you brought in?*

Q *What can you do to help make sure that other students' favorite things stay safe?*

> **Students might say:**
>
> "I can just hold what I brought without playing with it."
>
> "I want others to be careful with my toy so it doesn't break."
>
> "I won't touch anyone else's toy without asking first."

Encourage the students to keep these ideas in mind during the lesson, and explain that you will check in with them later to see how they did. Have the students get the objects they brought to class and then return to their seats.

Teacher Note

You might discuss your expectations for how the students will move when they get their objects, for example, "I expect you to get your objects quickly and quietly and return to your seats."

2 Generate Facts About Objects

Explain that you will ask the students some questions to help them think of facts about the objects they brought in. Ask each of the following questions one at a time (without discussing them), pausing after asking each question to give the students time to examine their objects and think.

Q *What color is your object?*

Q *What shape is it?*

Q *What parts does it have?*

Q *What else do you notice about what your object looks like?*



Have partners turn and talk to each other about their observations; then signal for the students' attention and have a few volunteers share their observations with the class.

> **Students might say:**
>
> "My racecar is silver and black. It has four wheels."
>
> "My book has pictures of kings and queens in it."
>
> "My teddy bear is brown and has two black button eyes."

3 Prepare to Write

Show a sample three-page booklet and explain that the students will use booklets like this to write nonfiction books about the objects they brought to class. Distribute a booklet to each student. Ask the students

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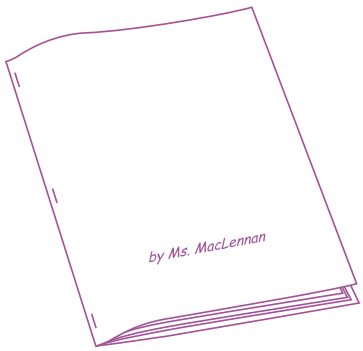
to follow along as you model writing the author's name (*by* _____) across the bottom of the cover of your sample booklet. Direct the students to fill in the blank with their own name, and point out that they are leaving space above their name for the title and illustration.



Remind the students that authors of nonfiction often write opening sentences that let readers know what their books are about. Tell the students that they may use the opening sentence "My book is about _____" or any other sentence they can think of that will let readers know what their book is about. Use "Think, Pair, Share" to discuss:

Q *What will you write as the opening sentence of your book today?* [pause] *Turn to your partner.*

After partners have shared, invite a few volunteers to share with the class.

> **Students might say:**
>
> "I could write *My favorite toy is my stuffed dalmatian puppy.*"
>
> "My opening sentence could be *My doll is very special to me.*"
>
> "I could start with the sentence *I love my zoo-animal puzzle.*"

WRITING TIME

4 Write About Objects

Signal the start of Writing Time and have the students write quietly for 20–25 minutes. Join the students in writing for a few minutes, and then begin conferring with individual students.

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TEACHER CONFERENCE NOTE

During the next few days, confer with individual students by having each student tell you about her writing and read it aloud. As you listen, ask yourself:

- Is the student able to examine her object closely and write true information about it?
- Did the student attempt to write an [opening/closing] sentence?
- Does this student tell more in her writing?
- Does this student attempt to punctuate her writing correctly?

Support the student by asking questions such as:

Q *What parts does your object have? What sentence might you write to tell about that?*

Q *What color is your object? What sentence might you write to tell about that?*

Q *What is your object shaped like? What sentence might you write to tell about that?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 81 of the *Assessment Resource Book*.

Teacher Note

To see an example of a teacher conferring with individual students, view "Conferring About Nonfiction" (AV59).

Signal to let the students know when Writing Time is over.

REFLECTING

5 Reflect on Handling Objects Responsibly

Ask and discuss:

Q *What did you do to be responsible when you were holding the object you brought in?*

Q *What did you do to make sure other students' objects stayed safe?*

Q *What problems did you have? What can you do next time to avoid those problems?*

Explain that tomorrow the students will write more about their objects. Collect their booklets and have them return their objects to their cubbies or another safe place.

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Day 3 Exploring Nonfiction

Materials

- Students' objects from Day 2
- Students' booklets from Day 2
- Model book page on the lined writing chart (WA6) from Day 1

In this lesson, the students:

- Visualize and generate facts about objects
- Reread their writing and tell more
- Write closing sentences
- Handle objects responsibly
- Imagine and discuss how others might feel

GETTING READY TO WRITE

1 Review Handling Objects Responsibly

Have the students bring their pencils and sit at desks with partners together. Review that yesterday the students each examined a special object or toy and started writing a book about it. Explain that today they will add to their books. Remind the students that they have brought in many interesting objects that they care about, and that they may be curious about one another's objects. Ask:

Q *If you want to look at someone else's object, how can you ask? What will you do to handle it respectfully?*

Q *How will our classmates feel if we handle their objects carefully and respectfully? How will they feel if we don't? Why do we want to make sure that everyone feels that his or her object is safe in the class?*

Encourage the students to keep these ideas in mind during the lesson, and explain that you will check in with them later to see how they did. Have the students get their objects and then return to their seats.

2 Visualize to Generate Facts About Objects

Tell the students that, as you did yesterday, you will ask them some questions to help them think of facts to write about their objects.

Ask the students to close their eyes and picture themselves using or playing with their objects. Ask the following questions one at a time (without discussing them), pausing after asking each question to give the students time to think.

Q *Where are you using or playing with the object?*

Q *What are you doing with it?*

Q *Who are you with? What are they doing?*

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Ask the student to open their eyes, and have partners discuss their ideas with each other. Then ask a few volunteers to share their thinking with the class.

> **Students might say:**
>
> "I play with my racecar in my driveway."
>
> "I look at the pictures in my book to get ideas about pictures I want to draw."
>
> "My sister and I have a teddy bear tea party in the kitchen."

Explain that the students will start today's writing wherever they stopped yesterday. Encourage them to try to fill the rest of the book with information about their object today, if they can. Use "Think, Pair, Share" to discuss:

Q *What sentence will you write to begin your writing today?* [pause] *Turn to your partner.*

WRITING TIME

3 Write About Objects and Tell More

Distribute booklets and signal the start of Writing Time. Have students write quietly for 20–25 minutes. Join them in writing for a few minutes; then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about his writing and read it aloud. As you listen, ask yourself:

- Is the student able to examine his object closely and write true information about it?
- Did the student attempt to write an [opening/closing] sentence?
- Does this student tell more in his writing?
- Does this student attempt to punctuate his writing correctly?

Support the student by asking questions such as:

Q *What parts does your object have? What sentence might you write to tell about that?*

Q *What color is your object? What sentence might you write to tell about that?*

Q *What is your object shaped like? What sentence might you write to tell about that?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 81 of the *Assessment Resource Book*.

Teacher Note

Listen as partners discuss their visualizations. If their visualizations seem to lack detail, call for their attention and model visualizing using the object you brought to class. Then repeat the questions.

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Call for the students' attention about halfway through Writing Time and ask them to reread what they have written so far. After a moment, ask:

Q *What more can you tell about the object you are writing about? Turn to your partner.*

Have a few volunteers share their thinking with the class; then have the students resume writing for a few more minutes.

4 Write Closing Sentences

Signal for the students' attention and display the model book page on the lined writing chart (WA6) from Day 1. Remind the students that nonfiction authors often end their books with a closing sentence to let readers know they have come to the end of the book. Think aloud about a closing sentence you might write and write it on the chart.

> **You might say:**
>
> "There are a lot of cool things about my basket, but my favorite thing about it is its blue stripe. I'll write: *My favorite thing about my basket is its blue stripe.*"

WA6

My basket is made out of straw. It has round sides, a flat bottom, and a flat top. It is brown, with a blue stripe around the middle. It has a lid with a small handle. My favorite thing about my basket is its blue stripe.

Tell the students that they will now write closing sentences for their books about objects. Explain that they may use the closing sentence "My favorite thing about _____ is _____" or any other sentence that will help readers know they have come to the end of the book.

Use "Think, Pair, Share" to discuss:

Q *What might you write for your closing sentence?* [pause] *Turn to your partner.*

After partners have shared, invite a few volunteers to share with the class.

> **Students might say:**
>
> "I could write *The best thing about my racecar is that it looks real.*"
>
> "My closing sentence could be *It is my favorite book.*"
>
> "I could end with the sentence *I love my teddy bear.*"

Give the students a few minutes to write their closing sentences; then signal to let them know that Writing Time is over.

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REFLECTING

5 Reflect on Handling Objects Responsibly

Ask and discuss:

Q *If you handled someone else's object today, what did you do to make sure it stayed safe?*

Explain that tomorrow the students will finish making their books and share them with the class. Collect their booklets and have them return the objects to their cubbies or another safe place.

Facilitation Tip

Reflect on your experience over the past three weeks with **avoiding repeating or paraphrasing students' responses**. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? Are they participating more responsibly in class discussions? We encourage you to continue to try this practice and to reflect on students' responses as you facilitate class discussions in the future. (See "Additional Strategies for Supporting ELLs" on page xlvii for special considerations for English Language Learners.)

Proofreading and Publishing

Day 4

In this lesson, the students:

- Reread to check that their writing makes sense
- Proofread for punctuation and spelling
- Add titles and illustrations to their book covers
- Share their books from the Author's Chair
- Use prompts to express interest in one another's writing

Materials

- *Fire Trucks* from Day 1
- *Meet my neighbor, the dentist* from Week 1
- Students' booklets from Day 3
- Model book page on the lined writing chart (WA6) from Day 3
- Colored pencils, crayons, or markers for drawing illustrations
- Students' objects from Day 3
- Author's Chair
- "Discussion Prompts" chart (WA5)
- "Class Assessment Record" sheet (CA3)
- Copy of this unit's family letter (BLM1) for each student

Teacher Note

This lesson may require an extended class period.

GETTING READY TO WRITE

1 Reread to Check That Writing Makes Sense

Have the students bring their pencils and sit at desks with partners together. Remind them that this week they wrote nonfiction books about favorite objects. Explain that their completed books will be placed in the classroom library for others to read, and that it is important to make sure their writing makes sense, is easy to read, and is correct. Remind them that authors show respect for their readers by correcting any errors.

Distribute the booklets and have the students quietly reread their writing aloud. When most of the students have finished reading, signal for their attention and ask:

Q *Does all of your writing make sense?*

Tell the students that if a part does not make sense, they can erase it or cross it out and then rewrite it so it does make sense.

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2 Proofread for Punctuation

Display the model book page on the lined writing chart (WA6) from Day 3 and point out the punctuation you used. Have the students look at their own writing as they listen to the questions that follow. Ask the questions one at a time, pausing after asking each question to give the students time to revise their writing.

- Q *Did you write an opening sentence and a closing sentence? If not, write them now.*
- Q *Did you use a capital letter at the beginning of each sentence? If not, erase or cross out the incorrect letters and write capital letters.*
- Q *Did you use a period or exclamation point at the end of each sentence? If not, write in periods or exclamation points where they belong.*
- Q *Did you use a capital letter at the beginning of any names? If not, erase or cross out the incorrect letters and write capital letters.*

Ask:

- Q *What corrections did you make?*

Have two or three volunteers share their corrections with the class.

3 Proofread for Spelling of Words from the Word Wall

Direct the students' attention to the word wall and remind them that these are words that should be spelled correctly in their books. Ask them to reread their writing again and check to make sure they have spelled all words from the word wall correctly. If they have misspelled a word, have them erase (or cross out) the word and rewrite it correctly. If necessary, model rereading and checking the spelling of words from the word wall using the model writing.

When the students have finished proofreading their work, ask:

- Q *What words from the word wall did you find in your writing today?*

Have two or three volunteers share their words with the class.

4 Prepare to Complete Book Covers

TEKS 11.E.i
Teacher Narrative
Step 4 (all)

Show the covers of *Fire Trucks* and *Meet my neighbor, the dentist*. Point out that each of the book covers has three important things on it: the title, the author's name, and a picture that shows what the book is about. Use "Think, Pair, Share" to discuss:

- Q *What might be a good title for your book?* [pause] *Turn to your partner.*
- Q *What might you draw for your book cover illustration to show what the book is about?* [pause] *Turn to your partner.*

For each question, have a few volunteers share their thinking with the class.

Teacher Note

Listen as partners share ideas. If the students are struggling to think of titles, call for their attention and think aloud about a title for the model writing. Then have partners resume talking for a few more minutes. Be ready to accept any title a student suggests that goes with the writing.

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Explain that today the students will complete their covers by writing a title and drawing an illustration. Tell them that they will use pencil first and then add color.

WRITING TIME

5 Complete Book Covers

Have the students work on their book covers for 20–25 minutes. Tell them if they finish early they may write freely in their notebooks. When they have settled into their work, confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about the writing in her nonfiction book and read it aloud. Ask yourself:

- Is the student able to examine her object closely and write true information about it?
- Did the student attempt to write an [opening/closing] sentence?
- Does this student tell more in her writing?
- Does this student attempt to punctuate her writing correctly?

Support the student by asking questions such as:

Q *What parts does your object have? What sentence might you write to tell about that?*

Q *What color is your object? What sentence might you write to tell about that?*

Q *What is your object shaped like? What sentence might you write to tell about that?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 81 of the *Assessment Resource Book*.

In Unit 6, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before changing the conference focus.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

6 Share from the Author's Chair

Have the students bring their books and favorite objects and gather with partners sitting together, facing the Author's Chair. Display the "Discussion Prompts" chart (WA5) and remind the students to use these prompts when they comment on one another's writing.

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Call on a student to come to the Author's Chair, show her object, and read her book aloud. When the author has finished sharing, invite the students to raise their hands to comment. If students do not raise their hands to comment after 15–20 seconds, raise your hand and comment on something you found out or something you want to know about the author's writing. If necessary, ask the class:

Q *What did you find out about [Billy's] object?*

Q *What more do you want to know about [Billy's] object?*

Allow the author to call on one or two students who would like to comment. Follow the same procedure to have other students share from the Author's Chair.

Teacher Note

If there is not enough time today for all the students to share their books from the Author's Chair, plan time over the next few days for them to do so.

CLASS ASSESSMENT NOTE

Observe the students as they listen to others' writing and share their own. Ask yourself:

- When the students share, do they speak in a voice loud enough for all to hear?
- When the students share, do they read at a pace that is neither too fast nor too slow?
- Is the audience listening attentively?
- Do the students use the prompts to discuss one another's writing?

If the students are struggling with sharing or listening, call for the class's attention and discuss the following questions:

Q *What is important to remember when you share your writing from the Author's Chair?*

Q *What can the audience members do to show the author that they are listening?*

Record your observations on the "Class Assessment Record" sheet (CA3); see page 80 of the *Assessment Resource Book*.

REFLECTING

7 Reflect on Writing Nonfiction

Remind the students that during the last few weeks they wrote nonfiction fact sheets and books. Ask:

Q *What was fun about writing nonfiction?*

Q *What was challenging, or difficult, about writing nonfiction?*

Designate a place in the classroom library for the students' published books, and explain that the books will be available for the students to read during independent reading time. Explain that books published by their classmates must be handled carefully and returned to the library after they are read.

Teacher Note

Before placing the students' books in the classroom library, you might want to read through them and write the correct spellings of misspelled words or rewrite illegible words below the students' own writing where necessary.

Teacher Note

For information on wrapping up this unit and conducting the unit assessment, see "End-of-unit Considerations" on page 405.

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Write More About Objects

Give the students an opportunity to write about other favorite objects. Have the students generate ideas for what to write by observing their objects as they did on Day 2 (see Step 2 on page 395) and visualizing as they did on Day 3 (see Step 2 on page 398). You might also have the students think more deeply about their objects by asking questions such as:

Q *Where was your object made?*

Q *Where did you get your object?*

Q *How long have you had it?*

If time permits, invite volunteers to share their objects and writing with the class.

Write Opinions of Fiction and Nonfiction

Have the students respond to literature by writing opinions about fiction and nonfiction (see Writing About Reading on page 393).

Share from the Author's Chair and Write Freely

Repeat the procedures in Day 4 to provide another opportunity for the students to share their books from the Author's Chair and then write freely about anything they choose.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 5. You will need to reassign partners before you start the next unit.
- Send home with each student the student's published piece and a copy of this unit's family letter (BLM1). Encourage the students to share their published pieces with their families. Remind the students to bring the pieces back to class after their families have read them so they can be placed in the class library.

Assessment

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 82 of the *Assessment Resource Book*.

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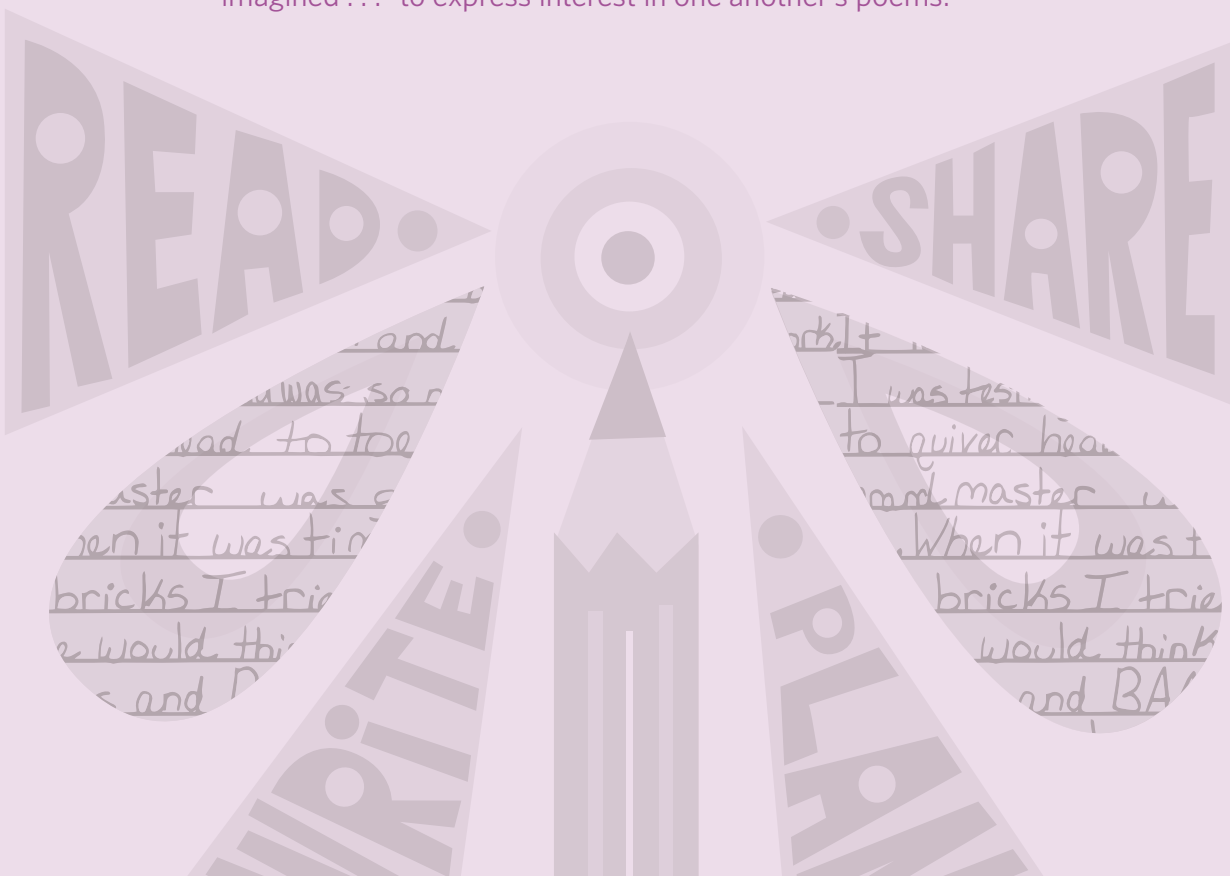
Unit 6

Exploring Words Through Poetry

During this three-week unit, the students explore words through hearing, discussing, and writing poems. They discuss interesting words they hear in poems, generate lists of interesting words to use in their own poems, and informally explore figurative language. They share their poems in pairs and as a class, and each student prepares one poem for publication in a class book. Socially, they build on one another's thinking and learn to use the prompt "I imagined . . ." to express interest in one another's poems.



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Unit 6 Exploring Words Through Poetry

RESOURCES

Read-alouds

- "Cat"
- "My Puppy"
- "Jump or Jiggle"
- "Lessie" from *Honey, I Love and Other Love Poems*
- "Swimming"
- "Rope Rhyme" from *Honey, I Love and Other Love Poems*
- "Hide-and-Seek Shadow"
- "Swinging"
- "Riding on the Train" from *Honey, I Love and Other Love Poems*
- "Ears Hear"
- "Our Washing Machine"
- "Showers"
- "To Walk in Warm Rain"
- "The March Wind"
- "Sleeping Bag"
- "First Snow"
- "Umbrellas"

Writing About Reading Activity

- "Make Connections Between 'Jump or Jiggle' and 'Ears Hear'"

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA21

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA3)
- "Conference Notes" record sheet (CN1)
- "Individual Writing Assessment" record sheet (IA1)
- "Individual Writing Assessment Class Record" sheet (CR1)

Reproducibles

- Unit 6 family letter (BLM1)
- "My Puppy" (BLM2)
- "What Else Do We Hear?" (BLM3)
- "Poems for Comparison" (BLM4)

Professional Development Media

- "Cooperative Structures Overview" (AV9)
- "Turning and Looking at the Speaker" (AV15)
- "Asking Questions Once and Using Wait-time" (AV27)
- "Conferring About Poetry" (AV69)
- "Exploring Poems and Words" (AV70)
- "Sharing One Word/Line and Reflecting" (AV71)
- "Using Web-based Teaching Resources" tutorial (AV75)

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RESOURCES *(continued)*

Technology Extension

- "Listen to Poets Read Their Poetry Aloud"

Extensions

- "Discuss Rhyme in 'Jump or Jiggle'"
- "Discuss Rhythm in 'My Puppy'"
- "Act Out Movement Words as a Game"
- "Read and Discuss Other Poems with Movement Words"
- "Listen to a Poem and Draw Visualizations"
- "Explore Onomatopoeia"
- "Read and Discuss Other Poems with Sound Words"
- "Identify Movement Words in 'Sleeping Bag'"

Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 4, "Verbs"
- Lesson 5, "Using Nouns and Verbs in Sentences"
- Lesson 9, "Present- and Past-tense Verbs"
- Lesson 15, "Adjectives"

Assessment Resource Book

- Unit 6 assessments

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Unit 6 Exploring Words Through Poetry

DEVELOPMENT ACROSS THE GRADES

	Elements of Poetry	Writing Craft	Language Skills and Conventions
Grade K	▪ Acting out and visualizing poems ▪ Writing poems about topics of interest	▪ Generating shared lists of descriptive movement and color words ▪ Using descriptive language (movement, sound, and color words)	▪ Approximating spelling ▪ Using the word wall
Grade 1	▪ Exploring sound and imagery in poems ▪ Writing poems about topics of interest	▪ Generating lists of interesting sound and movement words ▪ Using figurative language (personification, metaphor, and simile) ▪ Using descriptive language (sound and movement words)	▪ Approximating spelling ▪ Using the word wall
Grade 2	▪ Exploring sound and imagery in poems ▪ Writing poems about topics of interest	▪ Generating lists of interesting and descriptive words ▪ Using figurative language (simile and metaphor) ▪ Using descriptive language (words that describe how things look and move)	▪ Proofreading for spelling
Grade 3	▪ Exploring sound, imagery, and form in poems ▪ Writing poems about topics of interest	▪ Generating ideas for poems ▪ Using sensory details ▪ Using onomatopoeia and repetition of words and sounds ▪ Using personification ▪ Exploring placement of words and letters on the page and shapes of poems	▪ Exploring how poets follow or intentionally break punctuation and capitalization rules for poetic effect ▪ Proofreading for spelling and (if applicable) punctuation
Grade 4	▪ Exploring sound, imagery, and form in poems ▪ Writing poems about topics of interest	▪ Generating ideas for poems ▪ Using sensory details ▪ Using simile and personification ▪ Using onomatopoeia and repetition of words and sounds ▪ Using rhythm and rhyme ▪ Exploring the length of lines, number of lines and stanzas, placement of words on the page, and shapes of poems	▪ Exploring how poets follow or intentionally break punctuation rules for poetic effect ▪ Proofreading for spelling and (if applicable) punctuation
Grade 5	▪ Exploring sound, imagery, and form in poems ▪ Writing poems about topics of interest	▪ Generating ideas for poems ▪ Using sensory details ▪ Using metaphor, simile, and personification ▪ Using onomatopoeia and repetition of words and sounds ▪ Using rhythm and rhyme ▪ Exploring the length of lines, number of lines and stanzas, placement of words on the page, and shapes of poems	▪ Exploring how poets follow or intentionally break punctuation and capitalization rules for poetic effect ▪ Proofreading for spelling and (if applicable) punctuation
Grade 6	▪ Exploring sound, imagery, and form in poems ▪ Writing poems about topics of interest	▪ Generating ideas for poems ▪ Using sensory details ▪ Using metaphor ▪ Using onomatopoeia and repetition of words and sounds ▪ Using rhythm and rhyme ▪ Exploring the length of lines, number of lines and stanzas, placement of words on the page, and shapes of poems	▪ Exploring how poets follow or intentionally break punctuation and capitalization rules for poetic effect ▪ Proofreading for spelling and (if applicable) punctuation

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GRADE 1 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	**Exploring Poems and Words:** "Cat," "My Puppy," "Jump or Jiggle" **Focus:** ▪ Visualizing and acting out poems ▪ Exploring movement words ▪ Writing freely	**Exploring Poems and Words:** "Lessie," "Swimming" **Focus:** ▪ Visualizing and acting out poems ▪ Exploring movement words ▪ Contributing to a shared poem ▪ Writing freely	**Exploring Poems and Words:** "Rope Rhyme" **Focus:** ▪ Visualizing and acting out poems ▪ Exploring movement words ▪ Contributing to a shared poem ▪ Writing freely	**Writing Poems:** "Hide-and-Seek Shadow," "Swinging" **Focus:** ▪ Visualizing and acting out poems ▪ Exploring movement words ▪ Writing poems about recess ▪ Sharing favorite lines	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing animal movement poems ▪ Writing "round robin" poems ▪ Writing freely
Week 2	**Exploring Poems and Words:** "Riding on the Train," "Ears Hear" **Focus:** ▪ Exploring sound words ▪ Contributing to a shared poem ▪ Writing freely	**Writing Poems:** "Our Washing Machine" **Focus:** ▪ Exploring sound words ▪ Writing poems about objects that make sounds	**Exploring Poems and Words:** "Showers," "To Walk in Warm Rain" **Focus:** ▪ Exploring sound words ▪ Contributing to a shared poem ▪ Writing freely	**Writing Poems:** "The March Wind" **Focus:** ▪ Exploring movement and sound words ▪ Exploring figurative language ▪ Writing poems about weather ▪ Sharing favorite lines	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing playground poems in the style of "Riding on the Train" ▪ Writing poems to music ▪ Writing freely
Week 3	**Writing Poems:** "Sleeping Bag" **Focus:** ▪ Exploring figurative language ▪ Generating ideas about a stapler ▪ Contributing to a shared poem ▪ Writing poems about objects in the classroom	**Writing Poems:** "First Snow," "Umbrellas" **Focus:** ▪ Exploring figurative language ▪ Generating similes about a marker ▪ Writing poems about objects in the classroom	**Choosing and Reading Poems Aloud** **Focus:** ▪ Choosing poems for a class book ▪ Visualizing to make sense of poems ▪ Practicing reading poems aloud ▪ Writing freely	**Publishing** **Focus:** ▪ Sharing poems from the Author's Chair ▪ Using the prompt "I imagined . . ." ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Making connections between "Jump or Jiggle" and "Ears Hear" ▪ Writing acrostic poems ▪ Writing poems about special places ▪ Sharing from the Author's Chair and writing freely

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Week 1 OVERVIEW

Poems

"Cat"
by Mary Britton Miller
(see page 431)

"My Puppy"
by Aileen Fisher
(see page 432)

"Jump or Jiggle"
by Evelyn Beyer
(see page 433)

These poems use interesting words and ideas to describe how animals move.

Poems

"Swimming"
by Alice Higgins
(see page 434)

"Hide-and-Seek Shadow"
by Margaret Hillert
(see page 435)

"Swinging"
by Kay Winters
(see page 436)

Movement words abound in these poems about sport and play.



Honey, I Love and Other Love Poems
by Eloise Greenfield, illustrated by Diane and Leo Dillon

Everyday life is described poetically through a child's eyes in this book of poems.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities
- WA1–WA8

Assessment Form
- "Class Assessment Record" sheet (CA1)

Reproducible
- (Optional) "My Puppy" (BLM2)

Professional Development Media
- "Cooperative Structures Overview" (AV9)
- "Asking Questions Once and Using Wait-time" (AV27)
- "Exploring Poems and Words" (AV70)
- "Sharing One Word/Line and Reflecting" (AV71)

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Writing Focus

- Students hear, visualize, and act out poems.
- Students explore movement words in poems.
- Students generate lists of movement words.
- Students write shared and individual poems.

Social Development Focus

- Students work in a responsible way.
- Students act in fair and caring ways.
- Students make decisions and solve problems respectfully.
- Students build on one another's thinking.

DO AHEAD

✓ Consider reading this week's read-aloud poems with your English Language Learners before you read them to the whole class. Read the poems and show them related illustrations or photographs, if possible.

✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see "Random Pairing" on page xxix and "Considerations for Pairing ELLs" on page l. For more information, view "Cooperative Structures Overview" (AV9).

✓ Prior to Day 1, review some of the nursery rhymes, chants, and poems the students have learned this year. If your students have not heard much poetry this year, consider taking time to immerse them in poems before you proceed with this unit. You might read poems aloud and have the students act out the poems, and move and clap to their rhythms.

✓ Prior to Day 3, select two or three of the poem charts (WA1–WA3) used in Days 1 and 2 to display and discuss (see Step 1 on page 423).

✓ Prior to Day 4 make a copy of the "Class Assessment Record" sheet (CA1) on page 95 of the *Assessment Resource Book*.

TEACHER AS WRITER

"Poetry is language at its most distilled and most powerful."

— Rita Dove

This week, seek out poems that inspire you. Organizations that offer wide selections of poems on their websites include the Academy of American Poets, *Poetry* magazine, and Poetry Daily. You might also search online using the keyword "poems."

Keep in mind that it is not necessary to completely understand a poem in order to appreciate something about it. Choose a few poems you especially enjoy and copy or paste them into your writing journal. Jot down what you like about them—word choices, figurative language (such as similes, metaphors, and personification), the length or shape of the poems, or anything else you notice.

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Day 1 Exploring Poems and Words

Materials

- "Cat" (see page 431)
- "My Puppy" (see page 432)
- "Jump or Jiggle" (see page 433)
- "Jump or Jiggle" chart (WA1)
- Chart paper and a marker

Teacher Note

For more information about poetry, view "Exploring Poems and Words" (AV70).

Teacher Note

If you are teaching other programs from the Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the writing lessons.

In this lesson, the students:

- Work with new partners
- Hear, visualize, and act out poems
- Begin a shared list of movement words
- Move around the room responsibly
- Write freely

ABOUT WRITING POEMS IN GRADE 1

Hearing poems gives young writers the opportunity to savor and discuss words. The primary focus of this unit is to expand the students' writing vocabularies by introducing them to the vivid language of poems. During the unit, the students discuss interesting words they hear in poems, generate lists of words, and use those words to write poems. The students explore elements of poetry such as rhyme, repetition, and figurative language, preparing them for a more formal study of these elements in later grades.

As you read aloud and discuss poems, write shared poems, and support your students' writing, adopt a relaxed attitude and keep the focus on word play and fun. Also, listen carefully to your students' suggestions during class discussions and the writing of shared poems; many children have a natural affinity for the inventive, musical language of poetry.

GETTING READY TO WRITE

TEKS 1.E.i
Teacher Activity Step 1 (all)

1 Meet New Partners

Randomly assign partners (see "Do Ahead" on page 413). Gather the class with partners sitting together, facing you. Give new partners a moment to chat informally and get to know each other.

Signal for the students' attention and explain that during the next few weeks partners will share their thinking and writing with each other. Ask:

Q *How does working with a partner help you with your writing? Turn to your partner.*

Have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I get more ideas when I talk to my partner."
>
> "When I talk to my partner, it helps me get ready to write."
>
> "My partner tells me what she likes in my writing."

Encourage the students to keep these ideas in mind as they work with their new partners today.

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2 Read, Visualize, and Act Out "Cat"

Remind the students that they have heard and written many stories this year. Explain that during the next few weeks they will explore another kind of writing—poems. Briefly mention some of the nursery rhymes, chants, and other poems they have heard this year.

Ask the students to close their eyes and each make a picture in their minds as they listen to a poem. Read aloud "Cat" by Mary Britton Miller slowly and clearly, clarifying vocabulary as you read. Then read it aloud again, without stopping to clarify vocabulary.

Suggested Vocabulary

arches: bends
particular: special
pads: walks softly

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

claws: sharp nails on an animal's feet

Have the students open their eyes, and read the poem aloud a third time. This time ask the students to pretend they are cats and act out the poem as they listen. Stop at the end of each action and have the students act out that action with you. For example:

"The black cat yawns,
Opens her jaws,
[stop]
Stretches her legs,
[stop]
And shows her claws."
[stop]

After reading and acting out the poem, ask and briefly discuss:

Q *What are some things the cat does when it wakes up?*

> **Students might say:**
> "It yawns."
> "It stretches and gets up."
> "It walks away with its tail sticking up."

Point out that in the poem "Cat," the poet uses words such as *yawns*, *stretches*, *stands*, and *lifts* to tell how the cat moves. Explain that

Teacher Note

Explain to the students that an author who writes poems is called a *poet*. When reading poems aloud, always begin by reading the title and the name of poet. Read poems slowly, allowing the students time to hear and imagine the words.

Teacher Note

If necessary, have the students spread out so they have room to move.

Facilitation Tip

During this unit, we invite you to practice **asking questions once**, and then waiting. This means not repeating the question or asking it again a different way; it means just asking the question once, and then **using wait-time** to let the students think before calling on anyone to respond. If students are confused by a question or need to hear it again, have them ask you to repeat or rephrase the question. This builds student responsibility for focusing on the discussion and helps them develop the habit of listening "the first time." To see this Facilitation Tip in action, view "Asking Questions Once and Using Wait-time" (AV27).

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movement words like these help us imagine, or picture in our minds, what is happening in the poem. Explain that you will read two more poems with movement words. The students will listen with their eyes closed and imagine what is happening; then they will act out the poem as they hear it again.

3 Briefly Discuss Moving in a Responsible Way

Ask and briefly discuss:

Q *What will you do when you act out the poem to make sure you are moving in a responsible way?*

> **Students might say:**
>
> "I'll look around when I move."
>
> "I'll stand far enough away so I don't bump into anyone."
>
> "I'll stay in one place."

Tell the students that you will check in with them later to see how they did with moving in a responsible way.

4 Read, Visualize, and Act Out "My Puppy"

Have the students close their eyes and each make a picture in their minds as you read aloud "My Puppy" by Aileen Fisher. Read the poem twice, slowly and clearly; clarify vocabulary during the first reading.

Suggested Vocabulary

yappy: barking a lot
eel: type of fish that looks like a snake
slumpy: sunk down low to the ground

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

squirms: wiggles
grumpy: grouchy; mad
stays at my heel: stays close to me

Have the students open their eyes, and read the poem aloud again, this time stopping after the second stanza to have the students act out the movements in that stanza. Repeat this procedure after the third stanza. Then read the rest of the poem.

After reading and acting out the poem, ask and briefly discuss:

Q *What does the poet say about her puppy?*

ELL Note

Acting out stories and poems is an effective way to build comprehension and vocabulary for students, particularly for English Language Learners. Use this strategy whenever it seems appropriate to help the students understand text.

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Students might say:

"She says the puppy's happy when she's happy."

"She says the puppy knows when she's grumpy."

"She says the puppy barks a lot when she's happy."

5 Read and Act Out "Jump or Jiggle"

Follow the same procedure with the poem "Jump or Jiggle" by Evelyn Beyer. Have the students listen to it twice with their eyes closed, and then act out the poem during the third reading. Clarify vocabulary during the first reading.

Suggested Vocabulary

hump: move by shaping the body into a rounded bump
jiggle: move quickly up and down or back and forth
clop: step down heavily
glide: fly smoothly without flapping the wings
pounce: jump on something suddenly and grab it
stalk: hunt

Ask and briefly discuss:

Q *What are some of the ways animals move in this poem?*

SHARED WRITING

6 Explore Movement Words in "Jump or Jiggle"

Display the "Jump or Jiggle" chart (WA1) and ask the students to read the poem aloud with you, listening for words in the poem that tell how animals move.

Point to each word as you reread the poem together as a class. Ask:

Q *What words in the poem tell how animals move? Turn to your partner.*

After most pairs have finished talking, signal for the students' attention. Write the title "Movement Words" on a sheet of chart paper and have a few volunteers share their ideas with the class. As students share, record the words they identify on the chart.

Skill Practice Note

You might explain that movement words are called *verbs*. For more practice with verbs, see Lesson 4 in the *Skill Practice Teaching Guide*.

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Movement Words

- jump
- wiggle
- hop
- slide
- leap
- bounce

Explain that the class will add to this list as they hear more poems with movement words this week.

SHARING AND REFLECTING

7 Reflect on Moving Responsibly

Explain that the students will hear and act out more poems this week. Ask and briefly discuss:

Q *What was fun about acting out the poems today?*

Q *What did you do to move in a responsible way when you were acting out the poems? What do you want to do [the same way/differently] next time?*

Q *Why is it important that we move responsibly when we act out poems?*

Without mentioning any of the students' names, offer some observations about what went well as the students acted out the poems as well as any problems you noticed. Encourage them to continue to think about how to move in the classroom in a responsible way.

Teacher Note

On Days 2 and 3, the students will hear and discuss poems and contribute to shared poems in preparation for writing their own poems on Day 4. If the students wish to try writing poems prior to Day 4, encourage them to do so during Free Writing Time.

FREE WRITING TIME

8 Write Freely in Notebooks

Explain that the students will write freely in their notebooks today. Tell them that they might write stories or poems. Remind them that they heard the poems "Cat," "My Puppy," and "Jump or Jiggle" today, and explain that they might write about animals or about anything else they choose. Ask and briefly discuss:

Q *What might you write about today? Turn to your partner.*

Have the students return to their seats, take out their notebooks, and write freely for 10–15 minutes.

Signal to let the students know when Free Writing Time is over.

Teacher Note

Save the "Movement Words" chart to use on Day 2.

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EXTENSIONS

Discuss Rhyme in "Jump or Jiggle"

Tell the students that some poems rhyme, or use words that sound alike, while others do not. Display the "Jump or Jiggle" chart (WA1) and explain that "Jump or Jiggle" is an example of a poem that uses rhyme. Explain that you will read the first two lines of the poem aloud and that you want the students to listen for words that rhyme, or sound alike. Then read the first two lines aloud. Ask:

Q *What words did you hear that rhyme?*

If necessary, point out that the words *jump* and *hump* rhyme. In the same way, have the students listen for rhyming words in the rest of the poem.

Teacher Note

You might repeat this activity with the poems "Cat" and "My Puppy."

Discuss Rhythm in "My Puppy"

Distribute a copy of "My Puppy" (BLM2) to each student, and remind the students that they heard this poem earlier. Read the poem aloud, emphasizing the rhythm by clapping on the stressed syllables ("It's *fun*ny/my *pup*py/knows *just* how I *feel*"). Then invite the students to chant the poem and clap along with you. You might explain that some poems, like "My Puppy," have a regular beat that can be clapped to, while other poems do not.

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print "My Puppy" (BLM2). Make enough copies for each student to have one; set aside a copy for yourself.

Exploring Poems and Words

Day 2

In this lesson, the students:

- Hear, visualize, and act out poems
- Explore movement words
- Contribute to a shared poem
- Move around the room responsibly
- Write freely

Materials

- "Lessie" (*Honey, I Love and Other Love Poems*, page 32)
- "Swimming" (see page 434)
- "Lessie" chart (WA2)
- "Movement Words" chart from Day 1 and a marker
- "Swimming" chart (WA3)
- Lined writing chart (WA4) for modeling

GETTING READY TO WRITE

1 Explore Movement Words in "Lessie"

Gather the class with partners sitting together, facing you. Review that yesterday the students heard and acted out poems and started a list of movement words. Tell the students that today they will hear more poems.

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Teacher Note

"Cat," "My Puppy," and "Jump or Jiggle" are examples of poems with *rhyme*—the repetition of similar sounds at the ends of lines (*four/more, feel/eel, jump/hump*). "Lessie" is a *free verse* poem—a poem without rhyming words or a regular rhythm.

Have the students close their eyes and each make a picture in their minds as you read aloud "Lessie" by Eloise Greenfield. Read the poem slowly and clearly.

ELL Vocabulary

English Language Learners may benefit from having the following vocabulary defined, including:

cartwheeling: standing on the hands and then turning the body like a wheel

wrestling: pushing and grabbing

Have the students open their eyes, and read the poem aloud again, this time having the students act out the poem (by having them run in place).

Ask and briefly discuss:

Q *How does Lessie move in this poem?*

Display the "Lessie" chart (WA2). Ask the students to read the poem aloud with you, thinking about words in the poem that tell how Lessie moves. Point to each word as you reread the poem together as a class. Ask:

Q *What words in the poem tell how Lessie moves? Turn to your partner.*

After a moment, signal for the students' attention and have a few volunteers share their ideas with the class. Add the movement words the students identify to the "Movement Words" chart.

Skill Practice Note

Movement words in "Lessie" include *runs, pushes, closes, swings, opens, falls, gets right up,* and *brushes.* You might point out that all these words end with the letter *s,* because when we speak we say "Lessie runs . . ." rather than "Lessie run." For practice with using nouns and verbs in sentences, see Lesson 5 in the *Skill Practice Teaching Guide.*

2 Explore Movement Words in "Swimming"

Following the same procedure, read aloud the poem "Swimming" by Alice Higgins. Have the students listen and visualize during the first reading and act out the poem during the second reading. Then display the "Swimming" chart (WA3) and read the poem together a third time, listing any movement words on the "Movement Words" chart.

Teacher Note

Movement words in "Swimming" include *swim, lie down, blow,* and *breathe.*

Movement Words

- jump
- wiggle
- hop
- runs
- swings
- blow
- slide
- leap
- bounce
- pushes
- falls
- breathe

Together reread the words on the chart.

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SHARED WRITING

3 Write a Shared Poem About a Movement

Display the lined writing chart (WA4) and model writing the first few lines of a poem about one of the words on the "Movement Words" chart. As you write, think aloud about what it is like to make that movement and include those details in the poem. As you model writing, continue to look for opportunities to model approximating spelling and using the word wall.

> **You might say:**
>
> "I want to write a poem about hopping. I will start the poem by writing this line: *Watch me hop!* Then I will describe what it's like to get ready to hop. I'll write: *I stand on one foot,/Push off the ground.*"

Ask the students to close their eyes and imagine making the movement you are writing about. Have the students open their eyes; then ask:

Q *What might happen next after I [push off the ground]? What would that feel like?*

Use the students' descriptions to add a few more lines to the poem.

> **You might say:**
>
> "One idea I heard was that when you hop, you feel like you're flying. I will write: *For a split second,/I'm flying.* Another idea I heard was that when you land, your feet go 'thud.' I will write: *I land with a thud,/Still on one foot.* Now I'm going to end my poem. I'll write: *Ready for takeoff again!*"

Read the poem aloud as a class, pointing to each word as you read it. Then read the poem aloud again and have the students act it out along with you. Ask:

Q *What title might we give this poem?*

Choose a title for your poem using the students' suggestions and write it at the top of the chart.

WA4

Hop

Watch me hop!
I stand on one foot,
Push off the ground.
For a split second,
I'm flying.
I land with a thud,
Still on one foot.
Ready for takeoff again!

Teacher Note

Save the shared poem on the lined writing chart (WA4) to use on Day 3.

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REFLECTING

4 Reflect on Moving Responsibly

Ask and briefly discuss:

Q *What did you do to move responsibly when you acted out poems today?*

Q *In what other ways are you moving responsibly in our classroom?*

FREE WRITING TIME

5 Write Freely in Notebooks

Explain that the students will write freely in their notebooks today. Tell them that they might write stories or poems. Remind them that they heard the poems "Lessie" and "Swimming," and contributed to the shared poem about a movement. Explain that they might write about other movements on the "Movement Words" chart, or write about anything else they choose. Ask and briefly discuss:

Q *What might you write about today?*

Have the students return to their seats, take out their notebooks, and write freely for 10–15 minutes.

Signal to let the students know when Free Writing Time is over.

Teacher Note

Save the "Movement Words" chart to use on Day 3.

EXTENSIONS

Act Out Movement Words as a Game

Act out a movement and ask the students to guess what you are doing (for example, kicking, waving, turning, dropping, throwing, clapping, shivering). If you wish, include some unusual movements and encourage the students to make up words to describe them. You might also invite volunteers to act out movements. As the students name movement words, add them to the "Movement Words" chart.

Read and Discuss Other Poems with Movement Words

Read aloud and discuss some other poems about movement. Some possibilities include "The Little Turtle" by Vachel Lindsay, "Fish" by Mary Ann Hoberman, "Mix a Pancake" by Christina Rossetti, and "Fuzzy Wuzzy, Creepy Crawly" by Lillian Schulz. You can search online for these and other poems, or ask your school librarian to help you find movement poems.

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Exploring Poems and Words

Day 3

In this lesson, the students:

- Hear, visualize, and act out a poem
- Explore and generate movement words
- Contribute to a shared poem
- Share the work fairly
- Reach agreement before making decisions
- Write freely

GETTING READY TO WRITE

1 Review and Discuss Poems

Gather the class with partners sitting together, facing you. Review that the students have heard and discussed several poems this week. Tell the students that you are going to show them some poems and that you want them to think about how a poem looks different from a story. Show two or three of the poems from earlier this week. Then display the shared poem on the lined writing chart (WA4) from Day 2. Ask and briefly discuss:

Q *How does a poem look different from a story?*

Q *What else do you know about poems?*

> **Students might say:**
>
> "Poems are short. Stories are long."
>
> "There aren't many words on the page."
>
> "They're like songs."
>
> "Some poems rhyme."

2 Explore Movement Words in "Rope Rhyme"

Explain that the students will hear another poem by Eloise Greenfield today. Invite the students to listen for movement words as you read.

Use the same procedure you used on Day 2 to read aloud "Rope Rhyme" by Eloise Greenfield. Have the students listen and visualize during the first reading and act out the poem during the second reading. Then display the "Rope Rhyme" chart (WA5) and read the poem together a third time, listing any new movement words on the "Movement Words" chart.

Materials

- "Rope Rhyme" (*Honey, I Love and Other Love Poems*, page 20)
- 2–3 poem charts from Days 1 and 2, chosen ahead
- Shared poem on the lined writing chart (WA4) from Day 2
- "Rope Rhyme" chart (WA5)
- "Movement Words" chart from Day 2 and a marker
- Lined writing chart (WA6) for modeling

Teacher Note

You might display the "Jump or Jiggle" chart (WA1), the "Lessie" chart (WA2), or the "Swimming" chart (WA3).

Teacher Note

If the students observe that poems rhyme, point out that while some poems do rhyme, some do not.

Teacher Note

Movement words in "Rope Rhyme" include *jump*, *bounce*, *kick*, and *spin*.

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3 Generate Movement Words in Pairs

Reread the words on the "Movement Words" chart; then have the students think quietly to themselves about the following question:

Q *What other movement words might we add to our chart?*

Without discussing the question as a class, explain that you will give each pair a sheet of paper and that partners will list as many movement words as they can think of. Encourage partners to write words that are not already on the "Movement Words" chart. Ask and briefly discuss:

Q *What will you do to make sure that you and your partner share the work fairly?*

> **Students might say:**
>
> "I'll ask my partner what movement words he's thinking about."
>
> "I could write my words and my partner could write her words."
>
> "I can write a word my partner says, and then he can write a word that I say. We can take turns."



Distribute a sheet of writing paper and a pencil to each pair. Give partners a few minutes to write down movement words.

After allowing a sufficient amount of time for partners to write down words, signal for the students' attention and ask partners to quietly reread their lists. Then explain that each pair will choose one word from their list to contribute to the class "Movement Words" chart. Ask and briefly discuss:

Q *What will you do to decide on a word to add to the chart?*

Q *If you don't agree at first, what will you do to help you reach an agreement?*

> **Students might say:**
>
> "We can talk about which word is our favorite."
>
> "If we disagree about a word, we'll try to find a different word we agree on."
>
> "We'll keep talking until we agree on a word."



Give partners a few moments to decide on their words; then have each pair share their word. Write the words on the "Movement Words" chart.

Together reread the words on the chart.

Teacher Note

If a pair suggests a word that is already on the chart, ask that pair to talk again and agree on a different word to contribute to the chart. Move on to other pairs and come back to that pair at the end.

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SHARED WRITING

4 Write Another Shared Poem About a Movement

Display the lined writing chart (WA6), and model writing the first few lines of a poem about one of the new words on the "Movement Words" chart. As you write, think aloud about what it is like to make that movement and include those details in the poem.

> **You might say:**
>
> "Let's write a poem about swinging. I will start the poem by writing these lines: *I swing along/The monkey bars.* I'm thinking about what it feels like to hang on to the monkey bars. I will write: *My sweaty hands/Grip cold steel.* When my legs swing out, my feet kick the air. I will write: *My feet kick/The air.*"

Ask the students to close their eyes and imagine making the movements you are writing about. Have the students open their eyes; then ask:

Q *What might happen next after [my feet kick the air]? What would that feel like?*

Use the students' descriptions to add a few more lines to the poem. Try to write what the students say; however, you can edit their words as needed so the poem makes sense.

> **You might say:**
>
> "One idea I heard was that when you get to the other side, you think 'Whew, I made it.' I will write: *Whew—/I made it across.* Another idea I heard was that we should end our poem by writing these lines: *Here comes/The next monkey!*"

Read the poem aloud as a class, pointing to each word as you read it. If appropriate, read the poem aloud again, having the students act it out as you read. Ask:

Q *What title might we give this poem?*

Choose a title for your poem based on the students' suggestions and write it at the top of the chart.

WA6

Monkey Bar Fun

I swing along
The monkey bars.
My sweaty hands
Grip cold steel.
My feet kick
The air.
Whew—
I made it across.
Here comes
The next monkey!

Skill Practice Note

As you model, you might point out any adjectives you use such as *sweaty* and *cold*. Explain that words such as *sweaty* and *cold* are adjectives and that an *adjective* is a "word that describes a noun (a person, place, animal, or thing)." To provide your students with more practice recognizing adjectives, see Lesson 15 in the *Skill Practice Teaching Guide*.

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REFLECTING

5 Reflect on Partner Work

Review that partners worked together to write movement words and agree on words to add to the "Movement Words" chart. Ask:

Q *What did you and your partner do to share the work fairly today?*

Q *What did you do to decide on a word to add to the chart? If you didn't agree at first, what did you do?*

Explain that the students will use the "Movement Words" chart to write their own movement poems tomorrow.

FREE WRITING TIME

6 Write Freely in Notebooks

Explain that the students will write freely in their notebooks today. Tell them that they might write stories or poems. They might write about movements on the "Movement Words" chart, or write about anything else they choose. Ask and briefly discuss:

Q *What might you write about today?*

Have the students return to their seats, take out their notebooks, and write freely for 10–15 minutes.

Signal to let the students know when Free Writing Time is over.

Teacher Note

Save the "Movement Words" chart to use on Day 4.

Day 4 Writing Poems

Materials

- "Hide-and-Seek Shadow" (see page 435)
- "Swinging" (see page 436)
- "Hide-and-Seek Shadow" chart (WA7)
- "Movement Words" chart from Day 3 and a marker
- "Swinging" chart (WA8)
- "Class Assessment Record" sheet (CA1)

In this lesson, the students:

- Hear, visualize, and act out poems
- Explore movement words
- Write poems about recess
- Get ideas by listening to one another

GETTING READY TO WRITE

1 Explore Movement Words in "Hide-and-Seek Shadow"

Gather the class with partners sitting together, facing you. Review that the students have heard several poems with movement words and have

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written two poems together as a class. Explain that today they will hear two more poems with movement words and then try writing their own.

Use the same procedure you used on Day 2 to read aloud "Hide-and-Seek Shadow" by Margaret Hillert. Have the students listen and visualize during the first reading and act out the poem during the second reading. Then display the "Hide-and-Seek Shadow" chart (WA7) and read the poem together a third time, listing any new movement words on the "Movement Words" chart.

Reread the last four lines of the poem. Then ask and briefly discuss:

Q *What happens in this part of the poem? What words in the poem make you think that?*

> **Students might say:**
>
> "The sun went behind the cloud. She says 'the sun went under.'"
>
> "The shadow disappeared. She says the shadow hid."
>
> "She's pretending the shadow is a real person. She says 'my shadow stopped playing.'"

Skill Practice Note

Movement words in "Hide-and-Seek Shadow" include *walked*, *ran*, and *danced*. You might point out that the words *walked* and *danced* end with *-ed* because they happened in the past. To provide your students with practice recognizing past-tense verbs, see Lesson 9 in the *Skill Practice Teaching Guide*.

2 Explore Movement Words in "Swinging"

Following the same procedure, read aloud the poem "Swinging" by Kay Winters. Have the students listen and visualize during the first reading and act out the poem during the second reading. Then display the "Swinging" chart (WA8) and read the poem together a third time, listing any new movement words on the "Movement Words" chart. Clarify vocabulary during the first reading.

Suggested Vocabulary

pump: kick your legs back and forth
soar: fly high in the air

Teacher Note

Movement words in "Swinging" include *swing*, *pump*, and *ride*.

3 Visualize and Generate Ideas for Recess Poems

Explain that today the students will write poems about recess. Ask the students to close their eyes and picture themselves moving and playing at recess as they listen to the following questions. Ask the questions one at a time, pausing after each question to give the students time to think.

Q *What are you doing?*

Q *How are you moving your body?*

Q *What does it feel like to move in that way?*

Have the students open their eyes. Point to the "Movement Words" chart and explain that each student will try writing a poem about recess using movement words. Use "Think, Pair, Share" to discuss:

Q *What is one movement word you might include in your recess poem?* [pause] *Turn to your partner.*

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Signal for the students' attention and have a few volunteers share their ideas with the class. If the students have difficulty thinking of movement words, stimulate their thinking by suggesting a few words like those on the "Movement Words" chart. Add any new movement words they mention to the chart.

Explain that the students may include words from the "Movement Words" chart in their poems, as well as any other words they think of.

Distribute writing paper; then have the students return to their seats to start writing.

WRITING TIME

4 Write Recess Poems

Have the students work on their poems. Give the students about 5 minutes to settle into their writing; then signal for them to begin writing quietly. Have them work independently for 20–25 minutes. Remind the students to give their poems titles. Any student who finishes writing a poem may get a new sheet of paper and write another movement poem.

Join the students in writing for a few minutes; then walk around the room and observe them, assisting as needed.

TEKS 12.A.ii
Student/Teacher Narrative
Step 4
(Class Assessment Note)

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students eager to write?
- Do they use movement words?
- Are they attempting to write poems rather than stories?

If you notice students struggling to begin writing after 5–10 minutes, signal for their attention and write some possible first lines on the board (for example, *Recess, recess, I love you; Recess is my favorite time*; and *At recess, I like to* _____). Have the students choose one line to begin with and continue writing.

Students may or may not write pieces that look like actual poems. This is to be expected, as poetry is a challenging form to learn to write. At this point, accept all of their efforts to write about recess using movement words. If you have students who are eager to write poems about different topics, allow them to do so.

Record your observations on the "Class Assessment Record" sheet (CA1); see page 95 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

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SHARING AND REFLECTING

5 Share Favorite Lines and Reflect

Have the students bring their poems and gather together, in a circle. Explain that each student will read a favorite line from his poem aloud to the class. Give the students a few moments to choose their lines; then go around the room and have each student read his line aloud, without comment. When all of the students have shared, ask and briefly discuss:

Q *What did you hear today that got you interested in someone else's poem?*

Q *What did you hear that gave you ideas for a poem you might write?*

Ask the students to make sure their names are on their poems; then collect the poems. Tell the students that they will explore and write more poems next week.

Teacher Note

To see an example of this technique, view "Sharing One Word/Line and Reflecting" (AV71).

EXTENSION

Listen to a Poem and Draw Visualizations

Display and reread aloud one of the poems you have previously read to the students. Have the students close their eyes and each make a mental picture of the poem as you read it. Then have them open their eyes and draw their visualizations. Invite the students to share their pictures with the class, and to say which words in the poem helped them draw their pictures.

Teacher Note

Save the "Movement Words" chart to use in Week 2.

Save the students' poems to use in Week 3. Toward the end of Week 3, you will return the poems to the students so they can each select one to contribute to a class book.

Writing Throughout the Week — Open Day

Write Animal-movement Poems

Remind the students that several of the poems they heard this week are about animals and how they move. Reread "Cat," "My Puppy," and "Jump or Jiggle" (see pages 431–433), and review the words the poets use to describe how the animals in the poems move. As a class, choose an animal and generate a list of words that describe the ways that animal moves. If it is helpful to the students, model using this list of movement words to write a shared animal-movement poem with the class.

Explain that each student will choose an animal and write a poem about how it moves. The students may write poems about the animal you discussed as a class or any other animals they choose. If time permits, invite volunteers to share their poems with the class.

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Write "Round Robin" Poems

As a class, choose a topic to write a "round robin" collaborative poem about. Write the first line of the poem; then pass the pen to individual student volunteers (or pairs) to continue the poem. You might also consider placing students into smaller groups of 4–5 for this activity. Have one student write the first line of the poem and then pass the pen to the next student until all of the members of the group have added to the poem.

Write Freely

Provide an opportunity for the students to write more poems or write freely about anything they choose.

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Poem

Cat

by Mary Britton Miller

The black cat yawns,
Opens her jaws,
Stretches her legs,
And shows her claws.

Then she gets up
And stands on four
Long stiff legs
And yawns some more.

She shows her sharp teeth,
She stretches her lip,
Her slice of a tongue
Turns up at the tip.

Lifting herself
On her delicate toes,
She arches her back
As high as it goes.

She lets herself down
With particular care,
And pads away
With her tail in the air.

"Cat" by Mary Britton Miller appears in the *Random House Book of Poetry for Children*, copyright © 1983, edited by Jack Prelutsky and published by Random House Children's Books.

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Poem

My Puppy

by Aileen Fisher

It's funny
my puppy
knows just how I feel:

When I'm happy
he's yappy
and squirms like an eel.

When I'm grumpy
he's slumpy
and stays at my heel.

It's funny
my puppy
knows such a great deal.

"My Puppy" from *Always Wondering: Some Favorite Poems of Aileen Fisher*. Copyright © 1991 Aileen Fisher. Used by permission of Marian Reiner on behalf of the Boulder Public Library Foundation, Inc.

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Poem

Jump or Jiggle

by Evelyn Beyer

Frogs jump
Caterpillars hump

Worms wiggle
Bugs jiggle

Rabbits hop
Horses clop

Snakes slide
Sea gulls glide

Mice creep
Deer leap

Puppies bounce
Kittens pounce

Lions stalk—
But—
I walk!

"Jump or Jiggle" by Evelyn Beyer, from *Another Here and Now Story Book* by Lucy Sprague Mitchell, copyright © 1937 by E.P. Dutton, renewed copyright © 1965 by Lucy Sprague Mitchell. Used by permission of Dutton Children's Books, a division of Penguin Group (USA) LLC.

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Poem

Swimming

by Alice Higgins

Watch me swim!
I lie down so

And make my hands
And both feet go;

I blow to keep
The water away;

And breathe with ease
In the proper way.

I can swim fine
As fine as can be

So long as I
Keep out of the sea.

"Swimming" by Alice Higgins appears in *Read-Aloud Rhymes for the Very Young*, copyright © 1986, edited by Jack Prelutsky and published by Random House Children's Books.

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Poem

Hide-and-Seek Shadow

by Margaret Hillert

I walked with my shadow,
I ran with my shadow,
I danced with my shadow,
I did.
Then a cloud came over
And the sun went under
And my shadow stopped playing
And hid.

"Hide-and-Seek Shadow" by Margaret Hillert, copyright © 1969 Margaret Hillert. All rights reserved.

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Poem

Swinging

by Kay Winters

Swing
low.
Swing
high.

Pump
fast.
Soar.
Fly.

Ride
wind.
Touch
sky.

Swing
low.
Swing
high.

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Week 2 OVERVIEW



Honey, I Love and Other Love Poems

by Eloise Greenfield, illustrated by Diane and Leo Dillon

Everyday life is described poetically through a child's eyes in this book of poems.

Poems

"Ears Hear"

by Lucia and James L. Hymes, Jr.
(see page 457)

"Our Washing Machine"

by Patricia Hubbell
(see page 458)

Sounds of all kinds are heard in these poems.

Poems

"Showers"

by Marchette Chute
(see page 459)

"To Walk in Warm Rain"

by David McCord
(see page 460)

"The March Wind"

by Anonymous
(see page 461)

Weather is portrayed using sound, movement, and other poetic words in these poems.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA9–WA16

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "Conference Notes" record sheet (CN1)

Reproducible

- (Optional) "What Else Do We Hear?" (BLM3)

Professional Development Media

- "Turning and Looking at the Speaker" (AV15)
- "Conferring About Poetry" (AV69)

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Writing Focus

- Students hear, visualize, and discuss poems.
- Students explore sound words in poems.
- Students generate lists of sound, movement, and weather words.
- Students write shared and individual poems.

Social Development Focus

- Students build on one another's thinking.
- Students listen to the thinking of others and share their own.

DO AHEAD

- ✓ Consider reading this week's poems with your English Language Learners before you read them to the whole class. Read the poems aloud and show the students related illustrations or photographs, if possible.
- ✓ Prior to Day 2, make a class set of the "Conference Notes" record sheet (CN1) on page 98 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA2) on page 96 of the *Assessment Resource Book*.
- ✓ (Optional) Prior to Day 1, make a class set of "What Else Do We Hear?" (BLM3). (See Day 1, Step 5 on page 443.)

TEACHER AS WRITER

"The poet doesn't invent.
He listens."

— Jean Cocteau

This week, listen to the sounds of your classroom with a poet's ears. Jot down in your notebook things you hear your students saying, as well as any other sounds you hear. Toward the end of the week, read over your notes and shape them into a poem. Keep in mind that the poem does not have to rhyme. Concentrate on using short lines and vivid language.

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Day 1 Exploring Poems and Words

Materials

- "Riding on the Train" (*Honey, I Love and Other Love Poems*, pages 24–27)
- "Ears Hear" (see page 457)
- "Riding on the Train" chart (WA9)
- "Ears Hear" chart (WA10)
- "What Else Do We Hear?" chart (WA11)
- (Optional) Copies of "What Else Do We Hear?" (BLM3) for the students

In this lesson, the students:

- Hear and visualize poems
- Explore sound words in poems
- Contribute to a shared poem
- Write freely

GETTING READY TO WRITE

1 Read and Discuss "Riding on the Train"

Gather the class with partners sitting together, facing you. Review that last week the students heard poems, made lists of movement words, and wrote poems. Explain that this week they will hear and write more poems.

Ask the students to close their eyes and each make a picture in their minds as they listen to the first poem. Read aloud "Riding on the Train" by Eloise Greenfield twice, without showing the illustration. Clarify vocabulary during the first reading.

Suggested Vocabulary

stations: places where trains stop to pick up and drop off passengers (p. 24)

Wil—ming—tonnnnnnn: name of a city (Wilmington), the way it is said by the train conductor (p. 27)

jiggling: moving quickly up and down or back and forth (p. 27)

Facilitation Tip

Continue to cultivate the students' listening and responsibility by **asking questions once** without repeating or rewording them. Remember to **use wait-time** before calling on anyone so the students have a chance to think before talking. Encourage them to ask you a question if they are confused or if they did not hear your question.

Have the students open their eyes; then ask and briefly discuss:

Q *What is happening in this poem?*

Q *What movement words did you hear?*

As the students respond, reread the corresponding lines from the poem. Tell the students that you will reread part of the poem aloud and that as you read, you want them to listen for sound words (words that tell how something sounds). Reread the second stanza. Ask:

Q *What sound words did you hear?*

Explain that poets sometimes make up words to describe sounds, and that most of Eloise Greenfield's sound words in this poem are made-up words. Display the "Riding on the Train" chart (WA9) and have the students read the poem aloud with you.

Teacher Note

You might add the sound words the students identify this week to the "Sound Words" chart you started in Unit 2 (see Step 1 on page 119).

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As a class, discuss:

Q *Which words are made-up?*

2 Explore Sound Words in "Ears Hear"

Explain that you will read another poem with sound words in it. Ask the students to close their eyes and imagine what is happening as you read aloud "Ears Hear" by Lucia and James L. Hymes, Jr., twice. Clarify vocabulary during the first reading.

Suggested Vocabulary

kettles: metal pots used for boiling water

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

autos: cars

Have the students open their eyes; then ask and briefly discuss:

Q *What sound words did you hear in this poem?*

Display the "Ears Hear" chart (WA10) and ask the students to read the poem aloud with you, thinking about the sound words.

Then ask and briefly discuss questions such as:

Q *What do [dogs/trucks/people] do in the poem? What other sounds might [dogs/trucks/people] make?*

SHARED WRITING

3 Write a Shared Poem Like "Ears Hear"

Tell the students that you would like their help in writing a poem like "Ears Hear." Display the "What Else Do We Hear?" chart (WA11) and think aloud about sound words that could be used to fill in the blanks. Model writing words in the first few blanks (such as *clap*, *tap*, and *squeak*); then ask the students to contribute ideas. Together, fill in all the blanks to complete the poem.

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WA11

What Else Do We Hear?

Hands clap.
Fingers tap.
Mice squeak.
Chickens squawk.

Balloons pop.
Motorcycles roar.
Snakes hiss.
Frogs ribbit.

_____.
_____.
_____.
_____.

Use "Think, Pair, Share" to discuss:



Q *If we wanted to add four more lines to this poem, what could we write?* [pause] *Turn to your partner.*

Signal for the students' attention and have a few volunteers share their ideas with the class. If the students struggle to generate ideas, suggest some animals or objects yourself; then ask the class what sounds those things make. Ideas for objects that make sounds include sirens, newspapers, eggs, and vacuum cleaners. Accept verbs or made-up words, for example, "Sirens scream" or "Sirens weeoo, weeoo."

Use the students' suggestions to add a third stanza to the poem.

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WA11

What Else Do We Hear?

Hands clap.
Fingers tap.
Mice squeak.
Chickens squawk.

Balloons pop.
Motorcycles roar.
Snakes hiss.
Frogs ribbit.

Sirens scream.
Eggs crack.
Sheep baa.
Pigs oink.

Read the poem aloud together as a class. Point to each word as you read it.

REFLECTING

4 Reflect on Writing Poems

Ask and briefly discuss:

Q *What was fun about writing our sound poem today?*

Explain that partners will hear and write more sound poems this week.

FREE WRITING TIME

5 Write Freely in Notebooks

Explain that the students will write freely in their notebooks today. Tell them that they might write stories or poems. Explain that they might write about sounds, or they might write about anything else they choose. If they wish, they may each try writing another "What Else Do

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We Hear?" poem. Distribute copies of "What Else Do We Hear?" (BLM3) to interested students. Ask and briefly discuss:

Q *What might you write about today?*

Have the students return to their seats and write freely for 10–15 minutes.

Signal to let the students know when Free Writing Time is over.

EXTENSION

Explore Onomatopoeia

Remind the students that they have been exploring sound words in poems. Display the "What Else Do We Hear?" chart (WA11) and tell the students that words like *clap*, *tap*, and *squeak* are examples of onomatopoeia. Explain that *onomatopoeia* is "the use of words that sound like what they are describing." Ask the students for other examples of onomatopoeia. Add the words to the "Sound Words" chart you started in Unit 2 (see Step 1 on page 119).

Day 2 Writing Poems

Materials

- "Our Washing Machine" (see page 458)
- "Our Washing Machine" chart (WA12)
- Classroom pencil sharpener and 2–3 unsharpened pencils
- Chart paper and a marker
- Class set of "Conference Notes" record sheets (CN1)

In this lesson, the students:

- Hear and discuss a poem
- Explore sound words
- Write poems about objects that make sounds
- Get ideas by listening to one another

GETTING READY TO WRITE

1 Explore Sound Words in "Our Washing Machine"

Gather the class with partners sitting together, facing you. Remind the students that yesterday they heard poems with interesting sound words. Explain that today they will hear another poem with sound words.

Ask the students to close their eyes and each make a picture in their minds as you read aloud "Our Washing Machine" by Patricia Hubbell twice.

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ELL Vocabulary

English Language Learners may benefit from having the following vocabulary defined:

washing machine: machine that cleans clothes

repairman: person who repairs, or fixes, something

Have the students open their eyes; then ask and briefly discuss the questions that follow. If the students have difficulty answering the questions, stimulate their thinking by rereading lines from the poem:

Q *What is happening in this poem?*

Q *What sound words did you hear?*

> **Students might say:**
>
> "They're washing clothes."
>
> "The washing machine broke. It went 'grr click.' "
>
> "They had to call the repairman."

Display the "Our Washing Machine" chart (WA12) and read the poem aloud together as a class.

Ask:

Q *How do the sounds tell us what's happening to the washing machine?*

Q *If we wanted to write a poem like "Our Washing Machine" about something in our classroom that makes noise, what could we write about?*

> **Students might say:**
>
> "When the washing machine starts going 'grr' and 'click' instead of 'whisity whirr,' it sounds like it's broken."
>
> "We could write about the pencil sharpener."
>
> "We could write about the fish-tank filter."
>
> "We could write about the timer."

2 Generate Words About the Pencil Sharpener

Direct the students' attention to the classroom pencil sharpener. Ask the students to listen quietly to the sounds the sharpener makes as you sharpen a pencil. Sharpen one or two pencils; then use "Think, Pair, Share" to discuss:

Q *If we were going to write a poem about our pencil sharpener, what sound words might we include in the poem?* [pause] *Turn to your partner.*

Q *What other words might we use to describe the pencil sharpener?* [pause] *Turn to your partner.*

After most pairs have finished talking, signal for the students' attention. Write the title "Pencil Sharpener Words" on a sheet of chart paper and

Teacher Note

Alternatively, you can select anything else in the classroom that makes noise to write a poem about.

Teacher Note

If the students have difficulty thinking of sound words, suggest a few such as those in the diagram on the next page. Remind the students that sound words can be made-up words. Then sharpen another pencil and ask the question again.

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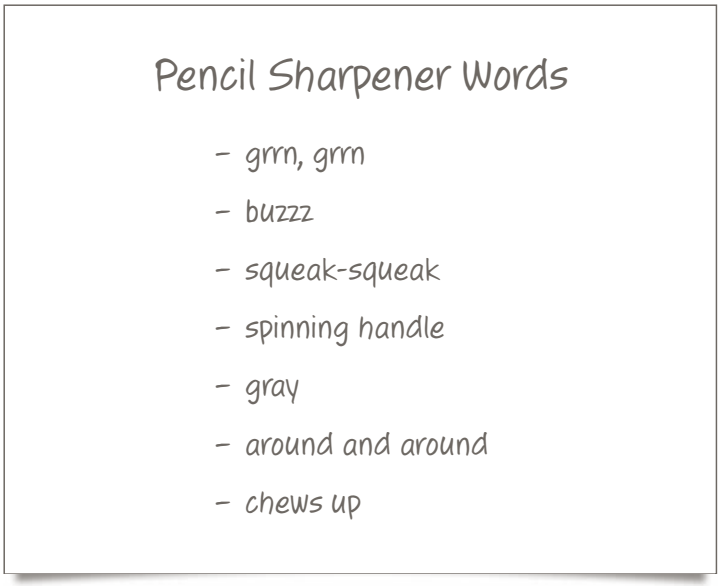
have a few volunteers share their ideas with the class. As students share, record the words they suggest on the chart.



Explain that you would like the students to try writing poems about objects in the classroom that make sounds. They may use words on the chart to write about the pencil sharpener, or they may write about any other objects in the classroom that make noise. Remind the students that they can use made-up words to describe the sounds their objects make.

Distribute writing paper and have the students return to their seats to start writing.

WRITING TIME

3 Write Poems About Objects That Make Sounds

TEKS 12.A.ii
Student/Teacher Activity Step 3 (all, beginning on page 446 and continuing on to page 447)

Have the students work on their poems. Give the students about 5 minutes to settle into their writing, and then signal for them to begin writing quietly. Have the students work independently for 20–25 minutes. Remind them to write titles for their poems. Any student who finishes writing may get another sheet of paper and write another sound poem.

Join them in writing for a few minutes; then walk around the room and observe. When it seems that all of the students have begun writing, begin conferring with individual students.

Teacher Note

If you notice students having difficulty thinking of a first line after 5–10 minutes, signal for their attention. Write the first line *Our* _____ *went* _____ where everyone can see it. Have the students write the line, filling in the blanks, and then continue writing.

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TEACHER CONFERENCE NOTE

During the next two weeks, confer with individual students by having each student tell you about his writing and read it aloud. As you listen, ask yourself:

- Is this student attempting to write a poem rather than a story?
- Does this student use sound or movement words to write about the topic?

Accept and support the student's writing whether it resembles a poem or not. Other things you can do to support a student during the conference are:

- Ask the student to visualize and tell you about his topic.
- Ask questions to elicit more ideas.
- Have the student read his writing aloud and think about where he might use movement or sound words.

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 98 of the *Assessment Resource Book*.

Teacher Note

To see an example of a teacher conferring with individual students, view "Conferring About Poetry" (AV69).

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Sound Words and Reflect

Have the students bring their poems and gather together, in a circle. Explain that each student will read one sound word from her poem aloud to the class. It can be a real or made-up sound word. Give the students a few moments to choose their sound words; then go around the circle and have each student read her word aloud, without comment.

When all of the students have shared, ask and briefly discuss:

Q *What word did you hear today that got you interested in someone else's poem?*

Q *What words did you hear that gave you ideas for poems you might write?*

Ask the students to make sure their names are on their poems; then collect the poems.

Teacher Note

Save the students' poems for Week 3. Toward the end of Week 3, you will return the poems to the students so they can each select one to contribute to a class book.

EXTENSION

Read and Discuss Other Poems with Sound Words

Read aloud and discuss some other poems about sounds. Some possibilities include "Quack, Quack" by Dr. Seuss, "Clickbeetle" by Mary Ann Hoberman, and "Chook, Chook" by an anonymous poet. You can search online for these and other sound poems or ask your school librarian to help you find sound poems.

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Day 3 Exploring Poems and Words

Materials

- "Showers" (see page 459)
- "To Walk in Warm Rain" (see page 460)
- "Showers" chart (WA13)
- "To Walk in Warm Rain" chart (WA14)
- Chart paper and a marker
- Lined writing chart (WA15) for modeling

Teacher Note

Sound words in the poem include *squelch, squirt, squiggle, drizzle, drip,* and *drain.*

In this lesson, the students:

- Hear and visualize poems
- Explore sound words in poems
- Contribute to a shared poem about weather
- Write freely

GETTING READY TO WRITE

1 Explore Sound Words in "Showers" and "To Walk in Warm Rain"

Gather the class with partners sitting together, facing you. Review that the students have heard and written poems with sound words in them. Explain that today they will hear two more poems with sound words.

Use the same procedure you used on Day 2 to read aloud "Showers" by Marchette Chute. Have the students listen to the poem twice, imagining what they are hearing. Then display the "Showers" chart (WA13), read the poem together a third time, and discuss the sound words. Clarify vocabulary during the first reading.

Suggested Vocabulary

squelch: make a sucking or gurgling sound
drizzle: rain very lightly

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

squiggle: twist
drain: flow away, like water pouring down a hole

Follow the same procedure to read and discuss "To Walk in Warm Rain" by David McCord. Have the students listen to the poem twice, imagining what they are hearing. Then display the "To Walk in Warm Rain" chart (WA14), read the poem together a third time, and discuss the sound words.

Ask and briefly discuss:

Q *What did you imagine hearing as you listened to these poems? What did you imagine feeling?*

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Q *If we were going to write a poem about another kind of weather, what kind of weather could we write about?*

> **Students might say:**
> "I imagined hearing rain."
> "I imagined I felt wet."
> "We could write about snow."
> "We could write about lightning and thunder."

2 Generate Ideas for a Poem About a Thunderstorm

Explain that the students will contribute to a shared poem about a thunderstorm today. Use "Think, Pair, Share" to discuss:

Q *What sound words might we include in a poem about a thunderstorm?* [pause] *Turn to your partner.*

Q *What other words might we use to describe a thunderstorm?* [pause] *Turn to your partner.*

Write the title "Thunderstorm Words" on a sheet of chart paper and have a few volunteers share their ideas with the class. As students share, record the words they suggest on the chart.

> **Students might say:**
> "The thunder goes 'crack, crack.' "
> "Sometimes thunder booms and crashes."
> "The rain whooshes."

If the students have difficulty generating words to describe a thunderstorm, stimulate their thinking by asking questions such as:

Q *What does thunder sound like?*

Q *What does the sky look like during a thunderstorm?*

Q *What does lightning look like?*

Q *What does the rain feel like during a thunderstorm?*

Q *What does the wind sound like during a thunderstorm?*

SHARED WRITING

3 Write a Shared Poem About a Thunderstorm

Display the lined writing chart (WA15) and write the first few lines of a poem about thunderstorms using some of the words on the "Thunderstorm Words" chart. As you write, think aloud about what you are imagining.

Teacher Note

If you live in a region where thunderstorms are not common, use another kind of weather that your students will be familiar with (for example, blizzards, tornadoes, hurricanes, wind, hail, or rain).

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You might say:

"I will start the poem by writing this line: *It's storming outside!* When there's a storm, I know the sky turns dark, sometimes almost black. I'll write: *The sky turns black.* There is also lightning during thunderstorms. I'll write: *White lightning flashes.*"

Ask the students to close their eyes and imagine being in a thunderstorm. Have them open their eyes; then ask:

Q *What might I write next after ["White lightning flashes"]?*

Use the students' suggestions to add a few more lines to the poem. Try to write what the students say; however, you can edit as needed so the poem makes sense.

You might say:

"One idea I heard was that thunder goes 'Boom! Crack!' Let's write: *Boom!/Crack, crack,/Here comes thunder.* Another idea I heard was that rain gushes from the clouds. Let's write: *Rain gushes down.* I also heard that watching storms is way more exciting than watching TV. I'll write: *I watch from my window./This is better than TV!*"

Read the poem aloud as a class. Point to each word as you read it. Ask:

Q *What title might we give this poem?*

Choose a title for your poem based on the students' suggestions and write it at the top of the chart.

WA15

Thunderstorm

It's storming outside!
The sky turns black.
White lightning flashes.
Boom!
Crack, crack,
Here comes thunder.
Rain gushes down.
I watch from my window.
This is better than TV!

REFLECTING

4 Reflect on Writing Poems

Ask and briefly discuss:

Q *What was fun about writing our poem today?*

Q *What are you learning about writing poems?*

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Students might say:

"I'm learning that poems sometimes have sound words in them."

"They can also have movement words."

"We can write a poem about anything."

"Poems have short lines."

Explain that the students will continue to explore poems tomorrow.

FREE WRITING TIME

5 Write Freely in Notebooks

Explain that the students will write freely in their notebooks today. Tell them that they might write stories or poems. Remind them that they heard the poems "Showers" and "To Walk in Warm Rain" and contributed to a shared poem about a thunderstorm. Explain that they might write about rain or a thunderstorm, or write about anything else they choose. Ask and briefly discuss:

Q *What might you write about today?*

Have the students return to their seats, take out their notebooks, and write freely for 10–15 minutes.

Signal to let the students know when Free Writing Time is over.

Writing Poems Day 4

In this lesson, the students:

- Hear, discuss, and write poems
- Explore movement, sound, and weather words
- Explore figurative language in a poem
- Choose topics to write about
- Get ideas by listening to one another

ABOUT EXPLORING FIGURATIVE LANGUAGE IN GRADE 1

On Day 4 of this week and Days 1 and 2 of the next week, the students will hear and discuss poems with figurative language (personification, metaphors, and similes) and explore using figurative language in poems they write about classroom objects. This brief exploration of figurative language is an informal introduction to this element of poetry. The students will have an opportunity to learn more about figurative language in subsequent grades.

Materials

- "The March Wind" (see page 461)
- "The March Wind" chart (WA16)
- "Movement Words" chart from Week 1
- Chart paper and a marker
- "Class Assessment Record" sheet (CA2)

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GETTING READY TO WRITE

1 Read and Discuss "The March Wind"

Gather the class with partners sitting together, facing you. Review that yesterday the students heard the poems "Showers" and "To Walk in Warm Rain," and they wrote a shared poem about thunderstorms. Explain that today they will hear another weather poem.

Tell the students that you will not read the title of the poem; encourage them to listen and see if they can figure out what the poem is about. Read "The March Wind" aloud twice, clarifying vocabulary during the first reading.

Suggested Vocabulary

to and fro: back and forth
flocks: large groups
strew: throw

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:
whistle: make the lips round and push air out to make a sound
all the live-long day: all day
whirl: spin

Ask and briefly discuss:

Q *Who is talking in this poem?*

If necessary, explain that the wind is talking in the poem. Tell the students that the title of the poem is "The March Wind." Explain that poets sometimes write about things as if they could think, feel, or talk like people. In this poem, the wind talks as if it is a person.

Display the chart of "The March Wind" (WA16) and read the poem aloud together as a class.

Ask:

Q *What words in the poem are clues that this poem is about the wind?*

Q *What sound words do you hear?*

Q *What movement words do you notice?*

Have a few volunteers share their ideas with the class.

Students might say:

"The sound is like the wind—'Woo-oo-oo-oo.' "

"It says 'toss the branches' and 'whirl the leaves.' That's what the wind does."

"It says 'I blow.' The wind blows."

Teacher Note

Endowing a thing or animal with human characteristics is called *personification*. The students do not need to know this terminology at this point.

Teacher Note

If the students have trouble identifying or remembering the movement words, reread the poem aloud stanza by stanza, repeating the question after each stanza.

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As they identify movement words, add them to the "Movement Words" chart.

2 Generate a List of Weather Words

Review that the students have heard and have written poems about rain, thunderstorms, and wind. Write the title "Weather Words" on a sheet of chart paper; then write the words *rain*, *thunderstorms*, and *wind* below the title, leaving a couple of line spaces after each word. Ask:

Q *What other kinds of weather are there?*

Have a few volunteers share their ideas. As they share, record their ideas on the chart paper. Then point to one of the kinds of weather on the chart, and have partners use "Think, Pair, Share" to discuss:

Q *What words could we use to describe [a tornado]?* [pause] *Turn to your partner.*

Q *"The March Wind" says "I blow the children round and round/And wake the flowers from sleep." What might [a tornado] say in a poem?* [pause] *Turn to your partner.*

After a few moments, signal for the students' attention and have a few volunteers share their ideas. As they share, add their ideas next to the various types of weather on the "Weather Words" chart (see the diagram below).

Repeat this process to have the students generate words about a few other kinds of weather.

Weather Words

rain	gray, pour, drip, drizzle, cool
	"put on your raincoat"
thunderstorms	black, crash, boom, pour
	"I'll shake your house"
wind	invisible, toss, whirl
	"I wake the flowers," "woo-oo"
tornadoes	swirling, windy, whoosh, dusty
	"I will make you dizzy!"

Explain that today the students will write poems about any kind of weather they choose. They may use words on the "Weather Words" or "Movement Words" charts in their poems or any other words they

Teacher Note

Movement words in the poem include *toss*, *shake*, *whirl*, *send*, *strew*, *sweep*, and *blow*. Sound words include *whistle* and *Woo-oo-oo-oo! Woo-oo!*

Teacher Note

If the students have difficulty identifying other types of weather, suggest a couple of types of weather such as hurricanes and blizzards, and then repeat the question. Other types of weather include tornadoes, fog, hail, clouds, and sun.

Teacher Note

If necessary, stimulate the students' thinking by asking questions such as:

Q *What does [a tornado] look like?*

Q *What does it sound like?*

Q *What does it feel like?*

Q *How does it move?*

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choose. Encourage them to have the weather speak as if it is a person in their poems.

Use "Think, Pair, Share" to discuss:

Q *What kind of weather might you write about in your poem, and what words will you use?* [pause] *Turn to your partner.*

Distribute writing paper and have the students return to their seats to start writing.

WRITING TIME

3 Write Weather Poems

Have the students work on their poems. Give the students about 5 minutes to settle into their writing, and then signal for them to begin writing quietly. Have the students work independently for 20–25 minutes. Remind them to write titles for their poems. Any student who finishes writing may get another sheet of paper and write another weather poem.

Join the students in writing for a few minutes; then walk around the room and observe them, assisting as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students attempting to write poems rather than stories?
- Are they able to write about the weather they chose?
- Do they use sound, movement, and other descriptive words?
- Do they title their poems?

If you notice students struggling to begin writing after 5–10 minutes, signal for their attention and write some possible first lines on the board (for example, *I look out the window*; *It is a* _____ *day*; and *Outside it is* _____). Have the students choose one line to begin with and then continue writing.

Remember that students may or may not write pieces that look like actual poems. Continue to accept all of their efforts to write about weather using descriptive words. If you have students who are eager to write poems about different topics, allow them to do so.

Record your observations on the "Class Assessment Record" sheet (CA2); see page 96 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

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SHARING AND REFLECTING

4 Share a Favorite Line and Reflect

Have the students bring their poems and gather together, in a circle. Explain that each student will read a favorite line from her poem aloud to the class. Give the students a few moments to choose their lines; then go around the circle and have each student read her line aloud, without comment.

When all of the students have shared, ask and briefly discuss:

Q *What did you hear today that got you interested in someone else's poem?*

Q *What did you hear that gave you ideas for a poem you might write?*

Ask the students to make sure their names are on their poems; then collect the poems. Tell them that they will explore and write more poems next week.

Teacher Note

If necessary remind the students to turn and look at the person who is about to speak, and ask speakers to wait until they have the class's attention before starting to speak. For more information, view "Turning and Looking at the Speaker" (AV15).

Teacher Note

Save the students' poems from this week to use in Week 3. Display the "Movement Words," "Pencil Sharpener Words," and "Weather Words" charts so the students can refer to them in Week 3.

Writing Throughout the Week — Open Day

Write Playground Poems in the Style of "Riding on the Train"

Display the "Riding on the Train" chart (WA9) and remind the students that they heard "Riding on the Train" by Eloise Greenfield earlier this week. Reread the poem aloud. Point out that the poet, or author of the poem, split the poem into three *stanzas*, or sections—one that describes what she sees, one that describes what she hears, and one that describes what she feels when she is riding on the train. Tell the students that they are going to write poems about what they see, hear, and feel when they are on the playground.

Take the students to the playground and ask them to stand quietly. Have them look around and notice what they see. Then have them close their eyes, listen, and notice what they hear. Finally, have them open their eyes and notice what they feel. Return to the classroom, and tell the students that they will use their observations to write poems that describe what they see, hear, and feel when they are on the playground. Encourage the students to begin each *stanza*, or section, of their poems with *I see*, *I hear*, and *I feel*.

Write Poems to Music

Read and discuss "Way Down in the Music" by Eloise Greenfield (*Honey, I Love and Other Love Poems*, page 16). Tell the students that in this

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poem, the poet describes how she feels when she listens to music. Play a piece of music and have the students write poems about things they think of as they listen to the music. This activity can be repeated with different types of music (for example, classical, jazz, and salsa) and different writing prompts (for example, you might have the students focus on the way the music makes them feel, or on the mental pictures that come to mind when they hear the music). If time permits, invite volunteers to share their music poems with the class.

Write Freely

Provide an opportunity for the students to write freely about anything they choose. Encourage them to write poems.

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Poem

Ears Hear

by Lucia and James L. Hymes, Jr.

Flies buzz,
Motors roar.
Kettles hiss,
People snore.
Dogs bark,
Birds cheep.
Autos honk: *Beep! Beep!*

Winds sigh,
Shoes squeak.
Trucks honk,
Floors creak.
Whistles toot,
Bells clang.
Doors slam: *Bang! Bang!*

Kids shout,
Clocks ding.
Babies cry,
Phones ring.
Balls bounce,
Spoons drop.
People scream: *Stop! Stop!*

"Ears Hear" by Lucia and James Hymes, Jr., from *Oodles of Noodles*. Copyright © 1964 Lucia and James Hymes, Jr. Reproduced by permission of Pearson Education, Inc. All rights reserved.

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Poem

Our Washing Machine

by Patricia Hubbell

Our washing machine went whisity whirr
Whisity whisity whisity whirr
One day at noon it went whisity click
Whisity whisity whisity click
Click grr click grr click grr click
    Call the repairman
    Fix it . . . Quick!

"Our Washing Machine" from *The Apple Vendor's Fair* by Patricia Hubbell. Copyright © 1963, 1991 by Patricia Hubbell. Used by permission of Marian Reiner for the author.

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Poem

Showers

by Marchette Chute

Squelch and squirt and squiggle,
Drizzle and drip and drain—
Such a lot of water
Comes down with the rain!

"Showers" by Marchette Chute from *Rhymes About Us*, copyright © 1974 Marchette Chute. Published in 1974 by E.P. Dutton. Reprinted by permission of Elizabeth Hauser.

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Poem

To Walk in Warm Rain

by David McCord

To walk in warm rain
    And get wetter and wetter!
To do it again—
To walk in warm rain
    Till you drip like a drain.
To walk in warm rain
    And get wetter and wetter.

"To Walk in Warm Rain" from *Speak Up: More Rhymes of the Never Was and Always Is* by David McCord, illustrated by Marc Simont. Copyright © 1979, 1980 by David McCord. Used by permission of Little, Brown and Company. All rights reserved.

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Poem

The March Wind

by Anonymous

I come to work as well as play;
    I'll tell you what I do;
I whistle all the live-long day,
    "Woo-oo-oo-oo! Woo-oo!"

I toss the branches up and down
    And shake them to and fro,
I whirl the leaves in flocks of brown,
    And send them high and low.

I strew the twigs upon the ground,
    The frozen earth I sweep;
I blow the children round and round
    And wake the flowers from sleep.

"The March Wind" by Anonymous appears in *The Random House Book of Poetry for Children*, copyright © 1983, edited by Jack Prelutsky and published by Random House Children's Books.

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Week 3 OVERVIEW

Poems

"Sleeping Bag"

by Kristine O'Connell George
(see page 481)

"First Snow"

by Marie Louise Allen
(see page 482)

"Umbrellas"

by Barbara Juster Esbensen
(see page 483)

Metaphor, simile, and personification are used to describe things in these poems.



Honey, I Love and Other Love Poems

by Eloise Greenfield, illustrated by Diane and Leo Dillon

Everyday life is described poetically through a child's eyes in this book of poems.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA17–WA21

Assessment Forms

- "Class Assessment Record" sheet (CA3)
- "Conference Notes" record sheet (CN1)
- "Individual Writing Assessment" record sheet (IA1)

Reproducibles

- Unit 6 family letter (BLM1)
- (Optional) "Poems for Comparison" (BLM4)

Professional Development Media

- "Using Web-based Teaching Resources" tutorial (AV75)

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Writing Focus

- Students hear and discuss poems.
- Students explore figurative language in poems.
- Students write shared and individual poems.
- Students choose poems to publish in a class book.
- Students informally explore the writing process.

Social Development Focus

- Students build on one another's thinking.
- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Consider reading this week's poems with your English Language Learners before you read them to the whole class. Read the poems aloud and show them related illustrations, photographs, or objects (such as an umbrella for the poem "Umbrellas"), if possible.

✓ On Days 1 and 2, the students write poems about objects in the classroom that remind them of other things. You might bring in some additional objects for the students to write about (for example, a vase, a can, a spoon, a shoe, a cardboard tube, or a piece of rope).

✓ Prior to Day 3, make a copy of the "Class Assessment Record" sheet (CA3) on page 97 of the *Assessment Resource Book*.

✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student's selected poems from the unit.

TEACHER AS WRITER

"Everything I see or hear can become a poem."

— Jack Prelutsky

Select a classroom object or an object at home, such as a TV, refrigerator, or floor lamp. Study it. Think about its size, shape, features, and function. Then think of a person, animal, or thing the object reminds you of. Write a poem about the object. You might begin your poem with the line *A _____ is a _____* (for example, *A coffeepot is a trusted friend*).

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Day 1 Writing Poems

Materials

- "Sleeping Bag" (see page 481)
- "Sleeping Bag" chart (WA17)
- Stapler
- Paper for demonstrating stapling (see Step 2 on page 465)
- Chart paper and a marker
- Lined writing chart (WA18) for modeling

Teacher Note

If necessary, explain that a *sleeping bag* is a "large, soft bag that a person can sleep in." Sleeping bags usually have zippers to make it easier to get in and out.

In this lesson, the students:

- Hear and discuss a poem
- Explore figurative language in a poem
- Write shared and individual poems about objects in the classroom
- Get ideas by listening to one another

GETTING READY TO WRITE

1 Introduce and Read "Sleeping Bag" Aloud

Gather the class with partners sitting together, facing you. Review that the students have been hearing poems, making lists of interesting words, and writing poems. Explain that today they will hear a poem called "Sleeping Bag" by Kristine O'Connell George. Ask:

Q *When have you slept in a sleeping bag? What was it like?*

> **Students might say:**
>
> "I slept in a sleeping bag at my friend's house. It was fun."
>
> "I slept in a sleeping bag when we went camping. It was warm and cozy."
>
> "I sleep in a sleeping bag when we have company. I don't like it because there's not a lot of room to move around."

Ask the students to close their eyes and imagine as they listen to the poem. Read "Sleeping Bag" aloud twice, slowly and clearly. Clarify vocabulary during the first reading.

Suggested Vocabulary

wriggle: wiggle like a worm

scoootch: move a short distance while sitting or laying down

scrunch: pull your body together

jiggle: move quickly up and down or back and forth

flop: fall or drop heavily

cocoon: soft case made by a caterpillar to use as shelter while it changes into a butterfly

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

caterpillar: a fuzzy worm that turns into a butterfly

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Have the students open their eyes; then ask and discuss:

Q *When the poet says "I'm a caterpillar," does she mean that she is actually (really) a caterpillar? What does she mean?*

Explain that sometimes poets compare one thing to another thing. Tell the students that in the poem "Sleeping Bag," the poet compares a girl in a sleeping bag to a caterpillar in a cocoon.

Show the "Sleeping Bag" chart (WA17) and have the students read the poem aloud with you, thinking about how the girl in her sleeping bag is like a caterpillar in a cocoon.

Ask and briefly discuss:

Q *How is the girl in her sleeping bag like a caterpillar in a cocoon?*

Q *What does the girl do that is like what a caterpillar does?*

> **Students might say:**
>
> "The girl moves like a caterpillar moves."
>
> "The girl in the sleeping bag looks like a caterpillar."
>
> "The girl is changing in her sleeping bag like caterpillars change in their cocoons."

2 Generate Ideas for a Poem About a Stapler

Show the students a stapler. Use "Think, Pair, Share" to discuss:

Q *If a girl in a sleeping bag can be like a caterpillar in a cocoon, what do you think this stapler might be like?* [pause] *Turn to your partner.*

After a moment, signal for the students' attention. Turn the stapler around slowly so that they can view it from all angles. Ask and have the students think quietly to themselves about:

Q *Notice how the stapler looks. What does it remind you of? Why?*

Q (Staple two sheets of paper together.) *Notice how the stapler works. What does that remind you of? Why?*

Write the title "A stapler is _____" on a sheet of chart paper. Have several volunteers share their ideas with the class. As they share, record their ideas on the chart.

A stapler is _____.

an alligator	long mouth, sharp teeth, chomp! it bites
a bird	long bill, it goes peck, peck, peck
a robot	black, shiny, it can hurt you, scary

Teacher Note

"I'm a caterpillar" is a *metaphor*—a type of figurative language in which a poet describes something by calling it something else. A comparison of two things using "like" or "as" is a *simile*. (See the Day 2 poems for examples of similes.) The students do not need to know or use these terms at this point.

Teacher Note

If necessary, explain that *cocoons* are "soft cases that caterpillars make to protect themselves while they turn into butterflies." If possible, show the students images of a caterpillar in a cocoon and a person in a sleeping bag.

Teacher Note

You might demonstrate the motions in the poem for the students, or have the students make the motions themselves.

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If the students have difficulty making a comparison, stimulate their thinking by asking questions such as:

- **Q** *Notice how the stapler is shaped. What animal does it remind you of?*
- **Q** (Move the arm of the stapler.) *What does this movement remind you of?*
- **Q** (Point to the part of the stapler that dispenses the staples.) *What does this part remind you of? What do the sharp staples remind you of?*

3 Write a Shared Poem About a Stapler

Display the lined writing chart (WA18) and model writing the first few lines of a poem about a stapler. Then use the students' ideas to continue adding to the poem.

> **You might say:**
>
> "We can start our poem by telling what the stapler reminds us of. Let's write: *A stapler is/An alligator.* Next, we can describe how the stapler looks like an alligator. We'll write: *Long mouth./Sharp teeth.* One idea I heard was that a stapler looks like it's biting just like an alligator. Let's write: *Chomp! Chomp!/It can bite!*"

Read the poem aloud as a class. Point to each word as you read it. Ask:

- **Q** *What title might we give this poem?*

> **Students might say:**
>
> "We could call it 'Classroom Alligator.' "
>
> "We can call the poem 'Look Out!' because you have to be careful around a stapler and an alligator."
>
> "We could call it 'Jaws' because the stapler looks and moves like an alligator's jaws."

Choose a title for your poem based on the students' suggestions and write it at the top of the chart.

WA18

Look Out!

A stapler is
An alligator.
Long mouth.
Sharp teeth.
Chomp! Chomp!
It can bite!

Tell the students that during Writing Time today you would like them each to try writing a poem about an object in the classroom that reminds them of something else. Explain that they may write about the stapler using the words on the chart, or write about any other objects they choose. Point to

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the lines "A stapler is/An alligator" and tell the students that they will start their poems this way, with the words "A _____ is _____."

Distribute writing paper and have the students return to their seats to start writing.

WRITING TIME

4 Write Poems About Objects

Have the students work on their poems. Remind them to begin their poems with the words "A _____ is _____" and to write titles for them. Give the students about 5 minutes to settle into their writing, and then signal for them to begin writing quietly. Have them work independently for 20–25 minutes. Join them in writing for a few minutes; then confer with individual students.

TEACHER CONFERENCE NOTE

As you did in Week 2, confer with individual students by having each student tell you about her writing and read it aloud. As you listen, ask yourself:

- Is this student attempting to write a poem rather than a story?
- Does this student use sound or movement words to write about the topic?
- Does this student attempt to use figurative language?

Accept and support the student's writing whether it resembles a poem or not. Other things you can do to support a student during the conference are:

- Ask the student to visualize and tell you about her topic.
- Ask questions to elicit more ideas.
- Have the student read her writing aloud and think about where she might use movement or sound words.

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 98 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share Poems and Reflect

Ask a few volunteers to read their poems to the class. After a student shares, ask the class:

Q *What did [Kyle] compare [the clock] to in his poem?*

Q *What words did you hear in [Kyle's] poem that helped you imagine that [a clock] is [a face]?*

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Tell the students that tomorrow they will have a chance to write another poem about a classroom object. Ask:

Q *What did you hear that gave you ideas for your own writing?*

Explain that writers naturally get ideas from listening to the writing of others, and that this is one of the purposes of sharing writing in the classroom community.

Ask the students to make sure their names are on their poems, and then collect the poems.

Teacher Note

Save the students' poems to use on Day 3.

EXTENSION

Identify Movement Words in "Sleeping Bag"

Have the students identify movement words in "Sleeping Bag" and add them to the "Movement Words" chart from Week 2. Movement words in the poem include *wriggle*, *scoootch*, *scrunch*, *jiggle*, *flop*, and *flip*.

Day 2 Writing Poems

Materials

- "First Snow" (see page 482)
- "Umbrellas" (see page 483)
- "Umbrellas" chart (WA20)
- Marker to observe
- Chart paper
- Lined writing chart (WA21) for modeling
- (Optional) "First Snow" chart (WA19)

In this lesson, the students:

- Hear and discuss poems
- Explore figurative language in poems
- Write a shared poem about a marker
- Write poems about objects in the classroom
- Get ideas by listening to one another

GETTING READY TO WRITE

1 Explore Similes in "First Snow"

Gather the class with partners sitting together, facing you. Remind the students that yesterday they heard the poem "Sleeping Bag," in which the poet compares a girl in a sleeping bag to a caterpillar in a cocoon. Explain that today they will hear two more poems in which the poet compares one thing to another.

Ask the students to close their eyes and imagine as you read aloud "First Snow" by Marie Louise Allen twice.

Teacher Note

You might display the "First Snow" chart (WA19) and have the students follow along as you reread the poem.

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ELL Vocabulary

English Language Learners may benefit from having the following vocabulary defined:

popcorn-balls: round chewy treats made with popcorn and melted sugar

Have the students open their eyes; then ask and briefly discuss:

Q *What is this poem about?*

Q *What does the poet say happens when it snows?*

Tell the students that you will reread part of the poem aloud and that as you read you want them to imagine what the bushes look like when they are covered with snow. Reread the first two lines of the poem.

Q *What do the bushes look like when they are covered with snow?*

> **Students might say:**
>
> "It's about the snow."
>
> "The snow makes everything white."
>
> "The bushes look like white popcorn-balls."

If necessary, tell the students that the snow-covered bushes look like popcorn-balls to the poet.

2 Explore Similes in "Umbrellas"

Ask the students to listen as you read another poem in which the poet compares one thing to another. Read aloud "Umbrellas" by Barbara Juster Esbensen twice, clarifying vocabulary on the first reading.

Suggested Vocabulary

bloom: open up like a flower when it grows

ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

stem: the long thin part of a plant from which the leaves and flowers grow

tulips: flowers that look like upside-down umbrellas

Ask and briefly discuss:

Q *What kind of weather is happening in the poem? What words make you think so?*

Q *What does the poet mean when she says "Umbrellas bloom/Along our street"? Can umbrellas really bloom?*

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Students might say:

"She sees people with umbrellas."

"It's raining. Everyone has an umbrella."

"The umbrellas look like flowers."

If necessary, point out that the poet compares umbrellas to tulips in this poem.

Display the "Umbrellas" chart (WA20) and read the poem aloud together as a class.

Ask:

Q *What words in the poem help us imagine how umbrellas are like tulips?*

3 Write a Shared Poem About a Marker

Show the students a marker. Use "Think, Pair, Share" to discuss:

Q *If snow on bushes looks like popcorn-balls and umbrellas look like flowers, what might this marker look like?* [pause] *Turn to your partner.*

After a moment, signal for the students' attention. Turn the marker around slowly so the students can view it from all angles; then have them think quietly for a moment about the following questions:

Q *Notice how the marker looks. What does it remind you of?*

Pull the cap off the marker and snap it back on. Ask:

Q *Notice how the cap comes off and goes back on. Notice how it sounds when it snaps on. What does that remind you of?*

Pull the cap off the marker and write on a sheet of paper. Ask:

Q *Notice what the marker does. What does that remind you of?*

Have partners turn to each other and share their ideas. After a moment, signal for the students' attention. Write the title "A marker is like _____" on a sheet of chart paper and have several volunteers share their ideas with the class. As they share, record their ideas on the chart.

A marker is like _____.

a rocket ship	long and black, flies through the sky
a can of paint	the top is a lid, black paint inside
a tree	tall, no branches or leaves
my Uncle Dan	tall, skinny, wears a black hat

Teacher Note

You might draw an umbrella and a tulip where everyone can see them and point out that a tulip looks like an umbrella whose dome faces up instead of down.

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If the students struggle to make comparisons, stimulate their thinking by asking questions such as:

Q *Notice how the marker is shaped. What does it remind you of?*

Q *Notice what color it is. What does that remind you of?*

Q (Remove the cap and recap it.) *What does this movement remind you of?*

Q *What animal, person, or thing does a marker remind you of?*

As they share, record any new ideas on the chart.

Display the lined writing chart (WA21) and write the title "A Marker." Select one of the ideas from the "A marker is like _____" chart and use it to write a first line for the poem below the title. Then ask:

Q *How is a marker like [a can of paint]?*

Follow up with questions such as:

Q *What words describe how a marker looks?*

Q *What words describe how a marker sounds?*

Q *What words describe how a marker moves?*

Use the students' suggestions to write a few more lines for the poem.

WA21

A Marker

A marker is like a can of paint.
Click
Take off the lid.
Black paint inside
For writing and drawing.

Reread the poem as a class. Explain that today you would like each student to try writing a poem about the marker, or another object in the classroom that reminds her of something else. Point to the words "A marker is like _____" on the chart, and tell the students that you would like them to begin their poems this way, with the words "A _____ is like _____."

Distribute writing paper, and have the students return to their seats to start writing.

WRITING TIME

4 Write Poems About Objects

Have the students work on their poems. Remind them to begin their poems with the words "A _____ is like _____" and to write titles for them. Give the students about 5 minutes to settle into their

Teacher Note

If the students have difficulty suggesting lines for the poem, model writing one or two more lines yourself on the lined writing chart (WA21).

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writing, and then signal for them to begin writing quietly. Have the students work independently for 20–25 minutes. Join them in writing for a few minutes; then confer with individual students.



TEACHER CONFERENCE NOTE

Continue to confer with individual students by having each student tell you about his writing and read it aloud. As you listen, ask yourself:

- Is this student attempting to write a poem rather than a story?
- Does this student use sound or movement words to write about the topic?
- Does this student attempt to use figurative language?

Accept and support the student's writing whether it resembles a poem or not. Other things you can do to support a student during the conference are:

- Ask the student to visualize and tell you about his topic.
- Ask questions to elicit more ideas.
- Have him read his writing aloud and think about where he might use movement or sound words.

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 98 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

5 Share Favorite Lines and Reflect

Have the students bring their poems and gather together, in a circle. Explain that each student will read a favorite line from her poem aloud to the class. Give the students a few moments to choose their lines; then go around the circle and have each student read her line aloud, without comment.

When all of the students have shared, ask and briefly discuss:

Q *What did you hear today that got you interested in someone else's poem?*

Q *What did you hear that gave you ideas for a poem you might write?*

Ask the students to make sure their names are on their poems; then collect the poems. Explain that tomorrow they will each pick one of the poems they have written over the past few weeks to include in a class book of poems.

Teacher Note

Save the students' poems for Day 3.

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Choosing and Reading Poems Aloud

Day 3

In this lesson, the students:

- Informally explore the writing process
- Select poems to publish in a class book
- Practice reading aloud and visualizing poems
- Learn the prompt "I imagined . . ." to express interest in one another's writing
- Thank one another for their help
- Write freely

ABOUT PUBLISHING STUDENTS' POEMS

Today the students each choose a poem to contribute to a class book. You might decide to publish the students' poetry in some other way. For example, you might display the poems on a classroom bulletin board or in the school or community library. Alternatively, you might invite another class or family members to hear the students read their poems during a poetry party.

Materials

- *Honey, I Love and Other Love Poems*
- Students' poems from Weeks 1–3
- "Class Assessment Record" sheet (CA3)

Technology Tip

Students can also publish their poems at various sites on the Internet. To find sites, do a search using the keywords "publishing student poetry online."

GETTING READY TO SHARE

1 Discuss Writing Poems

Have partners sit together at desks today. Review that during the past few weeks, the students have heard and talked about many poems and have written several poems of their own. Ask:

Q *What have you learned about writing poems?*

> **Students might say:**
>
> "I learned that you can write poems about things like animals and recess."
>
> "You can make up words like 'zlop' and 'grubble.'"
>
> "I learned you can write sounds like 'tick, tick, tick.'"

2 Choose Poems for the Class Book

Tell the students that today you will return their poems to them. Explain that they will reread their poems and each choose the one poem they like the best. Tell them that you will collect the poems they choose and gather them into a book to keep in the classroom library for the students to enjoy on their own.

Distribute the students' poems. Ask the students to quietly reread their poems and each choose one for the class book. Then have partners tell each other which poem they chose and why they chose it.

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CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to select a poem they have written during this unit and explain why they chose it?

Support any student who has difficulty choosing a poem by asking him questions such as:

Q *Which poem has words that you think are especially interesting or fun?*

Q *Which poem was the most fun to write?*

Record your observations on the "Class Assessment Record" sheet (CA3); see page 97 of the *Assessment Resource Book*.

Ask the students to keep the poems they chose while you collect their other poems.

SHARING TIME

3 Model Reading a Poem Aloud Slowly and Clearly

Have the students bring the poems they selected and gather with partners sitting together, facing you. Explain that tomorrow the students will share their poems from the Author's Chair, and that they will practice reading their poems aloud today. Ask:

Q *What is important to remember when you read your writing from the Author's Chair?*

Q *How does it help your classmates when you read slowly and in a voice that is loud enough?*

Tell the students that you are going to model reading a poem aloud. Explain that as they listen, you want them to think about what you are doing to help them hear and enjoy the poem. Select any poem from *Honey, I Love and Other Love Poems* and read it aloud, slowly and clearly. Ask:

Q *What did I do to make sure that you could hear and enjoy the poem?*

> **Students might say:**
>
> "You held the book down so we could see your face."
>
> "You didn't read too fast."
>
> "You read in a loud voice."

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4 Practice Reading Aloud and Visualizing

Explain that the students will practice reading their poems aloud to prepare for sharing from the Author's Chair tomorrow. Have partners read their poems to each other; encourage them to read slowly and loudly enough to be heard. When partners finish, discuss the following question:

Q *What did your partner do to help you hear and enjoy her poem? Turn to your partner.*

Tell the students that partners will read their poems aloud to each other again. Explain that this time, the students who are listening will close their eyes and each make a picture in their minds as their partners read. Give partners a few minutes to read their poems to each other and to visualize.

Signal for the students' attention and write the prompt *I imagined . . .* where everyone can see it. Ask the students to use the prompt as they answer the following question:

Q *What did you picture in your mind when you heard your partner's poem? Turn to your partner.*

Explain that tomorrow the students will read their poems from the Author's Chair and tell one another what the poems made them imagine. Collect the students' poems.

REFLECTING

5 Reflect on How Partners Helped Each Other

Ask and briefly discuss:

Q *What did your partner do to help you as you shared poems today?*

Q *What did you do to help your partner?*

Have partners thank each other for their help and for working together.

FREE WRITING TIME

6 Write Freely in Notebooks

Explain that the students will write freely in their notebooks today. Tell them that they might write stories or poems about anything they choose. Ask and briefly discuss:

Q *What might you write about today?*

Have the students return to their seats, take out their notebooks, and write freely for 10–15 minutes.

Signal to let the students know when Free Writing Time is over.

Teacher Note

Prior to Day 4, compile the students' poems into a class book. You may wish to transcribe the students' writing using conventional spelling and punctuation. If you do so, be careful to preserve the spelling of any words they have made up. Also, preserve the students' line breaks.

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Teacher Note

Prior to doing this extension, identify 3-4 audio recordings of poets reading their poetry aloud that you can play for the students. The Children's Poetry Archive offers many such recordings to choose from. To find it, search online with the words "children's poetry archive."

Technology Tip

For more information about using web-based resources, view the "Using Web-based Teaching Resources" tutorial (AV75).

TECHNOLOGY EXTENSION

Listen to Poets Read Their Poetry Aloud

Remind the students that over the past few weeks they have listened to poems read aloud by you and their partners, and they practiced reading poems aloud themselves. Explain that hearing poetry read aloud can help the listener understand and enjoy the poem.

Tell the students that they are going to listen to some recordings of poets reading their poems aloud; then play the recordings of the examples you identified. Stop after each poem and have the students discuss what they noticed about the way the poet read his or her poem (for example, the poet may read some parts quickly and other parts slowly, or the poet may read some parts loudly and some parts quietly).

If time permits, you might have the students create audio (voice) recordings of themselves reading their own poems aloud. Show them how to record their voices using a smartphone, computer, tablet, or other recording device. Remind them to speak loudly and clearly so their voices can be heard in the recordings.

You might publish the recordings online as podcasts or compile them onto a CD for the students to take home and share with their families. Use the keywords "publishing student podcasts" to learn more about creating podcasts of the students' work.

Day 4 Publishing

Materials

- Class book of the students' poems (see the Teacher Note on page 475)
- Author's Chair
- Copy of this unit's family letter (BLM1) for each student

In this lesson, the students:

- Share their poems
- Speak clearly and listen to one another
- Use the prompt "I imagined . . ." to express interest in one another's writing
- Get ideas by listening to one another
- Write freely

GETTING READY TO SHARE

1 Gather and Introduce the Class Book

Gather the class with partners sitting together, facing the Author's Chair. Show the class book of poems and explain that today each student will read his poem aloud from the book; then it will go into the classroom library so that the students can read and enjoy the poems on their own.

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2 Review Speaking Clearly and Listening Respectfully

Ask and briefly discuss:

- Q *If you can't hear the person reading, what will you do to respectfully let him or her know?*
- Q *What will you do to let the poet know you are interested in his or her poem?*

Write the prompt *I imagined . . .* where everyone can see it, and remind the students that they learned this prompt yesterday to help them talk about what they imagined as they listened to their partners' poems.

Explain that they will use the prompt again today when talking about a poem they heard.

SHARING TIME

3 Share Poems and Use the Prompt "I Imagined . . ."

Call on a student to come to the Author's Chair and share his poem with the class. If necessary, remind him to read the title of the poem and say his name before reading the poem.

After the reading, comment on something you imagined as you listened, as well as any interesting words or figurative language you noticed in the poem. Then invite the class to comment on the poem by asking questions such as:

- Q *What did you imagine as you listened to [Adrian's] poem?*
- Q *What interesting words did you hear in the poem?*
- Q *What question do you want to ask [Adrian] about his poem?*

Continue to have students share and discuss their poems from the Author's Chair. If all of the students do not get to share today, assure them that there will be another opportunity for them to share their poems from the Author's Chair.

Designate a place in the classroom library for the class book of poems, and explain that the book will be available for the students to read during independent reading time. Explain that class books must be handled carefully and returned to the library after they are read.

REFLECTING

4 Reflect on Sharing and Getting Ideas

Ask and briefly discuss:

- Q *What did we do to be a respectful audience today?*
- Q *What did you hear that gave you ideas for your own writing?*

Facilitation Tip

Reflect on your experience over the past three weeks with **asking questions once** without repeating or rewording them and **using wait-time**. Do these techniques feel comfortable and natural for you? Do you find yourself using them throughout the school day? What effect has using these techniques had on your students' attentiveness and responsiveness in discussions? We encourage you to continue to use these techniques with your students.

Teacher Note

If necessary, plan another time so all of the students get to share their poems from the Author's Chair.

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Remind the students that writers naturally get ideas from listening to the writing of others, and that this is one of the purposes for sharing writing in the classroom community.

FREE WRITING TIME

5 Write Freely in Notebooks

Explain that the students will write freely in their notebooks today. Tell them that they might write stories or poems about anything they choose. Ask and briefly discuss:

Q *What might you write about today?*

Have the students return to their seats, take out their notebooks, and write freely for 10–15 minutes.

Signal to let the students know when Free Writing Time is over.

Teacher Note

For information about wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 480.

WRITING ABOUT READING

Make Connections Between "Jump or Jiggle" and "Ears Hear"

Materials

- "Jump or Jiggle" (see page 433)
- "Ears Hear" (see page 457)
- Class set of "Poems for Comparison" (BLM4)

Teacher Note

Prior to doing this activity, visit the CCC Learning Hub (ccclearninghub.org) to access and print "Poems for Comparison" (BLM4). Make enough copies for each student to have one; set aside one copy for yourself.

Remind the students that they have been exploring poetry and explain that today they are going to talk more about two poems they heard earlier, "Jump or Jiggle" and "Ears Hear." Ask the students to close their eyes and listen carefully as you read the poems aloud. Then have the students open their eyes. Distribute a copy of "Poems for Comparison" (BLM4) to each student. Ask the students to follow along as you read the poems aloud again.

As a class, discuss:

Q *How are these two poems alike?*

> **Students might say:**
>
> "Both poems have two words on each line."
>
> "Both poems rhyme."
>
> "Both poems have animals in them."

Explain that when you talk and write about how two poems are alike, you are *making connections* between them. Tell the students that making connections between poems helps readers understand the poems. Ask the students to watch as you think aloud and model making connections between these two poems.

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You might say:

"I'm going to write about how 'Jump or Jiggle' is similar to 'Ears Hear.' I'll start by writing: *The poems 'Jump or Jiggle' and 'Ears Hear' are the same in some ways.* Next, I'll describe the ways in which the poems are the same. I'll write: *Both poems rhyme and have two words on each line. Also, both poems describe what animals, things, or people do: 'Jump or Jiggle' describes how they move and 'Ears Hears' describes how they sound.* Finally, I'll write a closing sentence. I'll write: *These poems are by different people but they are a lot alike.*"

Explain that the students will now make their own connections between the poems "Jump or Jiggle" and "Ears Hear" by writing ways in which they think the poems are alike. Tell the students that if time permits, they may share their writing with the class.

Teacher Note

Alternatively, you might invite the students to think and write about how the two poems are different.

Writing Throughout the Week — Open Day

Make Connections Between "Jump or Jiggle" and "Ears Hear"

Have the students respond to literature by making connections between the poems "Jump or Jiggle" and "Ears Hear" (see Writing About Reading on page 478).

Write Acrostic Poems

Remind the students that there are many different kinds of poems. Tell them that an *acrostic poem* is a "poem in which the first letters of each line spell a word or phrase." Explain that the word or phrase that is spelled out is the topic of the poem (or what the poem is about). Ask the students to watch as you think aloud and model writing an acrostic poem about yourself.

You might say:

"I am going to write an acrostic poem about myself using my first name, Jill. I will write the letters *J-I-L-L* down the side of the page. My first line starts with the letter *J*, so I am going to write: *Jill is*. My next line has to start with the letter *I*. I am going to write: *Interesting*. My next line must start with the letter *L* . . ."

Have the students write acrostic poems using their own names. If time permits, have a few volunteers share their poems with the class. You might compile the students' acrostic poems into a book titled *Our Class*.

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Write Poems About Special Places

Have each student choose a special place to write a poem about. Before they begin writing, have the students close their eyes and imagine they are each in the special place they chose. Have the students think quietly to themselves about the following questions:

Q *What do you see in this place?*

Q *What do you hear?*

Q *What do you smell?*

Q *How do you feel?*

Then have the students open their eyes and begin writing. Encourage them to describe what they imagined seeing, hearing, smelling, and feeling. Remind the students to write titles for their poems. If time permits, have a few volunteers share their poems with the class.

Share from the Author's Chair and Write Freely

Repeat the procedures in Day 4 to provide another opportunity for the students to share their poems from the Author's Chair and then write freely about anything they choose. Encourage the students to visualize as they listen to each other's poems and use the prompt "I imagined . . ." in their discussions afterwards.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 6. You will need to reassign partners before you start the next unit.
- Send home with each student a copy of this unit's family letter (BLM1) along with a few of the student's poems from the unit. Encourage the students to share their poems with their families.
- Save the students' published writing (or copies of it) to use for reflection and discussion in Unit 8.

Assessment

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 99 of the *Assessment Resource Book*.

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Poem

Sleeping Bag

by Kristine O'Connell George

It's so cold outside,
I'm getting dressed inside
my sleeping bag.
I wriggle, *scoootch*,
scrunch, and jiggle. Flop.
Front flips, back flips—
I'm a caterpillar
in a cozy cloth cocoon
that zips.

"Sleeping Bag" from *Toasting Marshmallows: Camping Poems* by Kristine O'Connell George. Copyright © 2001 by Kristine O'Connell George. Reprinted by permission of Clarion Books, an imprint of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

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Poem

First Snow

by Marie Louise Allen

Snow makes whiteness where it falls.
The bushes look like popcorn-balls.
And places where I always play,
Look like somewhere else today.

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Poem

Umbrellas

by Barbara Juster Esbensen

Umbrellas bloom
Along our street
Like flowers on a stem.
And almost everyone
I meet
Is holding one of them.

Under my umbrella-top,
Splashing through the town,
I wonder why the tulips
Hold umbrellas
Up-side-down!

"Umbrellas" from *Swing Around the Sun* by Barbara Juster Esbenson. Text copyright © 1965 by Lerner Publications Company, © 2003 by Carolrhoda Books, Inc. Reprinted with the permission of Carolrhoda Books, a division of Lerner Publishing Group, Inc. All rights reserved. No part of this excerpt may be used or reproduced in any manner whatsoever without the prior written permission of Lerner Publishing Group, Inc.

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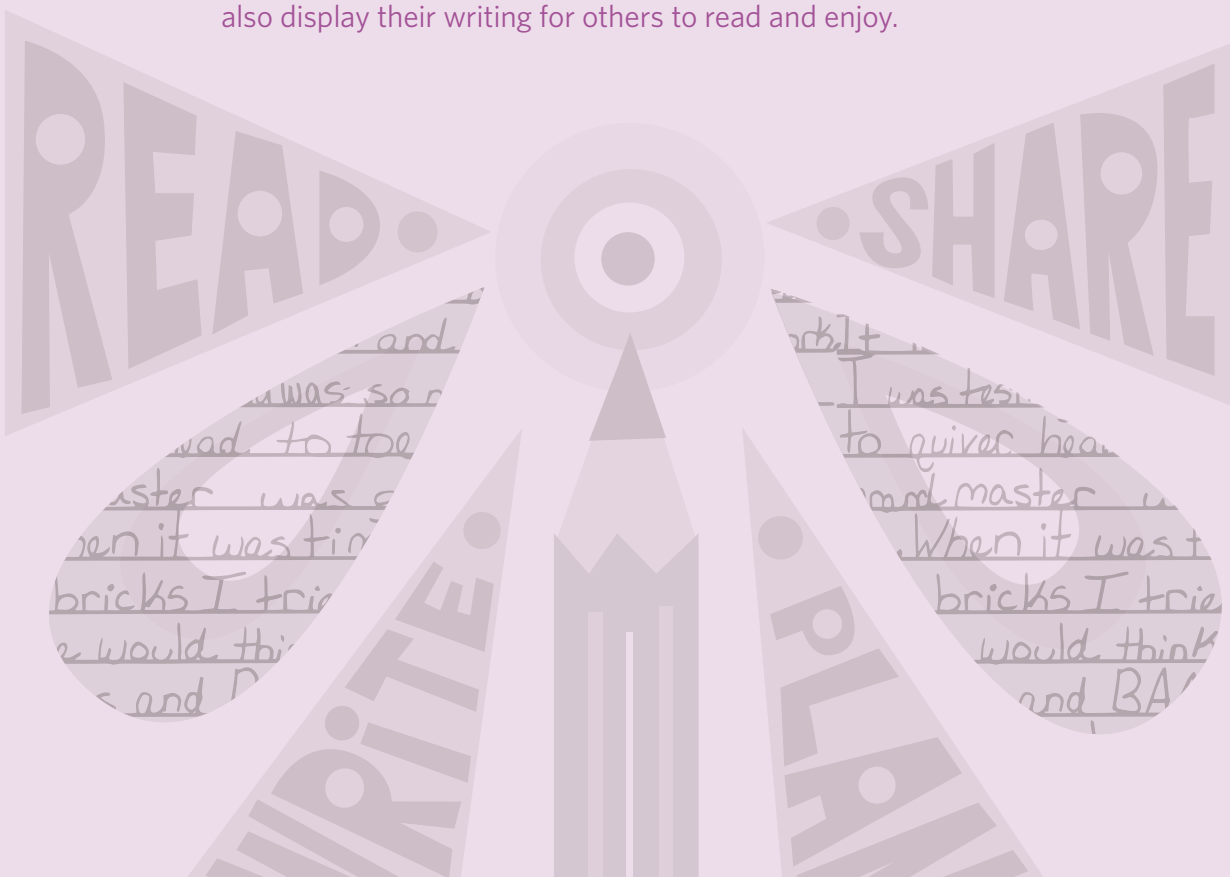
Unit 7

Opinion Writing

During this two-week unit, the students hear and discuss examples of opinion writing. They learn what an opinion is, generate opinions about various topics, and write opinion pieces. They explore clearly stating their opinions in opening sentences, providing reasons to support their opinions, and writing closing sentences. They continue to practice using end punctuation, approximating spelling, and using the word wall, and they informally explore using conjunctions. Socially, they express their own opinions and respectfully listen to the opinions of others, while continuing to express interest in and appreciation for one another's writing. The students share their writing in pairs and with the class from the Author's Chair. They also display their writing for others to read and enjoy.



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Unit 7 Opinion Writing

RESOURCES

Read-alouds

- "Vegetables"
- *Reading Makes You Feel Good*

Writing About Reading Activity

- "Write an Opinion Letter to Todd Parr About *Reading Makes You Feel Good*"

Technology Extension

- "Write and Share Book Reviews"

Extensions

- "Share Opinion Pieces as a Class"
- "Explore Other Forms of Opinion Writing"

Skill Practice Teaching Guide and Student Skill Practice Book

- Lesson 2, "Singular Nouns"
- Lesson 3, "Plural Nouns"
- Lesson 29, "Conjunctions and Commas in Compound Sentences"

Assessment Resource Book

- Unit 7 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA5

Assessment Forms

- "Class Assessment Record" sheets (CA1–CA2)
- "Conference Notes" record sheet (CN1)
- "Individual Writing Assessment" record sheet (IA1)
- "Individual Writing Assessment Class Record" sheet (CR1)

Reproducible

- Unit 7 family letter (BLM1)

Professional Development Media

- "Cooperative Structures Overview" (AV9)
- "Asking Open-ended Questions and Using Wait-time" (AV17)
- "Pacing Class Discussions" (AV19)
- "Responding Neutrally with Interest" (AV23)
- "Conferring About Opinion Writing" (AV67)
- "Exploring Opinion Writing" (AV68)

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Unit 7 Opinion Writing

DEVELOPMENT ACROSS THE GRADES

	Elements of Opinion/ Argumentative Writing	Writing Craft	Language Skills and Conventions
Grade K	▪ Writing about personal opinions ▪ Using reasons to support opinions	▪ Exploring writing clear statements of opinion	▪ Approximating spelling ▪ Using the word wall ▪ Capitalizing the pronoun *I* ▪ Capitalizing sentences and using ending punctuation
Grade 1	▪ Writing about personal opinions ▪ Using reasons to support opinions	▪ Exploring writing clear statements of opinion ▪ Exploring opening and closing sentences that state students' opinions	▪ Using conjunctions to connect words, phrases, and sentences ▪ Proofreading for punctuation and spelling
Grade 2	▪ Writing about personal opinions, including persuasive letters ▪ Using reasons to support opinions	▪ Identifying audience and purpose for opinion writing ▪ Exploring writing clear statements of opinion ▪ Exploring opening and closing sentences that state students' opinions ▪ Using linking words to connect opinions and reasons	▪ Capitalizing proper nouns ▪ Proofreading for spelling, punctuation, and capitalization
Grade 3	▪ Writing about personal opinions ▪ Using reasons to support opinions	▪ Identifying the audience and purpose of opinion writing ▪ Writing clear statements of opinion ▪ Exploring clear, direct openings and conclusions that restate the opinion ▪ Using transitional words and phrases to connect opinions and reasons	▪ Recognizing and correcting sentence fragments ▪ Using adjectives to make essays more persuasive ▪ Proofreading for spelling, punctuation, and grammar
Grade 4	▪ Writing about personal opinions ▪ Using reasons to support opinions ▪ Adding facts and details to reasons	▪ Identifying the audience and purpose of opinion writing ▪ Writing clear statements of opinion ▪ Exploring strong openings and conclusions that restate the opinion ▪ Using transitional words and phrases to connect opinions and reasons	▪ Identifying and indenting paragraphs ▪ Recognizing and correcting run-on sentences ▪ Proofreading for spelling, punctuation, and grammar
Grade 5	▪ Writing about personal opinions ▪ Using reasons to support opinions ▪ Adding facts and details to reasons	▪ Identifying the audience and purpose of opinion writing ▪ Writing clear statements of opinion ▪ Exploring strong openings and conclusions that restate the opinion ▪ Using transitional words and phrases to connect opinions and reasons	▪ Placing commas after introductory words, phrases, and clauses ▪ Recognizing and correcting sentence fragments ▪ Proofreading for spelling, punctuation, and grammar
Grade 6	▪ Writing essays that support claims ▪ Supporting claims with reasons and relevant evidence ▪ Addressing counterclaims ▪ Writing interesting introductions that state claims ▪ Writing conclusions that restate claims and wrap up the essays	▪ Doing pre-research writing and narrowing research focus ▪ Evaluating the credibility of sources ▪ Taking notes and organizing information into categories based on reasons ▪ Employing facts, examples, and quotations that support claims ▪ Quoting or paraphrasing information while avoiding plagiarism ▪ Using transitional words and phrases ▪ Establishing and maintaining a formal style	▪ Citing sources correctly in a bibliography ▪ Recognizing and correcting run-on sentences ▪ Recognizing and correcting sentence fragments ▪ Proofreading for spelling, punctuation, and grammar

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GRADE 1 OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	**Exploring Opinion Writing:** "Vegetables" **Focus:** ▪ Learning what an opinion is ▪ Hearing and discussing an author's opinion ▪ Writing and drawing freely	**Exploring Opinion Writing** **Focus:** ▪ Generating opinions about the best foods ▪ Writing opinion pieces stating their opinions ▪ Giving reasons to support opinions ▪ Exploring closing sentences	**Exploring Opinion Writing** **Focus:** ▪ Generating opinions about the worst foods ▪ Writing opinion pieces stating their opinions ▪ Giving reasons to support opinions ▪ Exploring closing sentences	**Proofreading and Publishing** **Focus:** ▪ Proofreading for punctuation and spelling ▪ Sharing writing from the Author's Chair ▪ Writing and drawing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing a shared poem that expresses an opinion ▪ Writing opinion pieces about weather ▪ Publishing this week's pieces informally and writing blurbs
Week 2	**Exploring Opinion Writing:** *Reading Makes You Feel Good* **Focus:** ▪ Identifying and discussing opinions ▪ Generating opinions about school activities that make them feel good ▪ Writing opinion pieces stating their opinions and providing reasons to support their thinking ▪ Exploring closing sentences	**Exploring Opinion Writing** **Focus:** ▪ Identifying and discussing opinions ▪ Generating opinions about other activities that make them feel good ▪ Writing opinion pieces stating their opinions and providing reasons to support their thinking ▪ Exploring closing sentences	**Proofreading** **Focus:** ▪ Proofreading for punctuation and spelling ▪ Making book covers	**Publishing** **Focus:** ▪ Sharing writing from the Author's Chair ▪ Using prompts to express interest in one another's writing ▪ Writing freely	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing toy reviews ▪ Writing opinion letters about *Reading Makes You Feel Good* ▪ Sharing from the Author's Chair and writing freely

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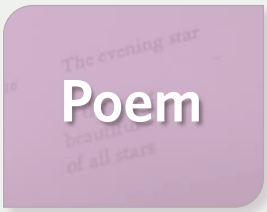
Week 1 OVERVIEW



"Vegetables"

by Meish Goldish

(see page 510)

In this poem, the poet offers the opinion that vegetables are great.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA4

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "Conference Notes" record sheet (CN1)

Professional Development Media

- "Cooperative Structures Overview" (AV9)
- "Responding Neutrally with Interest" (AV23)
- "Conferring About Opinion Writing" (AV67)
- "Exploring Opinion Writing" (AV68)

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Writing Focus

- Students learn what an opinion is.
- Students hear and discuss opinion writing.
- Students write opinion pieces about the best and the worst foods.

Social Development Focus

- Students share their own opinions and listen respectfully to the opinions of others.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit. For suggestions about assigning partners, see "Random Pairing" on page xxix and "Considerations for Pairing ELLs" on page l. For more information, view "Cooperative Structures Overview" (AV9).



✓ Prior to Day 1, consider previewing this week's read-aloud selection, "Vegetables," with your English Language Learners before you read it to the whole class. You might show the students pictures of the vegetables mentioned in the poem to support their comprehension.

✓ Prior to Day 2, make a copy of the "Class Assessment Record" sheet (CA1) on page 110 of the *Assessment Resource Book*.

✓ Prior to Day 3, compile the students' writing from Day 2 into a class book and make a cover for it. Since the book will go into the class library, consider transcribing the students' words below their writing using conventional spelling and punctuation (if needed).

✓ Prior to Day 3, make a class set of the "Conference Notes" record sheet (CN1) on page 112 of the *Assessment Resource Book*.

TEACHER AS WRITER

"We do not write because we want to; we write because we must."
— W. Somerset Maugham

In this unit, the students explore opinion writing—a type of writing intended to let readers know how an author thinks or feels about a topic. Writing that states and supports an opinion often arises from the author's sense that something is amiss and needs to be addressed or corrected.

Think about topics that you feel strongly about in your own life, community, country, or even the world. What bothers you about these things? Are they unfair? Inconvenient? Wrong in other ways? Make a list of the topics you have strong opinions about in your notebook.

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Day 1 Exploring Opinion Writing

Materials

- "Vegetables" (see page 510)
- "Vegetables" chart (WA1)

Teacher Note

For more information about opinion writing, view "Exploring Opinion Writing" (AV68).

Teacher Note

If you are teaching other programs from the Center for the Collaborative Classroom, the students can work within partnerships already established, or you may assign new partners for the writing lessons.

In this lesson, the students:

- Work with new partners
- Learn what an opinion is
- Hear and discuss an author's opinion
- Write and draw freely

ABOUT OPINION WRITING IN GRADE 1

In this unit, the students learn what an opinion is. They identify authors' opinions and the reasons the authors give to support the opinions. The students form their own opinions about topics and write pieces in which they clearly state their opinions in opening sentences, provide reasons that support their opinions, and write closing sentences. Socially, the students learn that people may have different opinions about a topic and that it is important to respect the thinking of others. This informal introduction to opinion writing lays the foundation for more formal instruction in opinion writing in the later grades.

In Week 1, the students write opinion pieces about foods they think are the best and the worst. In Week 2, they explore writing longer pieces by writing opinions about activities at school and outside of school that make them feel good.

GETTING READY TO WRITE

TEKS 9.E.ii
Student/Teacher Narrative
Step 1
(second paragraph)

1 Introduce Opinion Writing

Randomly assign partners (see "Do Ahead" on page 491). Gather the class with partners sitting together, facing you.

Briefly review some types of writing that the students have explored this year (for example, stories about their own lives, nonfiction, and poetry). Tell the students that in this unit they will focus on *opinion writing*. Explain that this is a kind of writing in which an author gives his or her *opinion* about a topic—or tells readers what he or she thinks or feels about something. Explain that often in opinion writing, the author tries to persuade, or encourage, the reader to think or do something—and that author's usually include reasons that explain their thinking.

2 Read "Vegetables" Aloud

Tell the students that today you will read a poem called "Vegetables" by Meish Goldish. Explain that the author of this poem tells the reader his opinion, or what he thinks, about vegetables. Invite the students to listen for the author's opinion about vegetables as you read the poem aloud.

Read "Vegetables" aloud twice, slowly and clearly.

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TEKS 9.E.ii
TEKS 10.A.i
Student/Teacher Activity Step 3 (all)

3 Discuss the Author's Opinion and Identify a Reason That Supports It

Display the "Vegetables" chart (WA1). Ask:

Q *What is the author's opinion about vegetables? What does he think about them? What is he trying to persuade the reader to do?*

Point to the line "Veggies are great" and read it aloud. Explain that the author's opinion, or what he thinks, is that vegetables are great. Tell the students that you will read the poem again. Invite them to listen for the reason that explains why the author thinks vegetables are great. Reread the poem aloud. Use "Think, Pair, Share" to discuss:

Q *What reason does the author give to explain why vegetables are great?* [pause] *Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class. If necessary, point to the line "They're good for you" and explain that the reason the author gives for why he thinks vegetables are great is because they are good for you.

Ask and briefly discuss:

Q *Do you agree with the author's opinion that vegetables are great? Did the author convince you that vegetables are great?*

Review that an author gives his or her opinion in order to encourage the reader to think or do something. Ask and briefly discuss:

Q *What do you think the author wants the reader to think or do after reading the book?*

Facilitation Tip

During this unit, we invite you to practice **responding neutrally with interest** during class discussions. To respond neutrally means to refrain from overtly praising (for example, "Great idea" or "Good job") or criticizing (for example, "That's wrong") the students' responses. While it may feel more natural to avoid criticism rather than praise, research shows that both kinds of responses encourage students to look to you, rather than to themselves, for validation. To build the students' intrinsic motivation, try responding with genuine curiosity and interest (for example, "Interesting—say more about that") while avoiding evaluative statements, whether positive or negative.

To see this Facilitation Tip in action, view "Responding Neutrally with Interest" (AV23).

FREE WRITING TIME

4 Write Freely in Notebooks

Explain that the students may write freely in their notebooks today. Tell them that they may write their own opinions about vegetables, or they may write about anything else they choose. Ask and briefly discuss:

Q *What might you write about today? Turn to your partner.*

Have the students return to their seats, take out their notebooks, and write freely for 10–15 minutes.

Signal to let the students know when Free Writing Time is over.

Teacher Note

Note that on Day 1 of this week, the students may write opinions or write about anything else they choose. On Day 2, all of the students will be asked to write opinion pieces.

SHARING AND REFLECTING

5 Briefly Share Writing in Pairs and Reflect

Have the students bring their notebooks and gather with partners sitting together, facing you. Ask partners to talk briefly to each other

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about what they wrote today. Alert them to be ready to share what their partners wrote about with the class.

Give partners a moment to talk. Signal for the students' attention and ask:

Q *What did your partner write about today?*

Q *What did you and your partner do to work well together when you were talking and sharing your writing?*

Day 2 Exploring Opinion Writing

Materials

- "Vegetables" chart (WA1) from Day 1
- 2 sheets of chart paper and a marker
- Lined writing chart (WA2) for modeling
- "Class Assessment Record" sheet (CA1)

Teacher Note

This lesson may require an extended class period. You might stop the lesson at the end of Step 3 and then finish the lesson later in the day or the next day.

In this lesson, the students:

- Generate opinions about the best foods
- Write opinion pieces about foods they think are the best
- Write closing sentences to end their opinion pieces
- Share their own opinions and listen respectfully to the opinions of others

GETTING READY TO WRITE

1 Review the Poem and Introduce Writing Opinions About Foods

Gather the class with partners sitting together, facing you. Display the "Vegetables" chart (WA1) from Day 1. Read the title and the author's name aloud, and remind the students that yesterday they heard and talked about this poem. Ask and briefly discuss:

Q *What do you remember about the poem "Vegetables"?*

If necessary, remind the students that in the poem the author gives his opinion, or tells what he thinks, about vegetables and explains why he thinks that. Review that the author's opinion is that vegetables are great. He thinks that vegetables are one of the best foods you can eat because they are good for you.

Explain that today the students will do some opinion writing: they will each write about the food that they think is the best food you can eat. Then you will collect their opinion pieces and make them into a class book of opinions.

2 Generate a List of Foods

Tell the students that you would like their help in making a list of the best foods. Write the title "Foods We Think Are the Best" on a sheet of chart paper.

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Use "Think, Pair, Share" to discuss:

Q *What food do you think is the best food?* [pause] *Turn to your partner.*

After a few moments, have one or two volunteers share their ideas. Record a few of their suggestions on the "Foods We Think Are the Best" chart, leaving space after each one. Ask:

Q *What reasons might you give to explain why [oranges are] the best food?*

Have a few volunteers share their ideas with the class. As they share, record their ideas on the chart. If necessary, stimulate the students' thinking by asking questions such as the following:

Q *Why do you like [oranges]?*

Q *What makes [oranges] delicious?*

Q *What makes [oranges] fun to eat?*

Q *Why [are oranges] good for you?*

Repeat this procedure to have the students generate reasons that explain why other foods on the chart are the best.

Foods We Think Are the Best

oranges	lots of vitamin C, keeps you from getting sick, juicy and sweet
tacos	crunchy, spicy, can make them with lots of different fillings
spinach	you can eat it cooked or raw, tastes great in sandwiches, good for you
peanut butter and jelly sandwiches	creamy or crunchy, jelly comes in many flavors, they're salty and sweet
grapes	juicy, you can make juice from them, fruit is good for you

Read the ideas on the chart aloud.

Skill Practice Note

As you write the students' ideas on the chart, you might point out instances where you use *-s* or *-es* to make a plural noun. Explain that when a noun names more than one person, place, or thing, you add an *-s* or *-es* to the end of the noun. To provide your students with more practice using singular and plural nouns, see Lesson 2 and Lesson 3 in the *Skill Practice Teaching Guide*.

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3 Write a Shared Opinion Piece About the Best Food

Display the lined writing chart (WA2). Explain that you would like the students' help to begin writing an opinion piece using one of the ideas on the "Foods We Think Are the Best" chart. Choose one idea from the chart, think aloud about a sentence that states your opinion, and write the sentence on the chart.

> **You might say:**
>
> "I want to write about a food I think is the best—grapes. I'll start by writing a sentence that tells my opinion. I'll write: *Grapes are the best food.*"

Tell the students that next you need to add reasons that explain why grapes are the best food. Think aloud about a reason for why you think grapes are the best food, and write it on the chart.

> **You might say:**
>
> "I need to include a reason that explains why I think grapes are the best food. I think they are the best food because they are juicy. I'll write: *They are juicy.*"

Use "Think, Pair, Share" to discuss:

Q *What other reasons might we give to explain why grapes are the best food?* [pause] *Turn to your partner.*

Have a few volunteers share their ideas with the class. Use the students' suggestions to add one or two more sentences to the chart.

> **You might say:**
>
> "One reason I heard that explains why grapes are the best food is that they have lots of vitamins. I'll write: *Grapes are a healthy food because they have lots of vitamins in them.*"

WA2

Grapes are the best food. They are juicy. Grapes are a healthy food because they have lots of vitamins in them.

Teacher Note

As you model writing during this unit, continue to look for opportunities to review the writing skills you have taught this year: sentence punctuation, approximating spelling, using the word wall, and capitalizing proper nouns and the pronoun *I*.

Teacher Note

If the students have difficulty generating ideas, suggest some ideas like those in the diagram below and then ask:

Q *What other reasons might we give?*

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4 Choose Foods to Write Opinion Pieces About

Review that during Writing Time today the students will each write an opinion piece about a food that they think is the best. Direct the students' attention to the "Foods We Think Are the Best" chart, and tell them that they may write about foods on the chart or write about any other foods they choose. Ask the students to think quietly about the following questions:

- Q *What food will you write about today?*
- Q *Why do you think that food is the best?*

Have the students each turn and tell their partners what food they chose to write about and give a few reasons why they think that food is the best. Distribute writing paper and have the students return to their seats.

WRITING TIME

5 Write About the Best Foods

Have the students each write about a food they think is the best for 10–15 minutes. Encourage the students to each write a sentence that tells their opinion, and then give at least one reason to support it.

Encourage any student who finishes early to tell more by adding reasons to his writing or to draw a picture to illustrate his writing. As the students work, walk around the room and observe them, assisting as needed.

Teacher Note

Regularly remind the students to use the word wall to help them with their writing. Also remind them to begin each sentence with a capital letter and end each sentence with a period or exclamation point, and to capitalize proper nouns and the pronoun *I*.

6 Write Closing Sentences

Call for the students' attention. Direct their attention to the lined writing chart (WA2). Tell the students that you are going to model writing a closing sentence for your opinion piece. Remind the students that they wrote closing sentences when they wrote their nonfiction pieces; review that a closing sentence lets readers know that they have come to the end of the piece.

Tell the students that one way to end an opinion piece is to remind the reader of your opinion by saying it again, but in a different way. Think aloud about a closing sentence you might write, and model writing it on the chart.

> **You might say:**
>
> "In my first sentence, I wrote my opinion: 'Grapes are the best food.' For my closing sentence, I'll remind the reader of my opinion, but I'll say it in a different way. I'll write: *That is why grapes are the best.*"

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WA2

Grapes are the best food. They are juicy. Grapes are a healthy food because they have lots of vitamins in them. That is why grapes are the best.

Tell the students that you would like their help in coming up with other closing sentences for your piece. Write the title "Closing Sentences" on the other sheet of chart paper. Ask:

Q *What is another closing sentence we might write to remind the reader of our opinion?*

Have a few volunteers share their ideas. As the students respond, write their suggestions as complete sentences on the chart.

Teacher Note

If the students struggle to come up with closing sentences, think aloud about other closing sentences you might write to end your piece and write them on the chart.

Closing Sentences

Grapes are the best!

The most wonderful food of all is grapes!

There is no better food than grapes.

Grapes are fantastic!

Tell the students that they will now write closing sentences for their own opinion pieces. Explain that they may use the closing sentence "That is why _____ [are] the best" from the shared opinion piece, a closing sentence from the "Closing Sentences" chart, or any other sentence that will remind readers of their opinions. Give the students a few minutes to write closing sentences for their own opinion pieces. As the students work, walk around the room and observe them, assisting as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to choose foods and write about them?
- Are they able to write about why they think the foods are the best?

(continues)

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CLASS ASSESSMENT NOTE *(continued)*

- Do they write complete sentences using punctuation, capitalization, and the spelling skills they have learned?
- Do they write closing sentences?

Support any student who struggles by asking questions such as:

Q *What food do you really like to eat?*

Q *Why do you enjoy eating that food? What words might you write to explain that?*

Q *What sentence might you write to end your piece?*

Q *What is a different sentence you might write to end your piece? What other words can you use to say that a food is "the best"?*

Record your observations on the "Class Assessment Record" sheet (CA1); see page 110 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

7 Briefly Share Writing and Reflect

Have the students bring their opinion pieces and gather with partners sitting together, facing you. Explain that partners will take turns sharing their writing with each other. Point out that the students may have different opinions about the foods they think are the best and that is fine. What is important is that they explain their thinking and listen respectfully to the thinking of others. Ask:

Q *What can you do to listen respectfully to your partner's opinion?*

Q *What might you say or do if you don't agree with your partner's opinion?*

> **Students might say:**
>
> "I can look at my partner while he is talking."
>
> "I won't make faces or noises while she is talking."
>
> "If I don't agree I could say, 'I don't agree, but that's OK!' "

Have partners turn to face each other and share their writing. When most pairs have finished sharing, signal for the students' attention. Ask and discuss as a class:

Q *What food does your partner think is the best? Why does your partner think that?*

Q *Do you agree with your partner's opinion? Why?*

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Teacher Note

Prior to Day 3, compile the students' writing into a class book titled *Foods We Think Are the Best* (see "Do Ahead" on page 491).

Students might say:

"My partner thinks that watermelon is the best food. I don't think watermelon is the best because I don't like the seeds."

"My partner thinks that sweet potatoes are the best. I agree because you can eat them in lots of different ways. I like them mashed!"

Collect the students' opinion pieces and tell them that they will write more opinions pieces tomorrow.

Day 3 Exploring Opinion Writing

Materials

- Class book of opinion writing from Day 2, prepared ahead
- 2 sheets of chart paper and a marker
- Lined writing chart (WA3) for modeling
- Class set of "Conference Notes" record sheets (CN1)

Teacher Note

This lesson may require an extended class period. You might stop the lesson at the end of Step 3 and then finish the lesson later in the day or the next day.

In this lesson, the students:

- Generate opinions about the worst foods
- Write opinion pieces about the foods they think are the worst
- Write closing sentences to end their opinion pieces
- Share their own opinions and listen respectfully to the opinions of others

GETTING READY TO WRITE

1 Review Writing Opinions About Food

Gather the class with partners sitting together, facing you. Remind the students that yesterday they wrote opinions about the foods they think are the best. Show the class book and tell the students that you created a book using their opinion pieces. Read the title aloud, and then choose a few pages to read aloud. Tell the students that you will place the book in the class library for them to read and enjoy during independent reading time.

Explain that today each student will write another opinion piece. In this piece, they will write about the food they think is the *worst* food you can eat. Remind the students that they will have different opinions about the foods they think are the worst and that is fine. What is important is that they explain their thinking and listen respectfully to the thinking of others. Ask:

Q *What can you do to listen respectfully to other people's opinions?*

Q *What might you say or do if you don't agree with another person's opinion?*

Tell the students that you will check in with them after the lesson to see how they did with listening to one another's thinking respectfully.

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2 Generate a List of Foods

Tell the students that you would like their help in making a list of foods they think are the worst foods. Write the title "Foods We Think Are the Worst" on a sheet of chart paper. Use "Think, Pair, Share" to discuss:

Q *In your opinion, what is the worst food you can eat?* [pause] *Turn to your partner.*

Have a few volunteers share their ideas. Record a few of the students' suggestions on the chart.

> Foods We Think Are the Worst
>
> - black licorice
> - mushrooms
> - pickles
> - taffy

Read the ideas on the chart aloud.

3 Write a Shared Opinion Piece About the Worst Food

Display the lined writing chart (WA3). Explain that you would like the students' help to begin writing an opinion piece about the food you think is the worst you can eat (for example, black licorice). Think aloud about a sentence that states your opinion, and then write the sentence on the chart.

> **You might say:**
>
> "I want to write about the food that I think is the worst—black licorice. I'll write: *Black licorice is the worst food you can eat.*"

Remind the students that next you need to add reasons that explain why black licorice is the worst food. Think aloud about a reason for why you think black licorice is the worst food and write it on the chart. As you model, look for opportunities to use conjunctions to connect words, phrases, or sentences. Explain that you can use words like *and*, *but*, *or*, and *because* to make sentences that are more interesting and fun to read.

> **You might say:**
>
> "I need to explain why I think black licorice is the worst food. One reason is that black licorice is too chewy. Another reason is that it sticks in your teeth. I'll combine those two ideas into one sentence using the word *and*. I'll write: *It is too chewy and it sticks in your teeth.*"

Skill Practice Note

To provide your students with more practice using conjunctions, see Lesson 29 in the *Skill Practice Teaching Guide*.

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Use "Think, Pair, Share" to discuss:

Q *What other reasons might we give to explain why [black licorice] is the worst food you can eat?* [pause] *Turn to your partner.*

Have a few volunteers share their ideas with the class. If necessary, stimulate the students' thinking by asking questions such as the following:

Q *Why don't you like [black licorice]?*

Q *How does [black licorice] taste?*

Q *How does [black licorice] feel when you put it in your mouth?*

Q *How does [black licorice] smell?*

Use the students' suggestions to add one or two sentences to the chart.

> **You might say:**
>
> "Another reason I heard is that black licorice is the worst because it tastes like pepper. I'll write: *It tastes like pepper. I don't like pepper either!*"

WA3

Black licorice is the worst food you can eat. It is too chewy and it sticks in your teeth. It tastes like pepper. I don't like pepper either!

4 Choose Foods to Write Opinion Pieces About

Review that during Writing Time today, the students will each write an opinion piece about the food that they think is the worst. Direct the students' attention to the "Foods We Think Are the Worst" chart; tell them that they may write about foods on the chart or write about any other foods they choose. Ask the students to think quietly about the following questions:

Q *What food will you write about today?*

Q *Why do you think that food is the worst?*

Have the students each turn and tell their partners what food they chose to write about and give a few reasons that explain why they think that food is the worst. Distribute writing paper and have the students return to their seats.

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WRITING TIME

5 Write About the Worst Foods

Have the students each write about the food they think is the worst for 10–15 minutes. Encourage the students to each write a sentence that tells an opinion, and then give at least one reason to support it.

Encourage any student who finishes early to tell more by adding reasons to her writing or to draw a picture to illustrate her writing. Join the students in writing for a few minutes; then begin conferring with individual students.

TEACHER CONFERENCE NOTE

In the coming days, confer with individual students about their writing. Have each student tell you about his opinion piece and read any writing aloud. As you listen, ask yourself:

- Does the student choose a topic and write about it?
- Does the student provide at least one reason that supports his opinion?
- Does the student write complete sentences using punctuation, capitalization, and the spelling skills he has learned?

Support the student's thinking by asking questions such as:

Q *What is the opinion you are writing about? What sentence might you write to tell a reader what your opinion is?*

Q *Why do you think that? How might you write that reason in a sentence?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 112 of the *Assessment Resource Book*.

6 Write Closing Sentences

Call for the students' attention. Direct their attention to the model opinion piece on the lined writing chart (WA3). Tell the students that you are going to model writing a closing sentence for your opinion piece. Remind the students that one way to end an opinion piece is to remind the reader of your opinion by saying it in a different way. Think aloud about a closing sentence you might write, and model writing it on the chart.

> **You might say:**
>
> "In my first sentence, I wrote my opinion: 'Black licorice is the worst food you can eat.' For my closing sentence, I'll remind the reader of my opinion, but I'll say it in a different way. I'll write: *That is why black licorice is the worst food you can eat.*"

Teacher Note

Regularly remind the students to use the word wall to help them with their writing. Also remind them to begin each sentence with a capital letter and end each sentence with a period or exclamation point, and to capitalize proper nouns and the pronoun *I*.

Teacher Note

To see an example of a teacher conferring with individual students, view "Conferring About Opinion Writing" (AV67).

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WA3

Black licorice is the worst food you can eat. It is too chewy and it sticks in your teeth. It tastes like pepper. I don't like pepper either! That is why black licorice is the worst food you can eat.

Teacher Note

Save the shared opinion piece on the lined writing chart (WA3) to use on Day 4.

Teacher Note

If the students struggle to come up with closing sentences, think aloud about other closing sentences you might write to end your piece and write them on the chart.

Tell the students that you would like their help in coming up with other closing sentences for your opinion piece. Write the title "Closing Sentences" on the other sheet of chart paper. Ask:

Q *What's another closing sentence we might write to remind the reader of our opinion?*

Have a few volunteers share their ideas. As the students respond, write their suggestions as complete sentences on the chart.

Closing Sentences

Black licorice is the worst!

That is why I think black licorice is not good.

I do not like black licorice.

Tell the students that they will now write closing sentences for their own opinion pieces. Explain that they may use the closing sentence "That is why _____ is the worst food you can eat!" from the shared opinion piece, a closing sentence from the "Closing Sentences" chart, or any other sentence that will remind readers of their opinions.

Give the students a few minutes to write closing sentences for their own opinion pieces. As the students work, walk around the room and observe them, assisting as needed. If the students struggle to come up with closing sentences, support their thinking by asking questions such as the following:

Q *What is another way we can say that [black licorice] is the worst food you can eat?*

Q *What other words can we use to say that something is "the worst"?*

Signal to let the students know when Writing Time is over.

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SHARING AND REFLECTING

7 Briefly Share Writing and Reflect

Have the students bring their opinion pieces and gather with partners sitting together, facing you. Explain that partners will take turns sharing their writing with each other. Have partners turn to face each other and share their writing.

When most pairs have finished sharing, signal for the students' attention. Remind the students that they will have different opinions and that is fine. What is important is that they explain their thinking and listen respectfully to the thinking of others. Ask and discuss as a class:

Q *What food does your partner think is the worst? Why does your partner think so?*

Q *Do you agree with your partner's opinion? Why?*

> **Students might say:**
>
> "My partner thinks that eggs are the worst food. I don't think eggs are the worst food because I like to eat them scrambled with cheese. I think they are yummy."
>
> "My partner thinks that taffy is the worst food. I agree with [Declan] because it's too sweet, and it's bad for your teeth."

Ask and briefly discuss:

Q *What did you do to listen respectfully to your partner's opinion?*

Collect the students' writing and explain that tomorrow the students will publish their opinion pieces and share them with the class.

EXTENSION

Share Opinion Pieces as a Class

Have each student read her page of the class book, *Foods We Think Are the Best*, to the class. Take time to discuss what the author's opinion is and the reasons she used to support that opinion in the piece. You may also wish to discuss whether the students agree with each author's opinion.

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Day 4 Proofreading and Publishing

Materials

- Students' opinion pieces from Day 3
- Shared opinion piece on the lined writing chart (WA3) from Day 3
- Author's Chair
- "Discussion Prompts" chart (WA4)

In this lesson, the students:

- Reread to check that their writing makes sense
- Proofread for punctuation and spelling
- Share their opinion pieces from the Author's Chair
- Use prompts to express interest in one another's writing

GETTING READY TO WRITE

1 Reread to Check That Writing Makes Sense

Have the students bring their pencils and sit at desks with partners together. Remind them that this week they wrote opinion pieces about the best and the worst foods. Explain that their completed pieces will be placed in the classroom library for others to read and that it is important to make sure their writing makes sense, is easy to read, and is correct. Remind them that authors show respect for their readers by correcting any errors.

Distribute the students' opinion pieces from Day 3 and have the students quietly reread their writing to themselves. When most of the students have finished reading, signal for their attention and ask:

Q *Does all of your writing make sense?*

Tell the students that if a part of their writing does not make sense, they can erase it or cross it out and then rewrite it so it does make sense.

Teacher Note

If necessary, model crossing out and rewriting a word or sentence using the shared opinion piece on the lined writing chart (WA3) from Day 3.

2 Proofread for Punctuation

Display the shared opinion piece on the lined writing chart (WA3) from Day 3 and point out the punctuation you used. Have the students look at their own writing as they listen to the questions that follow. Ask the questions one at a time, pausing after asking each question to give the students time to revise their writing.

Q *Did you write a sentence that tells your opinion? If not, write one now.*

Q *Did you write a sentence that ends your piece? If not, write one now.*

Q *Did you use a capital letter at the beginning of each sentence? If not, erase or cross out the incorrect letters and write capital letters.*

Q *Did you use a period or an exclamation point at the end of each sentence? If not, write in periods or exclamation points where they belong.*

Q *Did you use a capital letter at the beginning of any names? If not, erase or cross out the incorrect letters and write capital letters.*

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Then ask:

Q *What corrections did you make?*

Have two or three volunteers share their corrections with the class.

3 Proofread for Spelling of Words from the Word Wall

Direct the students' attention to the word wall, and remind them that these are words that should be spelled correctly in their writing. Ask them to reread their writing again and check to make sure they have spelled all words from the word wall correctly. If they have misspelled a word, have them erase (or cross out) the word and rewrite it correctly. If necessary, model rereading and checking the spelling of words from the word wall using the shared opinion piece.

When the students have finished proofreading their work, ask:

Q *What words from the word wall did you find in your writing today?*

Have two or three volunteers share their words with the class.

SHARING AND REFLECTING

4 Share from the Author's Chair

Have the students bring their opinion pieces and gather with partners sitting together, facing the Author's Chair. Display the "Discussion Prompts" chart (WA4) and remind the students to use these prompts when they comment on one another's writing.

WA4

Discussion Prompts

- I found out . . .
- I want to know . . .

Call on a student to come to the Author's Chair and read her opinion piece aloud. When the author has finished sharing, invite the students to raise their hands to comment. If the students do not raise their hands to comment after 15–20 seconds, raise your hand and comment on something you found out or something you want to know about the author's writing. If necessary, ask the class:

Q *What food does [Leah] think is the worst?*

Q *Do you agree with [Leah's] opinion? Why?*

Q *What questions can we ask [Leah] about what she wrote?*

TEKS 1.A.ii
Teacher Narrative
Step 4
(first paragraph and last discussion question in the step)

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Teacher Note

If there is not time today for all of the students to share their opinion pieces from the Author's Chair, plan time over the next few days for them to do so.

Allow the author to call on one or two students who would like to comment. Follow the same procedure to have other students share from the Author's Chair.

5 Reflect on Sharing

Ask and briefly discuss:

Q *What did you do to show the authors you were interested in their writing today?*

Q *What problems did we have? What might we do differently next time to avoid those problems?*

FREE WRITING TIME

6 Write Freely in Notebooks

Explain that the students will now write freely in their notebooks. Remind them that they have written opinion pieces about foods they think are the best and the worst. Explain that they might write more opinion pieces about one of these topics or write about anything else they choose. Ask and briefly discuss:



Q *What might you write about today? Turn to your partner.*

Have the students return to their seats, take out their notebooks, and write freely for 10–15 minutes.

Signal to let the students know when Free Writing Time is over.

Open Day Writing Throughout the Week

Write a Shared Poem That Expresses an Opinion

Reread the poem "Vegetables" aloud. Point out that the author states an opinion ("Veggies are great"), lists many kinds of vegetables, and ends with a reason that supports his opinion ("They're good for you"). As a class, write a similar poem on chart paper about another food. Include an opinion, varieties of the food, and a reason for eating it. You might write the first few lines (for example, *Have some fruit/Please don't wait/Have some fruit/Fruit is great*), and invite the students to provide suggestions for the remainder of the poem. You might have the students decorate the chart paper with drawings of the foods mentioned in the poem, and then post it in the classroom as a reminder to eat healthfully. Alternatively, you might write a poem about another healthful activity

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such as exercising (*It's very wise/To exercise*) or sleeping (*Get some sleep/Every night/Get some sleep/To feel all right*).

Write Opinion Pieces About Weather

With the students' help, make a list of different kinds of weather (for example, *sunny*, *rainy*, *windy*, *snowy*). Invite the students to share what they like or do not like about each type of weather, and write their ideas where everyone can see them. Model picking one type of weather and writing an opinion piece about why you think it is the best type of weather. Then invite the students to each pick a type of weather and write about it. Remind them to state their opinions clearly and to include a reason or two to support their opinions. Alternatively, you might have the class pick one type of weather and write a shared poem about it, including an opinion and reasons that support the opinion.

Informally Publish This Week's Pieces and Write Blurbs

Have each student recopy his opinion piece from Day 4, neatly on lined paper, and create a book cover for it using a large piece of folded construction paper. Show the students a few examples of back-cover blurbs. Explain that a *blurb* is a "short description of something—such as a book or a product—that tells how wonderful it is." Read the blurbs you found aloud and ask:

Q *What did you notice about the blurbs I just read?*

Q *What type of information is in a blurb?*

Model writing a blurb for one of the model opinion pieces from the week. Then have the students write blurbs for their own pieces. The students' pieces can be placed in the classroom library for all of the students to read and enjoy.

TEKS 11.E.i
Teacher Activity
Writing Throughout the Week: Informally Publish This Week's Pieces and Write Blurbs (all)

Teacher Note

Collect a few books that have back cover blurbs to share with your students. You might read the back covers selectively, skipping parts that include difficult vocabulary words. Focus instead on parts that provide both a summary of the book and language conveying opinion.

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Poem

Vegetables

by Meish Goldish

Eat your vegetables
Clean your plate
Eat your vegetables
Veggies are great
String beans, broccoli
lettuce and peas
Squash and brussel sprouts
More corn, please!
Cucumbers, eggplant
Beets and tomatoes
Celery, carrots
Spinach and potatoes
Radishes, cauliflower
Cabbage and cress
Peppers and onions
Asparagus? Yes!
Black beans, lima beans
Soybeans too
Eat your veggies
They're good for you.

"Vegetables" from *101 Science Poems & Songs for Young Learners* by Meish Goldish.
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Week 2 OVERVIEW



Reading Makes You Feel Good

by Todd Parr

In this author's opinion, reading makes you feel good.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA4–WA5

Assessment Forms

- "Class Assessment Record" sheet (CA2)
- "Conference Notes" record sheet (CN1)
- "Individual Writing Assessment" record sheet (IA1)

Reproducible

- Unit 7 family letter (BLM1)

Professional Development Media

- "Asking Open-ended Questions and Using Wait-time" (AV17)
- "Pacing Class Discussions" (AV19)

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Writing Focus

- Students hear and discuss opinion writing.
- Students write opinion pieces about school activities that make kids feel good.
- Students write opinion pieces about other activities that make kids feel good.
- Students share their posters from the Author's Chair.

Social Development Focus

- Students share their opinions and listen respectfully to the opinions of others.
- Students work responsibly.
- Students express interest in and appreciation for one another's writing.

DO AHEAD

✓ Prior to Day 1, consider previewing this week's read-aloud selection, *Reading Makes You Feel Good*, with your English Language Learners before you read it to the whole class. You might read it aloud while showing and discussing the illustrations, or have the students flip through it on their own.

✓ Prior to Day 3, collect enough sheets of construction paper for each student to have one. They will use the construction paper to make book covers for their opinion pieces.

✓ Prior to Day 4, make a copy of the "Class Assessment Record" sheet (CA2) on page 111 of the *Assessment Resource Book*.

✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with a copy of each student's published piece.

TEACHER AS WRITER

"I'm still doing business at the same old stand—love, work, war, death, what the world is like outside this window tonight."

— Alan Dugan

Look at the list of topics that you have strong opinions about from Week 1, and select one item on the list. Create a poster that expresses your opinion about why this topic is important and provide a reason to support your opinion. Repeat this for a few other topics on the list that you feel strongly about.

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Day 1 Exploring Opinion Writing

Materials

- *Reading Makes You Feel Good*
- 2 sheets of chart paper and a marker
- Lined writing chart (WA5) for modeling

In this lesson, the students:

- Hear and discuss opinion writing
- Generate opinions about school activities that make kids feel good
- Write opinion pieces about school activities
- Share their own opinions and listen respectfully to the opinions of others

GETTING READY TO WRITE

1 Review Opinion Writing

Gather the class with partners sitting together, facing you. Remind the students that last week they began to explore opinion writing. Review that opinion writing is a kind of writing in which an author gives his or her *opinion*—or tells the reader what he or she thinks or feels about something—and that it includes reasons that explain the author's thinking.

Review that last week the students heard the poem "Vegetables" and wrote opinion pieces about the best and the worst foods. Explain that this week they will hear another example of opinion writing and write more opinion pieces.

2 Read and Discuss *Reading Makes You Feel Good*

Show the cover of *Reading Makes You Feel Good* and read the title and the author's name aloud. Point to the title and ask:

Q *Based on the title, what is the author's opinion about reading?*

If necessary, tell the students that the author's opinion is that reading makes you feel good. Invite the students to listen for reasons that explain why the author thinks reading makes you (people) feel good as you read the story aloud.

Read the book aloud slowly and clearly, showing the illustrations and stopping as described below.

Stop after:

p. 10 "And you can do it anywhere!"

Ask and briefly discuss:

Q *What reasons does the author give for his opinion that reading makes you (people) feel good?*

Teacher Note

To keep the discussion moving, call on just a few students to respond to the questions in this step, even if others have their hands up. For more information, view "Pacing Class Discussions" (AV19).

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Students might say:

"The author thinks that reading makes you feel good because you can imagine being something different, like a dinosaur."

"He says that reading makes you feel good because it helps you learn new things."

"He also says that reading makes you feel good because you can read anywhere."

Reread page 10, and then continue reading to the end of the story. After reading, ask:

Q *What other reasons does the author give for why reading makes you feel good?*

Tell the students that reading is just one activity people do that makes them feel good. Explain that today the students will think and write about activities kids do at school that make them feel good.

3 Generate a List of Activities

Write the title "School Activities That Make Kids Feel Good" on a sheet of chart paper. Use "Think, Pair, Share" to discuss:

Q *What is an activity we do at school that makes you feel good?* [pause] *Turn to your partner.*

Have a few volunteers share their ideas. As they share their ideas, record them on the chart.

School Activities That Make Kids Feel Good

- putting on plays
- art
- field trips
- reading buddies
- P.E.
- music class
- science centers
- helping in the garden

4 Model Writing an Opinion Piece About an Activity That Makes Kids Feel Good

Display the lined writing chart (WA5). Explain that you will model writing an opinion piece using one of the ideas on the "School Activities That Make Kids Feel Good" chart. Choose one idea from the chart, think aloud about an opening sentence that clearly expresses your opinion, and write the sentence on the chart.

TEKS 9.E.i
Student/Teacher Narrative Step 4 (all, beginning on page 515 and continuing on to page 516)

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You might say:

"I want to write about putting on plays because that is something we do at school that makes kids feel good. I'll start by writing a sentence that tells my opinion. I'll write: *Putting on plays makes kids feel good.*"

Explain that next you need to add reasons that explain why putting on plays makes kids feel good. Think aloud about reasons that will support your opinion and model adding a few sentences to your piece. As you write, look for opportunities to use conjunctions to connect words, phrases, or sentences.

You might say:

"I need to explain why putting on plays makes kids feel good. One reason is because plays entertain friends. Plays also entertain families. I'll combine the ideas in those two sentences using the conjunction *and*. I'll write: *Plays entertain kids' friends and families.* I want to add a few more reasons to support my opinion. I'll write: *It's fun for kids to practice and then perform a play. It's nice when people clap at the end.*"

WA5

Putting on plays makes kids feel good. Plays entertain kids' friends and families. It's fun for kids to practice and then perform a play. It's nice when people clap at the end.

5 Choose an Activity to Write an Opinion Piece About

Review that during Writing Time today the students will each write an opinion piece about an activity that is done at school that makes kids feel good. Direct the students' attention to the "School Activities That Make Kids Feel Good" chart, and tell them that they may write about any of the activities on the chart or write about any other school activities they choose. Ask the students to think quietly about the following questions:

- **Q** *What activity will you write about today?*
- **Q** *In your opinion, why do you think that activity makes kids feel good?*

Have the students each turn and tell their partners what activity they chose to write about and give a few reasons why that activity makes kids feel good. Distribute writing paper and have the students return to their seats.

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WRITING TIME

6 Write an Opinion Piece

Have the students write quietly for 10–15 minutes. Encourage the students to each write a sentence that tells an opinion and to give a few reasons to support it.

Encourage any student who finishes early to tell more by adding reasons to his writing, adding a closing sentence, or drawing a picture to illustrate his writing. Join them in writing for a few minutes; then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students about their writing. Have each student tell you about her opinion piece and read any writing aloud. As you listen, ask yourself:

- Does the student choose a topic and write about it?
- Does the student provide at least one reason that supports her opinion?
- Does the student write complete sentences using punctuation, capitalization, and the spelling skills she has learned?
- Does the student write a closing sentence?

Support the student's thinking by asking questions such as:

Q *What is the opinion you are writing about? What sentence might you write to tell a reader what your opinion is?*

Q *Why do you think that? How might you write that reason in a sentence?*

Q *What sentence might you write to end your piece?*

Q *What is another way you can write that [music class makes you feel good]?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 112 of the *Assessment Resource Book*. As questions are added to this note, take time to check in with those students with whom you have already conferred to ask them those questions.

7 Write Closing Sentences

Signal for the students' attention. Direct the students' attention to the model opinion piece on the lined writing chart (WA5). Tell the students that you are going to model writing a closing sentence for your opinion piece.

Review that one way to end an opinion piece is to remind the reader of your opinion by saying it again, but in a different way. Think aloud about a closing sentence you might write and model adding it to your piece.

TEKS 9.E.i
Student/Teacher Activity Step 6 (with the Teacher Conference Note) and Step 7 (all, beginning on page 517 and continuing on to page 518)

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You might say:

"In my first sentence, I wrote my opinion: 'Putting on plays makes kids feel good.' For my closing sentence, I'll remind the reader of my opinion, but I'll say it in a different way. I'll write: *If you want to feel good, you should put on a play.*"

WA5

Putting on plays makes kids feel good. Plays entertain kids' friends and families. It's fun for kids to practice and then perform a play. It's nice when people clap at the end. If you want to feel good, you should put on a play!

Teacher Note

Save the model opinion piece on the lined writing chart (WA5) to use on Day 2.

Tell the students that you would like their help to come up with other closing sentences for your piece. Write the title "Closing Sentences" on the other sheet of chart paper. Ask:

Q *What is another closing sentence we might write to remind the reader of our opinion?*

Teacher Note

If the students struggle to come up with ideas for closing sentences, think aloud about other closing sentences you might write to end your piece and write them on the chart.

Have a few volunteers share their ideas. As the students respond, write their suggestions as complete sentences on the chart.

Closing Sentences

Putting on plays is great!

You will love putting on plays.

Put on a play. You'll feel great!

Tell the students that they will now write closing sentences for their own opinion pieces. Explain that they may use the closing sentence "If you want to feel good, you should _____" from the model opinion piece, a closing sentence from the "Closing Sentences" chart, or any other sentence that will remind readers of their opinions. Give the students a few minutes to write closing sentences for their own opinion pieces.

As the students work, walk around the room and observe them, assisting as needed. If the students struggle to come up with closing sentences, support their thinking by asking questions like those that appear in the Teacher Conference Note on page 517.

Signal to let the students know when Writing Time is over.

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SHARING AND REFLECTING

8 Share Opinions and Reflect

Have the students bring their opinion pieces and gather in a circle. Explain that they will now share their opinions with the class. Remind the students that people will have different opinions about school activities that make kids feel good. What is important is that they explain their thinking and listen respectfully to the thinking of others.

Give the students a moment to reread their writing; then go around the room and have the students share their opinions, without comment.

Ask and briefly discuss:

Q *What did you do to listen respectfully to other people's opinions?*

Q *What did you find out from listening to your classmates' opinions?*

> **Students might say:**
>
> "I looked at the person who was talking."
>
> "I didn't talk when people were telling their opinions."
>
> "I found out that [Dane] thinks playing instruments makes kids feel good."

Collect the students' writing and tell them that they will add to their opinion pieces tomorrow.

Facilitation Tip

Continue to focus on **responding neutrally with interest** during class discussions by refraining from overtly praising or criticizing the students' responses. Instead, build the students' intrinsic motivation by responding with genuine curiosity and interest; for example:

- "Interesting—say more about that."
- "What you said makes me curious. I wonder . . ."
- "Do you agree with what [Jackson] just said? Why or why not?"

WRITING ABOUT READING

Write an Opinion Letter to Todd Parr About *Reading Makes You Feel Good*

Show the cover of *Reading Makes You Feel Good* and remind the students that they heard this story earlier. Ask:

Q *What do you remember about the book* Reading Makes You Feel Good?

Have a few volunteers share their thinking; then ask:

Q *Do you like the book* Reading Makes You Feel Good? *Why?*

Q *What part do you especially like or dislike (not like)?*

> **Students might say:**
>
> "It gives lots of reasons why reading makes you feel good, like how reading helps you make pizza or make someone feel better if he's sick."
>
> "I like the book because some of the pictures are funny, like the one of the octopus reading eight books at the same time."
>
> "I especially like how it has lots of words on each page. They're fun to read."
>
> "I like how it keeps repeating, *And you can do it anywhere!*"

Materials

- *Reading Makes You Feel Good* from Day 1

Teacher Note

Alternatively, you might reread the book aloud while showing the illustrations.

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TEKS 12.C.i
Student/Teacher Narrative Writing About Reading (first paragraph on page 520 to the end of the step)

Explain that the students will each write a letter to the author of the book, Todd Parr, and that you will send their letters to him. In their letters, they will tell Todd Parr their opinions about the book. Remind the students that people might have different opinions about the same topic and that is fine. What is important is that they explain their thinking. Ask the students to watch as you think aloud and model writing an opinion letter to Todd Parr.

> **You might say:**
>
> "My opinion of this book is that it is a really good book. I'll begin my letter by writing a greeting. I'll write: *Dear Mr. Parr.* Then I'll write my opinion and give a reason for it. I'll write: *I think Reading Makes You Feel Good is a great book. I like it because it helps me think about all of the reasons that reading makes me feel good.* My favorite reason is that books can be shared with anyone, so I'll add this sentence: *My favorite reason is that you can share a book with anyone, because I love sharing good books with my students.* I'll end by writing the sentence: *This is a wonderful book.*"

Explain that students will write their own letters to Todd Parr that tell their opinions of the book *Reading Makes You Feel Good*. Have the students begin their letters with a greeting such as "Dear Mr. Parr" and remind them that they should state their opinion clearly, include a reason or two for their opinion, and end with a closing sentence that reminds the reader of their opinion by saying it in a different way. If time permits, invite the students to share their opinion letters with the class.

Day 2 Exploring Opinion Writing

Materials

- Model opinion piece on the lined writing chart (WA5) from Day 1
- 2 sheets of chart paper and a marker
- Students' opinion pieces from Day 1

Teacher Note

This lesson may require an extended class period. You might stop the lesson at the end of Step 3 and then finish the lesson later in the day or the next day.

In this lesson, the students:

- Hear and discuss opinion writing
- Generate opinions about other activities that make kids feel good
- Add to opinion pieces about activities
- Share their own opinions and listen respectfully to the opinions of others

GETTING READY TO WRITE

1 Review the Model Opinion Piece

Gather the class with partners sitting together, facing you. Display the model opinion piece on the lined writing chart (WA5) from Day 1. Remind the students that yesterday you wrote an opinion piece about a

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school activity that makes kids feel good, and then they wrote their own opinion pieces. Read the model opinion piece aloud. Ask:

Q *What is the opinion in this piece?*

Q *What are some reasons that support the opinion?*

Q *What is the closing sentence?*

Tell the students that today they will add to the opinion pieces they started yesterday by writing opinions about other activities kids do that make them feel good. Tell the students that before they add to their own writing, you will model adding to the opinion piece.

2 Generate a List of Activities

Write the title "Other Activities That Make Kids Feel Good" on a sheet of chart paper. Use "Think, Pair, Share" to discuss:



Q *What is an activity you do at home or after school that makes you feel good?* [pause] *Turn to your partner.*

Have a few volunteers share their ideas. As they share their ideas, record them on the chart.

Other Activities That Make Kids Feel Good

- riding bikes
- painting
- karate
- playing the piano
- swimming
- building models
- putting together puzzles
- baking with my grandma
- learning to ice skate
- playing with my toys

3 Add to the Model Opinion Piece

Direct the students' attention to the model opinion piece on the lined writing chart (WA5) and remind them that you will add to it using one of the ideas on the "Other Activities That Make Kids Feel Good" chart. Choose one idea from the chart, think aloud about an opening sentence that clearly expresses your opinion, and add that sentence to the model opinion piece. Point out that you are skipping one line between yesterday's writing and today's writing.

Teacher Note

In today's lesson, the students informally experience writing a multi-paragraph piece. If you feel your students are ready, you might use this as an opportunity to introduce the concept of paragraphs. If you feel your students are not ready for writing multiple paragraphs on one page, you might consider having them begin today's writing on a new page.

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You might say:

"I want to write about riding a bike because that is an activity kids do that makes them feel good. I'll start by writing a sentence that tells my opinion. I'm going to skip a line between my writing from yesterday and today's writing. I'll write: *Riding a bike makes kids feel good.*"

Explain that next you need to add reasons why riding a bike makes kids feel good. Think aloud about reasons that support your opinion and model adding a few sentences to your piece. Continue to look for opportunities to use conjunctions to connect words, phrases, or sentences.

You might say:

"I need to explain why riding a bike makes kids feel good. One reason is because kids can ride their bikes with their families. Kids can also ride their bikes with their friends. I'll combine the ideas in those two sentences using the conjunction *and*. I'll write: *Kids can ride their bikes with their families and friends.* I want to add a few more reasons to support my opinion. I'll write: *Riding a bike is good exercise. Zooming down hills is the best!*"

WA5

Putting on plays makes kids feel good. Plays entertain kids' friends and families. It's fun for kids to practice and then perform a play. It's nice when people clap at the end. If you want to feel good, you should put on a play!

Riding a bike makes kids feel good. Kids can ride their bikes with their families and friends. Riding a bike is good exercise. Zooming down hills is the best!

4 Choose Another Activity to Write an Opinion About

Review that during Writing Time today the students will each add to the opinion piece they started yesterday by writing an opinion about another activity that makes kids feel good. Direct the students' attention to the "Other Activities That Make Kids Feel Good" chart; tell them that they may write about any of the activities on the chart or any other activities they choose. Ask the students to think quietly about the following questions:

- Q *What activity will you write about today?*
- Q *In your opinion, why does that activity make kids feel good?*

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Have the students each turn and tell their partners what activity they chose to write about and give a few reasons that explain why that activity makes kids feel good. Have the students return to their seats and take out their opinion pieces from Day 1.

WRITING TIME

5 Add to Opinion Pieces

TEKS 11.B.ii
TEKS 11.B.iii
Student/Teacher Activity
Step 5 (all)

Have the students write quietly for 10–15 minutes. Encourage the students to each write a sentence that tells an opinion and to give a few reasons that support it. Remind the students to skip a line between yesterday's writing and today's writing. Make additional writing paper available to the students.

Encourage any student who finishes early to tell more by adding reasons to her writing, adding a closing sentence, or drawing a picture to illustrate her writing. Join them in writing for a few minutes; then confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students about their writing. Have each student tell you about his opinion piece and read any writing aloud. As you listen, ask yourself:

- Does the student choose a topic and write about it?
- Does the student provide at least one reason that supports his opinion?
- Does the student write complete sentences using punctuation, capitalization, and the spelling skills he has learned?
- Does the student write a closing sentence?

Support the student's thinking by asking questions such as:

Q *What is the opinion you are writing about? What sentence might you write to tell a reader what your opinion is?*

Q *Why do you think that? How might you write that reason in a sentence?*

Q *What sentence might you write to end your piece?*

Q *What is another way you can write that [music class makes you feel good]?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 112 of the *Assessment Resource Book*.

6 Write Closing Sentences

Signal for the students' attention. Direct their attention to the model opinion piece on the lined writing chart (WA5). Tell the students that

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you are going to model writing a closing sentence for your opinion piece. Think aloud about a closing sentence you might write and model adding it to your piece.

> **You might say:**
>
> "In my first sentence, I wrote my opinion: 'Riding a bike makes kids feel good.' For my closing sentence, I'll remind the reader of my opinion, but I'll say it in a different way. I'll write: *If you want to feel good, you should ride a bike*!"

WA5

Putting on plays makes kids feel good. Plays entertain kids' friends and families. It's fun for kids to practice and then perform a play. It's nice when people clap at the end. If you want to feel good, you should put on a play!

Riding a bike makes kids feel good. Kids can ride their bikes with their families and friends. Riding a bike is good exercise. Zooming down hills is the best! If you want to feel good, you should ride a bike!

Teacher Note

Save the model opinion piece on the lined writing chart (WA5) to use on Day 3.

Teacher Note

If the students struggle to come up with closing sentences, think aloud about other closing sentences you might write to end your piece and write them on the chart.

Tell the students that you would like their help to come up with other closing sentences for the piece. Write the title "Closing Sentences" on the other sheet of chart paper. Ask:

Q *What is another closing sentence I might write to remind the reader of my opinion?*

Have a few volunteers share their ideas. As the students respond, write their suggestions as complete sentences on the chart.

Closing Sentences

Riding a bike is great!

You can feel good by riding a bike.

Ride a bike and you'll feel fantastic!

Tell the students that they will now write closing sentences for their own opinion pieces. Explain that they may use the closing sentence "If you want to feel good, you should _____!" from the model opinion piece, a sentence from the "Closing Sentences" chart, or any other

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sentence that will remind readers of their opinions. Give the students a few minutes to write closing sentences for their own opinion pieces.

As the students work, walk around the room and observe them, assisting as needed. If the students struggle to come up with closing sentences, support their thinking by asking questions like those in the Teacher Conference Note on page 523.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

7 Share Closing Sentences and Reflect

Have the students bring their papers and gather in a circle. Explain that the students will read their closing sentences aloud to the class.

Give the students a few moments to read their closing sentences; then go around the circle and have each student read her sentence aloud, without comment.

When all of the students have shared, ask and briefly discuss:

Q *What did you hear today that got you interested in someone else's piece?*

Q *What did you hear that gave you ideas for a closing sentence you might write?*

Collect the students' opinion pieces and explain that tomorrow the students will proofread and make book covers for their opinion pieces and share them with the class.

Proofreading Day 3

In this lesson, the students:

- Reread to check that their writing makes sense
- Proofread for punctuation and spelling
- Make book covers
- Share materials fairly

Materials

- *Reading Makes You Feel Good* from Day 2
- Students' opinion pieces from Day 2
- Model opinion piece on the lined writing chart (WA5) from Day 2
- Construction paper for each student
- Colored pencils, crayons, or markers for illustrating book covers

GETTING READY TO WRITE

1 Reread to Check That Writing Makes Sense

Have the students bring their pencils and sit at desks with partners together. Review that this week they each wrote an opinion piece about two activities that make kids feel good. Explain that the first thing they will do today is reread what they wrote to make sure their writing makes

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sense. Remind them that authors show respect for their readers by correcting any errors.

Distribute the students' pieces and have the students quietly reread their writing to themselves. When most of the students have finished reading, signal for their attention and ask:

Q *Does all of your writing make sense?*

Tell the students that if a part of their writing does not make sense, they can cross it out or erase it and then rewrite it so it does make sense.

Teacher Note

If necessary, use the model opinion piece on the lined writing chart (WA5) from Day 2 to model crossing out or erasing a word or sentence and rewriting it.

2 Proofread for Punctuation

Display the model opinion piece on the lined writing chart (WA5) from Day 2. Direct the students' attention to the first section (paragraph) of the piece. Point out that you began each sentence with a capital letter and ended it with a period or an exclamation point.

Have the students look at the first section of their own writing as they listen to the questions that follow. Ask the questions one at a time, pausing after each question to give the students time to revise their writing.

Q *Did you write a sentence that tells your opinion about an activity that makes kids feel good? If not, write one now.*

Q *Did you write a closing sentence that reminds the reader of your opinion? If not, write one now.*

Q *Did you use a capital letter at the beginning of each sentence? If not, erase the incorrect letters and write capital letters.*

Q *Did you use a period or an exclamation point at the end of each sentence? If not, write in periods or exclamation points where they belong.*

Q *Did you use a capital letter at the beginning of any proper nouns? If not, erase the incorrect letters and write capital letters.*

Repeat the procedure to have the students proofread the second section of their writing; then ask and briefly discuss:

Q *What corrections did you make?*

Have two or three volunteers share a few of their corrections with the class.

3 Proofread for Spelling of Words from the Word Wall

Direct the students' attention to the word wall and remind them that these are words that should be spelled correctly in their writing. Ask them to reread their writing again and check to make sure they have spelled all words from the word wall correctly. If they have misspelled a word, have them erase the word and rewrite it correctly. If necessary, use

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the model opinion piece to model rereading and checking the spelling of words from the word wall.

When the students have finished proofreading their work, ask:

Q *What words from the word wall did you find in your writing today?*

Have two or three volunteers share their words with the class.

4 Prepare to Make Book Covers

Show the cover of *Reading Makes You Feel Good* and review that a book cover has three important things on it: the title, the author's name, and a picture that shows what the book is about. Use "Think, Pair, Share" to discuss:

Q *What might be a good title for your book?* [pause] *Turn to your partner.*

Q *What might you draw for your book-cover illustration to show what the book is about?* [pause] *Turn to your partner.*

Explain that today the students will each complete a cover by writing a title, writing their name, and drawing an illustration. Tell them that they will use pencil first and then add color. Ask and briefly discuss:

Q *You may need to share crayons or drawing supplies today. What will you do to share them fairly?*

Q *If you are using a color someone else wants to use, what will you do to share it fairly? If someone is using a color you want to use, what will you do?*

Encourage the students to act on their suggestions, and tell them that you will check in with them later to see how they did.

WRITING TIME

5 Make Book Covers

Have the students work on their book covers for 20–25 minutes. Tell them that if they finish early they may write freely in their notebooks. When they have settled into their work, confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students about their writing. Have each student tell you about her opinion piece and read any writing aloud. As you listen, ask yourself:

- Does the student choose a topic and write about it?
- Does the student provide at least one reason that supports her opinion?
- Does the student write complete sentences using punctuation, capitalization, and the spelling skills she has learned?
- Does the student write a closing sentence?

(continues)

Teacher Note

Listen as partners share ideas. If the students are struggling to think of titles, call for their attention and think aloud about a title for the model opinion piece from Day 2 (for example, *Things That Make You Feel Good*). Then have partners resume talking for a few more minutes. Be ready to accept any title a student suggests that goes with the writing.

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TEACHER CONFERENCE NOTE *(continued)*

Support the student's thinking by asking questions such as:

- Q *What is the opinion you are writing about? What sentence might you write to tell a reader what your opinion is?*
- Q *Why do you think that? How might you write that reason in a sentence?*
- Q *What sentence might you write to end your piece?*
- Q *What is another way you can write that [music class makes you feel good]?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 112 of the *Assessment Resource Book*.

In Unit 8, the focus of the individual student conferences will change. If you have not met with all of your students to discuss the questions above, you may wish to do so before beginning the next unit.

Signal to let the students know when Writing Time is over.

REFLECTING

6 Reflect on Sharing Materials

Ask and briefly discuss:

- Q *What did you do to share the materials fairly today?*
- Q *What problems did you have? What do you want to do next time to avoid those problems?*

Collect the students' books. Explain that tomorrow they will share their writing from the Author's Chair, and then you will place their books in the class library.

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Publishing Day 4

In this lesson, the students:

- Share their books from the Author's Chair
- Listen respectfully to the opinions of others
- Use prompts to express interest in one another's writing

GETTING READY TO SHARE

1 Review Procedures for Author's Chair Sharing

Distribute the students' writing. Have the students bring their writing and gather with partners sitting together, facing the Author's Chair. Explain that today the students will share from the Author's Chair the books they wrote about activities that make kids feel good. Ask:

- Q *What will you do today to listen respectfully to the author's opinion?*
- Q *If you can't hear the author, how can you respectfully let him or her know?*
- Q *If you are an author sharing your writing today, what do you want to do so your classmates can hear and enjoy your writing?*

SHARING TIME

2 Share Opinion Pieces from the Author's Chair

Display the "Discussion Prompts" chart (WA4) and remind the students to use these prompts when they comment on one another's writing.

WA4

Discussion Prompts

- I found out . . .
- I want to know . . .

Call on a student to come to the Author's Chair and read his opinion piece aloud. When the author has finished sharing, invite the students to raise their hands to comment. If the students do not raise their hands to comment after 15–20 seconds, raise your hand and comment on something you found out or something you want to know about the author's writing. If necessary, ask the class:

- Q *What activities does [Duncan] think make you feel good?*
- Q *Do you agree with [Duncan's] opinion? Why?*
- Q *What questions can we ask [Duncan] about what he wrote or drew?*

Materials

- Students' completed books from Day 3
- Author's Chair
- "Discussion Prompts" chart (WA4) from Week 1
- "Class Assessment Record" sheet (CA2)
- Copy of this unit's family letter (BLM1) for each student

ELPS 3.F.ii
ELPS 3.G.i
Step 2 and Step 3
(all, beginning on page 529 and continuing on to page 530)

TEKS 1.A.ii
Teacher Activity
Step 2
(last discussion question in the step)

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Teacher Note

If necessary, plan more time for sharing so all of the students can share their writing from the Author's Chair.

Allow the author to call on one or two students who would like to comment. Follow the same procedure to have other students share from the Author's Chair.



CLASS ASSESSMENT NOTE

Observe the students as they listen to each others' writing and share their own. Ask yourself:

- When the students share, do they speak in a voice loud enough for all to hear?
- When the students share, do they read at a pace that is neither too fast nor too slow?
- Is the audience listening attentively?
- Do the students use the prompts to discuss one another's writing?

If the students are struggling with sharing or listening, call for the class's attention and discuss the following questions:

Q *What is important to remember when you share your writing from the Author's Chair?*

Q *What can the audience members do to show the author that they are listening?*

Record your observations on the "Class Assessment Record" sheet (CA2); see page 111 of the *Assessment Resource Book*.

Teacher Note

Notice that the questions in this step are open-ended, inviting many responses. Remember to use at least 5-10 seconds of wait-time before intervening. This gives everyone a chance to think before talking. For more information, view "Asking Open-ended Questions and Using Wait-time" (AV17).



Facilitation Tip

Reflect on your experience over the past two weeks with **responding neutrally with interest** during class discussions. Does this practice feel natural to you? Are you integrating it into class discussions throughout the school day? What effect is it having on the students? We encourage you to continue to use this practice and reflect on the students' responses as you facilitate class discussions in the future.

REFLECTING

3 Reflect on Writing Opinions

Remind the students that during the last few weeks they wrote opinion pieces. Ask:

Q *What was fun about writing opinions?*

Q *What was challenging, or difficult, about writing opinions?*

Collect the students' pieces; remind them that you will put the books in the class library for others to read and enjoy.

FREE WRITING TIME

4 Write Freely in Notebooks

Explain that the students will write freely in their notebooks today. Remind them that they have written opinion pieces about foods they think are the best and the worst and activities that make kids feel good. Explain that they might write more opinion pieces about one of these topics or write about anything else they choose. Ask and briefly discuss:

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Q *What might you write about today? Turn to your partner.*

Have the students return to their seats, take out their notebooks, and write freely for 10–15 minutes.

Signal to let the students know when Free Writing Time is over.

EXTENSION

Explore Other Forms of Opinion Writing

Collect other examples of age-appropriate opinion writing to share with your students, such as reviews of books, toys, or movies, letters to the editor, persuasive essays, or articles. As you share each opinion piece, ask questions like the following:

Q *What is the author's opinion?*

Q *What reasons does the author give to explain why he or she thinks that?*

Q *How does the author end his or her piece?*

TECHNOLOGY EXTENSION

Write and Share Book Reviews

Provide more practice with opinion writing by having the students write book reviews. The book review should include the title and the author of the book, the student's opinion about the book (whether she liked it or not), and a few reasons that explain her thinking. Have the students post their book reviews on a student-friendly book-review site. To find websites that publish student book reviews, use the keywords "book-review sites for kids."

Teacher Note

For information on wrapping up this unit and conducting the unit assessment, see "End-of-unit Considerations" on page 532.

Technology Tip

Examples of letters to the editor and book, movie, and toy reviews written by or for children are available online. Search online using the keywords "Letters to the Editor from kids," "[book/toy/movie] reviews written by kids," or "[book/toy/movie] reviews written for kids."

Teacher Note

You might have a parent volunteer help the students type and post their book reviews online.

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Open Day

Writing Throughout the Week

Write Toy Reviews

Have the students each write a review about a toy. It can be a toy that they like or one that they have played with and did not like. With the students, generate a list of toys that they might write about. Have the students each pick a toy from the list and write about why they like or do not like the toy. Remind the students to include a few reasons to support their opinions and to include closing sentences. Have them illustrate their writing. You might compile their reviews into a class book. If time allows, have the students share their writing with the class.

Technology Tip

If you maintain a class web page, you might record the students reading their toy reviews and post the videos on your web page. This would allow parents the opportunity to see their children sharing their writing with their classmates.

Write an Opinion Letter About *Reading Makes You Feel Good*

Have the students respond to literature by writing an opinion letter about *Reading Makes You Feel Good* (see Writing About Reading on page 519).

Share from the Author's Chair and Write Freely

Repeat the procedures in Day 4 to provide another opportunity for the students to share their writing from the Author's Chair. Then allow them to write freely about anything else they choose.

End-of-unit Considerations

Wrap Up the Unit

- This is the end of Unit 7. Partners will stay together for Unit 8.
- Send home with each student a copy of this unit's family letter (BLM1) along with a copy of the student's published opinion piece from Week 2. Encourage the students to share their writing with their families.

Assessment

- Before continuing with the next unit, take this opportunity to assess individual students' writing from this unit. See "Completing the Individual Writing Assessment" (IA1) on page 113 of the *Assessment Resource Book*.

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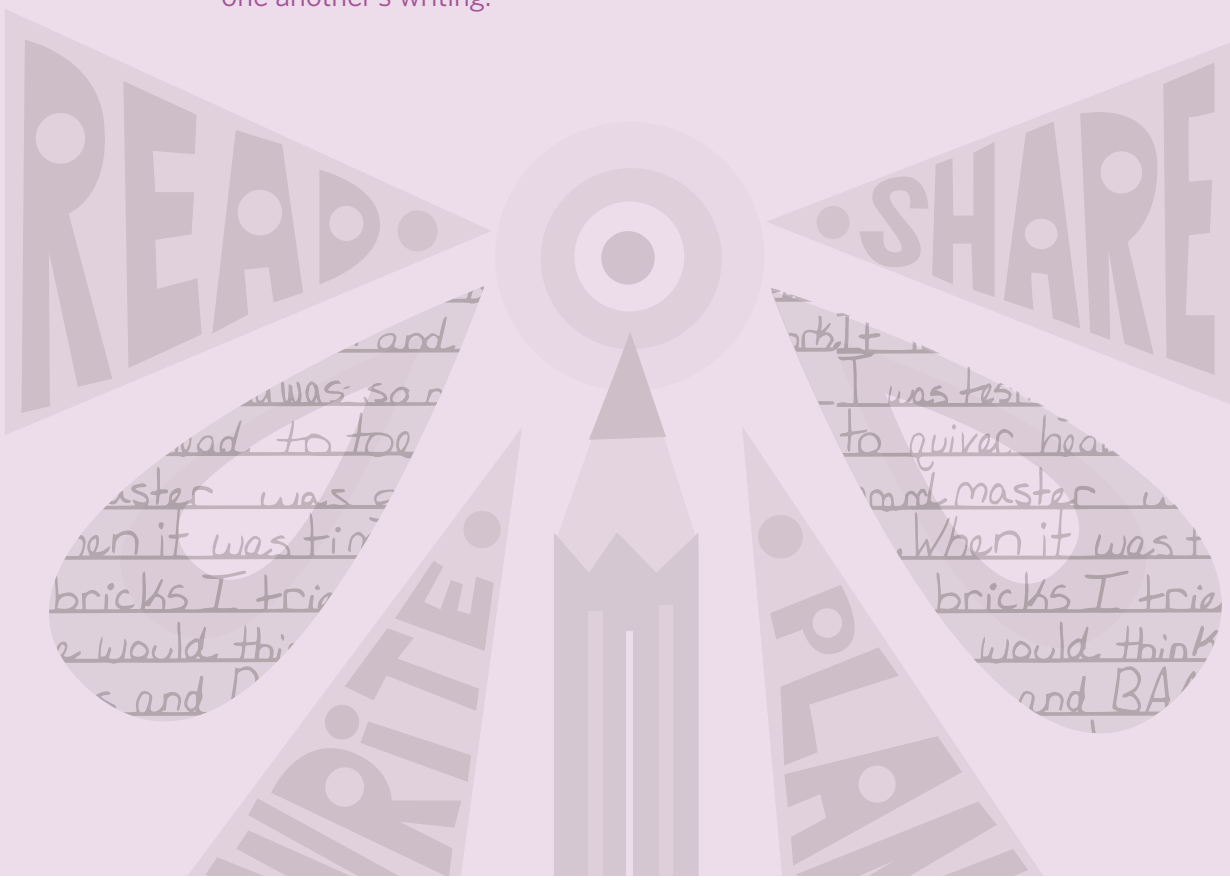
Unit 8

Revisiting The Writing Community

During this one-week unit, the students reflect on what they enjoyed about writing this year, think about writing they might do during the summer, and write lists of ideas in their summer writing books. They reflect on how they built a caring community of writers and write a shared letter to next year's class about how to work well together. They also reflect on their relationships to others, build on one another's thinking, and express interest in and appreciation for one another's writing.



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Unit 8 Revisiting the Writing Community

RESOURCES

Technology Extension

- "Publish Student Writing Online"

Extensions

- "Compare Beginning- and End-of-year Writing Samples"
- "Illustrate Summer Writing Book Covers"

Assessment Resource Book

- Unit 8 assessments

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this unit.

Whiteboard Activities

- WA1–WA2

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "Conference Notes" record sheet (CN1)
- "Social Skills Assessment Record" sheet (SS1)
- "End-of-year Writing Sample Record" sheet (WS2)

Reproducible

- Unit 8 family letter (BLM1)

Professional Development Media

- "Using Web-based Teaching Resources" tutorial (AV75)

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OVERVIEW

	Day 1	Day 2	Day 3	Day 4	Open Day
Week 1	**Reflecting on Writing** **Focus:** ▪ Discussing what they liked about the writing lessons ▪ Writing about the writing lessons ▪ Sharing their writing from the Author's Chair	**Reflecting on Writing** **Focus:** ▪ Reading their writing and picking favorite pieces ▪ Reflecting on how their writing has changed ▪ Sharing their writing from the Author's Chair	**Planning for Summer Writing** **Focus:** ▪ Discussing what they might write about this summer ▪ Writing lists of summer writing ideas in their summer writing books ▪ Sharing their lists of summer writing ideas	**Reflecting on Community** **Focus:** ▪ Discussing how they worked well together ▪ Writing a shared letter to next year's class about how to work well together	**Writing Throughout the Week** **Writing Ideas:** ▪ Writing about first grade ▪ Writing letters to second-grade teachers ▪ Writing in summer writing books ▪ Sharing from the Author's Chair and writing freely

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Week 1 OVERVIEW

Writing Focus

- Students write about what they liked about the writing lessons this year.
- Students reflect on their growth as writers.
- Students plan their summer writing.
- Students write a shared letter to next year's class about the writing community.

Social Development Focus

- Students reflect on the writing community.
- Students reflect on their relationships to others.
- Students build on one another's thinking.
- Students express interest in and appreciation for one another's writing.

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

Whiteboard Activities

- WA1–WA2

Assessment Forms

- "Class Assessment Record" sheet (CA1)
- "Conference Notes" record sheet (CN1)
- "Social Skills Assessment Record" sheet (SS1)
- "End-of-year Writing Sample Record" sheet (WS2)

Reproducible

- Unit 8 family letter (BLM1)

Professional Development Media

- "Using Web-based Teaching Resources" tutorial (AV75)

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DO AHEAD

- ✓ If you used the "Conference Notes: Focus 1" record sheet (CN1) from Unit 2 (see page 32 of the *Assessment Resource Book*) as a survey of the students' goals and interests, you might review the students' responses to those questions prior to beginning your independent writing conferences this week. Have the completed record sheets available to refer to during your conferences.
- ✓ Prior to Day 1, display a few of the read-aloud books that the students have heard during the program this year. Also display any class books of student writing you have from the year.
- ✓ Prior to Day 1, make a copy of the "Class Assessment Record" sheet (CA1) on page 128 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, gather the three pieces of each student's writing that you collected from the beginning, middle, and end of the year. (See "About Collecting Samples of Student Writing" on page 542.)
- ✓ Prior to Day 2, make a class set of the "Conference Notes" record sheet (CN1) on page 129 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make a class set of writing books by stapling together ten sheets of lined writing paper and one sheet of construction paper (for the cover) for each student. You may want to use a second sheet of construction paper as the back cover for each book. Write the title *Summer Writing Book* on the cover of each book (leaving space for the student's name and an illustration). Write *Summer Writing Ideas* on the first page of each book.
- ✓ Prior to Day 4, cut sheets of drawing paper into small squares (approximately 3" × 3") so each student will have one.
- ✓ Prior to Day 4, visit the CCC Learning Hub (ccclearninghub.org) to access and print this unit's family letter (BLM1). Make enough copies to send one letter home with each student's *Summer Writing Book*, any published pieces you have collected, and writing notebook.

(continues)

TEACHER AS WRITER

"Growth is exciting; growth is dynamic and alarming. Growth of the soul, growth of the mind."
— Vita Sackville-West

Reflect this week on your development as a writer and teacher of writing. What growth have you observed in yourself as a writer and writing teacher? Jot down your thoughts and feelings in your notebook.

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DO AHEAD *(continued)*

- ✓ (Optional) Prior to beginning Unit 8, plan a time to obtain an end-of-year writing sample from your students. For more information, see "Beginning- and End-of-year Writing Samples" on page xi of the *Assessment Resource Book*. If you collected a beginning-of-year writing sample, your students can compare the two pieces of writing in the extension "Compare Beginning- and End-of-year Writing Samples" on page 546.

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Reflecting on Writing

Day 1

In this lesson, the students:

- Discuss what they liked about the writing lessons this year
- Write about the writing lessons
- Imagine and discuss how others might feel
- Use the prompts "I found out . . ." and "I want to know . . ." to express interest in one another's writing

GETTING READY TO WRITE

1 Discuss the Goals for the Week

Gather the class with partners sitting together, facing you. Explain that during this last week of the program the students will think about what they have enjoyed about writing and being a member of a writing community this year. Explain that they will also talk about writing they might do this summer.

2 Discuss What the Students Liked About Writing

Review that during the writing lessons this year the students did many things that helped them become stronger writers. Direct their attention to the display of read-aloud books. Remind them that they heard many examples of good writing and learned where authors get ideas and what they do to make their writing interesting and fun to read. Read two or three of the titles aloud and briefly talk about each book.

> **You might say:**
>
> "We read *I Love Animals* and learned that authors often write about animals and other things they are interested in. We read *Wait and See* and found out that authors tell more in their stories by adding details and other interesting information."

Point to any class books you have displayed and remind the students that they wrote lots of stories, books, opinion pieces, and poems this year. Read a few of the titles aloud.

Review that they also worked with many different partners, helped one another by talking about their ideas, and shared their writing with one another from the Author's Chair.

Use "Think, Pair, Share" to discuss:

Q *What did you like best about the writing lessons this year?* [pause] *Turn to your partner.*

Display the unlined writing chart (WA1) and write the title "Things We Liked About the Writing Lessons" on the chart. Have a few volunteers share their thinking with the class and record their ideas as they respond.

Materials

- Read-aloud books from earlier in the program
- Class books of student writing
- Unlined writing chart (WA1)
- "Class Assessment Record" sheet (CA1)
- Author's Chair

Teacher Note

You will not assign new partners this week. Have the students work with their Unit 7 partners or with other students sitting near them.

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WA1

Things We Liked About the Writing Lessons
- writing poems and making up funny words
- writing a nonfiction book about my toy
- talking with my partner
- Author's Chair sharing

3 Think Before Writing

Explain that today the students will write about what they liked best about the writing lessons this year. Remind the students that this year they learned that good writers think about what they will write before they begin writing. Ask:

Q *What will you write about during Writing Time today? Turn to your partner.*

Encourage the students to use the ideas they shared with their partners in their writing today. Explain that after Writing Time the students will have a chance to share their writing from the Author's Chair.

WRITING TIME

4 Write About the Writing Lessons

Have the students return to their seats. Distribute writing paper and ask the students to write about what they liked best about the writing lessons this year. Encourage any student who finishes early to tell more by adding to his writing, or by writing about something else he liked about the writing lessons on a new sheet of paper. As the students work, walk around the room and observe them, assisting as needed.

CLASS ASSESSMENT NOTE

Observe the students and ask yourself:
- Are the students writing with confidence and enthusiasm?
- Does their writing make sense?
- Do they add to their writing to tell more?
- Do they capitalize the first letters of sentences and use periods at the ends?
- Do they capitalize proper nouns and the pronoun *I*?
- Do they approximate spelling and use the word wall?

Record your observations on the "Class Assessment Record" sheet (CA1); see page 128 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

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SHARING AND REFLECTING

5 Reflect on How Others Might Feel

Have the students bring their writing and gather, facing the Author's Chair. Explain that some of them will share their writing from the Author's Chair today. Ask and briefly discuss:

Q *What can we do to be a respectful audience during Author's Chair sharing?*

Q *How do you think that will make the author feel?*

> **Students might say:**
>
> "We can listen."
>
> "We can tell the author what we liked about her writing."
>
> "It will make the author feel happy."

Write the prompts *I found out . . .* and *I want to know . . .* where everyone can see them, and remind the students to use these prompts when they comment on one another's writing.

6 Share from the Author's Chair

Call on a student to share her writing from the Author's Chair. After the student has shared, allow her to call on two or three students who would like to comment on or ask questions about her writing. If students do not raise their hands to comment, raise your hand, comment about the author's writing, and then ask:

Q *What did you find out by listening to [Madison's] writing?*

Q *What else would you like to know about [Madison's] writing?*

As volunteers respond, encourage them to direct their comments to the author. Follow this same procedure to have more students share from the Author's Chair.

Teacher Note

More students will have an opportunity to share from the Author's Chair on Day 2.

7 Reflect on Author's Chair Sharing

Ask and briefly discuss:

Q *What did you do to show the authors who shared today that you were interested in their writing?*

Q *What problems did we have? What can we do next time to avoid those problems?*

Explain that tomorrow the students will think more about the writing they have done this year.

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SOCIAL SKILLS ASSESSMENT NOTE

During this final week of the program, assess the students' social skill development using the "Social Skills Assessment Record" sheet (SS1); see page 132 of the *Assessment Resource Book*. Compare your notes from the fall, winter, and spring, and evaluate each student's social skill development over the course of the year.

Technology Tip

For more information about using web-based resources, view the "Using Web-based Teaching Resources" tutorial (AV75).

Teacher Note

You might have the students share the pieces they chose with a parent volunteer who can then help them publish their writing online.

TECHNOLOGY EXTENSION

Publish Student Writing Online

Have the students look through their finished pieces. Invite each student to choose one piece to publish online for family members and friends to read. There are a number of websites where the students can safely publish their writing online; search for them using the keywords "publishing student writing online."

Day 2 Reflecting on Writing

Materials

- 3 samples of each student's writing, prepared ahead
- Author's Chair
- Class set of "Conference Notes" record sheets (CN1)

In this lesson, the students:

- Review some pieces of writing from this year and select favorite pieces to share
- Reflect on how they benefit from the writing community
- Use the prompts "I found out . . ." and "I want to know . . ."
- Write freely

ABOUT COLLECTING SAMPLES OF STUDENT WRITING

Today the students will read three pieces they wrote this year. They will think about how their writing has changed and how they have grown as writers. We suggest that you select pieces from the beginning, middle, and end of the year that clearly illustrate growth in the students' writing. If possible, use the same pieces for all of the students. For example, you might select the "I like to" or "I want to be" story from Unit 1, a personal narrative from Unit 4, and the published opinion piece from Unit 7.

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GETTING READY TO WRITE

1 Read and Select Favorite Pieces of Writing

Have the students sit at desks with partners together. Remind them that yesterday they wrote about what they liked best about the writing lessons this year. Explain that today they will look at some of the writing they did this year and think about how they have changed and grown as writers.

Tell the students that you will give each of them three pieces of their own writing—one from the beginning of the year, one from the middle of the year, and one they wrote recently. Explain that you would like the students to read their three pieces quietly to themselves; then each student will decide which piece he likes best and why.

Distribute the pieces, briefly describe each piece, and give the students time to read them. Then ask:

Q *Which piece of writing do you like the best and why? Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I like my 'I want to be' story. I wrote about wanting to be an astronaut."
>
> "I like the book I wrote about my toy racecar. I like writing about real things."
>
> "I like my stapler poem. It's funny where I wrote, 'Look out! Sharp teeth! Ouch!' "

Explain that later the students will have an opportunity to share their favorite pieces from the Author's Chair.

2 Think About How the Students' Writing Has Changed

Remind the students that they have examples of their writing from the beginning, middle, and end of the year. Point out that their writing has changed during the year. Share some of your observations about changes you have noticed in the students' writing and how they have grown as writers.

> **You might say:**
>
> "I've noticed that you are writing much more now than you did at the beginning of the year and that you're using lots of new and interesting words in your writing. I've also noticed that many of you are adding speech bubbles to your stories to tell what people are saying and thinking. Also, many of you are writing nonfiction and poems during Free Writing Time, as well as stories."

Teacher Note

If you collected beginning- and end-of-year writing samples, you might have your students complete the extension "Compare Beginning- and End-of-year Writing Samples" (see page 546) rather than doing Steps 1 and 2.

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Ask the students to read their three pieces again and see what they notice about how their writing has changed during the year.

Give the students a few minutes to reread their writing. Then ask:

Q *What do you notice about how your writing has changed this year? Turn to your partner.*

After a moment, have a few volunteers share their thinking with the class.

> **Students might say:**
>
> "I used to write one sentence. Now I write a lot."
>
> "I know more words now, like *hot rod* and *speedy*."
>
> "I know how to spell more words, and I can write an exclamation point!"
>
> "I didn't used to know how to write nonfiction. Now I do."

Tell the students that you appreciate the hard work they have done this year to become stronger writers.

SHARING AND REFLECTING

3 Prepare to Share from the Author's Chair

Have the students bring the writing they selected and gather, facing the Author's Chair. Explain that they will share their favorite pieces from the Author's Chair. Ask and briefly discuss:

Q *How can authors who share today help us hear their writing?*

Q *Why is it important to help the audience hear what you've written?*

Tell the students to keep these ideas in mind as they share their writing from the Author's Chair today. Write the prompts *I found out . . .* and *I want to know . . .* where everyone can see them. Remind the students to use these prompts when they comment on one another's writing.

4 Share Favorite Pieces from the Author's Chair

Call on a student to share his writing from the Author's Chair. At the end of the sharing, allow the author to call on two or three students who would like to comment on or ask questions about his writing. If the students do not raise their hands to comment, raise your hand, comment about the author's writing, and then ask:

Q *What did you find out by listening to [Terry's] writing?*

Q *What else would you like to know about [Terry's] writing?*

As volunteers respond, encourage them to direct their comments to the author. Follow this same procedure to have more students share from the Author's Chair. If there is not enough time for all of the students to share, tell them that the remaining students will share at another time.

Teacher Note

If necessary, plan more sharing time so that all of the students can share their writing from the Author's Chair.

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5 Reflect on the Writing Community

Ask and briefly discuss:

- Q *What do you like about sharing your writing with the writing community?*
- Q *How does sharing your writing with the writing community help you to become a stronger writer?*

Explain that tomorrow the students will think about writing they might do this summer.

FREE WRITING TIME

6 Write Freely

Explain that the students will now have time to write freely about any topics they choose. Discuss:

- Q *What is something you might write about today?*

Have the students return to their seats and write freely. As the students write, begin conferring with individual students.

TEACHER CONFERENCE NOTE

You may wish to confer with individual students one last time during this unit using the student's favorite piece as the topic of the conference. Ask each student to show you his favorite piece of writing and briefly tell you about it. Help the student think about what it was like to write this piece and how he has grown as a writer this year. Ask the student questions such as the following and record his responses:

- Q *What do you remember about working on this piece?*
- Q *What did you like best about writing this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *How do you think you have changed as a writer this year?*
- Q *What are some things you might want to write about this summer?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 129 of the *Assessment Resource Book*.

Signal to let the students know when Free Writing Time is over.

Teacher Note

As you confer, you might compare the student's responses to the questions on the "Conference Notes: Focus 1" record sheet (CN1) from Unit 2 with his responses to the questions in the "Conference Notes" record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask him what led to those changes.

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EXTENSION

Compare Beginning- and End-of-year Writing Samples

Remind the students that at the beginning of the year they each wrote a story about something that made them happy, and that they recently wrote another story about the same topic. Explain that today they will look at the stories they wrote to see what they notice about how their writing has changed during the year.

Distribute each student's beginning- and end-of-year writing samples. Give the students a moment to look at and compare their pieces and see what they notice about how their writing has changed during the year. Ask the students to think to themselves as they listen to the questions that follow. Ask the questions one at a time, pausing after each question to give the students time to think.

Q *What do you notice about your writing from the beginning of the year, and what do you notice about your writing from the end of the year?*

Q *What kinds of words did you use at the beginning of the year? What kinds of words do you use now?*

Q *How do you think you have changed as a writer this year?*

Have a few students share their thinking with the class.

> **Students might say:**
>
> "Now I am using periods and capital letters in my sentences."
>
> "I like to use movement words in my writing now."
>
> "At the beginning of the year, I didn't know what to write about. Now I have lots of ideas."

Encourage the students to continue writing as much as they can this summer and to focus on enjoying their own writing.

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Planning for Summer Writing

Day 3

In this lesson, the students:

- Plan for summer writing
- Make lists of writing ideas for their summer writing books
- Reflect on how they benefit from the writing community
- Get ideas by listening to one another

Materials

- Class set of summer writing books, prepared ahead
- Lined writing chart (WA2) for modeling

GETTING READY TO WRITE

1 Introduce the Summer Writing Books

Gather the class with partners sitting together, facing you. Review that yesterday the students shared their favorite pieces of writing from the Author's Chair. Explain that today they will think about writing they might do this summer.

Remind them that they have written lots of stories, poems, and books this year, and tell them that one way good writers like themselves can become even better writers is to keep doing lots of writing. Explain that summer is a wonderful time to write because so many fun things happen during the summer.

Tell the students that you will give them each a book to fill with writing this summer. Show one of the books you assembled; then point to the title (*Summer Writing Book*) and read it aloud. Page through the book, and explain that the students can fill their books with poems, stories, or any other kind of writing they wish during the summer.

2 Generate Ideas for Summer Writing

Display the lined writing chart (WA2) and write the title "Summer Writing Ideas" on the chart. Tell the students that today they will write a list of ideas to get them ready for summer writing. Use "Think, Pair, Share" to discuss:

Q *What might you do for fun during the summer that you could write about?* [pause] *Turn to your partner.*

Have a few volunteers share their thinking with the class and record their ideas as they respond. If the students struggle to answer the question, stimulate their thinking by asking questions such as the following:

Q *What fun places will you go to this summer that you might write about?*

Q *What will you do outside on a nice summer day?*

Q *What can you do during the summer that you can't do during the school year?*

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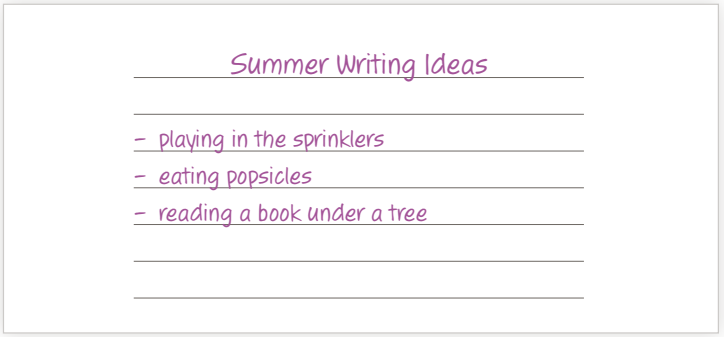
WA2


Summer Writing Ideas

- playing in the sprinklers
- eating popsicles
- reading a book under a tree

Tell the students that they will now write their own lists of summer writing ideas. Later they will have a chance to share their lists with the class.

WRITING TIME

3 Write "Summer Writing Ideas" Lists

Have the students return to their seats, and distribute the summer writing books. Show the students where to write their names on the covers. Tell the students to open their books to the first page titled "Summer Writing Ideas" and begin writing their lists. Encourage the students to include the ideas they shared with their partners in their lists. If the students finish their lists, they may illustrate the covers of their books.

When the students have settled into their writing, confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students during this unit using the student's favorite piece as the topic of the conference. Ask each student to show you her favorite piece of writing and briefly tell you about it. Help the student think about what it was like to write this piece and how she has grown as a writer this year. Ask the student questions such as the following and record her responses:

- Q *What do you remember about working on this piece?*
- Q *What did you like best about writing this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*

(continues)

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TEACHER CONFERENCE NOTE *(continued)*

Q *What do you do best as a writer?*

Q *How do you think you have changed as a writer this year?*

Q *What are some things you might want to write about this summer?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 129 of the *Assessment Resource Book*.

Signal to let the students know when Writing Time is over.

SHARING AND REFLECTING

4 Share Lists and Reflect

Have the students bring their summer writing books and gather together in a circle. Explain that each student will pick one idea from his "Summer Writing Ideas" list to share with the class. Give the students a few moments to think about what they will say; then go around the room and have each student share one item from his list, without comment.

When all of the students have shared, ask and briefly discuss:

Q *What did you hear that gave you a new idea for summer writing?*

Q *Who else might be [riding a roller coaster] this summer?*

Q *How does sharing your ideas with the writing community help you become a stronger writer?*

Collect the students' writing books to distribute later in the week.

EXTENSION

Illustrate Summer Writing Book Covers

Show the covers of a few books you have read aloud to the students this year, and ask them what they notice about the covers. Remind the students that a book cover usually has these three parts: a title that tells what the book is about, the name of the author, and an illustration that shows something about the book. Explain that the cover of each student's summer writing book already has the title and author's name written on it. Tell them that now they will illustrate their covers. Invite the students to use ideas from their lists of summer writing ideas to illustrate their covers.

Teacher Note

As you confer, you might compare the student's responses to the questions on the "Conference Notes: Focus 1" record sheet (CN1) from Unit 2 with her responses to the questions on the "Conference Notes" record sheet (CN1) from this unit. You may wish to share with the student some changes you have noticed in her writing and ask her what led to those changes.

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Day 4 Reflecting on Community

Materials

- Chart paper and a marker
- Small square of drawing paper for each student, prepared ahead
- Copy of this unit's family letter (BLM1) for each student
- (Optional) Hand mirrors for the students

Teacher Note

If you are teaching the *Making Meaning* reading comprehension program from the Center for the Collaborative Classroom, some questions in this lesson are similar to those asked in the final unit of *Making Meaning*. Read the lessons in both programs and decide if you want to teach them separately or combine them into one experience for the students. It is not necessary to ask the same questions in both lessons.

TEKS 12.C.i
Student/Teacher Activity
Step 2 (all, beginning on page 550 and continuing on to page 551)

Teacher Note

In Steps 4 and 5, the students draw self-portraits on the squares of paper that you have prepared. Leave space below the writing for these self-portraits, which you will attach to the charted letter.

In this lesson, the students:

- Write a shared letter to next year's class about working well together
- Reflect on their contributions to the writing community
- Thank one another for their work together this year

GETTING READY TO WRITE

1 Introduce Writing About the Writing Community

Gather the class with partners sitting together, facing you. Remind the students that they have worked hard this year to build a writing community in which they are all friends who work well together and help one another. Explain that today they will each write a shared letter to next year's first-grade class about how to work together during the writing lessons. Explain that next year's first-graders can read the letter and learn what they can do to build a caring writing community.

WRITING TIME

2 Write a Shared Letter About Working Together

On a sheet of chart paper, write *Dear first-graders, Here are some caring ways to work together during the writing lessons.* Read the words aloud, pointing to each word as you read it. Use "Think, Pair, Share" to discuss:

Q *What advice would you give next year's first-grade class about working together during the writing lessons? What did we do this year that helped us work well together?* [pause] *Turn to your partner.*

You may want to model a few ideas to stimulate the students' thinking and encourage them to phrase their ideas in a positive way.

> **You might say:**
>
> "It is polite to look at people when they are talking. It is also fun to share ideas with your partner."

Have a few volunteers share their thinking with the class. As the students share, record their ideas on the chart paper.

> **Students might say:**
>
> "Look at people when they talk. That shows you are listening."
>
> "Take turns talking. That way everyone gets a chance to talk."
>
> "During Author's Chair sharing, say something nice about the person's story."

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If necessary, prompt the students' thinking with questions such as:

- Q *What is important to do when you work with a partner?*
- Q *What is important to do during sharing?*
- Q *What did we do this year to be good listeners?*
- Q *What is something that you know next year's first-graders will enjoy about writing in first grade?*

Dear first-graders,

Here are some caring ways to work together during the writing lessons:

- It is polite to listen quietly to your partner.
- It is fun to take turns sharing with your partner.
- It is helpful to talk so people can hear you.
- It is polite to look at people when they talk.
- It is nice to say what you like about someone's writing during Author's Chair sharing.

Sincerely,

Mr. McGee's class

After the letter is written, read it aloud, pointing to each word as you read it.

3 Model Drawing a Self-portrait

Show one of the small squares of drawing paper. Explain that the students will write their names and draw *self-portraits*—pictures of themselves—on squares of paper like this one. Ask the students to watch as you model writing your first name at the bottom of the paper and drawing a picture of your head and shoulders. Explain that you are not drawing your whole body, since the paper is small.

Tell the students that you will paste their completed pictures on the letter so that next year's class will know who wrote it.

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Teacher Note

Hand mirrors might be helpful to the students during this step.

4 Discuss Details and Draw Self-portraits

Have partners talk briefly about details they may want to include in their self-portraits, such as eye or hair color, glasses, freckles, smiles, or curly hair. Then distribute the paper and have the students return to their seats. Have the students write their names and draw their self-portraits on the squares of paper. As they work, circulate among them and encourage them to add details to their pictures.

SHARING AND REFLECTING

5 Share Self-portraits and Attach Them to the Letter

Have the students gather, and ask each student to share her self-portrait with the class. Attach each picture to the letter. As you attach the pictures to the letter, you might say something nice about each student's progress this year as a writer.

> **You might say:**
>
> "[Cora] wrote some very imaginative poems this year" or "[Sophie] is writing much longer stories now than she was at the beginning of the year."

Stop periodically to talk about where to place the next picture. After all of the pictures are attached, reread the letter with the class.

6 Reflect on the Students' Growth as Caring Community Members

Share some observations about the ways your students have grown as members of the writing community this year.

> **You might say:**
>
> "I remember that at the beginning of the year some people didn't listen to their partners when they shared ideas. Now I see you looking at your partners and nodding. That shows me that you have learned how to listen respectfully to each other. I also remember that some people had trouble writing quietly during Writing Time at the beginning of the year, but now I see people speaking in soft voices during Writing Time and raising their hands quietly when they have questions."

Ask and briefly discuss:

Q *What else have you done to be a caring member of our writing community?*

Encourage the students to continue to write over the summer and to become caring members of their classroom writing communities next year. Have the students take a moment to thank one another for their work together during the writing lessons this year.

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FREE WRITING TIME

7 Write Freely

Have the students return to their seats; distribute writing paper and have them write freely. The students may write their own letters to next year's first-grade class, or they may write about anything else they choose. If the students have difficulty coming up with ideas for their letters, encourage them to use the class letter for ideas. After the students have settled into their writing, confer with individual students.

TEACHER CONFERENCE NOTE

Continue to confer with individual students during this unit using the student's favorite piece as the topic of the conference. Ask each student to show you his favorite piece of writing and briefly tell you about it. Help the student think about what it was like to write this piece and how he has grown as a writer this year. Ask the student questions such as the following and record his responses:

- Q *What do you remember about working on this piece?*
- Q *What did you like best about writing this year?*
- Q *How do you feel about your writing?*
- Q *How do you feel when you are asked to read your own writing to the class?*
- Q *What do you do best as a writer?*
- Q *How do you think you have changed as a writer this year?*
- Q *What are some things you might want to write about this summer?*

Document your observations for each student on a "Conference Notes" record sheet (CN1); see page 129 of the *Assessment Resource Book*.

Signal to let the students know when Free Writing Time is over.

Teacher Note

As you confer, you might compare the student's responses to the questions on the "Conference Notes: Focus 1" record sheet (CN1) from Unit 2 with his responses to the questions in the "Conference Notes" record sheet (CN1) from this unit. You might share with the student some changes you noticed and ask him what led to those changes.

Teacher Note

For information on wrapping up this unit and conducting unit assessments, see "End-of-unit Considerations" on page 555.

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Open Day Writing Throughout the Week

Write About First Grade

Give the students the opportunity to write about what they liked about first grade. Use "Think, Pair, Share" to discuss:

Q *What did you like about first grade this year?* [pause] *Turn to your partner.*

Have the students write about what they liked about first grade. You might compile the writing into a class book titled *Our Favorite Things About First Grade*.

TEKS 12.C.i
Student/Teacher Activity
Writing Throughout the Week: Write Letters to Second-grade Teachers (all)

Write Letters to Second-grade Teachers

Remind the students that they wrote letters to next year's first-grade class earlier this week. Tell the students that today they will each write a letter to their second-grade teacher that introduces themselves and tells what they liked about writing this year. Ask:

Q *What might you say to introduce yourself to your second-grade teacher?*

> **Students might say:**
>
> "I would say, 'Hi! My name is Jodi.'"
>
> "I would start my letter by saying 'I am Brandon and I love to write.'"
>
> "I might say, 'My name is Lisie.'"

Q *What are some things you learned about writing this year?* [pause] *Turn to your partner.*

Have a few volunteers share their responses. Have the students write their letters to their second-grade teachers. Encourage the students to refer to the shared letter from Day 4 while writing their letters.

Teacher Note

If the students struggle to answer the question, display the "Things We Liked About the Writing Lessons" chart (WA1) and read the ideas aloud. Then ask the question again.

Teacher Note

If you obtained beginning- and end-of-year writing samples, you might compile the students' letters and their writing samples and give them to the second-grade teacher(s).

Write in Summer Writing Books

Tell the students that they will each pick one idea from the summer writing ideas list on the first page of their summer writing books and write about it. Encourage the students to add details (sound words or sensory details) to tell more in their writing. If it is helpful to the students, model picking an idea from the "Summer Writing Ideas" chart (WA2) from Day 3 and writing about it.

Share from the Author's Chair and Write Freely

Repeat the procedures in Day 1, Step 6 to provide another opportunity for the students to share their writing from the Author's Chair and then write freely about anything they choose.

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End-of-unit Considerations

Wrap Up the Unit

- Send home with each student a copy of this unit's family letter (BLM1) along with the student's summer writing book, published pieces, and writing notebook. Encourage the students to share their writing with their families.

Assessments

- (Optional) If you obtained end-of-year writing samples, you might want to reflect on each student's writing using the "End-of-year Writing Sample Record" sheet (WS2) on page 126 of the *Assessment Resource Book*. For more information on analyzing the writing samples, see "Beginning- and End-of-year Writing Samples" on page xi of the *Assessment Resource Book*. If you collected beginning-of-year writing samples, you might assess each student's growth as a writer by comparing your comments on the "Beginning-of-year Writing Sample Record" sheet (WS1) with your comments on the "End-of-year Writing Sample Record" sheet (WS2).

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Appendix A

GRADE 1 READ-ALOUD TEXTS

Week	Title	Author/Source	Format	Genre/Type
UNIT 1				
1	*Things I Like*	Anthony Browne	picture book	fiction
2	*Farmer Duck*	Martin Waddell	picture book (big book)	fiction
3	*All by Myself*	Mercer Mayer	picture book	fiction
4	*When I Grow Up*	Peter Horn	picture book	fiction
5	*When I Was Five*	Arthur Howard	picture book	realistic fiction
UNIT 2				
1	*I Love Animals!*	Flora McDonnell	picture book (big book)	fiction
2	*Chinatown*	William Low	picture book	realistic fiction
3	*Daddy Calls Me Man*	Angela Johnson	picture book	poetry
4	*Growing Vegetable Soup*	Lois Ehlert	picture book (big book)	realistic fiction
5	*Knuffle Bunny: A Cautionary Tale*	Mo Willems	picture book	fiction
6	*Mouse Views: What the Class Pet Saw*	Bruce McMillan	picture book	realistic fiction
UNIT 3				
3	*Wait and See*	Robert Munsch	picture book	fiction
4	*Sheep on a Ship*	Nancy Shaw	picture book	fiction
UNIT 4				
1	*The Snowy Day*	Ezra Jack Keats	picture book	realistic fiction
1	*Chrysanthemum*	Kevin Henkes	picture book	fiction
2	*Best Friends Sleep Over*	Jacqueline Rogers	picture book	fiction
3	*Down the Road*	Alice Schertle	picture book	realistic fiction

(continues)

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(continued)

Week	Title	Author/Source	Format	Genre/Type
UNIT 5				
1	*Bee*	Karen Hartley and Chris Macro	picture book	expository nonfiction
1	*Meet my neighbor, the dentist*	Marc Crabtree	picture book	narrative nonfiction
3	*Fire Trucks*	Valerie Bodden	picture book	expository nonfiction
UNIT 6				
1	"Cat"	Mary Britton Miller	poem	poetry
1	"My Puppy"	Aileen Fisher	poem	poetry
1	"Jump or Jiggle"	Evelyn Beyer	poem	poetry
1	"Lessie" and "Rope Rhyme" in *Honey I Love, and Other Poems*	Eloise Greenfield	poetry collection	poetry
1	"Swimming"	Alice Higgins	poem	poetry
1	"Hide-and-Seek Shadow"	Margaret Hillert	poem	poetry
1	"Swinging"	Kay Winters	poem	poetry
2	"Riding on the Train" in *Honey I Love, and Other Poems*	Eloise Greenfield	poetry collection	poetry
2	"Ears Hear"	Lucia and James L. Hymes, Jr.	poem	poetry
2	"Our Washing Machine"	Patricia Hubbell	poem	poetry
2	"Showers"	Marchette Chute	poem	poetry
2	"To Walk in Warm Rain"	David McCord	poem	poetry
2	"The March Wind"	Anonymous	poem	poetry
3	"Sleeping Bag"	Kristine O'Connell George	poem	poetry
3	"First Snow"	Marie Louise Allen	poem	poetry
3	"Umbrellas"	Barbara Juster Esbensen	poem	poetry
3	*Honey I Love, and Other Poems*	Eloise Greenfield	poetry collection	poetry
UNIT 7				
1	"Vegetables"	Meish Goldish	poem	poetry
2	*Reading Makes You Feel Good*	Todd Parr	picture book	nonfiction

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Appendix B

READ-ALOUD TEXTS ACROSS THE GRADES

Kindergarten

Title	Author/Source
"Alligators Are Unfriendly"	Jack Prelutsky
"Blowing Bubbles" in *Read-Aloud Rhymes for the Very Young*	Margaret Hillert
"Chums" in *Read-Aloud Rhymes for the Very Young*	Arthur Guiterman
City Signs	Zoran Milich
Cookie's Week	Cindy Ward
"Crunch and Lick" in *Read-Aloud Rhymes for the Very Young*	Dorothy Aldis
"Fish" in *Read-Aloud Rhymes for the Very Young*	Mary Ann Hoberman
Freight Train	Donald Crews
"The Frog on the Log" in *Read-Aloud Rhymes for the Very Young*	Ilo Orleans
I Have Feelings	Bobbie Kalman
I Love My Hair!	Natasha Anastasia Tarpley
I Love School!	Philemon Sturges
I Want to Be a Chef	Dan Liebman
I Went Walking	Sue Williams
"Just Watch" in *Read-Aloud Rhymes for the Very Young*	Myra Cohn Livingston
Lunch	Denise Fleming
"Mice" in *Read-Aloud Rhymes for the Very Young*	Rose Fyleman
"The Meal" in *Read-Aloud Rhymes for the Very Young*	Karla Kuskin
My Favorite Bear	Andrea Gabriel
My Friends	Taro Gomi
Red Is a Dragon	Roseanne Thong
Round Is a Mooncake	Roseanne Thong
"Shore" in *Read-Aloud Rhymes for the Very Young*	Mary Britton Miller
"Somersaults" in *Read-Aloud Rhymes for the Very Young*	Jack Prelutsky
"The Squirrel" in *Read-Aloud Rhymes for the Very Young*	Anonymous
Titch	Pat Hutchins
"Toaster Time" in *Read-Aloud Rhymes for the Very Young*	Eve Merriam
Vegetables	Nancy Dickmann
What Happens at an Airport?	Amy Hutchings
When I Get Bigger	Mercer Mayer
When Sophie Gets Angry—Really, Really Angry . . .	Molly Bang
"Wide Awake" in *Read-Aloud Rhymes for the Very Young*	Myra Cohn Livingston
"Yellow Butter" in *Read-Aloud Rhymes for the Very Young*	Mary Ann Hoberman

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Grade 1

Title	Author/Source
All by Myself	Mercer Mayer
Bee	Karen Hartley and Chris Macro
Best Friends Sleep Over	Jacqueline Rogers
"Cat"	Mary Britton Miller
Chinatown	William Low
Chrysanthemum	Kevin Henkes
Daddy Calls Me Man	Angela Johnson
Down the Road	Alice Schertle
"Ears Hear"	Lucia and James L. Hymes, Jr.
Farmer Duck	Martin Waddell
Fire Trucks	Valerie Bodden
"First Snow"	Marie Louise Allen
Growing Vegetable Soup	Lois Ehlert
"Hide-and-Seek Shadow"	Margaret Hillert
I Love Animals!	Flora McDonnell
"Jump or Jiggle"	Evelyn Beyer
Knuffle Bunny: A Cautionary Tale	Mo Willems
"Lessie," "Riding on the Train," and "Rope Rhyme" in *Honey, I Love and Other Poems*	Eloise Greenfield
"The March Wind"	Anonymous
Meet my neighbor, the dentist	Marc Crabtree
Mouse Views: What the Class Pet Saw	Bruce McMillan
"My Puppy"	Aileen Fisher
"Our Washing Machine"	Patricia Hubbell
Reading Makes You Feel Good	Todd Parr
Sheep on a Ship	Nancy Shaw
"Showers"	Marchette Chute
"Sleeping Bag"	Kristine O'Connell George
The Snowy Day	Ezra Jack Keats
"Swimming"	Alice Higgins
"Swinging"	Kay Winters
Things I Like	Anthony Browne
"To Walk in Warm Rain"	David McCord
"Umbrellas"	Barbara Juster Esbensen
"Vegetables"	Meish Goldish
Wait and See	Robert Munsch
When I Grow Up . . .	Peter Horn
When I Was Five	Arthur Howard

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Grade 2

Title	Author/Source
"About Donald Crews"	James Preller
Alexander and the Terrible, Horrible, No Good, Very Bad Day	Judith Viorst
"An Argument Against Pets: Animals Should Be Free"	Roshanda Harris and Franklin Sherman
"An Argument Against Pets: Pets Cost Too Much"	BreAunna Gladmon
"An Argument for Pets: Good for the Animals"	Amanda Abel and Elizabeth Dunaway
"An Argument for Pets: We Can Learn From Pets"	Blane Williamson and Orin Fussell
Beardream	Will Hobbs
Bigmama's	Donald Crews
"Boa Constrictor"	Shel Silverstein
Brave Charlotte	Anu Stohner
"Buses"	Maxine Kumin
Click, Clack, Moo: Cows That Type	Doreen Cronin
"Clouds"	Christina G. Rossetti
"The Coyote"	Douglas Florian
Dear Baby: Letters from Your Big Brother	Sarah Sullivan
Dogs Don't Wear Sneakers	Laura Numeroff
Dogzilla	Dav Pilkey
Ducky	Eve Bunting
First Year Letters	Julie Danneberg
"Fish"	Mary Ann Hoberman
Harry and the Terrible Whatzit	Dick Gackenbach
HONK! The Story of a Prima Swanerina	Pamela Duncan Edwards
How to Be a Friend: A Guide to Making Friends and Keeping Them	Laurie Krasny Brown and Marc Brown
I Wanna Iguana	Karen Kaufman Orloff
I Wanna New Room	Karen Kaufman Orloff
I Will Never NOT EVER Eat a Tomato	Lauren Child
Kate & Pippin: An Unlikely Love Story	Martin Springett
"Knoxville, Tennessee"	Nikki Giovanni
"Let's Get a Pup!" Said Kate	Bob Graham
"Lettuce"	Alma Flor Ada
The Little Old Lady Who Was Not Afraid of Anything	Linda Williams
Love, Lizzie: Letters to a Military Mom	Lisa Tucker McElroy
Miss Tizzy	Libba Moore Gray
"My Baby Brother"	Mary Ann Hoberman
My Little Sister Ate One Hare	Bill Grossman

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Grade 2 *(continued)*

Title	Author/Source
Night in the Country	Cynthia Rylant
Paper	Chris Oxlade
"Peaches"	Alma Flor Ada
Polar Animals	Deborah Hodge
Polar Lands	Margaret Hynes
Polar Regions	Melanie Waldron
"Q&A with Isobel Springett: The Photographer of *Kate & Pippin: An Unlikely Love Story*"	Center for the Collaborative Classroom
"Rain Poem"	Elizabeth Coatsworth
Sheila Rae, the Brave	Kevin Henkes
Shortcut	Donald Crews
"Suck It Up!"	Unknown
"The Tiger"	Douglas Florian
"Tree House"	Shel Silverstein
"Weather"	Aileen Fisher
"Which Is Stronger?"	adapted from "Corrugated Paper" in *Super Science Experiments* by Muriel Mandell Sterling
"Wind Song"	Lilian Moore
"Writing Habits of Professional Authors"	various

Grade 3

Title	Author/Source
1-2-3 Draw Ocean Life	Freddie Levin
The ABCs of Endangered Animals	Bobbie Kalman
"About Eloise Greenfield"	James Preller; eduplace.com
"About Joanne Ryder"	James Preller
"About Judy Blume"	judyblume.com
"About Kevin Henkes"	kevinhenkes.com
Are You a Dragonfly?	Judy Allen
Atlantic	G. Brian Karas
"Autumn Leaves"	Eve Merriam
"Believing in Myself"	Joshua Jay L., age 10
"Bottlenose Dolphin"	Deborah Zemke
"Computers in Our Classrooms"	Center for the Collaborative Classroom
Boundless Grace	Mary Hoffman
Cherries and Cherry Pits	Vera B. Williams
"Chores" and "John and the Snake" in *Childtimes: A Three-Generation Memoir*	Eloise Greenfield and Lessie Jones Little

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Grade 3 *(continued)*

Title	Author/Source
"Don't Change Our Start Time"	Center for the Collaborative Classroom
"First Day of School"	Jennifer, age 10
"Fresh Pop-Corn"	Laura Purdie Salas
"Galoshes"	Rhoda Bacmeister
Grandma's Records	Eric Velasquez
Grandpa's Face	Eloise Greenfield
Hello Ocean	Pam Muñoz Ryan
"Hotel Swimming Pool's Evening Lament"	Stefi Weisburd
"How I Saved a Dog's Life"	Kate, age 7
"Ice Cubes"	Joan Bransfield Graham
If You Were a Writer	Joan Lowery Nixon
In November	Cynthia Rylant
Into the Sea	Brenda Z. Guiberson
"It's Raining!"	Heidi B. Roemer
I Wonder Why the Sea Is Salty	Anita Ganeri
Julius, the Baby of the World	Kevin Henkes
Kittens	Niki Walker and Bobbie Kalman
"More About Judy Blume"	Leonard S. Marcus; judyblume.com
My Father's Hands	Joanne Ryder
My Pet Puppy	Marilyn Baillie
"Oak's Introduction"	Kristine O'Connell George
Oceans and Seas	Nicola Davies
"Open Hydrant"	Marci Ridlon
A Pack of Wolves and Other Canine Groups	Anna Claybourne
The Pain and the Great One	Judy Blume
Panda Kindergarten	Joanne Ryder
The Paper Bag Princess	Robert Munsch
"The Polliwogs"	Douglas Florian
"Puzzle Sticks" in *Fun-To-Make Crafts for Every Day*	Tom Daning
"Rats Are the Coolest Pets"	Center for the Collaborative Classroom
Reptiles	Tom Greve
Scarecrow	Cynthia Rylant
"School Should Start Later in the Morning"	Center for the Collaborative Classroom
She Come Bringing Me That Little Baby Girl	Eloise Greenfield
Silver Seeds	Paul Paolilli and Dan Brewer
"Sunning"	James S. Tippett
Tacky the Penguin	Helen Lester

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Grade 3 *(continued)*

Title	Author/Source
Things Will Never Be the Same	Tomie dePaola
"Two Voices in a Tent at Night"	Kristine O'Connell George
Where Butterflies Grow	Joanne Ryder
"Which is the Best?"	James Stevenson
"Why You Should Get a Dog"	Center for the Collaborative Classroom

Grade 4

Title	Author/Source
"1, 2, 3 Dragon"	students at Germantown Academy, PA
1-2-3 Draw Cartoon People	Steve Barr
"About Allen Say"	Allen Say
"About Jane Yolen"	Jane Yolen
"About William Steig"	James Preller
Australia	Xavier Niz
The Bicycle Man	Allen Say
"Bike Helmets"	Center for the Collaborative Classroom
The Book of Cards for Kids	Gail MacColl
"Bugs Are Creepy"	Center for the Collaborative Classroom
"Carrot and Raisin Salad"	Judi Gillies and Jennifer Glossop
"Carrot Salad"	Angela Wilkes
"Catching Stars"	students at Germantown Academy, PA
"cow"	Valerie Worth
"Crickets"	Myra Cohn Livingston
The Day of Ahmed's Secret	Florence Parry Heide and Judith Heide Gilliland
Desert Voices	Byrd Baylor and Peter Parnall
"Egg"	Kristine O'Connell George
Everything Reptile	Cherrie Winner
"Expressions"	Anna Milbourne
"Feeling Ill"	Michael Rosen
"First Days," "Hot Rolls," "Joe Louis," "Learning the Hard Way," and "Mama Sewing" in *Childtimes: A Three-Generation Memoir*	Eloise Greenfield and Lessie Jones Little
"The Fly Is In"	Shel Silverstein
"Helping Other Countries"	Center for the Collaborative Classroom
"I'm Much Too Tired to Play Tonight"	Jack Prelutsky
"I'm Sorry!"	Jack Prelutsky
"Insects Are Amazing"	Center for the Collaborative Classroom
"It Is Our Money and We Need It"	Center for the Collaborative Classroom

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Grade 4 *(continued)*

Title	Author/Source
Kenya: A Question and Answer Book	Sara Louise Kras
"lawnmower"	Valerie Worth
"Little Things"	Sara Roberts
"Lullaby"	Kristine O'Connell George
"Making a character"	Anna Milbourne
Mexico	Colleen Sexton
"The Mirror"	Jijo Vilayanickal
Miss Rumphius	Barbara Cooney
"More About Allen Say"	Stephanie Loer
Morning on the Lake	Jan Bourdeau Waboose
Night of the Gargoyles	Eve Bunting
"Over My Toes"	Michael Rosen
Owl Moon	Jane Yolen
"Poet Quotes: What Is Poetry?"	various
Roxaboxen	Alice McLerran
"A Snake Named Moon" and "The Missing Moon" in *The Moon and I*	Betsy Byars
Sylvester and the Magic Pebble	William Steig
Tar Beach	Faith Ringgold
Tea with Milk	Allen Say
The Ultimate Fact Book	Andrew Wojtanik
"Up and Down"	Douglas Florian
A Visit to Italy	Rachael Bell
A Visit to Japan	Peter and Connie Roop
"Windy Nights"	Rodney Bennett
Wizzil	William Steig
"Writing Habits of Professional Authors"	various

Grade 5

Title	Author/Source
"About Chris Van Allsburg"	Chris Van Allsburg
"About Jon Scieszka"	Leonard S. Marcus
"About Patricia Polacco"	Patricia Polacco
"Animal Experimentation Saves Lives"	Giovanny P.
"Animal Testing: Here Is the Truth"	Emma H.
Can It Rain Cats and Dogs?	Melvin and Gilda Berger
"Child Frightened by a Thunderstorm"	Ted Kooser
Extreme Earth Records	Seymour Simon
"fireworks"	Valerie Worth

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Grade 5 *(continued)*

Title	Author/Source
"flamingo"	Valerie Worth
The Frog Prince, Continued	Jon Scieszka
"Gentle Sound of Rain"	Lee Emmett
Global Warming	Seymour Simon
"I Love the Look of Words"	Maya Angelou
I Wonder Why Penguins Can't Fly	Pat Jacobs
I Wonder Why The Sahara Is Cold At Night	Jackie Gaff
Knots in My Yo-yo String	Jerry Spinelli
Just a Dream	Chris Van Allsburg
"Lemonade" and "Backyard Bubbles"	Rebecca Kai Dotlich
The Lotus Seed	Sherry Garland
Meteor!	Patricia Polacco
Moira's Birthday	Robert Munsch
"More About Jon Scieszka"	Leonard S. Marcus
My Rotten Redheaded Older Brother	Patricia Polacco
Nothing Ever Happens on 90th Street	Roni Schotter
"On Helping Others"	Laia Mitchell
"On Respect"	Nick Maney
"Poet Quotes: What Is Poetry?"	various
"Porch Light"	Debra Chandra
Rainforests	James Harrison
"School Uniforms"	Akinyi R. (student writing)
Scranimals	Jack Prelutsky
"The Sea"	Debra Chandra
"September"	John Updike
Still Firetalking	Patricia Polacco
The Summer My Father Was Ten	Pat Brisson
Sweet Music in Harlem	Debbie A. Taylor
The Sweetest Fig	Chris Van Allsburg
"Television: The Most Disparaged Resource of the Information Age"	Salmaan S. (student writing)
The True Story of the 3 Little Pigs!	Jon Scieszka
Uncle Jed's Barbershop	Margaree King Mitchell
"WARNING: Too Much TV Is Hazardous to Your Health"	TV-Turnoff Network; Center for Screen-Time Awareness
Water Dance	Thomas Locker
"Windshield Wiper"	Eve Merriam
The Wreck of the Zephyr	Chris Van Allsburg
"Writing Habits of Professional Authors"	various

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Grade 6

Title	Author/Source
"A Paper Clip Trick"	Center for the Collaborative Classroom
A Teen Guide to Being Eco in Your Community	Cath Senker
"About Joan Aiken"	lib.usm.edu and indiebound.org
"About Kristi Holl"	Kristi Holl, edited by Sandy Asher
"About Louis Sachar"	louissachar.com
"April Rain Song"	Langston Hughes
Birmingham 1963: How a Photograph Rallied Civil Rights Support	Shelley Tougas
"Bring Naps, Recess, and the Arts Back to School"	Annie Murphy Paul
"Bull snake rattle"	Barbara Esbensen
"Do Not Raise the Driving Age to 18"	Center for the Collaborative Classroom
"Echoes Down the Rails"	Kristi Holl
"Excerpt from *I Am Malala: How One Girl Stood Up for Education and Changed the World*"	Malala Yousafzai
"Fireflies"	J. Patrick Lewis
"giraffe"	Valerie Worth
Goldilocks and Just One Bear	Leigh Hodgkinson
"How to Make a Friendship Bracelet"	Center for the Collaborative Classroom
"How to Make a Jumping Frog"	Center for the Collaborative Classroom
If the World Were a Village: A Book about the World's People	David J. Smith
"Losing Is Good for You"	Ashley Merryman
"Milk," "Journey," and "Mosquito"	Barry Yourgrau
"More About Louis Sachar"	louissachar.com
"My Mother's Hands"	Dan Feng Mei (student writing)
Mysterious Disappearances	John Townsend
"No Place I'd Rather Be"	Kristi Yamaguchi
"Ode to Pablo's Tennis Shoes"	Gary Soto
Ouch! The Weird & Wild Ways Your Body Deals with Agonizing Aches, Ferocious Fevers, Lousy Lumps, Crummy Colds, Bothersome Bites, Breaks, Bruises & Burns & Makes Them Feel Better!	Joe Rhatigan
"Pencils"	Barbara Esbensen
"Poet Quotes: What Is Poetry?"	various
Probuditi!	Chris Van Allsburg
Rattlesnake Mesa: Stories from a Native American Childhood	EdNah New Rider Weber

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Grade 6 *(continued)*

Title	Author/Source
Sideways Stories from Wayside School	Louis Sachar
"Sleep Deprivation and Teens: 'Walking Zombies'"	Vicki Abeles and Abigail Baird, PhD
"Smells"	Kathryn Worth
Sneed B. Collard III's Most Fun Book Ever About Lizards	Sneed B. Collard III
"Spring Is"	Bobbi Katz
"Steam Shovel"	Charles Malam
Survival Challenge: Lost!	Stephanie Turnbull
Thank You, Mr. Falker	Patricia Polacco
"The Elves in the Shelves"	Joan Aiken
"The Minimum Driving Age Should Be Raised"	Rameysh Ramdas
"The pickety fence"	David McCord
The Secret Shortcut	Mark Teague
"The Sneeze"	Alex Roan
"The Stray"	Gary Soto
The Technology Behind Amazing Built Structures	Nicolas Brasch
The Technology Behind Everyday Appliances	Nicolas Brasch
"They're Made Out of Meat"	Terry Bisson
"Why Parents Should Push Their Kids to Play Team Sports"	Lisa Endlich Heffernan and Mary Dell Harrington
"Writing Habits of Professional Authors"	various
"You Can Talk About Your Hummingbirds"	Arnold Adoff

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Appendix C

SKILLS AND CONVENTIONS TABLES

Kindergarten Skills and Conventions

Skill/Convention	Unit 1: The Writing Community	Unit 2: Getting Ideas	Unit 3: Telling More	Unit 4: Just the Facts	Unit 5: Exploring Words Through Poetry	Unit 6: Opinion Writing	Unit 7: Revisiting the Writing Community
Draw pictures to tell stories	■	□					
Tell stories/ideas orally before writing		■	□	□	□	□	□
Label pictures using letters or words that relate to the writing		■	□	□	□	□	□
Write left-to-right and top-to-bottom		■	□	□	□	□	□
Use a word wall to spell high-frequency words		■	□	□	□	□	□
Use spaces between words		■	□	□	□	□	□
Write sentences		■	□	□	□	□	□
Capitalize the first letters of sentences		■	□	□	□	□	□
Use periods at the ends of sentences		■	□	□	□	□	□
Approximate spelling using letter-sound correspondence		■	□	□	□	□	□
Use frequently occurring prepositions			■	□	□	□	□
Add *-s* or *-es* to form plural nouns			■	□	□	□	□
Understand and use question words				■	□	□	□

■ skill introduced □ skill practiced

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Grade 1 Skills and Conventions

Skill/Convention	Unit 2: Getting Ideas	Unit 3: Telling More	Unit 4: Writing Stories About Me	Unit 5: Writing Nonfiction	Unit 6: Exploring Words Through Poetry	Unit 7: Opinion Writing	Unit 8: Revisiting the Writing Community
GRAMMAR AND USAGE							
Complete sentences	■	■					
Singular nouns						■	
Plural nouns						■	
Verbs	■				■		
Using nouns and verbs in sentences	■			■	■		
Declarative and interrogative sentences				□			
Common and proper nouns		□					
Present- and past-tense verbs		■			■		
Exclamatory sentences			□				
Adjectives					■		
Prepositions			■				
Pronouns	■	■					
PUNCTUATION AND CAPITALIZATION							
Commas in a series		■		■			
Conjunctions and commas in compound sentences			■			■	

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

□ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

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Grade 2 Skills and Conventions

Skill/Convention	Unit 1: The Writing Community	Unit 2: Telling More	Unit 3: Fiction	Unit 4: Nonfiction	Unit 5: Letter Writing	Unit 6: Poems and Words	Unit 7: Opinion Writing	Unit 8: Revisiting the Writing Community
GRAMMAR AND USAGE								
Complete sentences	■	■			■		■	
Declarative and interrogative sentences	■	■	□	■	■		■	
Exclamatory and imperative sentences	■	■	□		■		■	
Compound sentences					■			
Collective nouns			■					
Proper nouns	□	□		■			■	
Reflexive pronouns					■			
Adjectives			■			■	■	
PUNCTUATION AND CAPITALIZATION								
Commas in a series		□						
Commas in greetings and closing of letters					□			
Apostrophes in contractions	■							
Apostrophes in possessives				■				
Quotation marks			□					

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

□ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

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Grade 3 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Opinion Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
GRAMMAR AND USAGE								
Complete sentences	☐	☐	☐	☐		☐		
Recognize and correct incomplete sentences		☐		☐		☐		
Compound sentences					■			
Complex sentences						■		
Singular and plural nouns		☐		☐				
Common and proper nouns	☐							
Subjects, objects, and pronouns				■				
Possessive pronouns		☐						
Verbs	■		☐					
Regular and irregular verbs			■					
Adjectives	■	☐				☐		
Comparative and superlative adjectives			☐	☐				
Adverbs			☐					
Comparative and superlative adverbs			☐					
PUNCTUATION AND CAPITALIZATION								
Words in titles	■		■					
Contractions		☐						
Commas in addresses		■	■	■	■		■	
Commas and quotation marks in dialogue			☐					

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

☐ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

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Grade 4 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Opinion Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
GRAMMAR AND USAGE								
Complete sentences	☐	☐	☐	☐		☐		
Recognize and correct sentence fragments		☐		☐				
Recognize and correct run-on sentences		☐	☐	☐		☐		
Singular, plural, and possessive nouns			■					
Subject and object pronouns			■					
Possessive pronouns			■					
Commonly misused words		☐						
Verbs	☐						☐	
Progressive verb tenses		☐	☐					
Adjectives and order of adjectives in sentences	☐		☐					
PUNCTUATION AND CAPITALIZATION								
Commas in dates, addresses, greetings, and closings of letters		■	■	■	■	■	■	■
Commas and quotation marks in dialogue and direct quotations			☐					

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

☐ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

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Grade 5 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Opinion Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
GRAMMAR AND USAGE								
Complete sentences	☐	☐	☐	☐		☐		
Compound sentences			☐	☐				
Recognize and correct fragments and run-on sentences		☐	☐	☐		☐		
Nouns and possessive nouns		■						
Possessive pronouns			■					
Verbs	■							
Perfect verb tenses		☐						
Shifts in verb tense		☐	☐					
Adjectives	☐							
Prepositions and prepositional phrases			☐					
Correlative conjunctions					☐			
PUNCTUATION AND CAPITALIZATION								
Commas in a series					☐			
Commas after introductory phrases and clauses						☐		
Commas to set off *yes* and *no*, tag questions, and nouns of direct address			■					
Commas and quotation marks in dialogue and direct quotations			☐					

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

☐ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

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Grade 6 Skills and Conventions

Skill/Convention	Unit 2: The Writing Process	Genre: Personal Narrative	Genre: Fiction	Genre: Expository Nonfiction	Genre: Functional Writing	Genre: Argumentative Writing	Genre: Poetry	Unit 9: Revisiting the Writing Community
GRAMMAR AND USAGE								
Complete sentences	☐	☐	☐	☐		☐		
Compound sentences	☐	☐	☐	☐		☐		
Dependent and independent clauses	☐	☐	☐	☐		☐		
Combining sentences	■			■		■		
Recognize and correct sentence fragments and run-on sentences		☐	☐	☐		☐		
Subject and object pronouns			■					
Possessive and intensive pronouns			■					
Pronoun antecedents and noun-pronoun agreement			☐					
Verbs	☐							
Adjectives	☐							
Formal and informal English				☐		☐		
Consistency in style and tone				■		■		
PUNCTUATION AND CAPITALIZATION								
Commas, parentheses, and dashes to set off nonrestrictive/ parenthetical information		☐						
Punctuating dialogue			■	■		■		
Capitalizing and punctuating titles				☐		☐		
Commas and quotation marks in dialogue and direct quotations			☐					

■ *Skill Practice Teaching Guide* lesson referenced in a Skill Practice Note

☐ Instruction provided and *Skill Practice Teaching Guide* lesson referenced in the unit

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CCC Collaborative Literacy | Empowering Teachers. Inspiring Students.

Being a Writer™

SECOND EDITION

The Collaborative Classroom

The Collaborative Classroom differs from traditional learning environments in that students and teachers work together on shared academic and social goals.

The Collaborative Classroom is an intentional environment in which collaboration goes beyond conventional cooperation and compliance. Students become caring members of a learning community who take responsibility for their own learning. As students think, talk, and share ideas, they come to value the thinking of others. They become thoughtful writers and engaged speakers and listeners. They discuss and debate big ideas with respect, clarity, and understanding.

The Collaborative Classroom in *Being a Writer*

The *Being a Writer* program embodies the practices of the Collaborative Classroom. Students of *Being a Writer* demonstrate:

- Deeper understanding of content
- Ownership of their own learning
- Intrinsic motivation to remain on task
- Improved self-esteem
- An increase in academic performance

"As we practice collaboration, we are building community. It has changed our school climate and helped our students academically. They now have the language to work together differently and resolve problems quickly. We have reduced interruptions during academic instruction and don't lose important learning time. We have increased student engagement, which ensures increased academic achievement and gains."

—Eve Cheung, principal, K–6 elementary school

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Skill Practice Teaching Guide

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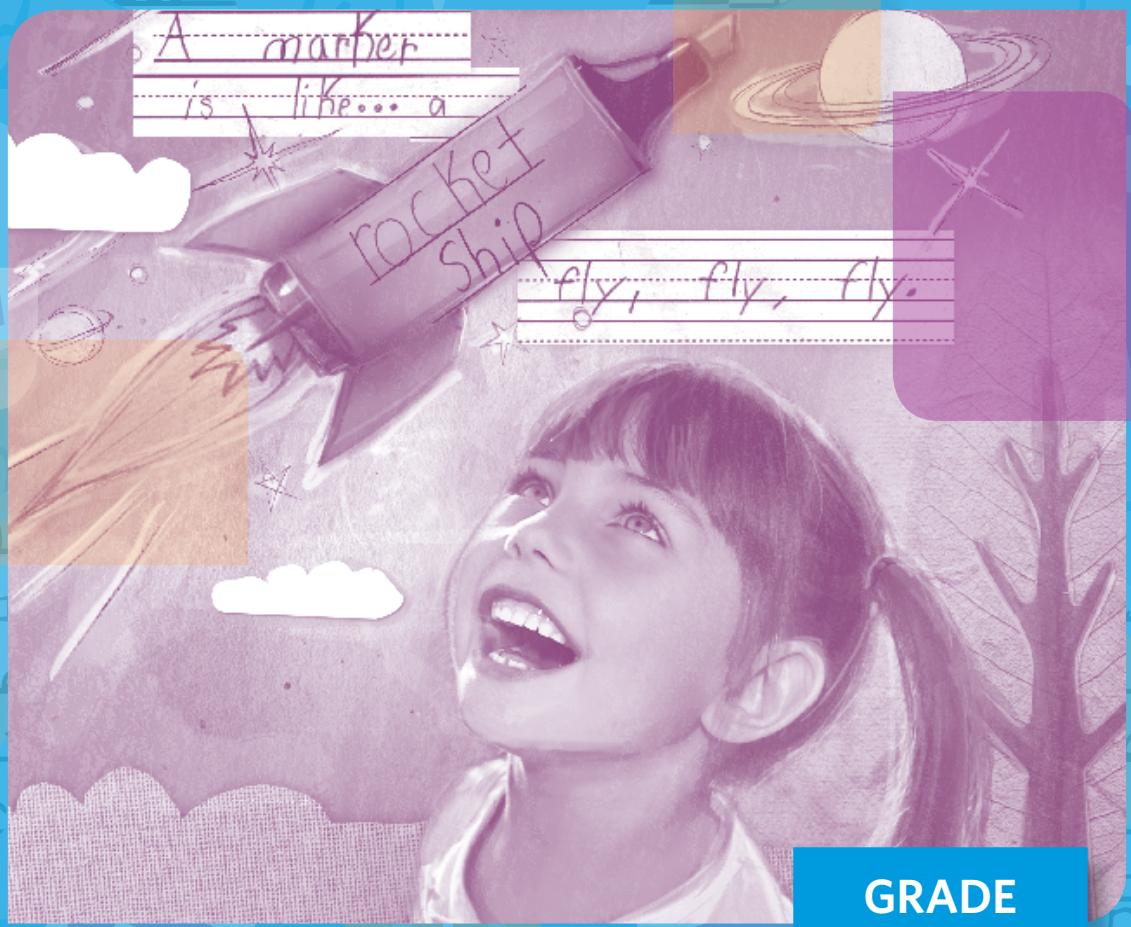

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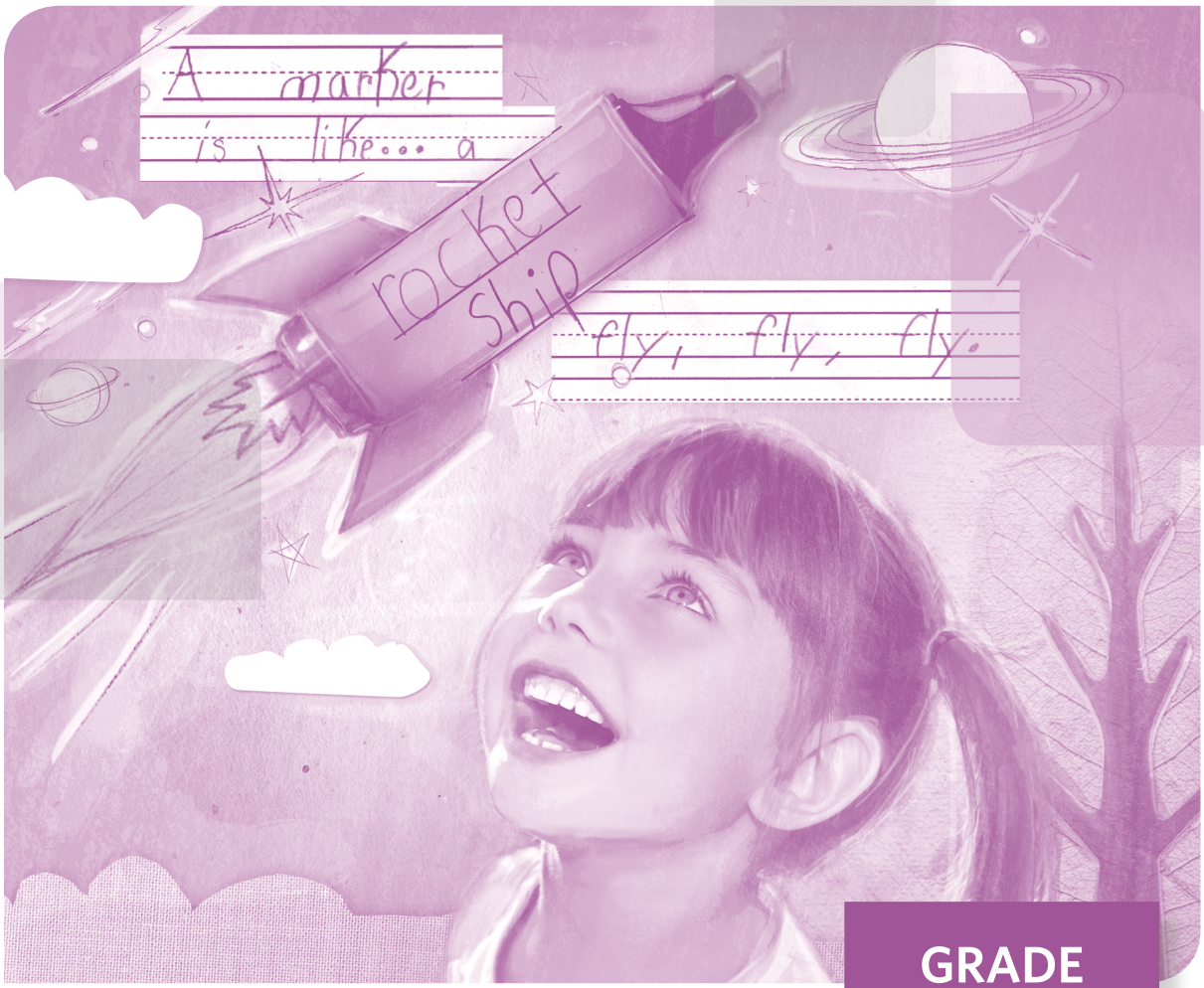

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Introduction

The *Skill Practice Teaching Guide*, along with the *Student Skill Practice Book*, provides 30 weeks of mini-lessons in grammar, usage, and mechanics skills that supplement writing instruction in the *Being a Writer* program. Skill Practice Notes in the *Being a Writer Teacher's Manual* alert you to instructional moments when a mini-lesson in grammar, usage, capitalization, or punctuation might help your students with their writing. At grades 1–2, most skill instruction in the core lessons occurs during the shared or modeled portions of the lesson. At grades 3–6, most skill instruction occurs during the revision and proofreading phases of the writing process. Additional instruction and practice in skills and conventions for grades 1–6 are provided in this teaching guide and the accompanying practice pages.

The *Skill Practice Teaching Guide* includes:

- 25 mini-lessons and 5 review lessons
- Interactive whiteboard activities to promote student participation and support instruction
- *Student Skill Practice Book* corrections
- Individual student and class assessment forms
- Two diagnostic language skills task scoring keys

The *Student Skill Practice Book* includes:

- Three practice book pages per lesson (the third of which can be scored)
- A *Student Grammar Guide* containing grammar terms with definitions and examples
- Two diagnostic language skills tasks for formative assessment of language standards

Language Skills Support in the *Being a Writer Teacher's Manual*

The *Being a Writer* program supports students' acquisition of grammar, usage, and mechanics skills. The "Grade 1 Skills Correlation to *Being a Writer*" table on the following pages shows where a skill is taught in the grade 1 *Teacher's Manual* and where Skill Practice Notes refer to lessons in the *Skill Practice Teaching Guide*.

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Grade 1 Skills Correlation to *Being a Writer*

	Unit in the Core *Being a Writer Teacher's Manual*						
SKILL PRACTICE TEACHING GUIDE LESSON	UNIT 2 GETTING IDEAS	UNIT 3 TELLING MORE	UNIT 4 WRITING STORIES ABOUT ME	UNIT 5 WRITING NONFICTION	UNIT 6 EXPLORING WORDS THROUGH POETRY	UNIT 7 OPINION WRITING	UNIT 8 REVISITING THE WRITING COMMUNITY
Lesson 1, Complete Sentences	Week 1 ☐	Week 2 ☐					
Lesson 2, Singular Nouns						Week 1 ☐	
Lesson 3, Plural Nouns						Week 1 ☐	
Lesson 4, Verbs	Week 4 ☐				Week 1 ☐		
Lesson 5, Using Nouns and Verbs in Sentences	Week 3 ☐			Week 2 ☐	Week 1 ☐		
Lesson 6, Review							
Lesson 7, Declarative and Interrogative Sentences				Week 2 ■			
Lesson 8, Common and Proper Nouns		Week 1 ■ Weeks 1 and 2 ☐					
Lesson 9, Present- and Past-tense Verbs		Week 1 ☐			Week 1 ☐		
Lesson 10, Future-tense Verbs							
Lesson 11, Exclamatory Sentences			Week 1 ■				
Lesson 12, Review							
Lesson 13, Imperative Sentences							
Lesson 14, Possessive Nouns							
Lesson 15, Adjectives					Week 1 ☐		
Lesson 16, Articles *A, An,* and *The*							
Lesson 17, Prepositions			Week 1 ☐				
Lesson 18, Review							
Lesson 19, Pronouns	Week 3 ☐	Week 1 ☐					
Lesson 20, Using *I/Me* and *We/Us*							

■ Instruction provided in the unit and Skill Practice Note points to *Skill Practice Teaching Guide* lesson.

☐ Skill Practice Note points to *Skill Practice Teaching Guide* lesson.

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	Unit in the Core *Being a Writer Teacher's Manual* *(continued)*						
SKILL PRACTICE TEACHING GUIDE LESSON	UNIT 2 GETTING IDEAS	UNIT 3 TELLING MORE	UNIT 4 WRITING STORIES ABOUT ME	UNIT 5 WRITING NONFICTION	UNIT 6 EXPLORING WORDS THROUGH POETRY	UNIT 7 OPINION WRITING	UNIT 8 REVISITING THE WRITING COMMUNITY
Lesson 21, Using *He/Him* and *She/Her*							
Lesson 22, Using *They/Them* and *It*							
Lesson 23, Possessive Pronouns							
Lesson 24, Using *This/That* and *These/Those*							
Lesson 25, Using *Anyone/Everyone* and *Anything/Everything*							
Lesson 26, Review							
Lesson 27, Commas and Capital Letters in Dates							
Lesson 28, Commas in a Series		Week 3 ☐		Week 3 ☐			
Lesson 29, Conjunctions and Commas in Compound Sentences			Week 2 ☐			Week 1 ☐	
Lesson 30, Review							

■ Instruction provided in the unit and Skill Practice Note points to *Skill Practice Teaching Guide* lesson.
☐ Skill Practice Note points to *Skill Practice Teaching Guide* lesson.

Making the Most of a Mini-lesson

There are three main ways to incorporate the lessons in the *Skill Practice Teaching Guide* into the *Being a Writer* program:

- Teach the 30 lessons in sequence.
- Teach specific skills to support work in a particular genre, as suggested by Skill Practice Notes in the *Being a Writer Teacher's Manual*.
- Use the formative assessments in Appendix C at the beginning and middle of the year to determine which lessons to teach and to whom.

Each mini-lesson includes an introduction, teacher-guided practice, and a set of three optional practice pages for students. Many lessons also offer opportunities for students to collaborate with peers; the icon  serves as a marker for collaborative activities.

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Mini-lessons also encourage student participation via interactive whiteboard activities. The interactive whiteboard activities challenge students to complete tasks designed to help them identify and use common English language conventions. Students might be asked to the whiteboard to drag a correct answer from a word box into a blank, to click a blank to reveal an answer or to use the pen tool to correct a sentence fragment. Facsimiles of the whiteboard activities appear with answers in each lesson of the *Skill Practice Teaching Guide* at point of use. All whiteboard activities are also available on the CCC Learning Hub to print and project, or to use as paper-and-pencil activities.*

Using the *Student Skill Practice Book*

Three optional student practice pages are provided in the *Student Skill Practice Book* for each lesson. Activities are scaffolded. For example, the first page might involve a simple task, such as identifying a language element; the second page might invite students to choose which language element works best in a specific context; and the third page might call for more sophisticated tasks, such as proofreading a written work for accuracy. All three pages offer a brief writing prompt to give the students an opportunity to use the language skill in original writing. For grade 1, you may want to help your students complete the practice book pages by reading the directions aloud and guiding them through the items.

The third page of each set of practice pages for each lesson can be scored to evaluate student progress and inform instruction. The scores can be added to the "Skill Practice Student Record" sheet and the "Skill Practice Class Record" sheet to record individual and class results. For students who need additional support, this page is also available as an interactive whiteboard activity for reteaching. For more information about using the practice pages in the *Student Skill Practice Book* to evaluate student progress, see "Skill Practice Assessment" found in Appendix B.

Assessing Language Skills

Two diagnostic language skills tasks in Appendix C of this guide offer the opportunity to assess students' development and mastery of the grade-level language standards.

Student copies of the proofreading and editing tasks appear in the back of the *Student Skill Practice Book* on page 109. In Appendix C of this guide, you will find instructions for conducting, scoring, and analyzing the assessment, along with annotated versions of the tasks that serve as scoring keys. The scoring keys also list standard(s) addressed by each item.

*Drag-and-drop activities become fill-in-the-blank activities; click-to-reveal activities become activities in which you write a label above a picture, word, or phrase, or cross out a word and write the correction above it.

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You may wish to administer a diagnostic language skills task at the beginning and middle of the year. Appendix C includes two cumulative report forms per task—one for recording individual student results and one for recording class results—that allow you to track progress and to identify specific skills requiring additional review, reteaching, and practice. These forms are also available on the CCC Learning Hub (ccclearninghub.org), and they can be accessed through the CCC ClassView™ assessment app (classview.org).

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Skill Practice Mini-lessons

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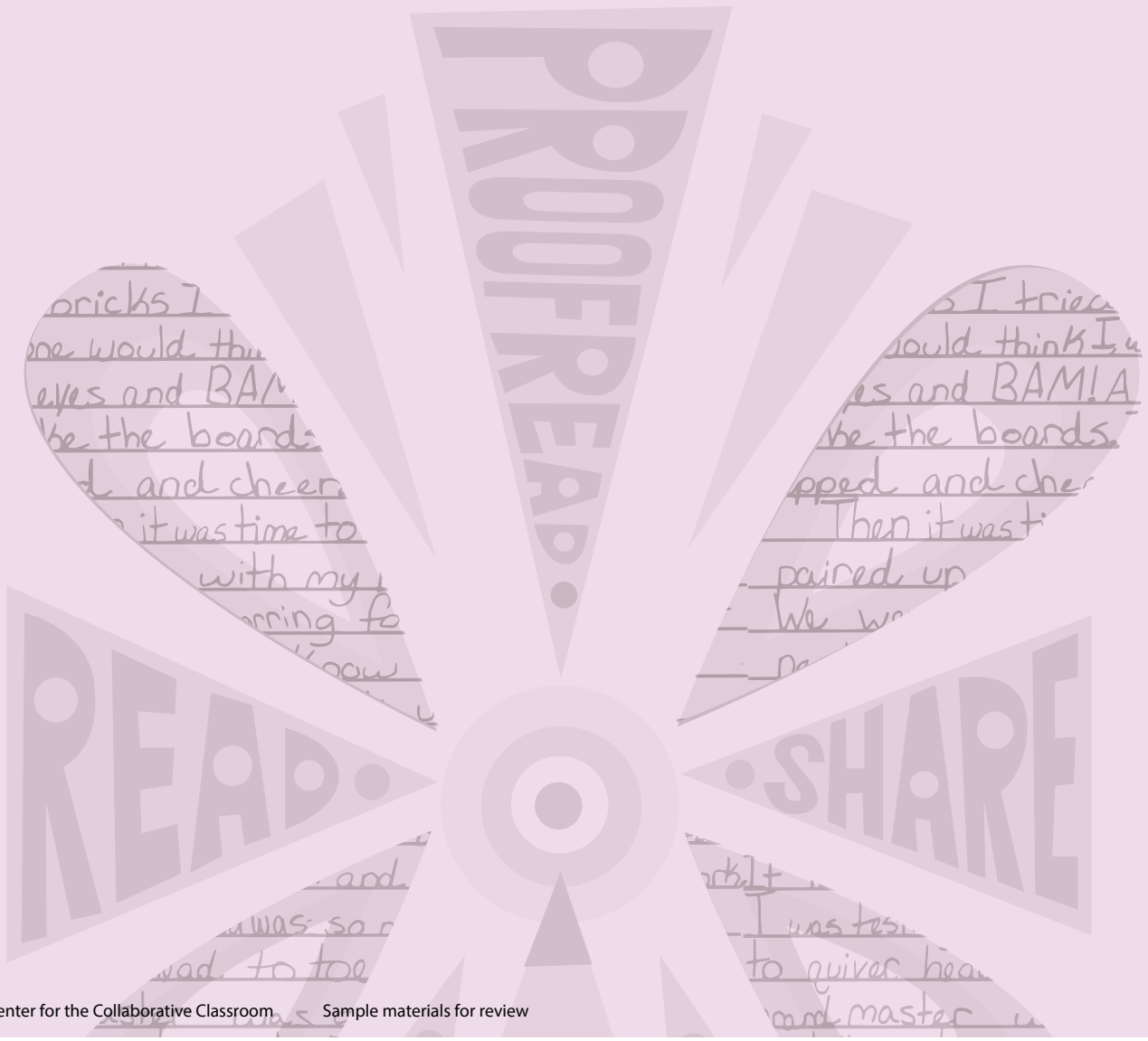
Sentences, Nouns, and Verbs



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Lesson 1 Complete Sentences

Student Skill Practice Book

- Pages 1–3

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Complete Sentences" activity (WA1)
- "Complete Sentences" activity (WA2)
- "Complete Sentences" activity (WA3)
- (Optional reteaching) "Complete Sentences" activity (WA4)
- (Optional reteaching) "Complete Sentences" activity (WA5)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Tell the students that today they will learn about sentences. Explain that a **sentence** tells a complete thought or idea. Say, "What would you think if I said 'Outside' right now?" Elicit that the students would not know what to think because "Outside" is not a complete thought or idea. Then say, "We play games outside." Ask the students whether they now understand what you mean. Explain that speaking and writing in complete sentences helps others understand you.
2. Display the "Complete Sentences" activity (WA1). Read the first sentence in the box aloud: *Goldfish swim fast*. Explain that every sentence has a **naming part**. It tells whom or what the sentence is about. Then ask, pausing after each question for one or two volunteers to respond:

   Q *Who is the sentence about?* (Goldfish)

   Q *Which words tell us what goldfish do?* (swim fast)

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Point to the words *swim fast*. Then explain that a sentence is a group of words that tells a complete thought. To be a sentence, the group of words must have a naming part and a part that tells what happens. The part that tells what happens is called the **telling part**.

WA1

Goldfish swim fast.

Run fast.

Sentence

1. Squirrels climb up the tree.

Not a sentence

2. Swing from tree to tree.

Not a sentence

3. Robins.



3. Read the second line in the box aloud: *Run fast*. Explain to the students that this is not a sentence because it is missing a part. Ask:

   Q *What's missing? (It doesn't tell who runs fast.)*

   Invite volunteers to suggest some animals that run fast. Use their suggestions to complete the sentence in different ways, for example: *Tigers run fast. Cheetahs run fast.*

4. Guide students through items 1–3 to determine which are complete sentences and which are not. Click each item to reveal its label. Have a volunteer tell what's missing from each incomplete sentence. Then supply the missing word or words to complete it:
   - Item 2 doesn't tell who or what swings from tree to tree. As an example, say, "Monkeys swing from tree to tree."
   - Item 3 doesn't tell what robins do. As an example, say, "Robins build nests in trees."

5. Display the next "Complete Sentences" activity (WA2). Remind the students that every sentence must have a part that tells who and a part that tells what happens. Read the two sample sentences aloud, pausing to point to each part and ask:

   Q *What does this tell us? (for words in the first column: who the sentence is about; for words in the second column: what happens in the sentence)*

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Who	What Happens
Ben	buys a goldfish.
Hannah	calls it Goldie.

1. Ben cleans the fishbowl.
2. Hannah feeds the fish.
3. The fish grows bigger.
4. Goldie wiggles her tail.



6. Work through sentences 1–4 with the students. Have volunteers circle each naming part and draw a line beneath each telling part. After the students have completed all four items, ask:

   Q *What do you notice about the first word of each sentence? (It begins with a capital letter.) How do the sentences end? (with an end mark; with a period)*

   Point to the capital letter and period in each sentence, telling the students that a sentence always begins with a capital letter and ends with an end mark.

GUIDED PRACTICE

7. Display the last "Complete Sentences" activity (WA3). Explain that together you will match parts that tell *who* to parts that tell *what happens* to form two complete sentences. Draw the students' attention to the illustration and ask what this is. (a hamster on a treadmill in its cage) Explain that the students should use the picture to connect the parts of each sentence.

8. Read aloud the first part that tells *who*. Have a volunteer read aloud the best part to complete the sentence. Point out that it is the part that tells what happens. Draw a line from *Tim* to *sees the hamster*. Then write the complete sentence on the line. Invite a volunteer to the whiteboard to circle the capital letter at the beginning and the period at the end of the sentence.

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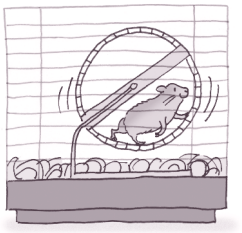
Who	What Happens
Tim	plays in its cage.
The hamster	sees the hamster.



1. Tim sees the hamster.

2. The hamster plays in its cage.

9. Repeat the process to form the second sentence.
10. Have a volunteer read both sentences aloud.
11. Work with the students to write complete sentences to tell about a class pet or add to the story about the hamster on WA3.

ELL Note

In Spanish and some Asian languages, such as Chinese and Japanese, sentences do not always have a subject. Therefore, students from these language backgrounds may need additional practice with complete sentences.

Optional Practice

Have the students complete pages 1–3 in their *Student Skill Practice Books*, independently or in pairs, to practice writing complete sentences. Note that page 3 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 3 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 2 Singular Nouns

Student Skill Practice Book

- Pages 4–6

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Singular Nouns" activity (WA6)
- "Singular Nouns" activity (WA7)
- (Optional reteaching) "Singular Nouns" activity (WA8)
- (Optional reteaching) "Singular Nouns" activity (WA9)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Explain to the students that in this lesson they will learn about words that name a person, place, or thing. Say, "I'm thinking of a word that names something in the room. It is something that you write with. What is it?" (Accept all reasonable answers, such as *pencil*, *marker*, or *crayon*.) Continue: "I am thinking of a word that names a place outside of school. What is it?" (Sample answer: *schoolyard*) "I am thinking of a person who cleans our school. Who is he/she? What do we call him/her?"

   Point out that the words the students used to answer these riddles are naming words. Tell the students that naming words, or words that name a person, place, animal, or thing, are called **nouns**.

2. Display the "Singular Nouns" activity (WA6). Read the labels aloud and look at the pictures. Say, "The pictures all show nouns because each picture shows a person, a place, or a thing."

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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WA6

Person	Place	Thing
		
boy	school	balloon

3. Call the students' attention to the first picture. Say, "This is a person." Click the picture of the boy to reveal the word *boy* below the illustration. Have the students say the word with you. Then help them use the noun in a sentence, such as *The boy goes to school*.
4. Repeat the process for each picture, inviting a volunteer to identify the noun that goes with the picture and use it in a sentence, such as:
   - The *school* is big.
   - The *balloon* floats away.

   Explain to the students that naming words also name animals, for example: *dog*, *cow*, and *bird*. Invite volunteers to suggest other words that name animals.

GUIDED PRACTICE

5. Display the next "Singular Nouns" activity (WA7). Explain to the students that they will work together to read each sentence and decide which noun completes it.

WA7

aunt | train | snack | park | girl

1. The ____girl____ loves her aunt.
2. Her ____aunt____ comes to visit.
3. They jog in the ____park____.
4. They buy a ____snack____.
5. They ride on the ____train____.

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6. Read the nouns in the word box aloud. Then read sentence 1 aloud. Ask:

   Q *Who loves her aunt? (the girl)*

   Drag and drop *girl* into the blank and read the completed sentence aloud. Then have the students read it aloud with you. Summarize by saying, "*Girl* is a noun; it names a person."

7. Repeat the process for the remaining sentences. Then invite the students to think of additional sentences for each noun, such as:
   - The *girl* plays in the park.
   - Her *aunt* rides her bike.
   - The *park* has a path for bikes.
   - My favorite *snack* is a pretzel.
   - I take the *train* to my grandma's house.

8. Work with the students to brainstorm additional nouns. Write the nouns on the board and have the students copy them. Then invite volunteers to use the nouns in sentences.

Teacher Note

If the students have difficulty thinking of additional nouns, suggest that they think of family members (people), places in their community (places), family pets (animals), or objects in the classroom (things).

Optional Practice

Have the students complete pages 4–6 in their *Student Skill Practice Books*, independently or in pairs, to practice using singular nouns. Note that page 6 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 6 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 3 Plural Nouns

Prerequisite Lesson

- Lesson 2, "Singular Nouns"

Student Skill Practice Book

- Pages 7–9

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Plural Nouns" activity (WA10)
- "Plural Nouns" activity (WA11)
- "Plural Nouns" activity (WA12)
- (Optional reteaching) "Plural Nouns" activity (WA13)
- (Optional reteaching) "Plural Nouns" activity (WA14)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

TEKS 3.C.i
Student/Teacher Narrative (Introduction Steps 15 and "Guided Practice" Steps 6–8)

INTRODUCTION

1. Tell the students that today they are going to learn more about nouns, or naming words. Remind the students that a noun names a person, place, animal, or thing.
2. Display the first "Plural Nouns" activity (WA10). Explain that a noun, or naming word, can name one or more than one. A **singular** noun names one, and a **plural** noun names more than one. Point out the illustration of one ball. Then point out the illustration of two balls. Ask:

   Q *How many balls do you see in this picture? In this one? (one; two)*

   Invite one or two volunteers to respond. Then read the singular noun *ball* aloud, pointing to the picture of one ball. Have the students repeat after you. Read the plural noun *balls* aloud and point to the two balls. Explain that we add *-s* to most plural nouns. Circle the *s* and have the students repeat the noun after you.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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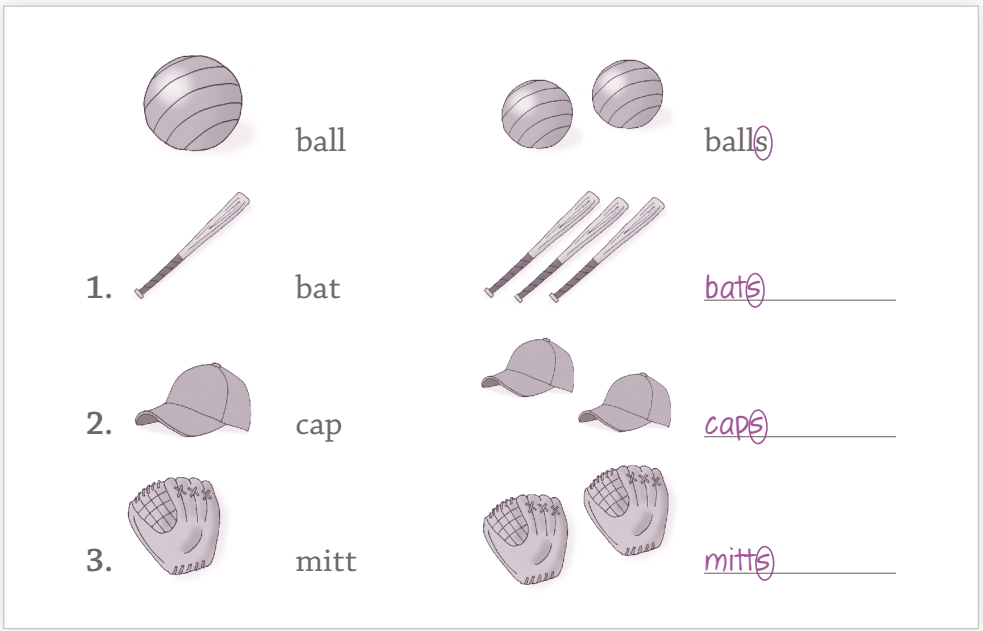
WA10



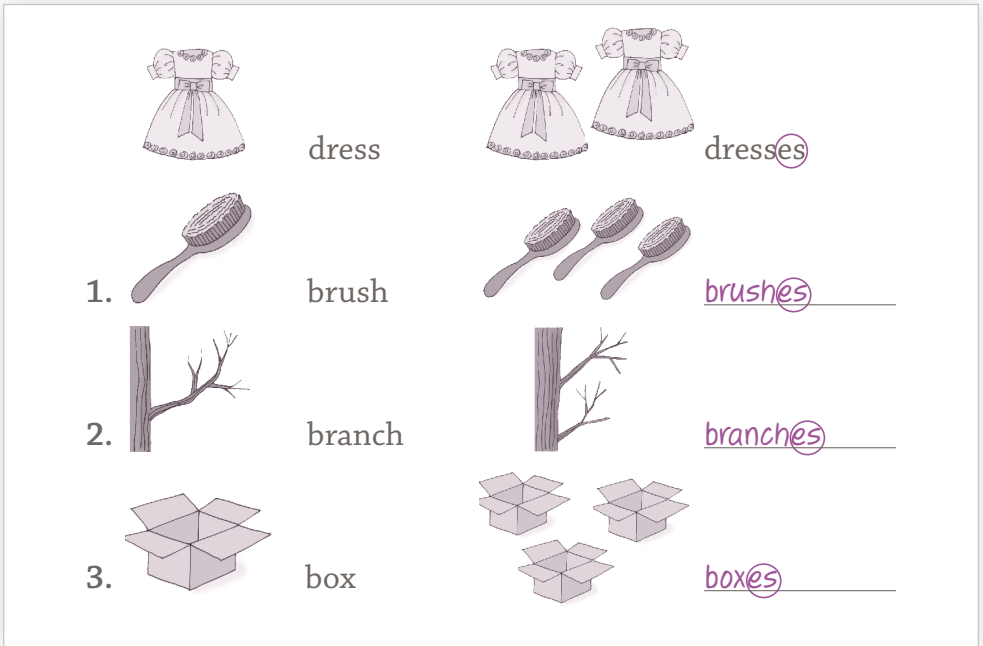
3. Repeat the process for the remaining nouns, writing each plural form to the right of its picture. Invite volunteers to the whiteboard to circle the *s* at the end of each plural noun.

4. Display the next "Plural Nouns" activity (WA11). Point out the illustration of one dress. Then point out the illustration of two dresses. Ask:

   Q *How many dresses do you see in this picture? In this one? (one; two)*

   Read the singular and plural forms of this noun aloud as you point to the picture of each one. Explain that we add *-es* to some nouns that name more than one. Circle *es* and have the students repeat the plural noun after you.

WA11



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5. Repeat the process for the remaining nouns, writing each plural form to the right of its picture. Invite volunteers to the whiteboard to circle the *es* at the end of each plural noun.

Teacher Note

Write the rules for forming plural nouns with *s* and *es* and post them in the classroom.

Add -es when the naming word

- ends with s or ss, as in dress
- ends with sh, as in brush
- ends with ch, as in branch
- ends with x, as in box

Work with the students to make up sentences using the plural forms of these nouns. Keep the rules on display as a reference for the guided practice and the skill practice pages that follow.

GUIDED PRACTICE

6. Display the next "Plural Nouns" activity (WA12). Tell the students that together you will practice adding *-s* or *-es* to nouns to show more than one. As needed, direct the students' attention to the list of rules and review the examples. Then read the first sentence aloud. Ask:

Q *How do we make the noun* plate *show more than one? (add* -s*)*

Have the students confer in pairs. Then invite a volunteer to respond. Add *-s* to the word *plate* and read the plural noun aloud. Have the students repeat the word after you. Together read the completed sentence aloud.

WA12

1. Ben gets two plates.
2. He makes two sandwiches.
3. He grabs four plums.
4. He drinks two glasses of milk.

7. Repeat the process with the remaining sentences, reviewing the rules for forming plural nouns.

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8. Work with the students to brainstorm additional singular nouns that relate to preparing a meal or getting ready for school. Write the nouns on the board and help the students form the plural of each one. Invite volunteers to use the plural nouns in sentences.

Optional Practice

Have the students complete pages 7–9 in their *Student Skill Practice Books*, independently or in pairs, to practice writing plural nouns. Note that page 9 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 9 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

ELL Note

In Chinese, Vietnamese, and some other Asian languages, nouns do not have plural forms. The plural is formed by adding a number word before the noun (*three toy*) or an adjective such as *several* (*several day*) or *many* (*many answer*). Students from these language backgrounds may need additional practice with plural nouns.

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Lesson 4 Verbs

Student Skill Practice Book

- Pages 10–12

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Verbs" activity (WA15)
- "Verbs" activity (WA16)
- (Optional reteaching) "Verbs" activity (WA17)
- (Optional reteaching) "Verbs" activity (WA18)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Invite volunteers to tell what they did this last weekend. Write the action words that come from their responses on the board. Repeat each word aloud. Explain to the students that in this lesson they will learn about action words, or words that tell what someone or something does. Tell the students that action words are called **verbs**.
2. Display the first "Verbs" activity (WA15). Read the words in the word box aloud. Explain that each word in the word box is a verb because it tells about an action.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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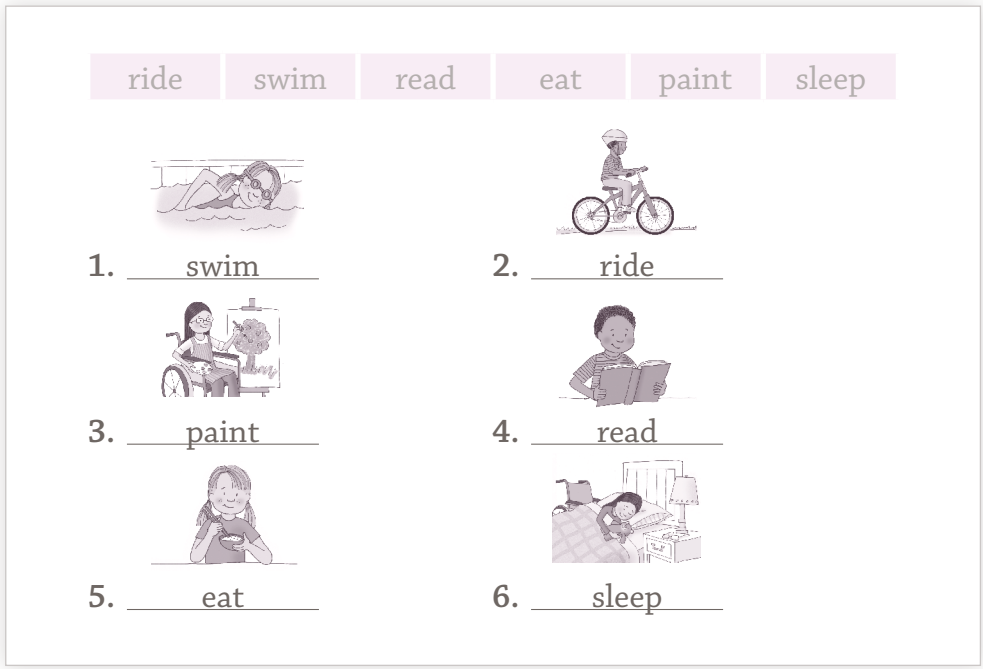

3. Call the students' attention to the first picture. Ask:

   Q *What is the girl doing? (swimming)*

   Q *Which verb in the word box tells about the action in this picture?* (swim)

   Drag and drop *swim* into the blank. Have the students say the word with you. Then help a volunteer use the verb in a sentence, such as *I swim in the pool*.

4. Repeat the process for each picture, having a volunteer identify the verb that goes with the picture and use the verb in a sentence, such as:
   - I *ride* my bicycle.
   - I *paint* a picture.
   - I *read* a book.
   - I *eat* dinner.
   - I *sleep* at night.

GUIDED PRACTICE

5. Display the next "Verbs" activity (WA16). Explain to the students that they will work together to read each sentence and decide which verb completes it.

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ride hop kick run

1. I __kick__ the ball.



2. The girls __hop__ on one foot.



3. The boys __run__ together.



4. The children __ride__ their bikes.



6. Read the verbs in the word box aloud. Then read sentence 1 aloud. Call the students' attention to the picture and ask:

   Q *What does this picture show? (a girl kicking a ball)*

   Q *Which verb in the word box can we use to complete this sentence?* (kick)

   Drag and drop *kick* into the blank and read the completed sentence aloud. Then have the students read it aloud with you. Tell the students that *kick* is an action verb that tells what the girl is doing.

7. Repeat the process for the remaining pictures and sentences. Then invite volunteers to suggest additional sentences for each verb, such as:
   - We *kick* the ball back and forth.
   - Frogs *hop*.
   - The children *run* around.
   - We *ride* to the park.

8. Work with the students to brainstorm additional action verbs. Write the verbs on the board and have the students copy them. Then invite volunteers to use the words in sentences.

Teacher Note

If the students have trouble thinking of action verbs, suggest that they think about verbs that describe what the children do on the playground, for example: *swing*, *slide*, *jump*, or *hang*.

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ELL Note

Use sheltering strategies to help English Language Learners understand the meanings of unfamiliar verbs. For example, hop on one foot as you say the word *hop*. Invite the students to repeat the action and say the word with you.

Optional Practice

Have the students complete pages 10–12 in their *Student Skill Practice Books*, independently or in pairs, to practice using action verbs. Note that page 12 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 12 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 5 Using Nouns and Verbs in Sentences

Prerequisite Lessons

- Lesson 2, "Singular Nouns"
- Lesson 3, "Plural Nouns"
- Lesson 4, "Verbs"

Student Skill Practice Book

- Pages 13–15

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Using Nouns and Verbs in Sentences" activity (WA19)
- "Using Nouns and Verbs in Sentences" activity (WA20)
- (Optional reteaching) "Using Nouns and Verbs in Sentences" activity (WA21)
- (Optional reteaching) "Using Nouns and Verbs in Sentences" activity (WA22)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

ELPS 5.D.i
Introduction Steps 14 and "Guided Practice" Steps 5–8.

1. Explain to the students that in this lesson they will learn how to use nouns and verbs together. Remind the students that they have already learned that a naming word, or noun, can tell about one or more than one. Then explain that a verb can also tell about one or more than one. Tell the students that a verb needs to match the noun it goes with.
2. Display the first "Using Nouns and Verbs in Sentences" activity (WA19). Read the two sample sentences in the box aloud. Then help the students identify the noun in each one. (*birds*; *bird*) Ask:

   Q *Which word tells about more than one?* (birds) *How do we know? (It ends with* -s.)

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Next, help the students identify the verb in each sample sentence. (*sing*; *sings*) Ask:

Q *What is different about the verb in the second sentence? (It has an* s *at the end.)*

Q *Why is the verb different?*

> **Students might say:**
>
> "It tells what one bird does."
>
> "You have to add an *-s* because the verb tells about just one bird—not more than one."

Invite a volunteer to respond. As needed, explain that the verb in the second sentence is different from the first because it tells about only one. Explain that, when a verb tells what one person, animal, or thing does, we usually add *-s* at the end. When a verb tells what more than one person, animal, or thing does, we do not need to add anything.

WA19

The birds sing.
The bird sings.

1. The **frog jumps**.
2. The **rabbit hops**.
3. The **fox runs**.
4. The **bear sleeps**.

3. Call the students' attention to sentence 1. Read it aloud and have the students repeat it after you. Then have a volunteer identify the noun in it. (*frogs*) Ask:

   Q *Does* frogs *tell about one or more than one? (more than one)*

   Q *Which word tells what the frogs do?* (jump)

   Next, click *frogs*, changing it to *frog*. Point out that it now tells about just one. Ask:

   Q *What do you think needs to happen to* jump *now? (An* s *should be added.)*

   Click *jump*, changing it to *jumps* to confirm the answer. Then read the new sentence aloud and have the students repeat it after you.

4. Repeat the process for the remaining sentences.

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ELL Note

Use sheltering strategies to help English Language Learners understand the meanings of any unfamiliar verbs. For example, say the word *sleep* as you pantomime going to sleep. Invite the students to repeat the word and action.

GUIDED PRACTICE

5. Display the next "Using Nouns and Verbs in Sentences" activity (WA20). Point out the word that tells who in each sentence. Then explain to the students that together you will choose the correct verb to complete the sentence about it.

WA20

hoot hoots

1. The owl ___hoots___.

bark barks

2. The dogs ___bark___.

play plays

3. The cats ___play___.

6. Draw the students' attention to the first item. Ask:

   Q *How many owls are we talking about? (one)*

   Read the sentence aloud, and explain that this sentence needs a verb. Read the two verb choices aloud and ask:

   Q *Which of these goes with a noun that tells about just one?* (hoots)

   Drag and drop *hoots* into the blank. Read the completed sentence aloud and have the students repeat it after you.

7. Repeat the process for the remaining sentences.

8. Work with the students to write a new sentence using a singular noun and verb. Then help the students rewrite the sentence to make it plural.

Teacher Note

If the students have trouble thinking of ideas for the sentence, suggest that they choose a noun and a verb from the activity. For example, they might write: *The dogs play. The dog plays.*

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Optional Practice

Have the students complete pages 13–15 in their *Student Skill Practice Books*, independently or in pairs, to practice using verbs with singular and plural nouns. Note that page 15 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 15 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

ELL Note

In Chinese, Korean, Hmong, Vietnamese, and Haitian Creole, verbs have the same form regardless of whether the subject is singular or plural. Students from these language backgrounds, therefore, will likely need additional support and practice with subject-verb agreement.

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Lesson 6 Review

Prerequisite Lessons

- Lesson 1, "Complete Sentences"
- Lesson 2, "Singular Nouns"
- Lesson 3, "Plural Nouns"
- Lesson 4, "Verbs"
- Lesson 5, "Using Nouns and Verbs in Sentences"

Student Skill Practice Book

- Pages 16–18

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Review" activity (WA23)
- "Review" activity (WA24)

REVIEW

1. Explain to the students that next you will help them remember the things they have learned about writing sentences and using nouns and verbs.
2. Display the "Review" activity (WA23) and have the students study the picture. Invite volunteers to describe what they see, for example: a boy building a snowman; a girl tossing snowballs; a fox peeking out of the bushes. Then have the students help you compose three sentences about the picture using singular and plural nouns, action verbs, and appropriate noun-verb agreement.
3. Begin by reading each label on the picture aloud and having the students repeat each one. Remind the students that these are singular nouns; they name one person, place, or thing. On separate lines beneath the picture, write:
   - *The boy*
   - *The girl*
   - *The fox*

   Prompt the students to tell you what each one is doing. (The boy is building a snowman. The girl is throwing a snowball. The fox is watching the boy and girl.) Complete each sentence in the following way:
   - *The boy builds a snowman.*
   - *The girl throws a snowball.*
   - *The fox watches the boy and girl.*

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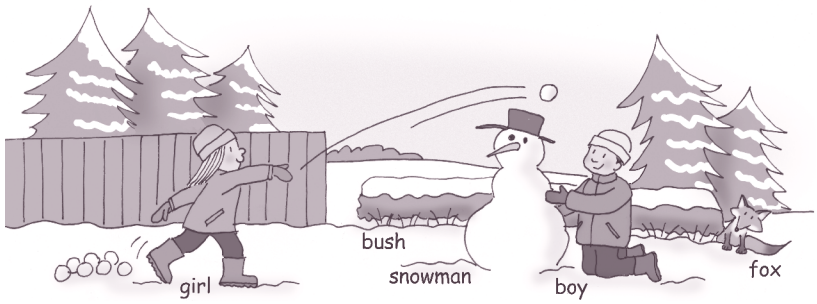
Have the students read each sentence aloud with you. Point out the capital letter and the end mark in each one. Then remind the students that every sentence has a part that tells who and a part that tells what happens. Invite volunteers to draw one line under the part that tells who and two lines under the part that tells what happens.

WA23



boys
The ~~boy~~ builds a snowman.

girls
The ~~girl~~ throws a snowball.

foxes
The ~~fox~~ watches the boy and girl.

4. Remind the students that action words, or words that tell what someone or something is doing, are called *verbs*. Invite volunteers to identify the verb in each sentence. *(builds; throws; watches)*

5. Use the nouns *boy*, *girl*, *fox*, and *bush* to review the rules for forming plural nouns:
   - Add *-s* to most nouns to form the plural.
   - Add *-es* to nouns that end with *sh*, *ch*, *s*, and *x*.

   Remind the students that a plural noun names more than one person, place, or thing.

6. Finally, tell the students to imagine that there are two boys, three girls, and four foxes in this picture. Cross out the singular form of each noun in each sentence and write the plural above it. Ask:

   Q *What do we have to do to the verb in the first sentence so it matches the noun?*

Have the students confer in pairs, and then invite a volunteer to respond. Confirm the students' responses by crossing out the *s* in the verb so that it agrees with the plural noun. Repeat the process for the other two sentences. Have the class reread the sentences aloud with you.

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7. Display the next "Review" activity (WA24). Tell the students that next they will imagine that the snowman in the picture comes to life and they will write a story about it. Read the nouns in the word box aloud. Guide the students to use them in complete sentences to create their story. As you write, have the students tell you how to form the verb so that it matches each noun.

WA24

boy girl sleds snowman fox mouth

The boy makes a mouth for the snowman. The snowman speaks. "Let's play," he says. The girl and boy ride on their sleds with the snowman. The fox runs away!

Sample answers are listed above. Answers may vary.

8. After the students are happy with the story they have composed, read it aloud. Have the students copy it onto their own papers and draw a picture to go with it.

Optional Practice

Have the students complete pages 16–18 in their *Student Skill Practice Books*, independently or in pairs, to practice writing complete sentences, and using singular nouns, plural nouns, and verbs correctly.

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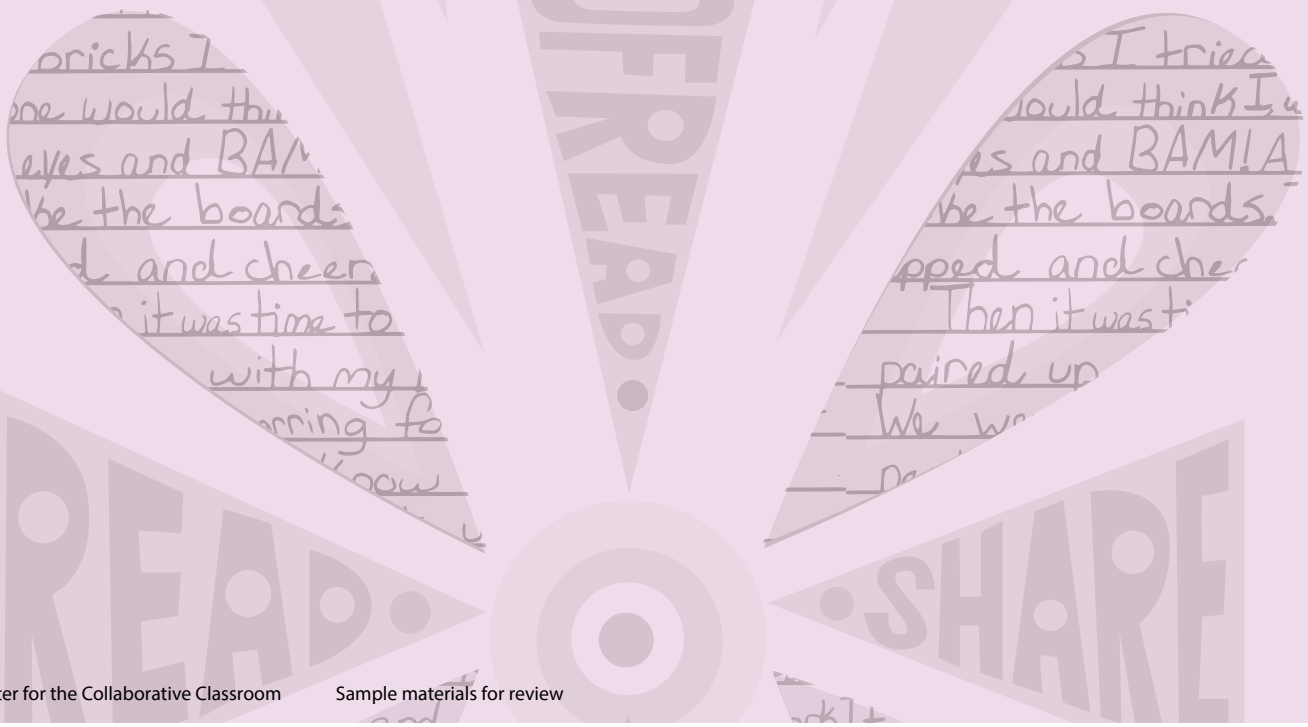
More on Sentences, Nouns, and Verbs



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Lesson 7 Declarative and Interrogative Sentences

Prerequisite Lesson

- Lesson 1, "Complete Sentences"

Student Skill Practice Book

- Pages 19–21

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Declarative and Interrogative Sentences" activity (WA1)
- "Declarative and Interrogative Sentences" activity (WA2)
- "Declarative and Interrogative Sentences" activity (WA3)
- (Optional reteaching) "Declarative and Interrogative Sentences" activity (WA4)
- (Optional reteaching) "Declarative and Interrogative Sentences" activity (WA5)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Ask the students to imagine they are just meeting someone for the first time. Ask:

   Q *What kinds of questions might you ask each other?*

   Invite volunteers to suggest questions and answers new friends might use to get to know each other. (For example: *What is your name? My name is Ali. What is your favorite color? My favorite color is blue.*)

2. Explain that in this lesson they will learn how to write two kinds of sentences: sentences that ask and sentences that tell.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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3. Display the "Declarative and Interrogative Sentences" activity (WA1). Explain that these sentences are telling sentences, or **statements**. They tell about a boy named Tom. Read the sample sentence in the box aloud and ask:

   Q *What does this sentence tell you?*

   > **Students might say:**
   > "It tells what Tom plays outside."
   > "I agree with Lily. It says that Tom plays ball."

   Then point to the capital letter and ask:

   Q *Who can tell me what kind of letter this is? (a capital letter)*

   Remind the students that every sentence begins with a capital letter. Circle the capital letter. Then explain that every sentence has an end mark. Circle the period and explain that sentences that tell something end with a period.

Teacher Note

You may wish to review that a sentence has a part that tells who or what the sentence is about and a part that tells what happens. Identify each part in the sample sentence.

WA1

Tom plays ball outside.

1. His father throws the ball.
2. Tom jumps up.
3. Tom catches the ball.

4. Repeat the process with sentences 1–3. After completing the sentences, have the students read them aloud with you.
5. Display the next "Declarative and Interrogative Sentences" activity (WA2). Read the first sentence in the box aloud and ask:

   Q *Does this sentence tell something or ask something? (It asks something.)*

   Q *What does the sentence ask about? (your favorite color)*

   Then explain that an asking sentence, or a sentence that asks something, is called a **question**. Tell the students that a question starts with a capital letter and ends with a question mark. Circle the capital letter and the question mark.

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Read the second sentence in the box aloud and ask:

Q *Does this sentence tell something or ask something? (It tells something.)*

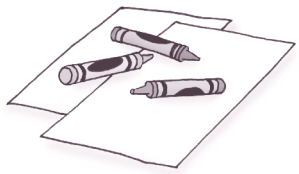
Q *What does it tell? (It tells the speaker's favorite color.)*

Circle the capital letter and period.

WA2

What is your favorite color?

My favorite color is blue.



1. Who draws?

   I draw.

2. What do you draw?

   I draw animals.

6. Read the sentences in item 1 aloud. Identify each sentence as a sentence that tells something or a sentence that asks something, and tell what end mark belongs in each. Write a question mark at the end of the question and a period at the end of the statement. Point out and circle the capital letter in each sentence.
7. Repeat the process with the sentences in item 2. This time, invite volunteers to the whiteboard to add the end marks. Then read all the sentences aloud.

Teacher Note

You might point out to the students that asking sentences often begin with the words *who*, *what*, or *where*. Discuss with the students other words that often begin asking sentences, such as *when* and *why*, and provide examples: *When do you play kickball? Why is kickball your favorite game?*

GUIDED PRACTICE

8. Display the next "Declarative and Interrogative Sentences" activity (WA3). Explain that together you will add the correct end mark to the questions and answer the questions. Read the first sentence aloud and ask:

Q *What end mark do we use at the end of the question? (a question mark)*

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Write the question mark on the line. Then reread the question aloud and then the beginning of the answer. Elicit responses from volunteers to complete the statement. Then write the name of a game on the line. (Sample answers: *kickball*; *hide-and-seek*) Have a volunteer add the period at the end of the sentence.

WA3

1. a. What is your favorite game? __

b. My favorite game is kickball.

2. a. When do you play? __

b. I play after school.

3. a. Where do you play kickball? __

b. I play in the park.

Sample answers are listed above. Answers may vary.

9. Repeat the process for items 2–3. After completing all the sentences, have the students read them aloud with you.

10. Work with the students to write questions and then answer those questions with statements.

Teacher Note

If the students have difficulty thinking of questions, suggest that they ask basic informational questions, such as "How old are you?" and then interview a classmate to get the answer.

ELL Note

In Russian and Asian languages, such as Cantonese and Hmong, the order of the subject and verb is the same in some questions as in declarative sentences, for example: "When he will arrive?" In Spanish, the verb comes before the subject in declarative sentences. Therefore, students from these language backgrounds may need additional practice with word order in statements and questions.

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Optional Practice

Have the students complete pages 19–21 in their *Student Skill Practice Books*, independently or in pairs, to practice writing declarative and interrogative sentences. Note that page 21 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 21 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 8 Common and Proper Nouns

Prerequisite Lessons

- Lesson 2, "Singular Nouns"
- Lesson 3, "Plural Nouns"

Student Skill Practice Book

- Pages 22–24

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Common and Proper Nouns" activity (WA6)
- "Common and Proper Nouns" activity (WA7)
- (Optional reteaching) "Common and Proper Nouns" activity (WA8)
- (Optional reteaching) "Common and Proper Nouns" activity (WA9)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Remind the students that a noun is a naming word. A noun can name a person, place, animal, or thing. Explain that the words *dog* and *cat*, for example, name kinds of animals. Invite volunteers to say the names of some pet dogs and cats they have or have met, for example: *Buster*, *Muffin*, *Freddie*, *Cleo*. Then explain that a pet's name is called a **proper noun** because it names a special animal. Also explain that a proper noun begins with a capital letter.
2. Display the "Common and Proper Nouns" activity (WA6). Draw the students' attention to the illustrations and read each word pair in the chart aloud. Then point to the word *boy*. Explain that this word could be used for any boy in the world. Then point to the word *Nick* and explain that this noun names a special boy—Nick. That's why the word begins with a capital letter. Follow the same procedure for *dog*/*Buddy* and *park*/*Central Park*.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Explain that *boy*, *dog*, and *park* are called **common nouns** because they name any person, animal, or place. They do not begin with a capital letter. Then explain that *Nick*, *Buddy*, and *Central Park* are called *proper nouns* because they name one special person, animal, or place. Point out that a proper noun begins with a capital letter. Then circle the capital letter in each one.

WA6

Common Noun		Proper Noun
boy		Nick
dog		Buddy
park		Central Park

1. I see a girl. She is named Sara.
2. I see a cat. It is called Bubbles.
3. I go to a school. It is called Marina School.

3. Read the first pair of sentences aloud and say, "Let's see if we can find nouns and special nouns in these sentences." Ask:

   Q *Which word names any person who is not a boy?* (girl) *Which word tells the name of one special girl?* (Sara)

   Draw a line under *girl* and then under *Sara*. Point out that *Sara* begins with a capital letter. Then circle the capital *S*.

Teacher Note

You might point out that a person's first and last names begin with a capital letter. Have the students write their full names on a piece of paper, using capital letters appropriately.

4. Repeat the process for the remaining sentences. Point out that each word in the name of the school begins with a capital letter.

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GUIDED PRACTICE

5. Display the next "Common and Proper Nouns" activity (WA7). Draw the students' attention to the words in the word box as you read them aloud. Ask:

   Q *Are these special nouns? How can you tell?*

   As needed, remind the students that these are special nouns called *proper nouns* and that they name one special person, place, or thing. Also remind the students that a proper noun begins with a capital letter.

6. Allow the students some time to read the sentences silently. Explain that you are going to replace the nouns in the sentences with proper nouns.

7. Read sentence 1 aloud and ask:

   Q *Which proper noun can we use to replace* The girl?

Have the students work in pairs to confer, and invite a volunteer to respond. Confirm the student's response by clicking *The girl* to replace the words with *Rita*.

WA7

Franklin Library Rita Oak Street

1. **Rita** must return a book.
2. She walks down **Oak Street**.
3. She runs up the steps to **Franklin Library**.

8. Repeat the process for the remaining sentences. Point out that all the words in the proper nouns *Franklin Library* and *Oak Street* begin with a capital letter.

   After all the nouns have been replaced with proper nouns, reread the sentences aloud. Point out how much better the story sounds with proper nouns.

9. Work with the students to list additional pairs of nouns and special nouns that name people the students know and places they might go. Write the noun pairs on the board or on chart paper, for example: *sister/Jenny*; *store/Toy Town*. Then help the students write two sentences, one using a common noun and one using a proper noun.

Teacher Note

If the students have difficulty thinking of word pairs, list some common nouns for which they can supply proper nouns or vice versa.

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Optional Practice

Have the students complete pages 22–24 in their *Student Skill Practice Books*, independently or in pairs, to practice identifying common and proper nouns. Note that page 24 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 24 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 9 Present- and Past-tense Verbs

Prerequisite Lessons

- Lesson 4, "Verbs"
- Lesson 5, "Using Nouns and Verbs in Sentences"

Student Skill Practice Book

- Pages 25–27

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Present- and Past-tense Verbs" activity (WA10)
- "Present- and Past-tense Verbs" activity (WA11)
- (Optional reteaching) "Present- and Past-tense Verbs" activity (WA12)
- (Optional reteaching) "Present- and Past-tense Verbs" activity (WA13)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

TEKS 3.C.ii Student/Teacher Narrative (Introduction Steps 1–4 and "Guided Practice" Steps 5–9)

1. Explain to the students that in this lesson they will learn how to use action verbs to show when an action happens. If necessary, remind the students that an action verb is a word that tells what someone or something does.
2. Display the first "Present- and Past-tense Verbs" activity (WA10). Direct the students' attention to the chart. Point to the first column and explain that a verb can show that the action is happening right now, or in the **present**. Read the sentences in the first column aloud, emphasizing *helps* and *help*. Review that, when the naming part of a sentence tells about one person or thing, *-s* is usually added to the verb; if the naming part tells about more than one, nothing is added. Explain that a verb should always match its naming part.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Point to the sentences in the second column. Explain that a verb can also show that an action has happened already, or in the **past**. Read the sentences aloud, emphasizing *helped*. Ask:

Q *What do you notice about the verbs in these sentences? (They both end with* -ed.*)*

Give the students time to think, and allow one or two volunteers to respond. Tell the students that, when we want to show that an action has already happened, we usually add *-ed* to the verb. It doesn't matter if the naming part of the sentence tells about one or more than one.

WA10

Now	In the Past
Kim helps.	Kim helped yesterday.
The girls help.	The girls helped yesterday.

1. We **worked** outside.
2. Dad **planted** flowers.
3. I **pulled** weeds.
4. Mom **mowed** the grass.

3. Read sentence 1 aloud and have the students repeat it. Point to the verb (*work*), and explain that it tells about an action happening now. Ask:

   Q *What would we do to the verb if we wanted to show that the action has already happened? (add* -ed*)*

   Click *work*, changing it to *worked*. Read the new sentence aloud, and have the students repeat it.

4. Repeat the process for sentences 2–4.

Teacher Note

For an extra challenge, you might use the following examples to explain that some verbs require an additional spelling change when *-ed* is added:

- If a verb ends with a short vowel sound and a single consonant (such as *stop*), double the consonant before adding *-ed* (as in *stopped*).
- If a word ends with a consonant + *y* (such as *try*), change the *y* to *i* before adding *-ed* (as in *tried*).
- If a word ends with silent *e* (such as *bake*), drop the silent *e* before adding *-ed* (as in *baked*).

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GUIDED PRACTICE

5. Display the next "Present- and Past-tense Verbs" activity (WA11). Explain to the students that they will work together to read each item and decide which form of the verb to use to complete the sentence.

WA11

work worked

1. Yesterday we ___worked___ in the sun.

rest rested

2. Right now we ___rest___ in the shade.

plants planted

3. Last year Dad ___planted___ these flowers.

6. Read aloud the first sentence and the two verb choices above it. Ask:

   Q *Which verb do you think we should use in this sentence? Why?*

   > **Students might say:**
   >
   > "I think we should use *worked*."
   >
   > "I agree with Thuy. I see the word *yesterday*. That means the action happened in the past."

   Drag and drop *worked* into the blank and have the students read the completed sentence aloud with you.

7. Read aloud the second sentence and the two verb choices. Ask:

   Q *Which verb do you think we should use in this sentence?* (rest) *Why? (The action is happening in the present, or right now.)*

   Point out that the words *Right now* give a clue about the time of the action. Drag and drop *rest* into the blank and have the students read the completed sentence aloud.

8. Have the students confer in pairs about sentence 3. Remind them to look for words that give them clues about when the action happened. Invite one or two volunteers to respond.

9. Work with the students to write a new sentence using a present-tense verb. Then help the students rewrite the sentence to make it tell about the past. Use one of the following verbs: *work*, *help*, or *pick*.

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Teacher Note

If the students have trouble thinking of a topic for their sentences, suggest that they write about work that they do at home or at school, or something they do to help.

Optional Practice

Have the students complete pages 25–27 in their *Student Skill Practice Books*, independently or in pairs, to practice using present- and past-tense verbs. Note that page 27 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 27 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

ELL Note

In Chinese, Hmong, and Vietnamese, verbs do not change forms to show different tenses. Instead, verb tense is usually shown through time words and other context clues. For example: "We move [instead of *moved*] here last year."

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Lesson 10 Future-tense Verbs

Prerequisite Lessons

- Lesson 4, "Verbs"
- Lesson 9, "Present- and Past-tense Verbs"

Student Skill Practice Book

- Pages 28–30

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Future-tense Verbs" activity (WA14)
- "Future-tense Verbs" activity (WA15)
- (Optional reteaching) "Future-tense Verbs" activity (WA16)
- (Optional reteaching) "Future-tense Verbs" activity (WA17)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Explain to the students that in this lesson they will learn more about using verbs, words that show action. Invite volunteers to tell you about some of the things they will do when they get home from school. (For example: *I will feed my dog*; *I will play outside*; *I will eat dinner*.)

2. Display the first "Future-tense Verbs" activity (WA14). Explain to the students that in this lesson they will learn how to use verbs to write about actions that will take place later, or in the **future**. Read the sample sentences in the box aloud. Remind the students that they have learned how to tell about actions that happened in the past. Point out that the first sentence tells about the past: we know because the ending *-ed* was added to the verb *walk*. Then point to the second sentence and explain that it tells about an action that will happen later. Ask:

   Q *What word was added before the verb* walk? (will)

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Explain that, to show that something is going to happen in the future, we add the word *will* before the verb. *Will* is called a **helping verb**.

WA14

I <u>walked</u> my dog this morning.
I <u>will walk</u> her again tonight.

1. We **will wait** on the corner.
2. We **will look** both ways.
3. We **will cross** the street.

3. Have the students read sentence 1 aloud with you. Point to the verb. (*wait*) Ask:

   Q *If we wanted to show that the action is going to happen later, what would we do? (add* will *before* wait*)*

   Invite one or two volunteers to respond. Then click *wait*, changing it to *will wait*. Have the students read the new sentence aloud with you.

4. Repeat the process for sentences 2 and 3.

GUIDED PRACTICE

5. Display the next "Future-tense Verbs" activity (WA15). Explain to the students that they will read sentences about going to lunch. Tell the students that you will help them read each sentence and decide which form of the verb to use.

WA15

ring | will ring

1. At noon the bell <u>will ring</u>.

go | will go

2. Then we <u>will go</u> to lunch.

eat | will eat

3. Right now we <u>eat</u> our snacks.

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6. Read aloud sentence 1 and the two verb choices above it. Ask:

   Q *Which word or words do you think we should use in this sentence?* (will ring) *Why? (The bell will ring at noon, so the action will happen in the future.)*

   Invite one or two volunteers to respond. Drag and drop *will ring* into the blank and have the students read the completed sentence aloud with you.

7. Repeat the process for the remaining sentences. When all of the sentences have been completed, read them aloud.

8. Work with the students to write two sentences about something that is going to happen later in the school day. You might use verbs from the lesson or come up with your own.

Optional Practice

Have the students complete pages 28–30 in their *Student Skill Practice Books*, independently or in pairs, to practice using future-tense verbs. Note that page 30 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 30 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

ELL Note

In Spanish, Hmong, and Haitian Creole, the present tense can be used in place of the future tense, as in "Tomorrow I go" instead of "Tomorrow I will go." Students from these language backgrounds may need extra practice using future-tense verbs.

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Lesson 11 Exclamatory Sentences

Prerequisite Lessons

- Lesson 1, "Complete Sentences"
- Lesson 7, "Declarative and Interrogative Sentences"

Student Skill Practice Book

- Pages 31–33

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Exclamatory Sentences" activity (WA18)
- "Exclamatory Sentences" activity (WA19)
- (Optional reteaching) "Exclamatory Sentences" activity (WA20)
- (Optional reteaching) "Exclamatory Sentences" activity (WA21)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Remind the students that there are different kinds of sentences. They have already learned about two kinds: telling sentences, or statements, and asking sentences, or questions. Explain that in this lesson they will learn about another kind of sentence.
2. Tell the students to imagine that they looked outside and saw a dinosaur in the schoolyard, eating the leaves on a tree. Ask:

   Q *What would you say? Would you use a soft voice or a loud voice? Why?*

   > **Students might say:**
   >
   > "I'd say, 'Look out! A dinosaur is coming!'"
   >
   > "I'd use a really loud voice to warn people."

3. Then display the "Exclamatory Sentences" activity (WA18). Discuss the picture for a moment. Write some examples of sentences that show surprise or excitement. Explain

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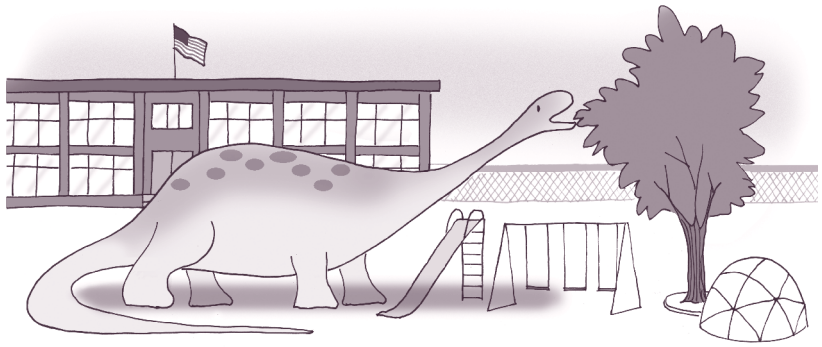
that a sentence that shows a strong feeling is called an **exclamation**. Circle the end punctuation, and point out that this end mark is called an **exclamation point**. It is used to show strong feeling. Circle the capital letter, reminding the students that all sentences begin with a capital letter.

WA18



A dinosaur is in the schoolyard!

It is eating the tree!

This is so scary!

We need to hide!

Sample answers are listed above. Answers may vary.

4. Read the sentences aloud. Tell the students that knowing how to write sentences like these will help them express strong feelings such as surprise or excitement in their writing.

GUIDED PRACTICE

5. Display the next "Exclamatory Sentences" activity (WA19). Explain that together you will look for sentences that show strong feeling. Read the sentences in item 1 aloud:

   Q *Which sentence shows a strong feeling, sentence* a *or sentence* b*? (sentence* b*) Which end punctuation mark should we use? (an exclamation point)*

   Invite one or two volunteers to respond. Write an exclamation point at the end of sentence *b*. Then ask:

   Q *Which end punctuation mark should come at the end of sentence* a*? (a period) Why? (It is a statement. It tells us something but doesn't show excitement or surprise.)*

   Have the class read each sentence aloud with appropriate expression.

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1. **a.** Everyone has a birthday.

   b. I can't wait for my birthday!



2. **a.** Wow, the cake is shaped like a truck!

   b. The birthday cake has six candles.

3. **a.** This present is amazing!

   b. The present is in a box.

6. For the remaining sentences, have the students work in pairs to identify the end punctuation marks. Invite volunteers to share their responses as you write them. Remind the students that each sentence begins with a capital letter.
7. Work with the students to think of an event that might prompt excitement, anger, or surprise, and write exclamations about it.

Optional Practice

Have the students complete pages 31–33 in their *Student Skill Practice Books*, independently or in pairs, to practice writing exclamatory sentences. Note that page 33 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 33 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 12 Review

Prerequisite Lessons

- Lesson 7, "Declarative and Interrogative Sentences"
- Lesson 8, "Common and Proper Nouns"
- Lesson 9, "Present- and Past-tense Verbs"
- Lesson 10, "Future-tense Verbs"
- Lesson 11, "Exclamatory Sentences"

Student Skill Practice Book

- Pages 34–36

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Review" activity (WA22)
- "Review" activity (WA23)

REVIEW

1. Tell the students that you are going to help them review what they have learned about different kinds of sentences, common and proper nouns, and verbs that help you tell when something happens.
2. Display the first "Review" activity (WA22) and have the students study the picture. Ask the students to describe what they see. (a large airplane in the sky) Then have the students help you compose three sentences about the picture: a question, a statement, and an exclamation.
   - For the question, prompt the students to think about things that they would like to know, such as *Where is the plane going? Who is in it? What is the captain's name?* As you write the students' question beneath the picture, review that an asking sentence begins with a capital letter and ends with a question mark.
   - For the statement, invite the students to make up an answer to the question they asked. Be sure that the answer includes a proper noun. For example, have the students suggest a fun, interesting city, country, or other geographic location that the plane might be flying to. As you write the students' sentence beneath the picture, review that a telling sentence begins with a capital letter and ends with a period.

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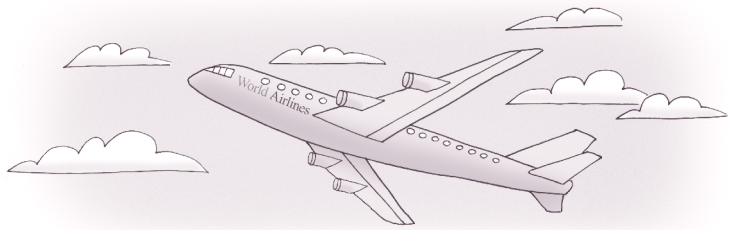
- For the exclamation, suggest that the students think about how they would feel if they were flying somewhere far away. Would they be excited? Scared? As you write the students' sentence beneath the picture, review that a sentence that shows strong feeling begins with a capital letter and ends with an exclamation point.

WA22



Where is the airplane going?

The airplane is going to Mexico.

I would love to go to Mexico!

Sample answers are listed above. Answers may vary.

3. Return to the statement and have the students identify the proper noun in it. Help the students explain what makes it a proper noun. (It names a special person, place, animal, or thing.) Review that a proper noun always begins with a capital letter.
4. Display the next "Review" activity (WA23). Tell the students that next they will write a story about taking a trip on an airplane to someplace far away.

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pack	see	rush	prepare	wait	land	walk

Last night we packed for our trip to Mexico. We rushed to the airport this morning. We walked onto the plane. Now we wait in our seats. The plane prepares for takeoff. Many hours from now, we will land in Mexico. We will see our family there!

Sample answers are listed above. Answers may vary.

5. Read the verbs in the word box aloud. Then guide the students in using the past-, present-, and future-tense forms of the verbs to write about the trip. For example, you might suggest that the students start by describing what they did to prepare for the trip and then tell what they will do when they arrive. As you write, have the students tell you how to form each verb so that it correctly shows when the action is happening. Remind the students that:
   - To tell about the past, you add *-ed* to the end of the verb. As needed, point out that, for the verb *prepare*, you need to drop the *e* before adding *-ed*.
   - To tell about the future, you add *will* before the verb.
   - To tell about the present, you must make sure that the verb matches the naming part. If the naming part tells about one person or thing, you add *-s* at the end; if the naming part tells about more than one, you do not need to add anything.
6. After the students are happy with the story they have composed, read it aloud. Then have the students copy it onto their own papers and circle each verb.

Optional Practice

Have the students complete pages 34–36 in their *Student Skill Practice Books*, independently or in pairs, to practice using nouns, verbs, and sentences correctly.

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More on Sentences, Nouns, and Other Parts of Speech



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Lesson 13 Imperative Sentences

Prerequisite Lessons

- Lesson 7, "Declarative and Interrogative Sentences"
- Lesson 11, "Exclamatory Sentences"

Student Skill Practice Book

- Pages 37–39

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Imperative Sentences" activity (WA1)
- "Imperative Sentences" activity (WA2)
- (Optional reteaching) "Imperative Sentences" activity (WA3)
- (Optional reteaching) "Imperative Sentences" activity (WA4)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Remind the students that there are different kinds of sentences: statements tell something; questions ask something; and exclamations show strong feeling. Explain that in this lesson they will learn about one more kind of sentence.
2. In a firm but friendly voice say, "Let's all stand up. Stretch to the right. Stretch to the left. Reach way up. Now sit down." As you give these commands, mime the actions for the students to follow. Then ask:

   Q *Did I ask you about something, or did I tell you to do something? (You told us to do something.)*

   Invite one or two volunteers to respond. Explain that a sentence that tells someone to do something is called a **command**.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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3. Display the "Imperative Sentences" activity (WA1). Direct the students' attention to the picture and ask:

   Q *What do you think is happening in the picture? (A mom is teaching her daughter to ride a bike.)*

   Read the sample sentence in the box aloud and ask the students:

   Q *Is this a command? Why or why not? (Yes; the mother is telling the girl to do something.)*

   Circle the capital *S* and the end punctuation, pointing out that a command begins with a capital letter and usually ends with a period.

WA1

Sit down on the seat.

1. Hold onto the handles.
2. Put your feet on the pedals.
3. Push down on the pedals.
4. Go.



4. Read sentence 1 aloud and ask, pausing after each question for one or two volunteers to respond:

   Q *Does this sentence tell someone to do something? (Yes.) What command does it give? (to hold onto the handles)*

   Q *What punctuation do we use at the end of this sentence? (a period)*

   Invite a volunteer to the whiteboard to add the period and circle the capital *H*.

5. Repeat the process with sentences 2–4. Use sentence 4 to point out that a command can be one word. Then have volunteers read all the commands aloud. Ask:

   Q *What do you notice about the first word in each sentence? (It is an action word; it is a verb.)*

   As needed, explain that a sentence that tells someone to do something begins with an action word or verb. Point out to the students that they should use this kind of sentence in their writing when they want to tell someone to do something.

Teacher Note

Challenge the students to think of other one-word commands, for example: *Listen*; *Wait*; *Run*; and *Look*. As needed, ask questions such as "What do you say to people when you want them to wait for you?"

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GUIDED PRACTICE

6. Display the next "Imperative Sentences" activity (WA2). Explain that you will work together to find the sentences that give commands. Read the sentences aloud, pausing after each one to ask if it is a command. Invite volunteers to the whiteboard to underline the commands.

WA2

1. Can you pedal harder?
2. Wow, you are riding fast now!
3. Slow down.
4. Watch out for that rock.
5. Walk the bike back to me.
6. You did it!

7. Work with the students to write commands. Suggest that you write a list of commands for a routine the students are familiar with, such as choosing a book to read from the classroom library.

ELL Note

In Asian languages, such as Vietnamese and Hmong, a command can be formed by adding an adverb after the verb, for example: "Go now" (Vietnamese) or "Do now" (Hmong). In Vietnamese, the verb *go* may be added at the end of the command for emphasis, for example: "Feed my cat, go." Therefore, students from these language backgrounds may need additional practice with commands.

Optional Practice

Have the students complete pages 37–39 in their *Student Skill Practice Books*, independently or in pairs, to practice writing imperative sentences. Note that page 39 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 39 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 14 Possessive Nouns

Prerequisite Lesson

- Lesson 2, "Singular Nouns"

Student Skill Practice Book

- Pages 40–42

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Possessive Nouns" activity (WA5)
- "Possessive Nouns" activity (WA6)
- (Optional reteaching) "Possessive Nouns" activity (WA7)
- (Optional reteaching) "Possessive Nouns" activity (WA8)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Ask a volunteer to hold up something that belongs to him, such as a hat, notebook, or pencil. Ask the class, "Whose hat is that?" Model a response, using a possessive noun ("That is Jason's hat.") and have the students repeat it. Write *Jason's hat* on the board or on chart paper.

   Repeat the procedure with a few other volunteers.

2. Point out the words you have written and ask the students what they notice about the names. As needed, point out that *'s* has been added to each name to show that something belongs to that person.

3. Display the "Possessive Nouns" activity (WA5). Read the sample sentence in the box aloud and point out the word *boy's*.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Circle the apostrophe and *s* in *boy's*. Explain that this punctuation mark is called an **apostrophe** and that it is used with the letter *s* to show that something belongs to the boy. Tell the students that nouns that show that something or someone belongs to them are called **possessive nouns**.

WA5

The boy's cat is stuck in a tree.

1. The cat's tail is fluffy.
2. The tree's leaves are gone.
3. The truck's ladder is tall.
4. The firefighter's face is kind.



4. Direct the students' attention to the illustration and have volunteers briefly describe it. Explain that firefighters sometimes help rescue cats that get stuck in trees. Read sentence 1 aloud. Ask:

   Q *Who does the tail belong to? (the cat) How do you know? (The apostrophe and* s *in* cat's *show belonging.)*

   Invite one or two volunteers to respond, and circle the apostrophe and *s* in *cat's*.

5. Repeat the process with sentences 2–4.

GUIDED PRACTICE

6. Display the next "Possessive Nouns" activity (WA6). Explain that you will work together to add an apostrophe and *s* to some nouns to show belonging. Read the first sentence aloud. Ask:

   Q *How should we say this sentence to show that the new bike belongs to Ana? (*Ana's bike is new.*)*

   Q *How do we show in writing that the bicycle belongs to Ana? (Add an apostrophe and* -s *to* Ana.*)*

   Invite a volunteer to the whiteboard to write the apostrophe and *s* on the line.

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1. Ana's bike is new.
2. The boy's backpack is full.
3. The doctor's office has toys.
4. The teacher's pencil is sharp.
5. The man's pockets are empty.

7. Repeat the process for the remaining sentences. After discussing the possessive nouns, ask:

   Q *When can you use an apostrophe and* s *in your writing?*

   Students might say:

   "You can use it when you want to show that something belongs to someone."

   "I agree with Dana, and it's a shorter way to write or say it."

8. Work with the students to write complete sentences with possessive nouns. You might begin by creating a list of people at school, and some things that belong to them, for example: *the teacher's desk*, *the principal's office*, and *the janitor's broom*.

ELL Note

In Haitian Creole, Spanish, and some Asian languages, such as Vietnamese, possession is formed by using an *of* phrase, such as "the dog of Lin," rather than by adding an apostrophe and *-s*. Students with these language backgrounds might need to practice changing an *of* phrase to a possessive noun with an apostrophe and *s*.

Optional Practice

Have the students complete pages 40–42 in their *Student Skill Practice Books*, independently or in pairs, to practice writing possessive nouns. Note that page 42 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 42 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 15 Adjectives

Prerequisite Lessons

- Lesson 2, "Singular Nouns"
- Lesson 3, "Plural Nouns"
- Lesson 8, "Common and Proper Nouns"

Student Skill Practice Book

- Pages 43–45

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Adjectives" activity (WA9)
- "Adjectives" activity (WA10)
- (Optional reteaching) "Adjectives" activity (WA11)
- (Optional reteaching) "Adjectives" activity (WA12)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Before introducing adjectives, play a brief game with the students. Ask:

   Q *Who can think of something that tastes sour?*

   Q *Who can think of something that feels cold?*

   Q *Who can think of something that sounds very loud?*

   Invite volunteers to respond, and write the students' responses on the board or a chart, for example: *sour/lemon*, *cold/ice*, *loud/horn*. Explain that the words *sour*, *cold*, and *loud* are called *adjectives*. Tell the students that **adjectives** are words that describe nouns—they tell more about people, animals, places, and things. They help us add important details to our writing.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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2. Display the first "Adjectives" activity (WA9). Point to the chart as you say, "An adjective can tell how something looks, feels, tastes, or sounds." Have the students read along with you as you say the adjective under each heading. Tell the students that an adjective can also tell how something smells, and use a phrase, such as *stinky cheese*, to illustrate the concept.

WA9

Looks	Feels	Tastes	Sounds
round	cold	sour	crunchy

1.  round plate
2.  sour lemon
3.  crunchy pita chips
4.  cold ice cube

3. Point to the first picture and tell the students that it shows a plate. Ask:

   Q *Which word from the chart could you put in front of* plate *to describe how it looks?* (round)

   Drag and drop the word *round* into the blank and have the students read the completed phrase aloud with you. Say, "*Round* describes the shape of the plate." Invite the students to list other words that describe how a plate looks, for example: *flat*, *white*, *shiny*.

4. Use a similar process for the remaining pictures, helping the students complete each phrase with a word from the chart.

5. Have the students work in pairs to brainstorm additional adjectives that could describe each noun. Invite volunteers to share their responses. For example:
   - Lemon: *yellow*, *juicy*
   - Pita chips: *salty*, *small*
   - Ice cube: *square*, *slippery*

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GUIDED PRACTICE

6. Display the next "Adjectives" activity (WA10). Explain to the students that they will work together to complete the story by choosing the correct adjectives from the word box.

WA10

tall | sweet | loud | cold

I get a __tall__ glass. I drop __cold__ ice cubes into the glass. I fill the glass with lemonade. The lemonade has a __sweet__ taste. I drink it with a __loud__ gulp.



7. Have the students read the adjectives aloud with you. Then read the first sentence of the story aloud. Point to the picture of the glass and ask the students which word in the word box might describe how it looks. (*tall*) Drag and drop *tall* into the blank. Read the completed sentence aloud.
8. Repeat the process for the remaining sentences in the story, helping the students use context clues to decide which adjective belongs in each blank.
9. After all of the adjectives have been correctly placed, read the entire story aloud.
10. Work with the students to write a sentence or two about a food or drink they have enjoyed. Use adjectives that are different from the ones on the whiteboard.

Optional Practice

Have the students complete pages 43–45 in their *Student Skill Practice Books*, independently or in pairs, to practice using adjectives. Note that page 45 can be scored, allowing you to assess how well each student understands the lesson skill.

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Reteaching

For students who need additional instruction, note that activities A and B on page 45 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

ELL Note

In Spanish, Hmong, and Vietnamese, an adjective immediately follows, rather than precedes, the noun it describes. Students from these language backgrounds may need extra support in understanding that in English the adjective usually precedes the noun.

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Lesson 16 Articles *A*, *An*, and *The*

Prerequisite Lessons

- Lesson 2, "Singular Nouns"
- Lesson 3, "Plural Nouns"

Student Skill Practice Book

- Pages 46–48

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Articles *A*, *An*, and *The*" activity (WA13)
- "Articles *A*, *An*, and *The*" activity (WA14)
- (Optional reteaching) "Articles *A*, *An*, and *The*" activity (WA15)
- (Optional reteaching) "Articles *A*, *An*, and *The*" activity (WA16)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Remind the students that they have used the words *a*, *an*, and *the* in their writing. Explain that in this lesson they will learn some rules that will help them know which of these to use when they write.
2. Display the first "Articles *A*, *An*, and *The*" activity (WA13). Tell the students that the words *a*, *an*, and *the* are called **articles**. They usually come right before a noun.
3. Read the first two sentences aloud, emphasizing *A* and *An*. Explain that we use *a* or *an* when we are talking in general about something. Point out that, in these sentences, we are not talking about a special spider or a special ant—we are talking about *any* ant. Then ask:

   Q *Why do you think* A *is used in front of* spider, *but* An *is used in front of* ant?

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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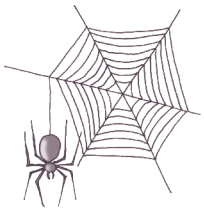
A, An

A spider has eight legs.

An ant has six legs.



The

The spider is spinning its web.

The ants are crawling home.



Invite a few volunteers to respond. Then circle the letter *s* at the beginning of *spider* and explain that we use *a* in front of words that begin with a consonant. Circle the letter *a* at the beginning of *ant* and explain that we use *an* in front of words that begin with a vowel. If necessary, review that the letters *a*, *e*, *i*, *o*, and *u* are vowels. Then reread the phrases *a spider* and *an ant* and have the students repeat after you.

Teacher Note

You may wish to have the students repeat after you, "A ant; a egg; a octopus; a umbrella," and note the awkwardness of forming those phrases. Conclude with the students that saying the word *a* before a word beginning with a vowel simply does not "sound right."

4. Read the next two sentences aloud, emphasizing *The* in each one. Point to the first picture and say, "This sentence is talking about the spider in the picture, not just any spider. When we are talking about a special person, place, or thing we use *the*."
5. Repeat the process for the second picture. Then circle *spider* and *ants*, and clarify that *the* can be used in front of a singular or plural noun, while *a* or *an* can only be used in front of a singular noun.

Teacher Note

To extend the lesson, point out that the words *a*, *an*, and *the* can also come before an adjective. Demonstrate by adding an adjective between the article and the noun in the examples on the whiteboard:

A brown spider . . .	The brown spider . . .
An ugly ant . . .	The ugly ants . . .

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GUIDED PRACTICE

6. Display the next "Articles *A*, *An*, and *The*" activity (WA14). Explain to the students that they will work together to complete each sentence by choosing the correct article.

WA14

a an

1. I see ___a___ bee.

a an

2. I see ___an___ egg.

A The

3. ___The___ bees buzz in their hive.

A The

4. ___The___ egg is in a nest.

7. Read aloud the first sentence and the word choices above it. Ask:

   Q *Which word do you think we should use in front of* bee*? Why?*

   > **Students might say:**
   >
   > "We should use the word *a* in front of *bee* because *bee* begins with *b*, which is a consonant."
   >
   > "I agree with Elena. We should only use *an* when the word begins with a vowel."

   Invite one or two volunteers to respond. Then drag and drop *a* into the blank and have the students read the completed sentence aloud with you.

8. Repeat the process for sentence 2, eliciting that *egg* begins with the letter *e*, which is a vowel.

9. Read sentence 3 and the word choices aloud. Ask:

   Q *Is this sentence about one bee or more than one bee? (more than one)*

   Q *Which word—*a *or* the*—can tell about more than one? (*the*)*

   Drag and drop *the* into the blank and have the students read the completed sentence aloud with you.

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10. Read aloud sentence 4 and the word choices above it. Remind the students that *egg* begins with a vowel. Then ask:

    Q *Which word—*A *or* The*—can go before a word that begins with a vowel?* (The)

    Drag and drop *The* into the blank and have the students read the completed sentence aloud with you.

11. Work with the students to write sentences containing *a*, *an*, and *the*. You might start by providing the following sentence frames:

    A _____ *is* _____. *The* _____ *is* _____.

    An _____ *is* _____. *The* _____ *are* _____.

Teacher Note

If the students have trouble thinking of ways to complete the sentence frames, invite them to look at objects around the classroom for ideas.

Optional Practice

Have the students complete pages 46–48 in their *Student Skill Practice Books*, independently or in pairs, to practice using articles. Note that page 48 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 48 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

ELL Note

Articles can pose a special challenge to English Language Learners, as the rules vary greatly among different languages. For example, in Spanish and Hmong, the article is often omitted (as in "I have pencil" rather than "I have a pencil" or "I have the pencil"); in Haitian Creole, the definite article is placed after the noun instead of before it (as in "girl the" rather than "the girl"); and in Chinese, Korean, Spanish, and Vietnamese, an indefinite article is not used before a person's profession (as in "She is nurse" rather than "She is a nurse").

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Lesson 17 Prepositions

Prerequisite Lesson

- Lesson 1, "Complete Sentences"

Student Skill Practice Book

- Pages 49–51

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Prepositions" activity (WA17)
- "Prepositions" activity (WA18)
- "Prepositions" activity (WA19)
- (Optional reteaching) "Prepositions" activity (WA20)
- (Optional reteaching) "Prepositions" activity (WA21)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Ask the students to imagine that a bee has flown into the classroom and that it is buzzing around, landing here and there on desks and tables. Ask:

   Q *If you could see the bee but I couldn't, what would you say to help me know where it is?*

   Invite a few students to respond. As needed, model using prepositions in sentences like these: "The bee is on Kyle's desk. It is under a desk. Now, it's flying near the bookshelf."

2. Explain that words such as *on*, *under*, and *near* are called **prepositions**, and they help tell where something is or when something happens. Explain that prepositions are important for both speaking and writing.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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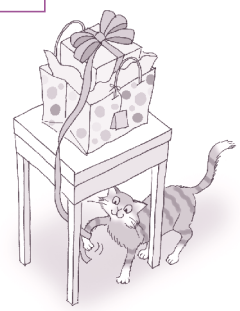
3. Display the first "Prepositions" activity (WA17). Point to the words in the word box, and have the students read them aloud with you. Tell the students that these prepositions help you tell where something or someone is.

WA17

around under in on toward



1. The bag is *on* the table.
2. The gift is *in* the bag.
3. The cat is *under* the table.
4. Some ribbon is wrapped *around* her paw.
5. She pulls the ribbon *toward* her.

4. Have the students look at the picture. Ask:

   Q *Where is the bag? (on the table)*

   Invite a volunteer to respond. Write the word *on* on the blank. Explain that the word *on* helps us tell an important detail about where the bag is. It is not *under* the table, or *around* the table—it is *on* the table.

5. Repeat the process for sentences 2–5.

Teacher Note

Post phrases such as the following to show other common prepositions that tell where.

up the stairs	over the chair	from the room
down the stairs	under the chair	through the room

6. Display the next "Prepositions" activity (WA18). Point to the words in the word box and have the students read them aloud with you. Remind the students that they have just learned that *in*, *on*, *under*, and *around* can help tell where. Explain that *in* and *on* can also tell when something is happening.

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WA18

in on at during

1. The party is on Friday.
2. The party is in five days.
3. The party starts at 4:00.
4. We will have fun during the party.

7. Read the first sentence aloud and ask:

   Q *When is the party? (on Friday)*

   Underline the phrase *on Friday* and circle *on*. Explain that the word *on* helps us tell an important detail about when the party will be. It will not be *before* Friday, or *after* Friday, but *on* Friday.

8. Repeat the process for sentences 2–4.

GUIDED PRACTICE

9. Display the third "Prepositions" activity (WA19). Explain to the students that they will read an invitation that is missing some prepositions. Tell the students that you will work together to complete the invitation with the missing prepositions.

WA19

in on at to during

I am having a party tomorrow. It will start ___at___ 3:00. Please come ___to___ my house. The party will be ___in___ the yard. We will play games ___during___ the party. We will also have hot dogs. You can put toppings ___on___ the hot dogs!

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10. Have the students read the prepositions in the word box aloud with you. Then read the first two sentences of the paragraph aloud. Ask:

    Q *Which word from the word box can we use to help tell exactly when the party starts?* (at)

    Drag and drop *at* into the blank and have the students read the completed sentence aloud with you.

11. Continue working through the paragraph, helping the students use context clues to decide which preposition belongs in each blank. Invite volunteers to tell whether the preposition tells where or when.

12. Work with the students to write two sentences containing prepositions. As examples have the students answer the following questions: *What month is your birthday in? What day is it on?* (*My birthday is in March. It is on March 5.*)

Optional Practice

Have the students complete pages 49–51 in their *Student Skill Practice Books*, independently or in pairs, to practice using prepositions. Note that page 51 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 51 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

ELL Note

The meanings of prepositions do not always correspond directly from English to other languages. In Spanish, the word *en* can mean *in* or *on*. For example, "Pon el libro en la mesa" means "Put the book **on** the table," not "Put the book **in** the table." You might use classroom objects to demonstrate what each preposition means.

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Lesson 18 Review

Prerequisite Lessons

- Lesson 13, "Imperative Sentences"
- Lesson 14, "Possessive Nouns"
- Lesson 15, "Adjectives"
- Lesson 16, "Articles *A*, *An*, and *The*"
- Lesson 17, "Prepositions"

Student Skill Practice Book

- Pages 52–54

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Review" activity (WA22)
- "Review" activity (WA23)

REVIEW

1. Tell the students that you are going to help them review what they have learned about commands, nouns that show belonging, adjectives, articles, and prepositions.
2. Display the first "Review" activity (WA22) and have the students study the picture. Explain that it shows an obstacle course—a kind of a race where runners have to move around, over, under, or through things. Tell the students that they will help you write directions to help the boy get through the course.
3. Read the words in the word box aloud and remind the students that these are prepositions, or words that can tell where or when. Point out that the students may want to use these or other prepositions in their sentences about how to move through the course. Then ask:

   Q *What is the first thing we might tell the boy to do? (Sample sentence:* Run toward the ladder.*)*

   Write the sentence on the lines. Point out that the sentence is a command, or a sentence that tells someone what to do. Review that a command begins with a capital letter and usually ends with a period.

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WA22

in	on	to	toward	around

Run toward the ladder.

Climb up the ladder.

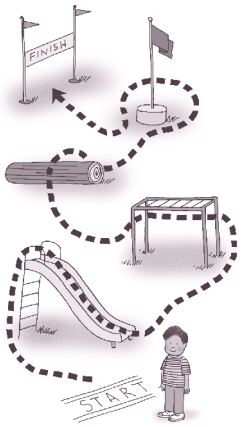
Go down the slide.

Swing on the bars.

Jump over the log.

Spin around the pole.

Run to the finish line.



Sample answers are listed above. Answers may vary.

4. Repeat the process until you have written several commands. Then read the sentences aloud and circle the prepositions.

5. Display the next "Review" activity (WA23) and have the students study the picture. Point out that it shows a messy gym locker room. Read aloud the name above each open locker (*Li*, *Jill*, *Maya*) and on the shirt (*Maya*).

   Then read the words in the word box aloud, and remind the students that these are adjectives, or words that can give details about how something looks, feels, smells, tastes, or sounds. Say, "Let's use these words to write some sentences about this picture."

WA23

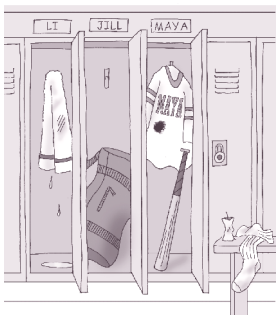
wet	old	stinky	large

A wet towel is in Li's locker.

Jill's locker has a large bag in it.

Maya's shirt has an ink stain on it.

An old apple is next to the stinky socks.



Sample answers are listed above. Answers may vary.

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6. Point to the locker with the towel in it and ask:

   Q *Whose locker is this? (Li's locker)*

   Q *What is in the locker? (a wet towel)*

   Help the students compose a sentence about Li's locker. Review that to form a possessive noun, or a noun that shows belonging, we add an apostrophe and *-s*.

7. Continue helping the students compose sentences about the picture, including as many adjectives and possessive nouns as possible.

8. After you have written several sentences, read each one aloud. Then call attention to any articles in the sentences. Circle each article and review that:
   - We use *a* in front of words that begin with a consonant (*a towel*, *a bat*).
   - We use *an* in front of words that begin with a vowel (*an ink stain*, *an old apple*).
   - We use *the* to talk about a certain person, place, animal, or thing (*the stinky socks*).
   - We can use *a* and *an* only in front of a singular noun, while we can use *the* in front of a singular or plural noun.

Optional Practice

Have the students complete pages 52–54 in their *Student Skill Practice Books*, independently or in pairs, to practice using commands, possessive nouns, adjectives, articles, and prepositions correctly.

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Pronouns



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Lesson 19 Pronouns

Prerequisite Lessons

- Lesson 2, "Singular Nouns"
- Lesson 3, "Plural Nouns"
- Lesson 8, "Common and Proper Nouns"

Student Skill Practice Book

- Pages 55–57

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Pronouns" activity (WA1)
- "Pronouns" activity (WA2)
- "Pronouns" activity (WA3)
- (Optional reteaching) "Pronouns" activity (WA4)
- (Optional reteaching) "Pronouns" activity (WA5)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Say these sentences aloud: "I lost my pencil. I wonder where she is." Ask the students why the second sentence doesn't sound right. As needed, explain that you used the word *she* to talk about the pencil, but the pencil is not a person—it is a thing, so you should have used the word *it*: "I wonder where it is."

   Then say these sentences: "Class, say hello to Dora. It is visiting our school today." Follow the same procedure, pointing out that you used the word *it* to talk about Dora. Dora is a person, not a thing, so you should have used the word *she* to talk about her: "She is visiting our school today."

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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2. Explain to the students that the words *it* and *she* are called **pronouns**, and in this lesson they will learn how to use pronouns when writing.

3. Display the first "Pronouns" activity (WA1). Point to the words in the word box. Have the students read them aloud with you. Then explain that these words are pronouns, and that they can take the place of nouns. Remind the students that a noun names a person, a place, an animal, or a thing.

WA1

he she it they

1. **He** sings.
2. **She** sings.
3. **It** is pretty.
4. **They** sing.
5. **They** are pretty.

4. Read the first sentence aloud and have the students identify the noun in it. (*Tom*) Ask:

   Q *Which pronoun do you think could take the place of* Tom*?*

   Invite a volunteer to respond. Then click *Tom*, changing it to *He*. Explain that the pronoun *he* can take the place of a noun that names a boy or a man. Read the new sentence aloud, emphasizing *He*, and then have the students say the sentence with you.

5. Repeat the process for the remaining sentences, explaining that:
   - *She* always stands for a girl or a woman, so *She* replaces *Maria*.
   - *It* always stands for one thing, place, or animal, so *It* replaces *The song*.
   - *They* can stand for more than one person, so *They* replaces *The children*.
   - *They* can also stand for more than one thing, place, or animal, so *They* replaces *The songs*.

6. Display the next "Pronouns" activity (WA2). Point to the words in the word box and have the students read them aloud with you. Explain that these words are pronouns that are used when you talk about yourself and someone else.

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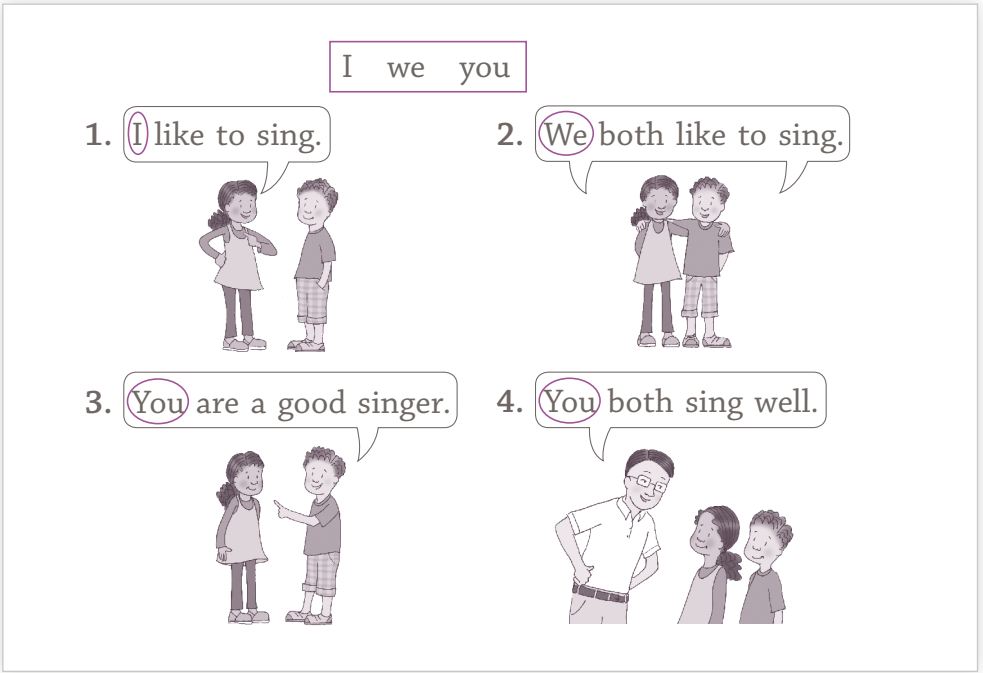

7. Call the students' attention to the first picture. Read the girl's words aloud, and point out that she is pointing to herself. Circle the pronoun *I* and explain that, when you talk about yourself, you use the pronoun *I*. Remind the students to use a capital *I*. Then call attention to the next picture and speech bubble. Circle the pronoun *We* and explain that when you talk about yourself plus one or more other people, you use the pronoun *we*.

8. Repeat the process for pictures 3 and 4, eliciting that when you talk directly to one other person or to more than one person, you use the word *you*.

GUIDED PRACTICE

9. Display the third "Pronouns" activity (WA3). Explain to the students that they will look at each picture and work together to complete each sentence with the correct pronoun.

10. Have the students read the pronouns in the word box aloud with you. Then direct the students' attention to the first picture. Ask the students to describe what the picture shows. (a boy beating a drum) Read the sentence next to the picture aloud and ask:

    Q *Which word from the word box could we use to begin this sentence? Which word tells about a boy?* (He)

    Drag and drop *He* into the blank. Read the completed sentence aloud and have the students repeat it after you.

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He She It They

1.  ___He___ beats the drum.

2.  ___It___ is very loud.

3.  ___She___ blows the horn.

4.  ___They___ march in a band.

11. Have the students confer in pairs about items 2–4. Remind them to use the picture to help them decide which pronoun completes each sentence. Invite volunteers to share their responses, and drag and drop each correct pronoun into the blank. Then read the completed sentences aloud with the students.

12. Work with the students to write simple sentences beginning with the pronouns they have learned. You might use the following sentence starters:

I have _____. *She has* _____. *We have* _____.

Teacher Note

If the students need help thinking of ideas for their sentences, you might gather objects from around the classroom and pass them out to different students. Then guide the students in writing sentences that tell what they *have*.

Optional Practice

Have the students complete pages 55–57 in their *Student Skill Practice Books*, independently or in pairs, to practice using pronouns. Note that page 57 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 57 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 20 Using *I/Me* and *We/Us*

Prerequisite Lessons

- Lesson 2, "Singular Nouns"
- Lesson 3, "Plural Nouns"
- Lesson 5, "Using Nouns and Verbs in Sentences"
- Lesson 17, "Prepositions"
- Lesson 19, "Pronouns"

Student Skill Practice Book

- Pages 58–60

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Using *I/Me* and *We/Us*" activity (WA6)
- "Using *I/Me* and *We/Us*" activity (WA7)
- (Optional reteaching) "Using *I/Me* and *We/Us*" activity (WA8)
- (Optional reteaching) "Using *I/Me* and *We/Us*" activity (WA9)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Point out to the students that we use the words *I*, *me*, *we*, and *us* to tell about ourselves. Demonstrate using these pronouns by inviting a volunteer to stand next to you. Point to the student as you say, "*I* point to [Carla]." Have the student point at you as you say, "Now [Carla] points to *me*." Then have another student come up and stand between the two of you. As you and the first student point to the second student, say, "*We* point to [Miguel]." Invite that student to point to both of you as you say, "Now [Miguel] points to us."
2. Display the first "Using *I/Me* and *We/Us*" activity (WA6). Read the words in the chart aloud. Explain that *I*, *me*, *we*, and *us* are called *pronouns*. Remind the students that pronouns are words that can take the place of a noun.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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One	More Than One
I	we
me	us

1. 

(I) help Grandma.

Grandma helps (me).

2. 

(We) help Grandpa.

Grandpa helps (us).

3. Draw the students' attention to the first picture and ask them to describe what it shows. (a boy and his grandma helping each other fold laundry) Then have the students read the first sentence aloud with you. Circle the pronoun *I*.

4. Read the second sentence aloud, and circle the pronoun *me*. Ask:

   Q *Which word comes before the verb* help—I *or* me? *(I)*

   Q *Which word comes after the verb* help—I *or* me? *(me)*

   Tell the students that they should use *I* before the verb in a sentence; they should use *me* after the verb.

5. Draw the students' attention to the second picture and invite them to describe what it shows. (two girls helping their grandpa rake the yard) Then have the students read aloud the first sentence about the picture. Circle the pronoun *We* and say, "You already know that the pronoun *we* means *I* plus at least one other person. Use *we* before the verb in a sentence."

6. Read the second sentence aloud, circling the pronoun *us*. Explain that *us* is used after the verb in a sentence.

Teacher Note

Point out that the pronouns *me* and *us* can come directly after a verb (as in "Grandma helps me" and "Grandpa helps us"), or they can come after a preposition, such as *to*, *from*, *at*, or *for*. You might post the following sentences as examples.

- *Grandma talks to me.*
- *Grandma smiles at me.*
- *Grandpa takes the bags from us.*
- *The bags are too heavy for us.*

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ELL Note

To reinforce the concept with English Language Learners, use hand gestures to indicate *I*, *we*, *me*, and *us* as you use the words in sentences.

GUIDED PRACTICE

7. Display the next "Using *I*/*Me* and *We*/*Us*" activity (WA7). Tell the students that they will work together to read pairs of sentences and decide which pronoun to use in each sentence.

WA7

I me

1. ___I___ can sew. Mom is teaching ___me___.

We us

2. ___We___ can paint. Dad is teaching ___us___.

I me

3. Mom cuts cloth for ___me___. ___I___ sew the cloth.

8. Have the students read the first pair of pronouns aloud with you. Then read the two incomplete sentences aloud and explain that both sentences are missing a pronoun. Ask the students which pronoun goes in each blank. (*I* in the first one; *me* in the second) Drag and drop *I* and *me* into the first and second blanks, respectively. Then read the completed sentences aloud and have the students repeat them after you.
9. Repeat the process for the remaining sentence pairs.
10. Work with the students to write simple sentences containing *I*, *me*, *we*, and *us*. If the students need help thinking of ideas for their sentences, you might suggest that they talk about helping out at home, and post these sentences as examples:
    - *I help Dad with the dishes.*
    - *Dad helps me with my reading.*
    - *We rake the yard.*
    - *Mom helps us.*

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Optional Practice

Have the students complete pages 58–60 in their *Student Skill Practice Books*, independently or in pairs, to practice using *I*, *me*, *we*, and *us*. Note that page 60 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 60 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

ELL Note

In Spanish and some Asian languages, such as Chinese and Vietnamese, no distinction is made between subject and object pronouns. For example, the subject pronoun *I* may be used as either a subject or an object. Therefore, students from these language backgrounds may need additional practice using *I* and *me*.

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Lesson 21 Using *He/Him* and *She/Her*

Prerequisite Lessons

- Lesson 2, "Singular Nouns"
- Lesson 3, "Plural Nouns"
- Lesson 5, "Using Nouns and Verbs in Sentences"
- Lesson 8, "Common and Proper Nouns"
- Lesson 17, "Prepositions"
- Lesson 19, "Pronouns"

Student Skill Practice Book

- Pages 61–63

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Using *He/Him* and *She/Her*" activity (WA10)
- "Using *He/Him* and *She/Her*" activity (WA11)
- (Optional reteaching) "Using *He/Him* and *She/Her*" activity (WA12)
- (Optional reteaching) "Using *He/Him* and *She/Her*" activity (WA13)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Tell the students that they are going to play a game called "Please Pass the Pronoun." Give one of the girls in your class an easily passable object such as a beanbag. Have her pass the object to the nearest boy as you say, "[Mei-ling] has the beanbag. *She* passes it to [Rueben]." Then have the boy take the beanbag and pass it to the next nearest girl as you say, "*He* takes the beanbag from *her*. *He* passes it to [Anita]. *She* takes it from *him*. *She* passes it to [Zack]." Have the students say the sentences aloud with you. After a few rounds, ask:

   Q *How do the words* he, she, him, *and* her *make it easier to play this game? (They make it easier because you don't have to say each person's name over and over.)*

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Invite one or two volunteers to respond. Explain that *he*, *she*, *him*, and *her* are all pronouns, and that in this lesson the students will learn how to use them correctly. Review, if necessary, that a pronoun is a word that can take the place of a noun.

2. Display the first "Using *He*/*Him* and *She*/*Her*" activity (WA10). Read the pronouns in the chart aloud and say, "All of these words help you tell about a person other than yourself." Remind the students that they have already learned that *he* can take the place of a noun that is a boy or a man, and *she* can take the place of a noun that is a girl or a woman.

WA10

Boy	Girl
He	She
him	her

1. **He** sits in the sun.

   The sun warms **him**.

2. **She** stands in the water.

   The water cools **her**.

3. Have the students read the first sentence aloud with you. Point to *Ben*. Ask:

   Q *Which pronoun could we use instead of* Ben *in this sentence?* (He)

   Invite a volunteer to respond, and confirm the answer by clicking *Ben* to change it to *He*. Have the students read the changed sentence aloud. Then explain that we use *He* before a verb to take the place of a noun that is a boy or a man.

4. Read the second sentence aloud, and point to *Ben*. Ask:

   Q *What pronoun do you think we could use instead of* Ben *in this sentence?* (him)

   Invite a volunteer to respond, and confirm the answer by clicking *Ben* to change it to *him*. Have the students read the changed sentence aloud. Then explain that we use *him* after a verb to take the place of a noun that is a boy or a man.

5. Repeat the process for the second set of sentences, reminding the students that *she* can take the place of a noun that is a girl or a woman and that we use *she* before a verb. Explain that the pronoun *her* can also take the place of a girl or a woman and that we use *her* after a verb.

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Teacher Note

Point out that the pronouns *him* and *her* can come directly after a verb (as in "warms him" and "cools her"), or they can come after a preposition, such as *on*, *at*, *from*, or *to*. You might post the following sentences as examples.

- *The sun shines on him.*
- *The water drips from her.*

ELL Note

To reinforce the concept with English Language Learners, use hand gestures to indicate *he*, *she*, *him*, and *her* as you use the words in sentences.

GUIDED PRACTICE

6. Display the next "Using *He/Him* and *She/Her*" activity (WA11). Tell the students that they will read pairs of sentences, and they will work together to replace the underlined nouns with pronouns.

WA11

He him She her

1. Ben floats on the water.

   He floats on the water.

2. Olivia jumps into the pool.

   She jumps into the pool.

3. Olivia splashes Ben.

   Olivia splashes him.

4. Ben laughs at Olivia.

   Ben laughs at her.

7. Have the students read the words in the word box aloud with you. Then read the first two sentences aloud. Point out that the word *Ben* comes before the verb in the sentence. Then ask:

   Q *Which pronoun from the word box could we use to take the place of* Ben *in the second sentence?* (He)

   Invite a volunteer to respond. Then write *He* in the blank, reviewing that the pronoun *he* can take the place of a noun that names a boy or man and that it comes before a verb. Have the students read the completed sentence aloud with you.

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8. Use a similar process for the remaining sentence pairs. For item 4, point out that the pronoun *her* comes after a preposition, such as *on*, *at*, *from*, or *to*.
9. Work with the students to write simple sentences containing *he*, *she*, *him*, and *her*. Ask questions to prompt written responses containing pronouns:
   - **Q** *What is [Kanye] wearing today? (*He is wearing _____.*)*
   - **Q** *Who is sitting next to [Sabrina]? (*_____ is sitting next to her.*)*

Optional Practice

Have the students complete pages 61–63 in their *Student Skill Practice Books*, independently or in pairs, to practice using *he*, *him*, *she*, and *her*. Note that page 63 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 63 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

ELL Note

In Spanish and some Asian languages, such as Chinese and Vietnamese, no distinction is made between subject and object pronouns. For example, the subject pronoun *he* may be used as either a subject or an object. Therefore, students from these language backgrounds may need additional practice using *he*, *him*, *she*, and *her*.

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Lesson 22 Using *They/Them* and *It*

Prerequisite Lessons

- Lesson 2, "Singular Nouns"
- Lesson 3, "Plural Nouns"
- Lesson 5, "Using Nouns and Verbs in Sentences"
- Lesson 8, "Common and Proper Nouns"
- Lesson 17, "Prepositions"
- Lesson 19, "Pronouns"

Student Skill Practice Book

- Pages 64–66

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Using *They/Them* and *It*" activity (WA14)
- "Using *They/Them* and *It*" activity (WA15)
- (Optional reteaching) "Using *They/Them* and *It*" activity (WA16)
- (Optional reteaching) "Using *They/Them* and *It*" activity (WA17)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Ask a volunteer to hold up a crayon or marker. Emphasizing the word *it*, say, "The crayon is [yellow]. *It* is [bright]. We use *it* to draw [the sun]." Then have volunteers hold up crayons or markers of different colors. Emphasizing the words *they* and *them*, say, "These crayons are different colors. *They* are pretty. We draw with *them*."
2. Remind the students that the words *it*, *they*, and *them* are called *pronouns*, and pronouns can take the place of nouns. Explain that in this lesson they will learn how to use *it*, *they*, and *them* when they write.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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3. Display the "Using *They/Them* and *It*" activity (WA14). Read the pronouns in the word box aloud. Then read the first two sentences aloud. Point to the underlined words and ask:

   Q *Which word could we use to take the place of* The children *in this sentence? Would we say,* "They *write a story with Papi" or* "Them *write a story with Papi"?*

   Invite a volunteer to respond. Then click *The children* to change the words to *They*. Explain that *children* names more than one child, so we use the word *they* to take its place. Have the students read the new sentence pair aloud with you.

WA14

They them it It

1. The children visit Papi.

   They write a story with Papi.

2. The story is funny.

   It has a dancing robot.

3. Papi loves the children's story.

   He reads **it** to **them**.

4. Repeat the procedure for the remaining sentence pairs. Summarize as follows:
   - Use *they* or *them* to replace a noun that tells about more than one person or thing.
     - Use *they* before a verb.
     - Use *them* after a verb or after a preposition, such as *on*, *at*, *from*, or *to*.
   - Use *it* to replace a noun that tells about one thing. *It* can be used before a verb or after a verb or preposition.

GUIDED PRACTICE

5. Display the next "Using *They/Them* and *It*" activity (WA15). Explain that you will work together to choose the correct pronouns to replace the underlined words. Have the students read the pronouns in the word box aloud with you. Then read the first sentence pair aloud. Pointing to the underlined words, ask:

   Q *Which pronoun could we use instead of* The boys? *(*They*)*

   Drag and drop *They* into the blank, or invite a volunteer to drag and drop the word.

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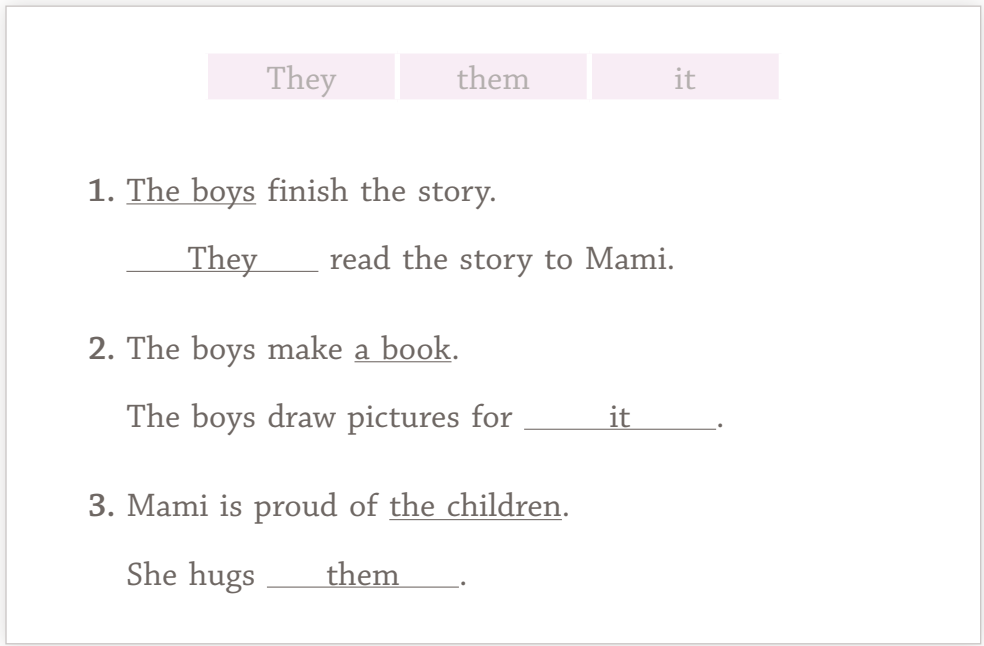

6. Have the students work in pairs to confer about the remaining sentence pairs. Invite volunteers to share their responses. Review the use of each pronoun as you drag and drop it into the blank.
7. Work with the students to write riddles about things in the classroom, using *they*, *them*, and *it*. Have them share their riddles with the class and see if classmates can guess what each riddle is about; for example: *It has four legs. Our book boxes are on it. What is it?* (Answer: *It is a table.*)

ELL Note

In Spanish and some Asian languages, such as Chinese and Vietnamese, no distinction is made between subject and object pronouns. For example, the pronoun *they* may be used as either a subject or an object, and the pronoun *them* may be used as a subject. ("Them called we.") In Asian languages, such as Cantonese and Korean, pronoun and number agreement is not required, for example: "I like movies. **It** is fun." Students with these language backgrounds may need additional practice using *they*, *them*, and *it*.

Optional Practice

Have the students complete pages 64–66 in their *Student Skill Practice Books*, independently or in pairs, to practice using *they*, *them*, and *it*. Note that page 66 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 66 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 23 Possessive Pronouns

Prerequisite Lessons

- Lesson 14, "Possessive Nouns"
- Lesson 19, "Pronouns"

Student Skill Practice Book

- Pages 67–69

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Possessive Pronouns" activity (WA18)
- "Possessive Pronouns" activity (WA19)
- "Possessive Pronouns" activity (WA20)
- (Optional reteaching) "Possessive Pronouns" activity (WA21)
- (Optional reteaching) "Possessive Pronouns" activity (WA22)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Tell the students to imagine that they are showing a visitor around the classroom.

   Q *What could you say to tell the visitor what belongs to you and what belongs to others?*

   Invite volunteers to respond. As needed, model responses by pointing to your desk and saying, "This is *my* desk," emphasizing *my*. Point to a student and say, "This is [Jason]." Point to [Jason]'s desk and say, "This is *his* desk."

   Invite volunteers to identify some things in the classroom that are theirs and some things that belong to other students. (For example: *That is our coatroom. This is my drawing.*)

2. Explain to students that the words *my*, *your*, *his*, and *her* are called **possessive pronouns**. They show that something belongs to someone.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Teacher Note

If necessary, remind the students that a pronoun takes the place of a noun.

3. Display the "Possessive Pronouns" activity (WA18). Draw the students' attention to the illustration and read the first sentence in item 1 aloud. Ask:

   Q *Who does the hamster belong to? How do you know?*

   > **Students might say:**
   >
   > "It belongs to the boy. I can tell from the picture."
   >
   > "I agree with Kenji, and I also know because there is an apostrophe and an *s* after *boy*."

   Invite one or two volunteers to respond. Underline *The boy's* and, if necessary, point out that the apostrophe and *s* in *boy's* show that the hamster belongs to the boy. Explain that *boy's* can be replaced by one of the pronouns in the word box. Ask:

   Q *Which word do you think we could use in place of* The boy's*? Could we use* His, Her, *or* Their*?*

   Give the students a moment to think, and invite a volunteer to respond. Then write *His* in the blank and explain that when we want to show that something belongs to one boy or one man, we use the pronoun *his*. Then have the students read the sentence aloud with you.

WA18

His Her Their

1. The boy's hamster has fur.

   His hamster has fur.



2. The girl's lizard has scales.

   Her lizard has scales.



3. The children's parrot has feathers.

   Their parrot has feathers.



4. Repeat the process with sentence pairs 2–3, explaining that:
   - *Her* is used to show that something belongs to one girl or woman.
   - *Their* is used to show that something belongs to more than one person.

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5. Display the next "Possessive Pronouns" activity (WA19). Draw the students' attention to the illustration and read the first sentence in item 1 aloud. Underline *belongs to me*, and explain that there is a shorter way to say "belongs to me." Ask:

   Q *Which pronoun from the word box do you think we could put in front of* snake *to show that it belongs to me? Could we use* my, our, *or* your? *(*my*)*

   Invite a volunteer to respond. Then write *my* in the blank and have the students read the sentence aloud with you.

WA19

my our your

1. The snake belongs to me.

   It is ___my___ snake.



2. The rabbit belongs to you.

   It is ___your___ rabbit.



3. You and I have a puppy.

   It is ___our___ puppy.



6. Repeat the process with sentence pairs 2 and 3. Explain that:
   - *Your* is used to show that something belongs to you, or to you and at least one other person.
   - *Our* is used to show that something belongs to "I" (the person speaking) and at least one other person.

   After completing the sentences, point out that knowing how to use pronouns to talk about things that belong to someone or something makes writing easier to understand.

GUIDED PRACTICE

7. Display the next "Possessive Pronouns" activity (WA20). Explain that you will work together to choose the correct pronoun from the word box to complete each sentence. Read the pronouns aloud with the students. Then read the first sentence aloud and ask:

   Q *Which pronoun could we use to show that the pets belong to the children? (*their*)*

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Invite a volunteer to the whiteboard to drag and drop *their* into the blank. Review that we use *their* to show that something belongs to more than one person or thing.

WA20

your his their her

1. The children take care of __their__ pets.
2. Lil brushes __her__ rabbit.
3. Scott pets __his__ kitten.
4. Mom tells Juan, "Feed __your__ hamster."

8. Repeat the process for the remaining sentences.
9. Work with the students to write a sentence with a possessive pronoun. As needed, provide examples that name family members or friends and things they like, for example: *Katie likes her karate class. My brothers like their swim class.*

ELL Note

In Vietnamese, there is no distinction between a personal pronoun and a possessive pronoun. For example, "It is **pet I**" is used instead of "It is **my pet**." In Korean and Vietnamese, possessive pronouns are omitted when the meaning is clear, for example: "I waved hand" instead of "I waved my hand." In Spanish, the article *the* is used instead of a possessive pronoun before a noun for a body part, such as *hand*. For example, "The girl holds a leash in **the** hand" is used instead of "The girl holds a leash in **her** hand." Students with these language backgrounds may need additional practice with possessive pronouns.

Optional Practice

Have the students complete pages 67–69 in their *Student Skill Practice Books*, independently or in pairs, to practice writing possessive pronouns. Note that page 69 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 69 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 24 Using *This/That* and *These/Those*

Prerequisite Lessons

- Lesson 2, "Singular Nouns"
- Lesson 3, "Plural Nouns"

Student Skill Practice Book

- Pages 70–72

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Using *This/That* and *These/Those*" activity (WA23)
- "Using *This/That* and *These/Those*" activity (WA24)
- (Optional reteaching) "Using *This/That* and *These/Those*" activity (WA25)
- (Optional reteaching) "Using *This/That* and *These/Those*" activity (WA26)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Display the words *this* and *that*. Explain that they have similar meanings and that both words tell which one. Give examples, such as *This pencil is blue. That pencil is red.* Tell the students that they may want to use the words *this* and *that* when they write. In this lesson, they will learn how to choose the right word.
2. Explain that the word *this* is used to point out something that is very close to you. The word *that* is used to point out something that is not right next to you. Demonstrate by pointing to two objects in the classroom and saying, for example: "*This* desk is big. *That* desk is small."

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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3. Display the "Using *This/That* and *These/Those*" activity (WA23). Point out the first two illustrations and read aloud the sentences that go with them. Ask:

Q *Why do you think the girl used the word* This *in the first sentence?*

> **Students might say:**
>
> "The book is really close to the girl."
>
> "I agree with Alicia. The girl is holding the book."

As needed, point out that she uses the word *This* because the book she is holding is very close to her. Then ask:

Q *Why do you think the girl uses the word* That *in the second sentence?*

Point out that she uses the word *That* because the book she is talking about is not right next to her. She has to point to it. Circle *This* and *That*.

WA23



4. Repeat the process with the next set of sentences. Explain that we use *these* and *those* to talk about more than one person, place, or thing. Point out that the girl uses *These* to tell about the crayons that are right next to her, and she uses *Those* to tell about the crayons that are farther away. Circle *These* and *Those*.

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Teacher Note

Create and post the following chart to help the students use *this*, *that*, *these*, and *those* correctly. As desired, add illustrations to the chart. Keep the chart on display for use with the Guided Practice and the *Student Skill Practice Book* activities.

	One	More than One
Near	this ball	these balls
Far	that bucket	those buckets

GUIDED PRACTICE

5. Display the next "Using *This/That* and *These/Those*" activity (WA24). Explain that together you will complete the sentences with the correct word. Read the first sentence aloud and ask the students to look at the picture. Ask:

   Q *Which word should we use here*—This *or* That*? Why? (*This*; the bucket is in the boy's hand.)*

   Invite one or two volunteers to respond. Then drag and drop *This* into the blank and have the students read the completed sentence aloud with you.

WA24

This That these those

1. __This__ bucket is mine.



2. __That__ bucket belongs to Trey.



3. I found __these__ shells.



4. Trey found __those__ shells.



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6. Have the students confer in pairs about the remaining sentences. Remind them to use the pictures to help them choose the correct words. Invite volunteers to share their responses. As you drag and drop the correct word into the blank, review the appropriate rule:
   - Sentence 2: We use *That* to talk about one thing that is not right next to us.
   - Sentence 3: We use *these* to talk about more than one thing that is near us.
   - Sentence 4: We use *those* to talk about more than one thing that is far away from us.
7. Work with the students to write sentences using *this*, *that*, *these*, and *those*. Help students write about their favorite things in the classroom or on the playground.

Optional Practice

Have the students complete pages 70–72 in their *Student Skill Practice Books*, independently or in pairs, to practice using *this*, *that*, *these*, and *those*. Note that page 72 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 72 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 25 Using *Anyone/Everyone* and *Anything/Everything*

Prerequisite Lessons

- Lesson 1, "Complete Sentences"
- Lesson 19, "Pronouns"

Student Skill Practice Book

- Pages 73–75

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Using *Anyone/Everyone* and *Anything/Everything*" activity (WA27)
- "Using *Anyone/Everyone* and *Anything/Everything*" activity (WA28)
- "Using *Anyone/Everyone* and *Anything/Everything*" activity (WA29)
- (Optional reteaching) "Using *Anyone/Everyone* and *Anything/Everything*" activity (WA30)
- (Optional reteaching) "Using *Anyone/Everyone* and *Anything/Everything*" activity (WA31)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Ask the students to think about things that every person in the room does. Model a response using *everyone*, for example: "*Everyone* goes to school." Have the students repeat the response with you. Then ask, "What else does every person in the room do?" Have the students supply responses using *everyone*, for example: "*Everyone* learns." Then ask, "What are some things that any student in our class is allowed to do?" Model a response using *anyone*, for example: "*Anyone* can use the library" or "*Anyone* can raise his hand."

   Next, point to your desk, and, emphasizing *everything*, say, "*Everything* on my desk belongs to me." Point to individual students' desks and have the students say in unison to whom everything in that desk belongs, for example: "*Everything* on this desk belongs to [Josie]." Then point to cleared-off surfaces in the room, and,

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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emphasizing *anything*, ask, "Do you see *anything* on this [table]?" Have the students respond aloud as a class, saying, "No. I don't see *anything*."

2. Display the "Using *Anyone/Everyone* and *Anything/Everything*" activity (WA27). Read the pronouns in the word box aloud. Explain that these are pronouns, or words that can take the place of nouns. Say, "These are special pronouns that we use when we do not name a specific person or thing." Explain that in this lesson, the students will learn how to use these words correctly.

WA27

anyone	everyone
anything	everything

1. Anything on the shelf can break.



2. Everything on the shelf has broken.



3. Anyone in the class can play outside.

4. Everyone in the class plays outside.

3. Draw the students' attention to the first two illustrations and read sentences 1 and 2 aloud. Ask:

   Q *Do the sentences tell about a specific thing or things? (No.)*

   Q *Which word in the first sentence tells what can break?* (Anything)

   Give the students time to respond. Circle *Anything* and explain that we use this word to talk about any thing at all—any single thing on the shelf can break. Point out that we can use this word in the part of the sentence that tells who. Repeat the procedure for the second sentence, and explain that we use *Everything* to talk about all of the things—all of the things on the shelf have broken. Have the students read the sentences aloud with you.

4. Read sentences 3 and 4 aloud and ask:

   Q *Do the sentences tell about a specific person or specific persons? (No.)*

   Q *Which word in sentence 3 tells who can play outside?* (Anyone)

   Give the students time to respond. Circle *Anyone* and explain that we use *anyone* to talk about any person at all—any person can play outside. Repeat the procedure for sentence 4, and explain that we use *everyone* to talk about all of the people—all of the children play outside. Have the students read the sentences aloud with you.

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5. Display the next "Using *Anyone/Everyone* and *Anything/Everything*" activity (WA28). Read the pronouns in the word box aloud. As needed, review what each pronoun means. Then explain that we can also use these pronouns in the part of the sentence that tells what happens. Read sentence 1 aloud. Point to the underlined words and ask:

   Q *Which word should we use instead of* any person at all *in this sentence?*

   Invite a volunteer to respond. Then click *any person at all* to change the words to *anyone*. Have the students read the sentence aloud with you.

WA28

anyone	everyone
anything	everything

1. I did not talk to **anyone** at the party.
2. I talked to **everyone** at the party.
3. I did not eat **anything** on my plate.
4. I ate **everything** on my plate.

6. Repeat the process for the remaining sentences.

GUIDED PRACTICE

7. Display the next "Using *Anyone/Everyone* and *Anything/Everything*" activity (WA29). Explain that you will work together to choose the pronouns that replace the words in parentheses. Have the students read the pronouns in the word box aloud with you. Then read the first sentence aloud and ask:

   Q *Which pronoun could we use instead of* all the people? *(*Everyone*)*

   Invite a volunteer to the whiteboard to drag and drop *Everyone* into the blank. Review that we use *everyone* to talk about all of the people. Then have the students read the completed sentence aloud with you.

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Anyone | Everyone | everything | anything

1. __Everyone__ here likes dogs.
   (all the people)

2. __Anyone__ can learn about dogs.
   (any person at all)

3. My dog eats __anything__.
   (any thing at all)

4. My dog eats __everything__ I feed her.
   (all the things)

8. Repeat the process for the remaining sentences, reviewing the use of each pronoun.
9. Work with the students to write sentences using *anyone*, *everyone*, *anything*, and *everything*. Have the students think of a game they like to play, whom they play with, and what they need to play. Then ask questions, such as the following, to generate sentences:
   - For *everyone*: "Do all of your friends play?" (*Everyone plays.*)
   - For *anyone*: "Can any person at all play?" (*Anyone can play.*)
   - For *everything*: "Do you have all of the things you need for the game?" (*I have everything.*)
   - For *anything*: "Are you missing a ball?" (*I am not missing anything.*)

Optional Practice

Have the students complete pages 73–75 in their *Student Skill Practice Books*, independently or in pairs, to practice using *anyone*, *everyone*, *anything*, and *everything*. Note that page 75 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 75 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 26 Review

Prerequisite Lessons

- Lesson 19, "Pronouns"
- Lesson 20, "Using *I/Me* and *We/Us*"
- Lesson 21, "Using *He/Him* and *She/Her*"
- Lesson 22, "Using *They/Them* and *It*"
- Lesson 23, "Possessive Pronouns"
- Lesson 24, "Using *This/That* and *These/Those*"
- Lesson 25, "Using *Anyone/Everyone* and *Anything/Everything*"

Student Skill Practice Book

- Pages 76–78

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Review" activity (WA32)
- "Review" activity (WA33)

REVIEW

1. Tell the students that you are going to help them review what they have learned about different kinds of pronouns and the words *this*, *that*, *these*, and *those*.
2. Display the first "Review" activity (WA32) and have the students study the picture. Point out that it shows a group of children visiting a museum. Invite the students to describe some of the things and people they see in the picture, for example: a big dinosaur skeleton, a teacher talking to a group of kids, children pointing at the ceiling, a lady holding a girl's hand.

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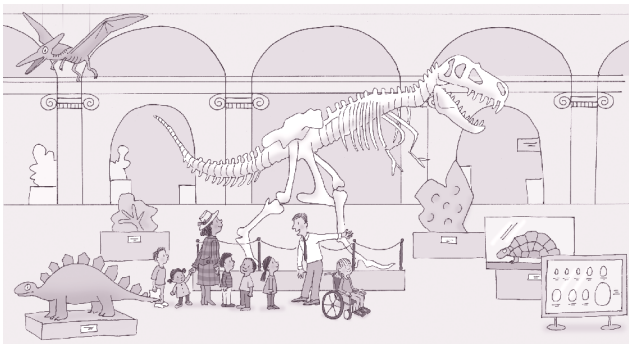

Everyone is at the museum. They are looking at everything in the room. The man is their teacher. He is talking to them. They are listening to him. The woman is helping. She is holding a girl's hand.

Sample answers are listed above. Answers may vary.

3. Explain to the students that next they will work together to write some sentences about the picture using pronouns. Help the students compose sentences that contain subject, object, possessive, and indefinite pronouns. Ask, pausing after each question for one or two volunteers to answer:

   Q *Where is* everyone? (Everyone *is at the museum.) What are they looking at?* (They *are looking at* everything *in the room.)*

   Q *Who is the man in front of the children?* (He *is* their *teacher.) What is* he *doing?* (He *is talking to* them.*) What are the children doing?* (They *are listening to* him.*)*

   Q *Look at the woman who is helping. What is* she *holding?* (She *is holding a girl's hand.)*

   As you write the sentences on the board, circle the pronouns and use them to review that:

   - *He*, *she*, *it*, *I*, *we*, *you*, and *they* are used before a verb.
   - *Him*, *her*, *it*, *me*, *us*, *you*, and *them* are used after a verb or a preposition, such as *to*, *from*, *at*, or *for*.
   - *His*, *her*, *my*, *our*, and *their* are used to show belonging.
   - *Everyone*, *everything*, *anyone*, and *anything* are used when we are not talking about a special person or thing.

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4. Display the next "Review" activity (WA33) and have the students study the picture. Point out that it shows a close-up of the people looking at the *T. rex*. Then have the students read the words in the word box aloud with you.

WA33

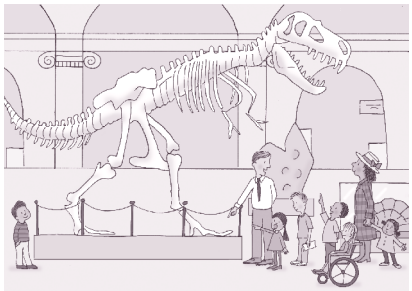
this that these those

Those teeth look sharp!

That tail is long!

Look at these big feet.

I don't like this dinosaur.



Sample answers are listed above. Answers may vary.

5. Explain that you will work together to write sentences using the words in the word box. Review that *this* and *these* are used for things that are close to you, while *that* and *those* are used for things that are farther away. Then elicit that:
   - *This* and *that* are used to tell about one thing.
   - *These* and *those* are used to tell about more than one.

6. Say, "Let's imagine what the teacher and students are saying about the dinosaur." Help the students compose sentences using *this*, *that*, *these*, and *those*. Ask, pausing after each question for one or two volunteers to answer:

   Q *What might the boy be saying about the dinosaur's teeth? (Sample answer:* Those teeth look sharp!*)*

   Q *What might the girl be saying about the tail? (Sample answer:* That tail is long!*)*

   Q *What might the teacher be saying? (Sample answer:* Look at these big feet.*)*

   Q *What might the little girl who looks scared be saying? (Sample answer:* I don't like this dinosaur.*)*

   Write each sentence on the board. Then invite volunteers to come up and circle *this*, *that*, *these*, and *those* and explain why each word was used. (Sample answer for *those*: *because the teeth are far away*, and *there are more than one*)

Optional Practice

Have the students complete pages 76–78 in their *Student Skill Practice Books*, independently or in pairs, to practice using pronouns and demonstratives.

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Commas and Capital Letters



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Lesson 27 Commas and Capital Letters in Dates

Student Skill Practice Book

- Pages 79–81

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Commas and Capital Letters in Dates" activity (WA1)
- "Commas and Capital Letters in Dates" activity (WA2)
- "Commas and Capital Letters in Dates" activity (WA3)
- (Optional reteaching) "Commas and Capital Letters in Dates" activity (WA4)
- (Optional reteaching) "Commas and Capital Letters in Dates" activity (WA5)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Ask the students to write their names on a sheet of paper, and then hold up the sheets so that everyone can see them. Ask:

   Q *What do you notice about the first letter in your name? (It is a capital letter.)*

   Explain that the names of the days of the week also begin with capital letters. Point to the calendar in your room, and ask the students to read the days of the week aloud with you. Pause after saying the name of each day and have a volunteer name the beginning letter, for example: "capital *S*, capital *M*, capital *T*," and so on.

2. Display the first "Commas and Capital Letters in Dates" activity (WA1). Read the first sentence aloud. Tell the students to name the school days in order. As they do, write them in the blanks. Have volunteers come to the board and circle the capital letter at the beginning of each word.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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3. Repeat the process for sentences 2 and 3. Write the students' responses in the blanks, and have volunteers circle the capital letter at the beginning of each word.

WA1

1. We go to school on these days:
   Monday
   Tuesday
   Wednesday
   Thursday
   Friday
2. We play on these days:
   Saturday
   Sunday
3. What day of the week is it today?
   Monday

Sample answer listed in item 3.

4. Display the second "Commas and Capital Letters in Dates" activity (WA2). Explain that the names of the months of the year also begin with capital letters. Use your class calendar to flip through the months and recite their names aloud with the students. Then point to the name of the month on the whiteboard and ask:

   Q *What month does this calendar show? (September)*

WA2

September 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 School starts	4	5	6	7
8	9 Jacob's birthday	10	11	12	13 Jacob's baseball game	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

1. School starts on September 3, 2019.
2. Jacob's birthday is on September 9, 2019.
3. Jacob plays baseball on September 13, 2019.

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Draw a box around the capital *S* in *September*. Tell the students that this calendar belongs to an imaginary boy named Jacob. Explain that Jacob's mom has written notes on three important dates for three important events. Give the students a few moments to examine the calendar. Then ask:

Q *What three important things happen in September? (School starts; Jacob's birthday; Jacob's baseball game)*

Tell the students that people often mark off a special date on a calendar so they won't forget it. Explain that a **date** tells the month, the day, and the year when something happens.

5. Point to the first sentence beneath the calendar and read it aloud. Point to the box where Jacob's mom has recorded when school starts. Say: "Let's write the date in order: first, the month; next, the day; then, the year." Write *September 3, 2019* in the first blank below the calendar. Explain that when we write a date, we use a punctuation mark called a *comma* to separate the day from the year. Circle the comma. Then ask:

   Q *What kind of letter does the name of a month begin with? (a capital letter)*

   Draw a box around the first letter in the name of the month.

6. Repeat the process to write the date of Jacob's birthday and the date of his baseball game.

GUIDED PRACTICE

7. Display the final "Commas and Capital Letters in Dates" activity (WA3). Read the first item aloud and invite volunteers to provide the day's date. Write the date in the blank and invite a volunteer to the whiteboard to circle the comma that separates the day from the year and draw a box around the first letter of the name of the month.
8. Repeat the process for items 2–3.

WA3

1. Today's date is _____ May 3, 2016 _____.

2. Yesterday was _____ May 2, 2016 _____.

3. Tomorrow will be _____ May 4, 2016 _____.

Sample answers are listed above. Answers may vary.

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9. Have the students draw pictures of a birthday party they have had or would like to have. Work with the students to write their names and birth dates as captions for their pictures.

Teacher Note

For students who are having difficulty separating the number in the day from the number in the year, encourage them to use finger spacing as they do when they separate words in a sentence.

Optional Practice

Have the students complete pages 79–81 in their *Student Skill Practice Books*, independently or in pairs, to practice using commas and capital letters in dates. Note that page 81 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 81 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 28 Commas in a Series

Student Skill Practice Book

- Pages 82–84

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Commas in a Series" activity (WA6)
- "Commas in a Series" activity (WA7)
- (Optional reteaching) "Commas in a Series" activity (WA8)
- (Optional reteaching) "Commas in a Series" activity (WA9)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

INTRODUCTION

1. Ask the students to name some things they would pack if they were going on a trip. List their responses on the board or chart paper. (For example: *shirts*, *socks*, *pants*, *soap*, *toothbrush*, *toothpaste*, *books*, *toys*, *games*) Point out that you have worked together to make a list.
2. Explain to the students that in this lesson they will learn how to write sentences that have lists in them.
3. Display the "Commas in a Series" activity (WA6) and read the packing list aloud. Tell the students that, if they wanted to put everything in the list in one sentence, the sentence would be very long. Ask them how they think they could break this list apart into three smaller lists.

   Read the sentences below the packing list aloud. Say: "We could sort our packing list into three groups: clothes, things to wash up with, and fun things."

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Our packing list for a trip:

shirts toys toothpaste soap pants
toothbrush books games socks

1. We will bring clothes.

   We will bring shirts, pants, and socks.

2. We will bring things to wash up with.

   We will bring soap, a toothbrush, and toothpaste.

3. We will bring fun things.

   We will bring games, toys, and books.

Sample answers are listed above. Answers may vary.

4. Work with the students to compose three sentences that list each category of items. For example, sentence 1 would read: *We will bring shirts, pants, and socks.* As you write the sentence on the line, explain to the students that we use a punctuation mark called a **comma** to separate the items in a list when the list includes three or more things. Circle each comma.
5. Repeat the process with sentences 2–3.

GUIDED PRACTICE

6. Display the "Commas in a Series" activity (WA7). Explain that you are getting ready for a picnic. Read aloud the list of items you will take along with you. Then have a volunteer read the sentences below the list to identify the categories into which you will sort the items. Ask:

   Q *What are some things we will bring to eat and drink?* (sandwiches, carrot sticks, lemonade)

   Write the following sentence on the line: *We will bring sandwiches carrot sticks and lemonade.* Invite a volunteer to read the sentence aloud, pausing after each of the three items. As the student pauses, insert the comma in the appropriate place. Ask:

   Q *What would happen if I put a comma between* carrot *and* sticks?

   Students might say:

   "It would sound like you were bringing four things—sandwiches, a carrot, some sticks, and lemonade."

   "I agree with Connor. There are three different kinds of things, not four."

   "The commas have to be in the right place, or it's really confusing."

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Invite one or two volunteers to respond. If needed, point out that the sentence would suggest that you were bringing sandwiches, a carrot, some sticks, and lemonade. Explain to the students that placing the comma in the appropriate place helps make things clear in your writing. If the comma is misplaced, readers can be easily confused.

WA7

Our packing list for a picnic:

sandwiches books paper plates
paper cups napkins games
balls lemonade carrot sticks

1. We will bring things to eat and drink.

   We will bring sandwiches, carrot sticks, and lemonade.

2. We will bring picnic supplies.

   We will bring paper plates, paper cups, and napkins.

3. We will bring fun things.

   We will bring books, balls, and games.

Sample answers are listed above. Answers may vary.

7. Repeat the process with sentence 2, making the same points with *paper plates* and *paper cups*.

8. Have the students work in pairs to confer about sentence 3. Invite one or two volunteers to share their responses. Write one of the sentences on the whiteboard, and leave out the commas. Invite a volunteer to add them.

9. Work with the students to write a sentence that includes a series of three or more items, such as things they need to draw or paint a picture. Help the students use commas to separate the items.

Optional Practice

Have the students complete pages 82–84 in their *Student Skill Practice Books*, independently or in pairs, to practice using commas in a series. Note that page 84 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 84 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 29 Commas and Conjunctions in Compound Sentences

Prerequisite Lessons

- Lesson 1, "Complete Sentences"
- Lesson 7, "Declarative and Interrogative Sentences"

Student Skill Practice Book

- Pages 85–87

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Commas and Conjunctions in Compound Sentences" activity (WA10)
- "Commas and Conjunctions in Compound Sentences" activity (WA11)
- "Commas and Conjunctions in Compound Sentences" activity (WA12)
- "Commas and Conjunctions in Compound Sentences" activity (WA13)
- (Optional reteaching) "Commas and Conjunctions in Compound Sentences" activity (WA14)
- (Optional reteaching) "Commas and Conjunctions in Compound Sentences" activity (WA15)

Reproducibles

- (Optional) Diagnostic Language Skills Tasks 1–2 (BLM1–BLM2)*

Assessment Forms

- "Skill Practice Student Record" sheet (SR1)
- "Skill Practice Class Record" sheet (CR1)
- (Optional) Diagnostic Language Skills Tasks 1–2: Scoring Keys (DT1–DT2)*
- (Optional) "Diagnostic Language Skills Tasks: Student Report" (DS1)*
- (Optional) "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1)*

ELPS 5.F.i
ELPS 5.F.ii
ELPS 5.F.iii
Steps 1-11 and "Guided Practice" Steps 12-15

INTRODUCTION

1. Ask the students to think about some helpful things they can do around the classroom at the end of the day. Join two related classroom chores in a sentence, saying, for example: "[Trey] can erase the board, and [Jova] can wipe the tables." Repeat the process, connecting more ideas from the students by using the word *and*.

   Now tell the students to think about two things they can choose to do on the playground. Model a response by saying, "I can play ball, *or* I can go on a swing." Emphasize the word *or*. Invite volunteers to form similar sentences.

*Use these assessments to check students' application and assess their mastery of the grade-level language skills. For more information, see Appendix C.

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Next, ask the students to think about things they can do outside that they cannot do indoors. Model a response by saying, "I can play baseball outside, *but* I cannot play baseball inside." Invite volunteers to form similar sentences.

2. Tell the students that today they will learn how to use the words *and*, *or*, and *but* to write a long sentence made up of two short sentences.

3. Display the first "Using Commas and Conjunctions in Compound Sentences" activity (WA10). Read aloud the first two sample sentences in the box: *I eat cereal. Jen drinks milk.* Point out that these sentences are short and they sound like a robot is saying them. Explain that the sentences sound much better when they are joined into one long sentence using the word *and*.

   Then read the compound sentence in the box aloud. Point out the word *and*, and say, "We use the word *and* to put together two ideas that are alike—like *eating cereal* and *drinking milk*." Further explain that we use a comma in front of *and*. Tell the students that, when we use a comma and *and* to put two sentences together, we form a **compound sentence**.

WA10

I eat cereal. Jen drinks milk.
I eat cereal, and Jen drinks milk.



1. I make toast, and Mom fries eggs.
2. I get the butter, and Jen gets the jam.
3. Dad sets the table, and I sit down.

Teacher Note

If necessary, remind the students that a sentence tells a complete thought. It includes a part that tells who and a part that tells what happens.

4. Read item 1 aloud and say, "We can use a comma and the word *and* to put these two sentences together." In the blank between the sentence pair in item 1, write the word *and*. Then replace the period after the word *toast* with a comma. Read the new sentence: *I make toast, and Mom fries eggs.* Point out that the ideas in both sentences are alike—they tell about making breakfast.

5. Read the remaining sentence pairs aloud. For each pair, ask:

   Q *How can we use the word* and *to put these two sentences together?*

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Write *and* in the appropriate space and replace the period with a comma before *and* in each sentence. Then read the new sentence aloud.

6. Display the next "Using Commas and Conjunctions in Compound Sentences" activity (WA11). Direct the students' attention to the sentences in the box and ask them to listen carefully as you read them aloud. Explain that the sentences show a choice between two things—bringing lunch to school or buying it. Explain that we use the word *or* to put together two sentences that show a choice. Reread the compound sentence aloud.

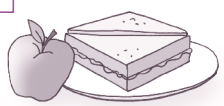
   Point out that we put a comma before the word *or*. Also point out that the *s* in *She* is a lowercase letter instead of a capital letter because *she* is no longer the first word.

Teacher Note

As needed, review that a complete sentence begins with a capital letter and ends with a period.

WA11

Jan can bring her lunch. She can buy it.
Jan can bring her lunch, or she can buy it.



1. The children can stay inside, or they can go outside.
2. They can sit in the sun, or they can find a shady spot.

7. Read the sentence pair in item 1 aloud. Say, "We can use the word *or* to join the two sentences together because they show a choice—staying inside or going outside." In the blank between the sentence pair, write the word *or*. Then replace the period after the word *inside* with a comma, and cross out the capital *T* in *They* and write a lowercase *t* above it. Read the new sentence aloud.
8. Repeat the process with the final sentence pair.
9. Display the next "Using Commas and Conjunctions in Compound Sentences" activity (WA12). Ask the students to listen carefully as you read the sentence pair in the box aloud. Explain that these sentences tell about different ideas—liking hamburgers and not liking hot dogs. Explain that to put together sentences that compare things or tell about different ideas, we use the word *but*.

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Read the compound sentence in the box aloud. Point out that we use a comma before the word *but*. Invite a volunteer to tell why the capital *h* in *He* should be changed to a lowercase letter. (Because *he* is no longer the first word in the sentence.)

WA12

Gil likes hamburgers. He does not like hot dogs.
Gil likes hamburgers, but he does not like hot dogs.

1. Gil likes mustard, but he does not like pickles.
2. He needs a plate, but he can't reach it.
3. The family is hungry, but dinner is not ready.

10. Read the sentence pair in item 1 aloud. Say, "We can use the word *but* to join the two sentences together because they tell about two different ideas—liking mustard and not liking pickles." In the blank between the sentence pair, write the word *but*. Then replace the period after the word *mustard* with a comma, and cross out the capital *H* in *He* and write a lowercase *h* above it. Have a volunteer explain why you changed the capital *H* to a lowercase *h*. (Because *he* is no longer the first word in the sentence.) Then read the new sentence aloud.
11. Repeat the process for the remaining sentence pairs. Invite volunteers to the whiteboard to add a comma to each sentence and to write the lowercase letters. Then read the new sentences aloud as the students read along with you.

GUIDED PRACTICE

12. Display the next "Using Commas and Conjunctions in Compound Sentences" activity (WA13). Explain that you will now work together to use the words *and*, *or*, and *but* to put sentences together. Review that *and* joins ideas that are alike, *or* shows a choice, and *but* shows a difference.
13. Read sentence pair 1 aloud and ask:

    Q *Are the ideas in these sentences alike, different, or do they show a choice? (They are alike.) Which word should we use to put the sentences together*—and, but, *or* or? (and)

    Then invite a volunteer to write *and* on the line and place the comma where it belongs.

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and or but

1. Uncle Pepe cooks. He makes yummy food.

   Uncle Pepe cooks, and he makes yummy food.

2. His food can be spicy. It can be mild.

   His food can be spicy, or it can be mild.

3. He tries to be neat. The kitchen gets messy.

   He tries to be neat, but the kitchen gets messy.

When marking the whiteboard for the students, do not use carets to insert punctuation. They are shown here for reference only.

14. Repeat the process with the remaining sentences, guiding the students to understand that sentence pair 2 shows a choice between spicy food and mild food, and sentence pair 3 shows a difference between neatness and messiness.
15. Work with the students to write about foods they like and don't like. Help them write three sentences—one with *and*, one with *or*, and one with *but*.

Optional Practice

Have the students complete pages 85–87 in their *Student Skill Practice Books*, independently or in pairs, to practice forming compound sentences. Note that page 87 can be scored, allowing you to assess how well each student understands the lesson skill.

Reteaching

For students who need additional instruction, note that activities A and B on page 87 in the *Student Skill Practice Book* are also available as interactive whiteboard activities that may be used for reteaching.

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Lesson 30 Review

Prerequisite Lessons

- Lesson 27, "Commas and Capital Letters in Dates"
- Lesson 28, "Commas in a Series"
- Lesson 29, "Commas and Conjunctions in Compound Sentences"

Student Skill Practice Book

- Pages 88–90

Online Resources

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this lesson.

Whiteboard Activities

- "Review" activity (WA16)
- "Review" activity (WA17)

REVIEW

1. Tell the students that you are going to help them review what they have learned about writing dates, using commas in a list, and forming compound sentences.
2. Display the first "Review" activity (WA16) and have the students study the chart. Explain that it shows a schedule—it tells some of the things that the children in Mr. Elroy's class will be doing each day. Have the students read the days of the week aloud with you. Then read the list under each day aloud. Ask:

   Q *Which two days of the week are missing? (Saturday and Sunday) Why?*

   > **Students might say:**
   > "We don't go to school on those days."
   > "That's right! Saturday and Sunday are the weekend."
   > "I agree with Sanjay. That's when we play."

   Confirm that the students do not attend school on Saturday and Sunday. Thus, they would not be part of a school schedule.

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Mr. Elroy's Class—Weekly Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
reading	reading	music	reading	reading
writing	spelling	writing	writing	science
math	art (drawing or painting)	math	art (drawing or painting)	math

The children have math on Monday, Wednesday, and Friday.

On Tuesday the children have reading, spelling, and art.

The children write on Monday, Wednesday, and Thursday.

Sample answers are listed above. Answers may vary.

3. Explain to the students that you will work together to write sentences about the schedule. Say, "Let's write a sentence about when Mr. Elroy's class has math." Have the children compose a complete sentence. (*The children have math on Monday, Wednesday, and Friday.*) Write the sentence on the board and circle the first letters in *Monday*, *Wednesday*, and *Friday*. Review that the days of the week always begin with a capital letter.

   Then circle the commas after *Monday* and *Wednesday*, and review that, when we list things in a sentence, we use commas to separate the words in the list.

4. Use a similar process to have the students compose two more sentences that contain a list of at least three items. You might use the following questions as prompts:

   Q *What do the children do on Tuesday? (On Tuesday the children have reading, spelling, and art.)*

   Q *On which days do the students write? (The children write on Monday, Wednesday, and Thursday.)*

   Write the sentences on the whiteboard, and invite volunteers to circle the capital letters in the days of the week and the commas in each list.

5. Explain that you will work together to write more sentences about the schedule, but this time you will write compound sentences. Remind the students that a compound sentence is two shorter sentences joined by a comma and the word *and*, *but*, or *or*. If you have an interactive whiteboard, use the *Save and Clear* function to erase the sentences from the previous activity. If you do not have an interactive whiteboard, provide an additional sheet of paper for students to write more sentences about the schedule.

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6. For each conjunction, provide sentence pairs such as the following and help the students combine them to form compound sentences:
   - (for *and*) *They have spelling on Tuesday. They have science on Friday.*
   - (for *but*) *On Wednesday they have music. On Wednesday they do not have reading.*
   - (for *or*) *On Tuesday and Thursday they can draw. On Tuesday and Thursday they can paint.*

   Write the compound sentences on the whiteboard. Invite volunteers to circle the comma and the word that joins them in each sentence.

7. Display the next "Review" activity (WA17). Explain to the students that now you will work together to write sentences about your own class's activities.

WA17

Yesterday was Monday.

The date was April 4, 2016.

Yesterday we had math, science, and writing.

Today is Tuesday.

The date is April 5, 2016.

Today we have art, but we do not have music.

Tomorrow will be Wednesday.

The date will be April 6, 2016.

Tomorrow we will go to the library, and we will get some new books.

Sample answers are listed above. Answers may vary.

8. Read the first sentence frame aloud, and have the students tell you what day to write in the blank. (Sample answer: *Monday*) Then, using your class calendar, ask:

   Q *What was the date yesterday? (Sample answer:* April 4, 2016*)*

   Remind the students, if necessary, that the date includes the month, the day number, and the year. Write the date in the blank and circle the comma. Review that, when we write the date, we put a comma after the day to separate it from the year.

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9. Say, "Now let's write a sentence about what we did yesterday." Help the students think of three things the class did and compose a sentence listing those things. Or help the students write a compound sentence that tells what you did and/or did not do. (For example: *We wrote stories, and we learned about frogs.*)
10. Repeat steps 8 and 9 to complete the frames and write sentences about your activities today and tomorrow.

Optional Practice

Have the students complete pages 88–90 in their *Student Skill Practice Books*, independently or in pairs, to practice writing dates, forming compound sentences, and using commas in a series.

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Appendices

Appendix A, *Student Skill Practice Book* Corrections 122

Appendix B, Skill Practice Assessment 168

Appendix C, Grade-level Language Skills Assessment 174

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Appendix A

STUDENT SKILL PRACTICE BOOK CORRECTIONS

Jim's Puppy

A. Read the sentences. Circle the words that tell who the sentences are about.

1. (Jim) wakes up early.
2. (The puppy) is barking.
3. (Mom) comes into the room.

B. Read the sentences. Draw a line under the words that tell what happens.

1. The puppy cries.
2. Jim picks her up.
3. He pets her soft fur.

C. Write a sentence that tells about the picture.

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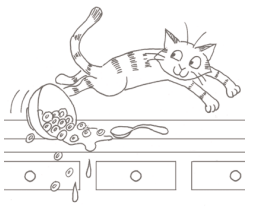
My Kitten

A. Complete each sentence. Write the word that tells who or what the sentence is about.

bowl milk kitten

1. The kitten jumps up.
2. The bowl tips over.
3. The milk spills.



B. Look at each picture. Write the word that tells what the kitten does.

sleeps plays drinks



1. The kitten drinks.



2. The kitten plays.



3. The kitten sleeps.

C. Write a sentence telling about a dog or a cat.

Summer Fun

A. Draw a line from the picture to the matching sentence. Circle the naming part. Put a box around the telling part. *(6 points)*



1. A boy catches the ball.



2. A girl throws the ball.



3. The children ride bikes.

B. Write two sentences about fun things to do in the summer. *(4 points)*

It is fun to swim.

I like to hike, too.

Sample answers are listed above. Answers may vary.

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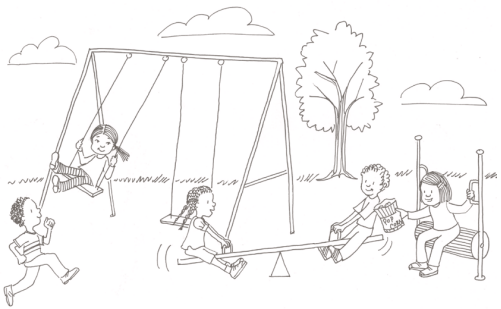
On the Playground

A. Read each sentence. Circle the noun.



1. The (playground) is crowded.
2. The (boy) runs fast.
3. The (swing) can go high.
4. The (seesaw) goes up and down.
5. The (girl) is friendly.
6. Let's share a (snack).

B. Choose a noun from this page. Write the noun. Draw a picture of it.

A Story for a Dog

A. Look at each picture. Complete each sentence with a noun that matches the picture.

pillow	dog	brother	book	treat	tail

1. I like this ___book___. 
2. I keep it under my ___pillow___. 
3. I read it to my ___brother___. 
4. I read it to my ___dog___, too. 
5. My dog wags her ___tail___. 
6. I give her a ___treat___. 

B. Choose a noun from this page. Use the noun to write a sentence.

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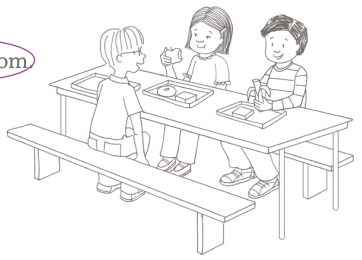
My Friend and I

A. Read each sentence. Circle the noun. *(6 points)*

1. Let's eat (lunch).
2. We go to the (lunchroom).
3. We sit at a (table).
4. My (friend) giggles.
5. She eats a red (apple).
6. I eat a mushy (banana).



B. Make a list of your four favorite foods for lunch. *(4 points)*

1. apple
2. cheese sandwich
3. milk
4. banana

The Outdoors

A. Circle the word that matches the picture.

1.		tree	(trees)
2.		bench	(benches)
3.		(fox)	foxes
4.		(bird)	birds
5.		squirrel	(squirrels)
6.		bush	(bushes)

B. Write a sentence about trees, birds, or foxes.

Sample answers are listed above. Answers may vary.

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A School Day

A. **Read each sentence. Add *s* to the noun to show more than one. Write the letter on the line.**

1. The teacher*s* work hard.
2. They gather book*s*.
3. They put them on the desk*s*.

B. **Read each sentence. Add *es* to the underlined noun to show more than one. Write the ending on the line.**



1. We eat our lunch *es*.
2. We open juice box *es*.
3. The juice drips on our dress *es*.

C. **Write a sentence about something in your classroom. Use a noun that names more than one.**

The Porch

A. **Read the story. Circle three mistakes with nouns that name more than one.** *(6 points)*

The house has a porch. Two doges nap. The pups drink from two dish. Two leashes lie nearby. Three boy play.

B. **Read each sentence. Add *s* or *es* to the noun. Write the ending on the lines.** *(3 points)*

1. Two cat*s* play.
2. They jump into box*es*.
3. They chase bird*s*.

C. **Write a sentence about animals you like to draw. Use a noun that names more than one.** *(1 point)*



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Play Ball

A. Draw a line from each picture to the verb that matches.



1.



2.



3.

hit

blow

run

B. Read each sentence. Circle the verb.

1. We play a game.
2. I hit the ball.
3. The children yell.

C. Choose a verb from this page. Write the verb. Draw a picture to show the action.

On the Playground

A. Look at each picture. Complete the sentence with a verb from the word box.

slide	talk	jump	swing	hide



1. The girls jump.



2. We talk.



3. Two children swing.



4. You slide.



5. I hide.

B. Choose a verb from this page. Use the verb to write a sentence.

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Hide and Seek

A. Read each sentence. Circle the verb. Draw a line to the picture that tells about it. *(6 points)*

1. You (count) to 10.
2. I (hide) under the bed.
3. You (find) me!



B. Complete each sentence. Use a verb from the word box. *(3 points)*

hide	play	look

1. We play a game.
2. First, I hide from you.
3. Then you look for me.

C. Write a sentence about playing a game. *(1 point)*

Who Says That?

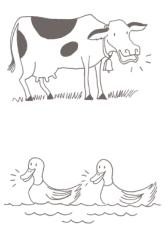
A. Look at each picture. Draw a line to the sentence that goes with it.

1. The chicks peep.
2. The chick peeps.
3. The hen clucks.
4. The hens cluck.



B. Look at each picture. Circle the sentence that goes with it.

1. (The cow moos.) / The cows moos.
2. The ducks quacks. / (The ducks quack.)



C. Choose a noun and a verb from this page. Use them to write a new sentence.

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Who Does It?

A. Choose the correct word to complete each sentence. Write the word on the line.

stand stands

1. The cows ___stand___.



ride rides

2. The children ___ride___.



drive drives

3. The farmer ___drives___.



eat eats

4. The goat ___eats___.



drink drinks

5. The pigs ___drink___.



run runs

6. The dog ___runs___.



B. Choose a noun and a verb from this page. Use them to write a new sentence.

What We Eat

A. Choose the correct word to complete each sentence. Write the word on the line. *(4 points)*

like likes

1. Pigs ___like___ corn.

love loves

2. A horse ___loves___ hay.

eat eats

3. A hen ___eats___ seeds.

chew chews

4. Cows ___chew___ on grass.

B. Read the story. Look at each verb. Circle the verb if it does not match its noun. *(4 points)*

The boys (feeds) the hens. The hens (lays) eggs. Mom gets the eggs. Dad (cook) the eggs. The boys (eats) the eggs.

C. Draw a picture of one or two animals. Write a sentence to tell about the picture. *(2 points)*

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Nighttime

A. Complete each sentence. Write the word that tells who or what the sentence is about.

jet boy moon

1. The boy looks at the sky.
2. The moon and the stars shine.
3. A jet flies by.

B. Complete each sentence. Write the word that tells what happens in the picture.

sleeps barks shines



1. A star shines.



2. A dog barks.



3. The boy sleeps.

C. Write a sentence about something you can see at night.

Up in the Sky

A. Circle the noun that matches each picture.



1. (rainbow) rainbows



2. cloud (clouds)



3. bush (bushes)

B. Read each sentence. Add *s* or *es* to the noun. Write the endings on the lines.

1. We sit on park benches.
2. We paint pictures of clouds.
3. We use paintbrushes.

C. Choose a word that names more than one. Use it to write a sentence.

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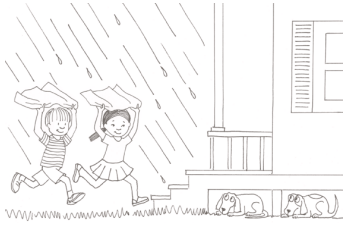
The Rain

A. Look at the picture. Complete each sentence with a verb from the word box.

hide	run	fall



1. Drops of rain ___fall___.
2. The children ___run___ inside.
3. The dogs ___hide___.

B. Choose the correct word to complete each sentence. Write the word on the line.

play	plays

1. The kids ___play___ in the puddles.

jump	jumps

2. One girl ___jumps___ over them.

C. Write another sentence about the picture on this page.

The Bus

A. Read each sentence. Write *T* (for telling sentence) or *A* (for asking sentence) on the line.

1. Pam rides the bus. ___T___
2. What color is the bus? ___A___
3. Where does the bus go? ___A___
4. The bus stops at the corner. ___T___

B. Draw a line under the sentence that is correct.

1. The bus has big wheels.
2. the bus is yellow?

C. Write a sentence that tells about a bus.

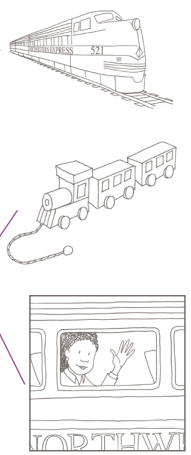
The Train

A. Write a period after each telling sentence. Write a question mark after each asking sentence.

1. Sammy likes trains.
2. The train goes fast.
3. Where does the train stop?

B. Draw a line from each asking sentence to the picture that shows the answer.

1. Who rides the train?
2. Which train is big?
3. Where is the toy train?



C. Write a question you have about trains.

Walk or Ride?

A. Read the sentences. Circle the two mistakes. *(2 points)*

ted walks to school.

Who rides a bike to school.

B. Write sentences to answer the questions. *(4 points)*

1. How do you get to school?

   My dad drives me.

2. What do you take with you to school?

   I take my lunch.

C. Write one telling sentence about walking. Write one asking sentence about riding. *(4 points)*

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A Trip to the Store

A. Read each sentence. Draw a line under the noun.

1. I went to the store.
2. My sister went, too.
3. We need shoes.



B. Read each sentence. Draw a line under the proper noun.

1. The Shoe Shack was full of people.
2. I saw my friend Gus there.
3. I saw my teacher, Miss Parker.
4. Everyone shops on Davis Street.

C. Write a sentence about a special friend you have.

The Bakery

A. Read each sentence. Write the underlined noun correctly.

1. My name is rob.

   Rob

2. My sister's name is ana.

   Ana

3. We live in san jose.

   San Jose

4. Our mom works at bliss bakery.

   Bliss Bakery

5. The bakery is on front street.

   Front Street

6. It is near grant school.

   Grant School

B. Write a sentence about the street where you live. Draw a picture to go with it.

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About You

A. Read the story. Circle one mistake in each sentence. *(4 points)*

I went to the market on (d)oyle Street. My friend (d)an went with me. I got an (A)pple and a pear. Dan got some (M)ilk.

B. Complete the sentences with proper nouns. *(4 points)*

1. My full name is Lee Wong.
2. I have a friend named Morgan Kent.
3. I would name a kitten Mitten.
4. I would name a puppy Bingo.

C. Write two sentences that tell more about you and a pet. Use one proper noun in each sentence. *(2 points)*



Sample answers are listed above. Answers may vary.

Doing Chores

A. Read each sentence about today. Draw a line to the sentence that tells about the same action, only in the past.

1. Today Dad cooks. — Yesterday Dad cooked.
2. Today I clean. — Yesterday I cleaned.
3. Today Sari helps. — Yesterday Sari helped.

B. Read each pair of sentences. Draw a line under the sentence that is correct.

1. Yesterday Sam washed the pots.
   Right now Sam washed the pans.
2. Yesterday Mom works outside.
   Right now Mom works inside.
3. Yesterday I pick up my toys.
   Right now I pick up my socks.

C. Choose a verb from this page. Use it to write a sentence. Tell about something you did this week.

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Making Soup

A. Choose the correct word to complete each sentence. Write the word on the line.



cook cooked

1. Last night Mom ___cooked___ soup.

fill filled

2. Yesterday Mom ___filled___ a pot with water.

add added

3. Then Mom ___added___ ham and peas.

boil boiled

4. The soup ___boiled___ for a long time.

smells smelled

5. Now the soup ___smells___ yummy.

want wanted

6. I ___want___ some right now!

B. Pretend you made soup yesterday. Write a sentence about it. Use one of these verbs: *cooked*, *added*, or *smelled*.

Clean Your Room!

A. Write each verb so that it tells about the past. *(4 points)*

Now	In the Past
look	looked
smell	smelled
work	worked
wash	washed

B. Read the story. Circle four verbs that do not correctly tell about the past. *(4 points)*

Yesterday my room looks bad. Then I cleaned it. Dad help. We pickd up socks. We folded pants. We wash the floor. Now my room looks good.

C. Write a sentence to tell what your room looks like today. Then write a sentence to tell what it looked like yesterday. *(2 points)*

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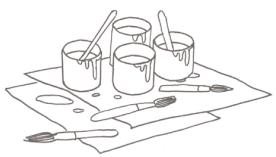
Now or Later

A. Draw a line under the sentences that tell about the future.

1. Today we write. Tomorrow we will read.
2. Lewis paints now. Tomorrow he will draw.
3. The fair starts today. The fair will end in a week.

B. Read the story. Draw a line under the verbs that tell about the future.



The art room is a mess. We will clean it up. Some water spilled on my desk. I will get a cloth. I will wipe the desk with it. Our pictures are great! We will show them to everyone!

C. Write a sentence about something you will do tomorrow.

Follow the Leader

A. Complete the sentences. Use the verbs from the word box.

will play	will go	will lead

1. You go first.

   Next time I ___will go___ first.

2. You lead me.

   Later I ___will lead___ you.

3. We play together today.

   Tomorrow we ___will play___ together again.

B. Choose the correct verb to complete each sentence. Write the verbs on the lines.

comes	will come

1. Later today Ruby ___will come___ to my house.

go	will go

2. Tomorrow I ___will go___ to her house.

sit	will sit

3. Right now we ___sit___ in class.

C. Write a sentence about something you will do with a friend.

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At the Beach

A. Complete the sentences. Use the verbs from the word box. *(3 points)*

will eat	will rest	will set

1. Right now the sun shines.

   Later the sun ___will set___.

2. The children play now.

   They ___will rest___ tonight.

3. The children are not hungry now.

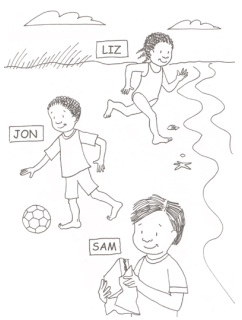
   They ___will eat___ later.

B. Write three sentences about what the people in the picture are going to do. *(3 points)*

Liz will swim.

Jon will kick the ball.

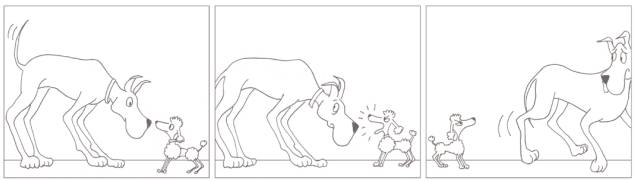
Sam will eat.



C. Write a sentence about what you are doing right now. Then write a sentence about what you will do later today. *(4 points)*

The Dogs' Day Out

A. Draw a line under the sentences that show strong feeling.



1. Two dogs are in a park.
2. Wow, that thin dog is tall!
3. The little dog is so tiny!
4. His bark is really loud!
5. Is the big dog afraid?
6. Look, he is running away!

B. Write another sentence about the cartoon. Be sure the sentence shows a strong feeling.

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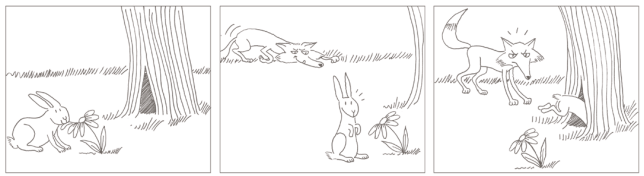
Run, Bunny, Run

A. Add a period (.) or an exclamation point (!) at the end of each sentence.



1. A bunny is eating a white flower.
2. Oh no, a fox is coming!
3. The rabbit needs to run really fast!
4. Yay, the bunny is safe!
5. Wow, that fox is mad!
6. He will try again tomorrow.

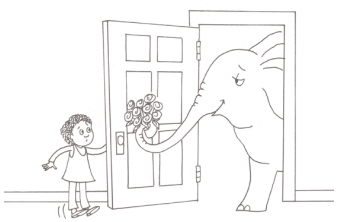
B. Write a sentence that shows a strong feeling about an animal you like or do not like.

Elephant Jokes

A. Add a question mark (?) or an exclamation point (!) at the end of each sentence. *(4 points)*

1. What do you call an elephant at the North Pole?
   I call it "lost"!
2. What do you get when you cross a potato with an elephant?
   You get mashed potatoes!

B. What if you opened your front door and saw an elephant? Write some sentences about it. Show strong feeling. *(6 points)*



This is a big surprise!

Mom, there is an elephant at the door!

Wow, these are pretty flowers!

You are such a nice elephant!

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In the Classroom

A. Read each sentence. Write *T* for telling sentence, *A* for asking sentence, or *S* for a sentence that shows strong feeling.

1. Do you have a pencil? A
2. The pencil is under the desk. T
3. I must find my pencil! S

B. Read each sentence. Write the missing end mark.

1. The book is on the shelf .
2. That is the best book I ever read !
3. What book are you reading ?

C. Write about your favorite book. Write a telling sentence and a sentence that shows strong feeling.

My Aunt and Uncles

A. Read the sentences. Draw a line under each proper noun.

I have an aunt. Her name is Katrina. She lives in Dallas. It is a big city. Katrina has a big dog. She calls the dog Billy Boy.

B. Write each underlined noun correctly.

1. I have two Uncles. uncles
2. Uncle Mike lives in new york. New York
3. The other uncle's name is max. Max

C. Write a sentence about someone in your family. Use a proper noun.

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The United States

A. Choose the correct verb to complete each sentence. Write the verb on the line.

will learn learned

1. Yesterday we *learned* about Texas.

will see see

2. Tomorrow we *will see* a movie about Alaska.

wanted want

3. Now I *want* a book about the United States.

B. Complete the chart. Write the missing verbs.

Now	In the Past	In the Future
look	*looked*	will look
visit	visited	*will visit*
stay	stayed	will stay

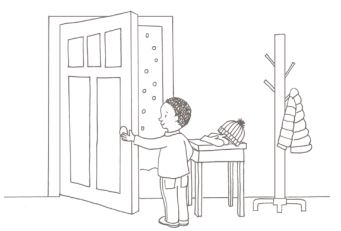
C. Write a sentence about a place you visited in the past. Then write a sentence about a place you will visit in the future.

The Morning

A. Read the sentences. Draw a line under each command.

1. Brush your teeth.
2. I wash my hands.
3. Comb your hair.
4. Put on your shoes.
5. My sister ties my shoes.
6. Find your backpack.

B. What should this boy do before he goes outside? Write two sentences telling him what to do.



Put on your jacket.

Wear your hat and mittens, too.

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Clean Up, Please

A. Draw a line from each picture to the command that goes with it.



1.



2.



3.



4.



5.

Pick up your socks.

Wash your hands.

Open the window, please.

Tie your shoe.

Throw the paper away.

B. Write two commands that grown-ups might give children about cleaning up their rooms.

A Walk with Peppy

A. Circle the four mistakes in these sentences. *(4 points)*

The dog needs a walk. find the leash. put it on Peppy.

Wait for Mom. wait for Sara. Now we are ready.

B. Write each command correctly. *(2 points)*

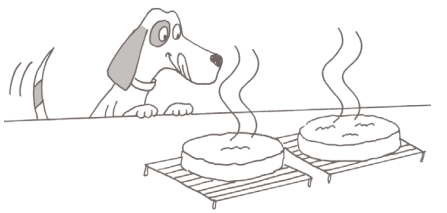
1. walk more slowly

Walk more slowly.

2. hold onto the leash

Hold onto the leash.

C. Look at the picture. Write two commands that could go with it. *(4 points)*



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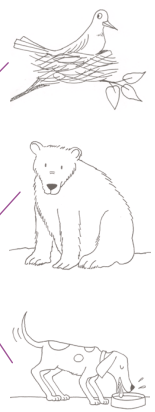
All Kinds of Animals

A. Read each sentence. Circle the word that shows belonging.

1. The monkey's tail is long.
2. The lamb's face is cute.
3. The bunny's fur is soft.

B. Add 's to show what each thing belongs to. Then draw a line from each thing to its picture.

1. the dog's bowl
2. the bird's nest
3. the bear's nose



C. Write a sentence telling what a rabbit's ears or an elephant's trunk is like.

Around the House

A. Add 's to show that something belongs to the baby, to Dad, and to the boy.

1. The toy is in the baby's crib.
2. The computer is on Dad's desk.
3. The book is in the boy's bedroom.

B. Choose the correct word to complete each sentence. Write the word on the line.

cat's cats

1. The boy washes the cat's dish.

birds bird's

2. Dora cleans the bird's cage.

dog's dogs

3. Grandpa fills the dog's bowl.

C. Look at the picture. Whose bike has a flat tire? Write a sentence to answer the question.



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Trouble with Clothes

A. Circle the three mistakes with words that show belonging. *(3 points)*

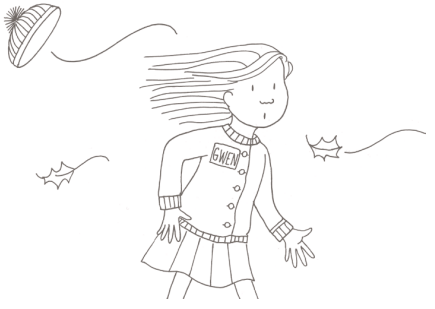
Kim has a new stuffed bear. She loves the bears eyes. They look like stars.

Kim brings the bear to her friends party. Kims friend has the same stuffed bear!

B. Write the word in ( ) correctly to show belonging. *(3 points)*

1. The boy's shoe is untied. (boy)
2. Fran's scarf is on the floor. (Fran)
3. A button came off of the man's shirt. (man)

C. Look at the picture. Whose hat blew away? Write a sentence to answer the question. *(4 points)*



Put It On

A. Read each sentence. Circle the adjective.

1. Jake puts on green pants.
2. Ann puts on a fuzzy scarf.
3. Ely puts on a long coat.

B. Read each sentence. Look at the adjective. Draw a line to what it tells about.

1. I have a red hat.
2. I have a soft shirt.
3. I have a stinky sock.

how it smells
how it looks
how it feels

C. Draw a picture of something you like to wear. Write two adjectives to tell about it.

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Feet Everywhere

A. Look at each picture. Write a word from the word box to tell about the noun.

tall	old	muddy

1.  ___tall___ boots

2.  ___muddy___ sneakers

3.  ___old___ slippers

B. Complete each sentence. Use a word from the word box.

big	flat	tiny

1. A clown has ___big___ feet.
2. A baby has ___tiny___ feet.
3. A duck has ___flat___ feet.

C. Write a sentence about your feet. Use an adjective to describe them.

Yuck!

A. Answer each question. Use a word from the word box. *(4 points)*

sticky	pink	loud	sweet

1. Which word tells how something <u>looks</u>?

   ___pink___

2. Which word tells how something <u>sounds</u>?

   ___loud___

3. Which word tells how something <u>feels</u>?

   ___sticky___

4. Which word tells how something <u>tastes</u>?

   ___sweet___

B. Complete the story. Use words from the word box. *(4 points)*

loud	sticky	new	short

Carter had ___new___ shoes. He went for a walk. He stepped on some ___sticky___ gum. Then he gave a ___loud___ cry, "Oh no!" It was a very ___short___ walk.

C. Draw a picture of something sticky or messy. Write a sentence about it. Use an adjective. *(2 points)*

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The Happy Elephant

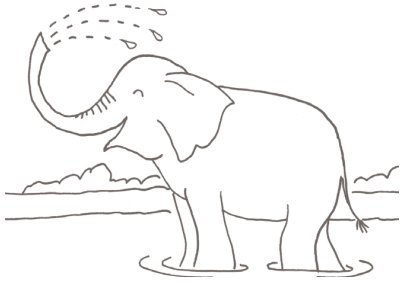
A. Read the story. Circle each article.

Charlie draws (an) animal. It is (an) elephant. It has (a) long trunk. Charlie draws (a) smile. (The) elephant is happy.

B. Look at the article in front of each noun. Circle the article that is correct.

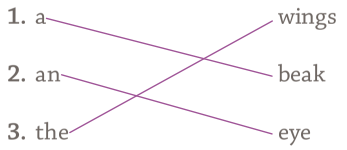
1. (a) leg an leg
2. a arm (an) arm
3. an ears (the) ears

C. Write a sentence about the picture. Use one of these articles: *a*, *an*, or *the*. You can use more than one article if you want.



All About Birds

A. Draw a line from each article to the noun that could come after it.



B. Complete each sentence with *A*, *An*, or *The*. Use each word only once.

1. *An* owl is a bird.
2. *The* little birds cannot fly.
3. *A* bird can make a nest.

C. Write a sentence about the birds in the picture. Use *a*, *an*, or *the* in your sentence.



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My Parts

A. Look at each noun. Look at the two articles. Write the article that can come before the noun. *(4 points)*

1.	a foot	a an
2.	an ear	a an
3.	the hands	an the
4.	the eyes	the a

B. Cross out the sentence that is wrong. *(3 points)*

1. A person has two arms.

   ~~An person has two arms.~~

2. An arm has a hand at the end.

   ~~A arm has a hand at the end.~~

3. ~~An ring is on my finger.~~

   The ring is on my finger.

C. Complete the sentences so they tell about the picture. *(3 points)*



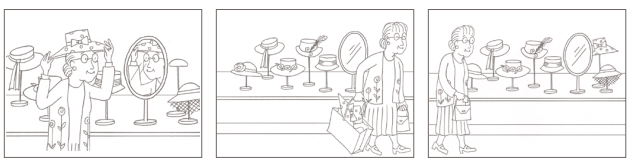
Here is a boy. He eats an apple. He holds an umbrella.

At the Hat Store

A. Read each sentence. Circle the preposition.

1. We go (to) the hat store.
2. There is a sale (at) the store.
3. The store opens (in) ten minutes.

B. Write the number of the sentence on the line that tells about each picture.



2 3 1

1. The lady walks toward the hats.
2. The hat is on the lady's head.
3. The hat is in the lady's bag.

C. Write a sentence about your favorite thing to wear and how you wear it. Use *in*, *on*, or *at*.

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At the Shoe Store

A. Look at the picture. Complete each sentence with a word from the word box.



in	on	at

1. One shoe is ___in___ the box.
2. One shoe is ___on___ the man's foot.
3. The man is ___at___ the shoe store.

B. Complete the story. Use the words from the word box.

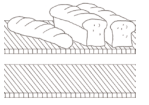
in	during	at

The man wears his new shoes ___during___ the day. He does not wear his shoes ___at___ night. He wears his socks ___in___ bed.

C. Write a sentence about your favorite shoes. Tell when you wear them. Where do you go? Use *in*, *on*, *at*, *to*, or *during*.

At the Market

A. Draw a line under the words that tell about each picture. *(3 points)*

1. 
   to the basket — <u>in the basket</u>
2. 
   <u>on the shelf</u> — at the shelf
3. 

   <u>toward the door</u> — on the door

B. Complete each sentence. Use the words from the word box. *(3 points)*

to	on	during

1. My mom works ___during___ the week.
2. She shops ___on___ Saturdays.
3. We drive ___to___ the store.

C. Write about going to a store. Use two of these words: *in*, *on*, *at*, and *to*. Draw a picture to go with your writing. *(4 points)*

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School Rules

A. Read the two sentences. Draw a line under the command.

1. Get out some paper.

   I need some paper.

2. Where is your pencil?

   Find your pencil, please.

3. The books are on the table.

   Please bring me the books.

B. Use the words in the chart to write three commands.

Verbs	Prepositions	Nouns
walk	on	chair
sit	toward	door
eat	at	lunchtime

1. Walk toward the door.
2. Sit on the chair.
3. Eat at lunchtime.

C. Help someone get from the front of your school to your classroom. Write two commands.

Family Picture

A. Read the story. Circle three mistakes with words that show belonging.

Luke has brown hair. Lukes sister, Lucy, has red hair. Lucy's hair is also curly. Luke hair is straight.

Luke and Lucy have a baby brother. The babys head is bare! He does not have hair yet.

B. Complete the second sentence with the underlined word. Add 's to show belonging.

1. The child has green eyes.

   The child's eyes are pretty.

2. The lady has long nails.

   The lady's nails are red.

3. The man has a beard.

   The man's beard is gray.

C. Think of someone in your family. Write a sentence about the person's hair or eyes. Use a noun that shows belonging.

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Campfire Fun

A. Complete each sentence. Use a word from the word box.

a	an	the

1. We sit around ___the___ fire.
2. I hear ___a___ sound.
3. ___An___ owl hoots in a tree.

B. Complete the story. Use adjectives from the word box.

crunchy	hot	soft

I put a ___soft___ marshmallow on a stick.
I hold the marshmallow over the ___hot___
fire. The marshmallow burns! I eat it anyway.
I like ___crunchy___ marshmallows.

C. Write a sentence about the picture. Use *a*, *an*, or *the*. Include an adjective such as *warm*, *cold*, *bright*, or *dark*.



Showtime

A. Read each sentence. Circle the pronoun.

1. (I) like to dance.
2. (You) like to sing.
3. (We) will put on a show.

B. Draw a line from each pronoun to its matching picture.

1. they
2. she
3. he
4. it






C. Write a sentence about one of the pictures on this page. Use *he*, *she*, *they*, or *it*.

Get in Line!

A. Look at the picture. Complete each sentence with a word from the word box.

He	She	It

1. ___It___ is a long line.
2. ___She___ leads the band.
3. ___He___ goes last.



B. Look at each picture. Complete each sentence with a word from the word box.

I	We	You

1.  ___I___ am the leader.
2.  ___You___ are too loud!
3.  ___We___ sound good.

C. Write a sentence about one of the pictures on this page. Use the pronoun *they*.

Making Music

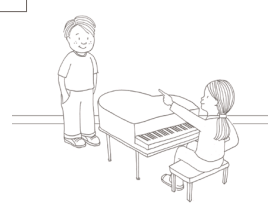
A. Circle the pronoun that could replace the underlined word or words. *(5 points)*

1. Mom played the piano.	He	(She)
2. Dad hummed a tune.	(He)	They
3. The children listened to a song.	(They)	It
4. The radio was on.	She	(It)
5. The songs were pretty.	It	(They)

B. Look at the picture. Complete each sentence with a word from the word box. *(3 points)*

I	We	You

1. ___We___ will put on a show.
2. ___I___ will play the piano.
3. ___You___ can sing.



C. Draw a picture of yourself playing an instrument. Write a sentence about the picture. Use the word *I*. *(2 points)*

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Mouse in the House

A. Read each sentence. Circle the pronoun *I*, *me*, *we*, or *us*.

1. (We) see a mouse!
2. The mouse runs from (us).
3. (I) look for the mouse.
4. The mouse does not look for (me).

B. Look at each picture. Draw a line under the sentence that tells about it.

1. 

   I see a mouse.

   We see a mouse.

2. 

   The mouse runs from me.

   The mouse runs from us.

C. Pretend you have a pet mouse. Draw a picture of you and your mouse. Write a sentence about it.

Funny Bunny

A. Choose the correct word to complete each sentence. Write the word on the line.



I me

1. ___I___ have a pet rabbit.

We Us

2. ___We___ play in the yard.

us me

3. Bunny hops away from ___me___.

We I

4. ___I___ chase Bunny.

I me

5. Bunny likes playing with ___me___.

B. Pretend you are a rabbit. Write a sentence about what you do or where you go.

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Let's Get a Pet

A. Read the story. Complete each sentence with a word from the word box. *(4 points)*

I	me	us	We

I want a pet. ___I___ go to the pet store. Dad takes ___me___. ___We___ see a snake. A snake is not a good pet for me. We see a fish. A fish is a good pet for ___us___.

B. Complete each sentence with a word from the word box. *(3 points)*

I	We	us

1. ___We___ feed the fish together.
2. ___I___ watch the fish.
3. Do the fish see ___us___?

C. Pretend you are in the fish tank! Write three sentences about what you would do or see. *(3 points)*

Snow Day

A. Read each sentence. Circle the pronoun *him*, *her*, *he*, or *she*.

1. (She) plays in the snow.
2. Freddy plays with (her).
3. (He) slides on the ice.
4. Amy slides with (him).

B. Circle the pronoun that can take the place of each underlined noun.

1. Justin makes a snowball. (He) Him
2. Justin gives the snowball to Maria. she (her)

C. Write a sentence about something you do with a friend. Use *him* or *her* in the sentence.

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Stuck!

A. Choose the correct word to complete each sentence. Write the word on the line.

He Him

1. ___He___ is stuck in the snow.

Her She

2. ___She___ helps Mr. Lee.



him her

3. Mr. Lee thanks ___her___.

B. Write the pronoun that can take the place of the underlined word or words.

1. The car belongs to <u>the man</u>. ___him___
2. <u>The girl</u> digs the car out of the snow. ___She___
3. The driver waves to <u>the girl</u>. ___her___

C. Write about a time when you helped someone. Use *him* or *her* in your sentence.

At the Rink

A. Complete the story. Use the words from the word box. *(4 points)*

He She him her

Tessa skates on the ice. ___She___ is fast. She skates faster than Jim does. Tessa passes ___him___. ___He___ speeds up. He catches up to ___her___.

B. Complete the story. Use the words from the word box. *(4 points)*

He She him her

Mom is a good skater. ___She___ can spin and jump. Dad watches ___her___. Dad cannot skate. ___He___ cannot spin or jump. But Mom will teach ___him___.

C. Draw someone you know who does something well. Write a sentence about the person. Use *he* or *she*. *(2 points)*

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Grow, Grow, Grow

A. Read each pair of sentences. Circle the pronoun *they*, *them*, or *it*.

1. The boys dig a hole.
   (They) put seeds in the hole.
2. Flowers grow from the seeds.
   The boys water (them).
3. One flower grows fast.
   (It) is huge!



B. Circle the pronoun that could replace the underlined words in each sentence.

1. <u>The plants</u> grow tall.	(They)	Them
2. The boys take care of <u>the plants</u>.	they	(them)
3. <u>A flower</u> blooms.	(It)	They

C. Write a sentence about the picture on this page. Use *they* or *it*.

Yummy Fruit

A. Choose the correct word to complete each sentence. Write each word on the line.

They Them

1. They like fruit.

they them

2. Aunt Jody buys a watermelon for them.

it them

3. She cuts it into pieces.



B. Write the pronoun that can take the place of the underlined words. Use a pronoun from the word box.

it They them

1. <u>The children</u> eat the watermelon. They
2. Aunt Jody eats with <u>the children</u>. them
3. The family enjoys <u>the watermelon</u>. it

C. Draw a picture of a fruit you like. Write a sentence about the picture. Use the word *it*.

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Poems

A. Read the story. Circle the three pronouns. *(3 points)*

The children write a poem. (It) is called "Friends." (They) read the poem to Mr. Lam. Mr. Lam likes (it).

B. Complete the story with pronouns from the word box. *(3 points)*

It	They	them

The children make a poster. ___They___ write the poem on it. Everyone reads the poem. ___It___ makes people happy. Other children write a poem. Mr. Lam helps ___them___. He is proud of his students.

C. Write two sentences about reading a poem or a story to a group. Use *they* and *them*. *(4 points)*

Hidden Rocks

A. Read each sentence. Circle the pronoun that shows belonging: *your*, *her*, or *my*.

1. (My) sister, Cora, collects rocks.
2. Cora hides (her) rocks.
3. Mom asks, "Where are (your) rocks?"

B. Read each sentence. Circle the word that can take the place of the underlined word.

1. Dad looks in Dad's office.	(his)	your
2. Mom looks in Mom's car.	their	(her)
3. I find Cora's rocks under Cora's bed.	our	(her)

C. Write about something you have that you like a lot. Use the word *my*.

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Smile!

A. Choose the correct word to complete each sentence. Write each word on the line.

their his

1. Uncle Manny shows us __his__ camera.

your my

2. He asks, "Can I take __your__ picture?"

their our

3. We want __our__ picture taken!

B. Circle the pronoun that completes each sentence. Write each word on the line.

1. The picture belongs to us.

   It is __our__ picture. his (our)

2. The camera belongs to you.

   It is __your__ camera. (your) my

3. The book belongs to my brothers.

   It is __their__ book. his (their)

C. Write a sentence about something that belongs to you. Use the word *my* or *our*.

New Teeth

A. Circle the three pronouns that are wrong. *(3 points)*

Deb lost her tooth. Fred lost (our) tooth, too. The children put them under (my) pillows.

Then the teeth were gone. Did the tooth fairy take (my) teeth?

B. Complete the story. Use the words from the word box. *(3 points)*

your my our

I lost __my__ two front teeth. Have you lost __your__ front teeth? Wow, __our__ new teeth will be strong!

C. Write two sentences about the picture. Use the words *his* and *her*. *(4 points)*



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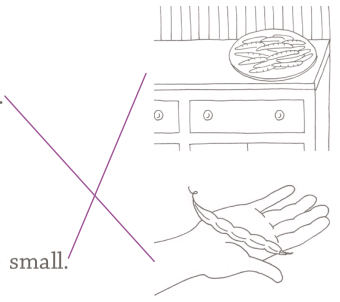
Eat Your Vegetables

A. Read each sentence. Circle the word that tells which one: *this*, *that*, *these*, or *those*.

1. (This) tomato is juicy.
2. I want (that) carrot.
3. (These) peas are cold.
4. (Those) peas are hot.

B. Draw a line from each sentence to the picture that goes with it.



1. This bean is big.
2. Those beans are small.

C. Write two sentences about things you see in a kitchen. Use *this* in one sentence. Use *that* in the other sentence.

Fall Fruit

A. Complete each sentence. Use words from the word box.

this	that	these	those

1. Wow, ___this___ apple is sweet.
2. Are ___those___ apples ripe?
3. May I eat ___these___ grapes?
4. I can't carry ___that___ pumpkin!



B. Write two sentences about the picture. Use *this* in one sentence. Use *these* in the other sentence.



This scarecrow is big.

These pumpkins are small.

Sample answers are listed above. Answers may vary.

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The Zoo

A. Choose the correct word to complete each sentence. Write the word on the line. *(3 points)*

This These

1. ___This___ giraffe takes peanuts from my hand.

That Those

2. ___Those___ monkeys swing on branches.

This That

3. ___That___ bird sits on the highest branch.

B. Complete each sentence. Use a word from the word box. *(3 points)*

This These Those

1. ___This___ bear nearby eats fruit.
2. ___Those___ bears are sleeping far from people.
3. ___These___ cubs play close to us.

C. Pretend you are visiting a zoo. Write two sentences about the animals you see. Use *these* in one sentence and *those* in another sentence. *(4 points)*

Party Time

A. Read each sentence. Circle the pronoun *everyone*, *everything*, *anyone*, or *anything*.

1. (Anyone) can go to the party.
2. (Everything) is ready.
3. You can wear (anything).
4. (Everyone) has fun.

B. Read each sentence. Draw a line to the picture that goes with it.

1. Everything is on the table.
2. Everyone wears a party hat.



C. Write a sentence about a party game you like to play. Use *everyone* in your sentence.

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We Work Together

A. Choose the correct word to complete each sentence. Write the word on the line.

Everything	Everyone

1. ___Everyone___ does chores.

Anyone	Everyone

2. ___Everyone___ is busy.

Everything	Anything

3. ___Everything___ gets picked up.

B. Complete the sentences with words from the word box. Use one of the words twice.

anyone	anything

1. Does ___anyone___ like chores?
2. I will do ___anything___ except throw out the trash.
3. Can ___anyone___ find the broom?

C. Write another sentence about chores. Use *everyone* or *everything* in your sentence.

A Walk in My Neighborhood

A. Choose the correct word to complete each sentence. Write each word on the line. *(3 points)*

everything	everyone

1. I wave to ___everyone___.

everything	anyone

2. I don't see ___anyone___ new.

everyone	anything

3. I know ___everyone___ on my street.

B. Complete the story. Use the words from the word box. *(3 points)*

anyone	anything	everything

I walk by a pretty house. Does ___anyone___ live there? I don't see ___anything___ growing in the garden. Someone covered ___everything___ on the porch, too.

C. Write two sentences about your neighborhood. Use *everyone* in one sentence. Use *everything* in the other sentence. *(4 points)*

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Let's Sing!

A. Read the story. Complete each sentence with a word from the word box.

I	me	We	us

I like to make up songs. ___I___ will sing a song for you. Then you can sing a song for ___me___. We can make up a song together. ___We___ will sound good together!

B. Write the pronoun that can take the place of the underlined noun. Use a pronoun from the word box.

He	She	it	him

1. Grandpa and Grandma sing <u>a song</u>. ___it___
2. <u>Grandpa</u> sings the low notes. ___He___
3. <u>Grandma</u> sings the high notes. ___She___
4. Grandma loves to sing with <u>Grandpa</u>. ___him___

C. Write two sentences about singing to a group. Use *they* in one of your sentences.

Let's Paint a Picture

A. Complete the story. Use the words from the word box.

his	her	their

Kenny has a sister named Penny. Kenny paints a picture of ___his___ sister. Then Penny paints a picture of ___her___ brother. The children look at ___their___ pictures. The pictures look alike!

B. Circle the pronoun that completes each sentence.

1. I have blue paint.
   It is (your, (my) paint.
2. You have yellow paint.
   It is (my, (your) paint.
3. We make green paint together.
   It is (my, (our) paint.

C. Draw a picture of someone in your family. Write a sentence about the person. Use *my*, *his*, or *her*.

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Let's Build a Fort

A. Choose the correct word to complete each sentence. Write the word on the line.

this	these

1. Put a blanket over ___these___ two chairs.

that	those

2. Get ___those___ pillows from over there.

this	that

3. I like it in here, inside ___this___ fort!

B. Write the pronoun that can take the place of the underlined words. Use a pronoun from the word box.

anyone	everything	everyone

1. We bring <u>all of our things</u> into the fort.

___everything___

2. We invite <u>all of our friends</u> into the fort.

___everyone___

3. There is no more room for <u>even one person</u>.

___anyone___

C. Write a sentence about everything you would put in a fort.

School Days

A. Circle the capital letters in the days of the week.

1. The school bake sale is (M)onday.
2. Mom and I will bake bread on (S)unday.
3. The last day of school is (F)riday.

B. Circle the comma between the day of the month and the year.

1. School will start on September 6(,) 2016.
2. We will have the Fall Festival on October 15(,) 2016.
3. Thanksgiving is on November 24(,) 2016.

C. Draw a picture of your favorite school holiday. Write its date below the picture.

All Around the Year

A. Answer each question. Write the name of the day.

1. What day comes after Sunday? Monday
2. What day comes after Thursday? Friday
3. What day comes before Sunday? Saturday

B. Write the name of the month to complete each sentence.

1. April comes after March.
2. July comes after June.
3. December comes after November.

C. Write the name of your favorite month of the year. Draw a picture of something that happens during that month.

Remember the Date

A. What's missing from each date? Write the dates correctly on the lines. *(3 points)*

1. October 12 2016

   October 12, 2016

2. July 4 2017

   July 4, 2017

3. November 24 2018

   November 24, 2018

B. Write the date on the line to complete each sentence. *(3 points)*

1. My birthday is

   December 18, 2009.

2. One classmate's birthday is

   September 18, 2009.

3. My best friend's birthday is

   March 9, 2009.

C. Draw a picture of a family member. Write that person's name and birth date below the picture. *(4 points)*

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Summertime Fun!

A. Circle the commas that separate the things in a list.

1. Nahla can wade, swim, and dive in the pool.
2. Sasha, Matt, and Lauren watch the swimmers.
3. We bring tubes, rafts, and kickboards into the water.

B. Add commas where they are needed in each list.

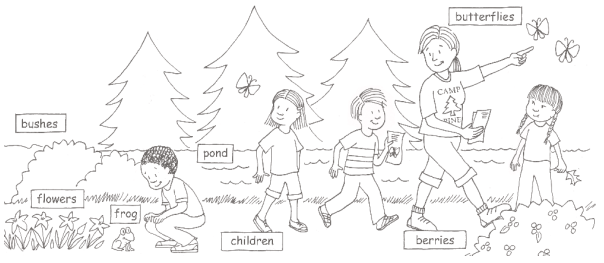
1. We hike to the meadow, the pond, and the forest.
2. Matt sees a frog, a fish, and a dragonfly.
3. Lauren sees daisies, dandelions, and buttercups.

C. Write a sentence that lists three things you can see outside.

Carets used to indicate insertion of punctuation are for reference only.

Nature Walk

A. Look at the picture. Write a sentence that tells three things you see. Use commas to separate the things.



I see butterflies, flowers, and a frog.

B. What are three things you will do this summer? Write them in a sentence. Add commas to separate the things.

I will swim, play ball, and read.

Sample answers are listed above. Answers may vary.

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Cooking Fun

A. Proofread the sentences. Add any missing commas between items in a series. *(6 points)*

Nadia, Jonah, and Clare took a cooking class last summer. They made pancakes, muffins, and applesauce. Their teacher showed them how to blend, stir, and mash.

B. Pick three things to put on a pizza. Then write a sentence that tells what you picked. *(2 points)*

meatballs	chicken	mushrooms
peppers	extra sauce	

I put mushrooms, peppers, and extra sauce on my pizza.

C. What would you like to learn how to cook? Write a sentence listing three foods. Use commas to separate the foods. *(2 points)*

Sample answers are listed above. Answers may vary. Carets used to indicate insertion of punctuation are for reference only.

The Children's Zoo

A. Read each compound sentence. Circle the comma and the word *and, or,* or *but*.

1. Ling loves animals, and she visits the children's zoo.
2. Roy wanted to go, but he got sick.
3. Ling can pet the goats, or she can feed the ducks.

B. Complete each sentence. Add a comma and a word from the word box.

and	or	but

1. Ling rides a pony, and she brushes a cow.
2. She finds the bunnies, but she can't find the sheep.
3. Ling can ride the zoo train, or she can walk on the path.

C. Write a compound sentence that tells about the pictures.





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A Visit to the Firehouse

A. Complete each compound sentence. Add a comma and a word from the word box.

and	or	but

1. The children visit the firehouse, ___and___ they have fun.
2. They stand on a truck, ___but___ they do not ride on it.
3. They can ring a bell, ___or___ they can watch other kids ring it.
4. The children want to stay, ___but___ it is time to leave.
5. The kids walk home, ___or___ they take the bus.

B. Draw a picture of a fire truck and a firefighter. Write a compound sentence about your picture.

Carets used to indicate insertion of punctuation are for reference only.

Fun at the Fair

A. Read the story. Draw a line under the two compound sentences. *(2 points)*

The kids love the fair. Nate rides the merry-go-round, and Coco plays a game. They eat popcorn. Nate gets a balloon, but it blows away. Coco gives Nate her balloon.

B. Use *and*, *or*, or *but* to join the sentences. Write the new sentences on the lines. *(6 points)*

1. Nate plays a game. He wins a prize.

   Nate plays a game, and he wins a prize.

2. The children can play more games. They can get a snack.

   The children can play more games, or they can get a snack.

3. The fair is almost over. The children are not tired.

   The fair is almost over, but the children are not tired.

C. Write a compound sentence that tells about something fun you did. *(2 points)*

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What Day Is It?

A. Read each sentence. Write the missing letter to complete the name of the day.

1. The first day of the school week is _M_onday.
2. The day after Thursday is _F_riday.
3. Saturday comes before _S_unday.

B. Rewrite each date correctly.

1. july 7, 2016

   July 7, 2016

2. May 25 2016

   May 25, 2016

3. december, 18, 2017

   December 18, 2017

C. What is your favorite day of the week? Write a sentence that tells why it is your favorite day.

Fly, Swim, and Crawl

A. Read each sentence. Add commas where they belong.

1. A bird has wings, feathers, and a beak.
2. Birds eat seeds, bugs, and worms.
3. I saw a bird sing, hop, and fly away.
4. Robins, crows, and jays are three kinds of birds.

B. Complete each sentence using all the words in the word box. Add commas and the word *and*.

Worms	snails	ants

1. Worms, snails, and ants crawl on the ground.

rivers	lakes	ponds

2. Fish swim in rivers, lakes, and ponds.

C. Think of your favorite animal. Write a sentence that lists three things it can do. Add commas where they belong.

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Sleepy Time

A. Complete each sentence with a comma and a word from the word box. Use each word once.

and	or	but

1. I feel tired, ___and___ I want to go to sleep.
2. I try to sleep, ___but___ the baby keeps me awake.
3. I will stay in my bed, ___or___ I will get Dad.

B. Write each pair of sentences as a compound sentence. Add a comma before *and*, *or*, or *but*.

1. We sleep in beds. Fish sleep in water.

   We sleep in beds, but
   fish sleep in water.

2. Seals sleep on rocks. They sleep on sand.

   Seals sleep on rocks, or
   they sleep on sand.

3. Bats sleep in caves. They eat at night.

   Bats sleep in caves, and
   they eat at night.

C. What are two things you do to get ready for bed? Write a compound sentence about them.

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Appendix B

SKILL PRACTICE ASSESSMENT

Using the Skill Practice Pages

Each mini-lesson in the *Skill Practice Teaching Guide* has three corresponding practice pages in the *Student Skill Practice Book*. (These are referenced in the "Optional Practice" section at the end of each mini-lesson.) The first two practice pages provide opportunities for the students to practice a language skill in pairs or individually. The third page can be assigned for additional practice, or it can be completed by students independently and then scored to evaluate progress and inform instruction. You can also use the scores as a basis for assigning a language skills grade and/or include the scores in each student's overall unit score on the "Individual Writing Assessment." (For more information, see "Individual Writing Assessment" in the *Assessment Resource Book*.)

You can use the "Skill Practice Student Record" sheet (SR1) on page 171 to create a cumulative record of each student's scores, and you can use the "Skill Practice Class Record" sheet (CR1) on page 172 to record and track your students' progress as a class.

SCORING THE SKILL PRACTICE PAGES

✓ After the students complete the first two practice pages for a lesson (either in pairs or individually), have each student complete the third practice page independently. (We recommend having students complete the practice pages over several days.)

✓ Make a class set of "Skill Practice Student Record" sheets (SR1) from the CCC Learning Hub (ccclearninghub.org) or from page 171. If you would like to record your assessment data electronically, go to classview.org to access the record sheet using the CCC ClassView app.

✓ Collect each student's *Student Skill Practice Book* and locate the practice page you wish to score. (The page number of the practice page can be found in the "Optional Practice" section at the end of each lesson in the teaching guide.)

✓ Locate the answer key for the practice page you wish to score in Appendix A, "*Student Skill Practice Book* Corrections," in this teaching guide.

✓ For each student, score the practice page and then calculate the total number of points earned using the point values indicated on the answer key. For example, the activities on *Student Skill Practice Book* page 3 are worth 6 and 4 points. (See the facsimile of the annotated practice page on page 123 of this teaching guide.)

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- ✓ Record the total number of points earned out of 10 in the "Score" column on the "Skill Practice Student Record" sheet (SR1). Record the *Being a Writer* unit during which the lesson was taught and any notes you have about the student's work. (For example, if you taught Lessons 1–3 while teaching Unit 2 in *Being a Writer* you might record a "2" in the "Taught in Unit/Genre" column.)
- ✓ Consider whether you would like to include the scores from the practice pages in each student's overall unit score on the "Individual Writing Assessment" record sheet (located in the *Assessment Resource Book*) for the *Being a Writer* unit during which the lessons were taught. For example, if you taught Lessons 1–3 while teaching Unit 2 in *Being a Writer*, consider whether you will include the scores for the practice pages from those lessons in the overall unit score in the Individual Writing Assessment for Unit 2. (Note that if you include the scores from the practice pages, the overall unit score in the Individual Writing Assessment will be based equally on the student's writing score and the total points earned on the practice pages. You might wish to weight the scores differently to align with your school's or district's grading system.)
- ✓ If you choose to enter this data directly into the CCC ClassView app, you have the option of having the scores automatically appear in the "Individual Writing Assessment" record sheet and calculated into each student's overall unit score. Scores will also automatically appear in each student's Student Profile. From there, the data can be shared digitally with parents, colleagues, and administrators.

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Student's Name: _____ Class: _____

Lesson	Score	Taught in Unit	Notes
1 Complete Sentences	____ /10		
2 Singular Nouns	____ /10		
3 Plural Nouns	____ /10		
4 Verbs	____ /10		
5 Using Nouns and Verbs in Sentences	____ /10		
***6** Review			
7 Declarative and Interrogative Sentences	____ /10		
8 Common and Proper Nouns	____ /10		
9 Present- and Past-tense Verbs	____ /10		
10 Future-tense Verbs	____ /10		
11 Exclamatory Sentences	____ /10		
***12** Review			
13 Imperative Sentences	____ /10		
14 Possessive Nouns	____ /10		
15 Adjectives	____ /10		
16 Articles: *A*, *An*, and *The*	____ /10		
17 Prepositions	____ /10		
***18** Review			
19 Pronouns	____ /10		
20 Using *I*/*Me* and *We*/*Us*	____ /10		
21 Using *He*/*Him* and *She*/*Her*	____ /10		
22 Using *They*/*Them* and *It*	____ /10		
23 Possessive Pronouns	____ /10		
24 Using *This*/*That* and *These*/*Those*	____ /10		
25 Using *Anyone*/*Everyone* and *Anything*/*Everything*	____ /10		
***26** Review			
27 Commas and Capital Letters in Dates	____ /10		
28 Commas in a Series	____ /10		
29 Conjunctions and Commas in Compound Sentences	____ /10		
***30** Review			

*Shaded rows represent review lessons for which there are no scored skill practice pages.

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	STUDENT NAMES															
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L3																
L4																
L5																
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L7																
L8																
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*Shaded rows represent review lessons for which there are no scored skill practice pages.

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STUDENT NAMES																
																L1
																L2
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																L4
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Appendix C

GRADE-LEVEL LANGUAGE SKILLS ASSESSMENT

Two diagnostic language skills tasks offer formative assessment of grade-level language standards. Each task gives students two opportunities to demonstrate their mastery of a set of grade-level language skills. Students must answer questions, finish cloze sentences, and complete short proofreading activities to demonstrate their understanding. The language skills tasks appear in the back of the *Student Skill Practice Book* on page 109, while annotated versions of the tasks are provided in this appendix as scoring keys. If student responses indicate the need for additional practice with a skill, you may teach the lesson in the *Skill Practice Teaching Guide* that corresponds to that skill.

There are two cumulative reports that identify which skill is addressed in each assessment item and where that skill is taught in the *Skill Practice Teaching Guide*. The "Diagnostic Language Skills Tasks: Student Report" (DS1) can be used to track an individual student's progress throughout the year, whereas the "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1) is used to group the students around language skills for which they need additional practice. To assess student mastery of grade-level skills throughout the year, administer a diagnostic language skills task at the beginning and middle of the year. Then use the student and class reports to identify students who are struggling with specific skills and may benefit from instruction, practice, or review in small groups.

Everything you need to conduct each assessment, including instructions and forms, can be found in this appendix or on the CCC ClassView assessment app (classview.org). You may choose to record your students' progress using printed copies of the forms from this guide or from the CCC Learning Hub (ccclearninghub.org). You can access the CCC ClassView app by tapping the linked assessment icons in the *Digital Teacher's Set*, by directly accessing the app at classview.org, or via the CCC Learning Hub.

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Diagnostic Language Skills Task 1

CONDUCTING THE ASSESSMENT

1. Have the students turn to "Diagnostic Language Skills Task 1" on page 110 in their *Student Skill Practice Books*. You may also visit the CCC Learning Hub (ccclearninghub.org) to download, print, and distribute to each student the "Diagnostic Language Skills Task 1" (BLM1).
2. Tell the students that today they are going to answer some questions to show what they know about good writing.
3. State your expectations for how the students will behave while you are conducting the assessment. For example, students should stay in their seats, work silently, and raise their hands if they have questions.
4. Direct the students' attention to the first set of directions and read it aloud.
5. Give the students a few moments to silently read the first question and the answer choices below it. Remind them that they will mark the right answer by drawing a line beneath it. Have the students mark their answers for item 1, while you check to be sure they are drawing lines below their answer choices.
6. Repeat this procedure for the second set of directions. Remind the students that they will mark their answers in the same way.
7. Read the directions for items 21 and 22. Ask the students to point to the sentence they are going to rewrite, and then point to where they are going to write it. Check to ensure that all students are focused on the correct item and the space for rewriting it.
8. Ask the students to return to item 1 and begin.
9. When the students have finished, collect their work.

SCORING THE ASSESSMENT

1. Use the "Diagnostic Language Skills Task 1: Scoring Key" (DT1) to review student work. Compare each student's completed language skills task against the scoring key.
2. Annotate each scoring key using the following marks:
   a. Place a check mark beside each item that the student has answered correctly.
   b. Place an X beside each incorrect answer.

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3. Transfer results from the scoring key to the "Diagnostic Language Skills Tasks: Student Report" (DS1) as follows:
   a. Write the student's name at the top of the report. If this is not the first diagnostic language skills task of the year, you might skip this step and use your previous student report.
   b. Find the column labeled *Items for Task 1*. Insert the date the assessment was conducted.
   c. Circle the corresponding number for each assessment item the student has marked correctly.
   d. Tally the number of items correct and insert that number in the last row of the Items for Task 1 column labeled *Total Number Correct*. This will show you how an individual student performed on the language skills that were tested in "Diagnostic Language Skills Task 1."
4. After both diagnostic language skills tasks have been completed, tally the number of items correct across each row, and insert the total in the Total Items Correct column. This will show you how the student performed across both diagnostic language skills tasks.

Teacher Note

The diagnostic language skills task results can also be scored using the CCC ClassView assessment app, which can be accessed by tapping the links in your *Digital Teacher's Set* or through the CCC Learning Hub (ccclearninghub.org).

ANALYZING THE ASSESSMENT

Use the information you gather from the assessment to help inform your instruction.

1. Make note of any standard for which a student has marked only one of the two items correctly. This student is likely to need instruction in the language convention associated with that standard.
2. When a student scores 0–1 on a skill, record her name in the Task 1 column of the "Diagnostic Language Skills Tasks: Class Grouping Report" (DR1) beside the applicable standard.
3. After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.
4. Refer to the right-hand column of the class grouping report to find the lessons that correspond to each convention. Use the lessons to instruct each group.
5. File the completed assessments in the students' assessment folders.

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Name: _____ Date: _____

Task 1

Draw a line under the correct word or words to complete each sentence.

1. I ride my bike to my _____ house.
   - a. friend
   - b. friends
   - c. friend's

2. I _____ about ten hours every night.
   - a. sleep
   - b. sleeps
   - c. sleeping

3. Susan _____ her dog every afternoon.
   - a. walk
   - b. walks
   - c. walking

4. My brother Juan fixes _____ own lunch.
   - a. his
   - b. her
   - c. him

____ 1 Common, proper, and possessive nouns

____ 2 Singular and plural nouns with matching verbs (subject-verb agreement)

____ 3 Singular and plural nouns with matching verbs (subject-verb agreement)

____ 4 Personal, possessive, and indefinite pronouns

(continues)

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5. The children take care of _____ own kitten.
   - **a.** her
   - **b.** their
   - **c.** your

6. Tomorrow we _____ a special dinner.
   - **a.** cook
   - **b.** cooked
   - **c.** will cook

7. Now I _____ some juice.
   - **a.** want
   - **b.** wanted
   - **c.** will want

8. The lake looks _____ today.
   - **a.** noisy
   - **b.** green
   - **c.** sour

9. The ice cube feels _____.
   - **a.** cold
   - **b.** sweet
   - **c.** tall

____ **5** Personal, possessive, and indefinite pronouns

____ **6** Verbs to convey a sense of past, present, and future

____ **7** Verbs to convey a sense of past, present, and future

____ **8** Frequently occurring adjectives

____ **9** Frequently occurring adjectives

GO ON

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10. I like cherries, _____ I like grapes more.
    - **a.** or
    - **b.** and
    - **c.** but

11. Dad left the beach, _____ Ben went with him.
    - **a.** or
    - **b.** but
    - **c.** and

12. _____ pencil is mine.
    - **a.** This
    - **b.** These
    - **c.** Those

13. _____ kittens play with the yarn.
    - **a.** A
    - **b.** The
    - **c.** An

14. The ship sailed _____ the ocean.
    - **a.** under
    - **b.** above
    - **c.** across

____ **10** Frequently occurring conjunctions

____ **11** Frequently occurring conjunctions

____ **12** Determiners (e.g., articles, demonstratives)

____ **13** Determiners (e.g., articles, demonstratives)

____ **14** Frequently occurring prepositions

(continues)

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____ **15** Frequently occurring prepositions

____ **16** Common, proper, and possessive nouns

____ **17** Complete simple and compound declarative, interrogative, imperative, and exclamatory sentences

15. My dog sleeps _____ his own bed.

a. in

b. during

c. over

Read each question and draw a line under the correct answer.

16. Which word should begin with a capital letter?

My best friend lives in a city called oakland.

a. friend

b. city

c. oakland

17. Which is the best way to make these two sentences into one sentence?

Sam can keep the dime.
He can spend it.

a. Sam can keep the dime, or he can spend it.

b. Sam can keep the dime or he can spend it.

c. Sam can keep the dime, he can spend it.

GO ON

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18. Which is the best way to make these two sentences into one sentence?

I know where my socks are.
I can't find my shoes.

a. I know where my socks are or I can't find my shoes.

b. I know where my shoes or socks are.

c. I know where my socks are, but I can't find my shoes.

19. Which sentence is written correctly?

a. Fran was born on May 10 2007.

b. Fran was born on May, 10 2007.

c. Fran was born on May 10, 2007.

20. Which sentence is written correctly?

a. We grew peas corn and lettuce.

b. We grew peas, corn, and lettuce.

c. We grew peas, corn and, lettuce.

____ **18** Complete simple and compound declarative, interrogative, imperative, and exclamatory sentences

____ **19** Commas in dates and to separate single words in a series

____ **20** Commas in dates and to separate single words in a series

(continues)

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Write the words in each box as a sentence. Use capital letters and end punctuation where they are needed.

____ **21** Capitalize dates and names of people
Use end punctuation for sentences

____ **22** Capitalize dates and names of people
Use end punctuation for sentences

21. My birthday is in june

My birthday is in June.

22. Is sara your sister

Is Sara your sister?

STOP

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Student's Name: _____

Standards for Language	Items for Task 1 Date: _____	Items for Task 2 Date: _____	Total Items Correct	*Skill Practice Teaching Guide* Lesson(s)
Grammar and Usage Standards				
Use **common, proper, and possessive nouns**.	1 16	1 16	____ /4	Lessons 8 and 14
Use **singular and plural nouns with matching verbs** in basic sentences (e.g., *He hops; We hop*).	2 3	2 3	____ /4	Lesson 5
Use **personal** (subject, object), **possessive, and indefinite pronouns** (e.g., *I, me, my; they, them, their; anyone, everything*).	4 5	4 5	____ /4	Lessons 19–25
Use **verbs to convey a sense of past, present, and future** (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).	6 7	6 7	____ /4	Lessons 4, 9, and 10
Use **frequently occurring adjectives**.	8 9	8 9	____ /4	Lesson 15
Use **frequently occurring conjunctions** (e.g., *and, but, or, so, because*).	10 11	10 11	____ /4	Lesson 29
Use **determiners** (e.g., *articles, demonstratives*).	12 13	12 13	____ /4	Lessons 16 and 24
Use **frequently occurring prepositions** (e.g., *during, beyond, toward*).	14 15	14 15	____ /4	Lesson 17
Produce and expand **complete simple and compound declarative, interrogative, imperative, and exclamatory sentences** in response to prompts.	17 18	17 18	____ /4	Lessons 1, 7, 11, 13, and 29
Conventions Standards				
Capitalize dates and names of people.*	21(a)* 22(a)*	21(a)* 22(a)*	____ /4	Lessons 8 and 27
Use **end punctuation** for sentences.*	21(b)* 22(b)*	21(b)* 22(b)*	____ /4	Lessons 1, 7, 11, and 13
Use **commas in dates** and to **separate single words in a series**.	19 20	19 20	____ /4	Lessons 27 and 28
Total Number Correct:	____ /24 pts	____ /24 pts		

*Items 21 and 22 each assess both of these skills. Each of these items is worth 2 points (1 point for each correction).

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Standards for Language	Student Names		*Skill Practice Teaching Guide* Lesson(s)
	Task 1 Date: _____	Task 2 Date: _____	
Grammar and Usage Standards			
Use **common, proper, and possessive nouns**.			Lessons 8 and 14
Use **singular and plural nouns with matching verbs** in basic sentences (e.g., *He hops; We hop*).			Lesson 5
Use **personal** (subject, object), **possessive, and indefinite pronouns** (e.g., *I, me, my; they, them, their; anyone, everything*).			Lessons 19–25
Use **verbs to convey a sense of past, present, and future** (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).			Lessons 4, 9, and 10
Use **frequently occurring adjectives**.			Lesson 15
Use **frequently occurring conjunctions** (e.g., *and, but, or, so, because*).			Lesson 29

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Standards for Language	Student Names		*Skill Practice* *Teaching Guide* Lesson(s)
	Task 1 Date: _____	Task 2 Date: _____	
Use **determiners** (e.g., articles, demonstratives).			Lessons 16 and 24
Use **frequently occurring prepositions** (*e.g., during, beyond, toward*).			Lesson 17
Produce and expand **complete simple and compound declarative, interrogative, imperative, and exclamatory sentences** in response to prompts.			Lessons 1, 7, 11, 13, and 29
Convention Standards			
Capitalize dates and names of people.			Lessons 8 and 27
Use **end punctuation** for sentences.			Lessons 1, 7, 11, and 13
Use **commas in dates** and to **separate single words in a series**.			Lessons 27 and 28

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Diagnostic Language Skills Task 2

CONDUCTING THE ASSESSMENT

1. Have the students turn to "Diagnostic Language Skills Task 2" on page 116 in their *Student Skill Practice Books*. You may also visit the CCC Learning Hub (ccclearninghub.org) to download, print, and distribute to each student the "Diagnostic Language Skills Task 2" (BLM2).
2. Tell the students that today they are going to answer some questions to show what they know about good writing.
3. State your expectations for how the students will behave while you are conducting the assessment. For example, students should stay in their seats, work silently, and raise their hands if they have questions.
4. Direct students' attention to the first set of directions and read it aloud.
5. Give the students a few moments to silently read the first question and the answer choices below it. Remind them that they will mark the right answer by drawing a line beneath it. Have the students mark their answers for item 1, while you check to be sure they are drawing lines below their answer choices.
6. Repeat this procedure for the second set of directions. Remind the students that they will mark their answers in the same way.
7. Read the directions for items 21 and 22. Ask the students to point to the sentence they are going to rewrite, and then point to where they are going to write it. Check to ensure that all students are focused on the correct item and the space for rewriting it.
8. Ask the students to return to item 1 and begin.
9. When the students have finished, collect their work.

SCORING THE ASSESSMENT

1. Use the "Diagnostic Language Skills Task 2: Scoring Key" (DT2) to review student work. Compare each student's completed language skills task against the scoring key.
2. Annotate each scoring key using the following marks:
   a. Place a check mark beside each item that the student has answered correctly.
   b. Place an X beside each incorrect answer.

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3. Transfer results from the scoring key to the "Diagnostic Language Skills Tasks: Student Report" (DS1) as follows:
   a. Write the student's name at the top of the report. If this is not the first diagnostic language skills task of the year, you might skip this step and use your previous student report.
   b. Find the column labeled *Items for Task 2*. Insert the date the assessment was conducted.
   c. Circle the corresponding number for each assessment item the student has marked correctly.
   d. Tally the number of items correct and insert that number in the last row of the Items for Task 2 column labeled *Total Number Correct*. This will show you how an individual student performed on the language skills that were tested in "Diagnostic Language Skills Task 2."
4. After both language skills tasks have been completed, tally the number of items correct across each row, and insert the total in the Total Items Correct column. This will show you how the student performed across both language skills tasks.

Teacher Note

The diagnostic language skills task results can also be scored using the CCC ClassView assessment app, which can be accessed by tapping the links in your *Digital Teacher's Set* or through the CCC Learning Hub (ccclearninghub.org).

ANALYZING THE ASSESSMENT

Use the information you gather from the assessment to help inform your instruction.

1. Make note of any standard for which a student has marked only one of the two items correctly. This student is likely to need instruction in the language convention associated with that standard.
2. When a student scores 0–1 on a skill, record his name in the Task 2 column of the "Diagnostic Language Skills Tasks: Class Grouping Report" (DR2) beside the applicable standard.
3. After all of the student names have been recorded, students who require instruction will have been grouped by the language convention(s) that they need to practice.
4. Refer to the right-hand column of the class grouping report to find the lessons that correspond to each convention. Use the lessons to instruct each group.
5. File the completed assessments in the students' assessment folders.

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Name: _____ Date: _____

Task 2

Draw a line under the correct word or words to complete each sentence.

1. My little _____ bike is purple.
   - **a.** sister
   - **b.** sisters'
   - **c.** sister's

2. Jess _____ really good bread.
   - **a.** bake
   - **b.** bakes
   - **c.** baking

3. I _____ to my grandmother every week.
   - **a.** talk
   - **b.** talks
   - **c.** talking

4. My sister can stand on _____ head.
   - **a.** his
   - **b.** her
   - **c.** hers

____ **1** Common, proper, and possessive nouns

____ **2** Singular and plural nouns with matching verbs (subject-verb agreement)

____ **3** Singular and plural nouns with matching verbs (subject-verb agreement)

____ **4** Personal, possessive, and indefinite pronouns

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5. Who gave this to _____?
   - **a.** you
   - **b.** your
   - **c.** yours

6. Yesterday we _____ a funny movie.
   - **a.** watch
   - **b.** watched
   - **c.** will watch

7. Tomorrow Ken _____ his cousin.
   - **a.** visit
   - **b.** visited
   - **c.** will visit

8. The sun is very _____ today.
   - **a.** hot
   - **b.** soft
   - **c.** green

9. The new car is very _____.
   - **a.** sour
   - **b.** shiny
   - **c.** scratchy

____ **5** Personal, possessive, and indefinite pronouns

____ **6** Verbs to convey a sense of past, present, and future

____ **7** Verbs to convey a sense of past, present, and future

____ **8** Frequently occurring adjectives

____ **9** Frequently occurring adjectives

GO ON

(continues)

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____ **10** Frequently occurring conjunctions

____ **11** Frequently occurring conjunctions

____ **12** Determiners (e.g., articles, demonstratives)

____ **13** Determiners (e.g., articles, demonstratives)

10. I went to his house, _____ he was not at home.

a. or

b. so

c. but

11. I can rent the red bike, _____ I can buy the blue one.

a. so

b. because

c. or

12. _____ children over there are going to lunch.

a. Those

b. These

c. That

13. I found _____ dollar bill on the sidewalk.

a. a

b. an

c. those

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____ **14** Frequently occurring prepositions

____ **15** Frequently occurring prepositions

____ **16** Common, proper, and possessive nouns

14. I sat _____ the tree to rest.

a. above

b. under

c. through

15. I will give this hat _____ my sister.

a. in

b. to

c. from

Read each question and draw a line under the correct answer.

16. Which word in this sentence should begin with a capital letter?

My cousin lives in boston.

a. cousin

b. in

c. boston

GO ON

(continues)

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____ **17** Complete simple and compound declarative, interrogative, imperative, and exclamatory sentences

____ **18** Complete simple and compound declarative, interrogative, imperative, and exclamatory sentences

17. Which is the best way to make these two sentences into one sentence?

I like beans. I do not like peas.

a. Beans I like peas I do not like.

b. I like beans, but I do not like peas.

c. I like beans, and peas.

18. Which is the best way to make these two sentences into one sentence?

We can play at your house. We can go to my house.

a. We can play at your house but not at my house.

b. We can play at your house, but we can go to my house.

c. We can play at your house, or we can go to my house.

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Read each question and draw a line under the correct answer.

19. Which sentence is written correctly?

a. I was born on June 12, 2008.

b. I was born on June, 12 2008.

c. I was born on June 12 2008.

20. Which sentence is written correctly?

a. We ate bread cheese and fruit on our picnic.

b. We ate bread cheese, and fruit on our picnic.

c. We ate bread, cheese, and fruit on our picnic.

Write the words in the box as a sentence. Use capital letters and end punctuation where they are needed.

21. | My friend tim likes soccer |

My friend Tim likes soccer.

22. | Is soccer on Monday |

Is soccer on Monday?

STOP

Task 2 ■ Being a Writer™ | 121

____ **19** Commas in dates and to separate single words in a series

____ **20** Commas in dates and to separate single words in a series

____ **21** Capitalize dates and names of people
Use end punctuation for sentences

____ **22** Capitalize dates and names of people
Use end punctuation for sentences

(continues)

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Student's Name: _____

Standards for Language	Items for Task 1 Date: _____	Items for Task 2 Date: _____	Total Items Correct	*Skill Practice Teaching Guide* Lesson(s)
Grammar and Usage Standards				
Use **common, proper, and possessive nouns**.	1 16	1 16	____ /4	Lessons 8 and 14
Use **singular and plural nouns with matching verbs** in basic sentences (e.g., *He hops; We hop*).	2 3	2 3	____ /4	Lesson 5
Use **personal** (subject, object), **possessive, and indefinite pronouns** (e.g., *I, me, my; they, them, their; anyone, everything*).	4 5	4 5	____ /4	Lessons 19–25
Use **verbs to convey a sense of past, present, and future** (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).	6 7	6 7	____ /4	Lessons 4, 9, and 10
Use **frequently occurring adjectives**.	8 9	8 9	____ /4	Lesson 15
Use **frequently occurring conjunctions** (e.g., *and, but, or, so, because*).	10 11	10 11	____ /4	Lesson 29
Use **determiners** (e.g., *articles, demonstratives*).	12 13	12 13	____ /4	Lessons 16 and 24
Use **frequently occurring prepositions** (e.g., *during, beyond, toward*).	14 15	14 15	____ /4	Lesson 17
Produce and expand **complete simple and compound declarative, interrogative, imperative, and exclamatory sentences** in response to prompts.	17 18	17 18	____ /4	Lessons 1, 7, 11, 13, and 29
Conventions Standards				
Capitalize dates and names of people.*	21(a)* 22(a)*	21(a)* 22(a)*	____ /4	Lessons 8 and 27
Use **end punctuation** for sentences.*	21(b)* 22(b)*	21(b)* 22(b)*	____ /4	Lessons 1, 7, 11, and 13
Use **commas in dates** and to **separate single words in a series**.	19 20	19 20	____ /4	Lessons 27 and 28
Total Number Correct:	____ /24 pts	____ /24 pts		

*Items 21 and 22 each assess both of these skills. Each of these items is worth 2 points (1 point for each correction).

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Use **frequently occurring adjectives**.			Lesson 15
Use **frequently occurring conjunctions** (e.g., *and, but, or, so, because*).			Lesson 29

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Conventions Standards			
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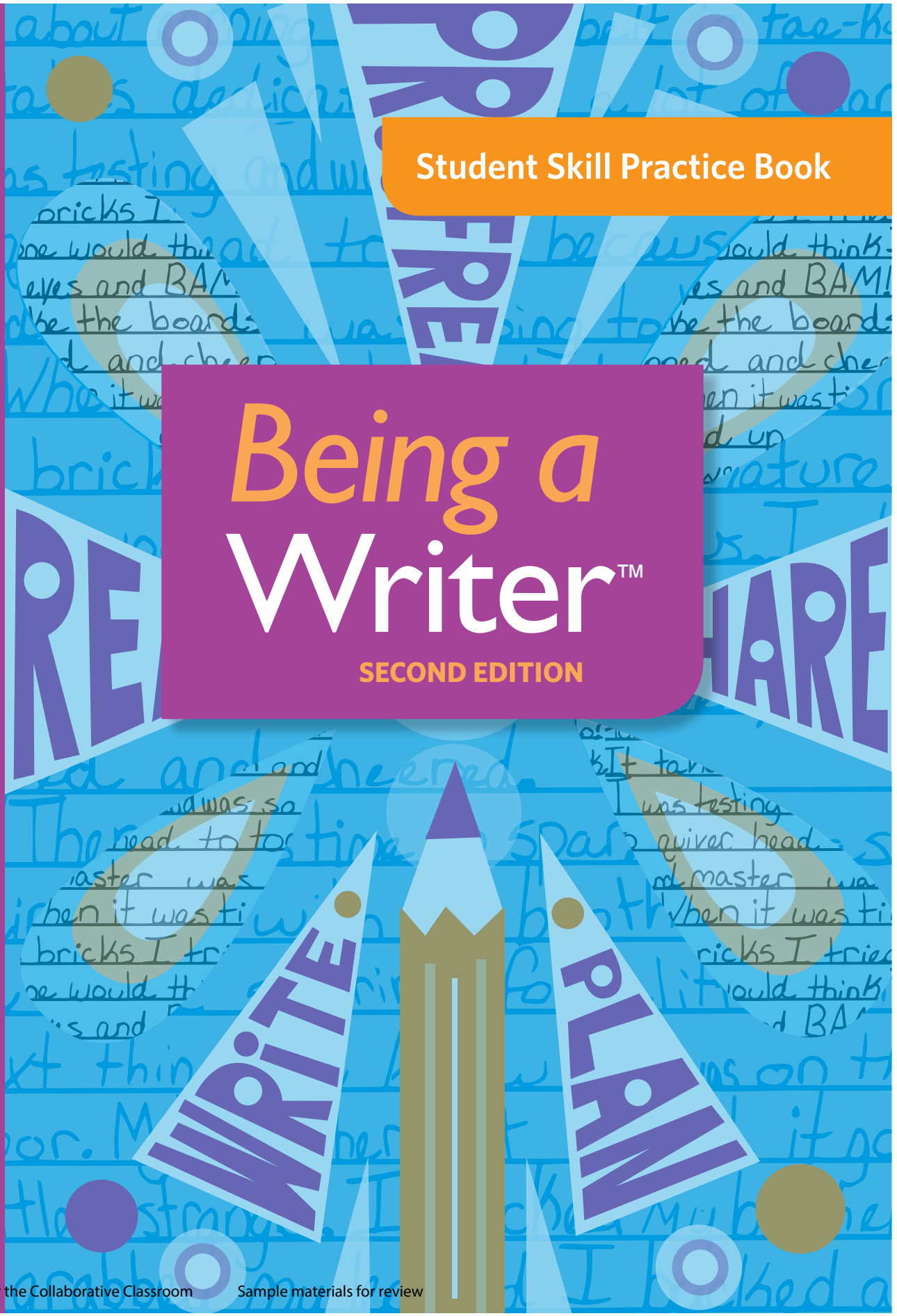
Student Skill Practice Book

Being a Writer™

SECOND EDITION



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Jim's Puppy

A. Read the sentences. Circle the words that tell who the sentences are about.

1. Jim wakes up early.

2. The puppy is barking.

3. Mom comes into the room.

B. Read the sentences. Draw a line under the words that tell what happens.

1. The puppy cries.

2. Jim picks her up.

3. He pets her soft fur.

C. Write a sentence that tells about the picture.



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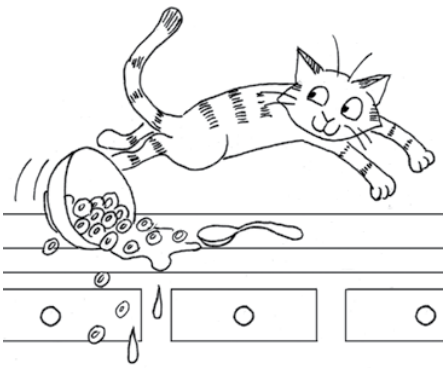
My Kitten

A. Complete each sentence. Write the word that tells who or what the sentence is about.

bowl	milk	kitten

1. The _____ jumps up.
2. The _____ tips over.
3. The _____ spills.



B. Look at each picture. Write the word that tells what the kitten does.

sleeps	plays	drinks

1.  The kitten _____.
2.  The kitten _____.
3.  The kitten _____.

C. Write a sentence telling about a dog or a cat.

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Summer Fun

A. Draw a line from the picture to the matching sentence. Circle the naming part. Put a box around the telling part.

1. 

A boy catches the ball.

2. 

A girl throws the ball.

3. 

The children ride bikes.

B. Write two sentences about fun things to do in the summer.

_____

_____

_____

_____

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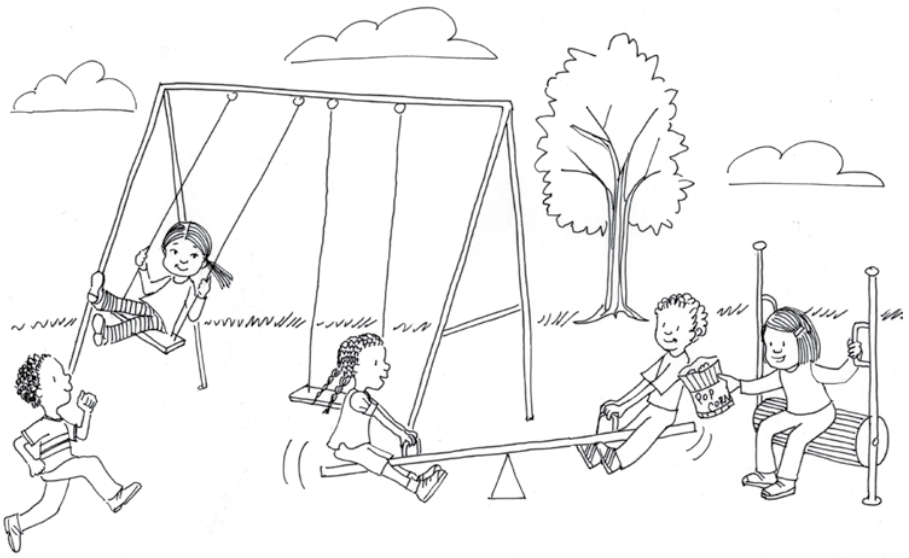
On the Playground

A. Read each sentence. Circle the noun.



1. The playground is crowded.

2. The boy runs fast.

3. The swing can go high.

4. The seesaw goes up and down.

5. The girl is friendly.

6. Let's share a snack!

B. Choose a noun from this page. Write the noun. Draw a picture of it.

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A Story for a Dog

A. Look at each picture. Complete each sentence with a noun that matches the picture.

pillow	dog	brother	book	treat	tail

1. I like this _____.



2. I keep it under my _____.



3. I read it to my _____.



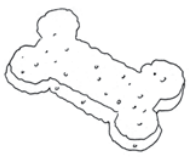
4. I read it to my _____, too.



5. My dog wags her _____.



6. I give her a _____.



B. Choose a noun from this page. Use the noun to write a sentence.

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My Friend and I

A. Read each sentence. Circle the noun.

1. Let's eat lunch.

2. We go to the lunchroom.

3. We sit at a table.

4. My friend giggles.

5. She eats a red apple.

6. I eat a mushy banana.



B. Make a list of your four favorite foods for lunch.

1. _____

2. _____

3. _____

4. _____

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The Outdoors

A. Circle the word that matches the picture.

1.		tree	trees
2.		bench	benches
3.		fox	foxes
4.		bird	birds
5.		squirrel	squirrels
6.		bush	bushes

B. Write a sentence about trees, birds, or foxes.

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A School Day

A. Read each sentence. Add *s* to the noun to show more than one. Write the letter on the line.

1. The teacher___ work hard.

2. They gather book___.

3. They put them on the desk___.

B. Read each sentence. Add *es* to the underlined noun to show more than one. Write the ending on the line.



1. We eat our <u>lunch</u> ___.

2. We open juice <u>box</u> ___.

3. The juice drips on our <u>dress</u> ___.

C. Write a sentence about something in your classroom. Use a noun that names more than one.

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The Porch

A. Read the story. Circle three mistakes with nouns that name more than one.

The house has a porch. Two doges nap. The pups drink from two dish. Two leashes lie nearby. Three boy play.

B. Read each sentence. Add *s* or *es* to the noun. Write the ending on the lines.

1. Two cat___ play.
2. They jump into box___.
3. They chase bird___.

C. Write a sentence about animals you like to draw. Use a noun that names more than one.



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Play Ball

A. Draw a line from each picture to the verb that matches.

1. 

hit

2. 

blow

3. 

run

B. Read each sentence. Circle the verb.

1. We play a game.

2. I hit the ball.

3. The children yell.

C. Choose a verb from this page. Write the verb. Draw a picture to show the action.

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On the Playground

A. Look at each picture. Complete the sentence with a verb from the word box.

slide	talk	jump	swing	hide

1.  The girls _____.

2.  We _____.

3.  Two children _____.

4.  You _____.

5.  I _____.

B. Choose a verb from this page. Use the verb to write a sentence.

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Hide and Seek

A. Read each sentence. Circle the verb. Draw a line to the picture that tells about it.

1. You count to 10.



2. I hide under the bed.



3. You find me!



B. Complete each sentence. Use a verb from the word box.

hide	play	look

1. We _____ a game.

2. First, I _____ from you.

3. Then you _____ for me.

C. Write a sentence about playing a game.

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ELPS 5.D.i
(all)

Who Says That?

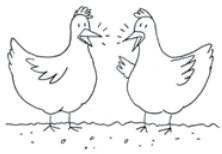
A. Look at each picture. Draw a line to the sentence that goes with it.

1. 

The chicks peep.

2. 

The chick peeps.

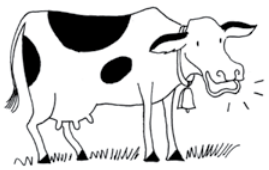
3. 

The hen clucks.

4. 

The hens cluck.

B. Look at each picture. Circle the sentence that goes with it.

1. 

The cow moos.

The cows moos.

2. 

The ducks quacks.

The ducks quack.

C. Choose a noun and a verb from this page. Use them to write a new sentence.

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Who Does It?

A. Choose the correct word to complete each sentence. Write the word on the line.

stand stands



1. The cows _____.

ride rides



2. The children _____.

drive drives



3. The farmer _____.

eat eats



4. The goat _____.

drink drinks



5. The pigs _____.

run runs



6. The dog _____.

B. Choose a noun and a verb from this page. Use them to write a new sentence.

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What We Eat

A. Choose the correct word to complete each sentence. Write the word on the line.

like	likes

1. Pigs _____ corn.

love	loves

2. A horse _____ hay.

eat	eats

3. A hen _____ seeds.

chew	chews

4. Cows _____ on grass.

B. Read the story. Look at each verb. Circle the verb if it does not match its noun.

The boys feeds the hens. The hens lays eggs. Mom gets the eggs. Dad cook the eggs. The boys eats the eggs.

C. Draw a picture of one or two animals. Write a sentence to tell about the picture.

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Nighttime

A. Complete each sentence. Write the word that tells who or what the sentence is about.

jet	boy	moon

1. The _____ looks at the sky.

2. The _____ and the stars shine.

3. A _____ flies by.

B. Complete each sentence. Write the word that tells what happens in the picture.

sleeps	barks	shines

1. A star _____.



2. A dog _____.



3. The boy _____.



C. Write a sentence about something you can see at night.

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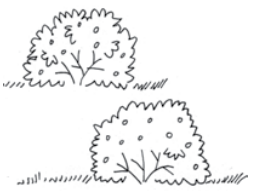
Up in the Sky

A. Circle the noun that matches each picture.

1.  rainbow rainbows

2.  cloud clouds

3.  bush bushes

B. Read each sentence. Add *s* or *es* to the noun. Write the endings on the lines.

1. We sit on park bench___.

2. We paint picture___ of clouds.

3. We use paintbrush___.

C. Choose a word that names more than one. Use it to write a sentence.

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The Rain

A. Look at the picture. Complete each sentence with a verb from the word box.

hide	run	fall



1. Drops of rain _____.

2. The children _____ inside.

3. The dogs _____.

B. Choose the correct word to complete each sentence. Write the word on the line.

play	plays

1. The kids _____ in the puddles.

jump	jumps

2. One girl _____ over them.

C. Write another sentence about the picture on this page.

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The Bus

A. Read each sentence. Write *T* (for telling sentence) or *A* (for asking sentence) on the line.

1. Pam rides the bus. ___
2. What color is the bus? ___
3. Where does the bus go? ___
4. The bus stops at the corner. ___

B. Draw a line under the sentence that is correct.

1. The bus has big wheels.
2. the bus is yellow?

C. Write a sentence that tells about a bus.

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The Train

A. Write a period after each telling sentence. Write a question mark after each asking sentence.

1. Sammy likes trains___

2. The train goes fast___

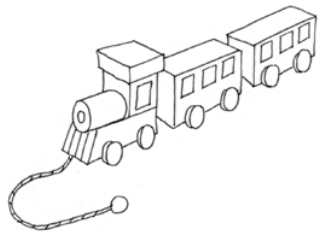
3. Where does the train stop___

B. Draw a line from each asking sentence to the picture that shows the answer.

1. Who rides the train?



2. Which train is big?



3. Where is the toy train?



C. Write a question you have about trains.

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Walk or Ride?

A. Read the sentences. Circle the two mistakes.

ted walks to school.

Who rides a bike to school.

B. Write sentences to answer the questions.

1. How do you get to school?

_____

_____

2. What do you take with you to school?

_____

_____

C. Write one telling sentence about walking. Write one asking sentence about riding.

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A Trip to the Store

A. Read each sentence. Draw a line under the noun.

1. I went to the store.

2. My sister went, too.

3. We need shoes.



B. Read each sentence. Draw a line under the proper noun.

1. The Shoe Shack was full of people.

2. I saw my friend Gus there.

3. I saw my teacher, Miss Parker.

4. Everyone shops on Davis Street.

C. Write a sentence about a special friend you have.

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The Bakery

A. Read each sentence. Write the underlined noun correctly.

1. My name is rob.

_____

2. My sister's name is ana.

_____

3. We live in san jose.

_____

4. Our mom works at bliss bakery.

_____

5. The bakery is on front street.

_____

6. It is near grant school.

_____

B. Write a sentence about the street where you live. Draw a picture to go with it.

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About You

A. Read the story. Circle one mistake in each sentence.

I went to the market on doyle Street. My friend dan went with me. I got an Apple and a pear. Dan got some Milk.

B. Complete the sentences with proper nouns.

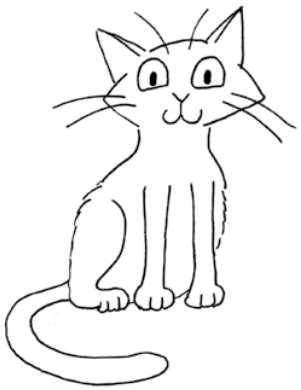
1. My full name is _____.

2. I have a friend named _____.

3. I would name a kitten _____.

4. I would name a puppy _____.

C. Write two sentences that tell more about you and a pet. Use one proper noun in each sentence.



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TEKS 3.C.ii
Student/Teacher Activity (pages 25–27)

Doing Chores

A. Read each sentence about today. Draw a line to the sentence that tells about the same action, only in the past.

1. Today Dad cooks.	Yesterday I cleaned.
2. Today I clean.	Yesterday Dad cooked.
3. Today Sari helps.	Yesterday Sari helped.

ELPS 5.D.iii
Part B and Part C

B. Read each pair of sentences. Draw a line under the sentence that is correct. Circle the verb in the other sentence and write it correctly.

1. Yesterday Sam washed the pots.

Right now Sam washed the pans.

2. Yesterday Mom works outside.

Right now Mom works inside.

3. Yesterday I pick up my toys.

Right now I pick up my socks.

C. Choose a verb from this page. Use it to write a sentence. Tell about something you did this week. After you write your sentence, read it to make sure you used the past tense. Fix any mistakes you notice.

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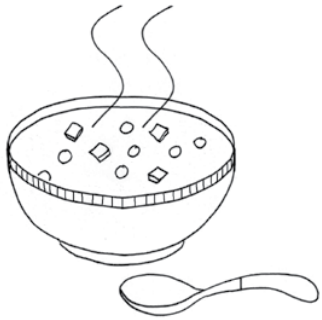
Making Soup

A. Choose the correct word to complete each sentence. Write the word on the line.



cook cooked

1. Last night Mom _____ soup.

fill filled

2. Yesterday Mom _____ a pot with water.

add added

3. Then Mom _____ ham and peas.

boil boiled

4. The soup _____ for a long time.

smells smelled

5. Now the soup _____ yummy.

want wanted

6. I _____ some right now!

B. Pretend you made soup yesterday. Write a sentence about it. Use one of these verbs: *cooked*, *added*, or *smelled*.

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Clean Your Room!

A. Write each verb so that it tells about the past.

Now	In the Past
look	_____
smell	_____
work	_____
wash	_____

B. Read the story. Circle four verbs that do not correctly tell about the past. Circle four verbs that do not correctly tell about the past. Write the words correctly.

Yesterday my room looks bad. Then I cleaned it. Dad help. We pickd up socks. We folded pants. We wash the floor. Now my room looks good.

C. Write a sentence to tell what your room looks like today. Then write a sentence to tell what it looked like yesterday. After you write your sentences, read them to make sure you used the correct verb tense. Fix any mistakes you notice.

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Now or Later

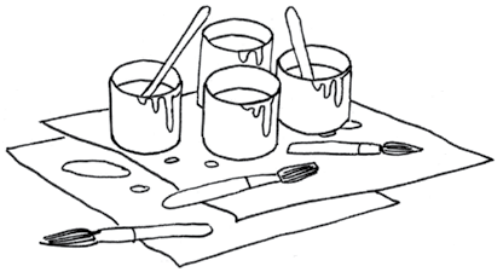
A. Draw a line under the sentences that tell about the future.

1. Today we write. Tomorrow we will read.

2. Lewis paints now. Tomorrow he will draw.

3. The fair starts today. The fair will end in a week.

B. Read the story. Draw a line under the verbs that tell about the future.



The art room is a mess. We will clean it up. Some water spilled on my desk. I will get a cloth. I will wipe the desk with it. Our pictures are great! We will show them to everyone!

C. Write a sentence about something you will do tomorrow.

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Follow the Leader

A. Complete the sentences. Use the verbs from the word box.

will play	will go	will lead

1. You go first.

   Next time I _____ first.

2. You lead me.

   Later I _____ you.

3. We play together today.

   Tomorrow we _____ together again.

B. Choose the correct verb to complete each sentence. Write the verbs on the lines.

comes	will come

1. Later today Ruby _____ to my house.

go	will go

2. Tomorrow I _____ to her house.

sit	will sit

3. Right now we _____ in class.

C. Write a sentence about something you will do with a friend.

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At the Beach

A. Complete the sentences. Use the verbs from the word box.

will eat	will rest	will set

1. Right now the sun shines.

   Later the sun _____.

2. The children play now.

   They _____ tonight.

3. The children are not hungry now.

   They _____ later.

B. Write three sentences about what the people in the picture are going to do.

_____

_____

_____

_____

_____



C. Write a sentence about what you are doing right now. Then write a sentence about what you will do later today.

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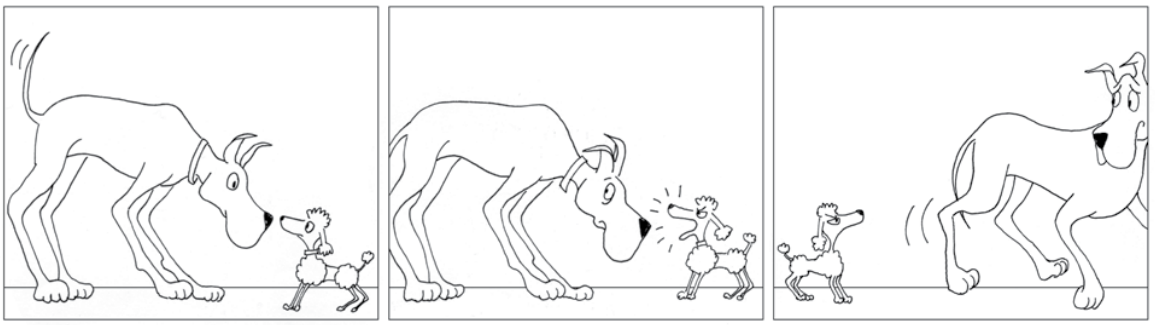
The Dogs' Day Out

A. Draw a line under the sentences that show strong feeling.



1. Two dogs are in a park.
2. Wow, that thin dog is tall!
3. The little dog is so tiny!
4. His bark is really loud!
5. Is the big dog afraid?
6. Look, he is running away!

B. Write another sentence about the cartoon. Be sure the sentence shows a strong feeling.

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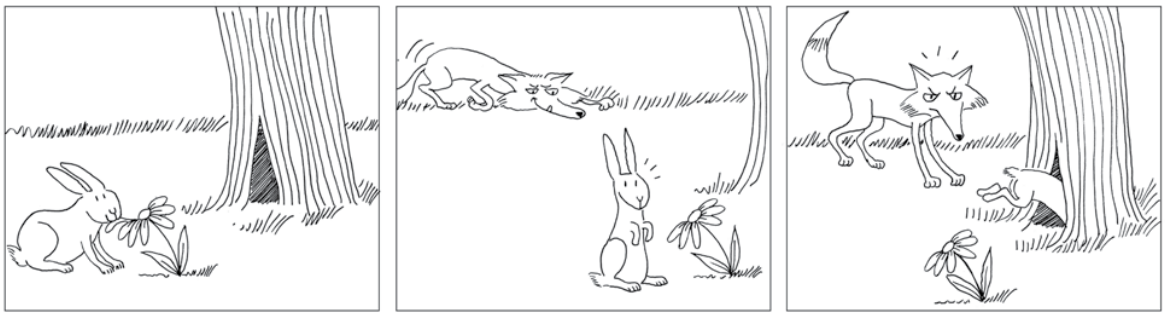
Run, Bunny, Run

A. Add a period (.) or an exclamation point (!) at the end of each sentence.



1. A bunny is eating a white flower___
2. Oh no, a fox is coming___
3. The rabbit needs to run really fast___
4. Yay, the bunny is safe___
5. Wow, that fox is mad___
6. He will try again tomorrow___

B. Write a sentence that shows a strong feeling about an animal you like or do not like.

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Elephant Jokes

A. Add a question mark (?) or an exclamation point (!) at the end of each sentence.

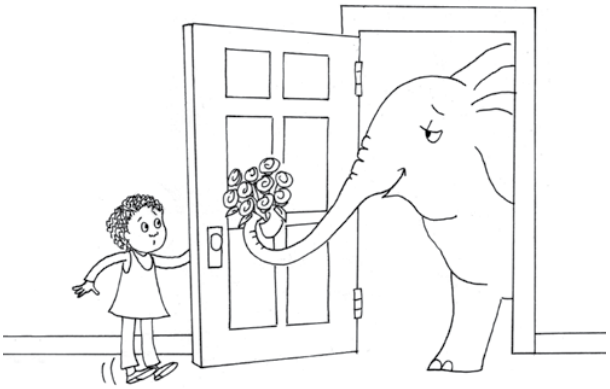
1. What do you call an elephant at the North Pole___

   I call it "lost"___

2. What do you get when you cross a potato with an elephant___

   You get mashed potatoes___

B. What if you opened your front door and saw an elephant? Write some sentences about it. Show strong feeling.



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In the Classroom

A. Read each sentence. Write *T* for telling sentence, *A* for asking sentence, or *S* for a sentence that shows strong feeling.

1. Do you have a pencil? ___
2. The pencil is under the desk. ___
3. I must find my pencil! ___

B. Read each sentence. Write the missing end mark.

1. The book is on the shelf___
2. That is the best book I ever read___
3. What book are you reading___

C. Write about your favorite book. Write a telling sentence and a sentence that shows strong feeling.

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My Aunt and Uncles

A. Read the sentences. Draw a line under each proper noun.

I have an aunt. Her name is Katrina. She lives in Dallas. It is a big city. Katrina has a big dog. She calls the dog Billy Boy.

B. Write each underlined noun correctly.

1. I have two Uncles. _____

2. Uncle Mike lives in new york. _____

3. The other uncle's name is max. _____

C. Write a sentence about someone in your family. Use a proper noun.

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The United States

A. Choose the correct verb to complete each sentence. Write the verb on the line.

will learn learned

1. Yesterday we _____ about Texas.

will see see

2. Tomorrow we _____ a movie about Alaska.

wanted want

3. Now I _____ a book about the United States.

B. Complete the chart. Write the missing verbs.

Now	In the Past	In the Future
look	_____	will look
visit	visited	_____
_____	stayed	will stay

C. Write a sentence about a place you visited in the past. Then write a sentence about a place you will visit in the future.

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The Morning

A. Read the sentences. Draw a line under each command.

1. Brush your teeth.

2. I wash my hands.

3. Comb your hair.

4. Put on your shoes.

5. My sister ties my shoes.

6. Find your backpack.

B. What should this boy do before he goes outside? Write two sentences telling him what to do.



_____

_____

_____

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Clean Up, Please

A. Draw a line from each picture to the command that goes with it.

1. 

Pick up your socks.

2. 

Wash your hands.

3. 

Open the window, please.

4. 

Tie your shoe.

5. 

Throw the paper away.

B. Write two commands that grown-ups might give children about cleaning up their rooms.

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A Walk with Peppy

A. Circle the four mistakes in these sentences.

The dog needs a walk. find the leash. put it on Peppy

Wait for Mom. wait for Sara. Now we are ready.

B. Write each command correctly.

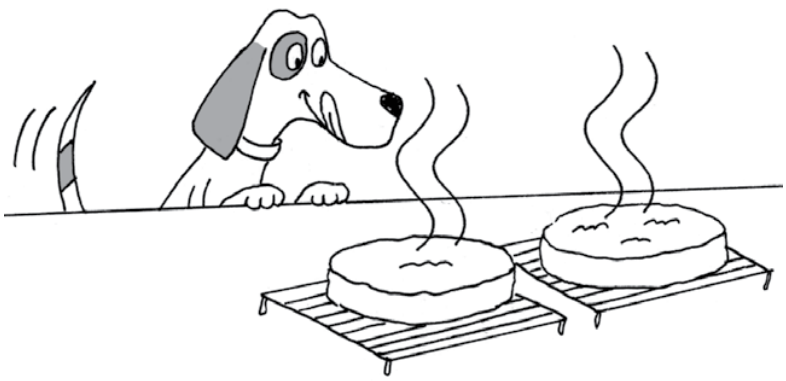
1. walk more slowly

_____

2. hold onto the leash

_____

C. Look at the picture. Write two commands that could go with it.



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All Kinds of Animals

A. Read each sentence. Circle the word that shows belonging.

1. The monkey's tail is long.

2. The lamb's face is cute.

3. The bunny's fur is soft.

B. Add *'s* to show what each thing belongs to. Then draw a line from each thing to its picture.

1. the dog___ bowl



2. the bird___ nest



3. the bear___ nose



C. Write a sentence telling what a rabbit's ears or an elephant's trunk is like.

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Around the House

A. Add *'s* to show that something belongs to the baby, to Dad, and to the boy.

1. The toy is in the baby___ crib.

2. The computer is on Dad___ desk.

3. The book is in the boy___ bedroom.

B. Choose the correct word to complete each sentence. Write the word on the line.

cat's	cats

1. The boy washes the _____ dish.

birds	bird's

2. Dora cleans the _____ cage.

dog's	dogs

3. Grandpa fills the _____ bowl.

C. Look at the picture. Whose bike has a flat tire? Write a sentence to answer the question.



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Trouble with Clothes

A. Circle the three mistakes with words that show belonging.

Kim has a new stuffed bear. She loves the bears eyes. They look like stars.

Kim brings the bear to her friends party. Kims friend has the same stuffed bear!

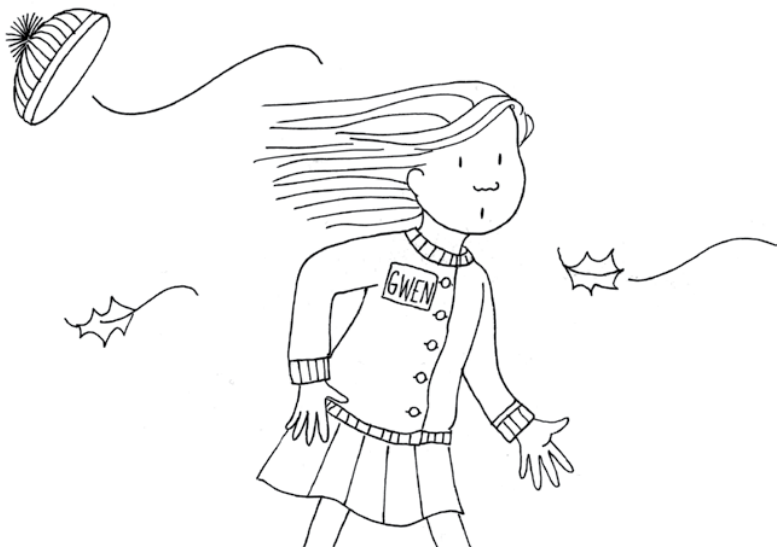
B. Write the word in ( ) correctly to show belonging.

1. The _____ shoe is untied. (boy)

2. _____ scarf is on the floor. (Fran)

3. A button came off of the _____ shirt. (man)

C. Look at the picture. Whose hat blew away? Write a sentence to answer the question.



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Put It On

A. Read each sentence. Circle the adjective.

1. Jake puts on green pants.

2. Ann puts on a fuzzy scarf.

3. Ely puts on a long coat.

B. Read each sentence. Look at the adjective. Draw a line to what it tells about.

1. I have a <u>red</u> hat.	how it smells
2. I have a <u>soft</u> shirt.	how it looks
3. I have a <u>stinky</u> sock.	how it feels

C. Draw a picture of something you like to wear. Write two adjectives to tell about it.

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Feet Everywhere

A. Look at each picture. Write a word from the word box to tell about the noun.

tall	old	muddy

1.  _____ boots

2.  _____ sneakers

3.  _____ slippers

B. Complete each sentence. Use a word from the word box.

big	flat	tiny

1. A clown has _____ feet.

2. A baby has _____ feet.

3. A duck has _____ feet.

C. Write a sentence about your feet. Use an adjective to describe them.

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Yuck!

A. Answer each question. Use a word from the word box.

sticky	pink	loud	sweet

1. Which word tells how something <u>looks</u>?

   _____

2. Which word tells how something <u>sounds</u>?

   _____

3. Which word tells how something <u>feels</u>?

   _____

4. Which word tells how something <u>tastes</u>?

   _____

B. Complete the story. Use words from the word box.

loud	sticky	new	short

Carter had _____ shoes. He went for a walk. He stepped on some _____ gum. Then he gave a _____ cry, "Oh no!" It was a very _____ walk.

C. Draw a picture of something sticky or messy. Write a sentence about it. Use an adjective.

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The Happy Elephant

A. Read the story. Circle each article.

Charlie draws an animal. It is an elephant. It has a long trunk. Charlie draws a smile. The elephant is happy.

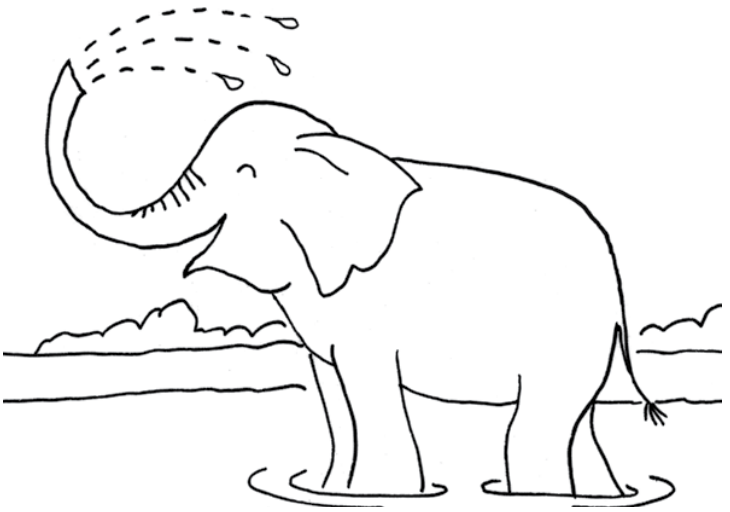
B. Look at the article in front of each noun. Circle the article that is correct.

1. a leg an leg

2. a arm an arm

3. an ears the ears

C. Write a sentence about the picture. Use one of these articles: *a*, *an*, or *the*. You can use more than one article if you want.



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All About Birds

A. Draw a line from each article to the noun that could come after it.

1. a	wings
2. an	beak
3. the	eye

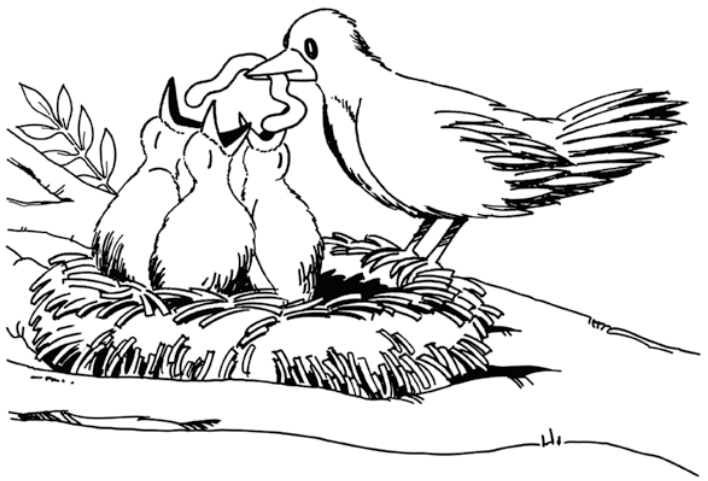
B. Complete each sentence with *A*, *An*, or *The*. Use each word only once.

1. _____ owl is a bird.

2. _____ little birds cannot fly.

3. _____ bird can make a nest.

C. Write a sentence about the birds in the picture. Use *a*, *an*, or *the* in your sentence.



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My Parts

A. Look at each noun. Look at the two articles. Write the article that can come before the noun.

1. _____ foot	a an
2. _____ ear	a an
3. _____ hands	an the
4. _____ eyes	the a

B. Cross out the sentence that is wrong.

1. A person has two arms.

An person has two arms.

2. An arm has a hand at the end.

A arm has a hand at the end.

3. An ring is on my finger.

The ring is on my finger.

C. Complete the sentences so they tell about the picture.



Here is a _____. He eats an

_____. He holds _____ umbrella.

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At the Hat Store

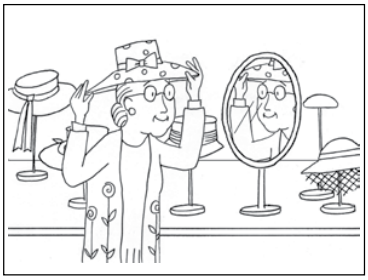
A. Read each sentence. Circle the preposition.

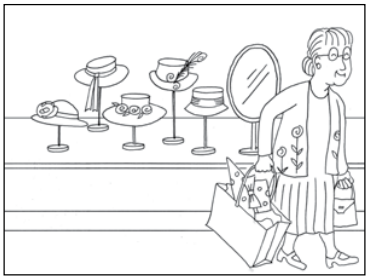
1. We go to the hat store.

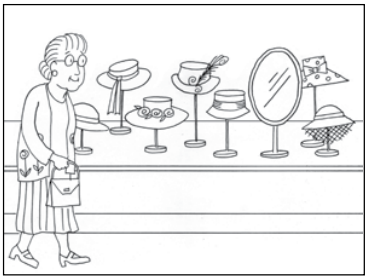
2. There is a sale at the store.

3. The store opens in ten minutes.

B. Write the number of the sentence on the line that tells about each picture.







_____ _____ _____

1. The lady walks toward the hats.

2. The hat is on the lady's head.

3. The hat is in the lady's bag.

C. Write a sentence about your favorite thing to wear and how you wear it. Use *in*, *on*, or *at*.

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At the Shoe Store

A. Look at the picture. Complete each sentence with a word from the word box.



in	on	at

1. One shoe is _____ the box.

2. One shoe is _____ the man's foot.

3. The man is _____ the shoe store.

B. Complete the story. Use the words from the word box.

in	during	at

The man wears his new shoes _____ the day. He does not wear his shoes _____ night. He wears his socks _____ bed.

C. Write a sentence about your favorite shoes. Tell when you wear them. Where do you go? Use *in*, *on*, *at*, *to*, or *during*.

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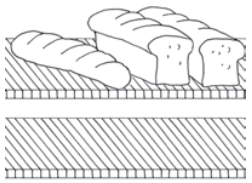
At the Market

A. Draw a line under the words that tell about each picture.

1. 

to the basket in the basket

2. 

on the shelf at the shelf

3. 

toward the door on the door

B. Complete each sentence. Use the words from the word box.

to	on	during

1. My mom works _____ the week.

2. She shops _____ Saturdays.

3. We drive _____ the store.

C. Write about going to a store. Use two of these words: *in*, *on*, *at*, and *to*. Draw a picture to go with your writing.

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School Rules

A. Read the two sentences. Draw a line under the command.

1. Get out some paper.

   I need some paper.

2. Where is your pencil?

   Find your pencil, please.

3. The books are on the table.

   Please bring me the books.

B. Use the words in the chart to write three commands.

Verbs	Prepositions	Nouns
walk	on	chair
sit	toward	door
eat	at	lunchtime

1. _____

2. _____

3. _____

C. Help someone get from the front of your school to your classroom. Write two commands.

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Family Picture

A. Read the story. Circle three mistakes with words that show belonging.

Luke has brown hair. Lukes sister, Lucy, has red hair. Lucy's hair is also curly. Luke hair is straight.

Luke and Lucy have a baby brother. The babys head is bare! He does not have hair yet.

B. Complete the second sentence with the underlined word. Add *'s* to show belonging.

1. The <u>child</u> has green eyes.

The _____ eyes are pretty.

2. The <u>lady</u> has long nails.

The _____ nails are red.

3. The <u>man</u> has a beard.

The _____ beard is gray.

C. Think of someone in your family. Write a sentence about the person's hair or eyes. Use a noun that shows belonging.

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Campfire Fun

A. Complete each sentence. Use a word from the word box.

a	an	the

1. We sit around _____ fire.

2. I hear _____ sound.

3. _____ owl hoots in a tree.

B. Complete the story. Use adjectives from the word box.

crunchy	hot	soft

I put a _____ marshmallow on a stick. I hold the marshmallow over the _____ fire. The marshmallow burns! I eat it anyway. I like _____ marshmallows.

C. Write a sentence about the picture. Use *a*, *an*, or *the*. Include an adjective such as *warm*, *cold*, *bright*, or *dark*.



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Showtime

A. Read each sentence. Circle the pronoun.

1. I like to dance.
2. You like to sing.
3. We will put on a show.

B. Draw a line from each pronoun to its matching picture.

1. they
2. she
3. he
4. it









C. Write a sentence about one of the pictures on this page. Use *he*, *she*, *they*, or *it*.

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Get in Line!

A. Look at the picture. Complete each sentence with a word from the word box.

He	She	It

1. _____ is a long line.
2. _____ leads the band.
3. _____ goes last.



B. Look at each picture. Complete each sentence with a word from the word box.

I	We	You

1.  _____ am the leader.
2.  _____ are too loud!
3.  _____ sound good.

ELPS 5.D.ii
Part C

C. Write a few sentences about one of the pictures on this page. Use pronouns. Reread your writing to make sure you used the correct pronouns. Fix any mistakes you notice.

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Making Music

A. Circle the pronoun that could replace the underlined word or words.

1. <u>Mom</u> played the piano.	He	She
2. <u>Dad</u> hummed a tune.	He	They
3. <u>The children</u> listened to a song.	They	It
4. <u>The radio</u> was on.	She	It
5. <u>The songs</u> were pretty.	It	They

B. Look at the picture. Complete each sentence with a word from the word box.

I	We	You

1. _____ will put on a show.

2. _____ will play the piano.

3. _____ can sing.



C. Draw a picture of yourself playing an instrument. Write a sentence about the picture. Use the word *I*.

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Mouse in the House

A. Read each sentence. Circle the pronoun *I*, *me*, *we*, or *us*.

1. We see a mouse!

2. The mouse runs from us.

3. I look for the mouse.

4. The mouse does not look for me.

B. Look at each picture. Draw a line under the sentence that tells about it.

1. 

I see a mouse.

We see a mouse.

2. 

The mouse runs from me.

The mouse runs from us.

C. Pretend you have a pet mouse. Draw a picture of you and your mouse. Write a sentence about it.

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Funny Bunny

A. Choose the correct word to complete each sentence. Write the word on the line.



I me

1. _____ have a pet rabbit.

We Us

2. _____ play in the yard.

us me

3. Bunny hops away from _____.

We I

4. _____ chase Bunny.

I me

5. Bunny likes playing with _____.

B. Pretend you are a rabbit. Write a sentence about what you do or where you go.

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Let's Get a Pet

A. Read the story. Complete each sentence with a word from the word box.

I	me	us	We

I want a pet. _____ go to the pet store. Dad takes _____. _____ see a snake. A snake is not a good pet for me. We see a fish. A fish is a good pet for _____.

B. Complete each sentence with a word from the word box.

I	We	us

1. _____ feed the fish together.
2. _____ watch the fish.
3. Do the fish see _____?

C. Pretend you are in the fish tank! Write three sentences about what you would do or see.

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Snow Day

A. Read each sentence. Circle the pronoun *him*, *her*, *he*, or *she*.

1. She plays in the snow.
2. Freddy plays with her.
3. He slides on the ice.
4. Amy slides with him.

B. Circle the pronoun that can take the place of each underlined noun.

1. Justin makes a snowball. He Him
2. Justin gives the snowball to Maria. she her

C. Write a sentence about something you do with a friend. Use *him* or *her* in the sentence.

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Stuck!

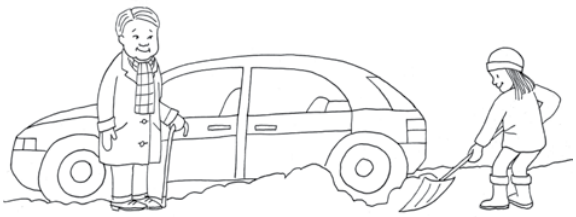
A. Choose the correct word to complete each sentence. Write the word on the line.

He	Him

1. _____ is stuck in the snow.

Her	She

2. _____ helps Mr. Lee.



him	her

3. Mr. Lee thanks _____.

B. Write the pronoun that can take the place of the underlined word or words.

1. The car belongs to <u>the man</u>. _____

2. <u>The girl</u> digs the car out of the snow. _____

3. The driver waves to <u>the girl</u>. _____

C. Write about a time when you helped someone. Use *him* or *her* in your sentence.

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At the Rink

A. Complete the story. Use the words from the word box.

He	She	him	her

Tessa skates on the ice. _____ is fast. She skates faster than Jim does. Tessa passes _____. _____ speeds up. He catches up to _____.

B. Complete the story. Use the words from the word box.

He	She	him	her

Mom is a good skater. _____ can spin and jump. Dad watches _____. Dad cannot skate. _____ cannot spin or jump. But Mom will teach _____.

C. Draw someone you know who does something well. Write a sentence about the person. Use *he* or *she*.

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Grow, Grow, Grow

A. Read each pair of sentences. Circle the pronoun *they*, *them*, or *it*.

1. The boys dig a hole.

They put seeds in the hole.

2. Flowers grow from the seeds.

The boys water them.

3. One flower grows fast.

It is huge!



B. Circle the pronoun that could replace the underlined words in each sentence.

1.	<u>The plants</u> grow tall.	They	Them
2.	The boys take care of <u>the plants</u>.	they	them
3.	<u>A flower</u> blooms.	It	They

C. Write a sentence about the picture on this page. Use *they* or *it*.

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Yummy Fruit

A. Choose the correct word to complete each sentence. Write each word on the line.



They Them

1. _____ like fruit.

they them

2. Aunt Jody buys a watermelon for _____.

it them

3. She cuts _____ into pieces.

B. Write the pronoun that can take the place of the underlined words. Use a pronoun from the word box.

it They them

1. <u>The children</u> eat the watermelon. _____

2. Aunt Jody eats with <u>the children</u>. _____

3. The family enjoys <u>the watermelon</u>. _____

C. Draw a picture of a fruit you like. Write a sentence about the picture. Use the word *it*.

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Poems

A. Read the story. Circle the three pronouns.

The children write a poem. It is called "Friends." They read the poem to Mr. Lam. Mr. Lam likes it!

B. Complete the story with pronouns from the word box.

It	They	them

The children make a poster. _____ write the poem on it. Everyone reads the poem. _____ makes people happy. Other children write a poem. Mr. Lam helps _____. He is proud of his students.

C. Write two sentences about reading a poem or a story to a group. Use *they* and *them*.

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Hidden Rocks

A. Read each sentence. Circle the pronoun that shows belonging: *your*, *her*, or *my*.

1. My sister, Cora, collects rocks.

2. Cora hides her rocks.

3. Mom asks, "Where are your rocks?"

B. Read each sentence. Circle the word that can take the place of the underlined word.

1. Dad looks in <u>Dad's</u> office.	his	your
2. Mom looks in <u>Mom's</u> car.	their	her
3. I find Cora's rocks under <u>Cora's</u> bed.	our	her

C. Write about something you have that you like a lot. Use the word *my*.

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Smile!

A. Choose the correct word to complete each sentence. Write each word on the line.

their his

1. Uncle Manny shows us _____ camera.

your my

2. He asks, "Can I take _____ picture?"

their our

3. We want _____ picture taken!

B. Circle the pronoun that completes each sentence. Write each word on the line.

1. The picture belongs to us.

   It is _____ picture. his our

2. The camera belongs to you.

   It is _____ camera. your my

3. The book belongs to my brothers.

   It is _____ book. his their

C. Write a sentence about something that belongs to you. Use the word *my* or *our*.

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New Teeth

A. Circle the three pronouns that are wrong.

Deb lost her tooth. Fred lost our tooth, too. The children put them under my pillows.

Then the teeth were gone. Did the tooth fairy take my teeth?

B. Complete the story. Use the words from the word box.

your	my	our

I lost _____ two front teeth. Have you lost _____ front teeth? Wow, _____ new teeth will be strong!

C. Write two sentences about the picture. Use the words *his* and *her*.



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Eat Your Vegetables

A. Read each sentence. Circle the word that tells which one: *this*, *that*, *these*, or *those*.

1. This tomato is juicy.

2. I want that carrot.

3. These peas are cold.

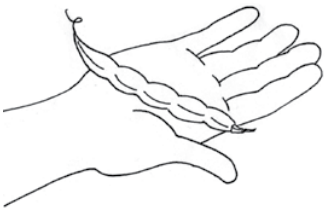
4. Those peas are hot.

B. Draw a line from each sentence to the picture that goes with it.

1. This bean is big.



2. Those beans are small.



C. Write two sentences about things you see in a kitchen. Use *this* in one sentence. Use *that* in the other sentence.

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Fall Fruit

A. Complete each sentence. Use words from the word box.

this	that	these	those



1. Wow, _____ apple is sweet.
2. Are _____ apples ripe?



3. May I eat _____ grapes?
4. I can't carry _____ pumpkin!

B. Write two sentences about the picture. Use *this* in one sentence. Use *these* in the other sentence.



_____

_____

_____

_____

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The Zoo

A. Choose the correct word to complete each sentence. Write the word on the line.

This	These

1. _____ giraffe takes peanuts from my hand.

That	Those

2. _____ monkeys swing on branches.

This	That

3. _____ bird sits on the highest branch.

B. Complete each sentence. Use a word from the word box.

This	These	Those

1. _____ bear nearby eats fruit.

2. _____ bears are sleeping far from people.

3. _____ cubs play close to us.

C. Pretend you are visiting a zoo. Write two sentences about the animals you see. Use *these* in one sentence and *those* in another sentence.

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Party Time

A. Read each sentence. Circle the pronoun *everyone*, *everything*, *anyone*, or *anything*.

1. Anyone can go to the party.
2. Everything is ready.
3. You can wear anything.
4. Everyone has fun.

B. Read each sentence. Draw a line to the picture that goes with it.

1. Everything is on the table.



2. Everyone wears a party hat.



C. Write a sentence about a party game you like to play. Use *everyone* in your sentence.

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We Work Together

A. Choose the correct word to complete each sentence. Write the word on the line.

Everything	Everyone

1. _____ does chores.

Anyone	Everyone

2. _____ is busy.

Everything	Anything

3. _____ gets picked up.

B. Complete the sentences with words from the word box. Use one of the words twice.

anyone	anything

1. Does _____ like chores?

2. I will do _____ except throw out the trash.

3. Can _____ find the broom?

C. Write another sentence about chores. Use *everyone* or *everything* in your sentence.

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A Walk in My Neighborhood

A. Choose the correct word to complete each sentence. Write each word on the line.

everything	everyone

1. I wave to _____.

everything	anyone

2. I don't see _____ new.

everyone	anything

3. I know _____ on my street.

B. Complete the story. Use the words from the word box.

anyone	anything	everything

I walk by a pretty house. Does _____ live there? I don't see _____ growing in the garden. Someone covered _____ on the porch, too.

C. Write two sentences about your neighborhood. Use *everyone* in one sentence. Use *everything* in the other sentence.

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Let's Sing!

A. Read the story. Complete each sentence with a word from the word box.

I	me	We	us

I like to make up songs. _____ will sing a song for you. Then you can sing a song for _____. We can make up a song together. _____ will sound good together!

B. Write the pronoun that can take the place of the underlined noun. Use a pronoun from the word box.

He	She	it	him

1. Grandpa and Grandma sing <u>a song</u>. _____

2. <u>Grandpa</u> sings the low notes. _____

3. <u>Grandma</u> sings the high notes. _____

4. Grandma loves to sing with <u>Grandpa</u>. _____

C. Write two sentences about singing to a group. Use *they* in one of your sentences.

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Let's Paint a Picture

A. Complete the story. Use the words from the word box.

his	her	their

Kenny has a sister named Penny. Kenny paints a picture of _____ sister. Then Penny paints a picture of _____ brother. The children look at _____ pictures. The pictures look alike!

B. Circle the pronoun that completes each sentence.

1. I have blue paint.

It is (your, my) paint.

2. You have yellow paint.

It is (my, your) paint.

3. We make green paint together.

It is (my, our) paint.

C. Draw a picture of someone in your family. Write a sentence about the person. Use *my*, *his*, or *her*.

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Let's Build a Fort

A. Choose the correct word to complete each sentence. Write the word on the line.

this	these

1. Put a blanket over _____ two chairs.

that	those

2. Get _____ pillows from over there.

this	that

3. I like it in here, inside _____ fort!

B. Write the pronoun that can take the place of the underlined words. Use a pronoun from the word box.

anyone	everything	everyone

1. We bring <u>all of our things</u> into the fort.

_____

2. We invite <u>all of our friends</u> into the fort.

_____

3. There is no more room for <u>even one person</u>.

_____

C. Write a sentence about everything you would put in a fort.

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School Days

A. Circle the capital letters in the days of the week.

1. The school bake sale is Monday.

2. Mom and I will bake bread on Sunday.

3. The last day of school is Friday.

B. Circle the comma between the day of the month and the year.

1. School will start on September 6, 2016.

2. We will have the Fall Festival on October 15, 2016.

3. Thanksgiving is on November 24, 2016.

C. Draw a picture of your favorite school holiday. Write its date below the picture.

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All Around the Year

A. Answer each question. Write the name of the day.

1. What day comes after Sunday? _____
2. What day comes after Thursday? _____
3. What day comes before Sunday? _____

B. Write the name of the month to complete each sentence.

1. _____ comes after March.
2. _____ comes after June.
3. _____ comes after November.

C. Write the name of your favorite month of the year. Draw a picture of something that happens during that month.

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Remember the Date

A. What's missing from each date? Write the dates correctly on the lines.

1. October 12 2016

_____

2. July 4 2017

_____

3. November 24 2018

_____

B. Write the date on the line to complete each sentence.

1. My birthday is

_____.

2. One classmate's birthday is

_____.

3. My best friend's birthday is

_____.

C. Draw a picture of a family member. Write that person's name and birth date below the picture.

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Summertime Fun!

A. Circle the commas that separate the things in a list.

1. Nahla can wade, swim, and dive in the pool.
2. Sasha, Matt, and Lauren watch the swimmers.
3. We bring tubes, rafts, and kickboards into the water.

B. Add commas where they are needed in each list.

1. We hike to the meadow the pond and the forest.
2. Matt sees a frog a fish and a dragonfly.
3. Lauren sees daisies dandelions and buttercups.

C. Write a sentence that lists three things you can see outside.

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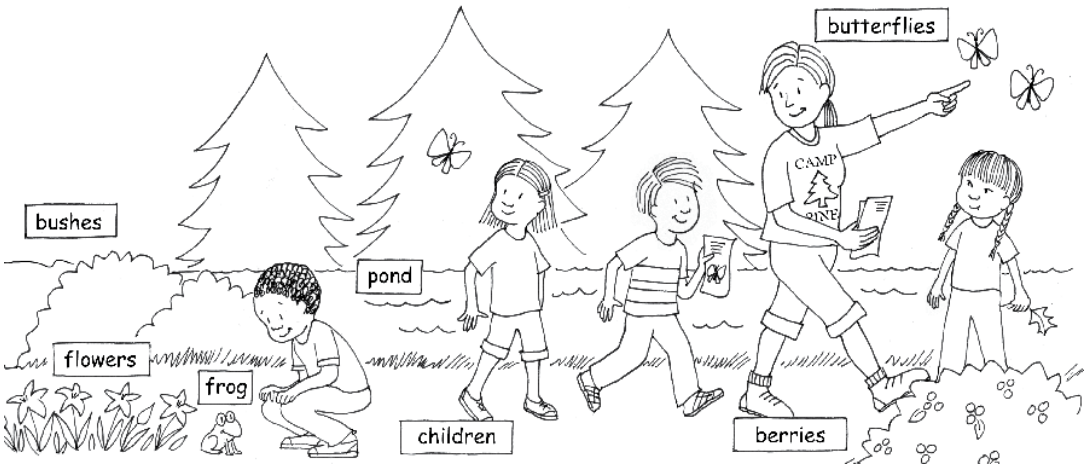
Nature Walk

A. Look at the picture. Write a sentence that tells three things you see. Use commas to separate the things.



B. What are three things you will do this summer? Write them in a sentence. Add commas to separate the things.

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Cooking Fun

A. Proofread the sentences. Add any missing commas between items in a series.

Nadia Jonah and Clare took a cooking class last summer. They made pancakes muffins and applesauce. Their teacher showed them how to blend stir and mash.

B. Pick three things to put on a pizza. Then write a sentence that tells what you picked.

meatballs	chicken	mushrooms
peppers	extra sauce	

_____

_____

_____

C. What would you like to learn how to cook? Write a sentence listing three foods. Use commas to separate the foods.

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The Children's Zoo

A. Read each compound sentence. Circle the comma and the word *and*, *or*, or *but*.

1. Ling loves animals, and she visits the children's zoo.
2. Roy wanted to go, but he got sick.
3. Ling can pet the goats, or she can feed the ducks.

B. Complete each sentence. Add a comma and a word from the word box.

and or but

1. Ling rides a pony _____ she brushes a cow.
2. She finds the bunnies _____ she can't find the sheep.
3. Ling can ride the zoo train _____ she can walk on the path.

C. Write a compound sentence that tells about the pictures.





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A Visit to the Firehouse

A. Complete each compound sentence. Add a comma and a word from the word box.

and	or	but

1. The children visit the firehouse _____ they have fun.
2. They stand on a truck _____ they do not ride on it.
3. They can ring a bell _____ they can watch other kids ring it.
4. The children want to stay _____ it is time to leave.
5. The kids walk home _____ they take the bus.

B. Draw a picture of a fire truck and a firefighter. Write a compound sentence about your picture.

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Fun at the Fair

A. Read the story. Draw a line under the two compound sentences.

The kids love the fair. Nate rides the merry-go-round, and Coco plays a game. They eat popcorn. Nate gets a balloon, but it blows away. Coco gives Nate her balloon.

B. Use *and*, *or*, or *but* to join the sentences. Write the new sentences on the lines.

1. Nate plays a game. He wins a prize.

_____

_____

2. The children can play more games. They can get a snack.

_____

_____

3. The fair is almost over. The children are not tired.

_____

_____

C. Write a compound sentence that tells about something fun you did.

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What Day Is It?

A. Read each sentence. Write the missing letter to complete the name of the day.

1. The first day of the school week is ___onday.

2. The day after Thursday is ___riday.

3. Saturday comes before ___unday.

B. Rewrite each date correctly.

1. july 7, 2016

_____

2. May 25 2016

_____

3. december, 18, 2017

_____

C. What is your favorite day of the week? Write a sentence that tells why it is your favorite day.

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Fly, Swim, and Crawl

A. Read each sentence. Add commas where they belong.

1. A bird has wings feathers and a beak.

2. Birds eat seeds bugs and worms.

3. I saw a bird sing hop and fly away.

4. Robins crows and jays are three kinds of birds.

B. Complete each sentence using all the words in the word box. Add commas and the word *and*.

Worms	snails	ants

1. _____ crawl on the ground.

rivers	lakes	ponds

2. Fish swim in _____.

C. Think of your favorite animal. Write a sentence that lists three things it can do. Add commas where they belong.

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Sleepy Time

A. Complete each sentence with a comma and a word from the word box. Use each word once.

and	or	but

1. I feel tired _____ I want to go to sleep.

2. I try to sleep _____ the baby keeps me awake.

3. I will stay in my bed _____ I will get Dad.

B. Write each pair of sentences as a compound sentence. Add a comma before *and*, *or*, or *but*.

1. We sleep in beds. Fish sleep in water.

_____ but

_____

2. Seals sleep on rocks. They sleep on sand.

_____ or

_____

3. Bats sleep in caves. They eat at night.

_____ and

_____

C. What are two things you do to get ready for bed? Write a compound sentence about them.

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Student Grammar Guide

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Sentences

A **sentence** has a naming part and a telling part.
It begins with a **capital letter**.

The teacher reads a story.

There are different kinds of sentences.

- A **telling sentence** tells about something. It ends with a **period**.

  The book is on the desk**.**

- A **question** asks something. It ends with a **question mark**.

  Do you have my book**?**

- A **command** tells someone what to do. It usually ends with a **period**.

  Please bring me that book**.**

- Some sentences show **strong feeling**. They end with an **exclamation point**.

  This is a great story**!**

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You can join two sentences to make a **compound sentence**. Use a **comma** and the word ***and***, ***but***, or ***or***.

We like to play inside**,** and we like to play outside.

We can play inside**,** or we can play outside.

Today we played inside**,** but we did not play outside.

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Nouns

A **noun** names a person, a place, or a thing. It can also name an animal, such as a cat or a bird.

Person	Place	Thing
 boy	 school	 balloon
 girl	 park	 cap
 coach	 store	 glass

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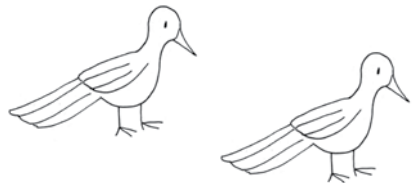
A noun can tell about **one** or **more than one**.

One	More Than One
 bird	 birds
 tree	 trees
 fox	 foxes

(continues)

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Nouns *(continued)*

A **proper noun** names a special person, place, animal, or thing. It begins with a **capital letter**.

 Nick	 Central Park	 Buddy

A noun can show **belonging**, or what someone or something has. It ends with an **apostrophe** and ***s***.

 the dog's bowl	 the spider's web	 the boy's umbrella

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Verbs

A **verb** is an **action word** that tells what someone or something does.

 swim	 ride	 paint
 read	 eat	 sleep
 kick	 hop	 run
 jump	 swing	 talk

(continues)

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Verbs *(continued)*

A verb can tell when an action happens.

- A verb can tell about an action happening **now**.

  Today Dad <u>cooks</u>.

- A verb can tell about an action that happened **in the past**.

  Yesterday Mom <u>cooked</u>.

- A verb can tell about an action that will happen **in the future**.

  Tomorrow I <u>will cook</u>.

A verb must match the noun it tells about.

One	More Than One
	
One hen <u>clucks</u>.	Two hens <u>cluck</u>.

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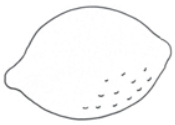
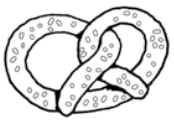
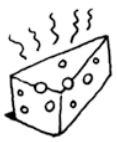
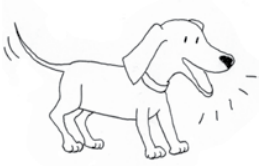
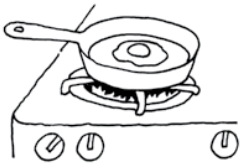
Adjectives

An **adjective** can tell how something **looks**, **feels**, **tastes**, **smells**, or **sounds**.

 round plate	 tall glass
 sour lemon	 salty pretzel
 stinky socks	 smelly cheese
 crunchy chips	 loud bark
 cold ice	 hot pan

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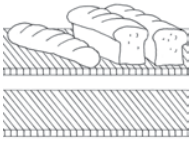
Prepositions

A **preposition** is a short word that can help tell **where** something is.



on the shelf



in the basket



under the table

around the cat's paw

A preposition can also help tell **when** something happens.

We will leave in six days.

We always eat dinner at 6:00.

I will see you on Friday.

The baby naps during the day.

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Pronouns

A **pronoun** is a word that can take the place of a noun.

 <u>He</u> drums.	 <u>She</u> blows the horn.
 <u>It</u> is loud.	 <u>They</u> are loud.
 <u>I</u> like to sing.	 <u>You</u> sing well.
 <u>We</u> both like to sing.	 <u>He</u> likes how we sing.

(continues)

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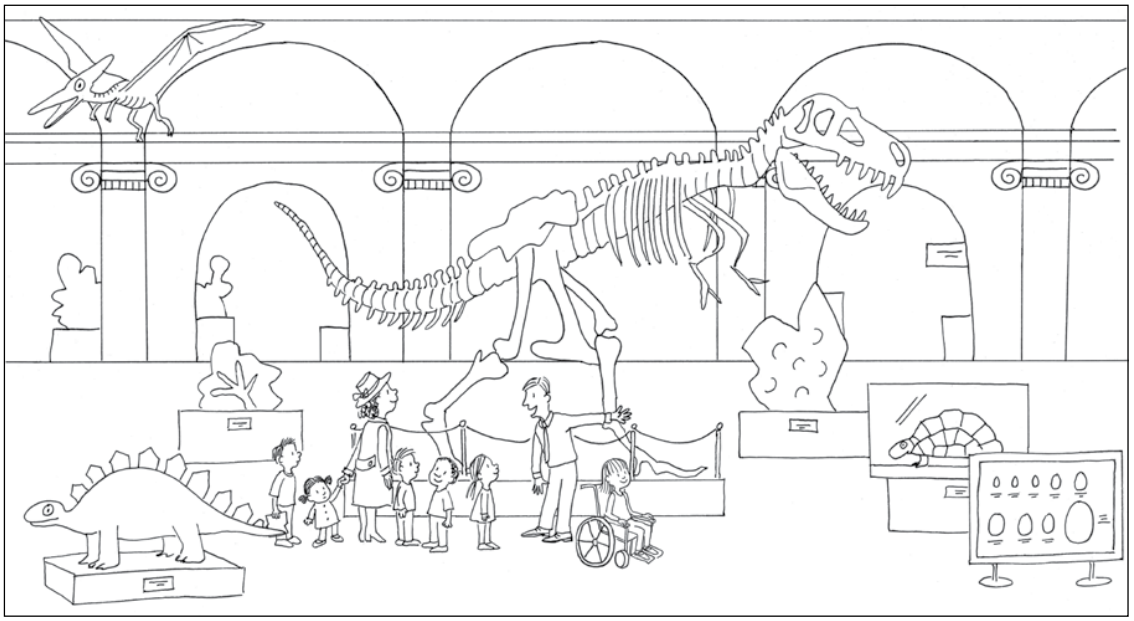
Pronouns *(continued)*

Some pronouns do not tell about a specific person or thing.



Everyone is at the museum.

I see everything.

Anyone can go to the museum.

I can't see anything.

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Some pronouns come after a verb or a preposition.

	Grandma helps <u>him</u>.
	Grandpa helps <u>them</u>.
	Throw <u>me</u> the ball.
	I will throw it back to <u>you</u>. This is a good game for <u>us</u>.

(continues)

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Pronouns *(continued)*

Some pronouns show **belonging**.

	<u>his</u> hamster
	<u>her</u> lizard
	<u>their</u> bird
	<u>our</u> pup
	<u>my</u> snake
	<u>your</u> rabbit

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Articles *A*, *An*, and *The*

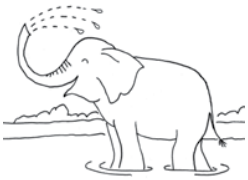
Use ***a*** and ***an*** when you talk about **one general** thing.

Use *a* before a consonant.



I see a bird.

Use *an* before a vowel.



I see an elephant.

Use ***the*** to talk about **one** or **more than one specific** thing. You can use *the* before a consonant or a vowel.



I see the spider.



I see the ants.

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This, That, These, and *Those*

Use ***this*** to talk about **one** thing **near** you. Use ***that*** to talk about **one** thing **farther** away.

 this book	 that book

Use ***these*** to talk about **more than one** thing **near** you. Use ***those*** to talk about **more than one** thing **farther** away.

 these crayons	 those crayons

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Days and Dates

The days of the week begin with a **capital letter**.

Sunday Monday Tuesday Wednesday
Thursday Friday Saturday

When you write the date, put a **comma** between the day and the year.

July 4**,** 2015 December 31**,** 1999

Commas in a List

Use a **comma** to separate words in a list.

I play soccer on Monday**,** Thursday**,** and Saturday.

Jim**,** Kaleb**,** and Ruby are on my team.

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Tasks



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Name: _____ Date: _____

Task 1

Draw a line under the correct word or words to complete each sentence.

1. I ride my bike to my _____ house.
   - **a.** friend
   - **b.** friends
   - **c.** friend's

2. I _____ about ten hours every night.
   - **a.** sleep
   - **b.** sleeps
   - **c.** sleeping

3. Susan _____ her dog every afternoon.
   - **a.** walk
   - **b.** walks
   - **c.** walking

4. My brother Juan fixes _____ own lunch.
   - **a.** his
   - **b.** her
   - **c.** him

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5. The children take care of _____ own kitten.
   a. her
   b. their
   c. your

6. Tomorrow we _____ a special dinner.
   a. cook
   b. cooked
   c. will cook

7. Now I _____ some juice.
   a. want
   b. wanted
   c. will want

8. The lake looks _____ today.
   a. noisy
   b. green
   c. sour

9. The ice cube feels _____.
   a. cold
   b. sweet
   c. tall

GO ON

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10. I like cherries, _____ I like grapes more.

a. or

b. and

c. but

11. Dad left the beach, _____ Ben went with him.

a. or

b. but

c. and

12. _____ pencil is mine.

a. This

b. These

c. Those

13. _____ kittens play with the yarn.

a. A

b. The

c. An

14. The ship sailed _____ the ocean.

a. under

b. above

c. across

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15. My dog sleeps _____ his own bed.

a. in

b. during

c. over

Read each question and draw a line under the correct answer.

16. Which word should begin with a capital letter?

My best friend lives in a city called oakland.

a. friend

b. city

c. oakland

17. Which is the best way to make these two sentences into one sentence?

Sam can keep the dime. He can spend it.

a. Sam can keep the dime, or he can spend it.

b. Sam can keep the dime or he can spend it.

c. Sam can keep the dime, he can spend it.

GO ON

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18. Which is the best way to make these two sentences into one sentence?

I know where my socks are. I can't find my shoes.

a. I know where my socks are or I can't find my shoes.

b. I know where my shoes or socks are.

c. I know where my socks are, but I can't find my shoes.

19. Which sentence is written correctly?

a. Fran was born on May 10 2007.

b. Fran was born on May, 10 2007.

c. Fran was born on May 10, 2007.

20. Which sentence is written correctly?

a. We grew peas corn and lettuce.

b. We grew peas, corn, and lettuce.

c. We grew peas, corn and, lettuce.

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Write the words in each box as a sentence. Use capital letters and end punctuation where they are needed.

21. My birthday is in june

_____

_____

22. Is sara your sister

_____

_____



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Name: _____ Date: _____

Task 2

Draw a line under the correct word or words to complete each sentence.

1. My little _____ bike is purple.
   - **a.** sister
   - **b.** sisters'
   - **c.** sister's

2. Jess _____ really good bread.
   - **a.** bake
   - **b.** bakes
   - **c.** baking

3. I _____ to my grandmother every week.
   - **a.** talk
   - **b.** talks
   - **c.** talking

4. My sister can stand on _____ head.
   - **a.** his
   - **b.** her
   - **c.** hers

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5. Who gave this to _____?

   a. you

   b. your

   c. yours

6. Yesterday we _____ a funny movie.

   a. watch

   b. watched

   c. will watch

7. Tomorrow Ken _____ his cousin.

   a. visit

   b. visited

   c. will visit

8. The sun is very _____ today.

   a. hot

   b. soft

   c. green

9. The new car is very _____.

   a. sour

   b. shiny

   c. scratchy

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10. I went to his house, _____ he was not at home.

a. or

b. so

c. but

11. I can rent the red bike, _____ I can buy the blue one.

a. so

b. because

c. or

12. _____ children over there are going to lunch.

a. Those

b. These

c. That

13. I found _____ dollar bill on the sidewalk.

a. a

b. an

c. those

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14. I sat _____ the tree to rest.

a. above

b. under

c. through

15. I will give this hat _____ my sister.

a. in

b. to

c. from

Read each question and draw a line under the correct answer.

16. Which word in this sentence should begin with a capital letter?

My cousin lives in boston.

a. cousin

b. in

c. boston

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17. Which is the best way to make these two sentences into one sentence?

I like beans. I do not like peas.

a. Beans I like peas I do not like.

b. I like beans, but I do not like peas.

c. I like beans, and peas.

18. Which is the best way to make these two sentences into one sentence?

We can play at your house. We can go to my house.

a. We can play at your house but not at my house.

b. We can play at your house, but we can go to my house.

c. We can play at your house, or we can go to my house.

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Read each question and draw a line under the correct answer.

19. Which sentence is written correctly?

a. I was born on June 12, 2008.

b. I was born on June, 12 2008.

c. I was born on June 12 2008.

20. Which sentence is written correctly?

a. We ate bread cheese and fruit on our picnic.

b. We ate bread cheese, and fruit on our picnic.

c. We ate bread, cheese, and fruit on our picnic.

Write the words in the box as a sentence. Use capital letters and end punctuation where they are needed.

21. | My friend tim likes soccer |

_____

_____

22. | Is soccer on Monday |

_____

_____



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GRADE 1

Assessment Resource Book

CCC Collaborative Literacy

Being a Writer™

Being a Writer™

SECOND EDITION



ASSESSMENT RESOURCE BOOK

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Assessment Resource Book

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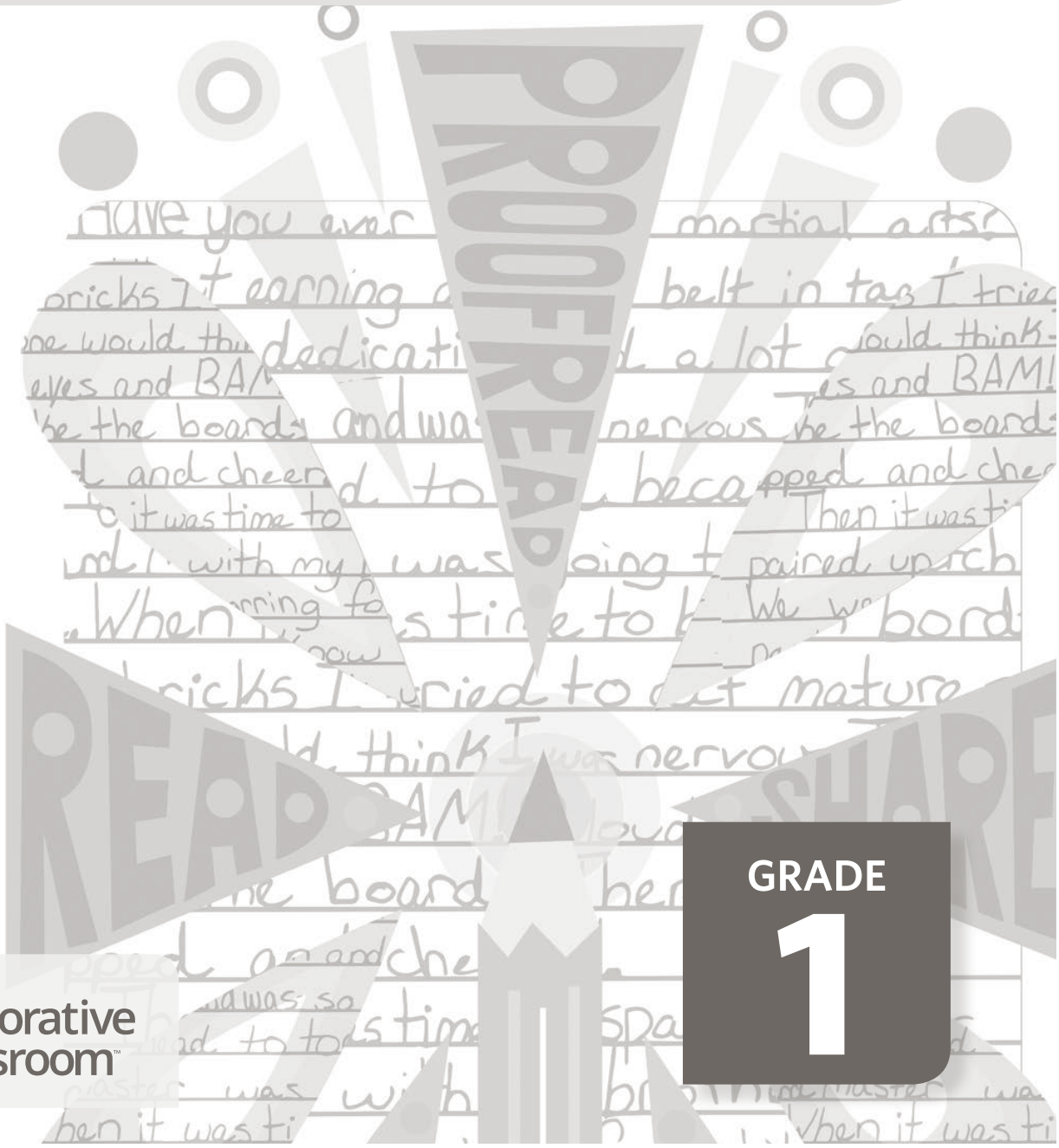

GRADE 1

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Assessment Overview

The assessments offered in the *Being a Writer*™ program are designed to help you (1) make informed instructional decisions as you teach the program, and (2) track your students' writing growth and social development over time. The assumption is that all of your students are developing at their own pace into strong, capable writers and that they are all developing into principled, responsible people with strong interpersonal skills.

The *Being a Writer* program provides a comprehensive and flexible set of formative and summative assessments that enable you to track and evaluate your students' progress and needs, unit-by-unit and across the year. (For a brief description of each assessment, see "Assessments" on page vi.) As you teach the lessons in the Teacher's Manual, an assessment icon (☑) will alert you whenever an assessment is suggested. If you are using the *Digital Teacher's Set*, tapping the assessment icon opens the CCC ClassView™ assessment app.

Everything you need to conduct each assessment, including instructions and forms, can be found in this book or accessed through the CCC ClassView app (ccclearninghub). You may choose to record your students' progress using printed copies of the forms from this book or from the CCC Learning Hub (ccclearninghub). For more information, see "CCC Class View App" below.

CCC ClassView App

The CCC ClassView app is an online application that contains all of the assessment forms and instructions available in this *Assessment Resource Book*. This tool also enables you to electronically collect, sort, synthesize, and report assessment data for each student. When conducting the assessments, you can enter data directly into the CCC ClassView app and then generate reports on the progress of individual students and the class as a whole. You can access the CCC ClassView app by tapping the linked assessment icons in the *Digital Teacher's Set*, directly accessing the app at classview.org, or via the CCC Learning Hub (ccclearninghub.org). For more information about the assessment app, view the "Using the CCC ClassView App" tutorial (AV80).



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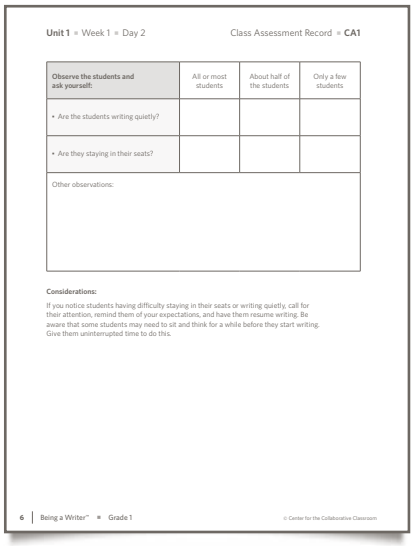
Assessments

CLASS ASSESSMENT



Unit 1 ▪ Week 1 ▪ Day 2 — Class Assessment Record ▪ CA1

Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
• Are the students writing quietly?			
• Are they staying in their seats?			
Other observations:			

Considerations:

If you notice students having difficulty staying in their seats or writing quietly, call for their attention, remind them of your expectations, and have them resume writing. Be aware that some students may need to sit and think for a while before they start writing. Give them uninterrupted time to do this.

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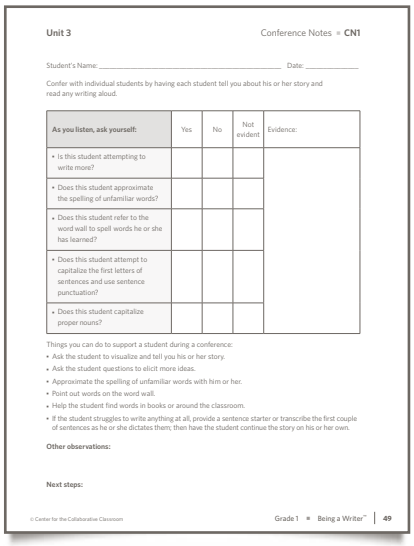
The class assessments are designed to help you assess the writing, and sometimes the social performance, of the whole class. As you teach the lessons, a Class Assessment Note in the *Teacher's Manual* will alert you when an assessment is suggested. During the class assessments you have the opportunity to observe the students as you ask yourself questions that focus your observations. These notes occur about once per week, usually during Writing Time, when the students are using the writing processes, craft, or skills that they are learning in the unit. Each Class Assessment Note has a corresponding "Class Assessment Record" sheet (CA) where you can record your observations. The record sheet reiterates the suggestions from the *Teacher's Manual* for how to proceed with the instruction based on your observations.

TEACHER CONFERENCE



Unit 3 — Conference Notes ▪ CN1

Student's Name: _____ Date: _____

Confer with individual students by having each student tell you about his or her story and read any writing aloud.

As you listen, ask yourself:	Yes	No	Not evident	Evidence:
• Is this student attempting to write more?				
• Does this student approximate the spelling of unfamiliar words?				
• Does this student refer to the word wall to spell words he or she has learned?				
• Does this student attempt to capitalize the first letters of sentences and use sentence punctuation?				
• Does this student capitalize proper nouns?				

Things you can do to support a student during a conference:

- Ask the student to visualize and tell you his or her story.
- Ask the student questions to elicit more ideas.
- Approximate the spelling of unfamiliar words with him or her.
- Point out words on the word wall.
- Help the student find words in books or around the classroom.
- If the student struggles to write anything at all, provide a sentence starter or transcribe the first couple of sentences as he or she dictates them; then have the student continue the story on his or her own.

Other observations:

Next steps:

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Teacher conferences provide you with the opportunity to talk with individual students about their writing, identify areas of strength, and note areas in which a student needs more support. As you teach the lessons, a Teacher Conference Note in the *Teacher's Manual* will alert you when an individual teacher conference is suggested. These notes provide specific questions related to the students' writing that you might ask yourself or a student when conferring individually. Many notes also include suggestions for supporting struggling students. Each Teacher Conference Note has a corresponding "Conference Notes" record sheet (CN) where you can document your suggestions and observations that result from each conference. We encourage you to confer

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with each student at least once or twice per unit, depending on the length of the unit. The "Conference Notes" record sheets from your writing conferences with the students also comprise an important source of information for the Individual Writing Assessment (see page viii).

Student Goals and Interests Survey

The questions provided in the first "Conference Notes" record sheet can be used as a beginning-of-year survey of your students' goals and interests. After you have conferred with all of your students, we recommend that you review the students' responses to the questions and look both for patterns across the class and for individual comments that stand out for you. For example, you might note writing topics and genres that the students are interested in and whether the students exhibit an aversion to, or affinity for, writing. The information you gather can help you plan instruction for the coming months.

After analyzing your students' responses, you might share with the class what you learned about them as writers and how you plan to help them build their love of writing over the course of the year. For ideas on how to facilitate a class discussion about the survey, see the extension "Discuss the Students' Writing Goals and Interests" on page 124 of the *Teacher's Manual*.

The questions in the final Teacher Conference Note of the year can serve as an end-of-year survey of your students' perceptions of their growth as writers, a measure of their attitudes toward writing, and a summary of their goals for summer writing. After you have conferred with your students, you might share the information from this final survey with them, along with the initial survey, and discuss how the students' attitudes toward writing have changed.

SOCIAL SKILLS ASSESSMENT

The Social Skills Assessment allows you to note how well each student is learning and applying the social skills taught in the program. In addition to social skills, this assessment allows you to track how well each student integrates the values of responsibility, respect, fairness, caring, and helpfulness into his or her behavior. As you teach the lessons, a Social Skills Assessment Note in the *Teacher's Manual* will alert you when a social skills assessment is suggested. We recommend that you do this assessment three times during the year—in the fall, winter, and spring. (If you teach in a year-round school, adapt as necessary to assess early in the year, midyear, and at the end of the year.) The "Social Skills Assessment Record" sheet (SS1) allows you to track how individual students are doing with particular skills over the course of the year (see page 131).

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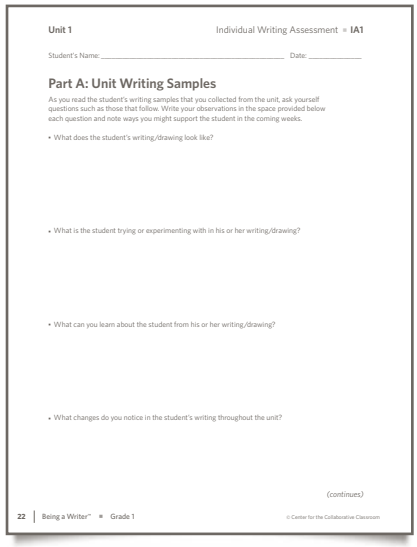
INDIVIDUAL WRITING ASSESSMENT

The Individual Writing Assessment is designed to help you assess growth in the writing of individual students. At the beginning of the year, some of your students may still be in the early stages of writing development, but by midyear you can expect that most of your students will be conventional writers. To address this transition, the Individual Writing Assessment in Units 1–3 focuses on analyzing students' writing for certain characteristics that are common in the early stages of writing development. (For more information, see "Early Writing Development" on page xiv.) Beginning with Unit 4, the students start to produce published pieces, and the focus of the assessment shifts to assessing the students' writing using certain descriptors of successful writing.*

In Units 1–3, the "Individual Writing Assessment" record sheet (IA) consists of two sections—Part A: Unit Writing Samples and Part B: End-of-unit Writing Sample—and a few Reflection questions to help guide your assessment of each student's growth.

Part A: Unit Writing Samples



Unit 1 Individual Writing Assessment ■ IA1

Student's Name: _____ Date: _____

Part A: Unit Writing Samples

As you read the student's writing samples that you collected from the unit, ask yourself questions such as those that follow. Write your observations in the space provided below each question and note ways you might support the student in the coming weeks.

- What does the student's writing/drawing look like?
- What is the student trying or experimenting with in his or her writing/drawing?
- What can you learn about the student from his or her writing/drawing?
- What changes do you notice in the student's writing throughout the unit?

(continues)

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During any given unit, you will collect several writing samples that represent the work a student is doing as the unit progresses. Part A of the Individual Writing Assessment provides you with questions you can ask yourself as you analyze each student's writing samples. The purpose of Part A is to note ways in which the student is using writing and/or drawing to communicate his or her ideas and to help you reflect on what can be learned about the student's writing development.

*For information about the how this program's "Descriptors of Successful Writing" relate to the 6+1 Traits®, used by many schools as part of writing assessment, see "The 6+1 Trait® Writing Model and the *Being a Writer* Program" on page xxiv of the *Teacher's Manual*.

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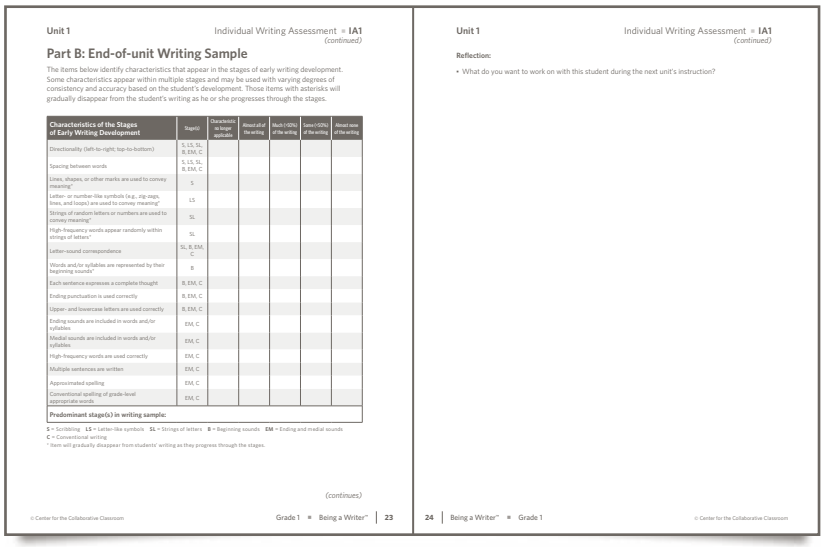
Part B: End-of-unit Writing Sample

Part B of the Individual Writing Assessment requires you to collect a sample of each student's writing from the end of the unit. You then analyze that writing sample using a chart that identifies characteristics that are evident in the early stages of writing development. The purpose of Part B is to note the characteristics that appear in a student's writing as well as those characteristics that the student has moved beyond developmentally. This information can be used to help you determine the skills that the student is using consistently and to identify areas in which you can focus your instruction to support the student's writing growth. Examples of assessed student work are provided for each unit as models for how to analyze your students' writing using the chart.

Reflection The Reflection section in Part B provides questions that help you reflect on each student's progress since the previous assessment and determine what you would like to work on with each student in the next unit. Space is provided for recording observations and suggestions for future instruction.



Unit 1 Individual Writing Assessment ■ IA1 (continued)

Part B: End-of-unit Writing Sample

The items below identify characteristics that appear in the stages of early writing development. Some characteristics appear within multiple stages and may be used with varying degrees of consistency and accuracy based on the student's development. Those items with asterisks will gradually disappear from the student's writing as he or she progresses through the stages.

Characteristics of the Stages of Early Writing Development	Stage(s)	Characteristic no longer applicable	Almost all of the writing	Much (~50%) of the writing	Some (<50%) of the writing	Almost none of the writing
Directionality (left-to-right; top-to-bottom)	S, LS, SL, B, EM, C					
Spacing between words	S, LS, SL, B, EM, C					
Lines, shapes, or other marks are used to convey meaning*	S					
Letter- or number-like symbols (e.g., zig-zags, lines, and loops) are used to convey meaning*	LS					
Strings of random letters or numbers are used to convey meaning*	SL					
High-frequency words appear randomly within strings of letters*	SL					
Letter-sound correspondence	SL, B, EM, C					
Words and/or syllables are represented by their beginning sounds*	B					
Each sentence expresses a complete thought	B, EM, C					
Ending punctuation is used correctly	B, EM, C					
Upper- and lowercase letters are used correctly	B, EM, C					
Ending sounds are included in words and/or syllables	EM, C					
Medial sounds are included in words and/or syllables	EM, C					
High-frequency words are used correctly	EM, C					
Multiple sentences are written	EM, C					
Approximated spelling	EM, C					
Conventional spelling of grade-level appropriate words	EM, C					
Predominant stage(s) in writing sample:						

S = Scribbling **LS** = Letter-like symbols **SL** = Strings of letters **B** = Beginning sounds **EM** = Ending and medial sounds **C** = Conventional writing

* Item will gradually disappear from students' writing as they progress through the stages.

(continues)

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Unit 1 Individual Writing Assessment ■ IA1 (continued)

Reflection:

- What do you want to work on with this student during the next unit's instruction?

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Beginning with Unit 4, the Individual Writing Assessment consists of the following sections: Published Writing—with a few Reflection questions—and an optional Characteristics of Early Writing section.

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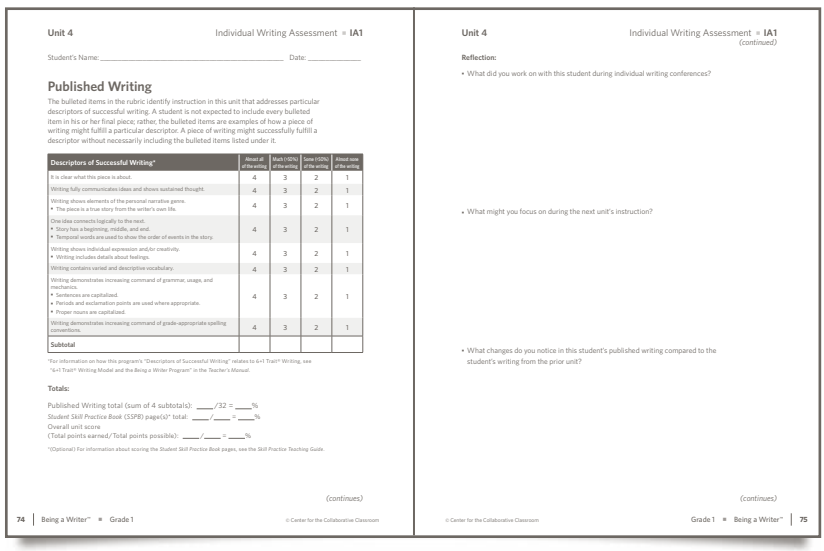
Published Writing

The Published Writing section helps you to score each student's published piece using a rubric that identifies certain descriptors of successful writing. You assess the writing to determine whether *almost all*, *much*, *some*, or *almost none* of the writing shows evidence of each descriptor. Examples of scored student work are provided as models to help you score your students' writing using the rubric. The scored writing sample can be used as a basis for grading. Progress in the *Being a Writer* program is determined by an increase in scores over time, rather than proximity of any particular score to the highest possible score in a given rubric. The assumption is that all students are growing at their own pace into strong, capable writers.

Reflection The Reflection section provides an opportunity for you to think about and record what you notice about the student's writing growth compared to the previous unit's assessment, and to record suggestions for future instruction.

The information from the "Individual Writing Assessment" and the "Conference Notes" record sheets, combined with any scored *Student Skill Practice Book* activities, constitute a record of each student's development over the unit. (For more information about scoring *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.) The "Individual Writing Assessment Class Record" sheet (CR1) is provided for you to record your students' progress over the course of the year (see page 135). If you are using the CCC ClassView app, you can generate a variety of reports that track individual students' progress as well as the progress of your class as a whole.



Unit 4 Individual Writing Assessment ▪ IA1

Student's Name: _____ Date: _____

Published Writing

The bulleted items in the rubric identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	4	3	2	1
Writing fully communicates ideas and shows sustained thought.	4	3	2	1
Writing shows elements of the personal narrative genre. • The piece is a true story from the writer's own life.	4	3	2	1
One idea connects logically to the next. • Story has a beginning, middle, and end. • Temporal words are used to show the order of events in the story.	4	3	2	1
Writing shows individual expression and/or creativity. • Writing includes details about feelings.	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. • Sentences are capitalized. • Periods and exclamation points are used where appropriate. • Proper nouns are capitalized.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions.	4	3	2	1
Subtotal				

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual*.

Totals:

Published Writing total (sum of 4 subtotals): ____/32 = ____%
Student Skill Practice Book (*SSPB*) page(s)* total: ____/____ = ____%
Overall unit score
(Total points earned/Total points possible): ____/____ = ____%

*(Optional) For information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.

(continues)

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Unit 4 Individual Writing Assessment ▪ IA1 *(continued)*

Reflection:

- What did you work on with this student during individual writing conferences?
- What might you focus on during the next unit's instruction?
- What changes do you notice in this student's published writing compared to the student's writing from the prior unit?

(continues)

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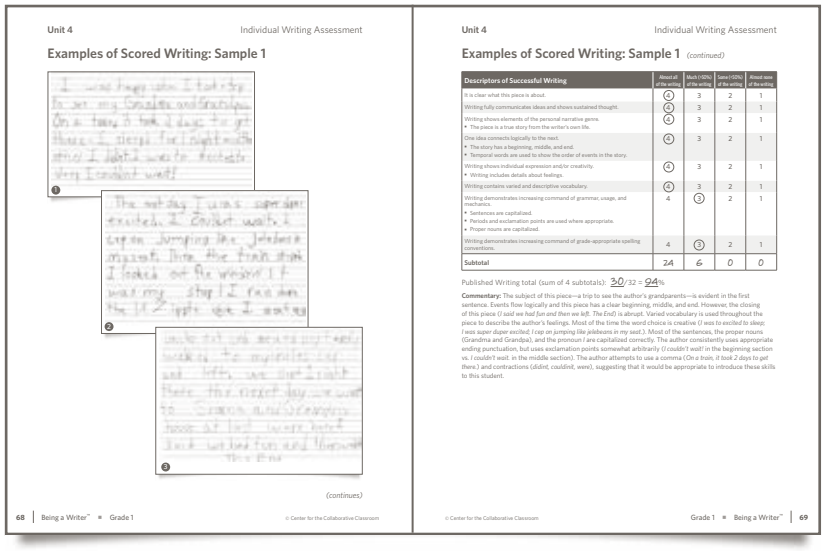

Unit 4 Individual Writing Assessment

Examples of Scored Writing: Sample 1

(continues)

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Unit 4 Individual Writing Assessment

Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	(4)	3	2	1
Writing fully communicates ideas and shows sustained thought.	(4)	3	2	1
Writing shows elements of the personal narrative genre. • The piece is a true story from the writer's own life.	(4)	3	2	1
One idea connects logically to the next. • The story has a beginning, middle, and end. • Temporal words are used to show the order of events in the story.	(4)	3	2	1
Writing shows individual expression and/or creativity. • Writing includes details about feelings.	(4)	3	2	1
Writing contains varied and descriptive vocabulary.	(4)	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. • Sentences are capitalized. • Periods and exclamation points are used where appropriate. • Proper nouns are capitalized.	4	(3)	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions.	4	(3)	2	1
Subtotal	24	6	0	0

Published Writing total (sum of 4 subtotals): 30/32 = 94%

Commentary: The subject of this piece—a trip to see the author's grandparents—is evident in the first sentence. Events flow logically and this piece has a clear beginning, middle, and end. However, the closing of this piece (*I said we had fun and then we left. The End*) is abrupt. Varied vocabulary is used throughout the piece to describe the author's feelings. Most of the time the word choice is creative (*I was to excited to sleep; I was super duper excited, I cop on jumping like jelebeans in my seat.*). Most of the sentences, the proper nouns (Grandma and Grandpa), and the pronoun *I* are capitalized correctly. The author consistently uses appropriate ending punctuation, but uses exclamation points somewhat arbitrarily (*I couldn't wait!* in the beginning section vs. *I couldn't wait.* in the middle section). The author attempts to use a comma (*On a train, it took 2 days to get there.*) and contractions (*didint, couldint, were*), suggesting that it would be appropriate to introduce these skills to this student.

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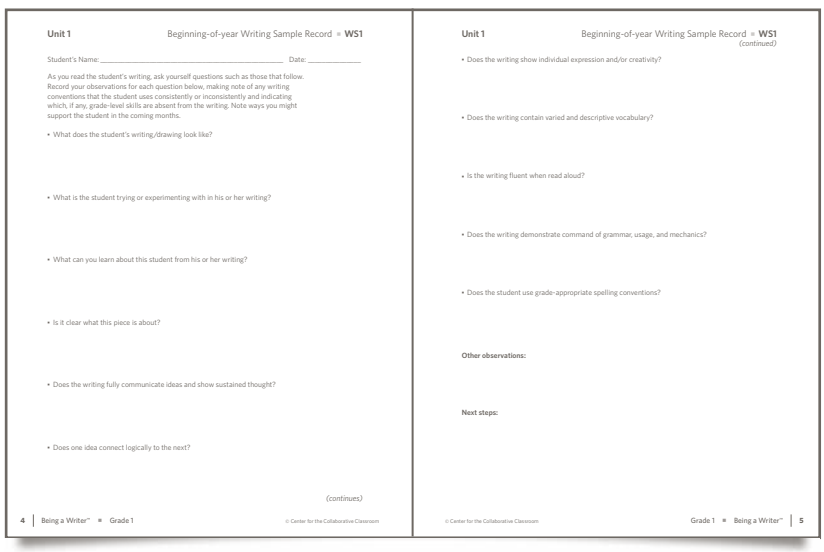
(Optional) Characteristics of Early Writing

If a student is struggling to write conventionally or demonstrate the descriptors of successful writing, you might use the questions in this section to analyze the student's writing. A chart is provided for recording your observations and suggestions for supporting the student.

BEGINNING- AND END-OF-YEAR WRITING SAMPLES (OPTIONAL)

You may choose to obtain a beginning-of-year writing sample from each student to determine a baseline for individual students' writing ability. Each student is asked to write in response to a prompt and is encouraged to incorporate what he or she knows about good writing and the writing process into this piece. After obtaining the writing samples, we recommend that you analyze each student's writing using the "Beginning-of-year Writing Sample Record" sheet (WS1). The information you gather from the students' writing can help you determine your students' current writing skills and can help you plan your instruction in the coming months. For more information, see "Obtaining a Beginning-of-year Writing Sample" on page 2.



Unit 1 Beginning-of-year Writing Sample Record ■ **WS1**

Student's Name: _____ Date: _____

As you read the student's writing, ask yourself questions such as those that follow. Record your observations for each question below, making note of any writing conventions that the student uses consistently or inconsistently and indicating which, if any, grade-level skills are absent from the writing. Note ways you might support the student in the coming months.

- What does the student's writing/drawing look like?
- What is the student trying or experimenting with in his or her writing?
- What can you learn about this student from his or her writing?
- Is it clear what this piece is about?
- Does the writing fully communicate ideas and show sustained thought?
- Does one idea connect logically to the next?

(continues)

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Unit 1 Beginning-of-year Writing Sample Record ■ **WS1** *(continued)*

- Does the writing show individual expression and/or creativity?
- Does the writing contain varied and descriptive vocabulary?
- Is the writing fluent when read aloud?
- Does the writing demonstrate command of grammar, usage, and mechanics?
- Does the student use grade-appropriate spelling conventions?

Other observations:

Next steps:

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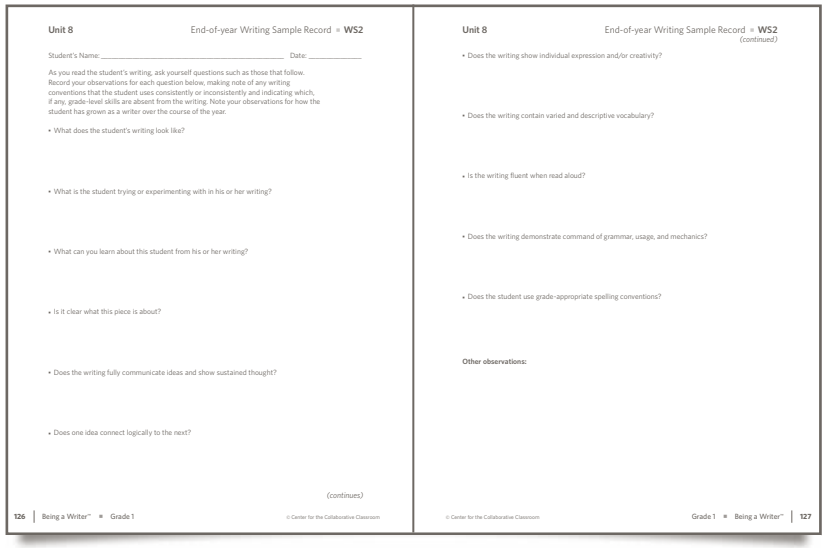
End-of-year writing samples are obtained from the students using the same prompt as the beginning-of-year writing samples. After obtaining the writing samples, we recommend that you analyze each student's writing using the "End-of-year Writing Sample Record" sheet (WS2). If you obtained both samples, comparing the "Beginning-of-year Writing Sample Record" and "End-of-year Writing Sample Record" sheets can help you evaluate your students' growth as writers and the effectiveness of the year's instruction. For more information, see "Obtaining an End-of-year Writing Sample" on page 124.

We suggest that you obtain the beginning-of-year writing samples during the first month of school and the end-of-year writing samples during the last unit of instruction in the program.



Unit 8 End-of-year Writing Sample Record ▪ **WS2**

Student's Name: _____ Date: _____

As you read the student's writing, ask yourself questions such as those that follow. Record your observations for each question below, making note of any writing conventions that the student uses consistently or inconsistently and indicating which, if any, grade-level skills are absent from the writing. Note your observations for how the student has grown as a writer over the course of the year.

- What does the student's writing look like?
- What is the student trying or experimenting with in his or her writing?
- What can you learn about this student from his or her writing?
- Is it clear what this piece is about?
- Does the writing fully communicate ideas and show sustained thought?
- Does one idea connect logically to the next?

(continues)

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Unit 8 End-of-year Writing Sample Record ▪ **WS2** *(continued)*

- Does the writing show individual expression and/or creativity?
- Does the writing contain varied and descriptive vocabulary?
- Is the writing fluent when read aloud?
- Does the writing demonstrate command of grammar, usage, and mechanics?
- Does the student use grade-appropriate spelling conventions?

Other observations:

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Overview of Grade 1 Assessment

The table below provides an overview of the assessments in Grade 1 of the *Being a Writer* program. The ■ indicates the units in which a particular assessment can be found.

Overview of Grade 1 Assessment

Assessment	Unit 1: The Writing Community	Unit 2: Getting Ideas	Unit 3: Telling More	Unit 4: Writing Stories About Me	Unit 5: Writing Nonfiction	Unit 6: Exploring Words Through Poetry	Unit 7: Opinion Writing	Unit 8: Revisiting the Writing Community
Class Assessment	■	■	■	■	■	■	■	■
Teacher Conference		■	■	■	■	■	■	■
Social Skills Assessment		■		■				■
Individual Writing Assessment (Stages of Early Writing Development)	■	■	■					
Individual Writing Assessment (Descriptors of Successful Writing)				■	■	■	■	
(Optional) Beginning- and End-of-year Writing Sample	■							■
(Optional) *Student Skill Practice Book* pages*				■	■	■	■	

*As the students begin to write conventionally, you may want to track their progress with the skills and conventions you have taught from the *Skill Practice Teaching Guide* by scoring their work on the third practice page for each lesson in the *Student Skill Practice Book*. For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.

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Individual Assessment Folders

We recommend that you create a folder for each student in which to store collected writing samples, "Individual Writing Assessment" and "Conference Notes" record sheets, and assessed writing. Beginning with Unit 4, you may also want to make copies of each student's scored writing and file these in the assessment folder. Periodically, you can use the materials in the folder to discuss the student's progress with him or her, as well as with parents and other adults in the school. The folders can travel to the next grade with the students.

Early Writing Development

Our youngest students begin their journey to becoming writers by telling stories orally and by drawing and/or scribbling on the page. To these students, both drawing and scribbling convey meaning, and the students can "read" their drawings or scribbles as if they were written conventionally. As students' knowledge of letter–sound correspondence develops and they are exposed to an abundance of literature, their stories become more detailed and their writing begins to take on the characteristics of conventional writing.

The "Stages of Early Writing Development" chart starting on the next page provides information about several stages through which young writers commonly progress on their way to becoming conventional writers. For each stage, the chart provides a paragraph that describes what the student is accomplishing as a writer, characteristics that may be evident in the student's writing, and a sample of student writing. You will find that some of the characteristics identified in the chart appear in multiple stages (for example, spacing after words, directionality, and capitalization). This ongoing development of skills is to be expected as students begin to make connections between the spoken and written word and then start to incorporate the conventions of written language into their own writing.

You might use the information in the "Stages of Early Writing Development" chart in conjunction with the information you gather from the Individual Writing Assessment (see page viii) to discuss your students' writing growth with their families, to inform your instruction, and to help support individual students as they become conventional writers. Keep in mind that each student will progress through the stages at his or her own pace and that progression may or may not be linear.

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Stages of Early Writing Development

Pre-phonetic Writing and Writers

Drawing and/or Scribbling

About the Student

To young writers, drawings and scribbles are meaningful and purposeful. Students "read" their drawings and scribbles as they would read conventional writing. Scribbling shows that students are beginning to distinguish between writing and drawing. When retelling their stories, students who point to where their story begins are showing beginning awareness of directionality.

Characteristics

- Students tell a story through drawing.
- Students write lines, shapes, or other marks in an attempt to convey meaning.
- Students may begin to attend to directionality when retelling their stories (left-to-right, top-to-bottom).



Letter-like Symbols

About the Student

Students who begin writing letter-like symbols show that they are beginning to understand that symbols convey meaning. These students are starting to recognize environmental print and are trying to reproduce it in their own writing.

Characteristics

- Students might be making shapes that resemble (but are not) letters or numbers including lines, zig-zags, and loops.
- Students might insert some letters among letter-like symbols.
- Students may attend to directionality when writing (left-to-right, top-to-bottom).



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Pre-phonetic Writing and Writers

Strings of Letters

About the Student

Students who begin writing strings of letters show that they understand that letters are consistent and purposeful. Strings of letters usually appear in students' writing when they are learning the alphabet. Letters in a student's name and capital letters may appear more frequently. Students who are using strings of letters are attending to directionality and in later efforts may show evidence of one-to-one correspondence between a letter they have written and a spoken word. Students might attempt to produce familiar forms of writing (lists, stories, messages) and read back their own writing. Students may continue to use familiar methods of writing (letter-like symbols or scribbling) as their writing tasks become more complex.

Characteristics

- Students might write strings of letters or numbers in random order.
- Early efforts may include scribbles and letter-like symbols as students experiment with using letters.
- In later efforts, students may begin attending to letter–sound correspondence and spacing.
- Students might string together a series of high-frequency words or words seen in their environment (e.g., words that appear on bulletin boards, calendars, or morning messages).
- Students attend to directionality when writing (left-to-right, top-to-bottom).



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Stages of Early Writing Development *(continued)*

Phonetic Writing and Writers

Beginning Sounds

About the Student

Students who begin to attend to the beginning sounds of words show that they are developing letter–sound correspondence. They are continuing to develop directionality in their writing and may begin to attend to spacing after words. They are also experimenting with known forms of writing and writing sentences.

Characteristics

- Students might represent words and/or syllables within words by their beginning sounds, but representation might not always be accurate (e.g., *j = giant*, *bk = because*).
- Students may begin to intentionally incorporate uppercase and lowercase letters in their writing and experiment with using ending punctuation.
- Students might continue to insert random letters and strings of letters in their writing.
- Students might attempt to write sentences that express a complete thought.
- Students may begin to pay attention to spacing.
- Students continue to develop directionality in their writing.



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Stages of Early Writing Development *(continued)*

Phonetic Writing and Writers

Ending and Medial Sounds

About the Student

As students continue to develop letter–sound correspondence, they begin to incorporate ending consonant and medial sounds in their writing. They may use letter–name strategies to spell words (e.g., *ras* = *race*, *da* = *day*, *nit* = *night*) and may also attempt to apply familiar spelling patterns to their writing (e.g., *fat*, *cat*, *bat*). They continue to experiment with known forms of writing and writing sentences.

Characteristics

- Students continue to develop directionality in their writing.
- Students attend to spacing and writing sentences that express a complete thought.
- Students might continue to insert random letters and strings of letters in their writing.
- Students begin to include ending and/or medial sounds in addition to beginning sounds to represent words or syllables within words, but representation might not always be accurate (e.g., *jt* = *giant*, *bkz* = *because*).
- Students may spell high-frequency words correctly.
- Students may begin to write multiple sentences.
- Students may begin to use capital letters and ending punctuation in a conventional way.



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Stages of Early Writing Development *(continued)*

Phonetic Writing and Writers

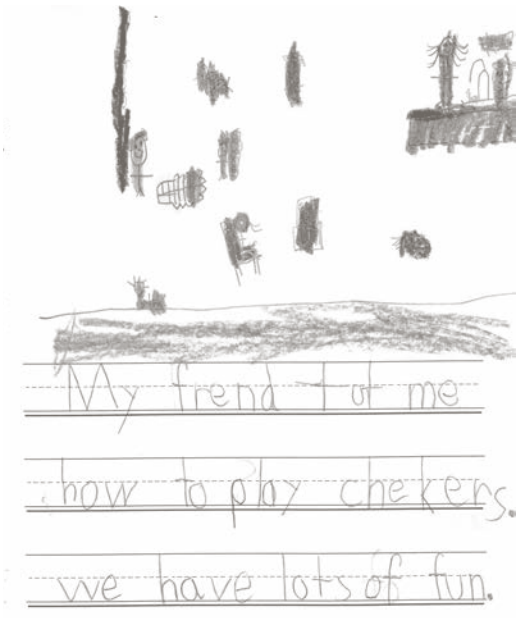
Conventional Writing

About the Student

By this point, students are becoming comfortable with the process of writing. They have mastered directionality and spacing and have a sense of when to use capital letters and punctuation although consistency of use may vary with the complexity of the task.

Characteristics

- Students use capital letters and punctuation.
- Students are writing multiple sentences.
- Students are beginning to spell grade-level appropriate words conventionally and use approximated spelling to spell unfamiliar words.



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Unit 1

The Writing Community

Beginning-of-year Writing Sample (WS1) 2

Class Assessment Records (CA1–CA10) 6

Individual Writing Assessment (IA1) 16

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Obtaining a Beginning-of-year Writing Sample

Conduct this assessment during the first month of the school year. If you would like to administer this assessment online, go to classview.org to learn how you can conduct the *Being a Writer* assessments using the CCC ClassView app.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of the "Beginning-of-year Writing Sample Record" sheet (WS1) from the CCC Learning Hub (ccclearninghub.org) or from page 4. Review the questions on the record sheet to help you prepare to analyze each student's work.

✓ Plan to provide enough time for the students to complete the writing sample. You might base the amount of time on your school district's requirements for similar writing tasks or simply provide your students with the time they need to complete their writing.

✓ Gather any additional materials needed to complete the writing task (for example, dictionaries, extra pencils, crayons, or markers) and make them available to your students.

✓ Write the following prompt where everyone can see it: *Think about something that makes you happy. Draw and write a story about something that makes you happy.*

CONDUCTING THE ASSESSMENT

1. Tell the students that today they will each write a piece to show what they know about good writing. Explain that the students should try to do their best writing in this piece.
2. State your expectations for how the students will behave while you are conducting the assessment (for example, students should stay in their seats, work silently, and raise their hands if they have questions). You might also tell the students what additional resources, if any, they can use as they write (such as drawing materials or a dictionary).
3. Direct the students' attention to the prompt and explain that they will all write about this topic. Read the prompt aloud.
4. Give the students a few moments to think about what they will write. (If you are conducting this assessment as a timed writing activity, tell the students how much time they will have to complete their writing and that you will let them know when they have 10 minutes remaining.)
5. Distribute writing paper and have the students begin.
6. Signal the end of the writing period and collect the students' writing.

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ANALYZING THE ASSESSMENT

For each student's writing sample:

1. Read the piece carefully. As you read, think about the questions on the "Beginning-of-year Writing Sample Record" sheet (WS1) and record your observations. Make note of any writing conventions that the student uses consistently or inconsistently, and indicate which, if any, grade-level skills are absent from the writing.
2. Use the information you gather from the student's writing to help inform your instruction in the coming months. (For example, if you notice that many students struggle to write engaging opening sentences, you can make note to emphasize that instruction when appropriate.)
3. Attach the completed record sheet to the writing sample and file it in the student's individual assessment folder.

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Student's Name: _____ Date: _____

As you read the student's writing, ask yourself questions such as those that follow. Record your observations for each question below, making note of any writing conventions that the student uses consistently or inconsistently and indicating which, if any, grade-level skills are absent from the writing. Note ways you might support the student in the coming months.

- What does the student's writing/drawing look like?

- What is the student trying or experimenting with in his or her writing?

- What can you learn about this student from his or her writing?

- Is it clear what this piece is about?

- Does the writing fully communicate ideas and show sustained thought?

- Does one idea connect logically to the next?

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- Does the writing show individual expression and/or creativity?

- Does the writing contain varied and descriptive vocabulary?

- Is the writing fluent when read aloud?

- Does the writing demonstrate command of grammar, usage, and mechanics?

- Does the student use grade-appropriate spelling conventions?

Other observations:

Next steps:

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students writing quietly?			
▪ Are they staying in their seats?			
Other observations:			

Considerations:

If you notice students having difficulty staying in their seats or writing quietly, call for their attention, remind them of your expectations, and have them resume writing. Be aware that some students may need to sit and think for a while before they start writing. Give them uninterrupted time to do this.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students writing quietly?			
▪ Are they staying in their seats?			
Other observations:			

Considerations:

If necessary, use a symbol—like a star on the board—as a signal for quiet. When the star is up, there is no talking or moving around. When you erase the star, the students may talk and move.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to write sentences from left to right?			
▪ Do they leave spaces between words?			
▪ Are they handling the materials responsibly?			
Other observations:			

Considerations:

If you notice any student forgetting to write from left to right, consider putting a dot on the left side of his or her wipe-off board. Teach him or her to put a finger on the dot and begin writing from this position. If he or she struggles with leaving spaces between words, encourage him or her to put a two-finger space before each word as he or she is writing.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' illustrations relate to their sentences?			
▪ Can they add details to their illustrations and/or writing to tell more about their stories?			
Other observations:			

Considerations:

If you notice any student struggling to add details to his or her illustration, quietly pull him or her aside and ask questions, such as:

Q *What is your story about?*

Q *What else can you add to your illustration to show that [you put your toys away]? What can you add to your writing?*

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to write "I can" sentences?			
▪ Do they write from left to right and leave spaces between words?			
▪ Do they capitalize the first letters of sentences and use periods at the ends?			
Other observations:			

Considerations:

If you notice a student struggling, quietly pull him or her aside and have him or her dictate an "I can" sentence to you. Write the sentence on a self-stick note and have the student copy it onto his or her wipe-off board.

If you notice any student forgetting to write from left to right, consider putting a dot on the left side of his or her wipe-off board. Teach him or her to put a finger on the dot and begin writing from this position. If he or she struggles with leaving spaces between words, encourage him or her to put a two-finger space before each word as he or she is writing.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students' illustrations relate to their sentences?			
▪ Can they add details to their illustrations and/or writing to tell more about their stories?			
Other observations:			

Considerations:

If you notice any student struggling to add details to his or her illustration and/or writing, quietly pull him or her aside and ask questions such as:

Q *What is your story about?*

Q *What else can you add to your illustration to show that [you can play the piano]? What can you add to your writing?*

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to write "I want to be" sentences?			
▪ Do they write from left to right and leave spaces between words?			
▪ Do they capitalize the first letters of sentences and use periods at the ends?			
Other observations:			

Considerations:

If you notice a student struggling, quietly pull him or her aside and have him or her dictate an "I want to be" sentence to you. Write the sentence *I want to be* _____ on a self-stick note and have the student copy it onto his or her wipe-off board.

If you notice any student forgetting to write from left to right, consider putting a dot on the left side of his or her wipe-off board. Teach him or her to put a finger on the dot and begin writing from this position. If he or she struggles with leaving spaces between words, encourage him or her to put a two-finger space before each word as he or she is writing.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to come up with story ideas on their own?			
▪ Do they start writing fairly quickly?			
▪ Can more-experienced writers write longer stories?			
Other observations:			

Considerations:

Support any student who is having trouble getting started by pulling him or her aside, reviewing the class charts with him or her, and asking him or her to think of other sentences he or she could write using the sentence starters. Also, encourage any more-experienced writers to write multiple sentences.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to write "My friend and I like to" sentences?			
▪ Do they write from left to right and leave spaces between words?			
▪ Do they attempt to capitalize the first letters of sentences and use periods at the ends of sentences?			
Other observations:			

Considerations:

If you notice a student struggling, quietly pull him or her aside and have him or her dictate a "My friend and I like to" sentence to you. Write the sentence on a self-stick note and have the student copy it onto his or her paper.

If you notice any student forgetting to write from left to right, consider putting a dot on the left side of his or her wipe-off board. Teach him or her to put a finger on the dot and begin writing from this position. If he or she struggles with leaving spaces between words, encourage him or her to put a two-finger space before each word as he or she is writing.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to come up with story ideas on their own?			
▪ Do they start writing fairly quickly?			
▪ Can more-experienced writers write longer stories?			
Other observations:			

Considerations:

Support any student who is having trouble getting started by pulling him or her aside, reviewing the class charts with him or her, and asking him or her to think of other sentences he or she could write using the sentence starters. Also, encourage any more-experienced writers to write multiple sentences.

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Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to analyze each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students. If you would like to administer this assessment online, go to classview.org to learn how you can conduct *Being a Writer* assessments using the CCC ClassView app.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 22.
- ✓ Collect the students' writing samples that you saved from this unit, including an end-of-unit piece (such as the piece the student chose to include in the class book or the student's final piece from the unit) and any other writing you wish to analyze. Make a copy of each student's writing, and return any originals to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1), the "Stages of Early Writing Development" chart starting on page xv, and the examples of assessed student writing starting on page 18 to help you prepare for analyzing each student's work.

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's writing samples that you collected from the unit. As you read the pieces, use the questions listed to help you reflect on the student's writing development. Write your observations in the space provided below each question.
2. Part B: Read the student's end-of-unit piece to determine whether you notice a particular characteristic of early writing development in *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing. Place a checkmark in the appropriate column to document your observations. If a characteristic with an asterisk no longer appears in the student's writing (for example, letter-like symbols or strings of letters), place a checkmark in the column that indicates the characteristic is *no longer applicable*. We recommend analyzing only the writing the student generates independently; for example, if there was a sentence starter written on the board that the student used to begin a story, analyze only the writing that appears after the sentence starter.

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3. Analyze the placement of your checkmarks and determine the predominant stage(s) that are evident in the student's end-of-unit writing sample. Note that some characteristics appear within multiple stages and may be used with varying degrees of consistency and accuracy based on the student's development. Record the stage(s) in the designated space on the chart.
4. Think about the Reflection question on the "Individual Writing Assessment" record sheet (IA1) and write your response in the space provided below the question.
5. Attach the completed assessment to the writing samples and file it in the student's individual assessment folder.

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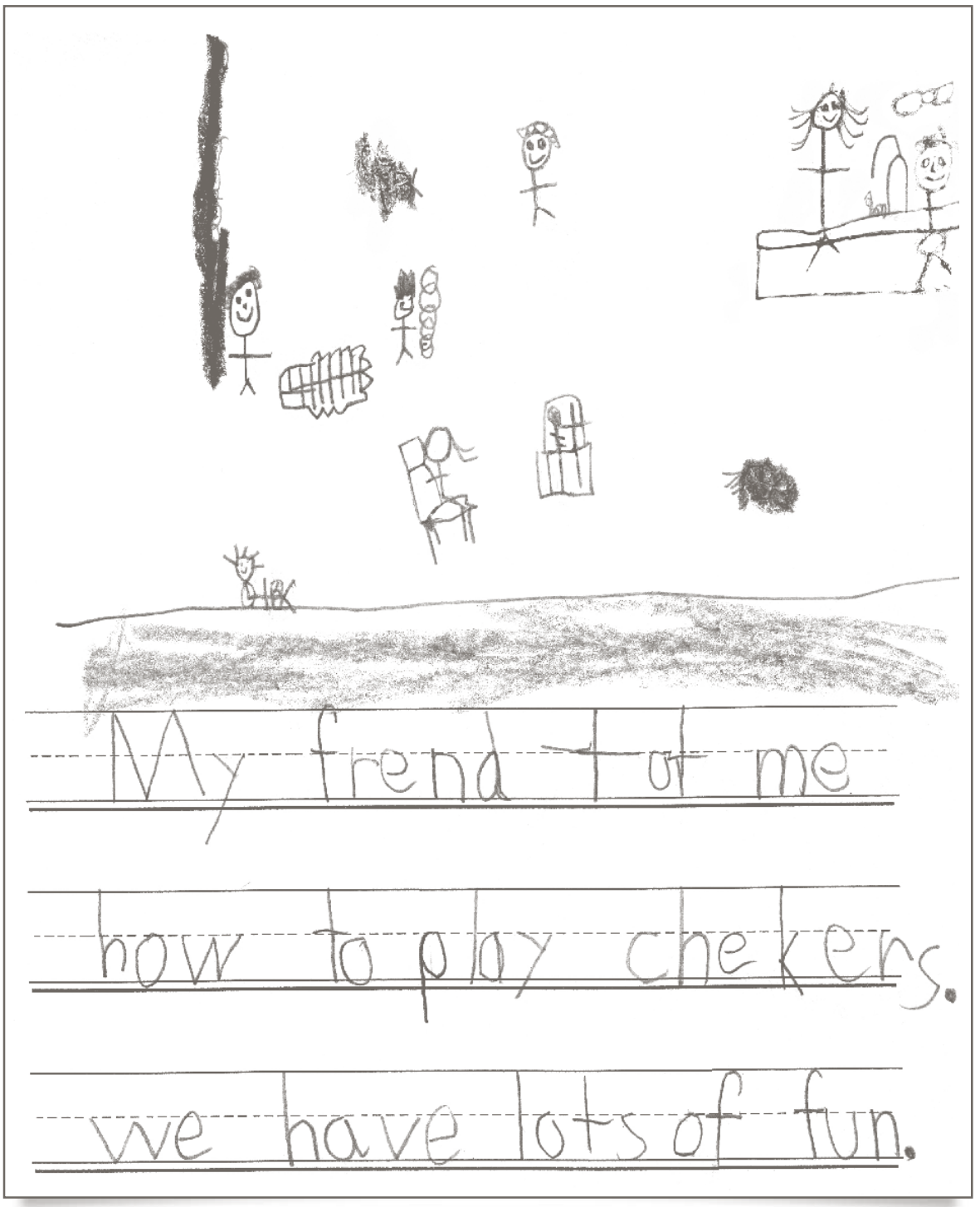
Examples of Assessed Writing: Sample 1



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Examples of Assessed Writing: Sample 1 *(continued)*

Characteristics of the Stages of Early Writing Development	Stage(s)	Characteristic no longer applicable	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
Directionality (left-to-right; top-to-bottom)	S, LS, SL, B, EM, C		✓			
Spacing between words	S, LS, SL, B, EM, C		✓			
Lines, shapes, or other marks are used to convey meaning*	S	✓				
Letter- or number-like symbols (e.g., zig-zags, lines, and loops) are used to convey meaning*	LS	✓				
Strings of random letters or numbers are used to convey meaning*	SL	✓				
High-frequency words appear randomly within strings of letters*	SL	✓				
Letter–sound correspondence	SL, B, EM, C		✓			
Words and/or syllables are represented by their beginning sounds*	B	✓				
Each sentence expresses a complete thought	B, EM, C		✓			
Ending punctuation is used correctly	B, EM, C		✓			
Upper- and lowercase letters are used correctly	B, EM, C		✓			
Ending sounds are included in words and/or syllables	EM, C		✓			
Medial sounds are included in words and/or syllables	EM, C		✓			
High-frequency words are used correctly	EM, C		✓			
Multiple sentences are written	EM, C		✓			
Approximated spelling	EM, C		✓			
Conventional spelling of grade-level appropriate words	EM, C			✓		
Predominant stage(s) in writing sample:	Conventional					

S = Scribbling **LS** = Letter-like symbols **SL** = Strings of letters **B** = Beginning sounds **EM** = Ending and medial sounds
C = Conventional writing
* Item will gradually disappear from students' writing as they progress through the stages.

Commentary: The topic of this piece—what the author does with a friend—is clear. This author uses most characteristics of conventional writing—directionality, spacing, beginning/medial/ending sounds, sentences that express complete thoughts—consistently and correctly. The author writes multiple sentences and uses and spells high-frequency words (*My, me, how, to, play, we, have, lots, of, fun*) correctly. Other irregular words are approximated in a way that can be easily deciphered (*frend* for *friend*, *tot* for *taught*, *chekers* for *checkers*). The author capitalizes the first sentence correctly, but not the second; periods are used correctly to punctuate both sentences.

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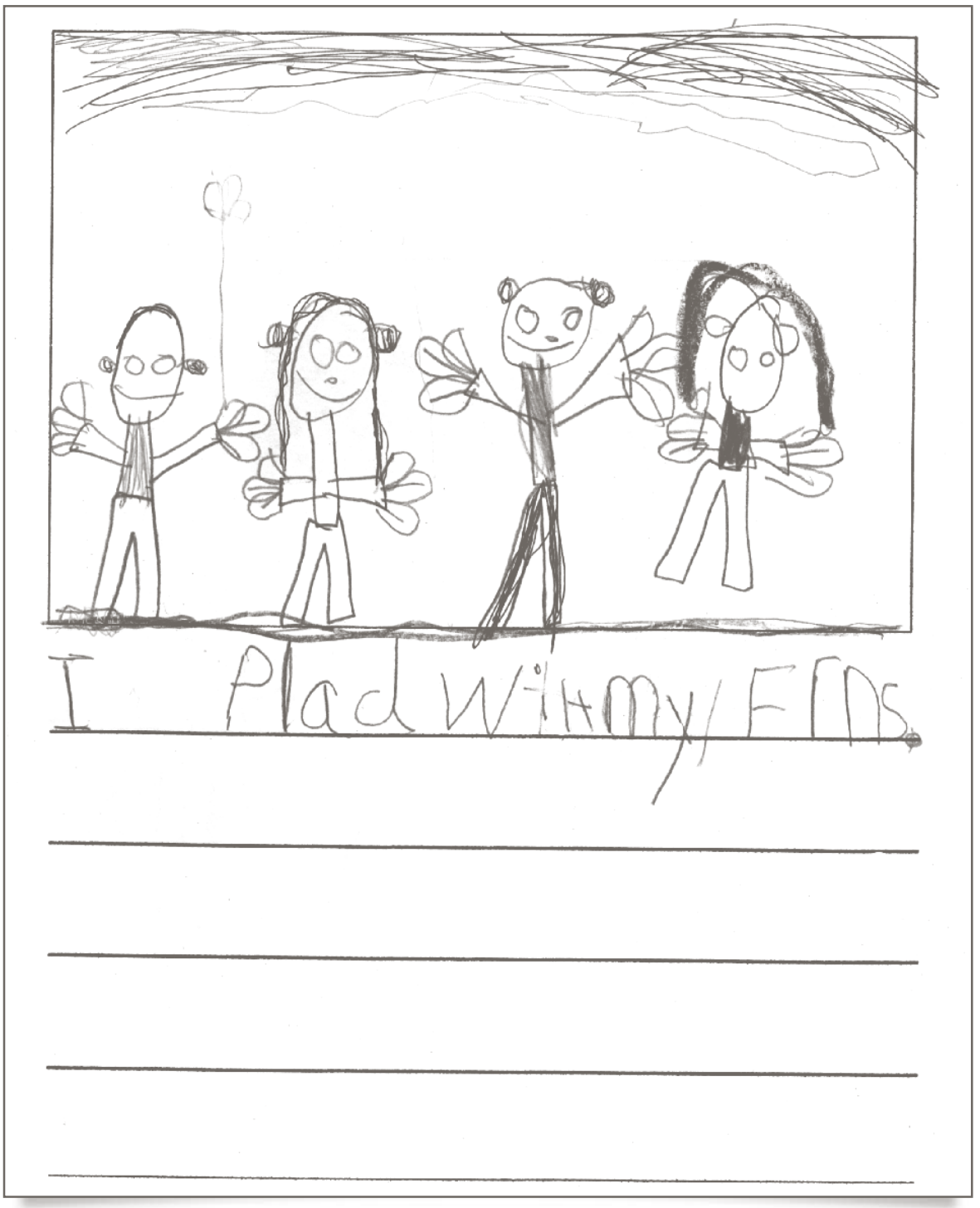
Examples of Assessed Writing: Sample 2



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Examples of Assessed Writing: Sample 2 *(continued)*

Characteristics of the Stages of Early Writing Development	Stage(s)	Characteristic no longer applicable	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
Directionality (left-to-right; top-to-bottom)	S, LS, SL, B, EM, C		✓			
Spacing between words	S, LS, SL, B, EM, C			✓		
Lines, shapes, or other marks are used to convey meaning*	S	✓				
Letter- or number-like symbols (e.g., zig-zags, lines, and loops) are used to convey meaning*	LS	✓				
Strings of random letters or numbers are used to convey meaning*	SL	✓				
High-frequency words appear randomly within strings of letters*	SL	✓				
Letter–sound correspondence	SL, B, EM, C		✓			
Words and/or syllables are represented by their beginning sounds*	B	✓				
Each sentence expresses a complete thought	B, EM, C		✓			
Ending punctuation is used correctly	B, EM, C		✓			
Upper- and lowercase letters are used correctly	B, EM, C				✓	
Ending sounds are included in words and/or syllables	EM, C		✓			
Medial sounds are included in words and/or syllables	EM, C		✓			
High-frequency words are used correctly	EM, C				✓	
Multiple sentences are used	EM, C					✓
Approximated spelling	EM, C			✓		
Conventional spelling of grade-level appropriate words	EM, C				✓	
Predominant stage(s) in writing sample:	Ending and medial sounds, Conventional					

S = Scribbling **LS** = Letter-like symbols **SL** = Strings of letters **B** = Beginning sounds **EM** = Ending and medial sounds
C = Conventional writing
* Item will gradually disappear from students' writing as they progress through the stages.

Commentary: The topic of this story—that the author likes to play with friends—is clearly stated and supported by the illustration. The writing indicates that the author understands some of the characteristics of conventional writing such as directionality, the correct use of ending punctuation, and the idea that sentences should express complete thoughts. Some high-frequency words (*I, my*) are used and spelled correctly. Others are approximated in a way that can be easily deciphered (*plad* for *played*, *wih* for *with*, *frns* for *friends*), indicating that the author understands beginning, medial, and ending sounds. The author has some awareness of spacing (*I Plad; my Frns*), but does not use spacing consistently. The author correctly starts the piece with a capital *I,* but seems to use upper- and lowercase letters interchangeably after that.

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Student's Name: _____ Date: _____

Part A: Unit Writing Samples

As you read the student's writing samples that you collected from the unit, ask yourself questions such as those that follow. Write your observations in the space provided below each question and note ways you might support the student in the coming weeks.

- What does the student's writing/drawing look like?

- What is the student trying or experimenting with in his or her writing/drawing?

- What can you learn about the student from his or her writing/drawing?

- What changes do you notice in the student's writing throughout the unit?

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Part B: End-of-unit Writing Sample

The items below identify characteristics that appear in the stages of early writing development. Some characteristics appear within multiple stages and may be used with varying degrees of consistency and accuracy based on the student's development. Those items with asterisks will gradually disappear from the student's writing as he or she progresses through the stages.

Characteristics of the Stages of Early Writing Development	Stage(s)	Characteristic no longer applicable	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
Directionality (left-to-right; top-to-bottom)	S, LS, SL, B, EM, C					
Spacing between words	S, LS, SL, B, EM, C					
Lines, shapes, or other marks are used to convey meaning*	S					
Letter- or number-like symbols (e.g., zig-zags, lines, and loops) are used to convey meaning*	LS					
Strings of random letters or numbers are used to convey meaning*	SL					
High-frequency words appear randomly within strings of letters*	SL					
Letter–sound correspondence	SL, B, EM, C					
Words and/or syllables are represented by their beginning sounds*	B					
Each sentence expresses a complete thought	B, EM, C					
Ending punctuation is used correctly	B, EM, C					
Upper- and lowercase letters are used correctly	B, EM, C					
Ending sounds are included in words and/or syllables	EM, C					
Medial sounds are included in words and/or syllables	EM, C					
High-frequency words are used correctly	EM, C					
Multiple sentences are written	EM, C					
Approximated spelling	EM, C					
Conventional spelling of grade-level appropriate words	EM, C					
Predominant stage(s) in writing sample:						

S = Scribbling **LS** = Letter-like symbols **SL** = Strings of letters **B** = Beginning sounds **EM** = Ending and medial sounds **C** = Conventional writing

* Item will gradually disappear from students' writing as they progress through the stages.

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Reflection:

- What do you want to work on with this student during the next unit's instruction?

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Unit 2

Getting Ideas

Class Assessment Records (CA1–CA6) 26

Conference Notes (CN1–CN2) 32

Individual Writing Assessment (IA1) 34

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Do the students start writing easily and continue writing?			
▪ Do the students who have difficulty getting started begin writing after a few minutes?			
▪ Do they write from left to right and leave spaces between words?			
▪ Do they attempt to capitalize the first letters of sentences and use periods at the ends?			
Other observations:			

Considerations:

Support a student who is struggling to write by quietly pulling him or her aside and having him or her dictate "I love _____ because" sentences to you. Write the sentences on self-stick notes and have the student copy them onto his or her paper. If you notice a student having difficulty writing from left to right, consider putting a dot on the left side of his or her paper. Teach him or her to put a finger on the dot and begin writing from this position. If he or she struggles with leaving spaces between words, encourage him or her to put a two-finger space before each word as he or she is writing.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to sustain their focus on their writing?			
▪ Do they look at the word wall as they write?			
▪ Are they adding sound words to their stories?			
Other observations:			

Considerations:

Make note of high-frequency words you notice the students misspelling. Plan time to draw the students' attention to them and add them to the word wall.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to sustain their focus on their writing?			
▪ Do they look at the word wall as they write?			
▪ Do they sound out letter–sound relationships to spell unfamiliar words?			
▪ Are they adding descriptive details to their stories?			
Other observations:			

Considerations:

Make note of high-frequency words you notice the students misspelling. Plan time to draw the students' attention to these words and add them to the word wall.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to sustain their focus on their writing?			
▪ Do they look at the word wall as they write?			
▪ Do they sound out letter–sound relationships to spell unfamiliar words?			
▪ Are they adding labels to their story illustrations?			
Other observations:			

Considerations:

Make note of high-frequency words you notice the students misspelling. Plan time to draw the students' attention to them and add them to the word wall.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to sustain their attention on their writing?			
▪ Do they look at the word wall as they write?			
▪ Do they sound out letter–sound relationships to spell unfamiliar words?			
▪ Are they adding speech bubbles to their story illustrations?			
Other observations:			

Considerations:

Make note of high-frequency words you notice the students misspelling. Plan time to draw the students' attention to them and add them to the word wall.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students sharing in voices loud enough for all to hear?			
▪ Is the audience listening attentively?			
▪ Do the students use the prompts to discuss the stories?			
Other observations:			

Considerations:

Make note of any problems you want to bring up with the students during Reflecting.

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Student's Name: _____ Date: _____

Ask each student to show you the writing in his or her writing folder and notebook, read some of it to you, and talk with you about his or her ideas and feelings about writing. You might ask the student questions like the following and record his or her responses:

Q *Where did you get this idea?*

Q *What do you like about writing so far this year?*

Q *How do you feel about your writing?*

Q *How do you feel when you are asked to read your own writing to the class?*

Q *What do you do best as a writer?*

Q *What kinds of things do you want to write (or write about) in the coming year?*

Q *How do you want to improve as a writer this year?*

Other observations:

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Student's Name: _____ Date: _____

Have each student tell you about his or her story and drawing and read any writing aloud.

As you listen, ask yourself:	Yes	No	Not evident	Evidence:
▪ Does this student use letter–sound relationships to approximate the spelling of unfamiliar words?				
▪ Does this student refer to the word wall to spell words he or she has learned?				
▪ Is this student able to read his or her own writing?				

Look for opportunities to help the student approximate spelling. Select words to spell that contain letters the student has learned in his or her phonics program. Encourage him or her to listen for sounds by pronouncing words and thinking about:

Q *What sound do you hear at the beginning of the word? What letter is that?*

Q *What's the next sound? What letter is that?*

Q *What's the [next/last] sound? What letter is that?*

Other observations:

Next steps:

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Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to analyze each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 40.

✓ Collect the students' writing samples that you saved from this unit, including an end-of-unit piece (such as the piece the student chose to include in the class book or the student's final piece from the unit) and any other writing you wish to analyze. Make a copy of each student's writing, and return any originals to the student or to the class library.

✓ Review Parts A and B on the record sheet (IA1), the "Stages of Early Writing Development" chart starting on page xv, and the examples of assessed student writing starting on page 36 to help you prepare for analyzing each student's work.

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's writing samples that you collected from the unit. As you read the pieces, use the questions listed to help you reflect on the student's writing development. Write your observations in the space provided below each question.

2. Part B: Read the student's end-of-unit piece to determine whether you notice a particular characteristic of early writing development in *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing. Place a checkmark in the appropriate column to document your observations. If a characteristic with an asterisk no longer appears in the student's writing (for example, letter-like symbols or strings of letters), place a checkmark in the column that indicates the characteristic is *no longer applicable*. We recommend analyzing only the writing the student generates independently; for example, if there was a sentence starter written on the board that the student used to begin a story, analyze only the writing that appears after the sentence starter.

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3. Analyze the placement of your checkmarks and determine the predominant stage(s) that are evident in the student's end-of-unit writing sample. Note that some characteristics appear within multiple stages and may be used with varying degrees of consistency and accuracy based on the student's development. Record the stage(s) in the designated space on the chart.
4. Review the "Conference Notes" record sheets for the student during this unit. Think about the Reflection questions on the "Individual Writing Assessment" record sheet (IA1) and write your responses in the space provided below each question.
5. Attach the completed assessment to the writing samples and file it, along with the "Conference Notes" record sheets, in the student's individual assessment folder.

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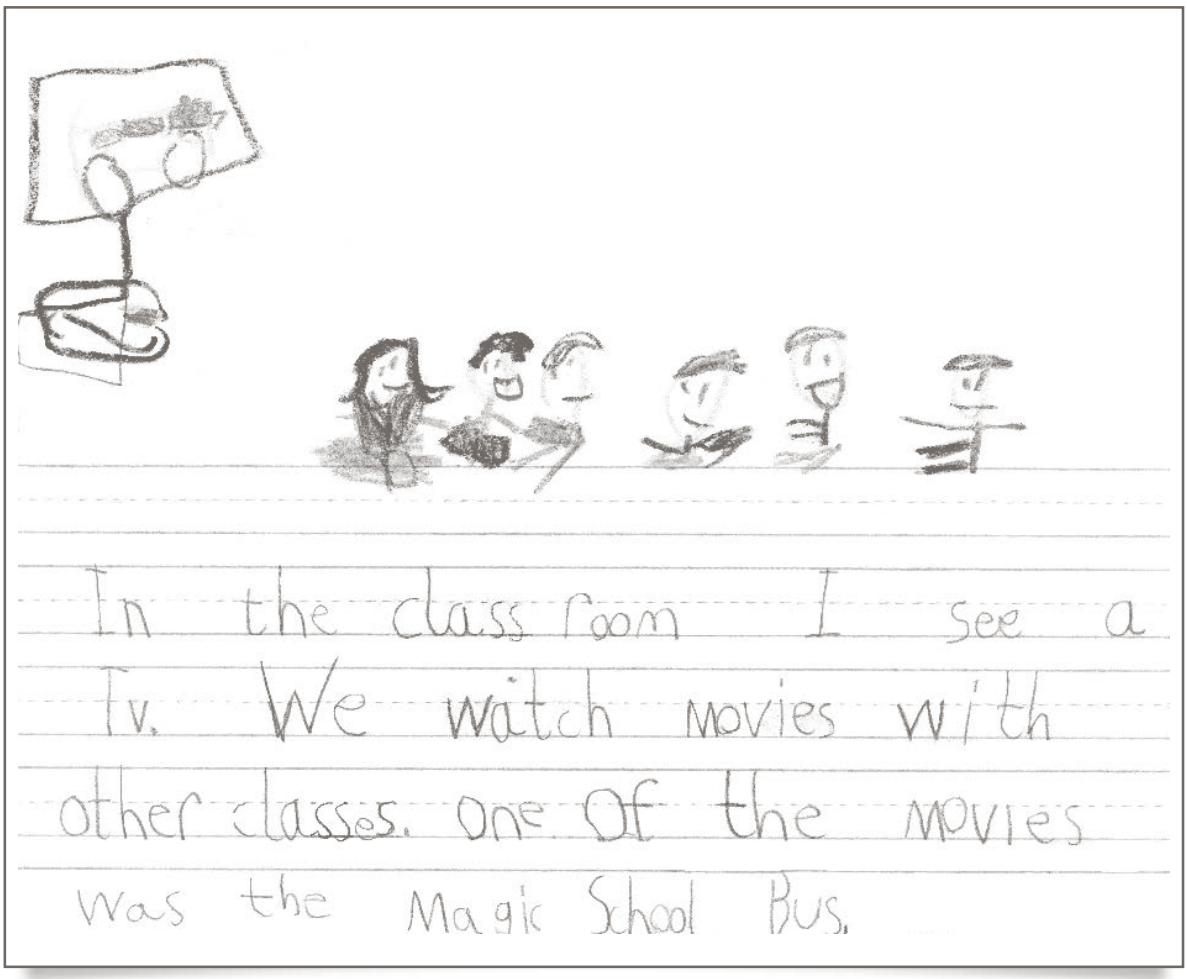
Examples of Assessed Writing: Sample 1



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Examples of Assessed Writing: Sample 1 *(continued)*

Characteristics of the Stages of Early Writing Development	Stage(s)	Characteristic no longer applicable	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
Directionality (left-to-right; top-to-bottom)	S, LS, SL, B, EM, C		✓			
Spacing between words	S, LS, SL, B, EM, C		✓			
Lines, shapes, or other marks are used to convey meaning*	S	✓				
Letter- or number-like symbols (e.g., zig-zags, lines, and loops) are used to convey meaning*	LS	✓				
Strings of random letters or numbers are used to convey meaning*	SL	✓				
High-frequency words appear randomly within strings of letters*	SL	✓				
Letter–sound correspondence	SL, B, EM, C		✓			
Words and/or syllables are represented by their beginning sounds*	B	✓				
Each sentence expresses a complete thought	B, EM, C		✓			
Ending punctuation is used correctly	B, EM, C		✓			
Upper- and lowercase letters are used correctly	B, EM, C		✓			
Ending sounds are included in words and/or syllables	EM, C		✓			
Medial sounds are included in words and/or syllables	EM, C		✓			
High-frequency words are used correctly	EM, C		✓			
Multiple sentences are written	EM, C		✓			
Approximated spelling	EM, C					✓
Conventional spelling of grade-level appropriate words	EM, C		✓			
Predominant stage(s) in writing sample:	Conventional					

S = Scribbling **LS** = Letter-like symbols **SL** = Strings of letters **B** = Beginning sounds **EM** = Ending and medial sounds
C = Conventional writing
* Item will gradually disappear from students' writing as they progress through the stages.

Commentary: The topic of this story—what the author sees in the classroom—is clear, and the illustration (a number of students watching the TV) supports the writing. This piece shows that the author is consistently and correctly using characteristics of conventional writing such as ending punctuation, capitalization, spacing, and directionality. There are also no spelling errors or approximated spellings in the piece. There are a couple of instances where the author misuses the capital letter "m" (*Movies*), but that does not interfere with the reader's understanding of the piece.

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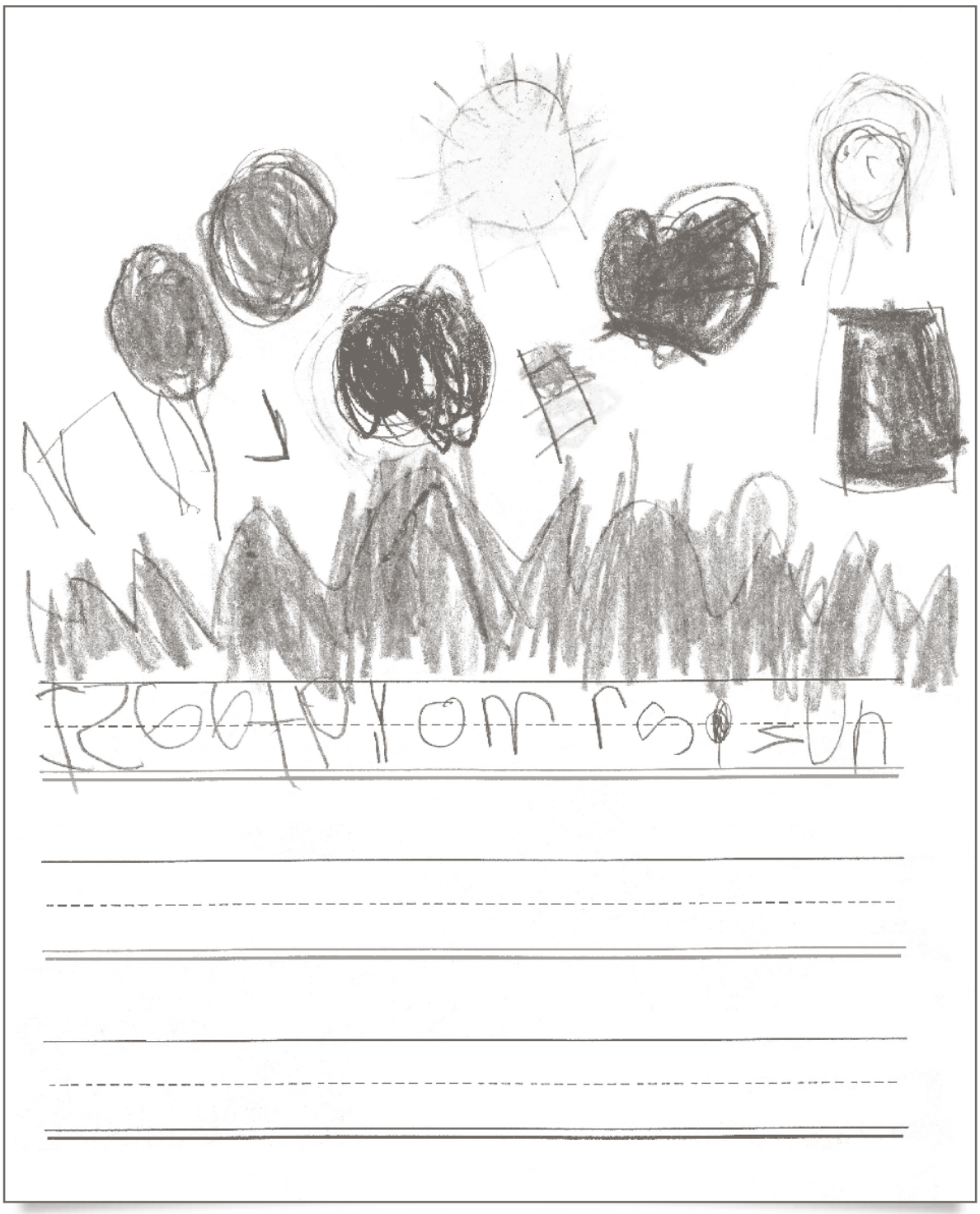
Examples of Assessed Writing: Sample 2



Transcription: I see a purple hula hoop in the sun.

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Examples of Assessed Writing: Sample 2 *(continued)*

Characteristics of the Stages of Early Writing Development	Stage(s)	Characteristic no longer applicable	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
Directionality (left-to-right; top-to-bottom)	S, LS, SL, B, EM, C		✓			
Spacing between words	S, LS, SL, B, EM, C					✓
Lines, shapes, or other marks are used to convey meaning*	S	✓				
Letter- or number-like symbols (e.g., zig-zags, lines, and loops) are used to convey meaning*	LS					✓
Strings of random letters or numbers are used to convey meaning*	SL		✓			
High-frequency words appear randomly within strings of letters*	SL				✓	
Letter–sound correspondence	SL, B, EM, C					✓
Words and/or syllables are represented by their beginning sounds*	B					✓
Each sentence expresses a complete thought	B, EM, C					✓
Ending punctuation is used correctly	B, EM, C					✓
Upper- and lowercase letters are used correctly	B, EM, C					✓
Ending sounds are included in words and/or syllables	EM, C					✓
Medial sounds are included in words and/or syllables	EM, C					✓
High-frequency words are used correctly	EM, C					✓
Multiple sentences are written	EM, C					✓
Approximated spelling	EM, C					✓
Conventional spelling of grade-level appropriate words	EM, C					✓
Predominant stage(s) in writing sample:	Strings of letters					

S = Scribbling **LS** = Letter-like symbols **SL** = Strings of letters **B** = Beginning sounds **EM** = Ending and medial sounds **C** = Conventional writing

* Item will gradually disappear from students' writing as they progress through the stages.

Commentary: This piece shows evidence of a writer who is in the early stages of writing development. While it contains many recognizable letters, the inconsistent formation of the letter *s* and reversal of the letter *e* show that the author is still uncertain about letter formation. Some marks, such as the line to the left of the *Y* and the line preceding *sun*, could be letter-like symbols or actual letters, but the reader cannot be sure without help from the author. What appears to be a capital *P* near the beginning of the piece may be the author's attempt to represent the word *purple* by its beginning sound, but one cannot be certain. Letters resembling "I see" at the beginning of the piece and the word *sun* at the end show that the author understands directionality, even though the letters *o, r,* and *s* and the letter-like symbols in the middle of the piece appear to be placed in random order.

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Student's Name: _____ Date: _____

Part A: Unit Writing Samples

As you read the student's writing samples that you collected from the unit, ask yourself questions such as those that follow. Write your observations in the space provided below each question and note ways you might support the student in the coming weeks.

- What does the student's writing/drawing look like?

- What is the student trying or experimenting with in his or her writing/drawing?

- What can you learn about the student from his or her writing/drawing?

- What changes do you notice in the student's writing throughout the unit?

(continues)

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Part B: End-of-unit Writing Sample

The items below identify characteristics that appear in the stages of early writing development. Some characteristics appear within multiple stages and may be used with varying degrees of consistency and accuracy based on the student's development. Those items with asterisks will gradually disappear from the student's writing as he or she progresses through the stages.

Characteristics of the Stages of Early Writing Development	Stage(s)	Characteristic no longer applicable	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
Directionality (left-to-right; top-to-bottom)	S, LS, SL, B, EM, C					
Spacing between words	S, LS, SL, B, EM, C					
Lines, shapes, or other marks are used to convey meaning*	S					
Letter- or number-like symbols (e.g., zig-zags, lines, and loops) are used to convey meaning*	LS					
Strings of random letters or numbers are used to convey meaning*	SL					
High-frequency words appear randomly within strings of letters*	SL					
Letter–sound correspondence	SL, B, EM, C					
Words and/or syllables are represented by their beginning sounds*	B					
Each sentence expresses a complete thought	B, EM, C					
Ending punctuation is used correctly	B, EM, C					
Upper- and lowercase letters are used correctly	B, EM, C					
Ending sounds are included in words and/or syllables	EM, C					
Medial sounds are included in words and/or syllables	EM, C					
High-frequency words are used correctly	EM, C					
Multiple sentences are written	EM, C					
Approximated spelling	EM, C					
Conventional spelling of grade-level appropriate words	EM, C					
Predominant stage(s) in writing sample:						

S = Scribbling **LS** = Letter-like symbols **SL** = Strings of letters **B** = Beginning sounds **EM** = Ending and medial sounds **C** = Conventional writing

* Item will gradually disappear from students' writing as they progress through the stages.

(continues)

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Reflection:

- What did you work on with this student during individual writing conferences?

- What changes do you notice in the student's writing since the last assessment?

- What do you want to work on with this student during the next unit's instruction?

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Unit 3

Telling More

Class Assessment Records (CA1–CA5) 44

Conference Notes (CN1) 49

Individual Writing Assessment (IA1) 50

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to add to stories they started earlier?			
▪ Are they writing longer pieces compared to those they wrote at the beginning of the year?			
▪ Are they approximating the spelling of unfamiliar words?			
▪ Are they referring to the word wall to spell high-frequency words?			
▪ Do they capitalize proper nouns?			
Other observations:			

Considerations:

Support students who are struggling to tell more by having them visualize their stories. Ask the students to tell you their stories and then ask them questions to elicit more ideas. If a student struggles to write anything at all, provide a sentence starter (for example, *I had a fun time when* _____) or transcribe the first couple of sentences as he or she dictates them, and then have the student continue the story on his or her own.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to add to stories they started earlier?			
▪ Are they writing longer pieces compared to those they wrote at the beginning of the year?			
▪ Are they approximating the spelling of unfamiliar words?			
▪ Are they referring to the word wall to spell high-frequency words?			
▪ Do they capitalize proper nouns?			
Other observations:			

Considerations:

Support students who are struggling to tell more by having them visualize their stories. Ask the students to tell you their stories and then ask them questions to elicit more ideas. If a student struggles to write anything at all, provide a sentence starter (for example, *A time that was not fun was when* _____) or transcribe the first couple of sentences as he or she dictates them, and then have the student continue the story on his or her own.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to add to stories they started earlier?			
▪ Are they writing longer pieces compared to those they wrote at the beginning of the year?			
▪ Are they approximating the spelling of unfamiliar words?			
▪ Are they referring to the word wall to spell high-frequency words?			
▪ Do they capitalize proper nouns?			
Other observations:			

Considerations:

Support students who are struggling with what to write or with telling more by having them tell you what they discussed in their partner conversations and by asking them questions about their writing.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ When the students share, do they speak in a voice loud enough for all to hear?			
▪ When the students share, do they read at a pace that is neither too fast or too slow?			
▪ When the students share, do they wait for everyone's attention?			
▪ Is the audience listening attentively?			
▪ Do the students ask the authors to speak up if necessary?			
Other observations:			

Considerations:

Make note of any problems you want to discuss with the students during Reflecting.

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Observe pairs without intervening and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are partners listening carefully to each other's stories?			
▪ Do they use the prompt to tell each other what more they want to know?			
Other observations:			

Considerations:

If partners are struggling, wait to see whether they work through their difficulties before you intervene. If they do not, support them by asking questions such as:

Q *What is your partner's story about?*

Q *What more do you want to know about [the dancing goat]?*

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Student's Name: _____ Date: _____

Confer with individual students by having each student tell you about his or her story and read any writing aloud.

As you listen, ask yourself:	Yes	No	Not evident	Evidence:
▪ Is this student attempting to write more?				
▪ Does this student approximate the spelling of unfamiliar words?				
▪ Does this student refer to the word wall to spell words he or she has learned?				
▪ Does this student attempt to capitalize the first letters of sentences and use sentence punctuation?				
▪ Does this student capitalize proper nouns?				

Things you can do to support a student during a conference:

- Ask the student to visualize and tell you his or her story.
- Ask the student questions to elicit more ideas.
- Approximate the spelling of unfamiliar words with him or her.
- Point out words on the word wall.
- Help the student find words in books or around the classroom.
- If the student struggles to write anything at all, provide a sentence starter or transcribe the first couple of sentences as he or she dictates them; then have the student continue the story on his or her own.

Other observations:

Next steps:

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Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to analyze each student's writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 56.
- ✓ Collect the students' writing samples that you saved from this unit, including an end-of-unit piece (such as the piece the student chose to include in the class book or the student's final piece from the unit) and any other writing you wish to analyze. Make a copy of each student's writing, and return any originals to the student or to the class library.
- ✓ Review Parts A and B on the record sheet (IA1), the "Stages of Early Writing Development" chart starting on page xv, and the examples of assessed student writing starting on page 52 to help you prepare for analyzing each student's work.

CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student's writing samples that you collected from the unit. As you read the pieces, use the questions listed to help you reflect on the student's writing development. Write your observations in the space provided below each question.
2. Part B: Read the student's end-of-unit piece to determine whether you notice a particular characteristic of early writing development in *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing. Place a checkmark in the appropriate column to document your observations. If a characteristic with an asterisk no longer appears in the student's writing (for example, letter-like symbols or strings of letters), place a checkmark in the column that indicates the characteristic is *no longer applicable*. We recommend analyzing only the writing the student generates independently; for example, if there was a sentence starter written on the board that the student used to begin a story, analyze only the writing that appears after the sentence starter.

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3. Analyze the placement of your checkmarks and determine the predominant stage(s) that are evident in the student's end-of-unit writing sample. Note that some characteristics appear within multiple stages and may be used with varying degrees of consistency and accuracy based on the student's development. Record the stage(s) in the designated space on the chart.
4. Review the "Conference Notes" record sheet for the student during this unit. Think about the Reflection questions on the "Individual Writing Assessment" record sheet (IA1) and write your responses in the space provided below each question.
5. Attach the completed assessment to the writing samples and file it, along with the "Conference Notes" record sheet, in the student's individual assessment folder.

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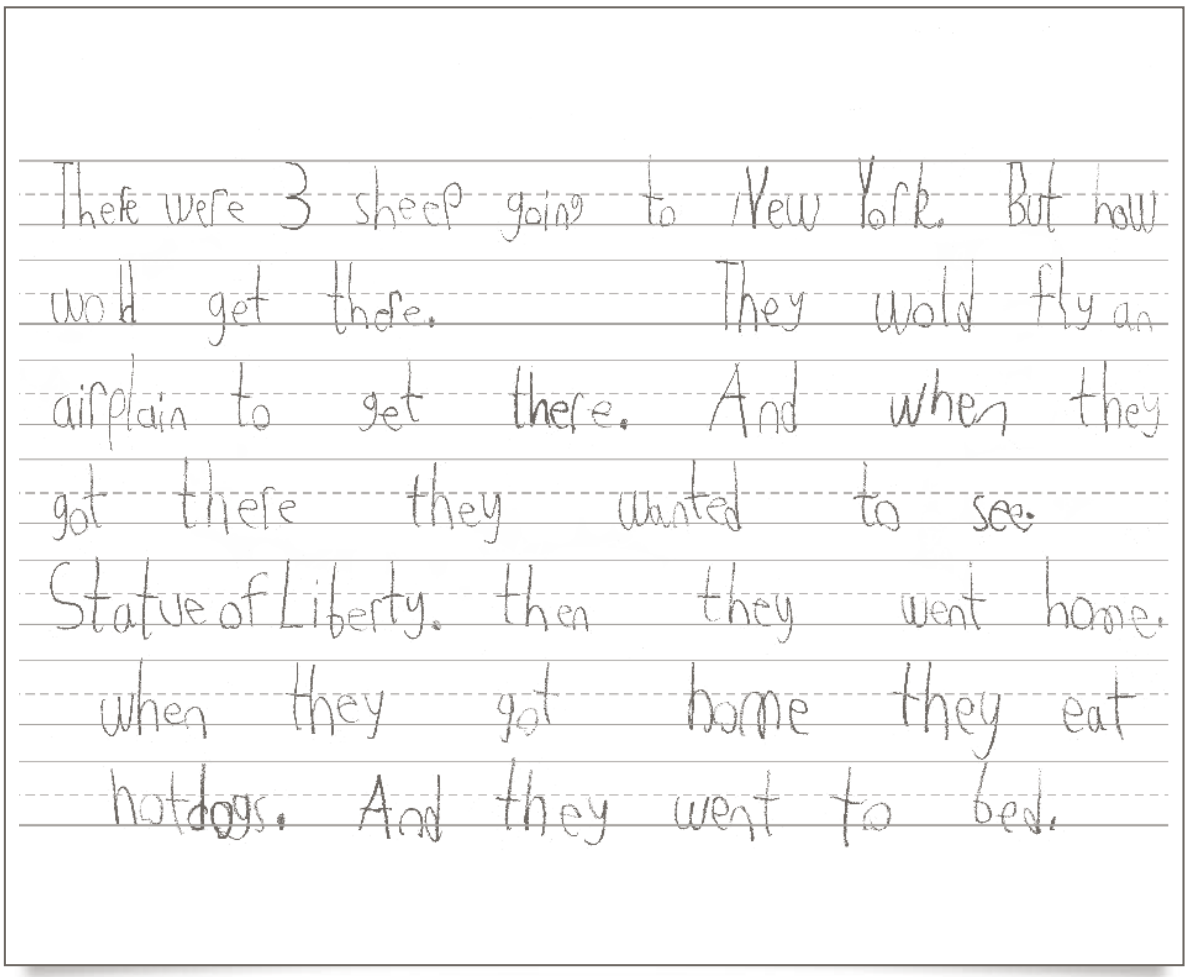
Examples of Assessed Writing: Sample 1



There were 3 sheep going to New York. But how
wold get there. They wold fly an
airplain to get there. And when they
got there they wanted to see.
Statue of Liberty. then they went home.
when they got home they eat
hotdogs. And they went to bed.

(continues)

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Examples of Assessed Writing: Sample 1 *(continued)*

Characteristics of the Stages of Early Writing Development	Stage(s)	Characteristic no longer applicable	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
Directionality (left-to-right; top-to-bottom)	S, LS, SL, B, EM, C		✓			
Spacing between words	S, LS, SL, B, EM, C		✓			
Lines, shapes, or other marks are used to convey meaning*	S	✓				
Letter- or number-like symbols (e.g., zig-zags, lines, and loops) are used to convey meaning*	LS	✓				
Strings of random letters or numbers are used to convey meaning*	SL	✓				
High-frequency words appear randomly within strings of letters*	SL	✓				
Letter–sound correspondence	SL, B, EM, C		✓			
Words and/or syllables are represented by their beginning sounds*	B	✓				
Each sentence expresses a complete thought	B, EM, C		✓			
Ending punctuation is used correctly	B, EM, C			✓		
Upper- and lowercase letters are used correctly	B, EM, C			✓		
Ending sounds are included in words and/or syllables	EM, C		✓			
Medial sounds are included in words and/or syllables	EM, C		✓			
High-frequency words are used correctly	EM, C		✓			
Multiple sentences are written	EM, C		✓			
Approximated spelling	EM, C					✓
Conventional spelling of grade-level appropriate words	EM, C		✓			
Predominant stage(s) in writing sample:	Conventional					

S = Scribbling **LS** = Letter-like symbols **SL** = Strings of letters **B** = Beginning sounds **EM** = Ending and medial sounds
C = Conventional writing
* Item will gradually disappear from students' writing as they progress through the stages.

Commentary: This piece shows many characteristics of conventional writing, including directionality, spacing between words, and sentences that express complete thoughts. There is one instance where the author does not include the subject of a sentence (*But how wold get there*), but the reader can infer that the subject is still the sheep. The author writes multiple sentences and most of the words in the piece are spelled correctly. The two words that are spelled incorrectly are reasonably approximated (*airplain* for *airplane* and *wold* for *would*). The author shows an understanding that punctuation is needed at the end of sentences. Periods are used correctly, with a few exceptions: one period is used at the end of a question (*But how wold get there.*) and another appears in the middle of a sentence (*And when they go there they wanted to see. Statue of Liberty*). Proper nouns and most sentences are capitalized correctly, though there are two sentences near the end (*then they went home.* and *when they got home they eat hotdogs*) that are not.

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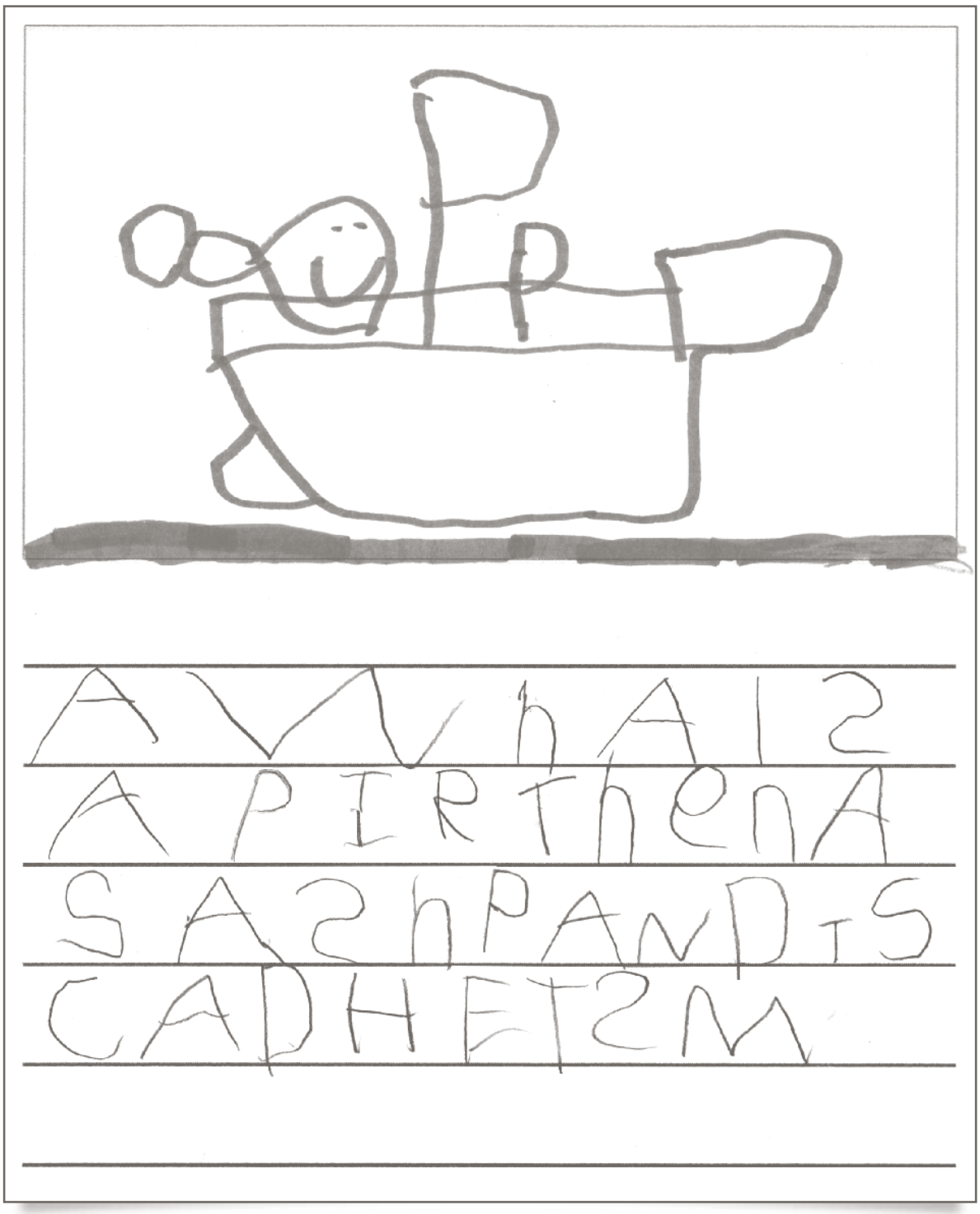
Examples of Assessed Writing: Sample 2



Transcription: A whale is a pirate. He has a ship and it sank and he couldn't swim.

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Examples of Assessed Writing: Sample 2 *(continued)*

Characteristics of the Stages of Early Writing Development	Stage(s)	Characteristic no longer applicable	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
Directionality (left-to-right; top-to-bottom)	S, LS, SL, B, EM, C		✓			
Spacing between words	S, LS, SL, B, EM, C					✓
Lines, shapes, or other marks are used to convey meaning*	S	✓				
Letter- or number-like symbols (e.g., zig-zags, lines, and loops) are used to convey meaning*	LS	✓				
Strings of random letters or numbers are used to convey meaning*	SL	✓				
High-frequency words appear randomly within strings of letters*	SL	✓				
Letter–sound correspondence	SL, B, EM, C			✓		
Words and/or syllables are represented by their beginning sounds*	B	✓				
Each sentence expresses a complete thought	B, EM, C					✓
Ending punctuation is used correctly	B, EM, C					✓
Upper- and lowercase letters are used correctly	B, EM, C					✓
Ending sounds are included in words and/or syllables	EM, C			✓		
Medial sounds are included in words and/or syllables	EM, C			✓		
High-frequency words are used correctly	EM, C				✓	
Multiple sentences are written	EM, C					✓
Approximated spelling	EM, C				✓	
Conventional spelling of grade-level appropriate words	EM, C					✓
Predominant stage(s) in writing sample:	Ending and medial sounds					

S = Scribbling **LS** = Letter-like symbols **SL** = Strings of letters **B** = Beginning sounds **EM** = Ending and medial sounds
C = Conventional writing
* Item will gradually disappear from students' writing as they progress through the stages.

Commentary: This piece shows evidence of a writer who is starting to make connections between letters and their sounds. The author seems to understand directionality but still reverses the letter *s*. Spaces are not inserted between words, which makes it difficult to decipher the writing without the author's help. When the author attempts to spell words, beginning, middle, and ending sounds are present in various degrees (*whal* for *whale*, *pirt* for *pirate, shp* for *ship,* and *sm* for *swim*). High-frequency words, such as *a, and,* and *he,* are used correctly. With the exception of the lowercase *h* and one lowercase *e,* the piece contains only uppercase letters; there are no attempts at punctuation.

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Student's Name: _____ Date: _____

Part A: Unit Writing Samples

As you read the student's writing samples that you collected from the unit, ask yourself questions such as those that follow. Write your observations in the space provided below each question and note ways you might support the student in the coming weeks.

- What does the student's writing/drawing look like?

- What is the student trying or experimenting with in his or her writing/drawing?

- What can you learn about the student from his or her writing/drawing?

- What changes do you notice in the student's writing throughout the unit?

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Part B: End-of-unit Writing Sample

The items below identify characteristics that appear in the stages of early writing development. Some characteristics appear within multiple stages and may be used with varying degrees of consistency and accuracy based on the student's development. Those items with asterisks will gradually disappear from the student's writing as he or she progresses through the stages.

Characteristics of the Stages of Early Writing Development	Stage(s)	Characteristic no longer applicable	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
Directionality (left-to-right; top-to-bottom)	S, LS, SL, B, EM, C					
Spacing between words	S, LS, SL, B, EM, C					
Lines, shapes, or other marks are used to convey meaning*	S					
Letter- or number-like symbols (e.g., zig-zags, lines, and loops) are used to convey meaning*	LS					
Strings of random letters or numbers are used to convey meaning*	SL					
High-frequency words appear randomly within strings of letters*	SL					
Letter–sound correspondence	SL, B, EM, C					
Words and/or syllables are represented by their beginning sounds*	B					
Each sentence expresses a complete thought	B, EM, C					
Ending punctuation is used correctly	B, EM, C					
Upper- and lowercase letters are used correctly	B, EM, C					
Ending sounds are included in words and/or syllables	EM, C					
Medial sounds are included in words and/or syllables	EM, C					
High-frequency words are used correctly	EM, C					
Multiple sentences are written	EM, C					
Approximated spelling	EM, C					
Conventional spelling of grade-level appropriate words	EM, C					
Predominant stage(s) in writing sample:						

S = Scribbling **LS** = Letter-like symbols **SL** = Strings of letters **B** = Beginning sounds **EM** = Ending and medial sounds **C** = Conventional writing

* Item will gradually disappear from students' writing as they progress through the stages.

(continues)

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Reflection:

- What did you work on with this student during individual writing conferences?

- What changes do you notice in the student's writing since the last assessment?

- What do you want to work on with this student during the next unit's instruction?

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Unit 4

Writing Stories About Me

Class Assessment Records (CA1–CA4) 60

Conference Notes (CN1) 64

Individual Writing Assessment (IA1) 66

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to choose topics and begin writing?			
▪ Are they writing stories with a beginning, middle, and end?			
Other observations:			

Considerations:

Support any student who is still struggling to choose a topic after 5–10 minutes by directing the student to write the school story told to his or her partner yesterday. Have the student retell the story to you orally and then begin writing. Support any student who is struggling to write a beginning, middle, and end by repeating the questions you asked in Step 2 of the lesson; then have the student tell you his or her story orally before writing.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to write stories with a beginning, middle, and end?			
▪ Are they able to add to stories they started earlier?			
▪ Do they capitalize proper nouns?			
▪ Do they use exclamation points where it makes sense to do so?			
▪ Do they attempt to use temporal words to show the order of events in their stories?			
Other observations:			

Considerations:

Support any student who is struggling to add to the beginning, middle, and end of his or her story by repeating the questions you asked in Step 2 of the lesson; then have the student tell you what he or she will add before writing.

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Observe pairs without intervening and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are partners listening carefully to each other's stories?			
▪ Do they use the prompt to tell each other what more they want to know?			
Other observations:			

Considerations:

If partners are struggling, wait to see whether they work through their difficulties before you intervene. If they do not, support them by asking questions such as:

Q *What is your partner's story about?*

Q *What is one thing you still want to know about your partner's story?*

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Will all of the students have completed stories and illustrations to make into books tomorrow?			
Other observations:			

Considerations:

If you have many students who need to finish their stories and illustrations before making them into books, plan time for them to do so before you teach Day 2. Assist individual students as needed to help them complete their stories and illustrations.

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Student's Name: _____ Date: _____

Confer with individual students by having each student tell you about his or her story and read it aloud.

As you confer with the student, ask yourself:	Yes	No	Not evident	Evidence:
▪ Is the student able to choose a topic from his or her own life and begin writing?				
▪ Is the student attempting to write a story with a beginning, middle, and end?				
▪ Can the student tell more at the beginning, middle, and end of his or her story?				
▪ Does the student capitalize proper nouns?				
▪ Does the student use exclamation points where it makes sense to do so?				
▪ Does the student attempt to use temporal words to show the order in which events happen in his or her story?				

Things you can do to support a student during a conference:

- Ask the student to visualize and tell you his or her story.
- Point to each page in his or her booklet as the student tells you what happens at the beginning, middle, and end of her or his story.
- Ask questions to elicit more ideas.

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- Have the student reread his or her story aloud, looking for names and making sure they are capitalized.
- Have the student reread his or her story aloud to identify places to punctuate with exclamation points.

Other observations:

Next steps:

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Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's published writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 74.
- ✓ Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review the descriptors of successful writing listed on the record sheet (IA1) as well as the examples of scored writing starting on page 68 to help you prepare for scoring each student's work.

CONDUCTING THE ASSESSMENT

For each student:

1. Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
2. Calculate the subtotals to determine the writing score.
3. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the published writing total to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)
4. (Optional) If the student is not yet writing conventionally and struggles to demonstrate the descriptors of successful writing in the rubric, read the student's writing and ask yourself questions like those in the "Characteristics of Early Writing" section that follows the rubric.

(continues)

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5. Review the "Conference Notes" record sheet for the student during this unit. Think about the Reflection questions on the "Individual Writing Assessment" record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the "Conference Notes" record sheet, in the student's individual assessment folder.

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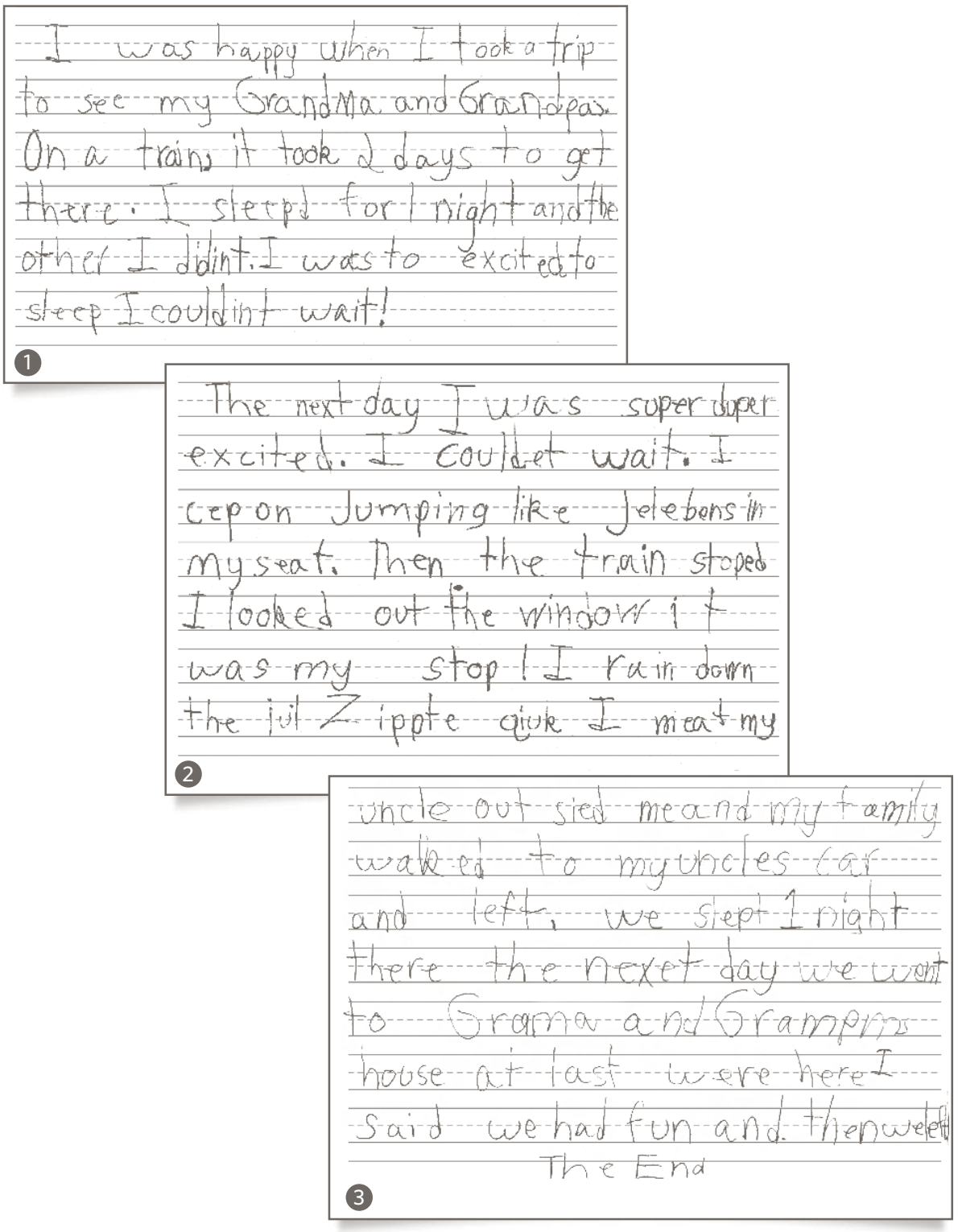
Examples of Scored Writing: Sample 1



I was happy when I took a trip to see my GrandMa and Grandpas. On a train it took 2 days to get there. I steepd for 1 night and the other I didint. I was to excited to sleep I couldint wait!

1

The next day I was super duper excited. I Couldet wait. I cep on Jumping like Jelebons in my seat. Then the train stoped I looked out the window it was my stop! I ran down the jil Zippte quik I meat my

2

uncle out sied me and my family walked to my uncles car and left, we stept 1 night there the nexet day we went to Grama and Grampas house at last were here I said we had fun and. then we left

The End

3

(continues)

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Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	(4)	3	2	1
Writing fully communicates ideas and shows sustained thought.	(4)	3	2	1
Writing shows elements of the personal narrative genre. ▪ The piece is a true story from the writer's own life.	(4)	3	2	1
One idea connects logically to the next. ▪ The story has a beginning, middle, and end. ▪ Temporal words are used to show the order of events in the story.	(4)	3	2	1
Writing shows individual expression and/or creativity. ▪ Writing includes details about feelings.	(4)	3	2	1
Writing contains varied and descriptive vocabulary.	(4)	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized. ▪ Periods and exclamation points are used where appropriate. ▪ Proper nouns are capitalized.	4	(3)	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions.	4	(3)	2	1
Subtotal	24	6	0	0

Published Writing total (sum of 4 subtotals): 30/32 = 94%

Commentary: The subject of this piece—a trip to see the author's grandparents—is evident in the first sentence. Events flow logically and this piece has a clear beginning, middle, and end. However, the closing of this piece (*I said we had fun and then we left. The End*) is abrupt. Varied vocabulary is used throughout the piece to describe the author's feelings. Most of the time the word choice is creative (*I was to excited to sleep; I was super duper excited; I cep on jumping like jelebeans in my seat.*). Most of the sentences, the proper nouns (Grandma and Grandpa), and the pronoun *I* are capitalized correctly. The author consistently uses appropriate ending punctuation, but uses exclamation points somewhat arbitrarily (*I couldn't wait!* in the beginning section vs. *I couldn't wait.* in the middle section). The author attempts to use a comma (*On a train, it took 2 days to get there.*) and contractions (*didint, couldinit, were*), suggesting that it would be appropriate to introduce these skills to this student.

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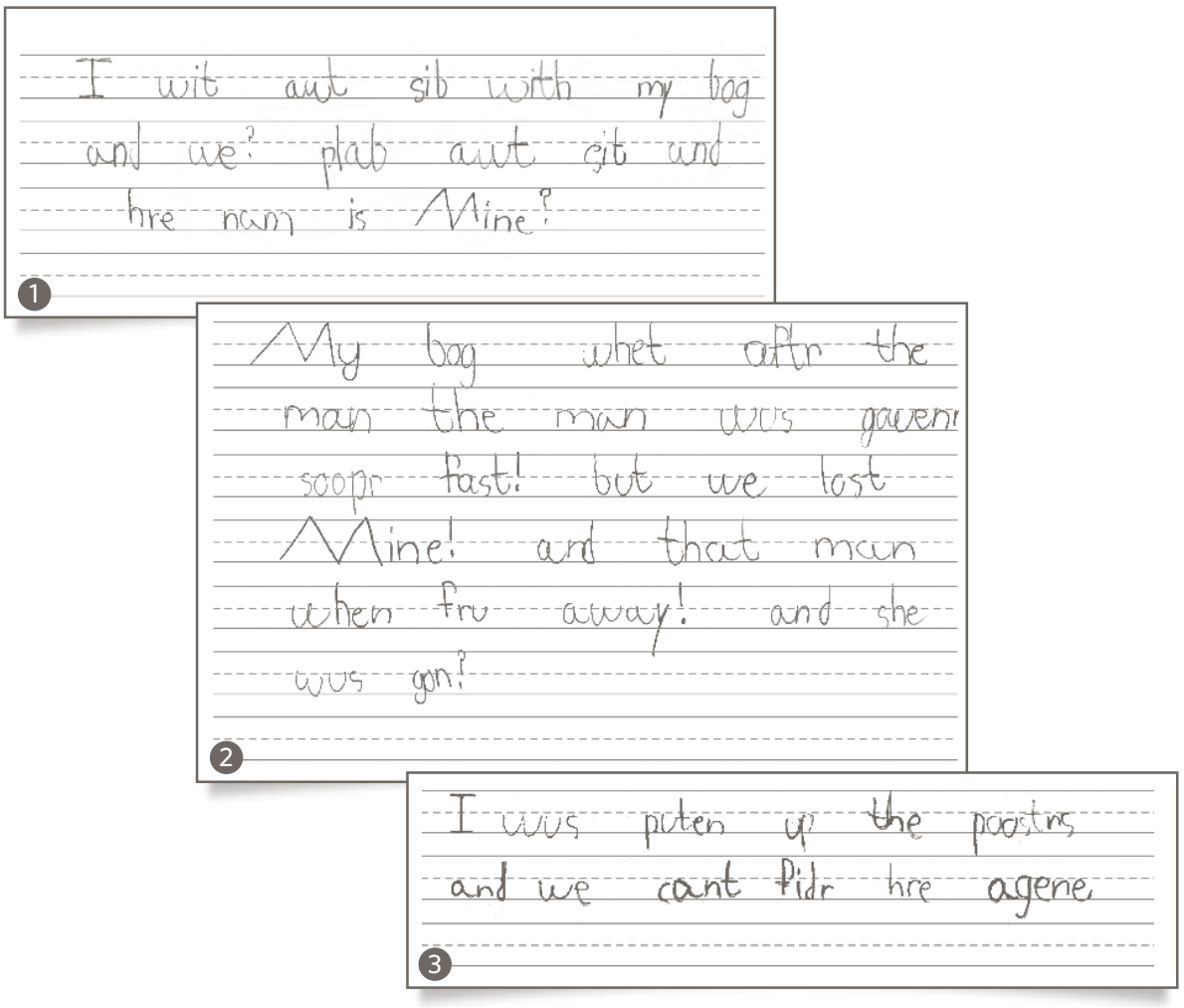
Examples of Scored Writing: Sample 2



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Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	(4)	3	2	1
Writing fully communicates ideas and shows sustained thought.	4	(3)	2	1
Writing shows elements of the personal narrative genre. ▪ The piece is a true story from the writer's own life.	(4)	3	2	1
One idea connects logically to the next. ▪ The story has a beginning, middle, and end. ▪ Temporal words are used to show the order of events in the story.	4	(3)	2	1
Writing shows individual expression and/or creativity. ▪ Writing includes details about feelings.	4	3	(2)	1
Writing contains varied and descriptive vocabulary.	4	(3)	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized. ▪ Periods and exclamation points are used where appropriate. ▪ Proper nouns are capitalized.	4	3	(2)	1
Writing demonstrates increasing command of grade-appropriate spelling conventions.	4	3	(2)	1
Subtotal	8	9	6	0

Published Writing total (sum of 4 subtotals): 23/32 = 72%

Commentary: The topic of this piece—losing a beloved pet dog—is clear. Despite the absence of temporal words, there is still an obvious beginning, middle, and end, which demonstrates sustained thought. Most ideas are fully communicated, although exactly how Mine (Minnie?) got lost is somewhat unclear (*My bog whet aftr the man the man wus gowen soopr fast! but we lost Mine!*). The author's feelings are expressed indirectly (rather than explicitly) throughout the piece (*and she wus gon?* and *I was puten up the poosters and we cant fidr hre agene*). The pronoun *I* and the proper noun *Mine* are capitalized correctly and consistently. The author seems unclear about where sentences begin and end (*I wit aut sib with my bog and we? plab aut sib and hre nam is Mine?*), but appears to understand that exclamation points are used for emphasis (*the man wus gowen soopr fast! but we lost Mine!*). Although most words in the piece are decipherable, many grade-appropriate words are spelled incorrectly. There are also a few instances of letter reversals (lowercase *d*'s).

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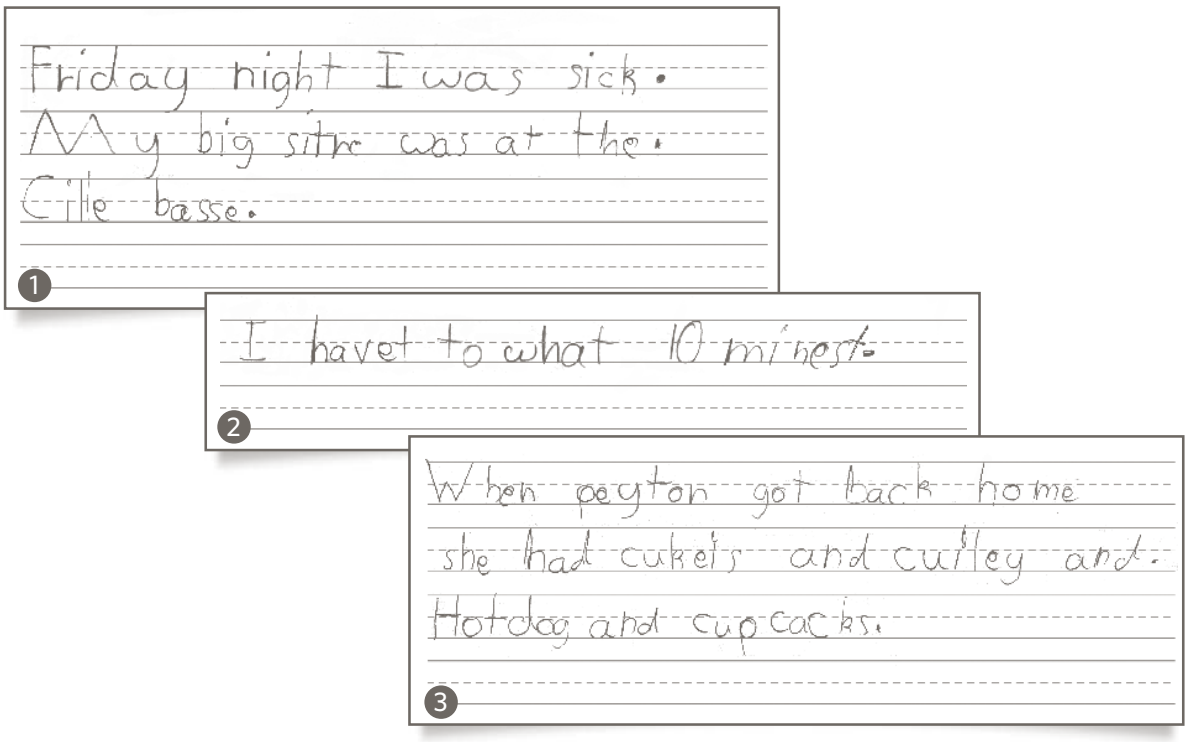
Examples of Scored Writing: Sample 3



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Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	4	3	(2)	1
Writing fully communicates ideas and shows sustained thought.	4	3	(2)	1
Writing shows elements of the personal narrative genre. ▪ The piece is a true story from the writer's own life.	(4)	3	2	1
One idea connects logically to the next. ▪ The story has a beginning, middle, and end. ▪ Temporal words are used to show the order of events in the story.	4	3	(2)	1
Writing shows individual expression and/or creativity. ▪ Writing includes details about feelings.	4	3	2	(1)
Writing contains varied and descriptive vocabulary.	4	3	2	(1)
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized. ▪ Periods and exclamation points are used where appropriate. ▪ Proper nouns are capitalized.	4	3	(2)	1
Writing demonstrates increasing command of grade-appropriate spelling conventions.	4	(3)	2	1
Subtotal	4	3	8	2

Published Writing total (sum of 4 subtotals): 17/32 = 53%

Commentary: The topic of this piece is somewhat unclear. One interpretation is that the author is sick, so his sister, Peyton, goes to the store to get food and then returns with it. However, since there is no clear connection between the first and second sentences, it is also possible that the author switches topics, from his Friday night to his sister's. With the exception of the phrase "When Peyton got home," temporal words are absent from the story, contributing to the reader's confusion regarding the order of events.

The author uses periods but most are placed at the end of a line rather than at the end of a complete thought. The first letter of each sentence is consistently capitalized, but proper nouns are not (*peyton*). Vocabulary is appropriate but lacks descriptive words and creative use of language. Many of the words in the piece are spelled correctly or are reasonably approximated, but a few (*Cille basse, cuckels,* and *cuiley*) leave the reader puzzled. While the story includes a beginning, middle, and end, the author provides limited information about the events of the evening, which leaves the reader wanting to know more.

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Student's Name: _____ Date: _____

Published Writing

The bulleted items in the rubric identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	4	3	2	1
Writing fully communicates ideas and shows sustained thought.	4	3	2	1
Writing shows elements of the personal narrative genre. ▪ The piece is a true story from the writer's own life.	4	3	2	1
One idea connects logically to the next. ▪ Story has a beginning, middle, and end. ▪ Temporal words are used to show the order of events in the story.	4	3	2	1
Writing shows individual expression and/or creativity. ▪ Writing includes details about feelings.	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized. ▪ Periods and exclamation points are used where appropriate. ▪ Proper nouns are capitalized.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions.	4	3	2	1
Subtotal				

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual*.

Totals:

Published Writing total (sum of 4 subtotals): _____/32 = _____%

Student Skill Practice Book (*SSPB*) page(s)* total: _____/_____ = _____%

Overall unit score
(Total points earned/Total points possible): _____/_____ = _____%

*(Optional) For information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.

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Reflection:

- What did you work on with this student during individual writing conferences?

- What might you focus on during the next unit's instruction?

- What changes do you notice in this student's published writing compared to the student's writing from the prior unit?

(continues)

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(OPTIONAL) CHARACTERISTICS OF EARLY WRITING

If this student is not yet writing conventionally and is struggling to demonstrate the descriptors of successful writing in the rubric, read the student's writing and ask yourself questions like those that follow. Record your observations in the chart below and note ways you might support the student in the coming weeks.

- What does the student's writing/drawing look like?
- What is the student trying or experimenting with in his or her writing?
- What can you learn about this student from his or her writing/drawing?

Date of student's writing	Observations	Suggestions for the student

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Unit 5

Writing Nonfiction

Class Assessment Records (CA1–CA3) 78

Conference Notes (CN1) 81

Individual Writing Assessment (IA1) 82

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are partners able to agree on facts to write?			
▪ Are they able to write true information?			
▪ Do they write complete sentences using punctuation, capitalization, and the spelling skills they have learned?			
▪ Do they share the work fairly?			
Other observations:			

Considerations:

Support struggling pairs by directing their attention to the "Facts About Our Class" chart and suggesting that they copy some of the facts. You might also ask questions such as:

Q *Where do we keep our coats and hats? What sentence might you write to tell about that?*

Q *What's the name of our pet [hamster]? What sentence might you write to tell about that?*

Q *What do we do when we have a fire drill? What sentence might you write to tell about that?*

Make note of any problems you want to bring up during Sharing and Reflecting.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Did the students attempt to write opening sentences?			
▪ Are the students able to choose questions and use them to interview their partners?			
▪ Are they able to write true information?			
▪ Do they write complete sentences using punctuation, capitalization, and the spelling skills they have learned?			
▪ Are they able to fill most of the three-page booklet with writing?			
Other observations:			

Considerations:

If the students are struggling to choose questions, call for the class's attention. Have the students pick any question from the chart and turn and ask their partners the question. You might also invite a pair of students to model asking each other and responding to the question they have chosen.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ When the students share, do they speak in a voice loud enough for all to hear?			
▪ When the students share, do they read at a pace that is neither too fast nor too slow?			
▪ Is the audience listening attentively?			
▪ Do the students use the prompts to discuss one another's writing?			
Other observations:			

Considerations:

If the students are struggling with sharing or listening, call for the class's attention and discuss the following questions:

Q *What is important to remember when you share your writing from the Author's Chair?*

Q *What can the audience members do to show the author that they are listening?*

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Student's Name: _____ Date: _____

Have the student tell you about his or her writing and read it aloud.

As you listen, ask yourself:	Yes	No	Not evident	Evidence:
▪ Is the student able to examine his or her object closely and write true information about it?				
▪ Did the student attempt to write an [opening/closing] sentence?				
▪ Does this student tell more in his or her writing?				
▪ Does this student attempt to punctuate his or her writing correctly?				

Support the student by asking questions such as:

Q *What parts does your object have? What sentence might you write to tell about that?*

Q *What color is your object? What sentence might you write to tell about that?*

Q *What is your object shaped like? What sentence might you write to tell about that?*

Other observations:

Next steps:

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Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's published writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 90.
- ✓ Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review the descriptors of successful writing listed on the record sheet (IA1) as well as the examples of scored writing starting on page 83 to help you prepare for scoring each student's work.

CONDUCTING THE ASSESSMENT

For each student:

1. Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
2. Calculate the subtotals to determine the writing score.
3. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the published writing total to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)
4. (Optional) If the student is not yet writing conventionally and struggles to demonstrate the descriptors of successful writing in the rubric, read the student's writing and ask yourself questions like those in the "Characteristics of Early Writing" section that follows the rubric.
5. Review the "Conference Notes" record sheet for the student during this unit. Think about the Reflection questions on the "Individual Writing Assessment" record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the "Conference Notes" record sheet, in the student's individual assessment folder.

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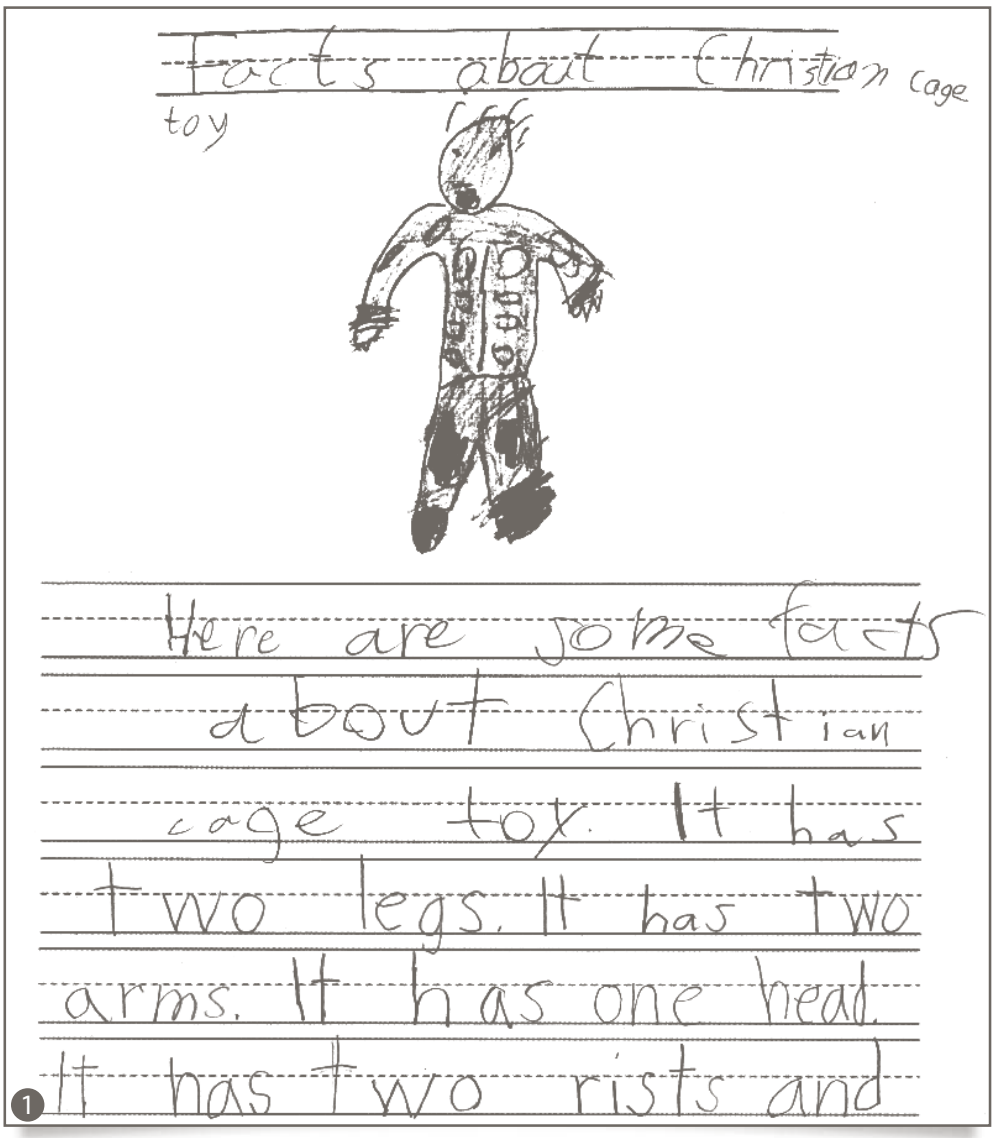
Examples of Scored Writing: Sample 1



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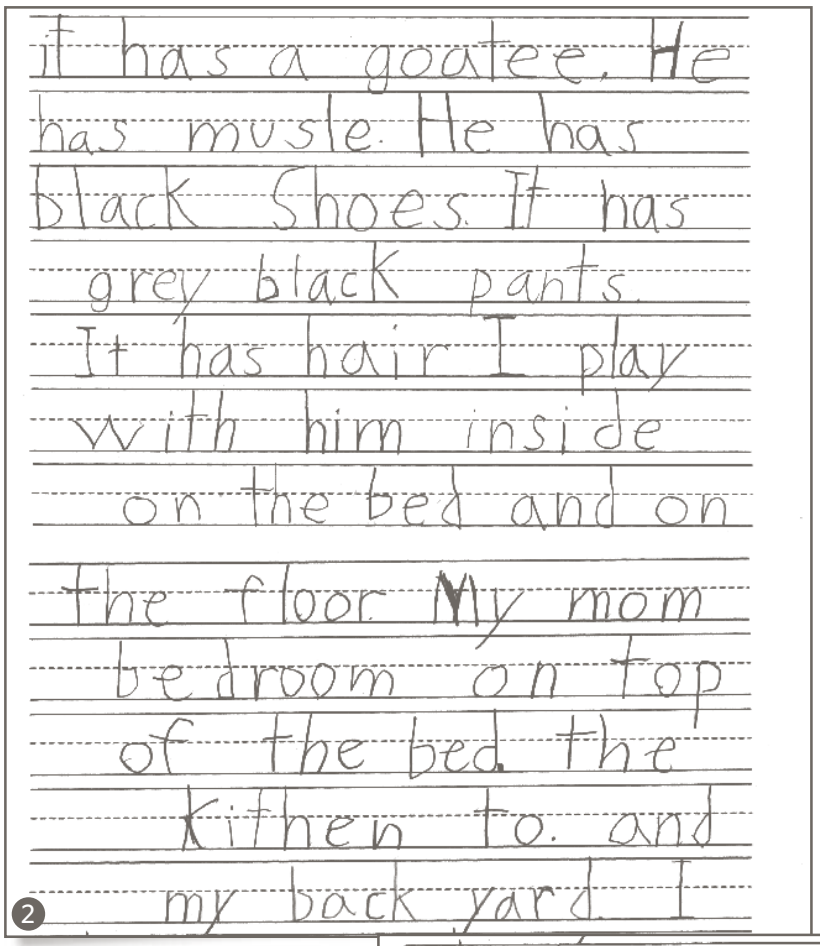
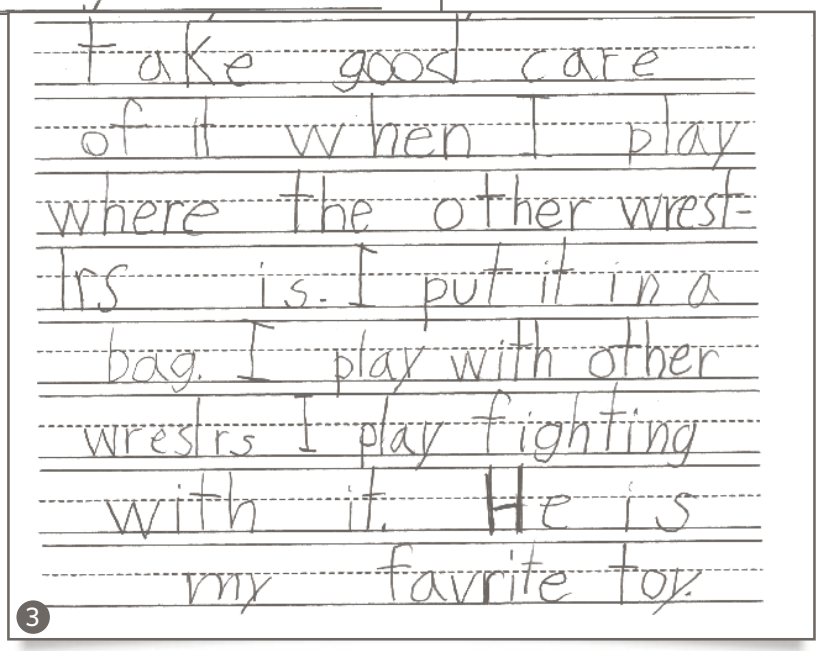
Examples of Scored Writing: Sample 1 *(continued)*


it has a goatee. He has musle. He has black Shoes. It has grey black pants. It has hair I play with him inside on the bed and on the floor. My mom bedroom on top of the bed. the kithen to. and my back yard. I

2


take good care of it when I play where the other wrestlrs is. I put it in a bag. I play with other wrestlrs I play fighting with it. He is my favrite toy.

3

(continues)

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Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	(4)	3	2	1
Writing fully communicates ideas and shows sustained thought.	(4)	3	2	1
Writing shows elements of the nonfiction genre. ▪ The piece provides true information about a real thing. ▪ The piece includes an opening and a closing sentence.	(4)			
One idea connects logically to the next.	4	(3)	2	1
Writing shows individual expression and/or creativity.	(4)	3	2	1
Writing contains varied and descriptive vocabulary.	4	(3)	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized. ▪ Appropriate end punctuation is used. ▪ Proper nouns are capitalized.	4	(3)	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions.	(4)	3	2	1
Subtotal	20	9	0	0

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual.*

Published Writing total (sum of 4 subtotals): 29/32 = 91%

Commentary: The subject of this piece—an action figure—is clearly stated in the opening sentence (*Here are some facts about Christian cage toy*). There is evidence of sustained thought because of the level of detail given (*It has two rists and it has a goatee. He has musle. It has grey black pants*) and the overall focus on the topic. Ideas flow logically from a physical description of the toy, to where the author plays with the toy, to examples of how it is played with, and finally ends with a closing sentence (*He is my favrite toy*). The author expresses personal feelings about the action figure throughout the piece (*I take good care of it when I play where the other wrestlrs is. I put it in a bag* and *He is my favorite toy*). Most sentences are capitalized and punctuated correctly, although there is some confusion when listing the various places where the author plays with the toy (*My mom bedroom on top of the bed. The kithen to. and my back yard).* Spelling is either conventional or reasonably approximated (*rists, musle, wrestlrs*). The pronoun *I* and proper noun, *Christian*, are correctly capitalized throughout.

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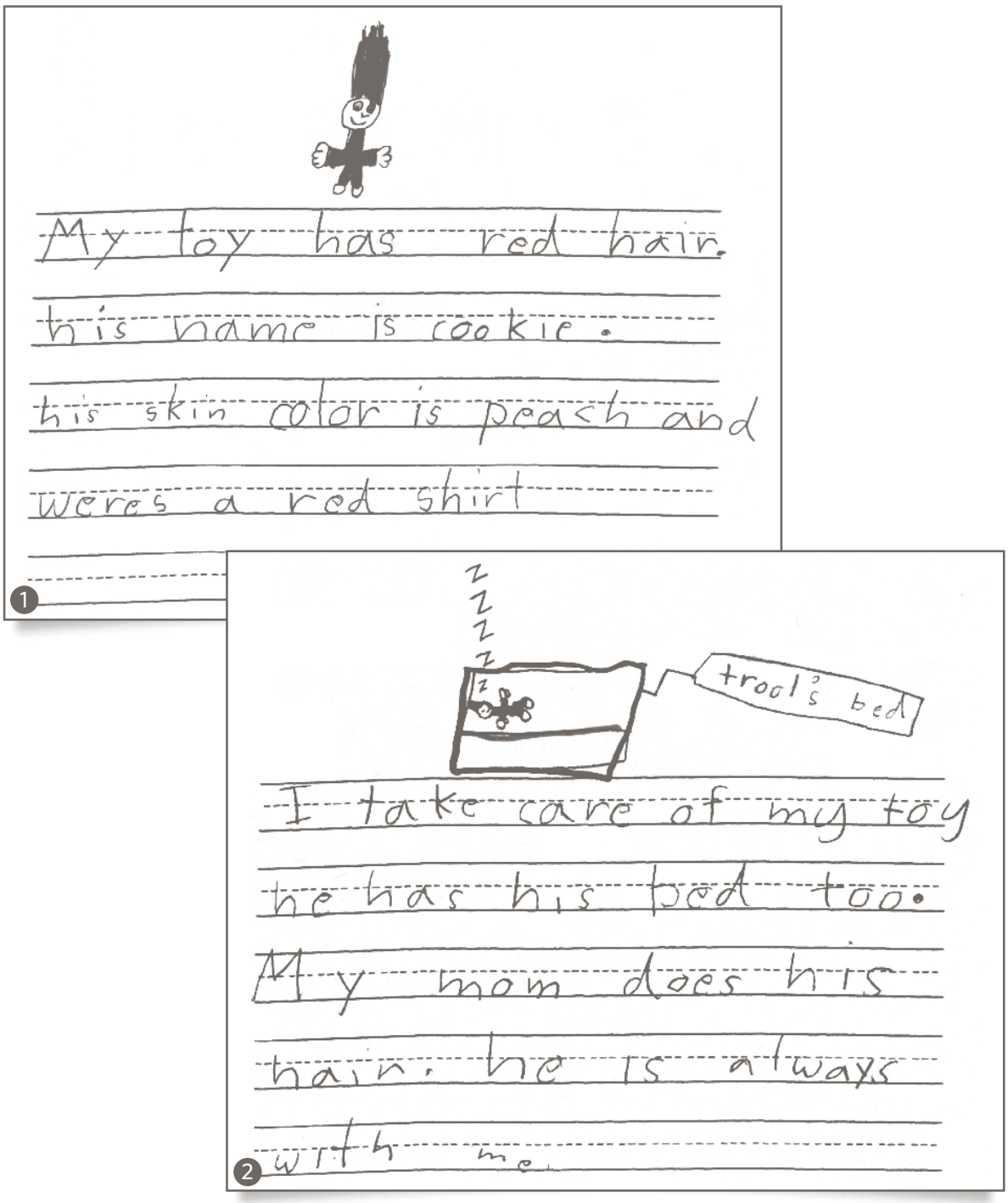
Examples of Scored Writing: Sample 2



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Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	(4)	3	2	1
Writing fully communicates ideas and shows sustained thought.	(4)	3	2	1
Writing shows elements of the nonfiction genre. ▪ Piece provides true information about a real thing. ▪ Piece includes an opening and a closing sentence.	4	(3)	2	1
One idea connects logically to the next.	4	(3)	2	1
Writing shows individual expression and/or creativity.	4	3	(2)	1
Writing contains varied and descriptive vocabulary.	4	3	(2)	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized. ▪ Appropriate end punctuation is used. ▪ Proper nouns are capitalized.	4	(3)	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions.	(4)	3	2	1
Subtotal	12	9	4	0

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual.*

Published Writing total (sum of 4 subtotals): 25/32 = 78%

Commentary: It is clear that this piece is about the author's toy (*My toy has red hair. his name is cookie*). The writing stays on topic, but consecutive sentences do not always seem related (*I take care of my toy he has his bed too. My mom does his hair*). In addition, ideas are mentioned and then dropped without "telling more." Sentences are punctuated correctly, and the author appropriately uses an apostrophe and an *s* to show possession in the label on the second page (*trool's bed*). About half the sentences are capitalized, and the author does not capitalize the proper noun, *Cookie*. Vocabulary is appropriate, though somewhat limited; most words (with the exception of *weres* and *trool's*) are spelled conventionally.

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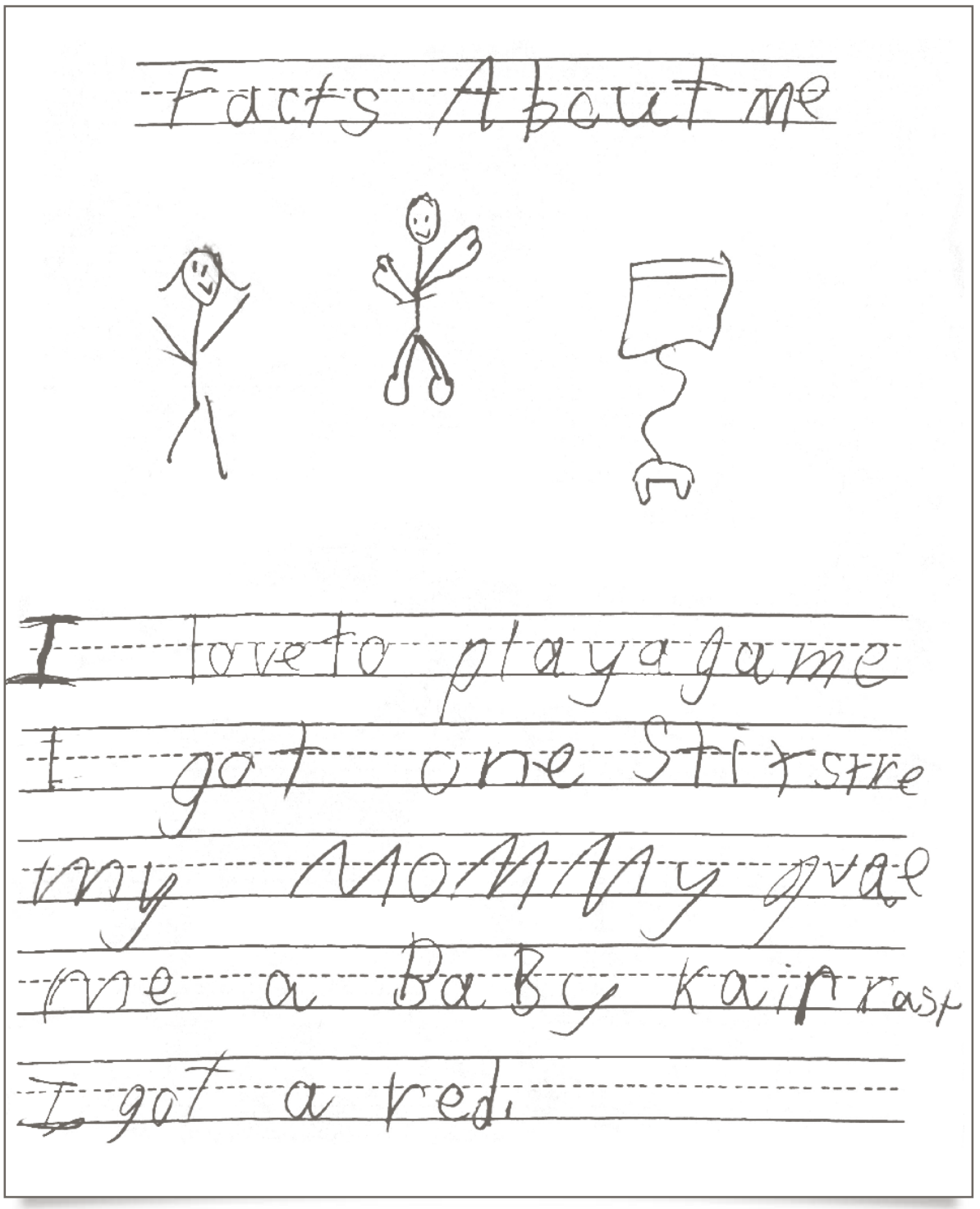
Examples of Scored Writing: Sample 3



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Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	4	3	(2)	1
Writing fully communicates ideas and shows sustained thought.	4	3	(2)	1
Writing shows elements of the nonfiction genre. ▪ Piece provides true information about a real thing. ▪ Piece includes an opening and a closing sentence.	4	(3)	2	1
One idea connects logically to the next.	4	3	(2)	1
Writing shows individual expression and/or creativity.	4	3	(2)	1
Writing contains varied and descriptive vocabulary.	4	3	(2)	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized. ▪ Appropriate end punctuation is used. ▪ Proper nouns are capitalized.	4	3	(2)	1
Writing demonstrates increasing command of grade-appropriate spelling conventions.	4	(3)	2	1
Subtotal	0	6	12	0

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual.*

Published Writing total (sum of 4 subtotals): 18/32 = 56%

Commentary: This piece lists four distinct "facts about me." The meaning of the first two can be read or inferred (*I love to play a game* and *I got one stitstre*) but the last two leave a reader puzzled (*my MoMMy gvae me a BaBy Kair rast* and *I got a red*). Many of the words are spelled correctly, while some others (*gvae, stitstre*) suggest that the author is hearing the correct sounds but confusing their order. There is an attempt at punctuation (period at the end) and an appropriate use of a capital letter *I* at the beginning of the piece.

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Student's Name: _____ Date: _____

Published Writing

The bulleted items in the rubric identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about.	4	3	2	1
Writing fully communicates ideas and shows sustained thought.	4	3	2	1
Writing shows elements of the nonfiction genre. ▪ Piece provides true information about a real thing. ▪ Piece includes an opening and a closing sentence.	4	3	2	1
One idea connects logically to the next.	4	3	2	1
Writing shows individual expression and/or creativity.	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentences are capitalized. ▪ Appropriate end punctuation is used. ▪ Proper nouns are capitalized.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions.	4	3	2	1
Subtotal				

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual*.

Totals:

Published Writing total (sum of 4 subtotals): _____/32 = _____%

Student Skill Practice Book (*SSPB*) page(s)* total: _____/_____ = _____%

Overall unit score
(Total points earned/Total points possible): _____/_____ = _____%

*(Optional) For information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.

(continues)

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Reflection:

- What did you work on with this student during individual writing conferences?

- What might you focus on during the next unit's instruction?

- What changes do you notice in this student's published writing compared to the student's writing from the prior unit?

(continues)

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(OPTIONAL) CHARACTERISTICS OF EARLY WRITING

If this student is not yet writing conventionally and is struggling to demonstrate the descriptors of successful writing in the rubric, read the student's writing and ask yourself questions like those that follow. Record your observations in the chart below and note ways you might support the student in the coming weeks.

- What does the student's writing/drawing look like?
- What is the student trying or experimenting with in his or her writing?
- What can you learn about this student from his or her writing/drawing?

Date of student's writing	Observations	Suggestions for the student

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Unit 6

Exploring Words Through Poetry

Class Assessment Records (CA1–CA3) 95

Conference Notes (CN1) 98

Individual Writing Assessment (IA1) 99

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students eager to write?			
▪ Do they use movement words?			
▪ Are they attempting to write poems rather than stories?			
Other observations:			

Considerations:

If you notice students struggling to begin writing after 5–10 minutes, signal for their attention and write some possible first lines on the board (for example, *Recess, recess, I love you; Recess is my favorite time;* and *At recess, I like to* _____). Have the students choose one line to begin with and continue writing.

Students may or may not write pieces that look like actual poems. This is to be expected, as poetry is a challenging form to learn to write. At this point, accept all of their efforts to write about recess using movement words. If you have students who are eager to write poems about different topics, allow them to do so.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students attempting to write poems rather than stories?			
▪ Are they able to write about the weather they chose?			
▪ Do they use sound, movement, and other descriptive words?			
▪ Do they title their poems?			
Other observations:			

Considerations:

If you notice students struggling to begin writing after 5–10 minutes, signal for their attention and write some possible first lines on the board (for example, *I look out the window; It is a* _____ *day*; and *Outside it is* _____). Have the students choose one line to begin with and then continue writing.

Remember that students may or may not write pieces that look like actual poems. Continue to accept all of their efforts to write about weather using descriptive words. If you have students who are eager to write poems about different topics, allow them to do so.

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to select a poem they have written during this unit and explain why they chose it?			
Other observations:			

Considerations:

Support any student who has difficulty choosing a poem by asking him or her questions such as:

Q *Which poem has words that you think are especially interesting or fun?*

Q *Which poem was the most fun to write?*

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Student's Name: _____ Date: _____

Have the student tell you about his or her writing and read it aloud.

As you listen, ask yourself:	Yes	No	Not evident	Evidence:
▪ Is this student attempting to write a poem rather than a story?				
▪ Does this student use sound or movement words to write about the topic?				
▪ *(Beginning Week 3, Day 1)* Does this student attempt to use figurative language?				

Accept and support the student's writing whether it resembles a poem or not. Other things you can do to support a student during the conference are:

- Ask the student to visualize and tell you about his or her topic.
- Ask questions to elicit more ideas.
- Have the student read his or her writing aloud and think about where he or she might use movement or sound words.

Other observations:

Next steps:

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Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's published writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students.

PREPARING FOR THE ASSESSMENT

✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 106.

✓ Make a copy of each student's published piece, and return the original to the student or to the class library.

✓ Review the descriptors of successful writing listed on the record sheet (IA1) as well as the examples of scored writing starting on page 100 to help you prepare for scoring each student's work.

CONDUCTING THE ASSESSMENT

For each student:

1. Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
2. Calculate the subtotals to determine the writing score.
3. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the published writing total to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)
4. (Optional) If the student is not yet writing conventionally and struggles to demonstrate the descriptors of successful writing in the rubric, read the student's writing and ask yourself questions like those in the "Characteristics of Early Writing" section that follows the rubric.
5. Review the "Conference Notes" record sheet for the student during this unit. Think about the Reflection questions on the "Individual Writing Assessment" record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the "Conference Notes" record sheet, in the student's individual assessment folder.

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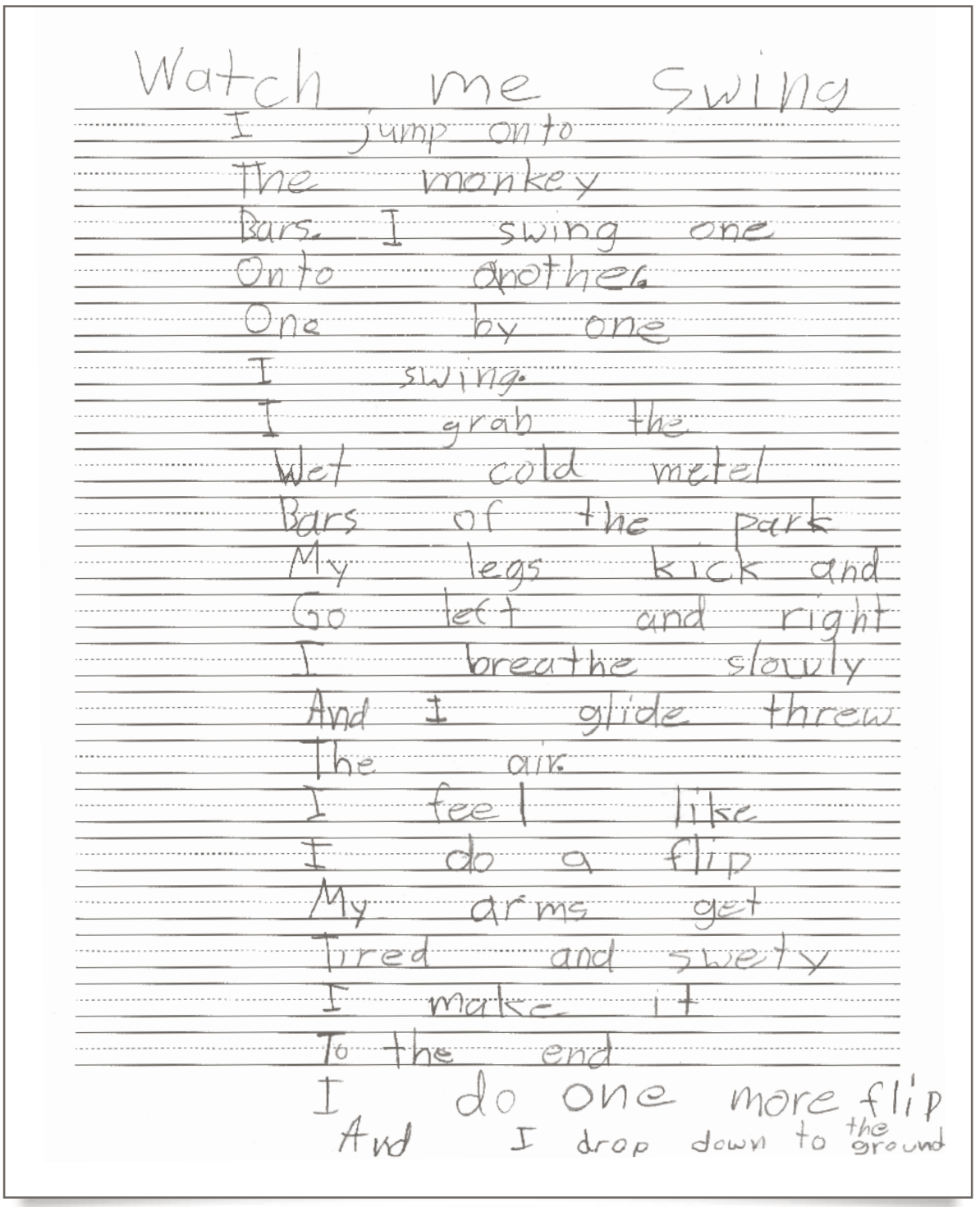
Examples of Scored Writing: Sample 1



Watch me Swing
I jump onto
The monkey
Bars. I swing one
Onto another.
One by one
I swing.
I grab the
Wet cold metal
Bars of the park
My legs kick and
Go left and right
I breathe slowly
And I glide threw
The air.
I feel like
I do a flip
My arms get
Tired and swety
I make it
To the end
I do one more flip
And I drop down to the ground

(continues)

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Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The poem has a title.	(4)	3	2	1
Writing shows elements of the poetry genre. ▪ The writing is in the form of a poem rather than a story.	(4)	3	2	1
Writing shows individual expression and/or creativity. ▪ Figurative language is used to compare one thing to another.	4	(3)	2	1
Writing contains varied and descriptive vocabulary. ▪ Descriptive words, such as movement and sound words, help the reader imagine what is happening in the poem.	(4)	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions.	(4)	3	2	1
Subtotal	16	3	0	0

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual*.

Published Writing total (sum of 4 subtotals): 19/20 = 95%

Commentary: The title, structure, and content of this piece make it clear that this is a poem about swinging on the monkey bars. The poem starts with the poet jumping on the monkey bars and progresses logically to dropping down to the ground at the end. The poet provides a high level of detail about a narrow subject, which demonstrates creativity and an ability to express ideas in writing. Sensory details (*wet cold metel, I breathe slowly, tired and swety*) and movement words (*jump, swing, grab, kick, glide, do a flip, drop down to the ground*) make it easy for a reader to imagine swinging on the monkey bars. Most words in the poem are spelled correctly with the exception of *metel, swety,* and *threw,* which are reasonably approximated.

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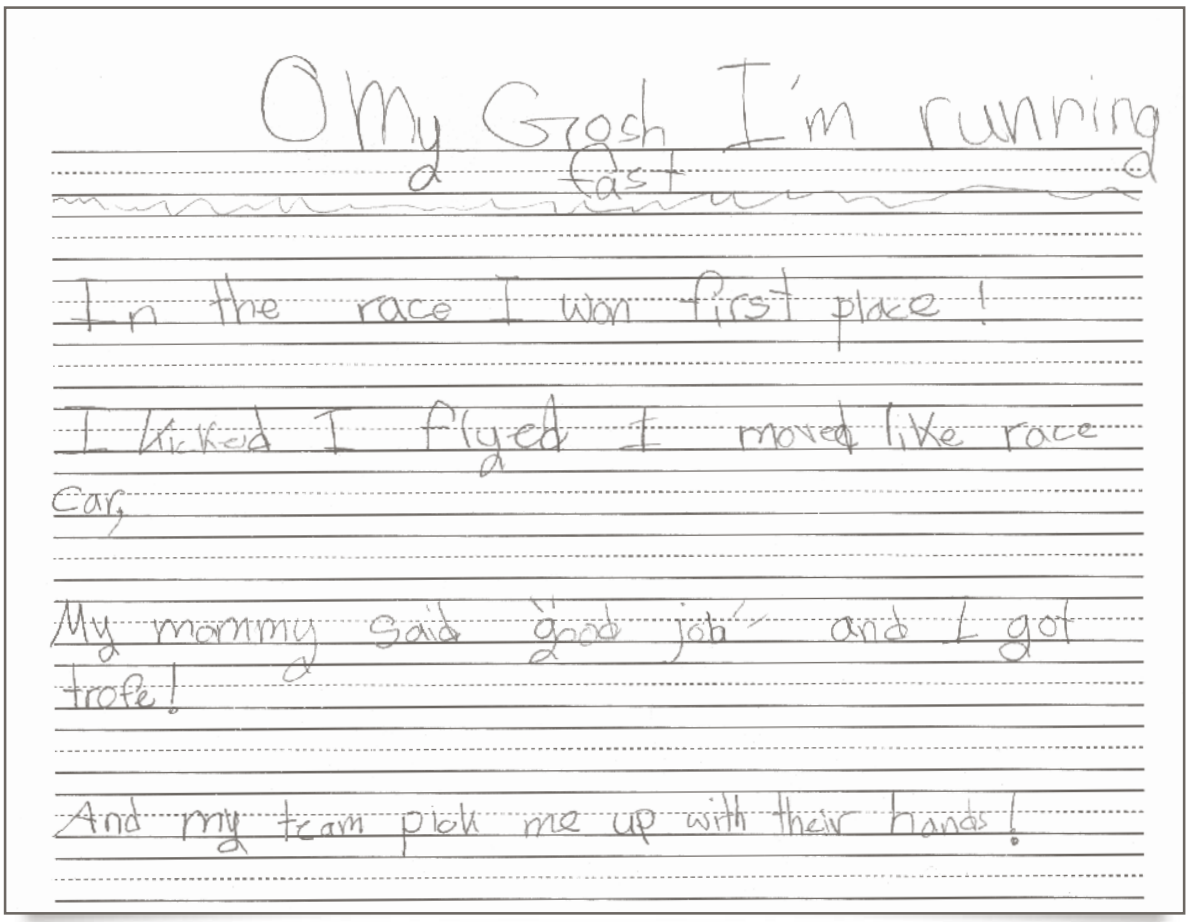
Examples of Scored Writing: Sample 2



(continues)

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Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The poem has a title.	4	(3)	2	1
Writing shows elements of the poetry genre. ▪ The writing is in the form of a poem rather than a story.	4	3	(2)	1
Writing shows individual expression and/or creativity. ▪ Figurative language is used to compare one thing to another.	4	(3)	2	1
Writing contains varied and descriptive vocabulary. ▪ Descriptive words, such as movement and sound words, help the reader imagine what is happening in the poem.	4	(3)	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions.	(4)	3	2	1
Subtotal	4	9	2	0

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual.*

Published Writing total (sum of 4 subtotals): 15/20 = 75%

Commentary: The title of this poem, *O My Gosh I'm running fast,* suggests that it will be about running, but the content of the poem is more about the poet's experience winning a race. The race may be a running race (as the title of the poem suggests) or a swimming race (as the word *kicked* suggests). The poem contains some movement words and figurative language, but they are confined to one sentence (*I kicked I flyed I moved like race car*). The spaces after each line suggest that the poet is trying to make the piece look like a poem, but the sentences themselves read more like a narrative. Spelling is conventional or reasonably approximated (*flyed, trofe*).

(continues)

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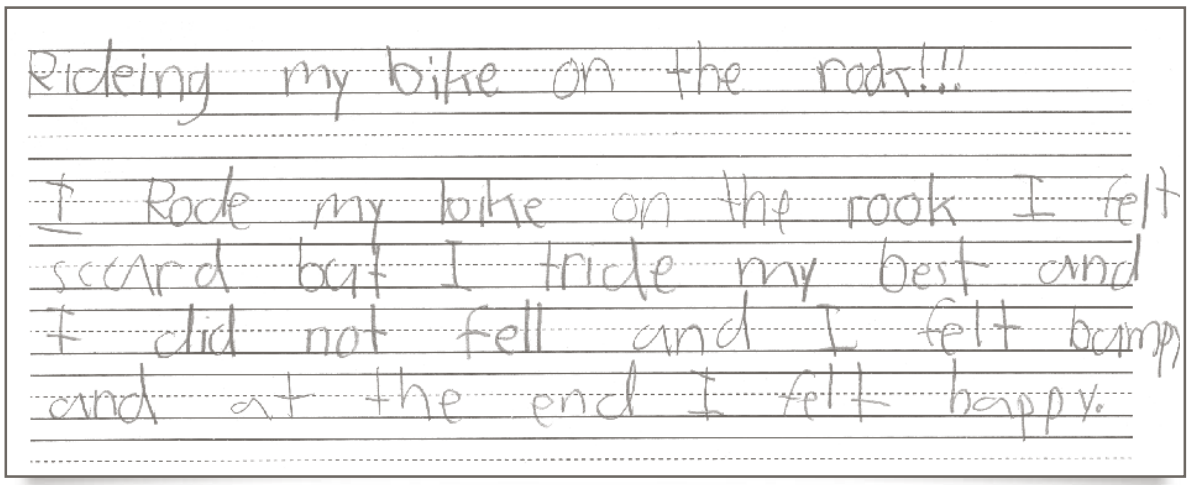
Examples of Scored Writing: Sample 3



Rideing my bike on the rook!!!

I Rode my bike on the rook I felt scard but I tride my best and I did not fell and I felt bumpy and at the end I felt happy.

(continues)

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Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The poem has a title.	(4)	3	2	1
Writing shows elements of the poetry genre. ▪ The writing is in the form of a poem rather than a story.	4	3	2	(1)
Writing shows individual expression and/or creativity. ▪ Figurative language is used to compare one thing to another.	4	3	(2)	1
Writing contains varied and descriptive vocabulary. ▪ Descriptive words, such as movement and sound words, help the reader imagine what is happening in the poem.	4	3	(2)	1
Writing demonstrates increasing command of grade-appropriate spelling conventions.	(4)	3	2	1
Subtotal	8	0	4	1

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual.*

Published Writing total (sum of 4 subtotals): 13/20 = 65%

Commentary: It is clear from the title and the first line that this piece is about the poet riding a bike on a rock. It is clear how the poet felt during the experience (*I felt scard but I tride my best* and *at the end I felt happy*) but the poem lacks the sensory details that would help a reader imagine the physical sensations of riding a bike. The writing is in the form of a story, rather than a poem, and the facts about the experience are presented chronologically as they would be in a narrative. Spelling is either conventional or reasonably approximated.

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Student's Name: _____ Date: _____

Published Writing

The bulleted items in the rubric identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The poem has a title.	4	3	2	1
Writing shows elements of the poetry genre. ▪ The writing is in the form of a poem rather than a story.	4	3	2	1
Writing shows individual expression and/or creativity. ▪ Figurative language is used to compare one thing to another.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ Descriptive words, such as movement and sound words, help the reader imagine what is happening in the poem.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions.	4	3	2	1
Subtotal				

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual*.

Totals:

Published Writing total (sum of 4 subtotals): _____ /20 = _____%

Student Skill Practice Book (*SSPB*) page(s)* total: _____/_____ = _____%

Overall unit score
(Total points earned/Total points possible): _____/_____ = _____%

*(Optional) For information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.

(continues)

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Reflection:

- What did you work on with this student during individual writing conferences?

- What might you focus on during the next unit's instruction?

- What changes do you notice in this student's writing over the course of the year?

(continues)

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(OPTIONAL) CHARACTERISTICS OF EARLY WRITING

If this student is not yet writing conventionally and is struggling to demonstrate the descriptors of successful writing in the rubric, read the student's writing and ask yourself questions like those that follow. Record your observations in the chart below and note ways you might support the student in the coming weeks.

- What does the student's writing/drawing look like?
- What is the student trying or experimenting with in his or her writing?
- What can you learn about this student from his or her writing/drawing?

Date of student's writing	Observations	Suggestions for the student

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Unit 7

Opinion Writing

Class Assessment Records (CA1–CA2). 110

Conference Notes (CN1) 112

Individual Writing Assessment (IA1) 113

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students able to choose foods and write about them?			
▪ Are they able to write about why they think the foods are the best?			
▪ Do they write complete sentences using punctuation, capitalization, and the spelling skills they have learned?			
▪ Do they write closing sentences?			
Other observations:			

Considerations:

Support any student who struggles by asking questions such as:

Q *What food do you really like to eat?*

Q *Why do you enjoy eating that food? What words might you write to explain that?*

Q *What sentence might you write to end your piece?*

Q *What is a different sentence you might write to end your piece? What other words can you use to say that a food is "the best"?*

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ When the students share, do they speak in a voice loud enough for all to hear?			
▪ When the students share, do they read at a pace that is neither too fast nor too slow?			
▪ Is the audience listening attentively?			
▪ Do the students use the prompts to discuss one another's writing?			
Other observations:			

Considerations:

If the students are struggling with sharing or listening, call for the class's attention and discuss the following questions:

Q *What is important to remember when you share your writing from the Author's Chair?*

Q *What can the audience members do to show the author that they are listening?*

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Student's Name: _____ Date: _____

Have the student tell you about his or her opinion piece and read any writing aloud.

As you listen, ask yourself:	Yes	No	Not evident	Evidence:
▪ Does the student choose a topic and write about it?				
▪ Does the student provide at least one reason that supports his or her opinion?				
▪ Does the student write complete sentences using punctuation, capitalization, and the spelling skills he or she has learned?				
▪ *(Beginning Week 2, Day 1)* Does the student write a closing sentence?				

Support the student's thinking by asking questions such as:

Q *What is the opinion you are writing about? What sentence might you write to tell a reader what your opinion is?*

Q *Why do you think that? How might you write that reason in a sentence?*

Q (Beginning Week 2, Day 1) *What sentence might you write to end your piece?*

Q (Beginning Week 2, Day 1) *What is another way you can write that [music class makes you feel good]?*

Other observations:

Next steps:

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Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student's published writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at his or her own pace into a strong, capable writer; therefore this assessment is designed to compare a student's work to his or her earlier writing, rather than to the writing of other students.

PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of the "Individual Writing Assessment" record sheet (IA1) from the CCC Learning Hub (ccclearninghub.org) or from page 120.
- ✓ Make a copy of each student's published piece, and return the original to the student or to the class library.
- ✓ Review the descriptors of successful writing listed on the record sheet (IA1) as well as the examples of scored writing starting on page 114 to help you prepare for scoring each student's work.

CONDUCTING THE ASSESSMENT

For each student:

1. Read the student's published piece carefully and determine whether *almost all* of the writing, *much* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of each descriptor. Circle 4, 3, 2, or 1 to indicate your assessment for each descriptor.
2. Calculate the subtotals to determine the writing score.
3. (Optional) If you wish to include any *Student Skill Practice Book* pages in the student's overall unit score, calculate the total for these pages and then add it to the published writing total to determine the overall unit score. (For more information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.)
4. (Optional) If the student is not yet writing conventionally and struggles to demonstrate the descriptors of successful writing in the rubric, read the student's writing and ask yourself questions like those in the "Characteristics of Early Writing" section that follows the rubric.
5. Review the "Conference Notes" record sheet for the student during this unit. Think about the Reflection questions on the "Individual Writing Assessment" record sheet (IA1) and write your responses in the space provided below each question.
6. Attach the completed assessment to the writing sample and file it, along with the "Conference Notes" record sheet, in the student's individual assessment folder.

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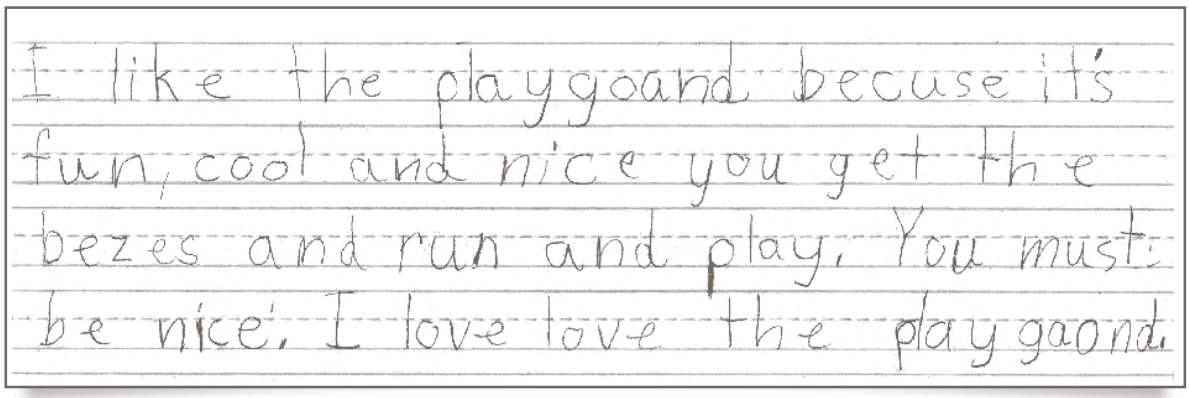
Examples of Scored Writing: Sample 1


I like the playgoand becuse it's
fun, cool and nice you get the
bezes and run and play. You must
be nice. I love love the playgaond.

(continues)

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Examples of Scored Writing: Sample 1 *(continued)*

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The student's opinion is clearly stated.	(4)	3	2	1
Writing fully communicates ideas and shows sustained thought.	4	(3)	2	1
Writing shows elements of the opinion-writing genre. ▪ The writing includes a statement of opinion, reasons to support the opinion, and a closing sentence.	(4)	3	2	1
One idea connects logically to the next.	(4)	3	2	1
Writing shows individual expression and/or creativity.	4	(3)	2	1
Writing contains varied and descriptive vocabulary. ▪ In the closing sentence, the student restates his or her opinion in a different way.	(4)	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ The student uses conjunctions to combine words, phrases, or sentences.	4	(3)	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions.	4	(3)	2	1
Subtotal	16	12	0	0

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual*.

Published Writing total (sum of 4 subtotals): 28/32 = 88%

Commentary: The author's positive opinion of the playground is clear in this piece. Several reasons are provided to support this opinion (*I like the playgoand becuse it's fun, cool and nice; you get the bezes and run and play*), and a closing sentence restates the opinion in a different way (*I love love the playgaond*). The conjunctions *and* and *because* are used correctly, but are used in a grammatically incorrect, run-on sentence (*I like the playgoand because it's fun, cool and nice you get the bezes and run and play*). Most words are spelled correctly or are reasonably approximated, with the exception of the words *playgoand* and *bezes*, in which the student omits the */r/* sound. Capitalization and punctuation are correct throughout.

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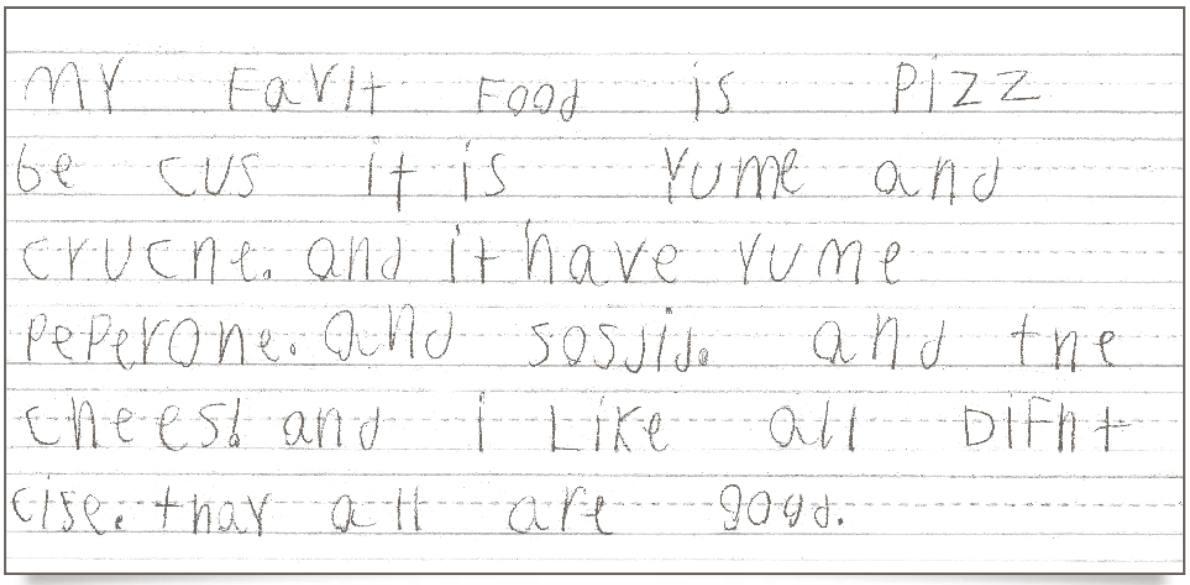
Examples of Scored Writing: Sample 2



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Examples of Scored Writing: Sample 2 *(continued)*

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The student's opinion is clearly stated.	(4)	3	2	1
Writing fully communicates ideas and shows sustained thought.	4	(3)	2	1
Writing shows elements of the opinion-writing genre. ▪ The writing includes a statement of opinion, reasons to support the opinion, and a closing sentence.	4	(3)	2	1
One idea connects logically to the next.	4	(3)	2	1
Writing shows individual expression and/or creativity.	4	(3)	2	1
Writing contains varied and descriptive vocabulary. ▪ In the closing sentence, the student restates his or her opinion in a different way.	4	3	(2)	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ The student uses conjunctions to combine words, phrases, or sentences.	4	3	(2)	1
Writing demonstrates increasing command of grade-appropriate spelling conventions.	4	(3)	2	1
Subtotal	4	15	4	0

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual.*

Published Writing total (sum of 4 subtotals): 23/32 = 72%

Commentary: The author's opinion of pizza—that it is his or her favorite food—is clear in this piece. Multiple reasons for why the author likes pizza are provided (*. . . it is yume and crucne. and it have yume peperone*). The conjunctions *because* and *and* are correctly used in the first sentence; however, many subsequent "sentences" are actually fragments that begin with *and* (*and it have yume peperone. and sosjij. and the chees! and I like all difnt cise.*) This suggests that the author is experimenting with using conjunctions but does not fully understand how they are used to link words or phrases within a single sentence. Though the author does not restate his or her opinion at the end of the piece, the last two sentences (*and i like all difnt cise. thay all are good*) conclude it in a satisfactory way. Many high-frequency words are spelled correctly and irregular words are reasonably approximated.

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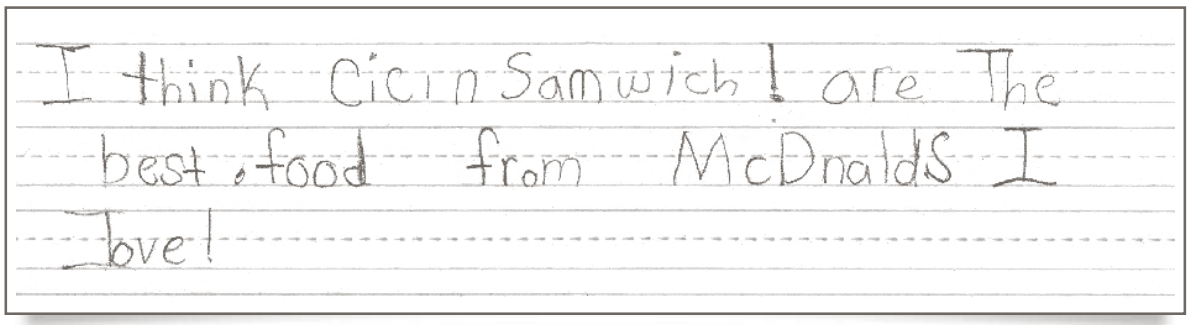
Examples of Scored Writing: Sample 3



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Examples of Scored Writing: Sample 3 *(continued)*

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The student's opinion is clearly stated.	4	(3)	2	1
Writing fully communicates ideas and shows sustained thought.	4	3	(2)	1
Writing shows elements of the opinion-writing genre. ▪ The writing includes a statement of opinion, reasons to support the opinion, and a closing sentence.	4	3	2	(1)
One idea connects logically to the next.	4	3	(2)	1
Writing shows individual expression and/or creativity.	4	3	(2)	1
Writing contains varied and descriptive vocabulary. ▪ In the closing sentence, the student restates his or her opinion in a different way.	4	3	2	(1)
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ The student uses conjunctions to combine words, phrases, or sentences.	4	3	2	(1)
Writing demonstrates increasing command of grade-appropriate spelling conventions.	(4)	3	2	1
Subtotal	4	3	6	3

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual*.

Published Writing total (sum of 4 subtotals): 16/32 = 50%

Commentary: While it is clear that the author of this piece likes chicken sandwiches, it is unclear whether his or her opinion is about chicken sandwiches in general, or chicken sandwiches from McDonald's. The author does not provide any reasons to support his or her opinion. The words *I love!* at the end of piece might be interpreted as a restatement of opinion, but they do not comprise a coherent closing sentence. While the pronoun *I* and proper noun *McDnalds* are capitalized correctly, the piece contains several misplaced uppercase letters. The period and exclamation points are also misplaced in this piece, which suggests that the student is struggling with writing and punctuating complete sentences. All the words in the piece are either spelled correctly or approximated in a way that is easily decipherable.

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Student's Name: _____ Date: _____

Published Writing

The bulleted items in the rubric identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The student's opinion is clearly stated.	4	3	2	1
Writing fully communicates ideas and shows sustained thought.	4	3	2	1
Writing shows elements of the opinion-writing genre. ▪ The writing includes a statement of opinion, reasons to support the opinion, and a closing sentence.	4	3	2	1
One idea connects logically to the next.	4	3	2	1
Writing shows individual expression and/or creativity.	4	3	2	1
Writing contains varied and descriptive vocabulary. ▪ In the closing sentence, the student restates his or her opinion in a different way.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ The student uses conjunctions to combine words, phrases, or sentences.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions.	4	3	2	1
Subtotal				

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer* Program" in the *Teacher's Manual*.

Totals:

Published Writing total (sum of 4 subtotals): _____ /32 = _____%

Student Skill Practice Book (*SSPB*) page(s)* total: _____/_____ = _____%

Overall unit score
(Total points earned/Total points possible): _____/_____ = _____%

*(Optional) For information about scoring the *Student Skill Practice Book* pages, see the *Skill Practice Teaching Guide*.

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Reflection:

- What did you work on with this student during individual writing conferences?

- What changes do you notice in this student's writing over the course of the year?

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(OPTIONAL) CHARACTERISTICS OF EARLY WRITING

If this student is not yet writing conventionally and is struggling to demonstrate the descriptors of successful writing in the rubric, read the student's writing and ask yourself questions like those that follow. Record your observations in the chart below and note ways you might support the student in the coming weeks.

- What does the student's writing/drawing look like?
- What is the student trying or experimenting with in his or her writing?
- What can you learn about this student from his or her writing/drawing?

Date of student's writing	Observations	Suggestions for the student

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Unit 8

Revisiting The Writing Community

End-of-year Writing Sample (WS2) 124

Class Assessment Record (CA1) 128

Conference Notes (CN1) 129

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Obtaining an End-of-year Writing Sample

PREPARING FOR THE ASSESSMENT

✓ Make a class set of the "End-of-year Writing Sample Record" sheet (WS2) from the CCC Learning Hub (ccclearninghub.org) or from page 126. Review the questions on the record sheet to help you prepare to analyze each student's work.

✓ Plan to provide enough time for the students to complete the writing sample. You might base the amount of time on your school district's requirements for similar writing tasks or simply provide your students with the time they need to complete their writing.

✓ Gather any additional materials needed to complete the writing task (for example, dictionaries, extra pencils, crayons, or markers) and make them available to your students.

✓ Write the following prompt where everyone can see it: *Think about something that makes you happy. Draw and write a story about something that makes you happy.*

CONDUCTING THE ASSESSMENT

1. Tell the students that today they will each write a piece that shows what they know about good writing. Explain that the students should try to do their best writing in this piece.
2. State your expectations for how the students will behave while you are conducting the assessment (for example, students should stay in their seats, work silently, and raise their hands if they have questions). You might also tell the students what additional resources, if any, they can use as they write (such as drawing materials or a dictionary).
3. Direct the students' attention to the prompt and explain that they will all write about this topic. Read the prompt aloud.
4. Give the students a few moments to think about what they will write. (If you are conducting this assessment as a timed writing activity, tell the students how much time they will have to complete their writing and that you will let them know when they have 10 minutes remaining.)
5. Distribute writing paper and have the students begin.
6. Signal the end of the writing period and collect the students' writing.

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ANALYZING THE ASSESSMENT

For each student's writing sample:

1. Read the piece carefully. As you read, think about the questions on the "End-of-year Writing Sample Record" sheet (WS2) and record your observations. Make note of any writing conventions that the student uses consistently or inconsistently, and indicate which, if any, grade-level skills are absent from the writing.
2. Review the student's beginning- and end-of year writing samples. Compare your comments on the student's "Beginning-of-year Writing Sample Record" sheet (WS1) from Unit 1 with those on the "End-of-year Writing Sample Record" sheet (WS2) to see how the student's writing has improved over the year.
3. Attach the completed record sheet to the writing sample and file it in the student's individual assessment folder. Consider passing the folder along to the student's teacher for next year.

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Student's Name: _____ Date: _____

As you read the student's writing, ask yourself questions such as those that follow. Record your observations for each question below, making note of any writing conventions that the student uses consistently or inconsistently and indicating which, if any, grade-level skills are absent from the writing. Note your observations for how the student has grown as a writer over the course of the year.

- What does the student's writing look like?

- What is the student trying or experimenting with in his or her writing?

- What can you learn about this student from his or her writing?

- Is it clear what this piece is about?

- Does the writing fully communicate ideas and show sustained thought?

- Does one idea connect logically to the next?

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- Does the writing show individual expression and/or creativity?

- Does the writing contain varied and descriptive vocabulary?

- Is the writing fluent when read aloud?

- Does the writing demonstrate command of grammar, usage, and mechanics?

- Does the student use grade-appropriate spelling conventions?

Other observations:

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Observe the students and ask yourself:	All or most students	About half of the students	Only a few students
▪ Are the students writing with confidence and enthusiasm?			
▪ Does their writing make sense?			
▪ Do they add to their writing to tell more?			
▪ Do they capitalize the first letters of sentences and use periods at the ends?			
▪ Do they capitalize proper nouns and the pronoun *I*?			
▪ Do they approximate spelling and use the word wall?			
Other observations:			

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Student's Name: _____ Date: _____

Ask each student to show you his or her favorite piece of writing and briefly tell you about it. Help the student think about what it was like to write this piece and how he or she has grown as a writer this year. Ask the student questions such as the following and record his or her responses:

Q *What do you remember about working on this piece?*

Q *What did you like best about writing this year?*

Q *How do you feel about your writing?*

Q *How do you feel when you are asked to read your own writing to the class?*

Q *What do you do best as a writer?*

Q *How do you think you have changed as a writer this year?*

Q *What are some things you might want to write about this summer?*

Other observations:

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GRADE 1

Being a Writer™

ASSESSMENT RESOURCE BOOK

CCC

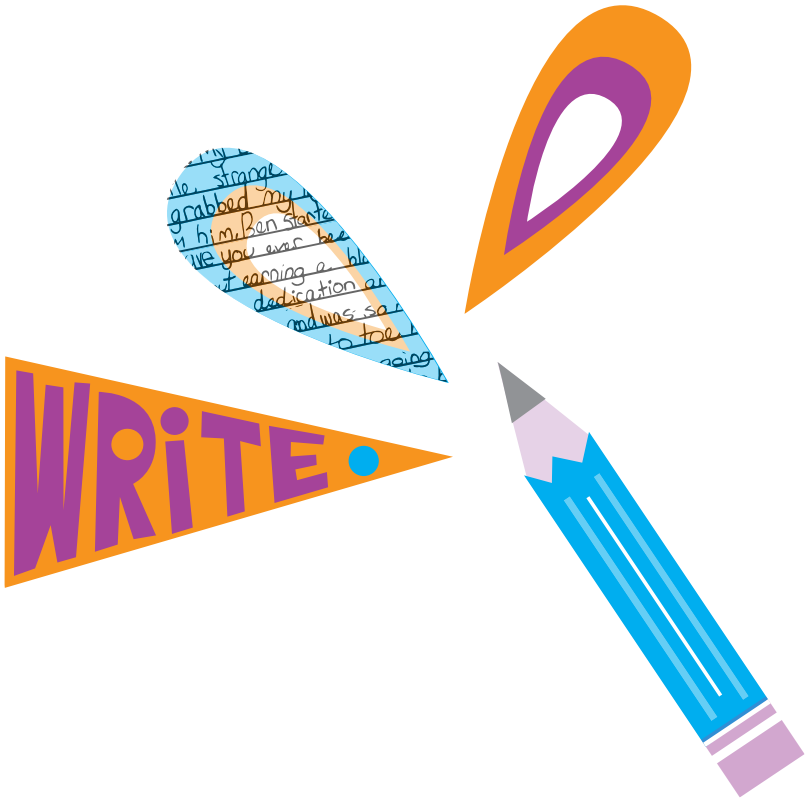

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Illustration by Michael Wertz

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