

Read It Again

FoundationQ!

A Foundation Year Resource to Promote
Spoken Language and
Emergent Literacy

Table of Contents

- Introduction
- Lesson Plans
- Student Progress Checklist
- Materials
- Implementation Notes

Important Notices

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Read It Again – *FoundationQ!*

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Introduction

Read It Again - *FoundationQ!* has been written to support the Australian Curriculum and targets students in their foundation year of formal schooling. Read It Again - *FoundationQ!* is designed to develop and strengthen students' early foundations in language and literacy. It provides a systematic, explicit, and flexible approach to building students' skills in four key areas of language and literacy: vocabulary, narrative, phonological awareness, and print knowledge. Read It Again - *FoundationQ!* features 60 lessons, each approximately 20-30 minutes duration, to be implemented over 30 weeks of instruction. The lessons can be delivered at any time of the day and on any day of the week, and can be modified to meet the needs of both struggling and advanced learners. Read It Again - *FoundationQ!* involves implementing two brief lessons per week in the classroom, either to the entire class or during small group instruction.

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

1. Easy to use

Read It Again - *FoundationQ!* lessons and activities are designed to be easily implemented by educators. The activities are presented in straightforward language with a clear sequence for instruction. Each lesson includes measurable learning objectives, an explicit description of activities for implementation, and suggestions for language the educator may use in delivering the activities. In most cases, any additional materials needed for implementation are included. Although educators can certainly adapt the suggested language of the Read It Again - *FoundationQ!* activities to fit their own teaching style, the explicit instruction and model lessons make Read It Again - *FoundationQ!* easy to implement in any classroom.

2. Repeated use of storybooks

A key feature of Read It Again - *FoundationQ!* is the repeated use of children's storybooks as a way to enhance language and literacy development. In Read It Again - *FoundationQ!*, each lesson uses a storybook as a way of organising lessons and building students' vocabulary, narrative, phonological awareness and print knowledge while exposing them to high-quality literature. Given the importance of repeated use of storybooks to children's learning, Read It Again - *FoundationQ!* recycles use of a relatively small set of titles that are commercially available for purchase.

3. Repetition of key concepts

Students, particularly those for whom learning does not come easily, benefit from multiple opportunities to learn new concepts and apply their developing language and literacy abilities. Repetition of key concepts is an inherent and critical aspect of Read It Again - *FoundationQ!*.

4. Differentiated instruction

The Learners' Ladder is an important tool for differentiating instruction to meet the needs of all students in a classroom. Learners' Ladders provide teachers with specific scaffolding strategies to use with students who find a given lesson either too easy or too difficult. When a lesson is too easy for a student, strategies are offered that promote higher order understandings about the lesson and help to generalise learning beyond the lesson itself. When a lesson is too hard, strategies are provided that encourage students to successfully participate in activities and move gradually toward independence over time.

Scope of Instruction

Read It Again - *FoundationQ!* is designed to systematically build students' language and literacy abilities in four areas. The scope of instruction encompasses:

- **Vocabulary** - receptive and expressive repertoire of words
- **Narrative** - ability to understand and produce extended discourse that describes real or fictional events occurring in the past, the present, or the future

- **Phonological awareness** - sensitivity to the phonological - or sound - structure of language
- **Print knowledge** - interest in print, knowledge of the names and distinctive features of various print units (e.g., alphabet letters, words), and the way in which different prints may be combined in written language

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

Instructional Objectives

Read It Again - *FoundationQ!* builds students competencies in these four domains of learning in a systematic manner. That is, for each of these domains, a series of instructional objectives are identified which build upon each other and increase in difficulty and sophistication during the lessons which are administered over 30 weeks.

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

Vocabulary

1. To understand and use unfamiliar words to describe things or actions.
2. To understand and use words for unfamiliar nouns.
3. To understand and use words for unfamiliar actions.
4. To understand and use words representing time and spatial concepts.
5. To understand and use new words representing thinking processes.
6. To understand and use words that modify things or actions.
7. To talk about the meaning of new words, including how words can have more than one meaning.
8. To understand and use words which represent feelings.

Narrative

1. To identify and describe the setting and characters of a story.
2. To describe the 'kick off' of a story.
3. To order three or more major events in a story.
4. To produce a fictional story that has a setting and characters (a Scaffolded Retell).
5. To produce a personal story that has a clear beginning, middle and end.
6. To share feelings, ideas or experiences in a single story that is precise.
7. To understand and create an interesting ending for a story.

Phonological Awareness

1. To identify when two words share a rhyming pattern.
2. To segment words into syllables and to blend syllables into words.
3. To identify when two words share the same first sound.
4. To identify and produce words starting with a specific first sound.
5. To understand and manipulate syllables in words and develop an understanding of word structure.
6. To identify and isolate sounds in initial, medial and final positions in words.
7. To understand and manipulate phonemes in words and develop an understanding of word structure.

Print Knowledge

1. To recognize that print carries meaning and to distinguish print from pictures.
2. To recognize the left-to-right and top-to-bottom directionality of print.

3. To identify some uppercase letter names, including those in own name and those of some friends or family members.
4. To understand and use new words describing aspects of books (e.g. illustrator, author, cover, title page) and print (e.g. word, letter, spell, read, write).
5. To recognize the difference between letters and words.
6. To understand that punctuation is a feature of written text different from letters. To recognise that capital letters and full stops signify the beginning and end of sentences.
7. To attend to rime chunks as they track words and to sound out whole words rather than individual letters.
8. To build a vocabulary base of common sight words, including those seen often in the environment and in children's books.

Sequence of Instruction

The Read It Again - *FoundationQ!* instructional objectives are systematically sequenced across 60 lessons implemented over a 30-week period. The sequencing of objectives adheres to a linear developmental approach such that easier concepts are the focus of learning in the beginning of the program and more difficult concepts are the focus in the latter part of the program. Learning then progresses from easier to more difficult concepts or skills. For instance, in the area of print knowledge, students are asked to first focus on more global properties of print, such as the fact that print carries meaning (Objective 1), and later to learn more specific properties of print, such as punctuation as a feature of written text different from letters (Objective 7).

Because of the linear progression of objectives, it is recommended that the lesson objectives be followed sequentially (Week 1, Week 2, Week 3) and that no lessons be skipped. Should students appear to have difficulty with, or to have already mastered a particular objective or a particular lesson, educators should review the Learners' Ladders provided after each lesson for ideas about how to modify the activities to meet their student's needs.

Organisation of Lessons

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

For instance, the objectives and activities for Week One include:

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

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

Each lesson includes the following features:

- **Week of Lesson:** Identifies the week during which a particular lesson should be given
- **Lesson Number and Title:** Identifies a particular lesson number (1,2,3 ...) and title
- **Title of Book for Week:** Identifies the title and author of the book to be used in the lesson
- **Learning Objectives:** Identifies the specific objectives addressed in the lesson
- **Materials:** Identifies any materials needed to implement the lesson
- **Activity Time:** Identifies *when* a given activity is to occur in relation to the lesson's storybook reading (before, during or after)
- **Activity Description:** Provides an explicit description of the activity, including suggested language for use during the activity
- **Learners' Ladders:** A series of guides to help teachers modify a given lesson plan for diverse learners

Each lesson involves the reading of a single storybook, as listed below. It is recommended that teachers obtain these books in order to deliver the lessons as designed.

1. *Daisy All-Sorts* by Pamela Allen
2. *The Very Cranky Bear* by Nick Bland
3. *Big Rain Coming* by Katrina Germein
4. *Edward the Emu* by Sheena Knowles
5. *Possum in the House* by Kiersten Jensen
6. *Shoes from Grandpa* by Mem Fox
7. *Pete the Sheep* by Jackie French
8. *Ruby Roars* by Margaret Wild and Kerry Argent
9. *There's a Hippopotamus on the Roof Eating Cake* by Hazel Edwards
10. *The Terrible Plop* by Ursula Dubosarsky
11. *Fearless* by Colin Thompson
12. *Magic Beach* by Alison Lester
13. *Annie's Chair* by Deborah Niland
14. *Tom Tom* by Rosemary Sullivan
15. *Alexander's Outing* by Pamela Allen

Differentiating Instruction

Teachers are encouraged to deliver Read It Again - *FoundationQ!* lessons in a way that optimises students' learning and outcomes through engagement and participation in a given lesson. Because students arrive at a lesson with variable sets of skills and abilities, teachers are asked to carefully consider how to individualise - or differentiate - implementation of lessons to meet the needs and strengths of all participating students.

In considering how to effectively differentiate instruction for students, it is important to identify where differentiation will occur. On the one hand, one can choose to differentiate specific objectives of instruction, in that some students receive instruction on one objective whereas other students receive instruction on a different objective. On the other hand, one can choose to differentiate specific strategies

used to address an instructional target, in that all students receive instruction on the same objective, but instructional techniques vary: some students get more support (or help) and others get less support.

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

To support teachers in the task of differentiating instruction, each domain has a corresponding Learners' Ladder. The Learners' Ladder offers specific ways to scaffold students' performance on given lessons to help all students succeed. The Learners' Ladders are based on a set of strategies that educators use to scaffold (support) students' performance on similar tasks or activities.

Strategies educators may use with students who find a given lesson "Too Easy" are:

- **Reasoning**
- **Generalising**
- **Predicting**

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

- **Eliciting**
- **Co-participating**
- **Reducing Choices**

"Too Easy" Strategies

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

"Too Hard" Strategies

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

“Too Easy” Strategies

Scaffolding Strategies	Scaffolding Examples
The reasoning strategy asks children to explain why something happened or will happen, or to explain why something is the way it is.	<ol style="list-style-type: none"> 1. Teacher: <i>Some animals have big jaws and other animals have small jaws. Donna, can you tell me why?</i> 2. Teacher: <i>These two words rhyme. Why is it important to learn about rhyming?</i> 3. Teacher: <i>This animal is dangerous. What words should be written on the side of its cage?</i>
The generalising strategy asks children to extend the lesson content beyond the lesson itself – to past or future personal experiences.	<ol style="list-style-type: none"> 1. Teacher: <i>Tell me about a time when you saw signs with words on them.</i> 2. Teacher: <i>Tell me about a time you felt really nervous. Where were you and what was happening?</i> 3. Teacher: <i>We talked about rhymes before. Do you remember what a rhyme is?</i>
The predicting strategy asks children to describe what might happen next or to hypothesise the outcome of an event/activity	<ol style="list-style-type: none"> 1. Teacher: <i>What will happen next?</i> 2. Teacher: <i>What do you think they will find?</i> 3. Teacher: <i>What are some words we might see on the next page?</i>

“Too Hard” Strategies

Scaffolding Strategies	Scaffolding Examples
The eliciting strategy provides children with the correct answer to a task by providing an exact model to explain why something is the way it is.	<ol style="list-style-type: none"> 1. Teacher: <i>Show me the jaw on the animal. This is the jaw. Angela, show me the jaw.</i> 2. Teacher: <i>What rhymes with cat? Bat rhymes with cat. John, tell me: bat, cat</i> 3. Teacher: <i>What does this word say? This word says Danger. Ricky, say “Danger.”</i>
The co-participating strategy provides children the correct answer to a task through their completion of the task with another person - the teacher or a peer.	<ol style="list-style-type: none"> 1. Teacher: <i>This is the jaw on the animal. That’s a new vocabulary word. Angela, what is it? We’ll say it together ... jaw.</i> 2. Teacher: <i>John, bat and cat rhyme. Let’s say it together: bat, cat.</i> 3. Teacher: <i>These words say Edward the Emu. I’ll point and say each word – Ricky read them with me.</i>
The reducing choices strategy helps children to complete a task by reducing the number of choices of correct answers.	<ol style="list-style-type: none"> 1. Teacher: <i>What is this part of the animal called? Is it the teeth or the jaw?</i> 2. Teacher: <i>What rhymes with cat? Let’s see - cat and hill, cat and bat - which two rhyme?</i> 3. Teacher: <i>What letter is this, Ricky - is it an R or S?</i>

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

Monitoring Student's Progress

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

1. **Student Progress Checklist:** Designed for use three times during the year (after week 2, week 12 and week 21), this tool is a simple means for monitoring individual students' development of skills aligned with objectives in each of the four domains (vocabulary, narrative, phonological awareness, print knowledge). One form should be completed for each student. Development of skills is rated as *acquiring*: student never or occasionally demonstrates the skill; *building*: student often demonstrates the skill, but is not yet consistent and/or requires assistance; or *competent*: student consistently demonstrates the skill.

2. **Implementation Notes:** Following each lesson, teachers complete that lesson's implementation notes. For each activity, record:

- Date of implementation
- Length of activity
- Modifications made to the activity (if any)
- Notes about students who seemed to do well
- Names of students who seemed to struggle and need more practice
- Use of the Learners' Ladder suggested strategies

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

Schedule of Lessons and Learning Objectives by Week

Week 1	Lesson 1. Print Knowledge and Vocabulary To recognise that print carries meaning and to distinguish print from pictures. To understand and use unfamiliar words to describe things or actions.	Lesson 2. Phonological Awareness and Narrative To identify when two words share a rhyming pattern. To identify and describe the setting and characters of a story.
Week 2	Lesson 3. Print Knowledge and Vocabulary To recognise that print carries meaning and to distinguish print from pictures. To understand and use words for unfamiliar nouns.	Lesson 4. Phonological Awareness and Narrative To identify when two words share a rhyming pattern. To identify and describe the setting and characters of a story.
Student Progress Checklist (Week 2)		
Week 3	Lesson 5. Print Knowledge and Vocabulary To recognise that print carries meaning and to distinguish print from pictures. To understand and use words to describe things or actions. To understand and use words for unfamiliar nouns.	Lesson 6. Phonological Awareness and Narrative To identify when two words share a rhyming pattern. To identify and describe the setting and characters of a story.
Week 4	Lesson 7. Print Knowledge and Vocabulary To recognise the left-to-right and top-to-bottom directionality of print. To understand and use unfamiliar words to describe things or actions.	Lesson 8. Phonological Awareness and Narrative To identify when two words share a rhyming pattern. To identify and describe the setting and characters in a story.
Week 5	Lesson 9. Print Knowledge and Vocabulary To recognise the left-to-right and top-to-bottom directionality of print. To understand and use words for unfamiliar actions.	Lesson 10. Phonological Awareness and Narrative To segment words into syllables and to blend syllables into words. To describe the 'kick off' of a story.

Week 6	Lesson 11. Print Knowledge and Vocabulary To recognise the left-to-right and top-to-bottom directionality of print. To understand and use new words representing time and spatial concepts.	Lesson 12. Phonological Awareness and Narrative To segment words into syllables and to blend syllables into words. To describe the ‘kick off’ of a story.
Week 7	Lesson 13. Print Knowledge and Vocabulary To identify some uppercase letter names, including those in own name and those of some friends or family members. To understand and use new words representing thinking processes.	Lesson 14. Phonological Awareness and Narrative To segment words into syllables and to blend syllables into words. To describe the “kick off” of a story.
Week 8	Lesson 15. Print Knowledge and Vocabulary To identify some uppercase letter names, including those in own name and those of some friends or family members. To understand and use words for unfamiliar actions.	Lesson 16. Phonological Awareness and Narrative To segment words into syllables and to blend syllables into words. To describe the “kick off” of a story.
Week 9	Lesson 17. Print Knowledge and Vocabulary To identify some uppercase letters, including those in own name and those of some friends or family members. To understand and use new words representing time and spatial concepts.	Lesson 18. Phonological Awareness and Narrative To identify when two words share the same first sound. To order three or more major events in a story.
Week 10	Lesson 19. Print Knowledge and Vocabulary To understand and use new words describing aspects of books (e.g. illustrator, author, cover, title page) and print (e.g. word, letter, spell, read, write). To understand and use unfamiliar words to describe things or actions.	Lesson 20. Phonological Awareness and Narrative To identify when two words share the same first sound. To order three or more major events in a story.
Week 11	Lesson 21. Print Knowledge and Vocabulary To understand and use new words describing aspects of books (e.g. illustrator, author, cover, title page) and print (e.g. word, letter, spell, read, write). To understand and use words that modify things or actions.	Lesson 22. Phonological Awareness and Narrative To identify when two words share the same first sound. To order three or more major events in a story.
Week 12	Lesson 23. Print Knowledge and Vocabulary To understand and use new words describing aspects of books (e.g. illustrator, author, cover, title page) and print (e.g. word, letter, spell, read, write). To understand and use words for unfamiliar actions.	Lesson 24. Phonological Awareness and Narrative To identify when two words share the same first sound. To order three or more major events in a story.
Student Progress Checklist (Week 12)		
Week 13	Lesson 25. Print Knowledge and Vocabulary To recognize the difference between letters and words. To understand and use words for unfamiliar actions.	Lesson 26. Phonological Awareness and Narrative To identify and produce words starting with a specific first sound. To produce a fictional story that has a setting and characters - (a Scaffolded Retell).
Week 14	Lesson 27. Print Knowledge and Vocabulary To recognize the difference between letters and words. To understand and use words to describe things or actions.	Lesson 28. Phonological Awareness and Narrative To identify and produce words starting with a specific first sound. To produce a fictional story that has a setting and characters - (a Scaffolded Retell).
Week 15	Lesson 29. Print Knowledge and Vocabulary To build a vocabulary base of common sight words, including those seen often in the environment and in children’s books. To understand and use words that modify things or actions.	Lesson 30. Phonological Awareness and Narrative To identify and produce words starting with a specific first sound. To produce a fictional story that has a setting and characters - (a Scaffolded Retell).
Week 16	Lesson 31. Print Knowledge and Vocabulary To build a vocabulary base of common sight words, including those seen often in the environment and in children’s books. To understand and use words that describe thinking processes.	Lesson 32. Phonological Awareness and Narrative To identify and produce words starting with a specific first sound. To produce a fictional story that has a setting and characters - (a Scaffolded Retell).
Week 17	Lesson 33. Print Knowledge and Vocabulary To understand that punctuation is a feature of written text different from letters. To talk about the meaning of new words, including how words can have more than one meaning.	Lesson 34. Phonological Awareness and Narrative To understand and manipulate syllables in words and develop an understanding of word structure. To produce a personal story that has a clear beginning, middle, and end.

Week 18	Lesson 35. Print Knowledge and Vocabulary To attend to rime chunks as they track words and to sound out whole words rather than individual letters. To understand and use unfamiliar words to describe things or actions.	Lesson 36. Phonological Awareness and Narrative To understand and manipulate syllables in words and develop an understanding of word structure. To produce a personal story that has a clear beginning, middle, and end.
Week 19	Lesson 37. Print Knowledge and Vocabulary To understand that punctuation is a feature of written text different from letters. To understand and use new words which represent feelings.	Lesson 38. Phonological Awareness and Narrative To understand and manipulate syllables in words and develop an understanding of word structure. To produce a personal story that has a clear beginning, middle, and end.
Week 20	Lesson 39. Print Knowledge and Vocabulary To attend to rime chunks as they track words and to sound out whole words rather than individual letters. To understand and use words for unfamiliar actions.	Lesson 40. Phonological Awareness and Narrative To identify and isolate sounds in initial, final and medial positions in words. To share feelings, ideas, or experiences in a single story that is precise.
Week 21	Lesson 41. Print Knowledge and Vocabulary To build a vocabulary base of common sight words, including those seen often in the environment and in children's books. To understand and use words representing time and spatial concepts.	Lesson 42. Phonological Awareness and Narrative To identify and isolate sounds in initial, final and medial positions in words. To share feelings, ideas, or experiences in a single story that is precise.
Student Progress Checklist (Week 21)		
Week 22	Lesson 43. Print Knowledge and Vocabulary To build a vocabulary base of common sight words, including those seen often in the environment and in children's books. To understand and use new words representing thinking processes.	Lesson 44. Phonological Awareness and Narrative To identify and isolate sounds in initial, final and medial positions in words. To share feelings, ideas, or experiences in a single story that is precise.
Week 23	Lesson 45. Print Knowledge and Vocabulary To build a vocabulary base of common sight words, including those seen often in the environment and in children's books. To understand and use words that describe actions.	Lesson 46. Phonological Awareness and Narrative To identify and isolate sounds in initial, medial and final positions in words. To share feelings, ideas, or experiences in a single story that is precise.
Week 24	Lesson 47. Print Knowledge and Vocabulary To build a vocabulary base of common sight words, including those seen often in the environment and in children's books. To talk about the meaning of new words, including how words can have more than one meaning.	Lesson 48. Phonological Awareness and Narrative To identify and isolate sounds in initial, final and medial positions in words. To share feelings, ideas, or experiences in a single story that is precise.
Week 25	Lesson 49. Print Knowledge and Vocabulary To build a vocabulary base of common sight words, including those seen often in the environment and in children's books. To talk about the meaning of new words, including how words can have more than one meaning.	Lesson 50. Phonological Awareness and Narrative To understand and manipulate phonemes in words and develop an understanding of word structure. To share feelings, ideas, or experiences in a single story that is precise.
Week 26	Lesson 51. Print Knowledge and Vocabulary To build a vocabulary base of common sight words, including those seen often in the environment and in children's books. To understand and use new words representing thinking processes.	Lesson 52. Phonological Awareness and Narrative To understand and manipulate phonemes in words and develop an understanding of word structure. To share feelings, ideas, or experiences in a single story that is precise.
Week 27	Lesson 53. Print Knowledge and Vocabulary To build a vocabulary base of common sight words, including those seen often in the environment and in children's books. To understand and use words for unfamiliar nouns.	Lesson 54. Phonological Awareness and Narrative To understand and manipulate phonemes in words and develop an understanding of word structure. To share feelings, ideas, or experiences in a single story that is precise.
Week 28	Lesson 55. Print Knowledge and Vocabulary To build a vocabulary base of common sight words, including those seen often in the environment and in children's books. To talk about the meaning of new words, including how words can have more than one meaning.	Lesson 56. Phonological Awareness and Narrative To understand and manipulate phonemes in words and develop an understanding of word structure. To create an interesting ending for a story.

Week 29	<p>Lesson 57. Print Knowledge and Vocabulary To build a vocabulary base of common sight words, including those seen often in the environment and in children's books. To understand and use words that describe unfamiliar actions.</p>	<p>Lesson 58. Phonological Awareness and Narrative To understand and manipulate phonemes in words and develop an understanding of word structure. To create an interesting ending for a story.</p>
Week 30	<p>Lesson 59. Print Knowledge and Vocabulary To build a vocabulary base of common sight words, including those seen often in the environment and in children's books. To understand and use words representing time and spatial concepts.</p>	<p>Lesson 60. Phonological Awareness and Narrative To understand and manipulate phonemes in words and develop an understanding of word structure. To create an interesting ending for a story.</p>