REMEMBER!
It's time to consider individual children’s progress…
This week, complete a Pupil Progress Checklist for each study child.
(You will find the checklist in the Progress Monitoring and Implementation Notes section of your Read It Again! binder).

REMINDER:
Pupil Progress Checklist
Lesson Plans
Lesson 1: Let’s Read to See What is Happening
Book: Clifford Goes to Dog School by Norman Bridwell

Before and During Reading: Print Knowledge

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

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

Materials

- Book: Clifford Goes to Dog School by Norman Bridwell

After Reading: Vocabulary

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

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

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

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

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

### Scaffolding Examples

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

**Example 2:**
Teacher: Why is it important to teach dogs to \textit{heel}?

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

**Example 2:**
Teacher: Let's think about some things a dog would \textit{beg} for. Do you think a dog would \textit{beg} for food? for a toy? for a bath?
Lesson 2: Which Words Sound the Same?

Book: Clifford Goes to Dog School by Norman Bridwell

Before Reading: Phonological Awareness

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

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

During and After Reading: Narrative

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

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

Materials

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

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

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

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

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

Scaffolding Examples

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

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

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

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

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

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

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

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

Materials
• Book: Chicka Chicka Boom Boom by Bill Martin Jr. & John Archambault
• Color Cards: blue, green, red, yellow, purple, orange (3 sets)
Read It Again! Learners’ Ladder
Lesson 3: Print Knowledge

Scaffolding Strategies

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

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

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

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

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

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

Example 2:
Teacher: *Where should I look to find the title? Would I look on the front of the book or the back of the book?*
Lesson 4: Can You Hear the Rhymes?
Book: *Chicka Boom Boom* by Bill Martin Jr. & John Archambault

Before Reading: Phonological Awareness

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

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

During and After Reading: Narrative

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

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

Materials

- **Book:** *Chicka Chicka Boom Boom* by Bill Martin Jr. & John Archambault
- "EE" picture cards: tree, bee, see, knee
- "II" picture cards: cry, tie, fly
**Read It Again! Learners’ Ladder**

**Lesson 4: Narrative**

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**Scaffolding Strategies**

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

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

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

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

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

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

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

This week, complete a Pupil Progress Checklist for each child.
Week 3 Lesson 5: Look At These New Words!
Book: *Rumble in the Jungle* by Giles Andreae and David Wojtowycz

Before and During Reading: Print Knowledge

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

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

After Reading: Vocabulary

Learning Objective 2: To understand and use words for unfamiliar objects (nouns).
Target Words: jaws, horns, cubs, den

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

Materials

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

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

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

**Scaffolding Examples**

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

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

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

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

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

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

Before Reading: Phonological Awareness

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

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

During and After Reading: Narrative

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

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

Materials

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

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

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

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

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

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

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

**Example 2:**
Teacher: Paw and corn sound different. Paw and corn do not rhyme. Jacob, do paw and corn rhyme?
Week 4
Lesson 7: Where Do I Read?
Book: The Letters are Lost by Lisa Campbell Ernst

Before and During Reading: Print Knowledge

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

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

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

After Reading: Vocabulary

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

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

Materials

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

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

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

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

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

Use the co-participation strategy to help children understand that print is meaningful and is different than pictures in the book.

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

Example 2:
Teacher: Rochelle, let’s point to all the words on this page. I see five words. Let’s read them together. We can count the words on our fingers while we read them.
Lesson 8: What Happened in This Story?
Book: *The Letters are Lost* by Lisa Campbell Ernst

### Before Reading: Phonological Awareness

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

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

### During and After Reading: Narrative

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

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

### Materials

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

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

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

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

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

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

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

Example 2:
Teacher: *Cole, did the letter C get lost with the Cows or with the Fish?*
Lesson 9: Where Are the Characters in This Story?

Book: *The Night Before Preschool* by Natasha Wing

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

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

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

Target Words: over, under, behind, inside

1. Place the large paper so all the children can see it. At the top, write the phrase: “Places Children Went in the Story.” Tell the children that you want them to tell you some of the places the children went in the story. You could say: *The children in this story were in many different places and did many fun things! Let’s see if we can remember all the places they went and what they did. I’ll write down what you say.*
2. Show the children the pictures of the storybook to help them dictate to you where the children are in the pictures. Model use of the words *over, under, behind,* and *inside* when discussing the pictures. You could say: *The little boy hid behind his mommy when he arrived at preschool. Then he went inside the classroom.*
3. Allow the children to dictate to you what to write, but extend their answers to include the prepositions *over, under, behind,* and *inside,* modeling the use of these words. After dictating an item from the children, read it back and then have the children repeat it. You could say: *The children dressed up in clothes they found inside the big costume box. Let’s all read what I wrote here…*
Scaffolding Strategies

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

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

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

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

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

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

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

Before Reading: Phonological Awareness

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

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

During and After Reading: Narrative

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

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

Materials

- Book: The Night Before Preschool by Natasha Wing
- "ED" picture cards: bed, head, red, bread
- "AP" picture cards: map, nap, cap
- "UG" picture cards: rug, hug, bug
Read It Again! Learners’ Ladder
Lesson 10: Phonological Awareness

Scaffolding Strategies

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

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

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

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

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

Example 1:
Teacher: Rug and hug rhyme. Do rug and hug sound the same? Yes – Tell me: rug and hug rhyme!

Example 2:
Teacher: Map and cap sound the same. Do map and cap sound the same? Tell me: ‘Yes, map and cap sound the same!’
Lesson 11: Which Way Do We Read?
Book: Clifford Goes to Dog School by Norman Bridwell

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

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

2. Read the title and point to each word as you say it: The title of our book is Clifford Goes to Dog School. Remind the children that they have heard this book before. Ask children to tell you what the story is about. Extend each child’s contribution to add to their responses.

3. With your finger, track the text on each page of the book while reading. Every few pages, comment on print directionality, pointing out how print goes from left-to-right. You could say: I am pointing to the words as I read. I am going to start over here (point to the left margin) and go all the way across the page, or I read from this side (left) to this side (right). Also comment on how print goes from top-to-bottom. You could say: I am going to read this way: from here (point to top line) to here (point to bottom line).

After Reading: Vocabulary

Learning Objective 2: To understand and use words which describe things and actions (adjectives and adverbs).
Target Words: smart, perfect, surprised

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

2. Turn to the page that shows the first of your words (smart). Read the text and then allow the children to help you create a general definition that the children can understand. You could say: This page says, ‘Clifford is a very smart dog. He can do tricks.’ What do you think the word smart means? (Give the children a chance to answer.) Smart means that he knows a lot of things. Let’s write the word smart on our new word list. Write the word smart on the word list, and name each letter as you write it, as in, Smart has five letters. This is the S, this is the M, this is the A, this is the R, this is the T…SMART!

3. Repeat this for perfect and surprised, working with the children to define each target word using examples from the text.

Materials

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

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

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

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

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

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

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

**Example 2:**
Teacher: Shaila, come up to the book. Let’s point together to the first line I will read on this page.
Before Reading: Phonological Awareness

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

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

During and After Reading: Narrative

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

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

Materials

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

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

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

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

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

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

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

Example 2:
Teacher: *Clifford was really good at learning how to sit and stay. What was Clifford really good at learning?*
Lesson 13: Colors!

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

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

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

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

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

Materials

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

After Reading: Vocabulary

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

1. After reading, tell the children: Let’s talk about all the different colors we saw in the book. Let’s see if we can remember all of our color names. Hold up each of the color cards, having the class shout out each color name.

2. Give each child a color card. You can explain: I’m going to give each of you a color. As we go through the book, let’s see if we can find everyone’s color. Let’s look at the letters in the book, and look for letters that are the colors on our cards.

3. Turn to each page of the book, and name some of the letters on the page. Help children match their color cards to the colors of letters. You could say: I see a lot of red letters on this page. Who has the red card? Amy, your card is red. Come find a letter that is red just like your card.

4. Continue flipping through the book and calling on children to match their color to the book. Give each child a turn. During this activity, model how colors are placed before nouns to make phrases, as in: the purple L, the blue M, and the purple C.

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

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

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

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

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

Use the co-participation strategy to help children understand that print is meaningful and is different than pictures in the book.

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

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

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

Before Reading: Phonological Awareness

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

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

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

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

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

During and After Reading: Narrative

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

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

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

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

Materials

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

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

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

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

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

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

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

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

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

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

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

**Target Words:** before, after

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

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

Materials

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

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

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

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

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

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

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

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

Before Reading: Phonological Awareness

Learning Objective 1: To segment words into syllables and to blend syllables into words.
Target Words: hippopotamus, snake, chimpanzee, lion, elephant, zebra, cubs, den

1. Tell the children how to listen for the parts of words. You could say: *Today we are going to listen for the parts of words. Some words have a lot of parts, like the word hippopotamus.* (Clap for each syllable in this word: **hipp-o-pot-a-mus**. Be sure to clap as you say each syllable in the word, not before or after.) *Some words have only one part, like the word snake.* (Clap for the one syllable in the word.)

2. Model six examples for the children, clapping as you say each syllable in these words: chimpanzee, lion, elephant, zebra, cubs, den.

3. Give each child a turn to clap for the parts of words, using the words you modeled (chimpanzee, lion, elephant, zebra, cubs, den). Some children will have difficulty, so model the correct response for each word after the child has the opportunity to clap for the parts of their word. Example situation: Daniel, your word is lion. Clap for each part of the word lion. (Let Daniel try on his own, then provide feedback.)
   You clapped one time, but there are two parts in this word to clap for. Watch how I clap two times: li- (clap), on (clap). **Lion** has two parts. Let’s do it together: **li-on**. There are two parts in the word **lion**.

During and After Reading: Narrative

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

1. Read the book *Rumble in the Jungle*. Pause on every page to summarize the major events in the story. For example, you could say: *The gazelle can run quickly and jump really high!*

2. After reading, ask the children to describe the major events in the story. You could say: *Help me remember each thing that happened in the story*. For children who need more structure, you may use open-ended questions to prompt them, as in: *What did the gorilla like to do?* Write down children’s answers on the paper. After the children list several events, read the list to the children. You could say: *These are all the events we remembered from our story. Let’s read what we remembered*. Point to the events as you read them.

Materials

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

Learners’ Ladder

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

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

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

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

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

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

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

Example 2:
Teacher: Was the hippopotamus in the water or in the tree?
Lesson 17: The Words Go This Way!
Book: The Letters Are Lost by Lisa Campbell Ernst

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

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

After Reading: Vocabulary

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

1. Place the large paper so all the children can see it. At the top, write the phrase: New Words. Tell the children: Let’s talk about some new words we heard in our book. We are going to learn three new words.
2. Turn to the page that shows the first of your words (admired). Read the text and then create a general definition that the children can understand. You could say: The mouse admired himself in the mirror. Admired means that he liked how he looked. Let’s write the word admired on our new word list. Write the word admired on the word list, and name each letter as you write it, as in, Admired has seven letters. This is the A, this is the D, this is the M, this is the I, this is the R, this is the E, this is the D…ADMIRED!!
3. Repeat this for the words peeked and squished, and define each word, as in: “O” peeked through the oval. Peaked means that he looked through a small space. “I” helped to squish out the toothpaste. Squished means he pushed down on the tube. It made the toothpaste come out.

Materials

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

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

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

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

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

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

Use the eliciting strategy to help children identify major events from the story.

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

Example 2:
Teacher: Peek means to look through a small opening or window. You can peek inside your house by looking in the window. How can you peek inside your house?
Lesson 18: Let’s Make Words!

Book: The Letters are Lost by Lisa Campbell Ernst

Before Reading: Phonological Awareness

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

1. Tell the children: Remember, some words have many parts, like the word valentine. (Clap for each syllable in this word: val-en-tine. Be sure to clap as you say each syllable in the word, not before or after.) Some words have only one part, like the word lost. (Clap for the one syllable in the word.)
2. Give each child the opportunity to practice clapping for the parts in words, using: letter, strawberry, toothpaste, disappear, zebra, machine, and kangaroo. You could say: Let’s take turns clapping out the parts of words. Andre, your word is letter. Clap for each part of the word letter. (Let Andre try it on his own, then provide feedback.)
3. Now, tell the children that you are going to say some words that are already broken into their smaller parts. Tell the children: I am going to say the parts of a word. See if you can put the parts together and guess the word. Say these words syllable by syllable with a 2-second pause between the syllables: let-ter, straw-ber-ry, tooth-paste, dis-a-ppear, ze-bra, ma-chine, and kan-ga-roo. After you say each word and the children have an opportunity to guess what it is, model the correct answer for all the children. You could say: I said let-ter. The word is letter. I put the parts of the word together.

During and After Reading: Narrative

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

1. Read the book The Letters are Lost. During reading, summarize the major events on each page by commenting. For example, you could say: The letter F is swimming with the fish… The letter R is riding on the roller skate.
2. After reading, ask the children to recall several major events from the story. You could say: Let’s talk about what the letters did in the story. Write down the children’s answers on the paper. After listing several events, read the list to the children. You could say: These are some of the things the letters did in our story.
3. After reading the list of events back to the children, ask them to try to put the events in order. Ask: What happened first? Help the children as needed to think about the order of events, as in: In the beginning of the book all the letters were lost. Then we found them one by one. What letter did we find first? What letter did we find last?

Materials

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

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

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

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

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

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

Example 1:
Teacher: We said **strawberry** has three parts. Which word has three parts like **strawberry**: blueberry or jam?

Example 2:
Teacher: **Toothpaste** has two syllables. Does tooth-brush have one or two syllables?
Before and During Reading: Print Knowledge

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

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

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

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

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

After Reading: Vocabulary

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

Target Words: first, next, then, last

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

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

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

4. Continue this activity with the terms then and last. Continually model and emphasize the words first, next, then, and last. You could say: *First, the children dreamed about their first day of preschool. Then, they arrived at preschool. Next they met their teacher and other children and did all kinds of fun things. Last, their parents came to pick them up.*
Scaffolding Strategies

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

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

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

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

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

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

Example 2:
Teacher: The first line I read is usually at the top of the page. Where is the first line I read?
Before Reading: Phonological Awareness

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

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

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

During and After Reading: Narrative

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

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

Materials

- Book: The Night Before Preschool by Natasha Wing
- Large paper and marker
Scaffolding Strategies

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

Example 1:
Teacher: The teacher spent a lot of time setting up for his preschool class. What do you think would happen if he didn’t take enough time to get ready for his students?

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

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

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

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

Example 2:
Teacher: OK, now we are going to talk about what happened **next**. Say it with me (in chorus) … **Next** the children… (call on individual children or fill in the sentence yourself).
Lesson 21: What Letters Are in Your Name?
Book: If You Give a Moose a Muffin by Laura Numeroff

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

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

After Reading: Vocabulary

Learning Objective 2: To understand and use words which describe things and actions (adjectives and adverbs).
Target Words: homemade, chilly, loose, old

1. Place the large paper so all the children can see it. At the top, write the phrase: “New Words.” Tell the children: Let’s talk about some new words we heard in the Moose book. We are going to learn four new words. Turn to the page that shows the first of the words (homemade). Read the text and then create a general definition that the children can understand. You could say: This page says, ‘So you’ll bring out some of your mother’s homemade blackberry jam.’ Homemade means something that is made at home by yourself. Mother didn’t go to the store to buy this blackberry jam, she made it in the kitchen by herself. Write the word homemade on the word list and write blackberry jam below it. Model one or two more examples of something that is homemade and write these things down.
2. Continue with the word chilly, as in: This page says, ‘When he opens the door and feels how chilly it is, he’ll ask to borrow a sweater.’ Chilly means something is cool or cold. Model one or two examples of things that are chilly, taking a few suggestions from the children. Continue this process with the words loose (not tight or not secure) and old (not new or something that has been around for a while).
Scaffolding Strategies

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

Example 1:
Teacher: The story told us that it was chilly outside, so the moose asked for a sweater. Think about what you wear when it is chilly outside. Who wants to tell us what they wear on a chilly day?

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

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

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

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

Example 2:
Teacher: Let’s think of something you have seen that is old. Which is old - a big, tall tree in the forest or a tiny, little tree?
Lesson 22: Can You Retell Our Story?

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

Before Reading: Phonological Awareness

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

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

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

2. Now, tell the children that you are going to say some words that are broken into their smaller parts. Tell the children: 
   I am going to say the parts of a word. See if you can put the parts together and guess the word. 
   Say these words syllable-by-syllable with a 2-second pause between the syllables: homemade, blackberry, chilly, sweater, button, puppets, scenery, antlers. After you say each word and the children have an opportunity to guess what it is, model the correct answer. You may say: I said ant-lers. The word is antlers. I put the parts of the word together.

During and After Reading: Narrative

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

1. Read the book If You Give a Moose a Muffin. During reading, stop periodically and summarize the key events of the story. For example, you may stop after reading five pages and say: The moose ate all of the muffins. You might stop in the middle of the book and say: The moose made sock puppets. You might stop again before the end saying: The moose saw mother’s blackberry bushes. Now he’s thinking about blackberry jam!

2. After reading, ask the children to help you re-tell the story. You could say: Let’s see if we can re-tell the story. On the sheet of paper, write First… and ask the children: What happened first? Help them remember the first major event you discussed and record their answer. You could say: Did the moose put on a puppet show before or after he put the sweater on?

3. Continue this process, writing the words Then, Next, and Last to model their use and to help the children identify corresponding story events. At the end, use the story sheet to retell the story, expanding on the children’s answers: First, the moose ate a muffin with jam. Then, the moose put the sweater on. Next, the moose decided to put on a puppet show. Last, the moose saw mother’s blackberry bushes that reminded him of the muffins and jam he ate earlier.

Materials

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

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

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

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

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

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

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

Example 2:
Teacher: Let’s say the two parts of the word puppets. Pu-ppets. Say that word with me. Puppets.
Week 12
Lesson 23: Learning New Words
Book: The Mitten by Jan Brett

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

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

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

Target Words: mole, hedgehog, badger

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

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

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

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

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

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

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

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

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

Example 2:
Teacher: Hilary, is the first letter of your name H or B?
Lesson 24: What Sound Begins This Word?
Book: *The Mitten* by Jan Brett

**Before and During Reading: Phonological Awareness**

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

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

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

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

**After Reading: Narrative**

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

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

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

**Materials**

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

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

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

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

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

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

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

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

This week, complete a Pupil Progress Checklist for each child.
Lesson 25: Have You Heard These Words Before?
Book: The Way I Feel by Janan Cain

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

1. Put all the name cards in the basket. Tell the children: Let’s talk about the letters in our names. I put everyone’s name in the basket. Let’s see if we can read each other’s names and say what the first letter is.
2. Ask a child to come up and pick a name out of the basket, as in: Tiquan, pick a name. You found Cole’s name (hold the card so the class can see and point to the first letter). What letter does Cole’s name start with? Tiquan, can you point to the C in Cole’s name?
3. Continue for all the names, giving each child a chance to pick a name, try to read it, and point to the first letter.
4. Read the book The Way I Feel. During reading, pause periodically to point out uppercase letters in the text and pictures, as in: The word ‘ANGRY’ right here (pointing) has an uppercase A-N-G-R-Y (pointing). The word ‘Angry’ down here (pointing) only has an uppercase A at the beginning of the word.

After Reading: Vocabulary

Learning Objective 2: To understand and use the words for unfamiliar actions (verbs).
Target Words: shaking, soaring, frown, growl, drags

1. Tell the children: Let’s talk about some new words we heard in the ‘The Way I Feel’. We are going to learn five new words.
2. Turn to the page that shows the first of the words (shaking). Read the text and then create a general definition that the children can understand. Build off the definition using the pictures. You could say: This page says the girl is shaking because she is scared. Shaking means to move or tremble. Look at the picture of the little girl shaking during the storm. Does she look happy? When you shake like this little girl, it is because you are frightened or scared.
3. Ask the children to give an example of when they might shake. Extend their answers. For example, if James says: When I watch a scary movie, you might say: James shakes with fear when he watches a scary movie.
4. Repeat this process for the words soaring (flying), frown (show with your face that you’re not happy), growl (make a noise that you’re not happy) and drags (to last a long time). For each word, help the children create a definition by looking at the pictures. Have children give examples, expanding their answers.

Materials

- Book: The Way I Feel by Janan Cain
- Name cards: (one per child)
- Small basket

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

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

Example 1:
Teacher: We talked about how you may shake when you are scared or frightened. What if your little brother was scared? Do you think he would shake? What would you do to help him feel less scared?

Example 2:
Teacher: Tell me about a time in a movie or show where one character was growling at another because they were angry or upset.

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

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

Example 1:
Teacher: Think about when the little boy was frowning. Did he frown when he was happy or angry?

Example 2:
Teacher: When something drags it means that it lasts a very long time. Do you think a day would drag on when you are bored or when you are having fun?
Lesson 26: Tell Me a Story
Book: The Way I Feel by Janan Cain

Before Reading: Phonological Awareness

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

1. Show one of the /f/ picture cards (fan) and tell the children: Fffan. Fan begins with the sound fff. Listen, did you hear the sound fff in the beginning of fan? Repeat for all of the /f/ and /m/ picture cards.
2. Hold all the picture cards in your hand and allow children to come up and pick one and say the word. Tell the group: This word is mmmoon. Listen for the first sound. Mmmoon. What sound does mmmoon start with? Continue to allow children to pull cards from your hand. If children are unable to identify the first sound, continue to model the correct answer, as in: Mmmoon starts with the sound mmm.

During and After Reading: Narrative

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

1. Read the book The Way I Feel. Stop periodically and provide a summary of the story’s major events. For example, early in the story you might say: This little girl is feeling disappointed that her friend can’t come and play with her today. You might stop a few pages later and say: This little boy is feeling thankful that someone was able to fix his truck. You might stop again before the end saying: This little girl is feeling jealous because she doesn’t want to share.
2. After reading, ask the children to help you re-tell the story, focusing on what actions or events led to different emotions. You could say: Let’s see if we can re-tell the story. On the sheet of paper, write First… and ask the children: What happened first? Help them remember one of the first emotions you discussed and what was happening on that page. For example: What was the little girl feeling at the very beginning of the story? She was feeling silly. Why was she feeling silly? What was she doing? Record their answer on the paper.
3. Continue with the words Then, Next, and Last, modeling their use while helping the children identify a corresponding major story event. At the end, use the story sheet to retell the story, expanding on the children’s answers: First, we saw a girl making funny faces and feeling silly! Then, we read about a boy who was sad and he wanted to cry. Next, there was a boy who was excited and couldn’t sit still. Last, a girl was feeling proud because she got dressed all by herself.

Materials

- Book: The Way I Feel by Janan Cain
- /f/ picture cards: fan, five, phone
- /m/ picture cards: mess, mouse, moon
- Large paper and marker

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

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

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

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

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

**Example 1:**
Teacher: **Fan** and **Phone** both begin with the ‘fff’ sound. Do **fan** and **phone** begin with the same ‘fff’ sound?

**Example 2:**
Teacher: **Mess** and **Fan** do not begin with the same first sound. Do **mess** and **fan** begin with the same first sound?

For children for whom the lesson seems just right, you can use the lesson plan as written!
Lesson 27: How Many Do You Have?
Book: Giggle, Giggle, Quack by Doreen Cronin

Before and During Reading: Print Knowledge

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

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

After Reading: Vocabulary

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

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

Materials

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

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

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

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

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

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

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

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

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

Lesson 28: Do You Hear the First Sound?  
Book: *Giggle, Giggle, Quack* by Doreen Cronin

Before and During Reading: Phonological Awareness

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

1. Show one of the /s/ picture cards (sun) and tell the children: *Sssun. Sun begins with the sound sss. Listen, did you hear the sound sss in the beginning of sun?* Repeat for all of the /s/ and /w/ picture cards.

2. Hold all the picture cards in your hand and allow children to come up, pick one, and say the word. Tell the group: *This word is wwwash. Listen for the first sound. Wwwwash starts with the sound www.*

3. Read the book *Giggle, Giggle, Quack*. During reading, stop periodically when you come to words beginning with the sounds sss or www to point out the first sounds of the words, as in: *Bob had the pigs washed in no time. Wwwwash - Wash begins with the sound www.*

After Reading: Narrative

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

1. After reading, ask the children to help you re-tell the story. You could say: *Let's see if we can re-tell the story.* On the sheet of paper, write *First*… and ask the children: *What happened first?* Help them identify the first major story event.

2. Continue this process, writing the words *Then, Next*, and *Last* to model their use and to help the children identify a corresponding major story event. At the end, use the story sheet to retell the story, expanding on the children's answers: *First, Farmer Brown went on vacation and left Bob in charge. Then, the duck and other animals wrote Bob and tricked him into giving them favors. Next, Bob did everything the animals wanted and even gave them a movie night. Last, Farmer Brown called to check in and found out the animals were being a little naughty while he was away.*

Materials

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

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

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

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

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

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

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

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

Example 2:
Teacher: *Next, the animals asked for a movie night and Bob let them come in the house! Antoine, where did the animals have movie night?*
Week 15  
Lesson 29: What Are These Colors?
Book: *Where’s My Teddy?* by Jez Alborough

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

1. Show the children the cover of the book *Where’s My Teddy?* Point to the uppercase letters in the title, as in: *Let’s take a look at the letters in the title of this book. I see a lot of uppercase letters. I see a ‘W’ here (point). I see an ‘M’ here (point). I see a ‘T’ here (point).*
2. Read the title, *Where’s My Teddy?* Tell the children: *Look for the ‘W’ (point) and ‘M’ (point) and ‘T’ (point) as I read.*
3. During reading, stop to point out uppercase letters W, M, and T when they occur. Allow some children to come up to the book to find the letters. You could say: *Look at these words: ‘GIANT TEDDY BEAR!’ (point). Teddy begins with a ‘T’ (point). Melanie, can you come show me the ‘T’ in ‘Teddy’?*

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

1. After reading, tell the children: *Let’s talk about all the different colors we saw in the book. Let’s see if we can remember all of our color names.* Hold up each of the color cards, naming each one.
2. Give each child a color card. You can explain: *I’m going to give each of you a color. As we go through the book, let’s see if we can find something that matches everyone’s color.*
3. Turn to each page of the book, and talk about some of the objects on the page. Help children match their color cards to the colors of things they see. You could say: *I see that Eddie is wearing a red shirt on this page. Who has the red card? Amy, your card is red. Can you point to someone wearing a red shirt on this page?*
4. After the last page, say: *Did we find something that matches everyone’s color? (Allow the children to respond.) We didn’t find anything in this book with the color purple. Does anyone have a purple card? Let’s think of some things that are purple. (Take a few suggestions from the children, providing feedback.) You could say: Yes, Josh, you are wearing purple shoes today.*

Materials

- **Book:** *Where’s My Teddy?* by Jez Alborough
- **Color Cards:** red, orange, yellow, green, blue, purple (3 sets)

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

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

Example 1:
Teacher: We saw a lot of color in this book. Why is it helpful to talk about the color of something?

Example 2:
Teacher: Think about walking around in a forest where there are a lot of trees. How could you point out a particular tree you wanted your friend to look at? What kinds of words might you use to describe the tree and why?

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

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

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

Example 2:
Teacher: Let’s name the colors on this page together...
Lesson 30: Listen to Those Sounds!

Book: Where’s My Teddy? by Jez Alborough

Before Reading: Phonological Awareness

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

1. Tell the children that it can be fun to listen to the first sounds in words. You could say: Today we are going to listen to the first sound in some words. Most words are made up of many sounds. See if you can hear the first sound in these words.

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

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

During and After Reading: Narrative

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

1. Read the book Where’s My Teddy? Stop periodically and provide a summary of the story’s major events. For example, you may stop near the beginning and say: Eddie is going into the forest to look for his teddy. You might stop a few pages later and say: Eddie found a giant teddy!

2. After reading, ask the children to help you re-tell the story. You could say: Let’s see if we can re-tell the story. On the sheet of paper, write First… and ask the children: What happened first? Help them identify the first major story event.

3. Continue this process, writing the words Then, Next, and Last to model their use and to help the children identify a corresponding major story event. At the end, use the story sheet to retell the story, expanding on the children’s answers: First, Eddie walked into the forest to find his tiny teddy. Then, Eddie found a giant teddy and saw a bear holding his tiny teddy. Next, Eddie scared the bear and the bear scared Eddie. Last, they both ran back to their homes and cuddled their own teddies.

Materials

- Book: Where’s My Teddy? by Jez Alborough
- /s/ picture cards: sit, sun, soap
- /w/ picture cards: wash, worm, one
- /f/ picture cards: fan, five, phone
- /m/ picture cards: mess, mouse, moon
- Large paper and marker

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

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

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

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

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

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

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

Example 2:
Teacher: *Sit* and *Fan* have a different first sound. *Sit* and *Fan* do not share the same first sound. Nick, do *sit* and *fan* have the same first sound?
Before Reading: Print Knowledge

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

1. Show the children the cover of the book *If You Give a Moose a Muffin*. Point to the uppercase letters in the title, as in: *Let's take a look at our title. How many uppercase letters do you see? I see a lot of uppercase letters! Let's look at the very first uppercase letter in each of these words. I see an *I* here (point), a *Y* here (point), a *G* here (point), an *A* here (point) and here (point), and an *M* here (point). That's five uppercase letters!*

2. Write the letter *I* on the large paper. Tell the children: *I* is the first uppercase letter we see in our title. Does anyone's name begin with an *I*?* Follow with discussion, as in: *I see Isaac's hand up. Let's look at Isaac's name (write Isaac on the paper below the letter *I* and underline the *I*). That's right! Isaac begins with an *I*. Who else has a name beginning with an *I*?*

3. Continue this for all children whose name begins with a *Y*, *G*, *A*, and *M*.

During and After Reading: Vocabulary

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

Target Words: notice, remind, remember, try

1. Read the book *If You Give a Moose a Muffin*. Stop to discuss each target word at least three times during reading. After reading *“When he puts the sweater on, he'll notice one of the buttons is loose,”* you might say: *The moose noticed one of the buttons might fall off the sweater. To notice is to realize or pay attention to. The moose noticed the loose button and decided to fix it.*

2. Continue reading, stopping to discuss the words *remind, remember, and try.*

3. As you discuss key words, pause to allow children to tell you about times they noticed, were reminded about, remembered or tried something. You could say: *The moose was reminded of the puppets his grandmother used to make. He was thinking about or remembering what they looked like. Tell me about a time you were reminded about or remembered something. Repeat each child's response, emphasizing the target word, as in: Evan was reminded or remembered how much he enjoys school when he got off the bus this morning. He was excited to think about all of the fun things he would do today!*
Scaffolding Strategies

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

**Example 1:**
Teacher: The title of our book is *If You Give a Moose a Muffin.* Who can tell me why the,’ ‘Y,’ ‘G,’ ‘A,’ and ‘M’ are uppercase letters?

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

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

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

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

**Example 2:**
Teacher: The title of our book has an uppercase ‘G’ in it. Grace, that’s the first letter in your name. Who else’s name starts with a ‘G’: Gabby or Michael?
Lesson 32: Who and Where?

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

Before Reading: Phonological Awareness

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

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

2. Hold up one of the /f/ picture cards (fan) and tell the children: **ffan. Fan** begins with the sound **fff**. Did you hear the sound **fff** in the beginning of **fan**? You make the **fff** sound with me. Then, pull a second /f/ picture card (five) and say: **ffive**... **ffive** begins with the sound **fff**. **Ffan** and **ffive** begin with the same sound. Then, pull a /w/ card (wash): **wwwash**... **wwwash** begins with the sound **www**. Now say: **ffan** and **wwwash** start with different sounds.

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

4. Hold all the picture cards in your hand and allow children to come up one-by-one and pick a pair. Help them decide whether or not the words begin with the same first sound.

During and After Reading: Narrative

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

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

2. Read the story If You Give a Moose a Muffin, stopping periodically to discuss the **setting** and **characters**, as in: **Who** is the story about? **Where** does the story take place? Model the terms **character** and **setting**, as in: Dawn, they are in a house. The house is part of the story's **setting**.

3. After reading, tell children they are going to take turns being the storyteller. You could say: Let's retell the story. I'll start. Open the book to the first page and say: The boy is throwing a muffin to the moose! He is going to tell us what happens when you give a moose a muffin.

4. Have children take turns coming up to the book and acting as storyteller, as in: Amy, come tell us what happened next. Be sure to tell us **who** the story is talking about and **where** they are. Ask clarifying questions, as in: You said 'They are making puppets.' You are right. But tell us **who** is making the puppets.

5. After each response, restate the child's sentence but add a little detail, as in: Yes, the **moose** ate the muffin **outside**. Then he went **inside** the house - **in the kitchen** - where the boy gave him more muffins and jam. Continue this activity until the whole book has been retold by the class.
Scaffolding Strategies

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

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

Example 2:
Teacher: What if the moose didn't like the muffin the boy gave him? How do you think the story would have been different? What might have happened?

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

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

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

Example 2:
Teacher: Who is another character in our story, other than the moose and the boy: the mother or a big, brown bear?
Week 17
Lesson 33: Decisions, Decisions
Book: The Mitten by Jan Brett

Before Reading: Print Knowledge

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

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

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

During and After Reading: Vocabulary

Learning Objective 2: To understand and use words representing thinking processes.
Target Words: think, decide

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

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

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

Materials

- Book: The Mitten by Jan Brett

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

Learners' Ladder
Scaffolding Strategies

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

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

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

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

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

Example 2:
Teacher: In our book, 'The Mitten,' what did mole think about when rabbit wanted to come in, too? He thought that…. say it with me… the mitten was too crowded!

Use the co-participation strategy to help children define and use the target words think and decide.
Lesson 34: Starting Out the Same or Different
Book: The Mitten by Jan Brett

Before Reading: Phonological Awareness

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

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

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

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

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

During and After Reading: Narrative

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

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

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

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

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

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

**Materials**

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

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

Scaffolding Strategies

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

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

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

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

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

Example 2:
Teacher: Nancy, your name begins with the nnn sound. Tell me what sound your name starts with? Is it /n/ or /s/?
Week 18  Lesson 35: Count Those Words  
**Book:** *Giggle, Giggle, Quack* by Doreen Cronin

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

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

1. Read the title of the book and tell the children: *Our title has three words* (track each word as you say it): Giggle, Giggle, Quack. Ask children to come point to the words in the title, as in: *Josiah, can you come point to all the words in the title?*

2. Read the book *Giggle, Giggle, Quack*. Stop to discuss the first note left to Farmer Bob, as in: *Look at this note. Farmer Brown had said he left instructions for Bob. Do you think this note is from Farmer Brown? Let the children make guesses, telling them: Let's read it and see.*

3. Stop during reading to draw children's attention to how many words are in the ‘Giggle, Giggle, ____’ phrases, as in: *Let's count the words on this page (point to each of the three words, counting 1, 2, 3). Three words. They say 'Giggle, Giggle, Cluck.' Terence, point to the words as I read them. Continue to pause and ask children to count the words in the ‘Giggle, Giggle, ____’ phrases which appear throughout the book.*

**After Reading: Vocabulary**

**Learning Objective 2:** To talk about the meaning of new words, including how words can have more than one meaning. **Target Words:** keep an eye on, settle in, in charge

1. After reading, tell the children: *Sometimes when words are put together, they mean something different than when the words are alone. Our book says that Farmer Brown told Farmer Bob to keep an eye on Duck. But that does not mean Farmer Bob is supposed to put his eyes and face close to Duck. Does anyone know what it means to keep an eye on someone? It means to pay attention to them to make sure they don't misbehave. Help children to use this phrase by describing an experience where they had to keep an eye on something.*

2. Repeat this for the phrases settle in and in charge. You could say: *The word settle means to calm someone or something. Sometimes people settle a crying baby by rocking him. But to settle in means to get comfortable. The book said the animals settled in to watch their movie. Have any of you settled in to watch a movie at home? What kinds of things do you do when you settle in to enjoy a movie? To discuss in charge, you could say: The word charge means to run after someone. A player on a football team may charge the players on the other team. But to be in charge means to be the boss. In the book, Farmer Bob was supposed to be in charge. But who was really in charge?*
Scaffolding Strategies

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

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

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

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

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

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

Example 2:
Teacher: The title is the name of the book. What is the title?
Before Reading: Phonological Awareness

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

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

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

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

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

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

During and After Reading: Narrative

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

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

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

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

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

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

Materials

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

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

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

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

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

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

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

Example 2:
Teacher: *Farmer Bob and Farmer Brown are **characters** in our story. Who else is a **character**, the Duck or the farm?*
Lesson 37: The Writing on the Page
Book: The Way I Feel by Janan Cain

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

1. Read the title of the book and tell the children: Look at the title of our book. The word ‘Feel’ (pointing) looks like it has eyes. This word has a smiley face in it! This might give us a clue about our story. Who remembers what this story is about? (Allow the children to provide suggestions). That’s right! This story is about feelings and emotions. The title of our story is ‘The Way I Feel.’

2. Read the book The Way I Feel. After reading the text on a given page, discuss print fonts, as in: The words ‘happy’ is more colorful than other words on this page. The way it is written helps us to see how the little girl is feeling. She is not feeling sad, or blue, as on this page (turning to the page to point), but happy and bright. Re-read the text, emphasizing the way the emotion words are illustrated on each page.

3. Approximately 3 or 4 times during reading ask children to come up to the book and point to the word that looks different than other words around it, as in: Zachary saw that the word ‘excited’ is much larger and more colorful than the other words on the page. I can just picture how excited the little boy must be!

Learning Objective 2: To understand and use new words representing feelings.
Target Words: disappointed, thankful, jealous, proud

1. After reading, tell the children: We just read about a lot of different feelings and emotions! Look at the girl on this page. Her arms are crossed and she’s not smiling. Does anyone remember how she is feeling? The words on the page say that she is disappointed because her friend can’t come and play. What do you think disappointed means? (Allow children an opportunity to respond, then provide feedback.) When you are disappointed it means that you are upset that things didn’t work out the way you’d hoped or planned. Let’s say the word together: disappointed. Then, help the children to use the word by asking them to tell you about a time when they felt disappointed.

2. Repeat this process for the words thankful (feeling glad for something nice that happened), jealous (feeling angry or annoyed when someone has something you want), and proud (feeling good about yourself).
Scaffolding Strategies

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

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Example 1:
Teacher: *If you are feeling jealous, would you be happy about it? Why or why not?*

Example 2:
Teacher: *How did the little girl in the book show that she was feeling proud?*

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

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

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Example 1:
Teacher: *The little girl in our story was feeling proud. Proud means that you feel good about yourself and things that you’ve done. What does proud mean?*

Example 2:
Teacher: *The little girl in our story was feeling jealous that she had to share. This means that she was upset and annoyed that someone had something she wanted. How was she feeling?*
Lesson 38: Listen - Those Sounds Are Quick!
Book: The Way I Feel by Janan Cain

Before and During Reading: Phonological Awareness

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

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

2. Hold up one of the /b/ picture cards (boy) and tell the children: *bbboy*. Boy begins with the sound *bbb*. Listen, it's a quiet sound. Did you hear the sound *bbb* in the beginning of *boy*? Make it with me- *bbb*. Then, pull a second /b/ picture card (bath) and say: … *bbbath* begins with the sound *bbb*. *Bbboy* and *bbbath* begin with the same sound.

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

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

5. During reading, stop periodically and ask children to identify words beginning with the same first sound, as in: Listen to see if you can hear 2 words that start with the *ttt* sound - ‘The wheel fell off of my brand new *tttruck* - I need some help from you. You kindly fixed my favorite *tttoy*. I’m thankful for all you do.’ What words started with the *ttt* sound?

After Reading: Narrative

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

1. Tell children they are going to take turns being the storyteller. You could say: Let’s retell the story. I’ll start. Open the book and say: The little girl is in her bedroom. It is nighttime and she is feeling scared of the storm outside.

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

3. After every child response, restate the child’s sentence, adding detail, as in: *This little boy is sitting in a tree outside*. Continue until the whole book has been retold by the class.

Materials

- Book: The Way I Feel by Janan Cain
- /b/ picture cards: boy, big, bath
- /s/ picture cards: sit, sun, soap
- /t/ picture cards: top, tooth, toy
Scaffolding Strategies

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

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

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

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

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

Example 2:
Teacher: Cathy, this is tooth. It starts with the ttt sound. This is toy. It starts with the ttt sound, too. Which word starts with the same sound as tooth?
Lesson 39: Many Word Meanings

Book: Where’s My Teddy? by Jez Alborough

Before Reading: Print Knowledge

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


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

During and After Reading: Vocabulary

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

Target Words: breathtaking, breathless, ‘lose your breath’

1. Read the book Where’s My Teddy? Stop to discuss each target word during reading. For instance, after reading the first page you could say: Eddie is about to go into this beautiful forest (pointing). Look how pretty the trees and the blue sky are! This is a breathtaking view. Something that is breathtaking is very, very beautiful.

2. Repeat this for breathless and ‘lose your breath.’ You could say: When Eddie found the giant teddy, he was left breathless! Something that ‘leaves you breathless’ is something that makes you surprised or excited. Eddie was surprised to find a giant teddy in the woods. OR, When Eddie saw the real bear he lost his breath! Something that makes you ‘lose your breath’ is something that scares you.

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

Materials

- Book: Where’s My Teddy? by Jez Alborough
- Large paper and marker

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

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

Example 1:
Teacher: Let’s look at the cover of this book titled Where’s My Teddy? How do you think the author came up with this title?

Example 2:
Teacher: There is only one name on the front of this book: Jez Alborough. What does that tell us about the author and illustrator of this book?

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

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

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

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

Before Reading: Phonological Awareness

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

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

During and After Reading: Narrative

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

1. Read the story Where’s My Teddy? and stop periodically to discuss how Eddie must have felt as he walked through the woods, found the giant teddy, and met a real bear.
2. After reading, ask the children to think of their own experiences being surprised about something, as in: Sometimes things happen that we don't expect to happen and people or pets in our family surprise us. Allow a few children to tell about something that surprised them. After, tell children about how we can use these experiences to make stories.
3. Tell the children your own story, as in: My older brother always liked to learn about cars. One day, my car broke and my brother surprised me by fixing it. He was a big help to me because he knew so much about cars! The end.
4. Now, ask three children to provide their own story, as in: Zora, tell me about a time someone in your family surprised you or helped you. Repeat the story, adding details to model a story with a clear **beginning, middle, and end**.

Materials

- **Book**: Where’s My Teddy? by Jez Alborough
- "OG" picture cards: dog, hog, log, frog, smog
- Small bag or basket
- Large paper and marker

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

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

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

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

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

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

Example 1:
Teacher: Our story is about a little boy looking for his teddy. Let’s retell together what happened in the **beginning** of the story. I’ll start. When Eddie lost his teddy, he went to the woods to look for it. Patrick, help me tell some of the places Eddie went to look for his teddy.

Example 2:
Teacher: At the **end** of our story, Eddie and the bear ran to their homes. Ryan, help me tell what they did when they got there.
Week 21

Lesson 41: Changing Colors

Book: A Color of His Own by Leo Lionni

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

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

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

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

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

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

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

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

Materials

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

Don’t forget to take a look at the Learners’ Ladder for ideas about adapting the Vocabulary activity to diverse learners.
Read It Again! Learners’ Ladder
Lesson 41: Vocabulary

Scaffolding Strategies

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

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

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

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

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

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

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

Week 21 Lesson 42: Tell Me About It
Book: A Color of His Own by Leo Lionni

Before Reading: Phonological Awareness

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

1. Place the paper so all the children can see and write the word four in the middle of the sheet. Tell the children: Let’s play a game. In this bag are things that rhyme with four. Remember, rhyming words sound the same at the end, like more and four. Let’s try to guess all the words in the bag. You guess and I’ll write down what you say. Ask for volunteers to think of words that rhyme with four and write down each correct response (real or nonsense word). As you write, model the rhyming pairs, as in: Andrew said more. (Write the word more on the large sheet.) That’s right! More and four rhyme! Continue this process as long as children are volunteering information. Generate a few rhymes to help the children when they are stumped.

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

During and After Reading: Narrative

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

1. Read the story A Color of His Own and stop periodically to discuss events relating to the book’s theme of “a friend can make all the difference.” At the end, summarize the story to say: The chameleon kept searching for his own color. He found that he didn’t need his own color if he had a friend to change colors with him.

2. After reading, ask the children to think of their own experiences, as in: Think of how your friends make things more fun. Think of a time you were happy to have your friend with you. Provide children a few moments to think of such a time. Allow a few children to share. Tell children they can use their experiences to make stories.

3. Tell the children your own story, as in: When I was a child, we had to move into a new neighborhood. My friend came along to help us move into our new house. As we drove up to the house, I saw a group of children playing outside. I was too shy to go introduce myself, but my friend helped me meet the new children. I was glad to have my friend that day! The end.

4. Now, ask three children to provide their own story, as in: Adam, tell me about a time you were happy to have a friend with you. Repeat the story, adding details to model a story with a clear beginning, middle, and end.

Materials

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

Learners’ Ladder

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

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

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

Example 2:
Teacher: **Anita** just had a birthday, and she brought in cake for everyone. Let’s think of words that rhyme with cake.

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

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

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

Use the **co-participation strategy** to help children recognize words that have a rhyming pattern.
REMEMBER!
It's time to consider individual children's progress...

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

**Before and During Reading: Print Knowledge**

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

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

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

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

**After Reading: Vocabulary**

**Learning Objective 2:** To understand and use new words representing feelings.  
Target Words: frustrated, confused, satisfied

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

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

**Materials**

- **Book:** *Bunny Cakes* by Rosemary Wells
- **Large paper and marker**
Read It Again! Learners’ Ladder
Lesson 43: Print Knowledge

Scaffolding Strategies

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

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

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

Use the reducing choices strategy to help children recognize the difference between letters and words.

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

Example 2:
Teacher: We’ve written down on this list all the things Max has to buy at the grocery store. I’m going to point to some words and some letters on the list. When I point, I’m going to ask you if I am pointing to a word or a letter. Ready?
Week 22
Lesson 44: Grab Bag Rhyme
Book: *Bunny Cakes* by Rosemary Wells

**Before Reading: Phonological Awareness**

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

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

**During and After Reading: Narrative**

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

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

**Materials**

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

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

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

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

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

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

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

Example 2:
Teacher: Before I can end my story about buying a puppy, I have to first tell about picking one out, don’t I? What do I have to talk about before I can end my story about buying a puppy?
**Week 23 Lesson 45: The Many Meanings of Words**  
Book: *In the Small, Small Pond* by Denise Fleming

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

1. Hold up the book *In the Small, Small Pond* for the children to see. Tell the children: *Our title has five words* (track each word as you say it): *In the Small, Small Pond.*
2. Draw the children's attention to the first letter of each word in the title, as in: *Many of these words begin with a large letter, or a capital letter. Look at this word* (track the whole word). *'In'* begins with a capital *I* (point to the letter). *This word* (tracking) is *'Small.'* *It begins with a capital S* (point). *Here's that same word again: 'Small.'* *Tamir, come point to the capital letter that begins this word* (pointing to the word). *That's right - you pointed to another capital S* (point). *This word is 'Pond.'* *It begins with a capital P* (point).
3. When reading, pause periodically to discuss how letters make up words. You could say: *Let's look at this page. It says: 'Waddle, wade, geese parade.' How many letters are in the word 'geese'?' That's right! Geese is made up of five letters.* Continue to have children count the letters in the story. You can also examine the length of different words, allowing children to decide if the word is short or long.

**After Reading: Vocabulary**

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

**Target Words:** parade, crack, pack

1. After reading, tell the children: *Sometimes words can have more than one meaning. We have to use clues in the book to figure out which meaning to think about.* Turn to the pages where the target word *parade* appears. *Here the book talks about how the geese parade around the pond. This word says parade (track the word). Parade can be a type of celebration where floats and marching bands go up and down the street. Or, it can mean going somewhere in a line as a group. What do you think parade means here? Why? Help the children identify the definition of parade which applies. Guide the children using the picture and text to help.*
2. Repeat this for the words *crack* (a break or hole in something OR the sound that something makes) and *pack* (another name for a bag OR to fill or cover).

**Materials**

- **Book:** *In the Small, Small Pond* by Denise Fleming

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

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

Example 1:
Teacher: *Who can think of a way that a town might celebrate a holiday together?* (Teacher is looking for the word “parade.”)

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

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

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

Example 1:
Teacher: *Let’s show that parade has a different meaning than a celebration with floats and bands. Let’s all parade, or walk in a line together, around our classroom!*

Example 2:
Teacher: *Call out with me the word that can be a break in the sidewalk or a sound that something makes. Crack!*
Before Reading: Phonological Awareness

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

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

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

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

During and After Reading: Narrative

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

1. Read the story In the Small, Small Pond and stop periodically to discuss events relating to the book's theme of "nature." Summarize the events at the end of the reading, as in: We read about a lot of nature in and around the small, small pond!

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

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

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

Materials

- Book: In the Small, Small Pond by Denise Fleming
- "ED" picture cards: red, bed, head, bread
- Small bag or basket
- Large paper and marker

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

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

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

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

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

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

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

Example 2:
Teacher: Let’s think of another word that rhymes with bed and red. “Sled” does. Sled rhymes with bed and red. Which word rhymes with bed and red?
Lesson 47: What Begins this Word?
Book: Five Little Monkeys Sitting in a Tree by Eileen Christelow

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

1. Hold up the book Five Little Monkeys Sitting in a Tree for the children to see. Tell the children: Our title has seven words (track each word as you say it): Five Little Monkeys Sitting in a Tree.

2. Draw the children's attention to the difference between capital and lowercase letters by pointing out letters in the title. You could say: Some of the words in the title of our book are written in large, capital letters and some are written in small, lowercase letters. The word 'FIVE' has all capital letters (track the word): capital 'F', capital 'I', capital 'V', capital 'E'. Tamir, come point to another word in the title of our book that is written in all capital letters. That's right! You pointed to the word 'MONKEYS.' Lucy, can you come point to one of the capital letters in the word 'MONKEYS.' That's right! You pointed to the capital letter 'M.' Repeat this process for lowercase word and letter examples.

3. Pause periodically during reading to discuss how letters make up words. You could say: Let's look at the word catch on this page and the word Crocodile on this page (track each word). Which word do you think is longer? How many letters make up the word catch? How many letters make up the word Crocodile? Catch is made up of 5 letters and Crocodile is made up of 9 letters. Crocodile is a longer word than catch!

After Reading: Vocabulary

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

Target Words: spreads, snap

1. After reading, tell the children: Sometimes words can have more than one meaning. We have to use clues in the book to figure out which meaning to think about. Turn to the page where the first target word (spreads) is written. This word says spreads (track the word). Spreads can mean different things: It can mean to stretch out or it can mean foods that you put on bread or crackers. What do you think spreads means here? Why? Help children identify the definition of spreads which applies. Guide their observation using the pictures and the text.

2. Repeat this for the word snap. Explore the multiple meanings of snap (to close suddenly or a sound that something makes or a type of button to fasten clothes). Explore the pictures and text (SNAP!) to help children identify the definition of snap which applies in this book.

Materials

- Book: Five Little Monkeys Sitting in a Tree by Eileen Christelow
Scaffolding Strategies

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

Example 1:
Teacher: I’m going to peek at the next page… and I see Mr. Crocodile! What word do you think we’ll see with the crocodile?

Example 2:
Teacher: Our book is Five Little Monkeys Sitting in a Tree. Tell me some letters you think we’re going to find on the title page.

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

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

Example 1:
Teacher: This is the word "SNAP!" These are the letters S-N-A-P. Let’s make the letters in "SNAP!" together with our fingers.

Example 2:
Teacher: Courtney, come on up here and point to the word monkey with me. It starts with the letter ‘m’.
Lesson 48: Tell Me Your Story

Book: *Five Little Monkeys Sitting in a Tree* by Eileen Christelow

Before Reading: Phonological Awareness

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

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

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

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

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

During and After Reading: Narrative

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

1. Read the story *Five Little Monkeys Sitting in a Tree* and stop periodically to discuss how the little monkeys are doing a dangerous thing when they tease Mr. Crocodile. When finished, summarize the book. You could say: *The five little monkeys had an adventure while going on a picnic with their Mama. They learned that teasing a crocodile is not nice and it’s not safe.*

2. Ask the children to think of their own experience, as in: *Think of a time when you had an adventure or learned an important lesson.* Provide the children with a few moments to think of their talent. Allow several children to share, and then explain: *We can use our experiences to make stories!*

3. Tell the children your own story, as in: *When I was at the library there was a book that I wanted, but it was on the top shelf. I thought that I could climb up the bookshelf to get it, but I slipped and fell. The librarian heard me and used her special ladder to reach the book that I wanted. I learned that I should ask for help. The end.*

4. Now, ask three children to provide their own story, as in: *Zora, tell me about a time you had an adventure or learned an important lesson.* Repeat the story, adding details to model a story with a clear beginning, middle, and end.

Materials

- **Book:** *Five Little Monkeys Sitting in a Tree* by Eileen Christelow

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

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

Example 1:
Teacher: Think about someone in your life who went on an adventure like the five little monkeys. In a minute, I’m going to ask you to share the story of that person’s adventure.

Example 2:
Teacher: If I could go on an adventure I would go exploring in the mountains! Let’s all think for a moment about an adventure we would like to have and tell a story about it.

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

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

Example 1:
Teacher: So we have finished reading Five Little Monkeys Sitting in a Tree. In the **beginning** of the story, Mama Monkey takes a nap while the five little monkeys climb a tree. Who can tell me what the five little monkeys are doing in the very **beginning** of the story?

Example 2:
Teacher: At the **end** of our story there is a surprise, isn’t there? All five little monkeys are safely hiding in the tree. Beth, what happens at the **end** of our story?
Before and During Reading: Print Knowledge

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

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

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

After Reading: Vocabulary

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

Target Words: interrupt, fidget, tidy

1. Read the book *How Do Dinosaurs Go to School?* Stop to discuss each target word at least three times during reading. For example, you could say: On this page the dinosaur is interrupting another student's show-and-tell. What do you think he is doing? What does interrupt mean? (Allow children to comment, then provide feedback.) To interrupt means to stop someone from doing something. The dinosaur interrupted the little girl, so she did not get to finish her turn at show-and-tell. Have you ever been interrupted by someone? How did that make you feel?

2. Continue with the other key words: fidget, tidy. Help the children to expand their understanding through questioning. You could say: The dinosaur just can't sit still - he fidgets in his chair. What do you think fidget might mean? To fidget means to wiggle or move around. Do you ever fidget in your seat during class? OR, Here it says the dinosaur tidies his desk before he leaves for the day. What does it mean to tidy something? To tidy means to clean. When have you tidied something?

3. After reading, allow each child to tell you why interrupting is bad and tidying something is good. You could say: The teacher doesn't look happy that the dinosaur interrupted during show-and-tell. Why do you think the teacher is upset with the dinosaur? OR, The teacher looks pleased that the dinosaur tidied his desk before leaving. Why do you think the teacher is happy?
Scaffolding Strategies

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

Example 1:
Teacher: Michael, tell the class about a time when someone interrupted you.

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

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

Example 1:
Teacher: Tonya, come on up here and help me tidy up the board (erasing the chalk or white board).

Example 2:
Teacher: This is how we say the word “interrupt.” Let’s say it together.
Week 25  

Lesson 50: Match the Sound in Your Name
Book: *How Do Dinosaurs Go to School?* by Jane Yolen & Mark Teague

### Before Reading: Phonological Awareness

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

1. Review the idea that words are made up of many parts. You could say: *Remember, words are made up of many sounds. You can try to listen for the sounds in words. Like the word *fffan*. Do you hear the first sound in *fffan*? What do you hear? That’s right! *Fffan* starts with the *ff* sound.*
2. Tell the children: *Let’s play a game. Let’s see if you can think of words that start with the same sound as your name.*
3. Give every child an opportunity to say a word that starts with the same sound as their own name. You may have to help children identify the first sound of their names. You could say: *Reid, your name starts with the *rrr* sound. Tell me another word that starts with the *rrr* sound. That's right! *Red* and *Reid* share the same first sound.*
4. If children have trouble, you could ask for members of the class to help, or provide hints as in, *I can think of a color that starts with the *rrr* sound… it's the color of an apple.* Continue this process for each child in the class, providing support as necessary for children to think of words beginning with specific sounds.

### During and After Reading: Narrative

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

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

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**Materials**

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

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

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

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

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

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

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

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

Example 2:
Teacher: Tttoe, ttop, and mmmop. Which of these words share the same first sound?
Week 26
Lesson 51: Short or Long?
Book: A Color of His Own by Leo Lionni

Before Reading: Print Knowledge

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

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

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

During and After Reading: Vocabulary

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

Target Word: unique

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

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

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

Materials

- Book: A Color of His Own by Leo Lionni
Scaffolding Strategies

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

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

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

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

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

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

Example 2:
Teacher: Cole, come up here with me and we’ll play the letter-word game again. I’m going to help you. When I say letter, we’ll point to just one letter. When I say word, we’ll point to a whole word.
Lesson 52: Let’s Write a Story!
Book: A Color of His Own by Leo Lionni

Before Reading: Phonological Awareness

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

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

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

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

4. If children have trouble, you could provide hints, such as: I can think of something you do on the playground that starts with the /j/ sound - you do this on a trampoline. Continue this process, picking 5-6 names from the bag, and ensuring that each child gets a chance to participate during the activity, giving support as needed.

During and After Reading: Narrative

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

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

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

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

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

Materials

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

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

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

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

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

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

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

Example 2:
Teacher: Cathy, let’s write a story about when you went swimming at the lake. What did you and your family do first - before you even got to the lake? Did you put your bathing suit on or did you take it with you?
Week 27

Lesson 53: Are You Reading?
Book: *Bunny Cakes* by Rosemary Wells

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

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

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

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

After Reading: Vocabulary

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

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

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

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

Materials

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

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

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

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

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

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

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

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

For children for whom the lesson seems just right, you can use the lesson plan as written!
Week 27
Lesson 54: Say It!
Book: Bunny Cakes by Rosemary Wells

Before Reading: Phonological Awareness

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

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

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

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

During and After Reading: Narrative

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

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

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

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

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

Materials

• Book: Bunny Cakes by Rosemary Wells

• Small bag or basket

• /s/ picture cards: sit, sun, soap

• /w/ picture cards: wash, worm, one

• /f/ picture cards: fan, five, phone

• /m/ picture cards: mess, mouse, moon
Scaffolding Strategies

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

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

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

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

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

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

Example 2:
Teacher: Ashton, the word mouse starts with the ‘mmm’ sound. Which word starts with the ‘mmm’ sound?
Lesson 55: Claws and Paws
Book: *In the Small, Small Pond* by Denise Fleming

**Before and During Reading: Print Knowledge**

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

1. Show the children the cover of the book *In the Small, Small Pond*. You could say: *We have seen this book before. Does anyone remember its name? Help me read the words.* Point to each word in the title as you read: *In – the – Small – Small – Pond.*

2. Tell the children: *The title of the story tells us what it is about. What do you think this story is about? Do you remember any of the animals that live in and around the pond? Let's read the words on the pages to learn more about pond animals and what they do.*

3. Read the book *In the Small, Small Pond*. During reading, pause periodically to discuss how the words on the page help us learn more about the pond animals and their activities. You could say: *On this page it says, 'circle, swirl, whirligigs twirl.' See how the words circle and swirl are actually turning around! The way these words are written helps us understand what a circling, swirling bug might actually look like. OR, Look at this word (dip) and how it is leaning down into the water! Dip means to lower or move down, just like the word dip is doing on this page.*

**After Reading: Vocabulary**

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

**Target Words:** claws, paws

1. Place the large paper so all the children can see it. At the top, write the phrase: *“Words About Animals.”* Tell the children: *Let's talk about some of the new words we heard. Let's talk about the words claws and paws.* Write each word on the large piece of paper.

2. Ask children to tell you what each word means, and help them discuss the words. You could say: *Our first word is claws. What are claws?* As children provide answers, record what they say on the large piece of paper. Do the same for paws.

3. To expand on the children's definition, or to provide support if children do not know the answer, look back through the book and model a definition of each word. You could say: *On this page we see a crayfish with claws that crack. The crayfish has claws for hands. OR, Who knows what this animal is? That's right! It's a raccoon. A raccoon has paws for hands.*

4. Emphasize important similarities (claws and paws are types of animal ‘hands’) and differences (claws are sharp and paws are soft). Why do you think some animals have claws and other animals have paws? What do you use your hands for?

**Materials**

- **Book:** *In the Small, Small Pond* by Denise Fleming

- **Large paper and marker**
Scaffolding Strategies

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

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

Example 2:
Teacher: CJ, the way words are written can help us understand what they mean. How do you think the word *jump* might look?

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

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

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

Example 2:
Teacher: This word is *pond*. When I point to the word *pond*, everyone say it with me.
Week 28 Lesson 56: What’s Your Story?
Book: In the Small, Small Pond by Denise Fleming

Before Reading: Phonological Awareness

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

1. Review the idea that words are made up of many parts. You could say: Remember, words are made up of many sounds. You can try to listen for the sounds in words. Like the word **fffan**. Do you hear the first sound in **fffan**? What do you hear? That’s right! **fffan** starts with the **fff** sound.
2. Place all the cards for this activity in a bag. Tell the children: Let’s play a game. I will pick a picture from this bag. Let’s see if we can think of words that start with the same sound as the picture that I pull out. Pick a card and allow children to say a word that starts with the same sound as the card you drew. You may have to help children identify the first sound in the card. You could say: I picked the word **sssun**… **ssun** starts with the **sss** sound. Who can think of another word that starts with **sss**? Allow 3 children to provide a word that begins with the same sound as the picture you drew.
3. Then, allow 5 or 6 children to pull cards out of the bag. Help them to identify a word that starts with the same first sound as the words they selected.

During and After Reading: Narrative

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

1. Read the book In the Small, Small Pond, highlighting specific details of the story. Then tell the children that they are going to make their own story. At the top of a large sheet of paper, write the title of the story: “Buster’s Favorite Pond.” Say to the children: Remember the dog Buster? We wrote stories about Buster before. Today, we will write a story about Buster’s favorite pond. I’ll write the story but you have to tell me what to write! Let’s be sure our story has a beginning, middle, and ending.
2. Write the first lines of the story for the children on the paper: **Our favorite dog Buster had a favorite pond. Buster remembers the first time he visited the pond. First…** Ask the children what happened first as Buster started to explore the pond. Write their response, but add details to model a story that is rich in detail. For instance, to the children’s contribution of “He jumped into the pond,” you could say: That’s a great first thing to happen. Let’s write this into our story. He jumped into the pond. Who jumped into the pond? Did he make a big splash?
3. Continue to identify the second and third things that happened, following the process just described, until the story is complete. Write “The End” to close the story. Read the story with the children, pointing to each word so they can follow along.

Materials

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

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

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

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

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

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

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

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

Example 2:
Teacher: Tina, were you upset or were you happy when David pulled your hair? Tell us a story about that time. Don't forget to tell us what happened first.
Lesson 57: Guess the Word
Book: *Five Little Monkeys Sitting in a Tree* by Eileen Christelow

Before and During Reading: Print Knowledge

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

1. Show the children the cover of the book *Five Little Monkeys Sitting in a Tree*. You could say: *We have seen this book before. Does anyone remember its name? Help me read the words.* Point to each word, encouraging children’s participation by reading the words slowly and pausing between each word: *Five–Little–Monkeys–Sitting–in–a–Tree*.
2. Remind the children that they have heard this book before. Ask children to tell you what the story is about. Extend each child’s contribution.
3. Read the book *Five Little Monkeys Sitting in a Tree*. During reading, pause at the words *SNAP!* and *Oh, no!* and ask for children to help you read them. Provide support by first reading the text, as in: *(reading)* “Along comes Mr. Crocodile... *SNAP!*” *(point to the word SNAP!)*. Garret, what do you think this word says? Remember - what was Mr. Crocodile doing? That’s right! He was snapping his mouth shut. This word says SNAP! Continue to have the children help you read the words *SNAP!* and *Oh, no!* throughout the story.

After Reading: Vocabulary

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

**Target Words:** under, into, over, across, above

1. Place the large paper so all the children can see it. At the top, write the phrase: “What Happened to the Five Little Monkeys?” Tell the children: *The five little monkeys got into a bit of trouble while Mama Monkey was napping. Let’s see if we can remember what happened. You describe what happened to the five little monkeys and I’ll write down what you say.*
2. Show the pictures in the book to help children talk about the trouble the five little monkeys got into.
3. Allow the children to dictate what you write, but extend their answers to include the prepositions *under, into, over, across, and above*, as in: *Laura said the five little monkeys were sitting on a branch. The five little monkeys were sitting on a branch that was over the river and above Mr. Crocodile.*
4. After recording all the children’s responses, re-read your list and then have the children repeat it.

**Materials**

- **Book:** *Five Little Monkeys Sitting in a Tree* by Eileen Christelow
- **Large paper and marker**

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

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

Example 1:
Teacher: Rachel, when you go swimming with your goggles on, where do you go in the water? Do you go **above** the water?

Example 2:
Teacher: This word is **above**. Timothy, you told us that you sleep on the bottom bunk. Does that mean you sleep **above** your brother?

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

Example 1:
Teacher: I'm putting my hands **over** my head right now, like we sometimes do when we play Simon Says. Where are my hands?

Example 2:
Teacher: When I cross a bridge, I have to walk **over** it. How do I cross a bridge?
Before and During Reading: Phonological Awareness

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

1. Review the idea that words are made up of many parts. You could say: Remember, words are made up of many sounds. You can try to listen for the sounds in words. Like the word mmmmonkey. Do you hear the first sound in mmmmonkey? What do you hear? That's right! Mmmonkey starts with the mmm sound.
2. Write the words silly and sun in the middle of a large piece of paper. Tell the children: This word says silly. This word says sun. They both start with sss. What are some other words that start with the same sound as silly and sun? You may have to help children identify some words, as in: Ssock starts with sss too.
3. Write down each correct response (real or nonsense words). As you write, model the pairs, as in: Ana said sand. Sand and silly start with the same sound.
4. Tell the children: Let's play a game. When I read, you listen for words that start with the same sound as silly and sun. You tell me when you hear sss words and I will add them to our list. Read the book Five Little Monkeys Sitting in a Tree and pause periodically to point out or discuss words starting with sss.

After Reading: Narrative

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

1. At the top of a large sheet of paper, write the title of the story: “Buster Learns New Tricks.” Say to the children, We have another Buster story to write! Today, we will write a story about some tricks that Buster has learned. I'll write the story but you have to tell me what to write! Let's be sure our story has a beginning, middle, and ending.
2. Write the first line of the story for the children on the paper: Last weekend, Buster went to dog school and learned so many new tricks! First…
3. Ask the children what happened first at dog school. Write their response, but add details to model a story that is rich in detail. For instance, to the children's contribution of “Buster learned to roll over,” you could say: That's a great first thing to happen. Let's write this into our story. “Buster learned to roll over.” Who helped him learn? Was it easy or hard? Why?
4. Continue to identify the second and third things that happened, following the process just described, until the story is complete. Write “The End” to close the story. Read the story with the children pointing to each word so they can follow along.

Materials

- Book: Five Little Monkeys Sitting in a Tree by Eileen Christelow
- Large paper or whiteboard and marker
Scaffolding Strategies

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

Example 1:
Teacher: I wrote silly, sun and sand on this list. Who can tell me why my next word is going to be snap?

Example 2:
Teacher: Pop, pig, pet, and peek are all on the same list. Andrew, why will I start a new list for the word man?

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

Use the co-participation strategy to help children produce words starting with a specific first sound.

Example 1:
Teacher: Listen to the first sound in this word. Sssilly. Repeat that word with me, making a nice long ‘sss’ sound.

Example 2:
Teacher: Patrick, hold my hand and let’s walk around the room and point to things that start with the ‘mmm’ sound.
Lesson Plans

Week 30
Lesson 59: You Can Read It!
Book: *How Do Dinosaurs Go to School?* by Jane Yolen & Mark Teague

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

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

After Reading: Vocabulary

Learning Objective 2: To understand and use words representing thinking processes.
Target Words: imagine, believe

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

Materials

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

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

Learners' Ladder
Scaffolding Strategies

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

Example 1:
Teacher: *I have written several words we see all the time in school, at the library, and on the board. Who can tell me if they know any of these words?*

Example 2:
Teacher: *Sam, you ride the bus to school, right? Do you think you can find the words 'school bus' on this page?*

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

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

Example 1:
Teacher: *Davy, walk around the classroom with me and point to different words we find. If you know what the word says, go ahead and call it out with me.*

Example 2:
Teacher: *Patrick, come up and help me find the word dinosaur. It's on a couple pages of this book, remember?*
Lesson 60: The End
Book: *How Do Dinosaurs Go to School?* by Jane Yolen & Mark Teague

Before and During Reading: Phonological Awareness

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

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

2. Write the word *park* in the middle of a large piece of paper. Tell the children: *This word says *pppark*. What are some words that start with the same sound as *pppark*?* You may have to help children identify the first sound in the card. You could say: *I hear the *ppp* sound at the beginning of the word *park… ppen starts with *ppp*, too.*

3. Write down each correct response (real or nonsense words). As you write, model the pairs, as in: *Ana said *pen*. That’s right! *Pen and *park* start with the same sound.*

4. Tell the children: *Let’s play a game. When I read, you listen for words that start with the same sound as *pppark*. You tell me when you hear *ppp* words and I will add them to our list.* Read the book *How Do Dinosaurs Go to School?* and pause periodically to point out words starting with the sound *ppp.*

After Reading: Narrative

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

/, At the top of a large sheet of paper, write the title of the story: “Buster Helps Out.” Say to the children, *We have another Buster story to write! Today, we will write a story about how Buster helps everyone in his neighborhood. I’ll write the story, but you have to tell me what to write! Let’s be sure our story has a beginning, middle, and ending.*

0. Write the first lines of the story for the children on the paper: *Buster is a big help to all the neighbors. Every week he lends a hand to people as they are doing their chores. First…*

1. Ask the children what Buster does *first*. Write their response, but add details to model a story that is rich in detail. For instance, to the children’s contribution of “Buster brings in the newspaper” you could say: *That’s a great *first* thing to happen. Let’s write this into our story. “Buster brings in the newspaper.” Whose newspaper does he get? Where does he leave it? Does he ever get slobber on the newspaper? Does he get a treat when he does this?*

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

**Materials**

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

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

Example 1:
Teacher: Kayla, if these authors were going to write another story about dinosaurs where do you think they would have them go?

Example 2:
Teacher: Gina, how do you think you would feel if dinosaurs showed up at your house?

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

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

Example 1:
Teacher: Let's think about the story we wrote about Buster. What is the **first** thing that Buster does to help people? Does he bring in the newspaper, or does he get everyone's slippers?

Example 2:
Teacher: How would you all like to **end** our story? Should Buster take a nap or go for a nice swim?