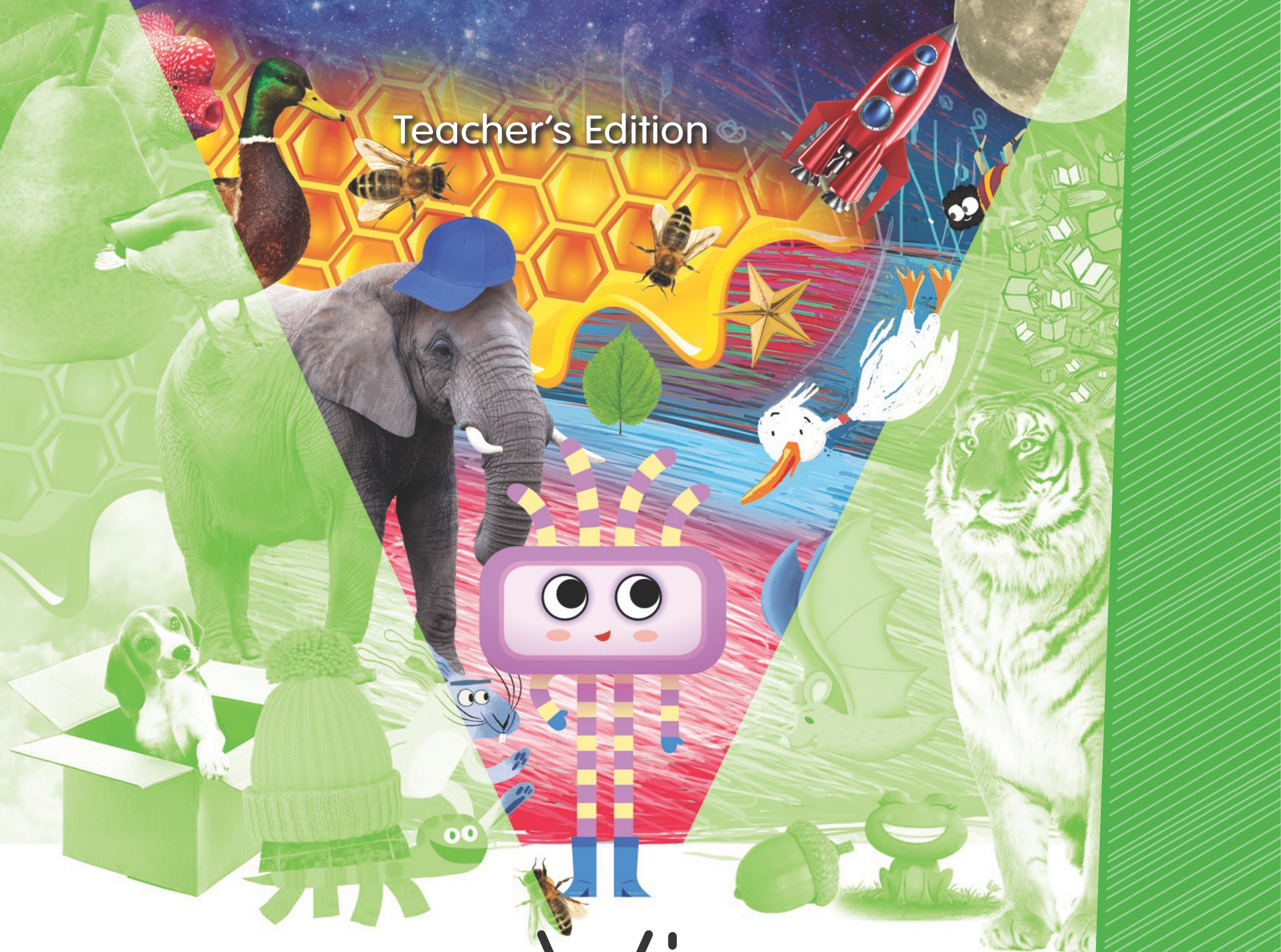


Teacher's Edition



myview[®]

L I T E R A C Y

K.1

SAVVAS

Teacher's Edition

myView

L I T E R A C Y



SAVVAS
LEARNING COMPANY

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For more information about our author contributions and advisory board members, visit Savvas.com/myViewLiteracy



Kindergarten Resources



From the systematic and explicit instruction in the Reading Routines Companion, to the all-in-one Student Interactive, *myView Literacy*® resources were designed to give you time to focus on what you do best.

STUDENT RESOURCES

Whole Group



Student Interactive and Big Book Collection (5 Volumes Each)

Read **ALoud**

Mentor **STACK**



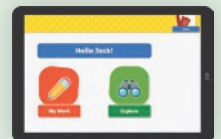
Trade Book Read Alouds



ABC Rhyme Time and Songs and Poems Big Books



Genre, Skill, and Strategy Videos



Savvas Realize™ Primary Student Interface

Small Group & Independent

BOOK CLUB
with Trade Books



Includes Big Books

WRITING CLUB



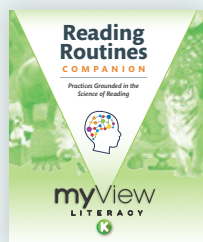
Digital Games

SuccessMaker



Leveled Content Readers with Access Videos

Foundational Skills



Reading Routines Companion



Decodable Stories



Decodable Readers

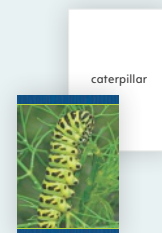


High-Frequency Word Cards

fan cat

hat mat

Letter Tiles



Picture Word Cards



Alphabet Cards



Kindergarten Letter Recognition Unit

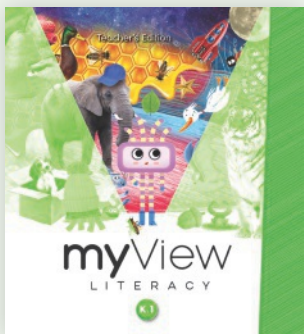


Savvas Realize™

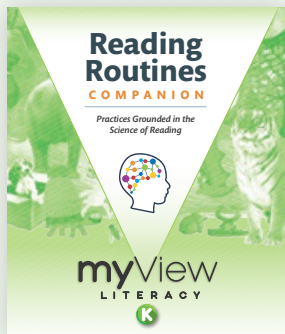
- Seamless Google Integration
- Interactive PDFs
- Distance Learning Teacher's Guide
- Downloadable/Printable Content
- Customizable Playlists
- Upload files and video
- Assign, Submit, and Grade
- Access to Realize Reader™ on and offline

All myView Literacy resources are available digitally on Savvas Realize™.

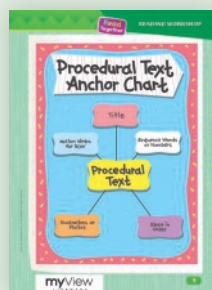
TEACHER RESOURCES



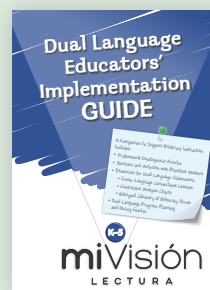
Teacher's Edition
5 Volumes



Reading Routines Companion



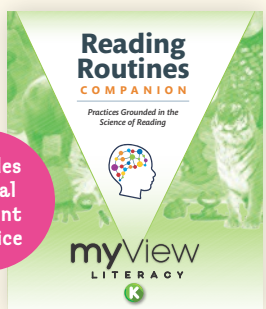
Anchor Charts



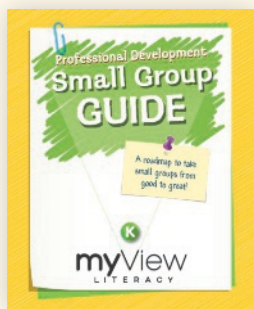
Dual Language Educators' Implementation Guide

Printables Include:

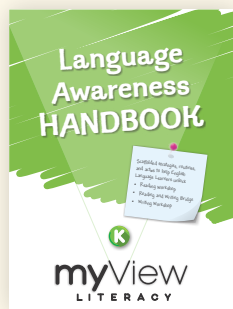
- Handwriting Practice
- Handwriting Models
- Writing Minilessons and Student Practice
- Language & Conventions Resources
- Spelling Resources
- Read Aloud Trade Book Lesson Plans



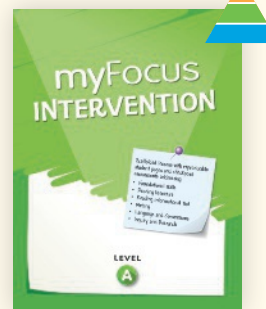
Reading Routines Companion



Small Group Professional Development Guide



Language Awareness Handbook

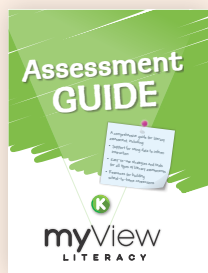


myFocus Intervention Teacher's Guide

Printables Include:

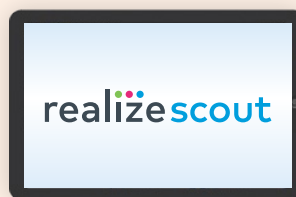
- Extension Activities
- Quest and uEngineer It! Cross-curricular projects
- Project-Based Inquiry Rubrics & Leveled Research Articles
- Writing Conference Notes & Student Feedback Template
- Leveled Literacy Stations
- Leveled Content Reader Teacher's Guide

Assessment & Reporting



Assessment Guide

- Assessment Guides
- Progress Checkups
- ExamView®
- Realize Data & Reporting
- Grouping with Recommendations



Realize Scout Observational Tool

SAVVAS literacy Screener & Diagnostic Assessments

- Includes screener with passages and questions to identify gaps
- An adaptive diagnostic that connects to instructional support

An Instructional Model for Today's Classroom

Research-based instruction helps you address literacy, content knowledge, social-emotional learning, and student curiosity – while saving you time.



WHY BRIDGE? As teachers, we know that reading and writing are reciprocal. The Bridge makes this crucial connection perfectly clear for your students. They have the opportunity to read as writers and write for readers with every selection!



Foster a Love of Reading

Student Interactive

The all-in-one **Student Interactive** includes full-color practice pages and selections from award-winning authors and illustrators.



Mentor STACK



Mentor Texts immerse students in the genre and techniques you're teaching during writing instruction.

Read ALOUD



Read Aloud Trade Books draw students into real texts, language, and conversations. (Full lesson plans available on Realize!)



BOOK CLUB

Book Club provides a set-aside time for students to meet in small groups to discuss a trade book for the unit. This collaboration, centered around meaningful conversation, increases student engagement and fosters a love of reading.

**Titles are subject to change.*

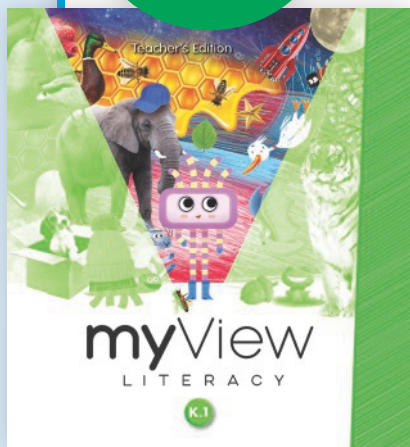
A Continuum of Resources to Meet the Needs of Your Students



myView Literacy® utilizes the science of reading insights to drive instruction that comprehensively covers—through explicit and systematic instruction—each of the research-based skills that students need to read effectively.

LEVEL OF SUPPORT

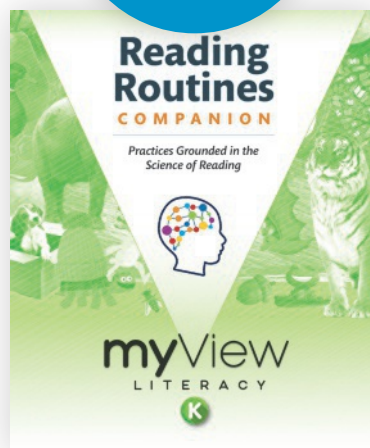
Teacher's Edition



Teacher's Edition (K-5)

Whole group lessons with corresponding small group differentiated instruction.

Reading Routines Companion



Reading Routines Companion (K-5)

Whole or small group grade-specific, explicit instruction that compliments core lessons. A systematic four-step routine introduces the skill, allowing for modeling, guided practice, and independent work.

- Multiple practice opportunities
- Multisensory activities
- Corrective and guided feedback
- “Make It Easier”/ “Make it Harder” differentiated instruction



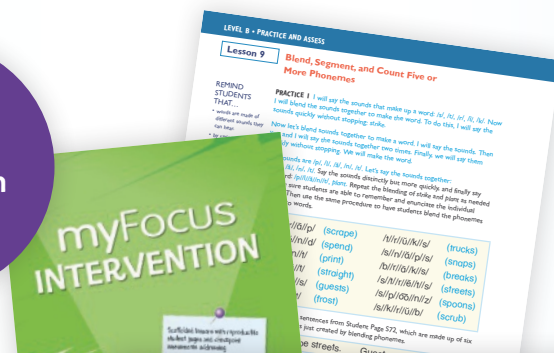
SuccessMaker



SuccessMaker®

Incorporate adaptive and prescriptive reading instruction for intervention, differentiation, and personalization with custom alignment to *myView Literacy* instruction.

myFocus Intervention

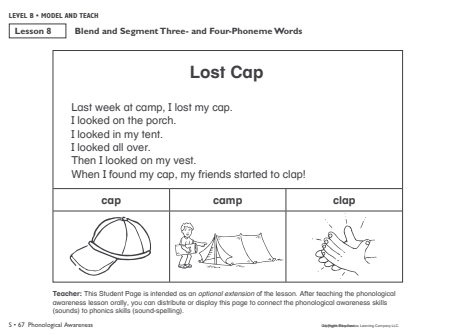


myFocus Intervention

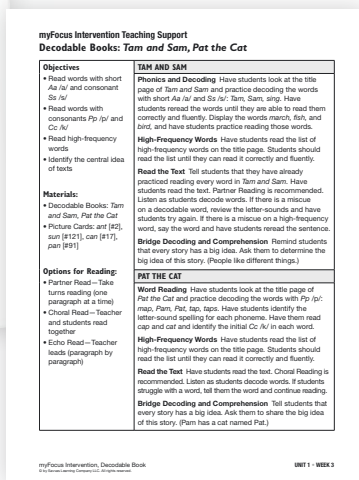
Small group instruction related to core lessons for students needing significant support to master key skills and concepts.

Lessons follow a routine of:

- Model (*I Do!*)
- Teach (*We Do!*)
- Practice (*You Do!*)



myFocus Reader



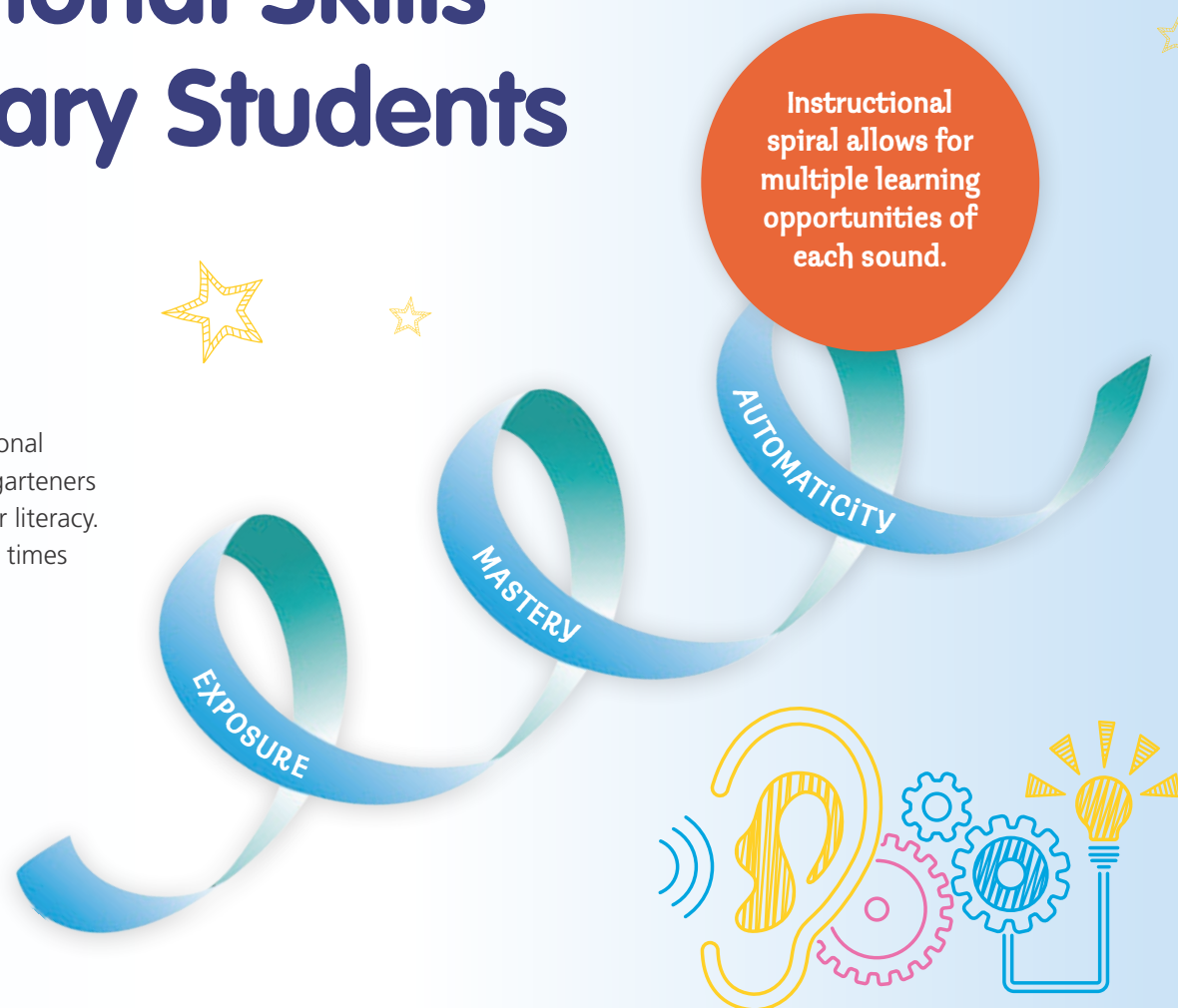
myFocus Reader

Our youngest learners take a deeper dive into their decodable booklets for additional instruction and practice. Teachers have a comprehensive guide supporting decoding, high-frequency words, comprehension, and more.

Foundational Skills for Primary Students

Phonological to Phenomenal

With *myView Literacy's* spiraling phonological awareness instructional method, your graduating kindergarteners have a huge advantage with their literacy. Each sound is addressed multiple times throughout the year to ensure knowledge and confidence.



Sequence of Instruction

As students progress through the primary grades, they grow as readers using systematic and explicit instruction of phonological awareness skills.

EARLY

Initial/Medial/Final Sounds
Segment and Blend Phonemes
Alliteration
Onset-Rime
Rhyming
Syllables

BASIC

Initial/Medial/Final Sounds
Adding and Removing Phonemes
Manipulating Phonemes
Recognizing Rhyming Words
Distinguishing Between Long and Short Sounds

ADVANCED

Long and Short Vowels
Produce Rhyming Words
Add and Remove Sounds
Recognize Phoneme Changes
Manipulate Phonemes

Connected Phonics and Spelling

myView Literacy is designed with explicit instruction in phonics and word study to build a strong foundation for spelling success.

WEEK 1 LESSON 2
READING WORKSHOP FOUNDATIONAL SKILLS

Word Work

OBJECTIVES
Decode words with initial and final consonant blends, digraphs, and trigraphs.
Identify and read common high-frequency words.

ADDITIONAL PRACTICE
For additional student practice with consonant digraphs and trigraphs, use *Phonics*, p. 137 from the *Resource Essentials Center*.

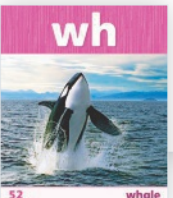
Phonics: Decode and Write Words with Digraphs and Trigraphs

MiniLesson
FOCUS Tell students that digraphs are two letters that spell one sound and trigraphs are three letters that spell one sound. Explain that consonant digraphs and trigraphs might be at the beginning or end of a word.

MODEL AND PRACTICE Write the following words on the board: ranch, catch, while, match, when, whale, chip, rich, Phil. Then point to each word and have students decode it. Have students then create a T-chart and label the first column *begin* and the second column *end*. If a word has a digraph or trigraph spelling the beginning sound, that word would be written in the first column. If a word has a digraph or trigraph spelling the ending sound, that word would be written in the second column.

TURN, TALK, AND SHARE Have partners decode the words at the top of p. 15 in the *Student Interactive*.

Phonics, p. 137



52 **whale**

myView Digital **NOVEMBER**

FORMATIVE ASSESSMENT OPTIONS

Apply **TURN TALK AND SHARE** Have students complete the rest of p. 15 and p. 16 in the *Student Interactive*.

Notice and Assess Are students able to decode and write words with digraphs and trigraphs?

Decide

- If students struggle, revisit instruction for Phonics in Small Group on pp. 146-147.
- If students show understanding, extend instruction for Phonics in Small Group on pp. 146-147.

QUICK CHECK
Write the words good, no, put, round, said. Have students
• say and spell each word.
• use each word in a sentence.
• write the words and practice spelling them with a partner.
• take turns dictating and spelling.

HIGH-FREQUENCY WORDS
good
no
put
round
said

STUDENT INTERACTIVE, p. 15

Phonics: Decode and Write Words with Digraphs and Trigraphs

Apply Read these words.
whip inch graph catch
when chop lunch hatch

Model and Practice Say each picture name. Highlight the digraph or trigraph in each picture name. Tell students to make a speech bubble with their name.

Phonics What happens next? Finish the story about Chip and Patch.

Chip and Patch
Chip and Patch
have fun when they catch.

STUDENT INTERACTIVE, p. 16

Phonics: Decode and Write Words with Digraphs and Trigraphs

Apply Read the sentences. Underline words with digraphs. Highlight words with trigraphs.
Chip and Patch have a ball.
Patch likes to catch the ball when Chip drops it.
He changes it and whisks by Chip.
Chip and Patch will chase Patch to get the ball.

Model and Practice Say each picture name. Highlight the digraph or trigraph in each picture name. Tell students to make a speech bubble with their name.

Phonics What happens next? Finish the story about Chip and Patch.

Chip and Patch
Chip and Patch
have fun when they catch.

WEEK 1 LESSON 2
READING-WRITING WORKSHOP BRIDGE

Spelling Spell Words with Digraphs and Trigraphs

OBJECTIVES
Spell words with initial and final consonant blends, digraphs, and trigraphs.
Spell high-frequency words.

LESSON 2

Teach
FOCUS Explain that digraphs are two consonants that together spell a single sound. Trigraphs are groups of three consonants that also spell a single sound.

MODEL AND PRACTICE Display the words when, chest, and Stephan. Say each word aloud and underline the digraph. Repeat with the word match and underline the trigraph.

APPLY TURN TALK AND SHARE Have students complete p. 49 in the *Student Interactive* independently.

SPELLING WORDS
catch inch
check chest
chip chin
graph while
high highest

HIGH-FREQUENCY WORDS
good said

LESSON 2
Teach Spell Words with Digraphs and Trigraphs

LESSON 3
Review and More Practice Spell Words with Digraphs and Trigraphs

LESSON 4
Review and More Practice Spell Words with Digraphs and Trigraphs

LESSON 5
Assess Understanding

Dictation practice is included in the Student Interactive.


A Systematic Reading Progression

myView Literacy includes a large selection of decodable reading materials that align to skill development. Students are able to apply their knowledge of phonics and spelling skills to build fluency as they read texts with a large proportion of the elements that have been taught.

DECODABLE STORY **FOUNDATIONAL SKILLS**

On the Run

Highlight the words with the long o sound.



Dot broke her rope.
But we will find her.
We got GPS in her tag.

AUDIO
Audio with highlighting

ANNOTATE

23

Decodable Book 5

We Make It



Written by Hugo Delmar
Illustrated by Sandy Brightman

Decodable Reader **21**

Kate Wins the Game

Written by Moira McGinty




Long a: a e
broke game lake
Date Jane Kate
Rames Kate
Consonant Digraph sh
shade smash

High-Frequency Words
is her the you

Decodable Reader **14**

The Bravest

Written by Ramona Vargas



Comparative Endings
braver bravest
taller tallest
smarter smartest

Other Words
know others
live they
move what

105

Decodable Stories (K-1)
Located inside the Student Interactive, these perforated decodable stories provide application of the week's skill.

Decodable Readers (K-3)
A library of Decodable Readers allows for even more application of skills!

Decodable Practice Passage **6B**

Syllables V/CV, VC/V
Megan table report major
Texas river meters study
music lazy grader robot
pupil clever paper super
human silent baby rival
magic seven

High-Frequency Words
the was work to
do a from said
they would there are
whole

Megan sat at the kitchen table and looked at the time. It was six o'clock. Then Megan looked at the work she had to do for class. First, she had to finish writing a report. Her topic was a major Texas river. Then for math, Megan had to change a list of numbers from feet to meters. And she even had to study a new song for music.

69

Purposeful Assessments, Powerful Results

myView Literacy® provides a full suite of meaningful assessments to help you monitor progress and determine the best paths for student success.

Formative Assessments – Daily/Weekly

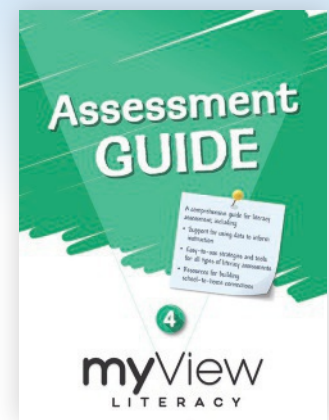
- Quick Checks
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Checklists
- Conferring Checklists
- Reading and Writing Rubrics for Student Self-Assessment
- Weekly Progress Check-Ups
- Weekly Cold Read Assessments for Fluency and Comprehension (Grades 1-5)

Unit Assessments – 5x Year

- Unit Assessments
- Customizable assessments with ExamView®.
- Writing Assessments; Performance-Based Writing (Grades 2-5)
- Project-Based Inquiry Authentic Assessments

Summative Assessments – 3x Year

- Baseline Assessment
- Middle-of-Year Assessment
- End-of-Year Assessment



Data-Driven Assessment Guide

- Easy-to-use guidance, strategies, and tools for all types of literacy assessments
- Useful information for fostering student learning

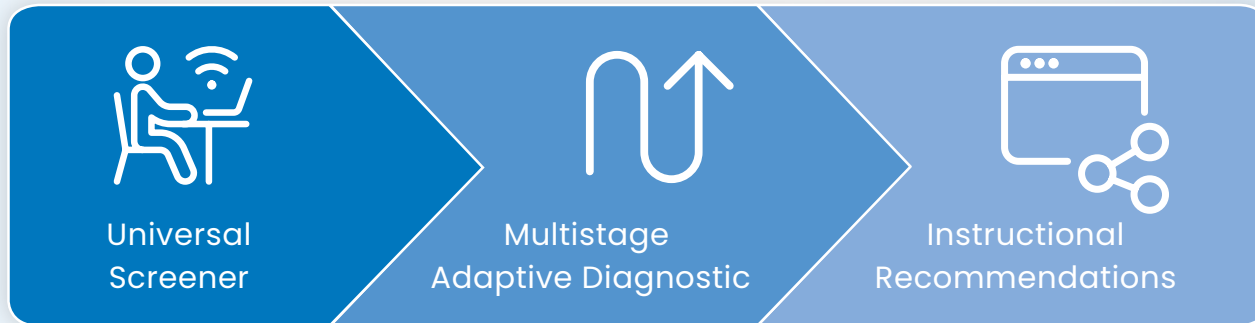
Test Preparation (Grades 2–5)



- Weekly Standards Practice
- High-Stakes Practice Tests
- Test Item Banks for Reading, Writing, and Language Conventions

SAVVAS literacy Screener & Diagnostic Assessments

The **Savvas Literacy Screener and Diagnostic Assessments** are easy and reliable tools to uncover student needs and provide the right resources for every learner.



A short screening assessment identifies proficiency in precursor skills, including foundational skills in Grades K-3.

An adaptive assessment digs deeper to identify student strengths and growth opportunities.

Student data connects skills to instructional supports and resources.

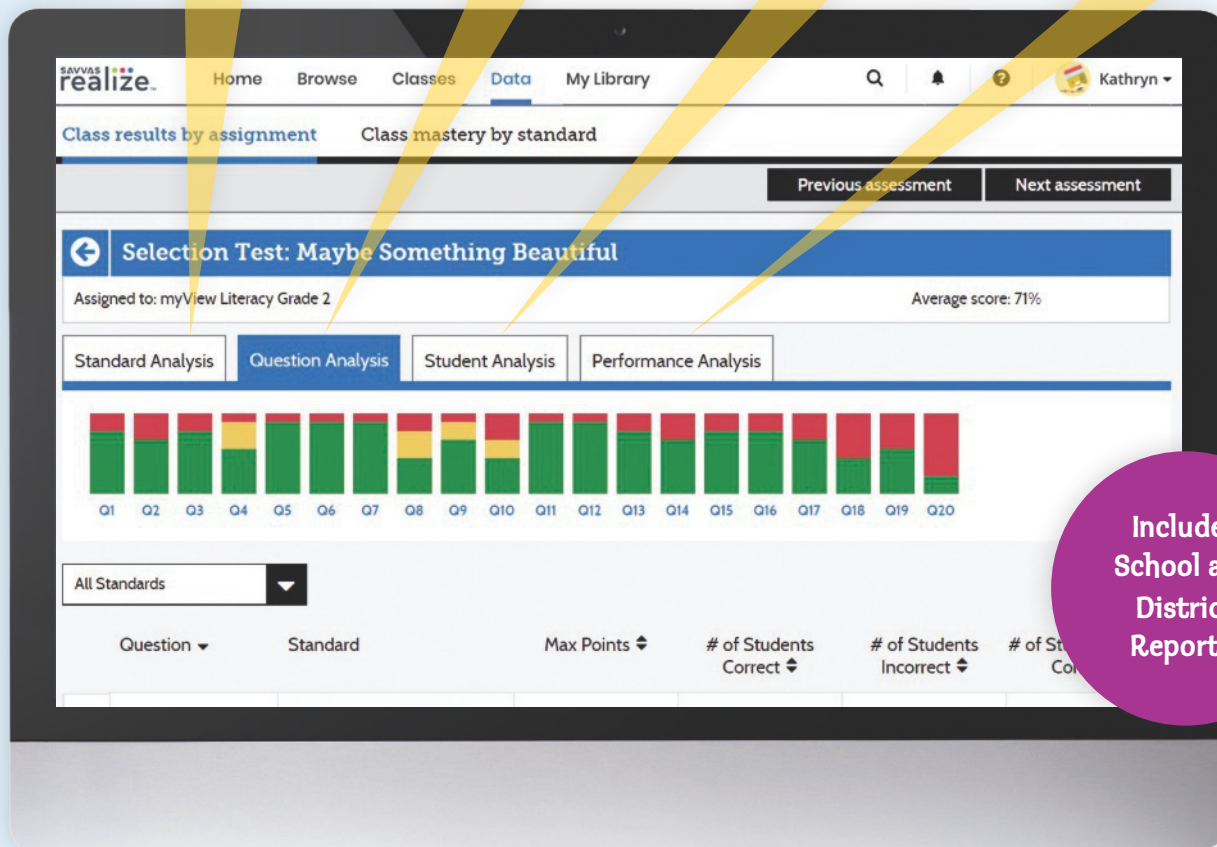


See progress by standard.

Drill into questions to see where students are struggling.

Focus on individual student performance.

Get small group recommendations with suggested next-step activities.



Intuitive Data Reporting

Realize Reports™ equip you with “smart” data on standards mastery, overall progress, usage, and more. It’s easy to interpret so you can make strong instructional decisions.

Includes School and District Reports.



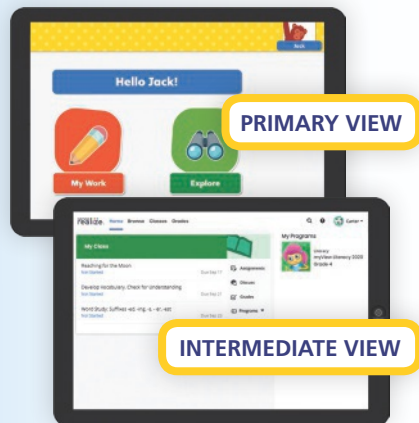
The Digital Difference



Savvas Realize™ is home to over 1000 instructional programs. World-class interoperability lets you use your digital content with any IMS certified platform.

The Student Experience

High-Interest resources capture attention and increase learning.



Adaptive Dashboard

Adjust student view for ease of use!



Engaging Videos

Introduce new topics, literacy skills, and background knowledge with high-interest resources.

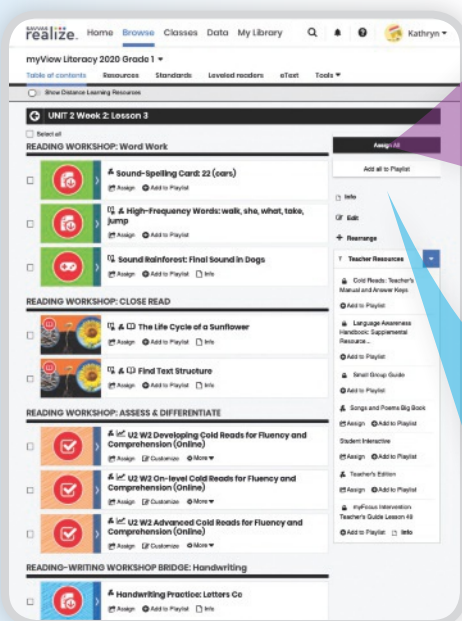


Digital Games

Support phonological awareness, spelling, and letter/word recognition.

The Teacher Experience

Videos, Guides, Lesson Planning Templates, and more help when teaching remotely.



- Upload a file
- Insert a link
- Add a title
- Leave a note for your students
- Add more available content items

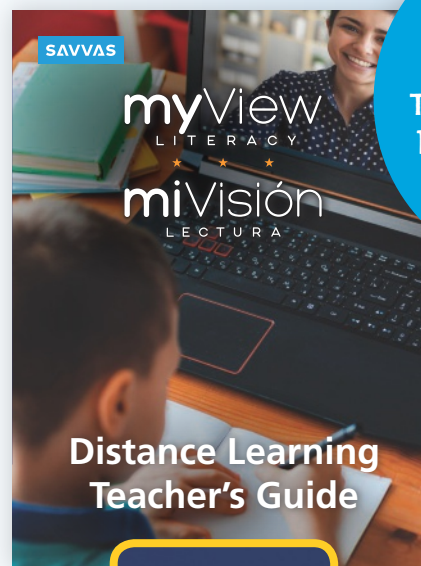
Add content, rearrange lessons, delete what you don't need—**make it your own!**

Create a Playlist

Title: Poetry Study

Description (Options):

Create a Playlist—think of it as a virtual filing cabinet of your favorite resources.



Distance Learning Teacher's Guide



Engaged, Motivated Classrooms

Education is about more than reading and writing. It's also about learning to work with others and achieving your goals.



Social-Emotional Learning

myView Literacy incorporates the five pillars of social-emotional learning to ensure student success beyond the text. With daily opportunities to respectfully share ideas and expand their view of the world, students purposefully practice key strategies such as collaboration, problem-solving, and perseverance.



Inclusive and Equitable Instruction

All students deserve to feel valued, included, and engaged in their learning. Our authorship team ensured that *myView Literacy* builds positive images of gender roles and special populations.

Professional Learning and Program Implementation

myView Literacy is designed to give you control of your learning. We're with you every step of the way.



Program Activation

In person or virtual, *myView Literacy* Program Activation is tailored to meet your needs and equips you to:

- Learn the flexible instructional model
- Dive into the teacher resources
- Explore innovative ways to strengthen your instruction

Jump-start Your Teaching!

The **Getting Started** guide on **Savvas Realize™** provides tools and resources to implement *myView Literacy*.

- Program Overview
- How-To Instructions
- Standard Correlations
- Planning Guides
- Research and Advice from Our Authors



[mySavvasTraining.com](https://www.mysavvas.com/training)

Live Instructional Coaching Chat

Chat with a certified consultant for the help you need, when you need it.

On-Demand Training Library

Learn about Book Club, Assessments, SEL, and more.

Teacher Webinars

Access our suite of recorded webinars or set up a personalized webinar at a time that fits your schedule.



Letters Aa

ALPHABET SONG Teach students to sing the alphabet song. If you use the tune of “Mary Had a Little Lamb” instead of “Twinkle, Twinkle, Little Star,” you will avoid the “squishing” of the letters *LMNOP*. See below for lines based on “Mary Had a Little Lamb.”

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

INTRODUCE Aa Display the letters *Aa*. Point to the letter *A* and say: **This is the uppercase, or capital, letter A.** Point to the letter *a* and say: **This is the lowercase letter a.** Have students practice saying the letter names. Then point to the letter *a* and ask: **What letter is this?** (lowercase letter *a*) Point to the letter *A* and ask: **What letter is this?** (uppercase, or capital, letter *A*)

ABC RHYME TIME Project or display “The Ant and the Antelope” (page 6) from *ABC Rhyme Time*. Point to the uppercase *A*’s and lowercase *a* in the title. Then read the rhyme aloud. Guide students to locate uppercase *A*’s and lowercase *a*’s in the rhyme.

IDENTIFY Aa Display the following letters and shapes. Have students identify which ones are uppercase letter *A* and which ones are lowercase letter *a*.



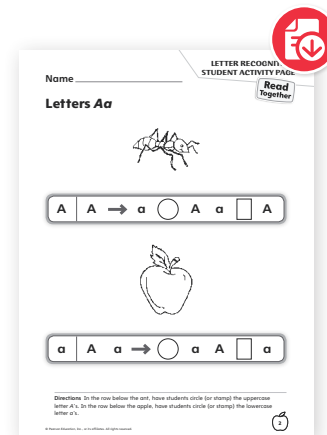
WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase *A*’s and lowercase *a*’s in their names.

FIND-A-LETTER Have students find upper- and lowercase letters *A* and *a* in old magazines and newspapers. Have students cut out the letters and glue them onto a piece of construction paper. Display students’ finished pieces.

ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters *Aa*.

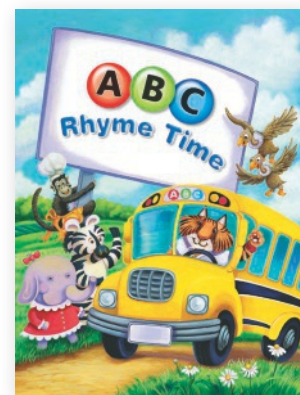
ADDITIONAL PRACTICE

For additional practice with letters *Aa*, use p. 2 from the Letter Recognition Unit on SavvasRealize.com.



Letter Recognition Unit, p. 2

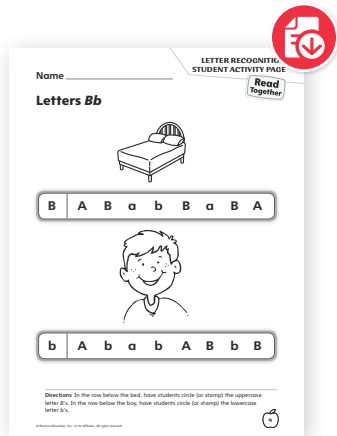
See Big Book *ABC Rhyme Time* for additional letter recognition practice.



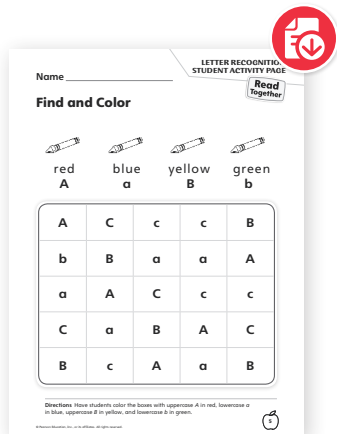
Letters Bb

ADDITIONAL PRACTICE

For additional practice with letters *Bb*, use pp. 4 and 5 from the Letter Recognition Unit on SavvasRealize.com.

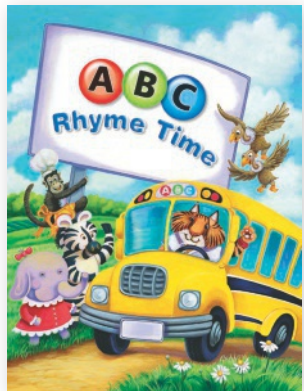


Letter Recognition Unit, p. 4



Letter Recognition Unit, p. 5

See Big Book *ABC Rhyme Time* for additional letter recognition practice.



ALPHABET SONG Teach students to sing the alphabet song. Point to each letter as you sing it. If you use the tune of “Mary Had a Little Lamb” instead of “Twinkle, Twinkle, Little Star,” you will avoid the “squishing” of the letters *LMNOP*. See below for lines based on “Mary Had a Little Lamb.”

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

INTRODUCE *Bb* Display the letters *Bb*. Point to the letter *B* and say: **This is the uppercase, or capital, letter *B*.** Point to the letter *b* and say: **This is the lowercase letter *b*.** Have students practice saying the letter names. Then point to the letter *B* and ask: **What letter is this?** (uppercase, or capital, letter *B*) Point to the letter *b* and ask: **What letter is this?** (lowercase letter *b*)

ABC RHYME TIME Project or display “Baby Bird’s Birthday” (page 7) from *ABC Rhyme Time*. Point to the uppercase *B*’s and lowercase *b* in the title. Then read the rhyme aloud. Guide students to locate uppercase *B*’s and lowercase *b*’s in the rhyme.

IDENTIFY *Bb* Display the following letters and shapes. Have students identify which ones are uppercase letter *B* and which ones are lowercase letter *b*.



WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase *B*’s and lowercase *b*’s in their names.

LETTER TILES Have students locate the Letter Tiles for upper- and lowercase letters that have been taught (*Aa*, *Bb*). Then have students name the letters.

ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters *Bb*. Additional practice can be found on the “Find and Color” *Student Activity Page* for letters *Aa*, *Bb*.



Letters Cc

ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE Cc Display the letters Cc. Point to the letter C and say: **This is the uppercase, or capital, letter C.** Point to the letter c and say: **This is the lowercase letter c.** Point out to students that uppercase C and lowercase c look the same, but uppercase C is taller. Have students practice saying the letter names. Then point to the letter c and ask: **What letter is this?** (lowercase letter c) Point to the letter C and ask: **What letter is this?** (uppercase, or capital, letter C)

ABC RHYME TIME Project or display “Cat in the Cupboard” (page 8) from *ABC Rhyme Time*. Point to the uppercase C’s in the title. Then read the rhyme aloud. Guide students to locate uppercase C’s and lowercase c’s in the rhyme.

IDENTIFY Cc Display the following letters. Have students identify which ones are uppercase letter C and which ones are lowercase letter c.



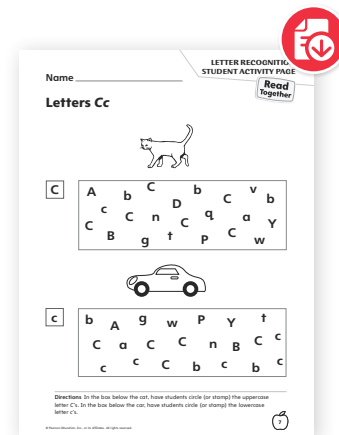
WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase C’s and lowercase c’s in their names.

LETTER SHAPERS Have students find upper- and lowercase letters C and c in old magazines and newspapers. Have students cut out the letters and glue them onto a piece of construction paper in the shape of each letter. Display students’ finished pieces.

ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters Cc.

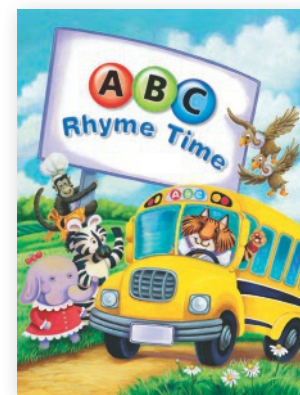
ADDITIONAL PRACTICE

For additional practice with letters Cc, use p. 7 from the Letter Recognition Unit on SavvasRealize.com.



Letter Recognition Unit, p. 7

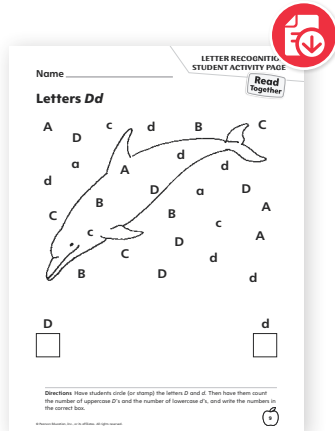
See Big Book *ABC Rhyme Time* for additional letter recognition practice.



Letters Dd

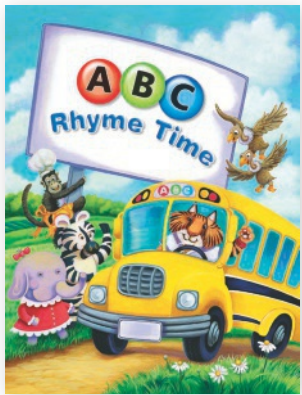
ADDITIONAL PRACTICE

For additional practice with letters *Dd*, use p. 9 from the Letter Recognition Unit on SavvasRealize.com.



Letter Recognition Unit, p. 9

See Big Book *ABC Rhyme Time* for additional letter recognition practice.



ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE *Dd* Display the letters *Dd*. Point to the letter *D* and say: **This is the uppercase, or capital, letter *D*.** Point to the letter *d* and say: **This is the lowercase letter *d*.** Have students practice saying the letter names. Then point to the letter *D* and ask: **What letter is this?** (uppercase, or capital, letter *D*) Point to the letter *d* and ask: **What letter is this?** (lowercase letter *d*)

ABC RHYME TIME Project or display “Damselfly Dance” (page 9) from *ABC Rhyme Time*. Point to the uppercase *D*’s in the title. Then read the rhyme aloud. Guide students to locate uppercase *D*’s and lowercase *d*’s in the rhyme.

IDENTIFY *Dd* Display the following letters. Have students identify which ones are uppercase letter *D* and which ones are lowercase letter *d*.



WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase *D*’s and lowercase *d*’s in their names.

BIG AND SMALL Write upper- and lowercase letters that have been taught on separate index cards. Have students work in pairs to match the upper- and lowercase versions of each letter.

ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters *Dd*.



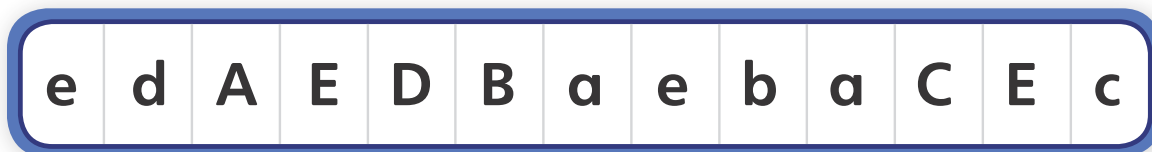
Letters Ee

ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE Ee Display the letters *Ee*. Point to the letter *E* and say: **This is the uppercase, or capital, letter E.** Point to the letter *e* and say: **This is the lowercase letter e.** Have students practice saying the letter names. Then point to the letter *E* and ask: **What letter is this?** (uppercase, or capital, letter *E*) Point to the letter *e* and ask: **What letter is this?** (lowercase letter *e*)

ABC RHYME TIME Project or display “Enter and Exit” (page 10) from *ABC Rhyme Time*. Point to the uppercase *E*’s and lowercase *e* in the title. Then read the rhyme aloud. Guide students to locate uppercase *E*’s and lowercase *e*’s in the rhyme.

IDENTIFY Ee Display the following letters. Have students identify which ones are uppercase letter *E* and which ones are lowercase letter *e*.



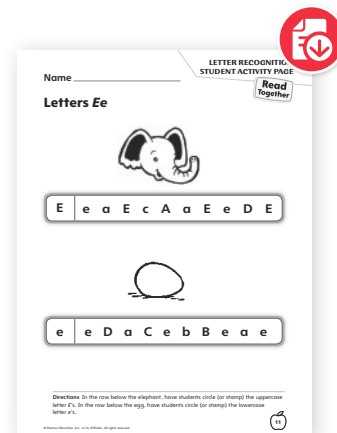
WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase *E*’s and lowercase *e*’s in their names.

ORDER UP Write the upper- and lowercase letters that have been taught on separate index cards. Give student pairs a set of index cards with either the uppercase or lowercase letters, and have them work together to put the letters in alphabetical order.

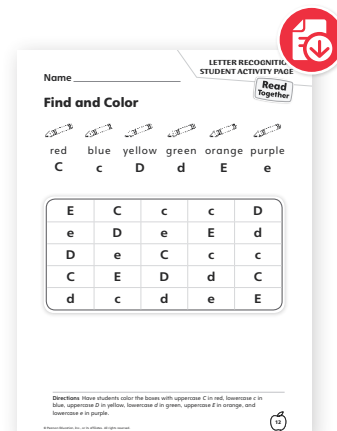
ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters *Ee*. Additional practice can be found on the “Find and Color” *Student Activity Page* for letters *Cc, Dd, Ee*.

ADDITIONAL PRACTICE

For additional practice with letters *Ee*, use pp. 11 and 12 from the Letter Recognition Unit on SavvasRealize.com.

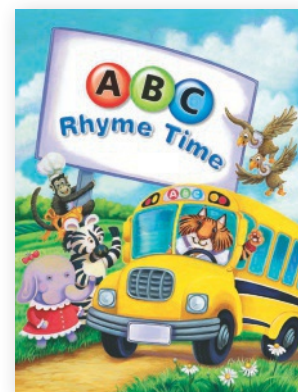


Letter Recognition Unit, p. 11



Letter Recognition Unit, p. 12

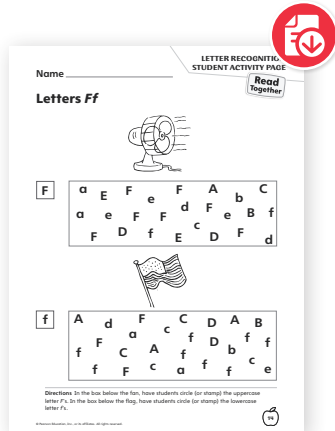
See Big Book *ABC Rhyme Time* for additional letter recognition practice.



Letters Ff

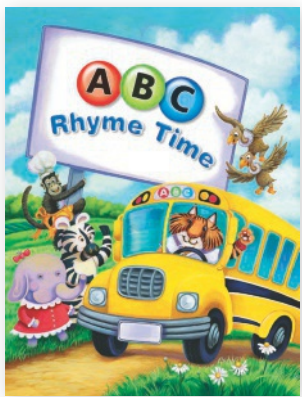
ADDITIONAL PRACTICE

For additional practice with letters *Ff*, use p. 14 from the Letter Recognition Unit on SavvasRealize.com.



Letter Recognition Unit, p. 14

See Big Book *ABC Rhyme Time* for additional letter recognition practice.



ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE *Ff* Display the letters *Ff*. Point to the letter *F* and say: **This is the uppercase, or capital, letter *F*.** Point to the letter *f* and say: **This is the lowercase letter *f*.** Have students practice saying the letter names. Then point to the letter *f* and ask: **What letter is this?** (lowercase letter *f*) Point to the letter *F* and ask: **What letter is this?** (uppercase, or capital, letter *F*)

ABC RHYME TIME Project or display “Fiona Fish” (page 11) from *ABC Rhyme Time*. Point to the uppercase *F*’s in the title. Then read the rhyme aloud. Guide students to locate uppercase *F*’s and lowercase *f*’s in the rhyme.

IDENTIFY *Ff* Display the following letters. Have students identify which ones are uppercase letter *F* and which ones are lowercase letter *f*.



WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase *F*’s and lowercase *f*’s in their names.

LETTER CALL-OUT Write the upper- and lowercase letters that have been taught on sheets of construction paper. Distribute letters to students. Call out 3–4 letters and ask the students with those letters to come and stand at the front of the room. Then have students name each letter.

ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters *Ff*.



Letters Gg

ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE Gg Display the letters Gg. Point to the letter G and say: **This is the uppercase, or capital, letter G.** Point to the letter g and say: **This is the lowercase letter g.** Have students practice saying the letter names. Then point to the letter g and ask: **What letter is this?** (lowercase letter g) Point to the letter G and ask: **What letter is this?** (uppercase, or capital, letter G)

ABC RHYME TIME Project or display “Go Get the Goat!” (page 12) from *ABC Rhyme Time*. Point to the uppercase G’s in the title. Then read the rhyme aloud. Guide students to locate uppercase G’s and lowercase g’s in the rhyme.

IDENTIFY Gg Display the following letters. Have students identify which ones are uppercase letter G and which ones are lowercase letter g.



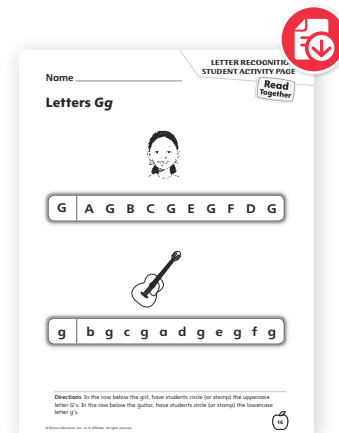
WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase G’s and lowercase g’s in their names.

ALPHABET WALK Take a walk around the school or neighborhood. Have students look for and name the letters that have been taught.

ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters Gg.

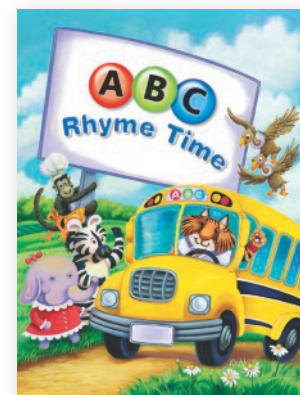
ADDITIONAL PRACTICE

For additional practice with letters Gg, use p. 16 from the Letter Recognition Unit on SavvasRealize.com.



Letter Recognition Unit, p. 16

See Big Book *ABC Rhyme Time* for additional letter recognition practice.



Letters Hh

ADDITIONAL PRACTICE

For additional practice with letters *Hh*, use pp. 18 and 19 from the Letter Recognition Unit on SavvasRealize.com.

LETTER RECOGNITION
STUDENT ACTIVITY PAGE

Name _____

Letters *Hh*

H B A C B C H H C
E F A H B C H D H
H A A G E E G

h g d b h f a a h
h d b d f d e h
g e e b h g e a
d f h b g c h

Directions: In the box below the hat, have students circle (or stamp) the uppercase letter *H*. In the box below the hammer, have students circle (or stamp) the lowercase letter *h*.

Letter Recognition Unit, p. 18

LETTER RECOGNITION
STUDENT ACTIVITY PAGE

Name _____

Find and Color

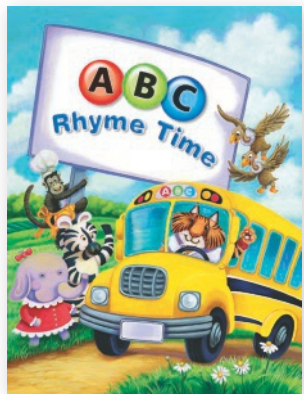
red blue yellow green orange purple
F f G g H h

G	H	h	g	G
H	G	g	F	h
f	g	H	G	F
g	f	F	h	f
F	H	h	f	H

Directions: Have students color the boxes with uppercase *F* in red, lowercase *f* in blue, uppercase *G* in yellow, lowercase *g* in green, uppercase *H* in orange, and lowercase *h* in purple.

Letter Recognition Unit, p. 19

See Big Book *ABC Rhyme Time* for additional letter recognition practice.



ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE *Hh* Display the letters *Hh*. Point to the letter *H* and say: **This is the uppercase, or capital, letter *H*.** Point to the letter *h* and say: **This is the lowercase letter *h*.** Have students practice saying the letter names. Then point to the letter *h* and ask: **What letter is this?** (lowercase letter *h*) Point to the letter *H* and ask: **What letter is this?** (uppercase, or capital, letter *H*)

ABC RHYME TIME Project or display “Hamster in My House” (page 13) from *ABC Rhyme Time*. Point to the uppercase *H*’s in the title. Then read the rhyme aloud. Guide students to locate uppercase *H*’s and lowercase *h*’s in the rhyme.

IDENTIFY *Hh* Display the following letters. Have students identify which ones are uppercase letter *H* and which ones are lowercase letter *h*.



WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase *H*’s and lowercase *h*’s in their names.

FIND-A-LETTER Have students find upper- and lowercase letters *H* and *h* in old magazines and newspapers. Have students cut out the letters and glue them onto a piece of construction paper. Display students’ finished pieces.

ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters *Hh*. Additional practice can be found on the “Find and Color” *Student Activity Page* for letters *Ff*, *Gg*, *Hh*.



Letters *li*

ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE *li* Display the letters *li*. Point to the letter *l* and say: **This is the uppercase, or capital, letter *l*.** Point to the letter *i* and say: **This is the lowercase letter *i*.** Have students practice saying the letter names. Then point to the letter *l* and ask: **What letter is this?** (uppercase, or capital, letter *l*) Point to the letter *i* and ask: **What letter is this?** (lowercase letter *i*)

ABC RHYME TIME Project or display “Icky Inchworm” (page 14) from *ABC Rhyme Time*. Point to the uppercase *l*’s in the title. Then read the rhyme aloud. Guide students to locate uppercase *l*’s and lowercase *i*’s in the rhyme.

IDENTIFY *li* Display the following letters. Have students identify which ones are uppercase letter *l* and which ones are lowercase letter *i*.



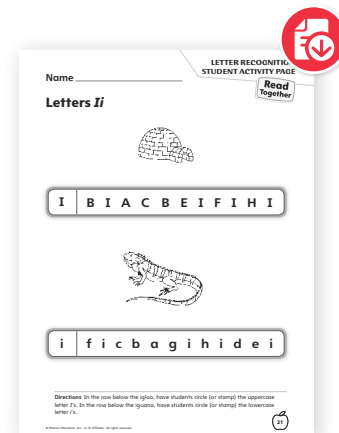
WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase *l*’s and lowercase *i*’s in their names.

LETTER TILES Have students locate the Letter Tiles for upper- and lowercase letters that have been taught. Then have students name the letters.

ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters *li*.

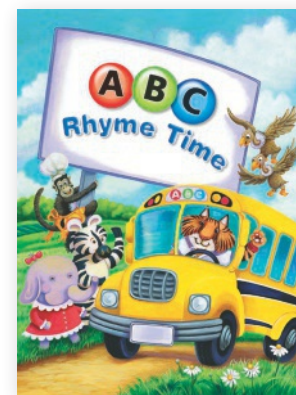
ADDITIONAL PRACTICE

For additional practice with letters *li*, use p. 21 from the Letter Recognition Unit on SavvasRealize.com.



Letter Recognition Unit, p. 21

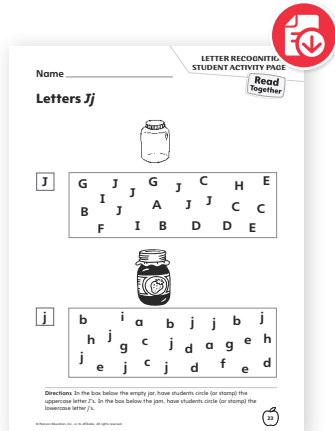
See Big Book *ABC Rhyme Time* for additional letter recognition practice.



Letters Jj

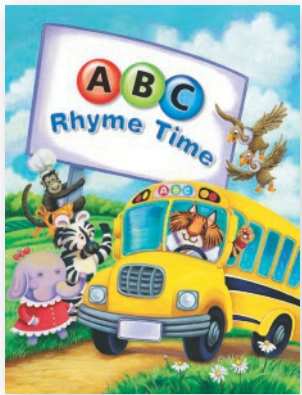
ADDITIONAL PRACTICE

For additional practice with letters *Jj*, use p. 23 from the Letter Recognition Unit on SavvasRealize.com.



Letter Recognition Unit, p. 23

See Big Book *ABC Rhyme Time* for additional letter recognition practice.



ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE *Jj* Display the letters *Jj*. Point to the letter *J* and say: **This is the uppercase, or capital, letter *J*.** Point to the letter *j* and say: **This is the lowercase letter *j*.** Have students practice saying the letter names. Then point to the letter *j* and ask: **What letter is this?** (lowercase letter *j*) Point to the letter *J* and ask: **What letter is this?** (uppercase, or capital, letter *J*)

ABC RHYME TIME Project or display “Joyful Jackrabbit” (page 15) from *ABC Rhyme Time*. Point to the uppercase *J*’s in the title. Then read the rhyme aloud. Guide students to locate uppercase *J*’s and lowercase *j*’s in the rhyme.

IDENTIFY *Jj* Display the following letters. Have students identify which ones are uppercase letter *J* and which ones are lowercase letter *j*.



WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase *J*’s and lowercase *j*’s in their names.

ORDER UP Write the upper- and lowercase letters that have been taught on separate index cards. Give student pairs a set of cards with either the uppercase or lowercase letters, and have them work together to put the letters in alphabetical order.

ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters *Jj*.



Letters Kk

ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE Kk Display the letters *Kk*. Point to the letter *K* and say: **This is the uppercase, or capital, letter *K*.** Point to the letter *k* and say: **This is the lowercase letter *k*.** Have students practice saying the letter names. Then point to the letter *K* and ask: **What letter is this?** (uppercase, or capital, letter *K*) Point to the letter *k* and ask: **What letter is this?** (lowercase letter *k*)

ABC RHYME TIME Project or display “Karate Kangaroo” (page 16) from *ABC Rhyme Time*. Point to the uppercase *K*’s in the title. Then read the rhyme aloud. Guide students to locate uppercase *K*’s and lowercase *k*’s in the rhyme.

IDENTIFY Kk Display the following letters. Have students identify which ones are uppercase letter *K* and which ones are lowercase letter *k*.



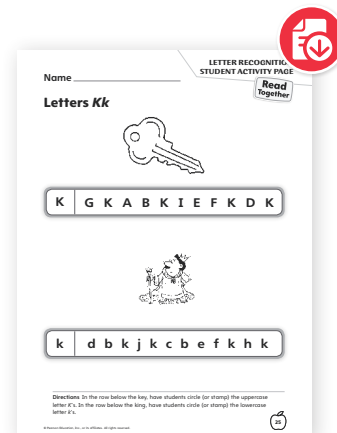
WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase *K*’s and lowercase *k*’s in their names.

FIND YOUR MATCH Write the upper- and lowercase letters that have been taught on index cards. Give one set of students the uppercase letters, and give the other students the lowercase letters. Have each student find his or her letter “match” and stand with that person. Then have the pairs of students name their letters for the class.

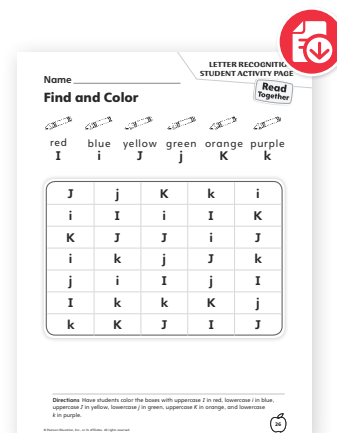
ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters *Kk*. Additional practice can be found on the “Find and Color” *Student Activity Page* for letters *li, Jj, Kk*.

ADDITIONAL PRACTICE

For additional practice with letters *Kk*, use pp. 25 and 26 from the Letter Recognition Unit on SavvasRealize.com.

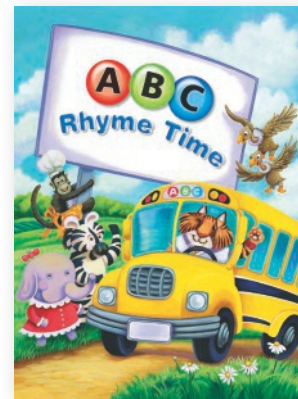


Letter Recognition Unit, p. 25



Letter Recognition Unit, p. 26

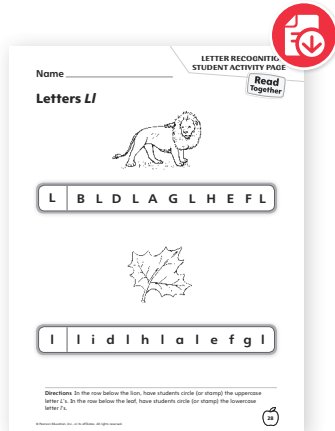
See Big Book *ABC Rhyme Time* for additional letter recognition practice.



Letters Ll

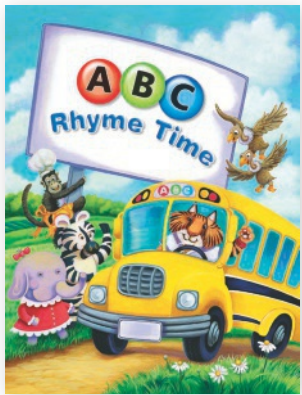
ADDITIONAL PRACTICE

For additional practice with letters *Ll*, use p. 28 from the Letter Recognition Unit on SavvasRealize.com.



Letter Recognition Unit, p. 28

See Big Book *ABC Rhyme Time* for additional letter recognition practice.



ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE Ll Display the letters *Ll*. Point to the letter *L* and say: **This is the uppercase, or capital, letter *L*.** Point to the letter *l* and say: **This is the lowercase letter *l*.** Have students practice saying the letter names. Then point to the letter *L* and ask: **What letter is this?** (uppercase, or capital, letter *L*) Point to the letter *l* and ask: **What letter is this?** (lowercase letter *l*)

ABC RHYME TIME Project or display “Lollipops” (page 17) from *ABC Rhyme Time*. Point to the uppercase *L* and lowercase *l*'s in the title. Then read the rhyme aloud. Guide students to locate uppercase *L*'s and lowercase *l*'s in the rhyme.

IDENTIFY Ll Display the following letters. Have students identify which ones are uppercase letter *L* and which ones are lowercase letter *l*.



WHAT'S IN YOUR NAME? Write each student's name on a word strip and show each one to students. Read aloud each name and have students identify uppercase *L*'s and lowercase *l*'s in their names.

ALPHABET WALK Take a walk around the school or neighborhood. Have students look for and name the letters that have been taught.

ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters *Ll*.



Letters Mm

ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE Mm Display the letters *Mm*. Point to the letter *M* and say: **This is the uppercase, or capital, letter M.** Point to the letter *m* and say: **This is the lowercase letter m.** Have students practice saying the letter names. Then point to the letter *m* and ask: **What letter is this?** (lowercase letter *m*) Point to the letter *M* and ask: **What letter is this?** (uppercase, or capital, letter *M*)

ABC RHYME TIME Project or display “Mister Monkey’s Muffins” (page 18) from *ABC Rhyme Time*. Point to the uppercase *M*’s in the title. Then read the rhyme aloud. Guide students to locate uppercase *M*’s and lowercase *m*’s in the rhyme.

IDENTIFY Mm Display the following letters. Have students identify which ones are uppercase letter *M* and which ones are lowercase letter *m*.



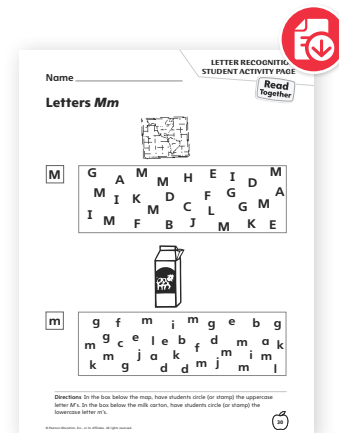
WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase *M*’s and lowercase *m*’s in their names.

LETTER CALL-OUT Write the upper- and lowercase letters that have been taught on sheets of construction paper. Distribute letters to students. Call out 5–6 letters and ask the students with those letters to come and stand at the front of the room. Then have students name each letter.

ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters *Mm*.

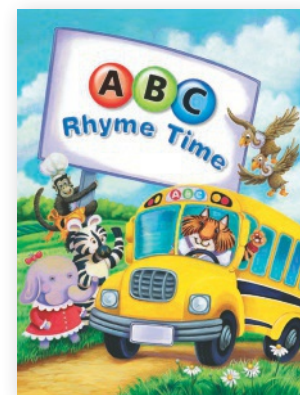
ADDITIONAL PRACTICE

For additional practice with letters *Mm*, use p. 30 from the Letter Recognition Unit on SavvasRealize.com.



Letter Recognition Unit, p. 30

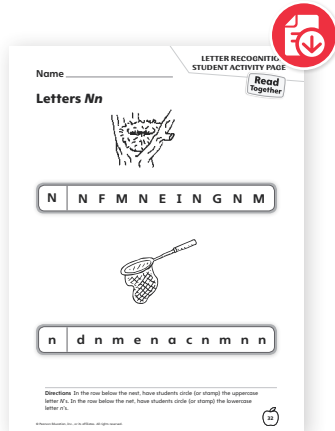
See Big Book *ABC Rhyme Time* for additional letter recognition practice.



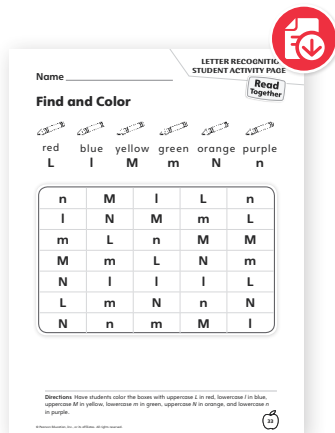
Letters Nn

ADDITIONAL PRACTICE

For additional practice with letters *Nn*, use pp. 32 and 33 from the Letter Recognition Unit on SavvasRealize.com.

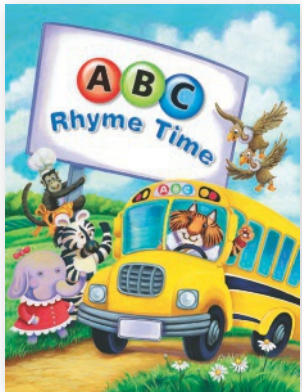


Letter Recognition Unit, p. 32



Letter Recognition Unit, p. 33

See Big Book *ABC Rhyme Time* for additional letter recognition practice.



ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE *Nn* Display the letters *Nn*. Point to the letter *N* and say: **This is the uppercase, or capital, letter *N*.** Point to the letter *n* and say: **This is the lowercase letter *n*.** Have students practice saying the letter names. Then point to the letter *n* and ask: **What letter is this?** (lowercase letter *n*) Point to the letter *N* and ask: **What letter is this?** (uppercase, or capital, letter *N*)

ABC RHYME TIME Project or display “Neighbor Newt” (page 19) from *ABC Rhyme Time*. Point to the uppercase *N*’s in the title. Then read the rhyme aloud. Guide students to locate uppercase *N*’s and lowercase *n*’s in the rhyme.

IDENTIFY *Nn* Display the following letters. Have students identify which ones are uppercase letter *N* and which ones are lowercase letter *n*.



WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase *N*’s and lowercase *n*’s in their names.

BIG AND SMALL Write upper- and lowercase letters that have been taught on separate index cards. Have students work in pairs to match the upper- and lowercase versions of each letter.

ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters *Nn*. Additional practice can be found on the “Find and Color” *Student Activity Page* for letters *Li*, *Mm*, *Nn*.



Letters Oo

ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE Oo Display the letters Oo. Point to the letter O and say: **This is the uppercase, or capital, letter O.** Point to the letter o and say: **This is the lowercase letter o.** Point out to students that uppercase O and lowercase o look the same, but uppercase O is taller. Have students practice saying the letter names. Then point to the letter O and ask: **What letter is this?** (uppercase, or capital, letter O) Point to the letter o and ask: **What letter is this?** (lowercase letter o)

ABC RHYME TIME Project or display “Odd Otter” (page 20) from *ABC Rhyme Time*. Point to the uppercase O’s in the title. Then read the rhyme aloud. Guide students to locate uppercase O’s and lowercase o’s in the rhyme.

IDENTIFY Oo Display the following letters. Have students identify which ones are uppercase letter O and which ones are lowercase letter o.

D o A b o C O c O a o K A O

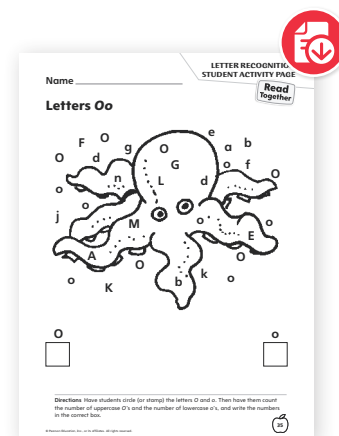
WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase O’s and lowercase o’s in their names.

LETTER SHAPERS Have students find upper- and lowercase letters O and o in old magazines and newspapers. Have students cut out the letters and glue them onto a piece of construction paper in the shape of each letter. Display students’ finished pieces.

ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters Oo.

ADDITIONAL PRACTICE

For additional practice with letters Oo, use p. 35 from the Letter Recognition Unit on SavvasRealize.com.



Letter Recognition Unit, p. 35

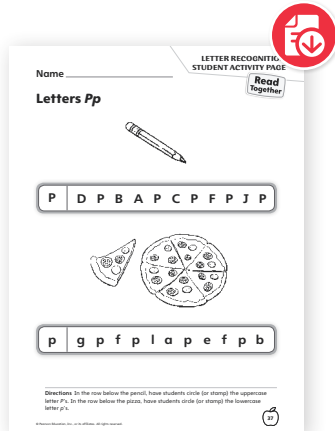
See Big Book *ABC Rhyme Time* for additional letter recognition practice.



Letters Pp

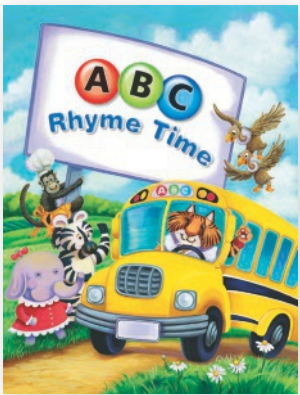
ADDITIONAL PRACTICE

For additional practice with letters *Pp*, use p. 37 from the Letter Recognition Unit on SavvasRealize.com.



Letter Recognition Unit, p. 37

See Big Book *ABC Rhyme Time* for additional letter recognition practice.



ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE *Pp* Display the letters *Pp*. Point to the letter *P* and say: **This is the uppercase, or capital, letter *P*.** Point to the letter *p* and say: **This is the lowercase letter *p*.** Have students practice saying the letter names. Then point to the letter *P* and ask: **What letter is this?** (uppercase, or capital, letter *P*) Point to the letter *p* and ask: **What letter is this?** (lowercase letter *p*)

ABC RHYME TIME Project or display “Porcupines and Pies” (page 21) *ABC Rhyme Time*. Point to the uppercase *P*’s and lowercase *p* in the title. Then read the rhyme aloud. Guide students to locate uppercase *P*’s and lowercase *p*’s in the rhyme.

IDENTIFY *Pp* Display the following letters. Have students identify which ones are uppercase letter *P* and which ones are lowercase letter *p*.



WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase *P*’s and lowercase *p*’s in their names.

BIG AND SMALL Write upper- and lowercase letters that have been taught on separate index cards. Have students work in pairs to match the upper- and lowercase versions of each letter.

ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters *Pp*.



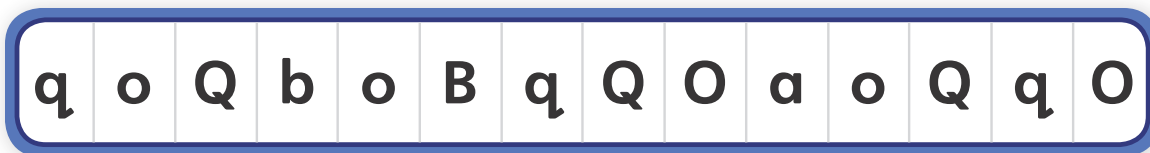
Letters Qq

ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE Qq Display the letters Qq. Point to the letter Q and say: **This is the uppercase, or capital, letter Q.** Point to the letter q and say: **This is the lowercase letter q.** Have students practice saying the letter names. Then point to the letter Q and ask: **What letter is this?** (uppercase, or capital, letter Q) Point to the letter q and ask: **What letter is this?** (lowercase letter q)

ABC RHYME TIME Project or display “Quiet Queen” (page 22) from *ABC Rhyme Time*. Point to the uppercase Q’s in the title. Then read the rhyme aloud. Guide students to locate uppercase Q’s and lowercase q’s in the rhyme.

IDENTIFY Qq Display the following letters. Have students identify which ones are uppercase letter Q and which ones are lowercase letter q.



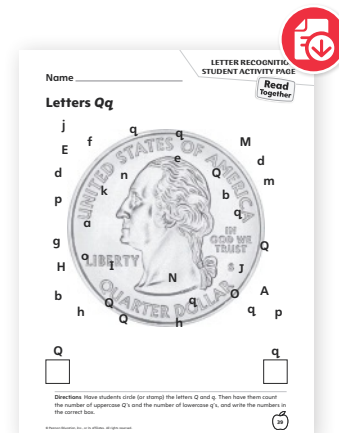
WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase Q’s and lowercase q’s in their names.

LETTER CALL-OUT Write the upper- and lowercase letters that have been taught on sheets of construction paper. Distribute them to students. Call out 6–8 letters and ask the students with those letters to come and stand at the front of the room. Then have students name each letter.

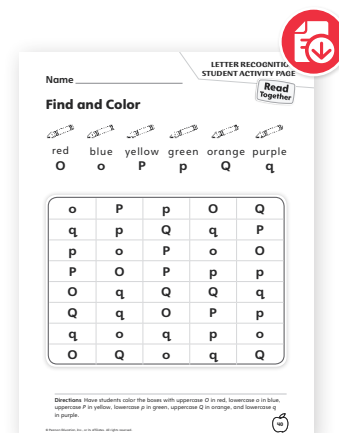
ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters Qq. Additional practice can be found on the “Find and Color” *Student Activity Page* for letters Oo, Pp, Qq.

ADDITIONAL PRACTICE

For additional practice with letters Qq, use pp. 39 and 40 from the Letter Recognition Unit on SavvasRealize.com.

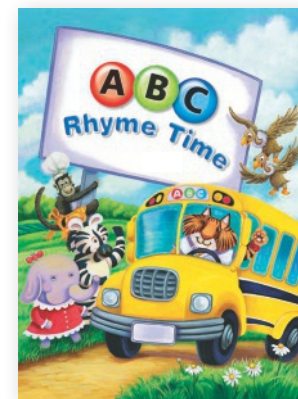


Letter Recognition Unit, p. 39



Letter Recognition Unit, p. 40

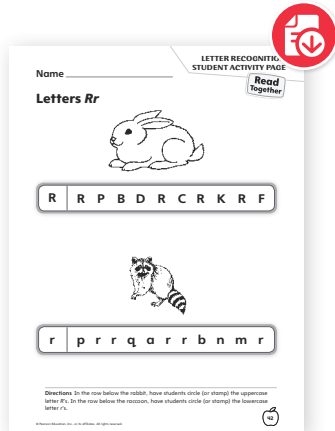
See Big Book *ABC Rhyme Time* for additional letter recognition practice.



Letters Rr

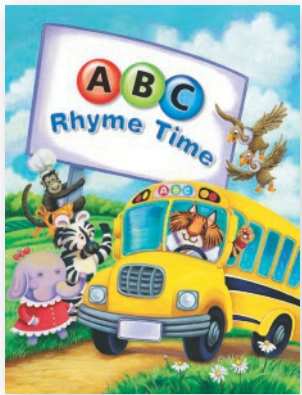
ADDITIONAL PRACTICE

For additional practice with letters *Rr*, use p. 42 from the Letter Recognition Unit on SavvasRealize.com.



Letter Recognition Unit, p. 42

See Big Book *ABC Rhyme Time* for additional letter recognition practice.



ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE *Rr* Display the letters *Rr*. Point to the letter *R* and say: **This is the uppercase, or capital, letter *R*.** Point to the letter *r* and say: **This is the lowercase letter *r*.** Have students practice saying the letter names. Then point to the letter *r* and ask: **What letter is this?** (lowercase letter *r*) Point to the letter *R* and ask: **What letter is this?** (uppercase, or capital, letter *R*)

ABC RHYME TIME Project or display “Robot, Robot” (page 23) from *ABC Rhyme Time*. Point to the uppercase *R*’s in the title. Then read the rhyme aloud. Guide students to locate uppercase *R*’s and lowercase *r*’s in the rhyme.

IDENTIFY *Rr* Display the following letters. Have students identify which ones are uppercase letter *R* and which ones are lowercase letter *r*.



WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase *R*’s and lowercase *r*’s in their names.

FIND YOUR MATCH Write the upper- and lowercase letters that have been taught on index cards. Give one set of students the uppercase letters, and give the other students the lowercase letters. Have each student find his or her letter “match” and stand with that person. Then have the pairs of students name their letters for the class.

ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters *Rr*.



Letters Ss

ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE Ss Display the letters Ss. Point to the letter S and say: **This is the uppercase, or capital, letter S.** Point to the letter s and say: **This is the lowercase letter s.** Point out to students that uppercase S and lowercase s look the same, but uppercase S is taller. Have students practice saying the letter names. Then point to the letter s and ask: **What letter is this?** (lowercase letter s) Point to the letter S and ask: **What letter is this?** (uppercase, or capital, letter S)

ABC RHYME TIME Project or display “One Sunny Saturday” (page 24) from *ABC Rhyme Time*. Point to the uppercase S’s in the title. Then read the rhyme aloud. Guide students to locate uppercase S’s and lowercase s’s in the rhyme.

IDENTIFY Ss Display the following letters. Have students identify which ones are uppercase letter S and which ones are lowercase letter s.



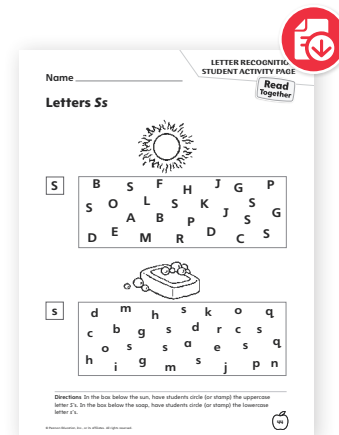
WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase S’s and lowercase s’s in their names.

FIND-A-LETTER Have students find upper- and lowercase letters S and s in old magazines and newspapers. Have students cut out the letters and glue them onto a piece of construction paper. Display students’ finished pieces.

ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters Ss.

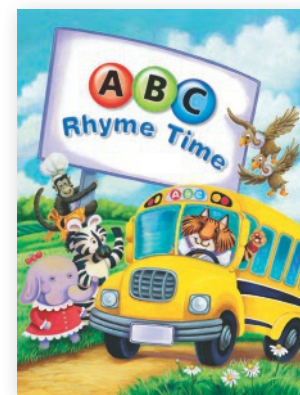
ADDITIONAL PRACTICE

For additional practice with letters Ss, use p. 44 from the Letter Recognition Unit on SavvasRealize.com.



Letter Recognition Unit, p. 44

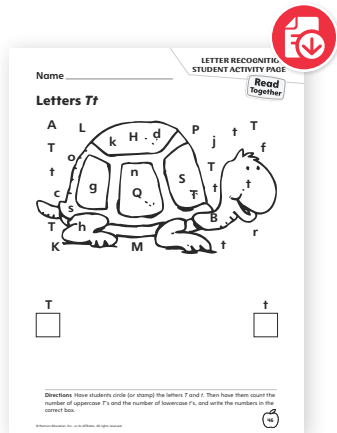
See Big Book *ABC Rhyme Time* for additional letter recognition practice.



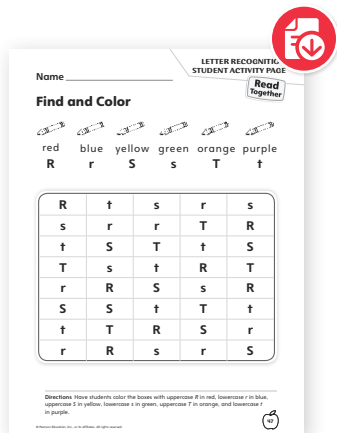
Letters Tt

ADDITIONAL PRACTICE

For additional practice with letters *Tt*, use pp. 46 and 47 from the Letter Recognition Unit on SavvasRealize.com.

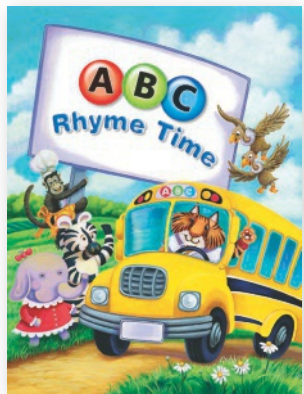


Letter Recognition Unit, p. 46



Letter Recognition Unit, p. 47

See Big Book *ABC Rhyme Time* for additional letter recognition practice.



ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE Tt Display the letters *Tt*. Point to the letter *T* and say: **This is the uppercase, or capital, letter T.** Point to the letter *t* and say: **This is the lowercase letter t.** Have students practice saying the letter names. Then point to the letter *T* and ask: **What letter is this?** (uppercase, or capital, letter *T*) Point to the letter *t* and ask: **What letter is this?** (lowercase letter *t*)

ABC RHYME TIME Project or display “Tiger’s Tennis Lesson” (page 25) from *ABC Rhyme Time*. Point to the uppercase *T*’s in the title. Then read the rhyme aloud. Guide students to locate uppercase *T*’s and lowercase *t*’s in the rhyme.

IDENTIFY Tt Display the following letters. Have students identify which ones are uppercase letter *T* and which ones are lowercase letter *t*.



WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase *T*’s and lowercase *t*’s in their names.

LETTER CALL-OUT Write the upper- and lowercase letters that have been taught on sheets of construction paper. Distribute them to students. Call out 7–8 letters and ask the students with those letters to come and stand at the front of the room. Then have students name each letter.

ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters *Tt*. Additional practice can be found on the “Find and Color” *Student Activity Page* for letters *Rr*, *Ss*, *Tt*.



Letters Uu

ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE Uu Display the letters *Uu*. Point to the letter *U* and say: **This is the uppercase, or capital, letter U.** Point to the letter *u* and say: **This is the lowercase letter u.** Have students practice saying the letter names. Then point to the letter *u* and ask: **What letter is this?** (lowercase letter *u*) Point to the letter *U* and ask: **What letter is this?** (uppercase, or capital, letter *U*)

ABC RHYME TIME Project or display “Under This Unusual Umbrella” (page 26) from *ABC Rhyme Time*. Point to the uppercase *U*'s and lowercase *u*'s in the title. Then read the rhyme aloud. Guide students to locate uppercase *U*'s and lowercase *u*'s in the rhyme.

IDENTIFY Uu Display the following letters. Have students identify which ones are uppercase letter *U* and which ones are lowercase letter *u*.



WHAT'S IN YOUR NAME? Write each student's name on a word strip and show each one to students. Read aloud each name and have students identify uppercase *U*'s and lowercase *u*'s in their names.

BIG AND SMALL Write upper- and lowercase letters that have been taught on separate index cards. Have students work in pairs to match the upper- and lowercase versions of each letter.

ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters *Uu*.

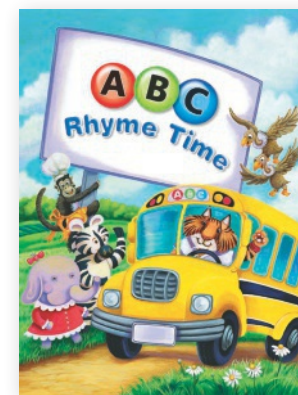
ADDITIONAL PRACTICE

For additional practice with letters *Uu*, use p. 49 from the Letter Recognition Unit on SavvasRealize.com.



Letter Recognition Unit, p. 49

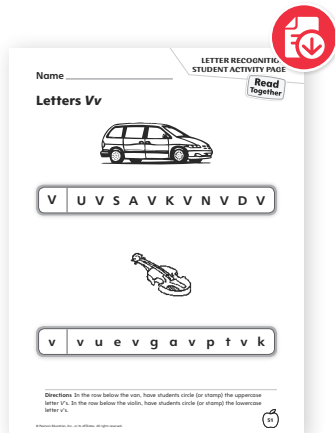
See Big Book *ABC Rhyme Time* for additional letter recognition practice.



Letters Vv

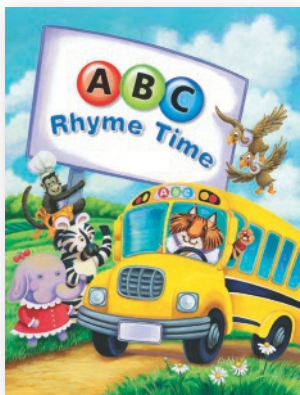
ADDITIONAL PRACTICE

For additional practice with letters Vv, use p. 51 from the Letter Recognition Unit on SavvasRealize.com.



Letter Recognition Unit, p. 51

See Big Book *ABC Rhyme Time* for additional letter recognition practice.



ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE Vv Display the letters Vv. Point to the letter V and say: **This is the uppercase, or capital, letter V.** Point to the letter v and say: **This is the lowercase letter v.** Point out to students that uppercase V and lowercase v look the same, but uppercase V is taller. Have students practice saying the letter names. Then point to the letter V and ask: **What letter is this?** (uppercase, or capital, letter V) Point to the letter v and ask: **What letter is this?** (lowercase letter v)

ABC RHYME TIME Project or display “Vultures on a Volcano” (page 27) from *ABC Rhyme Time*. Point to the uppercase V’s in the title. Then read the rhyme aloud. Guide students to locate uppercase V’s and lowercase v’s in the rhyme.

IDENTIFY Vv Display the following letters. Have students identify which ones are uppercase letter V and which ones are lowercase letter v.



WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase V’s and lowercase V’s in their names.

ORDER UP Write the upper- and lowercase letters that have been taught on separate index cards. Give student pairs a set of index cards with either the uppercase or lowercase letters, and have them work together to put the letters in alphabetical order.

ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters Vv.



Letters Ww

ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE Ww Display the letters Ww. Point to the letter W and say: **This is the uppercase, or capital, letter W.** Point to the letter w and say: **This is the lowercase letter w.** Point out to students that uppercase W and lowercase w look the same, but uppercase W is taller. Have students practice saying the letter names. Then point to the letter w and ask: **What letter is this?** (lowercase letter w) Point to the letter W and ask: **What letter is this?** (uppercase, or capital, letter W)

ABC RHYME TIME Project or display “Wandering Wombat” (page 28) from *ABC Rhyme Time*. Point to the uppercase W’s the title. Then read the rhyme aloud. Guide students to locate uppercase W’s and lowercase w’s in the rhyme.

IDENTIFY Ww Display the following letters. Have students identify which ones are uppercase letter W and which ones are lowercase letter w.



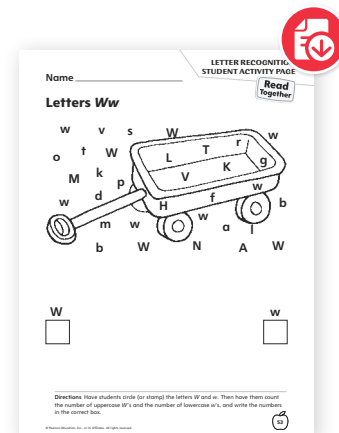
WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase W’s and lowercase w’s in their names.

LETTER CALL-OUT Write the upper- and lowercase letters that have been taught on sheets of construction paper. Distribute them to students. Call out 8–10 letters and ask the students with those letters to come and stand at the front of the room. Then have students name each letter.

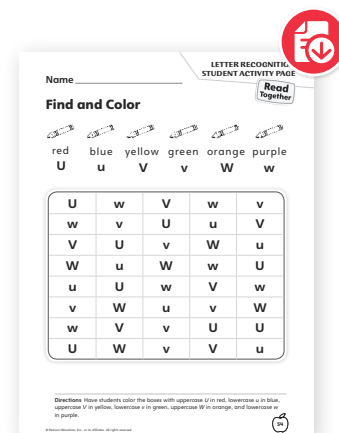
ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters Ww. Additional practice can be found on the “Find and Color” *Student Activity Page* for letters Uu, Vv, Ww.

ADDITIONAL PRACTICE

For additional practice with letters Ww, use pp. 53 and 54 from the Letter Recognition Unit on SavvasRealize.com.

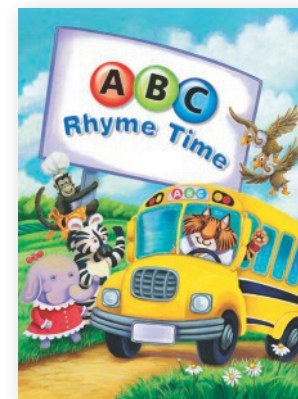


Letter Recognition Unit, p. 53



Letter Recognition Unit, p. 54

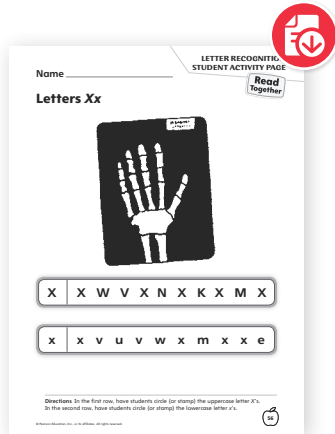
See Big Book *ABC Rhyme Time* for additional letter recognition practice.



Letters Xx

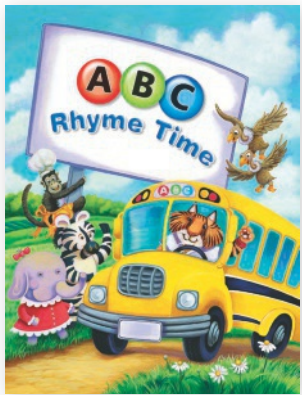
ADDITIONAL PRACTICE

For additional practice with letters Xx, use p. 56 from the Letter Recognition Unit on SavvasRealize.com.



Letter Recognition Unit, p. 56

See Big Book *ABC Rhyme Time* for additional letter recognition practice.



ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE Xx Display the letters Xx. Point to the letter X and say: **This is the uppercase, or capital, letter X.** Point to the letter x and say: **This is the lowercase letter x.** Point out to students that uppercase X and lowercase x look the same, but uppercase X is taller. Have students practice saying the letter names. Then point to the letter x and ask: **What letter is this?** (lowercase letter x) Point to the letter X and ask: **What letter is this?** (uppercase, or capital, letter X)

ABC RHYME TIME Project or display “Fox Finds a Box” (page 29) from *ABC Rhyme Time*. Point to the lowercase x’s in the title. Then read the rhyme aloud. Guide students to locate lowercase x’s in the rhyme.

IDENTIFY Xx Display the following letters. Have students identify which ones are uppercase letter X and which ones are lowercase letter x.



WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase X’s and lowercase x’s in their names.

FIND YOUR MATCH Write upper- and lowercase letters on index cards. Give one set of students the uppercase letters, and give the other students the lowercase letters. Have each student find his or her letter “match” and stand with that person. Then have pairs of students name their letters for the class.

ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters Xx.



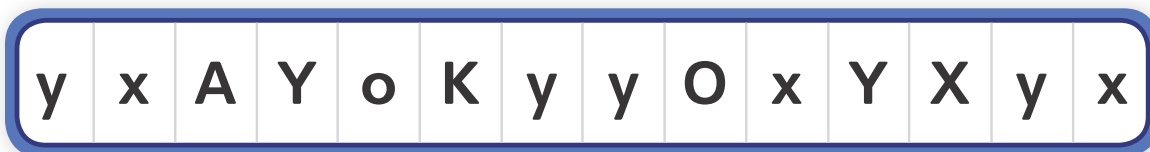
Letters Yy

ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE Yy Display the letters Yy. Point to the letter Y and say: **This is the uppercase, or capital, letter Y.** Point to the letter y and say: **This is the lowercase letter y.** Have students practice saying the letter names. Then point to the letter Y and ask: **What letter is this?** (uppercase, or capital, letter Y) Point to the letter y and ask: **What letter is this?** (lowercase letter y)

ABC RHYME TIME Project or display “A Yak in Our Yard” (page 30) from *ABC Rhyme Time*. Point to the uppercase Y’s in the title. Then read the rhyme aloud. Guide students to locate uppercase Y’s and lowercase y’s in the rhyme.

IDENTIFY Yy Display the following letters. Have students identify which ones are uppercase letter Y and which ones are lowercase letter y.



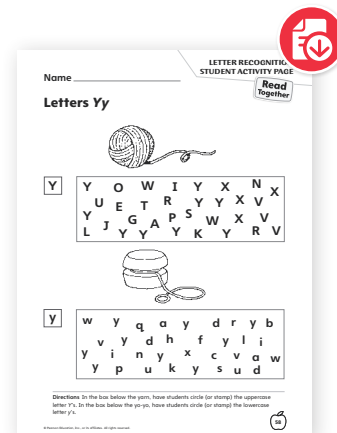
WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase Y’s and lowercase y’s in their names.

LETTER SHAPERS Have students find upper- and lowercase letters Y and y in old magazines and newspapers. Have students cut out the letters and glue them onto a piece of construction paper in the shape of each letter. Display students’ finished pieces.

ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters Yy.

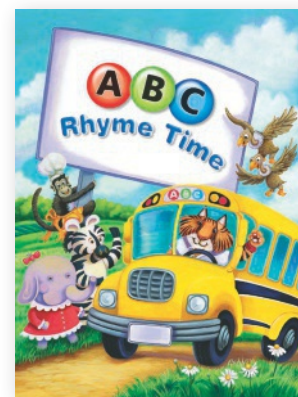
ADDITIONAL PRACTICE

For additional practice with letters Yy, use p. 58 from the Letter Recognition Unit on SavvasRealize.com.



Letter Recognition Unit, p. 58

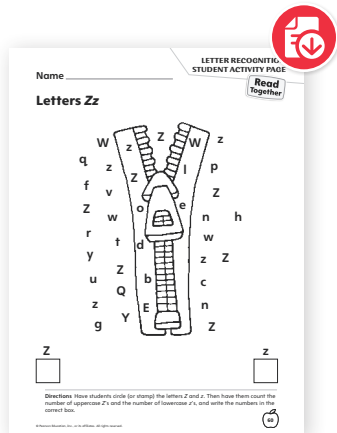
See Big Book *ABC Rhyme Time* for additional letter recognition practice.



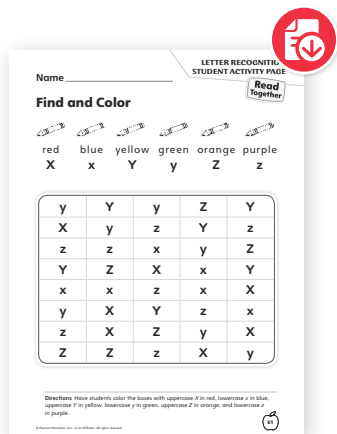
Letters Zz

ADDITIONAL PRACTICE

For additional practice with letters Zz, use pp. 60 and 61 from the Letter Recognition Unit on SavvasRealize.com.

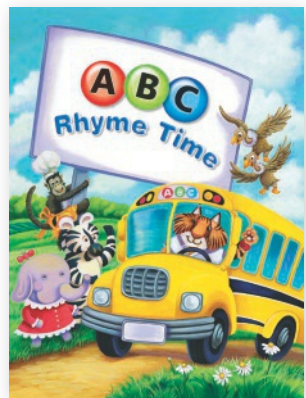


Letter Recognition Unit, p. 60



Letter Recognition Unit, p. 61

See Big Book *ABC Rhyme Time* for additional letter recognition practice.



ALPHABET SONG Sing the alphabet song with students. Point to each letter as you sing.

INTRODUCE Zz Display the letters Zz. Point to the letter Z and say: **This is the uppercase, or capital, letter Z.** Point to the letter z and say: **This is the lowercase letter z.** Point out to students that uppercase Z and lowercase z look the same, but uppercase Z is taller. Have students practice saying the letter names. Then point to the letter z and ask: **What letter is this?** (lowercase letter z) Point to the letter Z and ask: **What letter is this?** (uppercase, or capital, letter Z)

ABC RHYME TIME Project or display “Zigzag Zebra” (page 31) from *ABC Rhyme Time*. Point to the uppercase Z’s and lowercase z in the title. Then read the rhyme aloud. Guide students to locate uppercase Z’s and lowercase z’s in the rhyme.

IDENTIFY Zz Display the following letters. Have students identify which ones are uppercase letter Z and which ones are lowercase letter z.



WHAT’S IN YOUR NAME? Write each student’s name on a word strip and show each one to students. Read aloud each name and have students identify uppercase Z’s and lowercase z’s in their names.

LETTER TILES Have students use the Letter Tiles to name each upper- and lowercase letter.

ADDITIONAL PRACTICE Download the *Student Activity Page* from SavvasRealize.com for students to practice recognizing the letters Zz. Additional practice can be found on the “Find and Color” *Student Activity Page* for letters Xx, Yy, Zz.



Uppercase and Lowercase Letters

ALPHABET SONG Sing the alphabet song with students. Have students point to each letter as you sing.

IDENTIFY UPPERCASE AND LOWERCASE LETTERS Display the following letters. Have students identify each letter.



WHAT'S IN YOUR NAME? Write each student's name on a word strip and show each one to students. Have each student identify the letters in his/her name.

LETTER TILES Have students sort the uppercase and lowercase Letter Tiles. Then have them take turns naming the letters.

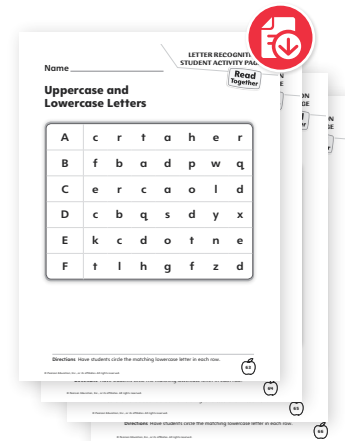
FIND YOUR MATCH Write upper- and lowercase letters on index cards. Give one set of students the uppercase letters, and give the other students the lowercase letters. Have each student find his or her letter "match" and stand with that person. Then have students name their letter pairs for the class.

ORDER UP Write upper- and lowercase letters on separate index cards. Give pairs of students sets of index cards with either the uppercase or lowercase letters. Then have them work together to put the letters in alphabetical order.

ADDITIONAL PRACTICE Download the *Student Activity Pages* from SavvasRealize.com for students to review uppercase and lowercase letter recognition.

ADDITIONAL PRACTICE

For additional practice with upper- and lowercase letters, use pp. 63–66 from the Letter Recognition Unit on SavvasRealize.com.



Letter Recognition Unit, pp. 63–66

UNIT THEME

Going Places

Essential Question

What makes a place special?

SAVVAS
realize[™]

Go ONLINE for all lessons.

myView
Digital



REALIZE
READER



GAME



AUDIO



DOWNLOAD



ANNOTATE



RESEARCH



VIDEO



ASSESSMENT



WEEK 1



Mission Accomplished! pp. T14–T69

Realistic Fiction

by Ebony Joy Wilkins

WEEKLY QUESTION How does imagination make a place seem different?

WEEK 2



Too Many Places to Hide pp. T70–T125

Realistic Fiction

by Antonio Sacre

WEEKLY QUESTION What is exciting about moving to a new place?

WEEK 3



At the Library pp. T126–T181

Informational Text

by Eric Braun

WEEKLY QUESTION What makes us want to visit a special place?

WEEK 4



Where Is Twister? pp. T182–T237

Realistic Fiction

by Bonnie Lass

WEEKLY QUESTION What is fun about exploring new places?

WEEK 5



A Visit to the Art Store pp. T238–T293

Informational Text

by Jerry Craft

WEEKLY QUESTION How can we describe special places?

WEEKS 1–5

BOOK CLUB Read and discuss a book with others.

SEL SOCIAL-EMOTIONAL LEARNING

WEEK 6

PROJECT-BASED INQUIRY pp. T422–T453

UNIT THEME

Going Places

Essential Question

What makes a place special?



At the Library

WEEK
3

What makes us want to visit a special place?



Weekly Questions
Students relate the weekly questions to their reading.
WEEKS 1-5

Too Many Places to Hide

What is exciting about moving to a new place?

WEEK
2



Mission Accomplished!

How does imagination make a place seem different?





Where Is Twister?

WEEK
4

What is fun about exploring new places?



WEEK
5

A Visit to the Art Store

How can we describe special places?



Project

WEEK
6

Let's Go!

Look at the pictures. Which type of museum do you want to go to?

COLLABORATE Talk about museums.



Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they've learned about Going Places in the **WEEK 6 PROJECT: Let's Go!**

UNIT THEME

Going Places

WEEK 1

WEEK 2

WEEK 3

READING WORKSHOP

Realistic Fiction



Mission Accomplished!

Use text evidence to discuss characters in literary text.

Realistic Fiction



Too Many Places to Hide

Ask and answer questions about plot in literary text.

Informational Text



At the Library

Use text evidence to identify main idea in informational text.

FOUNDATIONAL SKILLS

Phonological Awareness, Phonics, High-Frequency Words



READING-WRITING WORKSHOP BRIDGE

Bridge reading and writing a story through:

- Academic Vocabulary
- Handwriting
- Read Like a Writer
- Write for a Reader

BOOK CLUB SEL

A Trip to the Mountains by Oliver Chin

What can we learn about taking a trip to a special place?

WRITING WORKSHOP

Introduce Mentor Stacks and learn about Writing Workshop.

Develop understanding of the parts of a book.

Develop understanding of types of books.



READING-WRITING WORKSHOP BRIDGE

Bridge reading and writing a story through:

- Pre-Spelling
- Language & Conventions

UNIT GOALS

SEL SOCIAL-EMOTIONAL LEARNING

UNIT THEME

- Talk with others about what makes a place special.

READING WORKSHOP

- Read realistic fiction and understand its elements.

READING-WRITING WORKSHOP BRIDGE

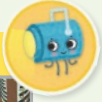
- Use language to make connections between reading and writing.

WRITING WORKSHOP

- Use elements of writing to write texts.

WEEK 4

Realistic Fiction



Where Is Twister?

Create new understandings about setting in literary text.

Phonological Awareness, Phonics, High-Frequency Words

Bridge reading and writing a story through:

- Academic Vocabulary
- Handwriting
- Read Like a Writer
- Write for a Reader

Choose Your Book

What can we learn about taking a trip to a special place?

Learn about Writing Club.

WEEK 5

Informational Text



A Visit to the Art Store

Make connections between author's purpose and society in informational text.

WEEK 6

Inquiry and Research



Let's Go!

FOUNDATIONAL SKILLS

Phonological Awareness, Phonics, High-Frequency Words

Project-Based Inquiry

- Generate questions for inquiry
- Research two different museums
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

Bridge reading and writing a story through:

- Pre-Spelling
- Language & Conventions

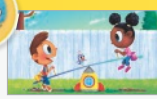
UNIT 1 SKILLS OVERVIEW

UNIT THEME

Going Places

WEEK 1

Realistic Fiction



Mission Accomplished!

WEEK 2

Realistic Fiction



Too Many Places to Hide

WEEK 3

Informational Text



At the Library

READING WORKSHOP	Foundational Skills	Phonological Awareness: Initial and Final Sounds; Recognize Alliteration	Phonological Awareness: Middle Sounds; Recognize Alliteration; Blend and Segment Onset and Rime	Phonological Awareness: Blend and Segment Onset and Rime
		Phonics: Consonants <i>Mm /m/</i> and <i>Tt /t/</i>	Phonics: Short <i>Aa /a/</i> ; Consonant <i>Ss /s/</i>	Phonics: Consonants <i>Pp /p/</i> and <i>Cc /k/</i>
		High-Frequency Words: <i>I, am, the</i>	High-Frequency Words: <i>like, to, a</i>	High-Frequency Words: <i>have, is, he</i>
	Minilessons Bank	Infographic: Using Your Imagination	Poem: A New Place	Infographic: National Parks
		Realistic Fiction: <i>Mission Accomplished!</i>	Realistic Fiction: <i>Too Many Places to Hide</i>	Informational Text: <i>At the Library</i>
		Words That Name Different Shapes	Words That Can Name Actions	Words That Tell About Libraries
Identify and Describe Characters		Describe Plot	Find Main Idea	
Use Text Evidence to Discuss Characters		Ask and Answer Questions About Plot	Use Text Evidence to Identify Main Idea	
Write to Sources: Respond to Realistic Fiction	Talk About It: Oral Response to Literature	Write to Sources: Respond to Informational Text		
READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	Synonyms and Antonyms	Context Clues
	Handwriting	Write Vertical and Horizontal Lines	Write Backward Circles and Slanted Lines	Write Forward Circles and Use Proper Sitting Position
	Read Like a Writer, Write for a Reader	Visualize	First-Person Text	Use Text Evidence
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse	Develop Elements	Develop Structure
	Minilessons Bank	Introduction to Writing Workshop	Parts of a Book: Front Cover, Back Cover, and Title Page	Types of Books
		What Good Writers Do During Writing Workshop	Parts of a Page: Author's Purpose for Words	Spaces Between Words
		What Good Writers Do During Writing Workshop	Parts of a Page: Author's Purpose for Pictures	Spaces Between Words
		What Writers Do During Independent Writing and Conferences	Meet the Author	When to Start a New Book
		What Writers Do During Independent Writing and Conferences	Meet the Author	When to Start a New Book
READING-WRITING WORKSHOP BRIDGE	Pre-Spelling	Concept Sort	Concept Sort	Concept Sort
	Language & Conventions	Singular Nouns	Singular Nouns	Plural Nouns

Essential Question

What makes a place special?

WEEK 4

Realistic Fiction



Where Is Twister?

Phonological Awareness: Middle Sounds; Initial and Final Sounds; Recognize Alliteration

Phonics: Short *li* /i/; Consonant *Nn* /n/

High-Frequency Words: *my, we, make*

Infographic: Exploring the Woods

Realistic Fiction: *Where Is Twister?*

Words That Can Tell About Actions

Describe Setting

Create New Understandings About Setting

Talk About It: Oral Response to Realistic Fiction

Word Parts

Use Proper Paper Position and Pencil Grip

Author's Craft

Writer's Craft

Writing Club

Ask and Answer Questions During Writing Club

Ask and Answer Questions About Drawings During Writing Club

Make and Respond to Suggestions About Drawings During Writing Club

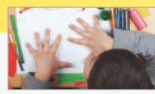
Make and Respond to Suggestions During Writing Club

Concept Sort

Plural Nouns

WEEK 5

Informational Text



A Visit to the Art Store

Phonological Awareness: Recognize Alliteration; Initial Sounds; Blend and Segment Onset and Rime

Phonics: Consonants *Bb* /b/ and *Rr* /r/

High-Frequency Words: *for, me, with*

Map: What Is in a Neighborhood?

Informational Text: *A Visit to the Art Store*

Words That Tell About Art Stores

Discuss Author's Purpose

Make Connections Between Author's Purpose and Society

Talk About It: Oral Response to Informational Text

Oral Language

Write the Letters *Ll* and *ll*

Author's Use of Graphic Features

Publish, Celebrate, and Assess

Edit for Parts of a Book: Front Cover, Back Cover, and Title Page

Incorporate Peer Feedback

Incorporate Peer Feedback

How to Celebrate

Assessment

Concept Sort

Singular and Plural Nouns

WEEK 6

Inquiry and Research



Let's Go!

Foundational Skills

Phonological Awareness: Middle Sounds; Segment and Blend Phonemes

Phonics: Word Families *-an, -at, -in, -ip*; /a/ Spelled *Aa*; /i/ Spelled *Ii*; Consonants *Bb* and *Rr*

High-Frequency Words: *she, see, look*

Compare Across Texts: Going Places

Inquire: Museums

Academic Vocabulary

Explore and Plan: Introduce Persuasive Writing

Conduct Research: Ask a Librarian

Refine Research: Take Notes

Collaborate and Discuss: Tell Your Opinion

Celebrate and Reflect

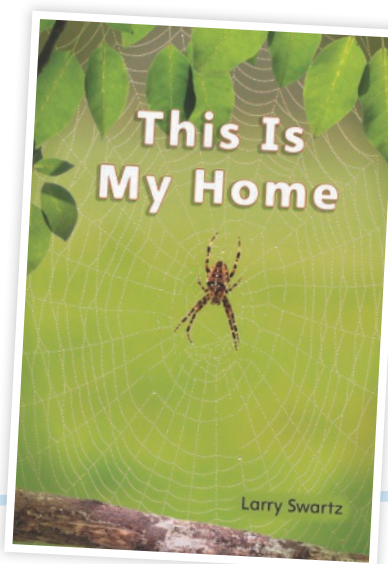
UNIT 1 LEVELED READERS LIBRARY



LEVEL A

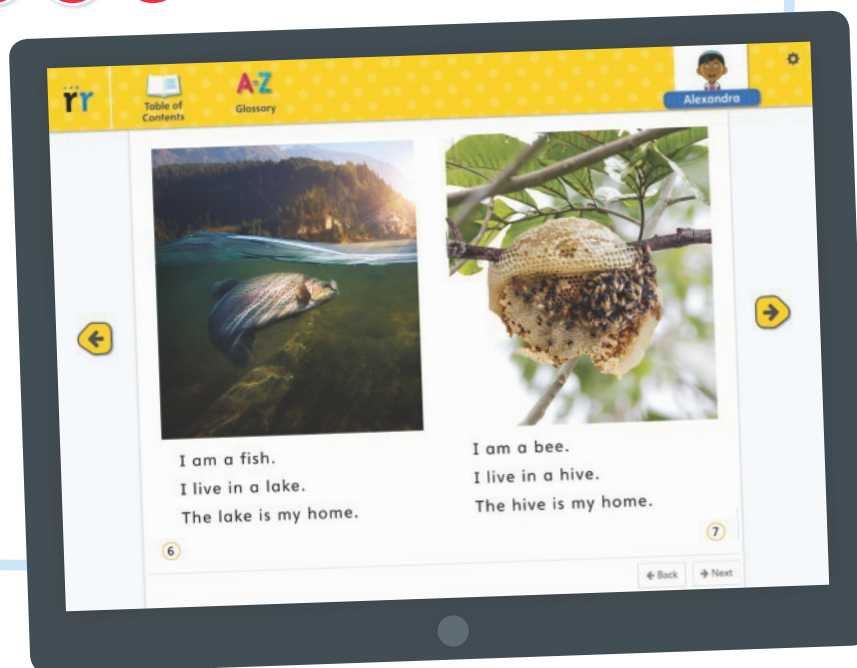
Leveled Readers for Unit 1

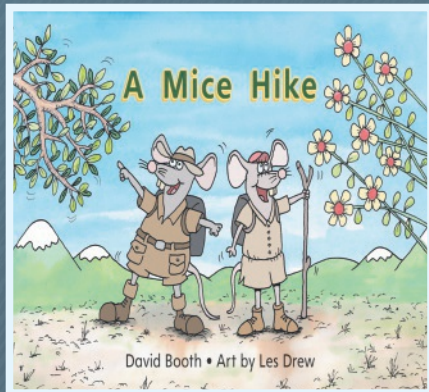
- Unit 1 guided reading levels range from Level A through Level D.
- Readers align to the unit theme, Going Places, and to the unit Spotlight Genre, Realistic Fiction.
- See the “Matching Texts to Learning” pages each week for suggested texts and instruction aligned to the week’s instruction and genre.



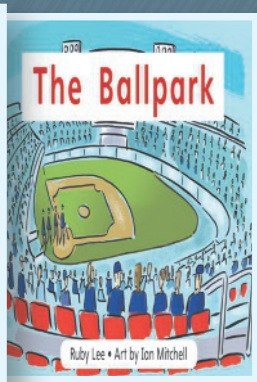
Complete Online Access to the Grade K Leveled Library

- A range of levels from Level A through Level D.
- A variety of fiction and nonfiction genres.
- Text structures and features aligned to the continuum of text levels.
- Readers provide audio and word-by-word highlighting to support students as they read.
- Leveled Reader Search functionality in SavvasRealize.com.





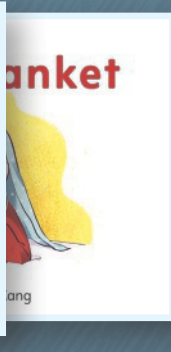
Level B



Level B



Level B



Level C



Level C



Level C



Level C



Level D



Level D

LEVEL D

Teaching Support

See the Leveled Reader Teacher's Guide for

Guided Reading

- Text Structures and Features
- Launch the Text Ideas
- Observe and Monitor Suggestions
- Discussion Questions for Guided Reading
- Possible Teaching Points for Comprehension, Word Study, Fluency, and High-Frequency Words
- Graphic Organizer Support
- Word Log
- Collaborative Conversation Strategies and Prompts

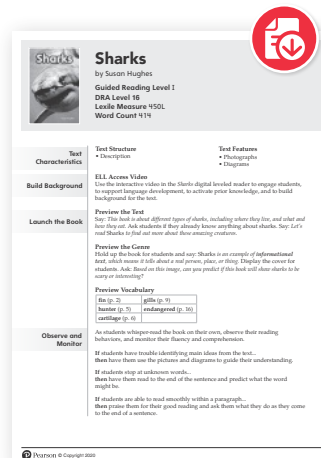
Differentiation

- Support for ELLs
- Language Development suggestions

Guided Writing

- Prompts for responding to text

LEVELED
READER
TEACHER'S
GUIDE



See the Small Group Guide for

- detailed information on the complete myView Leveled Reader Library.
- additional support for incorporating guided reading in small group time.
- progress monitoring tools.



SMALL GROUP
GUIDE

Going Places

OBJECTIVES

Identify the front cover, back cover, and title page of a book.

Hold a book right side up, turn pages correctly, and know that reading moves from top to bottom and left to right with return sweep.


Self-select text and interact independently with text for increasing periods of time.

Recognize characteristics of multimedia and digital texts.

Identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather.

Essential Question

Introduce the Essential Question for Unit 1: *What makes a place special?* Tell students that they will read many texts to learn about the ways different places are special. Explain that reading texts of various genres and by different authors is important because each author gives his or her own ideas about the theme.

Watch the Unit Video Tell students that a multimedia text can use both sound and pictures. One kind of multimedia text is a video. Have students recognize the characteristics of multimedia text by paying attention to the sound and pictures as they watch “My Community.” 

TURN, TALK, AND SHARE Have partners discuss the characteristics of multimedia text that they recognized by watching video. Use the following questions to guide their discussions:

- What did you hear in the video?
- What did you see in the video?

STUDENT INTERACTIVE, pp. 8–9



The screenshot shows a student interactive page for Unit 1, titled "Going Places". The page features a background image of a child playing in a park with autumn leaves. On the left, there is a section for the "Essential Question: What makes a place special?" with a "Watch" button and a video player showing a playground. Below the video is a "TURN and TALK" prompt: "What places are in your community?". A central sidebar contains navigation buttons for VIDEO, AUDIO, GAME, ANNOTATE, BOOK, and RESEARCH. On the right, there is a "Reading Workshop" section with a table of activities:

Reading Workshop		Spotlight on Realistic Fiction
	Infographic: Using Your Imagination Mission Accomplished! by Ebony Joy Wilkins	Realistic Fiction
	Poem: A New Place Too Many Places to Hide by Antonio Sacre	Realistic Fiction
	Infographic: National Parks At the Library by Eric Braoun	Informational Text
	Infographic: Exploring the Woods Where Is Twister? by Bonnie Lass	Realistic Fiction
	Map: What Is in a Neighborhood? A Visit to the Art Store by Jerry Craft	Informational Text

Below the reading workshop is a "Reading-Writing Bridge" section with a blue background and a robot icon, containing the text: "Academic Vocabulary • Pre-Spelling • Read Like a Writer, Write for a Reader • Language and Conventions".

Next is a "Writing Workshop" section with a purple background and a robot icon, containing the text: "Independent Writing and Conferences • Meet the Author • When to Start a New Book • Make and Respond to Suggestions • Publish and Celebrate".

At the bottom is a "Project-Based Inquiry" section with a yellow background, containing the text: "Inquire • Research • Collaborate".

The page number "9" is visible in the bottom right corner.

ELL Targeted Support Prior Knowledge and Experience Play the video “My Community.” Help students use their prior knowledge and experience to understand its meaning.

Have students use prior knowledge and experience to refer to the video. Have them complete the sentence frame: *The video makes me think of ____.* **EMERGING**

Have students use prior knowledge and experience to describe what the video was about. **DEVELOPING**

Have students work in pairs to use their prior knowledge and experience to understand the video. Have each pair tell the class what the video was about, and how they know (by citing a piece of prior knowledge or experience). **EXPANDING**

Have students use their prior knowledge and experience to talk about a special place in the community other than those shown in the video. **BRIDGING**

Independent Reading

Reading Behaviors Read aloud pp. 10–11 in the *Student Interactive*. Then have students:

- Self-select a text in a favorite genre.
- Demonstrate how to hold a book and identify the front cover, where to begin reading, and how to turn the pages properly.


STUDENT INTERACTIVE, pp. 10–11

UNIT 1 INDEPENDENT READING Read Together

Independent Reading

You can learn to be a good reader!

1. Choose a book.
2. Hold it right side up.
3. Start at the front cover.
4. Turn the pages carefully.



Directions Discuss the steps for reading with students. Say: Pick a book that looks interesting. Look through the book to make sure it is not too easy or too hard. Show a book and model how to identify the front cover, back cover, and title page. Then model how to hold the book right side up and turn pages correctly. Finally, model how to read from left to right and from top to bottom, including return sweep.

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Read Together

My Independent Reading Log

Date	Book	Pages Read	My Ratings

Directions Have students self-select a text to read independently. Ask them to identify the front cover, back cover, and title page of the book. Then ask them to read the book correctly by holding it right side up and turning the pages carefully as they read from left to right and from top to bottom. Finally, have students complete the chart to tell about their independent reading.

UNIT 1

INTRODUCE THE UNIT

OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Identify real-life connections between words and their use.

ELL Language Transfer

Cognates Point out the Spanish cognates in this unit's Academic Vocabulary:

- special : *especial*
- move : *mover*
- map : *mapa*

Word Wall

Throughout the unit, begin an Academic Vocabulary Word Wall for display. Add to the Word Wall as you generate new vocabulary related to the theme.

Unit Goals

- Read to students the goals from p. 12 of the *Student Interactive*.
- Have students color in the shape next to each goal as it is read aloud.

Talk with students about what makes a place special. Use the picture on p. 12 as an example.

MyTURN Have students color the picture.

Academic Vocabulary

Oral Vocabulary Routine Academic vocabulary is language used to discuss ideas. Explain to students that, as they work through the unit, they will learn and use these academic words as they discuss what makes different places special. Have students turn to p. 13 in the *Student Interactive*. Read aloud the words and sentences. Then use the **EXPAND** and **ASK** questions below for each word. Have students respond using the newly acquired Academic Vocabulary as appropriate.

Expand: Something that is **special** is unique or different.

Ask: What is a place that is **special** to you?

Expand: When you **move**, you change the place where you live.

Ask: Where can a person **move** to?

Expand: A **map** shows locations of things.

Ask: How can you find this school on a **map**?

Expand: **Land** is the ground we walk on.

Ask: What do you see on **land**?

TURN, TALK, AND SHARE Call students' attention to how they responded to each sentence with a colored thumbs up or thumbs down. Have students talk with a partner about their answers using the Academic Vocabulary words.



EXPERT'S VIEW Elfrieda "Freddy" Hiebert, CEO/President, TextProject, Inc.

“Generative vocabulary strategies can help students build their skills with rare vocabulary. Generative refers to the way students can apply knowledge of how words work—morphologically and conceptually—when encountering new words. In *myView*, words are taught as networks of ideas rather than as single, unrelated words. Studying words in conceptual groupings enables students to learn more words while reading.”

See [SavvasRealize.com](https://www.savvasrealize.com) for more professional development on research-based practices.

ELL Targeted Support Use Academic Language Explain the importance of using and reusing Academic Vocabulary when speaking and writing. Use the Oral Vocabulary Routine to build students’ understanding of what makes places special.

Using the Language Transfer note, help Spanish speakers understand the meanings of the words *special*, *move*, *land*, and *map*. Have students use gestures or expressions that will help them learn the meanings. **EMERGING**

Have groups of four repeat the “expand” statements from the Oral Vocabulary Routine. Then have one student say the beginning of each sentence, stopping at the Academic Vocabulary word, and then point to another student to complete the statement. **DEVELOPING**

Have students look at p. 13 in the *Student Interactive*. Have them read aloud the sentences, and then ask them questions that will guide them in repeating the sentences in complete form. For example, ask: **What is a special place?** (*A park is a special place.*) **EXPANDING**

Ask the groups to answer the questions from the Oral Vocabulary Routine in notebooks and then say their answers aloud using the Academic Vocabulary words. Have other group members repeat their answers. **BRIDGING**

STUDENT INTERACTIVE, pp. 12–13

UNIT 1

INTRODUCTION


Read Together

Unit Goals

In this unit, you will

- read fiction texts
- draw or write a text
- talk about what makes a place special

MY TURN Color



Academic Vocabulary

map	move	land	special
-----	------	------	---------

A park is a **special** place.

It is fun to **move** to a new place.

A **map** is a helpful tool.

I like to plant things in the **land**.

TURN and TALK Talk about your answers.

Directions Read aloud the Academic Vocabulary words and the sentences to students. Have students color the thumbs up if they agree with the statement and the thumbs down if they do not agree. Then have students use the newly acquired Academic Vocabulary to talk about their responses with a partner.

12

Directions Read aloud the unit goals to students. Then ask them to identify the place in the picture and talk about what makes the place special. Have students color the picture.

13

UNIT 1 WEEK 1

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

FOUNDATIONAL SKILLS	20–30 min.
SHARED READING	40–50 min.
READING BRIDGE	5–10 min.
SMALL GROUP	25–30 min.

WRITING WORKSHOP

MINILESSON	10 min.
INDEPENDENT WRITING	30–40 min.
WRITING BRIDGE	5–10 min.

Learning Goals

- I can read realistic fiction.
- I can use words to tell about stories.
- I can draw or write.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T18–T19
 - » Phonological Awareness: Initial /m/
 - » Phonics: Introduce *Mm*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: “Jackie and Her Imagination” T22–T23
- Realistic Fiction T24–T25
 - ☑ Quick Check T25

READING BRIDGE

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Vertical Lines T26–T27

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T31
- Strategy, Intervention, and On-Level/Advanced Activities T30
- ELL Targeted Support T30
- Conferring T31

INDEPENDENT/COLLABORATIVE

- Independent Reading T31
- Literacy Activities T31

BOOK CLUB T31 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T304–T305
 - » Introduction to Writing Workshop
 - » Share Back

INDEPENDENT WRITING

- Draw or Write T305
- Conferences T302

WRITING BRIDGE

- Language & Conventions: Pre-teach: Nouns T306–T307

FLEXIBLE OPTION

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T32–T33
 - » Phonics: Identify and Write *Mm*
 - ☑ Quick Check T33
 - » High-Frequency Words

SHARED READ

- Introduce the Text T34–T39
 - » Preview Vocabulary
 - » Print Awareness
 - » Read: *Mission Accomplished!*
- Respond and Analyze T40–T41
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T41
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T45
- Strategy and Intervention Activities T42, T44
- Fluency T44
- ELL Targeted Support T42, T44
- Conferring T45

INDEPENDENT/COLLABORATIVE

- Word Work Activities T43
- Independent Reading T45
- Literacy Activities T45
- Partner Reading T45

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T308–T309
 - » Explore What Good Writers Do
 - » Share Back

INDEPENDENT WRITING

- Draw or Write T309
- Conferences T302

WRITING BRIDGE

- Pre-Spelling: Concept Sort T310

FLEXIBLE OPTION

- Language & Conventions: Oral Language: Singular Nouns T311

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T46–T47
 - » Phonological Awareness: Initial and Final /t/
 - » Phonics: Introduce *Tt*
 - » High-Frequency Words

CLOSE READ

- Identify and Describe Characters T48–T49
- Close Read: *Mission Accomplished!*
 - ✔ **Quick Check** T49

READING BRIDGE

- Read Like a Writer, Write for a Reader: Visualize T50–T51
- Handwriting: Horizontal Lines T50–T51

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T53
- Strategy and Intervention Activities T52
- ELL Targeted Support T52
- Conferring T53

INDEPENDENT/COLLABORATIVE

- Independent Reading T53
- Literacy Activities T53

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T312–T313
 - » Apply What Good Writers Do
 - » Share Back

INDEPENDENT WRITING

- Draw or Write T313
- Conferences T302

WRITING BRIDGE

- Language & Conventions: Teach Singular Nouns T314–T315

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work Phonics: T54–T55
 - » Phonics: Identify and Write *Tt*
 - ✔ **Quick Check** T55
 - » Decodable Story: Read *I Am* T56–T57

CLOSE READ

- Use Text Evidence T58–T59
- Close Read: *Mission Accomplished!*
 - ✔ **Quick Check** T59

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T63
- Strategy and Intervention Activities T60, T62
- Fluency T62
- ELL Targeted Support T60, T62
- Conferring T63

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T61
- Independent Reading T63
- Literacy Activities T63

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T316–T317
 - » Explore Independent Writing and Conferences
 - » Share Back

INDEPENDENT WRITING

- Draw or Write T317
- Conferences T302

WRITING BRIDGE

- Language & Conventions: Practice Singular Nouns T318–T319

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T64–T65
 - » Phonological Awareness: Recognize Alliteration
 - » Phonics: Review *Mm* and *Tt*
 - » High-Frequency Words

COMPARE TEXTS

- Reflect and Share T66–T67
 - » Write to Sources
 - ✔ **Quick Check** T67
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T69
- Strategy, Intervention, and On-Level/Advanced Activities T68
- ELL Targeted Support T68
- Conferring T69

INDEPENDENT/COLLABORATIVE

- Independent Reading T69
- Literacy Activities T69

BOOK CLUB T69 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T320
 - » Apply Independent Writing and Conferences
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T320–T321 **SEL**
- Conferences T302

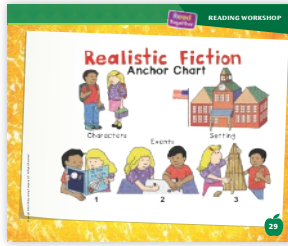
WRITING BRIDGE

- Language & Conventions: Standards Practice T322–T323 **FLEXIBLE OPTION**

Materials



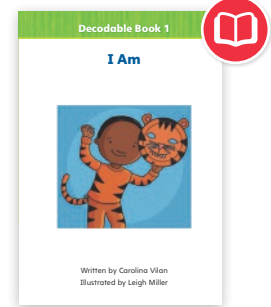
INFOGRAPHIC
"Using Your Imagination"



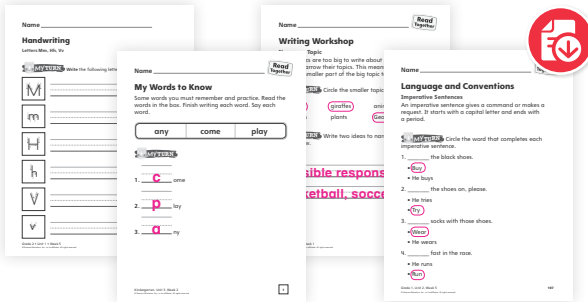
READING ANCHOR CHART
Realistic Fiction



EDITABLE ANCHOR CHART
Realistic Fiction



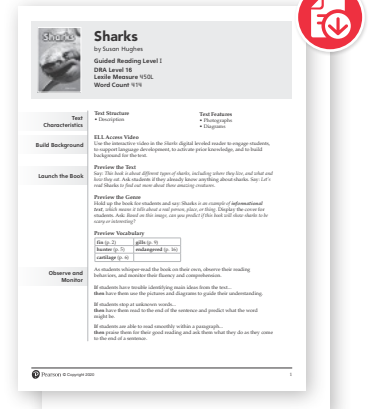
DECODABLE BOOK



RESOURCE DOWNLOAD CENTER
Additional Practice



SONGS AND POEMS BIG BOOK



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

I
am
the

Develop Vocabulary

cube
circle
square
triangle

Unit Academic Vocabulary

map
move
land
special

WEEK 1 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES

Read Aloud

Tell students that they will listen to a realistic fiction story called "Jackie and Her Imagination." Students listen to a read-aloud story. Tell them that you are going to read a story about a girl named Jackie. As you read about the realistic fiction story, have students listen actively by looking at you and drawing about what you are saying. Have students confirm understanding of the read-aloud text by asking and answering questions about key details. Ask them to think about whether Jackie could be a real child and whether the things she does might happen in real life.

START UP

READ-ALOUD ROUTINE

Prepare: Have students listen actively for elements of realistic fiction, such as conflict. Use events in the story could easily happen.

READ the text aloud without stopping for the Think Aloud callouts.

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre.

EL Language Transfer

Organize: Read the story aloud to students. Have students listen actively for elements of realistic fiction, such as conflict. Use events in the story could easily happen.

READ the text aloud without stopping for the Think Aloud callouts.

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre.

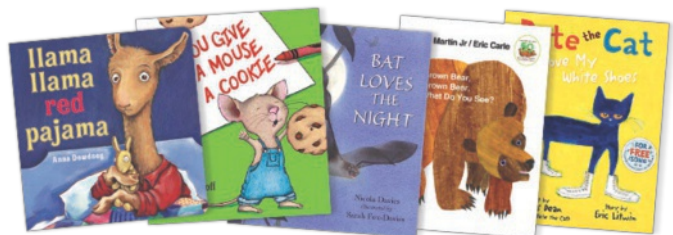
Jackie and Her Imagination

Jackie had always been a daydreamer. She was very creative. Jackie could get lost in her thoughts easily.

When she was camping with her family, she imagined many things . . .

"That cloud looks like a polar bear," she told her brother Max.

"Um, okay," Max replied.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

SWF

Interactive Read Aloud

- Prepare students to listen about their independent reading level.
- Prepare students' comprehension.
- Prepare students' content knowledge development.
- Provide an opportunity to model fluency and expressive reading.
- Prepare a list of questions to ask.

PLANNING

- Select a book from the Read Aloud Trade Book Library or the school or classroom library.
- Identify the key idea of the story.
- Determine the Teaching Point.
- Write open-ended questions and model Think Alouds on sticky notes and place them at the back of the page where you plan to stop.

BEFORE READING

- Show the cover of the book to introduce the title, author, illustrator, and genre.
- Ask the students to predict the story.
- Ask questions to guide the discussion and draw attention to the teaching point.
- Use these Think Alouds to model strategies related to the teaching point and content meaning from text.
- Have students make predictions for their own comprehension. Ask them to have their own Think Alouds on the page or the work.

DURING READING

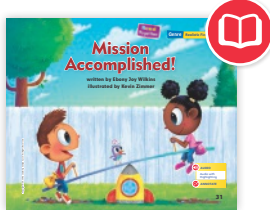
- You can choose to do a first reading so students get the gist of the story and apply Think Alouds and open-ended questioning for a deeper understanding of the text.
- Read with expression to draw in listeners.
- Ask questions to guide the discussion and draw attention to the teaching point.
- Use these Think Alouds to model strategies related to the teaching point and content meaning from text.
- Have students make predictions for their own comprehension. Ask them to have their own Think Alouds on the page or the work.

AFTER READING

- Summarize and ask students to share thoughts about the story.
- Student answer comprehension by writing the name of the book of the story.
- Draw and write a Student Response Form available on Readaloud.com.

INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD "Jackie and Her Imagination"



SHARED READ Mission Accomplished!

BOOK CLUB

Titles related to Spotlight Genre and Theme: T458-T463

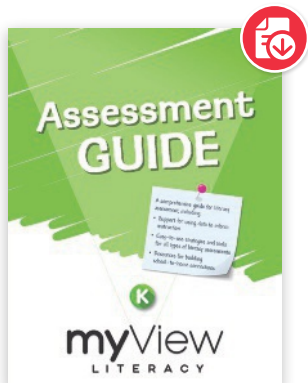
Mentor STACK

Writing Workshop T301



Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com



ASSESSMENT GUIDE

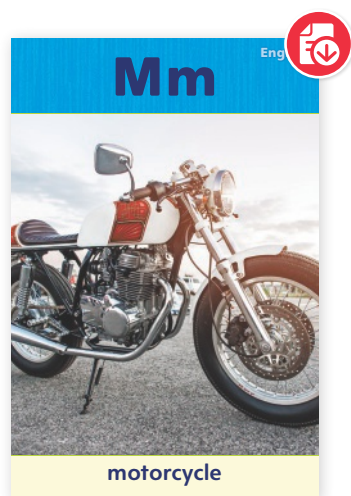
Word Work

OBJECTIVES

Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Alphabet Card

FOUNDATIONAL SKILLS EXTENSION

See p. T37 for an *Mm* extension activity that can be used as the text is read on Days 2 and 3.

Phonological Awareness: Initial /m/

FOCUS AND MODEL Tell students that today they will learn a new sound. Listen carefully: /m/ /m/ /m/. The sound /m/ is made by pressing your lips together while making a sound. Have students practice the sound /m/.

SEE AND SAY Have students turn to p. 16 in the *Student Interactive*. Tell them they will be circling pictures that begin with the sound /m/. Point to the picture of the mouse. Listen to the sounds as I say this word: /m/ /ou/ /s/. Continue with the picture of the cat. Repeat both words, emphasizing the initial sounds: /m/ /m/ /m/ /ou/ /s/, /k/ /k/ /k/ /a/ /t/. The word *mouse* has the initial sound /m/. Let's circle the mouse. Name each picture on p. 16. Then have students circle the words with the initial sound /m/.

Phonics: Introduce *Mm*

Minilesson

FOCUS Hold up the Alphabet Card for *Mm* and point to the picture of the motorcycle. Have students say *motorcycle* with you. Let's say the sound at the beginning of the word /m/ -*otorcycle*. The beginning sound /m/ is spelled with the letter *m*. Point to the letters *Mm* on the Alphabet Card. Tell students the word *motorcycle* begins with the sound /m/, so it begins with the letter *m*.

MODEL AND PRACTICE Write the letters *M* and *m* on the board. Have students turn to p. 17 in the *Student Interactive* and trace the letters on the first line. Tell students that you will say a group of words. Direct them to identify the words that begin with the sound for *m* and match the sound and letter by tracing the letter in the air as you say each word that begins with the sound /m/. Use the following words for this activity, emphasizing the initial sounds: *mop, top, mat, mail, hop, more, Meg*.

APPLY MyTURN Have students look at p. 17 in the *Student Interactive*. Say: Point to the letter *m* and tell me the sound it makes. Now we will circle each word that begins with /m/. Direct students to the first picture. Say the word *man*, emphasizing the initial sound: /m/ /m/ /m/ /a/ /n/. Does this word begin with the sound /m/? Yes, so we will circle it. Tell students to complete the activity.

If students need additional practice with letter recognition, use the Letter Recognition Unit on SavvasRealize.com or on pp. xvii–xlili in this Teacher's Edition. The unit includes instruction, activities, and student practice sheets.

ELL Targeted Support Practice Initial /m/ Explain to students that learning the sounds that make English words will help them understand English better. Write the letters *Mm* on the board and say the sound /m/. Have students repeat.

Hold up objects or pictures of things that begin with /m/. Say the word for each, and have students repeat. Ask student volunteers to think of other words that begin with /m/ and say them aloud. Allow them to say /m/ words in other languages, too. **EMERGING**

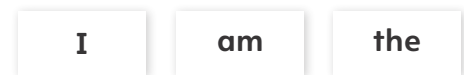
Hold up objects or pictures of things that begin with /m/. Say the word for each, and have students repeat. Then add some pictures or objects that do not begin with /m/. Ask students to say the word for each thing and tell whether or not it begins with /m/. **DEVELOPING**

Explain that you will show pictures and objects. Some of them begin with the sound /m/ and others do not. Have students say the name of each thing. Then put their hands on their heads when it is an /m/ word. **EXPANDING**

HiGH-FREQUENCY WORDS

Display the high-frequency words *I*, *am*, and *the*.

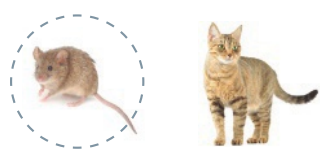
- Point to the word *am* and read it.
- Have students identify the word *am* by pointing to it, and then have them read it.
- Repeat for *I* and *the*.



STUDENT INTERACTIVE, pp. 16-17

Initial Sounds

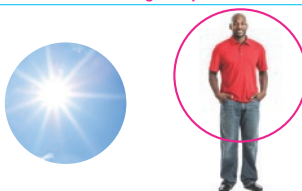
SEE and SAY Circle



Tell students that images represent mouse, cat.



Tell students that images represent net, mop.



Tell students that images represent sun, man.



Tell students that images represent mitten, ball.

Consonant Mm

MY TURN Circle



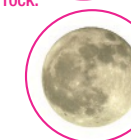
Tell students that images represent man, cap, mug.



Tell students that images represent fan, mask, map.



Tell students that images represent marble, moon, rock.



Interact with Sources

OBJECTIVE

Interact with sources in meaningful ways such as illustrating or writing.

ACADEMIC VOCABULARY

Language of Ideas The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the infographic, ask: *What is special about the place you are imagining? What does the land look like? Would you want to move there? Why or why not?*

- map
- land
- move
- special



Songs and Poems
Big Book

See the *Songs and Poems Big Book* for selections that relate to the unit's theme.

Explore the Infographic

Reintroduce students to the Unit Essential Question: *What makes a place special?* Then point out the Weekly Question: *How does imagination make a place seem different?* Ask: *What is imagination? It's making pictures or ideas in your mind. Using your imagination can help you picture a place and think about what might make the place special.*

Have students turn to p. 14 of the *Student Interactive*. Read aloud the heading and the sentence on this page. Point to the picture of the girl who has built a rocket out of cardboard. Ask students what she is imagining. Guide them to understand that she is imagining that she is traveling into space in the rocket ship. Then read aloud the information on p. 15. Ask students what the boy on this page is imagining. Guide students to understand that he is imagining what it would be like to walk on the moon.

Use the following prompts to guide discussion:

- Ask students to close their eyes and picture traveling to space in a rocket ship or walking on the moon.
- Tell students that making pictures in your mind is one way to use your imagination.
- Ask students to imagine what they would do in space if they rode in a rocket ship, or what they would do if they were on the moon.
- Tell them that imagining what you would do is another way to use your imagination.

Encourage students to ask questions about the infographic to clarify any information they do not understand.

TURN, TALK, AND SHARE Ask students to turn, talk, and share with a partner about where they like to “go” in their imagination when they play, draw, or write.

WEEKLY QUESTION Point out the Week 1 Question: *How does imagination make a place seem different?* Tell students that they have just learned about where people might go in their imagination. Tell them that over the week they will learn about other ways that imagination can change a place.

ELL Targeted Support Provide support as students express their opinions to prepare for the Turn and Talk activity.

Have students practice asking a question: **Mian, ask Roberto: “Where do you like to go in your imagination?”** Have students express their opinion by pointing (e.g., to a place on a map) or drawing a picture in response. **EMERGING**

Have students practice asking a question: **Roberto, ask Lee where he likes to go in his imagination.** Have students express their opinion using a single word or short phrase. **DEVELOPING**

Encourage students to use complete sentences to ask questions and to express their opinions in response. Provide sentence frames as needed: *I use my imagination when I play with _____. I like to go to _____ in my imagination.* **EXPANDING**


Repeat the Expanding activity, but this time, do not provide any sentence frames. Guide students to express their opinions to partners, or in small groups, about how they like to use their imagination when they play and about how imagination can impact their experiences of a place. Again, encourage students to speak in complete sentences. **BRIDGING**

STUDENT INTERACTIVE, pp. 14–15

WEEKLY LAUNCH: INFOGRAPHIC

Using Your Imagination

You can use your imagination when you play.



Read Together

Weekly Question How does imagination make a place seem different?

You can write about the places you imagine.



TURN and TALK Where do you go in your imagination?

14 **15**

Directions Read the text to students. Then have them interact with the source by looking at the pictures and text and talking about how they can use their imaginations to go places.

Listening Comprehension

OBJECTIVES

Listen actively and ask questions to understand information.


Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

Confirm understanding of a text read aloud by asking and answering questions about key details and requesting clarification if something is not understood.

ELL Language Transfer

Cognates Point out the Spanish cognates in the Read Aloud. Many of the cognates relate to what animals need.

- creative : *creativo*
- camping : *cámping*
- imagined : *imaginado*
- family : *familia*
- explore : *explorar*
- different : *diferente*
- rock : *roca*
- tent : *tienda*
- mountain : *montaña*

 **THINK ALOUD** Analyze **Realistic Fiction** After you reread the first paragraph, say, *The text tells that Jackie is a daydreamer. When you daydream, you think about things a lot without paying attention to what is going on around you. “Getting lost in your thoughts” doesn’t really mean you’re lost—it means you just think so much about something that it seems like you’re lost. I picture Jackie staring out the window thinking about things. Do you daydream sometimes, just like Jackie?*

Read Aloud

Tell students that they will listen to a realistic fiction story called “Jackie and Her Imagination.” Realistic fiction is a made-up story. Tell them that you are going to read a story about a girl named Jackie. As you read aloud the realistic fiction story, have students listen actively by looking at you and thinking about what you are saying. Have students confirm understanding of the read aloud text by asking and answering questions about key details. Ask them to think about whether Jackie could be a real child and whether the things she does might happen in real life.

START-UP

READ-ALOUD ROUTINE

Purpose Have students listen actively for elements of realistic fiction, such as whether the events in the story could really happen.

READ the entire text aloud without stopping for the Think Aloud callouts.

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre.

Jackie and Her Imagination

Jackie had always been a daydreamer. She was very creative. Jackie could get lost in her thoughts easily.

When she was camping with her family, she imagined many things . . .

“That cloud looks like a polar bear,” she told her brother Max.

“Um, okay,” Max replied.



“Jackie and Her Imagination,” continued

Jackie decided to take a walk alone. She liked to explore new places. She loved camping, and noticing things made her see the forest in a different way.

She saw moss that looked like water. She saw a frog that looked like a rock.

Jackie walked by a few other campsites. She saw a tent that looked like a small mountain. It was brown and shaped like a triangle. She smiled as she imagined climbing up the mountain.

“I like imagining that things are other things,” Jackie thought to herself. She looked for other things she could imagine doing as she climbed the mountain. It made her happy.



THINK ALOUD Analyze Realistic Fiction After you read the second paragraph on this page, say, *Jackie is using her imagination. I can picture her looking at the moss and the frog. This is something that might happen in real life.*

WRAP-UP

Jackie and Her Imagination

1. daydreamer
- 2.
- 3.
- 4.

Use the chart to help students identify and describe the people in the text.

FLEXIBLE OPTION

INTERACTIVE

Trade Book Read Aloud

Conduct an interactive read aloud of a full-length trade book.

- Choose a book from the *Read Aloud Trade Book Library* or the school or classroom library.
- Select an **INTERACTIVE Read Aloud Lesson Plan Guide** and **Student Response** available on SavvasRealize.com.
- Preview the book you select for appropriateness for your students.





SPOTLIGHT ON GENRE

Realistic Fiction

LEARNING GOAL

I can read realistic fiction.

OBJECTIVES

Identify and describe the main character(s).

Identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance.

Describe the setting.

LANGUAGE OF THE GENRE

As you review the Anchor Chart, check that students understand the elements of realistic fiction:

- What are characters?
- What is the setting?
- What are events that happen in the story?

FLEXIBLE OPTION ANCHOR CHARTS

Create a realistic fiction anchor chart.

- Include graphics for characters, setting, and events.
- Add ideas from students for other characters that might be part of this story.
- Add ideas from students for where and when the story could take place.
- Discuss with students some of the things that could happen in their story about these characters in this setting.

Minilesson

FOCUS ON STRATEGIES Tell students that realistic fiction is a type of story that could happen, or be real. Explain that the story will have realistic characters. Tell students that identifying these characters, and other parts of a realistic fiction story, will help them understand and connect with the story.

- The people, or characters, in realistic fiction do or say things that real people might do or say.
- The place where a realistic fiction story takes place, or the setting, is a place that is real, like a school or a park.
- Whatever happens in realistic fiction, the plot or main events, could happen in real life.

MODEL AND PRACTICE Have students turn to p. 28 in the *Student Interactive*. Point out that the model text is about Tim and Jan. These are the characters.

Ask students where the story about Tim and Jan takes place. Guide them to understand that it happens at school, which is a real place.

ELL Targeted Support Realistic Fiction Provide support to help students use grade-level content area vocabulary in context to internalize new English words.

Explain that realistic fiction is comprised of stories about people that could be real. **These people are called characters.** Hold up an example of a realistic fiction book and one that is fantasy. Ask students to point to the one that is realistic fiction. Point to the characters in each book. **Which book has characters that could be in real life?** **EMERGING/DEVELOPING**

Show a page in a realistic fiction book. **Who is the character? What is the setting?** Encourage students to offer a description and to use complete sentences of increasing difficulty. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify characteristics of realistic fiction.

OPTION 1 TURN, TALK, AND SHARE Have students turn and talk with a partner about how they know this is a realistic fiction story. Then have partners share their ideas with the class.

OPTION 2 Use Independent Text Have students look at realistic fiction texts during independent reading. Have them draw pictures of things the characters say and do that they could say or do. Then have them tell the setting and relate it to a place they have seen or heard about.

QUICK CHECK

Notice and Assess Can students identify realistic fiction stories?

Decide

- **If students struggle**, revisit instruction for realistic fiction in Small Group on pp. T30–T31.
- **If students show understanding**, extend instruction for realistic fiction in Small Group on pp. T30–T31.

STUDENT INTERACTIVE, pp. 28–29

GENRE: REALISTIC FICTION

My Learning Goal I can read realistic fiction.

SPOTLIGHT ON GENRE

Realistic Fiction

Realistic fiction is a story that could happen in real life.

Characters — Look at Tim and Jan.

Setting — They go to school.

Plot — They read. They color. They play together!

TURN and TALK Talk about how you know this story is realistic fiction.

Directions Say: Characters are the people or animals in a story. Setting is where and when a story takes place. Plot is what happens, or the main events, in a story. Have students identify and describe the characters, setting, and plot in the model text. Then have them discuss how they know it is realistic fiction.

Realistic Fiction Anchor Chart

Characters: Illustration of two children, a boy and a girl, standing together.

Events: Illustration of three children sitting at a table, reading and coloring.

Setting: Illustration of a school building with an American flag.

1 2 3

Academic Vocabulary

LEARNING GOAL

I can use words to tell about stories.

OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Explore word relationships and nuances in word meanings.

Related Words

Minilesson

FOCUS ON STRATEGIES Explain to students that word parts can be added to words to make new words.

- Sometimes word parts are added to the ending of a word.
- Sometimes word parts are added to the beginning of a word.
- When word parts are added, they change the meaning of the word.

MODEL AND PRACTICE Hold up your hand. Ask students what it is. They should say that it is your hand. Write the word *hand* on the board. Now hold up both hands. Ask students what they see (two hands). Add an s to the word *hand* on the board. Circle the s. **This word part is added. It shows I have more than one hand. I can also add a word part to the beginning of a word. For example, I might ask you to do something.** Write *do* on the board. **If we want more practice, I might ask that we redo it. Re- is a word part.** Write *redo* on the board and circle *re-*. Repeat this activity by writing words with and without word parts: *map/maps*; *try/retry*. Ask students to identify the word part.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

Vertical Lines

FOCUS Show students the alphabet. Point out that the letters in the alphabet include different types of lines. **Some letters include straight lines. Others include curved lines. Still others include both straight and curved lines. Before you can write letters, you must be able to write straight and curved lines! Today we'll start by practicing with straight lines.**

MODEL Make a vertical line on the board. Point out that it goes straight up and down. Tell students that when they write a letter they should always start at the top. Have students draw vertical lines in the air, starting at the top and moving their fingers straight down. (Make sure that they do this with their dominant hand, so that right-handed students are using their right hand and left-handed students are using their left hand.)



ASSESS UNDERSTANDING

Apply

MyTURN Have students complete the activity on p. 45 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 45

VOCABULARY **Read Together** READING-WRITING BRIDGE **My Learning Goal**



I can use words to tell about stories.

Academic Vocabulary

map move land special

MYTURN Circle and match

moves remove

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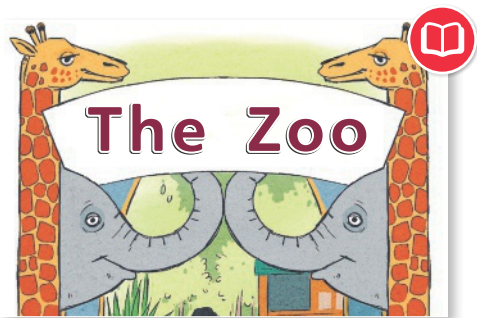
Directions Remind students that word parts can be added to words to make new words. Read each word and ask students to circle the word part that was added to the word *move*. Then have students draw a line from each word to the matching picture.

45

PRACTICE Provide students with paper and pencils or trays of sand and ask them to practice drawing vertical lines. Remind them to start the line away from them and pull the line toward them.

Matching Texts to Learning

To select other texts that match your instructional focus and your groups' instructional range, use the **Leveled Reader Search** functionality on SavvasRealize.com.



LEVEL A

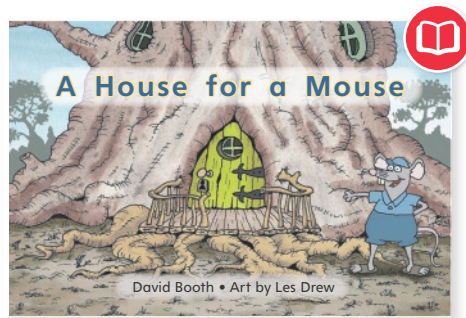
Genre Realistic Fiction

Text Elements

- Text and illustrations
- Short sentences

Text Structure

- Repetitive Structure



LEVEL B

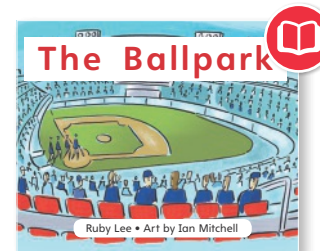
Genre Animal Fantasy

Text Elements

- Text and illustrations
- Short sentences

Text Structure

- Repetitive Structure



LEVEL B

Genre Narrative

Text Elements

- Text and illustrations
- Two lines of text per page

Text Structure

- Repetitive Structure

Guided Reading Instruction Prompts

To support the instruction in this week's minilessons, use these prompts.

Identify Realistic Fiction

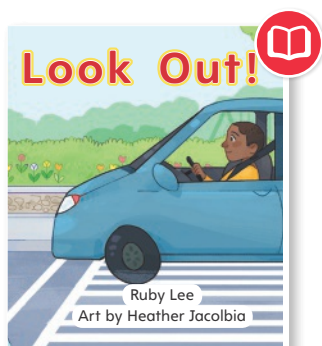
- Is this a made-up story? Could the story happen in real life?
- Who are the characters? Could the characters be people in real life?
- Is the story set in a place that could exist in real life?
- Are the characters doing things that people might do in real life?

Develop Vocabulary

- Which words are important for you to understand the story?
- What new words do you see?
- Do the pictures, photographs, or illustrations help you understand what these words mean?
- What does the word ____ tell us about the story?

Identify and Describe Characters

- What is the title of the book? Does the title tell about who the characters are?
- Who are the characters? Are they people, animals, or something else?
- Describe the characters. What are they like?



LEVEL B

Genre Realistic Fiction

Text Elements

- Text and illustrations
- Two lines of text per page

Text Structure

- Repetitive Structure



LEVEL C

Genre Realistic Fiction

Text Elements

- Familiar content
- Prepositional phrases

Text Structure

- Repetitive Structure



LEVEL D

Genre Narrative Nonfiction

Text Elements

- Familiar themes and ideas
- Sentences continue to next line

Text Structure

- Simple Factual

Use Text Evidence

- What can you tell about the characters from the picture on the cover? What can you tell about the characters from the other pictures in the book?
- What words in the text tell about the characters?

Compare Texts

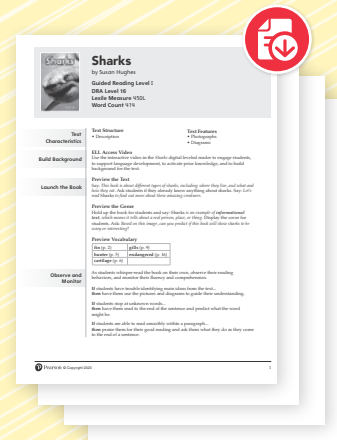
- What is each story about?
- How are the characters the same? How are they different?
- Do the texts have similar pictures?

Word Work

For Possible Teaching Points, see the Leveled Reader Teacher's Guide.

Leveled Reader Teacher's Guide

For full lesson plans for these and other leveled readers, go to SavvasRealize.com.



Use the  **QUICK CHECK** on p. T25 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY REALISTIC FICTION

Teaching Point Today, I want to talk more about realistic fiction. In realistic fiction, the characters act like real people. Readers can look at the words and pictures to learn what the people, or characters, do. In realistic fiction, the characters will do things that people might do in real life.

Review “Jackie and Her Imagination” with students. Discuss Jackie and the things she does in the story. Point out that these things—going camping, using one’s imagination—might be done in real life.

ELL Targeted Support

Provide pictures of characters that could be in a text. Hold up the examples and ask students to decide whether each character would be in a realistic fiction story. Examples might include: a talking car (no), a teacher (yes), a flying dog (no), a girl named Jackie (yes). **EMERGING**

Describe different kinds of characters, such as those above. Have students tell whether they would or would not be in a realistic fiction story. Have them explain why. **DEVELOPING**

Have students take turns giving examples of characters that would or would not be in a realistic fiction story. **EXPANDING**

Ask students to tell about a character. Then have other students decide whether this character would or would not be in a realistic fiction story. Students should explain their answers.

BRIDGING



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



FICTION

Use Lesson 39 in the *myFocus Intervention Teacher’s Guide* for instruction on the characteristics of fiction.

LEVEL A • READ

Lesson 39 Genre: Fiction

DIRECTIONS Follow along as your teacher reads “A Good Catch” and “At the Game.” Look at the pictures.

A Good Catch

Early one morning, Chad and Mom stepped from the dock onto the fishing boat. “Welcome aboard,” said Captain Joe.

Captain Joe piloted the boat over to a bay. “Lots of fish here,” he said. “There should be a good catch.” Just then the wind almost blew Chad’s hat off.

“Hold on!” smiled Captain Joe.

“Don’t be like me. I lost my favorite hat yesterday. The wind tossed it right into the bay.”

By midmorning, Mom had caught three fish. Chad just came up empty. Then it was time to return to shore.

Reluctantly, Chad reeled in. He felt something a little heavy. “I got one!” he cried.

But no, he hadn’t. It was a hat, a bright blue hat.

Captain Joe laughed and held the hat up. “Good catch! That’s the hat I lost yesterday!”



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On-Level and Advanced



INQUIRY

Question and Investigate Have students use the infographic on pp. 14–15 of the *Student Interactive* to ask questions about ways people use their imagination. Ask students to choose one question to research throughout the week. See *Extension Activities* p. 51 in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

IDENTIFY REALISTIC FICTION

Talk About Independent Reading Ask students to show you a picture of a book they read.

Possible Conference Prompts

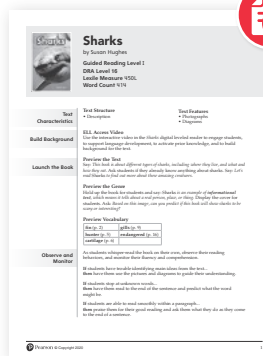
- Who are the characters? Could they be people in real life?
- Could the setting be a real place?
- What happens in the story? Could the events happen in real life?

Possible Teaching Point Readers can think about whether the characters and setting are like people and places they know or whether events could really happen to figure out if the story they are reading is realistic fiction.

Leveled Readers



- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on how to identify characters, setting, and events in a book, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share the characters and setting of a book they are reading. Ask them to tell whether the story could happen in real life.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- begin reading their Book Club text.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- draw about their reading in a reading notebook.
- retell a story to a partner.
- play the myView games.

BOOK CLUB



See Book Club, pp. T458–T463, for

- ideas for launching Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for the groups’ collaboration.
- facilitating use of the trade book *A Trip to the Mountains*.

Word Work

OBJECTIVES

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Card

ELL Language Transfer

The sound /m/ exists in many languages. To help students with this sound and letter, point out words in students' home languages that begin with /m/. For example, these words for *moon* begin with /m/: *mesec* (Bosnian), *maan* (Dutch), and *mwezi* (Swahili).

Phonics: Identify and Write Mm

Minilesson

FOCUS Hold up the *man* Picture Card and tell students that it is a picture of a man. Listen to the sounds in the word *man*: /m/ /a/ /n/. I hear the sound /m/ at the beginning of *man*. Say the sound /m/ with me.

Show students the spelling of the word on the back of the card. Read the word, pointing to each letter as you say the sound: /m/ /a/ /n/. Do you hear the sound /m/? Which letter spells the sound /m/? Have students identify the letter *m*. Let's trace the letter in the air. When we see this letter in a word, what sound will we say? Students should say the sound /m/.

MODEL AND PRACTICE Have students turn to p. 18 in the *Student Interactive*. Help them name the first picture. Let's say the word and listen to the beginning sound: /m/ /ou/ /s/. The beginning sound is /m/. What letter spells that sound? Have students trace the letters *Mm* by the word *mouse*.

FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 My TURN Have students finish p. 18 of the *Student Interactive*.

OPTION 2 Independent Activity Have students choose a book from the classroom library. Ask them to look through the book for either pictures that begin with /m/ or words that begin with *Mm*. Have volunteers share what they found.

QUICK CHECK

Notice and Assess Can students write *Mm*?

Decide

- **If students struggle**, revisit instruction for writing *Mm* in Small Group on pp. T42–T43.
- **If students show understanding**, extend instruction for writing *Mm* in Small Group on pp. T42–T43.

HIGH-FREQUENCY WORDS

Tell students that high-frequency words are words that they will hear and see over and over in texts. Write and read the words *I*, *am*, and *the*. Have students

- read each word.
- spell each word, clapping as they say each letter.

STUDENT INTERACTIVE, p. 18

PHONICS | PHONOLOGICAL AWARENESS

Consonant Mm

MY TURN Write

Tell students that images represent mouse, mop, bus, monkey.

18 Directions Have students say each picture word and identify the beginning sound. Say: If the word begins with the sound /m/, write the letters *Mm* on the lines.

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ADDITIONAL PRACTICE

For additional student practice with the consonant *m*, have students complete *Phonics*, p. 1, from the *Resource Download Center*.

FOUNDATIONAL SKILL

Name _____

Phonics

Consonant Mm

MY TURN Circle and write

Tell students that images represent monkey, mustache, nest, milk, piano, mountain.

Directions Model the sound of the consonant *m* by saying the words *male* and *me*. Say the word for each picture. Have students circle all pictures that start with the sound of the consonant *m*. Then have them write the letters *Mm* under the circled pictures.

Grade K, Unit 1, Week 1

Phonics, p. 1

Introduce the Text



OBJECTIVES

Identify the front cover, back cover, and title page of a book.

Establish purpose for reading assigned and self-selected texts with adult assistance.

Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.

Describe the relationship between illustrations and the story in which they appear.

ELL Language Transfer

Point out the Spanish cognates in the vocabulary:

- cube : *cubo*
- circle : *circulo*
- triangle : *triángulo*

Shared Read Plan

First Read Read the text. Pause to discuss the First Read notes with students.

Close Read Use the Close Read notes to guide your instruction for Lessons 3 and 4.

Preview Vocabulary

Tell students you will start by learning some words that are in the text. Introduce the words *cube*, *circle*, *square*, and *triangle* on p. 30 in the *Student Interactive*.

- Prompt students to share what they know about the words. **What things can you name that are shaped like a cube? What things are shaped like a circle? How about a square? Can you find things in our classroom that are shaped like a triangle?**
- Have students demonstrate what they know about the words. They can use their hands to make some of the shapes.
- **These words will help us understand what the text is about.**

Print Awareness

Have students hold up their *Student Interactive*. Explain that every book has a front cover, back cover, and title page. Have them identify each part.

Read

Discuss the First Read Strategies. In this first read, explain the importance of setting a purpose, or reason, for reading an assigned text. **One reason I read realistic fiction is to enjoy a good story.** Have students establish a purpose for reading *Mission Accomplished!* with adult assistance. After students complete the First Read, ask, **What did you like? What did you learn? What surprised you?**

FIRST READ STRATEGIES

READ Have students listen and read along, tracking the print, as you read the text aloud.

LOOK Look at the pictures. **How do they help you understand the text?**

ASK Ask questions to help you understand the text better.

TALK Talk to a partner about the text.

Help students read the whole text independently, in pairs, or as a whole class. Use the First Read notes to help students connect with the text and to monitor comprehension.

ELL Targeted Support Internalize New Vocabulary Provide support as students learn the vocabulary words. Draw the four shapes on the board.

Say the words aloud and have students repeat after you. Say the word and have students point to the shape. Then point to the shape and have students say the word. **EMERGING**

Have students work with a partner to think of something else that is the same shape. If they do not know the word in English, encourage them to share the word for the object in their home language. Then work with them to learn the word in English. **DEVELOPING**

Have students work with a partner to think of as many objects as they can for each shape. Then have partners share their lists with the rest of the group. Use the lists to reinforce language acquisition. **EXPANDING**





Have students work with a partner. Provide each set of partners one of the shapes to describe (or allow them to self-select). Then have students share their description with the rest of the group. **BRIDGING**

STUDENT INTERACTIVE, pp. 30–31

VOCABULARY Read Together


Mission Accomplished!

Preview Vocabulary

			
cube	circle	square	triangle

Read
Read the story to find out what the characters do.

Meet the Author



Ebony Joy Wilkins writes books for children and schools. She used to be a teacher. She likes traveling, playing tennis, and visiting her family.

30

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Read Together Genre Realistic Fiction Read Together

Mission Accomplished!

written by Ebony Joy Wilkins
illustrated by Kevin Zimmer



AUDIO
Audio with Highlighting

ANNOTATE

31

STUDENT INTERACTIVE, pp. 32-33




CLOSE READ

Underline the name of the girl in the story.

First Read

Look

 **THINK ALOUD** I wonder where this story takes place. Oh, there is a seesaw! I think these children are at a playground or park. That is where I usually see seesaws, swings, and other play equipment. The children are playing at the park, but they are imagining that they are in a rocket ship. That looks like fun!

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Tell students that places can look different. Some places are near water, while others are not. Some places have hills or mountains, but others are flat. Different types of land change what people like to do in those places. (Emphasize the word *land*, which is an academic vocabulary word for this unit.) Point to the pictures on pp. 32–33. Ask students how they would describe the land. Provide prompts if needed: **Is it flat or does it have mountains?**



STUDENT INTERACTIVE, pp. 34–35



CLOSE READ



Underline the name of the boy in the story.

Foundational Skills Extension

Initial Mm

Review the sound /m/. Reread the text on p. 34 and ask students to raise their hand when they hear a word that begins with the sound /m/. (*Mars*) Then have them point to the word on the page. Remind them that the letter *M* spells the sound /m/.

Possible Teaching Point



Read Like a Writer | Visualize

Tell students that readers make pictures of what they read in their mind. The children in this story are also making a picture in their minds. They are imagining that they are on Mars. Point out that the pictures in the bubble show what the children imagine Mars to be like.

Close Read



Identify Characters

Remind students that the characters are the people in a story. **Who are the characters in this story?** Point out that on the first page the reader learns the girl's name because the boy is talking to her. Reread the page and have students underline her name. Then have them find and underline the boy's name on p. 34.

DOK 1

OBJECTIVE

Identify and describe the main character(s).

STUDENT INTERACTIVE, pp. 36-37



This rock is shaped like a circle.
I'll take it.

36




This rock is shaped like a square.
I'll take it.

37

First Read

Read

 **THINK ALOUD** I read the word *triangle* on page 38, but I cannot remember what a triangle is. What can I do? I will look at the picture. Christopher is holding a rock that has three sides. Yes, that is what a triangle looks like! Now I know.

CROSS-CURRICULAR PERSPECTIVES

Science



Mars and Earth are both planets in our solar system. A solar system is a group of planets that share the same sun. The planets go around the sun. Mars is the closest planet to Earth within our solar system.

STUDENT INTERACTIVE, pp. 38-39

triangle a shape with three sides and three corners

This rock is shaped like a triangle. But there's no room.

38

CLOSE READ

What word can you use to describe Rena and Christopher? **Highlight** words in the story that make you think this.

I have room.
Mission accomplished!
Let's go home.

39

Foundational Skills Extension

High-Frequency Words

Have students find and point to the high-frequency word / on p. 39.

Possible Teaching Point

Read Like a Writer | Visualize

Tell students that creating pictures in their minds, or visualizing, while they read can help them better understand what they are reading. Work with students to find words that can help them visualize what the rocks Rena and Christopher found look like.

Close Read

Describe Characters

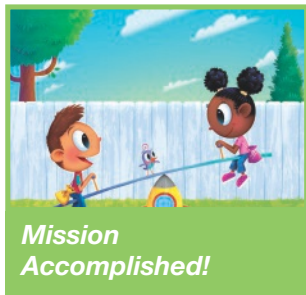
How would you describe Rena and Christopher? Tell students that when we describe a character, we use words to tell about him or her. We can describe how a character looks or how a character acts. Reread the pages and ask students to highlight words that help them understand the characters. (The characters are imaginative and adventurous. They like to share.)

DOK 1

OBJECTIVE

Identify and describe the main character(s).

Respond and Analyze



OBJECTIVES

Listen actively and ask questions to understand information and answer questions using multi-word responses.

Describe the relationship between illustrations and the story in which they appear.

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

Identify new meanings for familiar words and apply them accurately.

Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.

Describe the setting.

My View

Use these suggestions to prompt students' initial responses to reading *Mission Accomplished!*

- **Talk** Tell a partner whether you would like to play with Rena and Christopher. Use examples from the text to explain your ideas.
- **Illustrate Characters** Draw your favorite character from the story. Tell your partner about your drawing and why that character is your favorite.

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Explain to students that the author chose to use the words *cube*, *circle*, *square*, and *triangle*. Point out that all of these words tell about the shape of the rocks the children found. **Authors use special words to help tell about the topic in a clear way. You may not know the meanings of these words at first, but when you learn them you will know that much more about the topic!**

- **READ** Say the first word.
- **THINK** Think about the meaning of the word. Try to picture it in your mind.
- **ASK** What does it look like? How does this word help you understand the topic better?

MODEL AND PRACTICE Have students turn to p. 40 in the *Student Interactive*. Model how to complete the activity using the word *cube*. Read aloud the word *cube* and have students repeat it chorally. Then ask students to look at the pictures at the bottom of the page. **Which is a picture of a cube?** Model drawing a line from the word *cube* to the picture. Invite a volunteer to tell you how the word is used in the story.

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 My TURN Have students practice developing vocabulary by completing p. 40 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students look in other informational, or nonfiction, texts for pictures that match the selection vocabulary words. Have them tell about the shapes they found.

QUICK CHECK

Notice and Assess Can students identify and use new vocabulary words?

Decide

- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T44–T45.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T44–T45.

Check for Understanding My TURN Have students complete the Check for Understanding on p. 41 of the *Student Interactive*. Then explain that familiar words can have more than one meaning. Have students identify another meaning for the verb *to park* and use it in a sentence.

STUDENT INTERACTIVE, pp. 40–41

VOCABULARY
Read Together
COMPREHENSION
Read Together
READING WORKSHOP

Develop Vocabulary

MY TURN Match

cube		
circle		
square		
triangle		

Directions Read the vocabulary words to students. Then have them use illustrations to clarify the meanings of the words by drawing a line from each word to the matching picture.

Check for Understanding

MY TURN Circle and write

DOK 1 1. Where does the story happen?
park home

2. Why does the author have the children go home?
DOK 3 Possible response: _____
to show that the story is over

3. What do the children do?
DOK 1 Possible response: _____
They collect rocks.

Directions Read question 1 and the answer choices aloud to students. Have them circle the answer. Then read questions 2 and 3 and have students write their answers.

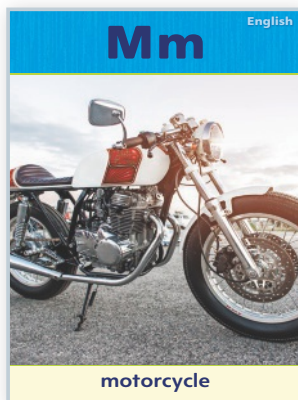
Use the  **QUICK CHECK** on p. T33 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

CONSONANT *Mm*

Alphabet Card Display the *Mm* Alphabet Card. This is a motorcycle. Motorcycle begins with /m/. What letter spells the sound /m/? Yes, the letter *m*.



Tell students that you will say a word. If they hear the sound /m/, they should trace the letter *m* in the air. Use the words *man*, *map*, *top*, and *mom*.

ELL Targeted Support

Tell students that the sound /m/ can come at the beginning of words. Write *Mars*, *let*, *mom*, *take*, *pup*, *mad*, and *mud* on the board.

Read the words with students. Ask them to identify the words with the beginning sound /m/. Have them say the sounds, monitoring their pronunciation. **EMERGING**

Read the words with students. Ask them to identify the beginning sound /m/. Have students work with a partner drawing pictures of objects beginning with the sound /m/. **DEVELOPING**

Encourage students to look through content books with a partner for the beginning sound /m/. **EXPANDING/BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity

CONNECT SOUND AND LETTER: CONSONANTS 1

Use Lesson 21 in the *myFocus Intervention Teacher's Guide* for instruction on connecting sounds and letters.

LEVEL A • MODEL AND TEACH


Lesson 21 **Connect Sound and Letter: Consonants 1**

INTRODUCE Write the letters *Mm*, say the name (*m*), and have students repeat after you. Explain that *m* is a consonant and spells the sound /m/. Point to something that begins with *m*, such as a map. What sound do you hear at the beginning of *map*? Write the word *map*. In this lesson, we'll learn how letters and sounds connect.

MODEL Display or share copies of the following passage, "Mac and Sam," from Student Page S133, and read it aloud. The words in this story have the letters and sounds *I* /i/, *r* /r/, *s* /s/, *m* /m/, *t* /t/, and *p* /p/.

Mac and Sam

I have a tiny pup.
His name is Mac.
Mac likes to run for his ball.
I have a tiny cat.
Her name is Sam.
Sam likes to sit on my lap!



TEACH Use examples of words to help students recognize letter-sound correspondences. Say: The first word in the title is *Mac*. It begins with the letter *M*. The other name in the title is *Sam*. It begins with the letter *S*. The letter *M* stands for the sound /m/ and the letter *S* stands for the sound /s/. Point out letter-sound correspondences in the story for *I* /i/, *r* /r/, *t* /t/, and *p* /p/.

OBJECTIVES:

- Recognize letters *I*, *r*, *s*, *m*, *t*, *p* and sounds /i/, /r/, /s/, /s/, /m/, /m/, /t/, and /p/.
- Connect letters and sounds *I* /i/, *r* /r/, *s* /s/, *m* /m/, *t* /t/, and *p* /p/.
- Identify /i/, /r/, /s/, /s/, /m/, /m/, /t/, and /p/ in words.

Phonics, Morphology, and Spelling T • 133

Intervention Activity

PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.



Letter Recognition Unit



If students need additional practice with letter recognition, use the Letter Recognition Unit on Savvas.Realize.com or on pp. xvii–xlili in this Teacher Edition. The unit includes instruction, activities, and student practice sheets.

Use p. xxix for instruction and practice for *Mm*.

Songs and Poems Big Book

Display the *Songs and Poems Big Book*. Read a poem or sing a song with students, and have a volunteer track the print as you do. Have them identify any familiar letters or words.



Independent/Collaborative

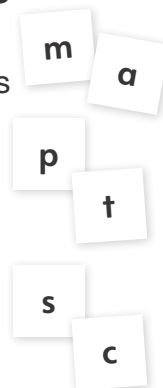
Word Work Activity



BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Say the following words, and direct students to hold up the *m* Letter Tile if the word begins with the sound /m/: *map*, *mop*, *sack*, *mitt*, *back*, *tack*.

Students can also play the Letter Tile game in the myView games on SavvasRealize.com.




High-Frequency Words

Have students make their own sentences for this week's high-frequency words. If time permits, have students draw to illustrate their sentences.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Use the  **QUICK CHECK** on p. T41 to determine small group instruction.

Teacher-Led Options

Strategy Group

DEVELOP VOCABULARY

Teaching Point Remember, you can use pictures and other words in a sentence to clarify the meanings of words. Write the following sentences on the board: *My ring is a perfect circle. This die is a cube with a number on each of its six sides. The four sides of a square are the same length. The flag with three sides is a triangle.* Read each sentence aloud. Model how you would figure out the meaning of one of the vocabulary words by using context.

ELL Targeted Support

Reread *Mission Accomplished!* to provide visual and textual support to enhance understanding of shapes. Write the words *cube*, *circle*, *square*, and *triangle* on the board.

Have student pairs identify the vocabulary words in the story and the matching shapes in the visuals. **EMERGING**

Have students look through the visuals of the story and match the words on the board to the shapes shown in the visuals. **DEVELOPING**

Have students draw each shape. Then have them find the matching vocabulary word and visual in the story. **EXPANDING**

Have students identify each vocabulary word in the story and draw a picture of each shape. Then have students compare their drawings to the story's visuals to confirm understanding.

BRIDGING



For additional support, see the online *Language Awareness Handbook*.

Fluency

Assess 2–4
students



ORAL READING

Have students take turns reading pages of the selection *Mission Accomplished!* aloud with a partner. Ask pairs to try to read all of the words correctly.

ORAL READING RATE AND ACCURACY

Listen as a student reads a page. Offer feedback. Finally, record each student's performance. Use the *Fluency Progress Chart* to track student progress.



Conferring

3 students / 3–4
minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students if they were able to match pictures to the selection vocabulary while reading books independently. Have them tell you about one or two of the pictures, using the selection vocabulary.

Possible Conference Prompts

- What pictures did you find in your reading that match the new words?
- What shape word does this picture remind you of?

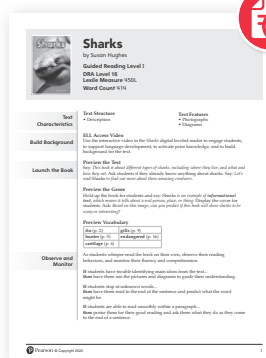
Possible Teaching Point Authors use words and pictures together to help readers understand a topic. When you find clues in pictures and in words, you can learn more about what new words mean and how you can use them.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on how to use context clues and pictures to clarify the meanings of unfamiliar words, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share the new words whose meanings they were able to learn or clarify.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Mission Accomplished!*
- read a self-selected trade book or their Book Club text.
- find a partner and read a text together, coaching and encouraging each other.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- discuss the questions on p. 41 of the *Student Interactive* with a partner.
- play the myView games.
- complete an activity from the *Resource Download Center*.

SUPPORT PARTNER READING

Partner reading provides students an opportunity to develop social-emotional skills. Remind them that being a good partner means giving encouragement and constructive feedback. Celebrate students who help and support their partners.

See the *Small Group Guide* for additional support and resources to target your students’ specific instructional needs.



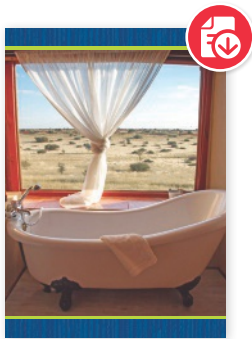
Word Work

OBJECTIVES

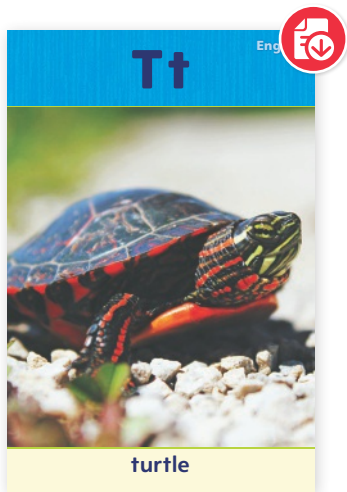
Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Card



Alphabet Card

FOUNDATIONAL SKILLS EXTENSION

See p. T39 for a high-frequency words extension activity that can be used as the text is read on Days 2 and 3.

Phonological Awareness: Initial and Final /t/

FOCUS AND MODEL Today we are going to learn a new sound. Listen carefully: /t/ /t/ /t/. The sound /t/ is made by placing your tongue behind your top teeth and then pushing air through, making the sound /t/. Show students how to make the sound /t/ and have them practice it.

Display the *tub* Picture Card. This is a picture of a tub. Listen to the beginning sound as I say this word: /t/ -ub. What sound does *tub* begin with? Students should supply the sound /t/. Then say the following words and have students use a thumbs-up if they hear the sound /t/ at the beginning of the word and a thumbs-down if they hear the sound /t/ at the end of the word: *time, pot, fit, toe*.

SEE AND SAY Point to the picture of the tire on p. 19 of the *Student Interactive*. Listen to the sound at the beginning of this word: /t/ -ire. Tire has the sound /t/ at the beginning. Have students complete the top half of the page. Continue with final /t/ using the bottom half of the page.

Phonics: Introduce Tt

Minilesson

FOCUS Tell students that the sound /t/ is spelled with the letter *t*. Display the *Tt* Alphabet Card. Point to the picture of the turtle and tell students the word *turtle* begins with *t*. Point to the letters on the card, and tell students the names of these letters are uppercase *T* and lowercase *t*. Write *Tt* on the board and slowly trace the letters as you say the sound /t/.

MODEL AND PRACTICE Have students turn to p. 20 in the *Student Interactive*. Let's say the word *ten* and listen to the beginning sound: /t/ -en. The word begins with /t/. Point to the letter *t*. Can you identify, or tell me, what letter spells the sound /t/? Students should trace the uppercase and lowercase letters on the page. Have them point to the letter *t* and tell you what sound it represents.

APPLY MyTURN Have students complete the activity on p. 20 of the *Student Interactive* to identify and match the sound for *Tt*.

If students need additional practice with letter recognition, use the Letter Recognition Unit on SavvasRealize.com or on pp. xvii–xlili in this Teacher's Edition. The unit includes instruction, activities, and student practice sheets.

High-Frequency Words

Minilesson

FOCUS Say: Today we will practice reading the high-frequency words *I*, *am*, and *the*. Have students read the words at the top of p. 21 in the *Student Interactive* with you: *I*, *am*, *the*.

MODEL AND PRACTICE Have students look at the words at the top of p. 21. Say: I will read a word, and I want you to point to it. Then we will read the word together. Read *I*, and have students point to it. Now let's read the word together: *I*. Repeat with the other words.

APPLY My TURN Have students read the sentences on p. 21 with you. Ask them to identify the words *I*, *am*, and *the* in the sentences. Then have them read the sentences with a partner.

ELL Targeted Support High-Frequency Words Tell students that they will learn basic vocabulary that is used often. Write *I*, *am*, and *the* on the board. Say the words with students.

Say simple sentences about everyday classroom activities, using these words. Point to each word as you say it. *I am the teacher. I am in the classroom.* Ask volunteers to use one of the words *I*, *am*, or *the* in a sentence. **EMERGING**

Give sample sentences using these words, and then have students work with a partner to create their own sentences. Ask them to use each of the words *I*, *am*, and *the* in at least three different sentences. **DEVELOPING**

Ask students to write the words *I*, *am*, and *the* on paper. Then have them create sentences with a partner, using these words as many times as they can. Ask them to put a tally mark next to each word to count how many times they use it. **EXPANDING**

Have students write as many sentences as they can using the vocabulary words *I*, *am*, and *the*. **BRIDGING**

STUDENT INTERACTIVE, p. 19

FOUNDATIONAL SKILLS

Initial and Final Sounds

SEE and SAY Circle



Tell students that images represent tire, top, rock, tail.

Tell students that images represent pot, cat, boot, dog.

Directions Say: Listen to the sound at the beginning of this word: *N* -ire. The beginning sound is *N*. Have students circle the picture words in the first row that begin with the same sound as *ire* and the picture words in the second row that end with the same sound as *pot*.

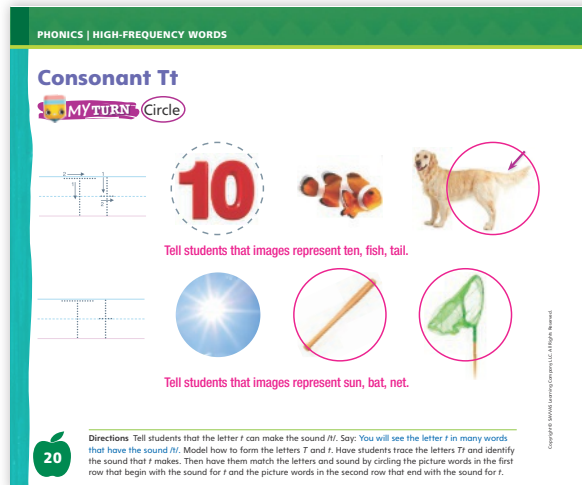
19

STUDENT INTERACTIVE, p. 20

PHONICS | HIGH-FREQUENCY WORDS

Consonant Tt

MY TURN Circle



Tell students that images represent ten, fish, tail.

Tell students that images represent sun, bat, net.

Directions Tell students that the letter *t* can make the sound *N*. Say: You will see the letter *t* in many words that have the sound *N*. Model how to form the letters *T* and *t*. Have students trace the letters *T* and identify the sound that *t* makes. Then have them match the letters and sound by circling the picture words in the first row that begin with the sound for *t* and the picture words in the second row that end with the sound for *t*.

20

STUDENT INTERACTIVE, p. 21

FOUNDATIONAL SKILLS

My Words to Know

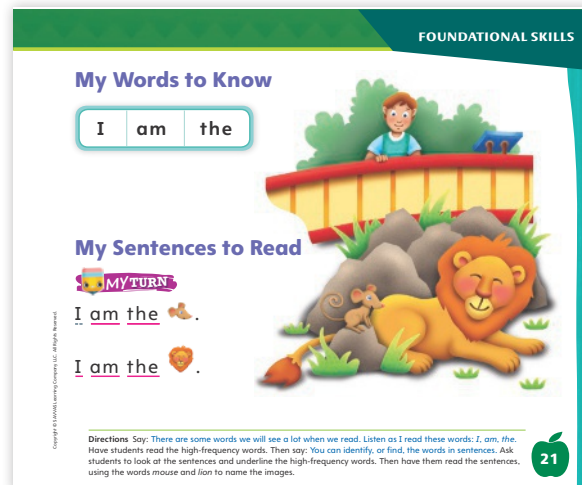
I am the

My Sentences to Read

MY TURN

I am the .

I am the .



Directions Say: There are some words we will see a lot when we read. Listen as I read these words: *I*, *am*, *the*. Have students read the high-frequency words. Then say: You can identify, or find, the words in sentences. Ask students to look at the sentences and underline the high-frequency words. Then have them read the sentences, using the words *mouse* and *lion* to name the images.

21

Identify and Describe Characters

OBJECTIVE

Identify and describe the main character(s).

ACADEMIC VOCABULARY

Language of Ideas The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, you can tell what characters are like by the special places they want to or like to visit. Ask:

- What special places have you been to or would you like to visit?
- What things would make this place special to you?
- How would a map help you find your special place?

Minilesson

FOCUS ON STRATEGIES Remind students that all stories have characters. Characters are the people or animals that the story is about. Authors tell about characters in what they do, say, and think. Identifying and describing the main characters is important for understanding the story.

- **Look at the pictures.** You might be able to tell about characters from what they look like.
- **Read the text.** What do the characters say? Think about what the characters do. Think about how the characters treat each other.

MODEL AND PRACTICE Remind students that they just read a piece of realistic fiction. *I will go back and look at the pictures of the characters. From the pictures I can see that they are young children, just like you! Now I will read the text. Read aloud the first sentence. From this sentence, I learn that the girl's name is Rena. Now I will look at what the characters say and do.* Flip through the pictures and have students tell you what the characters do, say, and think. Finally, point out the Close Read notes on pp. 33 and 35 and guide students to underline the names of the characters.

ELL Targeted Support Give Information Teach antonym pairs to help students use vocabulary as they give information about characters or objects.

Show pictures to illustrate the antonym pairs *young/old* and *big/small*. Have students give information about the characters or objects by drawing and labeling a picture to represent each pair. **EMERGING**

Have students draw a picture to represent antonym pairs. Ask them to point to and give information about their pictures, using the sentence frame: *That one is ____, but this one is ____.* **DEVELOPING**

Have students brainstorm antonym pairs that could give information about people. Have them use the pairs to describe the characters in a story they know. **EXPANDING**

Have students write a list of describing words that give information about a character. Then have them work in pairs to brainstorm some antonyms of the character words on their list. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for identifying and describing the characters.

OPTION 1 MyTURN Have students complete the My Turn activity on p. 42 by writing in the names of the characters. Have them find the names they underlined and write them on the lines on p. 42.

OPTION 2 Use Independent Text Have students look at and read realistic fiction during independent reading. Have them draw a picture of the main character of their story.

QUICK CHECK

Notice and Assess Can students identify the main characters in a story?

Decide

- **If students struggle**, revisit instruction for describing characters in Small Group on pp. T52–T53.
- **If students show understanding**, extend instruction for describing characters in Small Group on pp. T52–T53.



EXPERT'S VIEW P. David Pearson, Professor Emeritus of Instructional Science, UC Berkeley

“There is a virtuous cycle for reading and building knowledge—knowledge begets comprehension; comprehension begets learning; learning begets knowledge. In the cycle, we use what we know to understand what we read. When we read text, we have the capacity to learn new things, and when we learn new things, we gain new knowledge structures. It increases our capacity to understand even more texts—the virtuous cycle.”

See SavvasRealize.com for more professional development on research-based best practices.


STUDENT INTERACTIVE, p. 42

CLOSE READ Read Together

Identify and Describe Characters

Characters are the people or animals in a story.
The **main characters** are who a story is mostly about.

MYTURN Write

_____ **Rena** _____ 

_____ **Christopher** _____ 

42 Directions Read the information to students. Have them look back at the text and identify the main characters. Then have students write the characters' names next to their pictures.

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Read Like a Writer, Write for a Reader

OBJECTIVE

Discuss with adult assistance how the author uses words that help the reader visualize.

Visualize

Minilesson

FOCUS ON STRATEGIES Explain to students that authors choose specific words to help readers visualize the story. When readers visualize, they create pictures in their minds about what is happening.

- Readers may visualize the characters (who the story is about), the setting (where and when the story takes place), or the plot (what happens).
- Authors choose words carefully to help readers picture what is happening.

MODEL AND PRACTICE Have students turn to p. 47 in the *Student Interactive*. Say: *The directions tell me to find words that help me picture what the rocks look like. I'm going to look for words that describe the rocks.* Have students find words that tell what the rocks are like. Discuss the words they choose and whether they help them picture what the rocks look like. Then have them write the words on the lines.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

Horizontal Lines

FOCUS Show students the alphabet. Remind them that some letters in the alphabet include straight lines and others include curved lines. Tell them that they practiced drawing vertical lines that go up and down. Have them draw a vertical line in the air. *Letters also have lines that go across. These are called horizontal lines.*

MODEL Make a horizontal line on the board. Tell students that when they write a letter, they should always start at the left and go right. Have students draw horizontal lines in the air as you model. Check to see that they are starting from the left and drawing to the right (because some students will not know their left from their right). Have students make a horizontal line with their fingers on their desks.




ASSESS UNDERSTANDING


Apply

MyTURN Have students complete p. 47 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 47

AUTHOR'S CRAFT  READING-WRITING BRIDGE


Read Like a Writer, Write for a Reader

 **MYTURN** Write

- Find two words in the story that help you picture what the rocks look like.
Possible responses:
cube, circle, square, triangle
- What other word can you use to tell what a rock looks like?
Possible responses:
brown, gray, bumpy

Directions Say: We can experience a story by picturing it in our minds. Authors use words that help readers visualize, or picture in their minds what is happening. Read aloud pp. 35–38 as students picture the events in their minds. Read the items and have students write and discuss their responses.

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Writing Workshop

Have students think about words they can use to help their readers visualize their Writing Workshop texts. During conferences, support students' writing by helping them find opportunities to meaningfully include specific words in their writing.

PRACTICE Provide students with paper and pencils or trays of sand and ask them to practice drawing horizontal lines. Remind them to start at their left and move straight to the right. Have them practice making long lines and short lines.

Use the  **QUICK CHECK** on p. T49 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY AND DESCRIBE CHARACTERS

Teaching Point All stories have characters. Characters are the people or animals that the story is about. Who can tell me who the characters are in *Mission Accomplished!*? Allow a moment for students to reply. Guide them to state the name of each character (Rena and Christopher), as well as a little about them (such as that they are friends or are a kindergarten-aged girl and boy).

ELL Targeted Support

To help students internalize new English words, guide them in learning words as they tell basic information about the characters.

Have students choose one of the characters. Ask yes/no questions to elicit adjectives, such as: *Is Rena/Christopher sad? Is she/he happy?*

EMERGING

Help students choose words that describe the characters and their actions. Then, have students use these words to tell a partner about the character. **DEVELOPING**

Have students use an online or print thesaurus to find new adjectives to describe characters and their actions. Have them use these words to describe a character to a partner. **EXPANDING**

Ask students to work with a partner to ask and answer questions about the characters and their actions. **BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



READING BEHAVIORS

Teaching Point Because the characters in realistic fiction texts seem like real people, readers can use their own experiences and ideas to imagine the characters and understand them better. Model using your imagination and experiences to understand what the characters are doing in *Mission Accomplished!*

Model Tell students that you are a little confused about something you read on p. 33. *I read here that Rena wants to go to Mars. But children don't fly to Mars, do they? I thought this was supposed to be like real life. But I will try to think like Rena. I can use my imagination.* Read pp. 33–34 aloud. Point out the picture showing the thought bubble. Explain that the thought bubble means this is an idea Rena is thinking up in her imagination. That means Rena is using her imagination, just like a good reader does.

I know using your imagination is a fun way to play. I loved to use my imagination when I played. This helps me understand more about both Rena and Christopher. They have fun imaginations that help them pretend to go to Mars.



Conferring

3 students / 3–4 minutes
per conference

IDENTIFY AND DESCRIBE CHARACTERS

Talk About Independent Reading Ask students to look back at the picture they drew of a character from their independently read text and tell you about the character.

Possible Conference Prompts

- Who is the main character?
- What is the character's name?
- What do you know about the character?

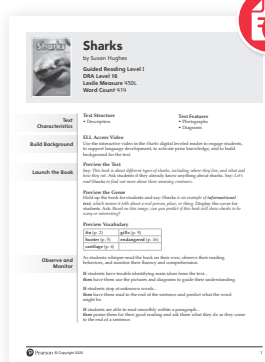
Possible Teaching Point Readers can learn about characters by what they do and by what they say to one another.

Leveled Readers



IDENTIFY AND DESCRIBE CHARACTERS

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on understanding what a character's actions and words tell about that character, see *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share information about the main characters in the story they are reading.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Mission Accomplished!*
- read a self-selected trade book or their Book Club text.
- read and listen to a previously read text.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- write the name of and/or draw a picture of a character they have read about.
- play the myView games.
- choose a page from a text and tell a partner what it tells about the character.

SUPPORT PARTNER READING

Keep partners on track by modeling questions they might ask one another. Have partners practice asking and answering questions as you watch so you can provide feedback. Make sure they have at least one specific open-ended question that they can use to guide their book discussions.

See the *Small Group Guide* for additional support and resources for Partner Reading.



Word Work

OBJECTIVE

Identify and match the common sounds that letters represent.



Picture Card

Phonics: Identify and Write *Tt*

Minilesson

FOCUS Hold up the *ten* Picture Card and tell students that it is the number *ten*. I hear the sounds /t/ /e/ /n/ in the word *ten*. The sound /t/ is at the beginning of the word. Say the sound /t/ with me.

Turn over the card and show students the spelling of the word. Point to the *t* and say /t/. Do you hear the sound /t/? What letter spells the sound /t/? Have students identify the letter *t*. Write the letters *Tt* on the board. Have students trace the letters *Tt* in the air as you lead them.

MODEL AND PRACTICE Point to the letters *Tt* on the board. Listen carefully to the following words: *mat*, *tap*. Both words have the sound /t/ in them. Listen again: /m/ /a/ /t/, /t/ /a/ /p/. Do you hear the sound /t/ in each word? Have volunteers identify the word that begins with /t/ and the word that ends with /t/.

ELL Targeted Support Initial and Final Letters and Sounds Explain to students that words have a beginning and an ending sound. Write two boxes on the board with the letter *a* between them. Then say the word *mat*. Repeat the beginning sound of the word as you write the letter *m* in the beginning box. Then say the ending sound, writing the letter *t* in the ending box. Finally, say the word again. Emphasize the beginning and ending sounds as you point to the letters *m* and *t*.

Have students say the beginning and ending sounds of the word *mat* with you as you point to the letters. Repeat the activity with the word *Tam*. **EMERGING/DEVELOPING**

Invite students to say simple words, either in English or in another language. Repeat each word as you write it on the board. Ask volunteers to point to the first and the last letter in each word as you draw boxes around them. Then point to the letters in the boxes as students say the first and the last sound in the word. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 MyTURN Have students complete p. 22 in the *Student Interactive* to identify and match the sound for *Tt*.

OPTION 2 Independent Activity Have students draw one picture of something that begins with /t/ and another picture of something that ends with /t/. Students should write *Tt* on top of their page.

QUICK CHECK

- **Notice and Assess** Can students write *Tt*?

Decide

- **If students struggle**, revisit instruction for writing *Tt* in Small Group on pp. T60–T61.
- **If students show understanding**, extend instruction for writing *Tt* in Small Group on pp. T60–T61.

STUDENT INTERACTIVE, p. 22

PHONICS

Consonant Tt

MYTURN Write

Tt

Tt

Tt

Tell students that images represent top, duck, hat, leaf, tiger, nut.

22

Directions Say: Remember that the letter *t* makes the sound /t/. Have students write the letters *Tt* on the lines and identify the sound that *t* makes. Then have them draw lines to match the letters to the picture words that begin or end with the sound for *t*.

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ADDITIONAL PRACTICE

For additional student practice with the consonant *t*, have students complete *Phonics*, p. 2, from the *Resource Download Center*.

FOUNDATIONAL SKILL

Read Together

Name _____

Phonics

Consonant Tt

MYTURN Circle and write

Tt

Tell students that images represent turtle, tank, door, tape, tube, acorn.

Directions Model the sound of the consonant *t* by saying the words time and today. Say the word for each picture. Then have students circle all the pictures that start with the sound of the consonant *t*. Have them write *Tt* under each picture that starts with that sound.

Grade K, Unit 1, Week 1
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Phonics, p. 2

Decodable Story

OBJECTIVES

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.

ELL Access

Some languages, such as Hmong, Korean, and Vietnamese, do not include multisyllabic words. Help students pronounce the multisyllabic words *monkey*, *turkey*, and *tiger*. Say the words slowly, clapping the syllables. Then say the words again as students clap the syllables with you. Finally, have students say the two-syllable words on their own.

Read / Am

FOCUS Have students turn to p. 23 in the *Student Interactive*. We are going to read a story today about a man and some animals. Point to the title of the story. The title of the story is *I Am*. I hear the sound /m/ in the word *am*. In this story, we will hear other words that have the sounds /m/ and /t/.


IDENTIFY AND READ HIGH-FREQUENCY WORDS Remind students of this week's high-frequency words: *I*, *am*, *the*. Tell them they will practice reading these words in the story *I Am*. Display the words. Have students read them with you. *When you see these words in the story I Am, you will know how to identify and read them.*

STUDENT INTERACTIVE, p. 23


DECODABLE STORY


FOUNDATIONAL SKILLS


I Am




Highlight the word with the m sound and the picture whose name begins with the m sound.

I am the  .

 **AUDIO**
Audio with Highlighting

 **ANNOTATE**





READ Have students whisper read the story as you listen in. Then have students reread the story page by page with a partner. Listen carefully as they read. Partners should reread the story. This time the other student begins.

After students have read the story, call their attention to the title. **I see the letter *m*. What sound does the letter *m* spell?** Help them identify, or say, the sound /m/. Then have students find and highlight the word with the sound /m/ in the title. **I see two words we learned this week in the title. What words do I see?** Help students identify, or say, *I* and *am*.

Call students' attention to the sentence on p. 23. **Which words include the sound /m/? Point to them.** Help students identify, or say, the sound /m/. Then have them match the sound to the word and picture word that begin with the sound /m/. They should highlight the word and picture.

Have students turn to pp. 24–25. **Which words include the sound /t/? Point to them.** Help students identify, or say, the sound /t/. Then have them match the sound to the picture words that begin with the sound /t/. They should underline the pictures.

STUDENT INTERACTIVE, pp. 24–25



DECODABLE STORY

FOUNDATIONAL SKILLS



I am the .

I am the .



Underline the pictures whose names begin with the **t** sound.

I am the .

Use Text Evidence

OBJECTIVES

Use text evidence to support an appropriate response.

Identify and describe the main character(s).

ACADEMIC VOCABULARY

Language of Ideas The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you connect to students' experiences, ask:

- What is the land like where the story takes place?
- What makes this land special?

Minilesson

FOCUS ON STRATEGIES Tell students that readers need to be able to support their answers to questions by using evidence or examples from the text.

- Remember that text evidence is a word or picture clue that backs up an answer or idea you have.
- Think about the words that tell what a character says or does. What do the words tell you about the character?
- Look at the pictures. What do they show you about how the character looks? What do they show you about how the character feels?

MODEL AND PRACTICE Remind students that they are reading realistic fiction and the characters are pretending that they are on Mars. Model how you would find text evidence to learn more about the characters in *Mission Accomplished!* I believe the characters in *Mission Accomplished!* are happy because they are pretending they are on Mars. They are smiling as they pick up different rocks. Now I will read the text. Rena is suggesting that they go to Mars. She is using her imagination. I can tell that she has a good imagination from what she says.

ELL Targeted Support Use Visual and Contextual Support Provide support as students look for visual or contextual support to enhance and confirm their understanding of the text.

Tell students that Rena and Christopher are good friends. Have them point out words or pictures from the text that support this conclusion. **EMERGING**

Ask: *Are the characters happy or sad? They are _____. How do you know?* Have students find evidence in the pictures or text that supports this conclusion. **DEVELOPING**

Read aloud the text. Have students raise their hands when they hear a word or see a picture that helps them know what the characters are like. **EXPANDING**

Have students work in pairs to go on a text evidence hunt. Have one student make a statement or draw a conclusion about one of the characters while the other looks through the text for evidence. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for identifying and describing characters through text evidence.

OPTION 1 MyTURN Have students draw a picture of Rena and Christopher to show details from the story that show what they are like.

OPTION 2 Use Independent Text Have students use sticky notes to mark the picture or text that they think tells the most about one of the main characters in their independent reading.

✓ QUICK CHECK

Notice and Assess Can students use text evidence to support their description of characters?

Decide

- **If students struggle**, revisit instruction for using text evidence in Small Group on pp. T62–T63.
- **If students show understanding**, extend instruction for using text evidence in Small Group on pp. T62–T63.

STUDENT INTERACTIVE, p. 43

Read Together READING WORKSHOP

Use Text Evidence

MY TURN Draw

Drawing should show details from the story about Rena and Christopher.

Directions Say: You can use details, or evidence, in a story to tell about the characters. Have students describe the main characters by drawing pictures of them. Remind students to look back at the text. Encourage them to look for details about the characters to add to their pictures.

43

Use the  **QUICK CHECK** on p. T55 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

CONSONANT Tt

Alphabet Card Display Alphabet Card Tt. This is a picture of a turtle. *Turtle* begins with /t/. What letter spells the sound /t/? (t)



Work with students to think of other words that begin with the letter *t*. Write or draw the words on the board.

ELL Targeted Support

The words *time*, *tug*, and *tip* begin with the sound /t/ spelled *t*.

Have students say these word pairs: *Tim/dim*, *dug/tug*, *dime/time*, *tip/dip*. Monitor and correct for the sounds /t/ and /d/. **EMERGING**

As students say the following word pairs, monitor their pronunciation: *Tim/dim*, *dug/tug*, *dime/time*, *tip/dip*. Then have students identify the words that begin with /t/. **DEVELOPING**

Monitor pronunciation as students say these word pairs: *teach/peach*, *tight/light*, *bug/tug*, *nag/tag*. Have students tell the words that begin with /t/ spelled *t*. **EXPANDING**

Have students tell you other words that begin and end with the sound /t/ spelled *t* using cues to help them self-correct. **BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity

CONNECT SOUND AND LETTER: CONSONANTS 1

Use Lesson 21 in the *myFocus Intervention Teacher's Guide* for additional instruction on connecting letters and sounds.

LEVEL A • MODEL AND TEACH


Lesson 21 **Connect Sound and Letter: Consonants 1**

INTRODUCE Write the letters *Mm*, say the name (*m*), and have students repeat after you. Explain that *m* is a consonant and spells the sound /m/. Point to something that begins with *m*, such as a map. What sound do you hear at the beginning of *map*? Write the word *map*. In this lesson, we'll learn how letters and sounds connect.

MODEL Display or share copies of the following passage, "Mac and Sam," from Student Page S133, and read it aloud. The words in this story have the letters and sounds *I ll, r rl, s sl, m ml, t tl, and p pl*.

Mac and Sam

I have a tiny pup.
His name is Mac.
Mac likes to run for his ball.
I have a tiny cat.
Her name is Sam.
Sam likes to sit on my lap!



TEACH Use examples of words to help students recognize letter-sound correspondences. Say: The first word in the title is *Mac*. It begins with the letter *M*. The other name in the title is *Sam*. It begins with the letter *S*. The letter *M* stands for the sound /m/ and the letter *S* stands for the sound /s/. Point out letter-sound correspondences in the story for *ll, r rl, s sl, and p pl*.

OBJECTIVES:

- Recognize letters *l, r, s, m, t, p* and sounds *ll ll, r rl, s sl, m ml, t tl, and p pl*.
- Connect letters and sounds *ll ll, r rl, s sl, m ml, t tl, and p pl*.
- Identify *ll ll, r rl, s sl, m ml, t tl, and p pl* in words.

Phonics, Morphology, and Spelling T • 133

Intervention Activity

PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.



Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have them hold up the *t* Letter Tile if they hear a word that begins with /t/: *tap, Tom, lip, tack, take, rug, top.*



Students can also play the Letter Tile game in the myView games on SavvasRealize.com.

Decodable Book



Students can read Decodable Book *I Am* for practice with consonants *Mm* and *Tt* and this week's high-frequency words.

Before reading, display and remind students of this week's high-frequency words: *I, am, the*. Tell them that they will practice reading these words in the Decodable Book *I Am*. **When you see these words in today's story, you will know how to read them.**

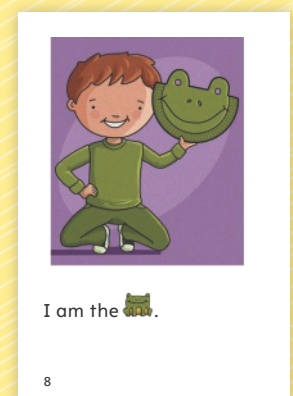
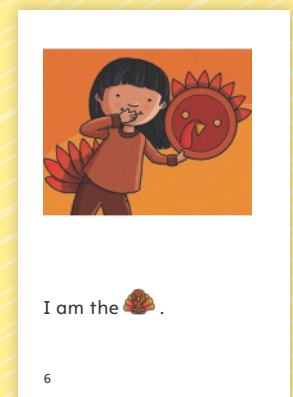
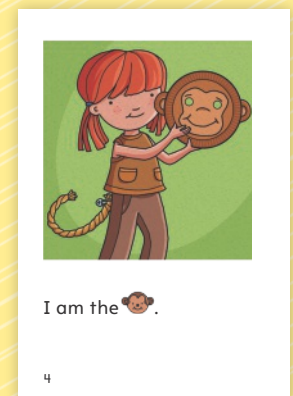
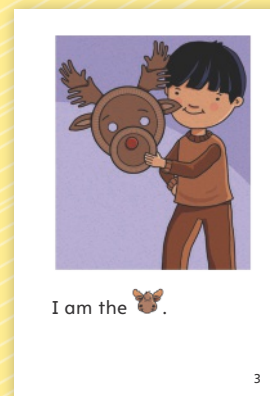
Pair students for reading and listen carefully as they use letter-sound relationships to decode. One student begins. Students read the entire story, switching readers after each page. Partners reread the story. This time the other student begins.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Decodable Book



Use the  **QUICK CHECK** on p. T59 to determine small group instruction.

Teacher-Led Options

Strategy Group



USE TEXT EVIDENCE

Teaching Point *Evidence* is what a detective uses to answer questions about what happened. Information helps support the conclusion. Mud on your puppy's paws is *evidence* that he has been outside in the mud. Readers use *evidence* to support their ideas about what they are reading. When answering a question, readers go back to the text and look for evidence to support their ideas.

ELL Targeted Support

Have students express their opinions about the characters in *Mission Accomplished!*

Ask students simple yes/no opinion questions about characters. Tell them to find evidence in pictures to support their opinions. **EMERGING**

Have students work with a partner to go back through the text and express an opinion about a character. Provide sentence frames such as *I think that Rena is ____*. **DEVELOPING**

Have students work in pairs to find details about a character's actions. Then have the pair express an opinion about the character from the evidence they found. **EXPANDING**

Have students express their opinions about the characters. Then have them go back to find evidence that supports their opinions. **BRIDGING**



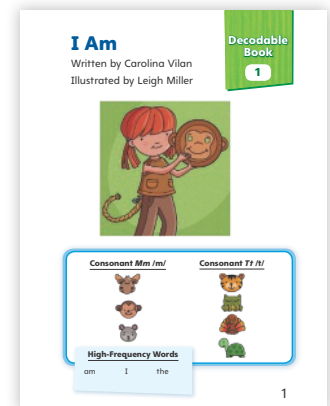
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



I AM

Have students reread *I Am*. Use the teaching support online at SavvasRealize.com to provide instructional support for foundational skills and comprehension.



Fluency

Assess 2–4 students



ORAL READING

Have student pairs chorally read the Decodable Book.

ORAL READING RATE AND ACCURACY

Listen as a student reads the Decodable Book. Offer feedback. Finally, record each student's performance. Use the *Fluency Progress Chart* to track student progress.



Conferring

3 students / 3–4 minutes
per conference

USE TEXT EVIDENCE

Talk About Independent Reading Ask students to look back at their sticky notes. Have them talk with a partner about what the text evidence tells about the character in their book.

Possible Conference Prompts

- How would you describe the character?
- How does the picture or text show that this is what the character is like?

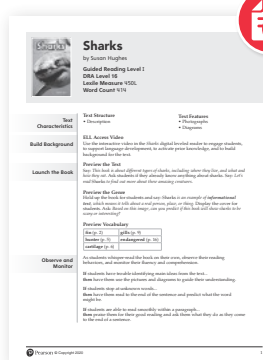
Possible Teaching Point It is important to look carefully for clues to learn what the author wants you to know about a character. When answering a question, good readers go back and find evidence in the text—words or pictures—that support their answer.

Leveled Readers



USE TEXT EVIDENCE

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on using text evidence to understand characters, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to describe a character and show the text evidence they used to draw this conclusion.

Independent/Collaborative

Independent Reading



Students can

- reread and/or listen to a text they read.
- read a trade book or their Book Club text.
- practice fluent reading with a partner or use the pictures to retell a story.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



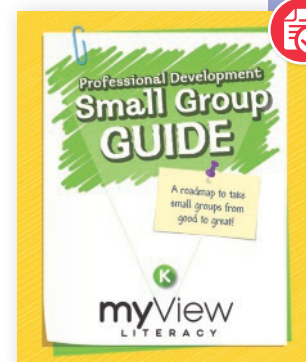
Students can

- write or draw pictures about their book in their reader’s notebook.
- play the myView games.
- choose a picture in a text and take turns telling a partner what it tells about the main character.

SUPPORT INDEPENDENT READING

Encourage students to choose different types of texts during their reading.

See the *Small Group Guide* for additional support and resources to target your students’ specific instructional needs.



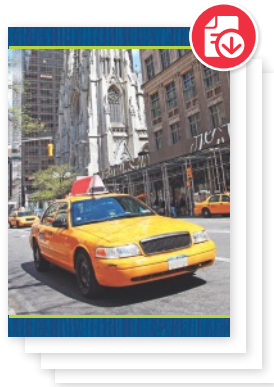
Word Work

OBJECTIVES

Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Cards

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, have students complete *My Words to Know* p. 13 from the *Resource Download Center*.

FOUNDAITIONAL SKILL

Read Together

Name _____

My Words to Know

I am the

MY TURN Read and write

1. I am big.

2. It is the best!

3. I like to play.

Directions: Tell students that some words we will see a lot when we write, such as am. Review each high-frequency word with students. Then have them read each sentence and write the missing word to complete the sentence.

Grade K, Unit 1, Week 1

My Words to Know, p. 13

Phonological Awareness: Recognize Alliteration

MODEL Tell students that *alliteration* is when a group of words all begin with the same sound. Listen to this sentence: *Tommy Tiger tickles toes*. What sound does the word *Tommy* begin with? (/t/) Continue with *Tiger*, *tickles*, and *toes*. All the words begin with the same sound. What sound do the words *Tommy Tiger tickles toes* begin with? Yes, /t/. Have students repeat the sentence after you.

PRACTICE Display the *taxi*, *tulip*, and *toes* Picture Cards. These picture words all begin with the same sound. Let's say these three words. Say the words and have students repeat after you. What sound do you hear at the beginning of *taxi*, *tulip*, and *toes*? Students should supply the sound /t/. Then say the following groups of words and have students touch their toes if the words all begin with the same sound. Have them stand still if the words do not all begin with the same sound: *top*, *tidy*, *Tim*; *John*, *fan*, *feather*; *man*, *map*, *mud*. Repeat the alliterative groups of words again and have volunteers tell you what sound the words all begin with.

Phonics: Review Mm and Tt

Minilesson

FOCUS Write the letters *Mm* and *Tt* on the board. Have students identify the letters as you point to them. Then review the sound for each letter: *m* /m/, *t* /t/. Ask students to say the sound as you point to each letter.

MODEL AND PRACTICE Tape an *Mm* or a *Tt* card on each student. Then write the word *man* on the board. I will read this word. If you hear the sound /m/, stand up if you have an *m* taped to you. If you hear the sound /t/, stand up if you have a *t* taped to you. Point to the letter *m* as you read the word aloud. Repeat with the words *mop*, *top*, *tan*, *mill*, *tin*, *ton*, *mat*, and *Tim*.

My TURN Have students turn to p. 26 in the *Student Interactive*. Guide them to write and read the words.



APPLY MyTURN Have students look at p. 27 in the *Student Interactive*. Direct them to read the sentences and circle the letter that spells the beginning sound of the animal name in each sentence.

ELL Targeted Support Learn New Language Use the sentences and illustrations on p. 27 in the *Student Interactive* to teach new vocabulary and practice using target words, letters, and sounds.

Read the sentences on p. 27 aloud, in order. Have students point to the matching picture. Then read the sentences in random order, and ask students to point to the matching picture. **EMERGING**

Read the sentences on p. 27 aloud. Ask students to point to words or pictures on the page. **Point to a picture of a monkey.** **Point to the word /.** Then ask questions about letter sounds. **What sound does turkey begin with?** **DEVELOPING**

Ask students which of the words on the page they think they will use a lot. Have them write these words on paper. Then have student pairs exchange their words with each other. Have each student read his or her partner's new words aloud. **EXPANDING**

Have students choose their favorite new words on the page and use them to write sentences. **BRIDGING**

HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that appear over and over in texts. Remind them they will be learning many of the words this year, and the words will help them become better readers. Say the word / and ask students what letter spells the word. Have students






- say the word / as you write it on the board.
- repeat with *am* and *the*.
- read the words aloud.

STUDENT INTERACTIVE, pp. 26-27

PHONICS
FOUNDATIONAL SKILLS

Consonants Mm and Tt





MY TURN Write and read

		
map	man	mop
	10	
top	ten	rat

26 Directions Remind students that the letter *m* makes the sound /m/ and the letter *t* makes the sound /t/. Have students name each picture. Then have them write the word for the picture. Finally, have them read the words.

Consonants Mm and Tt

MY TURN Circle

I am the 	<input checked="" type="radio"/> Mm	Tt
I am the 	Mm	<input checked="" type="radio"/> Tt
I am the 	Mm	<input checked="" type="radio"/> Tt
I am the 	<input checked="" type="radio"/> Mm	Tt

27 Directions Have students read the sentences. Ask them to circle the letters that match the beginning sound of the animal name in each sentence.

Reflect and Share

OBJECTIVES

Compare and contrast the adventures and experiences of characters in familiar stories.

Provide an oral, pictorial, or written response to a text.

Interact with sources in meaningful ways such as illustrating or writing.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the Academic Vocabulary words to reflect on the text and make connections to other texts, the unit theme, and the Weekly Question:

- What is **special** about all the characters in these stories?
- Would you want to **move** to where these characters go in their imagination?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Explain to students that they will often be asked to write or draw to tell about what they have learned. There are several steps students can do to prepare to write or draw to tell something about a story. They can

- listen carefully to the question that the teacher is asking.
- think about what they know about this topic.
- look back at the picture and text to find text evidence that supports their answer.
- think about how to tell this answer in a drawing or words.
- look at the drawing or writing after they have drawn it or written it to check that it answers the question.

MODEL AND PRACTICE Model sharing ideas and information about other characters you have read about. *I am going to think about a character in another book I read. I read a book about a girl named Lily. She reminds me of Rena because she also had a good imagination. Lily used her imagination when she played with blocks to make her living room into a big city!*

ELL Targeted Support Have students think about other characters they have read about to make connections to the characters in this story. Provide sentence frames.

- *Rena/Christopher reminds me of _____. **EMERGING***
- *Rena and Christopher are like the characters in the book because they are all _____. **DEVELOPING***
- *One way that the character in the book I read is like Rena/Christopher is _____. **EXPANDING***
- *In the story I read, _____ was like Rena/Christopher because _____. **BRIDGING***

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making comparisons across texts.

OPTION 1 My TURN Have students turn to p. 44 in the *Student Interactive* and draw a picture of a character from another book to show how the character is similar to Rena or Christopher. Then have students share their pictures with the class.

OPTION 2 Independent Text Have students draw a picture that shows how characters in two other books are similar and/or different. They should think about what the characters do, not just how they look.

✓ QUICK CHECK

Notice and Assess Can students make comparisons across texts?

Decide

- **If students struggle**, revisit instruction for making text comparisons in Small Group on pp. T68–T69.
- **If students show understanding**, extend instruction for making text comparisons in Small Group on pp. T68–T69.

WEEKLY QUESTION Have students talk to a partner to respond to the Weekly Question. Tell them to share examples from the stories they have read and their own experiences.

STUDENT INTERACTIVE, p. 44

RESPOND TO TEXT

Read Together

Reflect and Share

MY TURN Draw

Drawing should show Rena or Christopher and a character from another story.

Weekly Question
How does imagination make a place seem different?

44 Directions Tell students they read about characters who collect rocks together. Ask them to think of other characters they have read about. Have students respond to sources by drawing a picture of Rena or Christopher and a character from another story.

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Use the  **QUICK CHECK** on p. T67 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Good readers think about how characters in different books are alike and different. You can use what you remember about characters from one story to understand and enjoy the characters in another story.

ELL Targeted Support

Help students share information by talking about how Rena and Christopher are similar to and different from a character in another book.

Say a sentence about Rena and/or Christopher. Then ask students simple questions to compare them to the character in another book: *Rena and Christopher are children. Is the character in the other book a child?* **EMERGING**

Ask students questions that compare characters. Give sentence frames, as needed: *How are the characters alike? They are both ____.*

DEVELOPING

Provide sentence frames to compare the characters in each book. Have students identify whether there is a similarity or difference: *Rena is ____.* *The character in the other book is ____.* *This is [the same/different].* **EXPANDING**

Have students work with a partner to identify one thing that is the same about the characters and one thing that is different. Have them share their ideas with the rest of the group. **BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Remind students of the texts they have read: “Using Your Imagination,” *I Am*, and *Mission Accomplished!* Engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how using our imagination can make a place seem different. Remind them of how they have used the Academic Vocabulary words *special*, *move*, *map*, and *land* in discussing these texts.

On-Level and Advanced



INQUIRY

Organize Information and Communicate

Have students share with a partner what they learned during their inquiry about how people use their imaginations.

Critical Thinking Ask students how the stories relate to imagination. *How did the children use their imagination to change the place where they were? How do writers use their imagination?*

See *Extension Activities*, pp. 51–55, in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share what was similar and different about the characters of the different texts they have read.

Possible Conference Prompts

- How are the characters of different texts the same?
- How are the characters different?
- Do any of the characters remind you of someone else you know? Who?

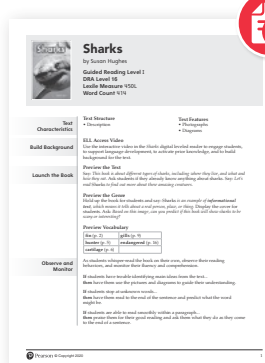
Possible Teaching Point Readers think about other texts they have read to make connections between characters.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on how to compare texts, especially focusing on how the characters are alike and different, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share connections they made to characters in other texts. Encourage students to describe how the relationships are similar.

Independent/Collaborative

Independent Reading



Students can

- reread and/or listen to the infographic “Using Your Imagination” with a partner.
- read a self-selected text.
- reread and/or listen to their leveled readers.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- write or draw pictures in their reader’s notebook in response to the Weekly Question.
- write or draw pictures to respond to the question posed in the infographic.
- play the myView games.

BOOK CLUB



See Book Club, pp. T458–T463, for

- a teacher’s summary of chapters in *A Trip to the Mountains*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

UNIT 1 WEEK 2

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

- FOUNDATIONAL SKILLS 20–30 min.
- SHARED READING 40–50 min.
- READING BRIDGE 5–10 min.
- SMALL GROUP 25–30 min.

WRITING WORKSHOP

- MINILESSON 10 min.
- INDEPENDENT WRITING 30–40 min.
- WRITING BRIDGE 5–10 min.

Learning Goals

- I can read realistic fiction.
- I can use words to tell about stories.
- I can draw or write.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T74–T75
 - » Phonological Awareness: Medial /a/
 - » Phonics: Introduce Aa
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Poem: Weekly Question T76–T77
- Listening Comprehension: Read Aloud: “Sasha’s New Home” T78–T79
- Realistic Fiction T80–T81
 - ☑ Quick Check T81

READING BRIDGE

- Academic Vocabulary: Synonyms/Antonyms T82–T83
- Handwriting: Backward Circles T82–T83

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T87
- Strategy, Intervention, and On-Level/Advanced Activities T86
- ELL Targeted Support T86
- Conferring T87

INDEPENDENT/COLLABORATIVE

- Independent Reading T87
- Literacy Activities T87

BOOK CLUB T87 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T328–T329
 - » Parts of a Book
 - » Share Back

INDEPENDENT WRITING

- Draw or Write T329
- Conferences T326

WRITING BRIDGE

- Language & Conventions: Spiral Review: Singular Nouns T330–T331

FLEXIBLE OPTION ↩

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T88–T89
 - » Phonics: Read and Write Words with Aa
 - ☑ Quick Check T89
 - » High-Frequency Words

SHARED READ

- Introduce the Text T90–T95
 - » Preview Vocabulary
 - » Print Awareness
 - » Read: *Too Many Places to Hide*
- Respond and Analyze T96–T97
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T97
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T101
- Strategy and Intervention Activities T98, T100
- Fluency T100
- ELL Targeted Support T98, T100
- Conferring T101

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T99
- Independent Reading T101
- Literacy Activities T101
- Partner Reading T101

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T332–T333
 - » Explore Parts of a Page
 - » Share Back

INDEPENDENT WRITING

- Draw or Write T333
- Conferences T326

WRITING BRIDGE

- Pre-Spelling: Concept Sort T334
- Language & Conventions: Oral Language: Singular Nouns T335

FLEXIBLE OPTION ↩

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T102–T103
 - » Phonological Awareness: Alliteration
 - » Phonics: Introduce Ss
 - » High-Frequency Words

CLOSE READ

- Describe Plot T104–T105
- Close Read: *Too Many Places to Hide*
 - ✔ **Quick Check** T105

READING BRIDGE

- Read Like a Writer, Write for a Reader: First-Person Text T106–T107
- Handwriting: Slanted Lines T106–T107

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T109
- Strategy and Intervention Activities T108
- ELL Targeted Support T108
- Conferring T109

INDEPENDENT/COLLABORATIVE

- Independent Reading T109
- Literacy Activities T109

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T336–T337
 - » Apply Parts of a Page
 - » Share Back

INDEPENDENT WRITING

- Draw or Write T337
- Conferences T326

WRITING BRIDGE

- Language & Conventions: Teach Singular Nouns T338–T339

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T110–T113
 - » Phonics: Read and Write Words with Ss
 - ✔ **Quick Check** T111
 - » Decodable Story: Read *Sam Sat* T112–T113

CLOSE READ

- Ask and Answer Questions T114–T115
- Close Read: *Too Many Places to Hide*
 - ✔ **Quick Check** T115

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T119
- Strategy and Intervention Activities T116, T118
- Fluency T118
- ELL Targeted Support T116, T118
- Conferring T119

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T117
- Independent Reading T119
- Literacy Activities T119

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T340–T341
 - » Explore Meet the Author
 - » Share Back

INDEPENDENT WRITING

- Draw or Write T341
- Conferences T326

WRITING BRIDGE

- Language & Conventions: Practice Singular Nouns T342–T343

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T120–T121
 - » Phonological Awareness: Blend and Segment Onset and Rime
 - » Phonics: Review Short a and Ss
 - » High-Frequency Words

COMPARE TEXTS

- Reflect and Share T122–T123
 - » Talk About It
 - ✔ **Quick Check** T123
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T125
- Strategy, Intervention, and On-Level/Advanced Activities T124
- ELL Targeted Support T124
- Conferring T125

INDEPENDENT/COLLABORATIVE

- Independent Reading T125
- Literacy Activities T125

BOOK CLUB T125 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T344
 - » Apply Meet the Author
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T344–T345 **SEL**
- Conferences T326

WRITING BRIDGE

- **FLEXIBLE OPTION**
 - Language & Conventions: Standards Practice T346–T347

WEEK 2 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
 Listen actively and take appropriate notes on the speaker's presentation.
 Analyze and evaluate primary sources and secondary sources for bias, credibility, and relevance.
 Apply listening strategies to understand spoken language.

ELL Language Reader
 Complete Read Aloud on the Spanish language version in the unit of the story.

START-UP
READ-ALOUD ROUTINE
Purpose: Have students listen actively for the problem and how it is solved.
READ: the entire text aloud without stopping for the Think Aloud callouts.
REPEAT: the text aloud, pausing to model Think Aloud strategies related to the genre.

THINK ALOUD: Analyze
 Realistic Fiction After you finish the first paragraph, ask: "How do you think the family feels about moving to the new school? How do you think the family feels about moving to the new school?"

Sasha's New Home
 Sasha was not happy that her family had just moved. She didn't want to go to a new school. She was worried about finding friends to roller skate with.
 "What are we going to do?" she asked her sister Sharon.
 "About what?" Sharon replied.
 "Moving! How are we going to make friends?" asked Sasha.
 Sharon shrugged her shoulders. She had no problem talking to new people. Sasha wished she could be more like her sister.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

SWF
 Interactive Read Aloud
 • Analyze students' comprehension.
 • Analyze students' reading development.
 • Provide an opportunity to model fluency and expressive reading.
 • Foster a love and enjoyment of reading.

PLANNING
 • Select a book from the Read Aloud Trade Book Library or the school or classroom library.
 • Identify the key idea of the story.
 • Determine the Teaching Point.
 • Write open-ended questions and model Think Aloud on sticky notes and place them at the points where you plan to stop to think aloud.
 • Record the story's title, author, illustrator, and genre.
 • Read the story to yourself or aloud.
 • Create your own graphic and/or visual support necessary for understanding.
 • Check for vocabulary material for understanding.

BEFORE READING
 • Show the cover of the book to introduce the title, author, illustrator, and genre.
 • Read the story to yourself or aloud.
 • Read with expression to draw in listeners.
 • Ask questions to guide the discussion and draw attention to the teaching point.
 • Use Think Alouds to model strategies skilled readers use to monitor comprehension and construct meaning from text.
 • Use sticky notes to capture questions for your own explanation, how they have been resolved in the past, or the work.

DURING READING
 • You can choose to do a first reading so students get the gist of the story and apply Think Alouds and open-ended questioning for a second time over the text.
 • Read with expression to draw in listeners.
 • Ask questions to guide the discussion and draw attention to the teaching point.
 • Use Think Alouds to model strategies skilled readers use to monitor comprehension and construct meaning from text.
 • Use sticky notes to capture questions for your own explanation, how they have been resolved in the past, or the work.

AFTER READING
 • Summarize and allow students to share thoughts about the story.
 • Student answer comprehension by writing the main or big idea of the story.
 • Create and assign a Student Response Form available on Realize.com.



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD
 "Sasha's New Home"



SHARED READ
 Too Many Places to Hide

BOOK CLUB

Titles related to Spotlight Genre and Theme: T464-T467

Mentor STACK

Writing Workshop T325



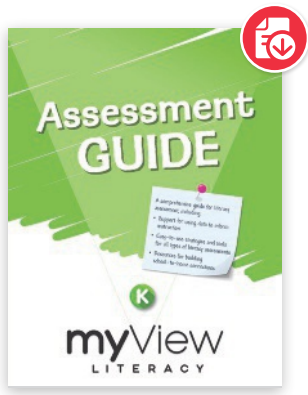
LITERACY STATIONS



SCOUT

Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com



ASSESSMENT GUIDE

Word Work

OBJECTIVES

Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Alphabet Card

FOUNDATIONAL SKILLS EXTENSION

See p. T95 for a short a extension activity that can be used as the text is read on Days 2 and 3.

Phonological Awareness: Medial /a/

FOCUS AND MODEL Tell students that today they will learn a new sound. Listen carefully as I say the sound: /a/ /a/ /a/. When you make the sound /a/, feel where your tongue and jaw are. Your tongue and jaw should be down.

SEE AND SAY Have students turn to p. 54 in the *Student Interactive*. Tell them that they will be circling the pictures that have the sound /a/ in the middle. Point to the picture of the sack. Listen to the sounds as I say this word: /s/ /a/ /k/. Does sack have the sound /a/ in the middle? Yes, it does: /s/ /a/ /k/. Let's circle the sack. Name each picture on p. 54 with students. Then have them circle the pictures with the middle sound /a/.

Phonics: Introduce Aa

Minilesson

FOCUS Hold up Alphabet Card Aa. Have students say *astronaut* with you. Let's say the sound at the beginning of the word: /a/ /a/ /a/. The sound /a/ is spelled with the letter a. Point to the letters Aa on the Alphabet Card.

MODEL AND PRACTICE Write the letters A and a on the board and have students trace the letters in the air with their fingers. Tell them that you will say a group of words. Direct students to clap when they hear a word with the middle sound /a/. Use the following words: *map, tap, mom, top, mat, sat, rice, ran, had*.

APPLY MyTURN Have students turn to p. 55 in the *Student Interactive*. Point to the letter a and tell me the sound it makes. Now we will circle each picture that has the sound /a/. Say the word *bag*, emphasizing the sound /a/. Does this word have the sound /a/? Yes, it does, so we will circle it. Tell students to complete the activity, circling the pictures that have the sound /a/ and tracing the letters Aa on the lines by each picture they circled.

If students need additional practice with letter recognition, use the Letter Recognition Unit on SavvasRealize.com or on pp. xvii–xlili in this Teacher's Edition. The unit includes instruction, activities, and student practice sheets.

ELL Targeted Support Practice with the Sound /a/ Tell students they have learned the sound /a/. Tell them that the sound /a/ can be heard in the middle of some words. Display the following Picture Cards: *bat, fan, yak*. Say the words aloud, emphasizing the /a/ sound, and have students repeat after you.

Display the *bat* Picture Card. Tell students to listen carefully as you say the sounds in the word: /b/ /a/ /t/. Then tell students that you will say the sounds again. Ask them to raise their hands when they hear the sound /a/. Continue with the *fan* and *yak* Picture Cards. **EMERGING**

Display the *fox* and *cat* Picture Cards. Say the words aloud and have students repeat after you. Then tell students to listen carefully as you say the words again. Ask them to say the word that has the sound /a/ in the middle. Continue with the following Picture Cards: *man, rug; crab, sled; red, black*. **DEVELOPING**

Display the following Picture Cards: *black, sun, van, wig, jet, jam, pan, map*. Name the pictures and have students repeat after you. Then show the pictures one at a time. Ask students to name each picture and tell you if the word has the sound /a/ in the middle. Place picture words with the sound /a/ on one side of the board and picture words with other vowel sounds on the other side of the board. **EXPANDING/BRIDGING**

HIGH-FREQUENCY WORDS

Display the high-frequency words *like, to, and a*.

- Point to the word *like* and read it.
- Have students identify the word *like* by pointing to it, and then have them read it.
- Repeat for *to* and *a*.

like

to

a

STUDENT INTERACTIVE, pp. 54–55

PHONOLOGICAL AWARENESS | PHONICS

FOUNDATIONAL SKILLS

Middle Sounds

SEE and SAY Circle



Tell students that images represent sack, cap, bug, pan.



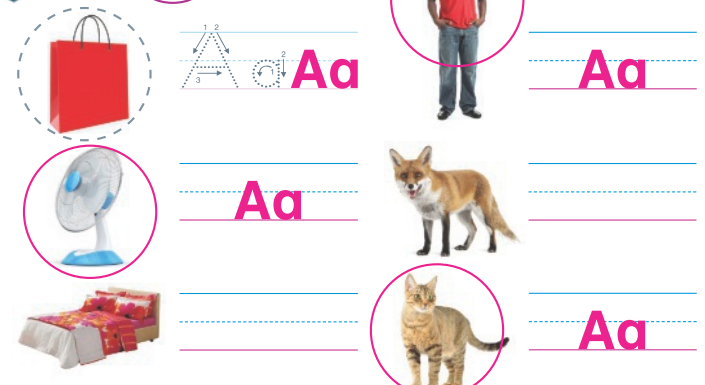
Tell students that images represent bat, six, van, dog.

54

Directions Model: Listen to the sounds in *sack*: /s/ /a/ /k/. *Sack* has the sound /a/ in the middle. Have students say the sounds in each picture word and circle the ones with /a/ in the middle.

Short a Spelled a

MY TURN Circle



Tell students that images represent bag, fan, bed, man, fox, cat.

Directions Tell students that the letter *a* can make the sound /a/. Model how to form the letters *A* and *a*. Then say: You will see the letter *a* in many words that have the short *a* sound. Point to the letter *a* and tell me the sound it makes. Now say each picture word and circle the pictures that have the short *a* sound in the middle. Write the letters *Aa* next to the pictures that have the short *a* sound.

55

Interact with Sources

OBJECTIVE

Interact with sources in meaningful ways such as illustrating or writing.

ACADEMIC VOCABULARY

Language of Ideas The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the poem, ask: [What makes a place special?](#) [What is it like to move to a new place?](#)

- special
- map
- move
- land



myView Songs and Poems Big Book

See the *Songs and Poems Big Book* for selections that relate to the unit's theme.

Explore the Poem

Remind students of the Unit Essential Question: *What makes a place special?* Then introduce them to the Weekly Question: *What is exciting about moving to a new place?* Tell them that a new place is somewhere that we have not been to before. A place can be special because it is new and exciting.

Have students follow along as you turn and point to the poem on p. 52 of the *Student Interactive*. Explain that moving to a new place can be exciting because you get to experience new things. Then read the poem “A New Place.”

- Ask students how the author feels about moving to a new place.
- Have students explain what the map and pictures show about moving to a new place.
- Have students tell about how they would feel about moving to a new place.

Encourage students to ask questions about the poem to clarify anything they do not understand.

TURN, TALK, AND SHARE Have students interact with sources by using the pictures and text on pp. 52–53 to talk about moving to a new place.

WEEKLY QUESTION Point out the Week 2 question: *What is exciting about moving to a new place?* Tell students that they just read about some of the fun experiences people can have when they move. Moving can include making new friends and going to new places. Ask students to think about the weekly question, and tell them that over the week they will have more chances to think about moving to new places.



EXPERT'S VIEW Ernest Morrell, University of Notre Dame

“Engagement is not about having fun things for kids to do. It's about finding a space inside of kids that really connects them with learning. It is all about belonging. Students are engaged when they feel that they are part of a community and when they see that their interests and opinions are valued. When students understand that their views or their perspectives are valued, it increases their confidence for learning and increases their engagement.”

See SavvasRealize.com for more professional development on research-based best practices.

ELL Targeted Support Listening Comprehension Use the following activities to help ELLs demonstrate their listening comprehension about the poem “A New Place.”

Say the word *pack* to students. Have them repeat it. Then ask students what they picture for the first line of the poem, “I pack my toys and books.” Have them respond to your question by gesturing or pantomiming packing a bag. **EMERGING**

Say the words *pack*, *space*, and *place*. Ask students what they picture for each word. Then have students draw what they picture either for packing to move to a new place or arriving at a new place with lots of space. **DEVELOPING**

Have students find partners, and then ask the following questions, pausing after each one to allow partners to discuss each one: *Have you ever moved to a new place? Would you want to move to a new place? What new place would you want to move to? What does it look like?* Have partners engage in discussion of the poem’s subject matter. **EXPANDING**

Have students find partners and prompt them to discuss moving to new places. Listen in on students’ conversations and offer guidance as needed. **BRIDGING**

STUDENT INTERACTIVE, pp. 52-53

WEEKLY LAUNCH: POEM
WEEK 2

A New Place

I pack my toys and books.
Look at all that space!
I wonder what it will be like
To live in a new place.




Read Together
Weekly Question

What is exciting about moving to a new place?

We pull up on the street,
And look at what we see!
Boys and girls are playing.
Will they be friends with me?




TURN and TALK
Talk about the poem.

What did you learn about moving to a new place?

Directions Read the poem to students. Then have them interact with the source by discussing how the author feels about moving to a new place and why. Ask students to tell what they learned about moving to a new place.

52
53

Listening Comprehension

OBJECTIVES


Listen actively and ask questions to understand information.

Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

ELL Language Transfer

Cognates Point out the Spanish cognates that relate to the plot of the story.

- problem : *problema*
- resolution : *resolución*
- story : *historia*
- event : *evento*

 **THINK ALOUD** Analyze **Realistic Fiction** After you reread the first paragraph, say, *These sentences say that Sasha is not happy that her family moved. It looks like the problem of the story is that she is worried about finding friends to roller skate with.*

Read Aloud

Tell students that they will listen to a realistic fiction story. Realistic fiction is a made-up story that could really happen. Stories have a problem, and the problem is usually solved by the end of the story. When a problem in a story is solved, it is called a resolution. Have students listen as you read aloud the realistic fiction story. Encourage students to be active listeners by looking at you and thinking about what you are saying as you read aloud.

START-UP

READ-ALOUD ROUTINE

Purpose Have students listen actively for the problem and how it is solved (the resolution).

READ the entire text aloud without stopping for the Think Aloud callouts.

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre.

Sasha's New Home

Sasha was not happy that her family had just moved. She didn't want to go to a new school. She was worried about finding friends to roller skate with.

"What are we going to do?" she asked her sister Sharon.

"About what?" Sharon replied.

"Moving! How are we going to make friends?" asked Sasha.

Sharon shrugged her shoulders. She had no problem talking to new people. Sasha wished she could be more like her sister.



“Sasha’s New Home,” continued

Sasha’s mom wanted to help her feel better about making friends.

“Sasha, I went to a neighborhood meeting,” her mom said. “They talked about activities they have.”

“Like what?” Sasha asked.

“They have a roller skating night at a roller rink!” her mom said.

Sasha was very excited. She went to the next roller skating night and had a lot of fun. She was happy that her mom found out about it! She knew she would soon make new friends.

THINK ALOUD

Analyze Realistic Fiction After you reread these paragraphs say, *At the beginning of the story, Sasha had a problem. She was sad about moving because she wouldn’t have any friends to roller skate with. These paragraphs say that Sasha found some friends to roller skate with. This must be the end, or the resolution, of the story. Sasha’s problem is solved.*

WRAP-UP

Plot

Problem:

Resolution:

Use the chart to help students identify the problem at the beginning and the resolution at the end of the story.

ELL Targeted Support Plot Development Draw three boxes to serve as story frames.

Have students describe their drawings in each story frame, encouraging them to use the words *beginning*, *middle*, and *end* in their responses. **EMERGING/DEVELOPING**

FLEXIBLE OPTION INTERACTIVE Trade Book Read Aloud

Conduct an interactive read aloud of a full-length trade book.

- Choose a book from the *Read Aloud Trade Book Library* or the school or classroom library.
- Select an **INTERACTIVE Read Aloud Lesson Plan Guide** and **Student Response** available on SavvasRealize.com.
- Preview the book you select for appropriateness for your students.





SPOTLIGHT ON GENRE

Realistic Fiction

LEARNING GOAL

I can read realistic fiction.

OBJECTIVE

Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.

LANGUAGE OF THE GENRE

As you review the Anchor Chart, check that students understand problem, events, and resolution in realistic fiction.

- What is a problem?
- What are events?
- What is a resolution?

FLEXIBLE OPTION

Continue to add to your Realistic Fiction Anchor chart.

- Add problem, events, and resolution.
- Ask students to tell you the definition of plot.
- Discuss with students the importance of events in a story.

Minilesson

FOCUS ON STRATEGIES Tell students that realistic fiction has a plot, or the events in a story.

- Every story has a problem, or something that needs to be fixed. The events in a story usually work toward fixing the problem.
- Stories have made-up events, or things that happen during the story.
- The resolution is how the problem is fixed. It usually happens near the end of the story.

Readers look for the problem, events, and resolution in a story. Knowing them helps a reader better understand a story.

MODEL AND PRACTICE Have students turn to p. 66 of the *Student Interactive*. Read aloud the line of text. Say: *When I read, I will think about the problem that a character needs to solve and how it is solved. In the first picture, there are toys all over. This is a problem that the character, a girl, needs to solve. The second picture shows the resolution, or how the problem was solved. It shows all of the toys put in the toy box. The girl cleaned up her toys.* Read the Anchor Chart on p. 67 together.

ELL Targeted Support Elements of a Plot Describe aloud as you point to what you see in each picture. Then write and say, *Problem: The toys are outside of the toy box.* on an index card and *Resolution: The toys are inside the toy box.* on another. Support students to help you match each sentence card with the correct picture. For Developing students, have students work in pairs to match the correct sentence card and picture. **EMERGING/DEVELOPING**

Pair students. Have one student tell about the problem picture, and the other student tell about the resolution picture. For Bridging students, challenge pairs to also narrate the problem and resolution in the Anchor Chart on p. 67. For both levels, conclude by having students share responses in front of classmates. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for identifying the problem and resolution in realistic fiction.

OPTION 1 TURN, TALK, AND SHARE Have students turn and talk with a partner about the problem and resolution shown in the pictures on p. 66 in the *Student Interactive*. Students should use the words *problem* and *resolution* in their discussions.

OPTION 2 Independent Activity Have students look at and read realistic fiction texts during independent reading. Have them put sticky notes on the pages that tell about the problem and the resolution in the text.

QUICK CHECK

Notice and Assess Can students identify the characteristics of realistic fiction?

Decide

- **If students struggle**, revisit instruction for identifying realistic fiction in Small Group on pp. T86–T87.
- **If students show understanding**, extend instruction for identifying realistic fiction in Small Group on pp. T86–T87.

STUDENT INTERACTIVE, pp. 66–67



GENRE: REALISTIC FICTION Read Together READING WORKSHOP

My Learning Goal I can read realistic fiction.

SPOTLIGHT ON GENRE Read Together

Realistic Fiction

The **plot** is what happens in a story.

Problem	Resolution
	

TURN and TALK Talk about the problem and the resolution. What did the girl do?

Directions Read the information and remind students that a story has main events, or events that happen at the beginning, middle, and end. Say: A story also has a problem, or something that needs to be fixed, and a resolution, or how the problem is fixed. Have students describe the problem and resolution in the pictures.

66

Realistic Fiction Anchor Chart Read Together

Problem **Resolution**

The pictures and words in a story tell what happens.

67

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Academic Vocabulary

LEARNING GOAL

I can make and use words to read and draw or write realistic fiction.

OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.

ELL Language Transfer

Cognates Help Spanish speakers use knowledge of their native language to help them understand the concept of antonyms. Point out the following cognates:

- opposite : *opuesto*
- similar : *similar*

Synonyms and Antonyms

Minilesson

FOCUS ON STRATEGIES Explain that synonyms are words that mean the same thing, and antonyms are words that mean the opposite. Guide students to use these strategies to decide if two words are synonyms or antonyms.

- Read the first word. What does it mean?
- Read the second word. What does it mean?
- Ask yourself if the words' meanings are the same or different.

MODEL AND PRACTICE Model an example. Say *big*, and ask students to say a word that means the same thing. (*large*) Say *big* again, and ask students to say a word that has the opposite meaning. (*small*)

Explain that students may know that *move* means “to go from one place to another.” Tell them the word *move* here means “to go to a new home.” Model finding synonyms and antonyms for the word *move* on p. 83. *These people are holding boxes. They are moving to a new house. This means they are going somewhere else to live. I need to think of a word that means the same as move and the opposite of move.* Read aloud the words by the picture.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

Backward Circles

FOCUS Show students the alphabet. Point out letters with straight lines with which they are familiar. *Some letters have straight lines, but other letters have curved lines.* Point out letters with curved lines with which students are familiar. *The letter Cc has a curved line. To write letters correctly, you need to be able to write both straight and curved lines.*

MODEL Write the name Carl on the board. Point to the uppercase C. *This is uppercase C. We use uppercase letters to begin sentences and names. Watch as I trace the uppercase C. I start at the top, curve down backwards, and then curve up.* Show students where to begin the letter and how to circle around. Have students trace uppercase C in the air. Then repeat with lowercase c.



ASSESS UNDERSTANDING

Apply

My TURN Have students work independently or with a partner to circle the word that means the same as *move* and underline the word that has the opposite meaning.

STUDENT INTERACTIVE, p. 83

VOCABULARY **Read Together** READING-WRITING BRIDGE


I can use words to tell about stories. **My Learning Goal**

Academic Vocabulary

map move land special

MY TURN Circle and underline

move leave stay



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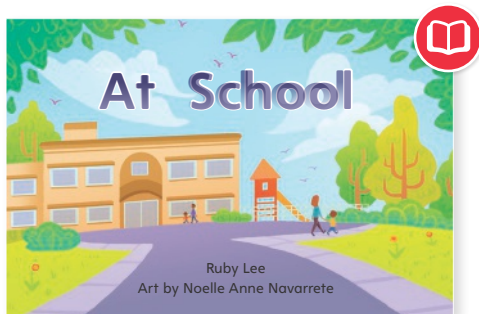
Directions Read the words to students. Ask them to circle the word that has a similar meaning to the word *move*. Have them underline the word that has the opposite meaning.

83

PRACTICE Provide students with trays of sand and have them practice making Cc. Remind them to start at the top and curve around backwards.

Matching Texts to Learning

To select other texts that match your instructional focus and your groups' instructional range, use the **Leveled Reader Search** functionality on SavvasRealize.com.



LEVEL A

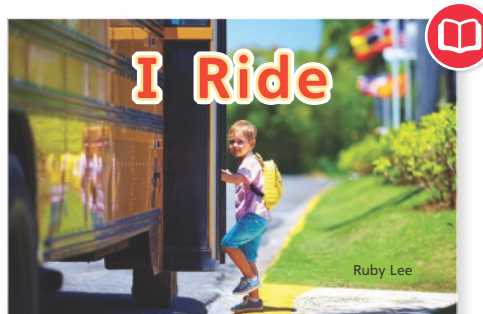
Genre Realistic Fiction

Text Elements

- Familiar content
- Simple sentences

Text Structure

- Repetitive Structure



LEVEL A

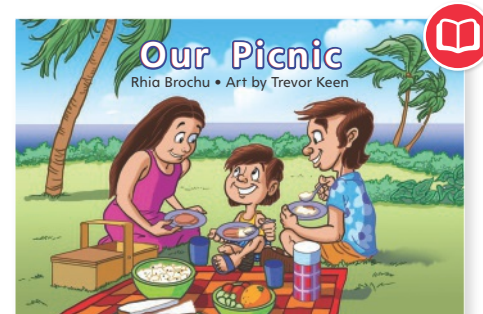
Genre Narrative Nonfiction

Text Elements

- Simple sentences
- One line of text per page

Text Structure

- Simple Factual



LEVEL A

Genre Narrative

Text Elements

- Simple sentences
- Familiar content

Text Structure

- Repetitive Structure

Guided Reading Instruction Prompts

To support the instruction in this week's minilessons, use these prompts.

Identify Realistic Fiction

- What is the problem in this story?
- How do the characters solve the problem?
- What are the main events in the story? Are these things that could happen in real life?
- Is this story realistic fiction? How do you know?

Develop Vocabulary

- Which words are important for you to understand the story?
- Are there any photographs or illustrations that help you understand what a word means?
- What does the word ____ tell you about the story?
- How does the word ____ help you better understand the story?

Describe Plot

- What event begins the plot?
- What problem do the characters have?
- What happens at the end of the story? How do the characters fix the problem?
- What are the most important events in the story?



LEVEL B

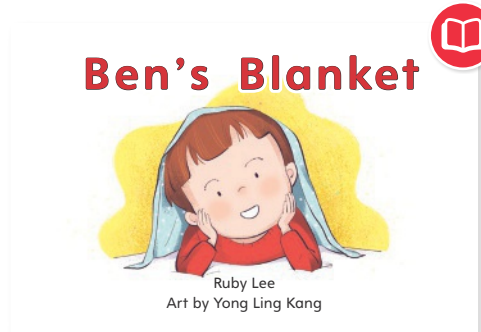
Genre Narrative

Text Elements

- Text and illustrations
- Simple sentences

Text Structure

- Repetitive Structure



LEVEL C

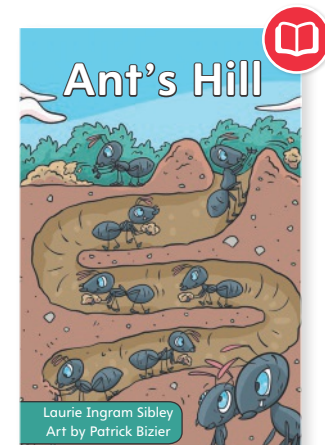
Genre Realistic Fiction

Text Elements

- Familiar content
- Prepositional phrases

Text Structure

- Repetitive Structure



LEVEL D

Genre Animal Fantasy

Text Elements

- Four lines of text per page
- Simple dialogue

Text Structure

- Repetitive Structure

Ask and Answer Questions

- What is a question you could ask before reading the story?
- What is a question you could ask while reading the story?
- What is a question you could ask after reading the story?
- How do these questions help you understand the text?

Compare Texts

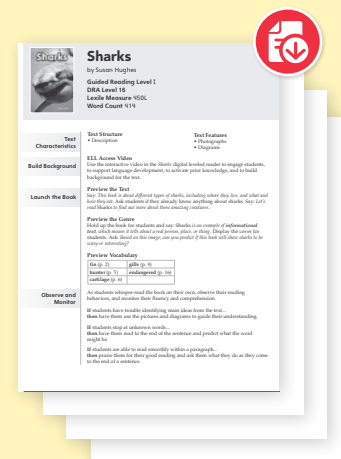
- How are the events in the stories similar?
- How are the characters in the stories similar?
- How are the stories different?

Word Work

For Possible Teaching Points, see the *Leveled Reader Teacher's Guide*.

Leveled Reader Teacher's Guide

For full lesson plans for these and other leveled readers, go to SavvasRealize.com.



Use the  **QUICK CHECK** on p. T81 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY REALISTIC FICTION

Teaching Point Today I want to remind you that realistic fiction often starts with a problem that the characters need to solve. The rest of the story is about how this problem is solved.

Reread a story with the class and help students identify the problem and resolution.

ELL Targeted Support

Help students use the learning technique of drawing to determine the problem and resolution in “Sasha’s New Home.”

Ask some students to draw a picture showing the problem, while others draw to show the resolution, or how the problem is solved. Have the rest of the class determine if a picture shows the problem or resolution. Then have each student share his/her picture as the other students determine if it shows the problem or the resolution. **EMERGING**

Have students draw and use the following sentence frames to identify the problem and resolution: *At the beginning, ____.* *At the end, ____.* **DEVELOPING**

Have students talk to a partner about the problem and resolution in this story. Then have them draw a picture of the resolution. **EXPANDING**

Have partners discuss the problem and how it is solved. Then have them discuss and draw another problem that Sasha might have faced.

BRIDGING



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



FICTION

Use Lesson 39 in the *myFocus Intervention Teacher’s Guide* for instruction on recognizing the characteristics of a fiction story.

LEVEL A • READ

Lesson 39 Genre: Fiction

DIRECTIONS Follow along as your teacher reads “A Good Catch” and “At the Game.” Look at the pictures.

A Good Catch

Early one morning, Chad and Mom stepped from the dock onto the fishing boat. “Welcome aboard,” said Captain Joe.

Captain Joe piloted the boat over to a bay. “Lots of fish here,” he said. “There should be a good catch.” Just then the wind almost blew Chad’s hat off.

“Hold on!” smiled Captain Joe.

“Don’t be like me. I lost my favorite hat yesterday. The wind tossed it right into the bay.”


By midmorning, Mom had caught three fish. Chad just came up empty. Then it was time to return to shore.

Reluctantly, Chad reeled in. He felt something a little heavy. “I got one!” he cried.

But no, he hadn’t. It was a hat, a bright blue hat.

Captain Joe laughed and held the hat up.

“Good catch! That’s the hat I lost yesterday!”



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On-Level and Advanced



INQUIRY

Question and Investigate Have students talk with a partner about what they think it would be like if their families moved. Then have partners think about a place they would want to move to. Work with students to learn more about this place. See *Extension Activities* pp. 51–55 in the *Resource Download Center*.

Conferring

3 students / 3-4 minutes
per conference

IDENTIFY REALISTIC FICTION

Talk About Independent Reading Ask students to explain the problem and the resolution in the book they are reading, using the sticky notes they placed on the pages.

Possible Conference Prompts

- What is the problem in the story?
- What happens in the story?
- How is the problem solved?

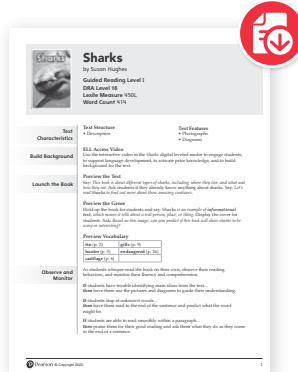
Possible Teaching Point Readers look for the problem in a story. Usually, the main character has a problem that needs to be solved. If you cannot figure out the problem, you can ask yourself, *What does the main character need to do?*

Leveled Readers



IDENTIFY REALISTIC FICTION

- For suggested titles, see “Matching Texts to Learning,” pp. T84–T85.
- For instructional support on how to identify the problem and solution in a book, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share what the problem and resolution are in the realistic fiction books they are reading. Ask them to share how they figured out the problem and resolution.

Independent/Collaborative

Independent Reading



Students can

- read or listen to a previously read realistic fiction book.
- read a self-selected trade book.
- read their Book Club text.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- write about their reading in a reading notebook.
- refer to the Anchor Chart on p. 67 of the *Student Interactive* and tell a partner about the problem and resolution in a story they are reading.
- play the myView games.

BOOK CLUB



See Book Club, pp. T464–T467, for

- ideas for guiding Book Club.
- suggested texts to support the unit genre.
- support for the groups’ collaboration.
- facilitating use of the trade book *A Trip to the Mountains*.

Word Work

OBJECTIVES

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Card

ELL Language Transfer

The letter *a* exists in many languages, but it may sound different. To help students understand the different sounds that can be used for similar translations, point out words in students' home languages that have the letter *a*. For example, these words for *cat* do not have the sound /a/: *gato* (Spanish and Portuguese), *chat* (French), and *Katze* (German).

Phonics: Read and Write Words with Aa

Minilesson

FOCUS Hold up the *ant* Picture Card and tell students that it is a picture of an ant. *This is an ant. I hear the sound /a/ at the beginning of ant. Say the sound /a/ with me.*

Turn over the card and show students the spelling of the word. Point to the *a* and say /a/. *What letter makes the sound /a/?* Have students identify the letter *a*. Then have students write the letters *Aa* in the air as you lead them.

MODEL AND PRACTICE Write the word *mat* on the board. *Listen carefully as I read the word: /m/ /a/ /t/, mat. Do you see any of the letters you have learned already?* Have a volunteer identify the letters *m*, *a*, and *t*. *What sounds do these letters make?* Students should identify the sounds /m/, /a/, and /t/. Repeat with the name *Tam*.

ELL Targeted Support Short a Tell students that being able to connect letters and sounds will help them read English words. Write the letters *Aa* on the board and point to the letters as you say the sound /a/. Have students repeat the sound after you.

Write the following letters on the board: *M, a, T, A, t, A, m, a*. Point to each letter and say the sound for the letter. Have students repeat each sound after you. Ask them to raise their hands when they hear the sound /a/ spelled *a*. **EMERGING**

Ask students to write the letters *Aa* on a note card. Tell them to listen carefully as you say some words aloud. When they hear the sound /a/, they should hold up the letters *Aa*. Say the following words: *bat, can, tip, sip, fan, pet, cat*. **DEVELOPING**



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 My TURN Have students complete p. 56 in the *Student Interactive*.

OPTION 2 Independent Activity Have students write the letters Aa on a self-stick note. Then have them work with a partner to find and name classroom objects. Partners should use their self-stick notes to label two objects they find with the sound /a/.

QUICK CHECK

Notice and Assess Can students write Aa?

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T98–T99.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T98–T99.

HIGH-FREQUENCY WORDS

Tell students that high-frequency words are words that they will hear and see over and over in texts. Write and read the words *like*, *to*, and *a*. Have students


- read each word.
- spell each word, hopping as they say each letter.


STUDENT INTERACTIVE, p. 56


PHONICS | PHONOLOGICAL AWARENESS

Short a Spelled a

MY TURN Write

 map Possible response: ma

 mat Possible response: mat

 bat Possible response: at

56 Directions Have students trace the letter a in each word. Then ask them to identify and say the sounds for the letters they know in each word and write the letters on the lines. Finally, have students use the picture to identify and say each word.

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ADDITIONAL PRACTICE

For additional student practice with short a words, have students complete *Phonics* p. 3 from the *Resource Download Center*.

FOUNDATIONAL SK



Read Together

Name _____

Phonics

Short Aa

MY TURN Circle and write

  Tell students that images represent bat, apple, rabbit, pencil, pan, baby.

Aa Aa

Aa Aa

Directions Model the sound of the short a by saying the words mask and ham. Then say the word for each picture and direct students to circle each picture that has the short a sound. After they have identified the words, have them write the letters Aa under each circled picture.

Grade K, Unit 1, Week 2

3

Phonics, p. 3

Introduce the Text



OBJECTIVES

Hold a book right side up, turn pages correctly, and know that reading moves from top to bottom and left to right with return sweep.

Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.

Describe relationships between illustrations and the story in which they appear.

Shared Read Plan

First Read Read the text. Pause to discuss the First Read notes with students.

Close Read Use the Close Read notes to guide your instruction for Lessons 3 and 4.

Preview Vocabulary

- Introduce the words *crawls*, *peeks*, *unpacks*, and *plunks* on p. 68 in the *Student Interactive*. Explain the meaning of each word.
- Prompt students to share what they already know about the words. Ask questions such as: *Have you peeked at a book to see what will happen later? Do you unpack before or after a trip? Can you think of an animal that crawls? How is crawling different from walking? Act out the words with me.*
- *These words will help us understand the story Too Many Places to Hide.*

Print Awareness

Have students pull out their *Student Interactive*. After modeling, have students demonstrate print awareness by holding their book right side up. Then model how to turn the pages as students follow along. Remind them to turn the pages in a correct order without skipping.

Read

Have students generate questions about the text with adult assistance before reading to gain new information. Then discuss the First Read Strategies. In this first read, encourage students to read for understanding and enjoyment. After students complete the First Read ask: *What questions did you have while reading? What questions do you have after reading?*

FIRST READ STRATEGIES

READ Encourage students to read or listen as you read the text. During the first reading, students should work to understand what the text is about.

LOOK Remind students to look at the pictures to help them understand the text.

ASK Have students generate, or ask, questions to deepen understanding.

TALK Guide students to talk to a partner about the text.

Help students read the whole text independently, in pairs, or as a whole class. Use the First Read notes to help students connect with the text and to monitor comprehension.



ELL Targeted Support Vocabulary Provide students with extra language practice for the vocabulary words on p. 68: *crawls, peeks, unpacks, plunks*.

Write a vocabulary word on the board, and then act it out. Have students repeat the word and act it out. Repeat for each word. If necessary, draw or provide an image next to each written word to help students remember the word meanings. **EMERGING**

Display each of the four vocabulary words and read each one aloud. Have students repeat each word after you. Then act out the words, and have students match the correct vocabulary term to your actions. **DEVELOPING**

Partner students and assign each team one vocabulary word to act out for the class to guess. For Bridging students, have teams rehearse acting out all four words. Pair up two teams and have them take turns acting out and guessing each word.

EXPANDING/BRIDGING

STUDENT INTERACTIVE, pp. 68–69

VOCABULARY Read Together

Too Many Places to Hide

Preview Vocabulary

crawls	peeks	unpacks	plunks
--------	-------	---------	--------

Read
What questions do you have about this story?

Meet the Author

Antonio Sacre writes books, tells stories, and reads all the time. He has a cat that hides in his sock drawer.

Directions Say: You can ask questions about a story before you read it. Asking and answering questions before, during, and after reading can help you better understand a story and get information. Encourage students to look at the illustration on the title page and ask questions about the story before reading.

Too Many Places to Hide
Hide
written by Antonio Sacre ■ illustrated by Jaime Kim

AUDIO
Audio with Highlighting

ANNOTATE

69

STUDENT INTERACTIVE, pp. 70-71



We just moved from the city.
Boxes are everywhere,
and Poof is gone!

70



CLOSE READ



What is the problem? Underline the words that name the problem.

Dad said he saw her
in the kitchen earlier.
Poof is not there now!

71

First Read

Ask

THINK ALOUD If I ask myself questions before I read, they can help me pay attention as I read. I see that the title is *Too Many Places to Hide*. This makes me wonder: “Who is hiding? Why is this character hiding?” As I read, I will see if I can find the answers to these questions in the words and the illustrations.

Possible Teaching Point



Read Like a Writer | Analyze First-Person Text

Tell students that first-person text is when someone tells a story about himself or herself. They write using the words *I*, *me*, *we*, or *our*. Ask students to experience first-person text by pointing to the word on p. 70 that shows that a character is telling about herself and her family. (*We*)



Possible Teaching Point



Language & Conventions | Singular Nouns

Use the lesson on pp. T338–T339 to teach students about singular nouns. Ask them to identify on p. 70 the singular noun that is a place (*city*). Also point out the word that names more than one thing (*boxes*). Point out that the noun *Poof* is the name of an animal.

Foundational Skills Extension

High-Frequency Words

Ask students to point to the word *to* on p. 72. Ask them to spell the word and then read it.

Close Read



Describe Plot

Remind students that stories have a problem that the characters must solve. Ask: **What is the problem in this story?** Have students underline the words that describe the problem. Provide assistance as necessary.

DOK 2

OBJECTIVE

Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.

STUDENT INTERACTIVE, pp. 74-75



peeks looks quickly at someone or something

Mom helps me look.
She peeks under the couch.
No Poof.

74



plunks sets down hard
unpacks takes things out of a container

Mateo unpacks bowls.
Dad plunks down cat food.
I have an idea!

CLOSE READ What questions can you ask about what happens on these pages? Highlight the words that answer the questions.

75

First Read

Talk

THINK ALOUD When we talk about what we're reading, it can help us better understand it. This story reminds me of a time when I went on vacation and brought my cat Ovi. He disappeared. I looked everywhere, but I couldn't find him. He finally came out of his hiding place when he got hungry. Talking about my story can help us better understand this story.

Possible Teaching Point

Vocabulary | Antonyms

Use the Academic Vocabulary lesson on pp. T82-T83 to teach about antonyms. Point out this sentence: "She peeks under the couch." Ask students to tell you a word that means the opposite of *under*. (*over*) Use gestures to reinforce the meaning of these words.



Foundational Skills Extension

Short Aa (/a/)

Remind students that the letter *a* can make the sound /a/ in the middle of a word. Ask students to find two words on p. 76 that have the sound /a/. Point out that *Dad* and *cat* have the sound /a/. Point out that *hands* also has the /a/ sound.

Close Read

Ask and Answer Questions

After reading pp. 74–75, have students think of a question they could ask about the story. Then have them highlight the words that answer the question. **DOK 3**

Describe Plot

Read aloud the Close Read note on p. 77. **The resolution is how a problem is fixed, or solved. The problem is that Poof is missing. What part of the story describes how this is solved?** Guide students to underline the resolution. **DOK 2**

OBJECTIVE

Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.

Respond and Analyze



OBJECTIVES

Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Use text evidence to support an appropriate response.

Interact with sources in meaningful ways such as illustrating or writing.

Respond using newly acquired vocabulary as appropriate.

My View

Use these suggestions to prompt students' initial responses to reading *Too Many Places to Hide*.

- **Retell** Tell a partner about the part of the story you enjoyed the most.
- **Illustrate Events** Have students draw either the problem or the resolution of the story. Then have partners discuss how their drawings illustrate the events.

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors choose words carefully. The words *unpacks*, *plunks*, *peeks*, and *crawls* can be used to talk about the problem and the resolution in *Too Many Places to Hide*.

- Read the word and the sentence in which it is used.
- Look for illustrations that help you understand the word.
- Think about how this word shows what happens in the story.

MODEL AND PRACTICE Have students turn to p. 78 in the *Student Interactive*. Ask students to look at the words. **Which word would you like to illustrate with a picture?**

ELL Targeted Support Learning Strategies Tell students that looking at pictures in a text is one way to figure out the meaning of unknown words. Model for students how to draw a picture to illustrate a word. Refer students back to *Too Many Places to Hide* as needed. **EMERGING/DEVELOPING**

Have pairs of students discuss how they can use images in a story to figure out the meanings of unknown words. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 MyTURN Have students practice developing vocabulary by completing p. 78 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students find and list unfamiliar words that tell about the problems and resolutions in stories from their independent reading.

QUICK CHECK



Notice and Assess Are students able to identify and use new vocabulary words?

Decide

- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T100–T101.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T100–T101.


Check for Understanding MyTURN Have students complete the Check for Understanding on p. 79 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 78–79

VOCABULARY  COMPREHENSION  READING WORKSHOP

Develop Vocabulary

crawls **peeks** **unpacks** **plunks**


 Draw

Drawing should show the meaning of one of the vocabulary words.

78 Directions Read the vocabulary words to students. Then have them choose a word and draw a picture to show the meaning of the word.

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Check for Understanding

 Circle and write

DOK 2 1. The events **could** **could not** really happen.

DOK 3 2. Why do you think the author wrote this text?
Possible response: **to tell a story**

DOK 2 3. Poof comes out because
Possible response: **she wants to eat**

Directions Read item 1 and the answer choices aloud to students. Have them circle the answer. Then read items 2 and 3 and encourage students to write their responses. Remind them to use text evidence.

79

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Use the  **QUICK CHECK** on p. T89 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

SHORT *a* SPELLED *Aa*

Alphabet Card Display Alphabet Card *Aa*. This is a picture of an astronaut. *Astronaut* begins with the sound /*a*/. What letter spells the sound /*a*/? Yes, the letter *a*.



Have students name words that have the sound /*a*/. As needed, provide the first and last sounds; for example: *m_t*; *_t*; *_m*; *T_m*; *s_t*; *S_m*.

ELL Targeted Support

Use various pictures from pp. 54–65 in the *Student Interactive* that represent words with the sound /*a*/. Choose two pictures, such as *cat* and *hat* or *mat* and *map*.

Show two pictures, and say the word for each. Have students repeat. Ask questions that allow them to practice the words, such as **Is this a cat?** Students can respond using this sentence frame: *This is a ____.* **Is this a hat?** *This is a ____.*

EMERGING/DEVELOPING

Have students work with a partner to ask one another questions about the pictures.

EXPANDING/BRIDGING



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity

SHORT *a*

Use Lesson 25 in the *myFocus Intervention Teacher's Guide* for instruction on reading short *a* words.

LEVEL A • MODEL AND TEACH

Lesson 25 Short *a*

INTRODUCE Remind students that words are made up of consonant and vowel sounds. You learned that /*a*/ is spelled with the letter *a*, and you learned how to blend letters to read words with this sound. Today we will learn another way to read words with the short *a* sound.

MODEL Display or share copies of the following passage, "Pat and Sam," from Student Page S151, and read it aloud.

OBJECTIVES:

- Read words with the short *a* sound.
- Form words using the short *a* sound.
- Change, add, and delete sounds to make new words.
- Spell VC, CVC, and CCVC words.

Pat and Sam

Pat's pal is Sam.
He is in her class.
Pat and Sam have lunch.
Sam eats jam.
Pat eats ham.

ends with -al
ends with -am
ends with -at

TEACH Point to the word *pal* in the first line. The word *pal* has a consonant, then a vowel, and then another consonant. Each letter has its own sound. Point to the word *Pat* in the third sentence. Changing a letter in a word makes a new word. When the /*i*/ in *pal* is changed to a /*a*/, the word *pal* becomes *Pat*.

Point out the words with the short *a* sound. Explain that students can read more words when they learn how to recognize letter combinations that include a short *a*. *Jam* and *ham* both have a short *a* sound and end with -*am*. Now that I know -*am* has a short *a* sound, I can use this letter combination to make new words. When I change, add, or delete a letter, I make a new word. Reinforce this idea by pointing out other words in the model that have the short *a* sound, such as *pal*, *Pat*, and *Sam*.

Now point to the -*at* letter combination at the end of *Pat*. Now that I know what the letters *at* sound like, when I hear a word that ends with those sounds, I can spell the word. The word *hat* ends with the sounds /*h*/ and /*t*/. I can write the letter combination -*at*. The word starts with the sound /*h*/. I know the letter *h* makes the /*h*/ sound. I can add the letter *h* to the beginning of -*at* to make *hat*. Work through other examples, such as *cat*, *at*, and *sat* by changing, adding, and deleting letters.

Phonics, Morphology, and Spelling T • 151

Intervention Activity

PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.



Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have them make as many short a words as they can using the letter tiles: *mat, am, Tam, Sam, sat.*

Students can also play the Letter Tile game in the myView games on SavvasRealize.com.



Decodable Book



Students can revisit last week's Decodable Book *I Am* for practice with consonants *m* and *t* and last week's high-frequency words.

Before reading, display and remind students of last week's high-frequency words: *I, am, the*. Tell them that they will practice reading these words in the Decodable Book *I Am*. **You will read these words often. When you see them in a story, you will know how to read them.**

Pair students for reading and listen carefully as they use letter-sound relationships to decode. Have students read the entire story, switching readers after each page. Remind students to be supportive partners, providing encouragement or giving their partner time to work out difficult words.

High-Frequency Words

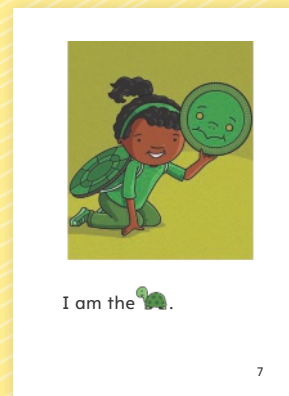
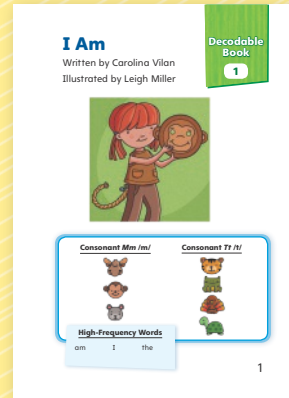
Have students create word cards for this week's high-frequency words: *a, to, like*. Have them practice reading the words with a partner.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Decodable Book



Use the  **QUICK CHECK** on p. T97 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Today I want to remind you that readers can sometimes learn the meanings of words they don't know by using the pictures. Look back at p. 73 of the *Student Interactive* and demonstrate with the word *crawls*.

ELL Targeted Support

Tell students that drawing pictures can help them learn new words. Write these words on the board: *unpacks*, *plunks*, *peeks*, *crawls*.

Have students draw a picture to illustrate one of the words and label it with the word. Check students' drawings. **EMERGING**

Students should draw and label pictures to illustrate two of the words. **DEVELOPING**

Have students draw and label pictures of all four of the words. Have them complete these sentences and write them next to the pictures. *Mateo unpacks _____. He also ____ in the closet.*

EXPANDING

Have students draw pictures to represent each of the four vocabulary words, but not label them. Students should exchange drawings with a partner and take turns guessing the words represented in each drawing. Ask partners to explain how they knew which word fit each picture. **BRIDGING**



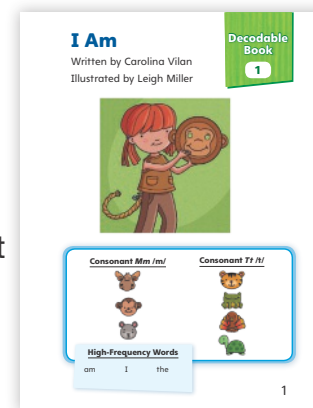
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



I AM

Read Decodable Book / *Am* with students. Use the teaching support online at SavvasRealize.com to provide additional instructional support for students.



Fluency

Assess 2–4 students



ORAL READING

Have students choose a text they have previously read and practice reading one to three pages until they can read it fluently.

ORAL READING RATE AND ACCURACY

Listen and offer feedback. Record each student's performance. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to share their list of words and what they learned about the plot from those words.

Possible Conference Prompts

- Does the author use any specific words to help you understand the problem in the story?
- How does the author let you know the main events in the story?
- Does the author use certain words to help you understand the resolution of the story?

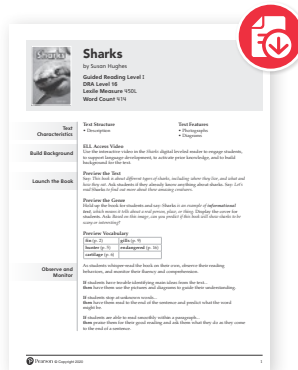
Possible Teaching Point Readers look for words that help them understand the plot of a story. Look for words that tell what characters say or do.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T84–T85.
- For instructional support on how to notice words an author uses to show the problem and resolution in a story, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share the plot of a story that they read, and celebrate what they have learned.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Too Many Places to Hide*.
- read a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other as they read the book.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



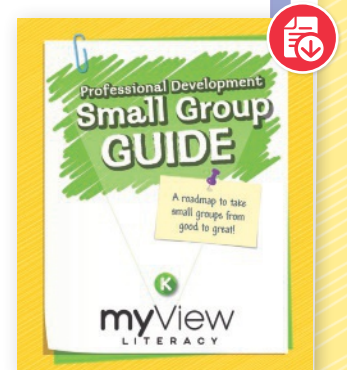
Students can

- play the myView games.
- write about their reading in a reading notebook.
- discuss with a partner how they used a picture to figure out the meaning of a word in an independent text.

SUPPORT PARTNER READING

Consider the relative ability levels of partners as you pair them and help them select texts to read. Well-matched partners can enjoy being challenged as well as having the opportunity to coach and encourage each other.

See the *Small Group Guide* for additional support and resources to target your students’ specific instructional needs.



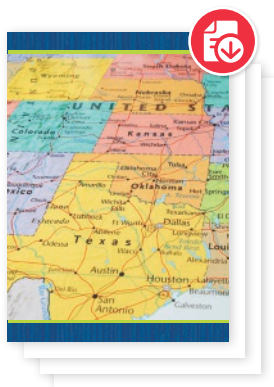
Word Work

OBJECTIVES

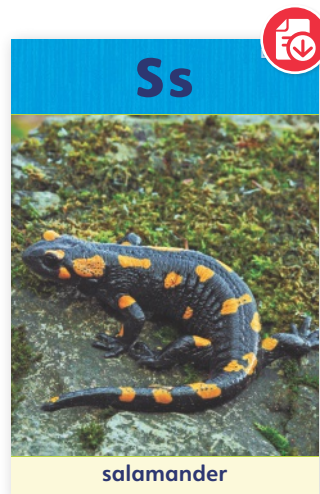
Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Cards



Alphabet Card

FOUNDATIONAL SKILLS EXTENSION

See p. T93 for a high-frequency words extension activity that can be used as the text is read on Days 2 and 3.

Phonological Awareness: Alliteration

FOCUS AND MODEL Sometimes a group of words begin with the same sound. Listen: *Sam sings sweet songs*. All the words begin with the same sound. What sound do the words begin with? Yes, /s/.

Display Picture Cards *map*, *moon*, and *moose*. Say: *These picture words begin with the sound /m/. When a group of words has the same beginning sound, it is called alliteration. Let's say that word together: alliteration.* Say the following groups of words, and have students touch their toes if the words all begin with the same sound: *tiger, toes, top; mom, sail, tip; my, meal, mall*. Repeat the alliterative groups of words again, and have volunteers tell you what sound each group of words begins with.

SEE AND SAY Point to the picture of the sun on p. 57 of the *Student Interactive*. *This is a sun. Sun has the sound /s/ at the beginning.* Have students name the pictures in the first row and circle the picture words that begin with the sound /s/. Continue with the second row.

Phonics: Introduce Ss

Minilesson

FOCUS Display the Alphabet Card Ss. Point to the picture of the salamander and tell students the word *salamander* begins with the sound /s/. *The sound /s/ is spelled with the letter s.*

MODEL AND PRACTICE Write letters S and s on the board. Have students turn to p. 58 in the *Student Interactive* and trace the letters on the first line. Say: *Point to the letter s and tell me the sound it spells.* Say the picture words in the first row with students. *Which words begin with the sound /s/? The words sun and sandwich begin with the sound /s/. Let's underline those two pictures.*

APPLY MyTURN Have students complete the activity on p. 58. If students need additional practice with letter recognition, use the Letter Recognition Unit on SavvasRealize.com or on pp. xvii–xlili in this Teacher's Edition. The unit includes instruction, activities, and student practice sheets.

High-Frequency Words

Minilesson

FOCUS Say: Today we will practice reading the high-frequency words *a*, *to*, and *like*. Have students read the words at the top of p. 59 in the *Student Interactive* with you: *a*, *to*, *like*.

MODEL AND PRACTICE Have students look at the words at the top of p. 59. Say: I will read a word, and I want you to point to it. Then we will read the word together. Read *a*, and have students point to it. Now let's read the word together: *a*. Repeat with the other words.

APPLY My TURN Have students read the sentences on p. 59. Ask them to identify the words *a*, *to*, and *like* in the sentences and underline them. Make sure students pronounce the word *a* /ā/, not /a/.

ELL Targeted Support High-Frequency Words Display the words *a*, *to*, and *like*. Read each word aloud, and have students repeat each word after you.

Review the three high-frequency words you displayed. Say them aloud with students. Then display the *cat*, *apple*, and *bed* Picture Cards. Provide simple sentence frames to tell about the pictures, such as: *I pet ___ cat. I ___ apples. I go ___ bed.* Have students use the high-frequency words *a*, *to*, and *like* to complete the sentences about the pictures. **EMERGING**

Display pictures and illustrations in books from the classroom library. Have students tell about the pictures. Tell them to include the words *a*, *to*, and *like* in their sentences.

DEVELOPING/EXPANDING

STUDENT INTERACTIVE, p. 57

FOUNDATIONAL SKILLS

Alliteration

SEE and SAY Underline



Tell students that images represent sun, car, soap, sock.



Tell students that images represent sink, soup, seven, home.

Directions Say: Some groups of words, such as *ant*, *ask*, and *apple*, begin with the same sound. Listen to this word: *sun*. Which picture words in the first row begin with the same sound as *sun*? Have students recognize spoken alliteration by underlining the picture words in the first row with the same initial sound. Continue with the second row.


57

STUDENT INTERACTIVE, p. 58


PHONICS | HIGH-FREQUENCY WORDS

Consonant Ss

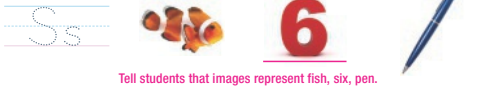
MY TURN Underline



Tell students that images represent bee, fork, sandwich.



Tell students that images represent sun, kite, bat.



Tell students that images represent fish, six, pen.

Directions Tell students that the letter *s* can make the sound /s/. Model how to form the letters *S* and *s*. Then say: You will see the letter *s* in many words that have the /s/ sound. Trace the letters *Ss*. Point to the letter *s* and tell me the sound it makes. Now underline the picture word in each row that begins with the sound for *s*.

58

STUDENT INTERACTIVE, p. 59

FOUNDATIONAL SKILLS

My Words to Know

a to like



My Sentences to Read

MY TURN

I like to .

I like a .

Directions Model: There are some words we will see a lot when we read. Listen as I read these words: *a*, *to*, *like*. Have students read the high-frequency words. Then say: You can identify, or find, the words in sentences. Look at the sentences and underline the words *a*, *to*, and *like*. Have students read the sentences, using the words *bat* and *mill* to name the images.

59

Describe Plot

OBJECTIVE

Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.

ACADEMIC VOCABULARY

Integrate As you discuss the stories during the close read, model using the Academic Vocabulary words:

People often move to a new home. Have you ever moved?

Minilesson

FOCUS ON STRATEGIES When you describe the plot of a story, you tell about a story's problem and resolution. The problem is what needs to be fixed. The resolution is how the problem is solved.

- Read the story and notice how it begins. Do you notice a problem that the characters need to solve?
- Think about the end of the story. How is the problem solved?

MODEL AND PRACTICE Have students look at *Too Many Places to Hide* in the *Student Interactive*. Point out that the story has a problem and a resolution. **What is the problem in *Too Many Places to Hide*? What is the resolution?** Assist students as they form oral sentences to describe the problem and the resolution in the story. Have students turn to the Close Read note on p. 71 and underline the words that name the problem of the story. Then have them underline the words that tell the resolution on p. 77.

ELL Targeted Support Retelling Have students look back at *Too Many Places to Hide*. Help them internalize words related to problem and resolution by retelling, using pictures as support.

Have students point to an illustration that shows the problem in the story. Then have students identify and tell about the illustration that shows the resolution in the story. **EMERGING**

Have students use the pictures to point out events that led to the resolution. **DEVELOPING**

Have partners take turns briefly retelling the story, using pictures as support. Have them use the words *plot*, *problem*, and *resolution*. **EXPANDING**

Have students draw their own picture to illustrate the resolution of the story. Have them use that picture as support to retell the story to a partner. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for describing the plot of a story.

OPTION 1 My TURN Have students complete p. 80 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students describe the problem and the resolution in a story they are reading independently.


QUICK CHECK

Notice and Assess Can students describe a story's problem and resolution?


Decide

- **If students struggle**, revisit instruction about describing plot in Small Group on pp. T108–T109.
- **If students show understanding**, extend instruction about describing plot on pp. T108–T109.

STUDENT INTERACTIVE, p. 80

CLOSE READ 


Describe Plot

 Draw

Problem → **Resolution**

Drawing should show that Poof is missing.

Drawing should show the girl with a bowl of cat food.

 **80**

Directions Say: A problem is something in a story that needs to be fixed. A resolution is how the problem is fixed. Have students draw pictures to describe the problem and resolution in the story. Remind them to look back at the text.

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Read Like a Writer, Write for a Reader

OBJECTIVE

Listen to and experience first- and third-person texts.

ELL Language Transfer

First Person Help students understand the concept of first person. Write the pronouns *I* and *we* on the board. Model using these words in oral sentences. Then ask students to say their own sentences using these words as they tell something about themselves.

First-Person Text

Minilesson

FOCUS ON STRATEGIES Explain to students that one of the characters in the story is often the one telling the story. The character uses the words *I*, *my*, and *me*.

- Listen to the reading on p. 70 in the *Student Interactive*. Which word helps you know who is telling the story? (*We*)
- Listen to the reading on pp. 72–73 in the *Student Interactive*. Which words help you know who is telling the story? (*Our, we, me*)
- Listen to the reading on pp. 74–76 in the *Student Interactive*. Which words help you know who is telling the story? (*me, I*)

MODEL AND PRACTICE Model how you use first-person. *When I tell about something I did or saw, I use the first-person word I. I could say: “I saw a bird” or “I went to the park.”* Have students tell about something they did or saw, using the word *I*.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

Slanted Lines

FOCUS Show students the alphabet. Point out letters with straight lines with which they are familiar. *Some letters have straight lines, but other letters have slanted lines.* Point out letters with slanted lines with which students are familiar. *The letter A has slanted lines. To write letters correctly, you need to be able to write both straight and slanted lines.*

MODEL Write the word *Ape* on the board. Point to the uppercase *A*. *This is uppercase A. We use uppercase letters to begin sentences and names. Watch as I trace the uppercase A. I start at the top and draw down and to the left.* Show students where to begin the letter and how to move down and left. Have students trace this part of the *A* in the air. Repeat this process for the other side of the *A*.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete p. 85 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 85

AUTHOR'S CRAFT **Read Together** READING-WRITING BRIDGE

Read Like a Writer, Write for a Reader

MY TURN Write

1. Who tells the story? Find words in the text that help you know who tells the story.
Possible responses: we, our, me, I

2. Write a sentence that tells about an event. Use the word **I**.
Possible response: I went to school.

Directions Say: Sometimes a character is the narrator, or the person telling a story. The narrator uses words such as *I* and *we* to tell the story. Have students listen to and experience first-person text as you read aloud a page from the story. Then read the items one at a time and have students write their responses.

85

Writing Workshop

Have students use first-person pronouns in their Writing Workshop texts. During conferences, support students' writing by helping them find opportunities to write about themselves in first person.

PRACTICE Provide students with trays of sand and have them practice making slanted lines. Remind them to start at the top and slant down to the left and then down to the right.

Use the  **QUICK CHECK** on p. T105 to determine small group instruction.

Teacher-Led Options

Strategy Group



DESCRIBE PLOT

Teaching Point When reading a story, how do you figure out what is happening? Stories are usually written in time order. The story often starts with a problem. Then the events in the middle of the story have a character (or characters) trying to solve the problem. The problem is usually solved at or toward the end of the story. This is called the resolution. Look back at *Too Many Places to Hide* and model finding the problem and resolution of the story.

ELL Targeted Support

Provide or draw on the board a simple three-part sequence chart. Help students to use the chart to relate the concept of a plot with the more familiar concept of sequence.

Ask students what happened at the beginning, middle, and end of the story. Have them draw pictures in each part of the sequence chart to show the events. **EMERGING**

After students have drawn pictures in the sequence chart to represent the events in the story, ask them to put an X over the part of the story that shows the problem and a circle over the part of the story that includes the resolution.

DEVELOPING

Have students use their completed sequence charts to take turns retelling the story to a partner. Remind them to tell both the problem and the resolution. **EXPANDING/BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



READING BEHAVIORS

Teaching Point Remind students that a story is usually told in time order. Keeping that order in mind is important for understanding how the problem comes to a resolution. Model using a simple sequence chart graphic organizer to make notes about the order of events using the terms *beginning*, *middle*, and *end*.

Model As I read, I need to think about the events and the order in which they happen. In *Too Many Places to Hide*, I read at the beginning of the story that a family has just moved, and there are a lot of boxes. I can write this in the chart to tell about the beginning of the story. As you do a picture walk through the selection, have students tell you what happens in the middle and the end of the story. Write the events in order in the chart. Have students identify the problem and the resolution.

Conferring

3 students / 3–4 minutes per conference

DESCRIBE PLOT

Talk About Independent Reading Ask students to review the problem and the resolution in the book they read independently.

Possible Conference Prompts

- What is the problem in the story? How do you know it is the problem?
- What are the main events in the story?
- What is the resolution in the story? How do you know it is the resolution?

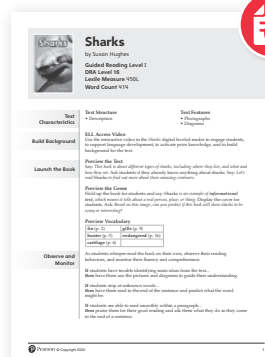
Possible Teaching Point All realistic fiction texts have a plot, or set of events. The problem and the resolution are key parts of the plot.

Leveled Readers



DESCRIBE PLOT

- For suggested titles, see “Matching Texts to Learning,” pp. T84–T85.
- For instructional support on how to identify the problem and the resolution, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together as a group. Invite two or three students to tell about the reading strategies they used during independent reading.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Too Many Places to Hide* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- work in pairs to support each other in retelling their independent reading books.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



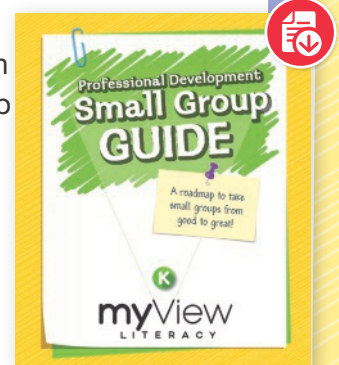
Students can

- play the myView games.
- create a drawing that illustrates an event in *Too Many Places to Hide* or an independent reading text.

SUPPORT INDEPENDENT READING

Prompt students to record their independent reading experiences in a reader’s notebook. They can keep track of titles, retell or summarize texts, and also record impressions and opinions they formed while reading.

See the *Small Group Guide* for additional support and resources to target your students’ specific instructional needs.



Word Work

OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.



Picture Card

Phonics: Read and Write Words with Ss

Minilesson

FOCUS Hold up the *sea/* Picture Card and tell students that it is a picture of a seal. I hear the sounds /s/ /ē/ /l/. I hear the sound /s/ at the beginning of *sea/*. Say the sound /s/ with me.

Turn over the card and show students the spelling of the word. Point to the *s* and say /s/. Do you hear the sound /s/? What letter spells the sound /s/? Have students identify the letter *s*. Write the letters *Ss* on the board.

MODEL AND PRACTICE Point to the letters *Ss* on the board. Listen carefully to the following words: /s/ /a/ /t/, *sat*; /s/ /ā/ /l/, *sail*. What sound do you hear at the beginning of each word? Have volunteers identify the sound /s/. What letter spells the sound /s/? Students should say the letter *s*.

ELL Targeted Support Distinguish Sounds Tell students that being able to tell the difference between different letter sounds will help them understand the English language. Write the words *sat*, *mat*, and *Sam* on the board. Read the words with students.

Point to the word *sat*. Say each letter sound. Have students repeat after you. Then say the word and have students listen and repeat. Have students tell you what sounds they hear in the word. Repeat with the words *mat* and *Sam*. **EMERGING**

Write *sat* and *mat* on the board. Say the words aloud and have students repeat after you. Ask them to tell the sounds they hear in each word and identify the sounds that are the same and different in the two words. Underline the sounds that are the same and circle the sounds that are different. Repeat with *Sam* and *Tam*. **DEVELOPING/EXPANDING**



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 MyTURN Have students complete *Student Interactive*, p. 60.

OPTION 2 Independent Activity Have students look around the room and draw three things they find that begin with Ss. Have them share their words with the class.

QUICK CHECK

Notice and Assess Can students read and write words with Ss?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T116–T117.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T116–T117.

STUDENT INTERACTIVE, p. 60



PHONICS

Consonant Ss

MYTURN Read, match, and write

Sam

sat

Possible responses:

Sam, sat

60

Directions Remind students that the letter s can make the sound /s/. Say: Use what you know about letters and sounds to read each word. Then draw a line from each word to the matching picture. (Tell students that the boy's name is Sam.) After students match the words to the pictures, have them choose one of the words to write on the lines.

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ADDITIONAL PRACTICE

For additional student practice with the consonant s, have students complete *Phonics* p. 4 from the *Resource Download Center*.

FOUNDATIONAL SKILL

Name _____

Read Together

Phonics

Consonant Ss

MYTURN Circle and write

7

Ss

Sam

Ss

Sun

Ss

STOP

Ss

Sign

Ss

Sidewalk

Ss

Sun

Ss

Giraffe

Directions Model the sound of the consonant s by saying the words silly and sky. Say the word for each picture to students. Then have them circle all the pictures that start with the sound of the consonant s. Next, have them write the letters Ss under the circled pictures.

Grade K, Unit 1, Week 2

Phonics, p. 4

Decodable Story

OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.

ELL Access

Help students use word families to read unfamiliar English words. For example, point out the word *am* on p. 61 in the *Student Interactive*. You learned how to read this word. The letters *a* and *m* are pronounced /a/ /m/. Then point out the word *Sam*. This word has the letters *a* and *m* at the end, so the word will end with the sounds /a/ /m/. You learned that the letter *S* spells the sound /s/. You can put the sound /s/ together with the sounds /a/ /m/ to read the word: /s/ /a/ /m/, *Sam*.

Read *Sam Sat*

FOCUS Have students turn to *Student Interactive*, p. 61. We are going to read a story today about a girl named *Sam*. Point to the title of the story. The title of the story is *Sam Sat*. I hear the sounds /s/ /a/ /m/ in the word *Sam*, and I hear the sounds /s/ /a/ /t/ in the word *sat*. In this story, we will read other words that have the sounds /m/, /t/, /a/, and /s/.


IDENTIFY AND READ HIGH-FREQUENCY WORDS Remind students of this week’s high-frequency words: *a*, *to*, and *like*. Tell them they will practice reading these words in the story *Sam Sat*. Display the words. Have students read them with you. When you see these words in the story *Sam Sat*, you will know how to identify and read them.

STUDENT INTERACTIVE, p. 61

DECODABLE STORY


FOUNDATIONAL SKILLS


Sam Sat




I am Sam.

Highlight the words with the s sound.

 **AUDIO**
Audio with Highlighting

 **ANNOTATE**





READ Have students whisper read the story as you listen in. Then have students reread the story page by page with a partner. Listen carefully as they use letter-sound relationships to read the sounds /s/ and /a/. Have partners reread the story.

After students have read the story, call their attention to the title. **I see the letter s in two words. What sound does the letter s spell?** Help them identify, or say, the sound /s/. Then have them find and highlight the words with the sound /s/ on p. 61. **I also hear another sound we learned this week. What sound do I hear?** Help students identify, or say, /a/.

Have students turn to pp. 62–63. **Which words include the sound /a/? Point to them.** Help students identify, or say, the sound /a/. Then have them find and underline the words with the sound /a/. Have students point out any high-frequency words they see.

STUDENT INTERACTIVE, pp. 62–63




FOUNDATIONAL SKILLS

Underline the words with the short **a** sound.

DECODABLE STORY



I like to .
I like a mat.

62



Sam sat at the mat.

63

Ask and Answer Questions

OBJECTIVES

Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.

Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

ACADEMIC VOCABULARY

Integrate As you discuss the text during the Close Read, model using the Academic Vocabulary words:

How could a map help you find a place?

What are some things that may surprise someone exploring a new land?

Minilesson

FOCUS ON STRATEGIES Tell students that they can generate questions before, during, and after reading to help them better understand a story and gain information.

- Questions begin with *who*, *what*, *where*, *when*, *why*, or *how*.
- Look at the title and the illustrations. Before you read, what are some questions you could ask about the story?
- While you are reading the story, what questions can you ask about the problem and how a character tries to solve it?
- After you read a story, think about the problem and how it is solved. Is there anything else you would like to know?

MODEL AND PRACTICE Before reading, I can look at the illustrations and the title and ask myself questions about the story. Model reading the title to come up with a question you can ask yourself: *The title of this story is **Too Many Places to Hide**. Why are there too many hiding places? When I read, I can try and figure out the answer to this question.* Look at the Close Read note on p. 75 of the *Student Interactive*. Have students highlight the answer to a question that they think about.

ELL Targeted Support Ask for Information Remind students to ask for information as they read, using previously learned vocabulary, such as high-frequency words.

Use the Close Read notes to model asking for information using previously learned vocabulary. Then have students repeat your question. **EMERGING**

Have students formulate a simple question to get information about the story. **DEVELOPING**

Have students formulate a question to gain information about the story. Then have them work with a partner to find the information to answer the question. **EXPANDING**

In pairs, have students decide on questions they could ask before, during, and after reading the story. Then have them talk about the information they learned to answer the questions. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for asking and answering questions.

OPTION 1 MyTURN Have students complete p. 81 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students write down questions they ask themselves while reading a self-selected text, along with the answers to those questions.


QUICK CHECK

Notice and Assess Can students ask and answer questions?

Decide


- **If students struggle**, revisit instruction for asking and answering questions in Small Group on pp. T118–T119.
- **If students show understanding**, extend instruction for asking and answering questions in Small Group on pp. T118–T119.

STUDENT INTERACTIVE, p. 81

 **READING WORKSHOP**

Ask and Answer Questions


You can ask questions to help you understand a story or get information.
You can use details in the story to answer your questions.

 **MYTURN** Draw

Drawing should show details from the story.

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Directions Read the information about asking and answering questions. Have students look back at the text. Ask them to share a question they had during reading or think of a new question with a partner. Then have them draw the answer to their question using text details.

 **81**

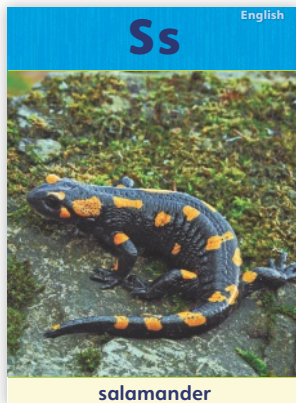
Use the  **QUICK CHECK** on p. T111 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

CONSONANT Ss

Alphabet Card Display Alphabet Card Ss. This is a salamander. Salamander begins with /s/. What letter spells the sound /s/? (s). Listen: *sing, Sam, sat, sun*. Can you think of other words that begin with the sound /s/? Write students' words on the board.



ELL Targeted Support

Use visuals to help students learn the relationship between the letters Ss and the sound /s/.

Look at pp. 54–65 in the *Student Interactive* with students, and find pictures for words that begin with the sound /s/. Write the words on the board and the letters Ss next to them. Read the words and letters aloud. Have volunteers circle the letter in each word that makes the sound /s/.

EMERGING

Repeat the Emerging activity. This time, have students write the letter S on the board when they hear /s/ words. **DEVELOPING**

Have students work in pairs to find words in classroom texts that begin with the letter Ss. Have them read these words and tell you the letter this sound stands for. **EXPANDING**

Repeat the Expanding activity. This time, have students make a list of these words on paper under a column labeled Ss. Ask them to read the words aloud. **BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity

CONNECT SOUND AND LETTER: CONSONANTS 1

Use Lesson 21 in the *myFocus Intervention Teacher's Guide* for instruction on connecting sounds and letters.

LEVEL A • MODEL AND TEACH


Lesson 21 **Connect Sound and Letter: Consonants 1**

INTRODUCE Write the letters *Mm*, say the name (*m*), and have students repeat after you. Explain that *m* is a consonant and spells the sound /m/. Point to something that begins with *m*, such as a map. **What sound do you hear at the beginning of map?** Write the word *map*. In this lesson, we'll learn how letters and sounds connect.

MODEL Display or share copies of the following passage, "Mac and Sam," from Student Page S133, and read it aloud. The words in this story have the letters and sounds /ll/, /r/, /l/, /s/, /s/, /m/, /m/, /t/, /t/, and /p/.

Mac and Sam

I have a tiny pup.
His name is Mac.
Mac likes to run for his ball.
I have a tiny cat.
Her name is Sam.
Sam likes to sit on my lap!



TEACH Use examples of words to help students recognize letter-sound correspondences. Say: **The first word in the title is Mac. It begins with the letter M. The other name in the title is Sam. It begins with the letter S. The letter M stands for the sound /m/ and the letter S stands for the sound /s/.** Point out letter-sound correspondences in the story for /ll/, /r/, /l/, /t/, /t/, and /p/.

Phonics, Morphology, and Spelling T • 133

Intervention Activity

PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.



Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have them build words with sounds /s/ and /a/.

Students can also play the Letter Tile game in the myView games on SavvasRealize.com.



Decodable Book



TAM AND SAM

Students can read Decodable Book *Tam and Sam* to practice reading /m/ spelled *m*, short *a* spelled *a*, and this week's high-frequency words.

Before reading, display this week's high-frequency words: *like*, *to*, *a*. Tell students that they will practice reading these words in the Decodable Book *Tam and Sam*. **When you see these words in today's story, you will know how to read them.**

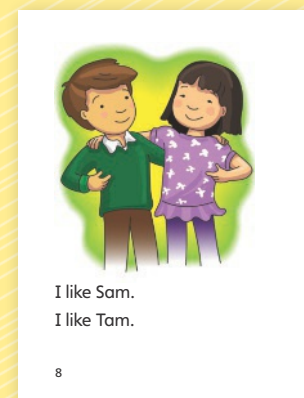
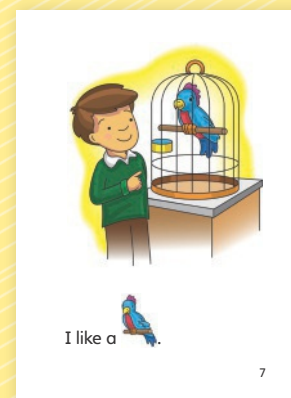
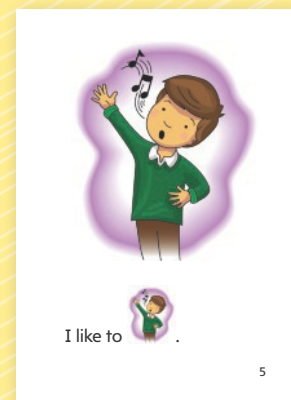
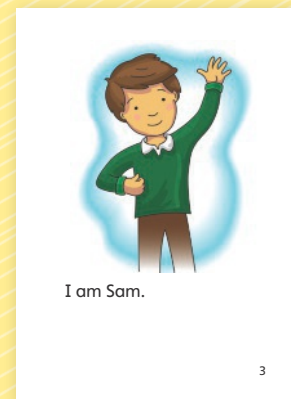
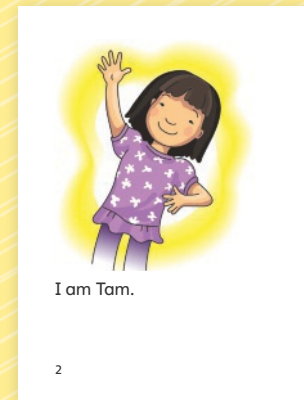
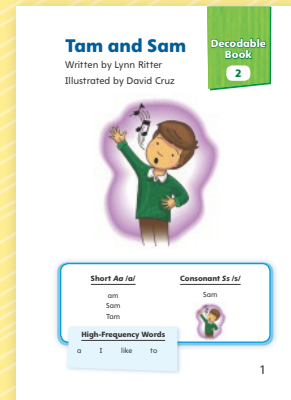
Pair students for reading and listen carefully as they use letter-sound relationships to decode. Have partners take turns reading one page at a time. Then have them reread the book, this time with a different partner beginning.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Decodable Book



Use the  **QUICK CHECK** on p. T115 to determine small group instruction.

Teacher-Led Options

Strategy Group

ASK AND ANSWER QUESTIONS

Teaching Point Today we are going to talk about how you can better understand what you read. When you are curious about something or do not understand something, you often ask a question about it. You can do the same thing when you read. Look back at *Too Many Places to Hide* and work with students to ask and answer questions about the story.

ELL Targeted Support

Model how to ask and answer questions about a story.

Turn to a page in *Too Many Places to Hide* and describe what you are thinking. Ask a question or two about it. Have students answer your questions. **EMERGING**

Turn to a page of *Too Many Places to Hide*. Model asking a question about the story. Then have students turn to a different page and ask their own questions. **DEVELOPING**

Have students formulate questions that they could ask before reading. Then have them locate the answers in the story. **EXPANDING**

Have students formulate questions they can ask after reading. Then have students discuss the answers to their questions. **BRIDGING**

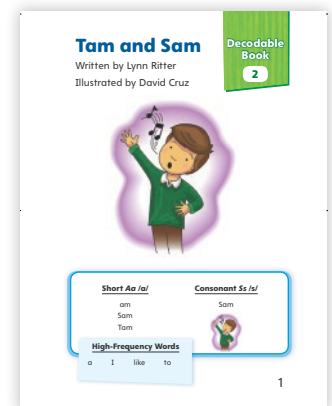


For additional support, see the online *Language Awareness Handbook*.

Intervention Activity

TAM AND SAM

Have students reread *Tam and Sam*. Use the teaching support online at SavvasRealize.com to provide instructional support for foundational skills and comprehension.



Fluency

Assess 2–4 students



ORAL READING

Have student pairs practice reading a short passage fluently. Have students reread the passage several times until it sounds like normal conversation.

ORAL READING RATE AND ACCURACY

Listen as a student reads the Decodable Book. Offer feedback. Finally, record each student's performance. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

ASK AND ANSWER QUESTIONS

Talk About Independent Reading Ask students what questions they asked as they read.

Possible Conference Prompts

- What question did you ask yourself before reading? What did you find as you read?
- What question did you ask yourself after reading? Did you find an answer?

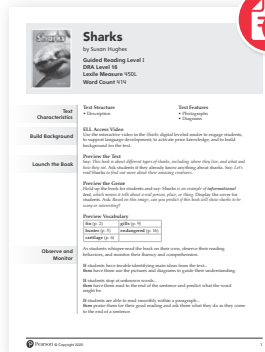
Possible Teaching Point Asking and answering questions as you read helps you remember important ideas.

Leveled Readers



ASK AND ANSWER QUESTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T84–T85.
- For instructional support on how to ask and answer questions, see *Leveled Reader Teacher’s Guide*.



Independent/Collaborative

Independent Reading



Students can

- reread or listen to a text they read.
- read a trade book or their Book Club text.
- partner-read, asking and answering each other’s questions about a text.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- complete the MyTurn activity on *Student Interactive* p. 81.
- write questions on sticky notes as they are reading.
- play the myView games.

SUPPORT INDEPENDENT READING

Find creative ways to encourage and reward independent reading. Use sticker charts, give students reading time in a special place, and tell them how proud you are of their reading. These efforts can make big differences.

See the *Small Group Guide* for additional support and resources to target your students’ specific instructional needs.



Whole Group

Share Bring the class together and have volunteers tell how asking themselves questions helped them before, during, and after reading.

Word Work

OBJECTIVES

Blend spoken onsets and rimes to form simple words.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

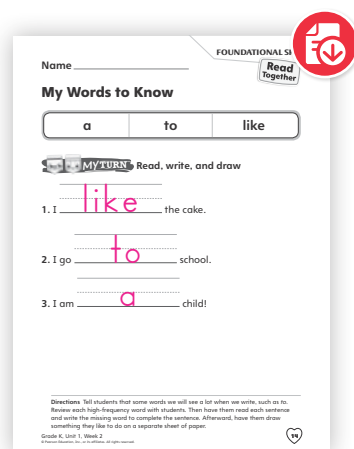
Identify and read common high-frequency words by sight.



Picture Cards

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, have students complete *My Words to Know* p. 14 from the Resource Download Center.



My Words to Know, p. 14

Phonological Awareness: Blend and Segment Onset and Rime

MODEL Display the *soap* Picture Card. *Words have different sounds and parts.* The beginning sound in *soap* is /s/. The ending part is /ōp/. Listen as I say the parts together to say the word: /s/ /ōp/, *soap*. Repeat with the *man* Picture Card.

PRACTICE Display Picture Cards *map*, *six*, *sock*, *sun*, and *mug*, one at a time. Have students segment and blend the onset and rime in each picture word. (/m/ /ap/, *map*; /s/ /iks/, *six*; /s/ /ok/, *sock*; /m/ /ug/, *mug*)

Phonics: Review Short a and Ss

Minilesson

FOCUS Write the letters *Ss* and *Aa* on the board. Have students identify the letters as you point to them. Then review the sound for each letter: *s* /s/, *a* /a/. Have students say the sound as you point to each letter.

MODEL AND PRACTICE Assign students to be on the *S* Team or the *A* Team. Place the teams on opposite sides of the classroom. *I am going to read some words to you. If you hear the sound /s/ in a word, the S team will clap. If you hear the sound /a/ in a word, the A team will clap. There will be one word in which both the sound /s/ and the sound /a/ will be heard, so listen carefully.* Write the following words on the board, and model using letter-sound relationships to decode: *mat*, *tap*, *sit*, *sun*, *Sam*, *sip*, *am*.

TURN, TALK, AND SHARE Have students turn to p. 64 in the *Student Interactive* and use letter-sound relationships to decode the words with a partner.

APPLY MyTURN Have students look at p. 65 in the *Student Interactive*. Have them decode the sentences and then circle the words with short /a/ and underline words with /s/.



ELL Targeted Support Say Words with /s/ and /a/ Use the story *Sam Sat* on pp. 61–63 in the *Student Interactive* to have students practice producing the sounds /s/ and /a/.

Read the story *Sam Sat* aloud. Ask students questions about the story. *What is the girl's name? Where does she sit?* Monitor students' use of the sounds /s/ and /a/, correcting as needed. **EMERGING**

Read the story *Sam Sat* aloud. Then show each page again, asking students to tell what is happening in the pictures. Tell them to use words with the sounds /s/ and /a/. **DEVELOPING**

Have students work in pairs to describe what is happening in the pictures. Tell them to listen for their partner's use of words with the sounds /s/ and /a/ and correct each other's pronunciation of the sounds as needed.

EXPANDING/BRIDGING

HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that appear over and over in texts. Say the word *a* and ask students what letter spells the word. Have students

- read the word *a* as you write it on the board.
- repeat with *to* and *like*.

STUDENT INTERACTIVE, pp. 64–65

PHONICS

Short a and Consonant Ss

TURN and TALK Read

at

am

Sam

sat

64 **Directions** Remind students that the letter *s* can make the sound /s/ and that the letter *a* can make the sound /a/. Have students take turns decoding the VC and CVC words using letter-sound relationships. Say: *Point to each letter in the word and say the sound it makes. Then say the sounds together to read the word.*

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FOUNDATIONAL SKILLS

Short a and Consonant Ss

MY TURN Circle and underline

I am Tam.

I like the .

I am Sam.

I like to .

65 **Directions** Have students read the sentences, using letter-sound relationships to decode the VC and CVC words. Model: *The sound for a is /a/. The sound for m is /m/. I will say the sounds together to read the word: /a/ /m/, am.* Then have them circle the words or picture names with short *a* and underline the words or picture names with initial *s*.

65

Reflect and Share

OBJECTIVES

Share information and ideas by speaking audibly and clearly using the conventions of language.

Make connections to personal experiences, ideas in other texts, and society with adult assistance.

Provide an oral, pictorial, or written response to a text.

Retell texts in ways that maintain meaning.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to discuss the weekly question and unit theme.

What is something special about your home?

When have you used a map, and how did it help you?

Talk About It

Minilesson

FOCUS ON STRATEGIES Tell students that many stories have plots with similar problems that characters solve in different ways. When talking about and comparing different stories, students should

- think about the main problem in each story. How are the problems alike? How are they different?
- look at how the characters react to the problem and act to come up with a solution.
- compare the solutions and think about whether the solution led to a good or not-so-good ending for the characters.

MODEL AND PRACTICE Model retelling the texts to compare the plot elements of problem and resolution across texts, referring to the Weekly Question on p. 53 of the *Student Interactive*. **Moving to a new place can be scary, but it can also be exciting. I read a story about a boy who did not want to move. He was afraid of losing his old friends. But when he got to his new house, there was a boy next door who became his friend and invited him to a party to meet all the kids in the neighborhood. That is kind of like what the girl experienced in *Too Many Places to Hide*.**

ELL Targeted Support Retell a Story When students retell what they read, they remember the problem and the resolution in a story.

Have students point out the problem in *Too Many Places to Hide*. Ask students to work with a partner to retell the problem in the story. **EMERGING**

Have students work with partners to identify the problem and resolution and then work together to retell *Too Many Places to Hide*. **DEVELOPING**

Have students identify the problem and resolution. Then have them summarize the problem and resolution by retelling it to a partner. **EXPANDING**

Ask students to explain how the events in *Too Many Places to Hide* led up to the resolution. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for comparing across texts.

OPTION 1 TURN, TALK, AND SHARE Have students complete p. 82 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students compare the problem and resolution of two stories they have read.

QUICK CHECK


Notice and Assess Can students compare plot elements across texts?

Decide


- **If students struggle**, revisit instruction for reflecting on reading in Small Group on pp. T124–T125.
- **If students show understanding**, extend instruction for reflecting on reading in Small Group on pp. T124–T125.

WEEKLY QUESTION Have students use evidence from the stories they have read this week to respond to the Weekly Question. Tell them to discuss their answers in small groups.


STUDENT INTERACTIVE, p. 82

RESPOND TO TEXT 

Reflect and Share

 **TURN and TALK** Tell about the problem and resolution in the story. How does this plot remind you of other stories you have read?

You can retell the events in a story.



Weekly Question

What is exciting about moving to a new place?

Directions Tell students they read about characters who solve a problem. Have students retell the events in the story, including the problem and resolution. Say: *When you retell a story, you tell the important events.* Then have them respond to sources by talking about how the plot is similar to other stories they have read.

82

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Use the  **QUICK CHECK** on p. T123 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point One way to learn from and enjoy stories is to compare what happens in them. Think about the different ways characters in stories solve similar problems. Have students look back at *Too Many Places to Hide* and compare it to other stories they have read.

ELL Targeted Support

Help students compare the problems and resolutions of familiar stories.

Help students identify the main problem in *Too Many Places to Hide*. Ask them to think of another story they have read or heard in which something is lost. Have them draw a picture of what was lost in *Too Many Places to Hide* and what was lost in the other story. **EMERGING**

Have students work in pairs to generate an oral sentence comparing *Too Many Places to Hide* to another story they have read or heard.

DEVELOPING

Have students reflect on what they read in the story. Complete the following sentence: *This story is similar to _____ because _____.*

EXPANDING

Have partners compare the problems and resolutions in two stories they have read. Have them discuss which story they liked better and why. **BRIDGING**



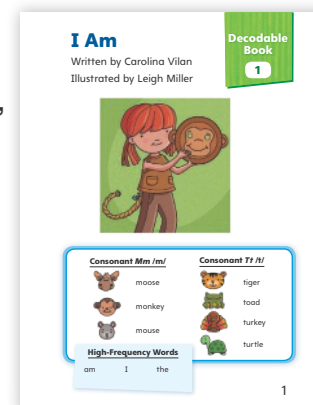
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Remind students of the texts they have read: “A New Place,” *I Am, Tam and Sam*, and *Too Many Places to Hide*. Engage students in a conversation that demonstrates how the texts they have read this week support their understanding of what it might be like to move to a new place. Remind them to use the Academic Vocabulary words *special*, *move*, *map*, and *land* to compare these texts.



On-Level and Advanced



INQUIRY

Organize Information and Communicate

Ask students to present their story and/or illustrations about what is exciting when moving to a new place.

Critical Thinking Talk with students about what they learned and the process they used.

See *Extension Activities* pp. 51–55 in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share about the problems and resolutions of two stories they have read.

Possible Conference Prompts

- What is the problem in each story?
- How are these problems similar? How are they different?
- What did the characters in each story do to solve their problem?

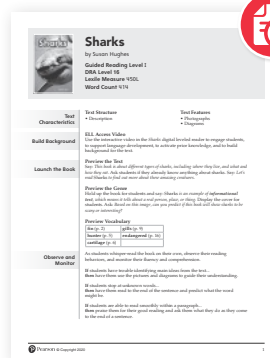
Possible Teaching Point It is very interesting to see how the characters in different stories solve similar problems. I compare stories I know to add to my knowledge as a reader.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T84–T85.
- For instructional support on how to compare texts, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite students to share and celebrate what they have learned this week.

Independent/Collaborative

Independent Reading



Students can

- review what they have read this week in their leveled reader or in *Too Many Places to Hide*.
- read a self-selected trade book or their Book Club text.
- partner-read a text and then reflect on the text after reading it.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- write or draw pictures in their reading notebook in response to the Weekly Question.
- play the myView games.
- draw a picture to show something they read this week.

BOOK CLUB



See Book Club, pp. T464–T467, for

- teacher’s summary of chapters in *A Trip to the Mountains*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

UNIT 1 WEEK 3

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

FOUNDATIONAL SKILLS	20–30 min.
SHARED READING	40–50 min.
READING BRIDGE	5–10 min.
SMALL GROUP	25–30 min.

WRITING WORKSHOP

MINILESSON	10 min.
INDEPENDENT WRITING	30–40 min.
WRITING BRIDGE	5–10 min.

Learning Goals

- I can read about special places.
- I can use words to make connections.
- I can draw or write.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T130–T131
 - » Phonological Awareness: Blend and Segment Onset and Rime
 - » Phonics: Introduce *Pp*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T132–T133
- Listening Comprehension: Read Aloud: “Special Places” T134–T135
- Informational Text T136–T137
 - ☑ Quick Check T137

READING BRIDGE

- Academic Vocabulary: Context Clues T138–T139
- Handwriting: Forward Circles T138–T139

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T143
- Strategy, Intervention, and On-Level/Advanced Activities T142
- ELL Targeted Support T142
- Conferencing T143

INDEPENDENT/COLLABORATIVE

- Independent Reading T143
- Literacy Activities T143

BOOK CLUB T143 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T352–T353
 - » Types of Books
 - » Share Back

INDEPENDENT WRITING

- Draw or Write T353
- Conferences T350

WRITING BRIDGE

- Language & Conventions: Spiral Review: Nouns T354–T355

FLEXIBLE OPTION

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T144–T145
 - » Phonics: Read and Write Words with *Pp*
 - ☑ Quick Check T145
 - » High-Frequency Words

SHARED READ

- Introduce the Text T146–T151
 - » Preview Vocabulary
 - » Print Awareness
 - » Read: *At the Library*
- Respond and Analyze T152–T153
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T153

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T157
- Strategy and Intervention Activities T154, T156
- Fluency T156
- ELL Targeted Support T154, T156
- Conferencing T157

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T155
- Independent Reading T157
- Literacy Activities T157

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T356–T357
 - » Explore Spaces Between Words
 - » Share Back

INDEPENDENT WRITING

- Draw or Write T357
- Conferences T350

WRITING BRIDGE

- Pre-Spelling: Concept Sort T358
- Language & Conventions: Oral Language: Plural Nouns T359

FLEXIBLE OPTION

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T158–T159
 - » Phonological Awareness: Blend and Segment Onset and Rime
 - » Phonics: Introduce Cc
 - » High-Frequency Words

CLOSE READ

- Find Main Idea T160–T161
- Close Read: *At the Library*
 - ✔ **Quick Check** T161

READING BRIDGE

- Read Like a Writer, Write for a Reader: Use Text Evidence T162–T163
- **Handwriting:** Proper Sitting Position T162–T163

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T165
- Strategy and Intervention Activities T164
- ELL Targeted Support T164
- Conferring T165

INDEPENDENT/COLLABORATIVE

- Independent Reading T165
- Literacy Activities T165
- Partner Reading T165

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T360–T361
 - » Apply Spaces Between Words
 - » Share Back

INDEPENDENT WRITING

- Draw or Write T361
- Conferences T350

WRITING BRIDGE

- Language & Conventions: Teach Plural Nouns T362–T363

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T166–T167
 - » Phonics: Read and Write Words with Cc
 - ✔ **Quick Check** T167
 - » Decodable Story: Read *The Map* T168–T169

CLOSE READ

- Use Text Evidence T170–T171
- Close Read: *At the Library*
 - ✔ **Quick Check** T171

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T175
- Strategy and Intervention Activities T172, T174
- Fluency T174
- ELL Targeted Support T172, T174
- Conferring T175

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T173
- Independent Reading T175
- Literacy Activities T175

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T364–T365
 - » Explore When to Start a New Book
 - » Share Back

INDEPENDENT WRITING

- Draw or Write T365
- Conferences T350

WRITING BRIDGE

- Language & Conventions: Practice Plural Nouns T366–T367

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T176–T177
 - » Phonological Awareness: Blend and Segment Onset and Rime
 - » Phonics: Review Cc and Pp
 - » High-Frequency Words

COMPARE TEXTS

- Reflect and Share T178–T179
 - » Write to Sources
 - ✔ **Quick Check** T179
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T181
- Strategy, Intervention, and On-Level/Advanced Activities T180
- ELL Targeted Support T180
- Conferring T181

INDEPENDENT/COLLABORATIVE

- Independent Reading T181
- Literacy Activities T181

BOOK CLUB T181 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T368
 - » Apply When to Start a New Book
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T368–T369 **SEL**
- Conferences T350

WRITING BRIDGE

- **FLEXIBLE OPTION**
 - Language & Conventions: Standards Practice T370–T371

Materials

National Parks
National parks are special places. You might see interesting animals.

Weekly Question
What makes us want to visit a special place?
You can hike. What might you see as you hike?
You can learn about the past. People lived here long ago.

STUDENT TASK
Talk to your partner about what makes national parks special.

INFOGRAPHIC
“National Parks”

Informational Text Anchor Chart

READING ANCHOR CHART
Informational Text

Informational Text Anchor Chart

EDITABLE ANCHOR CHART
Informational Text

Decodable Book 2
Tam and Sam

Written by Lynn Ritter
Illustrated by David Cruz
Illustrated by Claire Bernard

DECODABLE BOOKS

Handwriting
Write the letters M, m, H, h, V, v.

My Words to Know
any, come, play

Language and Conventions
imperative sentences, capital letters, punctuation.

RESOURCE DOWNLOAD CENTER
Additional Practice

Big Book of Songs and POEMS

myView LITERACY

SONGS AND POEMS BIG BOOK

Leveled Readers

Sharks
by Susan Hughes

Guided Reading Level 1
DRA Level 18
Lexile Measure 150L
Word Count 176

Text Structure
• Description
• Explanatory
• Sequence

Test Questions
• Multiple Choice
• True/False
• Short Answer

LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

he
is
have

Develop Vocabulary

library
movie
librarian
computers

Unit Academic Vocabulary

map
move
land
special

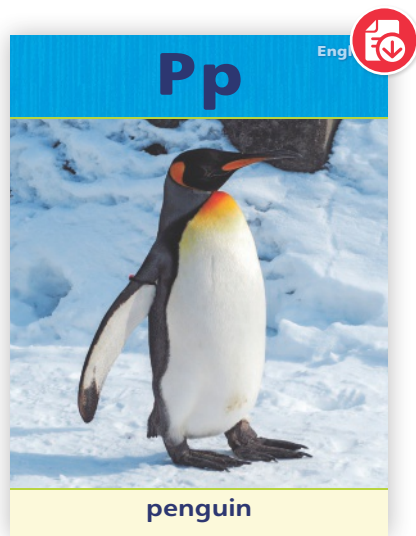
Word Work

OBJECTIVES

Blend spoken onsets and rimes to form simple words.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Alphabet Card

FOUNDATIONAL SKILLS EXTENSION

See p. T151 for consonant Pp extension activities that can be used as the text is read on Days 2 and 3.

Phonological Awareness: Blend and Segment Onset and Rime

FOCUS AND MODEL Listen as I say a new sound: /p/ /p/ /p/. The sound /p/ is made by pressing your lips together and pushing air out. Have students practice making the sound /p/. You can hear the sound /p/ at the beginning of some words.

Tell students that words are made up of sounds and parts. Listen as I say the beginning sound and ending part of a word: /p/, -at. Now I will say the parts together to say the word: /p/ -at, pat.

SEE AND SAY Have students turn to p. 92 in the *Student Interactive*. Explain that they will circle the picture words that begin with the sound /p/. Point to the first picture. This is a picture of a pig. Listen to the beginning sound and ending part in the word: /p/ -ig, pig. Repeat with the picture of a boat. Which picture name begins with the sound /p/? Yes, pig starts with /p/, so we will circle the pig. Have students complete the activity on p. 92.

Phonics: Introduce Pp

Minilesson

FOCUS Hold up Alphabet Card Pp and point to the picture of the penguin. Have students say *penguin* with you. Let's say the beginning sound /p/. The sound /p/ is spelled with the letter p.

MODEL AND PRACTICE Write the letters P and p on the board. Have students turn to p. 93 in the *Student Interactive* and trace the letters on the first line with their fingers. Tell students that you will write and read words. They should clap when they hear the sound /p/. Write the following words: *pit, Tim, mom, pail, hot, pan, Meg, pet*.

APPLY MyTURN Have students look at p. 93 in the *Student Interactive*. Point to the letter p and tell me the sound it makes. Now write Pp under each picture word that begins with /p/. Direct students to the first picture. Say the word *pig*, emphasizing the initial sound. Does this picture word begin with the sound /p/? Yes, so write Pp on the line. Tell students to complete the activity. If students need additional practice with letter recognition, use the Letter Recognition Unit on SavvasRealize.com or on pp. xvii–xlili in this Teacher's Edition. The unit includes instruction, activities, and student practice sheets.

ELL Targeted Support Practice with the Sound /p/ Tell students that they have just learned the /p/ sound. Tell them that learning the sounds that make English words will help them understand English better. Give each student a card with the letters *Pp* on it.

Say the following words one at a time: *pop, mop, pit, pike, like, ham, Pam*. Have students listen and repeat after you. If the word begins with the sound /p/, they should hold up their card. **EMERGING**

Remind students of examples of words that begin with the sound /p/: *party, pen, pop, Pam*. Have students think of other words that begin with /p/. Tell them to raise their card when they think of a word, and then have them say the word aloud. **DEVELOPING**

Have students go back to the pictures on p. 92 in the *Student Interactive*. Have students draw a picture on a sheet of paper for one of the words that begins with the sound /p/. Then have them exchange papers with one another, and check each other's work. Did their partner draw a picture of a word that begins with /p/? **EXPANDING**

HiGH-FREQUENCY WORDS

Display the high-frequency words *have, is, and he*.

- Point to the word *have* and read it.
- Have students point to the word *have* and read it.
- Repeat for *is* and *he*.

have

is

he

STUDENT INTERACTIVE, pp. 92-93

PHONOLOGICAL AWARENESS | PHONICS

FOUNDATIONAL SKILLS

Sound Parts

SEE and SAY Circle



Tell students that images represent pig, boat.



Tell students that images represent tire, pin.



Tell students that images represent cat, pan.



Tell students that images represent pear, man.

Directions Have students segment and blend the onset and rime in each picture word. Then have them circle the word in each pair that begins with the sound /p/. Model: Listen to this word: /p/-ig, pig. The word pig begins with the sound /p/.

Consonant Pp

MY TURN Write



Tell students that images represent pig, pencil, ring.



Tell students that images represent piano, leaf, pillow.



Tell students that images represent piano, leaf, pillow.

Directions Tell students that the letter *p* stands for the sound /p/. Explain that they will see the letter *p* in many words that begin with the sound /p/. Model how to form the letters *P* and *p*. Then have students say the name of each picture and tell whether the picture word starts with *p*. Say: If the picture word starts with *p*, write the letters. If the picture word does not start with *p*, draw an X over the picture.

Interact with Sources

OBJECTIVES

Interact with sources in meaningful ways such as illustrating or writing.

Identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather.

ACADEMIC VOCABULARY

Language of Ideas The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. Ask: [What makes a national park special? How might the family in the picture use a map?](#)

- move
- land
- map
- special



Songs and Poems
Big Book

Explore the Infographic

Prompt students to remember the Unit 1 Essential Question: *What makes a place special?* Then introduce them to the Week 3 Question: *What makes us want to visit a special place?* Tell students that there are many reasons that we might want to visit a special place, just like there are many reasons that a place may be special.

Have students look at the photographs on pp. 90–91 of the *Student Interactive*. Ask if they know what kind of special place these photos show. Tell students that the pictures show national parks. Ask students if they have ever been to a national park. Then read the infographic “National Parks” as students follow along. Use the following questions for discussion:

- (Photo p. 90) What animals do you see? What is this place like?
- (Photo p. 91) What is the family doing? What things might they see as they hike?

Have students look at the final picture. Explain that these are ruins from houses built into the cliffs by people who lived long ago. Tell students that this is Mesa Verde National Park in Colorado. Explain that there are other national parks in the United States that preserve history.

Encourage students to ask questions about the infographic to clarify any information they do not understand.

TURN, TALK, AND SHARE Have students interact with sources by using the pictures and text on pp. 90–91 to talk about what makes national parks special. Lead students to understand that national parks help us appreciate our country and provide places for people to have fun.

WEEKLY QUESTION Point out the Week 3 Question: *What makes us want to visit a special place?* Ask students why they might want to visit a national park. Explain that they will read more about different places that are special, and that they might want to visit, this week.



EXPERT'S VIEW Jim Cummins, Professor Emeritus, University of Toronto

“Students may pick up conversational fluency in English considerably faster than they can catch up academically in terms of reading and writing skills. Within a year or two, kids are reasonably fluent in conversational contexts, but that doesn't mean that they have caught up in academic English. It typically takes at least four to five years for students to catch up to grade-level academic achievement.”

See SavvasRealize.com for more professional development on research-based best practices.

ELL Targeted Support Express Opinions Use the infographic to stimulate discussion.

Read the text aloud, having students point to each word and echo read with you. Use gestures and simple sketches to help them understand the text. Show pictures of other national parks, making sure to include different types of parks. Use sticky notes to label things in the pictures. Say the words and have students repeat. Ask different students to come up and label a feature with a sticky note. Have the group respond by naming it. Use academic vocabulary when you can. For example: *This _____ is special because _____. This land looks _____.* **EMERGING**

Using the infographic, ask: *What do you see in this picture? What makes this place special?* Show pictures of other types of national parks. Ask: *What do you see in this park? What is this? Why is this national park special?* Encourage students to answer in full sentences. Have them tell which place shown in the pictures they would like to visit. **DEVELOPING**


Ask students to draw a picture of themselves hiking in a national park. They should draw what they might see as they hike. Provide sentence frames: *I am hiking in _____. I see _____.* Have students show their pictures and describe what they see using the sentence frames. **EXPANDING**

Have partners use the infographic to talk about why they would or would not like to visit the parks shown here. Then come back as a group. Ask each student to tell what his or her partner shared about the parks. **BRIDGING**

STUDENT INTERACTIVE, pp. 90-91


WEEKLY LAUNCH: INFOGRAPHIC

National Parks
National parks are special places.
You might see interesting animals.

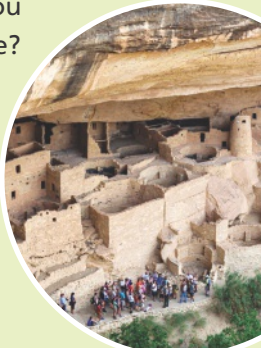


Weekly Question
What makes us want to visit a special place?

You can hike.
What might you see as you hike?



You can learn about the past.
People lived here long ago.



TURN and TALK
Talk to your partner about what makes national parks special.

Directions Read the text to students. Have them interact with the source by looking at the pictures and explaining why national parks are special places.

90 91

Listening Comprehension

OBJECTIVES

Listen actively and ask questions to understand information and answer questions using multi-word responses.

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

ELL Language Transfer

Cognates Point out the Spanish cognates in the Read Aloud.

- special : *especial*
- reason : *razón*
- family : *familia*
- park : *parque*
- lake : *lago*
- dinosaur : *dinosaurio*
- history : *historia*
- museum : *museo*

THINK ALOUD ANALYZE INFORMATIONAL TEXT After you reread the first sentence, say: *This sentence tells me what this text is mostly about. From this sentence, I know that the text will tell me reasons for visiting special places.*

THINK ALOUD ANALYZE INFORMATIONAL TEXT After you reread the first sentence of the second paragraph say: *The text has given me quite a bit of information already. It said that one reason to visit new places is to have fun. Now it is saying that another reason is to spend time with friends and family. As I read on, I will look for more reasons.*

Read Aloud

Tell students that they will listen to an informational text. Informational texts give facts and details about real people, places, and things. They have a main, or central, idea and details. Have students listen as you read aloud the informational text, “Special Places.” Encourage them to be active listeners by looking at you and thinking about what you are saying as you read aloud.

START-UP

READ-ALOUD ROUTINE

Purpose Have students listen actively for elements of informational text, such as the main idea and details.

READ the entire text aloud without stopping for the Think Aloud callouts.

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre.

Special Places

There are many reasons to visit a special place. Sometimes we visit a place just for fun—like an amusement park. An amusement park is a fun place. There are many rides and things to see.

Another reason you might want to visit a special place is to spend time with your friends or family. A park by a lake is a great place for this. You could swim in the lake. If there is a playground, you could play on the swings.

Visiting the place your mom grew up would be special. She could tell you stories about memories she has and what the place was like when she was your age.



"Special Places," continued

You might learn new things in a special place. If you go to a science museum, you could learn about outer space or dinosaurs. You could also go to a history museum to learn more about our country.

It is fun to think about special places to visit!

THINK ALOUD ANALYZE INFORMATIONAL TEXT Before you read paragraph 4, say: *As I read, let's listen for another reason to visit a special place.*

WRAP-UP

We visit special places to

1. have fun
- 2.
- 3.
- 4.

Use the chart to help students identify details that tell why people might visit a special place.

ELL Targeted Support Use Linguistic Support Provide students with linguistic support they can use to enhance and confirm their understanding of spoken English.

Write a simple definition for *playground* on the board. Read the definition to students, and then reread the second paragraph of the text aloud and have students say what the paragraph means. **EMERGING**

Write a simple definition for *amusement park* on the board. Help students read the definition. Reread the first paragraph from the text and ask students what it means and what it is about. **DEVELOPING**

Write a definition for *memories* on the board, and have students read it. Then reread the third paragraph from the text to students, and ask them what it is saying about special places and memories. **EXPANDING**

Write a definition for *science museum* on the board. Have student volunteers read the definition aloud. Then reread the entire text to the class, and have volunteers explain what it means. **BRIDGING**

FLEXIBLE OPTION INTERACTIVE Trade Book Read Aloud

Conduct an interactive read aloud of a full-length trade book.

- Choose a book from the *Read Aloud Trade Book Library* or the school or classroom library.
- Select an **INTERACTIVE Read Aloud Lesson Plan Guide** and **Student Response** available on SavvasRealize.com.
- Preview the book you select for appropriateness for your students.



Informational Text

LEARNING GOAL

I can read informational text.

OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

LANGUAGE OF THE GENRE

As you review the Anchor Chart, check that students understand the words that help them talk about informational text.

- What is a main, or central, idea?
- What are details?

FLEXIBLE OPTION ANCHOR CHARTS

To make your own anchor chart for this week, begin with the genre, informational text.

- Discuss what informational texts are.
- Using a familiar, grade-level book, introduce *main idea* as the overall topic and *details* as facts about the topic.
- Illustrate your anchor chart to help students understand the genre.

ELL Language Transfer

Cognates Point out the Spanish cognates related to informational texts.

- information : *información*
- text : *texto*
- idea : *idea*
- detail : *detalle*

Minilesson

FOCUS ON STRATEGIES Tell students that they will now learn about informational texts. An informational text gives true information about a topic. It has a main idea and details.

- The main idea is what a text is mostly about. It is the big idea of a text. It is sometimes called the *central idea*.
- Details are bits of information that tell us about the main idea. They are sometimes called *supporting evidence*.

Readers watch for the main idea and details to help them understand an informational text.

MODEL AND PRACTICE Read aloud p. 104 of the *Student Interactive*. Assist students as they identify the main idea and details.

- What is this text mostly about? The first sentence tells us. The main idea is playgrounds.
- What are the details that tell about the playground? The details are that there is a slide, some swings, and a sandbox.

ELL Targeted Support Visual Support Refer to the images on p. 105 to provide visual support as you read aloud p. 105.

Point to the anchor chart and say, **This is a playground.** Point to each picture in the anchor chart as you read aloud each of the sentences on p. 104. **EMERGING**

Ask basic questions about the playground, such as: **What is the picture mostly about? That is the main idea. What are some things you see on this playground? Those are the details.** **DEVELOPING**

Place students in pairs. Have them take turns saying sentences about details of the playground. Provide sentence frames, as needed: *There is a _____ on the playground. There are also _____.* **EXPANDING**

Have students work in pairs to write sentences about details of the playground. Ask pairs to share their sentences with the class.

BRIDGING

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify informational text.

OPTION 1 TURN, TALK, AND SHARE Have students turn and talk with a partner about how an informational text differs from a realistic fiction story. Then have partners share their ideas and discuss as a class.

OPTION 2 Use Independent Text Have students look at and read informational texts during independent reading. Have them put sticky notes on aspects of the text that make it an informational text, such as a sentence that tells the main idea.

QUICK CHECK

Notice and Assess Are students able to identify informational text?

Decide

- **If students struggle**, revisit instruction for identifying informational text in Small Group on pp. T142–T143.
- **If students show understanding**, extend instruction for identifying informational text in Small Group on pp. T142–T143.

STUDENT INTERACTIVE, pp. 104–105

GENRE: INFORMATIONAL TEXT

My Learning Goal I can read about special places.

Informational Text

Informational texts tell about real people, places, or things.

Main Idea → There are many things at the playground.

Details → There is a slide.
There are swings.
There is a sandbox.

TURN and TALK Talk about how this informational text is different from a realistic fiction story.

Directions Read the genre information and model text to students. Say: The central, or main, idea of an informational text is what the text is mostly about. Supporting evidence, or details, tells more about the main idea. Have students compare and contrast the informational text and realistic fiction stories.

Informational Text Anchor chart

Detail

Main Idea

Detail

Detail

104

105

At the Library T137

Academic Vocabulary

LEARNING GOAL

I can use words to make connections.

OBJECTIVES

Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Respond using newly acquired vocabulary as appropriate.

ELL Access

To master academic language, ELL students need to practice different strategies they can use to read unfamiliar words. Help them look at the letters and the sounds the letters stand for. Help them think about the meaning of the sentence to figure out a new word.

Context Clues

Minilesson

FOCUS ON STRATEGIES Talk about strategies students can use to learn the meanings of words they do not know.

- Look at the letters in the word and think about the sounds they make.
- Look at the pictures to see if they help you learn the word's meaning.
- Look at the words around the new word and see if they help you learn or clarify the meaning of the word.

MODEL AND PRACTICE Model using context clues to learn the meaning of a word. Display and read aloud the following: *A frog can move by hopping. I can use context clues to help me figure out the meaning of the word *move*. The sentence is about a frog. Hopping is how frogs get from one place to another. So, I'm pretty sure the word *move* means to travel from one place to another.*

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

Forward Circles

FOCUS Show students the alphabet and point out letters that have forward circles such as the letter Bb.

MODEL Model how to make a forward circle on the board. Explain your hand movements as you make the forward circle: *I start at the top and curve around to the right and up to the top.*



ASSESS UNDERSTANDING

Apply

MyTURN Choral read the four Academic Vocabulary words and discuss the two pictures. Then have students complete the rest of p. 121 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 121

VOCABULARY **Read Together** READING-WRITING BRIDGE **My Learning Goal**

I can use words to make connections.

Academic Vocabulary

map move land special

MYTURN Write



We use a map to help us find places.

A park is a special place.

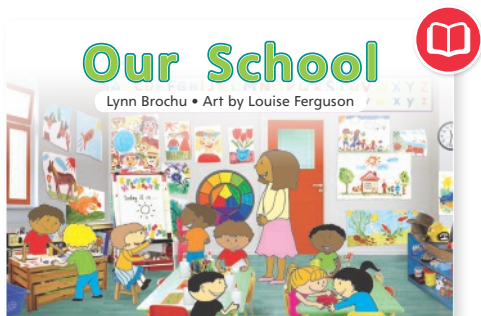
Directions Read the Academic Vocabulary words to students. Then read the sentences. Have students respond using newly acquired vocabulary by choosing the appropriate words to write on the lines.

121

PRACTICE Provide students with trays of sand and have them practice making forward circles with their fingers. Remind them to start at the top and curve down, around, and back to the top.

Matching Texts to Learning

To select other texts that match your instructional focus and your groups' instructional range, use the **Leveled Reader Search** functionality in SavvasRealize.com.



LEVEL A

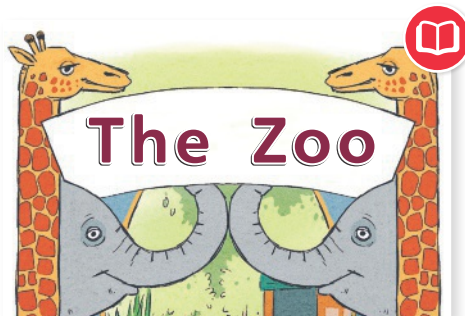
Genre Narrative Nonfiction

Text Elements

- Vocabulary familiar to most students
- Short sentences

Text Structure

- Simple Factual



LEVEL A

Genre Realistic Fiction

Text Elements

- Text and illustrations
- Short sentences

Text Structure

- Repetitive Structure



LEVEL A

Genre Narrative Nonfiction

Text Elements

- Text and illustrations
- Short sentences

Text Structure

- Simple Factual

Guided Reading Instruction Prompts

To support the instruction in this week's minilessons, use these prompts.

Identify Informational Text

- What is this text about?
- What are some details the text gives?
- Does this text give information or tell a story?

Develop Vocabulary

- How do the pictures help you clarify the meanings of words?
- What does the word ____ tell us about the text?
- Why is this word important?

Find Main Idea

- What is the title of the book? Did it help you know what the book is about?
- What is the main idea of the text?
- What did you learn about the main idea?



LEVEL B

Genre Narrative

Text Elements

- Familiar vocabulary
- Simple sentences

Text Structure

- Repetitive Structure



LEVEL C

Genre Informational Text

Text Elements

- Vocabulary familiar to most students
- Prepositional phrases

Text Structure

- Simple Factual



LEVEL D

Genre Narrative Nonfiction

Text Elements

- Familiar themes and ideas
- Sentences continue to next line

Text Structure

- Simple Factual

Use Text Evidence

- What is text evidence?
- How does your book tell about the topic?
- What facts did you learn?
- How do the pictures support the main idea?

Compare Texts

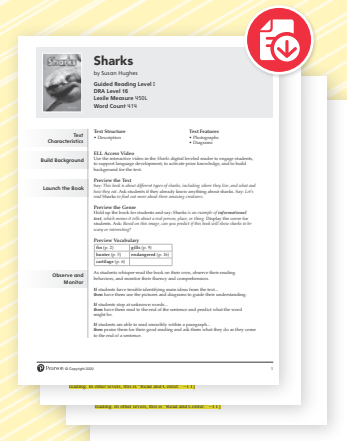
- What is the title of each text?
- What is the main idea of each text?
- Do both texts have pictures? What kind?


Word Work

For Possible Teaching Points, see the *Leveled Reader Teacher's Guide*.

Leveled Reader Teacher's Guide

For full lesson plans for these and other leveled readers, go to SavasRealize.com.



Use the  **QUICK CHECK** on p. T137 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY INFORMATIONAL TEXT

Teaching Point Today I want to tell you what you need to look for in an informational text. Informational texts usually have photographs. Informational texts are meant to help you learn about something. An informational text has a main idea and details that tell about the main idea. Show students examples of informational texts and what they are about. Then have students identify whether various books are or are not informational texts.

ELL Targeted Support

Have students ask for information about informational text.

Model asking questions to get information about the features of informational text, such as: *What does an informational text have?* Have students practice saying the question. **EMERGING**

Have students ask for more specific information about informational text, such as: *Does an informational text have a main idea? Is an informational text a made-up story?* **DEVELOPING**

DEVELOPING

Have students find an informational text in the library. Have a partner ask them for information about the text. **EXPANDING**

Have partners ask for information about informational text, such as: *How do you know this is an informational text?* **BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



NONFICTION TEXTS

Use Lesson 46 in the *myFocus Intervention Teacher's Guide* for instruction on the features of informational, or nonfiction, text.

LEVEL A • READ

Lesson 46 Genre: Nonfiction Texts

DIRECTIONS Follow along as your teacher reads aloud "A Good Home for a Cat." Think about what information the author gives. How might you use the information?

A Good Home for a Cat

A cat is a nice pet. There are three things to do to make a good home for a cat.

Make a cat bed. Get a box of a good size. Cut a hole in one side so the cat can get into and out of the box. Line the box with a soft cloth. A cat that lives indoors needs a litter box too.

Buy or make some fun things for the cat to play with. Find a pine log. The cat will like to scratch it!

Set up a place for the cat to eat and drink. Get the best cat food you can.

It is easy to make a good home for a cat. A cat with a good home will be a happy cat!

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On-Level and Advanced



INQUIRY

Question and Investigate Have students use the infographic on p. 90 of the *Student Interactive* to talk with a partner about some of the places they think are special. Then, have partners choose a special place to investigate. Throughout the week, work with them to learn more about their special place. See *Extension Activities* pp. 51–55 in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

IDENTIFY INFORMATIONAL TEXT

Talk About Independent Reading Ask students to tell whether the book they are reading is informational text.

Possible Conference Prompts

- What is the title of your book?
- Does the title help you understand the main idea or what the book is mostly about?
- How can you tell your book is an informational text?

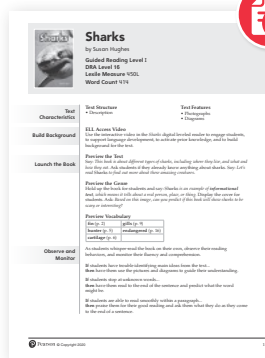
Possible Teaching Point People read informational texts to learn new information. Look for facts and information in an informational text.

Leveled Readers



IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T140–T141.
- For instructional support on identifying characteristics of informational text, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Ask several students to tell what they have learned about informational text.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- read and listen to a previously read leveled reader or selection.
- begin reading their Book Club text or one of the books from the suggested titles on p. T454.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- write about their reading in a reading notebook.
- choose a section from a trade book they are reading and tell a partner about it.
- play the myView games.
- tell a partner why they liked or didn’t like their independent reading book.

BOOK CLUB



See Book Club, pp. T468–T471, for

- talking points to share with students.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of the trade book *A Trip to the Mountains*.

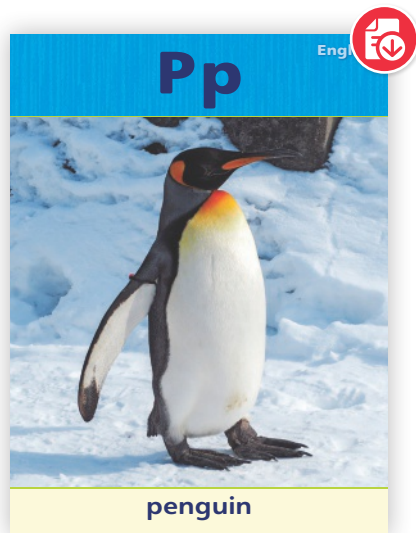
Word Work

OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Spell common high-frequency words.



Alphabet Card

ELL Language Transfer

The letter *p* exists in many languages. To help students with this sound and letter, point out words in students' home languages that begin with /p/. For example, these words for "puppy" begin with /p/: *perrito* (Spanish) and *puppy* (Dutch, Filipino, Swahili).

Phonics: Read and Write Words with *Pp*

Minilesson

FOCUS Display Alphabet Card *Pp*. This is a picture of a penguin. The word *penguin* begins with the sound /p/. What letter spells the sound /p/? Students should say the letter *p*. Point to the letters on the card and remind students they are uppercase *P* and lowercase *p*.

MODEL AND PRACTICE Write the word *pat* on the board. Listen carefully as I read this word: *pat*. *Pat* begins with the sound /p/. Listen carefully: /p/ /a/ /t/. What letter spells the sound /p/? Students should say *p*. Tell students that some words end with the sound /p/. Write the word *sap* on the board. The word *sap* ends with the sound /p/. Listen carefully: /s/ /a/ /p/. What letter spells the sound /p/?

FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 My TURN Have students complete p. 94 of the *Student Interactive*.

OPTION 2 Independent Activity Have students look through a picture book. Tell them to draw pictures of anything they see that begins with /p/ and write the letter *p* beneath it. Have volunteers share their pictures with the class.

QUICK CHECK

Notice and Assess Can students write *Pp*?

Decide

- **If students struggle**, revisit instruction for writing *Pp* in Small Group on pp. T154–T155.
- **If students show understanding**, extend instruction for writing *Pp* in Small Group on pp. T154–T155.

HIGH-FREQUENCY WORDS

Tell students that high-frequency words are words that they will hear and see over and over in texts. Write and read the words *have*, *is*, and *he*. Have students


- read each word.
- spell each word, tapping their knees as they say each letter.

STUDENT INTERACTIVE, p. 94


PHONICS | PHONOLOGICAL AWARENESS

Consonant Pp


MY TURN Read and write



tap tap



map map



Pam Pam

94 Directions Have students name the first picture and tell what letter the picture word ends with. Then ask them to trace the letter in the word. Finally, have students read the word and write it on the lines. Repeat with the remaining pictures and words.

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ADDITIONAL PRACTICE

For additional student practice with the consonant *p*, have students complete *Phonics* p. 5 from the *Resource Download Center*.


Name _____

FOUNDATIONAL SKILL **Read Together**


Phonics

Consonant Pp


MY TURN Circle and write




Tell students that images represent puppy, penny, paint, pipe, ball, dollar.




Pp Pp




Pp Pp



Pp Pp



Pp Pp



Pp Pp

Directions Model the sound of the consonant *p* by saying *pull* and *pour*. Say the name of each picture. Tell students to circle all the pictures that start with the sound of the consonant *p*. Then have them write the letters *Pp* under the circled pictures.

Grade K, Unit 1, Week 3

Phonics, p. 5

Introduce the Text



At the Library

OBJECTIVES

Identify the front cover, back cover, and title page of a book.

Describe the relationship between illustrations and the text in which they appear.

Establish purpose for reading assigned and self-selected texts with adult assistance.

Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.

Shared Read Plan

First Read Read the text. Pause to discuss the First Read notes with students.

Close Read Use the Close Read notes to guide your instruction for Lessons 3 and 4.

Preview Vocabulary

- Read aloud the vocabulary words on p. 106: *library, librarian, computers, movie*. Ask students what they know about these words.
- Ask questions such as: *What do you do at the library? How does the librarian help you? What do you use a computer for at the library? Have you ever checked out a movie on DVD?*
- *These words will help us understand what At the Library is about. Watch for these words as we read.*

Print Awareness

Have students hold up their *Student Interactive*. Explain that every book has a front cover, back cover, and title page. Show them these features of the book. Then show students an informational text. Point to the front and back covers and the title page, and have students identify each.

Read

Have students point to the title of the selection and read it aloud with you. Ask students if they have been to a library. Tell them they will read the text to find out what they can do at the library and why it is a special place. Then discuss the First Read Strategies.

FIRST READ STRATEGIES

READ Encourage students to read or listen as you read the text.

LOOK Remind students to look at the pictures to help them understand the text.

ASK Have students generate, or ask, questions about the text to deepen their understanding.

TALK Guide students to talk to a partner about the text.

Students may read the text independently, in pairs, or as a whole class. Use the First Read notes to help students connect with the text and guide their understanding.



ELL Targeted Support Vocabulary Acquisition Provide support as students internalize the vocabulary introduced in this lesson.

Say the vocabulary words one by one and have students repeat. Write the words on sticky notes. Place the sticky notes at the bottom of the title page. Call on a student to choose a sticky note. Read the sticky note aloud and have the student place the word on the correct picture in the text. Repeat with other students. **EMERGING**

One at a time, say each word and have students repeat it. Use each word in a meaningful sentence. Then ask students to work with a partner to use each word in an oral sentence. **DEVELOPING**

Ask students to turn to p. 106 of the *Student Interactive* and point to the word *computers* on the page. Read aloud the text with them. Ask them to tell how they can use the photograph and the text to help them understand the meaning of the word *computers*. **EXPANDING**

Ask partners to use the words in oral sentences. Have them read the words together and then talk about what they know about each word.


BRIDGING

STUDENT INTERACTIVE, pp. 106–107

VOCABULARY Read Together

At the Library


Preview Vocabulary




library



librarian




computers



movie

Read
Read the text and look at the pictures to learn why a library is a special place.

Meet the Author



Eric Braun has written more than one hundred books, including *If I Were an Astronaut*. He lives in Minnesota with his wife, two sons, dog, and gecko.


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Read Together

Genre Informational Text

At the Library

written by Eric Braun





AUDIO
Audio with Highlighting

ANNOTATE

107

STUDENT INTERACTIVE, pp. 108-109



CLOSE READ



What words tell the main idea of the text? Underline the words.



library a place where books and other things are kept for people to borrow



The library is a special place.
People can do many things here.



Here are the books.
He can find a good book to read.

First Read

Read

THINK ALOUD The first sentence tells me the main idea, that a library is a special place. I am curious to know why this author thinks the library is special. As I read, I'll look for supporting evidence, or details, that shows a library is a special place.

Possible Teaching Point



Read Like a Writer | Author's Purpose

Explain that authors have a purpose when they write a text. They might want to entertain readers with a good story. They might want to give readers information or facts on a topic. Explain that this author wants to tell why a library is a special place.



STUDENT INTERACTIVE, pp. 110–111



CLOSE READ

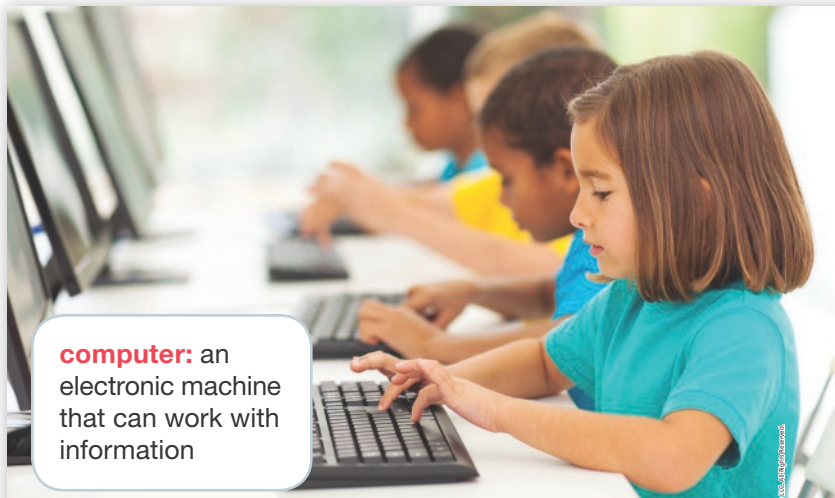


What words tell about the main idea? **Highlight** the words in the text.

movie a story that is told with moving pictures



Here are the **movies**.
They **can** take a **movie** home.



computer: an electronic machine that can work with information

Here are the **computers**.
She **can** use it to tell a story.

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CROSS-CURRICULAR PERSPECTIVES

Social Studies



The computer is an example of technology. Technology is equipment that helps people do things better. Computers help people do many things. People can use computers to type or send emails or to look things up on the Internet. Before computers, people had to write by hand, type on a typewriter, send mail at the post office, and go to a library to look up information in books. Computers make life much easier.

Close Read



Find Main Idea

Ask: **What is this text mostly about? What does the author want me to know?** To identify the main idea, have students underline the sentence on p. 108 that answers these questions. **DOK 2**

Use Text Evidence

Explain that authors give details about the main idea. Have students reread pp. 110–111 and highlight the words that tell about the main idea.

DOK 2

OBJECTIVES

Use text evidence to support an appropriate response.

STUDENT INTERACTIVE, pp. 112–113



CLOSE READ



What words tell about the main idea? **Highlight** the words in the text.



This is **story time**.
The **children listen to a story**.

112



This is a **teacher**.
She **helps students with their homework**.

113

First Read

Talk

THINK ALOUD The picture on p. 112 reminds me of when I was little. My mom and I used to go to the library in our town. I especially liked to listen to the librarian read aloud stories. What do these pages make you think about? Turn to a classmate to talk about it.

Foundational Skills Extension

High-Frequency Words

Remind students that some words are used often. Have students find the high-frequency words *is* and *He* on p. 114. Ask students to read aloud these words.

Possible Teaching Point



Language & Conventions | Plural Nouns

Use the Language & Conventions lesson on pp. T362–T363 to teach about plural nouns. Then have students identify the plural nouns on p. 113 (*students*) and p. 114 (*books*). Point out that these nouns end in -s.



STUDENT INTERACTIVE, pp. 114–115



librarian a person who helps at a library

This is the librarian.
He helps people find books.

114

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The library is a great place!

115

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Foundational Skills Extension

Pp

Have students point to the word *people* on page 114. Read it together with them. Have them repeat the sound /p/ at the beginning of the word.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Libraries have been around for thousands of years. A long time ago, very few people could read. Libraries were some of the few places where books were found. In 1731, Benjamin Franklin founded the first American subscription library. Today, libraries are found in almost every school and city in the United States.

Close Read



Use Text Evidence

Remind students that the main idea of this text is that libraries are special places. Ask: *Which words tell us about this main idea?* Explain that details give more information about the main idea. Then have students highlight the supporting details on pp. 112–113 as text evidence.

DOK 2

OBJECTIVE

Use text evidence to support an appropriate response.

Respond and Analyze



At the Library

OBJECTIVES

Listen actively and ask questions to understand information and answer questions using multi-word responses.

Describe the relationship between illustrations and the text in which they appear.

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

My View

Use these suggestions to prompt students' initial responses to *At the Library*.

- **Talk** Describe a detail in the text that was new to you. What did you learn?
- **Illustrate** Draw a library. Talk with a partner about your drawing.

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES

Explain that authors of informational texts use words that tell information about the main, or central, idea. Every central idea has certain key words. It would be hard to write about libraries without using words such as *library* and *librarian*.

- **READ** Look for words that tell about the central idea. What are the key words for understanding the text?
- **THINK** Think about the meanings of the words and how they are related to the central idea.
- **ASK** Why did the author choose these words? Why are they important?

MODEL AND PRACTICE Have students look at p. 116. Read aloud each of the words and model matching the first word to a picture. *The first word is library. All the pictures show something we can do in a library, but one picture is best at showing what a library is. I'll draw a line from the word library to the third picture.*

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 My TURN Have students acquire vocabulary by completing p. 116 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students identify three key words in an independent reading text and mark each one with a sticky note.

QUICK CHECK

Notice and Assess Are students able to match vocabulary words to pictures that show their meanings?

Decide

- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T156–T157.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T156–T157.

Check for Understanding My TURN Have students complete the Check for Understanding on p. 117 of the *Student Interactive*.





STUDENT INTERACTIVE, pp. 116–117

VOCABULARY
Read Together
COMPREHENSION
Read Together
READING WORKSHOP

Develop Vocabulary

MY TURN Match

library
movie
librarian
computers

Directions Say: You can use pictures and words in a text to help you learn the meaning of a new word. Read the vocabulary words to students. Have them go back to the text and discuss the meanings of the words. Then have students use pictures to clarify the meanings of the words by drawing lines from each word to the matching picture.

Check for Understanding

MY TURN Write

DOK 2 1. One way libraries are special is
Possible response: story time

2. Why did the author write this text?
DOK 3 Possible response: to tell information about libraries

3. What does a librarian do?
DOK 1 Possible response: reads stories, helps people

Directions Read item 1 and encourage students to write an answer. Continue with items 2 and 3. Remind students to use text evidence to support their responses.

Use the  **QUICK CHECK** on p. T145 to determine small group instruction.

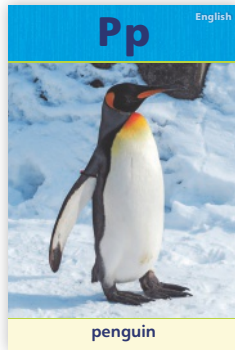
Teacher-Led Options

Word Work Strategy Group



CONSONANT Pp

Alphabet Card Display Alphabet Card Pp. This is a picture of a penguin. Penguin has the beginning sound /p/. What letter spells the sound /p/? Yes, the letter p.



Have students write the letter p on a sheet of paper. Then have them draw an object that starts with the sound /p/.

ELL Targeted Support

Tell students that there are sounds at the beginning, middle, and end of words. Write the words *map* and *pat* on the board.

Read the words with students. Ask them to identify the letters in the words. **EMERGING**

Read the words with students. Ask them to identify the letters in each word. Then have them identify the sounds they hear in the words.

DEVELOPING

Read the words with students. Ask them to identify the sounds in each word, and then identify the letters that spell each sound.

Encourage students to draw pictures of words that begin with those sounds. **EXPANDING**

Have students look at books to find pictures that have the sounds /m/, /t/, /p/, and /a/. Have them share what they find with a partner and attempt to write each word. **BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



CONNECT SOUND AND LETTER: CONSONANTS 1

Use Lesson 21 in the *myFocus Intervention Teacher's Guide* for instruction on connecting sounds and letters.

LEVEL A • MODEL AND TEACH

Lesson 21 Connect Sound and Letter: Consonants 1

INTRODUCE Write the letters *Mm*, say the name (*m*), and have students repeat after you. Explain that *m* is a consonant and spells the sound /m/. Point to something that begins with *m*, such as a map. What sound do you hear at the beginning of *map*? Write the word *map*. In this lesson, we'll learn how letters and sounds connect.


MODEL Display or share copies of the following passage, "Mac and Sam," from Student Page S133, and read it aloud. The words in this story have the letters and sounds *l ll, r rl, s sl, m ml, t tl, and p pl*.

OBJECTIVES:

- Recognize letters *l, r, s, m, t, p* and sounds *ll, rrl, ssl, mml, t tl, and p pl*.
- Connect letters and sounds *ll, rrl, s sl, m ml, t tl, and p pl*.
- Identify *ll, r rl, s sl, m ml, t tl, and p pl* in words.

Mac and Sam

I have a tiny pup.
His name is Mac.
Mac likes to run for his ball.
I have a tiny cat.
Her name is Sam.
Sam likes to sit on my lap!



TEACH Use examples of words to help students recognize letter-sound correspondences. Say: The first word in the title is *Mac*. It begins with the letter *M*. The other name in the title is *Sam*. It begins with the letter *S*. The letter *M* stands for the sound /m/ and the letter *S* stands for the sound /s/. Point out letter-sound correspondences in the story for *ll ll, r rl, t tl, and p pl*.

Phonics, Morphology, and Spelling T • 133

Intervention Activity



PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.



Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have students practice forming words with the sound /p/: *pat, map, tap, Pam*. Students can also play the Letter Tile game in the myView games on SavvasRealize.com.



Decodable Book



Students can revisit last week's Decodable Book *Tam and Sam* to practice reading words with the sounds /a/ and /s/ and last week's high-frequency words.

Before reading, display and read last week's high-frequency words: *like, to, a*. Tell them that they will practice reading these words in the Decodable Book *Tam and Sam*. **When you see these words in today's story, you will know how to read them.**

Pair students for reading and listen carefully as they use their knowledge of letter-sound relationships to decode. Have partners take turns reading one page at a time. Ask them to reread the story again.

High-Frequency Words

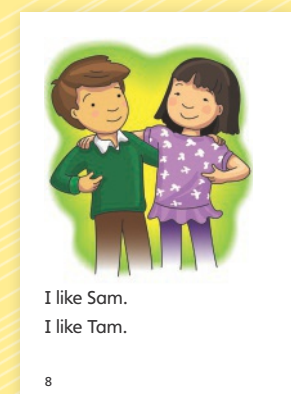
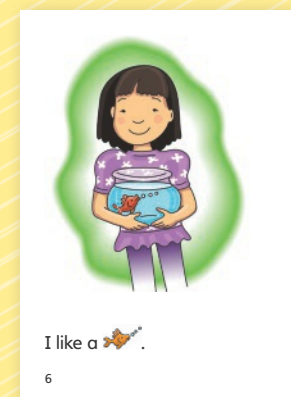
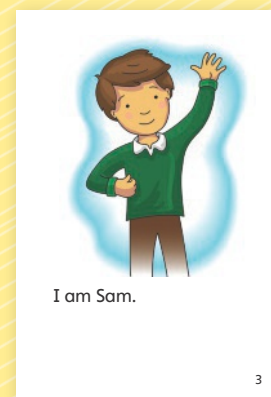
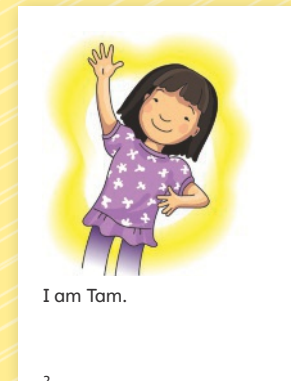
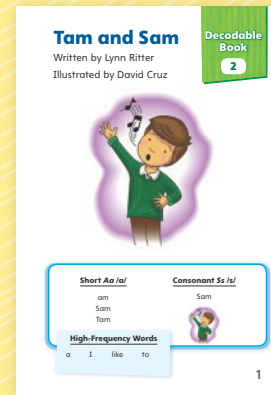
Have students write this week's high-frequency words, *have, is, and he*, on sticky notes. Place the notes on the floor a short distance apart, forming a "snake." When students read a word, they go to the next note. If they get the word wrong they go back to the previous word. The goal is to get to the end of the snake.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Decodable Book



Use the  **QUICK CHECK** on p. T153 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Readers pay attention to the words that authors use when they write. Authors choose words that are important for telling about the central idea. The author of *At the Library* uses words that tell about libraries, such as the word *librarian*. Understanding these important words will help you learn more about the topic of the text.

ELL Targeted Support

Have students use or explain words related to libraries using verbal or visual detail.

Point to pictures in the text and have students say the word associated with the picture. Ask: **What is this?** Provide a sentence frame to help students respond: *This is a _____*. **EMERGING**

Have students take turns acting out the vocabulary words: *librarian*, *computers*, and *movie*. Have other students guess the words.

DEVELOPING

Have students work with a partner to orally list things they can do in a library. **EXPANDING**

Display the words *library*, *librarian*, *computers*, and *movie* and ask students to read them with you. Ask different students to use the words in oral sentences. **BRIDGING**



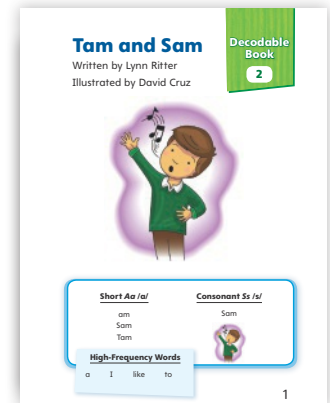
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



TAM AND SAM

Read the Decodable Book *Tam and Sam* with students. Use the teaching support online at SavvasRealize.com to provide additional support for foundational skills and comprehension.



Fluency

Assess 2–4 students



ORAL READING

Have partners take turns reading the Decodable Book. Remind them that they need to take a breath at the end of a sentence before reading the next sentence.

ORAL READING RATE AND ACCURACY

Listen as students read the Decodable Book. Offer feedback. Finally, record each student's performance. Use the *Fluency Progress Chart* to track student progress.



Conferring

3 students / 3–4 minutes
per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to tell you the topic of their book. Then discuss the three key words they put sticky notes on.

Possible Conference Prompts

- What words did the author use to tell about the topic of your book?
- Why do you think the author chose those words?

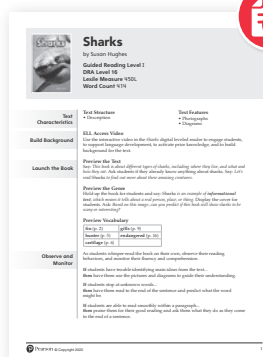
Possible Teaching Point *Readers pay attention to the words that authors use in order to learn about the topic of the text.*

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T140–T141.
- For instructional support on noticing words an author uses to tell about a topic, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class together in whole group. Invite one or two students to share the new words they found in an informational text.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *At the Library*.
- read a self-selected trade book or their Book Club text.
- partner-read a text, asking each other questions about the book.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



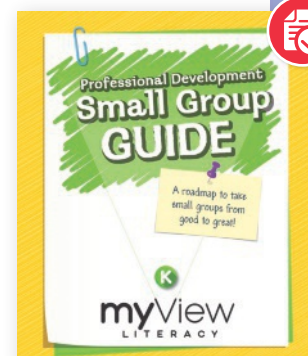
Students can

- work with a partner to discuss and answer the questions on p. 117 of the *Student Interactive*.
- play myView games.
- draw a picture that illustrates a key word in a text they have read.
- build words using the letter tile activity on p. T155.

SUPPORT INDEPENDENT READING

Give students access to a variety of independent reading texts so they can choose one that interests them. Encourage them to make choices that will help them improve their reading skills.

See the *Small Group Guide* for additional support and resources for independent reading.



Word Work

OBJECTIVES

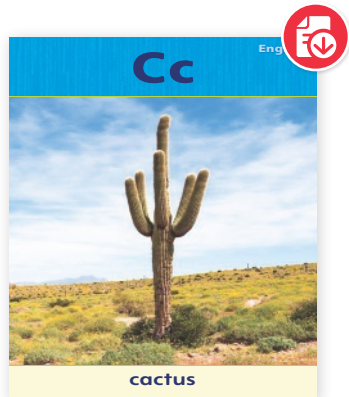
Blend spoken onsets and rimes to form simple words.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Card



Alphabet Card

FOUNDATIONAL SKILLS EXTENSION

See p. T150 for a high-frequency words extension activity that can be used as the text is read on Days 2 and 3.

Phonological Awareness: Blend and Segment Onset and Rime

FOCUS AND MODEL Today we are going to learn a new sound /k/ /k/ /k/. The sound /k/ is made by placing the back of your tongue against the top of your mouth, near your throat. Take air in and let it go by lowering your tongue to make the sound /k/. Have students practice the sound.

Display the *can* Picture Card. Listen to the beginning sound and ending part as I say this word: /k/ -an, can. What sound does *can* begin with? Students should supply the sound /k/. Then say the following words and have students segment and blend the onset and rime. Direct them to give a thumbs-up if they hear the sound /k/ at the onset of the word: *can, send, carry*.

SEE AND SAY Point to the picture of the can on p. 95 of the *Student Interactive*. Listen to the sounds in this word: /k/ -an, can. Can has the sound /k/ at the beginning. Have students complete the page.

Phonics: Introduce Cc

Minilesson

FOCUS Tell students that the sound /k/ can be spelled with the letter c. Display the Cc Alphabet Card. Point to the C and c at the top of the card and say the letters. Tell students the word *cactus* begins with the sound /k/ spelled c.

MODEL AND PRACTICE Have students turn to p. 96 in the *Student Interactive*. Write the letters C and c on the board and have students trace the letters on the first line. Let's say the picture word *house* and listen to the beginning sound: /h/ -ouse. The word begins with /h/. Does that sound the same as /k/? No, it doesn't. Let's look at the next picture and say that word: /k/ -ar. Do you hear the sound /k/ at the beginning of *car*? Yes! Let's circle it.

APPLY MyTURN Have students complete the activity on p. 96. If students need additional practice with letter recognition, use the Letter Recognition Unit on SavvasRealize.com or on pp. xvii–xlili in this Teacher's Edition. The unit includes instruction, activities, and practice sheets.

High-Frequency Words

Minilesson

FOCUS Say: Today we will practice reading the high-frequency words *he*, *is*, and *have*. Have students read the words at the top of p. 97 in the *Student Interactive* with you: *he*, *is*, *have*.

MODEL AND PRACTICE Have students look at the words at the top of p. 97. Say: I will read a word, and I want you to point to it. Then we will read the word together. Read *he*, and have students point to it. Now let's read the word together: *he*. Repeat with the other words.

APPLY MyTURN Have students read the sentences on p. 97 with you. Ask them to identify and underline the words *he*, *is*, and *have* in the sentences. Then have them read the sentences with a partner.

ELL Targeted Support High-Frequency Words Tell students that high-frequency words are words they hear or say every day. Write the words *he*, *is*, and *have* on the board. Say the words aloud with students. Use the words in sentences to describe activities and objects in the classroom.

Review the three high-frequency words you wrote on the board. Say them aloud with students. Give sample sentences, and then use objects or do actions to cue students to make sentences using these words. Say: I have _____. He has _____. This is _____. **EMERGING/DEVELOPING**

Review the three words with students. Have students pantomime doing classroom activities. Have other students guess using one of the high-frequency words. **EXPANDING**

STUDENT INTERACTIVE, p. 95

FOUNDATIONAL SKILLS

Sound Parts

SEE and SAY Circle



Tell students that images represent can, dog, cat, pen.

Tell students that images represent cap, car, bed, corn.

Directions: Name the pictures in the first row with students. Model segmenting and blending onset and rime. Listen to this word: /k-ən, cən/. Have students segment and blend the onset and rime in the remaining words and circle the picture words that start with /k/. Then have them continue with the second row.

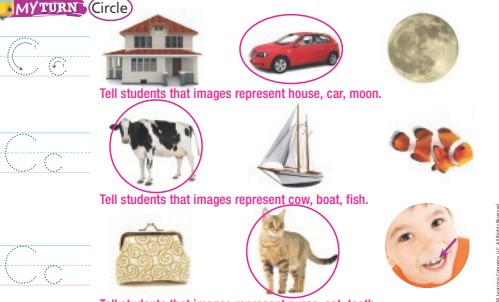
95

STUDENT INTERACTIVE, p. 96

PHONICS | HIGH-FREQUENCY WORDS

Consonant Cc

MYTURN Circle



Tell students that images represent house, car, moon.

Tell students that images represent cow, boat, fish.

Tell students that images represent purse, cat, tooth.

Directions: Tell students that the letter c can make the sound /k/. Model how to form the letters C and c. Say: You will see the letter c in many words that begin with the sound /k/. Trace the letters Cc. Point to the letters and say the sound they can make. Now circle each picture word that begins with the sound for c.

96

STUDENT INTERACTIVE, p. 97

FOUNDATIONAL SKILLS

My Words to Know


he is have

My Sentences to Read

MYTURN

He is a cat.

I have a map.



Directions: Listen as I read these words: he, is, have. Have students read the words in the word bank as they point to each word. Then have them read the sentences with you and underline the high-frequency words.

97

Find Main Idea

OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

ACADEMIC VOCABULARY

Integrate Model using the unit's Academic Vocabulary words as you discuss the text during the close read:

- If you were drawing a map of a library, what would you put in it?
- What reasons can you give for why a library is a special place?

ELL Language Transfer

Provide the Spanish cognates for:

idea : *idea*

special : *especial*

Minilesson

FOCUS ON STRATEGIES Help students use the following strategies to find the main idea of an informational text. Remind them that we sometimes call the main idea the “big idea” or the “central idea.”

- Read the title of the text. It often gives us a good clue to the main idea. What clue does the title *At the Library* on p. 107 give us about the main idea?
- Read the first sentence of the text carefully. The first sentence often tells us the main idea.

MODEL AND PRACTICE Have students look at the sentence at the top of p. 118 of the *Student Interactive*. Read it aloud. Say: **Sometimes the main idea is in the first sentence of the text.** Model the activity for students. **Look at the two words: *library* and *computer*. One of the words tells about the main idea of the text. Which one should we circle?** (library) Continue modeling how to find the main, or central, idea. Say: **Look at the first page of the text, p. 108, while I read it aloud. The first sentence tells us that a library is a special place. This is the main idea.** Guide students to find the main idea by underlining the first sentence.



EXPERT'S VIEW Judy Wallis, Literacy Specialist and Staff Developer

“It’s important to remember that reading is about more than phonics, fluency, and word work. We should always start with the text as a whole. Ask young readers questions such as: **What did you think about what you read? What is the big idea here? How did the author organize this text?** Then you can go back into the text to focus on phonics and the patterns or words in the text.”

See SavvasRealize.com for more professional development on research-based best practices.

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for finding the main idea of a text.

OPTION 1 My TURN Have students draw a picture that shows what the text is mostly about on p. 118 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students place a sticky note on the sentence in their independent reading text that states the main, or central, idea of the text.

QUICK CHECK

Notice and Assess Can students find the main idea of a text?

Decide

- **If students struggle**, revisit instruction for finding the main idea in Small Group on pp. T164–T165.
- **If students show understanding**, extend instruction for finding the main idea in Small Group on pp. T164–T165.

ELL Targeted Support Main Idea Ask students what the selection is mostly about. Provide a sentence frame: *At the Library is mostly about _____*. Provide the sentence frame: *A library is a special place because _____*. Ask partners to practice saying oral sentences about why a library is special, using the sentence frame. **EMERGING/DEVELOPING**

Read aloud the first sentence on p. 108 in the *Student Interactive*. Tell them this is the main idea. Ask them to work with a partner to list reasons why a library is a special place. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, p. 118

CLOSE READ Read Together

Find Main Idea

The **central**, or **main**, **idea** is what a text is mostly about.

MY TURN Circle and draw

library computer

Drawing should show a library.

118 Directions Read the information to students. Have them look back at the text. Ask students to circle the word that tells the main idea. Then have them draw about the main idea.

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Read Like a Writer, Write for a Reader

OBJECTIVE

Use text evidence to support an appropriate response.

Use Text Evidence

Minilesson

FOCUS ON STRATEGIES Remind students that readers need to find text evidence, or details in the text, to support their thinking about the main idea and to give reasons for their answers to questions about the text.

- Think about what the author's message is. What is the author trying to tell the reader?
- Look for details that support the author's message. Which details are important?

MODEL AND PRACTICE Direct students to p. 123 in the *Student Interactive*. Model how to complete the first part of the activity. *I need to think about the words the author uses to prove that libraries are special. As I look back at the text, I see that the author uses the words *story time* on p. 112. The author thinks that hearing stories read aloud makes a library a special place. I can write the words *story time* on the line.* Work with students to find other words in the text that provide text evidence for why libraries are special.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

Proper Sitting Position

FOCUS Tell students that they need to sit comfortably when they write.

MODEL Model how you sit at your desk when you write. Call attention to your posture. *When I write, I make sure my feet are flat on the floor. My knees are bent just about an inch from the seat of my chair. My hips touch the back of my chair. I rest my forearms on my desk in a comfortable position.*



ASSESS UNDERSTANDING


Apply

MyTURN Have students look back in the text to complete p. 123 in the *Student Interactive*.


Writing Workshop

Have students use details that support their central message in their Writing Workshop texts. During conferences, support students' writing by helping them think of specific details they can include to support the main idea of their writing.

STUDENT INTERACTIVE, p. 123

AUTHOR'S CRAFT  READING-WRITING BRIDGE

Read Like a Writer, Write for a Reader

 **MYTURN** Write


- Find a word or group of words that tells why the author thinks libraries are special.
Possible responses:
books, read, computers, tell a story, movies, story time, librarian
- What other word or group of words can you write to tell why libraries are special?
Possible responses:
games, book club

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Directions Read the first item to students and have them look back at the text to find an answer. Then read the second item. Ask students to write a word or group of words that tells why they think libraries are special.


123

PRACTICE Have students complete *Handwriting* p. 19 in the *Resource Download Center* to practice proper sitting position.

Name _____ 

Handwriting

Proper Sitting Position



Directions Discuss the illustration with students. Model proper sitting position for students. Then have them practice sitting straight in their chairs, leaning forward slightly with their shoulders. Make sure their feet are flat on the floor.

Kindergarten • Unit 1 • Week 3

19

Handwriting, p. 19

Use the  **QUICK CHECK** on p. T161 to determine small group instruction.

Teacher-Led Options

Strategy Group



FIND MAIN IDEA

Teaching Point Every informational text has a main idea. The main idea is what the text is mostly about. Sometimes we call the main idea the “central idea.”

ELL Targeted Support

Provide practice in identifying the main idea of an informational text.

Choose a picture from a magazine or informational book that shows one topic. Ask students to tell what they see in the picture using the sentence frame: *I see _____ in the picture.* Ask them what the picture is mostly about and explain that this is the main idea. **EMERGING**

Provide students with groups of simple words, such as *cat, dog, pig* or *teacher, student, book*. Point to each word in the group and read it aloud with students. Ask: *If these words are in a text, what do you think the text is mostly about?*

DEVELOPING

Have partners think of another title for *At the Library* that gives a clue to the main idea. Have them write it down and share it with the class.

EXPANDING/BRIDGING



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



READING BEHAVIORS

Teaching Point Informational texts contain facts and details. When the topic is new to a reader, it is possible that the information will be difficult to understand. Good readers slow down their rate of reading and go back to the text to reread confusing parts to make sure they understand.

Model Suppose I had never been to a library before. If I were reading about libraries for the first time, this text would give me lots of ideas to help me understand what libraries are and what you do there. But I’m confused. What are the computers for? Why do you need computers at a library? I will go back and reread the page about computers to see if it tells me. Turn to p. 110 in the *Student Interactive* and read aloud the text. Oh, now I see! The computers are there so people can type things. Rereading helped me clear up my confusion.



Conferring

3 students / 3–4 minutes
per conference

FIND MAIN IDEA

Talk About Independent Reading Ask students to share with you the sticky notes they placed in their book to help them identify the main, or central, idea.

Possible Conference Prompts

- What is the title of your book?
- Read aloud the first page of the book. What does the first sentence say?
- What is the main idea of your book?

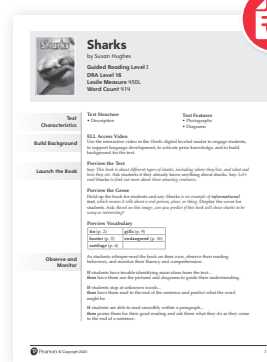
Possible Teaching Point Readers can use the title and first sentence of a text to find the main idea. As you read, you should ask yourself, “What is this text mostly about?”

Leveled Readers



FIND MAIN IDEA

- For suggested titles, see “Matching Texts to Learning,” pp. T140–T141.
- For instructional support on how to find the main idea, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite students to tell whether they used the title of their independent reading text, the first sentence, or both to find the main idea.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *At the Library* or another text they have previously read.
- read a trade book or their Book Club text.
- choose several pages of *At the Library* to read with a partner, stopping after each page to ask each other questions about the text.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



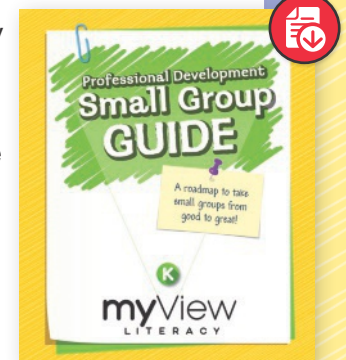
Students can

- complete the My Turn activity on SI p. 118.
- work on an activity in the *Resource Download Center*.
- play myView games.
- tell a partner the main idea of a book he or she is reading.

SUPPORT PARTNER READING

Partner reading is a great opportunity for students to help each other identify the topic and main idea of a text. Encourage them to focus on the book’s title, images, and first page.

See the *Small Group Guide* for additional support and resources.

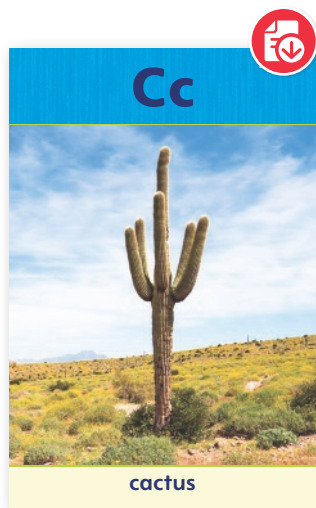


Word Work

OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.



Alphabet Card

Phonics: Read and Write Words with Cc

Minilesson

FOCUS Hold up the Cc Alphabet Card and show the picture of the cactus. This is a picture of a cactus. I hear the sound /k/ at the beginning of *cactus*. Say the sound /k/ with me.

Point to the word *cactus* at the bottom of the card. Point to the c and say the sound /k/. Do you hear the sound /k/? What letter spells the sound /k/? Have students identify the letter c.

MODEL AND PRACTICE Have students turn to p. 98 in the *Student Interactive*. Guide students as they write C or c on each line. Listen carefully as I say the new sound: /k/. Let's decode the first word together: /k/ /a/ /p/, *cap*. Can you find the picture of the cap on the page? Draw a line from the word *cap* to the picture of the cap.

ELL Targeted Support Produce the Sound /k/ Provide students practice with saying the letter-sound /k/. Write the words *cat*, *cap*, and *Cam* on the board. Say the words aloud, and have students repeat after you, emphasizing the beginning sound /k/.

Write the word *cat* on the board. Point to each letter as you say the sound. Have students repeat the sound for each letter after you. Repeat with *cap* and *Cam*. Then ask volunteers to come to the board and point to the letter that spells the /k/ sound. **EMERGING/DEVELOPING**

Have students think of additional words that begin with the sound /k/. You may wish to provide pictures of c words to guide them, such as *cow*, *cub*, and *corn*. Write the c words students name on the board. Have students say the words aloud after you, emphasizing the initial /k/ sound. Then ask volunteers to point to the letter in each word that spells the sound /k/. **EXPANDING**



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 MyTURN Have students complete p. 98 in the *Student Interactive*.

OPTION 2 Independent Activity Have students write uppercase C and lowercase c on a note card. Tape the following Picture Cards on the board: *can, boat, tent, carrot, cap, map, caterpillar, sun*. Partners should take turns naming a picture on the board. If the picture word begins with the sound /k/, the other partner should hold up the letters Cc.

QUICK CHECK

Notice and Assess Can students write Cc?

Decide

- **If students struggle**, revisit instruction for writing Cc in Small Group on pp. T172–T173.
- **If students show understanding**, extend instruction for writing Cc in Small Group on pp. T172–T173.

STUDENT INTERACTIVE, p. 98

PHONICS

Consonant Cc

MYTURN Read and match

cap

Cam

cat

cat

cap

boy

Directions Have students trace the letter C or c in each word. Then have them decode the words. Finally, have students draw a line from each word to the matching picture.

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ADDITIONAL PRACTICE

For additional student practice with consonant c, have students complete *Phonics* p. 6 from the *Resource Download Center*.

FOUNDATIONAL SKILL

Read Together

Name _____

Phonics

Consonant Cc

MYTURN Circle and write

Tell students that images represent carrot, duck, cow, castle, teacher, cup.

Directions Model the sound of the consonant c by saying the words car and eriter. Say the words for each picture. Tell students to circle all the pictures that start with the sound of the consonant c and to write the letters Cc under the circled pictures.

Grade K, Unit 1, Week 3

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Phonics, p. 6

Decodable Story

OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.

ELL Access

Some written languages are read from right to left or from bottom to top. Reinforce print awareness skills by showing students how to hold a book and turn pages correctly. As students read the Decodable Story, use your finger to guide students to read from left to right and from top to bottom on each page.

Read *The Map*

FOCUS Have students turn to p. 99 in the *Student Interactive*. We are going to read a story today about a girl and her cat. Point to the title of the story. The title of the story is *The Map*. I hear the sound /m/ in the word *map*. What other sounds that we learned do you hear in the word *map*? Students should say /a/ and /p/. In this story, we will read other words that have sounds you have learned.

IDENTIFY AND READ HIGH-FREQUENCY WORDS Remind students of this week's high-frequency words: *he, is, have*. Tell them they will practice reading these words in the story *The Map*. Display the words. Have students read them with you. When you see these words in the story *The Map*, you will know how to identify and read them.

STUDENT INTERACTIVE, p. 99





DECODABLE STORY

FOUNDATIONAL SKILLS

The Map



I have a cat.

He is Mac.

Highlight the words with the letter c.

 AUDIO

 Audio with Highlighting

 ANNOTATE





READ Have students whisper read the story as you listen in. Then have them reread the story page by page with a partner. Listen carefully as they use letter-sound relationships to read words with the sounds /p/ and /k/. Partners should reread the story. This time the other student begins.

After students have read the story, call their attention to the first sentence on p. 99. **I see the letter c in the word *cat*. What sound does the letter c spell?** Help them identify, or say the sound /k/. Then have students find and highlight the words with the sound /k/ on p. 99. **I also see other words with sounds we learned before. Can you tell me the sounds?** Help students identify, or say, /a/, /t/, and /m/.

Have students turn to pp. 100–101. **Which words have the sound /p/? Point to them.** Help students identify, or say, the sound /p/. Then have them find and underline the words with the sound /p/.

STUDENT INTERACTIVE, pp. 100–101



FOUNDATIONAL SKILLS

Underline the words with the letter p.



I pat Mac.

100

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Tap the map, Mac.

101

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Use Text Evidence

OBJECTIVES

Use text evidence to support an appropriate response.

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

ACADEMIC VOCABULARY

Integrate As you discuss the text during the close read, model using the Academic Vocabulary words:

- What is one thing you think makes a library special?
- How does the librarian move books at your library?

Minilesson

FOCUS ON STRATEGIES Tell students that readers need to support their answers to questions by using evidence or examples from the text. Explain that the evidence that supports the main idea of a text is the important details. Students should

- think about questions they want to answer or ideas they want to express.
- find key words in the question or prompt.
- look for these key words while rereading the text to find text evidence.

MODEL AND PRACTICE Model how you would find text evidence to support the main idea of *At the Library*. *I believe the main idea of *At the Library* is that libraries are special places. Now I need to use text evidence to support this main idea. I look for important details in the text. I know one detail is that the librarian can help me find books. I think this detail is evidence for why libraries are special.* Direct students to the Close Read note on p. 111 and read the page aloud. Guide students to understand that taking a movie home makes a library special. Have them highlight this detail as text evidence that supports the main idea. Repeat with the Close Read note on p. 113.

ELL Targeted Support Explain Text Evidence Provide practice in finding evidence in the text. Explain that text evidence is an example from the text that supports an answer to a question. Help students explain the evidence with increasing specificity or detail.

Have students find a picture in the text that is evidence for why a library is special. Ask them to use single words to explain why. **EMERGING**

Have students look at the pictures and text and explain the main idea and the evidence using short phrases. **DEVELOPING**

Ask students to work with a partner to find text evidence and use longer sentences explaining how it supports the main idea. **EXPANDING**

Repeat the Expanding activity, having students present their evidence to the class. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for using text evidence.

OPTION 1 My TURN Have students draw pictures on p.119 in the *Student Interactive* of two things from the text that provide evidence that a library is a special place.

OPTION 2 Use Independent Text Have students use the following sentence frames to tell the main idea of their independent reading text and use text evidence to support it: *The main idea of my text is _____. Evidence for this main idea is _____.*

QUICK CHECK

Notice and Assess Do students understand what text evidence is and how to use it?

Decide

- **If students struggle,** revisit instruction for using text evidence in Small Group on pp. T174–T175.
- **If students show understanding,** extend instruction for using text evidence in Small Group on pp. T174–T175.

STUDENT INTERACTIVE, p. 119

Read Together

READING WORKSHOP

Use Text Evidence

MY TURN Draw

Drawing should show a detail from the text about libraries.

Drawing should show a detail from the text about libraries.

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Directions Explain that text evidence is the details in a text that support, or tell about, the main idea. Say: *Think about the central, or main, idea of the text. How do you know this is the main idea?* Have students draw two details from the text that support their response on the previous page. Remind them to look back at the text.

119

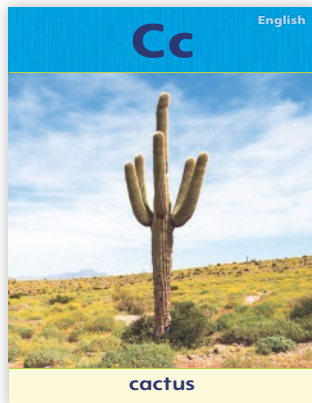
Use the  **QUICK CHECK** on p. T167 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

CONSONANT Cc

Alphabet Card Display the Cc Alphabet Card. [This is a picture of a cactus.](#) *Cactus* begins with the sound /k/. What letter spells the sound /k/ in *cactus*? Yes, the letter c.



Display the following words, and have students practice reading them: *cat, Cam, cap, can, Mac.*

ELL Targeted Support

Help students recognize and write words with Cc and Pp. On the board, write these words: *cat, pat, cap, Pam, can, pan.*

Read each word aloud and have students identify each word's first letter. **EMERGING**

Have students write each word on a sheet of paper and read the word aloud. **DEVELOPING**

Have students read the words aloud and then write the words in two lists: words that begin with Cc and words that begin with Pp.

EXPANDING

Have students create their own lists: words that begin with Cc and words that begin with Pp.

BRIDGING



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity

CONNECT SOUND AND LETTER: CONSONANTS 2

Use Lesson 22 in the *myFocus Intervention Teacher's Guide* for instruction on connecting sounds and letters.

LEVEL A • MODEL AND TEACH

Lesson 22 **Connect Sound and Letter: Consonants 2**

INTRODUCE Write the letters Nn, say the name n, and have students repeat after you. Explain that n is a consonant and spells the sound /n/. Point to a student whose name begins with N, such as Nat. **What sound do you hear at the beginning of Nat?** Write the name Nat. **In this lesson, we'll connect sounds and consonant letters.**

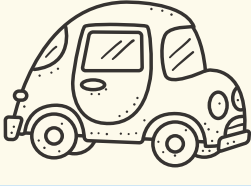
MODEL Display or share copies of the passage "Who Fits in the Car?" from Student Page S137, and read it aloud. Say: **The words in this story have the letters and sounds n /n/, b /b/, c /k/, f /f/, d /d/, and g /g/.**

OBJECTIVES:

- Recognize letters n, b, c, f, d, g and sounds /n/, /b/, /c/, /k/, /f/, /d/, /g/.
- Connect letters and sounds n /n/, b /b/, c /k/, f /f/, d /d/, and g /g/.
- Identify n /n/, b /b/, c /k/, f /f/, d /d/, and g /g/ in words.

Who Fits in the Car?

The dog got in the car.
The duck got in the car.
The goat got in the car.
The fox with the big bag did not fit in the car!



TEACH Use examples to help students recognize letter-sound correspondences. Say: **We read the word dog. The first letter in dog is d. The letter d stands for the sound /d/. Point to other words in the story that begin with d /d/. Help students identify the words duck and did as words beginning with d /d/. Circle each d. Continue the process for n /n/, b /b/, c /k/, f /f/, and g /g/, circling each letter as you identify it.**

Phonics, Morphology, and Spelling T • 137

Intervention Activity

PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.



Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have them practice forming as many words as they can with the sound /k/: *cat, can, cap*.



Students can also play the Letter Tile game in the myView games on SavvasRealize.com.

Decodable Book



Students can read the Decodable Book *Pat the Cat* to practice reading consonant sounds /p/ spelled *p*, /k/ spelled *c*, and this week's high-frequency words.

Before reading, display and remind students of this week's high-frequency words: *have, is, he*. Tell them that they will practice reading these words in the Decodable Book *Pat the Cat*. **When you see these words in today's story, you will know how to read them.**

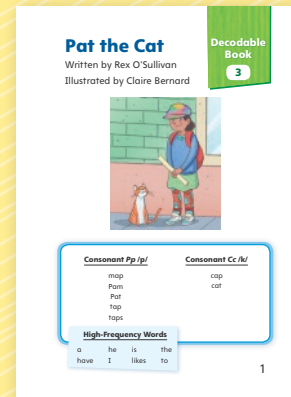
Pair students for reading and listen carefully as they use letter-sound relationships to decode. Have them take turns reading, page by page. On a second reading, have the other student begin.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Decodable Book



I am Pam.

2



I have a cap.

3



I have a map.

4



The cat is Pat.

5



The man likes to tap.

6



He taps.

7



Pat taps.

8

Use the  **QUICK CHECK** on p. T171 to determine small group instruction.

Teacher-Led Options

Strategy Group



USE TEXT EVIDENCE

Teaching Point Today I want to remind you that readers need to use evidence from the text that supports their thinking. For example, if I say that a library is a special place, I need to tell why and look in the text to find evidence for this. I can say that a library is a special place because I can use a computer there.

ELL Targeted Support

Display the heading *A Library Is a Special Place*.

Ask students to page through the text and find evidence that a library is a special place. Call on individuals to name evidence and record their findings under the heading. **EMERGING**

Direct students to look through the text for evidence that a library is a special place. Ask them to identify key words that support this main idea. Call on individuals to read the evidence and record it under the heading. **DEVELOPING**

Have students work with a partner to look through the text and find text evidence to support the main idea. Tell them to write and complete the sentence frame: *A library is a special place because ____*. **EXPANDING**

Have students complete the Expanding activity. Then tell pairs to add two details from their own experiences to further support the main idea. **BRIDGING**



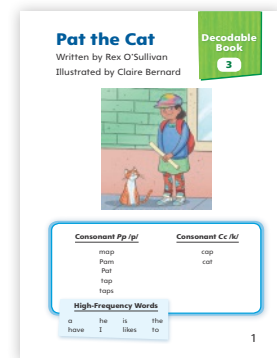
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



PAT THE CAT

Have students reread the Decodable Book *Pat the Cat*. Use the teaching support online at SavvasRealize.com to provide instructional support for foundational skills and comprehension.



Fluency

Assess 2–4 students



ORAL READING

Have students work in pairs to chorally read *At the Library*.

ORAL READING RATE AND ACCURACY

Listen as a student reads the Decodable Book. Offer feedback. Finally, record each student's performance. Use the *Fluency Progress Chart* to track student progress.



Conferring

3 students / 3–4 minutes
per conference

USE TEXT EVIDENCE

Talk About Independent Reading Ask students to tell you about a book they are reading and what the book is mostly about. Ask them to provide text evidence to support the main idea.

Possible Conference Prompts

- What is your book mostly about?
- Can you find evidence in the text that proves this is what your book is mostly about?

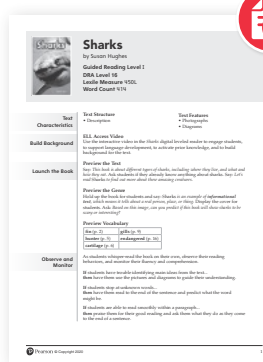
Possible Teaching Point Readers look for text evidence to support, or give reasons for, their thinking about the main idea. Text evidence supports their answers to questions about the text.

Leveled Readers



USE TEXT EVIDENCE

- For suggested titles, see “Matching Texts to Learning,” pp. T140–T141.
- For instructional support on how to find text evidence that supports a main idea, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share

Bring the class back together in whole group. Invite one or two students to share what they learned about using text evidence.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to a text they read.
- read a trade book or their Book Club text.
- partner-read a text, asking each other questions about words in the book.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- complete the My Turn activity on p. 119 of the *Student Interactive*.
- work with a partner to discuss what words support the main idea in their book.
- play myView games.

SUPPORT INDEPENDENT READING

Focus on students’ strengths when providing feedback. For example, praise a student’s ability to use letter-sound relationships to decode words.

See the *Small Group Guide* for additional support and resources for independent reading.



Word Work

OBJECTIVES

Blend spoken onsets and rimes to form simple words.

Identify and match the common sounds that letters represent.

Spell common high-frequency words.



Picture Cards

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, have students complete *My Words to Know* p. 15 from the *Resource Download Center*.

FOUNDATIONAL SKILLS

Name _____

My Words to Know

is he have

MY TURN Read and write

1. Pat is a cat.

2. Can he have a snack?

3. He and I have fun.

Directions: Tell students that some words we will see a lot when we write, such as he. Review each high-frequency word with students. Then have them read each sentence and write the missing word to complete the sentence.

Grade K, Unit 1, Week 3

My Words to Know, p. 15

Phonological Awareness: Blend and Segment Onset and Rime

FOCUS AND MODEL Display the *cap* Picture Card. Listen to the beginning sound and ending part as I say this word slowly: /k/ -ap. Now I will say the beginning sound and ending part together to say the picture word: /k/ -ap, *cap*. Have students segment and blend the onset and rime in *cap* with you.

Pair students and give each pair a Picture Card, such as *can*, *man*, *map*, *pan*, *pig*, *six*, *sock*, *ten*, and *tub*. Have pairs segment and blend the onset and rime in their picture word. Then have pairs take turns presenting their word to the class.

Phonics: Review Cc and Pp

Minilesson

FOCUS Write the letters *Cc* and *Pp* on the board. Have students identify the letters as you point to them. Then review the sound for each letter: *c* /k/, *p* /p/.

MODEL AND PRACTICE Tape a note card with *Cc* or *Pp* on each student. Then write the word *cat* on the board. We will read this word together. If you hear the sound /k/, stand up if you have a letter *c* taped to you. If you hear the sound /p/, stand up if you have a letter *p* taped to you. Point to each letter as you say the sounds and decode the word. Let's read this word together: /k/ /a/ /t/, *cat*. Repeat with the words *pat*, *Pam*, and *Cam*.

TURN, TALK, AND SHARE Have students turn to p. 102 in the *Student Interactive* and use the letter-sound relationships to decode the sentences with a partner.

APPLY My TURN Have students look at p. 103 in the *Student Interactive*. Have them circle the words with *p* and underline the words with *c*. Then have partners take turns reading the sentences.



ELL Targeted Support Seek Clarification Tell students that if they do not understand something they read or hear in class, they should ask questions.

Ask partners to work together to read the sentences on p. 102 in the *Student Interactive* aloud. Tell them to ask you, “What is this word?” when they need help reading a word. **EMERGING**

Have students work independently to read the sentences on p. 102. Tell them to ask you, “What is this word?” when they need help reading a word. **DEVELOPING**

In small groups, have students read the sentences on pp. 102–103. Have listeners ask questions about words they do not understand. Students should help clarify words for each other. **EXPANDING**

Have partners take turns reading the sentences on pp. 102–103. Have listeners ask questions about words and ideas they do not understand. Students should answer each other's questions. **BRIDGING**

HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that appear over and over in texts. Remind them they will be learning many of the words this year, and the words will help them become better readers. Say the word *have* and ask students what letters spell the word. Have students

- say the word *have* as you write it on the board.
- repeat with *is* and *he*.
- read the words aloud.

STUDENT INTERACTIVE, pp. 102–103

PHONICS

Consonants Cc and Pp

TURN and TALK Read

I am Cam.



I am Pam.



I pat the cat.



I like the cap.



102

Directions Remind students that the letter *p* makes the sound /p/ and the letter *c* can make the sound /k/. Have partners take turns using letter-sound relationships to decode the VC and CVC words and read the sentences.

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FOUNDATIONAL SKILLS

Consonants Cc and Pp

MY TURN Circle and underline

I am Pam.

I have a cat.

I like the cat.

I pat the cat.



Directions Remind students that the letter *p* makes the sound /p/ and the letter *c* can make the sound /k/. Have students circle the words with the letter *p* and underline the words with the letter *c*. Then have students take turns reading the sentences with a partner.

103

Reflect and Share

OBJECTIVES

Make connections to personal experiences, ideas in other texts, and society with adult assistance.

Describe personal connections to a variety of sources.

Identify basic similarities in and differences between two texts on the same topic.

Provide an oral, pictorial, or written response to a text.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to discuss the Weekly Question and unit theme. For example, as you discuss the infographic, ask:

- What kind of land can you see in your special place?
- Do you need a map to find your special place?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Remind students that writing and drawing are good ways for readers to tell what they think or feel about something they have read. When they write or draw about a text, students should

- think about what was most important, meaningful, or interesting in what they read.
- think about how they feel about what they read.
- choose how they want to express themselves.
- take time to respond to the text by writing or drawing.

MODEL AND PRACTICE Read aloud the Weekly Question on p. 120 with students. Model talking about special places using *At the Library* and “National Parks.” **The text says that a library is a special place because a librarian is there to help me.** Brainstorm some places students think are special and ask them to tell why. **I think the library we read about today is a pretty special place, and a national park is special, too, because it is a place where I can see wonderful landforms and interesting animals. I can relax and do fun activities in a national park. I could draw a picture of some of the special things I have seen in a national park.** Ask partners to choose a special place and talk about why it is special.

ELL Targeted Support Making Connections Support students as they make personal connections and prepare to respond to sources.

Provide sentence frames that will help students talk about a special place: _____ is a special place. It is special because _____. Model using the sentence frames to talk about a special place before having partners use the sentence frames to talk about a place of their choice. Then have students draw this special place on p. 120 of the *Student Interactive*. **EMERGING/DEVELOPING**

Have students share with a partner about a place that is special to them. Remind them to tell several details that support their choice. Have them include these details in their drawing on p. 120 of the *Student Interactive*. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for sharing ideas across texts.

OPTION 1 My TURN Have students draw a library and another special place they have read about on p. 120 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students choose a special place they have read about in their independent reading text and draw a picture that represents it.

QUICK CHECK


Notice and Assess Can students compare ideas across texts?

Decide


- **If students struggle**, revisit instruction for comparing ideas across texts in Small Group on pp. T180–T181.
- **If students show understanding**, extend instruction comparing ideas across texts in Small Group on pp. T180–T181.

WEEKLY QUESTION Have students use evidence from the texts they have read this week to respond to the Weekly Question. Tell them to discuss in small groups.

STUDENT INTERACTIVE, p. 120

RESPOND TO TEXT 


Reflect and Share

 **MY TURN** Draw


Drawing should show a library and another special place.

Weekly Question

What makes us want to visit a special place?

 **120** Directions Tell students they read about a library. Ask them to think of other special places they have read about. Have them respond to sources by drawing a picture of a library and another place they read about.

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Use the  **QUICK CHECK** on p. T179 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Comparing across texts helps you develop a good understanding of a topic. You can see how different authors write about the same topic. When you compare texts, you tell how the texts are the same and different. Help students compare *At the Library* with the infographic on pp. 90–91 of the *Student Interactive*. One way the two texts are alike is that both are about special places. One difference is that *At the Library* is about a place inside, while the infographic is about a place outside.

ELL Targeted Support

Help students compare the infographic on pp. 90–91 of the *Student Interactive* to *At the Library*.

Model and guide students to use the following sentence frames: *The text is about _____. The infographic is about _____. EMERGING*

Ask students to work in cooperative groups to compare the texts. Have them identify one way the text and the infographic are alike and one way they are different. **DEVELOPING**

Have students work in pairs to compare *At the Library* and the infographic. Suggest that they compare both the content (what the special place is, what the pictures show) as well as how the information is presented. **EXPANDING/BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Remind students of the texts they have read: “National Parks,” *Tam and Sam*, *Pat the Cat*, and *At the Library*. Engage students in a conversation that demonstrates how the texts they have read this week support their understanding of what makes a place special. Remind them to use the Academic Vocabulary words *special*, *move*, *map*, and *land* in discussing these texts.

On-Level and Advanced



INQUIRY

Organize Information and Communicate Help students organize their findings on special places into a format they can share with others.

Critical Thinking Talk with students about what they learned and the process they used.

See *Extension Activities*, pp. 51–55, in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share the picture they drew of a special place from a book they are reading.

Possible Conference Prompts

- What place did you draw? Why is it special?
- How is your special place the same as and different from a library?

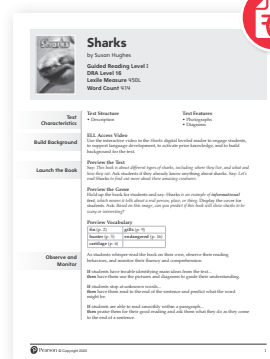
Possible Teaching Point When you compare texts or topics, you tell how they are alike, or the same. You also tell how they are different, or not the same.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T140–T141.
- For instructional support on how to compare texts, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share one way their independent reading book is like or unlike the text *At the Library*.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected text.
- reread and/or listen to “National Parks” with a partner.
- reread and/or listen to their leveled reader.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- write or draw about their reading in a reading notebook.
- tell a partner how their independent reading book is like the text *At the Library* and how it is different.
- play the myView games.

BOOK CLUB



See Book Club, pp. T468–T471, for

- a teachers’ summary of *A Trip to the Mountains*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

UNIT 1 WEEK 4

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

- FOUNDATIONAL SKILLS 20–30 min.
- SHARED READING 40–50 min.
- READING BRIDGE 5–10 min.
- SMALL GROUP 25–30 min.

WRITING WORKSHOP

- MINILESSON 10 min.
- INDEPENDENT WRITING 30–40 min.
- WRITING BRIDGE 5–10 min.

Learning Goals

- I can read realistic fiction.
- I can use words to tell about stories.
- I can draw or write.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T186–T187
 - » Phonological Awareness: Medial /i/
 - » Phonics: Introduce *li*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T188–T189
- Listening Comprehension: Read Aloud: “In the Mountains” T190–T191
- Realistic Fiction T192–T193
 - ☑ Quick Check T193

READING BRIDGE

- Academic Vocabulary: Word Parts T194–T195
- Handwriting: Proper Paper Position T194–T195

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T199
- Strategy, Intervention, and On-Level/Advanced Activities T198
- ELL Targeted Support T198
- Conferring T199

INDEPENDENT/COLLABORATIVE

- Independent Reading T199
- Literacy Activities T199

BOOK CLUB T199 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T376–T377
 - » Writing Club
 - » Share Back

INDEPENDENT WRITING

- Draw or Write T377
- Conferences T374

WRITING BRIDGE

- Language & Conventions: Spiral Review: Plural Nouns T378–T379

FLEXIBLE OPTION

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T200–T201
 - » Phonics: Read and Write Words with *li*
 - ☑ Quick Check T201
 - » High-Frequency Words

SHARED READ

- Introduce the Text T202–T207
 - » Preview Vocabulary
 - » Print Awareness
 - » Read: *Where Is Twister?*
- Respond and Analyze T208–T209
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T209
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T213
- Strategy and Intervention Activities T210, T212
- Fluency T212
- ELL Targeted Support T210, T212
- Conferring T213

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T211
- Independent Reading T213
- Literacy Activities T213
- Partner Reading T213

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T380–T381
 - » Explore Ask and Answer Questions
 - » Share Back

INDEPENDENT WRITING

- Draw or Write T381
- Conferences T374

WRITING BRIDGE

- Pre-Spelling: Concept Sort T382
- Language & Conventions: Oral Language: Plural Nouns T383

FLEXIBLE OPTION

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T214–T215
 - » Phonological Awareness: Initial and Final /n/
 - » Phonics: Introduce Nn
 - » High-Frequency Words

CLOSE READ

- Describe Setting T216–T217
- Close Read: *Where Is Twister?*
 - ✔ **Quick Check** T217

READING BRIDGE

- Read Like a Writer, Write for a Reader: Author's Craft T218–T219
- Handwriting: Proper Pencil Grip T218–T219

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T221
- Strategy and Intervention Activities T220
- ELL Targeted Support T220
- Conferring T221

INDEPENDENT/COLLABORATIVE

- Independent Reading T221
- Literacy Activities T221

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T384–T385
 - » Apply Ask and Answer Questions
 - » Share Back

INDEPENDENT WRITING

- Draw or Write T385
- Conferences T374

WRITING BRIDGE

- Language & Conventions: Teach Plural Nouns T386–T387

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T222–T223
 - » Phonics: Read and Write Words with Nn
 - ✔ **Quick Check** T223
 - » Decodable Story: Read *In the Pit* T224–T225

CLOSE READ

- Create New Understandings T226–T227
- Close Read: *Where Is Twister?*
 - ✔ **Quick Check** T227

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T231
- Strategy and Intervention Activities T228, T230
- Fluency T230
- ELL Targeted Support T228, T230
- Conferring T231

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T229
- Independent Reading T231
- Literacy Activities T231

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T388–T389
 - » Explore Make and Respond to Suggestions
 - » Share Back

INDEPENDENT WRITING

- Draw or Write T389
- Conferences T374

WRITING BRIDGE

- Language & Conventions: Practice Plural Nouns T390–T391

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T232–T233
 - » Phonological Awareness: Recognize Alliteration
 - » Phonics: Review Short *i* and *Nn*
 - » High-Frequency Words

COMPARE TEXTS

- Reflect and Share T234–T235
 - » Talk About It
 - ✔ **Quick Check** T235
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T237
- Strategy, Intervention, and On-Level/Advanced Activities T236
- ELL Targeted Support T236
- Conferring T237

INDEPENDENT/COLLABORATIVE

- Independent Reading T237
- Literacy Activities T237

BOOK CLUB T237 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T392
 - » Apply Make and Respond to Suggestions
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T392–T393 **SEL**
- Conferences T374

WRITING BRIDGE

- **FLEXIBLE OPTION**
- Language & Conventions: Standards Practice T394–T395

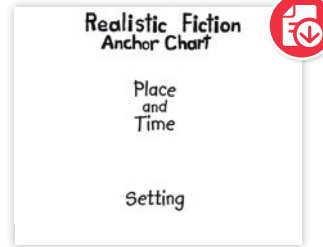
Materials



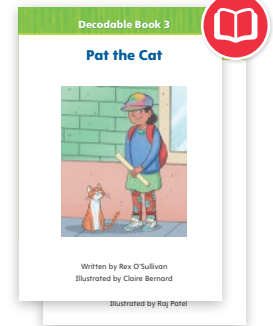
INFOGRAPHIC
"Exploring the Woods"



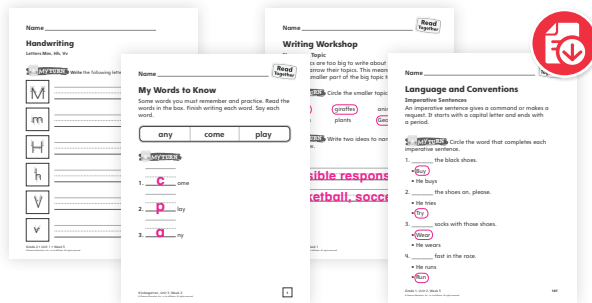
READING ANCHOR CHART
Realistic Fiction



EDITABLE ANCHOR CHART
Realistic Fiction



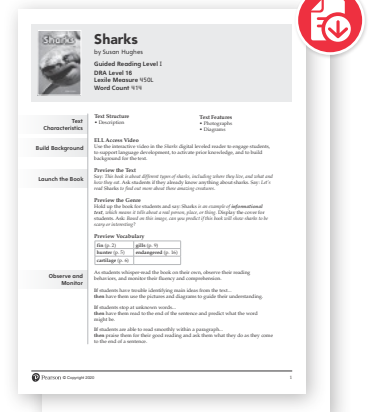
DECODABLE BOOKS



RESOURCE DOWNLOAD CENTER
Additional Practice



SONGS AND POEMS BIG BOOK



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

my
we
make

Develop Vocabulary

slips
follows
chasing
scrambles

Unit Academic Vocabulary

map
move
land
special

WEEK 4 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES

Read aloud to students and ask questions to check for understanding. Monitor students' comprehension and encourage them to ask questions and respond to questions with adult assistance.

ELL Language Transfer

Objective: Place out the Spanish equivalent of the Read Aloud Library. The equivalent that are used in:

- explore - explorar
- family - familia
- look - mirar
- discover - descubrir
- great - grande

THINK ALOUD: Analyze the text paragraph by paragraph. Think about how the author uses the text to help you understand the story. Think about the main idea of the story. Think about the main idea of the story.

Read Aloud

Tell students that you are going to read about a realistic fiction story, "In the Mountains." Remind them that realistic fiction stories are stories that can happen in real life. They have characters that we could know in our everyday lives and settings that we places we could really go. Tell students that even the events in stories and things that could happen in real life. Ask students to actively listen to the story you will read aloud. Have students demonstrate understanding by asking and answering questions about key details in the story. Invite them to think about the setting and characters, which make the story an example of realistic fiction.

START-UP

READ-ALoud ROUTINE

Preview: Have students take activity to determine where and when the story takes place.

READ: Read the entire text about without stopping for the Think Aloud calls.

REREAD: Read the text aloud, pausing to model Think Aloud strategies related to the text.

In the Mountains

Tyler was excited about going to the mountains. He had never been there before.

"There will be so many new things to see!" he told his dad.

"Yes, it will be a lot of fun," said Dad.

They drove a long time. When they got to their campsite, Tyler took a walk with his dad to explore. They saw a family playing catch. They saw another family having a barbecue.

READ ALOUD
"In the Mountains"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

SWF

Interactive Read Aloud

- Monitor students' comprehension.
- Encourage students' shared meaning development.
- Provide an opportunity to model fluency and expressive reading.
- Foster a love and enjoyment of reading.

PLANNING

- Select a book from the Read Aloud Trade Book Library or the school or classroom library.
- Identify the key idea of the story.
- Determine the Teaching Point.
- Write open-ended questions and model Think Alouds on sticky notes and place them at the back of the page where you plan to stop to think aloud.

BEFORE READING

- Show the cover of the book to introduce the title, author, illustrator, and genre.
- Discuss the title and cover of the book.
- Point out interesting elements in the picture.
- Ask questions to guide the discussion and draw attention to the teaching point.
- These Think Alouds to model strategies related to the text to monitor comprehension and extend meaning from text.
- Have students make predictions for their own experiences, how they have read this type of text, or the genre.

DURING READING

- You can choose to do a first reading so students get the gist of the story and apply Think Alouds and open-ended questioning for a second time over the text.
- Read with expression to draw in listeners.
- Ask questions to guide the discussion and draw attention to the teaching point.
- These Think Alouds to model strategies related to the text to monitor comprehension and extend meaning from text.
- Have students make predictions for their own experiences, how they have read this type of text, or the genre.

AFTER READING

- Summarize and ask students to share thoughts about the story.
- Student answer comprehension by writing the name of the book of the story.
- Create and assign a Student Response Form available on Readaloud.com.

Skills: Teaching Points

- Record the story.
- Record questions.
- Record the text.
- Record the text.
- Record the text.

INTERACTIVE READ ALOUD
LESSON PLAN GUIDE



SHARED READ
Where Is Twister?

BOOK CLUB

Titles related to
Spotlight Genre and
Theme: T454-T457

Mentor STACK

Writing Workshop T373

LITERACY STATIONS

SCOUT

Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com

Assessment GUIDE

A comprehensive guide for literacy assessment, including:

- Support for using data to inform instruction
- Tools to assess progress and skills
- An array of literacy assessments
- Resources for building student confidence

myView LITERACY

ASSESSMENT GUIDE

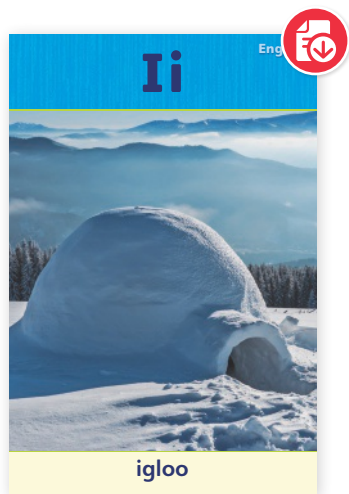
Word Work

OBJECTIVES

Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Alphabet Card

FOUNDATIONAL SKILLS EXTENSION

See p. T206 for a short *i* extension activity that can be used as the text is read on Days 2 and 3.

Phonological Awareness: Medial /i/

FOCUS AND MODEL Tell students that today they will learn a new sound. Listen carefully as I say the sound: /i/ /i/ /i/. The sound /i/ is made by opening your mouth and pushing out from your throat. Show students how to make the sound /i/ and have them practice it. Try saying the sound /i/ several times.

SEE AND SAY Have students turn to p. 130 in the *Student Interactive*. Tell them to look at the picture of the pin. Listen to the sounds in this word: /p/ /i/ /n/. What sound do you hear in the middle? Tell students they will name each picture on the page and draw a line from each picture word with the middle sound /i/ to the picture of the pin. Listen to the sounds in the word *map*: /m/ /a/ /p/. Does *map* have the middle sound /i/? No, it doesn't, so you will not draw a line. Have students complete the activity on p. 130.

Phonics: Introduce *li*

Minilesson

FOCUS Hold up Alphabet Card *li* and point to the picture of the igloo. Have students say *igloo* with you. Let's say the sound at the beginning of the word: /i/. The beginning sound /i/ is spelled with the letter *i*. Point to the letters *li* on the Alphabet Card. Tell students the word *igloo* begins with the sound /i/, so it begins with the letter *i*.

MODEL AND PRACTICE Write the letters *l* and *i* on the board. Have students turn to p. 131 in the *Student Interactive* and trace the letters on the first line with their fingers. Tell students that you will say a group of words that may or may not have the middle sound /i/. Direct them to listen for the sound /i/ and trace the letter in the air when they hear it. Use the following words: *pit, Tim, mom, hip, tap, fish, Pam, pet, fit*.

APPLY MyTURN Have students look at p. 131 in the *Student Interactive*. Point to the letter *i* and tell me the sound it spells. Now we will name each picture and write the letters *li* on the line below each picture with the sound /i/. Direct students to the first picture. Say the word *lid*, emphasizing the sound /i/. Does this word have the sound /i/? Yes, it does, so you will trace the letters *li*. Tell students to complete the activity. If students need additional practice with letter recognition, use the Letter Recognition Unit on SavvasRealize.com or on pp. xvii–xlxxx in this Teacher's Edition. The unit includes instruction, activities, and student practice sheets.

ELL Targeted Support Practice with Middle /i/ Remind students that learning the sounds that make English words will help them understand English better.

Say the following words one at a time: *pick, mitt, pit, tack, lick, hit, Pam*. Have students listen and repeat after you. If the word has the middle sound /i/, they should clap their hands.

EMERGING

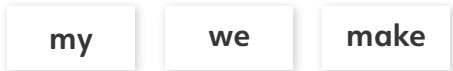
Say words that have the middle sound /i/: *lick, mitt, pit*. Have students think of other words that have the middle sound /i/. Allow them to look at p. 130 in the *Student Interactive* for help. Tell them to raise their hand when they think of a word, and then have them say the word aloud. **DEVELOPING**

Have students say the words on p. 130 in the *Student Interactive* aloud. Have them draw one middle /i/ word from this page, and then think of a new middle /i/ word to draw. Share the new words with the group. **EXPANDING**

HIGH-FREQUENCY WORDS

Display the high-frequency words *my, we, and make*.

- Point to the word *my* and read it.
- Have students point to the word *my* and read it.
- Repeat for *we* and *make*.



STUDENT INTERACTIVE, pp. 130-131

Middle Sounds

SEE and SAY Match



Tell students that images represent map, bib, bat.



Tell students that image represents pin.



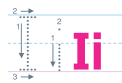
Tell students that images represent pig, cat, bin.

Directions Model: Listen to the sounds in the word *pin*: /p/ /i/ /n/. What sound is in the middle? That's right! The sound in the middle is /i/. Have students name the pictures and identify the middle sound in each word. Then ask them to draw a line from each picture word that has the medial sound /i/ to the picture of the pin.

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Short i Spelled i

MY TURN Write



Tell students that images represent lid, bag, wig, cab.



Tell students that images represent pan, fan, bib, pig.

Directions Tell students that the letter *i* can make the sound /i/. Explain that they will see the letter *i* in many words with the short *i* sound. Model how to form the letters *I* and *i*. Then ask students to say the sounds in each picture word and identify the middle sound. Say: If the picture word has the sound /i/ in the middle, write the letters *Ii*.

Interact with the Sources

OBJECTIVES

Interact with sources in meaningful ways such as illustrating or writing.

Identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather.

ACADEMIC VOCABULARY

Language of Ideas The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the infographic, ask: *What is special about the birds shown in the picture? In the picture with the family, what does the land look like?*

- special
- map
- move
- land



Songs and Poems Big Book

See the *Songs and Poems Big Book* for selections that relate to the unit's theme.

Explore the Infographic

Have students recall the Unit Essential Question: *What makes a place special?* Then introduce them to the Weekly Question: *What is fun about exploring new places?* Tell them that exploring a new place can be fun for many different reasons. Prompt them to think about the relation between the two questions by pointing out that when you explore a new place, you can discover the things that make it special.

Have students follow along as you turn to p. 128 of the *Student Interactive* and point to the picture of the family walking. Explain that people can see a lot when they explore the woods. Then read the infographic, “Exploring the Woods.”

- Ask students to point to the trees in the picture of the family.
- Have students tell what kind of bug they see in the picture at bottom-right. Identify the caterpillar for those students who do not know what it is.
- Have students tell what kind of animal home is shown in the picture at bottom-left. Guide them to realize that it is a nest for baby birds.

Encourage students to ask questions about the infographic to clarify any information they do not understand.

MyTURN Have students interact with sources by coloring in response to the pictures and text on pp. 128–129.

WEEKLY QUESTION Point out the Week 4 Question: *What is fun about exploring new places?* Tell students that they just learned about some ways that people can have fun while exploring the woods. In the woods, there are many things to see. Tell them that there are other ways to have fun while exploring a new place, and there are many different new places that can be explored, in addition to the woods. Tell students that they will learn about some of these places, and about fun ways to explore them, over the week.

ELL Targeted Support Share Information Use the following activities to help ELLs grasp the content of the infographic.

Say the word *bug* to students. Have them repeat it back to you. Point to one of the bugs in the coloring activity on p. 129 of the *Student Interactive*. Then have students also point to a bug, to show their understanding of the word. Repeat the routine for *tree*. Tell students that *bugs* and *trees* are both things that we see when we explore the woods. **EMERGING**

Repeat the Emerging activity, but this time, ask students to make their own mental pictures of bugs. Ask for volunteers to say what their mental pictures look like. Ask students to say what colors they imagine the bug or the tree as being.

DEVELOPING

Have students find partners. Then introduce students to the following sentence stems: (1) *My favorite part of the woods is ____.* (2) *In the woods you can see ____.* Model some ways to complete the stems for students. Then have them use the stems to talk to each other and practice describing what can be seen in the woods. **EXPANDING**

Repeat the Expanding activity, but instead of providing students with sentence stems, simply prompt them to talk with their partners about what they would see if they went into the woods exploring (or what they have, in fact, seen in their own experiences). Listen in on students' conversations, and offer feedback and guidance as necessary. **BRIDGING**

STUDENT INTERACTIVE, pp. 128-129

WEEKLY LAUNCH: INFOGRAPHIC

Exploring the Woods

There is a lot to see in the woods!

Read Together

You can see trees.

You can see animal homes.

You can see bugs too!

Weekly Question

What is fun about exploring new places?

Directions Read the text to students. Then have them interact with the source by coloring the picture. As they color, have students talk about the things they see in the woods.

128

129

Listening Comprehension

OBJECTIVES


Listen actively and ask questions to understand information.

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

ELL Language Transfer

Cognates Point out the Spanish cognates in the Read Aloud. Identify the cognates that are used in the story.

- mountains : *montañas*
- explore : *explorar*
- family : *familia*
- face : *faz*
- discover : *descubrir*
- great : *grande*

 **THINK ALOUD** Analyze **Realistic Fiction** After you read the first paragraph, say, *These sentences tell us about where the story happens. It says that Tyler is going to go to the mountains. He is excited. This is something that could happen in real life. As I read, I will think about whether the other events could happen in real life.*

Read Aloud

Tell students that you are going to read aloud a realistic fiction story, “In the Mountains.” Remind them that realistic fiction stories are stories that can happen in real life. They have characters that we could know in our everyday lives and settings that are places we could really go. Tell students that even the events in stories are things that could happen in real life. Ask students to actively listen to the story you will read aloud. Have students demonstrate understanding by asking and answering questions about key details in the story. Invite them to think about the setting and characters, which make the story an example of realistic fiction.

START-UP

READ-ALOUD ROUTINE

Purpose Have students listen actively to determine where and when the story takes place.

READ the entire text aloud without stopping for the Think Aloud callouts.

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre.

In the Mountains

Tyler was excited about going to the mountains. He had never been there before.

“There will be so many new things to see!” he told his dad.

“Yes, it will be a lot of fun,” said Dad.

They drove a long time. When they got to their campsite, Tyler took a walk with his dad to explore. They saw a family playing catch. They saw another family having a barbeque.



"In the Mountains," continued

"Look at the snow!" Tyler said. He had never seen snow before.

"Hey!" said Dad when Tyler threw a snowball at him.

Tyler and Dad built a snowman. Tyler found some rocks and sticks to add to the snowman's face.

Tyler had a fun time in the mountains. There are always things to discover in new places!

THINK ALOUD Analyze **Realistic Fiction** After you reread this paragraph, say, *This part of the story tells what the mountains are like. The mountains are snowy. This tells me something about the setting. It snows in winter, so this story must happen in the winter.*

WRAP-UP

In the Mountains

1. home
- 2.
- 3.
- 4.

Use the chart to help students identify where and when the story takes place. Say: *This story does not happen all in the same place. Tyler is at home at the beginning of the story. I will write this on the chart.*

Ask: *Where does Tyler go? What else do we learn about the setting?*

ELL Targeted Support **Listening** Provide visual and other support to help students understand the story. Provide or have students draw pictures of mountains, a car, a campsite, and a snowman. Have students point to the pictures as you read about the events in the story. **EMERGING/DEVELOPING**

Have students act out parts of the story as you read.

EXPANDING/BRIDGING

FLEXIBLE OPTION **INTERACTIVE** Trade Book Read Aloud

Conduct an interactive read aloud of a full-length trade book.

- Choose a book from the *Read Aloud Trade Book Library* or the school or classroom library.
- Select an **INTERACTIVE Read Aloud Lesson Plan Guide** and **Student Response** available on SavvasRealize.com.
- Preview the book you select for appropriateness for your students.





SPOTLIGHT ON GENRE

Realistic Fiction

LEARNING GOAL

I can read realistic fiction.

OBJECTIVE

Describe the setting.

LANGUAGE OF THE GENRE

As you review the Anchor Chart, check that students understand the meaning of setting.

- What are the two parts of a story's setting?

FLEXIBLE OPTION 
ANCHOR CHARTS

Continue to add to your realistic fiction anchor chart.

- Add *setting*.
- Discuss with students some familiar stories you have read as a class. Ask them to identify the setting of each story.

Minilesson

FOCUS ON STRATEGIES Tell students that today they will learn about the setting of realistic fiction.

- The setting is where and when the story takes place.
- The setting in realistic fiction is a real place.
- The events in one story can happen in more than one place.

Realistic fiction might take place in a park, at school, or any place you can visit. If it is not a real place or the events could not happen at the place that is described, it is not realistic fiction. Knowing about the setting will help the reader understand the events and what is happening to the characters.

MODEL AND PRACTICE Have students turn to p. 143 of the *Student Interactive*. Briefly review the anchor chart. Remind students about the Read Aloud called “In the Mountains.”

- **The setting is where the story takes place. The story about Tyler happens in the mountains. Tyler builds a snowman. This is something that could happen in the mountains. This helps me know it is realistic fiction. It is cold. This is part of the setting, too.**

ELL Targeted Support Realistic Fiction Reread “In the Mountains” to provide visual and contextual support for students to discuss the setting of realistic fiction.

Have students identify pictures in the text that support the setting.

EMERGING

Have student pairs use the pictures and text to explain why they think the setting could be a real place. **DEVELOPING**

Have student pairs use the pictures and text to think of words that might be used to describe where and when the story takes place. **EXPANDING**

Using the pictures and text for reference, have the students describe the setting of the story to a partner in their own words. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 TURN, TALK, AND SHARE Have students turn and talk with a partner about the setting in the picture on p. 142 of the *Student Interactive*. Then ask volunteers to share their ideas with the class.

OPTION 2 Independent Activity Have students look at and read realistic fiction stories during independent reading. Have them put sticky notes on pictures and text that tell about the setting.

QUICK CHECK

Notice and Assess Can students identify settings of realistic fiction?

Decide

- **If students struggle**, revisit instruction about realistic fiction in Small Group on pp. T198–T199.
- **If students show understanding**, extend instruction for realistic fiction in Small Group on pp. T198–T199.



Expert's View Pamela Mason, Harvard University

“At first flush, text complexity seems to be about the number of words, the types of words, and the number of sentences. But you must also read the text. It is really important to understand what the text assumes the reader knows about the subject. Texts with fewer words and shorter sentences can be very complex because the reader may have to connect the ideas in the text without the support of the author's explicit use of connectives and explanations. Short sentences are not always easy sentences.”

See SavvasRealize.com for more professional development on research-based best practices.

STUDENT INTERACTIVE, pp. 142–143


GENRE: REALISTIC FICTION
Read Together
READING WORKSHOP

My Learning Goal I can read realistic fiction.

SPOTLIGHT ON GENRE

Realistic Fiction

The **setting** is where and when a story takes place.



TURN and TALK Tell a partner about the setting in the picture.


Directions Read the information at the top of the page to students. Then have them work with a partner to describe the setting in the picture, including the time and the place.

Read Together

Realistic Fiction Anchor Chart

Place and Time

Setting



142
143

Academic Vocabulary

LEARNING GOAL

I can use words to tell about stories.

OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.

ELL Access

Provide opportunities for students to use the academic language in their listening, speaking, reading, and writing. Provide practice in using words with word parts.

Word Parts

Minilesson

FOCUS ON STRATEGIES Explain to students that word parts are small parts of words that are added to a word to make a new word. Word parts can tell us when actions happen.

- Ask a student to demonstrate moving around the room.
- Explain that the student *moves* around the room. Write the word *moves* on the board and circle the *-s*. Tell students that this is the word *move*. The *-s* at the end of the word *moves* shows the action is happening right now.
- Then ask the student to sit back down. Tell students that the student *moved* around the room but is now done. Write *moved* on the board and circle the *-ed*. Tell students that *-ed* shows that the action happened in the past.

MODEL AND PRACTICE Wave to the class and tell them that you enjoy waving at people. Then stop waving. **What word part can I add to the word wave to tell that I am finished waving to you? I know that an *-ed* word part shows that something happened in the past. So I can say I *waved* to you. The *-ed* shows that the action is finished.** Provide additional sample words.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

Proper Paper Position

FOCUS Tell students that it will be easier for them to write numbers and letters if they position the paper on their desk in the right place.

MODEL Model sitting at your desk, in the correct sitting position, with the paper in the right spot. **Writers who are right-handed should place their paper at a slant to the left. The paper should be moved a bit away from the edge of the desk. Left-handed writers should slant their paper to the right.**



ASSESS UNDERSTANDING

Apply

My TURN Read aloud the first sentence on p. 159 in the *Student Interactive*. Ask which word tells what the plane did and shows that the action is finished. Have students underline the word. Continue with the second sentence. Then have students use what they know about the meaning of *map* and the word part *-ed* to tell the meaning of the verb *mapped*.


STUDENT INTERACTIVE, p. 159

VOCABULARY
READING-WRITING BRIDGE

I can use words to tell about stories.

Read Together

My Learning Goal



Academic Vocabulary

map

move

land

special


Word parts can be added to words to make new words.

MY TURN Underline


The plane landed on the ground.

Tim moves fast.

Directions Say: A word part can change the meaning of a word. The ending *-ed* tells about an action that happened in the past. The ending *-s* tells about an action that is happening now. Read the sentences and have students underline the word in each sentence that has a word part added to it.

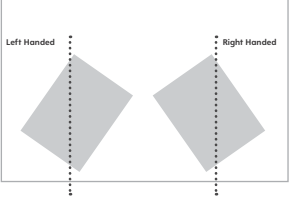


PRACTICE Have students follow the example for proper paper position on p. 20 of the *Resource Download Center*.

Name _____


Handwriting

Proper Paper Position



Directions Discuss the illustrations with students, pointing out the differences for right-handed writers and left-handed writers. Model proper paper positions for both right-handed writers and left-handed writers. Then have students practice placing lined paper correctly on their desks or table areas.

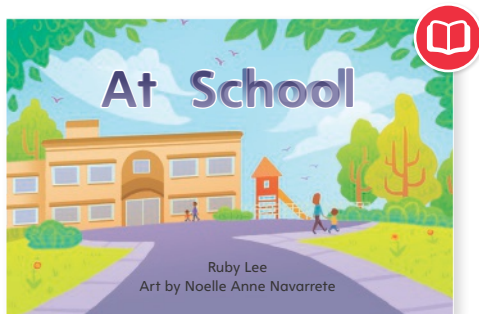
Kindergarten • Unit 1 • Week 4

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Handwriting, p. 20

Matching Texts to Learning

To select other texts that match your instructional focus and your groups' instructional range, use the **Leveled Reader Search** functionality in SavvasRealize.com.



LEVEL A

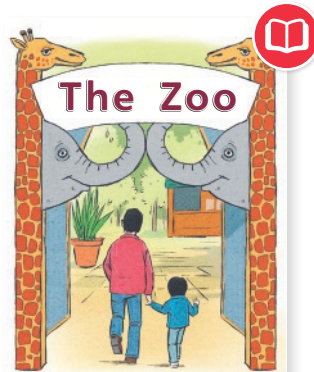
Genre Realistic Fiction

Text Elements

- Familiar content
- Simple sentences

Text Structure

- Repetitive Structure



LEVEL A

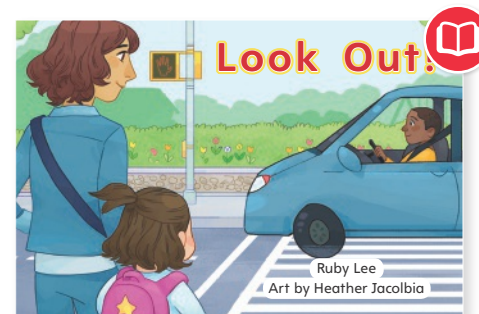
Genre Realistic Fiction

Text Elements

- Text and illustrations
- Short sentences

Text Structure

- Repetitive Structure



LEVEL B

Genre Realistic Fiction

Text Elements

- Text and illustrations
- Two lines of text per page

Text Structure

- Repetitive Structure

Guided Reading Instruction Prompts

To support the instruction in this week's minilessons, use these prompts.

Identify Realistic Fiction

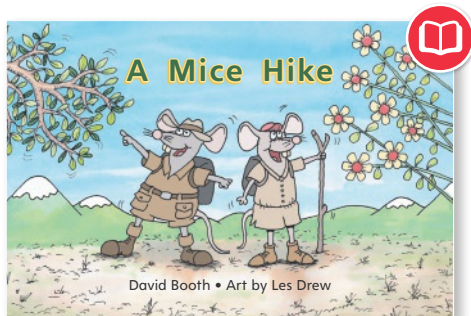
- What is the title? Does this tell you about the characters or setting?
- Do you think this story could have happened in real life?
- Are the characters like people you know?
- Do the pictures show things that are like real life?

Develop Vocabulary

- Which words are important for you to understand the story?
- Are there any illustrations that help you understand what a word means?
- What does the word ____ tell us about where the story takes place?
- What words do you still not understand after reading the story?

Describe Setting

- Where does the story happen?
- Does it tell about events from today or in the past?
- What words would you use to describe where the story happens?
- What details did you learn about the setting?



LEVEL B

Genre Animal Fantasy

Text Elements

- Vocabulary familiar to most students
- Two lines of text per page

Text Structure

- Chronological



LEVEL B

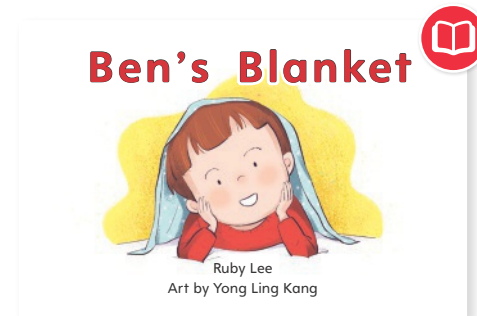
Genre Realistic Fiction

Text Elements

- Text and illustrations
- Short sentences

Text Structure

- Repetitive Structure



LEVEL C

Genre Realistic Fiction

Text Elements

- Familiar content
- Prepositional phrases

Text Structure

- Repetitive Structure

Create New Understandings

- What did you learn from this book?
- Did you read this book more than once? What new things did you notice the second time you read it?
- Did you look carefully at the pictures? What details did you see?

Compare Texts

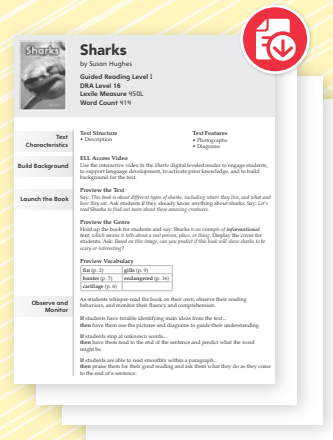
- How is the setting of these two books the same?
- How are the two settings different?

Word Work

For Possible Teaching Points, see the *Leveled Reader Teacher's Guide*.

Leveled Reader Teacher's Guide

For full lesson plans for these and other leveled readers, go to SavvasRealize.com.



Use the  **QUICK CHECK** on p. T193 to determine small group instruction.

Teacher-Led Options

Strategy Group

REALISTIC FICTION

Teaching Point Today I want to talk to you about the setting of a story. A setting is when and where the story takes place. Tell students that knowing details about the setting makes a story more interesting and helps the reader to understand the story.

ELL Targeted Support

Tell students that *where* refers to a place. A story might take place inside or outside. *When* refers to the time a story takes place. For example, a story might take place during the day, at night, in winter, or in summer. Select a page in *In the Pit*. Read the page out loud with students. Then ask students to tell you where and when the story takes place. **EMERGING**

Select a page in *In the Pit* and have students draw the setting. **DEVELOPING**

Ask students to work with a partner to choose a page in *In the Pit*. Have them discuss the setting. **EXPANDING**

Ask students to choose a page in *In the Pit*. Have them identify the setting. Then ask students to think about a different time and place that the story might be set. **BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity

FICTION

Use Lesson 39 in the *myFocus Intervention Teacher's Guide* for instruction on the features of realistic fiction.

LEVEL A • MODEL AND TEACH

Lesson 39 Genre: Fiction

INTRODUCE Tell students that they will hear and read many kinds of texts. Say: *One kind of text you will hear and read is fiction.*

MODEL Display and read aloud each excerpt on Student Page S231.

A Good Catch

Early one morning, Chad and Mom stepped from the dock onto the fishing boat. "Welcome aboard," said Captain Joe.

At the Game

On Sunday, Aunt Karla took me to the baseball park. We got to the stadium just in time. It was my first baseball game ever. "Our seats are over here, Wendy," said Aunt Karla.

TEACH Say: Each excerpt is the beginning of a fiction story. Fiction is a story made up by an author. In some stories the characters are like real people, and the events could happen in real life. Other stories might have characters and events that aren't at all like real life. Point out the character names in each excerpt. Say: The characters are Chad, Mom, and Captain Joe. In the second story, Aunt Karla and Wendy are the characters.

Point out details that reveal setting. Say: The setting is where and when a story takes place. The first story takes place in the morning on a fishing boat. The second story takes place on a Sunday at a baseball park or stadium.

Next, point out the first event in each excerpt (boarding the boat; arriving at the stadium). Say: *This is one event, or thing that happens, in the story. Could this event happen in real life?* (yes)

In fiction, a character usually has a challenge or problem that needs to be solved. Can you think of a fiction story we have read in which the character had a problem and then solved it?

Reading Literature T • 231

On Level and Advanced

INQUIRY

Question and Investigate Have students ask questions about the special place from the Infographic on p. 128 of the *Student Interactive*. Explain that they will choose one question to investigate. Throughout the week, have students research their question. See *Extension Activities* pp. 51–55 in the *Resource Download Center*.



Conferring

3 students / 3 to 4 minutes
per conference

REALISTIC FICTION

Talk About Independent Reading Ask students to share what they put sticky notes on in their independent reading text.

Possible Conference Prompts

- When does a story happen?
- Where does the story happen?
- Do the pictures show the setting?
- What clues in the text tell about the setting?

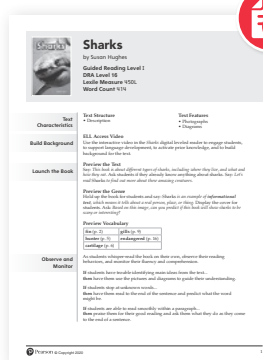
Possible Teaching Point Good readers think about the setting of the story as they are reading. Look at the pictures to see what they tell about where and when the story happens.

Leveled Readers



REALISTIC FICTION

- For suggested titles, see “Matching Texts to Learning,” pp. T196–T197.
- For instructional support on how to identify the setting, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite students to share what they learned about identifying the setting of a story and tell about the setting of a story they are reading.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *In the Pit*.
- read a self-selected trade book or their Book Club text.
- partner read a text, coaching each other as they read the book.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- play the myView games.
- choose a passage from *In the Pit* and with a partner take turns reading the passage with appropriate expression.

BOOK CLUB



See Book Club, pp. T454–T457 for

- ideas for continuing Book Club.
- suggested texts to support the unit genre.
- support for the groups’ collaboration.

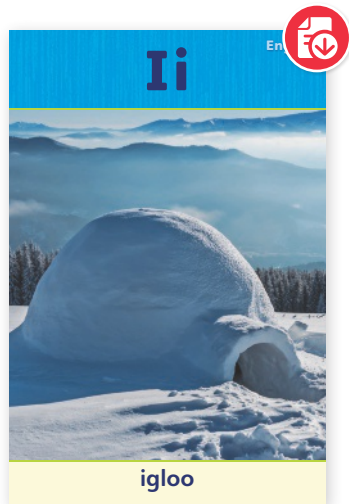
Word Work

OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.



Alphabet Card

ELL Language Transfer

The letters *li* exist in many languages. To help students with the sound /i/ and letters *li*, point out words in students' home languages that have an *i* in them. For example, these words for "ship" have an *i* in them. *Enviar* (Spanish), *anije* (Albanian), and *meli* (Swahili).

Phonics: Read and Write Words with *li*

Minilesson

FOCUS Display the *li* Alphabet Card. This is an igloo. I hear the sound /i/ at the beginning of *igloo*. Say the sound /i/ and the word *igloo* with me: /i/, *igloo*. Point to the letters on the Alphabet Card. The letter *i* spells the sound /i/ in *igloo* and other words. What letter spells the sound /i/? Have students identify the letter *i*. Then have them trace the letters *li* in the air as you lead them. When you see the letter *i* in a word, what sound will you say? Students should identify the sound /i/.

MODEL AND PRACTICE Have students turn to p. 132 in the *Student Interactive*. Help students name each picture in the first row. Then have them point to the word at the beginning of the row. Have students trace the letter *i*. Now let's read this word together. What is the sound for the letter *s*? What sound can the letter *i* make? What is the sound for the letter *p*? Now let's say the sounds together to read the word: /s/ /i/ /p/, *sip*. Which picture shows the word *sip*? Have students circle the picture for *sip*.

FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 MyTURN Have students complete p. 132 of the *Student Interactive*.

OPTION 2 Independent Activity Have students look through a magazine and make a collage with at least three pictures with names that have the sound /i/ spelled *i*.

QUICK CHECK

Notice and Assess Can students write *li*?

Decide

- **If students struggle**, revisit instruction for writing *li* in Small Group on pp. T210–T211.
- **If students show understanding**, extend instruction for writing *li* in Small Group on pp. T210–T211.

HIGH-FREQUENCY WORDS

Tell students that high-frequency words are words that they will hear and see over and over in texts. Write and read the words *my*, *we*, and *make*. Have students

- read each word.
- spell each word, tugging lightly on their ear lobe as they say each letter.

STUDENT INTERACTIVE, p. 132

PHONICS | PHONOLOGICAL AWARENESS

Short i Spelled i

MYTURN Read and circle

Directions Have students trace the letter *i* in each word. Then have them read the word and circle the matching picture.

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ADDITIONAL PRACTICE

For additional student practice with short *i*, have students complete *Phonics*, p. 7, from the *Resource Download Center*.

FOUNDATIONAL SK Read Together

Name _____

Phonics

Short i

MYTURN Circle and write

Tell students that images represent lip, mitten, lock, bib, pig, cone.

Directions Model the sound of short *i* by saying big and chin. Say the word for each picture and tell students to circle the pictures that have the short *i* sound. Then have them write the letters *i* under each circled picture.

Grade K, Unit 1, Week 4

Phonics, p. 7

Introduce the Text



OBJECTIVES

Use illustrations and texts the student is able to read or hear to learn or clarify word meaning.

Distinguish shades of meaning among verbs describing the same general action by acting out the meaning.

Establish purpose for reading assigned and self-selected texts with adult assistance.

Shared Read Plan

First Read Read the text. Pause to discuss the First Read notes with students.

Close Read Use the Close Read notes to guide your instruction for Lessons 3 and 4.

Preview Vocabulary

- Introduce the words *chasing*, *slips*, *scrambles*, and *follows* on p. 144 in the *Student Interactive*. As you read each word, have students say the word.
- Have students share what they already know about the words. Ask questions such as: *Have you ever seen a squirrel chasing another squirrel? What happens when someone slips? What does it look like when an animal scrambles? When do you follow the teacher?*

Have students take turns acting out each word.

- *These words will help us understand the story *Where Is Twister?**

Print Awareness

Explain that the author is the person who writes a story and the illustrator is the person who makes the pictures in a story. Help students identify the names of the author and illustrator on p. 145 in the *Student Interactive*. Ask them to tell how each person helped to create *Where Is Twister?*

Read

Discuss the First Read Strategies. In this first read, encourage students to enjoy the story. After students complete the First Read ask, *What did you like most about this story? Did it remind you of anything else you have read?*

FIRST READ STRATEGIES

READ Encourage students to read or listen as you read the realistic fiction. During the first reading, students should find out who Twister is.

LOOK Remind students to look at the pictures to learn about the setting and characters.

ASK Have students ask questions about the text to deepen understanding.

TALK Guide students to talk to a partner about the text.

Help students read the whole text independently, in pairs, or as a whole class. Use the First Read notes to help students connect with the text and to monitor comprehension.



ELL Targeted Support Internalize New Vocabulary Provide support as students learn the vocabulary words.

Use total physical response to reinforce word meaning. As you say each word, act out the verb. Have students repeat the word as they act it out. Then have students take turns acting out the word as the rest of the group guesses which word they are showing. **EMERGING**

Assign each student one of the vocabulary words. Have them draw a picture of their assigned word. Ask students to share their pictures with the rest of the group. Then post the pictures around the classroom to create a visual dictionary. **DEVELOPING**

Have students work with a partner. Assign pairs two of the words. Ask them to use the words in oral sentences. Have pairs share their sentences with the rest of the group. **EXPANDING**

Have students work with a partner. Provide each set of partners one of the words. Then have students create a definition for the word to share with the rest of the group. **BRIDGING**

STUDENT INTERACTIVE, pp. 144–145

VOCABULARY Read Together

Where Is Twister?

Preview Vocabulary

chasing	slips	scrambles	follows
---------	-------	-----------	---------

Read
Read to find out who Twister is.

Meet the Author

Bonnie Lass is a teacher who writes stories for beginning readers. She is the author of *Who Took the Cookies from the Cookie Jar?*

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Read Together

Where Is Twister?
written by Bonnie Lass
illustrated by Josée Masse

Genre Realistic Fiction Read Together

AUDIO
Audio with Highlighting

ANNOTATE

145

STUDENT INTERACTIVE, pp. 146-147



Olivia and Twister are in the barnyard.
Olivia is feeding the chickens.
Twister helps.

146



Olivia looks up.
She thinks, "Where is Twister?"
Twister is chasing a butterfly!

147



CLOSE READ

Where does the story take place?
Underline the word.

chasing running after something to catch it

First Read

Look

THINK ALOUD The pictures on these pages help me know about the setting, or the place where the story happens. I can see Olivia feeding chickens. She and Twister are in the barnyard. I can see a barn in the picture too. Barns and chickens are on farms. From the picture, I can see that the setting is a farm. The pictures on the next pages show a different place. If I look at these pictures, I can see that the setting has changed.

CROSS-CURRICULAR PERSPECTIVES

Science



Tell students that Twister, the dog, is a mammal. The chickens in the barnyard are birds. Guide students to compare Twister and the animals in the barnyard to discuss how they are different. Ask them how many legs Twister has (4) and how many legs the birds have (2). Talk about the body parts that Twister has (tail, floppy ears, fur) and the different body parts the birds have (beak, wings, feathers).



STUDENT INTERACTIVE, pp. 148-149



CLOSE READ



What detail
does the text tell
about the woods?

Highlight the words.



Twister stops. Where is he?
Twister is in the woods!

148

There are **lots of sticks** here.
Twister finds a good one to chew on.

149

Possible Teaching Point



Read Like a Writer | Author's Craft

Tell students that an author uses words to help the reader know how the characters feel. Read each page and ask, "How does Twister feel now?" Use the instruction on pp. T218–T219 to help students use specific words to describe the characters' feelings.

Close Read



Describe Setting

Have students discuss the setting. Reread p. 146. Have students underline the word that tells about the setting.

DOK 1

Create New Understandings

Have students describe the woods. What do they see? Then read aloud the Close Read box on p. 149 and have students highlight the detail in the text that tells about the woods.

DOK 1

OBJECTIVES

Use text evidence to support an appropriate response.

Describe the setting.

STUDENT INTERACTIVE, pp. 150-151



CLOSE READ



What detail does the text tell about the woods? Highlight the words.



Chewing makes Twister thirsty. He finds a creek and has a drink.



Twister slips and falls in! Twister is scared.

First Read

Ask

THINK ALOUD Twister seems to be pretty far away from Olivia now. I am going to ask myself some questions to make sure I understand what is happening in the story: Where is Twister? Does Olivia know where Twister is? Is the book titled *Where Is Twister?* because he seems to be getting away from where he should be?

Foundational Skills Extension

Short *i* (/i/)

Remind students that the short *i* sound is /i/. Point out that the first vowel sound in Twister is /i/. Then reread p. 151 and have students raise their hand every time they hear the sound /i/. (Twister, slips, in, is)



STUDENT INTERACTIVE, pp. 152-153



scrambles moves
or climbs quickly

Twister scrambles out.
He shakes himself dry
in the sunshine.
Look! There is the butterfly!

152



follows goes after
something

Twister follows the butterfly home.
“Twister!” says Olivia.
“You came back to me!”

153



CLOSE READ



When does the
story take place?
Underline the clue.

Possible Teaching Point



Academic Vocabulary | Word Parts

Use pp. T194–T195 to review word parts. Remind students that when the letter *-s* is added to the end of a verb, or action word, it shows that things are happening now. When *-ed* is added, it shows that things happened in the past. Point out the word *scrambles* on p. 152. Call on a student to act out the word. Say: [Max] *scrambles*. When he stops, say: *Max scrambled*.

Close Read



Create New Understandings

Have students highlight the words on p. 150 that tell about the woods.

DOK 2

Describe Setting

Have students underline the clue that tells whether the story takes place during the day or at night.

DOK 2

OBJECTIVES

Synthesize information to create new understanding with adult assistance.

Describe the setting.

Respond and Analyze



OBJECTIVES

Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Use text evidence to support an appropriate response.

Describe the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud with adult assistance.

My View

Summarize the story. Then ask students what they liked most about the story.

- **Talk** Ask students to find a page or illustration that they thought was funny or interesting. Invite them to tell what is happening in that part of the story.
- **Connect** Ask students why they think the book is called *Where Is Twister?*

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Explain to students that they can use context clues to find word meanings. Let them know that they can look at the words or phrases that come before and after a word to guess the meaning of the word. They can also use pictures to figure out what a word means.

- Look for action words that tell you what is happening.
- Ask yourself what the word means.
- What other words in the sentence give us a clue about the meaning? What does the picture show?

MODEL AND PRACTICE Have students look at p. 152 of the *Student Interactive*. Read aloud the first two sentences. Have students discuss what is going on in the picture. Then model how they can use context clues and the pictures to find the meaning of the word *scrambles*. *Twister scrambles out. He shakes himself dry. I know that, on the page before, he slips and falls in the water. When I look at the picture and read the words, I see that Twister is out of the water and shaking the water off. Scrambles likely means climbing out.*



EXPERT'S VIEW Lee Wright, Teacher Specialist, Houston, TX

“Small groups should be flexible—grouping and regrouping students into a variety of small groups according to each group’s shared, data-informed needs. For example, Johnny may struggle with reading comprehension, but he may be performing above level on phonics. In order to truly meet Johnny’s needs, you must continually monitor his small group data and regroup him according to his progress. Yearlong small group data administration and evaluation is the key to flexible grouping.”

See SavvasRealize.com for more professional development on research-based best practices.

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 MyTURN Have students complete p. 154 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students use context clues to find the meanings of words in their favorite books around the classroom.

QUICK CHECK


Notice and Assess Can students identify and use new vocabulary words?

Decide

- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T212–T213.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T212–T213.

Check for Understanding MyTURN Have students complete the Check for Understanding on p. 155 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 154–155

VOCABULARY	COMPREHENSION
<p>Develop Vocabulary</p> <p>MYTURN Write</p> <p>slips follows chasing scrambles</p> <p>Twister starts _____ chasing _____ a butterfly.</p>  <p>154</p> <p><small>Directions Say: The words and pictures in a text can help you learn and understand the meaning of a word. Have students look back at the text and discuss the meanings of the vocabulary words. Then have them identify the word that best completes the sentence. Ask them to write the word on the lines.</small></p>	<p>Check for Understanding</p> <p>MYTURN Write</p> <p>DOK 1 1. What happens at the end of the story? Possible response: _____ Twister follows a butterfly home.</p> <p>2. What words help you know how Olivia feels? DOK 2 Possible response: _____ Where is Twister? You came back to me!</p> <p>3. Do you think Twister will go back into the woods? DOK 2 Possible response: _____ Yes, because he saw new things.</p> <p><small>Directions Read the questions and have students write their responses. Remind them to use evidence from the text.</small></p> <p>155</p>

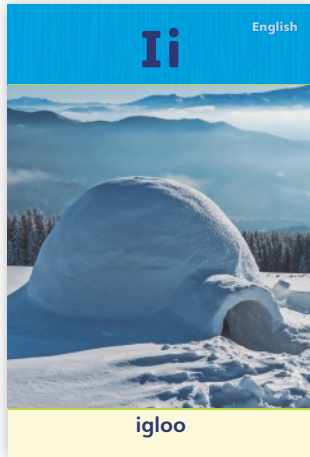
Use the  **QUICK CHECK** on p. T201 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

SHORT *i* SPELLED *ii*

Alphabet Card Display Alphabet Card *ii* and tell students the letter *i* spells the sound /i/. Many words have the sound /i/ spelled *i*. *Sit* and *tip* have the sound /i/ spelled *i*. What other words have the sound /i/ spelled *i*? Have students read these words aloud and identify which ones have /i/ spelled *i*: *sit*, *am*, *tip*, *pit*, *mat*, *it*, *cat*, *sip*, *sap*.



ELL Targeted Support

Tell students they can find words with /i/ spelled *i* in books in the classroom library.

Choose books for students to look through to find /i/ words. Ask students to identify as many as they can. **EMERGING**

Have students work in pairs and take turns naming /i/ spelled *i* words. **DEVELOPING**

Have students work in pairs to come up with rhyming words with the middle sound /i/ spelled *i*. **EXPANDING**

Have students work in pairs to give each other hints about words with the sound /i/ spelled *i*. For example, they can pantomime pinning something to their shirt for the word *pin* or sit down to pantomime *sit*. **BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity

SHORT *i*

Use Lesson 26 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with short *i* spelled *i*.

LEVEL A • MODEL AND TEACH

Lesson 26 Short *i*

INTRODUCE Emphasize that words are made up of consonant and vowel sounds. You learned that *ii* is spelled with the letter *i*, and you learned how to blend letters to read words with this sound. Today we will learn another way to read words with the short *i* sound.

MODEL Display or share copies of the following passage, "Sid Did," from Student Page S155, and read it aloud.

OBJECTIVES:

- Read words with the short *i* sound.
- Form words using the short *i* sound.
- Change, add, and delete sounds to make new words.
- Spell VC, CVC, and CCVC words.

Sid Did

Did Sid see a pig? ends with -id

Sid did.

Did Sid see a big cat? ends with -ig

Sid did.

Did Sid see a kid?

Sid did.

TEACH Point to *Did* in the first line. The word *did* has a consonant, then a vowel, and then another consonant. Each letter has its own sound. Point to the word *Sid*. Changing a letter in a word makes a new word. When the first *d* in *did* is changed to an *s*, the word *did* becomes *Sid*.

Point out the words with the short *i* sound. Explain that students can read more words when they learn how to recognize letter combinations that include a short *i*. *Sid* and *did* both have a short *i* sound and end with -id. Now that I know that -id has a short *i* sound, I can use this letter combination to make new words. When I change, add, or delete a letter, I make a new word. Reinforce this idea by pointing out other words in the model that have the short *i* sound, such as *big* and *kid*.

Now point to the -ig letter combination at the end of *pig* in the first sentence. Say: Now that I know what the letters -ig sound like, when I hear a word that ends with those sounds, I can spell the word. The word *dig* ends with the sounds /i/ and /g/. I can write the letter combination -ig. The word starts with the sound /d/. I know the letter *d* makes the /d/ sound. I can add the letter *d* to the beginning of -ig. Work through other examples, such as *fig*, *wig*, and *zig* by changing, adding, and deleting letters.

Phonics, Morphology, and Spelling T • 155

Intervention Activity

PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.



Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have them practice forming words with the sound /i/ spelled *i*: *tip, it, sit, tin, pit.*



Students can also play the letter tile game in the myView games on SavvasRealize.com.

Decodable Book



Students can revisit last week's Decodable Book *Pat the Cat* to practice reading words with the sound /p/ spelled *p* and the sound /k/ spelled *c*, and last week's high-frequency words. Before reading, display last week's high-frequency words: *have, is, and he*. Tell them that they will practice reading these words in *Pat the Cat*. **When you see these words in today's story, you will know how to read them.**

Pair students for reading. As partners take turns reading a page at a time, listen carefully as they use letter-sound relationships to decode. Then have partners reread the book, this time with the other student beginning.

High-Frequency Words

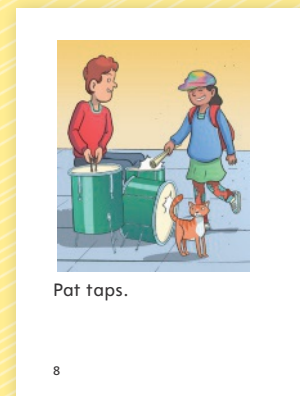
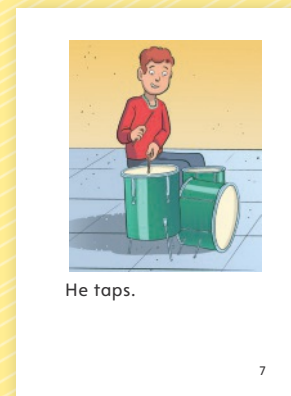
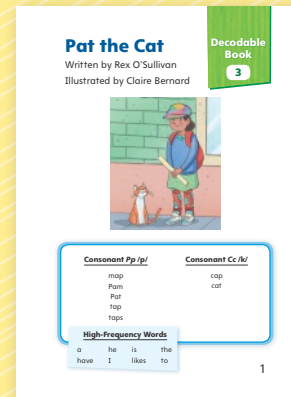
Have students make their own word cards for this week's high-frequency words *my, we, and make* and two or three words from previous weeks. Students can practice reading the words with a partner.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Decodable Book



Use the  **QUICK CHECK** on p. T209 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Sometimes you can tell the meaning of a word by looking at the words that come before and after it in a sentence. You can also use pictures to help you come up with the meaning of a word. Look back at *Where Is Twister?* on p. 153 of the *Student Interactive* to demonstrate with the word *follows*.

ELL Targeted Support

Tell students that adding an -s to the end of a word makes more than one if the word is a noun. Explain that a noun is a person, place, thing, or animal.

Say the word *book* aloud and have students add an -s to the end of the word. Repeat with the words *dog*, *stick*, *tree*, and *rock*. **EMERGING**

Write the words *girl* and *girls* on the board. Ask students to tell which of the words is a plural noun. Invite them to think of other plural nouns.

DEVELOPING

Have students look at the words on p. 146 of *Where Is Twister?* Guide them to identify the word on the page that is a plural noun with an -s ending. (chickens) **EXPANDING**

Have students work in pairs. Have one student name a noun and have the other student turn the word into a plural noun by adding an -s or -es.

BRIDGING



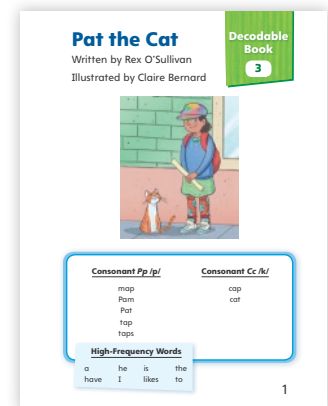
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



PAT THE CAT

Have students reread the Decodable Book *Pat the Cat*. Use the teaching support online at SavvasRealize.com to provide instructional support for foundational skills and comprehension.



Fluency

Assess 2–4 students



ORAL READING

Have students choose two pages from the Decodable Book. Ask pairs to take turns reading, and encourage them to read all words correctly. Remind them that they should take a breath at the end of a sentence before reading the next sentence.

ORAL READING RATE AND ACCURACY

Listen as a student reads the Decodable Book. Offer feedback. Finally, record each student's performance. Use the *Fluency Progress Chart* to track student progress.



Conferring

3 students / 3–4 minutes
per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to explain to you what a context clue is and how to use it to find the meaning of a word.

Possible Conference Prompts

- How can you use a context clue to learn the meaning of a word?
- How can a picture be used as a context clue?
- How can words be used as context clues?

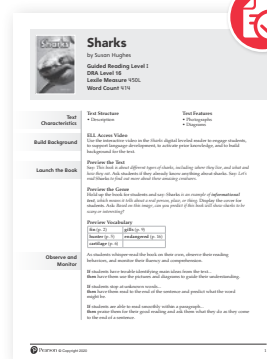
Possible Teaching Point Using context clues can help us learn and clarify the meanings of words.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T196–T197.
- For instructional support on how to use context clues to find the meanings of words, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite students to share what they learned about context clues and celebrate what they learned.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *Where Is Twister?*
- read a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other as they read the book.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- work with a partner to discuss the questions on p. 155 of the *Student Interactive*.
- play the myView games.
- take turns with a partner choosing a passage from the text and choral read it fluently.

SUPPORT PARTNER READING

Partner reading is a good time for students to identify words that follow the patterns they have been learning about. Ask them to work together to identify word parts and words with the sound /i/ spelled *i*.

See the *Small Group Guide* for additional support and resources to target your students’ specific instructional needs.



Word Work

OBJECTIVES

Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Cards



Alphabet Card

Phonological Awareness: Initial and Final /n/

FOCUS AND MODEL Today we are going to learn a new sound. Listen carefully: /n/ /n/ /n/. The sound /n/ is made by placing your tongue just behind your teeth as you lower your mouth a little bit. Show students how to make the sound /n/ and have them practice it.

Display the *nest* Picture Card. This is a nest. Listen to the beginning sound as I say this word: /n/ -est. What sound does *nest* begin with? Continue with the *can* Picture Card for final /n/. Then say the following words and have students give a thumbs-up if they hear /n/ at the beginning of the word and a thumbs-down if they hear /n/ at the end: *net, fan, run, not, nice, Jen*.

SEE AND SAY Point to the picture of the net on p. 133 of the *Student Interactive*. Listen to the sounds in this word: /n/ /e/ /t/. *Net* has the sound /n/ at the beginning. Have students complete the top half of the page by circling the picture words that begin with /n/. Then have them complete the bottom half of the page by circling the words that have the sound /n/ at the end.

Phonics: Introduce Nn

Minilesson

FOCUS Display Alphabet Card *Nn*. Point to the picture of the nest and tell students the word *nest* begins with the letter *n*. The letter *n* spells the sound /n/ at the beginning of *nest*. Point to the letters *Nn* on the card, and tell students the names of these letters are uppercase *N* and lowercase *n*. Slowly trace the letters as you say the sound /n/.

MODEL AND PRACTICE Have students turn to p. 134 in the *Student Interactive*. Ask them to trace the letters *Nn* on the first line. What is the sound for this letter? Now we will circle the pictures that begin or end with this sound. Listen to the sounds in this word: /b/ /e/ /d/. Do you hear the sound /n/? No, so we will not circle the picture of the bed. Now listen to the sounds in the next word: /n/ /u/ /t/. Do you hear the sound /n/? Yes, so we will circle the picture of the nut.

APPLY MyTURN Have students complete the activity on p. 134. If students need additional practice with letter recognition, use the Letter Recognition Unit on SavvasRealize.com or on pp. xvii–xliv in this Teacher’s Edition. The unit includes instruction, activities, and student practice sheets.

High-Frequency Words

Minilesson

FOCUS Today we are going to continue working with high-frequency words. Have students read the words at the top of p. 135 in the *Student Interactive* with you: *my, we, make*.

MODEL AND PRACTICE Have students look at the words at the top of p. 135. Say: *I will read a word, and I want you to point to it. Then we will read the word together.* Read *my*, and have students point to it. *Now let's read the word together: my.* Repeat with the other words. Encourage students to use the words in sentences.

APPLY MyTURN Have students read the sentences on p. 135. Ask them to identify the words *my, we, and make* in the sentences and underline the words. Then have them read the sentences again with a partner.

ELL Targeted Support

Initial and Final Sounds

Say words on p. 133 in the *Student Interactive* aloud. Ask: **What sound does ____ begin (end) with?** Tell students to use this sentence frame to answer: *____ begins (ends) with the sound ____.* **EMERGING/DEVELOPING**

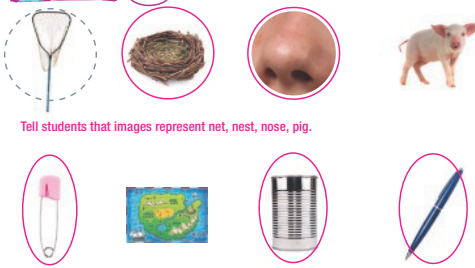
Say words from p. 133 in the *Student Interactive* aloud. Ask: **What sound does ____ begin (end) with? What letter makes this sound?** Tell students to use these sentence frames to answer: *____ begins (ends) with the sound ____.* *The letter ____ makes this sound.* **EXPANDING**

STUDENT INTERACTIVE, p. 133

FOUNDATIONAL SKILLS

Initial and Final Sounds

SEE and SAY Circle



Tell students that images represent net, nest, nose, pig.

Tell students that images represent pin, map, can, pen.

Directions: Model: Listen to the sounds in this word: /n/ /e/ /t/. net. The word net begins with the sound /n/. Have students identify the picture words in the first row and circle the pictures that begin with the sound /n/. Then have students continue with the second row, circling picture words that end with the sound /n/.

133

STUDENT INTERACTIVE, p. 134

PHONICS | HIGH-FREQUENCY WORDS

Consonant Nn

MYTURN Circle



Tell students that images represent bed, nut, pen.

Tell students that images represent nest, ten, cap.

Tell students that images represent nail, box, fan.

Directions: Tell students that the letter n makes the sound /n/. Say: You will see the letter n in many words with the sound /n/. Model how to form the letters N and n. Have students trace the letters N in each row and identify the sound the letters make. Then have them circle the picture words that begin or end with the sound for n.


134

STUDENT INTERACTIVE, p. 135

FOUNDATIONAL SKILLS


My Words to Know

my we make



My Sentences to Read

MYTURN

I make my pit in the .

We sit in it.

Directions: Say: Listen to I read these words: my, we, make. Have students read the high-frequency words and then the sentences, using the word dirt to name the image. Say: Underline the high-frequency words in the sentences.

135

Describe Setting

OBJECTIVES

Use text evidence to support an appropriate response.

Describe the setting.

ACADEMIC VOCABULARY

Integrate The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the infographic, ask: [What is special about exploring the woods?](#) [What can you tell about the land from the photographs?](#) [How can a map help you explore?](#)

- special
- map
- move
- land

Minilesson

FOCUS ON STRATEGIES Tell students an important part of a realistic fiction story is its setting. The setting is where and when a story takes place.

- Look at the pictures. What do they tell you about the setting?
- Look at the words. Which words describe the setting?
- Is this setting a place you can visit in real life?

The reader can understand the setting of a story by looking at the pictures and reading the text. Knowing about the setting helps the reader better understand the story.

MODEL AND PRACTICE Remind students that they read a selection two weeks ago called *Too Many Places to Hide*. Tell them that *Too Many Places to Hide* is a realistic fiction story, so it has a setting that can exist in real life.

- The pictures help me tell where the story takes place. On p. 70, I see that the family is inside their new house. Their house must be the setting.
- Details about the text can give hints about the setting, too. I read on p. 70 that the house has many places to hide. Maybe this means that the story takes place in a house that is big.

ELL Targeted Support Nouns Remind students that when they speak about settings and describe settings in a story, they will often be using nouns. Remind them that a noun is a person, place, animal, or thing.

Ask leading questions to elicit the names of things that might be found in a story setting that was in a school. Explain that all of these naming words are nouns. **EMERGING/DEVELOPING**

The settings of stories often involve *things*, so help students name words as necessary, such as *yard*, *house*, or *woods*. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for describing setting in realistic fiction.

OPTION 1 MyTURN Have students complete p. 156 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students look at and read realistic fiction texts during independent reading. Have them work in pairs to talk about where the story takes place.

QUICK CHECK

Notice and Assess Can students identify and describe the setting of a realistic fiction story?

Decide

- **If students struggle**, revisit instruction for describing setting in Small Group on pp. T220–T221.
- **If students show understanding**, extend instruction for describing setting in Small Group on pp. T220–T221.

STUDENT INTERACTIVE, p. 156

CLOSE READ Read Together

Describe Setting

MYTURN Circle and write

The **setting** is where and when a story takes place.



Possible responses:

farm, day

156

Directions Read aloud the information and ask students to circle the picture that shows the setting at the beginning of the story. Remind them to look back at the text. Then have students write words that describe when and where the story takes place on the lines.

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Read Like a Writer, Write for a Reader

OBJECTIVES

Synthesize information to create new understanding with adult assistance.

Discuss with adult assistance how the author uses words that help the reader visualize.

ELL Access

Help students understand how words can help them picture what they read. Ask them to use gestures to show what the following words make them think of: *hot, freezing, heavy, sleepy*. Provide support by modeling along with them.

Author's Craft

Minilesson

FOCUS ON STRATEGIES Explain to students that authors choose words carefully when they write. They want to make sure that the reader can understand the story.

- Authors use words to help the reader know how the characters feel.
- Authors describe the setting of the story so that readers can picture the story in their head, even without the pictures.

MODEL AND PRACTICE Ask students to turn to p. 149 in the *Student Interactive*. Reread the text for students. *The words the author uses help me understand how Twister feels. The words a good one describe the stick. Twister must feel happy to find a good one to chew on. The picture shows this too! Twister is happy.* Provide additional examples of text that shows the characters' feelings or the details of the setting.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

Proper Pencil Grip

FOCUS Explain to students that they can get better at writing letters if they hold their pencils correctly. Without a proper pencil grip, they will find it difficult to draw the lines that form letters.

MODEL Show students a non-example and a proper example of good pencil grip. *When I hold my pencil far from the tip, it is hard to write. I cannot control the tip of the pencil well. I will hold it closer to the tip with the point. I will also hold it between my thumb and first two fingers.*



ASSESS UNDERSTANDING

Apply

My TURN Have students complete p. 161 of the *Student Interactive*. Students will need to look back into the text to respond to the questions.

STUDENT INTERACTIVE, p. 161

AUTHOR'S CRAFT READING-WRITING BRIDGE

Read Like a Writer, Write for a Reader

MY TURN Write

- Find a word in the text that helps you imagine how Twister feels when he falls into the creek.

scared
- What word can you write to help readers picture Twister?
Possible response:

furry

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Directions Say: We can experience a story by picturing it in our minds. Read aloud pp. 150–151 as students picture the events in their minds. Then read the first item to students and have them write their answer on the lines. Continue with the second item. Have students discuss their answers.

161

Writing Workshop

Have students use descriptive words in their Writing Workshop texts that help readers visualize their writing.

PRACTICE Have students use *Handwriting* p. 21 in the *Resource Download Center* to practice proper pencil grip.

Name _____

Handwriting

Proper Pencil Grip

Left Hand

Right Hand

Directions Discuss the illustrations with students, pointing out the differences for right-handed writers and left-handed writers. Thumb should be placed on the side of the pencil that is closest to the student's body. Pointing finger should rest lightly on top of the pencil. The pencil should rest against the tail finger, approximately on the first finger joint. Fingers should be bent slightly, but not into a fist. Have students practice holding various writing tools (pencils, crayons, markers) correctly.

Kindergarten • Unit 1 • Week 9
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Handwriting, p. 21

Use the  **QUICK CHECK** on p. T217 to determine small group instruction.

Teacher-Led Options

Strategy Group



DESCRIBE SETTING

Teaching Point The setting of a story is where the story takes place. In a realistic fiction story, the setting is a place that we might go to in real life. Look back at *Where Is Twister?* on p. 150 of the *Student Interactive* to talk about the realistic setting of the stream in the woods.

ELL Targeted Support

Tell students that talking about the setting can help them better understand what kind of story they are reading.

Have students make their own drawing of the setting of the book, based on what they see on p. 150. Ask students to share their drawings. Together, identify the setting as a stream in the woods. **EMERGING**

Have students work in pairs to identify parts of the setting that they see, such as water, rocks, grass, and trees. **DEVELOPING**

Help students make the connection between the setting and the characteristics of realistic fiction. Ask students to talk about whether they have ever seen a setting like the one on p. 150, and if so, where. **EXPANDING**

Have students look through the entire story and describe how the setting changes from one part of the story to another. **BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



READING BEHAVIORS

Teaching Point Readers can use the illustrations to help them understand the story. Explain to students that they can look at the illustrations to learn more about what is happening in the story.

Model Tell students that if you look at the illustration on p. 137 of the *Student Interactive*, you can figure out the setting of the story. The picture on p. 137 shows two boys in a backyard. They are digging a hole in the ground. This is where the story takes place.

Talk about the difference between the illustration on the first page of the story and the illustrations on the following two pages. Talk about how the setting stays the same, but the things the characters are doing change. Explain that looking at the illustrations is a big help in understanding the story and the setting.



Conferring

3 students / 3–4 minutes
per conference

DESCRIBE SETTING

Talk About Independent Reading Ask students to give you an example of a story that is realistic fiction. Then ask them how they know the story is realistic fiction.

Possible Conference Prompts

- What is the setting of the story?
- Is this a place that you could visit in real life?
- Is the story realistic fiction?

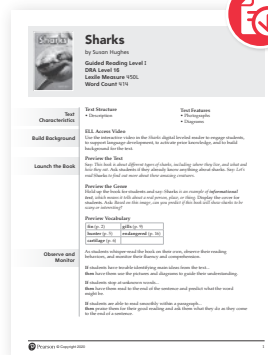
Possible Teaching Point Readers look for clues in pictures that can help them identify the setting.

Leveled Readers



DESCRIBE SETTING

- For suggested titles, see “Matching Texts to Learning,” pp. T196–T197.
- For instructional support on how to use pictures and context clues to describe the setting, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite students to share the descriptions they made of story settings, and celebrate what they learned.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *Where Is Twister?* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- support each other in retelling their independent reading books with a partner.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- play the myView games.
- with a partner, choose another book and describe the setting, telling if they have ever seen such a place in real life.

SUPPORT INDEPENDENT READING

Help students set goals for their reading and track progress toward their goals. Celebrate the accomplishment of these reading goals to keep students excited about meeting reading goals.

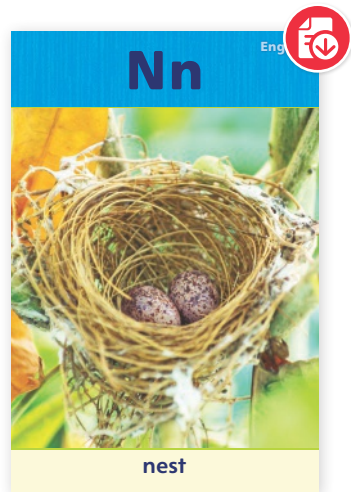
See the *Small Group Guide* for additional support and resources for independent reading.



Word Work

OBJECTIVE

Identify and match the common sounds that letters represent.



Alphabet Card

Phonics: Read and Write Words with *Nn*

Minilesson

FOCUS Hold up the *Nn* Alphabet Card and tell students that the picture on the card shows a nest. *This is a nest. I hear the sound /n/ at the beginning of nest. Say the sound /n/ with me.*

Point to the *n* in the word *nest* and say /n/. *Do you hear the sound /n/? What letter makes the sound /n/?* Have students identify the letter *n*. Write the letters *Nn* on the board. Then have students trace the letters *Nn* in the air as you lead them.

MODEL AND PRACTICE Have students turn to p. 136 in the *Student Interactive*. Guide students as they trace the letter *n* on the first line. *Listen carefully as I say the sound /n/. Now let's look at the first picture on page 136 and say the picture word: pin.* Write the word *pin* on the board. *What is the sound for p? What is the sound for i? What is the sound for n? Let's say the sounds together to read the word: /p/ /i/ /n/, pin.* Have students read the word again with you.

ELL Targeted Support Consonant *Nn* Have students work in small groups. Say an initial /n/ word and a final /n/ word. Use words for things that can be found in the classroom, such as *pen* and *name*. Ask students to find the thing that begins with *Nn* in the room. Then ask them to find the thing that ends with *Nn*. **EMERGING/DEVELOPING**

Have student pairs work together to think of words that begin with the sound /n/ and words that end with the sound /n/. Then have them practice saying the words to one another. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 MyTURN Have students complete p. 136 in the *Student Interactive*.

OPTION 2 Independent Activity Have students look in the classroom for words that begin with the sound /n/ spelled *n*. Tell them to find at least one word that begins with /n/ spelled *n* and one word that ends with /n/ spelled *n*. Have students share their words with the class.

QUICK CHECK

Notice and Assess Can students write *Nn*?

Decide

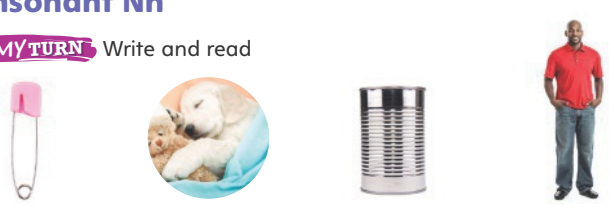
- **If students struggle**, revisit instruction for writing *Nn* in Small Group on pp. T228–T229.
- **If students show understanding**, extend instruction for writing *Nn* in Small Group on pp. T228–T229.

STUDENT INTERACTIVE, p. 136

PHONICS

Consonant Nn

MYTURN Write and read



Possible responses:

pin, nap, can, man

Directions Have students say the name of each picture, listening to the sound /n/ in each word. Have them practice writing the letter *n*. Then have them choose two of the words to read and write on the lines.

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ADDITIONAL PRACTICE

For additional student practice with consonant *n*, have students complete *Phonics*, p. 8, from the *Resource Download Center*.

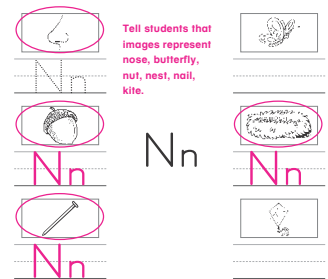
FOUNDATIONAL SKILL
Read Together

Name _____

Phonics

Consonant Nn

MYTURN Circle and write



Tell students that images represent nose, butterfly, nest, nail, kite.

Directions Model the sound of the consonant *n* by saying name and no. Say the word for each picture. Direct students to circle the pictures that start with the sound of the consonant *n*. Then have them write the letters *Nn* under the circled pictures.

Grade K, Unit 1, Week 4

Phonics, p. 8

Decodable Story

OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.

Identify new meanings for familiar words and apply them accurately.

ELL Access

Vowels may have different pronunciations in students' home languages. For example, in Spanish, the letter *i* is pronounced /ē/. Provide extra practice with short *i* words to help students connect the letter with the sound /i/.

Read *In the Pit*

FOCUS Have students turn to p. 137. *We are going to read a story today about two boys. Point to the title of the story. The title of the story is *In the Pit*. I hear the sound /i/ in the word *in*. What other word do we hear the sound /i/ in? Students should say the word *pit*. In this story, we will read other words that have sounds you have learned.*


IDENTIFY AND READ HIGH-FREQUENCY WORDS Remind students of this week's high-frequency words: *my, we, make*. Tell them they will practice reading these words in the story *In the Pit*. Display the words. Have students read them with you. *When you see these words in the story *In the Pit*, you will know how to identify and read them.*

STUDENT INTERACTIVE, p. 137

DECODABLE STORY

FOUNDATIONAL SKILLS


In the Pit





I make a **pit**.

We can **sit in** my **pit**.

Highlight the words with the short i sound.

 **AUDIO**
Audio with Highlighting

 **ANNOTATE**





READ Have students whisper read the story as you listen in. Then have students reread the story page by page with a partner. Listen carefully as they use letter-sound relationships to read words with the sounds /i/ and /n/. Partners should reread the story. This time the other student begins.

After students have read the story, call their attention to the title. **I see the letter *i* in the word *in*. What sound does the letter *i* spell?** Help them identify, or say, the sound /i/. Then have students find and highlight the words with the sound /i/ on p. 137.

Have students turn to pp. 138–139. **Which words have the sound /n/? Point to the words.** Help students identify, or say, the sound /n/. Then have them underline the words with the sound /n/.

Point out the word *tip* on page 138. Say: **In this story, what does *tip a pan* mean? It means to turn it over and dump out what's in it. I can also *give you a tip* about printing your letters neatly. What does *give you a tip* mean? To *give you a tip* is to give someone some important information.** Have students tell what the word *tap* means, and explain that a faucet on a sink can also be called a tap. Ask students to identify other words that have different meanings, such as *race* (verb: to run a race; noun: the race itself).

STUDENT INTERACTIVE, pp. 138–139



FOUNDATIONAL SKILLS

DECODABLE STORY



Tim can tip a pan.
I can tap a pan.

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It is a pin!

139

Underline the words with the n sound.

Create New Understandings

OBJECTIVES

Synthesize information to create new understanding with adult assistance.

Describe the setting.

ACADEMIC VOCABULARY

Language of Ideas The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the infographic, ask: *When will these birds move away from this home? Do you know of something special that happens in the woods?*

- special
- land
- map
- move

Minilesson

FOCUS ON STRATEGIES Tell students that reading a story more than one time can help them better understand the story. They can even begin to understand the story in new ways when they read it in more detail.

- When I read a story for the first time, I read to understand it. When I read the same story again, I might see something new.
- The second time I read a story, I might notice new details about the setting.

Readers synthesize information to create new understandings when they read closely. Each new read may show the reader something new about the story and even the setting.

MODEL AND PRACTICE Encourage students to leaf through the pages of *Where Is Twister?* and think about the setting with your assistance.

- Each time I go through the pictures, I can get a new understanding about the setting.
- I see that the story takes place on a farm. But I can begin to understand that the farm is a big place with woods and a stream. It's so big that Olivia does not know where Twister goes on the farm. These details give me a new understanding of the setting. The story takes place in different places on and around the farm.

ELL Targeted Support Summarizing Explain to students that summarizing is a skill that can help them see how well they are understanding as they read.

Have students focus on reading and understanding one spread of pages in *Where Is Twister?* Ask them to summarize, or tell briefly in their own words, what happened on these pages. Continue to other spreads. **EMERGING/DEVELOPING**

Ask students to summarize the story in a couple of sentences. Then have them reread the text with a partner and decide if they would summarize differently based on this read-through. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for rereading a text to find new details.

OPTION 1 MyTURN Have students draw a picture of the woods on p. 157 of the *Student Interactive*. Remind students to add details that they learned about the woods.

OPTION 2 Use Independent Text Have students explore the classroom library to find out more information about the woods. They can draw a picture to compare new information they learned to stories that they have read.


QUICK CHECK

Notice and Assess Are students able to reread to create new understandings about the story and setting?

Decide


- **If students struggle**, revisit instruction about creating new understandings in Small Group on pp. T230–T231.
- **If students show understanding**, extend instruction about creating new understandings in Small Group on pp. T230–T231.

STUDENT INTERACTIVE, p. 157

 **READING WORKSHOP**

Create New Understandings

You can use details you learn in a story to understand something new.

 **MYTURN** Draw

Drawing should show the woods with sticks on the ground and a creek.

Directions Read the information to students. Have them synthesize information from the story to draw the woods setting. Remind students to look back at the text. Ask: *What did you learn about the woods that you did not know before?*

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157

Use the  **QUICK CHECK** on p. T223 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group



SOUND /n/ SPELLED Nn

Alphabet Card Display Alphabet Card *Nn*. Point to the picture of the nest and tell students that the word *nest* starts with the sound /n/ spelled *Nn*. Other words begin and end with the sound /n/ spelled *n*. The name *Nan* begins and ends with the sound /n/ spelled *n*. *Pan* ends with the sound /n/ spelled *n*. What other words begin or end with the sound /n/ spelled *n*?



Work with students to think of other words that begin or end with consonant *n*.

ELL Targeted Support

Work with students to choose three words from a classroom book that begin or end with consonant *n*. **EMERGING**

Have students work with a partner to name three words that start or end with consonant *n*.

DEVELOPING

Have students work together to find a student in the classroom whose name either begins or ends with consonant *n*. **EXPANDING/BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



CONNECT LETTER AND SOUND: CONSONANTS 1

Use Lesson 21 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with consonant *n*.

LEVEL A • MODEL AND TEACH

Lesson 21 Connect Sound and Letter: Consonants 1

INTRODUCE Write the letters *Mm*, say the name (*m*), and have students repeat after you. Explain that *m* is a consonant and spells the sound /m/. Point to something that begins with *m*, such as a map. What sound do you hear at the beginning of *map*? Write the word *map*. In this lesson, we'll learn how letters and sounds connect.


MODEL Display or share copies of the following passage, "Mac and Sam," from Student Page S133, and read it aloud. The words in this story have the letters and sounds *ll*, *r* /r/, *s* /s/, *m* /m/, *t* /t/, and *p* /p/.

OBJECTIVES:

- Recognize letters *l*, *s*, *m*, *t*, *p* and sounds *l* /l/, *r* /r/, *s* /s/, *m* /m/, *t* /t/, and *p* /p/.
- Connect letters and sounds *l* /l/, *r* /r/, *s* /s/, *m* /m/, *t* /t/, and *p* /p/.
- Identify *l* /l/, *r* /r/, *s* /s/, *m* /m/, *t* /t/, and *p* /p/ in words.

Mac and Sam

I have a tiny pup.
His name is Mac.
Mac likes to run for his ball.
I have a tiny cat.
Her name is Sam.
Sam likes to sit on my lap!



TEACH Use examples of words to help students recognize letter-sound correspondences. Say: The first word in the title is *Mac*. It begins with the letter *M*. The other name in the title is *Sam*. It begins with the letter *S*. The letter *M* stands for the sound /m/ and the letter *S* stands for the sound /s/. Point out letter-sound correspondences in the story for *l* /l/, *r* /r/, *t* /t/, and *p* /p/.

Phonics, Morphology, and Spelling T • 133

Intervention Activity



PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.



Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have them form as many words as they can with the sound /n/ spelled *n*: *n*ap, *c*an, *t*in, *m*an, *p*in.



Students can also play the Letter Tile game in the myView games on SavvasRealize.com.

Decodable Book



NIP, TAP, PIN

Students can read the Decodable Book *Nip, Tap, Pin* to practice reading words with /n/ spelled *n*, /i/ spelled *i*, and this week's high-frequency words.

Before reading, display and remind students of this week's high-frequency words: *my*, *we*, *make*. Tell them that they will practice reading these words in the Decodable Book *Nip, Tap, Pin*. **When you see these words in today's story, you will know how to read them.**

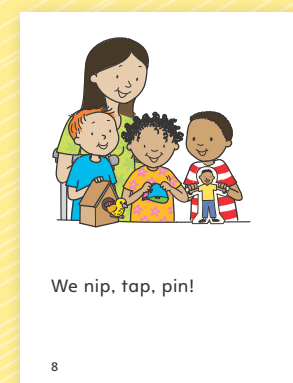
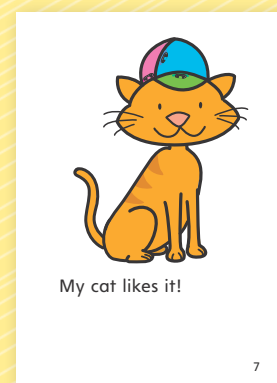
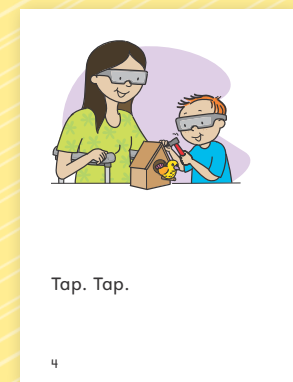
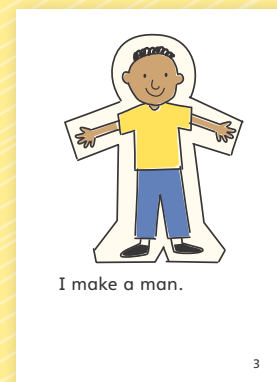
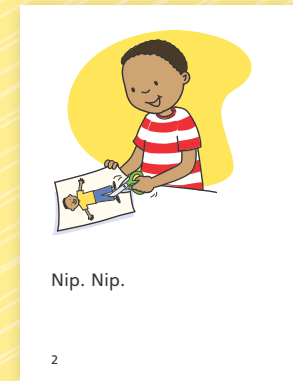
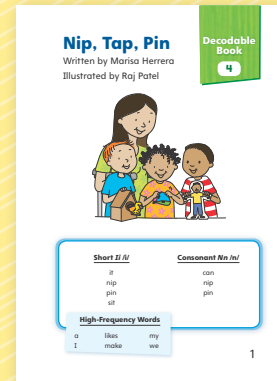
Pair students for reading and listen carefully as they use letter-sound relationships to decode words with consonant *n* and the sound /i/ spelled *i*.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Decodable Book



Use the  **QUICK CHECK** on p. T227 to determine small group instruction.

Teacher-Led Options

Strategy Group



CREATE NEW UNDERSTANDINGS

Teaching Point Today I want to remind you that when we read a text for the second time, we can learn new details about the story or setting. Remind students that rereading a text can help us understand the story even more than we did the first time.

ELL Targeted Support

Help students monitor their understanding of spoken language.

Turn to a page or two in *Where Is Twister?* Reread the pages aloud. Ask students to focus on whether they understand what you are saying and raise their hands if they hear language they do not understand. **EMERGING**

Read several pages from *Where Is Twister?* Ask students to listen carefully and raise their hands if they hear something they do not understand. Discuss the parts of the text that are harder for students to understand. **DEVELOPING**

Have student pairs work together to reread *Where Is Twister?* Have students stop their partners if they hear something they do not understand, and discuss the problem area together. **EXPANDING**

Reread *Where Is Twister?* to the class. This time, have students raise their hands if they hear something that they have an additional, unanswered question about. Have them express their questions and discuss with the class.

BRIDGING



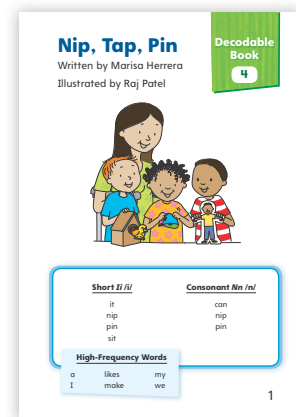
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



NIP, TAP, PIN

Have students reread the Decodable Book *Nip, Tap, Pin*. Use the teaching support online at SavvasRealize.com to provide instructional support for foundational skills and comprehension.



Fluency

Assess 2–4 students



ORAL READING

Have students chorally read the Decodable Book *Nip, Tap, Pin*.

ORAL READING RATE AND ACCURACY

Listen to students read the Decodable Book. Offer feedback. Finally, record each student's performance. Use the *Fluency Progress Chart* to track student progress.



Conferring

3 students / 3–4 minutes per conference

CREATE NEW UNDERSTANDINGS

Talk About Independent Reading Ask students to share what they learned about the story after they reread it or after they reread other texts about woods. Ask them what new details they now know about the story.

Possible Conference Prompts

- What new things did you learn about the story?
- How does rereading a text help us?

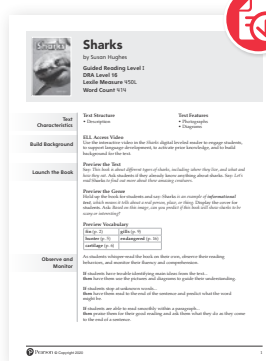
Possible Teaching Point Rereading a text can help us create new understandings about the story. We can learn new details about the characters, the setting, and what happens in the story.

Leveled Readers



CREATE NEW UNDERSTANDINGS

- For suggested titles, see “Matching Texts to Learning,” pp. T196–T197.
- For instructional support on how to generate questions that can be answered by rereading a text, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class together. Invite two or three students to share what new details they learned after rereading the text, and celebrate what they learned.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to a text they read.
- read a trade book or their Book Club text.
- partner-read a text, coaching each other.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



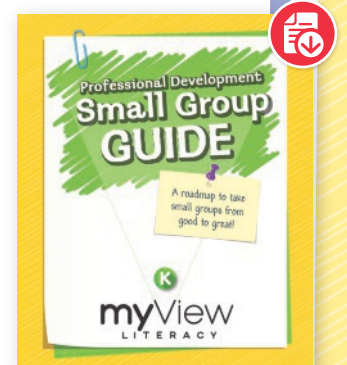
Students can

- come up with questions they want to answer about a text and reread the text until they find their answers.
- play the myView games.
- practice choral reading to decode words.

SUPPORT INDEPENDENT READING

It is important to tell students that rereading a text until they get it will allow them to have more interesting discussions about the text.

See the *Small Group Guide* for additional support and resources to target your students’ specific instructional needs.



Word Work

OBJECTIVES

Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.

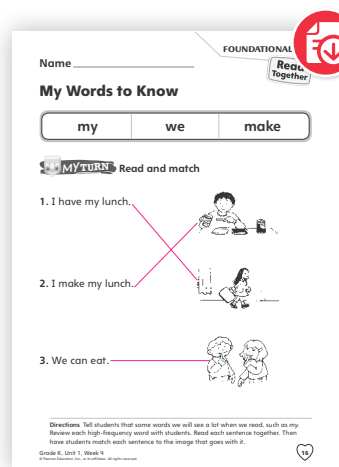
Identify and match the common sounds that letters represent.



Picture Cards

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, have students complete *My Words to Know*, p. 16, from the *Resource Download Center*.



My Words to Know, p. 16

Phonological Awareness: Recognize Alliteration

MODEL Tell students that some groups of words begin with the same sound. Listen carefully as I say a sentence: *Ned needs nine nuts.* All the words begin with the same sound. What sound do the words all begin with? Have students say the sound /n/ with you.

PRACTICE Display the *nose*, *nest*, and *nut* Picture Cards. Have students name the pictures. These picture words all begin with the same sound. What sound do you hear at the beginning of *nose*, *nest*, and *nut*? Have students say the sound /n/. Then display groups of Picture Cards and have students tell whether the picture words in each group begin with the same sound. If they do, ask students to say the sound all the words begin with. Use the following Picture Cards: *mitten*, *moose*, *mug*; *pan*, *pillow*, *soap*; *carrot*, *can*, *cat*.

Phonics: Review Short *i* and *Nn*

Minilesson

FOCUS Write the letters *li* and *Nn* on the board. Have students identify the letters as you point to them. Then review the sound for each letter: /i/, /n/.

MODEL AND PRACTICE Create Team *I* and Team *N*. Have teams stand on opposite sides of the room. Then write the word *can* on the board. We will read this word together. If the word has the sound /n/ spelled *n*, Team *N* touches their toes. If the word has the sound /i/ spelled *i*, Team *I* touches their toes. Help students decode the word using letter-sound relationships. Let's read this word together: /k/ /a/ /n/, *can*. Repeat with the words *sit*, *nap*, and *tip*.

TURN, TALK, AND SHARE Have students turn to p. 140 in the *Student Interactive* and read the words with a partner.

APPLY My TURN Have students look at p. 141 in the *Student Interactive*. Have them underline the word in each line that matches the picture.



ELL Targeted Support Seek Clarification Tell students that if they do not understand something they hear in class, they should ask questions. Suggest that students ask a teacher or classmate to clarify an idea or explain the meaning of difficult words.

Read the sentences on pp. 137–139 in the *Student Interactive* aloud and have students raise their hands and ask questions about something they don't understand. **EMERGING**

Look at the words and illustrations on pp. 137–139 together. Guide students to ask questions about the meaning or pronunciation of words. **DEVELOPING**

In small groups, have students take turns reading sentences from the story on pp. 137–139. Prompt groups to stop and ask questions about the meaning or pronunciation of words. Students should help clarify words for each other. **EXPANDING**

In pairs, have students take turns reading aloud pp. 137–139 and ask questions to clarify the meaning of the text. Then have the pairs join into groups and work together to answer each question. **BRIDGING**

HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that appear over and over in texts. Remind them they will be learning many of the words this year, and the words will help them become better readers. Say the word *my* and ask students what letters spell the word. Have students:

- say the word *my* as you write it on the board.
- repeat with *we* and *make*.
- read the words aloud.

STUDENT INTERACTIVE, pp. 140–141

PHONICS

Short i and Consonant Nn

TURN and TALK Read

pit tip pin

Nan nap Nat

pan tan can

sit Tim sip

140

Directions Say: Remember that the letter *i* can make the sound /i/ and the letter *n* makes the sound /n/. Have students take turns reading the words with a partner.

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FOUNDATIONAL SKILLS

Short i and Consonant Nn

MY TURN Read and underline

sit sip

man nap

pit in

pan can



Directions Say: Remember that the letter *n* makes the sound /n/ and the letter *i* can make the sound /i/. Read each pair of words and underline the word that names the picture.

141

Reflect and Share

OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

Make connections to personal experiences, ideas in other texts, and society with adult assistance.

Provide an oral, pictorial, or written response to a text.

Use text evidence to support an appropriate response.

ACADEMIC VOCABULARY

Integrate Encourage students to practice using the unit Academic Vocabulary words as they talk about the weekly question and unit theme.

- What makes a place special?
- How can a map help you find new places?

Talk About It

Minilesson

FOCUS ON STRATEGIES Explain to students that different stories have different settings. Have the class participate in a discussion about setting. Tell students they should

- recall description about setting from both texts.
- listen as familiar and unfamiliar settings are discussed.
- take turns speaking.
- respond to others' ideas and questions to continue the conversation.
- use words and phrases they have learned in conversations and texts.

MODEL AND PRACTICE Model sharing ideas about the text *Where Is Twister?* and other stories with a similar setting. *My small group starts by talking about the setting of *Where Is Twister?* to make sure we understand the setting before we compare it to another setting. We decide it takes place on a farm. Then we can look at the other story. We have to decide if it is the same and also takes place on a farm, or if it is different and takes place somewhere else.*

ELL Targeted Support Learning Strategies Have students practice some strategies for communicating clearly in a group discussion.

Have students practice asking for assistance or clarification during a discussion. Role-play with students to model politely asking a speaker to repeat or restate something. **EMERGING**

Have students use nonverbal cues in a discussion. Model typical nonverbal cues. Have students guess what you are trying to convey. **DEVELOPING**

Have students practice using words and gestures to support their discussion. Model simple gestures they can use. **EXPANDING**

Play a game to reinforce circumlocution, or “talking around” a vocabulary gap. Put several simple, concrete nouns on cards. Have a student draw a card and try to get the others in the group to guess what is on the card by describing it. Continue until everyone has had a turn. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for sharing information and ideas across texts.

OPTION 1 TURN, TALK, AND SHARE Have students complete the Turn and Talk activity on p. 158 by comparing the settings in *Where Is Twister?* with the settings in other stories they have read.

OPTION 2 Use Independent Text Have students work with a partner and use their self-selected independent reading texts to compare settings or places.

QUICK CHECK

Notice and Assess Can students compare the settings in different texts?

Decide

- **If students struggle**, revisit ideas for sharing ideas and information in Small Group on pp. T236–T237.
- **If students show understanding**, extend instruction for sharing ideas and information in Small Group on pp. T236–T237.

WEEKLY QUESTION Have students use evidence from the texts they have read this week to respond to the Weekly Question. Tell them to discuss in small groups.

STUDENT INTERACTIVE, p. 158

RESPOND TO TEXT Read Together

Reflect and Share

TURN and TALK What is the setting of the story? What other stories have you read that have a similar setting? Talk about the stories.



Weekly Question
What is fun about exploring new places?

158 Directions Ask students to talk about the setting in the story. Then ask them to respond to sources by talking with a partner about other stories they have read that take place in a similar setting.

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Use the  **QUICK CHECK** on p. T235 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Comparing different texts can help you learn about how different authors write about the characters and settings in stories. When you compare texts, you tell how the texts are the same and how they are different. Create a Venn diagram and help students compare *Where Is Twister?* and *In the Pit*. Have students compare the main characters and the setting.

ELL Targeted Support

Help students monitor their understanding of spoken language during classroom instruction and interactions.

Read several pages from *Where Is Twister?* aloud to students. Have students draw what they understood. **EMERGING**

Read several pages from *Where Is Twister?* aloud to students. Have them raise their hands if they hear something they do not understand, and have them ask for clarification. **DEVELOPING**

Read *In the Pit* aloud to students. Have them monitor their understanding of what you are saying by raising their hands when they hear a new detail. **EXPANDING**

Read *In the Pit* aloud to students, having them monitor their understanding of what you are saying. Then ask volunteers to summarize the story back to you. **BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Remind students of the texts they have read: “Exploring the Woods”; *In the Pit*; *Pat the Cat*; *Nip, Tap, Pin*; and *Where Is Twister?* Engage students in a conversation that demonstrates how the texts they have read this week support their understanding of what is fun about exploring a place. Remind them of how they have used the Academic Vocabulary words *special*, *move*, *map*, and *land* in discussing these texts.

Provide instructional support for decoding, comprehension, word study, and Academic Vocabulary.

On-Level and Advanced



INQUIRY

Organize Information and Communicate Help students organize their findings on ways that people use their imaginations into a format that they can share with others.

Critical Thinking Talk with students about what they learned and the process they used.

See *Extension Activities*, pp. 51–55 in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to compare the text they are reading to *Where Is Twister?* How are they the same? How are they different?

Possible Conference Prompts

- What is one way your independent reading is like *Where Is Twister?*
- What is one way your independent reading is different from *Where Is Twister?*

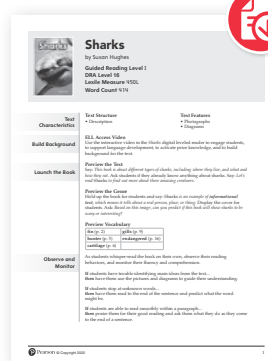
Possible Teaching Point When you compare texts, you use language such as *like*. When you tell how they are different, you use language such as *different from*.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T196–T197.
- For instructional support on how to compare texts, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite students to share how their independent reading books are similar to or different from *Where Is Twister?*

Independent/Collaborative

Independent Reading



Students can

- reread and listen to leveled readers with a partner.
- read a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other as they read the book.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- write and/or draw in their Readers’ Notebook in response to the Weekly Question.
- work in pairs to tell what they saw when they explored a new place, using the infographic for reference.
- play the myView games.

BOOK CLUB



See Book Club, pp. T454–T457, for

- a teachers’ summary of *A Trip to the Mountains*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

UNIT 1 WEEK 5 SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

FOUNDATIONAL SKILLS	20–30 min.
SHARED READING	40–50 min.
READING BRIDGE	5–10 min.
SMALL GROUP	25–30 min.

WRITING WORKSHOP

MINILESSON	10 min.
INDEPENDENT WRITING	30–40 min.
WRITING BRIDGE	5–10 min.

Learning Goals

- I can read about special places.
- I can use words to make connections.
- I can draw or write.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Writing Workshop Assessment

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T242–T243
 - » Phonological Awareness: Alliteration
 - » Phonics: Introduce *Bb*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Map: Weekly Question T244–T245
- Listening Comprehension: Read Aloud “What Is at the Pond?” T246–T247
- Informational Text T248–T249
 - ☑ Quick Check T249

READING BRIDGE

- Academic Vocabulary: Oral Language T250–T251
- Handwriting: Letters *Ll* T250–T251

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T255
- Strategy, Intervention, and On-Level/Advanced Activities T254
- ELL Targeted Support T254
- Conferring T255

INDEPENDENT/COLLABORATIVE

- Independent Reading T255
- Literacy Activities T255

BOOK CLUB T255 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T400–T401
 - » Edit for Parts of a Book
 - » Share Back

INDEPENDENT WRITING

- Draw or Write T401
- Conference T398

WRITING BRIDGE

- **FLEXIBLE OPTION**
 - Language & Conventions: Spiral Review: Plural Nouns T402–T403

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T256–T257
 - » Phonics: Read and Write Words with *Bb*
 - ☑ Quick Check T257
 - » High-Frequency Words

SHARED READ

- Introduce the Text T258–T263
 - » Preview Vocabulary
 - » Print Awareness
 - » Read: *A Visit to the Art Store*
- Respond and Analyze T264–T265
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T265
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T269
- Strategy and Intervention Activities T266, T268
- Fluency T268
- ELL Targeted Support T266, T268
- Conferring T269

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T267
- Independent Reading T269
- Literacy Activities T269

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T404–T405
 - » Explore Incorporating Peer Feedback
 - » Share Back

INDEPENDENT WRITING

- Draw or Write T405
- Conference T398

WRITING BRIDGE

- Pre-Spelling: Concept Sort T406
- **FLEXIBLE OPTION**
 - Language & Conventions: Oral Language: Singular and Plural Nouns T407

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T270–T271
 - » Phonological Awareness: Initial /r/
 - » Phonics: Introduce *Rr*
 - » High-Frequency Words

CLOSE READ

- Discuss Author’s Purpose T272–T273
- Close Read: *A Visit to the Art Store*
 - ✔ **Quick Check** T273

READING BRIDGE

- Read Like a Writer, Write for a Reader: Author’s Use of Graphic Features T274–T275
- Handwriting: Letters *li* T274–T275

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T277
- Strategy and Intervention Activities T276
- ELL Targeted Support T276
- Conferring T277

INDEPENDENT/COLLABORATIVE

- Independent Reading T277
- Literacy Activities T277

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T408–T409
 - » Apply Incorporating Peer Feedback
 - » Share Back

INDEPENDENT WRITING

- Draw or Write T409
- Conference T398

WRITING BRIDGE

- Language & Conventions: Teach Singular and Plural Nouns T410–T411

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T278–T279
 - » Phonics: Read and Write Words with *Rr*
 - ✔ **Quick Check** T279
 - » Decodable Story: Read *Ric at Bat* T280–T281

CLOSE READ

- Make Connections T282–T283
- Close Read: *A Visit to the Art Store*
 - ✔ **Quick Check** T283

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T287
- Strategy and Intervention Activities T284, T286
- Fluency T286
- ELL Targeted Support T284, T286
- Conferring T287

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T285
- Independent Reading T287
- Literacy Activities T287

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T412–T413
 - » How to Celebrate

INDEPENDENT WRITING

- Draw or Write T413
- Conference T398

WRITING BRIDGE

- Language & Conventions: Practice Singular and Plural Nouns T414–T415

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T288–T289
 - » Phonological Awareness: Blend and Segment Onset and Rime
 - » Phonics: Review Consonants *Rr* and *Bb*
 - » High-Frequency Words

COMPARE TEXTS

- Reflect and Share T290–T291
 - » Talk About It
 - ✔ **Quick Check** T291
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T293
- Strategy, Intervention, and On-Level/Advanced Activities T292
- ELL Targeted Support T292
- Conferring T293

INDEPENDENT/COLLABORATIVE

- Independent Reading T293
- Literacy Activities T293

BOOK CLUB T293 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T416
 - » Assessment

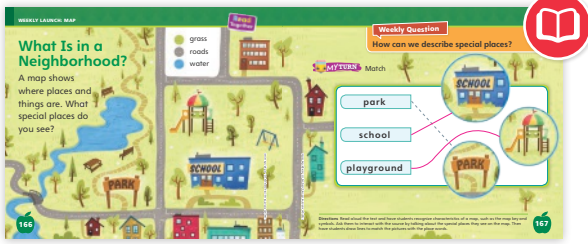
INDEPENDENT WRITING

- Writing Assessment T416–T417
- Conference T398

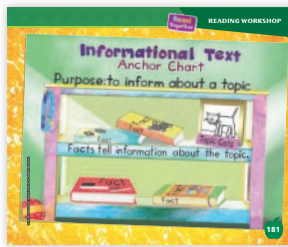
WRITING BRIDGE

- **FLEXIBLE OPTION**
• Language & Conventions: Standards Practice T418–T419

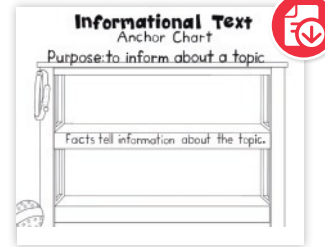
Materials



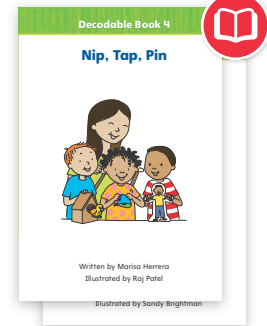
MAP
“What Is in a Neighborhood?”



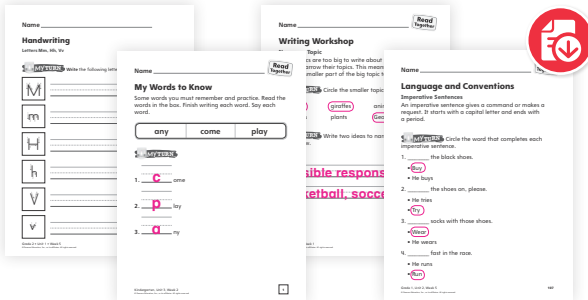
READING ANCHOR CHART
Informational Text



EDITABLE ANCHOR CHART
Informational Text



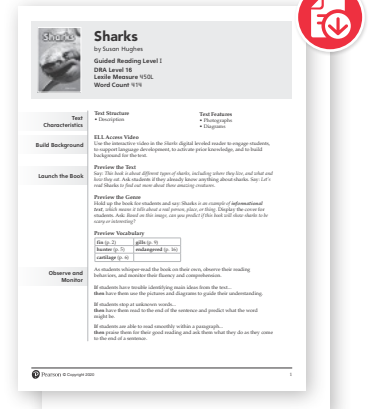
DECODABLE BOOKS



RESOURCE DOWNLOAD CENTER
Additional Practice



SONGS AND POEMS BIG BOOK



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

me
for
with

Develop Vocabulary

markers
brushes
tools
pencils

Unit Academic Vocabulary

map
move
land
special

WEEK 5 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively and take appropriate notes on informational text.
Recognize the main idea and supporting details in informational text.
Identify the author's purpose and point of view in informational text.

ELL Language Transfer
Compare text in the Spanish language to the informational text.
• Ask: ¿Qué? (What?)
• Ask: ¿Por qué? (Why?)
• Ask: ¿Cómo? (How?)
• Ask: ¿Dónde? (Where?)

Read Aloud
Tell students that they will listen to an informational text. Informational texts give facts and details about real people, places, and things. An informational text is written for a purpose, or reason. In this text, the author wants to tell listeners about a special place, namely a pond. Encourage students to be active listeners by looking at you and showing what you are hearing as you read aloud.

START-UP
READ-ALoud ROUTINE
Purpose: Have students listen actively for the author's purpose. Ask students to be ready to respond to the author's purpose.
READ the entire text about without stopping for the Think Aloud rubric.
REPEAT the text aloud, pausing to model Think-Aloud strategies related to the genre.

What is at the Pond?
A pond is a small body of water. It is bigger than a puddle but much smaller than a lake or a river. Ponds are not salty like the ocean.
A pond can have many fish in it. Insects buzz all around it. Frogs hop along the shore or on plants called lily pads that float on the pond.
People can play at a pond whether it is hot or cold outside. In the winter, a pond might freeze. People can slide and skate across it. In the spring, the ice melts. People can catch fish using fishing rods or nets. In the hot days of summer, people can swim in a pond.

READ ALOUD
"What Is at the Pond?"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

SWP
Interactive Read Aloud
• Support students' comprehension.
• Encourage students' critical thinking and problem-solving skills.
• Provide an opportunity to model fluency and expressive reading.
• Foster a love of reading and learning.

PLANNING
• Select a book from the Read Aloud Trade Book Library or the school or classroom library.
• Identify the big idea of the story.
• Determine the Teaching Point.
• Write open-ended questions and model Think Alouds on sticky notes and place them at the points where you plan to stop to think aloud.
• Determine the author's purpose.
• Identify the author's point of view.
• Identify the main idea of the story.
• Determine the genre.
• Determine the theme.
• Determine the setting.

BEFORE READING
• Show the cover of the book to introduce the title, author, illustrator, and genre.
• Discuss the cover as a whole group.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Have students make predictions about the story based on the cover and the title.
• Discuss the vocabulary necessary for understanding.

DURING READING
• You can choose to do a first reading so students get the gist of the story and a second reading so students can focus on the teaching point.
• Read with expression to draw in listeners.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Have students make predictions about the story based on the cover and the title.
• Have students make predictions about the story based on the cover and the title.
• Discuss the vocabulary necessary for understanding.

AFTER READING
• Summarize and allow students to share thoughts about the story.
• Support student comprehension by modeling the genre of the story.
• Discuss and assign a Student Response Form available on Readaloud.com.

INTERACTIVE READ ALOUD LESSON PLAN GUIDE



SHARED READ
A Visit to the Art Store

BOOK CLUB

Titles related to Spotlight Genre and Theme: T454-T457

Mentor STACK

Writing Workshop T397



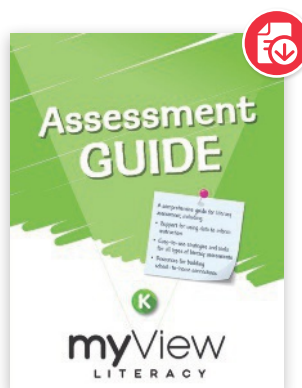
LITERACY STATIONS



SCOUT

Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Writing Workshop Assessment



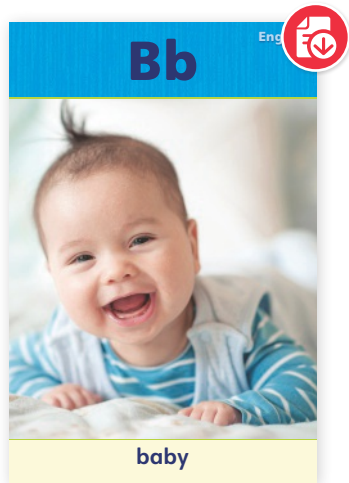
ASSESSMENT GUIDE

Word Work

OBJECTIVES

Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.

Identify and match the common sounds that letters represent.



Alphabet Card

FOUNDATIONAL SKILLS EXTENSION

See p. T262 for a *Bb* extension activity that can be used as the text is read.

Phonological Awareness: Alliteration

FOCUS AND MODEL Display the *bag*, *boat*, and *bus* Picture Cards. These three words all begin with the same sound. Listen to the beginning sound of each word as I say it. Say the words and have the students repeat after you. When words have the same beginning sound, it is called *alliteration*. What sound did you hear at the beginning of *bag*, *boat*, and *bus*? (the sound /b/).

SEE AND SAY Point to the pictures of the cat, ball, and bat on p. 168 of the *Student Interactive*. Listen to the sounds as I say each word. Two of the words begin with the sound /b/. Let's circle them. Have students circle the pictures of all the words that begin with the sound /b/ in the first row. Then have students complete the rest of the page.

Phonics: Introduce *Bb*

Minilesson

FOCUS Hold up the Alphabet Card *Bb* and point to the baby. Have students say *baby* with you. Point to the letters *Bb* on the Alphabet Card. Tell students that the letters *Bb* spell the sound /b/. The word *baby* begins with the sound /b/, so it begins with the letter *b*.

MODEL AND PRACTICE Model how to form the letters *B* and *b*. Tell students that you will say a group of words that have either the beginning or ending sound /b/. Tell students that if the sound /b/ is at the beginning of the word, they should stand up. If the sound /b/ is at the end of the word, they should stay seated. Use the following words for this activity, emphasizing the sound /b/: *bit*, *bill*, *mob*, *bowl*, *bush*, *bib*, *bet*, *fib*.

APPLY MyTURN Have students practice writing the letter *b* by completing the activity on p. 169 in the *Student Interactive*. If students need additional practice with letter recognition, use the Letter Recognition Unit on SavvasRealize.com or on pp. xvii–xlili in this Teacher's Edition. The unit includes instruction, activities, and student practice sheets.

ELL Targeted Support Alliteration with the Sound /b/ Say sentences that use alliteration with the sound /b/, such as: **Bob biked to the beach. The boy baked banana bread.** Have students listen and repeat. Ask for volunteers to offer other words they know that begin with the sound /b/. Then have students choose one of these sentences and draw a picture for it. **EMERGING/DEVELOPING**

Have students work in pairs to create alliterative sentences with the sound /b/. Help them to write a sentence they choose, and then have them circle the letter *B* or *b* that begins each word.

EXPANDING/BRIDGING

HIGH-FREQUENCY WORDS

Display the high-frequency words *for*, *me*, and *with*.

- Point to the word *for* and read it.
- Have students point to the word *for* and read it.
- Repeat for *me* and *with*.

for

me

with

STUDENT INTERACTIVE, pp. 168–169

PHONOLOGICAL AWARENESS | PHONICS

FOUNDATIONAL SKILLS

Alliteration



Tell students that images represent cat, ball, bat.



Tell students that images represent bear, apple, book.

168 Directions Say: Some groups of words, such as *top*, *ten*, and *top*, begin with the same sound. Listen to the words for the pictures in the first row: *cat*, *ball*, *bat*. Which words begin with the same sound? Have students recognize spoken alliteration by circling the picture words in the first row with the same initial sound. Continue with the second row.

Consonant Bb



A letter jumble featuring uppercase and lowercase letters. The letters 'B' and 'b' are circled in pink. Other letters include 'S', 'M', 'A', 'a', 'm', and 's'. The letters are scattered across the page.

Tracing practice for the letter B and b. It shows four rows of handwriting lines. The first row has a dashed uppercase 'B' with a downward arrow. The second row has a dashed lowercase 'b' with a downward arrow. The third row has a solid uppercase 'B'. The fourth row has a solid lowercase 'b'.

169 Directions Tell students that the letter *b* makes the sound /b/. Say: You will see the letter *b* in many words with the sound /b/. Model how to form the letters *B* and *b*. Then have students identify and circle each uppercase *B* and lowercase *b* in the letter jumble. As they circle a letter, ask them to say the sound the letter represents and then trace *B* or *b* on the lines.

Interact with Sources

OBJECTIVES

Interact with sources in meaningful ways such as illustrating or writing.

Identify tools that aid in determining location, including maps and globes.

Create and interpret visuals, including pictures and maps.

ACADEMIC VOCABULARY

Language of Ideas The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the map, ask: *Where on the map do you see the playground? Do you see any other special places?*

- special
- map
- move
- land



Songs and Poems
Big Book

See the *Songs and Poems Big Book* for selections that relate to the unit's theme.

Explore the Map

Remind students of the Unit Essential Question: *What makes a place special?* Then introduce them to the Week 5 Question: *How can we describe special places?* Tell students that describing a place means telling what it is like. In order to describe a special place, we need to know what makes it special. Explain that we can use words or pictures to describe a special place. A map is a tool that uses pictures to show what a place is like.

Have students follow along as you turn to pp. 166–167 in the *Student Interactive*. Explain that maps show the locations of different places, including a park, a playground, and a school. Go over the features of the map with students, including the key and the locations of some roads and bodies of water.

- Have students find the playground on the map. Ask students to tell what it looks like or how they know it is a playground.
- Have students find the bridge, the picnic table, or the swing set on the map. Have them find a road and some water.
- Have students discuss the special places they see on the map.

Encourage students to ask questions about the map to clarify any information they do not understand.

My TURN After students have talked about the special places they see on the map, have them complete the matching activity on p. 167 in the *Student Interactive*.

WEEKLY QUESTION Point out the Week 5 Question: *How can we describe special places?* Tell students that they just practiced describing some special places by talking about what they saw on the map. The map shows some special places like a school and a playground. Tell students that they will read about other special places this week and will practice describing them.

ELL Targeted Support Language Proficiency Have students use vocabulary in context to build language proficiency.

Ask students leading questions about the neighborhood map. Point to specific locations on the map and have students say the words for those locations if they know them. Have students repeat the words after you. **EMERGING**

Show students a simple map of your school's neighborhood. Have students point out and name the school, the street the school is on, and other landmarks. **DEVELOPING**

Have students draw a simple map of the classroom. Help students to orally name different locations on the map, such as the board, teacher's desk, and windows. **EXPANDING**

Ask students to draw a simple map of a place they are familiar with, such as their room, their home, the street they live on, or some other location that they know. Then work with students to help them give information about their map orally.

My map shows ____.

Have students point to the different things shown on their maps as they name and describe them. **BRIDGING**

STUDENT INTERACTIVE, pp. 166-167

WEEKLY LAUNCH: MAP

What Is in a Neighborhood?

A map shows where places and things are. What special places do you see?

Read Together

- grass
- roads
- water

MY TURN Match

Weekly Question How can we describe special places?

park

school

playground

SCHOOL

PARK

Directions Read aloud the text and have students recognize characteristics of a map, such as the map key and symbols. Ask them to interact with the source by talking about the special places they see on the map. Then have students draw lines to match the pictures with the place words.

166 167

Listening Comprehension

OBJECTIVES


Listen actively and ask questions to understand information.

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

ELL Language Transfer

Cognates Point out the Spanish cognates in the informational text.

- lake : *lago*
- river : *rio*
- ocean : *ocean*
- salty : *salado*
- insects : *insectos*

 **THINK ALOUD** Analyze Informational Text I notice that the first sentence tells the author's purpose. The author tells us what a pond is. This sentence helps me know that the author wants me to know about ponds.

Read Aloud

Tell students that they will listen to an informational text. Informational texts give facts and details about real people, places, and things. An informational text is written for a purpose, or reason. In this text, the author wants to tell listeners about a special place, namely a pond. Encourage students to be active listeners by looking at you and thinking about what you are saying as you read aloud.

START-UP

READ-ALOUD ROUTINE

Purpose Have students listen actively for the author's purpose. Ask: *What is the author trying to tell about or explain in this text?*

READ the entire text aloud without stopping for the Think Aloud callouts.

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre.

What Is at the Pond?

A pond is a small body of water. It is bigger than a puddle but much smaller than a lake or a river. Ponds are not salty like the ocean.

A pond can have many fish in it. Insects buzz all around it. Frogs hop along the shore or on plants called lily pads that float on the pond.

People can play at a pond whether it is hot or cold outside. In the winter, a pond might freeze. People can slide and skate across it. In the spring, the ice melts. People can catch fish using fishing rods or nets. In the hot days of summer, people can swim in a pond.



“What Is at the Pond?” continued

There are ponds all over the world. Maybe there is a pond near where you live. You can play and have fun at a pond.

THINK ALOUD Analyze Informational Text In the second paragraph, the author describes a pond. I notice that the author includes several details to help us picture what a pond is like during different seasons.

WRAP-UP



Work with students to use the description to draw pictures of a pond on the whiteboard. Each pond you draw should represent different details mentioned in the story: a frozen pond, a pond full of fish, a pond with insects flying around it, and so on. Have students identify the features of the different pictures that were mentioned in the story.

ELL Targeted Support Building Background Provide opportunities for students to use support from peers and teachers to develop background knowledge to enhance their understanding.

Have partners write or draw a list of animals that live near a pond. Support students as they share their lists with the group and develop their understanding of pond life. **EMERGING**

Have students write or draw a list of things they would see at a pond and then share their list with a partner. Support students as they explain to their partner why they drew those animals or objects. **DEVELOPING**

Have student pairs talk about visiting a pond, supporting each other as they develop their background knowledge. Have partners write a sentence using the frame: *At the pond, I can see _____*. **EXPANDING**

Have student pairs write sentences that tell details they know about ponds, supporting each other as they develop their background knowledge. Then have them read their sentences to the class. **BRIDGING**

FLEXIBLE OPTION

INTERACTIVE Trade Book Read Aloud



Conduct an interactive read aloud of a full-length trade book.

- Choose a book from the *Read Aloud Trade Book Library* or the school or classroom library.
- Select an **INTERACTIVE Read Aloud Lesson Plan Guide** and **Student Response** available on SavvasRealize.com.
- Preview the book you select for appropriateness for your students.



Informational Text

LEARNING GOAL

I can read about special places.

OBJECTIVES

Discuss with adult assistance the author's purpose for writing text.

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

LANGUAGE OF THE GENRE

As you review the Anchor Chart, check that students understand purpose, informing, and fact.

- What is a purpose?
- What does it mean to inform someone?
- What is a fact?

FLEXIBLE OPTION ANCHOR CHARTS

Continue to add to your informational text anchor chart.

- Add *author's purpose*.
- Ask students to tell you the definition of an author's purpose.

ELL Language Transfer

Cognates: Point out the Spanish cognates related to informational texts.

- information : *información*
- text : *texto*
- description : *descripción*

Minilesson

FOCUS ON STRATEGIES Explain to students that an informational text is written to inform readers about a topic or issue. To inform means to tell facts or to teach.

- Informational texts do not tell readers to think or do anything. The purpose of an informational text is just to tell the facts.
- Facts are bits of information. They tell readers about the topic.

Understanding the purpose of an informational text can help readers better understand the text.

MODEL AND PRACTICE Remind students that they listened to a text called “What Is at the Pond?”

- “What Is at the Pond?” has many facts. The author wants listeners to know about ponds. The author's purpose is to inform listeners about ponds.
- Have students follow along as you read the model text on p. 180 of the *Student Interactive*. Assist students as they discuss the author's purpose from the model text.

ELL Targeted Support Facts Explain to students that informational texts give facts. Say: *Some facts tell what something is or what people can do.*

Have students tell facts about the classroom. Have them take turns pointing to a classroom object and completing a sentence frame: *A classroom has _____.* **EMERGING**

Have students expand on what the Emerging student has said by offering a fact about the object. Provide prompts as needed: *What is the object used for? What does it look like?* **DEVELOPING**

Have students work in small groups to tell facts about the classroom. Have them share their descriptions with the class. **EXPANDING**

Have students tell a sentence that describes the purpose of an informational text about the classroom. Then have them share facts. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify features of informational texts.

OPTION 1 TURN, TALK, AND SHARE Have students work with a partner to complete the Turn and Talk activity. Then have students share their ideas with the rest of the class.

OPTION 2 Independent Activity Have students look at and read informational texts during independent reading. Have them draw a picture to show the author's purpose. Then have them write about the author's purpose using the sentence frame: *The author's purpose is to inform about ____.*

QUICK CHECK

Notice and Assess Can students recognize the author's purpose in an informational text?

Decide

- **If students struggle,** revisit instruction for identifying informational text in Small Group on pp. T254–T255.
- **If students show understanding,** extend instruction for identifying informational text in Small Group on pp. T254–T255.



EXPERT'S VIEW Sharon Vaughn, University of Texas, Austin

“The Reading and Writing Workshop is an opportunity to develop literacy skills in a way that benefits both reading development and writing development. Students become more literate when they have purposeful practice in literacy activities—reading, writing, and interacting with a range of print. In an effective workshop class, students engage in reading and writing, not just to listening to instruction about how to read and write. The prominent activity should be students practicing.”

See SavvasRealize.com for more professional development on research-based best practices.

STUDENT INTERACTIVE, pp. 180–181

GENRE: INFORMATIONAL TEXT

Read Together

READING WORKSHOP

My Learning Goal I can read about special places.

Informational Text

The purpose of informational texts is to inform.

Purpose — Let me tell you about the library.

Facts — The library has a lot of books. We do not buy books at a library. We borrow them.

TURN and TALK Discuss how a story about a library would be different from the informational text.

Directions Read the genre information and the model text to students. Ask them to discuss the purpose of the text. Then have partners contrast a story about a library with the model text.

180

Read Together

Informational Text Anchor Chart

Purpose: to inform about a topic

181

Academic Vocabulary

LEARNING GOAL

I can use words to make connections.

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Language Transfer

Cognates Encourage Spanish speakers to apply knowledge of their native language as a strategy to help understand and remember the Academic Vocabulary words. Point out the following cognates.

- map : *mapa*
- move : *mover*
- special : *especial*

Oral Language

Minilesson

FOCUS ON STRATEGIES Remind students of the Academic Vocabulary words in the unit: *map, move, land, special*. Tell students that today they are going to use these words as they talk with a partner.

- Using new words as you talk with others can help you remember and understand what you have learned.
- Think of different sentences you can say that show what a word means.

MODEL AND PRACTICE Model the strategy for students by making up three or four sentences that use the word *special*. Then say, *I just said several sentences that show some ways you can use the word special when you are talking. Can you make up sentences with the word move? The sentences you make up should show me what move means.* Call on volunteers. If a student says a sentence that does not make sense, review the meaning of the word *move* and try again, or call on another student.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

Letters Ll

FOCUS Display upper- and lowercase *Ll*. Explain that words beginning with the letter *Ll* can be written with an uppercase *L* or a lowercase *l*. Ask students to identify the uppercase *L* and the lowercase *l*.

MODEL Write the name *Lee* on the board. Point to the uppercase *L*. *This is uppercase L. We use uppercase letters to begin sentences and names. Watch as I trace the uppercase L with my fingers.* Show students where to begin the letter. Have students trace uppercase *L* in the air and then on their hands.



ASSESS UNDERSTANDING

Apply

MyTURN Have students complete the activity on p. 197 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 197

VOCABULARY
Read Together
READING-WRITING BRIDGE

I can use words to make connections.

My Learning Goal

Academic Vocabulary

map
move
land
special

MYTURN Draw

Drawing should illustrate a word that students learned in this unit.

TURN and TALK Talk with a partner about your drawing.

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197

Directions Have students choose a word that they learned in this unit and draw a picture about the word. Then have them talk with a partner about what they drew and why.

Write the word *lap* on the board. **This is the word *lap*.** Point to the lowercase *l*. **This is the lowercase *l*.** Watch as I trace this lowercase *l* with my finger. Have students trace lowercase *l* in the air and on their hands or on the surfaces of their desks.

PRACTICE Have students complete *Handwriting* p. 22 from the *Resource Download Center* to practice writing *LI*.

Name _____

Handwriting

Letters LI

MYTURN Write

l _____

l _____

l _____

l _____

Directions Model the accurate formation of the letters *L* and *I*, pointing out the starting points, direction, types of lines made, and ending points. Have students practice tracing the letters, and then practice writing the letters on their own.

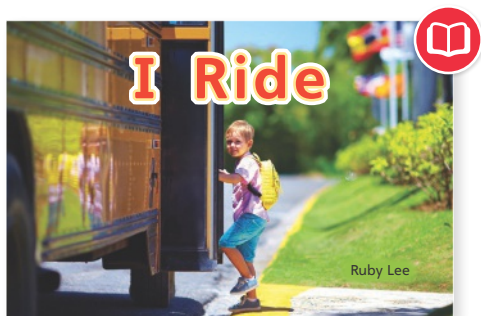
Kindergarten • Unit 1 • Week 5

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Handwriting, p. 22

Matching Texts to Learning

To select other texts that match your instructional focus and your groups' instructional range, use the **Leveled Reader Search** functionality in SavvasRealize.com.



LEVEL A

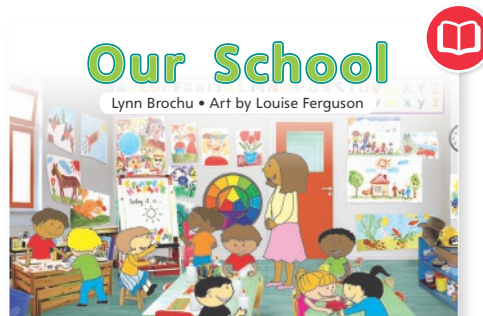
Genre Narrative Nonfiction

Text Elements

- Simple sentences
- One line of text per page

Text Structure

- Simple Factual



LEVEL A

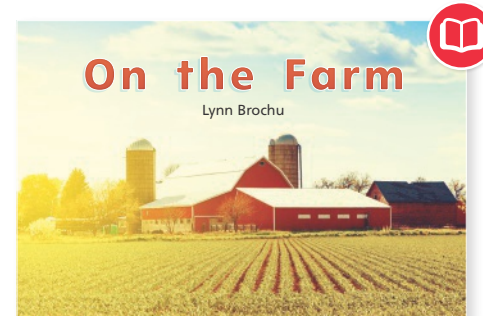
Genre Narrative Nonfiction

Text Elements

- Vocabulary familiar to most students
- Short sentences

Text Structure

- Simple Factual



LEVEL A

Genre Narrative Nonfiction

Text Elements

- Text and illustrations
- Short sentences

Text Structure

- Simple Factual

Guided Reading Instruction Prompts

To support the instruction in this week's minilessons, use these prompts.

Identify Informational Text

- What is the text mostly about?
- Does the text have a lot of facts?
- Does the author write the text to inform, or tell, readers about the topic?
- Is this an informational text?

Develop Vocabulary

- What are some words that are important to understand the text?
- What words are shown in the pictures?
- How does the author help readers know what new words mean?

Recognize Author's Purpose

- Why did the author write this book?
- What is the book mostly about?
- What does the author want you to know about this topic?
- How does the author inform readers about the topic?



LEVEL B

Genre Narrative

Text Elements

- Familiar vocabulary
- Simple sentences

Text Structure

- Repetitive Structure



LEVEL C

Genre Informational Text

Text Elements

- Vocabulary familiar to most students
- Prepositional phrases

Text Structure

- Simple Factual



LEVEL C

Genre Animal Fantasy

Text Elements

- Dialogue
- Two to five lines of text per page

Text Structure

- Simple Factual

Make Connections

- What did you know about this topic before reading the book?
- What did you learn from reading this book?
- Have you been to a place that is the same as the place in the book?
- How did this book help you better understand this place?

Compare Texts

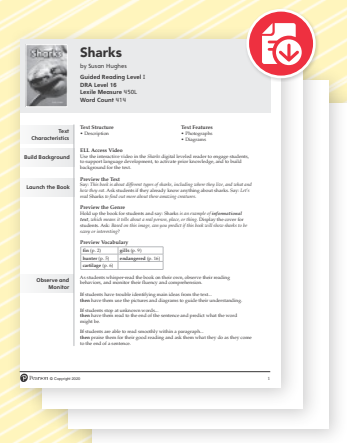
- Are the books about the same topic?
- Are the books both informational texts?
- Do both books have facts?


Word Work

- For Possible Teaching Points, see the *Leveled Reader Teacher's Guide*.

Leveled Reader Teacher's Guide

For full lesson plans for these and other leveled readers, go to SavvasRealize.com.



Use the  **QUICK CHECK** on p. T249 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY INFORMATIONAL TEXT

Teaching Point You can identify an informational text by thinking about the author's purpose. If a text is written to inform you about something, then it is an informational text.

ELL Targeted Support

Students can develop the basic skills needed to infer the author's purpose based on information in the text.

Say a fact (for example, *The sky is blue*). Ask students to say what it is you are trying to inform them about. **EMERGING**

Provide students with a familiar place, such as the neighborhood park or nearby mountain. Ask them to inform you about this place—or to tell you facts about it. **DEVELOPING**

Have students find partners. Then have students take turns developing their own informative statements and identifying the purpose of each statement. **EXPANDING**

Provide each student with a grade-level informational text. Have students take turns stating the author's purpose in writing each of the books. Encourage them to use complete sentences. **BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



NONFICTION TEXT

Use Lesson 45 in the *myFocus Intervention Teacher's Guide* for instruction on reading informational texts.

LEVEL A • READ

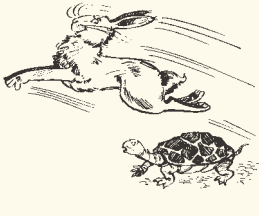
Lesson 45 Retell Stories

DIRECTIONS Follow along as your teacher reads aloud the title and the story, "A Steady Pace." Look at the picture.

A Steady Pace

Turtle and Rabbit were best friends, even though they were unlike. Rabbit loved trying new things—new foods, new dances, new vacation spots.

Turtle loved keeping everything the same—same foods, same dances, same vacation spots. Turtle felt happiest with things he knew all about. Turtle knew all about Rabbit.



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Reading Literature T • 269

On-Level and Advanced



INQUIRY

Question and Investigate Have students use the map on p. 166 to think of special places in their neighborhood and then choose one to investigate. During the week, have them learn more about this place. See *Extension Activities* pp. 51–55 in the *Resource Download Center*.



Conferring

3 students / 4 to 5 minutes
per conference

IDENTIFY INFORMATIONAL TEXT

Talk About Independent Reading Ask students to share what they have learned about the author’s purpose of a book they read.

Possible Conference Prompts

- Why did the author write this book?
- Did the author write this book so you would learn about a topic?
- How can you tell if a text is an informational text? What are some clues?

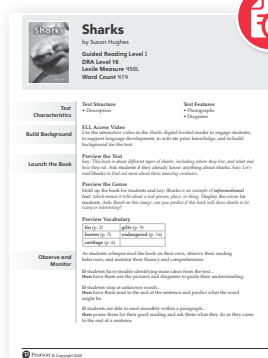
Possible Teaching Point Authors write informational texts because they want to teach us about specific topics.

Leveled Readers



IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T252–T253.
- For instructional support on how to identify an author’s purpose, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite students to share the author’s purpose for writing a book they are reading. Ask them to tell how they identified the author’s purpose.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- read and listen to a previously read leveled reader or selection.
- begin reading their Book Club text or one of the books from the suggested titles on pp. T252–T253.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- write about their reading in a reading notebook.
- retell the story to a partner.
- play the myView games.

BOOK CLUB



See Book Club, pp. T454–T457 for

- ideas for guiding Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of a trade book of your choice.

Word Work

OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.



Picture Card

ELL Language Transfer

The letters *Bb* exist in many languages. To help students with this sound and letter, point out words in students' home languages that have a *b* in them. For example, these words for "bag" have a *b* in them: *bolsa* (Spanish), *torba* (Croatian), and *borsa* (Italian).

Phonics: Read and Write Words with *Bb*

Minilesson

FOCUS Hold up the *bag* Picture Card. This is a bag. I hear the sounds /b/ /a/ /g/. I hear the sound /b/ at the beginning of *bag*. Say the sound /b/ with me.

Flip over the card and show students the spelling of the word. Point to the *b* and say /b/. Do you hear the sound /b/? What letter spells the sound /b/? Have students identify the letter *b*. Write the letters *Bb* on the board. The uppercase letter *b* is made of a line and two curves. The lowercase letter *b* is made of a line and one curve. Have students draw the letters *Bb* in the air as you lead them.

MODEL AND PRACTICE Point to the letters *Bb* on the board. Write the word *bat* on the board. Listen carefully to the following word: /b/ /a/ /t/. Do you hear the sound /b/ in this word? Repeat the word and sounds. Ask students where in the word they hear the sound /b/. Have a volunteer provide the answer that the sound /b/ is at the beginning of the word *bat*.



EXPERT'S VIEW Patricia Cunningham, Wake Forest University

“When a child encounters an unknown word, try to avoid asking the child to sound out the word. This strategy doesn't work for most words kindergarteners need to read. Help the child use context to identify the word. Coach the child to look at the pictures on the page and see if the word connects to the pictures. Good readers use a combination of letters, context, and pictures to decode words.”

See SavvasRealize.com for more professional development on research-based best practices.

FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 My TURN Have students complete the rest of p. 170 in the *Student Interactive*. They should decode each CVC word and match each word to its picture.

OPTION 2 Independent Activity Have partners look around the classroom. Have them list items they see that include the sound /b/. For example: *book, basket, backpack*

QUICK CHECK

Notice and Assess Can students write *Bb*?

Decide

- **If students struggle**, revisit instruction for writing *Bb* in Small Group on pp. T266–T267.
- **If students show understanding**, extend instruction for writing *Bb* in Small Group on pp. T266–T267.

HIGH-FREQUENCY WORDS

Tell students that high-frequency words are words that they will hear and see over and over in texts. Write and read the words *for*, *me*, and *with*. Have students

- read each word.
- spell each word, clapping as they say each letter.

STUDENT INTERACTIVE, p. 170

PHONICS | PHONOLOGICAL AWARENESS


Consonant Bb

MY TURN Read, write, and match

bin bin

bit bit

bat bat



Directions Have students trace the letter *b* in each word. Then have them read the words and write them on the lines. Finally, have students draw a line from each word to the matching picture.

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ADDITIONAL PRACTICE

For additional student practice with *Bb*, use *Phonics* p. 9 from the *Resource Download Center*.

FOUNDATIONAL SKILL
Read Together

Name _____

Phonics

Consonant Bb

MY TURN Circle and write

Tell students that images represent bubbles, pat, bird, king, boat, bowl.

Bb Bb

Bb Bb

Directions Model the sound of the consonant *b* by saying boy and butterfly. Then say the name of each picture. Tell students to circle the pictures that start with the consonant *b* sound. Then have them write the letters *Bb* under the circled pictures.

Grade K, Unit 1, Week 5
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Phonics, p. 9

Introduce the Text



A Visit to the Art Store

OBJECTIVES

Recognize that sentences are comprised of words separated by spaces and recognize word boundaries.

Describe the relationship between illustrations and the text in which they appear.

Establish purpose for reading assigned and self-selected texts with adult assistance.

ELL Transfer

In some languages, including Chinese, Hmong, and Vietnamese, nouns do not have a plural form. Instead, the plural is indicated with an adjective. Help children recognize plural nouns by pointing out how to form the singular form of the vocabulary words.

Shared Read Plan

First Read Read the text. Pause to discuss the First Read notes with students.

Close Read Use the Close Read notes to guide your instruction for Lessons 3 and 4.

Preview Vocabulary

- Introduce the words *tools*, *pencils*, *brushes*, and *markers* on p. 182 in the *Student Interactive*. Have students look at the pictures and share what they already know about the words.
- Provide prompts as needed: *What tools do people use to build things? Where do we keep our pencils? Have you ever used brushes to paint? What colors are these markers? Can you guess what the text will be about, based on the vocabulary words?*

Print Awareness

Write two simple sentences on the board. Point out where each sentence begins and where it ends. To check understanding, have students find and point to a sentence in their *Student Interactive*.

Read

Discuss the First Read Strategies. In this First Read, encourage students to read for understanding and enjoyment. After students complete the First Read ask, *What did you like? What did you learn? What surprised you? What did you already know?*

FIRST READ STRATEGIES

READ Encourage students to read or listen as you read the text. During the first reading, students should work to understand why people go to art stores.

LOOK Remind students to look at the pictures to better understand why people go to art stores.

ASK Have students generate or ask questions about the text to deepen their understanding of why people go to art stores.

TALK Guide students to talk to a partner about the text, and have partners discuss why people might go to art stores.

Students may read the text independently, in pairs, or as a whole class. Use the First Read notes to help students connect with the text and guide their understanding.



ELL Targeted Support Background Have students look at the pictures and information on p. 182 of the *Student Interactive*. Say, **What do the pictures show? What do you think this selection will be about?**

Point to each picture, say the word, and have students repeat after you. Ask them to raise their hand if they have used each tool. **EMERGING**

Have students look through the text to find other pictures that show each word. Then have them use a sentence frame to discuss the tool and how it is used. *This is a _____. It is used to _____.* **DEVELOPING**

After students discuss and respond to your questions, read the text aloud. After you have read the text aloud, have students look at the pictures again. Invite them to discuss what they already knew about art stores and art tools and what they learned. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 182-183

VOCABULARY

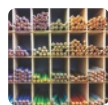
Read Together

A Visit to the Art Store

Preview Vocabulary



tools



pencils



brushes



markers

Read

Read the text and look at the pictures to learn about why people go to art stores.

Meet the Author



Jerry Craft has written or drawn pictures for lots of books, including a superhero book that he wrote with his two sons. He also does a newspaper comic strip, and he loves to do school visits!

182



Read Together

Genre Informational Text



AUDIO

Audio with Highlighting

ANNOTATE

183

STUDENT INTERACTIVE, PP. 184–185



tools objects a person uses to do a job or activity

Do you want to be an artist?
An art store has the tools you need.

184

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Look at all the artists.
Some artists like to draw.
Some artists like to paint.

185

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First Read

Look

THINK ALOUD Before I read this text, I am going to look at the pictures to get an idea of what it is about. I see colored pencils and paints and paper, just like we have in our classroom art center. I think this text is going to be about art. Now I'll spend a minute thinking about what I already know about art. Then I'll read on to see what I can learn. My purpose, or reason, for reading this text is to learn more about artists and the tools they use to create art.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Tell students that in this text the author describes a special place: an art store. Discuss the things that people can buy at an art store. Point out that an art store provides people with things they want. Say: *People have needs and wants. Needs are things that people must have to live, such as food, water, and clothing. Wants are things that people wish to have, such as art supplies, toys, and tickets to a theme park.* Have students discuss some places in a neighborhood or community that provide people with things they might want.



STUDENT INTERACTIVE, PP. 186–187



pencils
pointed tools
used for writing or
drawing

markers
tools with colorful
ink used for
writing or drawing

CLOSE READ

What does the author tell us we can do with art supplies? Underline things we can do.

Look at all the pencils.
You can make dark lines.
You can make light lines.

Look at all the markers.
You can use every color of the rainbow.

186

187

Possible Teaching Point



Academic Vocabulary | Oral Language

Tell students that one of the best ways to remember new vocabulary words is to practice using the words in conversation. Use pp. T250–T251 to review how to practice using words in conversations. Then ask students to talk to a partner about one of the vocabulary words on these pages: *tools*, *pencils*, or *markers*. Have partners share their conversations with the rest of the group.

Close Read



Discuss Author's Purpose

Tell students that an author has a purpose, or reason, for writing. Ask: *The author of this text is telling us all about art supplies and what we can do with them. He is very excited about art! What does the author tell about art supplies on these pages?* Guide students to underline things that the author says we can do with art supplies.

DOK 1

OBJECTIVE

Discuss with adult assistance the author's purpose for writing text

STUDENT INTERACTIVE, PP. 188–189



CLOSE READ



What does the author tell us we can do with art supplies? Underline things we can do.



brushes tools used for painting

Look at all the paints.
You can use bright colors.
You can use dull colors.

188

Look at all the brushes.
You can use wide brushes.
You can use thin brushes.

189

First Read

Talk

THINK ALOUD What did you learn? I will talk to a partner about what I learned from this text. I learned that an art store provides many of the tools an artist needs. I also learned about the many different colors of paint an artist might use. The photograph on this page helped show me this. Talking about what I learned helps me understand and remember it.

Foundational Skills Extension

Bb

Have students read pp. 188–189 and point out the words beginning with the sound /b/.

Possible Teaching Point



Read Like a Writer | Author's Use of Graphic Features

Tell students that an author picks the pictures that are used in a text for a specific reason. Ask students to look at the images on pp. 188–189. Ask them why they think the author chose those pictures. Ask: **What do you see in these pictures? How do they help you understand the text? Why do you think the author chose these pictures?** Use the instruction on pp. T274–T275 to help students understand how authors use graphic features.



STUDENT INTERACTIVE, PP. 190–191



Shopping for art supplies can be
a lot of fun.

190



But using art supplies is even more fun!

191



CLOSE READ



What words tell
why people go
to the art store?

Highlight the words.

Possible Teaching Point



Language & Conventions | Singular and Plural Nouns

Use pp. T410–T411 to review singular and plural nouns. Then challenge students to find plural nouns on pp. 188–189 of the *Student Interactive*. Point out that some of these nouns end in *-s* (*paints, colors*) and some end in *-es* (*brushes*). Work with students to find the singular form of these nouns. Ask: *What word would you use if you wanted to talk about just one of these ___?*

Close Read



Discuss Author's Purpose

On p. 189, guide students to underline the things the author says we can do with art supplies. **DOK 1**

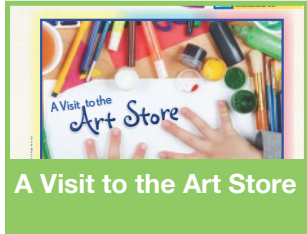
Make Connections

I connect what I read to my own experiences. I go to stores, so I know people go to buy things. The author tells another reason too. On p. 191, guide students to highlight words that tell why people might go to an art store. **DOK 2**

OBJECTIVES

Make connections to personal experiences, ideas in other texts, and society with adult assistance.

Respond and Analyze



OBJECTIVES

Describe the relationship between illustrations and the text in which they appear.

Make connections to personal experiences, ideas in other texts, and society with adult assistance.

Provide an oral, pictorial, or written response to a text.

Use text evidence to support an appropriate response.

My View

Use these suggestions to prompt students' initial responses to reading *A Visit to the Art Store*.

- **Talk** What did you learn about art stores from reading this text? Discuss with a partner.
- **Illustrate** Draw the artist's tool from the text that you like using the most. Tell a partner why that artist's tool is your favorite.

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Explain to students that readers can learn or clarify word meanings by paying attention to the images and the other words in a text.

- **LOOK** Look at the pictures.
- **THINK** What do the pictures show? How would you describe the objects in the pictures?
- **RESPOND** Can you tell the meanings of the words by looking at the images and the other words on the pages?

MODEL AND PRACTICE Have students turn to p. 190 of the *Student Interactive*. Ask them to look at the image on the page. Ask: *Do you know what the phrase **art supplies** means? Can you explain what it means by using what you see in the picture or the other words on the page?* If needed, provide additional examples from earlier selections and decodable stories.

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 My TURN Have students complete the My Turn activity on p. 192 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students look at the words and pictures in their independent reading. Have them point to the pictures or other words that help show what some of the words mean.

QUICK CHECK

Notice and Assess Can students use images and text to learn or clarify word meanings?

Decide

- **If students struggle**, revisit instruction for learning and clarifying word meanings using images and text in Small Group on pp. T268–T269.
- **If students show understanding**, extend instruction for learning and clarifying word meanings using images and text in Small Group on pp. T268–T269.


Check for Understanding My TURN Have students complete the Check for Understanding on p. 193 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 192–193


VOCABULARY Read Together

Develop Vocabulary


MY TURN Circle



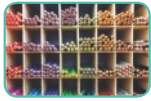
brushes markers



brushes pencils



tools brushes



markers pencils

Directions Read the words below each picture to students. Have them circle the word that names the picture.

COMPREHENSION Read Together

Check for Understanding

MY TURN Write

DOK 1 1. This text is mostly about
Possible response: things at an art store

DOK 2 2. What words help you picture making art with paint?
Possible responses: bright, dull, wide, thin

DOK 3 3. What other tools might you find at an art store?
Possible responses: crayons, chalk

Directions Read the items and have students write their answers. Remind them to use text evidence to support their responses.

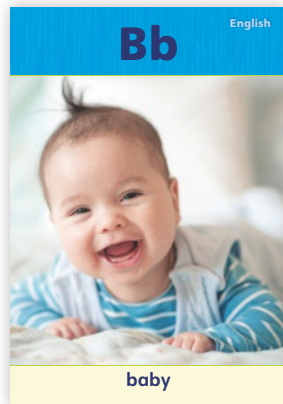
Use the  **QUICK CHECK** on p. T257 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

CONSONANT *Bb*

Alphabet Cards Display the *Bb* Alphabet Card. This is a picture of a baby. *Baby* begins with the sound /b/. What letter spells the sound /b/? Yes, the letter *b*. Listen to these words: *bag, bat, bit, Bob*. What do these words have in common? They all begin with /b/.



Provide paper and pencils for students. Say the following words: *bat, bit, bam, bag*. Have students trace the letter *b* on the paper.

ELL Targeted Support

Tell students that it is important to know what sounds letters make in the English language.

Provide the following Picture Cards: *bag, bat, bus, bed, seal, six, sled*. Have students name each picture, monitoring their pronunciation. Then place students in pairs to read aloud and sort the words by initial letter.

EMERGING/DEVELOPING

Write the following words on the board: *bed, bad, Deb, web, Ben, bat, Bess*. Have students write them on their own papers. Then read the words aloud slowly. Have students circle the letter in each that makes the sound /b/.

EXPANDING/BRIDGING



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity

CONNECT SOUND AND LETTER: CONSONANTS 2

Use Lesson 22 in the *myFocus Intervention Teacher's Guide* for instruction on connecting sounds and letters.

LEVEL A • MODEL AND TEACH

Lesson 22 **Connect Sound and Letter: Consonants 2**

INTRODUCE Write the letters *Nn*, say the name *n*, and have students repeat after you. Explain that *n* is a consonant and spells the sound /n/. Point to a student whose name begins with *N*, such as *Nat*. What sound do you hear at the beginning of *Nat*? Write the name *Nat*. In this lesson, we'll connect sounds and consonant letters.

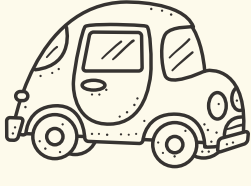
MODEL Display or share copies of the passage "Who Fits in the Car?" from Student Page S137, and read it aloud. Say: The words in this story have the letters and sounds *n* /n/, *b* /b/, *c* /k/, *f* /f/, *d* /d/, and *g* /g/.

OBJECTIVES:

- Recognize letters *n*, *b*, *c*, *f*, *d*, and *g* and sounds /n/, /b/, /k/, /f/, /d/, and /g/.
- Connect letters and sounds *n* /n/, *b* /b/, *c* /k/, *f* /f/, *d* /d/, and *g* /g/.
- Identify *n* /n/, *b* /b/, *c* /k/, *f* /f/, *d* /d/, and *g* /g/ in words.

Who Fits in the Car?

The dog got in the car.
The duck got in the car.
The goat got in the car.
The fox with the big bag did not fit in the car!



TEACH Use examples to help students recognize letter-sound correspondences. Say: We read the word *dog*. The first letter in *dog* is *d*. The letter *d* stands for the sound /d/. Point to other words in the story that begin with *d* /d/. Help students identify the words *duck* and *did* as words beginning with *d* /d/. Circle each *d*. Continue the process for *n* /n/, *b* /b/, *c* /k/, *f* /f/, and *g* /g/, circling each letter as you identify it.

Phonics, Morphology, and Spelling T • 137

Intervention Activity

PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lesson 5–20.



Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Distribute letter tiles to students. Have students use the Letter Tiles to practice forming words with the consonant *Bb*. Allow any suitable answer, but example answers include: *bat*, *bit*, and *bam*.

Students can also play the Letter Tile game in the myView games on SavvasRealize.com.

b

a

a

m

i

Decodable Book



Students can revisit last week's Decodable Book *Nip, Tap, Pin* to practice reading words with short *i* and the sound /n/ and last week's high-frequency words.

Before reading, display and read last week's high-frequency words: *my*, *we*, and *make*. Tell students that they will practice reading these words in the Decodable Book *Nip, Tap, Pin*. **When you see these words in today's story, you will know how to read them.**

Pair students for reading and listen carefully as they use letter-sound relationships to decode. One student begins. Students read the entire story, switching readers after each page. Partners reread the story. This time the other student begins.

High-Frequency Words

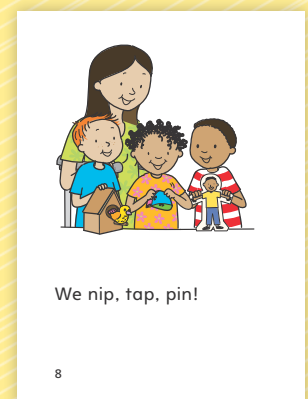
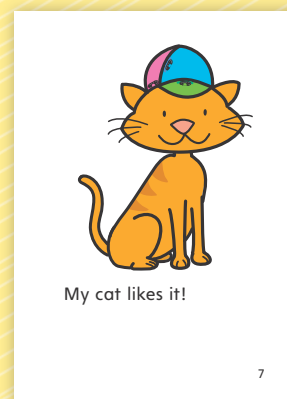
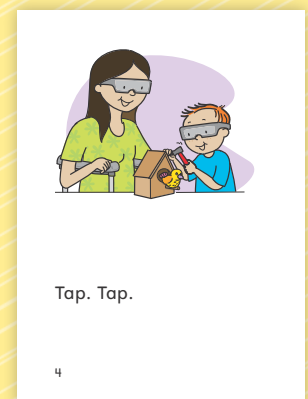
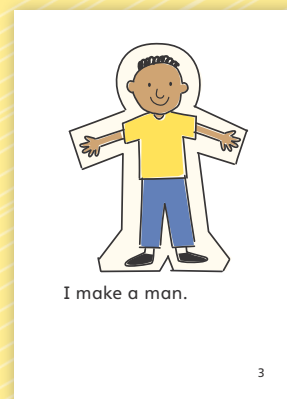
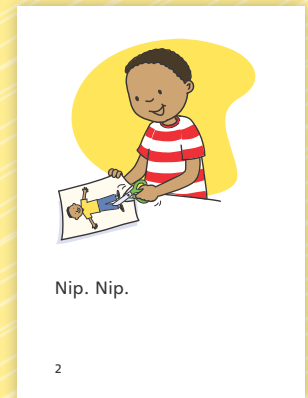
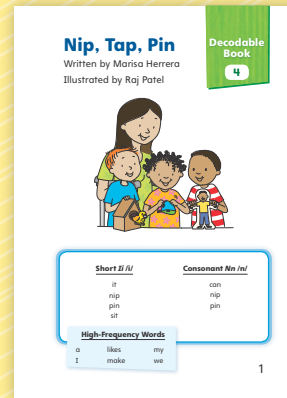
Have students make their own sentences to represent this week's high-frequency words: *for*, *me*, *with*.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Decodable Book



Use the  **QUICK CHECK** on p. T265 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Today I want to remind you that readers sometimes learn the meanings of new words by looking at images and other parts of the text. Have students look back at *A Visit to the Art Store* for some examples of context clues that can clarify word meanings.

ELL Targeted Support

Choose pictures from a book or magazine that show people using markers, pencils, or brushes. Describe the images to students with simple words, and have them match the words you use to the images or parts of them. **EMERGING**

Choose pictures that show people using various kinds of tools. Describe the images to students with simple words, and have them match the words you use to the images or parts of them.

DEVELOPING

Read a passage that uses vocabulary words students may not know. Ask students to use context clues to determine the meanings of new words. **EXPANDING**

Have partners go through books or magazines and use context clues to determine meanings of new words. Ask students to keep a list of the words they learn and to write the context clues that helped them learn. **BRIDGING**



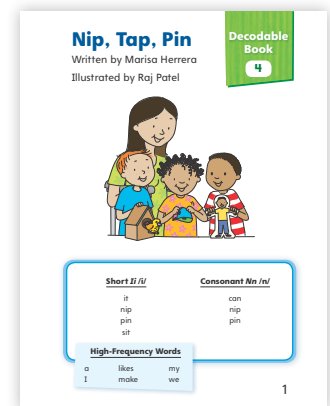
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



NIP, TAP, PIN

Have students reread last week's Decodable Book, *Nip, Tap, Pin*. Use the teaching support online at SavvasRealize.com to provide instructional support for foundational skills and comprehension.



Fluency

Assess 2–4 students



ORAL READING

Have student pairs take turns reading aloud a page in the Decodable Book. Remind them that the goal is to read in a way that sounds like natural speech.

ORAL READING RATE AND ACCURACY

Listen as a student reads the Decodable Book. Offer feedback. Finally, record each student's performance. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Have students indicate examples of images or words that help clarify word meanings.

Possible Conference Prompts

- What clues helped you figure out the meanings of new words?
- What do these new words mean?
- Why do you think the author included the images or words that you used as clues?

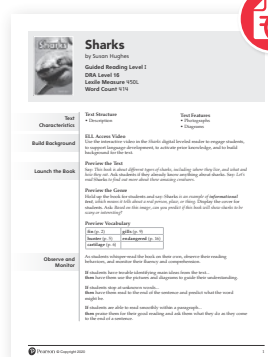
Possible Teaching Point When you don't know the meaning of a word, ask, "What images or words can help me learn what this means?"

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see "Matching Texts to Learning," pp. T252–T253.
- For instructional support on how to notice clues to help clarify the meanings of new words, see *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share some new vocabulary words they learned from their reading, what the words mean, and why the author may have chosen these words.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *A Visit to the Art Store*.
- read their self-selected trade book or their Book Club text.
- find a partner and read a text, asking each other questions about the book.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



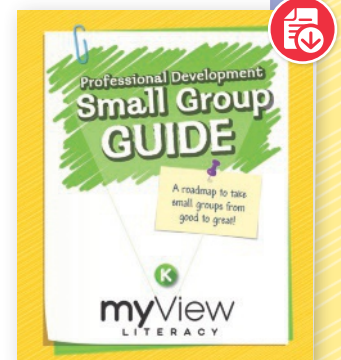
Students can

- complete p. 192 of the *Student Interactive*.
- work with a partner to discuss and answer the questions on p. 193 of the *Student Interactive*.
- play the myView games.
- choose a passage from the text and, with a partner, take turns reading the passage with appropriate expression.

SUPPORT INDEPENDENT READING

Remind students to use a variety of strategies to decode words. Ask them to tell you about their successes in figuring out words, and praise them for their good use of decoding strategies.

See the *Small Group Guide* for additional support and resources for independent reading.



Word Work

OBJECTIVES

Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

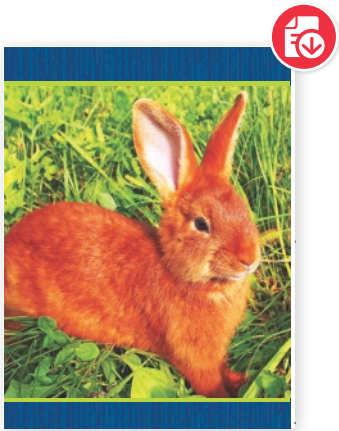
Identify and read common high-frequency words by sight.

Phonological Awareness: Initial /r/

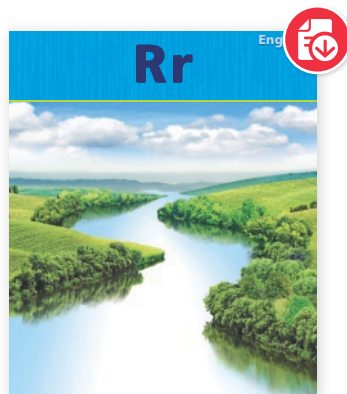
FOCUS AND MODEL Today we are going to learn a new sound. Listen carefully: /r/ /r/ /r/. The sound /r/ is made by placing your tongue just behind your teeth as you lower your mouth a little bit. Show students how to make the sound /r/ and have them practice it.

Display the *rabbit* Picture Card. This is a rabbit. Listen to the beginning sound as I say this word: /r/ -abbit. What sound does rabbit begin with? Students should supply the sound /r/. Then say the following words and have students use a thumbs-up if they hear the sound /r/ at the onset of the word: *rest, ran, run, sun, rice, and pen*.

SEE AND SAY Point to the picture of the rock on p. 171 of the *Student Interactive*. Listen to the sounds of this word: /r/ /o/ /k/. Rock has the sound /r/ at the beginning of it. We will circle *rock* because it begins with the sound /r/. Have students complete the page by circling picture words that begin with the sound /r/.



Picture Card



Alphabet Card

Phonics: Introduce Rr

Minilesson

FOCUS Tell students that the sound /r/ is spelled with the letter *r*. Display the *Rr* Alphabet Card. Point to the river on the card and tell students the word *river* begins with /r/. Point to the letters on the card, and tell students the names of these letters are uppercase *R* and lowercase *r*. Write uppercase *R* and lowercase *r* on the board and slowly trace the letters as you say the sound /r/.

MODEL AND PRACTICE Have students turn to p. 172 in the *Student Interactive*. Let's look at the picture of the rat and listen to the word *rat*: /r/ /a/ /t/. The word begins with /r/. What letter spells the sound /r/? Yes, the letter *r*. Let's say the word, circle the picture, and write *Rr* on the line. Students should trace the uppercase and lowercase letters on the page. Have them point to the letter *r* and tell you what sound it represents.

APPLY MyTURN Have students complete the activity on p. 172. If students need additional practice with letter recognition, use the Letter Recognition Unit on SavvasRealize.com or on pp. xvii–xlili in this Teacher's Edition. The unit includes instruction, activities, and student practice sheets.

High-Frequency Words

Minilesson

FOCUS Say: Today we will practice reading the high-frequency words *me*, *for* and *with*. Have students read the words at the top of p. 173 in the *Student Interactive* with you: *me*, *for*, and *with*.

MODEL AND PRACTICE Have students look at the words at the top of p. 173. Say: I will read a word, and I want you to point to it. Then we will read the word together. Read *me*, and have students point to it. Now let's read the word together: *me*. Repeat with the other words. Encourage students to use the words in sentences.

APPLY MyTURN Have students read the sentences on p. 173 with you. Ask them to identify the words *me*, *for*, and *with* in the sentences. Have them underline the high-frequency words in the sentences. Have them read the words with a partner.

ELL Targeted Support High-Frequency Words Write the words *me*, *for*, and *with* on the board. Say the words aloud with students. Use the words in sentences to describe the illustrations on p. 173 in the *Student Interactive*.

Review the three high-frequency words you wrote on the board. Say them aloud with students. Provide sentence frames for students to describe the picture: *Clap for ____*.

EMERGING/DEVELOPING

Review the three words with students. Have partners tell each other sentences using each of the words. Remind them that when they use the word *me*, they are talking about themselves.


EXPANDING

STUDENT INTERACTIVE, p. 171

FOUNDATIONAL SKILLS

Initial Sounds

SEE and SAY Circle



Tell students that images represent rock, balloon, ring, moon.

Tell students that images represent sock, rake, rope, soap.

Directions Have students say each picture word and circle the items whose names begin with /r/. Model: Listen to this word: rock. I hear the sound /r/ at the beginning of rock.

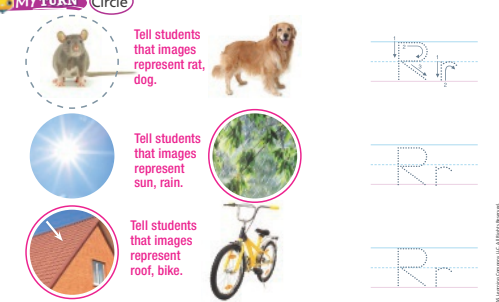
171

STUDENT INTERACTIVE, p. 172

PHONICS | HIGH-FREQUENCY WORDS

Consonant Rr

MYTURN Circle



Tell students that images represent rat, dog.

Tell students that images represent sun, rain.

Tell students that images represent roof, bike.

Directions Tell students that the letter r makes the sound /r/. Explain that they will see the letter r in many words with the sound /r/. Model how to form the letters R and r. Say: Name the pictures in each row and circle the picture word that begins with the sound /r/. Name the letter that makes the sound. Then trace the letters on the lines.

172

STUDENT INTERACTIVE, p. 173

FOUNDATIONAL SKILLS

My Words to Know

me for with



My Sentences to Read

MYTURN

Sit with me.

He can bat for me.

Directions Say: Listen as I read these words: me, for, with. Have students read the high-frequency words. Then have them read the sentences and identify the high-frequency words by underlining them.

173

Discuss Author's Purpose

OBJECTIVE

Discuss with adult assistance the author's purpose for writing text.

ACADEMIC VOCABULARY

Integrate The unit Academic Vocabulary words help students think about special places and how to describe them.

- Why is an art store a special place?
- How does a map help us understand what a place is like?

Minilesson

FOCUS ON STRATEGIES Explain that an author writes texts for a purpose, or reason. There is something he or she wants to have happen.

- If readers learn facts or learn how to do something, the author's purpose, or reason for writing, is to explain about a topic.
- If a text tries to get readers to do or believe something, the author's purpose is to persuade.
- If the text is fun to read or tells a story that is interesting, the author's purpose is to entertain, or help others have fun.

MODEL AND PRACTICE Model: I want to find out the author's purpose, or reason, for writing this text. I can look at the title and pictures for clues. The title is *A Visit to the Art Store*. The pictures show different kinds of art supplies. I think the author wants to explain, or give information, about an art store. Continue by turning to the Close Read notes on pp. 187 and 189 and having students underline what the author tells us.

ELL Targeted Support Author's Purpose Help students identify authors' purposes for writing texts. Display a magazine article. Ask: *Why did the author write this?*

Have students read the text and answer the question, choosing between these two options—to give information or help readers have fun. **EMERGING**

Have students work with a partner to answer the question. **DEVELOPING**

Have students determine the author's purpose and compare answers with a partner. **EXPANDING**

Explain that sometimes an author has more than one purpose. Have each student find a text with more than one purpose and explain the author's purposes for writing. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for identifying and discussing an author's purpose.

OPTION 1 MyTURN Have students complete the My Turn activity on p. 194 of the *Student Interactive*. Then have students find a partner and identify additional details from *A Visit to the Art Store* that support the author's purpose. Invite students to share their findings with the class.

OPTION 2 Use Independent Text Ask students to identify author's purpose for a text they read independently. Have them share the author's purpose with the class, and ask them to explain how they were able to identify it.


QUICK CHECK

Notice and Assess Can students identify an author's purpose?

Decide



- **If students struggle**, revisit instruction for identifying author's purpose in Small Group on pp. T276–T277.
- **If students show understanding**, extend instruction for identifying author's purpose in Small Group on pp. T276–T277.


STUDENT INTERACTIVE, p. 194




CLOSE READ 


Discuss Author's Purpose

The **author's purpose** is the reason an author has for writing.

 **MY TURN**  Circle

to entertain 



 194 **Directions** Read aloud the information at the top of the page. Have students discuss why the author wrote the text and circle the author's purpose. Then have them circle details from the text that support the author's purpose. Remind students to look back at the text.

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Read Like a Writer, Write for a Reader

OBJECTIVE

Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.

Author's Use of Graphic Features

Minilesson

FOCUS ON STRATEGIES Help students understand that authors can use pictures, or graphic features, to make the main idea of a text clearer.

- As you read, ask yourself what the text is about.
- Look at the pictures to help you understand what the author is telling you.

MODEL AND PRACTICE Use p. 186 in the *Student Interactive* to model an example: [Authors use pictures to help me understand the words in the text. The author used this picture to tell me that art stores have colored pencils.](#) Assist students as they discuss the author's use of graphic features to achieve a purpose on other pages in the text.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

Letters *li*

FOCUS Display upper- and lowercase *li*. Explain that words beginning with the letter *li* are written with an uppercase *l* or a lowercase *i*. Ask students to identify the uppercase *l* and the lowercase *i*.

MODEL Write the word *l* on the board. Point to the word *l*. [This word is l. We always write this word with an uppercase l.](#) Show students where to begin to write the uppercase *l*. Have them trace an uppercase *l* in the air or on the surfaces of their desks.




ASSESS UNDERSTANDING


Apply

MyTURN Have students complete p. 199 in the *Student Interactive*.



STUDENT INTERACTIVE, p. 199

AUTHOR'S CRAFT  READING-WRITING BRIDGE

Read Like a Writer, Write for a Reader

 **MYTURN** Circle and write

- Circle the picture that helped you learn more about art stores.

- How can adding pictures help you as an author?
Possible response: _____

They can show more information.

Directions Read item 1 to students and have them circle the picture that shows details about an art store. Then read aloud item 2 and have students write their response.


199

Writing Workshop

Have students add pictures to their writing in their Writing Workshop texts to help readers understand their writing better.


Write the word *it* on the board. **This is the word *it*.** Point to the lowercase *i*. **This is the lowercase *i*.** Watch as I trace this lowercase *i* with my finger. Have students trace lowercase *i* in the air and on the surfaces of their desks or on their hands.



PRACTICE Have students complete *Handwriting* p. 23 from the *Resource Download Center* to practice writing *li*.



Name _____ 



Handwriting



Letters li

 **MYTURN** Write

Directions Model the accurate formation of the letters *l* and *i*, pointing out the starting points, direction, types of lines made, and ending points. Have students practice tracing the letters, and then practice writing the letters on their own.

Kindergarten • Unit 1 • Week 5

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23

Handwriting, p. 23

Use the  **QUICK CHECK** on p. T273 to determine small group instruction.

Teacher-Led Options

Strategy Group



DISCUSS AUTHOR'S PURPOSE

Teaching Point An author always has a reason for writing something. An author may want to give readers facts, get them to do something, or just help them have fun. The reason an author writes something is the author's purpose. Have students look back at *A Visit to the Art Store* for some examples of text that clearly show the author's purpose for writing: to explain.

ELL Targeted Support

Give students additional support to understand and use the Academic Vocabulary connected to author's purpose: *explain, entertain, persuade*.

Explain that *entertain* means "to help someone have fun." Ask students what entertains them, or helps them have fun. Then have students browse the classroom library and select a book that entertains. **EMERGING**

After completing the Emerging routine, define the word *explain*. Ask students to explain a simple classroom routine, such as getting ready for lunch. Then have them browse the library again for a book that explains. **DEVELOPING**

After completing the Emerging and Developing routines, repeat the procedure to help students understand *persuade*. **EXPANDING**

Have each student select a book and explain to a small group whether the book explains, entertains, or persuades and how they know the author's purpose for writing. **BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



READING BEHAVIORS

Teaching Point Good readers adjust the way they read based on the type of text they are reading. An informational text, which the author writes to explain a topic, is read differently than a story, which the author writes to entertain.

Model Model for students how thinking about the genre and the author's purpose affects the way you read *A Visit to the Art Store*.

The selection A Visit to the Art Store is an informational text. That means the author wrote it to give us some information. When I read an informational text, I will read a little more slowly, paying attention to facts that the author writes. I must read in a way that helps me really get the information well and keep facts straight. Read pp. 184–185 aloud. Deliberately slow down your reading, emphasizing key words. Explain that reading to gain information includes paying attention to key words.

I can adjust the way I read to make sure I get the most out of a text. Knowing the author's reason for writing helps me pick the best way to dig in to my reading!



Conferring

3 students / 3–4 minutes
per conference

DISCUSS AUTHOR'S PURPOSE

Talk About Independent Reading Ask students to share what they have learned about identifying author's purpose in various kinds of texts.

Possible Conference Prompts

- What kind of text is this?
- What was the author's purpose for writing?
- How do you know?

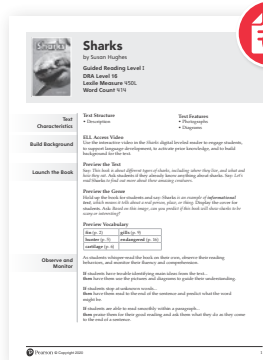
Possible Teaching Point Say: *Do you remember what we learned about author's purpose? An author's purpose is his or her reason for writing a text. Identifying an author's purpose can help readers better understand a text.*

Leveled Readers



DISCUSS AUTHOR'S PURPOSE

- For suggested titles, see "Matching Texts to Learning," pp. T252–T253.
- For instructional support on how to identify the author's purpose, see *Leveled Reader Teacher's Guide*



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share how they identified the author's purpose in a text they read.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- read and listen to a previously read leveled reader or Realize Reader.
- continue reading their Book Club text.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- write about their reading in a reading notebook.
- retell a text they have read for a partner.
- play the myView games.

SUPPORT INDEPENDENT READING

Keep independent reading times short enough that students don't become distracted, but frequent enough that students can grow in their independent reading habits. As the year progresses, you can increase time and build students' reading stamina.

See the *Small Group Guide* for additional support and resources to target your students' specific instructional needs.

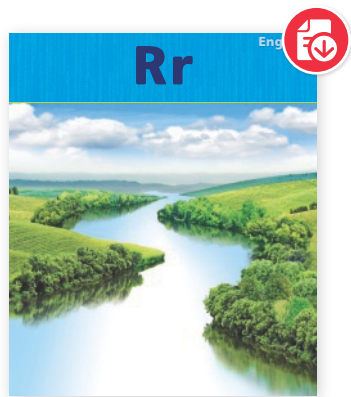


Word Work

OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.



Alphabet Card

Phonics: Read and Write Words with Rr

Minilesson

FOCUS Hold up the *Rr* Alphabet Card, *river*. This is a river. I hear the sound /r/ at the beginning of *river*. Say the sound /r/ with me.

Point to the *Rr* and say /r/. Do you hear the sound /r/? What letter spells the sound /r/? Have students identify the letter *r*. Write the letters *Rr* on the board. Have students draw the letters *Rr* in the air as you lead them.

MODEL AND PRACTICE Have students turn to p. 174 in the *Student Interactive*. Guide students as they look at the picture of the running children and write *r* on the line. Listen carefully as I say the sound /r/. Now let's look at the first picture on page 174. Let's say the sounds in the first word: /r/ /a/ /n/. Have students write the word *ran* on the line. Then have students read the word.

ELL Targeted Support Letters, Words, and Sentences Use the pictures on p. 174 in the *Student Interactive* to help students see how letters form words and words form sentences.

Say the letters *r-a-n*. These letters spell the word *ran*. I can use this word in a sentence: *The girl ran*. Who can use this word in another sentence? Do this for each of the three words on the page, and allow student volunteers to create sentences using the words. **EMERGING/DEVELOPING**

Have students work in pairs to explain how letters form words and words form sentences. Tell them to create sentences using the words on p. 174.

EXPANDING



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 MyTURN Have students complete p. 174 in the *Student Interactive*. Guide them as they encode and then decode the words.

OPTION 2 Independent Activity Have students look in the classroom for things whose names begin with the sound /r/. Tell them to find at least two things that begin with /r/. Have them draw pictures of the things they find. Students should label their pictures *Rr*.

QUICK CHECK

Notice and Assess Can students read and write words with *Rr*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T284–T285.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T284–T285.

STUDENT INTERACTIVE, p. 174

PHONICS

Consonant Rr

MYTURN Read and write

174

Directions Have students name each picture and trace the letter *r*. Have them write the words on the lines and read them.

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ADDITIONAL PRACTICE

For additional student practice with consonant *Rr*, have students complete *Phonics* p. 10 from the *Resource Download Center*.

FOUNDAITIONAL SK

Name _____

Phonics

Consonant Rr

MYTURN Circle and write

Tell students that images represent rug, wagon, raccoon, river, roof, window.

Directions Model words that start with the sound of the consonant *r* by saying rooster and reading. Then say the name of each picture. Have students circle the picture for each word that starts with the sound of the consonant *r*. Then have them write *Rr* under the circled pictures.

Grade K, Unit 1, Week 5
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Phonics, p. 10

Decodable Story

OBJECTIVES

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.

ELL Access

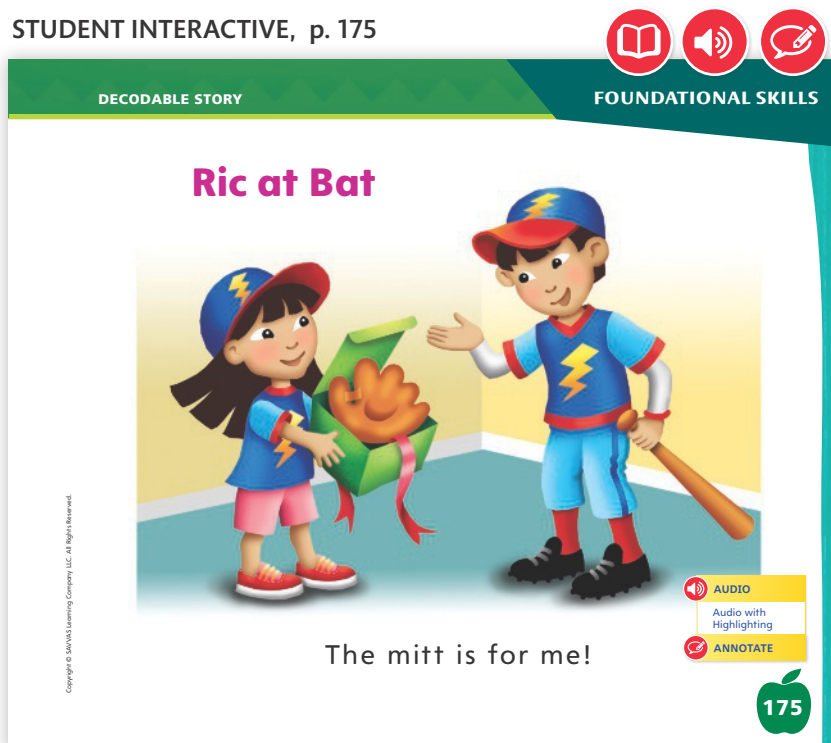
Help students practice English short vowel sounds. Remind students that the letter *a* can spell the sound /a/ and the letter *i* can spell the sound /i/. Have partners place different color sticky notes by short *a* and short *i* words as they read. Then have them count how many short *a* and short *i* words they find in the story.

Read *Ric at Bat*

FOCUS Have students turn to p. 175 in the *Student Interactive*. *We are going to read a story today about a brother and a sister. Point to the title of the story. The title of the story is Ric at Bat. I hear the sound /r/ in the word Ric. What other sound do I hear at the beginning of bat? (/b/) In this story, we will read other words that have sounds you have learned.*

IDENTIFY AND READ HIGH-FREQUENCY WORDS Remind students of this week's high-frequency words: *me, for, with*. Tell them they will practice reading these words in the story *Ric at Bat*. Display the words. Have students read them with you. *When you see these words in the story Ric at Bat, you will know how to identify and read them.*

STUDENT INTERACTIVE, p. 175



The screenshot shows the Student Interactive page for the story "Ric at Bat" on page 175. The page has a green header with "DECODABLE STORY" on the left and "FOUNDATIONAL SKILLS" on the right. At the top right of the page are three icons: a book, a speaker, and a pencil. The main illustration shows a girl in a blue shirt and pink shorts holding a green gift box with a red ribbon, presenting it to a boy in a blue baseball uniform who is holding a wooden bat. The title "Ric at Bat" is written in pink above the illustration. Below the illustration, the text reads "The mitt is for me!". In the bottom right corner, there are two yellow buttons: "AUDIO" with a speaker icon and "ANNOTATE" with a pencil icon. A green apple icon with the number "175" is also present.



READ Have students whisper read the story as you listen in. Have students reread the story page by page with a partner. Listen carefully as they use letter-sound relationships to read the sounds /b/ and /r/. Partners should reread the story. This time the other student begins.

After students have read the story, call their attention to the title. **I see the letter *r* in the word *Ric*. What sound does the letter *r* spell?** Help them identify, or say, the sound /r/. Then have them find and circle the word with the sound /r/ in the title on p. 175. **Can you tell me that word?** Help students decode *Ric*.

Call students' attention to the first sentence on p. 176. **Which word includes the sound /r/? Point to it.** Help students identify, or say, the sound /r/. Then have them find and highlight the word *Ric*. **Which word includes the sound /b/? Point to it.** Help students identify, or say, the sound /b/. Then have them find and underline the word *bat*.

Have students look at the rest of the story sentences on pp. 176–177. **Which words include the sounds /b/ and /r/? Point to them.** Help students identify, or say, the sounds /b/ and /r/. Then have them find and highlight words with the sound /r/ spelled *r* and underline words with the sound /b/ spelled *b*.

STUDENT INTERACTIVE, pp. 176–177



FOUNDATIONAL SKILLS

DECODABLE STORY



Ric is at bat.

He can **rip** it.

Can I nab it with my mitt?

176

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Ric ran. I sat.

Highlight the words with the r sound.
Underline the words with the b sound.

177

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Make Connections

OBJECTIVE

Make connections to personal experiences, ideas in other texts, and society with adult assistance.

ACADEMIC VOCABULARY

Integrate As you discuss the text during the Close Read, model using the Academic Vocabulary words to talk about places. *If you ever [move](#) to a new town, how might you find the location of a [special](#) place like an art store?*

Minilesson

FOCUS ON STRATEGIES Making connections between ideas or facts is one way readers deepen their understanding of a text and get more out of it. Making connections means seeing how these different ideas and experiences fit together. Students should:

- Think about the main idea or ideas in the text. What are some of the facts they learned while reading?
- Ask themselves, “Does this fact or idea remind me of a place I have been? Does it tell me about something in my own community?”
- Make a connection by thinking about how the fact or idea explains something they have seen in their community or other parts of society.

MODEL AND PRACTICE Review pp. 190–191 in the *Student Interactive* with students. Then read aloud the Close Read note on p. 191. Model for students how to make connections between the text and society. *The author says that people go to the art store because they want to have fun, and making art is fun. What does this tell me about people? People like to have fun. That is a fact about people, but it is connected to what the author says in this text about art stores.*

ELL Targeted Support Express Ideas Help students express ideas about the selection using single words or short phrases.

Ask students simple questions about art, such as: *What kind of art do you like creating?* Have them answer using single words. **EMERGING**

Repeat the Emerging activity, guiding students to use short phrases as they express why they like the art that they do. **DEVELOPING**

Have students discuss in small groups why people like making art, expressing their ideas using longer phrases. **EXPANDING**

Ask students to illustrate another reason why people might enjoy art and then present their drawings and ideas to the classroom. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making connections between a text and society.

OPTION 1 My TURN Have students complete the My Turn activity on p. 195 of the *Student Interactive*. Have students share their drawings with the class and explain what they drew.

OPTION 2 Use Independent Text Have students make connections by telling how something they read independently helps them understand better or think a little differently about something in their own community.

✓ QUICK CHECK

Notice and Assess Can students make connections between a text and society?

Decide

- **If students struggle**, revisit instruction for making connections in Small Group on pp. T286–T287.
- **If students show understanding**, extend instruction for making connections in Small Group on pp. T286–T287.

STUDENT INTERACTIVE, p. 195

The screenshot shows a page from a student interactive. At the top, there is a green header with the text 'Read Together' and 'READING WORKSHOP'. Below this, the main heading is 'Make Connections'. A 'MY TURN' icon is followed by the instruction 'Draw'. A large empty space is provided for drawing. Below the drawing area, a pink text box says 'Drawing should show people having fun in an art store.' At the bottom left, there is a small copyright notice: 'Copyright © HAVAS Learning Company, LLC. All Rights Reserved.' At the bottom center, there are directions: 'Directions Say: We can connect the ideas we read about with our own community. Have students make connections to society by drawing one reason people might visit an art store in their community. Remind them to look back at the text.' At the bottom right, there is a green circle with the number '195' and an apple icon.

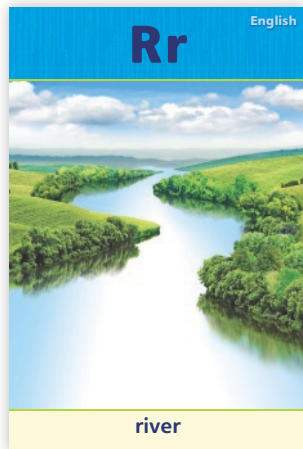
Use the  **QUICK CHECK** on p. T279 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

CONSONANT *Rr*

Alphabet Card Display Alphabet Card *Rr*. This is a river. River begins with /r/. What letter spells the sound /r/? Yes, the letter *r*.



Work with students to look around the room to find other words that begin with /r/. When they find one, have students say the word to a partner.

ELL Targeted Support

Practice common words that have the sound /r/.

Display words that begin with *Rr*. Say each word and have students repeat. If they mispronounce /r/, model how to form the sound with your mouth. **EMERGING/DEVELOPING**

Have students brainstorm words that begin with *Rr*. Write the words on the board as students say them. Read the list several times, as students echo-read. Encourage students to monitor their speech and self-correct as they say the sound /r/. **EXPANDING/BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity

CONNECT SOUND AND LETTER: CONSONANTS 1

Use Lesson 21 in the *myFocus Intervention Teacher's Guide* for instruction on connecting sounds and letters.

LEVEL A • MODEL AND TEACH


Lesson 21 **Connect Sound and Letter: Consonants 1**

INTRODUCE Write the letters *Mm*, say the name (*m*), and have students repeat after you. Explain that *m* is a consonant and spells the sound /m/. Point to something that begins with *m*, such as a map. What sound do you hear at the beginning of *map*? Write the word *map*. In this lesson, we'll learn how letters and sounds connect.

MODEL Display or share copies of the following passage, "Mac and Sam," from Student Page S133, and read it aloud. The words in this story have the letters and sounds *I/Ii*, *r/r*, *s/s*, *l/l*, *m/m*, *t/t*, and *p/p*.

Mac and Sam

I have a tiny pup.
His name is Mac.
Mac likes to run for his ball.
I have a tiny cat.
Her name is Sam.
Sam likes to sit on my lap!



TEACH Use examples of words to help students recognize letter-sound correspondences. Say: The first word in the title is *Mac*. It begins with the letter *M*. The other name in the title is *Sam*. It begins with the letter *S*. The letter *M* stands for the sound /m/ and the letter *S* stands for the sound /s/. Point out letter-sound correspondences in the story for *I/Ii*, *r/r*, *s/s*, *l/l*, and *p/p*.

Phonics, Morphology, and Spelling T • 133

Intervention Activity

PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.



Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Distribute letter tiles to students. Have students use the Letter Tiles to make words that start with the sound /r/ spelled *Rr*. Allow any suitable answer, but example answers include *rib*, *ran*, *rat*. Students can also play the Letter Tile game in the myView games on SavvasRealize.com.



Decodable Book



Students can read the Decodable Book *We Make It* to practice reading /b/ spelled *b*, /r/ spelled *r*, and this week's high-frequency words.

Before reading, display and remind students of this week's high-frequency words: *for*, *me*, and *with*. Tell them that they will practice reading these words in the Decodable Book *We Make It*. **When you see these words in today's story, you will know how to read them.**

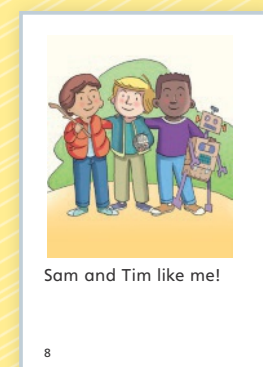
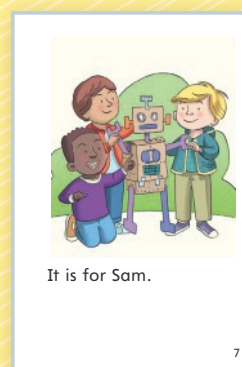
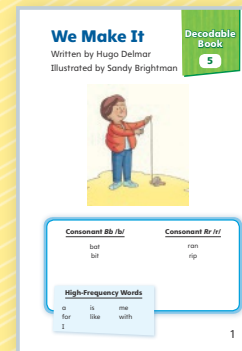
Pair students for reading and listen carefully as they use letter-sound relationships to decode. One student begins. Students read the entire story, switching readers after each page. Partners reread the story. This time the other student begins.


Centers



See the myView Literacy Stations in the *Resource Download Center*.

Decodable Book



Use the  **QUICK CHECK** on p. T283 to determine small group instruction.

Teacher-Led Options

Strategy Group



MAKE CONNECTIONS

Teaching Point Sometimes an idea that you read makes you think about something out in the community or in the wider world. When one idea leads to another like that, we call it making connections. Have students look back at *A Visit to the Art Store* for some examples of opportunities to make connections.

ELL Targeted Support

Explain to students that making connections is a way of seeing how different ideas fit together. Have them work collaboratively to make additional connections between the text and society.

Ask students where they see art in your community. Have them cooperate to draw one of these locations. Then help them say sentences that connect this art to what they read in the text. **EMERGING/DEVELOPING**

Remind students that the text said making art is fun. Have partners cooperate to make further connections by brainstorming other ways people have fun in your community. Have them share how these fun activities connect to what happens at an art store.

EXPANDING/BRIDGING



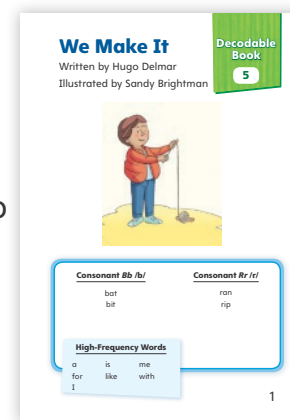
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



WE MAKE IT

Have students reread the Decodable Book *We Make It*. Use the teaching support online at [SavvasRealize.com](https://www.savvasrealize.com) to provide instructional support for foundational skills and comprehension.



Fluency

Assess 2–4 students



ORAL READING

Have students chorally read the Decodable Book.

ORAL READING RATE AND ACCURACY

Listen as a student reads the Decodable Book. Offer feedback. Finally, record each student's performance. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

MAKE CONNECTIONS

Talk About Independent Reading Have students share one connection they made between the text and their community or society.

Possible Conference Prompts

- What idea from the text made you think about your community?
- How did the connection help you understand something better or differently?

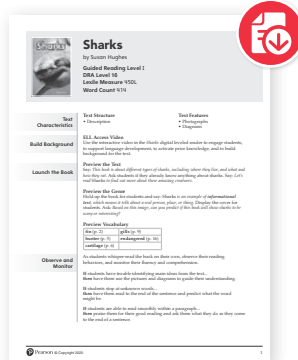
Possible Teaching Point Thinking about how ideas are connected is a good way to learn. We learn more about the world around us when we read new ideas. We understand our reading better when we think about what we see in the world. The learning goes both ways!

Leveled Readers



MAKE CONNECTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T252–T253.
- For instructional support on how to draw connections between society and texts, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share some connections they were able to make between a text and society.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to a previously read text.
- read a trade book or their Book Club text.
- read a self-selected text with a partner and take turns asking each other questions.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



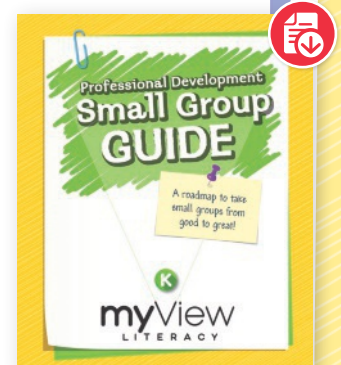
Students can

- complete p. 195 of the *Student Interactive*.
- work with a partner to draw more connections between their life and *A Visit to the Art Store*.
- play the myView games.
- with a partner, take turns reading a passage with appropriate expression.

SUPPORT PARTNER READING

Pairing students of different ability levels can be valuable. Higher-level students get the opportunity to peer-coach and share their strengths, while lower-level students benefit from extra modeling.

See the *Small Group Guide* for additional support and resources to target your students’ specific instructional needs.



Word Work

OBJECTIVES

Blend spoken onsets and rimes to form simple words.

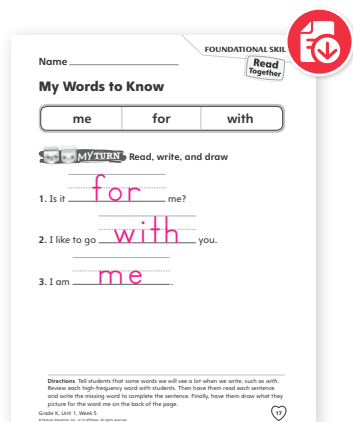
Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.



Picture Cards

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, have students complete *My Words to Know* p. 17 from the *Resource Download Center*.



My Words to Know, p. 17

Phonological Awareness: Blend and Segment Onset and Rime

MODEL Display the *box* Picture Card. Listen carefully as I pull apart the beginning and ending sounds of this word: *box* /b/ -ox. What is the beginning sound in *box*? Say it with me: /b/. We will blend this word together: *box*.

Hold up the *rake* Picture Card. Listen carefully as I pull apart the beginning and ending sounds of this word: *rake* /r/ -ake. What is the first sound in *rake*? Say it with me: /r/. Now let's blend this word together: *rake*.

PRACTICE Let's pull apart and put together other words. What is the first sound in the word *ban*, /b/ -an, *ban*. (/b/) Say it with me as we pull the word apart: *ban*, /b/ -an. Now let's put the word together: *ban*. Continue segmenting and blending onset and rime with the words *back*, *Ron*, *ran*, *bill*, *bet*, *run*, *bell*, and *rice*.

Phonics: Review Consonants *Rr* and *Bb*

Minilesson

FOCUS Write the letters *Bb* and *Rr* on the board. Have students identify the letters as you point to them. Then review the sound for each letter: *b/b/*, *r/r/*.

MODEL AND PRACTICE Place the Alphabet Cards for *Bb* and *Rr* at the front of the room. Display the *rake* Picture Card and read the word: /r/ /ā/ /k/. Ask a student to place it next to the appropriate Alphabet Card. Repeat with the Picture Cards for *rock*, *bubble*, *bus*, and *rug*.

APPLY My TURN Have students turn to p. 178 in the *Student Interactive*. Ask them to trace the initial *r* in *rip* and *rib* and identify, or say, the letters in each word. **When we change a letter in a word, we make a new word. What letter changed in *rip* to make the word *rib*? Point to the letters that are different.** After students identify the letter that changed, have students decode each word. Repeat for each pair of words.

APPLY MyTURN Have students look at p. 179 in the *Student Interactive*. Have them underline the words that begin with the sound /b/ and circle the words that begin with the sound /r/. Then have them match each picture to its sentence.

ELL Targeted Support Use Learning Strategies Explain to students that if they do not know the word for something, they can use words they do know to describe it.

Read the story on pp. 175–177 in the *Student Interactive* aloud. Ask students to explain what is happening in the pictures using their own words. **EMERGING/DEVELOPING**

Tell students to read the story on pp. 175–177 in the *Student Interactive* aloud with a partner. Then have them work together to explain what is happening in the pictures using their own words. **EXPANDING**

Tell students to read the story on pp. 175–177 in the *Student Interactive* silently and write *Rr* or *Bb* words that are new to them. Have them work with a partner to explain what is happening in the pictures using their own words and try to figure out the meaning of the new words together as they do this. **BRIDGING**

HIGH-FREQUENCY WORDS

Remind students that high-frequency words are words that appear over and over in texts. Remind them they will be learning many words this year, and those words will help them become better readers. Display the word *me* and ask students what letters spell the word. Have students

- say the word *me* as you write it on the board.
- repeat with *for* and *with*.
- read the words aloud.

STUDENT INTERACTIVE, pp. 178–179

PHONICS
FOUNDATIONAL SKILLS

Consonants Rr and Bb

MY TURN Write and read

rip	rib
bin	bit
bat	rat

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Consonants Rr and Bb

MY TURN Circle, underline, and match

I like to rip.

The cat bit it.

He ran with me.

I have a bat.

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178 Directions Have students trace each initial *r* or *b*. Ask them to point to the letters that are different in each pair of words. Then have students decode each word.

179 Directions Have students read each sentence, underlining words that begin with *b* and circling words that begin with *r*. Then have them match each sentence to the picture that illustrates it.

Reflect and Share

OBJECTIVES

Make connections to personal experiences, ideas in other texts, and society with adult assistance.

Provide an oral, pictorial, or written response to a text.

Retell texts in ways that maintain meaning.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

ACADEMIC VOCABULARY

Integrate Help students practice using the unit Academic Vocabulary words to discuss the weekly question and the unit theme.

- How can you use a [map](#) to show [special](#) places in your neighborhood?
- What [special](#) places have both [land](#) and [water](#)?
- If you [move](#) to a new neighborhood, how can you find out what [special](#) places are there?

Talk About It

Minilesson

FOCUS ON STRATEGIES Tell students that they can improve their understanding of a text by retelling it in their own words. Explain that an important part of retelling a text is keeping the text's meaning. That means that it is important to include the main ideas when retelling a text. When students compare different texts they have read, being able to retell the main ideas of each text will help them see similarities and differences.

- The ideas that are important to retell are the main ideas of the text. What was the text mainly about?
- Retelling more than one text in a simple way can show how two texts are similar. Were the main ideas of these texts similar? Are they connected in some way?
- Think about other ways the texts are alike and different. For example, how are the pictures similar and different?
- When students talk about texts, they can use words and phrases they've learned through the texts they've read, what has been read to them, and what they have already talked about. Phrases and words such as *main idea*, *detail*, *alike*, and *different* are all words students have learned that they can use in their conversations about texts.

MODEL AND PRACTICE Remind students that they read two texts about special places: the library text on p. 180 and *A Visit to the Art Store*. Model making connections by retelling. [The text about libraries explains that you get books at a library.](#) Similarly, [A Visit to the Art Store explains that you get supplies at an art store.](#) Tell students to use words and phrases they've learned when they talk about texts they've read.

ELL Targeted Support Retelling Texts Help students to understand what is involved in retelling a text.

Have students use the pictures in the Decodable Story *Ric at Bat* to guide a retelling of the story. **EMERGING**

Read the decodable story *Ric at Bat* aloud. Ask students to retell the story while maintaining meaning. **DEVELOPING**

Ask students to self-select any selection read during this unit, review it, and retell it, maintaining its meaning. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for comparing and retelling texts in a way that maintains meaning.

OPTION 1 TURN, TALK, AND SHARE Have partners complete the activity on p. 196 of the *Student Interactive* by taking turns retelling the informational texts. One student starts by retelling the text about libraries, and the other retells *A Visit to the Art Store*. Then have the students switch texts and retell again, so that each student has a chance to retell both texts.

OPTION 2 Independent Text Ask students to retell independently read texts in ways that maintain meaning. Have students share their retellings with the class.

QUICK CHECK


Notice and Assess Can students compare texts and retell texts in ways that maintain the texts' meanings?

Decide

- **If students struggle**, revisit instruction for comparing and retelling texts in Small Group on pp. T292–T293.
- **If students show understanding**, extend instruction for comparing and retelling texts in Small Group on pp. T292–T293.

WEEKLY QUESTION Have students respond to the Weekly Question. Encourage them to think about all the ideas and topics covered during the week when giving their responses. You can walk around the classroom and get each student's response or run a class discussion of the weekly question.


STUDENT INTERACTIVE, p. 196

RESPOND TO TEXT 

Reflect and Share

 **TURN and TALK** What makes an art store a special place? What makes a library a special place? Tell details from the texts.

You can retell important details.



Weekly Question
How can we describe special places?

196 Directions Tell students they read about art stores. Remind them they have also read about libraries. Have partners respond to sources by retelling the texts. Say: *When you retell a text, you tell the most important ideas and details.*

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Use the  **QUICK CHECK** on p. T291 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point When you retell a text, you focus on the most important details and ideas. When you read different texts about similar topics, you can think about the different ways the authors tell about the topic. Thinking about how two things are alike and different is called **comparing**. Look back at *A Visit to the Art Store* and at the short text about libraries (p. 180 in the *Student Interactive*). Help students identify the main ideas and details that are used to describe special places in the texts.

ELL Targeted Support

Help students practice retelling texts.

Read a short narrative of two or three sentences to students. Ask students to retell the story to you, paying attention to important details.

EMERGING

Repeat the activity above using a longer story (6–7 sentences). **DEVELOPING**

Have students find a partner or form small groups. Students should take turns telling each other short narratives of three to four sentences and then retelling the stories back in ways that preserve meaning. **EXPANDING**

Repeat the Expanding activity, but have students make their stories longer. **BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Remind students of the texts they have read this week: “What Is in a Neighborhood?”; *A Visit to the Art Store*; *Ric at Bat*; *Nip, Tap, Pin*; and *We Make It*. Engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how we describe special places. Remind them of how they have used the Academic Vocabulary words *special*, *move*, *map*, and *land* in discussing these texts.

On-Level and Advanced



INQUIRY

Organize Information and Communicate Help students organize their findings about a special place in their neighborhood into a format to share with others.

Critical Thinking Talk with students about what they learned and what research methods they used.

Have students complete *Extension Activities*, pp. 51–55, in the *Resource Download Center*.

Conferring

3 students / 3–4 minutes per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share what they have learned about retelling and comparing texts.

Possible Conference Prompts

- How could you retell this text?
- How is this text like another one you have read?

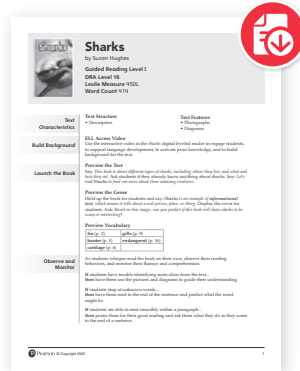
Possible Teaching Point Readers retell texts to check their understanding.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T252–T253.
- For instructional support on how to compare texts, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to retell an independently read text. Ask questions about how this text is similar to other texts they have read.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- read and listen to a previously read leveled reader or selection.
- continue reading their Book Club text.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities



Students can

- write a retelling, or summary, of a text in a reading notebook.
- retell a text for a partner.
- play the myView games.

BOOK CLUB



See Book Club, pp. T454–T457, for

- teacher’s summary of chapters in *A Trip to the Mountains*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Resources

Stacks of Mentor Texts

Mentor STACK



- Mentor texts, the foundation for each unit, provide students with a vision of the type of writing they will produce.
- Five to eight mentor texts are recommended for each unit.

myView Literacy Student Interactive



- Students use the *myView Literacy Student Interactive* to practice their learning from the minilessons.
- Students reference the *myView Literacy Student Interactive* to deepen their understanding of concepts taught in Writing Workshop.

Stapled Books (Kindergarten and Grade 1)



- Students in Kindergarten and Grade 1 will write in stapled books.
- Primary students create the types of books they are reading, which are mostly picture books.

Writing Notebook (Grades 2-5)



- Students in Grades 2-5 will need a writing notebook.
- Students use the writing notebook for writing drafts. Final copies may be written in their writing notebooks, or teachers may ask students to keyboard their final copies.

Portfolio



- Students may store final copies of their writing in their portfolios.
- At the end of every unit, students will be asked to share one piece of writing in the Celebration.

- Student authors learn to
- ▶ reflect on mentor texts.
 - ▶ write in different genres and styles.
 - ▶ apply writing conventions.



Conferences

Conferences are a cornerstone of the Writing Workshop. They provide an opportunity for the teacher to work one-on-one or in small groups with students to address areas of strength and areas of growth.

The focus of conferences should be on providing students with transferable writing skills and not solely on improving the current piece of writing.

Conference Pacing 30–40 minutes

- Consider a rotation where every student is conferred with over one week.
- Use the provided conference prompts for each lesson to guide conversations.
- Determine three possible teaching points for the conference based on student work.
- Come to the conference with stacks—published, teacher written, and student models.
- Use a note-taking system to capture pertinent details. (Conference Notes Templates are available on SavvasRealize.com.).



Conference Routine



Research	A student may discuss the topic of his or her writing and questions he or she may have. Use this as an opportunity to learn about the student’s writing and make decisions to focus conferences.
Name a Strength	Once the student has discussed his or her writing, provide specific praise for an element of the writing. Naming a strength develops a student’s energy for writing.
Decide on a Teaching Point	Choose a teaching point that focuses on improving the writer within the student and not on improving the student’s writing. A range of teaching points should be covered over the year.
Teach	Help the student understand how he or she can achieve success. Use a minilesson from the bank of minilessons to provide instruction on the teaching point. One text from the unit’s stack serves as an example of what the student’s writing should emulate.

Writing Assessment

Week 5 • Day 5

- The Writing Workshop Assessment is on Day 5 of Week 5 of every unit. Teachers may choose how to assess their students.
- Collect students' compositions after the Celebration and use the designated rubric to grade the writing.
- Give students an on-demand prompt that will require them to synthesize their understanding of the genre, author's purpose and craft, and writing conventions in one succinct piece of writing without the support of a teacher.
- Assessment prompts and writing rubrics can be found in the Writing Workshop of *myView Literacy Teacher's Edition* on Day 5 of Week 5, or they may be accessed on [SavvasRealize.com](https://www.savvasrealize.com).

Writing Workshop Unit Overview

WEEK 1 Introduce and Immerse

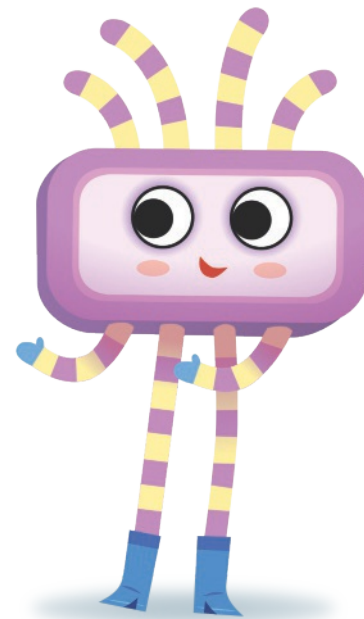
WEEK 2 Develop Elements

WEEK 3 Develop Structure

WEEK 4 Writer's Craft

WEEK 5 Publish, Celebrate, and Assess

FLEXIBLE PATH



Units of Study

This Unit: Launching Writing Workshop

UNIT
1

LAUNCHING WRITING WORKSHOP

Students will

- learn to think like an author
- begin writing independently
- incorporate feedback and make suggestions to other writers
- evaluate their writing

UNIT
4

NARRATIVE: PERSONAL NARRATIVE

Students will

- explore elements of a personal narrative
- develop drafts orally or by drawing
- organize events in a proper sequence and conclude with a resolution
- edit for punctuation, capitalization, and spelling

UNIT
2

INFORMATIONAL TEXT: LIST BOOK

Students will

- explore the elements of a list book
- generate ideas and plan a list book
- learn that drawings are a type of graphic
- edit for adjectives, nouns, prepositions, and capitalization

UNIT
5

INFORMATIONAL TEXT: LITERARY NONFICTION

Students will

- generate ideas and use a graphic organizer to plan
- learn how to compose questions and answers
- understand how pictures and drawings add details
- identify digital tools for writing and publishing

UNIT
3

NARRATIVE: FICTION

Students will

- learn about the elements of fiction and generate ideas
- understand characters, setting, and plot
- incorporate problems and solutions
- compose a beginning and an ending

BONUS!

OPINION WRITING: OPINION BOOK

Students will

- learn about the elements of opinion writing
- identify a topic, and state an opinion and a reason
- improve writing with the use of descriptive words
- use complete sentences and conjunctions



FAST TRACK

Your Writing Workshop for Standards Success

UNIT
1

LAUNCHING WRITING WORKSHOP

WEEK 1 INTRODUCE AND IMMERSE	Minilessons: <ul style="list-style-type: none">• Introduction to Writing Workshop• Apply What Good Writers Do• Apply Independent Writing and Conferences
WEEK 2 DEVELOP ELEMENTS	Minilessons: <ul style="list-style-type: none">• Parts of a Book• Apply Parts of a Page• Apply Meet the Author
WEEK 3 DEVELOP STRUCTURE	Minilessons: <ul style="list-style-type: none">• Types of Books• Apply Spaces Between Words• Apply When to Start a New Book
WEEK 4 WRITER'S CRAFT	Minilessons: <ul style="list-style-type: none">• Writing Club• Apply Ask and Answer Questions• Apply Make and Respond to Suggestions
WEEK 5 PUBLISH, CELEBRATE, ASSESS	Minilessons: <ul style="list-style-type: none">• Edit for Parts of a Book• Apply Incorporating Peer Feedback• Assessment

Weekly Overview

Students will


- learn to think like an author
- begin writing independently
- learn how to talk about writing

WEEK	WRITING PROCESS	FLEXIBLE PATH
▶ 1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Introduction to Writing Workshop T304	Explore What Good Writers Do T308	Apply What Good Writers Do T312
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T305	Independent Writing and Conferences T309	Independent Writing and Conferences T313
SHARE BACK FOCUS 5–10 min.	Parts of a Book T305	Understanding Authors T309	How Authors Write T313
 READING-WRITING WORKSHOP BRIDGE 5–10 min.	FLEXIBLE OPTION ← • Language & Conventions Pre-teach: Nouns T306–T307	• Pre-Spelling Concept Sort T310 FLEXIBLE OPTION ← • Language & Conventions Oral Language: Singular Nouns T311	• Language & Conventions Teach Singular Nouns T314–T315



Mentor STACK



- *Clip, Clop* by Catherine Hnatov
- *Dear Dragon Goes to the Library* by Margaret Hillert
- *Harold and the Purple Crayon* by Crockett Johnson
- *I Want a Dog!* by Helga Bansch
- *Little Blue and Little Yellow* by Leo Lionni
- *My Apron* by Eric Carle
- *Pig Is Big on Books* by Douglas Florian

Use the following criteria to add to your writing book stack:

- The length and difficulty of the book should match what students are expected to write.
- Books are written with clear images and illustrations that match the text.
- Books tell about facts or events using interesting details.

Preview these selections for appropriateness for your students. Selections are subject to availability.

FAST TRACK

LESSON 4

LESSON 5

Explore Independent Writing and Conferences T316	Apply Independent Writing and Conferences T320
Independent Writing and Conferences T317	Writing Club and Conferences T320–T321
Conferences T317	Understanding Feedback T320
<ul style="list-style-type: none"> • Language & Conventions Practice Singular Nouns T318–T319 	<ul style="list-style-type: none"> • FLEXIBLE OPTION Language & Conventions Standards Practice T322–T323

ADDITIONAL RESOURCES

MINILESSON 5–10 min.	Supplies	Organization
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
SHARE BACK FOCUS 5–10 min.	Writing Tools	Ways to Stay Organized
<p>See the online <i>Language Awareness Handbook</i> for additional writing support.</p>	<p>See the <i>Small Group Guide</i> for additional writing support.</p>	


Conferences Mentor STACK

During this time, assess for understanding of the basic characteristics of being a writer and writing independently in order to gauge where students may need support in their writing. Have stacks and minilessons available for reference during the conferences.


FORMATIVE ASSESSMENT

Conference Prompts


Introduction to Writing Workshop

If students need additional support,	 Then show a book from the mentor stack. Model how to come up with ideas for a book. Ask: What is something that you like or are interested in?
If students show understanding,	Then have students tell you the idea they are most excited to write about.

What Good Writers Do

If students need additional support,	 Then show a stack book and discuss the different parts of the book. Remind students to think about what the author did to write the book.
If students show understanding,	Then ask: What is one idea you may want to write about? What will you do to write about it?

Independent Writing and Conferences

If students need additional support,	 Then help them understand what you will be doing in these conferences and why the conferences are important.
If students show understanding,	Then ask: How can you use feedback to make your book better?

Conference Support for ELL

EMERGING

- Point to an author's name on the book. Gesture "writing." Point to the author's name again and say "writer."
- Speak clearly, using short sentences, to explain that students will learn to write in Writing Workshop.
- Provide labeled items in the classroom so students can think of ideas for their stories.

DEVELOPING

- Use visual or verbal cues to explain an item in the classroom.
- Provide repetitive sentence frames to describe something: *The apple is red. The pencil is sharp. The class is big.*
- Model how to choose a topic using the sentence frame provided.

EXPANDING

- Rephrase or repeat questions at students' request.
- Think aloud about how to choose a topic for a book.
- Model active listening and pausing before speaking to encourage students to process information.

BRIDGING

- Allow students to seek clarification as needed.
- Invite students to lead a class discussion about what makes a good writer.
- Ask students to describe their book ideas using complex sentences.

Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **visualizing** and **singular nouns**.



ELL Minilesson Support

Week 1: Introduce and Immerse

During the immersion week, your ELLs will benefit from additional writing support that expands their awareness of English letters and words. These targeted supports were chosen to help students better understand the English language and build foundational writing skills.

Use this note for the minilesson on pp. T304–T305.

ELL Targeted Support

INTRODUCTION TO WRITING WORKSHOP

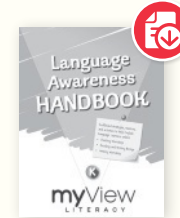
Labeling items in the classroom helps students build vocabulary and find a topic for their books.

Work individually with students to choose an idea. Students can use a labeled item from the classroom. **EMERGING**

Work with students to talk about their idea, for example: *red apple* or *yellow pencil*. As you write the words, sound out each letter. Have students say each word. Explain that they can use words and pictures to find an idea for their books. **DEVELOPING**

Have students talk with other students about their ideas. **EXPANDING**

As students talk with each other about their ideas, have students actively listen and take notes on what they hear. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T312–T313.

ELL Targeted Support

APPLY WHAT GOOD WRITERS DO

Seeing drawings or written words helps students identify ideas. They can start to understand what to include in a book.

Model drawing a picture and writing a sentence to show what students will do in Writing Workshop. **EMERGING**

Ask students to draw a picture about their idea. Explain that they will do this every day in Writing Workshop. **DEVELOPING**

Have students draw a picture and write a word about their idea. To help build vocabulary and practice the procedures of Writing Workshop, encourage students to talk about what they included in their books. **EXPANDING**

Pair students to read their books aloud to each other. Have students talk about what staying on topic means. **BRIDGING**

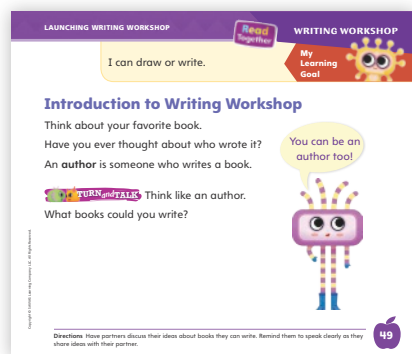
FAST TRACK

Introduction to Writing Workshop

OBJECTIVE

Plan by generating ideas for writing through class discussions and drawings.

STUDENT INTERACTIVE, p. 49



Minilesson

Mentor STACK

TEACHING POINT An author is someone who writes a book. Before writers start to write, they have to come up with an idea. They think about how they can turn that idea into a book. They learn about the subject. They may talk to other people about their ideas.

MODEL AND PRACTICE Inform students that you will work together during Writing Workshop to come up with ideas and learn how to write about them. Hold up a stack book and explain that a writer wrote the book. Tell students that they will write books this year, too. Read aloud at least three stack books of different genres to help students understand the different parts of a book. As you read, pause to ask questions about the parts of the books, such as the cover, title page, sentences, and pictures. Note how the pictures and words on the page go together.

Have students turn to p. 49 in the *Student Interactive* and read it to them. Say: **This page says you can be an author too. Remember that authors start with an idea. Let's think like an author. What are some things you can write about?** Write their ideas on the board or chart. Ask students to write down some of their favorite ideas that were listed on the board or chart.

Independent Writing

Mentor **STACK**



FOCUS ON PARTS OF A BOOK

- Tell students that during their independent writing time they can read more stack books to gain a better understanding of the different parts of a book. They should pay attention to how the text and pictures work together to tell a story or give information.

WRITING SUPPORT

- **Modeled** Talk through how to choose an idea. Model drawing a simple picture and writing a sentence for it.
- **Shared** With students' input, make a list of ideas. Talk through what they could draw or write about.
- **Guided** Have students say what they want to write or draw before they do so.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students show an understanding, they can begin writing in stapled booklets.

If time allows for individual conferences, use the **Conference Prompts** on p. T302.

Share Back

Call on a few students to share what they learned about books.

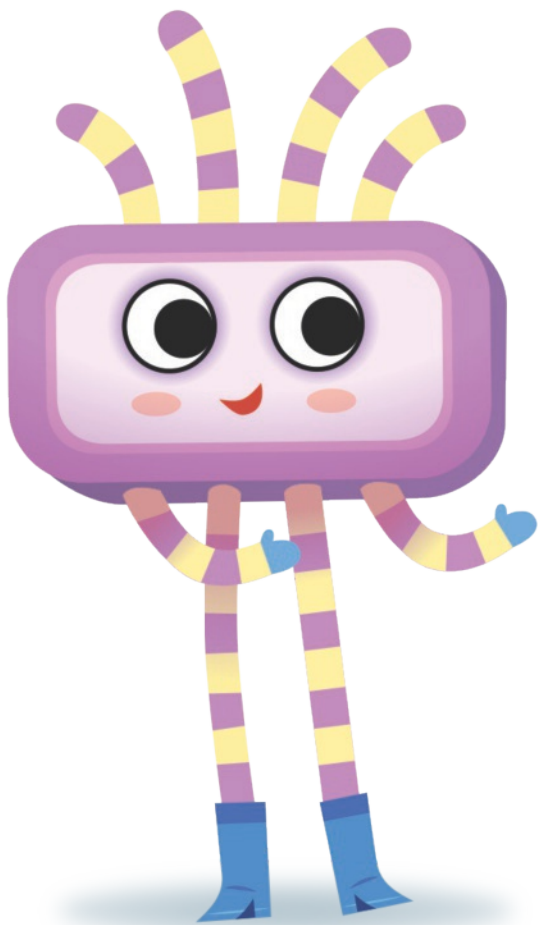


Language & Conventions

Nouns

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.



FLEXIBLE OPTION

LESSON 1

Pre-teach: Nouns

FOCUS Tell students that nouns can name people and animals.

MODEL AND PRACTICE Write the categories *people* and *animals* on the board. Have volunteers name examples of common nouns and help you classify them as either people or animals.

APPLY Pair students and have them take turns telling nouns that name people and animals. Their partner should say which category the word falls into.



ELL Targeted Support

Give Information Provide objects and pictures and have students use vocabulary to give information about them by naming the nouns.

Show students a picture of a noun such as a lion. **This is a lion. A lion is an animal.** Have students repeat the word *lion* after you. **EMERGING**

Make simple sketches of people and animals. Write *nouns* above the sketches and write *person* or *animal* under the sketches. Have students tell what type of noun is in the sketch, such as person or animal. **DEVELOPING**

Say: **The names of animals are nouns.** Have students draw a picture of an animal, label it with the appropriate noun, and say it. **EXPANDING**

Write the words *people* and *animals* on the board. **Boys and girls are people. A cat and a dog are animals. They are all nouns.** Have students work with a partner to say oral examples of each category. **BRIDGING**

FLEXIBLE OPTION

LESSON 1

Pre-teach:
Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Singular Nouns

LESSON 3

Teach Singular Nouns

LESSON 4

Practice Singular
Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore What Good Writers Do

OBJECTIVE

Plan by generating ideas for writing through class discussions and drawings.

Minilesson

Mentor **STACK**



TEACHING POINT Good writers follow certain steps when they choose an idea and write. Good writers

- ask questions to learn about an idea.
- share ideas with each other.
- listen to what others say about their writing.

MODEL AND PRACTICE Tell students that they will be writing a lot of books this year. Today, they will spend time reading books and seeing examples of what other authors have written.

Read aloud several stack books so students learn what good writers do and what they will do as they write their own books. As you read, point out the things students will need to do to write their books: they will learn, they will write, they will talk, and they will share. As you read each book aloud, have students think about books they could write.

Independent Writing

Mentor STACK



FOCUS ON UNDERSTANDING BOOKS

- Have students read additional stack books of different genres. Students should be reading to gain a better understanding of books.
- Encourage them to think about what the author had to do to write the book (learn, write, share, and talk).

WRITING SUPPORT

- **Modeled** Choose a stack book and do a Think Aloud to explain the idea or topic of the writing.
- **Shared** Have students choose a stack book. Prompt students to identify the idea of the text by looking at the pictures in the book.
- **Guided** Use the stack books to provide explicit instruction on how to choose an idea for a writing piece.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students show understanding, have them continue writing their own books in stapled booklets.

See the **Conference Prompts** on p. T302.

Share Back

Call on a few students to share what they think the authors had to do to write books. Encourage them to explain what the author might have learned, shared, or talked about when writing the book.

Concept Sort

OBJECTIVE

Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

ELL Targeted Support

Concept Sort Provide assistance as students acquire English vocabulary by sorting objects.

Provide experience with sorting concrete items. Show students pieces of fruit such as an apple, an orange, and a banana. Name each fruit and ask students to repeat. Say: *An orange, an apple, and a banana are all fruits. They can go in one group.* Ask students to name other fruits. Repeat with a bowl, a plate, and a fork. *These are all things to eat with. The bowl, plate, and fork can go in one group.* **EMERGING**

Provide objects for students to sort. For example, provide some number cards or blocks, some pens and pencils, or some books. Mix up the objects. Ask: *Which things go together?* Ask students to explain how they would sort the items. Tell students they have sorted the items into groups that are the same kinds of things. **DEVELOPING**

Make a T-chart with the headings *Animals* and *Not Animals*. Ask partners to copy the chart. Have them draw pictures of animals in the first column and things that are not animals in the second column. Have partners share their charts with the group. **EXPANDING/BRIDGING**

Minilesson

FOCUS Explain that things can be sorted into groups. For example, the children in the classroom include two groups: *boys* and *girls*. Have boys stand in one part of the room and girls in another to demonstrate a concept sort.

MODEL AND PRACTICE Have students turn to p. 46 in the *Student Interactive*. Explain that they are going to circle pictures of animals. *I see some pictures of animals and some pictures that are not animals. Is a cat an animal? Yes! Let's circle it.* Have students circle the cat.

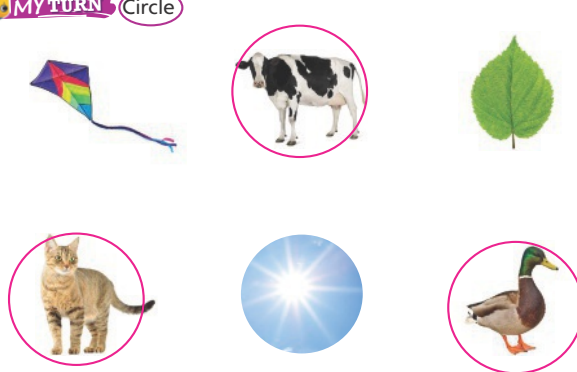
APPLY My TURN Have students circle the animals on p. 46. Then have them talk to a partner about how the circled picture words are alike.

STUDENT INTERACTIVE, p. 46

PRE-SPELLING

Concept Sort

MY TURN Circle



Tell students that images represent kite, cow, leaf, cat, sun, duck.

46

Directions Have students name the pictures and circle the picture words for animals. Then have students use the words to talk about the category. Ask: *How are the circled picture words alike?*

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Language & Conventions

Singular Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language: Singular Nouns

FOCUS Tell students that nouns name people and animals.

MODEL AND PRACTICE Point to yourself and say *teacher*. *I am a teacher. The word teacher is a noun that names a person.* Show students a picture of an animal. Ask what it is. Explain that the word *animal* is a noun and the word [name of animal on picture] is a noun, too. *This is one animal. Its name is one singular noun.*

APPLY Call on students to name nouns that are animals or people.

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.



FLEXIBLE OPTION
LESSON 2

Oral Language:
Singular Nouns

FLEXIBLE OPTION
LESSON 1

Pre-teach:
Nouns

LESSON 3

Teach Singular Nouns

LESSON 4

Practice Singular
Nouns

FLEXIBLE OPTION
LESSON 5

Standards Practice

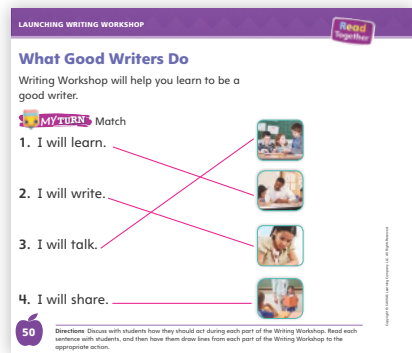
FAST TRACK

Apply What Good Writers Do

OBJECTIVE

Plan by generating ideas for writing through class discussions and drawings.

STUDENT INTERACTIVE, p. 50



Minilesson

Mentor **STACK**



TEACHING POINT Authors think about an idea for their writing, learn about the topic, write about the idea, and talk about their work.

MODEL AND PRACTICE Read aloud several stack books of different genres. Tell students that they can choose to write any kind of book in this unit and about any idea. As you read, point out that there are words and pictures on each page. Ask students what they notice about each book. For example, students might notice that the words and pictures go together to give information or tell a story.

After reading the books, ask students to think of ideas they can write about. Make a list on the board. Remind students to share and talk about different ideas to help them think of topics for their own books and how they will write them.

Have students complete p. 50 in the *Student Interactive*.

Possible Teaching Point

Writing Process

Prewriting | Choosing a Topic

Remind students that authors think about many different ideas before choosing one to write about.

Prompt students to generate ideas by thinking about

- their families, friends, or pets
- activities they like to do or play
- topics they would like to learn more about

Independent Writing

Mentor STACK



FOCUS ON PARTS OF BOOKS

- Provide students with additional stack books to gain a better understanding of books, how words and pictures work together, and what good writers do.

WRITING SUPPORT

- **Modeled** Using a stack book, do a Think Aloud about how the author can stay on topic.
- **Shared** Guide students to think of three sentences that stay on topic with their idea.
- **Guided** Prompt students to talk about ways they will stay on topic.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students show an understanding of the parts of books and what good writers do, they can begin writing in stapled books.

If time allows for individual conferences, see the **Conference Prompts** on p. T302.

Share Back

Call on a few students to share what they learned about good writing from the stack books. Students can also share some of the ideas they have for writing their own books.

Language & Conventions

Singular Nouns

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.



LESSON 3

Teach Singular Nouns

FOCUS Write the following sentence on the board:

The cat is fat.

Read the sentence. Then have students read with you as you point to each word. Ask them to say the word that is a noun. Remind them that a noun names people or animals.



MODEL AND PRACTICE Model another example. Using pictures from the *Student Interactive* text, point out examples of a person and an animal. Ask partners to look through their books to find pictures of people and animals. Continue by pointing to other things in the room and asking which word in the sentence is a noun:

This is a girl.

This chalk
is white.

FLEXIBLE OPTION
LESSON 1

Pre-teach:
Nouns

FLEXIBLE OPTION
LESSON 2

Oral Language:
Singular Nouns

LESSON 3

Teach Singular Nouns

LESSON 4

Practice Singular
Nouns

FLEXIBLE OPTION
LESSON 5

Standards Practice

Explore Independent Writing and Conferences

OBJECTIVE

Plan by generating ideas for writing through class discussions and drawings.

Minilesson

Mentor STACK



TEACHING POINT Writers share their writing with others. Writers listen to what people say and then make changes to improve their writing.

MODEL AND PRACTICE Explain that during Independent Writing, students will independently write their books every day. They will work quietly at their desks in their stapled booklets and produce texts just like authors do.

Explain that authors also have conferences with people called editors. Editors help writers improve their writing. Tell students that while they work independently, you will have individual conferences to help them improve their writing. Ask: *What do you think of conferencing? How could it help with your writing?*

Read a stack book aloud. Before reading, say: *Let's read this book and think about how the writer might have had a conference with an editor to improve the book.* After you read the book, have students discuss how conferences might have helped to make the book better.

Possible Teaching Point

Language & Conventions | Singular Nouns

Remind students that singular nouns are words that can name one person or one animal.

As you confer with students about their writing, have them

- point out the nouns
- tell what each noun names (a person or an animal)
- draw a picture to match each noun

Independent Writing

Mentor STACK



FOCUS ON WRITING

- Have students begin or continue writing in their stapled booklets.

WRITING SUPPORT

- **Modeled** Use a stack book to make suggestions for improvement.
- **Shared** Prompt students to add descriptive details to their writing so others can learn more about the idea.
- **Guided** Use the stack books to provide explicit instruction on how details add more information to a text.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T302.

Share Back

Call on a few students to share what they think writers might learn by having conferences with their editors. Have students share how they think having a conference will help them with their writing.

Language & Conventions

Singular Nouns

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.

Writing Workshop

Tell students to pay attention to nouns as they write their drafts during Writing Workshop. Have them edit for singular nouns in their informational book with adult assistance. Are there words they could add to describe the nouns?

LESSON 4

Practice Singular Nouns



APPLY MyTURN Have students say and write singular nouns to complete the practice activity on p. 48 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 48

LANGUAGE AND CONVENTIONS Read Together

Singular Nouns

A **noun** can name a person or an animal.

girl  dog 

TURN and TALK Say other words you know that name a person or an animal.

MY TURN Write

cat | boy

The boy reads a book.

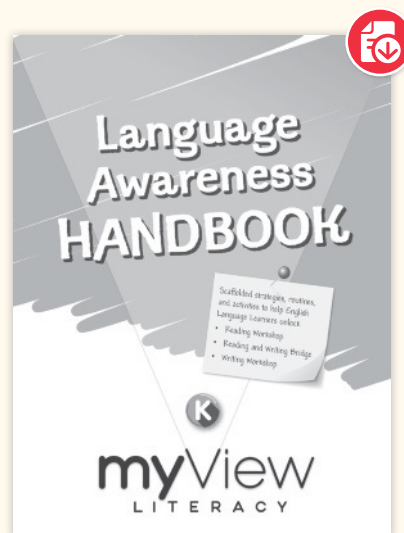
48 **Directions** Read the information at the top of the page and explain that a singular noun names each one. Have students talk with a partner about other nouns for people and animals. Then have students edit the sentence by writing the correct singular noun on the lines.

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Develop Language Awareness

For additional practice with singular nouns, complete the activity on p. 9 of the *Language Awareness Handbook*. In this practice activity, students will use visual support to understand singular nouns.



FLEXIBLE OPTION

LESSON 1

Pre-teach:
Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Singular Nouns

LESSON 3

Teach Singular Nouns

LESSON 4

Practice Singular
Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Apply Independent Writing and Conferences

OBJECTIVE

Plan by generating ideas for writing through class discussions and drawings.

STUDENT INTERACTIVE, p. 51



Minilesson

Mentor **STACK**



TEACHING POINT Authors listen to suggestions that other people give them about their writing. Authors may change words, characters, ideas, and other parts of a writing piece because they listened to the suggestions. They do this by

- asking for suggestions or ideas;
- listening closely to what others say; and
- changing words or sentences to edit the book.

MODEL AND PRACTICE Tell students that during Conferences, they will meet with you to receive feedback, or information about what they are doing well and how they might improve their book. Say: **Let's talk about what it means to make suggestions and what we could do to make changes based on those suggestions.** Pretend you are the author of a stack book. Model asking students for suggestions and responding to them.

- Ask: **What can I change about the book to make it better?**
- Model how to respond to suggestions.
- Rewrite parts of the book to include some student suggestions.

Have students complete p. 51 in the *Student Interactive*.

WRITING CLUB

Use p. T321 to guide Writing Club discussions.

Share Back

After Writing Club, call on a few students and have them share how they can incorporate the feedback from their peers.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students focus on how they can be good writers and the importance of conferencing. This should be a fun time for them to share their ideas and give each other feedback.

Place students in their first Writing Club groups. Explain that they will meet with their group once a week to discuss the books they are writing. They should spend the first 5–10 minutes discussing the following:

- Appropriate ways to ask questions
- The process for taking turns to share ideas
- How to listen when others talk about their writing

What Are We Sharing? Tell students to share what they learned about being a good writer and conferencing. Then have students share their ideas for a book, talk about those ideas, and think about how to apply that feedback.

How Do We Get Started? *Conversation Starters*

Use these prompts to help students begin discussions in their Writing Club.

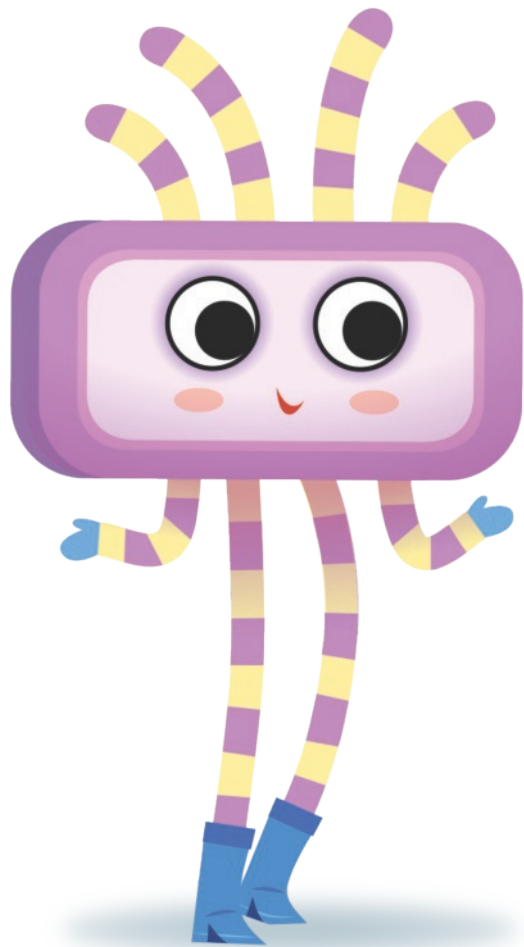
- I learned that being a good writer means _____.
- I learned that conferencing is important because _____.
- One idea I have for a book is _____.
- That is a good idea. Maybe you can _____.
- Thank you. I will try that.

Language & Conventions

Singular Nouns

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.



FLEXIBLE OPTION 

LESSON 5

Standards Practice

Display the following sentence and guide students to complete the question.

(1) See the big dog.

Which word in the sentence is an example of a noun?

- A see
- B the
- C big
- D dog



APPLY My TURN Have students complete *Language and Conventions*, p. 24, from the *Resource Download Center*.

Name _____

Language and Conventions

Singular Nouns

A singular noun names one person or animal.

MY TURN Circle

mouse
bee
mice
bees

Directions Review each noun with students. Explain to students that mouse names just one, whereas mice names many. Explain the corresponding distinction between bee and bees. Ask students to circle the pictures of mouse and bee.

Grade K, Unit 1, Week 1

Language and Conventions, p. 24

FLEXIBLE OPTION
LESSON 1

Pre-teach:
Nouns

FLEXIBLE OPTION
LESSON 2

Oral Language:
Singular Nouns

LESSON 3

Teach Singular Nouns

LESSON 4

Practice Singular
Nouns

FLEXIBLE OPTION
LESSON 5

Standards Practice

Weekly Overview

Students will


- understand what is on the pages of a book
- learn what is on the front cover, back cover, and title page
- learn what authors do

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
▶ 2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Parts of a Book T328	Explore Parts of a Page T332	Apply Parts of a Page T336
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T329	Independent Writing and Conferences T333	Independent Writing and Conferences T337
SHARE BACK FOCUS 5–10 min.	Contents of Books T329	Words T333	Pictures T337
 READING-WRITING WORKSHOP BRIDGE 5–10 min.	FLEXIBLE OPTION ↩ • Language & Conventions Spiral Review: Singular Nouns T330–T331	• Pre-Spelling Concept Sort T334 FLEXIBLE OPTION ↩ • Language & Conventions Oral Language: Singular Nouns T335	• Language & Conventions Teach Singular Nouns T338–T339



Mentor STACK



Use the following criteria to add to your writing book stack:

- The front cover clearly names the title, author, and illustrator.
- The back cover tells details about the book.
- The title page is the first page in the book and names the title, author, and illustrator.
- Each page within the book has a simple layout with a picture, a sentence, and a page number.

FAST TRACK

LESSON 4

LESSON 5

Explore Meet the Author T340	Apply Meet the Author T344
Independent Writing and Conferences T341	Writing Club and Conferences T344–T345
Author Bio T341	Being an Author T344
<ul style="list-style-type: none"> • Language & Conventions Practice Singular Nouns T342–T343 	<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Standards Practice T346–T347

ADDITIONAL RESOURCES

MINILESSON			
5–10 min.	Meet the Illustrator	Acknowledgments Page	
INDEPENDENT WRITING AND CONFERENCES			
30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences	
SHARE BACK FOCUS			
5–10 min.	Illustrations	Acknowledgments	
	See the online <i>Language Awareness Handbook</i> for additional writing support.		See the <i>Small Group Guide</i> for additional writing support.

Conferences



Mentor STACK




During this time, assess for understanding of the parts of a book in order to gauge where students may need support in their writing. Have stack books and minilessons available during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Parts of a Book

If students need additional support,


 **Then** show a book from the stack. Talk about what you see on the front and back covers.

If students show understanding,

Then have students tell you why the front cover of their book is important.

Parts of a Page

If students need additional support,


 **Then** have students review books from the stack to see how words and pictures make up a story.

If students show understanding,

Then have students explore stack books to find other elements of a page (sidebar, caption, etc.).

Meet the Author

If students need additional support,

 **Then** read an author bio from a stack text and help students make the connection that the author wrote the book.

If students show understanding,

Then say: You will be an author this year. What are you most excited to write about?

Conference Support for ELL

EMERGING

- Show the covers of several books, pointing to each one as you say “cover.” Have students repeat the word.
- Point to words in a book, saying “words.”
- Show author pictures and bios. Say “author” and have students repeat. Point to the author’s name on the cover and title page of each book.

DEVELOPING

- Move your finger across sentences from left to right, showing how to read books.
- Provide repetitive sentence frames to explain parts of a book. *This is a(n) _____.* (cover, title page, word, picture, author) Have students repeat the sentence frame as you introduce the new word.
- Share a picture walk through a stack book.

EXPANDING

- Have students discuss the pictures and words they used in their writing.
- Have students talk through how they might change their writing.
- Model active listening and pausing before speaking to encourage students to process information.

BRIDGING

- Encourage students to think aloud about authors.
- Ask students to describe their writing ideas using complex sentences.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **first-person text** and **nouns**.



ELL Minilesson Support

Week 2: Develop Elements

During this second week, your ELLs will benefit from additional writing support that expands their awareness of books and authors. These targeted supports were chosen to help students better understand the parts of a book and the role of an author.

Use this note for the minilesson on pp. T328–T329.

ELL Targeted Support

PARTS OF A BOOK

Provide opportunities for students to use support from peers and teachers to enhance and confirm their understanding of books. Have large books available in your classroom. Label each part of the books, including the front cover, back cover, title page, author, author biography, page number, and illustration.

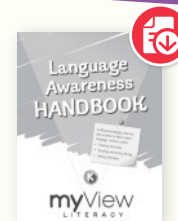
Hold up a book and point to each label. Support students as they read the English words to identify the parts of a book.

EMERGING

Support students as they demonstrate understanding of the parts of a book by talking about their own book covers and illustrations. **DEVELOPING**

Have partners talk about the parts of their own book. Tell partners to support each other as needed to enhance and confirm understanding of the parts of a book. **EXPANDING**

Have students read aloud their title and tell about the parts of their book. Guide students to provide peer support and feedback to enhance understanding of parts of a book. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T344.

ELL Targeted Support

APPLY MEET THE AUTHOR

In your classroom library, have students find author names and biographies in books.

Have students draw a picture of themselves.

EMERGING

Have students identify an author's name on a book. **DEVELOPING**

Tell students to express their opinions about what an author can change about a book. **EXPANDING**

Pair students to read each other's author bios and drawings. Encourage students to ask questions and change their stories based on suggestions. **BRIDGING**

FAST TRACK

Parts of a Book

OBJECTIVE

Identify the front cover, back cover, and title page of a book.

STUDENT INTERACTIVE, p. 87

The screenshot shows a student interactive page with a purple header. It includes a 'Read Together' icon and a 'My Learning Goal' icon. The main title is 'Parts of a Book' with the text 'Books have a front cover, a back cover, and a title page.' Below this is a 'MY TURN Match' activity with three boxes labeled 'front cover', 'back cover', and 'title page'. Three book covers are shown below: one with a person, one with a cat, and one with a cat. Lines connect the labels to the corresponding parts of the books. At the bottom, there are directions and a page number '87'.

Minilesson

Mentor STACK



TEACHING POINT Every book includes the following parts:

- a cover that shows the title, the author/illustrator names, and a picture that tells us something about the book.
- a back cover that gives more information about the book and sometimes contains an author biography.
- a title page that shows the title and the author/illustrator.

MODEL AND PRACTICE Display a few stack books and identify the front cover, back cover, and title page of each book for students. Hold up a final book and have students help you name its parts. As you read the information on each of those pages, point to the words. Have students notice where the title of the book is often placed. Where are the author's and illustrator's names shown?

Next, tell students you want to write a book about frogs. Ask: **What should the title be?** As you draw a mock cover, think aloud about where to place the title. **I want readers to see my title right away. I will write my title in the top center of the front cover.** Next, think aloud about where to place the author's name. **I am the author of this book, so I will write my name. I will write my name under the title of the book.** Repeat the Think Aloud as you create a back cover and title page.

Have students complete p. 87 in the *Student Interactive*.

Independent Writing

FOCUS ON PARTS OF A BOOK After the minilesson, students should begin writing independently.

- Remind them to design a front and back cover for their book and to include a title page.

WRITING SUPPORT

- **Modeled** Think aloud as you model your work.
- **Shared** Create a short checklist that includes title, author name, and illustrator name for students to follow.
- **Guided** Prompt students to think about where to place information in a book.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students have already created a cover and title page, they may continue writing.

See the **Conference Prompts** on p. T326.

Share Back

Call on a few students to share their covers. Encourage students to talk about how they chose the titles for their books.

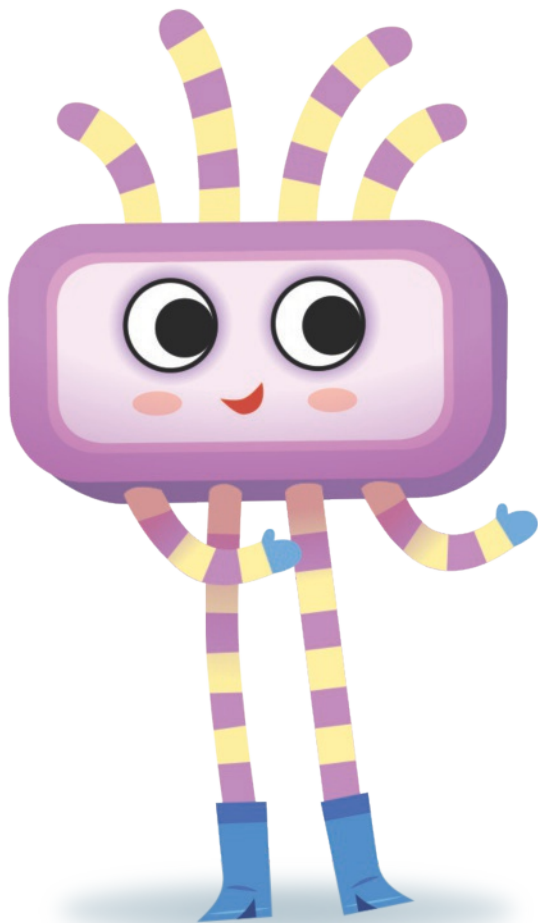


Language & Conventions

Spiral Review

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.



FLEXIBLE OPTION

LESSON 1



Spiral Review: Singular Nouns

FOCUS Review with students that singular nouns can name a person or an animal.

MODEL AND PRACTICE Write the categories *person* and *animal* on the board. Call on volunteers to name examples of people and animals. Provide examples of singular nouns if needed: *teacher, firefighter, rabbit, dog*. Ask students to help you list them in the correct category.

APPLY Pair students and have them take turns telling singular nouns that name a person or an animal. Their partner should say which category each word falls into.



ELL Targeted Support

Give Information Provide objects and pictures and have students use vocabulary to give information about them by naming the nouns.

Show students a picture of a noun such as a lion. *This is a lion. A lion is an animal.* Have students repeat the word *lion* after you. **EMERGING**

Make simple sketches of people and animals. Write *nouns* above the sketches and write *person* or *animal* under the sketches. Have students tell what type of noun is in the sketch, such as *person* or *animal*. **DEVELOPING**

Say: *The names of animals are nouns.* Have students draw a picture of an animal, label it with the appropriate noun, and say it. **EXPANDING**

Write the words *people* and *animals* on the board. *Boys and girls are people. A cat and a dog are animals. They are all nouns.* Have students work with a partner to say oral examples of each category. **BRIDGING**

FLEXIBLE OPTION



LESSON 1



Spiral Review:
Singular Nouns

FLEXIBLE OPTION



LESSON 2

Oral Language:
Singular Nouns

LESSON 3

Teach Singular Nouns

LESSON 4

Practice Singular
Nouns

FLEXIBLE OPTION



LESSON 5

Standards Practice

Explore Parts of a Page

OBJECTIVES

Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.

Develop drafts in oral, pictorial, or written form by organizing ideas.

Minilesson

Mentor STACK



TEACHING POINT Explain that you can read a book on paper or on a screen. Whether a book is printed on paper or made on a computer, tablet, or phone, most books follow the same rules, such as:

- Pages of a book include words and pictures.
- Words are written across the page from left to right.
- Page numbers help readers know where they stopped reading.

MODEL AND PRACTICE Choose a stack text and point out the parts of a page, such as the words, pictures, and page numbers. Then tell the class that you are going to write a page for your book, just like these authors did. I am writing a book about frogs. On each page of my book, I will include words, a picture, and a page number. For my first page, I will write the sentence "A frog lives in a pond." What picture could I draw on this page to go along with the words? I will draw a picture of a frog peeking out from the water. Finally, I need to add a page number. I will write the number 1 in the bottom corner of the page. Now, my first page is complete. Did I forget anything? Model checking your work to ensure all parts of a page have been included.

If time allows, write a second page for your book, allowing students to make suggestions. Be sure to include words, a picture, and a page number.

Possible Teaching Point

Writing Process

Drafting | Using Words and Pictures

As students write, have them think about how the words and pictures go together to give information or tell a story.

Have them ask themselves questions like these:

- Does the picture go along with the words?
- Do the words and pictures help me understand the topic?

Independent Writing

Mentor STACK



FOCUS ON PARTS OF A PAGE

- During Independent Writing, have students continue writing their books. If necessary, students can begin with words or phrases and edit them to be sentences later.
- Some students may only begin with pictures. Remind them to add page numbers to their books.

WRITING SUPPORT

- **Modeled** Choose a stack text and point out the words, pictures, and page numbers.
- **Shared** As students work, guide them to correctly place the words and pictures in their books.
- **Guided** Provide students with sentence frames. For example, a sentence frame for a book about frogs would be: A frog is _____.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T326.

Share Back

Call on a few students to show their work. Ask students to show where they placed the pictures and page numbers. Encourage students to ask the author questions.

Concept Sort

OBJECTIVE

Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

ELL Targeted Support

Categories Have students respond to English requests by sorting familiar items, such as balls and blocks.

Tell students that they will sort the toys into two groups: balls and blocks. Set a ball in one area and a block in another area. Then pick up another ball. **Is this a ball or a block?** Have a volunteer answer by placing the ball in the correct group. Continue with the remaining toys. **EMERGING**

Tell students that they will sort the toys into two groups. **We will put the balls in one group and the toys in the other group.** Hold up a ball or a block and ask students to name the toy. Then have a volunteer place the toy in the correct group. **DEVELOPING**

Give students directions to follow to sort the toys into categories. First, ask them to find the balls and sort them into one group. Then ask them to find the blocks and sort them into a second group. Ask: **How are all of the toys in this group alike? How are the toys in the other group alike?** **EXPANDING**

Direct students to sort the toys into the categories *balls* and *blocks*. Then ask students to think of another way to sort the toys, such as by size or color. **BRIDGING**

Minilesson

FOCUS ON STRATEGIES Tell students that some words name things that are in the same group, or category. Provide an example, such as *flower*, *tree*, *grass*. Tell students that these things are in a group, or category, called *plants*.

MODEL AND PRACTICE Model naming things in the same category. **I know that an apple is a food. I can think of other things that are also foods, such as carrots, oranges, lettuce, and bread. These things are all in the food category.** Have students name other things that fit into the category of food. Ask them to name some things that are not food.

APPLY My TURN Have students match the pictures on p. 84 in the *Student Interactive*, giving help as needed, or work through the activity together to help students identify the categories “food” and “not food” and match the pictures.

STUDENT INTERACTIVE, p. 84

PRE-SPELLING

Concept Sort

MY TURN Match

Tell students that images represent apple, pencil, rock, carrots.

84

Directions Have students identify the picture words on the left as *food* or *not food*. Then have them draw a line to match each picture word on the left to a picture word on the right that belongs in the same category.

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Language & Conventions

Singular Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language: Singular Nouns

FOCUS Tell students that in addition to naming a person or animal, singular nouns also name a place or thing.

MODEL AND PRACTICE Hold up a book and tell students that a book is a thing. Point out other examples of things: pencil, cup, desk. Tell students that school is a place. Their home is a place too. Ask them to think of other places. (park, grocery store, library) Tell students that *book* and *school* are both singular nouns.

APPLY Pair students and have them take turns telling singular nouns that name a place or thing. Their partner should say which category each word falls into.

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.



FLEXIBLE OPTION
LESSON 2

Oral Language:
Singular Nouns

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Singular Nouns

LESSON 3

Teach Singular Nouns

LESSON 4

Practice Singular Nouns

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

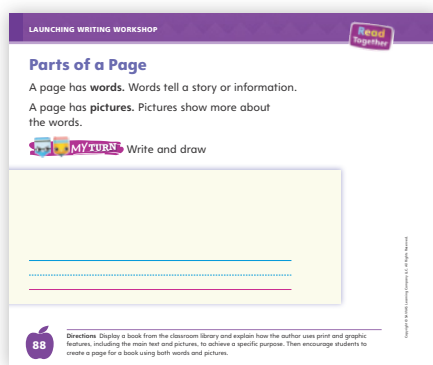
Apply Parts of a Page

OBJECTIVES

Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.

Develop drafts in oral, pictorial, or written form by organizing ideas.

STUDENT INTERACTIVE, p. 88



Minilesson

Mentor STACK



TEACHING POINT When authors write, they think of drawings or pictures that match what they are writing about. Books that contain real facts, such as a book about animals, may use real pictures. Books that tell a made-up story usually use drawings or illustrations. As authors plan their books and pages, they think about

- what kind of story to tell,
- what kinds of pictures to use, and
- which words will match the pictures.

MODEL AND PRACTICE Show books from the stack. Have students notice which books use drawings and which use real pictures. Ask: **How are these books the same? How are they different?** Prompt students to think about the pictures. **In a fiction book or made-up story, could authors use real pictures? In a nonfiction book or true story, could you use illustrations? Why or why not?**

Create a simple story about an animal or place using a picture from a magazine or the Internet. Glue the picture on a flip chart or large poster, thinking aloud about the picture placement on the page of a book. Next, think aloud about the story you will write. Come up with a story idea based on the picture. Talk about what your story will tell. Then show where you will write the words for your story on the page.

Have students turn to p. 88 in the *Student Interactive*. Ask students to create their own page using words and pictures.

Independent Writing

FOCUS ON PARTS OF A PAGE

- Have students continue writing. They should write words on each page, and they should draw or choose pictures to match what they have written.

WRITING SUPPORT

- **Modeled** As you write your picture story, model using capital letters to start your sentences.
- **Shared** As students look for pictures, ask them what kind of story they could write to match the pictures.
- **Guided** Walk around the room and provide feedback as students work. As students write, actively guide them to sound out the words in their stories.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students have already drawn pictures for their book, have them reread what they've done and make sure the pictures and words go together.

See the **Conference Prompts** on p. T326.

Share Back

Call on a few students to either read their writing or talk about it. Prompt students to explain why they chose the pictures and how they came up with their story idea.

Language & Conventions

Singular Nouns

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.



LESSON 3

Teach Singular Nouns


FOCUS Write the following words on the board: *places* and *things*.

Remind students that singular nouns name a person or animal, but they also name a place or thing. Tell students that *classroom* and *beach* are nouns that name places. Draw small sketches of a classroom and a beach under the heading *places*. Tell students that *pencil* and *book* are nouns that name things. Draw small sketches of a pencil and a book under the heading *things*.



MODEL AND PRACTICE Call on students to name other places and things they can think of. Then place students into small groups of four to five students. Give each group a sheet of paper with the title *Nouns* and the headings *places* and *things*. Have students draw simple sketches of places and things under the correct headings.

FLEXIBLE OPTION
LESSON 1

 **Spiral Review:**
Singular Nouns

FLEXIBLE OPTION
LESSON 2

Oral Language:
Singular Nouns

LESSON 3

Teach Singular Nouns

LESSON 4

**Practice Singular
Nouns**

FLEXIBLE OPTION
LESSON 5

Standards Practice

Explore Meet the Author

OBJECTIVE

Develop drafts in oral, pictorial, or written form by organizing ideas.

Minilesson

Mentor **STACK**



TEACHING POINT An author is a person who writes books. Authors write about things that are made-up or true. Information about the author and his or her work or life often appears on the back cover. This information is called an author bio.

MODEL AND PRACTICE Using stack books or your classroom library, take students on an Author Walk. Show a book that includes an author byline on the cover, as well as an author picture and short biography on the back cover or inside the book. Read the author name and bio aloud. Explain that sometimes the author bio tells why the author wrote the story or what the author likes about the story.

Next, have students find books with author names, pictures, and bios. Remind students to listen actively as you read the bios aloud. Prompt students to think about why the author wrote the book. Then say: **This year, you will be authors. You will write books just like these authors did!**

Possible Teaching Point

Language & Conventions | Singular Nouns

Remind students that singular nouns can name

- a place, such as *school*
- a thing, such as *desk*

Ask students to review their books. Have them circle the nouns that name a place and draw a box around the nouns that name a thing.

Independent Writing

Mentor **STACK**



FOCUS ON AUTHOR BIOGRAPHY

- Have students continue writing their books. Suggest that they write about themselves on the back cover and even draw a self-portrait. If there is room, their back cover can also tell what their book is about.

WRITING SUPPORT

- **Modeled** Write an author biography about yourself. Talk through what you want to write in your author bio and why.
- **Shared** As students work, have them think of things to include in their author bio.
- **Guided** Use the stack text to encourage students to model their author stories after author bios in the stack.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T326.

Share Back

Call on a few students to share their back cover. Ask students why they included certain information.

Language & Conventions

Singular Nouns

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.

Writing Workshop

Tell students to pay attention to singular nouns as they write their drafts during Writing Workshop. Ask them to look for nouns as they read, too.

LESSON 4

Practice Singular Nouns



APPLY MyTURN Have students turn to p. 86 in the *Student Interactive*. Have students identify which noun names a thing (*ball*) and which names a place (*park*). Then have students edit the sentence on p. 86 for singular nouns.

STUDENT INTERACTIVE, p. 86


LANGUAGE AND CONVENTIONS Read Together

Singular Nouns

A **noun** can name a thing or a place.

ball  park 

TURN and TALK Tell which word names a thing. Tell which word names a place.

MY TURN Write 

yard bike

The bike is in the yard.

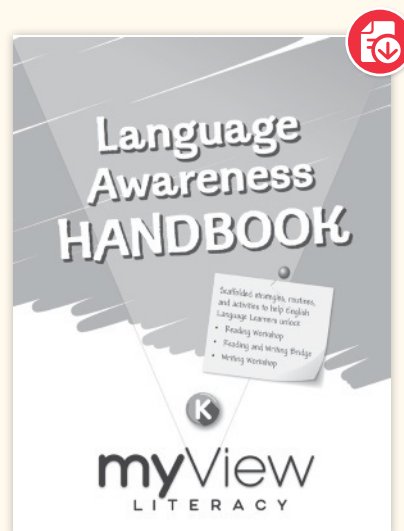
86 **Directions** Read the information at the top of the page. Have students identify which noun names a thing and which one names a place. Then have students edit the sentence by writing each singular noun in the correct position in the sentence.

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Develop Language Awareness

For additional practice with singular nouns, complete the activity on p. 11 of the Language Awareness Handbook. In this practice activity, students will use visual support to understand singular nouns.



FLEXIBLE OPTION

LESSON 1



Spiral Review:
Singular Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Singular Nouns

LESSON 3

Teach Singular Nouns

LESSON 4

Practice Singular
Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

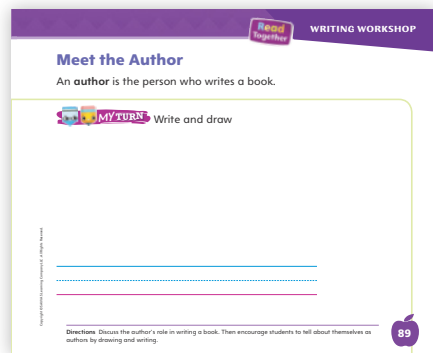
FAST TRACK

Apply Meet the Author

OBJECTIVE

Develop drafts in oral, pictorial, or written form by organizing ideas.

STUDENT INTERACTIVE, p. 89



Minilesson

Mentor **STACK**



TEACHING POINT Authors often write about things that they know a lot about, especially when writing informational text. They do research or have worked in fields of study that they write about. We can find out about authors by reading their author bios—and by reading their books.

MODEL AND PRACTICE Tell students that authors often write about things that they know a lot about. So a teacher might write about children and a zookeeper might write about animals. Remind students that anyone can be an author. They are going to be authors this year, just like the people who wrote these books!

Show some books and stories from the stack. Identify and read the author's bio for these books. Say: **This book is about _____. Does this author know a lot about _____?** Guide students to identify why an author might have written about a certain topic.

Have students turn to p. 89 in the *Student Interactive*. They should practice writing their own author bio.

WRITING CLUB

Use p. T345 to guide Writing Club discussions.

Share Back

After Writing Club, call on students with whom you conferred. Ask the students to share their stories with the class.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their books, focusing on the cover, the title page, and the words and pictures.

As students join their Writing Club group, they should spend the first 5–10 minutes in their groups discussing the following:

- Appropriate ways to ask questions
- Process for taking turns to share ideas
- How to listen when others talk about their writing

What Are We Sharing? Tell students that they should share their books with their group members. Their classmates should help them decide if their pictures and words on the page go together, if their covers are complete, and if the author bio is interesting.



How Do We Get Started? *Conversation Starters*

Use these prompts to help students begin the discussions in their Writing Club.

- I think your front cover ____ .
- You may want to change the picture on this page to ____ .
- That is a good suggestion. I will ____ .
- You may want to add ____ to your bio because ____ .

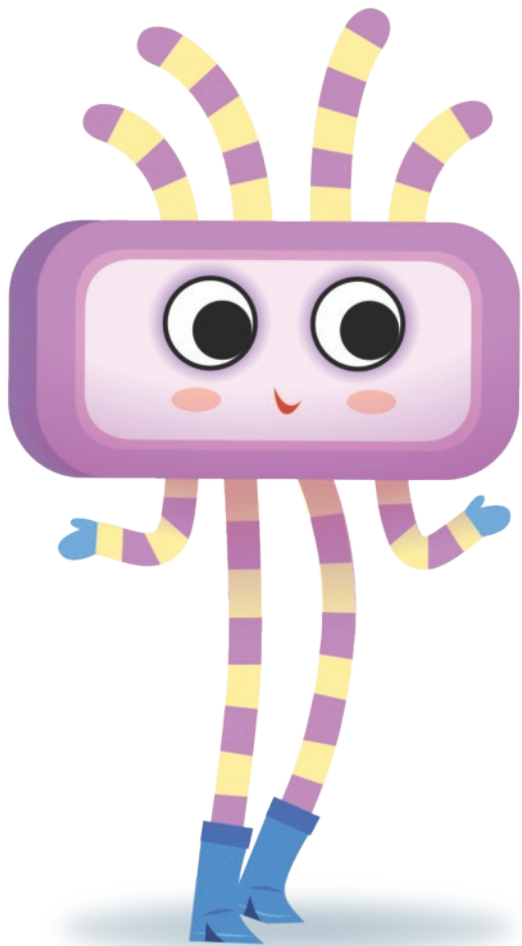


Language & Conventions

Singular Nouns

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.



FLEXIBLE OPTION 

LESSON 5

Standards Practice

Write the following words on the board. Ask student volunteers to circle the singular nouns that are places and put a box around the nouns that are things.

school **place**

cup **thing**

classroom **place**

ball **thing**

park **place**



APPLY My TURN Have students complete *Language and Conventions*, p. 25, from the *Resource Download Center*.

Name _____

Language and Conventions

Singular Nouns

A singular noun names one person, place, or thing.

MY TURN Write

ball
school
house

1. I go to school to learn.
2. I have dinner at my house.
3. My sister likes the red ball.

Directions Tell students that nouns can name people, places, and things. Review the three nouns from the word bank with students. Have students complete each sentence with a word from the bank. Then have them read aloud each sentence.

Grade K, Unit 1, Week 2 25

Language and Conventions, p. 25

FLEXIBLE OPTION
LESSON 1



Spiral Review:
Singular Nouns

FLEXIBLE OPTION
LESSON 2

Oral Language:
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LESSON 3

Teach Singular Nouns

LESSON 4

Practice Singular Nouns

FLEXIBLE OPTION
LESSON 5

Standards Practice

Weekly Overview

Students will

- understand the difference between a word and a sentence
- learn to leave spaces between words
- evaluate their writing to understand when to start a new book

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Types of Books T352	Explore Spaces Between Words T356	Apply Spaces Between Words T360
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T353	Independent Writing and Conferences T357	Independent Writing and Conferences T361
SHARE BACK FOCUS 5–10 min.	What Kind of Book T353	Word Spacing T357	First Pages T361
READING-WRITING WORKSHOP BRIDGE 5–10 min.	FLEXIBLE OPTION ← • Language & Conventions Spiral Review: Nouns T354–T355	• Pre-Spelling Concept Sort T358 FLEXIBLE OPTION ← • Language & Conventions Oral Language: Plural Nouns T359	• Language & Conventions Teach Plural Nouns T362–T363



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Use the following criteria to add to your writing book stack:

- It is easy to identify individual sentences in the book, often with each sentence on its own line.
- Words are clearly spaced.
- Text reinforces the illustrations or photos on the page.

FAST TRACK

LESSON 4

LESSON 5

Explore When to Start a New Book T364	Apply When to Start a New Book T368
Independent Writing and Conferences T365	Writing Club and Conferences T368–T369
Finishing a Book T365	Asking for Suggestions T368
<ul style="list-style-type: none"> • Language & Conventions Practice Plural Nouns T366–T367 	<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Standards Practice T370–T371

ADDITIONAL RESOURCES

<p>MINILESSON</p> <p>5–10 min.</p>	Types of Books	Draw for Meaning
<p>INDEPENDENT WRITING AND CONFERENCES</p> <p>30–40 min.</p>	Independent Writing and Conferences	Independent Writing and Conferences
<p>SHARE BACK FOCUS</p> <p>5–10 min.</p>	Identifying Types of Books	Illustrations
 <p>See the online <i>Language Awareness Handbook</i> for additional writing support.</p>	 <p>See the <i>Small Group Guide</i> for additional writing support.</p>	

Conferences



Mentor STACK




During this time, assess for understanding of the basic structure of words, sentences, and books in order to gauge where students may need support in their writing. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Types of Books

If students need additional support,


 **Then** ask: What kind of books do you like to read?

If students show understanding,

Then have them explain why they chose this idea and type of book.

Spaces Between Words

If students need additional support,


 **Then** have them turn pages of a book, pointing to the spaces between words.

If students show understanding,

Then have them explain what tools they use to make even spaces between words.

When to Start a New Book

If students need additional support,

 **Then** show a stack book and ask how they know the book is finished.

If students show understanding,

Then have them think ahead to brainstorm ideas for their next book.

Conference Support for ELL

EMERGING

- Learn the words *story*, *fact*, and *how-to* in your students' home languages. Write each word along with the English word.
- Show books from the stack, explaining what each type of book is in your students' home languages and in English.
- Encourage students to identify types of books from the stack by looking at the pictures.

DEVELOPING

- Have students sort books into types based on the three types discussed in the lesson.
- Help students use tools to make even spaces between words.
- Use shared writing to help students write words to go along with pictures.

EXPANDING

- Have students discuss the types of books they like to read.
- Have students talk through the pictures used in each type of book.
- Use guided writing to help students develop structure in their books.

BRIDGING

- Invite students to discuss the type of book they might write next.
- Have students work with others to demonstrate a concept for a new book.
- Ask students to describe how to finish a book.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **text evidence** and **plural nouns**.



ELL Minilesson Support

Week 3: Develop Structure

During this week, your ELLs will benefit from additional writing support that expands their understanding of the structure of books and sentences. These targeted supports were chosen to help students increase comprehension of the English language and build foundational writing skills.

Use this note for the minilesson on pp. T352–T353.

ELL Targeted Support

TYPES OF BOOKS

Arrange the stack books into different types of books, with one type per shelf or table. Prompt students to read the titles of the books and use support from peers and teachers to understand the different types.

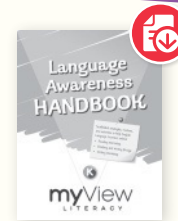
As a class, have students browse class books and identify the type of book they are looking at. Prompt students to ask questions if they do not understand something. **BEGINNING**

Guide student pairs to talk about what they see in each type of book and ask questions about something they do not understand.

DEVELOPING

Have student pairs talk about the types of books they like to read and why. **EXPANDING**

Have students ask questions to compare the different types of books. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T360–T361.

ELL Targeted Support

APPLY SPACES BETWEEN WORDS

Have students use support from peers and teachers to develop their grasp of language structures. Provide books in your students' home languages.

Guide students to point to the spaces between words and the spaces between letters. Provide additional sentences and guidance for students still struggling. **BEGINNING**

Guide students to circle the spaces between words and the spaces between letters. Then have students compare their work with a partner to demonstrate understanding.

DEVELOPING

Have students practice writing or copying a short sentence using correct spacing between words. Then have student pairs read the sentence and work together to circle the spaces between words. **EXPANDING**

Have students write or copy a short sentence and circle the spaces between each word. Then have students explain why spaces are important after words. Provide support if needed. **BRIDGING**

FAST TRACK

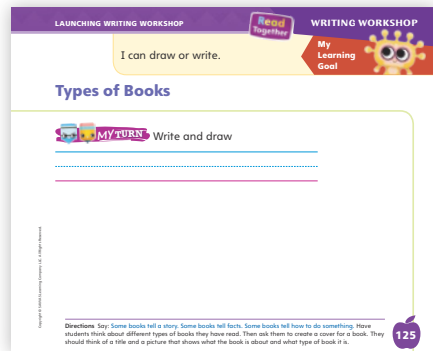
Types of Books

OBJECTIVES

Discuss with adult assistance the author's purpose for writing text.

Develop drafts in oral, pictorial, or written form by organizing ideas.

STUDENT INTERACTIVE, p. 125



Minilesson

Mentor **STACK**



TEACHING POINT There are many types of books. An author decides what kind of book he or she will write. An author may write a pretend story, a book that describes how to do something, or a book that explains something.

MODEL AND PRACTICE Using the stack books, notice the different kinds of books you see. Think aloud as you look at each cover and read the title. Say: **I wonder if this book is fiction or nonfiction.** Then model with a Think Aloud to explain which type of book it is. For example: **When I look at the cover, I see _____. The title of this book is _____. That tells me this book will probably be about _____. When I look at the pictures, I see _____.**

Continue this Think Aloud with different types of books from the stack. Then say: **We can write many types of books this year too. Which type of book is your favorite? Try them all!** Then have students turn to p. 125 in the *Student Interactive*. Instruct them to create a cover for a book, with a title and a picture that show what the book is about and what type of book it is.

Independent Writing

FOCUS ON WRITING BOOKS

- Have students continue writing their books. Students can begin a new book if they think of a topic they would prefer to write about.

WRITING SUPPORT

- **Modeled** Create your own nonfiction book, “A Farm Morning.” Draw a sun and a barn on your cover. Tell if your book is fiction or nonfiction.
- **Shared** Create a book together; you write the title and have students draw the picture showing fiction or nonfiction elements.
- **Guided** As students work, walk around and prompt them to use what they already know about books.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students have already finished writing a book, have them start a new book. Tell students that they can write as many books as they want during this unit.

See the **Conference Prompts** on p. T350.

Share Back

Call on a few students to tell about a new idea they are writing about.



Language & Conventions

Spiral Review

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.

FLEXIBLE OPTION

LESSON 1



Spiral Review: Nouns

FOCUS Review with students that nouns name people, places, animals, and things.

MODEL AND PRACTICE Provide this sentence for students: *The tree has lots of apples.* Read aloud the sentence, pointing to each word. I remember that a noun names a person, place, animal, or thing. I see two nouns in this sentence: *tree* and *apples*. Underline the words.

Provide another sentence: *Tom has a book.* Read aloud the sentence with students. Ask: *How many nouns do you see in this sentence? What are they?* Underline the nouns as students name them.

Call on different students to say an example of a noun.





ELL Targeted Support

Give Information Provide objects and pictures and have students use vocabulary to give information about them by naming the nouns.

Show students a picture of a noun such as a lion. **This is a lion. A lion is an animal.** Have students repeat the word *lion* after you. **EMERGING**

Make simple sketches of people and animals. Write *nouns* above the sketches and write *person* or *animal* under the sketches. Have students tell what type of noun is in the sketch, such as person or animal. **DEVELOPING**

Say: **The names of animals are nouns.** Have students draw a picture of an animal, label it with the appropriate noun, and say it. **EXPANDING**

Write the words *people* and *animals* on the board. **Boys and girls are people. A cat and a dog are animals. They are all nouns.** Have students work with a partner to say oral examples of each category. **BRIDGING**

FLEXIBLE OPTION



LESSON 1



Spiral Review:
Nouns

FLEXIBLE OPTION



LESSON 2

Oral Language:
Plural Nouns

LESSON 3

Teach Plural Nouns

LESSON 4

Practice Plural Nouns

FLEXIBLE OPTION



LESSON 5

Standards Practice

Explore Spaces Between Words

OBJECTIVES

Recognize that sentences are comprised of words separated by spaces and recognize word boundaries.

Recognize the difference between a letter and a printed word.

Recognize that spoken words are represented in written language in specific letter sequences.

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TEACHING POINT Keeping the right amount of space between words is important as you write. The space shows readers where one word ends and another word begins. Without the right amount of space, it is hard to read and follow along in a book.

MODEL AND PRACTICE Choose a book from your stack. Open it to a page and show students the spacing between each word. Point out that all of the spacing is the same. Then copy one of the sentences onto your chart or board. As you write each word, talk about the word's boundaries. For example, *The* starts with *T* and ends with *e*. After writing *The*, use two fingers to create a space and then write the next word. Again, show the word's boundaries, continuing like this for each word in the sentence. When you are finished, have students follow along as you read the sentence, pointing with your finger. Make it a point to notice that the right space between words makes it easy to read.

Next, write the same sentence, this time leaving little or no space between words. Have students notice that without the right spacing, it is hard to read a sentence. Explain that whether you have too little spacing or too much spacing, a sentence becomes hard to read and understand.

Note the difference between a letter and a word. Tell students that most words are made up of more than one letter. Point out that spoken words, when written, are made of letters that are in a specific order.

Independent Writing

FOCUS ON SPACING

- As students begin writing independently, remind them to use proper spacing between words. They should review what they have written so far to be sure letters and words are spaced correctly.
- After they have done this, they can continue writing their books.

WRITING SUPPORT

- **Modeled** Show the spaces between words in different types of books.
- **Shared** Ask students what they can use other than their fingers to create space between words.
- **Guided** Have students look at the spaces between words so they can transition to natural spacing without fingers or other tools.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T350.

Share Back

Call on a few students to show their sentences to the class. Ask the class if the student left too little or too much space between words.

Concept Sort

OBJECTIVE

Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

ELL Targeted Support

Categories: Shapes Provide practice in recognizing the names of shapes.

Draw a circle on the board. Say: **This is a circle.** Have students repeat the name: *circle*. Continue with a triangle and a square. Then ask students questions about the shapes. **What shape is this?** Have students answer using the sentence frame: *This shape is a _____.* **EMERGING/DEVELOPING**

Draw a circle, triangle, square, and rectangle on the board and have students name the shapes. Call on a volunteer to explain the difference between a square and a rectangle. Have students work in pairs to look around the room and find the four shapes. **EXPANDING**

Have students draw a circle, triangle, square, and rectangle. Call on a volunteer to explain the difference between a square and a rectangle. Have students work independently to look around the room and make a list of classroom items for each of the four shapes. Then have students share their lists with a partner. **BRIDGING**

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FOCUS Explain that a category is a group of items that has something in common. For example, a slide, a swing, and a sandbox are in a category of things found in a playground. Tell students that when we name things in a group, it can help us discover what the category is and what the things in the group have in common.

MODEL AND PRACTICE Draw these shapes for students: a triangle, a square, and a circle. Make the shapes different sizes and colors. Point to each one and name it. Have students repeat. Model determining what group these things fit into. **I know a triangle is a shape. I know a square is a shape, and a circle is too. The group, or category, must be shapes. It doesn't matter if the shapes are different sizes or different colors. They are still shapes.**

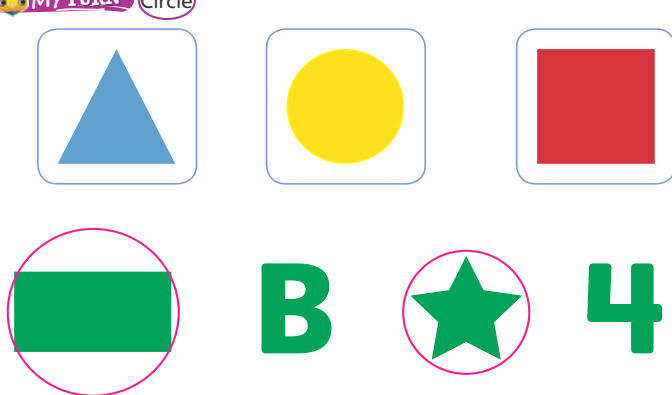
APPLY My TURN Have students complete the activity on p. 122 in the *Student Interactive* by circling the shape picture words and using the words to identify and talk about the category.

STUDENT INTERACTIVE, p. 122

PRE-SPELLING

Concept Sort

MY TURN Circle



Directions Say: A category is a group of items that has something in common. We can name the items in a group and then say what they have in common. Have students name the three items in the boxes and identify the category as shapes. Finally, have students circle and say the picture names that belong in the category.

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Language & Conventions

Plural Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language: Plural Nouns

FOCUS Tell students that *plural* means more than one of something. *Plural nouns* name two or more people, places, animals, or things. Draw a sketch of one cat and a sketch of two cats. Write *cat* under the single cat. Tell students that the word *cat* is a noun. **When there is more than one cat, we add an -s to the end of the word to make cats. The letter -s at the end tells us that there is more than one cat.** Write *cats* under the sketch of two cats and circle the s.

APPLY Hold up one book and ask how many books students see. Then hold up two books and ask how many books they see. Make sure they use the plural -s. Repeat with other objects, for example, three pencils, one apple, four blocks, etc.

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.



FLEXIBLE OPTION
LESSON 2

Oral Language: Plural Nouns

FLEXIBLE OPTION
LESSON 1

Spiral Review: Nouns

LESSON 3

Teach Plural Nouns

LESSON 4

Practice Plural Nouns

FLEXIBLE OPTION
LESSON 5

Standards Practice

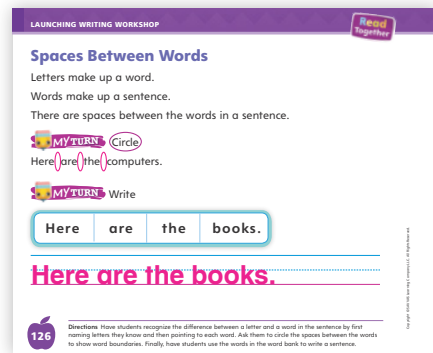
FAST TRACK

Apply Spaces Between Words

OBJECTIVE

Recognize that sentences are comprised of words separated by spaces and recognize word boundaries.

STUDENT INTERACTIVE, p. 126



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TEACHING POINT Equal spacing between words makes a sentence easy to read.

MODEL AND PRACTICE Choose a stack book and show students the first page. *There is a space between each word in this sentence. That makes it easy to read. Notice how all of the spaces are the same, no matter how long the word is.*

Write the sentence on a chart or project it on the board. Circle each word. Then have students copy the sentence, making sure that the words are evenly spaced.

Tell students to turn to p. 126 in the *Student Interactive*. Read the page with them. Have students circle the spaces between the words and then write the sentence on the line using proper spacing.

Possible Teaching Point

Writing Process

Drafting | Correct Spacing Between Words

Students should be using correct spacing between words in their books. Have them look through their books and check for correct spacing between words.

Independent Writing

FOCUS ON SPACING

- As students begin their independent writing time, remind them to use the same spacing between words. They may use their fingers or another tool to measure the spaces.
- Students should continue writing books in any genre they choose.

WRITING SUPPORT

- **Modeled** Write a sentence and do a Think Aloud as you leave space between the words.
- **Shared** Take turns writing the words to a sentence as you talk through spacing.
- **Guided** As students write, have them evaluate the spacing between their words and sentences.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T350.

Share Back

Call on a few students to show the first page or two of their books. Point out the correct spacing in the writing.

Language & Conventions

Plural Nouns

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.

LESSON 3

Teach Plural Nouns

FOCUS Remind students that a noun names a person, animal, place, or thing. Tell them that we add an -s to the end of a noun to show there is more than one.

dog

dogs

car

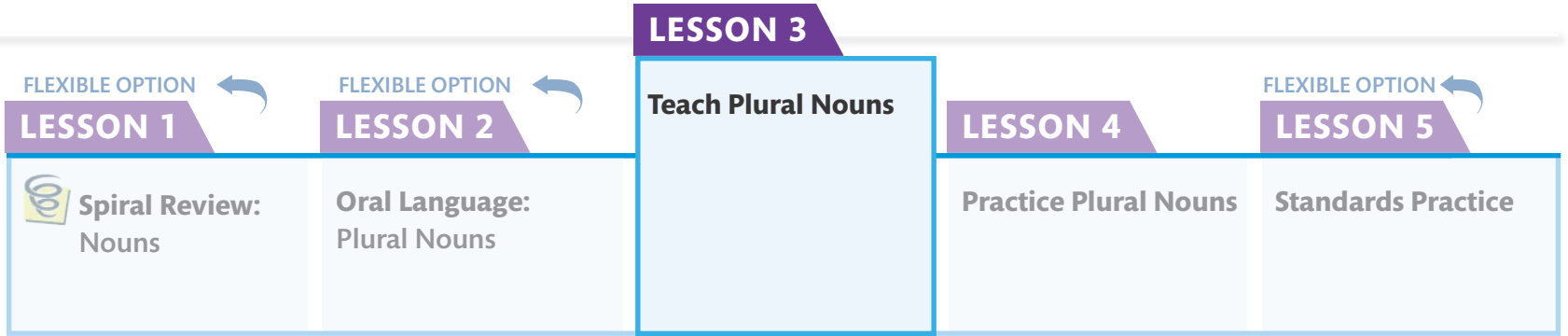
cars





MODEL AND PRACTICE Provide the following for student reference: one dog, two dogs, three dogs. Circle the s at the end of the words. We put an -s at the end of a noun when we want to show there is more than one. Provide the following words: *one car, two car, three car*. Ask students to tell which words need an -s added to the end to show there is more than one.

Provide additional practice. Display these words: *one cats, two books, two pen, one car*. Have students read the words with you. Tell them that there are some mistakes in these words. One by one, point to each word and ask students if it is correct. If it is not, ask them how you should make the word correct. Make the changes in the words as students watch.



Explore When to Start a New Book

OBJECTIVE

Develop drafts in oral, pictorial, or written form by organizing ideas.

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TEACHING POINT Most authors finish writing one book before they start another one. A finished book has a cover, a title page, illustrations, and enough details. It is also organized logically and has the correct spacing between words.

MODEL AND PRACTICE Show a book from your stack. Look at the cover that shows the title and author's name. Then review the title page. Read the book aloud and show how the illustrations are complete and there are enough details on each page. Point out that the book has an ending. Ask students what other information is needed to know that a book is complete. Create a class checklist on the board or chart.

Display the checklist on p. 127 in the *Student Interactive* or use the checklist your class created. Then show another book from your stack. Go through each item in the checklist as you look through the book. Prompt students to tell you if the book is finished or needs more work.

Possible Teaching Point

Language & Conventions | Plural Nouns

This week, students are learning about plural nouns. Remind them that a plural names two or more people, animals, places, or things. As students write, check that they are using nouns correctly.

Have students

- circle nouns in their book
- tell whether the noun names one, or more than one
- draw pictures to match the nouns in their book

Independent Writing

FOCUS ON COMPLETING A BOOK

- As students begin their independent writing, have them continue writing their books.

WRITING SUPPORT

- **Modeled** Think aloud about why you should finish a book before starting another one.
- **Shared** Ask guiding questions to help students brainstorm other items to include on their checklist.
- **Guided** Ask guiding questions to help students know what is missing from their books or if their books are complete.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students have already finished writing, have them add illustrations or details and make any corrections to the text. They can refer to the checklist when they finish to make sure they have completed their books.

See the **Conference Prompts** on p. T350.

Share Back

Call on a few students to read aloud their books. Then ask them what they still need to do to finish the book. Have them explain how they will know when the book is finished.

Language & Conventions

Plural Nouns

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.

Writing Workshop

Have students look at their writing to check that they have used plural nouns correctly. Provide assistance as necessary.

LESSON 4

Practice Plural Nouns

PRACTICE Provide the following words: *one cats, two books, two pen, one car*. Have students read the words with you. Point to each word and ask students how to correct any mistakes.



APPLY MyTURN Have students edit for a plural noun to complete the activity on p. 124 in the *Student Interactive*. Depending on your students' needs, have them work with a partner, independently, or with teacher guidance.

STUDENT INTERACTIVE, p. 124

LANGUAGE AND CONVENTIONS Read Together

Plural Nouns

We add *s* to the end of some nouns to name more than one.

 1 dog  2 dogs

TURN and TALK Tell how many there are of each thing. Which word needs an *s* at the end?

MYTURN Circle and write
The two tree are tall.

trees

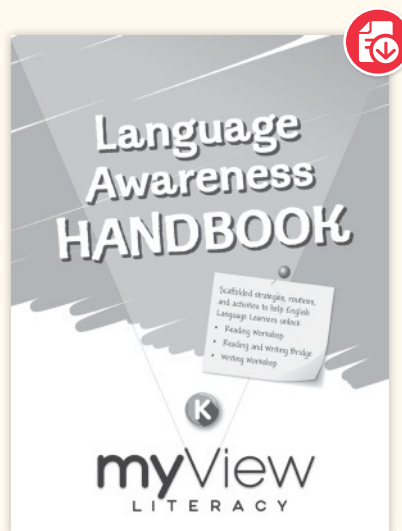
124 **Directions** Read the information at the top of the page. Have partners count the books and desk in the pictures and discuss which word needs a plural ending. Then read the sentence with students. Have them edit the sentence by circling the word that should end with *s*. Ask them to write the plural noun on the line.

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Develop Language Awareness

For additional practice with plural nouns, complete the activity on p. 13 of the *Language Awareness Handbook*. In this practice activity, students will use visual support to understand plural nouns.



FLEXIBLE OPTION

LESSON 1



Spiral Review:
Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Plural Nouns

LESSON 3

Teach Plural Nouns

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FLEXIBLE OPTION

LESSON 5

Standards Practice

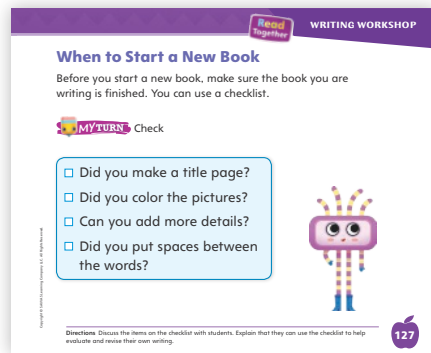
FAST TRACK

Apply When to Start a New Book

OBJECTIVE

Develop drafts in oral, pictorial, or written form by organizing ideas.

STUDENT INTERACTIVE, p. 127



Minilesson

Mentor STACK



TEACHING POINT To make sure a book is finished, authors go back and read their work. At that time, they can

- add more details to the text.
- make sure words are spelled correctly.
- check to see that pictures and words are on the right pages.

MODEL AND PRACTICE Tell students that they will write many books during Writing Workshop, and it is important to know when to start a new one. If at any time a student has a better idea, it is OK to put an unfinished book aside and begin a new one. Otherwise, when completing a book, there are steps they can take to make sure the book they are working on is complete.

Using a stack text, have students follow along as you model checking whether it is complete. Refer to the checklist on p. 127 in the *Student Interactive* or use a checklist your class created.

As you page through the book, talk aloud to check off the items in the checklist. Notice that the book has a title page. Notice that the pictures and words match up on the pages. Continue going through the checklist and thinking aloud so students can follow your thought process about how to check if a book is finished. Ask: **Can I add more details to this book? Even when you think you're done, you probably have a lot more work to do! There are always more details you can add.** Make note of their suggestions and decide what to add, continuing to talk through your thought process. When you are done, have students complete the checklist on p. 127 for their own book.

WRITING CLUB

Use p. T369 to guide Writing Club discussions.

Share Back

After Writing Club, call on students with whom you conferred. Ask the students to share their books with the class.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share what they have learned about writing and completing a book.

Students should spend the first 5–10 minutes in their groups reviewing:

- Being considerate when sharing ideas
- The role of the listener
- How to ask and answer questions

What Are We Sharing? Students can share their work from the week. Have them point out the parts of the book, spacing between words, titles, and other elements of their completed book. Prompt students to think about what they could do better or differently next time. Have students engage in conversation about each other's work, making sure to guide students toward positive remarks.

How Do We Get Started? *Conversation Starters*

Use these prompts to help students begin the discussions in their Writing Club.

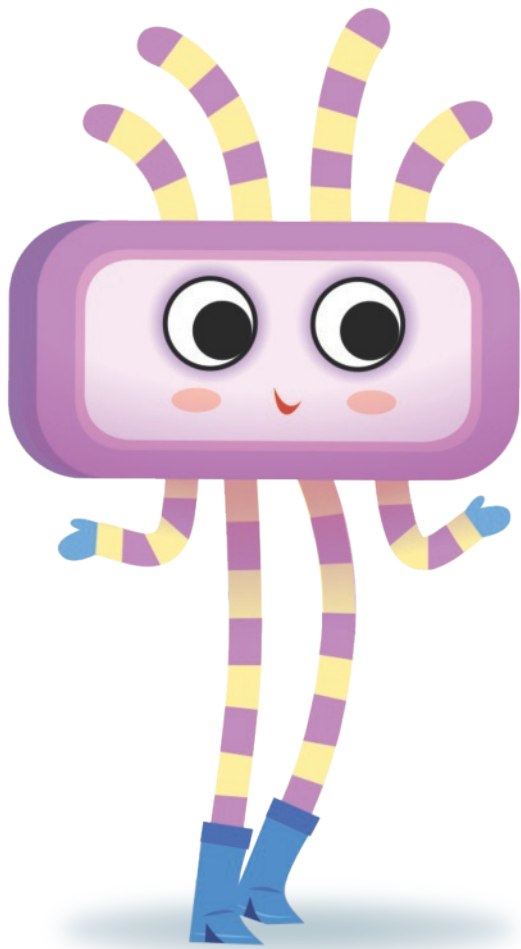
- How does your work show what good writers do?
- Can you show me the parts of your book?
- I like that you added ____.
- Was it hard to make even spaces between your words?
- I know your book is complete because ____.

Language & Conventions

Plural Nouns

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.



FLEXIBLE OPTION 

LESSON 5

Standards Practice

Display the following sentences:

1. *Can you give me three pen?*
2. *We have a new car.*
3. *I have two white cat.*
4. *Bob is a big boys.*

Read each sentence. Have students tell whether each one uses correct plural nouns. Ask how they would make the incorrect nouns correct.



APPLY MyTURN Have students complete *Language and Conventions*, p. 26, from the *Resource Download Center*.

Name _____

Language and Conventions

Plural Nouns

A plural noun names many. Plural nouns can end with -s.

MYTURN Write

cat	book	dog
-----	------	-----

1. Some cat S chase mice.

2. Some dog S chase cats.

3. I will read lots of book S !

Directions Tell students that nouns can name people, places, and things. Review the three nouns from the word bank with students. Then tell students that adding on -s at the end of a noun can make it plural, or name many instead of one. Have students make the nouns in the sentences plural nouns by adding -s.

Grade K, Unit 1, Week 3

Language and Conventions, p. 26

FLEXIBLE OPTION
LESSON 1



Spiral Review:
Nouns

FLEXIBLE OPTION
LESSON 2

Oral Language:
Plural Nouns

LESSON 3

Teach Plural Nouns

LESSON 4

Practice Plural Nouns

FLEXIBLE OPTION
LESSON 5

Standards Practice

Weekly Overview

Students will


- learn how to ask and answer questions about writing
- practice how to make suggestions to other writers
- learn how to respond to suggestions

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
▶ 4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Writing Club T376	Explore Ask and Answer Questions T380	Apply Ask and Answer Questions T384
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T377	Independent Writing and Conferences T381	Independent Writing and Conferences T385
SHARE BACK FOCUS 5–10 min.	Drawings and Ideas T377	Questions and Answers T381	Questions About a Book T385
 READING-WRITING WORKSHOP BRIDGE 5–10 min.	FLEXIBLE OPTION ← • Language & Conventions Spiral Review: Plural Nouns T378–T379	• Pre-Spelling Concept Sort T382 FLEXIBLE OPTION ← • Language & Conventions Oral Language: Plural Nouns T383	• Language & Conventions Teach Plural Nouns T386–T387



Mentor STACK



Use the following criteria to add to your writing book stack:

- Nonfiction books about topics that students will have questions about.
- Books that are engaging and provide opportunities for group discussion.

FAST TRACK

LESSON 4

LESSON 5

Explore Make and Respond to Suggestions T388

Apply Make and Respond to Suggestions T392

Independent Writing and Conferences T389

Writing Club and Conferences T392–T393

Suggestions and Responses T389

Using Suggestions T392

- **Language & Conventions** Practice Plural Nouns T390–T391

- **FLEXIBLE OPTION** **Language & Conventions** Standards Practice T394–T395

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Give Effective Feedback

Choose Your Best Book

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

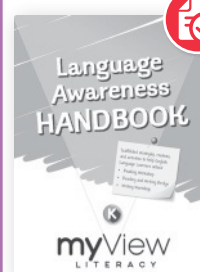
Independent Writing and Conferences

SHARE BACK FOCUS

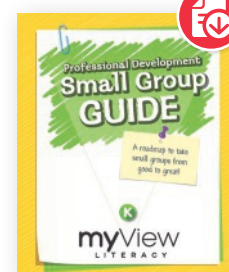
5–10 min.

Providing Feedback

Choosing a Book



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



Mentor STACK




During this time, assess for understanding of the use of questions and suggestions in order to gauge where students may need support this week. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Writing Club

If students need additional support,


 **Then** ask: What kind of groups do you belong to?

If students show understanding,

Then say: Your Writing Club can give you feedback and advice. What part of your book would you like to share with your Writing Club? Why?

Ask and Answer Questions

If students need additional support,


 **Then** show a list of question words and have students use the words to formulate questions about a stack book.

If students show understanding,

Then ask them a question about their book and listen to how they answer.

Make and Respond to Suggestions

If students need additional support,

 **Then** have them practice making suggestions about something in the classroom.

If students show understanding,

Then ask them how they could use suggestions to improve their book.

Conference Support for ELL

EMERGING

- Model introducing yourself. Have students practice introducing themselves.
- Model talking about a picture you made. Speak clearly and slowly, using common words.
- Learn key introduction phrases in your students' home languages.

DEVELOPING

- Learn a few introduction phrases in your students' home languages and translate them to English. Have students repeat what you say.
- Have students talk about just one part of their drawing or picture.
- Ask simple questions about your students' work. Encourage students to answer the questions.

EXPANDING

- Ask students to talk about why Writing Club is important.
- Review question words to ensure students can differentiate the meaning of each.
- Encourage students to answer questions in complete sentences.

BRIDGING

- Have students lead a small group, introducing themselves and sharing their writing.
- Have students share suggestions about one of their favorite books.
- Prompt students to think about other situations where they would accept or reject an idea.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **author's craft** and **plural nouns**.



ELL Minilesson Support

Week 4: Writer's Craft

During this week, your ELLs will benefit from additional support related to sharing their work with others. These targeted supports were chosen to help students increase comprehension of the English language and learn to better communicate with their classmates about the writing they have done this unit.

Use this note for the minilesson on pp. T376–T377.

ELL Targeted Support

WRITING CLUB

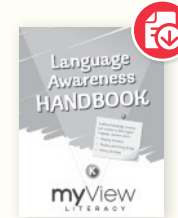
Review what we do in Writing Club, referencing p. 163 in the *Student Interactive*. We share. We talk. We listen. Explain that in Writing Club, we take turns sharing and listening.

Use small groups to practice common phrases they might use in Writing Club. **EMERGING**

Guide students to practice using the phrases you discussed. **DEVELOPING**

Have students talk about why asking questions is important. **EXPANDING**

Ask students to talk about their story idea and listen to suggestions other students make. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T384–T385.

ELL Targeted Support

APPLY ASK AND ANSWER QUESTIONS

Have question words posted in a visible and accessible area in your classroom so students can reference them as they express their ideas.

Have students express ideas using the question words in their home languages. **EMERGING**

Guide students to practice asking questions about ideas in a stack book using the question words. **DEVELOPING**

Ask students questions about their drawings or writing. Prompt them to answer using complete sentences. **EXPANDING**

Prompt students to think about the kinds of questions you could ask before, during, or after reading. **BRIDGING**

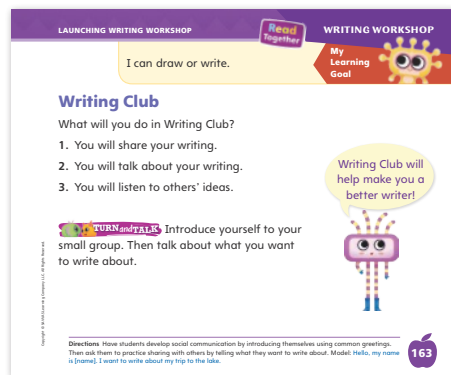
FAST TRACK

Writing Club

OBJECTIVE

Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.

STUDENT INTERACTIVE, p. 163



Minilesson

Mentor **STACK**



TEACHING POINT Writing Club happens once a week and provides students with an opportunity to share their writing, talk about their writing, and listen to other people's ideas about their writing.

MODEL AND PRACTICE Model introducing yourself using common greetings. Tell students that today you will talk more about Writing Club. Remind students that they have already spent some time in their Writing Club groups. In Writing Club, students share their work with one another and ask for feedback, just like real writers who join writing groups. Say that today you will pretend that you are part of a Writing Club too.

Choose a stack book and introduce yourself as the author. Tell the students about the idea for the book. Explain why you chose that topic. **I chose this topic because _____.** Next, pose a question to the class: **Does anyone have an idea to help me write my story?** Model listening actively and jotting notes down. As you jot notes about their suggestions, think aloud: **I like that suggestion, so I will write it down. Writing down other people's ideas helps me remember what I can do to be a better writer.**

Arrange students into their Writing Club groups. Have them complete the Turn and Talk activity on p. 163 in the *Student Interactive*.

Independent Writing

Mentor **STACK**



FOCUS ON SHARING

- During Independent Writing, have students continue to write or draw a book. Encourage them to think about what they would talk about with their Writing Club.

WRITING SUPPORT

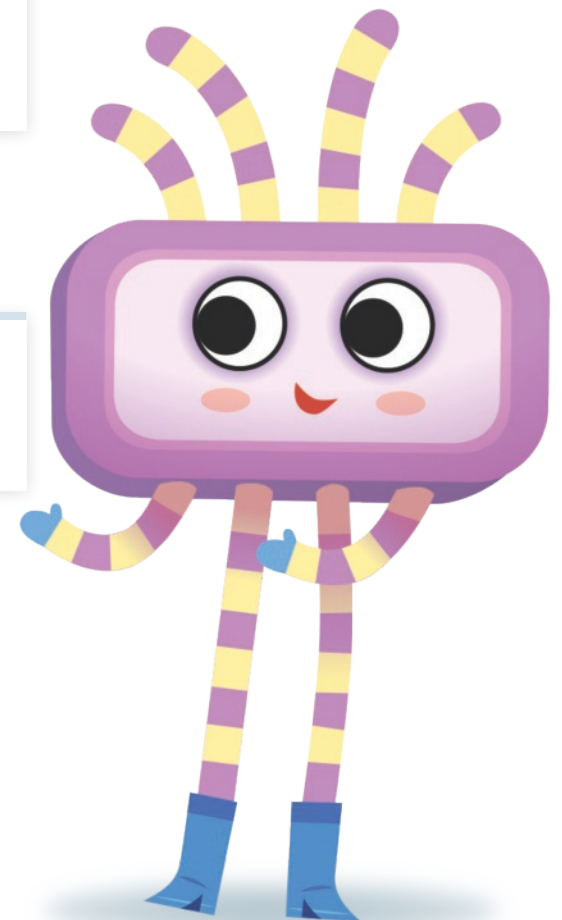
- **Modeled** Model how to participate in a Writing Club by introducing yourself and explaining your idea for a book. Write a list of questions you would ask the group.
- **Shared** Have students choose a stack book. Read the author's name together. Have them introduce themselves as the author and tell their story idea.
- **Guided** Use the stack book and provide explicit instruction on what the author would do during Writing Club.

 **Intervention** Refer to the *Small Group Guide* for support.

When conferring individually with students, use the **Conference Prompts** on p. T374.

Share Back

Call on a few students to share their books. Engage students in a discussion about the type of book they made. Why did they decide to write about this topic?



Language & Conventions

Spiral Review

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.

FLEXIBLE OPTION 

LESSON 1



Spiral Review: Plural Nouns

FOCUS Tell students that nouns name people, animals, places, and things. Remind them that when there is more than one, such as two animals, we often add -s.

MODEL AND PRACTICE Draw simple sketches of one book and two books. Under the sketch of one book, write *one book*. Under the sketch of two books, write *two books*. Circle the -s. Have students hold up two hands and ask how many hands they are holding up. Repeat by asking them to hold up one pencil, show three fingers, show their thumbs, and point to their eyes.

APPLY Draw three circles, two squares, and one triangle on the board. Ask partners to state in complete sentences how many of each shape there are.





ELL Targeted Support

Plural Nouns Provide concrete objects such as pens, pencils, books, and cups, including multiples of some of them. Provide written sentence frames for students to fill in and read aloud: *I see one _____; I see _____.*

Display one or more objects at a time and have students use the sentence frames to tell what they see. **EMERGING**

Ask students to work with a partner. Have partners take turns holding up one or more objects. Have them use the sentence frames to tell what they see. **DEVELOPING**

Have student pairs identify one or more of the same objects around the room and write their own sentences about what they see. Then have the pairs read aloud their sentence to another group. **EXPANDING**

Provide a simple T-chart with the headings “One Thing” and “More than One Thing.” List the words *pen*, *cat*, and *car* in the first column. Ask students to write the correct form of the plural noun in the second column. **BRIDGING**

FLEXIBLE OPTION



LESSON 1



Spiral Review:
Plural Nouns

FLEXIBLE OPTION



LESSON 2

Oral Language:
Plural Nouns

LESSON 3

Teach Plural Nouns

LESSON 4

Practice Plural Nouns

FLEXIBLE OPTION



LESSON 5

Standards Practice

Explore Ask and Answer Questions

OBJECTIVES

Ask and answer questions about key details in a text before, during, and after reading.

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Minilesson

Mentor STACK



TEACHING POINT We can ask questions because we need help. We can also ask questions because we want more information or because we want to make sure we understand something. We answer questions when we want to help people understand something or when we need to give someone a response to their question. To respond to a question, we have to think about our answer and then say it.

MODEL AND PRACTICE Hold up a book from the stack and tell students that you will pretend to be the author, and they can ask you questions. Make a T-Chart. On the left side, write *Question*; on the right, write *Answer*.

Read the book aloud, allowing students to look at the pictures. When you are finished reading, ask: **Who has a question for me about my book?** Write the question on the left side of the T-Chart. Answer the question aloud and write the answer in the right column. Continue doing this until you have several questions and answers on the board. When you can engage students to help answer a question, do so and record their answer on the chart.

Explain to students that in Writing Club they will ask and answer questions to learn about each other's books. Tell students that they should ask each other questions if they need help, if they want more information, or if they want to make sure they understand what someone has said.

Independent Writing

Mentor STACK



FOCUS ON QUESTIONS

- During Independent Writing, have students continue writing and drawing their books. Encourage them to think about questions they could ask their Writing Club.

WRITING SUPPORT

- **Modeled** Show a stack book and model asking questions about it to learn more.
- **Shared** Show a stack book and have students ask questions to learn more about the topic. Then read some pages of the book and ask students if the author “responded” to any of their questions.
- **Guided** As students read books, prompt them to ask questions and/or provide answers about the text.

 **Intervention** Refer to the *Small Group Guide* for support.

As you confer with students, use the **Conference Prompts** on p. T374.

Share Back

Call on a few students with whom you conferred to share a page of their books. After each student has shared, ask a question about that student’s book and allow the student to practice answering.

Concept Sort

OBJECTIVE

Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

ELL Targeted Support

Sorting Help students understand the concept of sorting.

Use several of each color blocks: red, blue, green. Point to each color block and ask students what color it is. Provide this sentence frame for their response: *The block is ____*. Put the blocks into groups according to their colors. Say: *I can sort the blocks. These blocks are red. These blocks are blue. These blocks are green.* **EMERGING**

Point to the red truck. Say: *This is a truck. The truck is red.* Ask students what other picture is red. Have them circle it.

Repeat with the colors blue and green. **DEVELOPING**

Have partners work together to circle the items that are the same color as the dots. Provide support as needed. **EXPANDING**

Have partners work together to circle the items that are the same color as the dots. Then have them find items in the classroom that are red, blue, and green and put them into groups. **BRIDGING**

Minilesson

FOCUS ON STRATEGIES Remind students that sorting means putting things into categories, or groups of items that have something in common. *Things can be sorted by their size, such as large or small. Things can be sorted by their shape, such as circles, triangles, and squares. We can also sort things by their colors.*

MODEL AND PRACTICE Show students different colored blocks and model how you can sort them into colors. *These blocks are different colors. I can sort them by their color. I can put all the green blocks together, all the red blocks together, and all the blue blocks together.* Mix up the blocks and call on a volunteer to sort the blocks by color. Then have students tell what each group has in common and use the words to identify the category: colors.

APPLY My TURN Have students look at p. 160 in the *Student Interactive* and say the colors of the dots in front of the pictures. Have them put their finger on the red dot. Ask students which pictures are red. Then have them circle the red pictures. Ask students to complete the rest of the activity. You may want some students to work with a partner.

STUDENT INTERACTIVE, p. 160

PRE-SPELLING

Concept Sort

MY TURN Circle

160

Directions Say: A category is a group of items that has something in common. We can say the items and then identify, or name, the category. Have students name what they see in the three boxes and then identify the category: colors. Then have students circle the pictures in each row that are the same color. Have them talk about other words that would fit in the category.

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Language & Conventions

Plural Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language: Plural Nouns

FOCUS Tell students that nouns name a person, animal, place, or thing. Plural nouns name more than one. Sometimes a noun is made plural by adding -s and sometimes a noun is made plural by adding -es.

MODEL AND PRACTICE Tell students that when nouns end with the sound /s/, /ch/, or /ks/, we add the ending -es to make a plural noun. For other nouns, we add the ending -s. Say a word, such as *dress*. **How can I make this a plural noun? The word ends with the sound /s/, so I will add the ending -es: dresses.**

APPLY Have students sit in a circle. Give one student a soft ball and ask him or her to say a noun. The student should pass the ball to the student on his or her right, who will add -s or -es to make a plural noun. Then that student names another noun and passes the ball. Continue until all students have had a turn.

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.



FLEXIBLE OPTION
LESSON 2

Oral Language:
Plural Nouns

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Plural Nouns

LESSON 3

Teach Plural Nouns

LESSON 4

Practice Plural Nouns

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

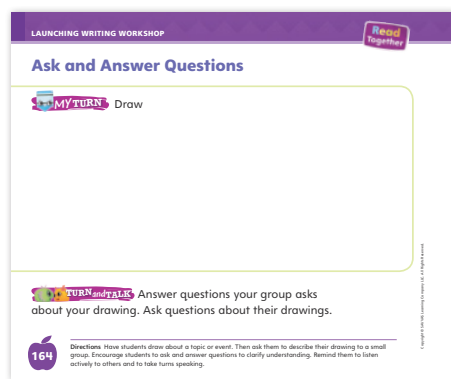
Apply Ask and Answer Questions

OBJECTIVES

Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.

Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*).

STUDENT INTERACTIVE, p. 164



Minilesson

Mentor STACK



TEACHING POINT Asking questions about a book is a good way to learn more or help understand something. You may ask questions before reading a book, while reading a book, or after reading a book. Questions can start with *who*, *what*, *where*, *when*, *why*, and *how*.

MODEL AND PRACTICE Use a flip chart for this lesson. Write the following question words on the top part of the chart:

- Who
- What
- Where
- When
- Why
- How

Show a book from the stack and look at its cover. Do a Think Aloud and use the question words to ask a question. Write down each question. Explain to students that as you read, you might find answers to your questions or you might have more questions. Ask questions such as: **What will happen next?** **Why did the character feel this way?** Write the questions on the chart. When you are finished reading, have students ask questions using the question words.

Then have students look at p. 164 in the *Student Interactive*. Tell them to draw a picture about a topic or event. Have them gather in small groups and ask and answer questions about their drawings.

Possible Teaching Point

Writing Process

Revising and Editing | Ask and Answer Questions

Tell students that good writers want to make sure their readers understand their words and drawings. Asking and answering questions about a book can help students make sure their writing is clear.

Have partners take turns asking and answering questions about their books. Encourage them to use the question words *who*, *what*, *where*, *when*, *why*, and *how*.

Independent Writing

Mentor STACK



FOCUS ON QUESTIONS

- Have students continue working on their books. As they write, they can continue to think of questions for their Writing Club.

WRITING SUPPORT

- **Modeled** Show students how to take turns asking questions about a stack book.
- **Shared** Ask questions about a stack book and have students look through the book to try to find an answer.
- **Guided** Prompt students to use *who*, *what*, *where*, *when*, *why*, or *how* to ask their questions.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students have finished writing, have them add drawings and think about questions related to those drawings. Remind students that they can begin a new book at any time.

See the **Conference Prompts** on p. T374.

Share Back

Call on a student to share his or her book so far. Allow the rest of the class to ask questions about it.

Language & Conventions

Plural Nouns

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.

LESSON 3

Teach Plural Nouns

FOCUS Display and read this sentence:

I see a pretty beach.


Then have students tell you which word is a noun. (*beach*) Display and read this sentence: *I see pretty beaches*. Tell them that some nouns become plural by adding *-es* and others become plural by adding *-s*. Words ending in *-ch*, *-s*, and *-x* require *-es*.





MODEL AND PRACTICE Model adding the correct ending to a noun to make it plural. Draw a simple sketch of two glasses with the word *glass* under it. I see two glasses, so I need to write the plural form. I see an -s at the end of the word *glass*, so I know I need to add -es. Draw two sketches: three boxes and two buses. Label each sketch with the singular noun. Point to each drawing and ask students whether you should write an -s or an -es at the end of the word. Then write the word under the sketch. Call on students to circle the plural ending in each word.

FLEXIBLE OPTION
LESSON 1

 **Spiral Review:**
Plural Nouns

FLEXIBLE OPTION
LESSON 2

Oral Language:
Plural Nouns

LESSON 3

Teach Plural Nouns

LESSON 4

Practice Plural Nouns

FLEXIBLE OPTION
LESSON 5

Standards Practice

Explore Make and Respond to Suggestions

OBJECTIVE

Develop social communication such as introducing himself/herself using common greetings and expressing needs and wants.

Minilesson

Mentor STACK



TEACHING POINT Making suggestions is a good way to share ideas about something. When we make a suggestion about writing, we ask the author to think about our idea.

MODEL AND PRACTICE Tell students that they can use the following phrases to make and respond to suggestions: *Why don't you _____? Maybe you could _____. Would you like to _____? That's a good idea because _____. I'm not sure that will work because _____. What do you mean by _____?* Hold up a stack book that the students are familiar with. Look through the book and read it aloud. Model making suggestions to the author and illustrator. Use sticky notes to write your suggestions and stick them to the book. For example, you might say: *I could suggest to the author and illustrator, Why don't you add a _____ on the cover? What about changing _____?* Then pretend you are the author and discuss ways to respond to the suggestions.

Possible Teaching Point

Language & Conventions | Plural Nouns

Remind students that plural nouns are nouns that name more than one person, animal, place or thing. Many nouns are made plural by adding -s. Nouns that end in -s, -ch, or -x, are made plural by adding -es. As students write their books, have them check that they are spelling plural nouns correctly.

Independent Writing

Mentor **STACK**

FOCUS ON SUGGESTIONS AND RESPONSES

- For Independent Writing, students should continue working on a book they have started.

WRITING SUPPORT

- **Modeled** Use a stack book and model how to present suggestions and responses.
- **Shared** Using a stack book, show how to make a suggestion and have students use what they've learned to respond.
- **Guided** Prompt students to pose suggestions and responses politely.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students have completed their books, have them think about how they could make revisions and improvements.

See the **Conference Prompts** on p. T374.

Share Back

Call on students with whom you conferred to read aloud a few pages. Have students make suggestions. Have the writer consider how to respond to those suggestions.

Language & Conventions

Plural Nouns

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.

Writing Workshop

Tell students to pay attention to plural nouns as they write their drafts during Writing Workshop. Ask them to look for examples of nouns in their realistic fiction book. Are there singular nouns they can make plural by adding -es?

LESSON 4

Practice Plural Nouns


APPLY MyTURN Have students edit for a plural noun to complete p. 162 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 162


LANGUAGE AND CONVENTIONS Read Together

Plural Nouns

We add **es** to some nouns to name more than one.




branch




branches

MYTURN Write



peach



peach **es**

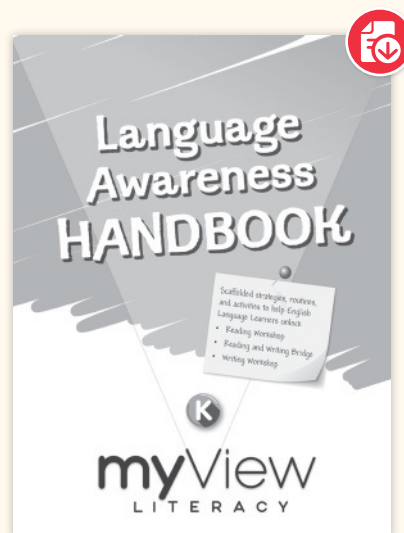
162 **Directions** Read to students the information at the top of the page. Then have students read the words. Tell them to edit the word *peach* by changing it to its plural form to match the picture.

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Develop Language Awareness

For additional practice with plural nouns, complete the activity on p. 15 of the *Language Awareness Handbook*. In this practice activity, students will use visual support to understand plural nouns.



FLEXIBLE OPTION

LESSON 1



Spiral Review:
Plural Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Plural Nouns

LESSON 3

Teach Plural Nouns

LESSON 4

Practice Plural Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Apply Make and Respond to Suggestions

OBJECTIVE

Develop social communication such as introducing himself/herself using common greetings and expressing needs and wants.

STUDENT INTERACTIVE, p. 165



Minilesson

Mentor **STACK**



TEACHING POINT When someone makes a suggestion, you can respond with accepting the idea or rejecting the idea. When you accept a suggestion, you agree to do what the person says. When you reject a suggestion, you don't agree with what the person says. Sharing and responding to suggestions helps make our writing better.

MODEL AND PRACTICE Open a stack book to a page with an illustration. Ask the class for suggestions about the text or illustration. Then tell students that they will make and respond to suggestions during Writing Club today. Review with students how to introduce yourself during Writing Club. Say: **My picture is about _____**. Then have students make suggestions using what they've learned about phrasing suggestions. Respond to the students' suggestions by either accepting their suggestions or rejecting their suggestions. Model what to say in both cases. **Thank you for that idea, I think I will do that.** When rejecting a suggestion, repeat the same frame: **Thank you for that idea, but I don't think that will work.** Continue modeling until students show comprehension.

Have students complete p. 165 in the *Student Interactive* as time allows.

WRITING CLUB

Arrange students into their Writing Clubs. Use p. T393 to guide Writing Club discussions.

Share Back

After Writing Club, call on a few students to share their books and one suggestion they received from their Writing Club to make it better.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will use what they have learned about Writing Club rules, taking turns asking and answering questions, and making and responding to suggestions.

Students should spend the first 5–10 minutes in their groups reviewing:

- How to share their writing
- How to talk about their writing
- How to ask questions
- How to listen to answers
- How to make and respond to suggestions

What Are We Sharing? Students can share what they wrote or drew this week. They will ask for suggestions and then implement any changes they agree with.



How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions during Writing Club.

- What do you think about ____?
- How can I improve ____?
- Adding ____ will help because ____.
- I think you could ____.
- Thank you for that idea. I think I will ____.

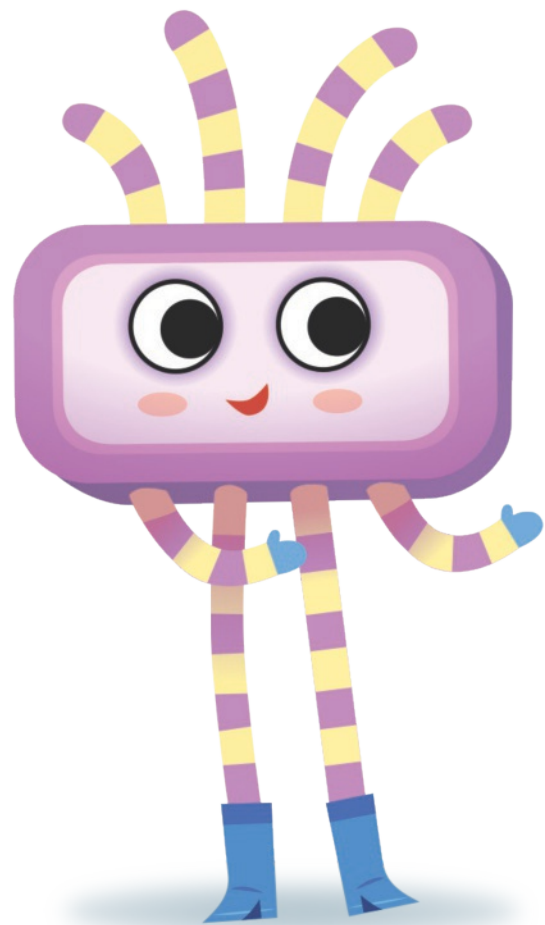


Language & Conventions

Plural Nouns

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.



FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following sentence and guide students to complete the question.

(1) We lost the baseball in the bushes.

Which word in the sentence is an example of a plural noun?

- A We
- B lost
- C baseball
- D bushes



APPLY My TURN Have students complete *Language and Conventions*, p. 27, from the *Resource Download Center*.

Name _____

Language and Conventions

Plural Nouns

A plural noun names more than one. Plural nouns can end with *-es*.

MY TURN Write

box	kiss	wish
-----	------	------

1. What is in the box *es* _____ ?

2. Grandma gives me kiss *es* _____ .

3. I have many wish *es* _____ !

Directions Tell students that nouns can name people, animals, places, and things. Review the three nouns from the word bank with students. Then tell students that adding *-es* at the end of a noun can make it plural, or name many instead of one. Have students make the nouns in the sentences plural nouns by adding *-es*.
 Grade K, Unit 1, Week 4
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Language and Conventions, p. 27

FLEXIBLE OPTION
LESSON 1



Spiral Review:
Plural Nouns

FLEXIBLE OPTION
LESSON 2

Oral Language:
Plural Nouns

LESSON 3

Teach Plural Nouns

LESSON 4

Practice Plural Nouns

FLEXIBLE OPTION
LESSON 5

Standards Practice

Weekly Overview

Students will


- edit for parts of a book
- incorporate peer feedback
- celebrate their writing

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
▶ 5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Edit for Parts of a Book T400	Explore Incorporating Peer Feedback T404	Apply Incorporating Peer Feedback T408
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T401	Independent Writing and Conferences T405	Independent Writing and Conferences T409
SHARE BACK FOCUS 5–10 min.	Front and Back Cover, Title Page T401	Words T405	Editing Writing T409
 READING-WRITING WORKSHOP BRIDGE 5–10 min.	FLEXIBLE OPTION ↩ • Language & Conventions Spiral Review: Plural Nouns T402–T403	• Pre-Spelling Concept Sort T406 FLEXIBLE OPTION ↩ • Language & Conventions Oral Language: Singular and Plural Nouns T407	• Language & Conventions Teach Singular and Plural Nouns T410–T411



Mentor STACK



Use the following criteria to add to your writing book stack:

- A book that incorporates all parts of a book clearly.
- A book that offers numerous opportunities for students to practice questioning the author and offering feedback.
- An engaging book that students will enjoy hearing read aloud.

FAST TRACK

LESSON 4

LESSON 5

How to Celebrate T412	Assessment T416
Celebrate T413	Assessment T416–T417
Celebrate T413	Assessment T416–T417
<ul style="list-style-type: none"> • Language & Conventions Practice Singular and Plural Nouns T414–T415 	<ul style="list-style-type: none"> • FLEXIBLE OPTION Language & Conventions Standards Practice T418–T419

ADDITIONAL RESOURCES

MINILESSON 5–10 min.	Apply Feedback	Feedback Forms
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
SHARE BACK FOCUS 5–10 min.	Sharing Revised Writing	Giving Feedback
See the online <i>Language Awareness Handbook</i> for additional writing support.	See the <i>Small Group Guide</i> for additional writing support.	


Conferences Mentor STACK

During this time, assess for understanding of the process of preparing a book for publication to gauge where students may need support. Have stacks and minilessons available to reference during the conferences.


FORMATIVE ASSESSMENT

Conference Prompts


Edit for Parts of a Book

If students need additional support,	 Then name the parts of a book. Have students point to each part in their own book.
If students show understanding,	Then ask them to explain how editing makes their work better.

Incorporating Peer Feedback

If students need additional support,	 Then have students recall feedback they received from peers. Then work with students to think about how they could apply that feedback.
If students show understanding,	Then have them explain how they incorporated peer feedback and why feedback is helpful.

How to Celebrate

If students need additional support,	 Then have them think about other things they celebrate at school or home.
If students show understanding,	Then offer feedback as the student reads his or her book out loud.

Conference Support for ELL

EMERGING

- Point to and say the parts of a book. Have students repeat the words.
- Use visual cues, such as thumbs up, when providing feedback.
- Celebrate your students' individual successes.

DEVELOPING

- Provide and practice sentence frames about the parts of a book.
- Have students practice providing feedback to you.
- Guide students to answer questions about their work.

EXPANDING

- Ask students to identify positive phrases for feedback.
- Review how to accept or reject suggestions.
- Have students talk about why celebrating their writing is important.

BRIDGING

- Have students lead a discussion about positive vs. negative suggestions.
- Have students share how they have edited their work based on suggestions from peers.
- Encourage students to think of other positive sentence frames.

Reading-Writing Workshop Bridge

When conferring with students, refer back to the Bridge minilessons on **graphic features** and **singular and plural nouns**.



ELL Minilesson Support

Week 5: Publish, Celebrate, and Assess

During this week, your ELLs will benefit from reviewing key parts of the publishing process. These targeted supports were chosen to help students increase comprehension of talking about feedback and celebrating writing.

Use this note for the minilesson on pp. T404–T405.

ELL Targeted Support

EXPLORE INCORPORATING PEER FEEDBACK

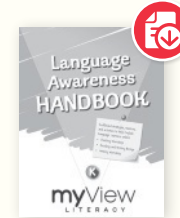
Review how we share our writing, referencing pp. 164–165 in the *Student Interactive*. We ask questions. We make suggestions. Explain that we make changes to our work when people give us good ideas.

Learn key positive phrases in your students' home language and use them for support as you provide feedback. **EMERGING**

Guide students to give their opinions about a stack book. **DEVELOPING**

Have students talk about how suggestions make our writing better. **EXPANDING**

Ask students to talk about suggestions they received for their work and how they can use those suggestions. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T412–T413.

ELL Targeted Support

HOW TO CELEBRATE

Sharing students' writing aloud with the class helps build language skills and increases your students' comfort level with speaking in English.

Have students introduce themselves and say one sentence about their work. **EMERGING**

Have students practice what they will say about their work. **DEVELOPING**

Prompt students to use sentence frames to ask questions during the celebration. **EXPANDING**

Have students think about how authors celebrate their work. Ask: *How is it different than celebrating in school?* **BRIDGING**

FAST TRACK

Edit for Parts of a Book

OBJECTIVE

Name the author and illustrator of a story and define the role of each in telling the story.

STUDENT INTERACTIVE, p. 201



Minilesson

Mentor STACK



TEACHING POINT A book has a front cover, back cover, and title page. When authors edit a book, they make sure that all of the parts are there.

MODEL AND PRACTICE Hold up a stack book. Point to the front cover. Say: This is the front cover. The front cover names the title, author, and illustrator. It also has a picture or drawing. Point to the title page. Say: This is the title page. The title page also lists the title, author, and illustrator. Point to the back cover. Say: The back cover gives the reader information about the book. Writers accept or reject suggestions for these parts of their book. They edit the covers because it is the first thing readers see. Tell students that the front and back cover must be interesting so that people will read the book. Show students a stack text and let them know you will ask questions about it before reading by looking at the front cover, back cover, and title page. Think aloud: I can see from the cover and title page that the title is _____. I wonder what this story could be about. I think it tells a story about _____. I'd like to make a suggestion for the illustrator/photographer. He or she might consider adding or changing _____. Continue thinking aloud, asking questions and making suggestions about the back cover. Encourage students to participate with you.

Have students turn to p. 201 in the *Student Interactive*. They will practice identifying the title page, front cover, and back cover of the book pictured.

Independent Writing

Mentor **STACK**



FOCUS ON EDITING

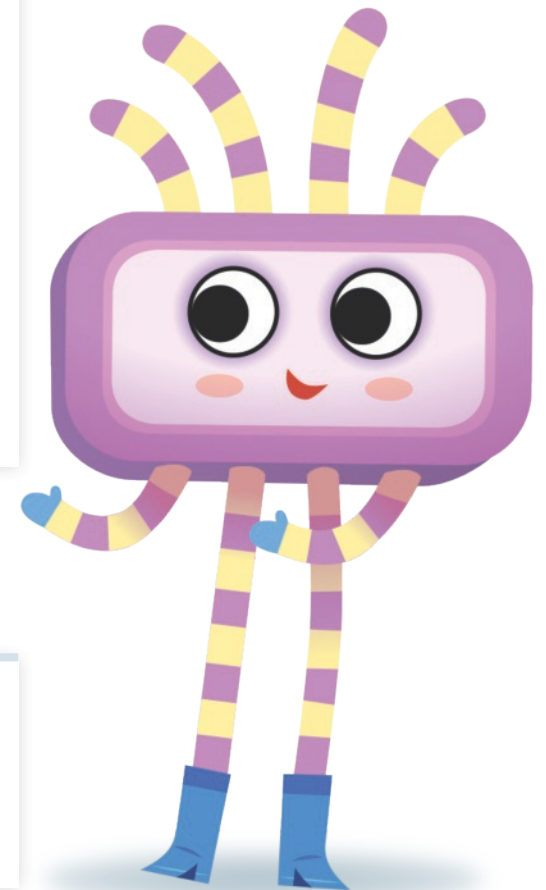
- During Independent Writing, tell students to review the books they have written this unit and choose the one that they would like to present. They will spend the next few days editing and preparing it for the celebration that will happen at the end of the week.
- Today, tell them to make sure their book has a front cover, a back cover, and a title page. Then have them continue to put the finishing touches on their book.

WRITING SUPPORT

- **Modeled** Use a stack book and make a new front/back cover and title page.
- **Shared** Ask students how they would make changes to the parts of a book.
- **Guided** Prompt students to consider how an author edits the covers and title page.

 **Intervention** Refer to the *Small Group Guide* for support.

During individual conferences, see the **Conference Prompts** on p. T398.



Share Back

Call on a few students to share their work. Encourage students to ask questions and make suggestions about the front cover, title page, and back cover.

Language & Conventions

Spiral Review

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.

FLEXIBLE OPTION

LESSON 1



Spiral Review: Plural Nouns

FOCUS Tell students that plural nouns name more than one person, animal, place, or thing. Remind them that some plural nouns end with -es.

MODEL AND PRACTICE Do a call-and-response activity with the class: name a singular noun, and have the class respond with the plural version of the same noun. Use nouns that have an -es plural ending. You can structure the activity so that individual volunteers are called on to respond, or so that the whole class is expected to respond each time.

APPLY Have students play the same call-and-response game in pairs or in small groups. Have them take turns naming singular nouns and responding with plural nouns.





ELL Targeted Support

Plurals Provide practice in learning language structures by using plural forms.

Display examples of plural words that end in *-es*. For example, make a sketch of two sandwiches. Point to one sandwich and say: **This is one sandwich.** Then point to both sandwiches and say: **There are two sandwiches.** Have students repeat. **EMERGING**

Draw a sketch of two boxes and write *two boxes* under it. Circle the *-es*. Ask students to tell how many boxes there are, using full sentences. Repeat with other sketches and words, only this time, ask a student to come up and circle the plural ending. **DEVELOPING**

Have students draw a bus and write the word *bus*. Then have students draw a second bus and add the letters *-es* to make *bus* plural. Have them repeat with the words *dish/dishes* and *dress/dresses*. **EXPANDING**

Make a T-chart on the board with the headings *-s* and *-es*. Show students pictures, including some that have *-s* endings and some that have *-es*. Have students tell in which column you should write the picture name. **BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Plural Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Singular and Plural
Nouns

LESSON 3

**Teach Singular and
Plural Nouns**

LESSON 4

**Practice Singular and
Plural Nouns**

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore Incorporating Peer Feedback

OBJECTIVE

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Minilesson

Mentor STACK



TEACHING POINT When we ask for ideas or suggestions about our work, it helps our writing get better. We have choices when people make suggestions. We can

- accept the suggestion and make changes to our writing.
- reject the suggestion and explain why.
- think of another way to make our writing better.

MODEL AND PRACTICE Choose a stack book and draw a simple picture on a flip chart or board that could be added to the book. Tell students you would like some suggestions to make your drawing better. Model accepting or rejecting suggestions and editing your work to reflect the suggestions you take.

Explain to students that authors incorporate feedback from friends, family members, and their editors. Editors help authors make their stories better.

Possible Teaching Point

Writing Process

Publishing | Share Writing

An important part of Writing Workshop is having students ask for suggestions or feedback about their writing in order to make it better. Help students successfully share their writing and be active, responsive listeners.

Prompt students to

- speak loudly and clearly so that everyone can hear
- show respect by looking at the speaker and paying close attention to what he or she says

Independent Writing

Mentor **STACK**

FOCUS ON COVERS AND TITLE PAGE

- Have students create or edit a front and back cover and a title page for the book they are planning to share.

WRITING SUPPORT

- **Modeled** Show a stack book and model making suggestions to make the cover better.
- **Shared** Ask students what kind of suggestions they might accept or reject for a stack book.
- **Guided** Prompt students to continue adding to their book by incorporating feedback.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students have already created these features, have them review the book to make additional edits based on the feedback they have received from their Writing Club.

See the **Conference Prompts** on p. T398.

Share Back

Call on a few students to share their book titles. Encourage the class to make a few suggestions. Have the writer accept or reject these suggestions and explain why.

Concept Sort

OBJECTIVE

Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

ELL Targeted Support

Sort Concepts Help students sort items into categories.

Extend students' vocabulary by naming each item on p. 198 and having them repeat the names. Point to the doll and say: **A doll is a toy.** Then point to the phone and say: **A phone is not a toy.** Ask students to point to and name all the toys. Then have them point to and name all the things that are not toys. **EMERGING**

Display several toys and other objects. Guide students to sort the objects into toys and non-toys. Hold up an object and ask students to name it. Then ask them to tell if it belongs in the toy group or in the non-toy group. **DEVELOPING/EXPANDING**

Create a T-chart with the headings "Toys" and "Not Toys" and have partners copy it. Challenge partners to write or draw as many examples of toys and non-toys as they can think of. Have partners share their examples with the class. **BRIDGING**

Minilesson

FOCUS ON STRATEGIES Tell students that we can sort things into groups, or categorize them, depending on what they are. Explain: **Some things are toys, but other things are not toys. We can put things that are toys in one category and things that are not toys in another category.** If possible, hold up a toy and hold up something that is not a toy; you can also use the two pictures below as an example for students. Explain to students that the first item is a toy while the second item is not.

MODEL AND PRACTICE Model naming toys and non-toys and categorizing them. **I can think of things that are toys: a board game, a teddy bear, a ball. I can also think of things that are not toys: a tree, a fork, a book.** Have students open the *Student Interactive* to p. 198. Say: **I see a doll. A doll is a toy, so I will put it in the toy box.** Have students draw a line from the image of the doll to the image of the box.

APPLY MyTURN Have students sort the other items shown on p. 198 of the *Student Interactive* by drawing lines between the toys and toy box. Give help as needed, or work through the activity together to help students sort the items.

STUDENT INTERACTIVE, p. 198

PRE-SPELLING

Concept Sort

MY TURN Sort

Directions Say: Some of these pictures show toys, and some show objects that are not toys. Sort the pictures by putting the toys in the toy box. Have students draw lines from the pictures of toys to the empty box at the bottom of the page.

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Language & Conventions

Singular and Plural Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language: Singular and Plural Nouns

FOCUS Explain to students that singular and plural nouns tell whether there is just one of something or more than one of something. Tell students that using singular and plural nouns correctly in conversations will help their listeners understand what they are talking about.

MODEL AND PRACTICE Point to one student in the class and say: is one student. Point to a group of students and say: and and are three students. Emphasize the distinction between *student* and *students*. If needed, give further examples of the same form.

APPLY Say short sentences such as these: *There are five pies; there is one apple; there is one dog; there are four boxes; there are two girls; there is one car.* Ask students to clap when they hear a plural noun.

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.



FLEXIBLE OPTION
LESSON 2

Oral Language:
Singular and Plural
Nouns

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Plural Nouns

LESSON 3

Teach Singular and
Plural Nouns

LESSON 4

Practice Singular and
Plural Nouns

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

Apply Incorporating Peer Feedback

OBJECTIVE

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

STUDENT INTERACTIVE, p. 202



Minilesson

Mentor STACK



TEACHING POINT Authors can listen to others to make their writing better.

MODEL AND PRACTICE Choose a stack book and model how the writer might have incorporated peer feedback. Say: *The writer of this book had an editor read it and then make comments. Then the writer incorporated those comments. Let's pretend we're the editors for this book. What feedback would you give? Write some of the students' responses. Great! Now let's think like the author. How do you think the author used that feedback?*

Write several sentences on the board that contain errors. Have students take turns providing feedback. Have a volunteer come up to the board and make the corrections per peer feedback. Discuss with the class how peer feedback improved the writing.

Have students turn to p. 202 in the *Student Interactive* and complete the My Turn activity.

Possible Teaching Point

Language & Conventions | Singular and Plural Nouns

Students have been learning about singular and plural nouns. Remind them that a singular noun names one person, animal, place, or thing, and a plural noun names two or more people, animals, places, or things.

Ask students to review their books with a partner. Have them

- circle the singular and plural nouns
- tell what each noun names

Independent Writing

Mentor **STACK**

FOCUS ON FEEDBACK

- During Independent Writing, students should think about the feedback they received in their Writing Clubs. They should make any edits or revisions based on that feedback.

WRITING SUPPORT

- **Modeled** Using a student's work or stack book, model how to incorporate feedback.
- **Shared** Take turns making positive suggestions about a student's work or stack book.
- **Guided** Prompt students to frame their suggestions with kindness.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T398

Share Back

Call on a few students to share their books and pictures. Have a few students provide feedback. Have the writer discuss how he or she can incorporate that feedback.

Language & Conventions

Singular and Plural Nouns

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.

LESSON 3

Teach Singular and Plural Nouns

FOCUS Remind students that singular nouns name one person, animal, place, or thing, while plural nouns name more than one person, animal, place, or thing. Some nouns are made plural by adding -s. Some are made plural by adding -es.






MODEL AND PRACTICE Demonstrate to students the contrast between singular and plural nouns: First say: *The girl opened the box.* Then say: *The girls opened the boxes.* Emphasize the distinction between *girl/girls* and *box/boxes*.

The girl opened
the box.

The girls opened
the boxes.

FLEXIBLE OPTION
LESSON 1

 **Spiral Review:**
Plural Nouns

FLEXIBLE OPTION
LESSON 2

Oral Language:
Singular and Plural
Nouns

LESSON 3

**Teach Singular and
Plural Nouns**

LESSON 4

**Practice Singular and
Plural Nouns**

FLEXIBLE OPTION
LESSON 5

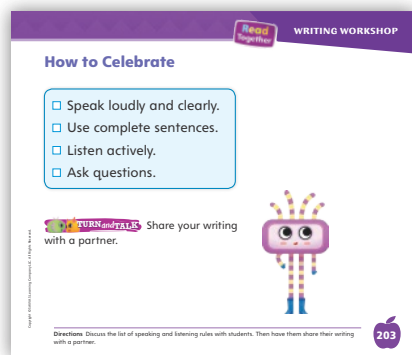
Standards Practice

How to Celebrate

OBJECTIVE

Develop social communication such as introducing himself/herself, using common greetings, and expressing wants and needs.

STUDENT INTERACTIVE, p. 203



Minilesson

Mentor STACK



TEACHING POINT When we are finished writing, we can celebrate our work. Authors celebrate by having their book printed. They may have book parties and book signings for readers. Your class will have a writing party to celebrate and share their work.

MODEL AND PRACTICE Have students turn to p. 203 in the *Student Interactive*. Read through the checklist and copy the sentences on a flip chart or poster to display in the classroom for easy reference.

Choose a stack book and tell students to imagine that you are the author. Tell students you will celebrate your work. Introduce yourself to the class. Model talking about your work.

When you are finished, think aloud: **Now it's time to listen to what people have to say about my writing. I am going to listen actively. I am going to answer their questions about my work.**

Ask: **Who has a question or suggestion for me?** Model listening actively. Thank students for their questions or suggestions. Guide students to clap for you and each other for a job well done!

Independent Writing

Mentor **STACK**



FOCUS ON CELEBRATION

- Have students share their work in a celebration!

WRITING SUPPORT

- **Modeled** Use a stack book and model how to present suggestions and responses.
- **Shared** Using a stack book, show how to make a suggestion and have students use what they've learned to respond.
- **Guided** Prompt students to pose suggestions and responses politely.

 **Intervention** Refer to the *Small Group Guide* for support.

Language & Conventions

Singular and Plural Nouns

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.

Writing Workshop

Ask students to pay attention to singular and plural nouns as they write their drafts during Writing Workshop. Ask them to look for nouns in their books. Should the nouns be singular or plural?

LESSON 4

Practice Singular and Plural Nouns

APPLY MyTURN Have students open the *Student Interactive* to p. 200. Then have them edit the sentences at the bottom of the page by writing the plural nouns and identifying the singular nouns. Provide support as needed.

STUDENT INTERACTIVE, p. 200

LANGUAGE AND CONVENTIONS Read Together



Singular and Plural Nouns

A **singular noun** names one.

A **plural noun** names more than one.

See the pencil and brush.

See the pencils and brushes.



MYTURN Circle and write

I have one dog and two cat. cats

She has three fox. foxes

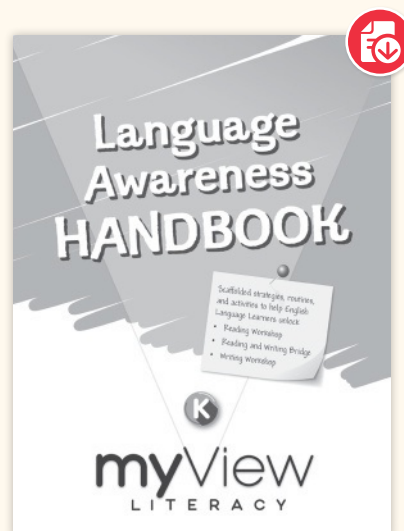
200 **Directions** Read the information and example sentences to students. Then have students edit the sentences at the bottom of the page. Ask them to circle the words that need a plural ending and write the plural nouns on the lines. Have them identify the singular noun in the sentences.

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Develop Language Awareness

For additional practice with singular and plural nouns, complete the activity on p. 17 of the *Language Awareness Handbook*. In this practice activity, students will use visual support to understand singular and plural nouns.



FLEXIBLE OPTION

LESSON 1**Spiral Review:**
Plural Nouns

FLEXIBLE OPTION

LESSON 2**Oral Language:**
Singular and Plural
Nouns**LESSON 3****Teach Singular and
Plural Nouns****LESSON 4****Practice Singular and
Plural Nouns**

FLEXIBLE OPTION

LESSON 5**Standards Practice**

FAST TRACK

Assessment

OBJECTIVES

Develop drafts in oral, pictorial, or written form by organizing ideas.

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Use a combination of drawing, dictating, and writing to compose informative texts that name a topic and supply information about it.

Minilesson

TEACHING POINT During this unit, students were introduced to the parts of a book, how to think like an author, how to accept feedback from peers, and how to ask questions about others' writing. Students also learned how to participate in Writing Club.

MODEL AND PRACTICE Say: *When writing a book we must think of an idea. Then we decide what type of book we will write. We include a front cover, a back cover, and a title page. We must also write words and draw pictures on each page.* Hold up a stack book and review the parts of a book. Then read the book, explaining that the author wrote both words and pictures on each page.

Assessment

Inform students that they are going to take a writing assessment. Using the skills they have learned in this unit, they should respond to the prompt. See the unit assessment on p. T417. Another form of assessment is to score students' published writing using the rubric on p. T417.



WRITING ASSESSMENT



Launching Writing Workshop

Provide students the assessment prompt below. The prompt may be displayed for students to respond to on a separate sheet of paper. Alternatively, the prompt may be printed from SavvasRealize.com.

PROMPT Think of an idea for a book. Write a book about it.

4-point Writing Rubric  

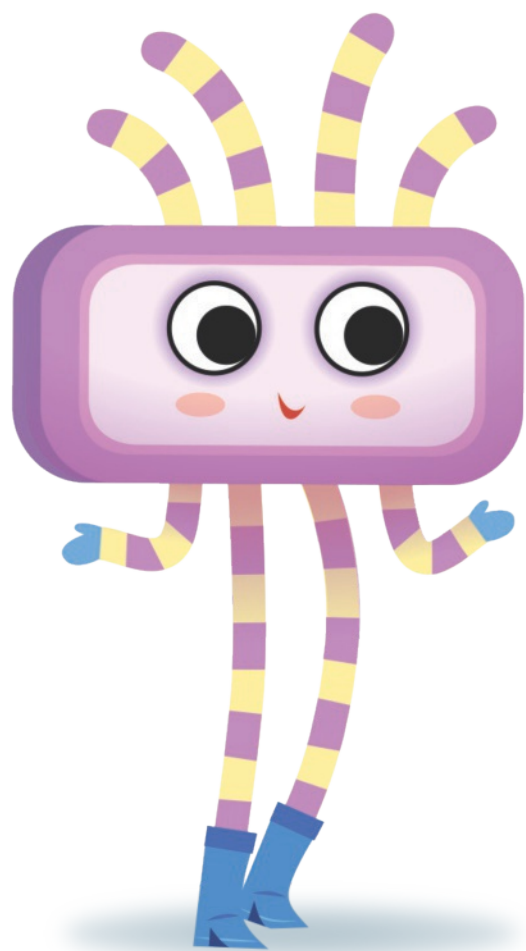
SCORE	FOCUS OF INFORMATION	ORGANIZATION	DEVELOPMENT OF TEXT	LANGUAGE AND VOCABULARY	CONVENTIONS
4	Text clearly focuses on an appropriate subject matter throughout.	Content is organized logically.	Details and drawings strongly support the content.	Text uses language that is clearly relevant to the topic.	Text has correct grammar, usage, spelling, capitalization, and punctuation.
3	Text is mostly focused on a mostly appropriate subject matter throughout.	Content is organized, but is occasionally presented in an illogical manner.	Most details and drawings support the content.	Text uses language that is mostly relevant to the topic.	Text has a few errors but is understandable.
2	Text is somewhat focused on a subject matter that is somewhat appropriate throughout.	Content is mostly organized illogically and is not intuitive.	Few details or drawings support the content.	Text uses imprecise language that is not clearly relevant to the topic.	Text has some errors in usage, grammar, spelling, and/or punctuation.
1	Text is unfocused or confusing; subject matter inappropriate.	Content has no organization.	Details and drawings are mostly irrelevant to subject matter.	Text uses vague language not relevant to the topic.	Text is hard to follow because of frequent errors.
0	Text gets no credit if it does not demonstrate an adequate command of general writing traits.				

Language & Conventions

Singular and Plural Nouns

OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.



FLEXIBLE OPTION 

LESSON 5

Standards Practice

Display the following sentence and guide students to complete the question.

(1) The cats play together.

Which word in the sentence is an example of a plural noun?

- A cats
- B together
- C play
- D the



APPLY My TURN Have students complete *Language and Conventions*, p. 28, from the *Resource Download Center*.

Name _____

Language and Conventions
Singular and Plural Nouns

A singular noun names one person, animal, place, or thing. A plural noun names more than one.

MY TURN Write

toy	toys	dish	dishes
-----	------	------	--------

1. I got a toy for my birthday.

2. After dinner I cleaned all the dishes.

3. My brother has many toys.

4. I want a dish of noodles!

Directions Review each noun with students. Explain to students that nouns can be singular or plural. Read the sentences aloud with students, leaving out the answer. Have students use words from the word bank to fill in each blank.

Grade K, Unit 1, Week 5

**Language and Conventions,
p. 28**

FLEXIBLE OPTION
LESSON 1



Spiral Review:
Plural Nouns

FLEXIBLE OPTION
LESSON 2

Oral Language:
Singular and Plural
Nouns

LESSON 3

**Teach Singular and
Plural Nouns**

LESSON 4

**Practice Singular and
Plural Nouns**

FLEXIBLE OPTION
LESSON 5

Standards Practice

Weekly Overview

Students will

- explore elements of opinion writing
- understand topics, opinions, and reasons
- generate ideas and plan their own opinion pieces

WEEK	WRITING PROCESS	FLEXIBLE PATH
▶ 1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

FAST TRACK

	LESSON 1	LESSON 2	LESSON 3
MINILESSON 5–10 min.	Opinion Writing WW2	Opinion Writing: Opinion WW3	Opinion Writing: Reasons WW4
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW2	Independent Writing and Conferences WW3	Independent Writing and Conferences WW4
SHARE BACK FOCUS 5–10 min.	Common Features of Opinion Writing WW2	Topics and Opinions WW3	Reasons WW4



Mentor STACK



- *The Best Part of Me: Children Talk About Their Bodies in Pictures and Words* by Wendy Ewald
- *The Sun Is My Favorite Star* by Frank Asch
- *I Like Me!* by Nancy Carlson

Use the following criteria to add to your opinion writing stack:

- The topic is accessible to students.
- The opinion is clearly stated.
- Various genres are represented.

Preview these selections for appropriateness for your students.

FAST TRACK

LESSON 4

LESSON 5

Brainstorm Ideas WW5

Plan Your Opinion Writing WW6

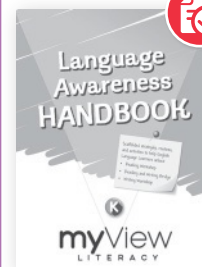
Independent Writing and Conferences WW5

Writing Club and Conferences WW6–WW7

Opinion Ideas WW5

Making a Plan WW6

ADDITIONAL RESOURCES



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences

Mentor STACK 


During this time, assess for understanding of the features of opinion writing to gauge students' ability to brainstorm and plan their own opinion writing. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Minilessons

If students need additional support,


 **Then** show a stack book students are familiar with. Ask: What does the person in this book feel or think about the topic? How do you know?

If students show understanding,

Then ask students to tell different opinions children might have about the same topic in the stack book.

Brainstorm Ideas

If students need additional support,


 **Then** ask about some of the students' favorite things to do, eat, or see.

If students show understanding,

Then ask students to tell several reasons that support their opinions.

Plan Your Opinion Writing

If students need additional support,

 **Then** have students first state their opinion and reason aloud.

If students show understanding,

Then ask: Which of your reasons is most important to you? Why?

Conference Support for ELL

EMERGING

- Read an opinion piece with a simple sentence structure.
- Create a sentence frame such as *I like ___ because ___.*
- Explain that reasons tell why.

DEVELOPING

- Use stack books students have heard before. Ask students to tell who has an opinion and how they know what the author feels or likes.
- Model language used to identify a favorite. Use words such as *best, favorite, like, and love.*
- Model how to choose a favorite from options within a topic.

EXPANDING

- Have students restate the opinions found in several stack books.
- Discuss how a book would be different if the author had a different opinion.
- Discuss additional reasons the author could give to support the opinion in one of the stack books.

BRIDGING

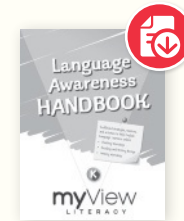
- Ask students to work with a partner to plan their opinion books and share opinions and reasons.
- Have students identify the opinion and reasons in a new opinion piece.
- Have students identify specific words that help state opinions and reasons.



ELL Minilesson Support

Week 1: Introduce and Immerse

During the week, your ELLs will benefit from additional support that increases their ability to understand published opinion writing on various topics and plan their own opinion writing.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW2.

ELL Targeted Support

OPINION WRITING

Use the stack books to help students identify the opinion and reasons in an opinion piece.

Work individually with students to identify the opinion. Have them repeat or retell the opinion using a simple sentence such as *She likes* _____. **EMERGING**

Ask students to restate the opinion and a reason from the stack book with a sentence that includes the word *because*. **DEVELOPING**

Have several students talk together about their favorites within a common topic such as favorite color, favorite food, or favorite animal. **EXPANDING**

Have students talk about how the illustrations in one of the stack books support the reasons given for the opinion. **BRIDGING**

Use this note for the minilesson on p. WW5.

ELL Targeted Support

BRAINSTORM IDEAS

Students may need support generating words to identify options within a topic or category from which to choose a favorite.

Display picture cards that fit within the same category such as animals, vehicles, or colors. Help students name each item and then choose a favorite. Provide a sentence frame such as *I like* ____ *best*. **EMERGING**

Have students choose the picture of a favorite item from a category. Model different ways to identify their choices and reasons such as, *I like* ____ *best because* _____. ____ *is my favorite* ____ *because* _____. **DEVELOPING**

Have students talk with a partner and state their opinions about several simple topics. Remind students that they do not need to have the same opinion. **EXPANDING**

Have students talk together about their opinions and reasons related to a simple topic. Then ask them to restate their partner's opinion and reasoning to the larger group. **BRIDGING**

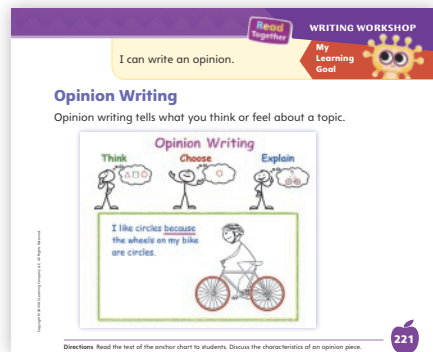
FAST TRACK

Opinion Writing

OBJECTIVE


Identify traits of opinion writing.

STUDENT INTERACTIVE K.5, p. 221



Writing Support

- **Modeled** Show examples of opinion writing from the stack texts. Do a Think Aloud to explain why each is an opinion piece.
- **Shared** With students' input, make a list of topics about which a person might have an opinion.
- **Guided** Prompt students to think about a topic and an opinion about which they feel strongly. Provide explicit support and instruction as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT An opinion is how someone thinks or feels about a topic. Opinion writers state an opinion about a topic and give reasons to support their opinion.

MODEL AND PRACTICE Select an opinion book from the stack. Read the title and ask if students can tell what the topic of the book might be. Talk about any clues in the title or on the cover that might help the reader know that someone in the book is going to have an opinion. Read the book aloud. As you read, pause to reinforce the topic and opinion. Note the reasons given that support the opinion.

After reading, tell students: *When authors write opinions, they need to make clear what they like, think, or believe. Does the author of this book do that? Ask for specific examples of a clear opinion from within the book. Authors need to give reasons for the opinions. What reasons were given in this book? Help students identify the reasons that support the opinion. This book is an example of opinion writing. You will be writing your own opinion books during this unit.* Read additional books from the stack. Point out the elements of good opinion writing.

Have students turn to p. 221 in *Student Interactive K.5*. Review the steps of writing an opinion book: think of a topic, decide on an opinion, and give a reason or reasons explaining your opinion.

Independent Writing

Mentor STACK 

Students can continue reading stack books if they need more time to develop their understanding of opinion writing. If students demonstrate understanding, they can begin thinking of ideas for their own opinion book. See the **Conference Prompts** for individual conferences.

Share Back

Call on students to give an opinion on a topic they read about in one of the stack books. Encourage students to include both the topic and the opinion in their sentence such as, “Her favorite color is red” rather than just, “She likes red.”

Opinion Writing: Opinion

Minilesson

Mentor STACK 

TEACHING POINT An opinion piece includes a topic, a clearly stated opinion, and a reason or reasons that support that opinion.

MODEL AND PRACTICE Select a book from the stack and read it aloud to the class. As you read, do a Stop and Jot, using sticky notes to write the opinion that is stated in the book. Using a different color of sticky notes, jot reasons given that support the opinion. Write one reason per sticky note.

When you have finished reading, review the sticky notes. Remind students that opinions are someone's thoughts or feelings and that not everyone will have the same opinion. Explain that even people who share the same opinion may have different reasons to support that opinion. Give each student a sticky note. As you read aloud a different stack text, have students jot words or pictures to record the opinion and a reason they hear in the text. When you finish reading, have students share what they recorded on their sticky note. *The author of this book wrote an opinion on a topic and gave us some reasons to explain that opinion. When you write your own opinion book, you will need to think about your opinion on a topic and give at least one reason to explain your opinion.*

Independent Writing

Mentor STACK 

As students begin their independent writing time, tell them to continue studying the stack books if they need more time to learn about the traits of opinion writing. If some students are ready to write, they can use this time to write about their topic and opinion. See the **Conference Prompts**.

Share Back


Ask students to share the topics and opinions from either stack books or the opinion books they are writing. Invite students to share different opinions on topics that are suggested. Remind students to stay focused on the topic they have selected.

OBJECTIVE

Identify elements of opinion writing.

Writing Support

- **Modeled** Read a stack text aloud and point out the topic and opinion.
- **Shared** Have students retell the topic and opinion from one of their favorite books from the stack.
- **Guided** Prompt students to take turns naming a topic and then having a partner state an opinion about that topic. Give specific feedback and support as needed.

 **Intervention** Refer to the *Small Group Guide* for support.


Opinion Writing: Reasons

OBJECTIVE

Identify and retell important details in opinion texts.

Writing Support

- **Modeled** Read aloud a stack book and identify the topic, opinion, and at least one supporting reason.
- **Shared** Have students tell at least one supporting reason given in a stack text.
- **Guided** While giving explicit instruction as needed, ask students to tell several supporting reasons given in one of the stack texts.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT When writing an opinion book, the reason or reasons need to support and explain the opinion. The reasons should be clearly stated.

MODEL AND PRACTICE Write the word *Reason* on a chart or board. Read the word aloud and ask students to repeat it. Ask students to tell you what they think a reason is. Then say: **A reason helps tell why or explain something. In an opinion book, the reason tells why the author has that opinion.** Read a stack text aloud. When you finish, recall the topic and opinion. Invite students to recall some of the reasons given to explain and support the opinion. Invite students to suggest other reasons that the author might have added to the text. Remind students to stay focused on reasons that support the opinion.

Independent Writing

Mentor STACK 

As students transition to independent writing time, help students who need additional support by reviewing the stack books to see how writers use reasons to explain their opinions. If students show understanding, have them begin drawing, dictating, or writing a reason to support their opinions. Confer with students to discuss their writing. See the **Conference Prompts**.

Share Back

Invite students to share a reason from their opinion books with the class. Model how to give constructive, encouraging feedback to a writer. Ask students to try to give similar feedback.

Brainstorm Ideas

Minilesson

Mentor STACK 

TEACHING POINT When writers brainstorm, they write or draw all the ideas they have. Writers often brainstorm many ideas before deciding on one idea to use in their writing. Writers choose topics that interest them most. The more interested writers are in their topics, the easier it can be for them to write something that interests readers.

MODEL AND PRACTICE Review the brainstorming process with students. Say: *You may be interested in many topics. Brainstorming is the time to record all those ideas. You can then choose one for your opinion book.*

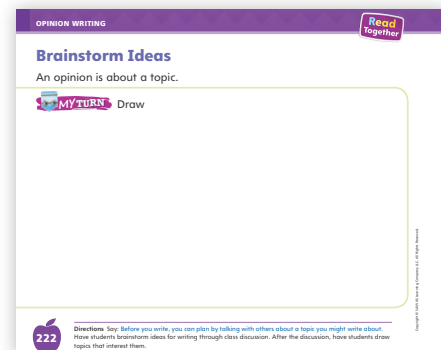
Model selecting a topic such as favorite colors. List several colors from which you might choose. Do the same with a different topic. Think aloud as you generate ideas.

Direct students to p. 222 in *Student Interactive K.5*. If students have difficulty thinking of a topic or possible opinions, you might display assorted picture cards for students to browse.

OBJECTIVE

Plan an opinion piece by selecting a topic and opinion.

STUDENT INTERACTIVE K.5, p. 222



Independent Writing

Mentor STACK 

Following the minilesson, if students haven't yet determined a topic and an opinion that interest them, consider using conference time to help them settle on a topic that excites them. Students who have chosen a topic and have an opinion about the topic should begin developing their opinion books. See **Conference Prompts**.

Share Back

Ask several students to share the topics and opinions they have brainstormed. Invite them to tell why they chose their topics. Model how to ask questions that will help the writers think more deeply about what they will write.

Writing Support

- **Modeled** Think aloud as you come up with topics that relate to animals. Think aloud about how you form an opinion.
- **Shared** Once students have brainstormed several topics, suggest an unrelated opinion as a non-example. Ask students to tell why that opinion does not fit.
- **Guided** Help students avoid choosing a final topic too quickly. Remind them that the goal of brainstorming is to generate many ideas.

 **Intervention** Refer to the *Small Group Guide* for support.

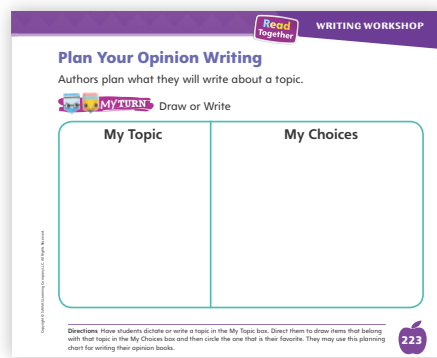
FAST TRACK

Plan Your Opinion Writing

OBJECTIVE

Listen actively, ask questions, and make pertinent comments. Plan the elements for writing an opinion piece.

STUDENT INTERACTIVE K.5, p. 223



Minilesson

TEACHING POINT An opinion book focuses on one opinion about one topic. After selecting a topic, the writer decides on an opinion about that topic. Then, the writer supports the opinion with reasons.

MODEL AND PRACTICE Remind students why it is important to have a plan before beginning to write. When writing an opinion book, writers need to first decide the topic about which they will write.

Direct students to p. 223 in *Student Interactive K.5*. Model selecting a topic such as books, pets, or sandwiches. Have students assist you in listing choices that fall in that topic or category. Model a non-example and ask students to explain why that item does not belong with the others. Think aloud as you try to make a choice among the options listed. Then choose your favorite item and circle that one. State your choice as an opinion. *I like hamsters best. They are my favorite pet.* When you are finished, talk about the suggestions students made and how they were helpful to you as you planned your opinion book.

Ask student to complete the page and talk about their decisions with a partner. Circulate around the room and comment on positive examples of collaboration.

WRITING CLUB

Place students in Writing Club groups. See p. WW7 for details on how to facilitate Writing Club.

Share Back

Invite students to share their planned topic, opinion, and a reason with the class. Encourage them to tell how comments from others were helpful as they planned their writing. Ask for specific examples of changes or additions they made based on suggestions from others. Remind students that giving and receiving feedback is an important part of successful writing.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their topics, opinions, and at least one reason they will use their opinion piece.

As students are in new Writing Club groups, they should spend the first 5–10 minutes discussing the following:

- How to listen actively
- How to speak clearly and adjust their volume as needed
- How to make helpful suggestions

What Are We Sharing? Students should share their topic, their opinion, and a reason for their opinion. Students may give helpful feedback by suggesting other choices within the topic and by asking questions about why the final item was selected. This conversation will help the writer begin to plan reasons to add to the opinion pieces.



How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Clubs.

- What is the topic you picked?
- What are some of the choices you thought about?
- Why did you choose that one as your favorite?

Weekly Overview

Students will

- learn about the elements for opinion writing
- learn how to identify a topic
- learn how to state an opinion and a reason

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Choose a Topic WW12	Explore State an Opinion WW13	Apply State an Opinion WW14
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW12	Independent Writing and Conferences WW13	Independent Writing and Conferences WW14
SHARE BACK FOCUS 5–10 min.	Topic Selection WW12	Identify Opinions WW13	Write Opinions WW14



Mentor STACK



Use the following criteria to add to your opinion writing stack:

- Books that have an engaging topic.
- Books with a clearly stated opinion.
- Books that contain reasons that support the opinion.

FAST TRACK

LESSON 4

LESSON 5

Explore Supply a Reason
WW15

Apply Supply a Reason
WW16

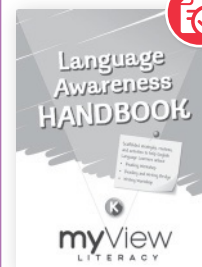
Independent Writing
and Conferences WW15

Writing Club and
Conferences
WW16–WW17

Reasons WW15

Reasons WW16

ADDITIONAL RESOURCES



See the online
*Language
Awareness
Handbook*
for additional
writing support.



See the *Small
Group Guide*
for additional
writing support.

Conferences



Mentor STACK




During this time, assess for understanding of the elements of opinion writing to gauge the need for additional support and to address any misconceptions. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Choose a Topic

If students need additional support,


 **Then** guide them through a stack book to identify the topic.

If students show understanding,

Then ask: Which sentence in your opinion book tells the readers what the topic is?

State an Opinion

If students need additional support,


 **Then** help students identify which words tell the opinion.

If students show understanding,

Then ask: How else could the author have stated that same opinion?

Supply a Reason

If students need additional support,

 **Then** ask: Why did the character feel or think that way?

If students show understanding,

Then have students generate additional reasons the author might have given.

Conference Support for ELL

EMERGING

- Show students two pictures of places or animals. Help students frame a sentence to state their opinions about which they prefer.
- Create a simple sentence frame such as *I like __ because __*. Have students repeat the model with you as you help them state their opinions.

DEVELOPING

- Work with students to create a word bank of words to show an opinion such as *like, love, favorite, and best*.
- Have students talk about a favorite book or movie. As students state an opinion or reason, transcribe what they have said. Encourage them to use this as a model.

EXPANDING

- Prompt students to tell about a favorite food. Ask questions to draw out reasons for their preferences.
- Ask students to talk with a partner about a favorite movie and ask questions of each other.

BRIDGING

- Ask students to practice telling a partner about their opinions and reasons before writing.
- Encourage students to provide feedback to partners who are planning their opinion books.



ELL Minilesson Support

Week 2: Develop Elements

This week, your ELLs will benefit from additional writing support that helps them develop the elements of opinion writing. These targeted supports help students better understand how to write their own opinion pieces.

Use this note for the minilesson on p. WW13.

ELL Targeted Support

EXPLORE STATE AN OPINION

Use stack books to identify the stated opinion. Work with individual students to point out the opinion. Help students draw a picture that shows their opinion on the same topic.

EMERGING

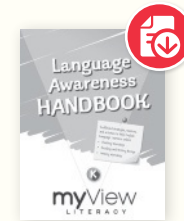
Using a stack book, help students form sentences that tell if they have the same opinion or different opinion from the one stated in the stack book. **DEVELOPING**

Have students talk with a partner about an opinion shared in a book from the stack.

EXPANDING

Have students state an opposite or differing opinion from one stated in a stack book.

BRIDGING



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW16.

ELL Targeted Support

APPLY SUPPLY A REASON

Support students as they develop and state reasons that support their opinions.

Have students draw what they want to express an opinion about. Help students create a sentence that uses the word *because*.

EMERGING

Have students describe the items they are expressing opinions about. Help students use one or more of those descriptive words to state a reason. **DEVELOPING**

Have students tell partners why they have their opinions. Encourage them to use the word *because* or *since* when telling why. **EXPANDING**

Ask students to state a reason why someone might have a different opinion from theirs.

BRIDGING

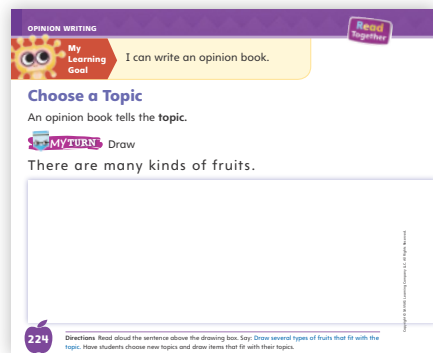
FAST TRACK

Choose a Topic

OBJECTIVE


Use a combination of drawing, dictating, and writing to select a topic for an opinion piece.

STUDENT INTERACTIVE K.5, p. 224



Writing Support

- **Modeled** Use a stack book to do a Think Aloud about identifying the topic.
- **Shared** Have students choose a topic and talk to partners about the choices.
- **Guided** Prompt students to name a topic, and provide explicit support as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT The topic of an opinion book is the subject the writer will be writing about. The writer will be choosing a preference related to that topic.

MODEL AND PRACTICE On a flip chart or the board, write *Favorite* and *Best*. Help students generate a list of topics about which someone could have a favorite or choose something as the best. Examples to begin the discussion are topics such as food, pets, and colors. Review several of the stack books to spark more ideas. Ask: **What is the topic in this book? Why do you think the author selected this topic?** Continue to add topics from other stack books or additional topics students suggest.

Say: **Once we have a topic, we can think of what might be choices within that topic. If our topic is pets, we might have dogs, cats, birds, hamsters, or fish as some of our choices. We could then choose the favorite or best from the choices in that topic.**

Work with students to complete the activity on p. 224 of *Student Interactive K.5*.

Independent Writing

Mentor STACK 

During independent writing time, students should choose their topic. If students have difficulty selecting a topic, encourage them to review the stack books for ideas. See the **Conference Prompts**.

Share Back

Invite several students to tell the topics they selected. Model how to make an encouraging remark and ask a question to learn more about the students' choices of topics.

Explore State an Opinion

Minilesson

Mentor STACK 

TEACHING POINT An opinion tells a choice or preference.

MODEL AND PRACTICE Display a book from the stack. Say: *The author of this book wrote an opinion. An opinion tells how someone thinks or feels about something. It might tell what a person likes or doesn't like. Let's look for the opinion in this book.* As you read the book aloud, ask students to stop you when they hear an opinion. Discuss words that are used to state the opinion.

On a flip chart or the board, write the headings *Topic* and *Opinion*. Using the stack book you just read, do a Think Aloud as you model identifying and then writing the topic and the opinion. Work as a group to identify the topics and opinions from several other stack books and record the results on the chart. Encourage students to use words from the books that state the opinion. Point out any frequently used words or phrases.

OBJECTIVE

Identify and state an opinion.

Writing Support

- **Modeled** Read aloud a stack book and talk through the identification of the stated opinion.
- **Shared** Have students look through the stack books and find examples of opinions in both text and images.
- **Guided** Help students craft sentences that give a different opinion the author might have expressed. Provide targeted support as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Mentor STACK 

During independent writing time, students should state an opinion in their opinion book. You may transcribe their opinion statements as needed. Remind students that their opinions are their own and that different people will likely have different opinions on the same topic. Use **Conference Prompts** as needed.

Share Back

Ask several students to share their opinions. Point out words and phrases that are used to show a clear choice or preference.

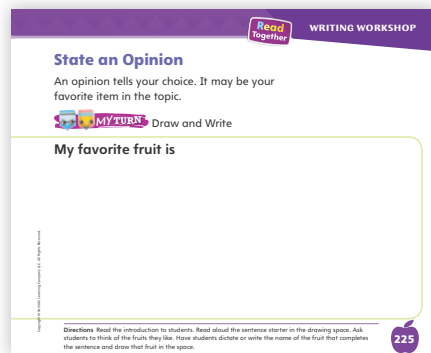
FAST TRACK

Apply State an Opinion

OBJECTIVE


Use a combination of drawing, dictating, and writing to state an opinion.

STUDENT INTERACTIVE K.5, p. 225



Writing Support

- **Modeled** Do a Think Aloud as you choose and then state an opinion.
- **Shared** Have students practice telling their opinions to a partner before drawing or writing them.
- **Guided** Prompt students to draw or write their opinions. Clarify any misconceptions as you talk with individuals.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Opinions state choices or preferences held by a person. Not everyone has the same opinion about a topic.

MODEL AND PRACTICE Tell students that authors write about opinions they have or that they want their characters to have. Opinions tell what someone thinks, feels, or believes about something. An opinion might tell about something the person likes or does not like.

Say: *Today you will be writing an opinion. When I write about an opinion I have, I might begin by writing that I think something is my favorite or the very best. I could write that my favorite color is blue. That will tell you that I'm writing about the topic of colors, and my opinion is that blue is my favorite.* Write your opinion sentence on the board or a chart.

Tell students that they will be practicing writing an opinion on p. 225 of *Student Interactive K.5*. Guide them to draw and write about their favorite fruit. Remind them that not everyone will share the same opinion.

Independent Writing

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During independent writing time, have students review their opinion books and state a clear opinion. If students need extra support, encourage them to draw first and then talk with them about how to state their opinions. Transcribe as needed. Students who are ready may begin a new opinion book. If time permits, use **Conference Prompts** for additional support.

Share Back

Have a few students share their opinions with the class. Ask the class to restate the opinion of the writer. Invite students who shared the same topic to state if their opinions are the same or different.

Explore Supply a Reason

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TEACHING POINT A reason tells or explains why someone has a certain opinion.

MODEL AND PRACTICE Read aloud one of the stack books. After reading, model how to identify the reasons that were given to explain and support the opinion. Use words such as *because* or *since*.

Say: *When people tell us their opinions, we might wonder why they have those opinions. You might wonder why my favorite color is blue or why I like dogs so much. Reasons tell why and explain opinions.*

Work with students to identify some reasons given in another stack book. Pause while reading to ask why the character has that opinion. Help students use the words *because* or *since* when telling the reasons found in the stack book. Repeat with several stack books to help students build confidence in identifying and stating reasons.

OBJECTIVE

Identify and supply a reason that supports an opinion.

Independent Writing

Mentor STACK 

Following this lesson, students should transition into independent writing. If students need additional support when identifying or supplying reasons, confer with them to help them answer why an opinion is held. Other students may begin thinking of reasons to write in their opinion books. See the **Conference Prompts** for conference support.

Writing Support

- **Modeled** Use stack books to model how to identify reasons.
- **Shared** Encourage students to state a reason they might add to support an opinion in one of the stack books.
- **Guided** Provide explicit instruction and support as needed to help students supply reasons that connect to and support opinions.



Intervention Refer to the *Small Group Guide* for support.

Share Back

Invite students to share a reason that would explain their opinion. Model asking “why” questions to help clarify and refine their reasons. Encourage students to ask clarifying questions of each other.

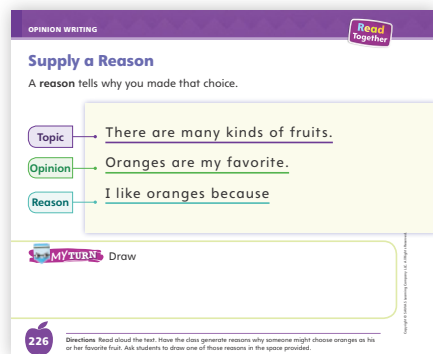
FAST TRACK

Apply Supply a Reason

OBJECTIVE

Plan by generating ideas for writing through class discussions and drawings.

STUDENT INTERACTIVE K.5, p. 226



Minilesson

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TEACHING POINT An opinion book needs more than just an opinion. Reasons help the reader understand why an opinion is held. Authors plan reasons that help explain and support the opinions.

MODEL AND PRACTICE Tell students that readers like to understand why a character holds an opinion. Reasons help explain why a character or the writer likes or doesn't like something. Hold up one of the stack books your class has read before. **What were some of the reasons we read in this book? If the author didn't give us reasons, we would never know why the character had that opinion. I don't think we would have enjoyed the book as much if there were no reasons.**

Have students look at p. 226 in *Student Interactive K.5*. Discuss what is shown in the boxes. Point out that the reason is unfinished. Talk together about some possible reasons that might be given to support the opinion. Ask students to complete the reason on the page using drawing, dictating, or writing. Remind students that it is natural for different people to have different reasons even if they share the same opinion.

WRITING CLUB

Use p. WW17 to guide Writing Club. See the **Conference Notes** for conducting individual conferences.

Share Back

When Writing Club ends, invite a few students to share their opinions and reasons with the group. Invite other class members to restate a writer's opinion and reason in their own words.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their topics, opinions, and reasons in their opinion books.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- Restating what the speaker has said
- Taking turns when speaking
- Speaking with the correct volume and speed

What Are We Sharing? Tell students that they will be sharing their topics, opinions, and reasons with their Writing Club. The group members may help them think of additional or different reasons to explain their opinions.



How Do We Get Started? Conversation Starters

You may use these prompts to help students begin the discussion in Writing Club meetings.

- What topic did you choose?
- What is your opinion about the topic?
- What reasons tell why you have that opinion?



Weekly Overview

Students will

- plan their ideas and opinions
- draft their opinion writing
- create a drawing to support their writing

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Organize Ideas WW22	Explore Placement of Topic and Opinion WW23	Apply Placement of Topic and Opinion WW24
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW22	Independent Writing and Conferences WW23	Independent Writing and Conferences WW24
SHARE BACK FOCUS 5–10 min.	Opinion Ideas WW22	Identify Topics and Opinions WW23	Introduce Topics and Opinions WW24



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Use the following criteria to add to your opinion writing stack:

- The topic is engaging to the students.
- The author provides a strong opinion statement.
- The illustrations are highly supportive of the opinion.

FAST TRACK

LESSON 4

LESSON 5

Explore Placement of Drawing WW25

Apply Placement of Drawing WW26

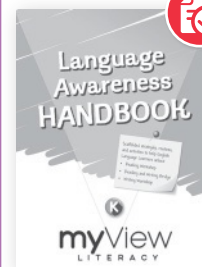
Independent Writing and Conferences WW25

Writing Club and Conferences WW26–WW27

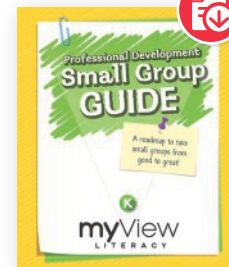
Examine Supportive Illustrations WW25

Create Supportive Illustrations WW26

ADDITIONAL RESOURCES



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.




Conferences



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During this time, assess for understanding of the structure and organization of opinion writing. Have stack books and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT		Conference Prompts
Organize Ideas		
If students need additional support,	 Then provide several topics from which they might choose.	
If students show understanding,	Then ask: Why did you choose this topic?	
Placement of Topic and Opinion		
If students need additional support,	 Then provide a sentence starter or sentence frame for support.	
If students show understanding,	Then ask: Which words tell your topic and which words tell your opinion?	
Placement of Drawing		
If students need additional support,	 Then help students dictate labels for elements in the drawing that support their opinion.	
If students show understanding,	Then have students add two details to their drawing that will help people understand the reasons for their opinion.	

Conference Support for ELL

EMERGING

- Use picture cards or pictures from magazines to spark ideas for topics.
- Create a word bank with accompanying pictures of topics students suggest for opinion writing.
- Do a picture walk through a stack book. Have students repeat your simple retelling.

DEVELOPING

- Have students retell a familiar stack book using the illustrations to help.
- Use a sentence frame to practice stating an opinion. *I think ___ is the best ___. ___ is my favorite ___.*
- Help students create an anchor chart to tell how to organize an opinion book. Transcribe their suggestions for them.

EXPANDING

- Have students explain how they will organize their opinion books.
- Ask students to state their ideas aloud before writing or drawing.
- Prompt students to identify the topic and the opinion in their writing.

BRIDGING

- Help students do their own Think Aloud as they organize their ideas for their opinion books.
- Have students restate the topics and opinions of several classmates.
- Invite students to talk about one of the details in their drawings.



ELL Minilesson Support

Week 3: Develop Structure

During the Develop Structure week, your ELLs will benefit from additional writing support that helps them become more aware of how an opinion piece is structured. These targeted supports were chosen to help students better understand how to compose and organize their writing.

Use this note for the minilesson on p. WW22.

ELL Targeted Support

ORGANIZE IDEAS

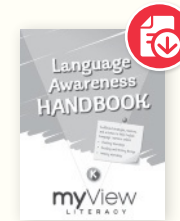
Use the stack books to increase student familiarity with the topics and opinions. Guide students to identify the topics and opinions in each book and state if they share the opinion. If they share the opinion in the book, encourage them to state the opinion in their own words. If they have a different opinion, encourage them to state their own opinion.

Work one-on-one with students to help them choose a topic. Use picture cards to prompt the conversation. **EMERGING**

Once students have chosen a topic, help them expand their vocabulary by naming possible opinions within that topic before determining an opinion. **DEVELOPING**

Have students talk with a partner about the topic they are considering. Ask the partners to name possible opinions within the topic. Students may draw and you might transcribe a list of those choices. **EXPANDING**

Challenge students to tell two possible opinions within the topic and explain why they chose one over the other. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW23.

ELL Targeted Support

EXPLORE PLACEMENT OF TOPIC AND OPINION

Students may need support composing statements that tell their topics and opinions.

Learn the words *like* and *favorite* in your students' home languages. Use these as you talk together about topics and opinions.

EMERGING

Have students tell about their topics and opinions. Transcribe a sentence and help students repeat and read it with you.

DEVELOPING

Have students work with partners to choose how to word sentences that state the topic and opinion. **EXPANDING**

Have students take turns asking partners questions about the topics and opinions they have selected. **BRIDGING**

FAST TRACK

Organize Ideas

OBJECTIVE

Develop drafts of opinion pieces in oral, pictorial, and written form by organizing ideas.

Minilesson

Mentor STACK 

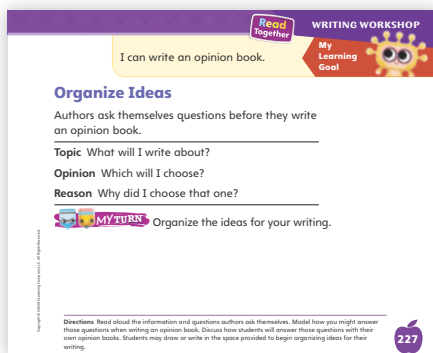
TEACHING POINT Authors organize their ideas before they write their opinion books. They plan the topics, opinions, and reasons carefully.

MODEL AND PRACTICE Remind students that an opinion piece includes a topic, an opinion, and one or more reasons. Use a book from your stack. Reread the book and then ask students to identify the elements of opinion writing they noticed in the book. Encourage them to be as specific as possible in telling where each element was found.

After discussing the book, say: *When I plan my opinion book, I need to be certain to include everything I need. I'll first think of a topic that interests me. Write the word *Topic* on a flip chart or the board. Brainstorm a list of topics such as weather, holidays, baby animals, or songs. Choose one topic to use as you continue your Think Aloud. Say: *Now that I have a topic, I need to decide on my opinion. Since I chose the topic of holidays, I'm going to write about my favorite holiday. My favorite holiday is Thanksgiving. Now that I have my topic and my opinion, I'll think about reasons that tell why I like Thanksgiving so much.**


Have students turn to p. 227 in *Student Interactive K.5*. Have students draw, dictate, or write to organize their ideas.

STUDENT INTERACTIVE K.5, p. 227



Writing Support

- **Modeled** Use stack books to model identifying the topics, opinions, and reasons.
- **Shared** Ask students to think about their ideas for their opinion books. Transcribe their ideas to help them organize their thinking.
- **Guided** Help students identify the elements to include by color-coding or highlighting each element.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Have students organize their ideas for their opinion books. If students need extra support, help them determine what is missing from their plan and focus on those areas. Students who are ready may continue working on their opinion books. Use the **Conference Prompts** as needed.

Share Back

Have students share their ideas for their opinion books. Show how to check that the topics, opinions, and reasons are all included and model giving constructive feedback.

Explore Placement of Topic and Opinion

Minilesson

Mentor **STACK**



TEACHING POINT Authors choose their words carefully. Opinions should be stated clearly so readers understand what the author thinks, feels, or believes about a topic.

MODEL AND PRACTICE Display a book from the stack that has a well-written opinion statement. Read the book aloud. After reading, return to the beginning of the book where the topic and opinion are introduced. Then say: *When I'm thinking about how I want to write about my topic and opinion, I can look to see how other authors do it. How did this author tell us the topic and opinion?*

Show another book from the stack and have students identify how the writer told the topic and opinion. Say: *Did this author use the same words as we read in the other book? No. The writers chose their own words, but the books are alike because both writers made it clear what the topics and opinions were. Now I will work on how I want to begin my opinion book.* Share your thought process as you model writing several possible statements that could be used to introduce your topic and opinion. Talk together about a reason you might give to explain your opinion.

OBJECTIVE

Use a combination of drawing, dictating, and writing to create opinion books that include topics, opinions, and reasons.

Independent Writing


Ask students to try several possible sentences telling their topics and opinions by first saying the sentences to themselves before deciding which they prefer. If students are hesitant, ask them to draw their ideas, and then transcribe their possible sentences. Talk about the pros and cons of each. Students who are ready may work on writing their opinion books when they decide on a sentence. See the **Conference Prompts** for additional suggestions.

Share Back

Call on students with whom you have conferred and ask them to share their topics and opinions with the class. Encourage students to tell how they decided what to write.

Writing Support

- **Modeled** Read a stack text aloud and point out the topic and opinion.
- **Shared** Work with students to create several sentence frames that might be used to state the topic and opinion.
- **Guided** Ask targeted questions to help students identify the topics and opinions in their writing.

 **Intervention** Refer to the *Small Group Guide* for support.

FAST TRACK

Apply Placement of Topic and Opinion

OBJECTIVE

Use a combination of drawing, dictating, and writing to create opinion books that include topics, opinions, and reasons.

STUDENT INTERACTIVE K.5, p. 228

OPINION WRITING Read Together

Placement of Topic and Opinion
Authors put their thoughts in order.

Topic → There are many kinds of fruits.

Opinion → Oranges are my favorite.


Reason → I like them because they taste good.

MY TURN Organize the ideas for your writing.

228 **Directions:** Read aloud the information and the model text to students. Discuss how the author organized the ideas and why the ideas are organized in this way. See how you can organize your own writing. Remember to dictate or write the topic, opinion, and a reason.

Writing Support

- **Modeled** Walk through a stack text with students to help them identify topics, opinions, and reasons that might be used as models for their writing.
- **Shared** Have students dictate a sentence to tell their topic and opinion as you transcribe.
- **Guided** Ask focused questions as they work with partners to clarify their writing.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor **STACK** 

TEACHING POINT Opinion pieces need to include topics, opinions, and reasons. When authors write opinion books, they try to make their topic, opinions, and reasons as clear as possible.

MODEL AND PRACTICE Refer to a stack book and discuss the elements of opinion writing that are included and the words used in the text. Say: *We are going to work on our opinion books. I wrote that there are several holidays I like and that my favorite holiday is Thanksgiving. I need to give a reason why I like it. There are many reasons, but I think I'll write that I love to sit around the table with my family.* Have students help you compose several ways to word sentences that give your reason.

Direct students to p. 228 in *Student Interactive K.5*. Read the text on the page and review the parts of an opinion book. Guide students to complete the activity.

Independent Writing

Have students continue working on their opinion books. Ask them to say their first sentence aloud quietly before writing it. Confer with students who need additional support. If students are comfortable developing opinion sentences, they should work on strengthening sentences or adding more sentences. See **Conference Prompts** for suggestions.

Share Back

Invite students to share what they have written so far on their opinion books. Model how to give feedback that restates the topic, opinion, and reasons. Note any parts that are missing or have not yet been included.

Explore Placement of Drawing

Minilesson

Mentor STACK 

TEACHING POINT Opinion books often include illustrations to support what the text says. The illustrations should be on the same topic as the text and may show a reason that clarifies the opinion.

MODEL AND PRACTICE Show a book from the stack with especially strong illustrations. Read a page aloud and discuss what is shown in the illustration. Say: *How does the illustration help us understand what the words tell us? It would be very confusing if the pictures were about something completely different.* Repeat this process with several more pages from the stack book.

Say: *When I draw a picture about my favorite holiday, I wouldn't draw a picture of me going for a swim. That would be very confusing to my readers. I wrote that I like Thanksgiving because I enjoy sitting around the table with my family. What should I draw?*

Have students work with a partner to review what they have written and plan what they will draw.

OBJECTIVE

Use a combination of drawing, dictating, and writing to create opinion books that include topics, opinions, and reasons.

Independent Writing

Have students think about what drawing or drawings would complement what they have written. If students have difficulty staying focused on the topic and their opinion, you might confer with them and label key elements in the drawing and compare the labels to the text they have written. Students who are ready should add drawings to their opinion books or add details to a drawing they have already included. See the **Conference Prompts** for additional suggestions.

Share Back

Call on several students with whom you have conferred and ask them to tell how they adjusted their drawings to better align with what they have written. Review why it is important for the text and images to work together.

Writing Support

- **Modeled** Conduct a Think Aloud as you talk about what to include in your drawing.
- **Shared** Encourage students to tell what they plan to draw before beginning their drawing.
- **Guided** Prompt partners to tell each other what might be good to include in the other person's drawing.



Intervention Refer to the *Small Group Guide* for support.

FAST TRACK

Apply Placement of Drawing

OBJECTIVE

Use a combination of drawing, dictating, and writing to create opinion books that include topics, opinions, and reasons.

STUDENT INTERACTIVE K.5, p. 229

The screenshot shows a page from a student interactive book. At the top, it says 'Read Together' and 'WRITING WORKSHOP'. The title is 'Placement of Drawing'. Below the title, it says 'Drawings help readers understand the author's opinion.' There is a 'MY TURN' icon and the word 'Draw'. The main text reads: 'There are many kinds of fruits. Oranges are my favorite. I like them because they taste good.' At the bottom, there are directions: 'Directions: Read aloud the information and the model text to students. Discuss with the group what drawing might be helpful to include. Have students add a helpful drawing in the space provided. Say: Think about your own opinion writing. What drawing would help your readers better understand your opinion?' The page number '229' is in the bottom right corner.

Minilesson

Mentor STACK 

TEACHING POINT Opinion books include topics, opinions, reasons, and often illustrations that support the text. All the elements work together to make the author's thoughts clear to the readers.

MODEL AND PRACTICE Use a familiar stack book. Ask students to tell what should be included in a strong example of opinion writing. Help students locate the topic, opinion, reasons, and supporting illustrations in the example from the stack. Invite a student to select a different book from the stack and lead the group to identify the opinion writing elements in that book. Tell students that you would like them to state an opinion about which of the stack texts they think does the best job of including illustrations that support the opinion in the text. Give students time to review the stack. Ask volunteers to choose the book they think has the strongest illustrations and then explain their choices. Point out words students use to describe what makes the illustration strong.

Have students turn to p. 229 in *Student Interactive K.5*. Read the page with the students. Discuss what they might draw and then have students complete the page.

WRITING CLUB

Use the Writing Club guide on page WW27 to guide discussions. As time allows, use the **Conference Prompts** when conferring with individual students.

Share Back

Have several students read their opinion books aloud and show the drawings. Model how to give encouraging feedback. Invite listeners to tell which part of each opinion book they thought was the strongest.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their opinion books and drawings. They will talk about the inclusion of all the elements.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- Being respectful to the speaker by listening attentively
- Process for taking turns to speak
- Using the proper volume and speed when speaking

What Are We Sharing? Students can share how they organized their opinion books and how they decided what to include when drawing. Remind the group that people may have different opinions on the same topic and to be respectful of those differences.



How Do We Get Started? *Conversation Starters*

Use these prompts to help students begin the discussions in their Writing Club.

- How did you introduce your topic and opinion?
- What other reasons did you think about using?
- What other details could you add to your drawing?
- Which part of what you wrote is your favorite? Why?



Weekly Overview

Students will

- improve writing with the use of descriptive words
- learn how to correctly use the conjunction *and*
- create complete sentences

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

FAST TRACK

	LESSON 1	LESSON 2	LESSON 3
MINILESSON 5–10 min.	Use Descriptive Words WW32	Explore Conjunction <i>and</i> WW33	Apply Conjunction <i>and</i> WW34
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW32	Independent Writing and Conferences WW33	Independent Writing and Conferences WW34
SHARE BACK FOCUS 5–10 min.	Add Descriptive Words WW32	Conjunction <i>and</i> WW33	Include Conjunction <i>and</i> WW34

Mentor **STACK**

Use the following criteria to add to your opinion writing stack:

- The book includes many purposeful descriptive words.
- The book has example sentences containing the conjunction *and*.

FAST TRACK**LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Explore Complete Sentences WW35

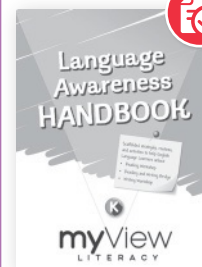
Apply Complete Sentences WW36

Independent Writing and Conferences WW35

Writing Club and Conferences WW36–WW37

Identify Complete Sentences WW35

Write Complete Sentences WW36



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



Mentor STACK




During this time, assess for understanding of descriptive words, complete sentences, and the use of the conjunction *and* to determine where students need support. Have stack books and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Use Descriptive Words

If students need additional support,


 **Then** have students draw a picture of their opinion and ask questions about details to draw out descriptive words.

If students show understanding,

Then ask: What words could be added to tell more about how something in your writing looks or sounds?

Conjunction *and*

If students need additional support,


 **Then** write a short list of objects. Ask students to say one sentence that includes two of the objects.

If students show understanding,

Then ask: How could you use *and* to make this sentence more interesting?

Complete Sentences

If students need additional support,

 **Then** write an incomplete sentence. Work with students to decide what is missing and then make the sentence complete.

If students show understanding,

Then ask: How do you know if one of your sentences is a complete sentence?

Conference Support for ELL

EMERGING

- Use pictures from a stack book to help students describe what they see. Transcribe a list of the descriptive words they use.
- Model, and have students repeat, sentences with and without the word *and*. *I have a cat. I have a dog. I have a cat and a dog.*
- When students use incomplete sentences when speaking, respond to them in complete sentences without discouraging their efforts.

DEVELOPING

- Use shared writing to stretch sentences by adding descriptive words.
- Use a sentence frame to practice using *and* correctly. *I like ___ and ___.* *I can ___ and ___.*
- Model adding what is needed to complete an incomplete sentence.

EXPANDING

- Have students snap their fingers when they hear a descriptive word in a sentence from a stack book.
- Have students each write an incomplete sentence that they then swap with a partner. The partners then complete each other's sentences.

BRIDGING

- Challenge students to add at least one descriptive word to each sentence in their opinion books.
- Have students do a Think Aloud to tell how they used *and* in sentences they have written.



ELL Minilesson Support

Week 4: Writer's Craft

During the Writer's Craft week, your ELLs will benefit from additional writing support that helps them focus on the sentences within their opinion books. These targeted supports were chosen to help students better understand the English language and build foundational writing skills.

Use this note for the minilesson on p. WW32.

ELL Targeted Support

USE DESCRIPTIVE WORDS

As students begin to focus on the sentences in their opinion books, they learn to expand and enhance them. Provide practice adding descriptive words to sentences.

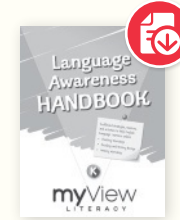
Show a picture from a stack book. Say a short sentence about what you see. *I see a house.* Have students repeat each sentence as you expand it with descriptive words. *I see a brown house. I see an old brown house.* **EMERGING**

Have students take turns describing an object in a box or bag that the rest of the students cannot see. When the other students guess the object, ask them to tell what descriptive words were most helpful to them as they tried to guess the object. **DEVELOPING**

Use blank index cards to transcribe and display a sentence with one word written on each card. Ask students to write a logical descriptive word on a blank index card to stretch the sentence and then put the new card between the other cards to make a longer sentence.

EXPANDING

Ask students to suggest two descriptive words that could be added to a sentence. Talk together about which word makes the sentence more interesting and why. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW35.

ELL Targeted Support

EXPLORE COMPLETE SENTENCES

Speaking and writing complete sentences is challenging to anyone learning a new language. Support students' efforts as they work toward learning how to identify and create complete sentences.

Sentence frames can help new language learners become comfortable with the structure of sentences. Repeat and post simple sentence frames that align with the opinions students are writing and drawing. **EMERGING**

Say and then write a partial sentence. Say and write a version of that sentence that is complete. Ask students to tell which sentence is complete. Talk about the differences.

DEVELOPING

Have partners take turns saying part of a sentence and then having the other person complete it. Partners should then say the complete sentence together. **EXPANDING**

Have students look through their writing to be certain sentences begin with capital letters and end with punctuation. As students work, ask them to tell what each sentence needs.

BRIDGING

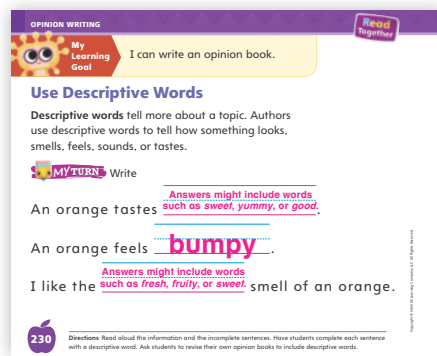
FAST TRACK

Use Descriptive Words

OBJECTIVE

Identify and use descriptive words. With assistance, edit drafts to include descriptive words.

STUDENT INTERACTIVE K.5, p. 230



Writing Support

- **Modeled** Use stack books to point out descriptive words.
- **Shared** Create a word bank of descriptive words that tell how something looks, smells, feels, tastes, or sounds. Transcribe their suggested descriptive words.
- **Guided** Help students use a variety of words to describe a similar trait. Use examples such as *pretty*, *lovely*, *beautiful*, and *adorable*.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Descriptive words tell how something looks, smells, sounds, feels, or tastes. Authors use descriptive words to help readers more clearly understand what the author has in mind. Descriptive words help make sentences more interesting.

MODEL AND PRACTICE Tell students that descriptive words can tell more about an object or person.

Choose an opinion book from the stack that includes several good examples of descriptive words. Read a sentence as written, including the descriptive words. Then read the sentence without the descriptive words. Discuss what changed and how the descriptive words made the sentence more interesting. Repeat the process with several other sentences.

After discussing the sentences, say: *When I look at my opinion book, I look at each sentence to see if a descriptive word would make the sentence better. This sentence says my family sits around a table at Thanksgiving. Let's think of what I could add to describe that better.* Have students make suggestions of descriptive words that could relate. Transcribe several versions of the sentence using their additions. As a group, decide which sentence is most descriptive.

Have students turn to p. 230 in *Student Interactive K.5*. Have students suggest descriptive words that could be used in each sentence.

Independent Writing

Mentor STACK 

If students need extra support, help them identify more descriptive words in a different stack book. Students who are comfortable using descriptive words may also add details to their pictures to match the descriptive words. See the **Conference Prompts** on p. WW30 for more suggestions.

Share Back

Have students share sentences that they improved with the addition of descriptive words. Ask listeners to tell what descriptive words were included. Listen for any confusion about what descriptive words are.

Explore Conjunction *and*

Minilesson

Mentor **STACK**



TEACHING POINT A conjunction is a type of word. Conjunctions connect words or parts of sentences. The word *and* is the conjunction we use most.

MODEL AND PRACTICE Tell students they will be learning to write using a word that they use often when they speak. Write the word *and* on a chart or the board and have students read it with you. Invite a student to use *and* in a sentence. Tell students that *and* is a special kind of word, a conjunction. Explain that a conjunction connects words or parts of sentences.

Select a book from the stack that has several uses of the word *and*. Read a sentence containing *and* aloud. Have students repeat the sentence and snap their fingers when they say the word *and*. Write the sentence on a chart or the board, and discuss what the conjunction is connecting. Repeat the process with several other sentences using the conjunction *and*.

Write two short sentences such as *I like apples. I like bananas.* Talk with students about how the word *and* can be used to join those two ideas to create one new sentence. Model with several more examples.

Review what the conjunction *and* does. Have students work with partners to create several sentences that use *and*. Ask each pair to share a sentence and invite the class to snap their fingers when they hear the *and*.

OBJECTIVE

Identify and use the conjunction *and* correctly in speaking and writing.

Writing Support

- **Modeled** Demonstrate how to use *and* to ask a student to pass you two objects. Repeat the request using two small sentences instead and discuss the difference.
- **Shared** Work with students to practice using *and* to join two ideas in sentences.
- **Guided** Ask targeted questions to help students identify sentences that could be expanded by using *and*.



Intervention Refer to the *Small Group Guide* for support.

Independent Writing

If students are uncertain about how to use *and* in their opinion books, confer with them and choose one sentence that can be enhanced. Guide them using questions about what could be added. Transcribe their possible sentences as needed. When students are comfortable editing their writing to use the conjunction *and*, they should proceed independently to make those changes and continue writing their opinion books. See the **Conference Prompts** on p. WW30.

Share Back

Call on students to share sentences from their opinion books that use the word *and*. Talk together about what words or ideas are joined together.

Apply Conjunction *and*

OBJECTIVE

Identify and use the conjunction *and* correctly in speaking and writing.

STUDENT INTERACTIVE K.5, p. 231

Conjunction *and*
The word *and* helps you put two thoughts together.

MY TURN Circle and Write

Oranges are sweet *and* juicy.


Oranges are used for juice *and* smoothies.

Oranges are yummy *and* good for you.

Directions: Read aloud the introduction to students. Have students circle the conjunction *and* in the two sentences. Discuss what thoughts were joined together. Ask students to write the missing word *and* in the first sentence. Have students raise their own opinion books to include the word *and*.

Writing Support

- **Modeled** Walk through a stack book with students to help them identify how the conjunction *and* is used.
- **Shared** Have students dictate a sentence using the word *and* as you transcribe it.
- **Guided** Ask focused questions as students work with partners to write sentences that include *and*.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

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TEACHING POINT Conjunctions, such as the word *and*, connect words and ideas in sentences. Authors may use one sentence containing *and* rather than writing two short sentences.

MODEL AND PRACTICE Read a sentence containing *and* from one of the stack books. Demonstrate how it would sound if the author had used two short, choppy sentences instead. Say: *The word **and** can make your writing sound more like the way we talk. I wouldn't usually say, "I have a sister. I have a brother." It sounds better if I say, "I have a sister and a brother."* Have students help you think of a sentence using *and*. Then break that sentence into two smaller sentences. Ask students if the sentence with *and* seems more natural.

Direct students to p. 231 in *Student Interactive K.5*. Read the text on the page and review what students are asked to do to complete the page. Guide students to complete the activity and share their sentences with a partner.

Independent Writing

Have students work on their opinion books and use *and* when joining words or parts of sentences. If students have sentences that could be joined by *and*, highlight the sentences. Then ask students to try and join the sentences using *and*. Students who use conjunctions confidently should continue working on the text of their opinion books and drawings. Confer with students to discuss their writing. See **Conference Prompts** on p. WW30.

Share Back

Invite a student to share a sentence containing *and*. Ask a listener to tell what the two smaller sentences might have been if the writer had not used *and*. Continue with several more examples.

Explore Complete Sentences

Minilesson

Mentor STACK 

TEACHING POINT A complete sentence makes sense and gives a complete thought. Authors check to be certain they begin sentences with capital letters and end them with punctuation marks.

MODEL AND PRACTICE Select a book from the stack and read one of the sentences aloud. Write only part of the sentence on a chart or the board. Talk with students about how you can tell that something is missing. Say: *I know a sentence needs to make sense and be a complete thought. Is this a complete sentence? What is missing?* Complete the sentences together. Repeat this process with several more sentences from the stack book.

Say: *When I wrote the draft of my opinion book, I wrote, “My family likes to sit at the dinner table together.” Is that a complete sentence? Does it make sense?*

Explain that each complete sentence needs to begin with a capital letter and end with a period, a question mark, or an exclamation mark. Have students check the sentences you have written on the chart or the board to be certain the sentences have been written correctly. Remind students that when they are writing opinion books, they should use complete sentences. Have students work with a partner to review what they have written and identify the capital letter that begins each sentence and the punctuation mark that ends each sentence.

OBJECTIVES

Identify the parts of complete sentences.

Edit drafts with adult assistance using standard English conventions, including complete sentences.

Independent Writing

Have students continue working on their opinion books and checking that they have used only complete sentences. If students need additional support, work collaboratively with them to construct their sentences. Students who demonstrate an understanding of using capital letters and punctuation should continue adding to their opinion books. See the **Conference Prompts** on page WW30.

Share Back

Ask students to read just the naming part of a sentence in their opinion books. Invite classmates to tell what a logical action part might be to go with that naming part. Remind students that without both a naming part and an action part, the sentence may not make sense to the readers.

Writing Support

- **Modeled** Conduct a Think Aloud as you talk about how to determine if a sentence is complete.
- **Shared** If students are uncertain if they have written a complete sentence or not, encourage them to read the sentence to a partner and work together to identify both needed parts.
- **Guided** Use leading questions to guide students in finding the naming and action parts of their sentences.



Intervention Refer to the *Small Group Guide* for support.

FAST TRACK

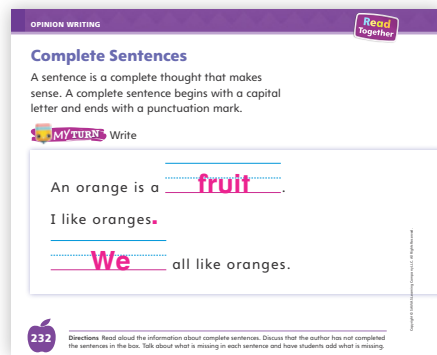
Apply Complete Sentences

OBJECTIVES

Identify the parts of complete sentences.

Edit drafts with adult assistance using standard English conventions, including complete sentences.

STUDENT INTERACTIVE K.5, p. 232



Minilesson

Mentor STACK



TEACHING POINT All sentences in an opinion book should be complete sentences. Each complete sentence makes a complete thought. Sentences begin with a capital letter and end with a punctuation mark.

MODEL AND PRACTICE Ask students to talk in pairs and tell the two parts a complete sentence needs to have. Check that the pairs remember that every complete sentence needs to have a naming part and an action part. Explain that authors use complete sentences to make the writing clear to the readers.

Select an opinion book from the stack. Write one sample sentence from the book on a chart or the board. Begin the sentence with a lowercase letter and do not include any ending punctuation. Ask students to check your work. Ask leading questions if students do not notice what needs to be changed. Share your thinking as the needed changes are made. Have students turn to p. 232 in *Student Interactive* K.5. Talk about what is needed in each sentence. Have students complete the page and offer support as needed.

WRITING CLUB

Use the Writing Club guide on the following page to guide discussions. As time allows, use the **Conference Prompts** on p. WW30 when conferring with individual students.

Share Back

Have several students read one of their opinion books aloud and tell changes that they made by adding descriptive words, including the conjunction *and*, and using complete sentences. Select several sentences and point out the naming and action parts.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share sentences in their opinion books.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- How making changes to writing can make it better
- How descriptive words make more interesting sentences
- Why authors spend time looking at individual words and sentences

What Are We Sharing? Students can share the sentences they revised in their opinion books. Tell them to talk about the changes they made and why they made the changes.

★:★:★:★:★ ★:★:★:★:★:★ ★:★:★:★:★:★ ★:★:★:★:★:★

How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- What descriptive words did you use?
- How did you use the conjunction *and*?
- Do all of the sentences begin with capital letters?
- What punctuation marks did you use at the ends of your sentences?



Weekly Overview

Students will

- edit for conjunctions
- edit for complete sentences
- review what they have learned about opinion writing

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
▶ 5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	LESSON 1	LESSON 2	LESSON 3
MINILESSON 5–10 min.	Edit for Conjunctions WW42	Edit for Complete Sentences WW43	Prepare for Celebration WW44
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW42	Independent Writing and Conferences WW43	Independent Writing and Conferences WW44
SHARE BACK FOCUS 5–10 min.	Use Conjunctions WW42	Check for Complete Sentences with Capitalization and Punctuation WW43	Make Revisions to Opinion Books WW44



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Use the following criteria to add to your opinion writing stack:

- Books that are strong examples of opinion writing with a clear topic and strong reasons.
- Texts that include conjunctions.
- Texts that include simple, complete sentences.

FAST TRACK

LESSON 4

LESSON 5

Celebration WW45

Assessment WW46

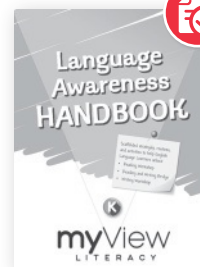
Independent Writing
WW45

Assessment
WW46–WW47

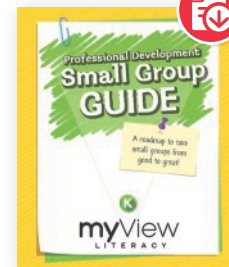
Celebration WW45

Assessment
WW46–WW47

ADDITIONAL RESOURCES



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



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During this time, assess for understanding of conjunctions and the use of complete sentences. Determine where students may need extra support. Have stack books and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Edit for Conjunctions

If students need additional support,


 **Then** have them read their opinion books aloud. Point out sentences that could be improved with the use of conjunctions.

If students show understanding,

Then make a list of conjunctions. Encourage students to add a conjunction that they have not used yet.

Edit for Complete Sentences

If students need additional support,


 **Then** point out an incomplete sentence and talk about what is missing. Work together to complete the sentence.

If students show understanding,

Then ask: How can you tell that each sentence you have written is a complete sentence?

Prepare for Celebration

If students need additional support,

 **Then** review their opinion books. Help them each decide on the two most important edits to make before celebration day.

If students show understanding,

Then have students practice reading their opinion books aloud to partners who will offer feedback.

Conference Support for ELL

EMERGING

- Use picture cards of two related objects. Use a sentence frame to focus on using conjunctions and complete sentences. *and* are both types of .
- Model, and have students repeat, complete sentences that include the word *because*.

DEVELOPING

- Have students point out conjunctions in stack books and their own opinion books.
- State an incomplete sentence and work with students to add what is needed to complete the sentence.

EXPANDING

- Have students tell how they know if a sentence is complete.
- Ask students to find examples of the conjunction *and* in a stack book.
- Encourage students to practice reading their opinion books aloud. Consider recording their practices for them to review.

BRIDGING

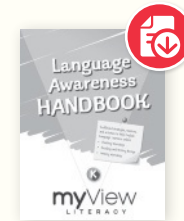
- Challenge students to work with partners to create an anchor chart to remind students of the parts of a complete sentence.
- Have students practice reading their opinion books fluently and with expression.



ELL Minilesson Support

Week 5: Publish, Celebrate, Assess

This week, your ELLs will benefit from additional writing support that helps them focus on using conjunctions and complete sentences. These targeted supports help students build confidence when sharing their opinion writing.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW42.

ELL Targeted Support

EDIT FOR CONJUNCTIONS

As students focus on the sentences in their opinion books, they should note how to use the conjunction *and* correctly.

Point to the word *and* in a sentence written on a chart or the board. Read the sentence together and then read it as two possible sentences without the *and*. **EMERGING**

Provide students practice sentences with the *and* missing. Example: *I like to eat apples ___ oranges*. Help students determine what word is missing and what conjunction joins together. **DEVELOPING**

Have students say sentences that contain the conjunction *and*. Ask students to tell what words or parts of the sentences were joined together. **EXPANDING**

Encourage students to conduct a Think Aloud and tell how they know when the conjunction *and* is helpful. **BRIDGING**

Use this note for the minilesson on p. WW43.

ELL Targeted Support

EDIT FOR COMPLETE SENTENCES

Have students practice identifying and creating complete sentences.

Display the following: *Bob and I and went to the store* on a chart or the board. Read each incomplete sentence. Ask students to help you make each part into a complete sentence by adding what might be missing. **EMERGING**

Say and then write an incomplete sentence. Say and write a version of that sentence that is complete. Ask students to tell which sentence is complete. Talk about the differences. **DEVELOPING**

Have partners check each other's writing on a search for incomplete sentences. Ask them to tell how they know if a sentence is complete. **EXPANDING**

Have each student write a complete sentence and an incomplete sentence. Have them tell what is different about each. **BRIDGING**

Edit for Conjunctions

OBJECTIVES

Identify and use the conjunction *and* correctly in speaking and writing.

Edit writing for proper use of the conjunction *and*.

STUDENT INTERACTIVE K.5, p. 233

Read Together WRITING WORKSHOP
I can write an opinion book.
My Learning Goal

Edit for Conjunctions
Authors use conjunctions to hold thoughts together. The word *and* is a conjunction.


MY TURN Write
sweet juicy yummy round

Oranges are _____ and _____.

Directions Read aloud the introduction. Discuss how conjunctions are used. Read aloud the descriptive words that can be used to complete the sentence. Have students choose two words to describe oranges. Ask students to read their completed sentences to partners. Talk together about how the word *and* was helpful.

Writing Support

- **Modeled** Use stack books to point out the conjunction *and*.
- **Shared** Ask students to use two picture cards to say sentences using *and* along with the names of the two items on the cards.
- **Guided** Provide examples of specific places in their opinion books where *and* could be used.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

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TEACHING POINT Before publishing their writing, authors check their writing and make changes that are needed. Authors try to avoid using short, choppy sentences by using the conjunction *and* to join parts together.

MODEL AND PRACTICE Tell students that conjunctions such as *and* join words or parts of sentences together. Say: *When I look at my opinion book I see that I have written, "I like beans. I like tomatoes." How could I join those into one sentence?* Help students see the value of the conjunction *and*.

Choose an opinion book from the stack that includes several examples of the conjunction *and*. Read one of the sentences aloud. Ask students if they heard the *and*. Ask them to tell what it might have sounded like if the author had written two short sentences and not used *and*. Repeat the process with several other sentences.

After discussing the sentences, remind students that not every short sentence needs to be revised to include a conjunction.

Have students turn to p. 233 in *Student Interactive K.5*. Talk together about what they need to do to complete the activity.

Let students know that they may choose different words to tell about the orange that the opinions suggested.

Independent Writing

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If students need extra support, help them identify more examples of sentences using *and* in different stack books. Students who added conjunctions should continue to add to their opinion book text or drawings. See the **Conference Prompts** on p. WW40 for more suggestions.

Share Back

Have students share sentences they improved with the addition of *and*. Talk as a class about what the conjunction *and* joined together in each sentence.

FAST TRACK

Edit for Complete Sentences

Minilesson

Mentor **STACK**



TEACHING POINT Authors check their writing before it is finished. They check to be certain they have used complete sentences. Complete sentences begin with a capital letter and end with punctuation.

MODEL AND PRACTICE Review several of the stack books. Point out complete sentences and have students tell the naming parts and the action parts. Say: *Authors want their writing to be understood by the people who read it. One way to make writing easier to understand is to use complete sentences. Good writers go back and make changes if they find that they have written a sentence that is not complete. They might need to change the sentence to help it make sense.*

Write a partial sentence on the board that does not begin with a capital letter and is missing any ending punctuation. Work with students to make edits to the sentence. Ask students to explain why each change was needed. Repeat the process with several other sentences or partial sentences.

Have students complete the activity on p. 234 in *Student Interactive K.5*. Check for understanding.

Independent Writing

Have students spend independent writing time editing their opinion books. First, they should check for complete sentences, then capitalization and ending punctuation. If students need assistance, work with them as they check for one type of edit at a time. See the **Conference Prompts** on p. WW40 for additional suggestions.

Share Back

Call on students to read a sentence they changed. Prompt students to tell why that change was made. Explain that editing and making changes is one of the most important steps in writing.

OBJECTIVES

Identify the parts of complete sentences.

Use initial capitalization and ending punctuation in writing sentences.

Edit drafts with adult assistance using standard English conventions, including complete sentences.

STUDENT INTERACTIVE K.5, p. 234

The screenshot shows a page titled "Edit for Complete Sentences" with instructions: "Authors make sure every sentence is complete and makes sense. Sentences begin with a capital letter and end with a punctuation mark." It includes a "MY TURN" section with the prompt "Write" and a text box containing "There are many kinds of fruits". Below this, there are two example sentences: "I like oranges best." and "Oranges are good for you and they taste good." A "Directions" box at the bottom explains the activity: "Read aloud the introduction to the class. Tell students that they need to help the author check for complete sentences and write anything that is missing. Read the sentences aloud and help students determine how they can make each sentence complete."

Writing Support

- **Modeled** Go back to the students' writing and model how to edit words for initial capitalization and ending punctuation.
- **Shared** Have students identify the punctuation used at the ends of their sentences.
- **Guided** Provide explicit instruction about capitalizing the first letter in sentences using stack text examples.



Intervention Refer to the *Small Group Guide* for support.

Prepare for Celebration

OBJECTIVES

Edit drafts with adult assistance using standard English conventions including conjunctions, complete sentences, initial capitalization, and ending punctuation.

Improve writing with the use of descriptive words.

Minilesson

Mentor STACK



TEACHING POINT Before they celebrate their writing, authors check that their writing is as good and correct as possible. They make certain they used complete sentences with descriptive words and that each sentence begins with a capital letter and ends with punctuation. If there are short, choppy sentences, authors check to see if using the conjunction *and* could be helpful.

MODEL AND PRACTICE Work with students to review what they have learned about opinion writing.

- Opinion books tell the topic and state an opinion.
- A reason explains the opinion.
- Include a drawing that supports the opinion.
- Descriptive words give more details.
- The conjunction *and* joins words or parts of sentences.
- Sentences begin with a capital letter and end with a punctuation mark.

Model how one of the books in the stack uses what students have learned. Remind them to look for these elements in their own opinion books.

Writing Support

- **Modeled** As you review students' work with them, model how to use the checklist to make changes.
- **Shared** Have students identify the changes they made using the checklist to assist them.
- **Guided** As students show you their writing, direct them to individual points on the checklist to guide them to make edits.



Intervention Refer to the *Small Group Guide* for support.

Independent Writing

With assistance as needed, have students revise and edit their opinion books using the checklist as a guide. Encourage students to practice reading their opinion books aloud quietly. See **Conference Prompts** on p. WW40 for suggestions.

Share Back

Invite students to share revisions they made. Reinforce the value of using a checklist to help remember what to focus on while revising.

Celebration

Minilesson

TEACHING POINT It is important to celebrate the work students have put into their opinion books. This helps students see their own progress and grow in confidence. While students write at different levels, celebrate the growth each student has made throughout the unit.

MODEL AND PRACTICE Tell students that you are going to celebrate the writing of your opinion book by reading it aloud to them. Do a Think Aloud before sharing, by stating what you need to remember when speaking to a group. Say: *I want to do a good job reading my work. I practice so I read my writing well. I need to speak clearly and loudly enough for everyone to hear me. I will show my drawing for all to see. I need to stand tall and be proud of my work. I know that the listeners will tell me the parts of my writing they thought were especially good.*

Model reading aloud at a good pace and volume to be heard. When finished, invite students to give positive feedback about your opinion writing by stating specific examples of parts they thought were especially well written.

Ask students to practice sharing their opinion books with partners before the formal Celebration begins.

OBJECTIVES

Share opinion books.

Provide feedback to others.

Independent Writing

Have students share their opinion books with the class. Prompt listening students to ask questions and share parts of the opinion books that they thought were especially well done. Remind students that they do not need to have the same opinion as the writer to admire the writing and drawing that were presented.

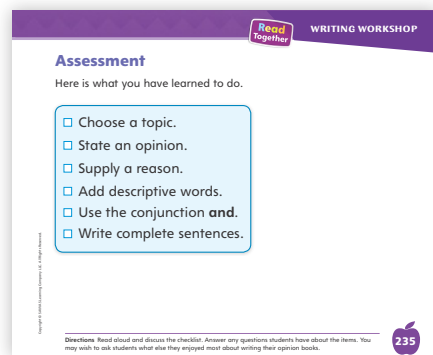
FAST TRACK

Assessment

OBJECTIVE

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic and state an opinion or preference about the topic.

STUDENT INTERACTIVE K.5, p. 235



Minilesson

Mentor **STACK**



TEACHING POINT Assessment of writing helps students identify all they have learned and see any areas where they may still need more practice and support. As you review students' assessments, notice what they did well and what areas need improvement. Consider how you will share your feedback with students to help them make improvements and to celebrate what they have learned.

MODEL AND PRACTICE Tell students that today they will be looking back on what they have learned about opinion writing. They will assess what they learned and how their writing has improved. Have students recall the opinion books they have written and also the ones they have read in the stack books.

Tell students that before responding to assessment prompts, it is good to review what has been learned. Have students turn to p. 235 in *Student Interactive K.5*. Read the page with the students. Invite students to ask questions or add items to the list.

Ask students to remember the list as they begin the assessment.

Assessment

See the unit assessment on p. WW47 and tell students they will be taking a writing assessment to see all they learned. Another form of assessment is to score students' writing using the rubric on p. WW47.



OPINION WRITING



Opinion Writing

Provide students with the assessment prompt below. The prompt may be displayed for students or printed from SavvasRealize.com.

Prompt Write an opinion piece. First, state the topic and your opinion about the topic. Then draw or write your opinion piece.

4-Point Opinion Writing Rubric



Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Writing clearly states an opinion on a topic.	Writing includes a clear topic, opinion, and strong reason.	The reason closely connects to and supports the opinion.	The writing includes strong use of descriptive words.	The use of conventions is clearly shown.
3	Writing adequately states an opinion on a topic.	Writing includes a topic, opinion, and reason.	The reason connects to and somewhat supports the opinion.	The writing includes descriptive words.	The use of conventions is somewhat shown.
2	Writing somewhat states an opinion on a topic.	Writing includes a topic and opinion, but no reason.	The reason somewhat connects to the opinion.	The writing includes a descriptive word.	The use of conventions is weak or uneven.
1	Writing does not state an opinion on a topic.	Writing lacks a topic, opinion, or reason.	The reason does not connect to the opinion or is missing.	The writing includes no descriptive words.	There is very little use of correct conventions.
0	Opinion piece gets no credit if it does not demonstrate adequate command of opinion writing traits.				

Week 6

PROJECT FOCUS

This week students will

- research art and history museums.
- write or draw about which kind of museum is better.

Lesson 1

T424–T425
T426–T427
T442–T443

Foundational Skills

- Phonological Awareness: Medial /a/
- Phonics: Review /a/ Spelled Aa

Compare Across Texts

- Going Places
- Essential Question

Inquire

- Introduce the Project: Let's Go!
- Use Words: Talk About Museums

Lesson 2

T428–T431
T444–T445
T446–T447

Foundational Skills

- Phonics: Word Families -an and -at

Explore and Plan

- Introduce Persuasive Writing
- Write for a Reader: Audience

Conduct Research

- Ask a Librarian

Lesson 3

T432–T433
T448–T449

Foundational Skills

- Phonological Awareness: Medial /i/
- Phonics: Review /i/ Spelled Ii
- High-Frequency Words

Refine Research

- Take Notes

Lesson 4

T434–T439
T450–T451

Foundational Skills

- Phonics: Word Families -in and -ip
- Decodable Story: *We Like It!*

Collaborate and Discuss

- Tell Your Opinion

Lesson 5

T440–T441
T452–T453

Foundational Skills

- Phonological Awareness: Segment and Blend Phonemes
- Phonics: Spiral Review: Consonants Bb /b/ and Rr /r/

Celebrate and Reflect

- Share
- Reflect

Reflect on the Unit

- Reflect on Your Reading
- Reflect on Your Writing



INTEGRATE your INSTRUCTION

English Language Arts

- Compose opinion pieces.
- Participate in shared research projects.
- Speak audibly and express ideas clearly.

Quest SOCIAL STUDIES



For alternative inquiry projects with a social studies or geography focus, go online to SavvasRealize.com.

Social Studies

- Gather and evaluate sources.
- Communicate conclusions and identify ways to take action.

4-Point Research Project Rubric



Score	Focus	Research	Organization and Development	Language and Vocabulary	Delivery
4	Main claim is clear and addresses the prompt.	Cited information is accurate and clearly supports the main claim.	Drawing is relevant, and writing shows a developmentally appropriate understanding of directionality, letter formation, and word spacing.	Language and vocabulary are appropriate to the topic.	Oral delivery is clear, audible, and relevant. Student listens actively, and follows oral directions.
3	Main claim is mostly clear and addresses the prompt.	Cited information is mostly accurate and somewhat clearly supports the main claim.	Drawing is relevant, and writing shows some understanding of directionality, letter formation, and word spacing.	Language and vocabulary are mostly appropriate to the topic.	Oral delivery is mostly clear, audible, and relevant. Student listens and follows oral directions adequately.
2	Main claim is somewhat clear and attempts to address the prompt.	Cited information is somewhat accurate and only tangentially supports the main claim.	Drawing is mostly relevant, and writing shows an initial understanding of directionality, letter formation, and word spacing.	Language and vocabulary are somewhat relevant to the topic but may be unclear.	Oral delivery is mostly clear and relevant. Student listens and follows some oral directions.
1	Claim is unclear or only partially addresses the prompt.	Cited information is mostly inaccurate and mostly does not support the main claim.	Drawing seems unconnected to the task, or writing shows little understanding of directionality, letter formation, or spacing.	Language and vocabulary are unrelated to the topic.	Student's speech is unclear. Student is distracted while listening.
0	Possible characteristics that would warrant a 0: 1. No response is given. 2. Student does not demonstrate adequate command of writing or delivery of a persuasive text. 3. Response is unintelligible, illegible, or entirely off-topic.				



Have students complete the student-friendly Research Project Checklist, p. 57, from the *Resource Download Center*.

Compare Across Texts

OBJECTIVES

Describe familiar people, places, things, and events and, with support, provide additional detail.

Compare and contrast the adventures of characters in familiar stories.

Synthesize information to create new understanding with adult assistance.

Going Places

As a class, review the unit theme, *Going Places*, and the Essential Question: *What makes a place special?* Explain that when you share information and ideas, it is important to speak audibly, or loudly, and clearly so others can hear and understand you. Remind students that they have been reading and talking about different kinds of special places all week.

TURN, TALK, AND SHARE Have students go back to the texts they read in this unit and work in pairs to complete the activity on pp. 204–205 in the *Student Interactive*. Remind them to speak audibly, or loudly, and clearly.

Compare Across Texts

Remind students that the selections in this unit are connected by the unit theme, *Going Places*. Ask questions like the ones below to compare themes, topics, and genres across texts.

- In *At the Library*, we read about libraries. In *A Visit to the Art Store*, we read about art stores. Libraries and art stores are both special places. How are these two special places the same? How are they different? (Possible responses: You can get things at both places. They are different because you do not buy things at a library, but you do at an art store.)
- In *Where is Twister?* we read about a dog who got lost in the forest. In *Too Many Places to Hide*, we read about a cat who could not be found. What were some special places in these stories? What did these places mean to the characters? (Possible responses: Special places were the new apartment and the forest. The apartment meant a lot because it was new and unfamiliar. The forest meant a lot because it was scary.)

Essential Question

My TURN Now have students look back over the texts they have read to write or draw their responses to the Essential Question: *What makes a place special?* Then explain to students that this week they will be working on a research project in which they will learn about two kinds of special places: art museums and history museums.



ELL Targeted Support Learning Strategies

Have students draw on their own personal experiences to think about the concept of a special place. Ask students to think of a place that is important to them. Then call on volunteers and have them talk about their respective special places. **EMERGING**

Have students draw on their own personal experiences to think about the concept of a special place. Ask students to think of a place that is important to them. Then have students draw their special places. Go around the class and have each student use words to describe his or her drawing. **DEVELOPING**

Have students think of a place that is special to them. Then invite them to write words to describe that place. Have students read some of their words to the class. **EXPANDING**

Have students think of special places. Then invite them to write sentences or a paragraph describing the special places. Have students read their sentences to the class. **BRIDGING**



Use the *ELL Observational Assessment Checklists* to monitor student progress for this unit.

STUDENT INTERACTIVE, pp. 204–205

COMPARE ACROSS TEXTS

UNIT THEME
Going Places

TURN and TALK
Go back to each text and tell one detail about a special place. Use the Weekly Questions to help you.

WEEK 1
Mission Accomplished!
How does imagination make a place seem different?

WEEK 2
Too Many Places to Hide
What is exciting about moving to a new place?

WEEK 3
At the Library
What makes us want to visit a special place?

WEEK 4
Where Is Twister?
What is fun about exploring new places?

WEEK 5
A Visit to the Art Store
How can we describe special places?

WEEK 6
Project
Now it is time to apply what you learned about going places in your WEEK 6 PROJECT: Let's Go!

Essential Question
What makes a place special?

BOOK CLUB

Read Together

204 205

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Word Work

OBJECTIVES

Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Cards



Alphabet Card

Phonological Awareness: Medial /a/

Tell students that today they will review the sound /a/. Remind them that the sound /a/ is made by opening your mouth slightly and dropping your jaw. Show students how to make the sound /a/ and have them practice it.

Display the *man* Picture Card. This is a picture of a man. Listen to the sounds in *man*: /m/ /a/ /n/. What sound do you hear at the beginning of *man*? What sound do you hear at the end? Students should tell you /m/, /n/. Then hold up the *van* Picture Card. This is a picture of a van. Van and man have the sound /a/ in the middle and the sound /n/ at the end. What other words can you think of that have the sound /a/ in the middle like *van* and *man*? Possible responses are *jam*, *can*, *ran*, *fan*, *cat*, and *hat*.

Phonics: Review /a/ Spelled Aa

Minilesson

FOCUS Display the Alphabet Card for Aa and point to the picture of the astronaut. What sound do you hear at the beginning of *astronaut*? Students should identify the sound /a/. We already learned about the letter that spells the sound /a/. What letter is it? Point to the letters Aa. Students should say *a*.

MODEL AND PRACTICE Write the word *sat* on the board. Point to each letter as you say the sound: /s/ /a/ /t/. When I blend the sounds of these words together, I read the word *sat*. Say the letter-sounds with me: /s/ /a/ /t/. Model blending the word together. Then write the words *ran*, *man*, *tap*, and *tab* on the board, and repeat the activity.

APPLY Partners take turns reading the words on the board.



ELL Targeted Support High-Frequency Words Tell students that high-frequency words are words they see, hear, or say most often. Write this week's high-frequency words on the board: *she*, *see* and *look*. Say the words aloud. Use them in sentences.

Review the three high-frequency words you wrote on the board. Ask students leading questions that require them to talk about how imagination can change a place using the high-frequency words.

EMERGING

Review the three high-frequency words you wrote on the board. Have student pairs write questions about how imagination can change a place using high-frequency words. Have pairs answer the questions. Monitor student conversations. **DEVELOPING**

Have student pairs find a classroom library book, and have them write down any high-frequency words they see. Then have students use each word in a sentence describing how imagination can change a place. **EXPANDING**

Have students write high-frequency words they find in classroom books. Then have them use the words in sentences to describe how imagination can change a place. **BRIDGING**

HIGH-FREQUENCY WORDS



Write the high-frequency words *she*, *see*, and *look*. Show students familiar letter sounds, such as *s/s/*, in *see*.

- Point to the word *she* and read it.
- Have students identify the word *she* by pointing to it, and then have them read it.
- Repeat for each word.

she

see

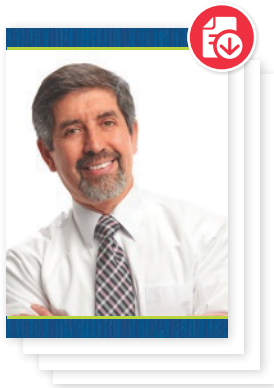
look

Word Work

OBJECTIVES

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Cards

Phonics: Word Families *-an* and *-at*

Minilesson

FOCUS Tell students that today they are going to learn about word families. Words that end in the same sounds are in a word family. Display the *man* Picture Card. This is a man. Turn the card over. The beginning sound in *man* is /m/. The letter *m* spells the beginning sound /m/. Circle the letter *m*. The word *man* ends with the sounds /a/ /n/. The letters *a-n* spell the ending sounds /a/ /n/. Underline the letters *an*. Write the word *ran* and repeat the activity. The words *man* and *ran* have the same ending sounds, /a/ /n/, so they are in the same word family.

Write the word *bat* on the board. Have students identify the beginning sound and ending sounds in *bat* and the letters that spell the sounds. Then write the word *sat* on the board. Ask students to tell you if *sat* is in the same word family as *bat* and explain how they know.

MODEL AND PRACTICE Write the words *tan*, *pat*, *Nan*, *rat*, *cat*, *pan*, *can*, and *mat* on separate note cards. Then write the headings *an* and *at* on the board. Tell students that you will show them words that are in the *an* and *at* word families. Tell them to read the words and identify the word family for each word. Display the note cards one at a time. After students identify the word family for a word, tape the word under the appropriate heading on the board.

FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 MyTURN Have students identify each picture on p. 206 in the *Student Interactive* that belongs either to the *-an* or *-at* word family, and then have them write the words on the lines. Have students identify the sounds of the letters that are different in each set of words.

OPTION 2 Independent Activity Have pairs of students use letter tiles to create their own *-at* or *-an* words. One student creates a CVC pattern, and the other student replaces the beginning letter with a different letter to form a new word.

QUICK CHECK

Notice and Assess Can students recognize words with short *a* that are in the same word family?

Decide

- **If students struggle**, revisit instruction for short *a* word families on pp. T430–T431.
- **If students show understanding**, extend instruction for short *a* word families on pp. T430–T431.

HIGH-FREQUENCY WORDS

Tell students that high-frequency words are words that they will hear and see over and over in texts. Write and then read the words *she*, *see*, and *look*. Have students




- read the words with you.
- clap each letter.

STUDENT INTERACTIVE, p. 206

PHONICS | HIGH-FREQUENCY WORDS




Short a Word Families

MY TURN Write

pan can man

Tell students that images represent pan, can, man.

cat rat bat

Tell students that images represent cat, rat, bat.

206

Directions Have students say the word for each picture and segment the sounds before writing the word on the lines. Model: Listen to the sounds in *pan*: /p/ /a/ /n/. The letter for /p/ is *p*. The letter for /a/ is *a*. The letter for /n/ is *n*.

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ADDITIONAL PRACTICE

For additional student practice with short *a* word families, have students complete *Phonics* p. 11 from the *Resource Download Center*.



FOUNDATIONAL SKILL

Name _____



Phonics

Short a Word Family

MY TURN Write

bat hat

sat mat

Directions Have students use the letters below the pictures to help them write words in the short a word family.

Grade K, Unit 1, Week 6

Use the  **QUICK CHECK** on p. T429 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

WORD FAMILIES *an* AND *at*

Remind students that words that end in the same sounds and letters, like *cat* and *rat*, are in the same word family. Write the words *cat* and *rat* on the board. Underline the letters *at* in each word. Then erase the letters *c* and *r* and draw underlines below each blank space. **We are going to make new words that belong in the -*at* word family. Let's try adding new letters to the beginning of the words.** Write the letter *m* on one line. **What is the new word?** (*mat*) Have students name other letters to make words in the -*at* word family. Repeat with the -*an* word family.

ELL Targeted Support

Review the letter sounds students have learned in this unit.

Display the letters *an* on a note card. Guide students to identify the sounds. Then add note cards with the letters *c*, *p*, and *m* one at a time to the *an* note card. Guide students to use the *an* pattern to read each word. **EMERGING**

Display the words *can*, *pan*, *rat*, and *cat*. Have students read the words and think of other words that belong in the word families. **DEVELOPING**

Say the words *ran*, *tan*, *pat*, and *sat* as students write the words on a sheet of paper. Offer feedback as needed. **EXPANDING/BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity

CONNECT SOUND AND LETTER: CONSONANTS 2

Use Lesson 22 in the *myFocus Intervention Teacher's Guide* for instruction on connecting sounds and letters.

LEVEL A • MODEL AND TEACH

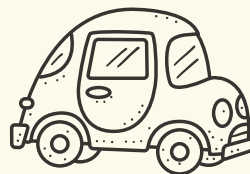
Lesson 22 **Connect Sound and Letter: Consonants 2**

INTRODUCE Write the letters *Nn*, say the name *n*, and have students repeat after you. Explain that *n* is a consonant and spells the sound */n/*. Point to a student whose name begins with *N*, such as *Nat*. **What sound do you hear at the beginning of *Nat*?** Write the name *Nat*. In this lesson, we'll connect sounds and consonant letters.

MODEL Display or share copies of the passage "Who Fits in the Car?" from Student Page S137, and read it aloud. Say: **The words in this story have the letters and sounds *n* /n/, *b* /b/, *c* /k/, *f* /f/, *d* /d/, and *g* /g/.**

Who Fits in the Car?

The dog got in the car.
The duck got in the car.
The goat got in the car.
The fox with the big bag
did not fit in the car!



TEACH Use examples to help students recognize letter-sound correspondences. Say: **We read the word *dog*. The first letter in *dog* is *d*. The letter *d* stands for the sound /d/. Point to other words in the story that begin with *d* /d/.** Help students identify the words *duck* and *did* as words beginning with *d* /d/. Circle each *d*. Continue the process for *n* /n/, *b* /b/, *c* /k/, *f* /f/, and *g* /g/, circling each letter as you identify it.

Phonics, Morphology, and Spelling T • 137

Intervention Activity

PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.



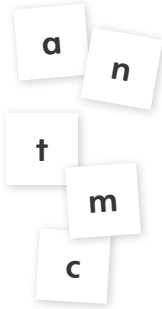
Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Distribute letter tiles to students. Have pairs of students use them to create their own words that belong to the *-an* or *-at* word family.



Students can also play the letter tile game in the myView games on SavvasRealize.com.

Decodable Book



Students can revisit last week's Decodable Book *We Make It* to practice reading words with the sounds /b/ and /r/ and last week's high-frequency words.

Before reading, display and remind students of last week's high-frequency words: *for*, *me*, *with*. Tell them that they will practice reading these words in the Decodable Book *We Make It*. **When you see these words in today's story, you will know how to read them.**

Pair students for reading and listen carefully as they use letter-sound relationships to decode. One student begins. Students read the entire story, switching readers after each page. Partners reread the story. This time the other student begins.

High-Frequency Words

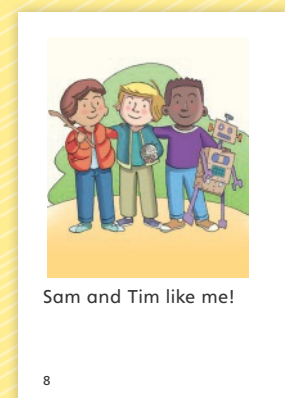
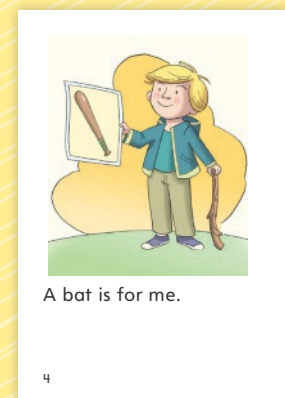
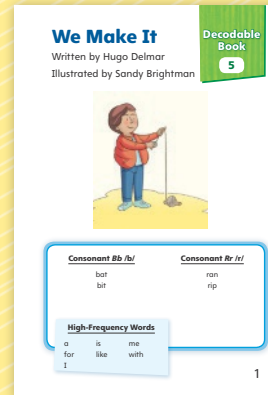
Have students make their own sentences to represent this week's high-frequency words.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Decodable Book



Word Work

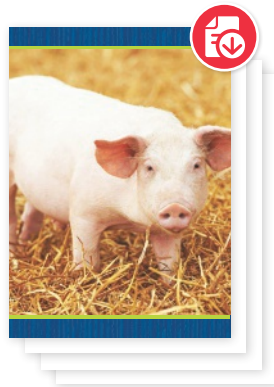
OBJECTIVES

Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.



Picture Cards



Alphabet Card

Phonological Awareness: Medial /i/

FOCUS Tell students that today they will review the sound /i/. Remind them that the sound /i/ is made by opening their mouth slightly and saying the sound. Show students how to make the sound /i/ and have them practice it.

PRACTICE Display the *pig* Picture Card. This is a picture of a pig. Listen to the sounds in *pig*: /p/ /i/ /g/. *Pig* has the sound /i/ in the middle. Then hold up the *wig* Picture Card. This is a picture of a wig. What sound do you hear in the middle of *wig*? Students should tell you /i/. *Wig* and *pig* have the sound /i/ in the middle. What other words can you think of that have the sound /i/ in the middle? Possible responses are *jig*, *sit*, *pit*, *fig*, and *lip*.

Phonics: Review /i/ Spelled *i*

Minilesson

FOCUS Display the *ii* Alphabet Card and point to the picture of the igloo. What sound do you hear at the beginning of *igloo*? Students should identify the sound /i/. We already learned about the letter that stands for /i/. What letter is it? Point to the letters *ii*. Students should name the letter *i*.

MODEL AND PRACTICE Write the word *sit* on the board. Point to each letter as you say the sounds: /s/ /i/ /t/. When I blend the sounds of these words together, I read the word *sit*. Say the letter-sounds with me: /s/ /i/ /t/. Model blending the sounds to read the word. Then write the words *bit*, *tin*, *rim*, and *pit* on the board and repeat the activity.

APPLY Have partners take turns reading the words on the board.



High-Frequency Words

Minilesson

FOCUS Say: Today we will practice reading the high-frequency words *she*, *see* and *look*. Have students read the words at the top of p. 207 in the *Student Interactive* with you: *she*, *see*, *look*.

MODEL AND PRACTICE Have students look at the words at the top of p. 207. Say: I will read a word, and I want you to point to it. Then we will read the word together. Read *she*, and have students point to it. Now let's read the word together: *she*. Repeat with the other words.


APPLY MyTURN Have students read the sentences on p. 207. Ask them to identify the words *she*, *see*, and *look* and underline the high-frequency words in the sentences. Then have them read the sentences again with a partner.

STUDENT INTERACTIVE, p. 207


FOUNDATIONAL SKILLS

My Words to Know

she	see	look
-----	-----	------



My Sentences to Read

 **MYTURN**

1. I see Nat.
2. She is at the mat.
3. Look! It is in the can!

Directions Have students read the high-frequency words and then the sentences. Ask them to underline the high-frequency words in the sentences.

207

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Word Work

OBJECTIVES

Identify and match the common sounds that letters represent.

Recognize that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap.

Phonics: Word Families *-in* and *-ip*

Minilesson

FOCUS Hold up a safety pin. This is a pin. The first sound in *pin* is /p/. The sound /p/ is spelled with the letter *p*. The ending part in *pin* is *-in*. Write *-in* as a heading on the board. The ending sound of *pin* is spelled *-in*. Point to a garbage bin. Have students say the word and tell if it is in the *-in* word family. Write *pin* and *bin* on the board under the heading *-in*. The words *pin* and *bin* are members of the *-in* word family.

Rip a piece of paper. This is a rip. The first sound in *rip* is /r/. The sound /r/ is spelled with the letter *r*. The ending part in *rip* is *-ip*. Say the word *tip*. Write *-ip* as a heading on the board. Have students say the word and tell you if it is in the *-ip* word family. Write the words *rip* and *tip* under the *-ip* heading. The words *rip* and *tip* are both in the *-ip* word family.

MODEL AND PRACTICE Tell students that you will say a group of words. Tell them to listen carefully to the words and trace *in* or *ip* in the air if they hear the word part. Tell them that there will be one word in each group that isn't in the *-in* or *-ip* family. Tell students to listen carefully. Use the following words for this activity, emphasizing the ending part in each word: *Vin, tin, lap, kin; ship, flip, tip, bat; fin, pin, ham, tin; dip, hip, lip, Sam*.

ELL Targeted Support Learning Strategies Explain to students that when they can read and write one word, they can use what they know about that word to read and write other words like it.

Write the word *tin* on the board. Say each letter-sound separately: /t/ /i/ /n/. Have students repeat after you. Then erase the letter *n* and write *p*. Help students read and pronounce the new word. Repeat with the words *din* and *dip*. **EMERGING/DEVELOPING**

Have students add beginning letters to create a list of real and nonsense words that end in *-in* or *-ip*. Review the list together to say which are real words and which are nonsense words. **EXPANDING**



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 My TURN Have students identify each picture on p. 208 of the *Student Interactive* that belongs either to the *-in* or *-ip* word family, and then have them write the words on the lines. Have students identify the sounds of the letters that are different in each set of words.

OPTION 2 Independent Activity Have pairs of students use letter tiles to create their own *-in* or *-ip* words. One student creates a CVC pattern, and the other student replaces the beginning letter with a different letter to form a new word.

QUICK CHECK

Notice and Assess Can students recognize words with short *i* that are in the same word family?

Decide




- **If students struggle**, revisit instruction for short *i* word families on pp. T436–T437.
- **If students show understanding**, extend instruction for short *i* word families on pp. T436–T437.

STUDENT INTERACTIVE, p. 208

PHONICS




Short i Word Families

MY TURN Write

tin pin bin

Tell students that images represent tin, pin, bin.

tip sip rip

Tell students that images represent tip, sip, rip.

208 Directions Have students say the word for each picture and segment the sounds before writing the word on the lines.

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ADDITIONAL PRACTICE

For additional student practice with short *i* word families, have students complete *Phonics*, p. 12, from the *Resource Download Center*.

FOUNDATIONAL SKILL

Name _____

Phonics

Short i Word Family

MY TURN Write

tin pin bin

tip sip rip

win bin

Directions Have students use the letters below the pictures to help them write words in the *in* word family.

Grade K, Unit 1, Week 6

12

Phonics, p. 12

Use the  **QUICK CHECK** on p. T435 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

WORD FAMILIES *in* AND *ip*

Remind students that words that end in the same sounds and letters, like *pin* and *bin*, are in the same word family. Write *pin* and *bin* on the board. Underline the letters *in* in each word. Then write *_in* several times on the board. **Let's make new words to add to the *-in* word family. What letter can we add to *-in* to make a new word? Let's try the letter *t*.** Write *t* on the line. **What is the new word?** (*tin*) Have students name other letters to make words in the *-in* word family. Repeat with the *-ip* word family.

ELL Targeted Support

Display the *Mm*, *Tt*, *Aa*, *Ss*, *Cc*, *Pp*, *li*, *Nn*, *Bb*, and *Rr* Alphabet Cards and review the letter sounds.

Write the letters *in*. Point to each letter, say the sound, and have students repeat. Then add the letter *p* and guide students to read the word *pin*. Continue with *bin* and *tin*. **EMERGING**

Write the words *tip* and *sip*. Have students read the words and tell if they are in the same word family. Continue with *bin*, *rip* and *pin*, *tin*. **DEVELOPING**

Ask partners to fold a sheet of paper in half and write *in* and *ip* at the top of the two halves. Then have them write as many words as they can for each word family. **EXPANDING/BRIDGING**



For additional support, see the online *Language Awareness Handbook*.

Intervention Activity

CONNECT SOUND AND LETTER: CONSONANTS 1

Use Lesson 21 in the *myFocus Intervention Teacher's Guide* for instruction on connecting sounds and letters.

LEVEL A • MODEL AND TEACH


Lesson 21 **Connect Sound and Letter: Consonants 1**

INTRODUCE Write the letters *Mm*, say the name (*m*), and have students repeat after you. Explain that *m* is a consonant and spells the sound /m/. Point to something that begins with *m*, such as a map. **What sound do you hear at the beginning of *map*?** Write the word *map*. In this lesson, we'll learn how letters and sounds connect.

MODEL Display or share copies of the following passage, "Mac and Sam," from Student Page S133, and read it aloud. **The words in this story have the letters and sounds /ll/, r /rl/, s /sl/, m /ml/, t /tl/, and p /pl/.**

Mac and Sam

I have a tiny pup.
His name is Mac.
Mac likes to run for his ball.
I have a tiny cat.
Her name is Sam.
Sam likes to sit on my lap!



TEACH Use examples of words to help students recognize letter-sound correspondences. Say: **The first word in the title is *Mac*. It begins with the letter *M*. The other name in the title is *Sam*. It begins with the letter *S*. The letter *M* stands for the sound /m/ and the letter *S* stands for the sound /s/. Point out letter-sound correspondences in the story for /ll/, r /rl/, t /tl/, and p /pl/.**

Phonics, Morphology, and Spelling T • 133

Intervention Activity

PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 5–20.



Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Distribute letter tiles to students. Have them use the letter tiles to make words with the sound /i/ spelled *i*. Allow any suitable responses. Example answers include: *bin, tin, rib, bib*.



Students can also play the letter tile game in the myView games on SavvasRealize.com.

Decodable Book



MY CAT

Students can read the Decodable Book *My Cat* to practice reading short *a* and short *i* word families and this week's high-frequency words.

Before reading, display and remind students of this week's high-frequency words: *she, see, look*. Tell them that they will practice reading these words in the Decodable Book *My Cat*. **When you see these words in today's story, you will know how to read them.**

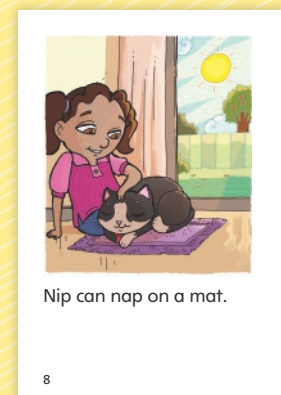
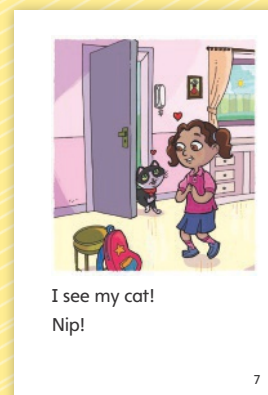
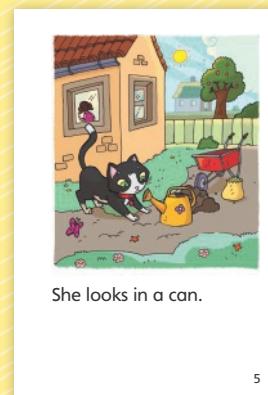
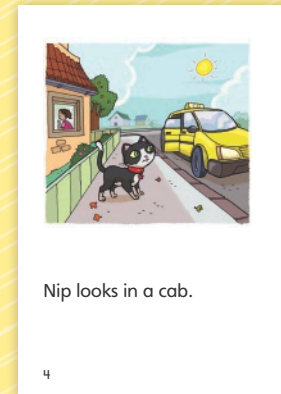
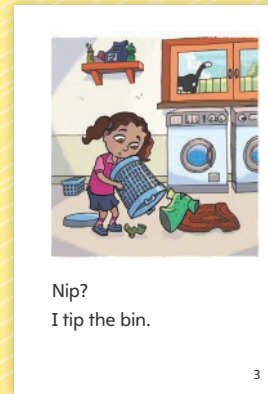
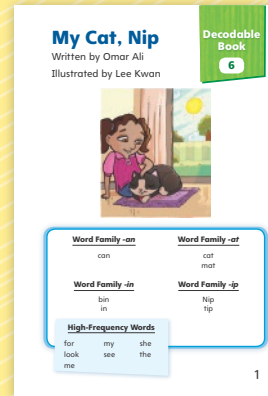
Pair students for reading and listen carefully as they use letter-sound relationships to decode. One student begins. Students read the entire story, switching readers after each page. Partners reread the story. This time the other student begins.

Centers



See the myView Literacy Stations in the *Resource Download Center*.

Decodable Book



Decodable Story

OBJECTIVES

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.

ELL Access

Use nursery rhymes to reinforce the concept of word families, or groups of words that have many of the same sounds. Read nursery rhymes in English and in students' home languages, and ask students to identify words that belong to the same word family.

Read *We Like It!*

FOCUS Have students turn to p. 209 of the *Student Interactive*. We are going to read a story today about kids at an amusement park. Point to the title of the story. The title of the story is *We Like It!* I hear the sound /i/ in the word *it*. In this story, we will read other words with the sound /i/ spelled *i* and other sounds we have learned such as *n/n/*, *a/a/*, and *p/p/*.

IDENTIFY AND READ HIGH-FREQUENCY WORDS Remind students of this week's high-frequency words: *she*, *see*, *look*. Tell them that they will practice reading these words in the story *We Like It!* Display the words. Have students read them with you. When you see these words in the story *We Like It!*, you will know how to identify and read them. You will also see some other Words to Know we have learned: *we*, *like*, *with*, *a*.

STUDENT INTERACTIVE, p. 209

DECODABLE STORY

We Like It!



Tim can see a pin.
Look! It is in the bin.

FOUNDATIONAL SKILLS

Highlight the words that are in the same word family as **fin**.

 AUDIO
Audio with Highlighting

 ANNOTATE

209



READ Have students whisper read the story as you listen in. Then have students reread the story page by page with a partner. Listen carefully as they use letter-sound relationships to decode. Have partners reread the story. This time the other student begins.

After students have read the story, call their attention to the first sentence on p. 209. *I see a word that is in the same word family as **fin**: **pin**. Both words have the ending part **-in**.* Help students identify, or say, the ending part **-in**. Then have them locate and highlight the words that are in the same word family as **fin** on p. 209 of the *Student Interactive*.

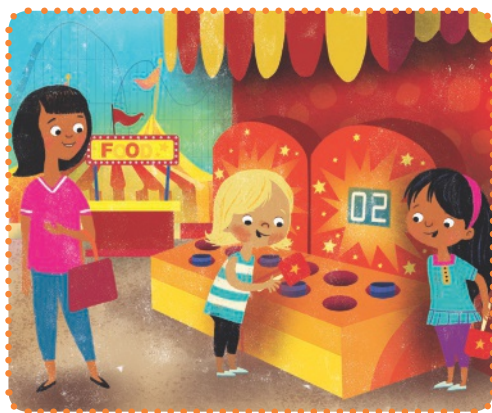
Have students turn to pp. 210–211. *Which words are in the **-ap** family?* Students should supply the words *tap*, *rap*, and *nap*. *How do you know these words are in the **-ap** family?* Students should say that all the words have the ending part **-ap**, so they are in the **-ap** family. Have students underline the words *tap*, *rap*, and *nap*.

STUDENT INTERACTIVE, pp. 210–211



FOUNDATIONAL SKILLS

DECODABLE STORY



Pat can tap with a bat.
She can rap with Nat.

210

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Underline words that are in the same word family as **cap**.

We sit for a nap.

211

Word Work

OBJECTIVES

Blend spoken phonemes to form one-syllable words.

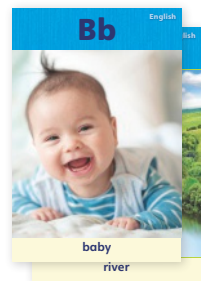
Segment spoken one-syllable words into individual phonemes.

Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Identify and read common high-frequency words by sight.



Picture Cards



Alphabet Cards

Phonological Awareness: Segment and Blend Phonemes

FOCUS Display the *cap* Picture Card. This is a picture of a cap. Listen to the sounds as I say *cap* slowly: /k/ /a/ /p/. How many sounds does the word /k/ /a/ /p/ have? Yes, it has three sounds. Now I will blend the sounds together to say the word: /k/ /a/ /p/, *cap*.

PRACTICE Listen carefully as I say a word: *rip*. What is the first sound in *rip*? Say it with me: /r/. What is the second sound in *rip*? Say it with me: /i/. What is the third sound in *rip*? Say it with me: /p/. Now let's blend the sounds together to say the word: /r/ /i/ /p/, *rip*. Have students segment and blend the sounds for *big*, *pan*, and *dip*.

Phonics: Spiral Review: Consonants *Bb/b/* and *Rr/r/*

Minilesson

FOCUS Tell students that today they will review two other letters and their sounds: consonants *b* and *r*. Display the *Bb* and *Rr* Alphabet Cards. Point to Alphabet Card *Bb*. The consonant *b* spells the sound /b/ at the beginning or end of a word. Then point to Alphabet Card *Rr*. The consonant *r* spells the sound /r/ when it is at the beginning of a word like *river*.

MODEL AND PRACTICE Have students review the consonants *b* and *r*. Display the word *bat*. Listen as I say the word *bat*: /b/ /a/ /t/. The word *bat* starts with the consonant *b* and has the short *a* sound spelled *a* in the middle: *bat*. Have students read the word *bat*. Display the word *rat*. Listen as I say the word *rat*: /r/ /a/ /t/. The word *rat* starts with the consonant *r* and has the short *a* sound in the middle: *rat*. Have students read the word.

APPLY In pairs, have students spell the words *rat* and *bat* aloud.



ELL Targeted Support High-Frequency Words Remind students that high-frequency words are words they see, hear, or say most often. Write the words *she*, *see*, and *look* on the board. Point to each word and say it aloud. Have students repeat after you. Then model how to use these words in questions and answers, such as *What does she eat for lunch?*

Review the three high-frequency words you wrote on the board. Say them aloud again and have students repeat after you. Then ask questions using these words. The questions should require yes/no or one-word answers. **EMERGING**

Point out the high-frequency words on the board and say them aloud with students. Model using simple questions with two high-frequency words in them. Then invite volunteers to answer the questions. **DEVELOPING**

Have student pairs work together to ask and answer questions using the high-frequency words you wrote on the board. Monitor their conversations and correct as needed. Ask students to write questions using at least two high-frequency words from the list. Then have students take turns asking and answering the questions. **EXPANDING/BRIDGING**

HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that appear over and over in texts. Say the word *she* and ask students what letters spell the word. Have students

- say the word *she* as you write it on the board.
- repeat with *see* and *look*.
- read the words aloud.

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, have students complete *My Words to Know*, p. 18 from the *Resource Download Center*.

FOUNDATIONAL SKILLS
Read Together

Name _____

My Words to Know

she	see	look
-----	-----	------

MY TURN Read and write

1. I see the dog.

2. I look at Pam.

3. Is she at home?

Directions: Tell students that some words we will see a lot when we write, such as see. Review each high-frequency word with students. Then have them read each sentence and write the missing word to complete the sentence.

Grade K, Unit 1, Week 6

18

My Words to Know, p. 18

Inquire

OBJECTIVES

Interact with sources in meaningful ways such as illustrating or writing.

Respond using newly acquired vocabulary as appropriate.

Generate questions for formal and informal inquiry with adult assistance.

Develop and follow a research plan with adult assistance.

ELL Language Transfer

Speakers of Spanish and other languages may be confused by plural pronouns, such as *we*, *us*, *them*, *they*, and *you*. Reassure students that in English, the same word can be used regardless of whether the subjects are males, females, or things. Have students practice using plural pronouns in sentences.

Introduce the Project: Let's Go!

TEACHING POINT Explain to students that this week they will work in pairs to research art and history museums and choose which one they prefer. They will write a persuasive text about the museum they choose.

Explain that a research plan tells the steps needed to complete a research project. Direct students to the Museum Research Plan on p. 213 in the *Student Interactive*. Tell students that they will follow this plan by doing each step in order throughout the week. Read aloud the first item: *Research the museums*. Use the model below to help students begin their project.

MODEL AND PRACTICE Say: *The first step is to research museums. A museum is a place that displays collections of many interesting things. When I went to a history museum, I saw things from long ago. I know that art museums have beautiful paintings. I will research both of these kinds of museums.*

Use questions to help students begin researching museums: *What kinds of museums have you seen or visited? Look at the pictures on page 212 in the Student Interactive. What can people see at these museums?*

COLLABORATE Have students use the pictures on p. 212 to talk about museums and what people can see there. In pairs, have them circle the types of museums they have visited or would like to visit.

Read the remaining steps in the Museum Research Plan. Guide students to understand that research is based on asking questions and finding answers to these questions.

Use Words: Talk About Museums

COLLABORATE Remind students that the Academic Vocabulary words *special*, *move*, *map*, and *land* all relate to the unit theme, *Going Places*. Model using these words by describing the pictures on p. 212. Say: *I see trains in one picture. Trains can help people and things **move** across the **land**. I would like to visit a museum that can tell me more about trains and how they work.* Have students use the newly acquired Academic Vocabulary to talk with a partner.



EXPERT'S VIEW Alfred Tatum, University of Illinois at Chicago

“Meaningful literacy exchanges with text lead to motivation and engagement. At the end of any particular lesson, there should be evidence that children are smarter and that there has been personal development because of that lesson.”

See SavvasRealize.com for more professional development on research-based best practices.

DIFFERENTIATED SUPPORT

OPTION 1 Intervention If students struggle to talk about museums, provide additional pictures of museums, or visit a museum's Web site and browse pictures with students. Use Academic Vocabulary words in prompts to help students tell about what they see. For example, ask: *What makes this museum special? What does this map tell us about this museum?*

OPTION 2 Extend Invite students to write or draw what they already know about museums. Have them share their ideas with a partner and use the Academic Vocabulary as they tell about their writing or drawing.


ELL TARGETED SUPPORT

Support students in using prior knowledge and experiences to participate in discussions. Have students name things in the pictures on p. 212 in the *Student Interactive* and tell where they have seen the objects. Encourage students to ask questions about these objects.

NEXT STEPS Tell students that they will begin following a plan to research museums. Once they have gathered information about museums, they will be able to check off the first item in the Museum Research Plan. Explain that the next step is to consider the information and decide which museum they want to visit.

STUDENT INTERACTIVE, pp. 212–213

INQUIRE **Read Together** **PROJECT-BASED INQUIRY**



Let's Go!

Look at the pictures. Which type of museum do you want to go to?

COLLABORATE Talk about museums.

Use Words **COLLABORATE** What questions can you ask about museums? Talk with your partner. Use new academic words.

Museum Research Plan

Check each box as you do your work.

- Research the museums.
- Choose which one you want to go to.
- Draw or write to tell why.
- Share with others.

212 **Directions** Read aloud the prompt. Say: *A museum is a place where interesting things are collected for people to see.* Have students discuss the museums in the pictures and what people can see at the museums. Then have students circle the museums they have visited or museums they would like to visit.

213 **Directions** Have students generate questions about museums using newly acquired vocabulary. Then discuss the steps in this week's research plan. Explain that students will follow the research plan as they complete their project.

Explore and Plan

OBJECTIVE

Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.

Introduce Persuasive Writing

Introduce persuasive text by explaining that a persuasive text is written to convince readers to think or do something. A persuasive text contains an author's opinion and facts supporting the opinion. Have students turn to p. 214 in the *Student Interactive*. Use the model below to help students explore the characteristics of persuasive writing.

MODEL AND PRACTICE Say: Authors sometimes write to make the reader think a certain way. This is called persuasive writing. In persuasive texts, authors tell their opinion, or what they think or feel. Then authors tell facts, or something that is real or true, to get readers to agree with them. On this page, one picture shows someone who is excited to go to a museum. The other picture shows the bones of a dinosaur. I am going to read the sentences below the pictures and think about what the author might be trying to convince me to think or do. Read aloud the sentences below the pictures. The author is trying to convince me to go to a history museum.

Fact and Opinion Engage students in a discussion of the difference between fact and opinion. Guide students to understand that the sentence *You should go to a history museum!* is an opinion, and the sentence *You can see dinosaurs* is a fact. Use the student model to point out how a fact can support an opinion to make the opinion stronger, or more convincing.

Structure of Persuasive Texts Draw pictures to show students different opinions or details the author uses in a persuasive text to structure his persuasive argument. Use a piece that has pictures, diagrams, and captions to show students how information is organized in persuasive texts. Read aloud and point to the various images and captions to identify the structure of the text.

Write for a Reader

Audience Explain to students that authors write with a certain audience in mind. Have students consider the audience for their persuasive text. Ask questions to help students think about audience, such as: *Who might want to go to a museum? What would make your classmates choose a certain kind of museum?* Record students' responses. Remind students to think about their audience as they write their persuasive texts.

ELL Targeted Support Demonstrate Listening Comprehension Have students collaborate with peers in discussion so as to demonstrate listening comprehension of increasingly complex English.

Have students work in small groups. Have one student say something about a museum, and help the others in the group identify whether it is a fact or an opinion. Repeat with each student in the group. **EMERGING**

Read a persuasive text to students. Have students work together to identify one fact and one opinion they heard in the text that you read. **DEVELOPING**

Have students work in small groups and talk about museums. Have each student identify whether their group-members are stating facts or opinions without your help. **EXPANDING**

Have student partners read persuasive texts to each other. Have each partner identify some facts and some opinions from the text that he or she listened to. **BRIDGING**



NEXT STEPS Remind students that they will research art and history museums to determine which they would rather visit. Tell students that they will learn how to find this information so that they can write their persuasive texts.

STUDENT INTERACTIVE, p. 214

EXPLORE RESEARCH Read Together

Fact and Opinion

A **fact** is a detail that can be proved to be true.
An **opinion** is what the author thinks or feels.



You should go to a history museum!

You can see dinosaurs.

214

Directions: Say: The author of an opinion text wants to convince readers to think or do something. The author tells an opinion. The author uses facts to support the opinion. Read the sentences below the pictures to students. Have them circle the sentence that tells a fact and underline the sentence that tells an opinion.

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Conduct Research

OBJECTIVES

Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.

Generate questions for formal and informal inquiry with adult assistance.

CUSTOMIZE IT!

Collect a variety of resources for students to use in the classroom, such as picture books, magazines, or museum brochures. Model how to use each type of resource to find information. Show students how to scan pictures to get a sense of each resource. Then students can determine if the resource will answer their inquiry questions. Support students as needed.

Ask a Librarian

TEACHING POINT Explain to students that in order to do research it is important to generate, or make up, questions about what you are researching. One place you can do this is a library. Tell them that a librarian is a person who works at a library to help readers find the right resources and information. Point to the picture on p. 215 in the *Student Interactive*, and have students identify the librarian.

MODEL AND PRACTICE Say: *A library has many books, magazines, and other sources of information. Sometimes, it can be hard to find the right book or resource. A librarian can help you find what you need for your research. You can ask questions about what you are researching so that the librarian knows what kind of information you need or want. For example, I want to research art museums. I'm interested in seeing children's art. I can ask a librarian, "Where can I find information about art museums that have art created by children?"* Explain that when we generate questions about what we are researching, we can help a librarian understand what information we need in the library.

Help students narrow the topic of museums by asking questions, such as, *What do you want to learn about life long ago? What animals do you think were alive long ago? What kind of art do you like to make? What do you like to paint or draw?* Use students' responses to suggest specific areas to research.

COLLABORATE Have student pairs circle the person who can help them in a library in the picture on p. 215. Then have students collaborate with their project partners to generate questions for inquiry. Assist partners as necessary. Make sure students' questions are about art or history museums. Have students talk about questions they can ask a librarian.

Take a trip to the library or media center. Have project partners look for resources for research. Remind them that they can ask you or a librarian for help.



EXPERT'S VIEW Julie Coiro, University of Rhode Island

“Trying to locate information on the Internet involves many steps, but it starts with questioning. It means having the ability to generate questions in order to learn more about a task or text. It also means using the Internet to find information that answers those questions. To do that, children need practice using appropriate search engines, generating relevant key words, and making inferences about search results to figure out which might be the most relevant or appropriate for their questions.”

See SavvasRealize.com for more professional development on research-based best practices.

DIFFERENTIATED SUPPORT

OPTION 1 Intervention Support students by providing a sentence frame for them to ask questions: *Where can I find information about (a history/an art) museum that has ____?* Alternatively, have them draw something they are interested in learning more about and help them frame their idea as a question.

OPTION 2 Extend Students who easily generate inquiry questions can write their questions on a sheet of paper and underline key words to help them focus as they research.

ELL TARGETED SUPPORT

Assist students in asking for information by providing a word bank of high-frequency words and concrete vocabulary related to the topic, such as *look for, see, like, find, where, how, art, history, and museum*. Have students use these words in combination with gestures or other words they know to ask for information.


NEXT STEPS When students have collected sources of information about museums, have them return to the Museum Research Plan on p. 213 in the *Student Interactive* and check the box “Research the museums.” Explain to students that the next step is to choose which museum they want to visit. Then they can start writing about the museum.

STUDENT INTERACTIVE, p. 215

CONDUCT RESEARCH **Read Together** PROJECT-BASED INQUIRY

Ask a Librarian

You can find information in a library.
A librarian can help you!



COLLABORATE Circle who can help you in a library. Talk about questions you can ask.

Directions Say: What do you want to know about your topic? Think of questions you can ask. Asking librarians questions helps them know what you need and want. For example, say, *Hello. Where may I find books about museums?* Have students circle the librarian in the picture. Then have them generate questions for their inquiry project. Tell them to express their needs and wants.

215

Refine Research

OBJECTIVE

Gather information from a variety of sources with adult assistance.

CUSTOMIZE IT!

Allow students to use paint or photo editing software to make pictures or collages as they draft their persuasive texts. Help students type or copy and paste words to label pictures and express facts and opinions.

Primary Source SOCIAL STUDIES



Go online to [SavvasRealize.com](https://www.savvasrealize.com) for primary sources that will help students with their research.

Take Notes

TEACHING POINT Taking notes will help students easily recall and organize information gathered during research so that they can form a strong opinion. Explain to students that they can organize their notes using a simple T-chart.

MODEL AND PRACTICE Draw a T-chart on the board. Write the heading *Art* in the left column and the heading *History* in the right column. Say: **I can keep my information organized using this T-chart. I will draw information about art museums in the left column.** Point to the *Art* column. **I will draw information about history museums in the right column.** Point to the *History* column. Then ask students to tell a fact about art museums and a fact about history museums for you to draw in the appropriate column.

Have students turn to p. 216 in the *Student Interactive*. Read aloud the caption beneath the photograph. Prompt students to tell that the photograph shows the bones of an animal that was alive long ago. Say: **This picture came from a resource about a history museum. It shows that we can see the bones of an animal from long ago at a history museum. If you find a fact like this that you want to remember, you can draw it in your T-chart.**

Have students draw a T-chart and label the columns. Have them gather information from books to find facts about art or history museums to note in their charts. Provide assistance as necessary.

COLLABORATE On p. 216, have students draw a vertical line to separate the drawing area in half. Have them draw what they can see at an art museum on one side and what they can see at a history museum on the other side. Allow students to label their drawings with words.



ELL Targeted Support Taking Notes Guide student pairs as they read and gather information about art and history museums from different sources. Prompt students to help one another understand the information they gather from sources.

Have students take notes by drawing the information they learned and describe it using single words in English and gestures. **EMERGING**

Have students draw to take notes on information if they do not know the right descriptive words. Help students learn the names of objects they drew. Ask students to tell about their notes using the new words. **DEVELOPING**

Have students take notes on museums. Have them write complete sentences summarizing their notes and read the sentences aloud to a partner to demonstrate comprehension. **EXPANDING**

Have student pairs ask one another questions about the information they find in different sources. Have students use their notes to answer in complete sentences. **BRIDGING**

NEXT STEPS Have students think about whether they would rather visit an art or a history museum. Explain that they will begin drawing their persuasive texts. Remind students that they will express an opinion and tell a fact to support their opinion.



STUDENT INTERACTIVE, p. 216

REFINE RESEARCH

Read Together

Take Notes

What can you see?



You can learn about animals from the past.

COLLABORATE Draw what you can see at each museum.

Drawings should show a detail about an art museum and a detail about a history museum.

216 Directions Discuss the research model with students. Say: You can gather, or get, information about art and history museums by looking at books. Have students gather information from a variety of books about art and history museums. Ask them to draw notes about what they can see at each type of museum.

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Collaborate and Discuss

OBJECTIVES

Develop drafts in oral, pictorial, or written form by organizing ideas.

Demonstrate understanding of information gathered with adult assistance.

Continue a conversation through multiple exchanges.

EXPAND IT!

Distribute poster paper and supplies. Using their drafts, have students make posters advertising their opinion. Tell them to be persuasive so they can try to have other students take the side of their opinion.

Tell Your Opinion

TEACHING POINT Tell students that they will now share which type of museum they want to visit by drawing. Tell them that by sharing, they can demonstrate an understanding of the information they have gathered through research. Students may wish to revisit their notes to help them choose between an art and a history museum. Use the model and practice to help students state their opinion and support it with a fact in order to demonstrate understanding.

MODEL AND PRACTICE Direct students' attention to p. 217 in the *Student Interactive*. Have them look at the pictures and identify the types of museums shown. Have students practice demonstrating an understanding of information they have gathered through research. Say: **I like the history museum better. This is my opinion. I will circle the picture of a history museum to show my opinion. I want to visit a history museum because I want to learn about animals that were alive long ago, such as dinosaurs. I will draw a picture that shows a dinosaur at a history museum. It is a fact that history museums have information about dinosaurs. It supports my opinion because it tells something interesting about history museums.**

Ask questions to help students draft their persuasive texts.

- Do you want to visit a history museum or an art museum?
- Did you draw a fact about the museum that you want to visit?
- Is the fact interesting enough to convince your audience to visit the museum too?

COLLABORATE Have students decide whether they would rather visit an art or a history museum. Then have them circle the appropriate picture on p. 217. Tell students to draw a picture to show what they know about the museum they chose. Their drawing should show details about an art museum or a history museum. Remind students to consider the audience that they are trying to persuade as they draw their facts. Have students create a neat copy on a separate sheet of paper.

Confer Meet with pairs to discuss their drawings. Prompt students to share their opinion and fact. Remind them that they will need to have a finished product to present to the class the next day. Have students offer ideas for sharing through multiple exchanges.

DIFFERENTIATED SUPPORT

OPTION 1 Intervention Have students review their notes on one of the museums. Ask: *What do you like or not like about this museum? Would you want to visit this museum? Why?* Record students' responses. Then have students repeat for the other museum. Read aloud students' responses and guide them to express an opinion. Have them draw their opinion.

OPTION 2 Extend If students easily draw and tell their opinion, have them review their notes on museums and choose another fact to draw to support their opinion. Allow students to write words or sentences to label their drawings.

ELL TARGETED SUPPORT

Support English learners in expressing opinions about which museum they want to visit. Help students express their opinion orally using a sentence frame, such as *I want to visit the (art/history) museum because _____*. Have them draw a picture that shows what they think or feel about the museum they want to visit.

NEXT STEPS Invite students to return to the Museum Research Plan on p. 213 in the *Student Interactive*. Read aloud the second and third steps. Have students check the box "Choose which one you want to go to." Tell students that they should complete their persuasive writing before they check the box "Draw or write to tell why." Remind them that they will share their persuasive writing with the class.

STUDENT INTERACTIVE, p. 217

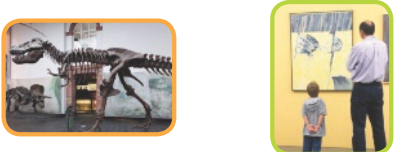
COLLABORATE AND DISCUSS **Read Together** PROJECT-BASED INQUIRY

Tell Your Opinion

RESEARCH

You can draw and write to tell your opinion.

COLLABORATE Circle the museum you like better.



COLLABORATE Draw

Drawing should show details about an art museum or a history museum.

Directions Remind students that an opinion is what they think or feel about a topic. Read aloud the information and have students circle the picture that shows the type of museum they would rather visit. Then have them draw a picture to show what they learned about the museum they chose.

217

Celebrate and Reflect

OBJECTIVES

Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.

Describe personal connections to a variety of sources.

Use an appropriate mode of delivery, whether written, oral, or multimedia, to present results.

CUSTOMIZE IT!

Set up a camera or other recording device so students can make a video to share their projects. Allow students to use props or drawings to make their presentation fun and exciting. Schedule time for students to make a short video presenting their research projects. Remind students to look at the camera and to speak clearly and loudly. Have pairs practice their presentation before recording and have all materials, such as drawings or props, ready beforehand. When pairs share their videos, remind the audience to be quiet and attentive as if the presentation were live.

Share

Tell students that they will share their research projects with the class. Explain that there are different ways for them to share their projects, such as by showing their writing and drawings or by talking about their project. Students should choose an appropriate mode of delivery, such as speaking orally or writing, and practice delivering their presentations with their partners. Tell students to speak loudly and clearly. Remind them to practice showing their writing or drawings as they speak. Use the Active Listening Routine to help students be good listeners.

Active Listening Routine Model the active listening routine to set expectations for audience members.

- **Look** Keep your eyes on the person who is talking. Keep your mouth closed and your hands still.
- **Think** Think about what the person is sharing.
- **Respond** Wait until the person is finished talking before asking a question.

Reflect

Reflect on Your Project Allow time for students to reflect on the phases of the project. Help students recall how they asked questions, gathered information, drafted an opinion, and shared their projects. Ask questions, such as *What was the first step in your research plan? How did you find information? What did you do at the end of the project? What did you learn about your own likes and dislikes as you researched museums?*

My TURN Guide students to complete the activity at the bottom of p. 218 in the *Student Interactive*.



Reflect on the Unit

Review the Unit Goals page at the beginning of the unit with students. Have them reflect on their reading and writing skills. Review and discuss the Essential Question: *What makes a place special?*

My TURN **Reflect on Your Reading** Display the unit table of contents. Ask volunteers to briefly summarize each reading selection. Students' summaries should include the title of the selection and a fact from the selection. Ask other volunteers to offer thoughts and opinions about the selection, such as *I think libraries are fun to visit. I think an art store is a special place.*

My TURN **Reflect on Your Writing** Have volunteers tell what they learned about writing. Ask students to share their favorite writing. Use prompts, such as *What kind of writing did you like best? What kind of writing would you like to do again?*

Invite students to identify their opinions on a text from the unit and their favorite piece of writing. Direct students to trace the dotted letters under each Reflect activity on p. 219 in the *Student Interactive*. Help them record their responses on the lines.

Reading and Writing Strategy Assessment Checklists



The *Reading and Writing Strategy Assessment Checklists* will help you monitor student progress.



STUDENT INTERACTIVE, pp. 218-219

CELEBRATE AND REFLECT

Share

Follow the rules for speaking and listening.

Speak loudly.

Listen carefully.

Reflect

MY TURN Circle

Did I work well with others?

Did I like my project?

Directions Say: You can share your project in different ways. You can show your writing, talk about your project, and show pictures. Tell students to choose an appropriate mode of delivery to present their project. Then have them reflect on their project by answering the questions.

REFLECT ON THE UNIT

WRITING WORKSHOP

Reflect on Your Reading

MY TURN Write

I think _____

Possible response: _____

the library is the most special place

Reflect on Your Writing

MY TURN Write

My favorite writing is _____

Possible response: _____

about my museum

Directions Have students share their ideas about their reading and writing.

BOOK CLUB

OBJECTIVES


Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.

Establish purpose for reading assigned and self-selected texts with adult assistance.

FLEXIBLE OPTION TRADE BOOK LESSON PLAN

To teach this unit's trade book during Small Group or Whole Group, see the lesson plan for *A Trip to the Mountains*, available online at SavvasRealize.com.

Plan Book Club

- 1 CHOOSE THE BOOK** You may want to group students who have similar pre-reading skills into clubs. Choose a book for students from the list on p. T399, or help them choose one.
 - 2 KNOW THE BOOK** Have a clear idea of the book's content so that you can guide discussion where needed.
 - 3 PREVIEW THE BOOK** Present your chosen book to the assembled groups. Give a brief overview of the book, mentioning main ideas or major themes. Then allow students to discover the book with their Book Club groups.
 - 4 ENJOY THE BOOK** Remember that Book Club is a time for students to discover—perhaps for the first time—the joys of reading for fun. As they listen or read and discuss the book in a group, they will apply some of the same thinking they have seen in the *Student Interactive*, but the focus will be on their interactions with one specific book and with their fellow club members.
- 
- ★ **CONNECT TO THE THEME** To help students make text connections, you might help them choose a book related to the theme, *Going Places*, or the Essential Question for the unit: *What makes a place special?* As a class, discuss how the book relates to both.
 - ★ **CONNECT TO THE SPOTLIGHT GENRE** To help students further understand the genre of realistic fiction and to focus on character and setting, consider helping them choose a book in that genre.



READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



A Trip to the Mountains
by Oliver Chin



Teacher! Sharing, Helping, Caring
by Patricia Hubbell



Rain School
by James Rumford



Across the Sea
by James Reid



Monsters Love School
by Mike Austin



Places to Amaze You!
by Grace Hansen

Preview these selections for appropriateness for your students and for title availability.

Each Day

DISCUSSION CHART Display a sample of the Discussion Chart. Explain that after each session with their Book Clubs, students will share details they notice, connections they make, and things they wonder about.

TEACHER'S ROLE Since Book Club is a time for students to get their own enjoyment out of books, the teacher's role should be that of a reader, observer, and occasional facilitator. You will do a majority of the reading aloud, but you may also help to start stalled conversations or direct groups to specific understandings.

COLLABORATION An important part of Book Club is the introduction of key listening and speaking skills. Offer students examples of how to phrase their ideas productively and respectfully. **SEL** SOCIAL-EMOTIONAL LEARNING

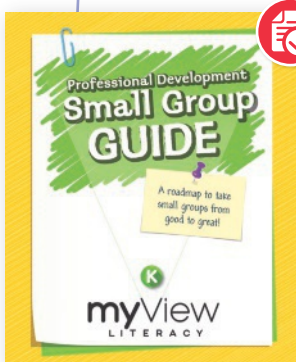
- I notice _____.
- I don't agree with _____ because _____.
- Can you say more about _____?
- What can we agree on?



Book Club Options

See the *Small Group Guide* for help with

- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.



BOOK CLUB

OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

Describe personal connections to a variety of sources.

Describe the relationship between the illustrations and the story in which they appear.

Book Club Routine

READ ALOUD At each Book Club session, students will listen to you read aloud from your chosen book, and then they will meet with their Book Club group to share ideas about what was read.

ESTABLISH GROUPS Divide students into their Book Club groups for the unit.

- Tell students how much time they have in their groups.
- Explain that they should be ready to share their ideas with the whole class.

WEEKLY FOCUS Over the course of Book Club, groups will discuss the book multiple times, focusing on three different aspects of the book.

Text Students discuss the text of the book. What do they find out from the words on the page?

Images Students study the book's photographs or illustrations. What do those add to their understanding of the book?

Design Students examine the layout of the book, including the visual relationship between words and pictures and the size and placement of the text. How does the design make reading interesting?

GUIDE BOOK CLUB

If students have trouble getting started in their conversations, try these talking points to guide conversation along one of the weekly focuses.

- What words let you know what the book is about?
- Which picture is your favorite? Why?
- How did the designer use different shapes and colors? Which ones grab your attention?

SMALL GROUP



CHOOSE YOUR

BOOK

- A Trip to the Mountains* by Oliver Chin
- Teacher! Sharing, Helping, Caring* by Patricia Hubbell
- Rain School* by James Rumford
- Across the Sea* by James Reid
- Monsters Love School* by Mike Austin
- Places to Amaze You!* by Grace Hansen

Book Support

After the individual groups have their discussions, bring them back together as a class to talk about what was said in each group. Record the groups' Noticings, Connections, and Wonderings in the Discussion Chart, adding to it on each Book Club day.

Noticings	Connections	Wonderings

Noticings Students should focus on what they notice in the text, images, and design. You may guide them with questions or suggestions.

Connections Encourage students to make connections between the text, illustrations, and design and their own personal experiences.

Wonderings What do students wonder as they consider the text, images, and design?

Talk about each Book Club's ideas when the whole class comes together.



BOOK CLUB

OBJECTIVES

Establish purpose for reading assigned and self-selected texts with adult assistance.

Describe personal connections to a variety of sources.

Describe the relationship between the illustrations and the story in which they appear.

MODEL LESSON PLAN

For Weeks 1–3, Book Club offers instruction specific to this unit’s book, *A Trip to the Mountains*. For Weeks 4–5, you can use a book from the list provided or a book of your own choosing. On pp. T454–T457 you will find a full description of the elements of Book Club with instruction that can be adapted to the book of your choice.

A Trip to the Mountains

BOOK CLUB ROUTINE Book Club will meet twice each week during Small Group time. Students will meet in their groups to discuss the book, and then come together to share ideas.

WEEKLY FOCUS Over the course of Book Club, groups will focus on different aspects of the book.

Week 1: Text Students discuss the text of the book. What do they find out from the words on the page?

Week 2: Pictures How do the images add to students’ understanding of the book?

Week 3: Design Students examine the layout of the book, including the visual relationship between words and pictures, the size of the text, and other ways the author and designer use the page to get a message across.

TEACHER’S ROLE Since Book Club is a time for students to find their own enjoyment in reading, you will serve as reader, but then get out of the way to allow students to conduct back-and-forth discussions as independently as possible.



EXPERT’S VIEW Frank Serafini, Arizona State University

“For Reading Workshop, there isn’t a script to follow, but rather an organizational framework. The components should include reading aloud, discussing literature, independent reading, small group instruction, and Book Clubs. The focus of classroom reading instruction should be a response to students’ needs and interests. It is more important to follow the children than it is to follow a curriculum.”

See SavvasRealize.com for more professional development on research-based best practices.



READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



A Trip to the Mountains
by Oliver Chin



Teacher! Sharing, Helping, Caring
by Patricia Hubbell



Rain School
by James Rumford



Across the Sea
by James Reid



Monsters Love School
by Mike Austin



Places to Amaze You!
by Grace Hansen

Discussion Charts

As students discuss the text, pictures, and design, use a Discussion Chart to record their ideas. Each day the discussion will center on one of three distinct focuses:

- **Noticings** lets students describe what they notice almost immediately about the book.
- **Connections** encourages students to compare and contrast the book to their own life experiences and their knowledge of other texts.
- **Wonderings** allows students to share any questions that remain after they listen to and observe the book.

Noticings	Connections	Wonderings

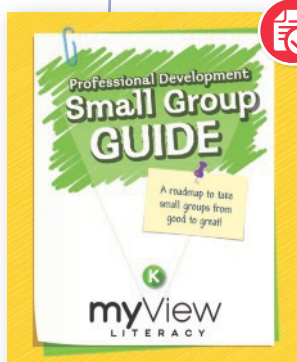
COLLABORATION Each session of Book Club features reminders and sentence starters to give students opportunities to practice their collaborative conversation skills. **SEL** SOCIAL-EMOTIONAL LEARNING



Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



BOOK CLUB

OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

Continue a conversation through multiple exchanges.

Establish purpose for reading assigned and self-selected texts with adult assistance.

Week 1

Launch *A Trip to the Mountains*

INTRODUCE Tell students that Book Club is a time to enjoy books. They will listen to *A Trip to the Mountains* as it is read aloud.

READ ALOUD Have students listen closely as you read aloud from *A Trip to the Mountains*. Then they will meet with their Book Club group to talk about what was read. Today they will focus on understanding what the text says, or what it is about.

CONNECT TO THE THEME Point out to students that *A Trip to the Mountains* connects both to the unit theme, Going Places, and to the Essential Question for the unit: *What makes a place special?* Have volunteers suggest how the book connects to both.

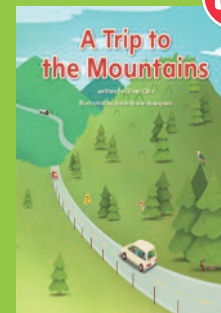
CONNECT TO THE SPOTLIGHT GENRE Remind students that realistic fiction is a made-up story that features characters and settings that you could find and events that could happen in real life. Explain that *A Trip to the Mountains* tells a made-up story, but it has settings that seem real and characters who do real-life things.

- The purpose of the book is to tell a story that will interest the reader.
- *A Trip to the Mountains* has made-up characters. The settings it tells about look real, and the people act like real people do.

ESTABLISH GROUPS Divide students into their Book Club groups for the unit.

- Tell students how much time they have in their groups.
- Explain that they should be ready to share their ideas with the whole class.

SMALL GROUP



CHOOSE YOUR

BOOK



A Trip to the Mountains
by Oliver Chin



Teacher! Sharing, Helping, Caring
by Patricia Hubbell



Rain School
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Focus on Text: Noticings

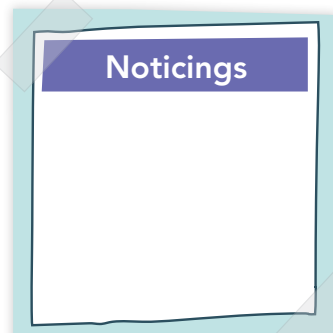
Session 1

GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. You may wish to guide discussion with talking points such as these to get groups talking about their noticings based on the text:

- Where are Jacob and Sophia going?
- What does Grandma teach the kids?
- What did you notice about the trip to the mountains?

Bring the class back together. Display a new Discussion Chart. Point to the first heading and read it aloud. Tell students that today they will fill in the Noticings column. Allow each Book Club to share an idea about the text. What did they notice?



COLLABORATION Tell students that there is a reason we talk about books. Students should listen carefully and build on the ideas of others. Offer such sentence stems as these to show students how to speak to each other respectfully. **SEL** SOCIAL-EMOTIONAL LEARNING

- I notice _____ about your ideas.
- I agree with the idea _____.

BOOK CLUB

OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

Establish purpose for reading assigned and self-selected texts with adult assistance.

Describe personal connections to a variety of sources.

Week 1

Focus on Text

Today students will continue to focus on understanding what the text of *A Trip to the Mountains* says, or what the story is about. They will listen closely during Read Aloud time. They will look at the pictures and explore the text further in their Book Clubs using the Discussion Chart, focusing today on their connections and wonderings.

RETELL Review the reading and discussion from Session 1 by having students take turns retelling what happens in *A Trip to the Mountains* and discussing the noticings that they shared. Display the Noticings chart from Session 1 as you enter into the day's discussion.



Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



Connections & Wonderings

Session 2

GUIDE BOOK CLUB

Give students time to discuss the book in their groups. If they have trouble getting started, introduce a question or observation to stimulate their talk about connections and wonderings related to the text.

- Have you gone on a trip to visit family members?
- I wonder how the kids feel when they are far away from home.

Bring the class back together. Display the Discussion Chart and point to the Connections and Wonderings columns, reading each aloud. Allow each Book Club to share something they connect to or wonder about in the text.

Connections	Wonderings

COLLABORATION Remind students of the importance of taking turns when having a group discussion and not to interrupt when someone else is speaking. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their connections and wonderings, ask them to keep these points in mind:

- Am I nice to my classmates?
- Am I making a clear point?
- Am I waiting for my turn to speak?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

A Trip to the Mountains
by Oliver Chin

Teacher! Sharing, Helping, Caring
by Patricia Hubbell

Rain School
by James Rumford

Across the Sea
by James Reid

Monsters Love School
by Mike Austin

Places to Amaze You!
by Grace Hansen

BOOK CLUB

OBJECTIVE

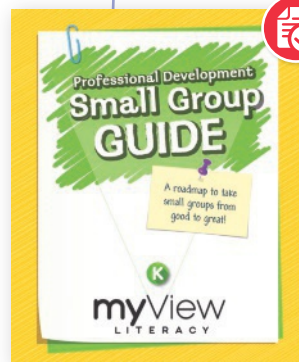
Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

Week 2

Focus on Pictures

Today students will focus on understanding how the artwork in *A Trip to the Mountains* adds to the story. They will pay close attention to the art during Read Aloud time. They will explore the art further in their Book Clubs, focusing today on their noticing. As a class, they will add to their Discussion Chart.

RETELL Review the reading and discussion from Session 2 by having students take turns retelling some key ideas from *A Trip to the Mountains*, and discussing the connections and wonderings students shared. Display the Connections and Wonderings chart from Session 2 as you enter into the day's discussion.



Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



A Trip to the Mountains
by Oliver Chin



Teacher! Sharing, Helping, Caring
by Patricia Hubbell



Rain School
by James Rumford



Across the Sea
by James Reid



Monsters Love School
by Mike Austin



Places to Amaze You!
by Grace Hansen

Noticings

Session 3

GUIDE BOOK CLUB

Give students time to discuss the book in their groups. If groups have difficulty knowing what to talk about, start with a question or observation to get them to share their noticings about the art.

- How does the artist show that the kids miss their friends?
- What do you notice about the time of day when the family gets to the grandparents' house?

Bring the class back together. Return to the Discussion Chart and tell students that today they will fill in the Noticings column. Allow each Book Club to share something they noticed about the art.

Noticings

COLLABORATION Remind students to listen quietly as others are speaking. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their noticings, ask them to keep these points in mind:

- Did someone already say this?
- Does my idea add something to our talk?
- Am I staying on track and talking about what I noticed in the art?

BOOK CLUB

OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

Describe personal connections to a variety of sources.

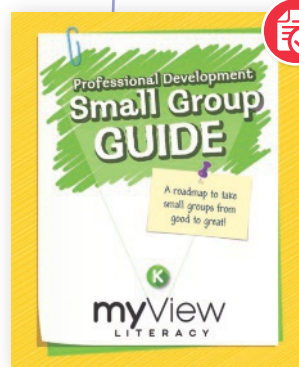
Describe the relationship between illustrations and the story in which they appear.

Week 2

Focus on Pictures

Today students will focus on understanding how the artwork in *A Trip to the Mountains* helps to illustrate real-life events. Students will observe the art closely during Read Aloud time. They will explore the art further in their Book Clubs, focusing today on their connections and wonderings.

RETELL Review the reading and discussion from Session 3 by having students take turns retelling what they saw in the pictures in *A Trip to the Mountains* and discussing the noticings that students shared. Display the Noticings chart from Session 3 as you enter into the day's discussion.



Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



Connections & Wonderings

Session 4

GUIDE BOOK CLUB

Give students time to discuss the book in their groups. If groups have trouble getting started, begin with a question or observation of your own related to connections and wonderings about the art.

- Which place is more like where you live—Jacob and Sophia's house or their grandparents' house?
- What questions do you have as you look at the pictures?

Bring the class back together and display the Discussion Chart. Tell students that today they will fill in the Connections and Wonderings columns. Provide time for each Book Club to share something they connected to and something they wondered about from the art.

Connections	Wonderings

COLLABORATION Remind students that speaking clearly will help the group. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their connections and wonderings, ask them to keep these points in mind:

- Am I speaking slowly and loudly enough?
- Do I know what I want to say?
- Can my classmates understand me?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



A Trip to the Mountains
by Oliver Chin



Teacher! Sharing, Helping, Caring
by Patricia Hubbell



Rain School
by James Rumford



Across the Sea
by James Reid



Monsters Love School
by Mike Austin



Places to Amaze You!
by Grace Hansen

BOOK CLUB

OBJECTIVE

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

Week 3

Focus on Design

Today students will focus on understanding how their enjoyment of *A Trip to the Mountains* is aided by the book's design. When talking about a book's design, groups can discuss how the pictures go with the text, why some pictures are big and some pictures are small, and why some pictures are in thought bubbles. They will look closely at the design during Read Aloud time. They will explore the design further in their Book Clubs, focusing today on their noticing.

RETELL Review the reading and discussion from Session 4 by having students compare and contrast the illustrations in *A Trip to the Mountains* and discussing the connections and wonderings that students shared. Display the Connections and Wonderings chart from Session 4 as you enter into the day's discussion.



Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

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Noticings

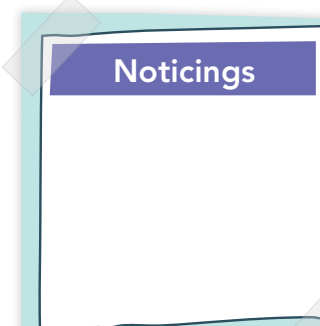
Session 5

GUIDE BOOK CLUB

Give students time to discuss the book in their groups. If conversation stalls, introduce a question or observation to get students talking about their noticings about the design of the book.

- I notice that sometimes the pictures are little, but sometimes they take up one whole page.
- I notice that the words in this book are at the bottom of each page.

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Noticings column. Let a volunteer from each Book Club share something the group noticed about the design.



COLLABORATION Remind students that they may respond to something another group member says. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their noticings, ask them to keep these points in mind:

- Can I add my idea to someone else's idea?
- Do I agree with my classmates?
- If I am confused, can I ask a polite question?

BOOK CLUB

OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

Describe personal connections to a variety of sources.

Week 3

Focus on Design

Today students will continue to focus on understanding how the design of *A Trip to the Mountains* contributes to the experience of hearing the book. They will again look closely at the design during Read Aloud time. Then they will use the Discussion Chart to focus on their connections and wonderings about the design.

RETELL Review the reading and discussion from Session 5 by having students take turns mentioning things that they noticed in the design of *A Trip to the Mountains*. Display the Noticings chart from Session 5 as you enter into the day's discussion.



Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



Connections & Wonderings

Session 6

GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If groups have trouble getting started, introduce a question or observation to get them talking about their connections and wonderings about the design.

- Look at the thought bubbles on pages 7 and 8. Have you seen bubbles like that before? What do they mean?
- I wonder why the pictures sometimes fill up the whole page.

Bring the class back together and display the Discussion Chart. Explain that today the class will fill in the Connections and Wonderings columns. Allow each Book Club to share something they connected to and something they wondered about from the design.

Connections	Wonderings

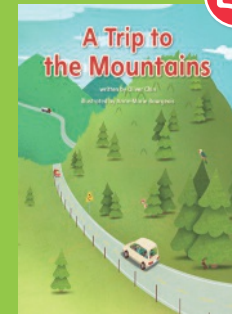
COLLABORATION Encourage participation by reminding students that everyone has something to offer. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their connections and wonderings, ask them to keep these points in mind:

- Have I already shared, or should I speak up?
- Do my ideas fit into what we are talking about?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

- A Trip to the Mountains**
by Oliver Chin
- Teacher! Sharing, Helping, Caring**
by Patricia Hubbell
- Rain School**
by James Rumford
- Across the Sea**
by James Reid
- Monsters Love School**
by Mike Austin
- Places to Amaze You!**
by Grace Hansen

Picture Dictionary

OBJECTIVES

Use a resource such as a picture dictionary or digital resource to find words.

Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

How to Use a Picture Dictionary

Minilesson

FOCUS ON STRATEGIES A resource such as a picture dictionary allows students to practice finding and figuring out the meanings of words. A picture dictionary uses photographs and illustrations to show the words' meanings. It may organize words by topic. Students should:

- Read each word.
- Use the picture to figure out the meaning of the word.
- Look at all the pictures to learn more about the topic.

MODEL AND PRACTICE Have students turn to p. 220 in the *Student Interactive*. Read the word *school* aloud and have students repeat the word. Say: *The word school is the word we are learning. Next to the word is a picture of a school. This picture helps you see what the word means. You can use a picture dictionary to find words and their meanings.* Explain that the words and pictures in the picture dictionary are organized by a topic, or a group of similar words. This will help students know what kinds of words they will find in the picture dictionary.

Read aloud the topic on p. 221 and the words in the picture dictionary. Say: *These words all name locations, or places.* Reread each word. Ask: *What are some places in a community?* Have students identify each location word, pointing to the picture that shows the word's meaning, and use the word to tell about the picture.

ASSESS UNDERSTANDING


Apply

My TURN Have students complete the activity on p. 220 in the *Student Interactive*. If more time is available, have students continue to find words in the picture dictionary and draw pictures of the words.

STUDENT INTERACTIVE, pp. 220–221

PICTURE DICTIONARY INSTRUCTION

How to Use a Picture Dictionary



This is a picture of the word.

This is the word you are learning.

school

MY TURN Draw


220

Directions Say: You can use a picture dictionary to find words. The words are grouped into topics. The topic of this picture dictionary is **locations**. Listen as I read the words. The pictures will help you understand the meanings of the words. Have students identify the word *farm* in the picture dictionary and use it in a sentence. Then have them draw a picture of what the word means.


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PICTURE DICTIONARY


Locations




playground




farm



city



home



store

221

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Glossary

OBJECTIVE

Use a resource such as a picture dictionary or digital resource to find words.

How to Use a Glossary

Minilesson

FOCUS ON STRATEGIES A glossary is a list of words and their definitions. This glossary includes vocabulary words from the unit. When looking for a word in the glossary, students should:

- Identify the first letter in the word.
- Look for the section of words that begin with that letter.
- Find the word.

MODEL AND PRACTICE Have students turn to p. 222 in the *Student Interactive*. Point to the word *circle*. Say: **This word begins with the letter c. A glossary organizes words in alphabetical, or ABC, order. Keeping the words organized makes it easy to find each word.** Point out that the green letters can help students find words. Then read the word *circle* and the definition aloud. Say: **The word is in blue. The sentence tells the meaning of the word. What is the word? (*circle*) What does *circle* mean? (a perfectly round line)**


Write *library* on the board and guide students to find the word in the glossary. Ask: **What letter does the word *library* begin with?** Students should say *l*. Once students have found the entry, read aloud the word and sentence. Repeat with other words until students show understanding of how to find words and their meanings.

ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 222 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 222

GLOSSARY INSTRUCTION 


How to Use a Glossary

Cc **circle** A circle is a perfectly round line.

The word is in dark type.

All words that begin with the letter C will be after Cc.

This sentence will help you understand what the word means.


 **MY TURN** Draw


222 Directions Say: A glossary can help you find the meanings of words you do not know. The words in a glossary are in alphabetical, or ABC, order. Have students find the word *tools* and draw a picture of the word.

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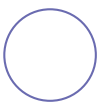
UNIT 1 GLOSSARY


STUDENT INTERACTIVE, p. 223

GLOSSARY 

Bb **brushes** Brushes are tools used for painting. 

Cc **chasing** When you are chasing something, you are running after it to catch it.

circle A circle is a perfectly round line. 


computers Computers are electronic machines. 


crawls Someone who crawls moves on his or her hands and knees.

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STUDENT INTERACTIVE, p. 224


GLOSSARY 

cube A cube is a solid object with six square sides. 

Ff **follows** When someone follows something, he or she goes after it.

Ll **land** Land is the solid part of the earth's surface.


librarian A librarian is a person who helps at a library. 


library A library is a place where books and other things are kept for people to borrow. 


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STUDENT INTERACTIVE, p. 225

GLOSSARY 

Mm **map** A map is a drawing that shows where things are located. 

markers Markers are tools with colorful ink used for writing or drawing. 

move When you move, you change the place where you live.


movie A movie is a story that is told with moving pictures.

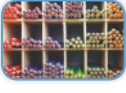
Pp **peeks** When someone peeks, he or she looks quickly at someone or something.

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STUDENT INTERACTIVE, p. 226

GLOSSARY 

pencils Pencils are pointed tools used for writing or drawing. 

plunks When someone plunks something down, he or she sets it down hard.

Ss **scrambles** When someone scrambles, he or she moves or climbs quickly.

slips Someone who slips loses his or her balance and slides.

special When something is special, it is very important.

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square A **square** is a shape with four equal sides.



Tt

tools **Tools** are objects a person uses to do a job or activity.

triangle A **triangle** is a shape with three sides and three corners.

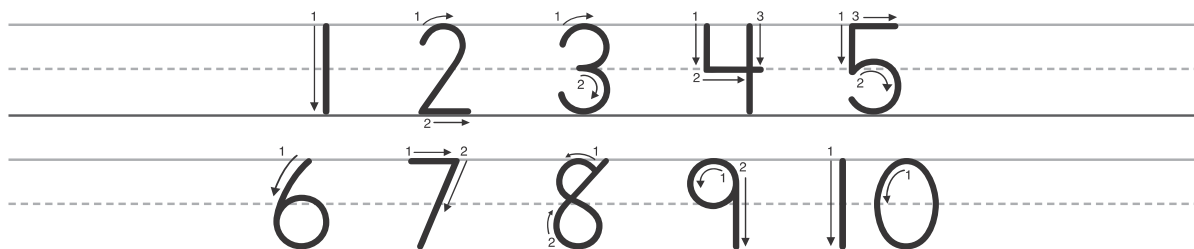
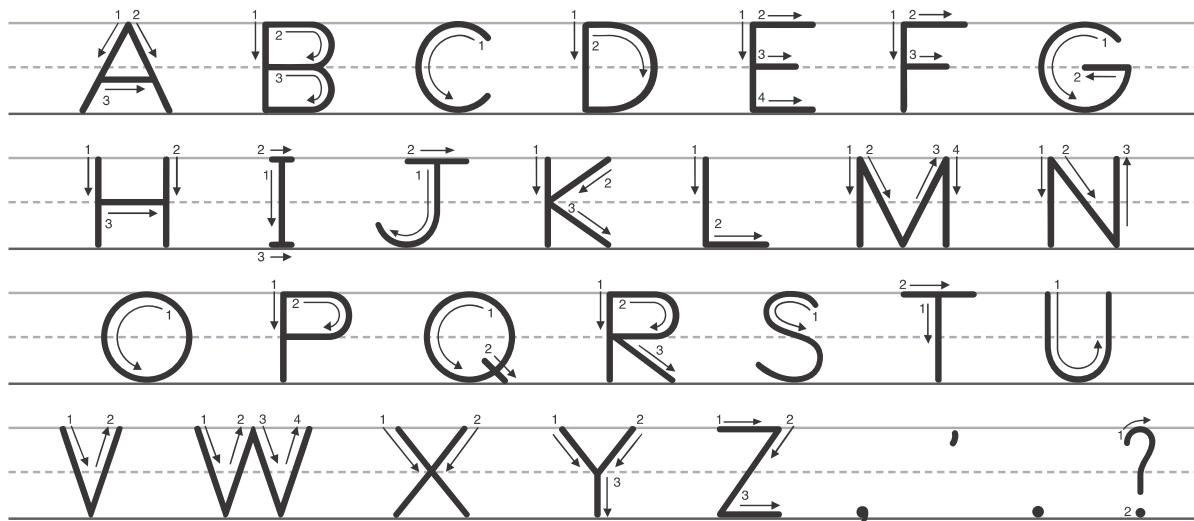
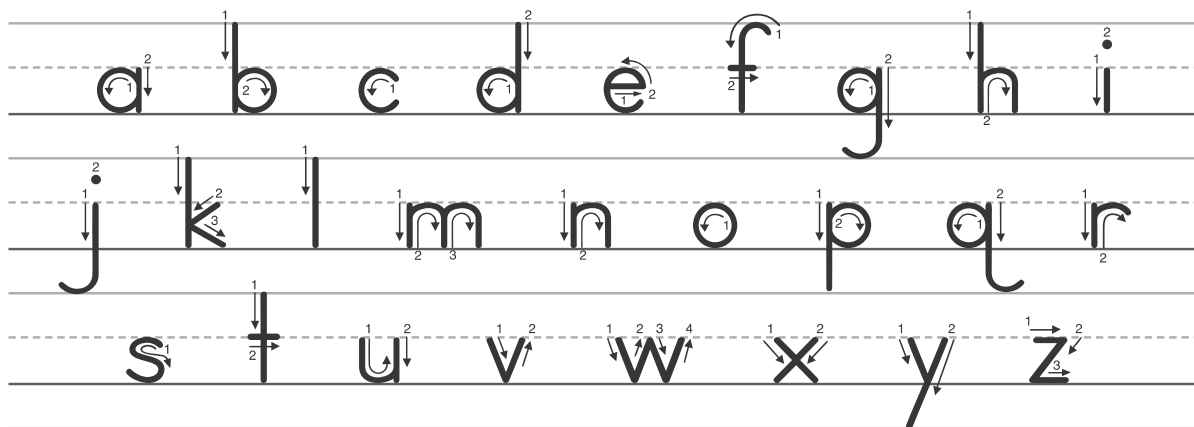


Uu

unpacks When someone **unpacks**, he or she takes things out of a container.

Handwriting Model

Manuscript Alphabet



Handwriting Model

D'Nealian™ Alphabet

a b c d e f g h i
j k l m n o p q r s t
u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

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TEXT COMPLEXITY CHARTS

Mission Accomplished!

By Ebony Joy Wilkins
Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade K complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Thought bubbles and imagination sequences

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **200L** Average Sentence Length: **4.353** Word Frequency: **3.616** Word Count: **74**

Complexity Level	Qualitative Measures
<p>Levels of Meaning</p> <p>Simple Very Complex</p>	<p>Meaning of the story is clear and simple: children imagine finding rocks of different shapes on Mars. Some students may need support to determine which parts of the story are “real” and which are imagined by the characters.</p>
<p>Text Structure</p> <p>Simple Very Complex</p>	<p>The text has a simple story structure, as it chronologically follows two characters in imaginative play. The fiction genre is evident, but students may need help recognizing the vocabulary boxes as separate from the story. The position and design of the vocabulary boxes help identify the reading path.</p>
<p>Language Conventinality and Clarity</p> <p>Simple Very Complex</p>	<p>The clear language uses repetition and patterns to make the text accessible: <i>This rock is shaped like a cube. I'll take it; This rock is shaped like a circle. I'll take it.</i> The story introduces math vocabulary to identify shapes. The largest or most difficult words are the ones in the title, <i>Mission Accomplished!</i></p>
<p>Knowledge Demands</p> <p>Simple Very Complex</p>	<p>Most concepts in the story should be familiar to many students. Subject matter includes math content and vocabulary about solid and plane shapes. Students may need some support to understand imagination sequences, which show characters in thought bubbles on Mars wearing astronaut suits.</p>

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
<p>Language Use the preview vocabulary page to preteach the shapes. Have students identify objects in the room that are in the shape of a cube, or that are circles, squares, or triangles. Then, use the sentence frames below to discuss the shapes you find.</p> <ul style="list-style-type: none"> • I see a _____ shape. • It has _____ sides. 	<p>Knowledge Demands Show students the pictures on pages 34 and 35. Point out the thought bubbles on the pages and explain that they show what the children are pretending. Ask:</p> <ul style="list-style-type: none"> • Where are the children? • What are the children pretending to do? • Why do they picture themselves wearing helmets? 	<p>Meaning As you read the story, encourage students to think about the title. Ask what the mission is and what the characters accomplish. Tell students to</p> <ul style="list-style-type: none"> • think of what the characters were looking for. • determine where the characters found what they were looking for. • tell their answers to a partner.

Too Many Places to Hide

By Antonio Sacre
Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade K complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Descriptive vocabulary
- Text Structure: Identifying first-person point of view

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **290L** Average Sentence Length: **4.85** Word Frequency: **3.343** Word Count: **97**

Complexity Level

Qualitative Measures

Levels of Meaning



The meaning of the text is **simple** and **explicitly revealed** through the statement of the main problem: *Poof is gone!* The illustrations help tell the story and give a slightly more complex meaning to the text. Through the illustrations, the reader can tell where the cat is located, even though the story narration explains that the cat is lost.

Text Structure



The **first-person point of view** is evident in the story, and most students should be able to identify who the narrator is. Text has a **clear, chronological** structure, with words such as *now* and *earlier* helping to show the progression of events.

Language Conventionalty and Clarity



Vocabulary is mostly **familiar** and sentences are **easy to understand**. The phrase “No Poof” is an incomplete sentence, but students may recognize this as a natural, **conversational** language structure. Some students may identify “Poof” as a word used to describe something that suddenly disappears, as in magic. Descriptive words such as *peeks* and *plunks* add sophistication to the storytelling.

Knowledge Demands



The story explores a **simple situation**. There are **no references or allusions** to other texts or cultural elements. The subject matter includes a family moving to a city and having boxes to unpack. Students who do not have a pet may need help understanding that a pet will likely come out of hiding when offered food.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Point out the vocabulary boxes in the story and use each word in a sentence of your own. Then, have children do the same, using the **sentence frames** as a guide:

- I peek _____ and see _____.
- I plunk down _____ on the table.

Meaning Take a picture walk with students by previewing the illustrations. Ask questions to help students guess what the story is about:

- **Who do you see?**
- **What kind of pet do they have?**
- **What are they doing? Why do they have boxes?**
- **Where did the cat go?**

Knowledge Demands Have students discuss the pets they have or would want. Ask students these questions and have them tell their answers to a partner.

- **Do you have a pet? What does your pet like to do?**
- **Do you want to have a pet? Which kind of pet do you want? Why do you want that pet?**

TEXT COMPLEXITY CHARTS

At the Library

By Eric Braun

Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade K complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Author's Purpose: Understanding what makes a place special
- Knowledge Demands: Background knowledge of libraries

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 230L

Average Sentence Length: 5.4

Word Frequency: 3.937

Word Count: 81

Complexity Level

Author's Purpose



Simple

Very Complex

Text Structure



Simple

Very Complex

Language Conventionality and Clarity



Simple

Very Complex

Knowledge Demands



Simple

Very Complex

The main idea of the text is **explicitly stated**: *The library is a special place. People can do many things here.* The informational text uses photos to reinforce the author's purpose, showing the parts of a library and the tasks done there.

The text has a **simple descriptive text structure**, with most pages telling about a place, person, or thing found in a library. The **repetitive sentence structures** help describe what is happening in the photographs: *Here are the books ... Here are the computers and This is story time ... This is a teacher.*

The text uses mostly **familiar vocabulary** and **simple sentences** in the present tense. The pronoun use is supported with photos: *He can find a good book to read; She can use it to tell a story.*

The text shows **common** situations that should be **familiar** to most students. Some **background knowledge** may be needed to understand the range of services a library provides, from offering computers for people to use to allowing them to borrow books, audio recordings, and videos: *They can take a movie home.*

Reader and Task Considerations

English Language Learners

Language Say each vocabulary word aloud. Then, help students make a connection between the words *library* and *librarian*. To test their comprehension, have students complete the **sentence frame**:

- Someone who works in a _____ is called a _____.

Intervention

Knowledge Demands Ask students to tell a partner if they have ever been to a library. For students who have already visited a library, **ask**:

- What did you do at the library?
- Did you borrow anything from the library? If so, what?
- What did you like most about the library?

If some students have not yet been to a library, try to arrange a class visit.

On Level/Advanced

Purpose Have students name a place in their community that they think is special. **Ask**:

- [What do people do there?](#)
- [When do people go there?](#)
- [Why is it a special place?](#)

Where Is Twister?

By Bonnie Lass

Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade K complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Action words
- Knowledge Demands: Farms and farm animals

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 230L

Average Sentence Length: 4.5

Word Frequency: 3.266

Word Count: 99

Complexity Level

Levels of Meaning



Simple Very Complex

Qualitative Measures

Text is **simple** and has **one level of meaning**. The author's purpose to **entertain** readers is evident through the use of illustrations, dialogue, and character interactions.

Text Structure



Simple Very Complex

The story follows a **chronological** order with a **clear** beginning, middle, and end. Students may require some support to understand that the scenes with Twister alone show where he is when Olivia can't find him. The last page shows Twister return to Olivia.

Language Conventionality and Clarity



Simple Very Complex

The language is **simple** and includes mostly **short sentences** with matching illustrations: *Twister stops. Where is he? Twister is in the woods!* Vocabulary such as *chasing, slips, and scrambles* clarifies actions in the story.

Knowledge Demands



Simple Very Complex

The simple story describes **everyday** experiences that are **common** to many readers. The story setting may require a basic level of familiarity with farms and farm animals.

Reader and Task Considerations

English Language Learners

Language Each vocabulary word is an action word: *chasing, slips, scrambles, follows*. Preteach the vocabulary by **modeling** how to act out each word and asking students to imitate the actions. Then have partners demonstrate the actions for each other and describe them in a sentence.

Intervention

Structure Prepare students for reading the story by talking about fictional elements in a familiar story.
Ask:

- *Where does the story take place?*
- *Who is the story about?*
- *What problem do they have? How do they solve it?*

Tell students that they will ask and answer these questions about the story *Where Is Twister?* too.

On Level/Advanced

Meaning Tell students they will read about someone who has lost something. **Say:**

- *Have you ever lost something?*
- *Where did you look for it? Did you find it?*
- *Tell a partner what happened.*

TEXT COMPLEXITY CHARTS

A Visit to the Art Store
By Jerry Craft
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade K complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Identifying opposites
- Knowledge Demands: Recognizing art supplies

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **280L** Average Sentence Length: **5.889** Word Frequency: **3.658** Word Count: **106**

Complexity Level

Qualitative Measures

Author's Purpose



Simple

Very Complex

The author's purpose is **explicitly stated** on the first page: *Do you want to be an artist? An art store has the tools you need.* The photos depict the things a person might find at an art store, supporting the author's purpose of informing readers about the tools artists use to create art.

Text Structure



Simple

Very Complex

The second-person narration is **clear** and **explicit**, following a pattern: *Look at all the pencils. You can make dark lines. You can make light lines. Look at all the markers.* Students might need some assistance determining that the first and last pages show photos that were *not* taken in an art store.

Language Conventinality and Clarity



Simple

Very Complex

The text includes **mostly simple sentences**. Many sentences refer to opposites to communicate the variety of supplies found in art stores: *dark/light, bright/dull, wide/thin*. Some students may need assistance recognizing that the concepts depict opposites.

Knowledge Demands



Simple

Very Complex

Art supplies described in the text should be **familiar to most readers**. Students may require assistance identifying some of the photos of art supplies, such as the large sheets of paper on shelves and the pencils and markers viewed inside bins with their tips facing out.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Tell students that when two things are opposites, they are completely different from each other. Provide examples, such as *night/day* and *sunny/rainy*. Then, have students name the opposites of words that you say aloud. Include some of the words students will encounter in *A Visit to the Art Store*: *dark/light, bright/dull, wide/thin*. Record each opposite pair in a **two-column chart**.

Knowledge Demands Look through the photos with students and ask them to identify the art supplies in each photo. **Ask:**

- **Why do you think the store stacks the paper this way?**
- **How can you tell these are pencils?**
- **What color markers does the store have?**

Purpose Say: *We will learn about tools that artists use. Think about other tools that people use.*

- Have partners think of a job that some people have.
- Ask partners to list the tools people use for that job.
- Have pairs share the tools and how people use them with the class.

SCOPE AND SEQUENCE	K	1	2	3	4	5
FOUNDATIONAL SKILLS						
Print Concepts						
Hold a book upright and turn from page to page	•	•				
Track print from left to right, top to bottom of a page, and from front to back of a book	•	•				
Know uppercase and lowercase letters	•	•				
Understand that words are separated by spaces	•	•				
Identify the correspondence between oral words and printed words	•	•				
Show awareness of information in different parts of a book	•	•				
Recognize the upper- and lowercase letters of the alphabet	•	•				
Alphabetize to the first or second letter		•	•			
Phonological Awareness						
Recognize and produce rhyming words	•	•	•			
Count syllables in spoken words	•	•				
Segment and blend syllables in words	•	•				
Segment and blend onset and rime	•	•				
Identify the same and different initial sounds in words	•	•				
Identify the same and different ending sounds in words	•	•				
Identify the same and different medial sounds in words	•	•				
Isolate the initial, medial, or ending sounds in words	•	•				
Add or delete beginning or ending phonemes in words	•	•	•			
Segment a word or syllable into sounds	•	•				
Phonics						
Connect sounds and letters to consonants	•	•	•	•	•	•
Know sound-letter relationships and match sounds to letters	•	•	•	•	•	•
Generate sounds from letters and blend those sounds to decode	•	•	•	•	•	•
• Consonants, consonant blends, and consonant digraphs	•	•	•	•	•	•
• Short and long vowels	•	•	•	•	•	•
• <i>r</i> -controlled vowels, vowel digraphs, and other common vowel patterns	•	•	•	•	•	•
Decode multisyllabic words	•	•	•	•	•	•
Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)	•	•	•	•	•	•
High-Frequency Words						
Read common high-frequency words (sight words)	•	•	•	•	•	•
Read irregularly spelled words	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Structure and Knowledge						
Use a dictionary to find words, determine word origin, syllabication, and pronunciation	•	•	•	•		
Recognize and know the meaning of common prefixes and suffixes		•	•	•	•	•
Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing)		•	•	•	•	•
Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less)		•	•	•	•	•
Learn and recognize irregular spellings of words		•	•	•	•	•
Identify and decode compound words and contractions	•	•	•	•		
Fluency						
Read aloud with accuracy		•	•	•	•	•
Read aloud with appropriate pace and expression		•	•	•	•	•
Read aloud with prosody (stress, intonation)		•	•	•	•	•
Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension		•	•	•	•	•
READING COMPREHENSION						
Genre Characteristics						
Identify and understand types of fiction (e.g., historical, realistic, traditional)	•	•	•	•	•	•
Identify and understand types of informational texts (e.g., science, social studies, technical)	•	•	•	•	•	•
Identify and understand characteristics of informational texts (e.g., headings, illustrations, maps, captions, tables, sidebars)	•	•	•	•	•	•
Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)	•	•	•	•	•	•
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)	•	•	•	•	•	•
Identify and understand characteristics of poetry and drama	•	•	•	•	•	•
Identify and understand characteristics of digital and multimedia texts	•	•	•	•	•	•
Identify the audience of a text					•	•
Key Ideas and Details						
Ask and answer questions about what is read	•	•	•	•	•	•
Identify details to help determine key ideas and themes	•	•	•	•	•	•
Use text evidence to support a response	•	•	•	•	•	•
Retell and paraphrase text	•	•	•	•	•	•
Make inferences or draw conclusions about a text, character, or theme	•	•	•	•	•	•
Set a purpose for reading	•	•	•	•	•	•
Make predictions	•	•	•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Analysis						
	Evaluate details to determine the main idea	•	•	•	•	•	•
	Retell, paraphrase, or summarize a text	•	•	•	•	•	•
	Make connections (to a text, to other texts, to personal experiences, to society)	•	•	•	•	•	•
	Identify cause and effect				•	•	•
	Compare and contrast details and information	•	•	•	•	•	•
	Recognize facts and opinions				•	•	•
	Confirm or correct predictions	•	•	•	•	•	•
	Create mental images to build understanding of a text	•	•	•	•	•	•
	Monitor comprehension and make adjustments to improve understanding		•	•	•	•	•
	Describe the relationships between ideas, events, characters, people	•	•	•	•	•	•
	Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)			•	•	•	•
	Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)	•	•	•	•	•	•
	Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)	•	•	•	•	•	•
	Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)			•	•	•	•
	Synthesize information to create a new understanding	•	•	•	•	•	•
	Distinguish and analyze author's point of view	•	•	•	•	•	•
	Determine the meaning of specific words or phrases used in a text	•	•	•	•	•	•
	Recognize the characteristics of persuasive or argumentative text		•	•	•	•	•
	Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)	•	•	•	•	•	•
Response to Sources							
Reflect on reading and respond by speaking or writing	•	•	•	•	•	•	
Use text or text evidence to write about what is read	•	•	•	•	•	•	
Interact with sources in meaningful ways	•	•	•	•	•	•	
Make connections to personal experiences, ideas in other texts, society	•	•	•	•	•	•	
Comparison Across Texts							
Compare two or more texts	•	•	•	•	•	•	
Compare two or more genres	•	•	•	•	•	•	
Compare two or more authors	•	•	•	•	•	•	
Appreciate texts across a broad range of genres	•	•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Independent and Self-Selected Reading						
	Read independently for an extended period of time	•	•	•	•	•	•
	Self-select texts for independent reading	•	•	•	•	•	•
	Oral Language						
	Work collaboratively with others	•	•	•	•	•	•
	Listen actively, ask relevant questions, and make pertinent comments	•	•	•	•	•	•
	Express an opinion supported by reasons	•	•	•	•	•	•
	Use eye contact and speak with appropriate rate and volume	•	•	•	•	•	•
	Follow or restate oral directions				•	•	•
	Develop social communication skills, such as conversing politely	•	•	•	•	•	•
Report on a topic or give a presentation using an appropriate mode of delivery	•	•	•	•	•	•	
READING-WRITING WORKSHOP BRIDGE	VOCABULARY ACQUISITION						
	High-Frequency Words						
	Identify and read high-frequency (sight) words	•	•	•	•	•	•
	Word Study						
	Identify and learn words that name actions, directions, positions, sequences, and other categories and locations	•	•				
	Alphabetize words to the third letter			•	•		
	Identify and use context clues to learn about unfamiliar words	•	•	•	•	•	•
	Understand synonyms and antonyms			•	•	•	•
	Identify and understand the meaning of common prefixes	•	•	•	•	•	•
	Identify and understand the meaning of common suffixes	•	•	•	•	•	•
	Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words		•	•	•	•	•
	Use knowledge of word relationships to determine the meaning of new words		•	•	•	•	•
	Learn and understand common abbreviations			•	•		
	Identify and learn about compound words			•	•		
	Identify and learn homographs and homophones	•	•	•	•	•	
	Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases	•	•	•	•	•	•
	Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)				•	•	•
	Learn about word origins and word histories						•
	Understand adages and proverbs						•

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Learning Strategies						
Use picture cues and other graphics to help determine the meaning of new words	•	•				
Recognize and learn selection vocabulary	•	•	•	•	•	•
Use print and digital references to determine the meaning of new words	•	•	•	•	•	•
Learn academic language	•	•	•	•	•	•
Learn and understand domain-specific vocabulary and specialized vocabulary				•	•	•
Academic Language						
Learn the language of ideas used in academic discourse				•	•	•
Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
ANALYZE AUTHOR'S CRAFT						
Analyze and describe an author's use of imagery and figurative language	•	•	•	•	•	•
Identify and analyze an author's use of simile and metaphor			•	•	•	•
Analyze an author's use of illustrations	•	•	•	•	•	•
Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, graphs)	•	•	•	•	•	•
Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)	•	•	•	•	•	•
Analyze how an author's language and word choice contribute to voice		•	•	•	•	•
Analyze an author's use of point of view	•	•	•	•	•	•
Analyze and explain an author's purpose and message in a text	•	•	•	•	•	•
DEVELOP WRITER'S CRAFT						
Introduce a topic or opinion	•	•	•	•	•	•
Use a clear and coherent organization		•	•	•	•	•
Provide reasons and evidence to support a claim or opinion		•	•	•	•	•
End with a concluding or final statement		•	•	•	•	•
Use linking words and phrases (i.e., transitions) to connect and organize ideas		•	•	•	•	•
Describe experiences with facts and descriptive details in a clear sequence		•	•	•	•	•
Use dialogue and description to develop situations and characters		•	•	•	•	•
Use description to show the reaction of characters or real persons to situations and events			•	•	•	•
CONVENTIONS OF LANGUAGE						
Spelling						
Use and apply knowledge of spelling to spell grade-level words	•	•	•	•	•	•
Consult reference materials (glossaries, dictionaries) as needed to correct spelling	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
Spelling (cont.)						
Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes		•	•	•	•	•
Spell words with blends, digraphs, silent letters, and unusual consonant combinations	•	•	•	•	•	•
Spell words with short vowels, long vowels, <i>r</i> -controlled vowels, the schwa sound, and other vowel combinations		•	•	•	•	•
Use knowledge of Greek and Latin roots to spell words					•	•
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words	•	•	•	•	•	•
Spell words with irregular plurals		•	•	•	•	
Learn and spell high-frequency words	•	•	•	•	•	•
Grammar and Usage						
Learn about the parts of speech, including						
• nouns and pronouns	•	•	•	•	•	•
• adjectives and adverbs		•	•	•	•	•
• prepositions and prepositional phrases	•	•	•	•	•	•
• conjunctions, interjections, and articles		•	•	•	•	•
Use and form irregular plurals of nouns		•	•	•	•	
Use and form verb tenses with regular and irregular verbs		•	•	•	•	•
Use and form comparative and superlative forms of adjectives and adverbs				•	•	•
Use coordinating, correlative, and subordinating conjunctions			•	•	•	•
Form and use contractions			•	•		
Use an apostrophe and form singular and plural possessives		•	•	•	•	
Identify and use declarative, interrogative, exclamatory, and imperative sentences	•	•	•	•		
Identify and use simple, compound, and complex sentences		•	•	•	•	•
Write sentences with subject-verb agreement		•	•	•	•	•
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)					•	•
Capitalization and Punctuation						
Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun <i>I</i> , days of the week and months of the year, holidays	•	•	•	•	•	•
Use end punctuation with sentences (period, question mark, exclamation mark)	•	•	•	•		
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)		•	•	•	•	•
Use an apostrophe to form contractions and possessives, when appropriate		•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
WRITING WORKSHOP	Capitalization and Punctuation (cont.)						
	Learn how and when to use quotation marks with dialogue				•	•	•
	FOUNDATIONAL SKILLS FOR WRITING						
	Letter Formation, Handwriting, Cursive						
	Develop handwriting by printing words legibly	•	•	•			
	Write legibly by leaving appropriate spaces between words		•	•	•		
	Write cursive letters legibly			•	•	•	•
	Ways of Writing						
	Create writing in both printed and digital forms	•	•	•	•	•	•
	Write regularly both short and longer products			•	•	•	•
	Revise and edit drafts of writing		•	•	•	•	•
	Develop keyboarding skills				•	•	•
	Use technology to produce and publish writing	•	•	•	•	•	•
	Use technology to interact and collaborate with others	•	•	•	•	•	•
	Speaking and Listening						
	Participate in discussions with partners and groups about writing	•	•	•	•	•	•
	Work with a peer or group to revise and edit writing	•	•	•	•	•	•
	COMPOSITION						
	The Writing Process: Plan, Draft, Revise, Edit, Publish						
	Prewrite and plan using a variety of strategies	•	•	•	•	•	•
	Develop drafts into organized pieces of writing	•	•	•	•	•	•
	Revise drafts for coherence and clarity	•	•	•	•	•	•
	Edit drafts for the conventions of standard English	•	•	•	•	•	•
	Publish written work for audiences	•	•	•	•	•	•
	Genre Immersion: Modes and Products						
	Write in a variety of modes						
	• Informative or explanatory	•	•	•	•	•	•
	• Narrative	•	•	•	•	•	•
• Opinion	•	•	•	•	•	•	
Write and produce a variety of forms of writing							
• Letters, thank-you notes, emails		•	•	•	•	•	
• Editorials, presentations, speeches, essays, brochures	•	•	•	•	•	•	
• News stories, reports, summaries, how-to articles, informational articles	•	•	•	•	•	•	
• Poems, stories, plays, and other creative writing	•	•	•	•	•	•	
Write in self-selected forms			•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
ORAL LANGUAGE	SPEAKING						
	Retell an experience or story	•	•	•	•	•	•
	Summarize a text or experience with descriptive details and relevant facts	•	•	•	•	•	•
	Discuss politely and respectfully in groups	•	•	•	•	•	•
	Speak clearly and coherently about a topic or text	•	•	•	•	•	•
	Speak with sufficient volume and appropriate rate	•	•	•	•	•	•
	Communicate effectively while following the conventions of English	•	•	•	•	•	•
	Ask and answer questions	•	•	•	•	•	•
	Ask for and provide clarification or elaboration	•	•	•	•	•	•
	Connect ideas to those of others in a group	•	•	•	•	•	•
Report on a topic or text		•	•	•	•	•	
Include media in an oral presentation or report			•	•	•	•	
ORAL LANGUAGE	LISTENING						
	Listen to others when working in groups or with partners	•	•	•	•	•	•
	Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions)	•	•	•	•	•	•
	Work collaboratively with others by following agreed-upon rules, norms, and protocols	•	•	•	•	•	•
PROJECT-BASED INQUIRY	COLLABORATION						
	Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects	•	•	•	•	•	•
	Work in pairs or with partners for inquiry projects		•	•	•	•	•
	RESEARCH SKILLS AND PROCESS						
	Conduct Short Research Projects						
	Develop and follow a plan for research	•	•	•	•	•	•
	Compose correspondence that requests information		•	•	•	•	•
	Take notes on sources and organize information from notes		•	•	•	•	•
	Generate questions for formal or informal inquiry	•	•	•	•	•	•
	Use an appropriate mode of delivery to present results		•	•	•	•	•
Paraphrase information from research sources		•	•	•	•	•	
Identify and Gather Information							
Use primary and secondary sources for research			•	•	•	•	
Avoid plagiarism				•	•	•	
Find information for research from both print and online sources	•	•	•	•	•	•	
Cite research sources (including print and online sources) and develop a bibliography			•	•	•	•	
Review sources critically for relevance and reliability		•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
	Identify and Gather Information (cont.)						
	Demonstrate understanding of information gathered	•	•	•	•	•	•
	Make appropriate use of media and technology	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
ASSESSMENT	TEST PREPARATION						
	Editing						
	Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)				•	•	•
	Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun <i>I</i> , days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)	•	•	•	•	•	•
	Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate	•	•	•			
	Edit for commas in dates, addresses, compound sentences, and quotations			•	•	•	•
	Edit to avoid spelling mistakes		•	•	•	•	•
	Edit to maintain consistent verb tense		•	•	•	•	•
	Edit to maintain subject-verb agreement		•	•	•	•	•
	Extended Writing Prompts						
	Develop a personal narrative		•	•	•	•	•
	Develop an informational or explanatory paragraph or essay		•	•	•	•	•
	Develop poetry or fiction		•	•	•	•	•
	Develop a persuasive paragraph or essay				•	•	•
	Develop correspondence		•	•	•	•	•
	Author's Craft and Structure						
Identify the author's purpose and craft	•	•	•	•	•	•	



Academic vocabulary

integrate/integration, **U1**:T66, T104, T114, T122, T160, T170, T178, T216, T234, T272, T282, T290; **U2**:T48, T58, T66, T104, T114, T122, T160, T170, T178, T216, T226, T272, T282; **U3**:T50, T60, T68, T112, T122, T130, T168, T178, T186, T224, T234, T298; **U4**:T48, T58, T66, T104, T114, T122, T160, T177, T216, T226, T234, T282, T290; **U5**:T48, T56, T62, T100, T108, T114, T152, T160, T166, T218, T224, T262, T270, T276

language of ideas, **U1**:T20, T48, T58, T76, T132, T188, T226, T244; **U2**:T20, T76, T132, T188, T244; **U3**:T20, T78, T140, T196, T252, T290; **U4**:T20, T76, T132, T188, T244; **U5**:T20, T72, T124, T176, T210, T234

Word Wall, **U1**:T12; **U2**:T10; **U3**:T12; **U4**:T12; **U5**:T12

See also Vocabulary skills/strategies, academic vocabulary strategies

Accuracy. See Fluency, reading

Achieving English proficiency. See ELL (English Language Learners)

Adjectives, U2:T36, T331, T355, T311, T388–T389, T392, **U5**:T389

articles, **U2**:T314–T315, T318–T319, T322–T323, T335, T338–T339, T342–T343, T346–T347; **U3**:T396–T397, T400

Advanced-high learners. See ELL (English Language Learners)

Advanced learners. See ELL (English Language Learners)

Anchor chart, U1:T24, T80, T136, T192, T248; **U2**:T24, T80, T136, T192, T248; **U3**:T24, T82, T144, T200, T256; **U4**:T24, T80, T136, T192, T248; **U5**:T24, T76, T128, T180, T238

Articles. See Adjectives, articles

Assess and Differentiate

Quick Check, **U1**:T25, T33, T41, T49, T55, T59, T67, T81, T89, T97, T105, T111, T115, T123, T137, T145, T153, T161, T167, T171, T179, T193, T201, T209, T217, T223, T227, T235, T249, T257, T265, T273, T279, T283, T291, T429, T435; **U2**:T25, T33, T41, T49, T55, T59, T67, T81, T89, T97, T105, T111, T115, T123, T137, T145, T153, T161, T167, T171, T179, T193, T201, T209, T217, T223, T227, T235, T257, T249, T265, T273, T279, T283, T291, T429, T435; **U3**:T25, T33, T43, T51, T57, T61, T69, T83, T91, T105, T113, T119, T123, T131, T145, T153, T161, T169, T175, T179, T187, T201, T209, T217, T225, T231, T235, T243, T257, T265, T273, T281, T287, T291, T299, T437, T443; **U4**:T25, T33, T41, T49, T55, T59, T67, T81, T89, T97, T105, T111, T115, T123, T137, T145, T153, T161, T167, T171, T179, T193, T201, T209, T217, T223, T227, T235, T249, T257,

T265, T273, T279, T283, T291, T431, T437; **U5**:T25, T33, T41, T49, T57, T63, T77, T85, T93, T101, T109, T115, T129, T137, T145, T153, T161, T167, T181, T189, T203, T211, T219, T225, T239, T247, T255, T263, T271, T277, T417

Small Group, **U1**:T28–T31, T42–T45, T52–T53, T60–T63, T68–T69, T84–T87, T98–T101, T108–T109, T116–T119, T124–T125, T140–T143, T154–T157, T164–T165, T172–T175, T180–T181, T196–T199, T210–T213, T220–T221, T228–T231, T236–T237, T252–T255, T266–T269, T276–T277, T284–T287, T292–T293, T430–T431, T436–T437; **U2**:T28–T31, T42–T45, T52–T53, T60–T63, T68–T69, T84–T87, T98–T101, T108–T109, T116–T119, T124–T125, T140–T143, T154–T157, T164–T165, T172–T175, T180–T181, T196–T199, T210, T210–T213, T220–T221, T228–T231, T236–T237, T252–T255, T266–T269, T276–T277, T284–T287, T292–T293, T430–T431, T436–T437; **U3**:T28–T31, T44–T47, T54–T55, T62–T65, T70–T71, T86–T89, T106–T109, T116–T117, T124–T127, T132–T133, T148–T151, T162–T165, T172–T173, T180–T183, T188–T189, T204–T207, T218–T221, T228–T229, T236–T239, T244–T245, T260–T263, T274–T277, T284–T285, T292–T295, T300–T301, T438–T439, T444–T445; **U4**:T28–T31, T42–T45, T52–T53, T60–T63, T68–T69, T84–T87, T98–T101, T108–T109, T116–T119, T124–T125, T140–T143, T154–T157, T164–T165, T172–T175, T180–T181, T196–T199, T210–T213, T220–T221, T228–T231, T236–T237, T252–T255, T266–T269, T276–T277, T284–T287, T292–T293, T432, T432–T433, T440–T441; **U5**:T28–T31, T42–T45, T52–T53, T58–T59, T64–T65, T80–T83, T94–T97, T104–T105, T110–T111, T116–T117, T132–T135, T146–T149, T156–T157, T162–T163, T168–T169, T184–T187, T204–T207, T214–T215, T220–T221, T226–T227, T242–T245, T256–T259, T266–T267, T272–T273, T278–T279, T418–T419

Independent/Collaborative, **U1**:T31, T43, T45, T53, T61, T63, T69, T87, T99, T101, T109, T117, T119, T125, T143, T155, T157, T165, T173, T175, T181, T199, T211, T213, T221, T229, T231, T237, T255, T267, T269, T277, T285, T287, T293, T431, T437; **U2**:T31, T43, T45, T53, T60–T63, T69, T87, T99, T101, T109, T117, T119, T125, T143, T155, T157, T165, T173, T175, T181, T199, T211, T213, T221, T229, T231, T237, T255, T267, T269, T277, T285, T287, T293, T431, T437; **U3**:T31, T45, T47, T55, T63, T65, T71, T89, T107, T109, T117, T125, T127, T133, T151, T163, T165, T173, T181, T183, T189, T207, T219, T221, T229, T237, T239, T245, T263, T275, T277, T285, T293, T295, T301, T439, T445; **U4**:T31, T43, T45, T53, T61, T63, T69, T87, T99, T101, T109, T117, T119, T125, T143, T155, T157, T165, T173, T175, T181, T199, T211, T213, T221, T229, T231, T237, T255, T267, T269, T277, T285, T287, T293, T433, T441; **U5**:T31, T43, T45, T53, T59, T65, T83, T95, T97, T105, T111, T117, T135, T147, T149, T157, T163,

T169, T187, T205, T207, T215, T221, T227, T245, T257, T259, T267, T273, T279, T419

Book Club, **U1**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293; **U2**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293; **U3**:T31, T71, T89, T133, T151, T189, T207, T245, T263, T301; **U4**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293; **U5**:T31, T65, T83, T117, T135, T169, T187, T227, T245, T279

Conferring, **U1**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U2**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U3**:T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T221, T229, T239, T245, T263, T277, T285, T295, T301; **U4**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U5**:T31, T45, T53, T59, T65, T83, T97, T105, T111, T117, T135, T149, T157, T163, T169, T187, T207, T215, T221, T227, T245, T259, T267, T273, T279

Decodable Book, **U1**:T61, T99, T117, T155, T173, T211, T229, T267, T285, T431, T437; **U2**:T43, T60–T63, T99, T117, T155, T173, T211, T229, T267, T285, T431, T437; **U3**:T45, T63, T107, T125, T163, T181, T219, T237, T275, T293, T439, T445; **U4**:T43, T61, T99, T117, T155, T173, T211, T229, T267, T285, T433, T441; **U5**:T95, T147, T205, T257, T419

High-Frequency Words, **U1**:T43, T99, T155, T211, T267, T431; **U2**:T43, T99, T155, T211, T267, T431; **U3**:T45, T107, T163, T219, T275, T439; **U4**:T43, T99, T155, T211, T267, T433; **U5**:T43, T95, T147, T205, T257, T419

Independent Reading, **U1**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U2**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U3**:T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T221, T229, T239, T245, T263, T277, T285, T295, T301; **U4**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U5**:T31, T45, T53, T59, T65, T83, T97, T105, T111, T117, T135, T149, T157, T163, T169, T187, T207, T215, T221, T227, T245, T259, T267, T273, T279

Letter Recognition Unit, **U1**:T43

Leveled Readers, **U1**:T29, T31, T45, T53, T63, T69, T85, T87, T101, T109, T119, T125, T141, T143, T157, T165, T175, T181, T197, T199, T213, T221, T231, T237, T253, T255, T269, T277, T287, T293; **U2**:T29, T31, T45, T53, T63, T69, T85, T87, T101, T109, T119, T125, T141, T143, T157, T165, T175, T181, T197, T199, T213, T221, T231, T237, T253, T255, T269, T277, T287, T293; **U3**:T29, T31, T47, T55, T65, T71, T87, T89, T109, T117, T127, T133, T149, T151, T165, T173, T183, T189, T205, T207, T221, T229, T239, T245, T261, T263, T277, T285, T295, T301; **U4**:T29, T31, T45, T53, T63, T69, T85, T87, T101, T109, T119, T125, T141, T143, T157, T165, T175, T181, T197, T199, T213, T221, T231, T237, T253, T255, T269, T277, T287, T293; **U5**:T29, T31, T45, T53, T59, T65, T81, T83, T97, T105, T111, T117, T133, T135, T149, T157, T163, T169, T185, T187, T207, T215, T221, T227, T243, T245, T259, T267, T273, T279

Literacy Activities, **U1**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U2**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U3**:T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T221, T229, T239, T245, T277, T285, T295, T301; **U4**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U5**:T31, T45, T53, T59, T65, T83, T97, T105, T111, T117, T135, T149, T157, T163, T169, T187, T207, T215, T221, T227, T245, T259, T267, T273, T279

Songs and Poems Big Book, **U1**:T43

Word Work Activity, **U1**:T43, T61, T99, T117, T155, T173, T211, T229, T267, T285, T431, T437; **U2**:T43, T60–T63, T99, T117, T155, T173, T211, T229, T267, T285, T431, T437; **U3**:T45, T63, T107, T125, T163, T181, T219, T237, T275, T293, T439, T445; **U4**:T43, T61, T99, T117, T155, T173, T211, T229, T267, T285, T433, T441; **U5**:T43, T95, T147, T205, T257, T419

Teacher-Led Options, **U1**:T30–T31, T42–T45, T52–T53, T60–T63, T68–T69, T86–T87, T98–T101, T108–T109, T116–T119, T124–T125, T142–T143, T154–T157, T164–T165, T172–T175, T180–T181, T198–T199, T210–T213, T220–T221, T228–T231, T236–T237, T254–T255, T266–T269, T276–T277, T284–T287, T292–T293, T430–T431, T436–T437; **U2**:T30–T31, T42–T45, T46–T53, T60–T63, T68–T69, T86–T87, T98–T101, T108–T109,

- T116–T119, T124–T125, T142–T143, T154–T157, T164–T165, T172–T175, T180–T181, T198–T199, T210–T213, T220–T221, T228–T231, T236–T237, T254–T255, T266–T269, T276–T277, T284–T287, T292–T293, T430–T431, T436–T437; **U3**:T30–T31, T44–T47, T54–T55, T62–T65, T70–T71, T88–T89, T106–T109, T116–T117, T124–T127, T132–T133, T150–T151, T162–T165, T172–T173, T180–T183, T188–T189, T206–T207, T218–T221, T228–T229, T236–T239, T244–T245, T262–T263, T274–T277, T284–T285, T292–T295, T300–T301, T438–T439, T444–T445; **U4**:T30–T31, T42–T45, T52–T53, T60–T63, T68–T69, T86–T87, T98–T101, T108–T109, T116–T119, T124–T125, T142–T143, T154–T157, T164–T165, T172–T175, T180–T181, T198–T199, T210–T213, T220–T221, T228–T231, T236–T237, T254–T255, T266–T269, T276–T277, T284–T287, T292–T293, T432, T432–T433, T440–T441; **U5**:T30–T31, T42–T45, T52–T53, T58–T59, T64–T65, T82–T83, T94–T97, T104–T105, T110–T111, T116–T117, T134–T135, T146–T149, T156–T157, T162–T163, T168–T169, T186–T187, T204–T207, T214–T215, T220–T221, T226–T227, T244–T245, T256–T259, T266–T267, T272–T273, T278–T279, T418–T419
- Fluency, **U1**:T44, T62, T100, T118, T156, T173, T212, T230, T268, T286; **U2**:T44, T62, T100, T118, T156, T175, T212, T230, T268, T286; **U3**:T46, T64, T108, T126, T164, T182, T220, T238, T276, T294; **U4**:T44, T62, T100, T118, T156, T174, T212, T230, T268, T286; **U5**:T44, T58, T96, T110, T148, T162, T206, T220, T258, T272
- Intervention Activity, **U1**:T30, T42, T52, T60, T62, T68, T86, T98, T100, T108, T116, T118, T124, T142, T154, T156, T164, T172, T173, T180, T198, T210, T212, T220, T228, T230, T236, T254, T266, T268, T276, T284, T286, T292, T430, T436; **U2**:T30, T42, T44, T46, T60, T62, T68, T86, T98, T100, T108, T116, T118, T124, T142, T154, T156, T164, T172, T175, T180, T198, T210, T212, T220, T228, T230, T236, T254, T266, T268, T276, T284, T286, T292, T430, T436; **U3**:T30, T44, T46, T54, T62, T64, T70, T88, T106, T108, T116, T124, T126, T132, T150, T162, T164, T172, T180, T182, T188, T206, T218, T220, T228, T236, T238, T244, T262, T274, T276, T284, T292, T294, T300, T438, T444; **U4**:T30, T42, T44, T52, T60, T62, T68, T86, T98, T100, T108, T116, T118, T124, T142, T154, T156, T164, T172, T174, T180, T198, T210, T212, T220, T228, T230, T236, T254, T266, T268, T276, T284, T286, T292, T432, T440; **U5**:T30, T42, T44, T52, T58, T64, T82, T94, T96, T104, T110, T116, T134, T146, T148, T156, T162, T168, T186, T204, T206, T214, T220, T226, T244, T256, T258, T266, T272, T278, T418
- On-Level and Advanced, **U1**:T30, T68, T86, T124, T142, T180, T198, T236, T254, T292; **U2**:T30, T68, T86, T124, T142, T180, T198, T236, T254, T292; **U3**:T30, T70, T88, T132, T150, T188, T206, T244, T262, T300; **U4**:T30, T68, T86, T124, T142, T180, T198, T236, T254, T292; **U5**:T30, T64, T82, T116, T134, T168, T186, T226, T244, T278
- Strategy Group, **U1**:T30, T44, T52, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T173, T180, T198, T212, T220, T230, T236, T254, T268, T276, T286, T292; **U2**:T30, T44, T46, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T175, T180, T198, T212, T220, T236, T254, T268, T276, T286, T292; **U3**:T30, T46, T54, T64, T70, T88, T108, T116, T126, T132, T150, T164, T172, T182, T188, T206, T220, T228, T238, T244, T262, T276, T284, T294, T300; **U4**:T30, T44, T52, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T174, T180, T198, T212, T220, T230, T236, T254, T268, T276, T286, T292; **U5**:T30, T44, T52, T58, T64, T82, T96, T104, T110, T116, T134, T148, T156, T162, T168, T186, T206, T214, T220, T226, T244, T258, T266, T272, T278
- ELL Targeted Support, **U1**:T30, T44, T52, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T173, T180, T198, T212, T220, T230, T236, T254, T268, T276, T286, T292; **U2**:T30, T44, T46, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T175, T180, T198, T212, T220, T236, T254, T268, T276, T286, T292; **U3**:T30, T46, T54, T64, T70, T88, T108, T116, T126, T132, T150, T164, T172, T182, T188, T206, T220, T228, T238, T244, T262, T276, T284, T294, T300; **U4**:T30, T44, T52, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T174, T180, T198, T212, T220, T230, T236, T254, T268, T276, T286, T292; **U5**:T30, T44, T52, T58, T64, T82, T96, T104, T110, T116, T134, T148, T156, T162, T168, T186, T206, T214, T220, T226, T244, T258, T266, T272, T278. *See also* ELL (English Language Learners)
- Word Work Strategy Group, **U1**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T430, T436; **U2**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T430, T436; **U3**:T44, T62, T106, T124, T162, T180, T218, T236, T274, T292, T438, T444; **U4**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T432, T440; **U5**:T42, T94, T146, T204, T256, T418
- ELL Targeted Support, **U1**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T430, T436; **U2**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T430, T436; **U3**:T44, T62, T106, T124, T162, T180,

T218, T236, T274, T292, T438, T444; **U4**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T432, T440; **U5**:T42, T94, T146, T204, T256, T418

See also ELL (English Language Learners)

Whole Group, **U1**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U2**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U3**:T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T221, T229, T239, T245, T221, T277, T285, T295, T301; **U4**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U5**:T31, T45, T53, T59, T65, T83, T97, T105, T111, T117, T135, T149, T157, T163, T169, T187, T207, T215, T221, T227, T245, T259, T267, T273, T279

Assessment

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See also Compare texts; Cross-Curricular Perspectives; ELL (English Language Learners)

Consonants. See Phonics/decoding, consonants

Context clues. See Vocabulary skills/strategies, academic vocabulary strategies, context clues

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Covers, front and back. See Parts of a book

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D

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words with final consonant blends. See Phonics/decoding, consonant blends, final

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Details, identify. See Main idea, and details

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ELL (English Language Learners)

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Sources. See Interact with Sources; Reference sources; Technology

Sources, Interact with. See Interact with Sources

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Speaking and listening. See Listening

Spelling, U4:T404–T405; **U5:**T386–T387

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Spiral review, U1:T306–307, T330–T331, T354–T355, T378–T379, T402–T403; **U2:**T306–T307, T330–T331, T354–T355, T378–T379, T402–T403; **U3:**T314–T315, T338–T339, T362–T363, T386–T387, T410–T411, T448; **U4:**T318, T307, T342, T331, T366, T355, T390, T379, T414, T403, T429; **U5:**T304, T293, T328, T317, T352, T341, T376, T365, T400, T389, T415

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Story structure. See Plot

Strategies/skills

ask and answer questions, **U1:**T85, T95, T114–T115, T380–T381, T384–T385; **U2:**T85, T95, T114–T115; **U3:**T149, T157, T159, T178–T179; **U4:**T253, T263, T282–T283; **U5:**T185, T193, T199, T218–T219, T294–T295, T298–T299, T318–T319, T322–T323, T326–T327, T330
assessment, **U2:**T416; **U3:**T425; **U4:**T416; **U5:**T402
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T113; **U5:**T184, T195, T201, T210–T211
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connect text and illustrations, **U5:**T28, T37, T48–T49
create new understandings, **U1:**T197, T205, T207, T226–T227; **U4:**T197, T205, T207, T226–T227; **U5:**T243, T251, T253, T270–T271
describe connections, **U4:**T28, T37, T48–T49
describe/discuss characters, **U5:**T242, T251, T253, T262–T263
describe plot, **U1:**T84, T93, T95, T104–T105; **U3:**T260, T271, T280–T281
describe setting, **U1:**T196, T205, T207, T216–T217; **U4:**T140, T149, T160–T161
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discuss rhyme and rhythm, **U3:**T148, T157, T159, T168–T169; **U5:**T132, T142, T152–T153
find/identify main idea, **U1:**T140, T149, T160–T161; **U2:**T308–T309
find important details, **U2:**T253, T261, T263, T282–T283; **U4:**T29, T39, T58–T59; **U5:**T81, T89, T108–T109
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find text features, **U2:**T196, T205, T207, T216–T217; **U4:**T196, T207, T216–T217
find text structure, **U2:**T84, T93, T104–T105, T252, T261, T272–T273; **U5:**T80, T89, T91, T100–T101
identify and describe characters, **U1:**T28, T37, T39, T48–T49; **U2:**T140, T149, T160–T161
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make and/or confirm predictions, **U2:**T197, T205, T207, T226–T227; **U3:**T205, T213, T234–T235
make and respond to suggestions, **U1:**T388–T389, T392
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visualize details, **U3:**T29, T39, T41, T60–T61; **U4:**T141, T149, T151, T170–T171; **U5:**T133, T141, T142, T160–T161
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Strategy Group. See Assess and Differentiate, Small Group, Teacher-Led Options

Structures of informational text. See Informational text

Struggling readers. See Assess and Differentiate

Study strategies. See Graphic organizers; Graphic sources; Research/study skills

Syllables. See Phonics/decoding, syllables; Word Work, syllables

Synonyms. See Connections

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Taking notes. See Research/study skills, take notes

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Possible Teaching Point (Reading Workshop), **U1**:T31, T37, T39, T45, T53, T63, T69, T87, T92–T94, T101, T109, T119, T125, T181, T148, T150, T157, T165, T175, T181, T199, T205, T207, T213, T221, T231, T237, T255, T261–T263, T269, T277, T287, T293; **U2**:T31, T36, T38, T45, T53, T63, T69, T87, T92, T95, T101, T109, T119, T125, T143, T148, T151, T157, T165, T175, T181, T199, T205–T207, T213, T221, T231, T237, T255, T261, T269, T277, T287, T293; **U3**:T31, T37, T40, T41, T47, T55, T65, T71, T89, T96, T101, T103, T109, T117, T127, T133, T151, T157, T158, T165, T173, T183, T189, T207, T212, T214, T215, T221, T229, T239, T245, T269–T271, T277, T285, T295, T301; **U4**:T31, T37, T39, T45, T53, T63, T69, T87, T93, T95, T101, T109, T119, T125, T143, T149–T151, T157, T165, T175, T181, T199, T205, T206, T213, T221, T231, T237, T255, T261, T262, T269, T277, T287, T293; **U5**:T31, T36, T37, T39, T45, T53, T59, T65, T83, T90, T91, T97, T105, T111, T117, T135, T141, T142, T149, T157, T163, T169, T187, T195, T201, T207, T215, T221, T227, T245, T251, T253, T259, T267, T273, T279

Possible Teaching Point (Writing Workshop), **U1**:T312, T316, T332, T340, T360, T364, T380, T384, T404, T408; **U2**:T308, T312, T332, T340, T360, T364, T384, T388, T408, T412; **U3**:T320, T324, T340, T348, T368, T372, T388, T392, T416, T420; **U4**:T308, T312, T316, T332, T336, T340, T356, T360, T364, T380, T384, T388, T404, T408, T412; **U5**:T294, T298, T302, T318, T322, T326, T342, T346, T350, T366, T370, T374, T390, T394, T398

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Technology, Internet, U5:T20–T21, T430–T431

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Text Complexity Charts, U1:R2–R6; **U2**:R2–R6; **U3**:R2–R7; **U4**:R2–R6; **U5**:R2–R6

Text elements. See Text features

Text evidence, U1:T29, T58–T59, T141, T149, T151, T170–T171, T162–T163

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Text types. See Genres

Theme, of literature. See Literary devices/terms, theme

Theme, of unit. See Unit Overview

Time line. See Graphic sources

Time sequence. See Sequence

Title page. See Parts of a book, title page

Types of literature. See Genres

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Unfamiliar words. See Vocabulary skills/strategies, academic vocabulary strategies, context clues

Unit goals. See Goals, unit

Unit Overview, U1:T2–T7; **U2**:T2–T7; **U3**:T2–T7; **U4**:T2–T7; **U5**:T2–T7

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Usage. See Adjectives; Nouns; Prepositions; Pronouns; Sentences; Verbs

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Verbs, U2:T378–T379, T383, T386–T387, T390–T391, T394–T395; **U4**:T380–T381, T384–T385; **U5**:T362–T363 tense

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U3:T314–T315

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Visualize. See Strategies/skills, visualize

Vocabulary development, U1:T40–T41, T96–T97, T152–T153, T208–T209, T264–T265; **U2:**T40–T41, T96–T97, T152–T153, T208–T209, T264–T265; **U3:**T42–T43, T104–T105, T160–T161, T216–T217, T272–T273; **U4:**T40–T41, T96–T97, T152–T153, T208–T209, T264–T265; **U5:**T40–T41, T92–T93, T144–T145, T202–T203, T254–T255

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preview, **U1:**T34, T90, T146, T202, T258; **U2:**T34, T90, T146, T202, T258; **U3:**T34, T92, T98, T154, T210, T266; **U4:**T34, T90, T146, T202, T258; **U5:**T34, T86, T138, T190, T196, T248

selection vocabulary, **U1:**T28, T84, T140, T196, T252; **U2:**T28, T84, T140, T196, T252; **U3:**T28, T86, T148, T204, T260; **U4:**T28, T84, T140, T196, T252; **U5:**T28, T80, T132, T184, T242

See also Vocabulary skills/strategies

Vocabulary skills/strategies

academic vocabulary strategies

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U3:T146–T147; **U4:**T149, T138–T139; **U5:**T130–T131

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Word families. See Phonics/decoding, words, word families; Word Work, words, word families

Word identification. See Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Work

Word Wall. See Academic vocabulary, Word Wall

Word Work, U1:T29, T85, T141, T197, T253; **U2:**T29, T85, T141, T197, T253; **U3:**T29, T87, T149, T205, T261; **U4:**T29, T85, T141, T197, T253; **U5:**T29, T81, T133, T185, T243

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See also Spelling; Vocabulary skills/strategies

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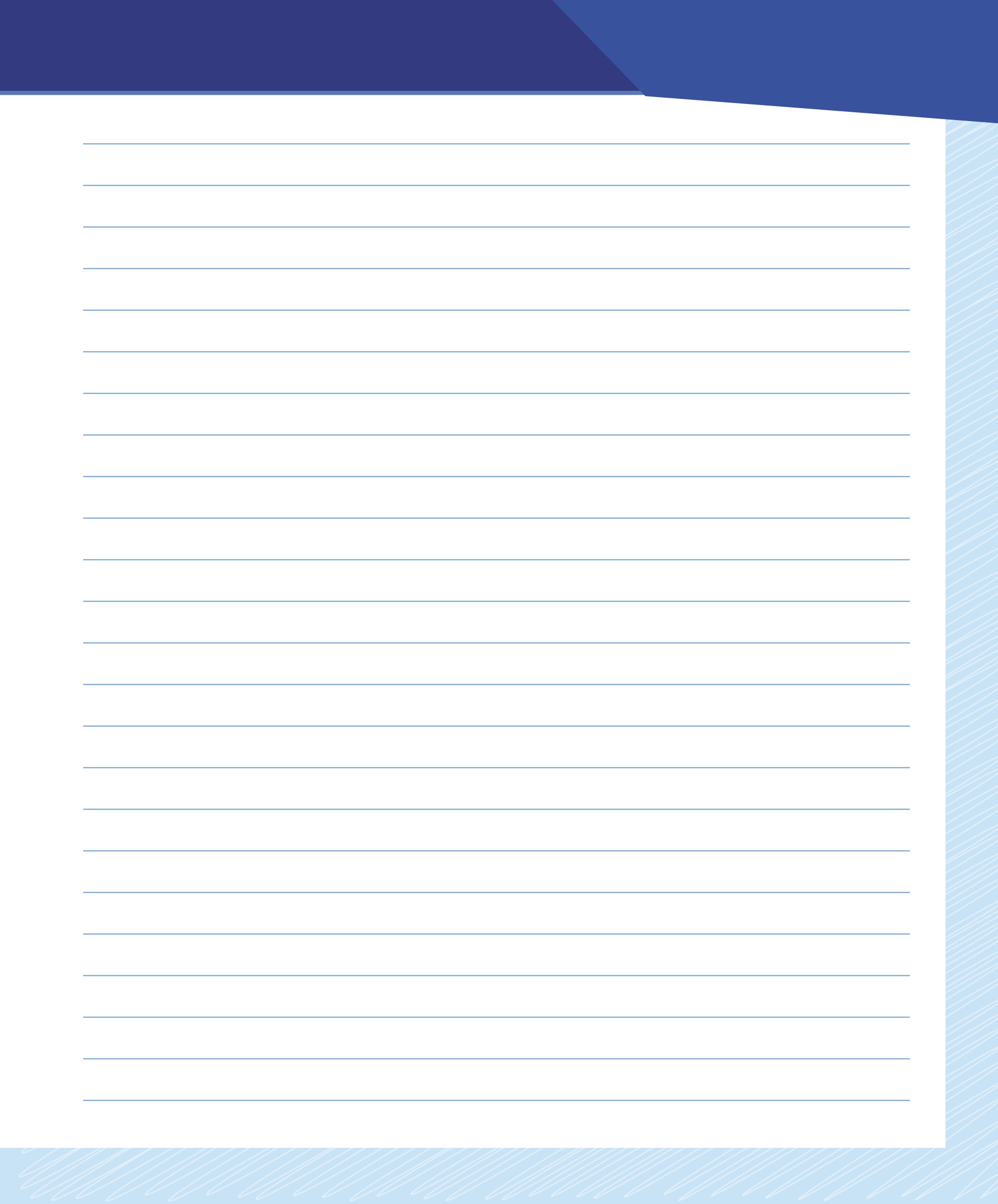
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