

FICTION

Kindergarten

LARRC

Language and Reading Research Consortium

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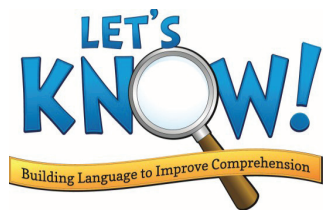
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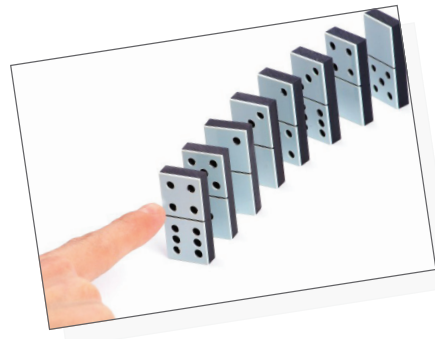
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UNIT VOCABULARY

Result

What happens



Filthy

Very dirty



Clever

Quick and smart



Exhausted

Very, very tired



Setting (noun)

Time and place where the story happens



Disguise (verb)

Hide what you really look like



Useless

Not good for anything



Conversation

Talking back and forth about something



Kindergarten | **FICTION**

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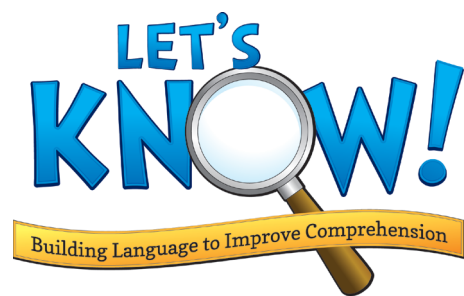
Week 5

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Unit Resources

- Teacher's Bookshelf
- Word Web
- Unit Vocabulary
- Vocabulary Picture Cards
- WRAP sets



UNIT OVERVIEW

FICTION

In this unit, children will learn how to retell narratives using the story elements from their fiction texts.

CAUSE AND EFFECT

Students will identify and discuss cause and effect relationships in the fiction texts.

CLOSE PROJECT

At the end of the unit, students will write a new version of one of their fiction texts for your classroom library.

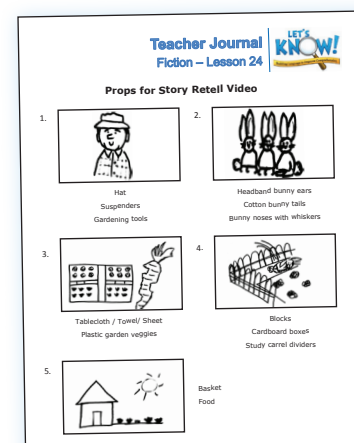
UNIT TEXTS

During the unit, students will read and discuss three books related to the unit theme.

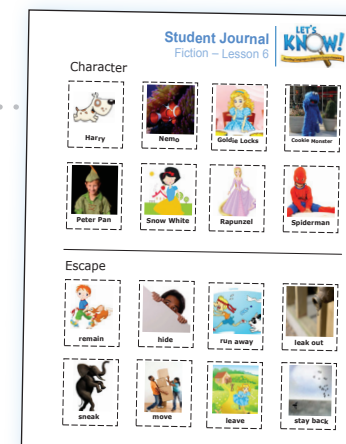
- My Lucky Day by Keiko Kasza
- Big Al by Andrew Clements
- How Rocket Learned to Read by Tad Hills

The Teacher's Bookshelf suggests additional theme-related texts for independent reading.

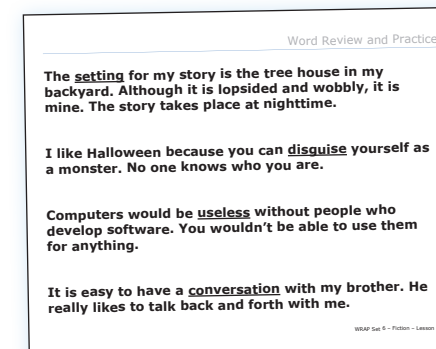
UNIT MATERIALS



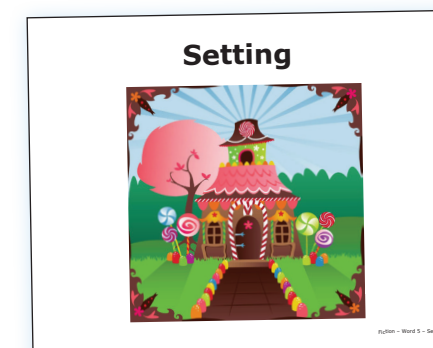
Teacher Journal*



Student Journal



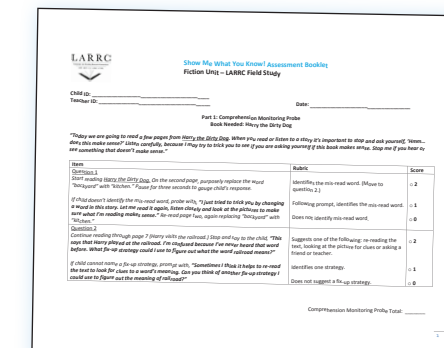
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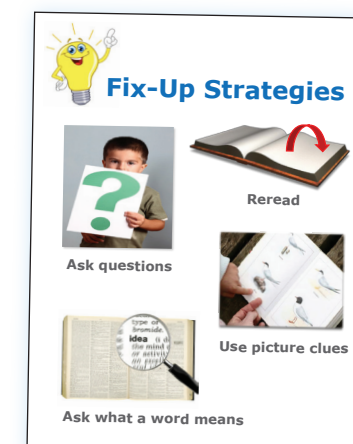
Vocabulary Picture Cards



Supplemental Materials*



Show Me What You Know Assessment



Fix-Up Strategies Poster

UNIT SCHEDULE

Week 1 Lesson 1 Hook
Lesson 2 Read to Me
Lesson 3 Words to Know
Lesson 4 SMWYK Practice

Week 2 Lesson 5 Text Mapping
Lesson 6 Words to Know
Lesson 7 Integration
Lesson 8 Read to Know

Week 3 Lesson 9 Read to Me
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SMWYK Assessments

Week 7 Lesson 22 Stretch and Review
Lesson 23 Stretch and Review
Lesson 24 Close



*Most materials are provided in print and for digital use.



Study Resources

- Student Tracking Sheet
- Contact Information
- Survey Information
- Observation Schedule
- District Calendar



Teacher Resources

- Professional Development Notes
- Teaching Techniques
 - Rich Discussion
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 - Using Navigation Words



Teaching Techniques

Read to Me – Rich Discussion

TEACHING TECHNIQUE INTRODUCTION

The Read to Me lessons are designed to promote children’s engagement and experiences with a variety of rich texts aligned to the *Let’s Know!* unit themes. During these lessons, you will share texts that contain rich language and content with students in an engaging way. Reading aloud texts with children provides the opportunity to have rich discussions about the texts after reading. The goal of these discussions is to provide students opportunities to use *higher-level inferential language*.

During the Read to Me lessons, the reading of each text will be followed by a teacher-facilitated discussion (of approximately 5-10 minutes in length) involving all of the students. The discussion should center around one or more major questions, topics, or issues concerning the text.

STEPS TO USING RICH DISCUSSION

The goal is to have a discussion that is facilitated but not dominated by the teacher, in which one topic is discussed extensively over multiple turns and multiple students are able to participate.

The teacher should pose a question on a higher-level topic, such as the following:

Narrative texts...

- The goals or motivations of a character and what happened as a result of their actions
- What might happen if the story continued
- Experiences that students have had that relate to the book

Expository texts...

- What would happen if animals did not change or adapt to different environments
- How fossils are formed
- Why it is important to conserve environmental resources

Guidelines for discussion:

- Show that you are listening to what others have to say.
- Respond to what others say in a way that demonstrates understanding.
- Be sure everyone knows what the discussion is about (and if there are any special rules for this discussion).

(Narrative/Expository)



Teaching Techniques

Read to Me – Comprehension Monitoring

TEACHING TECHNIQUE INTRODUCTION

Comprehension monitoring is the process by which skilled readers identify when they don't or can't understand something (e.g., a novel word, an idea presented by the author) and then attempt to 'fix-up' that understanding.

OUTLINE OF TEACHING SEQUENCE

I Do:

- 1) Model comprehension monitoring. Remind students to pay attention to the story structure (who the characters are, the initiating event, what the characters' goals are, and so on) or to the text structure of an expository text, as these will help them make sense of what they read.
- 2) Begin to read a text. Stop periodically to model, asking yourself, "Is everything making sense? What doesn't make sense about what I just read?"
- 3) Model specific fix-up strategies that students can employ when the text doesn't make sense. Fix-up strategies could include the following:
 - Using pictures and context clues
 - Asking questions (younger children can ask the teacher)
 - Rereading a sentence that did not make sense
 - Rereading the sentence before and after the sentence that didn't make sense
 - Finding the meaning of a word or studying a word for clues to its meaning
 - Using graphic organizers to organize what *is* known

We Do:

- 4) Students should be encouraged to use signs or signals when they don't understand what is being read. The fix-up strategies can be displayed on a poster, with reminders to students of different ways to address the gaps in understanding. Practice using these tools with students as you read together.

You Do:

- 5) As the students become more skilled in applying the strategy independently, they can work with peers to use the strategy or apply it on their own.

Close:

Remind students to stop periodically and ask themselves, "Does this make sense?" Encourage them to practice using fix-up strategies when parts of a text do not make sense.



Teaching Techniques

Read to Me – Predicting

TEACHING TECHNIQUE INTRODUCTION

The Read to Me lessons are designed to promote children's engagement and experiences with rich texts aligned to the unit focus. One instructional technique to be embedded within Read to Me lessons is that of predicting. Formally, predicting involves the act of foretelling something that will happen in the future, and it usually involves activation of one's background knowledge. Predicting, as applied by students when reading or listening to a text, helps to activate their background knowledge on a given topic and to link that knowledge to new information in the book. In turn, these connections help students create a more precise *mental model* of a text. Having a mental model improves comprehension of the text.

At the same time, the act of predicting helps to create a purpose for reading and can help students become more engaged (as they seek to confirm whether their own predictions are correct). Reading for a purpose and being engaged when reading also improves children's reading comprehension.

PREDICTING INVOLVES...

- Using background knowledge to establish expectations about a text one is listening to or reading.
- Monitoring the accuracy of one's predictions to confirm or adjust them while reading, and thus continue making deeper connections with the text.

HELPING STUDENTS TO PREDICT...

- Students can learn to employ predictions as they read by explicit instruction in use of this strategy by their teacher. See below for a discussion of the steps in explicit strategy instruction.
- Students can produce predictions *before reading, during reading, and after reading*.
 - Before-reading predictions do not tend to improve students' comprehension, but rather help students to activate background knowledge and become motivated.
 - During-reading predictions are embedded during reading (or listening) activities and are designed to help students engage more deeply with text, forge connections between background knowledge and a text, and provide students the opportunity to confirm their predictions by continued reading or listening.
 - After-reading predictions generally have no right answers; for instance, students might be asked to infer what will happen after a story ends. Although students cannot confirm these predictions, they can help students to engage more deeply with the text.

FIVE COMPONENTS OF EXPLICIT TEACHING OF COMPREHENSION STRATEGIES

Taken from Duke and Pearson (YEAR), the following examples demonstrate how predicting can follow the steps of explicit strategy instruction for a **narrative text**.

1. An explicit description of the strategy and when and how it should be used.

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

2. Teacher and/or student modeling of the strategy in action.

“I am going to make predictions while I read this book. I will start with just the cover here. Hmm... I see a picture of an owl. It looks like he—I think it is a he—is wearing pajamas, and he is carrying a candle. I *predict* that this is going to be a make-believe story because owls don’t really wear pajamas and carry candles. I predict it is going to be about this owl, and it is going to take place at nighttime. . .”

3. Collaborative use of the strategy in action.

“I have made some good predictions so far in the book. From this part on I want you to make predictions with me. Each of us should stop and think about what might happen next. . . Okay, now let’s hear what you think and why. . .”

4. Guided practice using the strategy with gradual release of responsibility.

Early on...

“I have called the three of you together to work on making predictions while you read this and other books. After every few pages I will ask each of you to stop and make a prediction. We will talk about your predictions and then read on to see if they come true.”

Later on...

“Each of you has a chart that lists different pages in your book. When you finish reading a page on the list, stop and make a prediction. Write the prediction in the column that says ‘Prediction.’ When you get to the next page on the list, check off whether your prediction ‘Happened,’ ‘Will not happen,’ or ‘Still might happen’. Then make another prediction and write it down.”

(This is based on the Reading Forecaster Technique from Mason and Au (1986) described and cited in Lipson & Wixson [1991].)

5. Independent use of the strategy.

“It is time for silent reading. As you read today, remember what we have been working on—making predictions while we read. Be sure to make predictions every two or three pages. Ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether your prediction came true. Jamal is passing out Predictions! bookmarks to remind you.”

The following examples demonstrate how predicting can follow the steps of explicit strategy instruction for an **expository text**.

1. *An explicit description of the strategy and when and how it should be used.*

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

2. *Teacher and/or student modeling of the strategy in action.*

“First read the title, look at the table of contents, and look at some of the photographs, charts, and diagrams. Then think about what we already know about the topic and concepts. We call this information our schema, or our prior knowledge; we have to recall this from memory. Finally, I can use my prior knowledge to make an informed prediction about what we might read about in this text... I think the author is going to tell us a lot about the life cycle of a frog. Maybe she will even tell us more information about how a tadpole becomes a frog...”

3. *Collaborative use of the strategy in action.*

“I’ve made some good predictions so far in the book. From this part on I want you to make predictions with me. I am going to read the title of the first chapter and show you the photographs... Recall what you know from memory—use your prior knowledge. What interesting information do you already know about frogs? Turn to your neighbor and compare what you already know. Okay, now let’s hear what you think and why.”

4. *Guided practice using the strategy with gradual release of responsibility.*

Early on...

“Now, based on the information you think you know, what do you predict the author will write about in this section? Turn and tell your neighbor.”

Later on...

“The last thing we have to do is revisit our predictions. Were we on track? Did we learn something new? For example, we read that frogs start their lives as eggs. Before, I said that they start their lives as tadpoles. So I learned something new. I am going to write that on our Prediction Chart under the heading *Now I Know*.”

5. *Independent use of the strategy.*

“It’s time for silent reading. As you read today, remember what we’ve been working on—making predictions while we read. Be sure to make predictions and ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether or not you were on track.”

References

Duke, N. K., & Pearson, P. D. (in press). Effective practices for developing reading comprehension. To appear in A. E. Farstrup & S. J. Samuels (Eds.), *What Research Has to Say about Reading Instruction*. Newark, DE: IRA.



Teaching Techniques

Words to Know – Rich Vocabulary Instruction

TEACHING TECHNIQUE INTRODUCTION

The Words to Know lessons are designed to promote children’s knowledge and use of vocabulary aligned to the unit focus. The teaching technique Rich Instruction characterizes the elements of effective vocabulary instruction summarized by Beck and McKeown (1991, 2007). Specifically, the rich vocabulary instruction approach of *Let’s Know!* focuses on increasing the quality and complexity of children’s oral language by targeting complex vocabulary and using a discussion-based approach during a group read-aloud. Both younger and older students can learn and use complex vocabulary efficiently from read-aloud activities and discussion. Furthermore, the use of read-aloud activities to teach vocabulary allows teachers to expose children to a variety of good books and broad language experiences.

OUTLINE OF TEACHING SEQUENCE

- 1) **Identify the word (i.e., say and show the word to students).**
 - Pre-K and K students say the word.
 - Grade 1–2 students spell the word orally.
 - Grade 3 students write the word.

- 2) **Provide a child-friendly definition and use the word in a sentence.**
 - Pre-K–3 students discuss why/how the picture represents the word.
 - Pre-K–3 students provide the definition in their own words.
 - Grade 1–2 students provide example sentences for the word orally.
 - Grade 3 students write an example sentence using the word.

- 3) **Discuss related words (e.g., synonyms, antonyms, and/or other words connected to the target word).**
 - Pre-K and K students focus on other words they think about and explain why.
 - Grade 1–3 students address one or more of the types of related words and discuss the difference between the new word and related words.

- 4) **Discuss the use of the word meaning in other contexts and/or other meanings of the same word in different contexts.**
 - Pre-K–K students discuss the use of the word meanings in other contexts.
 - Grade 1–3 students use the different word meanings in varied sentences.



Teaching Techniques

Integration – Inferencing

TEACHING TECHNIQUE INTRODUCTION

To make an inference, the reader or listener uses information in the text or illustrations and his or her own background knowledge to fill in information (e.g., about what a character might be feeling) or go beyond/elaborate on what is presented (e.g., what might happen next), resulting in a deeper understanding of the text.

OUTLINE OF TEACHING SEQUENCE

Before the lesson:

- 1) Preview the text and illustrations to determine where to stop and ask questions that will prompt inferential thinking.
 - a. See below for categories and sample questions.
 - b. Note that inferential questions typically begin with *Why* and *How*; if *What* is used, it is not for labeling, but rather to link the text to prior knowledge.
- 2) On sticky notes, write questions related to the text or illustration for each stopping point; place them on the page for easy reference when reading aloud.

I Do:

Begin by asking inferential questions and modeling making inferences.

- 3) Introduce the lesson and read the first portion of the text.
- 4) Ask your first question(s) and think aloud to model making an inference. Ensure that students can see how you are using both text clues and prior knowledge to infer something about the text.

We Do:

Gradually release responsibility for question generating and answering to students.

- 5) Ask another inferential question as you continue to read the text.
- 6) Allow students think time and/or time to talk to a partner.
- 7) Discuss answers as a class.
- 8) Repeat steps 5-8 for the remainder of the text or until time has run out.

You Do:

Transition into scaffolding students to generate *Why*, *How*, and *What do you think...* questions for themselves; provide support and encourage them to request support as needed.*

*Suggestion: Provide young children with icons to help them generate and answer questions. For example, Paris and Paris (2007) used a heart icon to signal inferences about characters' feelings and a head icon for inferences about characters' thoughts.

(Narrative/Expository)

Close:

Review the steps of making inferences and why it is so important to link our background knowledge to unfamiliar parts of the text to improve our understanding. Suggest how children can apply this technique in other contexts.

CATEGORIES AND EXAMPLES OF INFERENTIAL QUESTIONS

Categories (van Kleeck, Woude, & Hammett, 2006) that promote inferential thinking may be used to plan questions.

- Attitudes, points of view, feelings, mental states, and motives of characters
 - Character's feelings
 - *How do you think that made the little dog feel? Why do you think so?*
 - [pointing to an illustration] *How is that man feeling? Why?*
 - Character's motives
 - *Why do think Jack climbed the beanstalk?*
 - Character's thoughts
 - *What do you think the wolf is thinking now? Why do you think that?*
- Similarities and differences between elements within the text/illustrations (e.g., objects, events, concepts, people) or between the text/illustrations and students' world knowledge
 - [pointing to an illustration] *What can you tell me about the setting of our story now? How do you know our setting has changed?*
 - *What happened to the boy's neighbor? How is that similar/different to what happens in your neighborhood?*
 - *Look at the coloring of this lizard's skin. Do you think it lives in the jungle or the desert? Why?*
 - [pointing to a photo] *What might this area look like after many years if erosion continues?*
- Causes of events that have occurred
 - *Why do you think that happened?*
- Predictions (may also involve inferences related to characters' motives, thoughts, and feelings)
 - *What do you think will happen next? ...Why do you think so?*

REMINDER: Refer to both text and illustrations when you create prediction questions, and scaffold students to do the same.



Teaching Techniques

Integration – Retelling

TEACHING TECHNIQUE INTRODUCTION

The Integration lessons are designed to provide students with an opportunity to learn and practice retelling and inferencing strategies to help them become more strategic readers. Retelling is a strategy students must learn to apply when listening to or reading narrative texts because it focuses their attention on key story elements that are essential for narrative comprehension (van den Broek, Kendeou, Lousberg, Visser, 2011).

The Retelling technique is designed to support the development of progressively more complete retellings. The steps selected for teaching retelling were adapted from several studies, all of which used one or more supports for developing the skill. Supports included visuals (e.g., icons, pictures, story maps, puppets) or role play/story reenactment (Davies, Shanks & Davies, 2004; Nielsen, 1993; Paris & Paris, 2007) with active engagement and repeated experiences to help students develop more complete retellings.

As with any strategy instruction, the teacher starts by modeling retelling for students. As students become more skilled in applying the strategy independently, they can work with peers to use the strategy or apply it on their own.

OUTLINE OF TEACHING SEQUENCE

Sample Instructional Sequence for Teaching Retelling

[Day 1]

1) **Introduce the strategy and story element icons.**

- a. Introduce students to the goal of this strategy—to listen for the key elements of the story so that they can retell the story. Explain that knowing the key story elements and retelling a story will help them to understand stories they hear read aloud or read themselves.
- b. Explicitly teach students the key story elements using the story element icons as you retell a story; each icon is explained in the *Let's Know!* lesson script. Once the icons are taught, they will be referred to as the teacher reads new stories and as a reminder when the teacher or students engage in retelling a story.

2) **Apply the use of the story elements to a new story.**

- a. Before reading the new story, introduce the setting and characters briefly, making links to the story element icons.
- b. Set a purpose for listening connected to the story elements related to plot (e.g., characters' goals, attempts to reach goals, outcome/ending). Point to the icons as you set this purpose.
- c. Read the new story. Return to the purpose by engaging the group in discussing the plot-related story elements.

(Narrative)

- d. Introduce a story map that communicates the story elements using drawings. Prepare the story map in advance; you could use one piece of paper for each major story element (there may be more pages for attempts to reach goals). Show the drawings, organized in the order of the story.

3) Retell the story.

- a. Demonstrate and explain how to use the story map as a guide when retelling the story.
- b. Introduce the idea of using signal words when retelling a story (as appropriate for the grade level). Post examples of words for students who can read.
 - Introduction (e.g., *there once was, once upon a time*)
 - Connecting words (e.g., *later, after that, and then, when, next*)
 - Ending (e.g., *at the end, finally*)

4) Provide guided practice, helping students to retell the story using the story map.

Suggestion: Refer to a poster or cards with the story element icons whenever discussing story elements, and provide students with a small, personal version of the icons.

[Day 2]

1) Review the story elements and story element icons.

2) Repeat step 2 of Day 1 with a different story (or repeat with the same story).

3) Have students draw/assemble their own story maps.

- a. As stories become longer, add more drawings to represent actions and attempts.
- b. At grades 2 and 3, you could have students write a retelling 'script' to accompany their story maps, using a paragraph or dramatic (play) format.

4) Engage students in retelling the story in pairs or groups. Model and scaffold as needed.

- a. Pre-K and K: The following are modifications and alternatives with a focus on active engagement and repeated exposure.
 - You may want to make copies of the story map for students to use, rather than have students spend time drawing/assembling their own.
 - Place copies of the story map with the storybook for students to use during center time or free choice time.
 - Engage students in reenacting the story. Act as the narrator and scaffold students through acting out the story. All students may participate (i.e., extra students could 'play' setting props such as trees or use gestures/poses to represent other parts of the story) or the children can take turns being the audience and actors.
 - Make cardstock puppets of the main characters to support retelling.
- b. Grades 1-3: To meet additional grade-specific objectives, in addition to identifying story elements, you could demonstrate and require students to:
 - Describe main characters when introducing them (indicators of personality and internal state).
 - Integrate key dialogue into retellings.
 - Extend the story map to include more than one episode and explain the concept of an episode.

(Narrative)

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Teaching Techniques

Integration – Finding the Main Idea

TEACHING TECHNIQUE INTRODUCTION

Identifying the *main idea* requires a listener or reader to select what is most important from the text and to disregard the less important information. Then the reader must integrate the most important ideas to determine the overall main idea of the text.

OUTLINE OF TEACHING SEQUENCE

The following examples demonstrate an instructional sequence for teaching students how to find the main idea of an expository text.

I Do:

1) **Explain the technique Finding the Main Idea to students.**

“After reading the title and looking through the pictures of this book, we know that we are going to read about animal homes. Authors write many things about animals’ homes. The most important information that the author wants us to know is written in each section of the text. These are the main ideas. For now, you should stop after each paragraph that you read and say what the main idea of that paragraph was.”

2) **Model finding the main idea in action.**

“I am going to read a paragraph from the book and show you how I find the *main idea*, or what the author thinks is most important about animal homes in that paragraph. [Read the paragraph.] Hmm... The word *food* kept coming up when I read this paragraph. It said that people keep food in their homes and that some animals keep food in their homes. I think the main idea about animal homes in this paragraph is that some animals keep food in their homes, just like people. When a word keeps coming up in a paragraph, it can be a clue to the main idea.”

[Write the main idea on a chart and repeat this step with another paragraph.]

We Do:

3) **Practice finding the main idea with students.**

“I’ve found the main idea in the paragraphs we’ve read so far. Now I want you to work with me to find the main idea. As I read, you need to listen for words that are clues to the main idea and be ready to tell the class what you think the main idea is and why.” [Continue reading and write students’ ideas on the chart.]

4) **Provide guided practice on finding the main idea with gradual release of responsibility.**

Early on...

“I’ve called the three of you together to find the main idea while you read this book. After every paragraph each of you must stop, tell me the main idea of the paragraph, and explain how you decided it was the main idea.”

Later on...

“Each of you has a chart that lists different pages in your book. When you finish reading a paragraph, stop and write the main idea for each paragraph.”

You Do:

5) **Have students practice finding the main idea independently.**

“It’s time for silent reading. As you read today, remember what we’ve been working on—finding the main idea in paragraphs. Be sure to find the most important information that will be the main idea in each paragraph. Ask yourself what helped you decide that was the main idea.”

Close:

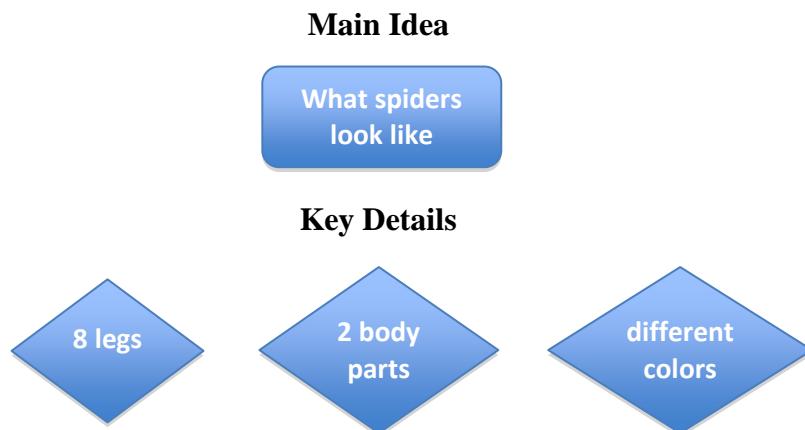
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

Once students can identify the main idea at the paragraph level with repeated words as the clue, move to teaching other clues to the main idea (e.g., boldface print, headings, and the first sentence of a paragraph). Later, expand the same process to larger units of text to decide the main idea (e.g., a subsection of a book). Reapply what you taught regarding clues to finding the main idea to larger units of text.

IDENTIFYING SUPPORTING DETAILS

Once students have a solid understanding of main idea, teach them how to identify *key supporting details* (important things to know about the main idea). Take the main idea of a paragraph/section that includes 2-3 important details, and ask questions in order to model how to identify the details. Create a concept map with one *Main Idea* (e.g., What spiders look like) on top and the *Key Details* (e.g., eight legs, two body parts, different colors) below; you could use another shape to signal the difference between the main idea and details.

Note: Not all books lend themselves well to teaching supporting details. Many simpler expository texts may have a clear main idea and examples, but not clear supporting details.





Teaching Techniques

Read to Know – Engaging Readers

TEACHING TECHNIQUE INTRODUCTION

The Read to Know lessons are designed to promote children’s engagement with reading by allowing students the autonomy to make decisions about what they read and helping them to select texts that are of interest to them. Coupling the reading with a task—either working alone or collaboratively with peers—to communicate information from the text to someone who has not read it (e.g., recount the text or share information, ideas, thoughts, and feelings) is also very engaging. Tasks may include drawing or other visual display with dictation, writing, audio, or video, including digital storytelling.

OUTLINE OF TEACHING SEQUENCE

- 1) Make a variety of texts that are well matched to the goals of the unit (e.g., learning about story elements, reading about animals) available to students. Consider a range of texts in terms of students’ levels, and provide a variety of familiar and unfamiliar books. Some selections should lend themselves to comparison (e.g., several stories by the same author; stories with animal characters; similar genres, such as fantasy, realistic fiction, and historical fiction).
- 2) Provide students autonomy in selecting texts to read while simultaneously enticing them to look at texts that will challenge them.
- 3) Explain the purpose of the lesson (to select a book or books, read alone, complete a task, and share with a partner or small group).
- 4) Present a task that requires students to respond to their reading in a deep way. For example, you could have students draw a story element, share a reaction to a text with a partner, or share ideas in small book clubs based on the texts they selected to read.
- 5) After 10-20 minutes of reading, have students complete the task and share with others.

EXAMPLES OF TASKS FOR DIFFERENT GRADE LEVELS

Pre-K and K:

- Draw your favorite part or favorite character from a story.
- Create puppets to use to retell the story you read.
- Draw and share two things you learned from an expository text with your partner.

Grades 1-3:

- Create a storyboard or story map to illustrate the important parts of the story and use it to retell the story to others. Use descriptive details in your retell.
- *Write in your journal:* Describe a character in your own words. Use examples from the story to show what the character did, thought, or said.
- *Write in your journal:* Compare and contrast two texts you read. Create a chart showing the similarities and differences.

(Narrative/Expository)



Teaching Techniques

Text Mapping – Recasting

TEACHING TECHNIQUE INTRODUCTION

The Text Mapping lessons include objectives related to the production and comprehension of different grammatical structures. The technique discussed in this document is *recasting*. With conversational recasting, a teacher follows up on a child's incorrect and/or less-complex utterance with a sentence using a similar but corrected, and sometimes expanded, form. Recasts maintain the meaning of children's utterances while modifying their structure. For example, if a child says, "The dog running," the teacher would say, "Yes, the dog is running." There is strong evidence that supports the use of recasting with children when targeting grammar objectives (e.g., Fey, Long, & Finestack, 2003; Nelson, Camarata, Welsh, Butkovsky, & Camarata, 1996).

USING RECASTING IN *LET'S KNOW!*

- This instructional technique is used by teachers during discussions/conversational interactions with students. No specific materials or context are required for this technique.
- When using the *Let's Know!* units, teachers should focus recasting on grammar objectives associated with a particular unit or lesson.
- The following is an example of recasting if the focus of a particular unit is using appropriate suffixes, including past tense *-ed*.

Child: *Harry get dirty.*

Teacher: *Yes, Harry got dirty when he ran away.*

Child: *They clean him.*

Teacher: *Yes, they cleaned him; they gave Harry a bath.*

Recasts such as this are meant to keep teacher-child interactions natural while allowing a child to hear the appropriate production of a specific grammatical form (e.g., complex sentences). It is important that teachers do not explicitly prompt or request a child to imitate the sentence the teacher generates when recasting.

References

- Fey, M., Long, S., & Finestack, S. (2003). Ten principles of grammar facilitation for children with specific language impairments. *American Journal of Speech-Language Pathology*, 12, 3-16.
- Nelson, K. E., Camarata, S. M., Welsh, J., Butkovsky, L., & Camarata, M. (1996). Conversational recasting treatment on the acquisition of grammar in children with specific language impairment and younger language normal children. *Journal of Speech, Language, and Hearing Research*, 39, 850-859.



Teaching Techniques

Text Mapping – Using Think-Alouds

TEACHING TECHNIQUE INTRODUCTION

A think-aloud is a technique used by teachers to model what they think about when listening to or reading a text (Kucan & Beck, 1997). In a think-aloud, a teacher “verbalizes thoughts aloud while reading a selection orally, thus modeling the process of comprehension” (Harris & Hodges, 1995, p. 256). The use of think-alouds with elementary students has shown a positive effect on comprehension (Block, 2004).

OUTLINE OF TEACHING SEQUENCE

- 1) Prior to reading, preview the book, looking specifically for information that you will use to complete a graphic organizer or chart related to the text. Flag pages where these examples occur with a sticky note. It is helpful to write down thoughts or notes about what to say when you stop at these places.
- 2) Begin the lesson by saying that you are going to read the text and look for information that will help you fill out a chart about the text or topic (e.g., predicting or identifying story elements in a narrative text, sequencing the process of erosion from an expository text).
- 3) Start to read the book, and then stop at one of the designated spots. Model a think-aloud for students so they can see how you are taking information from the text and using it to fill in a graphic organizer that synthesizes the information.

USING THINK-ALLOUDS WITH NARRATIVE TEXT

Taken from Pressley (1992), the following provides an example of using a think-aloud when reading a narrative text. The teacher uses a think-aloud to model how to visualize and predict during reading of a narrative text.

EXAMPLE:

Teacher: ““That night Max wore his [wolf] suit and made mischief of one kind and another’ ... Boy, I can really visualize Max. He’s in this monster suit and he’s chasing after his dog with a fork in his hand. I think he’s really starting to act crazy. I wonder what made Max act like that... Hm-m-m... I bet he was getting a little bored and wanted to go on an adventure. I think that’s my prediction.”

In this think-aloud, the teacher points out salient elements of the text and verbalizes thoughts.

USING THINK ALOUDS WITH EXPOSITORY TEXT

The following is an example of how a think-aloud can be used when teaching students to pay attention to important information and features of expository text.

(Narrative/Expository)

EXAMPLE:

Teacher: “Today we will be reading a text about *erosion*. I want us to take information from this book—the most important pieces of information related to erosion and *how/why* it occurs—and use it to complete this graphic organizer.

[Teacher reads paragraph about erosion.]

“I just read that erosion occurs when rocks and other materials on the earth that have been broken down are carried away by wind, water, ice, or gravity. So erosion can be caused by four things—wind, water, ice, or gravity. I think I’m going to write in the *Cause* section of this chart that erosion can be caused by four things. These four things are important causes of erosion—they cause rocks and other earth materials to break down.”

In this interaction, the teacher points out the salient information in the text and then verbalizes her thoughts about where to put this information on the chart.

References

- Block, C.C. (2004). *Teaching comprehension: The comprehension process approach*. Boston: Allyn& Bacon.
- Harris, T.L., & Hodges, R.E. (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.
- Kucan, L., & Beck, I.L. (1997). Thinking aloud and reading comprehension research: Inquiry, instruction, and social interaction. *Review of Educational Research*, 67, 271-299.
- Pressley, M., El-Dinary, P.B., Gaskins, I., Schuder, T., Bergman, J.L., Almasi, J., et al. (1992). Beyond direct explanation: Transactional instruction of reading comprehension strategies. *The Elementary School Journal*, 92, 513-555.



Teaching Techniques

Text Mapping – Using Navigation Words

TEACHING TECHNIQUE INTRODUCTION

The Text Mapping lessons are designed to teach students to use text structure to derive and convey meaning. The lessons provide students with an opportunity to learn and practice different techniques that help them think analytically about the structure, elements, and features of text in order to aid comprehension. Text usually includes *navigation words*, or clue words that signal the type of text and what kind of information the text will include. Knowing and recognizing navigation words will help students identify information in text and make sense of what they read. The teaching technique Using Navigation Words is influenced heavily by reading instruction used by Joanna Williams and colleagues (see citations below).

As with most strategy instruction, it is important that the teacher explicitly teaches and models this technique in the classroom. The following is an example of how you could sequence instruction on navigation words.

OUTLINE OF TEACHING SEQUENCE

I Do:

- 1) Introduce students to the goal of the strategy.
- 2) Use an example of a certain type of text and associated navigation words.
 - a. For example, in most narratives, events happen in chronological order; this order is crucial to comprehending what happens in the text. Authors may use navigation words such as *first*, *next*, *later*, and *finally* to help readers understand the important story events in the order in which they happened.
 - b. Similarly, navigation words such as *because*, *so*, *therefore*, and *as a result* may be used in expository texts to signal cause-and-effect relationships.

When students know navigation words, they understand that if a navigation word begins a sentence, the next event or piece of information will likely be important.

We Do:

- 3) Read a paragraph aloud that includes navigation words. It might be helpful to have the paragraph visually displayed for the whole class (e.g., on an interactive whiteboard or easel) so that you and students can underline the navigation words as they appear.
- 4) Stop after reading a sentence with a navigation word, identify the navigation word, and then rephrase the salient information that the clue word signaled. You can gradually ask students to identify the important information following the navigation word.

You Do:

- 5) Then have students read a paragraph in pairs or independently, identifying or underlining the navigation words. They should then discuss in pairs, small groups, or as a class how the navigation words helped them understand the narrative or expository text. They can use the navigation words to help determine the text structure.
- 6) It might be helpful to provide students with lists of navigation words for different text structures in both narrative and expository texts (e.g., chronological order, cause and effect, compare and contrast, and so on). You can prompt students to look at these lists as they read a particular text type.

Close:

- 7) Review the steps of using navigation words and suggest how students can apply the knowledge in other contexts. Explain that knowing navigation words helps readers identify important pieces of information in the texts.

References

- Williams, J. P., Hall, K. M., Lauer, K. D., Stafford, K. B., DeSisto, L. A., & deCani, J. S. (2005). Expository text comprehension in the primary grade classroom. *Journal of Educational Psychology, 97*, 538- 550.
- Williams, J. P., Nubla-Kung, A. M., Pollini, S., Stafford, K. B., Garcia, A., & Snyder, A. E. (2007). Teaching cause-effect text structure through social studies content to at-risk second graders. *Journal of Learning Disabilities*.
- Williams, J. P., Stafford, K. B., Lauer, K. D., Hall, K. M., & Pollini, S. (2009). Embedding reading comprehension training in content-area instruction. *Journal of Educational Psychology, 101*, 1-20.



WEEKLY LESSON PLANNER

FICTION

Week 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Lesson Type	Hook	Read to Me	Words to Know	SMWYK Practice
Objectives	<ul style="list-style-type: none"> Identify and use navigation words appearing in texts that signal the structure of texts, including cause and effect (<i>cause, effect, so, because</i>). 	<ul style="list-style-type: none"> Participate in collaborative conversations about topics within Kindergarten texts. Identify when text being read contains information that does not make sense. 	<ul style="list-style-type: none"> Children will define target vocabulary words with a visual reference and use Words to Know in sentences. 	<ul style="list-style-type: none"> Familiarize yourself with the SMWYK assessment. Briefly describe the Close project; show an example, if possible.
Lesson Texts	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>My Lucky Day</u> by Keiko Kasza 	<ul style="list-style-type: none"> <u>My Lucky Day</u> by Keiko Kasza <u>Big Al</u> by Andrew Clements 	<ul style="list-style-type: none"> <u>My Lucky Day</u> by Keiko Kasza

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Several dominoes Bags or paper clips 	<ul style="list-style-type: none"> Document camera Sticky notes 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended
Unit Materials Provided	<ul style="list-style-type: none"> <u>Why? Because...</u> slideshow for Lesson #1 Slideshow script for Lesson #1 Sorting cards for Lesson #1 	<ul style="list-style-type: none"> Comprehension Monitoring Icons 	<ul style="list-style-type: none"> Vocabulary Picture Cards: result, filthy, clever, exhausted Words to Know rings: result, filthy, clever, exhausted 1" metal rings 	<ul style="list-style-type: none"> SMWYK Practice Instructions SMWYK Assessment Booklets (2)



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	HOOK LESSON 1
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Identify and use navigation words appearing in texts that signal the structure of texts, including cause and effect (<i>cause, effect, so, because</i>). 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Selected by teacher LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Several dominoes Bags or paper clips UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> <u>Why? Because...</u> for slideshow Lesson #1 Slideshow script for Lesson #1 Sorting cards for Lesson #1 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Preview the slideshow prior to the lesson so you're familiar with the content. Use the slideshow script as you navigate the presentation. Cut and bag or paperclip a set of cards for each pair of students prior to the lesson. This lesson is designed to be a fun activity with plenty of opportunities for students to get the 'right answer.' Click on the hypertext when a question is asked and the <i>next</i> arrow to advance or return to the question. This lesson has the potential to run longer than thirty minutes. You may cut out some of the examples in the slideshow if students understand the concept of cause and effect. You could also end the sorting activity after students match the cause and effect cards, without creating sentences using the cards. In this lesson, <i>so</i> and <i>because</i> are used as navigation words to explain cause-and-effect relationships. 		
LESSON ROUTINE		
SET	Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension. You could say: "We are starting an exciting unit today; we'll be talking about <i>why</i> things happen, the <i>cause</i> and then the <i>effect</i> . If I set up some dominoes next to each other (demonstrate), I can <i>cause</i> them to fall with my finger. The <i>effect</i> is that all the dominoes fall. When we're reading, knowing the cause and effect of events helps us understand what we read. Today we're going to learn about cause and effect. Then we'll watch a slide presentation about the causes and effects of some actions and play a game. Are you ready to engage your brain?"	
I DO	Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. You could say: "Let's talk about cause and effect. When I push the first domino, I cause something to happen. What is the effect? All of the dominoes fall down. The <i>cause</i> is the push and the <i>effect</i> is the dominoes falling. <i>Why</i> did the dominoes fall? I pushed the first one down, so that's the cause. What was the effect? The dominoes fell." "When we talk about what happened, we can say, 'The dominoes fell <i>because</i> I pushed the first domino.' I used the word <i>because</i> . But I could also use the word <i>so</i> . I could say, 'I pushed the first domino <i>so</i> all of the dominoes fell down.' Now we're going to watch a slideshow that shows us more about causes and effects."	

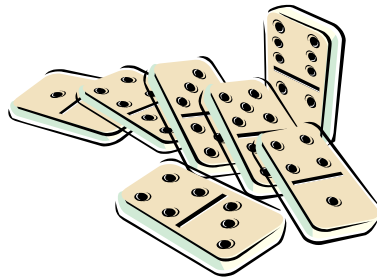
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Show the <u>Why? Because...</u> slideshow, which explains cause and effect through pictured events. Monitor students' comprehension and address any confusion they might have. Allow students to click on the hyperlinks in the text to answer the questions. Click on the happy or sad faces to advance the slides. If desired, help students 'read' the sentences that explain cause and effect relationships. Exit the slideshow when you feel students are ready for independent practice.</p> <p>You could say: "Here is a card sort for you and your partner to do. Put the cards with the words <i>CAUSE</i> and <i>EFFECT</i> in front of you, with <i>CAUSE</i> on the left and <i>EFFECT</i> on the right. Then, find the pairs of cards that go together and put them <i>under</i> the correct heading, either <i>CAUSE</i> or <i>EFFECT</i>. Let's do one together. Find the card with the mouse and the girl. Is the mouse the cause or the effect? The <i>cause</i>. Put the mouse under the <i>CAUSE</i> card with the finger. Now find the <i>effect</i>. The girl jumped on a stool. That's the effect, so put it under the <i>EFFECT</i> card with the dominoes. The cause was the mouse, and the effect was the girl jumping on a stool."</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: "Now with your partner, sort the remaining cards into causes and effects." "If you finish and want an extra challenge, take turns using the words <i>because</i> and <i>so</i> in sentences for each pair of pictures. For example, I could say, 'The girl was afraid of the mouse <i>so</i> she jumped on a stool.' Or I could say, 'She jumped on a stool <i>because</i> she was afraid of the mouse.' Practice using the words <i>so</i> and <i>because</i> in your sentence, and then at the end, you can share some of your sentences with the class."</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: "Today we learned that events have causes and effects. We also learned that we can explain to someone else what happened and <i>why</i> it happened. Is dominoes falling a <i>cause</i> or an <i>effect</i>? What is the <i>cause</i> that makes them fall? Our world is full of things that happen, and now we know how to explain what causes them to happen. Tonight when you get home, tell your parent one thing that happened today and <i>why</i> you think it happened."</p>

Slideshow Script – Fiction – Lesson 1

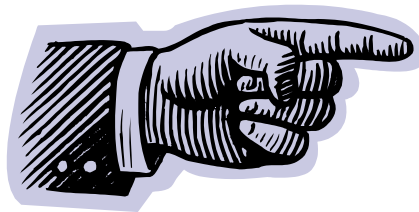


1. The title of our slide show is Why? Because...
2. Look! It's a mouse! The mouse is the **cause**. I wonder what **effect** will be...
3. The girl...
4. The girl saw the mouse. Now what will be the **effect**?
5. What happened when the girl saw the mouse? The girl jumped on the stool. That's the **effect**.
6. Why did the girl jump on the stool? Because she was afraid of the mouse. That's the **cause**.
7. A **cause** leads to a **effect**. The mouse **caused** the girl to jump on the stool, the **effect**.
8. Now let's play a game. Which one is the **cause**? The girl jumped on the stool **OR** because she was afraid of the mouse?
 - Option 1: Press the sentence part that says she was afraid of the mouse. Look! We got a happy face. That was the **cause**! Now press the *next* arrow and we'll do another one.
 - Option 2: Press the sentence part that says The girl jumped on the stool. Oh, no! We got a sad face. Let's press the *next* arrow and try again. Which one is the **cause**? Let's go with she was afraid of the mouse. Now we have a happy face. That was the **cause**!
9. (Slide 17) The light turned green.
10. (Slide 18) The kids crossed the street.
11. (Slide 19) The light turned green *so* the kids crossed the street. The light turning green is the **cause** and the kids crossed the street is the **effect**. The kids had to wait for the **cause**, the green light and then the **effect** of the green light was crossing the street.
12. (Slide 20) Let's play our game. Which one is the **cause**?
 - Option 1: The light turned green. Let's touch that part of the sentence. A happy face! The light turning green was the cause. Touch the arrow.
 - Option 2: the kids crossed the street. Oh, the sad face. Let's touch the arrow and look for the **cause** again. Why did the kids cross the street? **Because** the light was green. That's the **cause**. Now we have a happy face. Let's touch the arrow.
13. Let's look at this sentence. The kids crossed the street because the light turned green.
14. (Slide 28) Which one is the **cause**?
 - Continue to guide students in choosing the **cause** or **effect**
15. (Slide 34) Which one is the **cause**? My mom was tired when she read me a bedtime story so she fell asleep on my bed.
16. (Slide 37) Which one is the **effect**?
17. (Slide 40) Which one is the **cause**? I ran to school because I was late.
18. (Slide 43) Which one is the **effect**? I ran to school because I was late.
19. (Slide 46) Which one is the **effect**? The sun was hot outside so the man drank some water.
20. (Slide 49) Which one is the **cause**? The sun was hot outside so the man drank some water.
21. (Slide 52) Which one is the **cause**? The boy was late for school because he overslept.
22. (Slide 55) Which one is the **effect**? The boy was late for school because he overslept.
23. (Slide 58) Which one is the **cause**? The snowman dropped his gifts because he slipped on the banana.
24. (Slide 61) Which one is the **effect**? The snowman dropped his gifts because he slipped on the banana.
25. (Slide 64) Which one is the **effect**? The ice was too slippery so the man lost his balance.
26. (Slide 67) Which one is the **cause**? The ice was too slippery so the man lost his balance.
27. (Slide 70) Which one is the **effect**? The surfer left the beach because the sun was going down.
28. (Slide 73) Which one is the **cause**? The surfer left the beach because the sun was going down.
29. (Slide 76) THE END! Excellent job, kindergarten students. You did it!

EFFECT

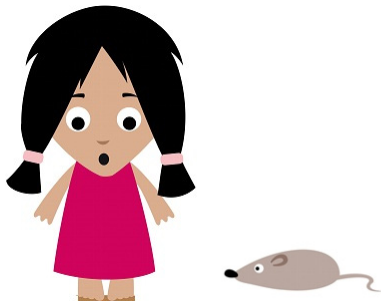


CAUSE





Cut out squares. Lay down the picture of the cause or effect for each picture pair under the correct card.



A girl was afraid of a mouse.



The girl jumped on a stool.



The light turned green.



The kids crossed the street.



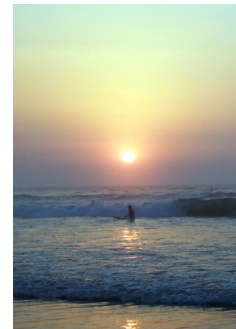
My mom was tired when she read me a bedtime story.



Mom fell asleep on my bed.



The surfer left the beach.



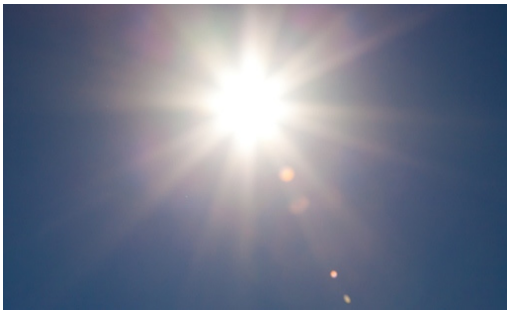
The sun was going down.



The boy was late for school.



The boy overslept.



The sun was hot outside.



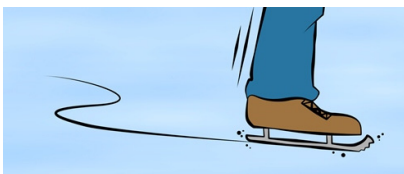
The man drank some water.



The snowman dropped his gifts.



The snowman slipped on a peel.



The ice was too slippery.



The man lost his balance.

LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	READ TO ME LESSON 2
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Participate in collaborative conversations about topics within Kindergarten texts. • Identify when text being read contains information that does not make sense. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> • Comprehension Monitoring • Rich Discussion LESSON TEXT: <ul style="list-style-type: none"> • <u>My Lucky Day</u> by Keiko Kasza TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Group Discussion 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Document camera • Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • Comprehension Monitoring Icons 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... <ul style="list-style-type: none"> ○ Preview the lesson text; write comprehension monitoring examples and questions on sticky notes and place them on the pages of the book. Several examples are included in the lesson, but you could develop additional examples to use when modeling the technique. ○ Cut out and laminate the Comprehension Monitoring Icons. During this lesson, you will demonstrate to students how they are used. • ‘Read it like you mean it’ is a reminder to us – teachers and related professionals – that reading is foremost an enjoyable and social experience. It is not a chore. As you read to your students today, be sure to show the students how much <i>you</i> enjoy books and using them as a tool to learn. • Most students love to be read to. Even students who look like they are not enjoying a read-aloud are likely paying more attention than you think. However, if some students seem very disengaged (or distracting to others), try sitting them near you and proactively explaining to them how they can and cannot participate. • Use the Comprehension Monitoring Icons (Makes Sense/Doesn't Make Sense signs) to model how to monitor comprehension. For this lesson only, you use the sign, and students raise their hands. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: “Do you like it when someone reads to you? I do! I love to listen to stories. We are starting a new unit called Fiction. Fiction books are stories that are made up; they are imaginary. The book for today is called <u>My Lucky Day</u>. I think you'll <i>really</i> like this book! I'm going to stop at certain points so we can talk about what we don't understand. Good readers stop to talk about what is in a book; they want to make sure they understand what they're reading.”</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: “One thing I always do when I read is make sure that I understand what I'm reading. If something doesn't make sense, I have to stop and try to fix the problem. As we read this book, <u>My Lucky Day</u>, I'm going to stop if I don't understand something. When I don't understand, I will hold up my Doesn't Make Sense sign.” (show students the Doesn't Make Sense side of the Comprehension Monitoring Icon)</p>	

	<p>Start reading <u>My Lucky Day</u> and pause after reading the word <i>startled</i> on the first page. You could say: “Hmm... I’m a little confused. Something doesn’t make sense. (hold up Doesn’t Make Sense sign) I wonder what <i>startled</i> means. I could read more and see if I can figure out what it means... ‘he was <i>startled</i> by a knock at the door.’ I’ll bet <i>startled</i> means that he was shocked because he heard a knock on the door. Now it makes sense. (turn icon to Makes Sense side) Now I can keep reading.”</p> <p>Read the next page and stop. You could say: “Wait a minute. What’s going on here? (hold up Doesn’t Make Sense sign and reread the first sentence) I’m going to read this again. Oh, I see... (turn sign to Makes Sense side) Someone is outside and thinks it’s Rabbit’s house. But it’s not Rabbit’s house, it’s Fox’s house! The fox said he would eat a rabbit for breakfast. Oh, no! I wonder if it’s a rabbit outside the door.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>You could say: “Now as I read, if <i>you</i> don’t understand something, you can raise your hand and we’ll stop and fix what you don’t understand.”</p> <p>Read the next three pages of text. If no student raises a hand, stop on the page where the fox is holding up the pig (page beginning “It was useless to struggle.”) You could say: “I’m wondering if you understand the word <i>struggle</i>. The book says, ‘It was useless to <i>struggle</i>.’ Ask a friend, ‘What does <i>struggle</i> mean?’ (allow students to ask other students) Did you find out?”</p> <p>Continue reading. If students don’t raise their hands, stop after reading the page where the fox is laying on the floor and hold up the Doesn’t Make Sense sign. You could say: “I noticed the word <i>exhausted</i>. If you don’t know the word <i>exhausted</i>, one thing you can do is look at the pictures. I can see from the picture that the fox looks really tired. The book says that he was passed out, so what do you think the word <i>exhausted</i> means? Right, it means ‘really tired.’ That makes sense. (flip the sign to Makes Sense side) Now let’s go on reading.”</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Ask questions to evoke rich discussion. This should be teacher-led but student-dominated conversation. Prompt students to take multiple turns and use higher level language.</p> <ul style="list-style-type: none"> • Why do you think the pig went to the fox’s house? Was it a mistake or on purpose? How do you know? • How did the pig trick the fox? (to help students with this discussion, you could say: “What did the fox think when the pig said that he was filthy? What was the pig really doing?”) • What will happen at Bear’s house?
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we read <u>My Lucky Day</u> and talked about it. We made sure that we understood what the author was saying, and when we didn’t, we fixed what didn’t make sense. Who would you rather be—the fox or the pig? If you’d be a fox, raise your hand... A pig?... The next time someone reads to you, maybe you can teach them how to ask questions and talk about the story while you are reading together.”</p>

Directions: Cut out and laminate the Comprehension Monitoring Icons.



Directions: Cut out and laminate the Comprehension Monitoring Icons.



LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	WORDS TO KNOW LESSON 3
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Define target vocabulary words with a visual reference and use Words to Know in sentences. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Discussion LESSON TEXTS: <ul style="list-style-type: none"> <u>My Lucky Day</u> by Keiko Kasza <u>Big Al</u> by Andrew Clements TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> None recommended UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: result, filthy, clever, exhausted Words to Know rings: result, filthy, clever, exhausted 1" metal rings 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Assemble the Words to Know rings; cut and punch the first four Words to Know strips (result, filthy, clever, exhausted) and attach them to metal rings. Mark pages in the lesson texts where the Words to Know appear so you can show the words to students. In this lesson, you'll introduce the Words to Know in context, give a student-friendly definition, and then engage in word activities that allow students to deeply process the words and make multiple connections. During the lesson, students are asked to 'read' the definitions; however, since most students are not reading yet, the object is to look at the word strip and say the definition as the teacher reads it. Use the Vocabulary Picture Cards to provide context for each Word to Know. WORDS TO KNOW <ul style="list-style-type: none"> result: What happens filthy: Very dirty clever: Quick and smart exhausted: Very, very tired 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "There are many, many words that we hear every day. We know most of these words but we don't know ALL of the words we hear, right? We need to get really good at learning new words because words help us understand and talk about our world. Today we are going to learn four new Words to Know. These are excellent words that you can learn quickly!"</p>	
I DO/ WE DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>You could say: "The first word is filthy. Find the word filthy on your word ring.</p> <ul style="list-style-type: none"> Say the word filthy. Filthy means 'very dirty.' This picture shows feet that are filthy. In <u>My Lucky Day</u> (show book page) the pig said he was filthy, so the fox gave him a bath. After you play in the dirt, you are probably filthy. If you don't take a bath for a month, you are definitely filthy! Read with me: Filthy means 'very dirty.' Now turn to your partner and take turns saying what filthy means." 	

(clever)

“Now we’ll work on the word **clever**. Find the word **clever** on your word ring.

- Say the word **clever**. **Clever** means ‘quick and smart.’
- In the picture, this girl looks very **clever**, or ‘quick and smart.’
- In My Lucky Day, which of the characters was **clever**? Yes, the pig was **clever**. If you think of a solution to a problem, your mom might say you are very **clever**. Someone who can build a tree house would be **clever**.
- Read with me: **Clever** means ‘quick and smart.’
- Now turn to your partner and take turns saying what **clever** means.”

(exhausted)

“The next word is **exhausted**. Find the word **exhausted** on your word ring.

- Say the word **exhausted**. **Exhausted** means ‘very, very tired.’
- Here is a picture of **exhausted**. What do you see?
- After the fox gave the pig a massage, he was **exhausted**. When you get home from school, I’ll bet you are **exhausted**. I know I am! After a day at the swimming pool in the summer, you’re usually **exhausted**. If you run around the block, you’re usually **exhausted** when you get home.
- Read with me: **Exhausted** means ‘very very tired.’
- Now turn to your partner and take turns saying what the word **exhausted** means.”

(result)

“The next word is **result**. Find the word **result** on your word ring.

- Say the word **result**. **Result** means ‘what happens.’
- Here is a picture... what will be the **result**?
- Remember the girl in the slide show that was afraid of the mouse? What was the **result** of being scared? She jumped on the stool! In our book My Lucky Day remember after the fox gave the pig a massage? The **result** was that the fox was **exhausted** and the pig escaped.
- Read with me: **Result** means ‘what happens.’
- Now turn to your partner and take turns telling what the word **result** means.”

“Now let’s make a sentence using each word. Let’s start with **clever**. Hmm... ‘I was **clever** when...’ How could we end it? Let’s make another sentence with **clever**... Now help me make a sentence with **result**. ‘When I cooked dinner, the **result** was a smoky house!’ Who can think of another sentence?”

You Do

Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.

You could say:

“Now you’re going to make some sentences with your partner using the other two Words to Know. Get with your partner. The one with the shortest hair will start first. Make a sentence for your partner that uses the word **filthy**; the second partner can make a sentence with the word **exhausted**. Then you can switch words. You can talk to your partner for two minutes.”

Allow talk time and then ask the students to report.

“Who will share their sentence using **filthy**? How about a sentence using **exhausted**?”

CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

“We need to get really good at learning new words because words help us understand and speak clearly to others. Today we learned four new words – **result**, **filthy**, **clever**, and **exhausted**. As I say the meaning, hold up the word on your word ring. The first word means ‘very very tired’ (**exhausted**). Next, ‘very dirty’ (**filthy**). How about ‘what happens’ (**result**). Last, ‘quick and smart’ (**clever**). Super work today! I want you to try to use at least one these words when you talk with others today. Let’s see how many words you can use when you talk.”

Directions: Cut out, punch, and attach word strips to 1" metal

Word Strips – Fiction – Kindergarten *Let's Know!*



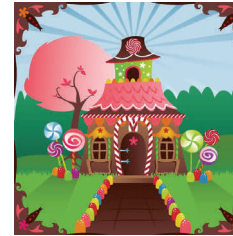
clever
quick and smart



conversation
talking back and forth about something



result
what happens



setting
time and place where the story happens



filthy
very dirty



exhausted
very very tired



disguise
hide what you really look like



useless
not good for anything

LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	SMWYK PRACTICE LESSON 4
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Familiarize yourself with the SMWYK assessment. Briefly describe the Close project; show an example, if possible. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> N/A LESSON TEXT: <ul style="list-style-type: none"> <u>My Lucky Day</u> by Keiko Kasza TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Individual Testing 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> None recommended UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> SMWYK Practice Instructions SMWYK Testing Booklets (2) 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <p>The Show Me What You Know assessment (SMWYK) is a curriculum-based assessment that you'll administer in Week 6 to examine the project-selected students' progress toward the unit's objectives.</p> <ul style="list-style-type: none"> Before the lesson...Look over the SMWYK materials, view the SMWYK training module, and review instructions for the Close project in Lesson 24. Administer the SMWYK to two children in your classroom who are NOT the project-selected students. Ideally, select one child with high language abilities and one child with low language abilities. If possible, prepare an example of the Close project to showcase when you describe the Close project. 		
LESSON ROUTINE		
SET	<p>This lesson is intended for your practice only. Test students individually. Allocate 10-15 minutes for each assessment. Score assessments to gain practice at real time scoring and to gain a clearer understanding of your students' strengths and areas for improvement. Begin by explaining to the class why two students are being tested.</p> <p>You could say: "Today I am going to give a short test to two students in the class while the rest of you are working. They won't be graded on this test; it's just a chance for me to practice giving the test and for them to answer some fun questions."</p>	
I Do/ WE DO/ YOU DO	<p>Administer the Show Me What You Know assessment. Spend no more than 30 minutes total on this lesson. The SMWYK instructions and testing booklets are included with this lesson.</p> <p>You don't need to audio record these practice assessments, but you should score them in order to practice scoring student responses in real time.</p>	
CLOSE	<p>After administering the assessments, create enthusiasm among students by describing the Close project and, if possible, sharing an example.</p> <p>You could say: "I want to give you a preview of a project we're going to create at the end of this unit. In a few weeks you're going to have a chance to put together everything you're learning in one exciting project."</p>	

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Lesson 4: These materials are not available for download.



WEEKLY LESSON PLANNER

FICTION

Week 2	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Lesson Type	Text Mapping	Words to Know	Integration	Read to Know
Objectives	<ul style="list-style-type: none"> Transform information from one type of text structure into another. Generate complex sentences using an infinitive phrase and the coordinating conjunction so. 	<ul style="list-style-type: none"> Define target words and find related words. Use words correctly in spoken sentences. 	<ul style="list-style-type: none"> Retell a narrative that includes the <i>setting</i>, <i>characters</i>, <i>goals</i>, <i>attempts</i>, and <i>outcome</i>. 	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Communicate important information from the text to someone who hasn't read it.
Lesson Texts	<ul style="list-style-type: none"> <u>My Lucky Day</u> by Keiko Kasza 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>My Lucky Day</u> by Keiko Kasza 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Pencils 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard 	<ul style="list-style-type: none"> Teacher's Bookshelf books Completed student journal
Unit Materials Provided	<ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: result, filthy, clever, exhausted Teacher Journal Lesson #5 Student Journal Lesson #5 	<ul style="list-style-type: none"> Teacher Journal Lesson #6 (print or digital) Word web Words to Know rings: result, filthy, clever, exhausted 	<ul style="list-style-type: none"> Teacher Journal Lesson #7 Student Journal Lesson #7 	<ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: result, filthy, clever, exhausted Student Journal Lesson #8



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	TEXT MAPPING LESSON 5
<p>SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.</p>		
<p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> • Transform information from one type of text structure into another. • Generate complex sentences using an infinitive phrase and the coordinating conjunction <i>so</i>. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> • Using Think-Alouds <p>LESSON TEXT:</p> <ul style="list-style-type: none"> • <u>My Lucky Day</u> by Keiko Kasza <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> • Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> • Chart paper, document camera, or interactive whiteboard • Pencils <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> • WRAP set #1 • Vocabulary Picture Cards: result, filthy, clever, exhausted • Teacher Journal Lesson #5 • Student Journal Lesson #5 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Display Teacher Journal Lesson #5 using a document camera or interactive whiteboard, or draw the chart on chart paper. <ul style="list-style-type: none"> ○ Demonstrate how to transfer information about characters from the text to a chart. ○ You may either move the pictures into the ovals using an interactive whiteboard; uncover the pictures in the ovals as you teach; cut out the pictures and put them into the ovals with a document camera; or draw/write in blank ovals. • An infinitive phrase consists of an infinitive (the word <i>to</i> followed by a verb) plus any objects or modifiers; for example, 'He wanted <i>to go with me</i>.' In this lesson students will use an infinitive phrase to indicate what a character wants to do, the <i>goal</i> of the character; for example, 'The fox wants <i>to eat the pig</i>.' • A coordinating conjunction like <i>so</i> is used to join words and phrases. In this lesson, <i>so</i> also indicates cause and effect, as in 'The pig was dirty <i>so</i> the fox gave him a bath.' • After demonstrating how to complete the chart, model using a complex sentence to talk about the character. Move your finger along the arrows on the chart and structure a sentence using an infinitive phrase (<i>to</i> [verb]) and the coordinating conjunction <i>so</i>. For example, say 'The fox wanted <i>to eat a clean pig</i>, but the pig was dirty <i>so</i> the fox gave the pig a bath' as you move from oval to oval. • During the You Do segment, circulate the room to support students who experience difficulty putting their ideas into spoken language. 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #1: RESULT, FILTHY, CLEVER, EXHAUSTED</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you ever made a paper airplane? You start with a piece of paper, fold it in certain ways, and transform it into a flying machine. The airplane looks different, but it's still a piece of paper. Today we're going to transform information from our book <u>My Lucky Day</u> into something that is the same, but looks different. As we read, we're going to talk about the characters in our story and why they acted like they did—the cause and the effect. We're going to transform that information into a chart that looks different but is still the same information. Then we're going to talk about the characters using LONG sentences with words that help our listeners understand what we want to say. Let's get started!"</p>	

<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #5. You could say: “As I read the first part of the story, I want to figure out who the characters are and what they want to do. (read the first 5 pages of text) I know one of the characters is the pig. He doesn’t want to be eaten by the fox. So I’ll put a pig in the character’s oval and then put a fork with a big X on it. That means the pig does not want the fox to eat him. BUT the fox puts him in a roasting pan. Here’s a picture of a roasting pan. SO the pig tells the fox that he’s filthy. Here’s a filthy pig in the last oval. See how I transformed the information from the book into a chart? Now I can talk about the pig. I can say: (point to the ovals) “The pig didn’t want the fox to eat him, BUT the fox put him in a roasting pan, SO the pig told him that he was filthy.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>You could say: “Let’s do another chart. (read the next two pages and draw the map with students) The character is the... fox. (put fox in oval) He didn’t want to eat a filthy pig. He wanted to eat... a clean pig! (put clean pig in oval) BUT what was the problem? Right, the pig was filthy. (put in filthy pig) SO what did the fox do? What was the result? (put scrub tub in oval) He scrubbed the pig until... he was clean! Right.</p> <p>“Now let’s talk about what we just learned. The... fox wanted... <i>to eat</i>... a clean pig... BUT... the pig was filthy... SO... he gave the pig a bath and scrubbed until he was clean. Now who wants to tell us in their own words about the fox?”</p> <p>Read or look through the next few pages of the text, and invite volunteers to use the chart to structure their sentences. When possible, model use of the infinitive form (<i>to eat, to knock</i>) and so as a coordinating conjunction (<i>The pig was filthy, so the fox gave him a bath</i>).</p> <p>Distribute Student Journal Lesson #5. You could say: “Now let’s work from your student journal. We’ll start on the left hand side with the pig. There’s a line from the pig to the oval. What did the pig want? He was hungry, so he wanted... to eat! Right! He wanted food like spaghetti and cookies. You can draw a line from the food to the oval. But what was the problem? The fox wanted... to eat him. Let’s draw a line from the fox and the pig on a plate to the oval that says <i>but</i>. So what happened? The pig said he was very small and thin, so draw a line from the little thin pig to the <i>so</i> oval. Now let’s talk about the pig. (point to ovals) The pig wanted... <i>to eat</i> dinner. BUT the fox wanted... to eat <i>him</i>... SO the pig... said that he was small and skinny. Turn to a partner and move your finger along the ovals and arrows. Tell your partner about the pig.”</p> <p>Students should use the ovals to talk about the pig using the infinitive and coordinating conjunction so.</p>
<p>You Do</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Now it’s your turn to fill in the chart about the fox. I’ll read the next three pages in the book, and I want you to think about the fox, what he wanted, the problem with what he wanted, and then what happened. You and a partner can work together to draw lines from the pictures to the ovals. When you’re finished, older partners can go first and use the chart to tell about what the fox wanted and what happened, or the result. Then the younger partner gets a turn to tell about the fox. When you’re finished, raise a thumb and I’ll know you’re ready to share your sentences about the fox.”</p>

CLOSE

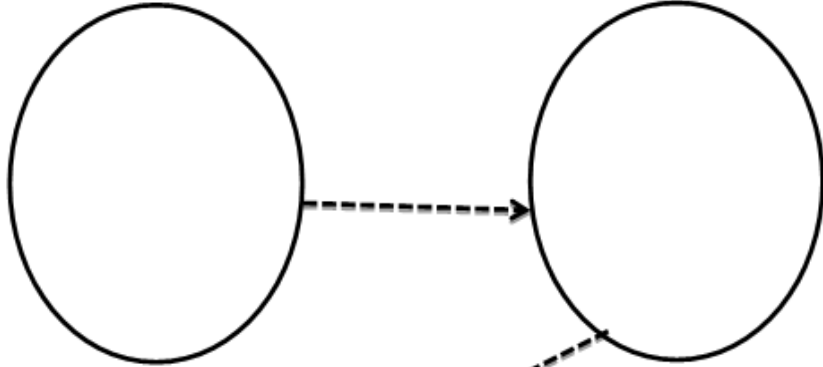
Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

"Today we learned that we can use the book to find information that we can transform into a chart. Then we used our chart to help us talk about a character in the story. We made very long sentences about why the characters acted how they did. Let's make one long sentence using the last chart from your journal. 'The fox wanted to eat a tender pig, but the pig was tough, so the fox gave the pig a massage.' Excellent work today. Tell your family when you get home how **clever** you are!"

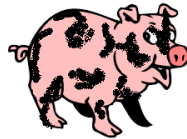
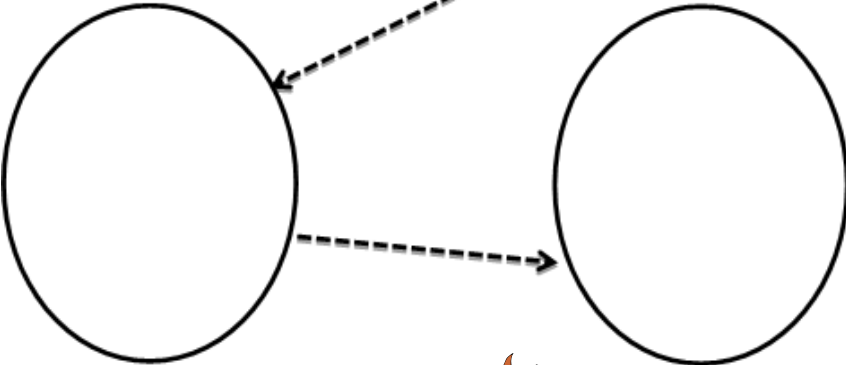
The pig

didn't want the fox to eat him



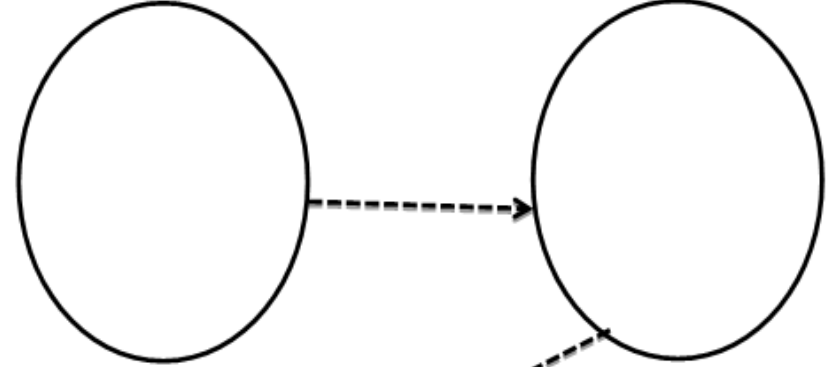
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so



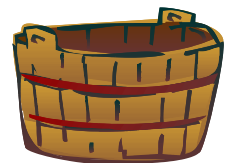
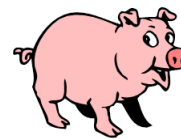
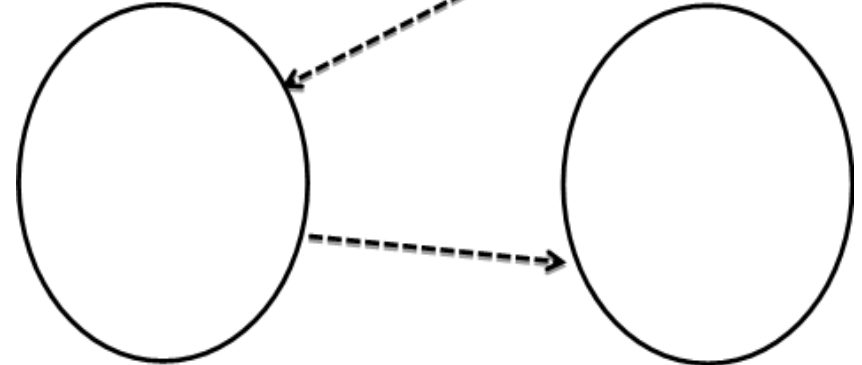
The fox

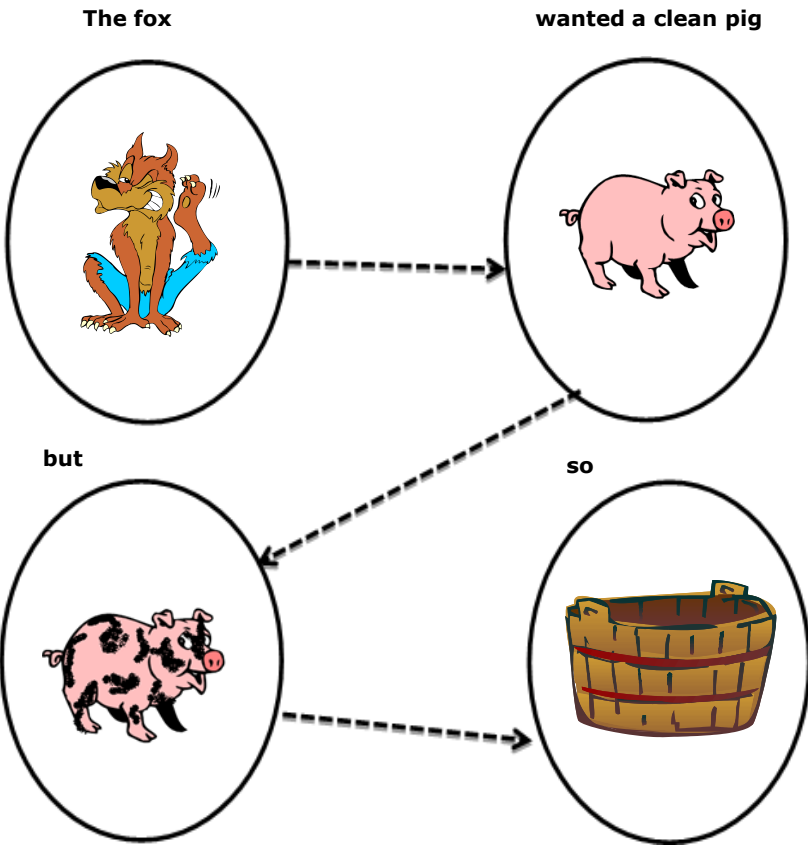
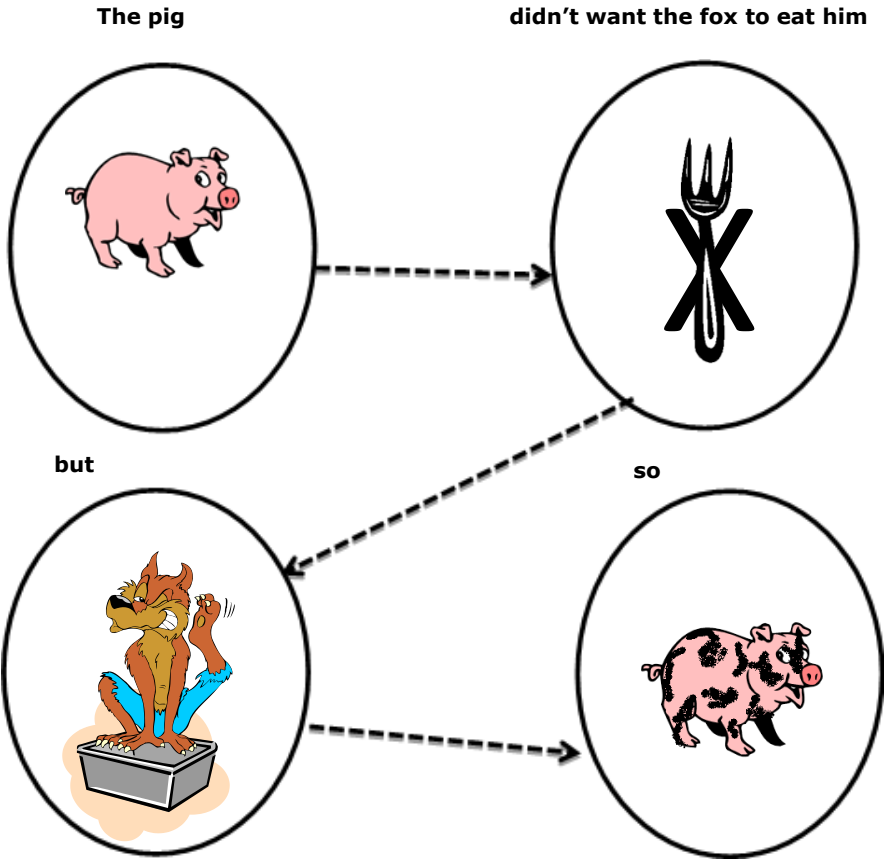
wanted to eat a clean pig



but

so



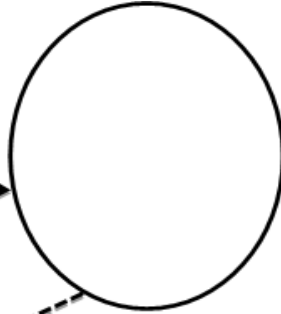
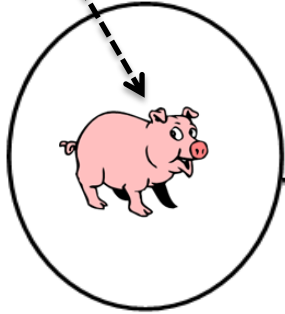


DIRECTIONS: Draw a line from the picture to the correct oval; use the ovals to describe the characters.

The pig

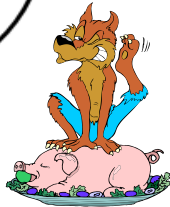
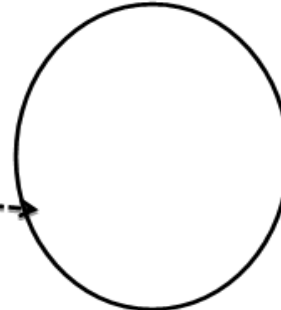
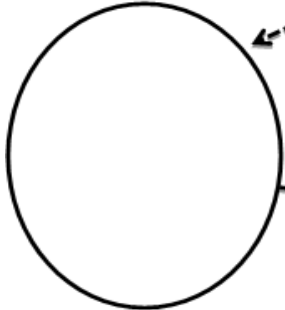


wanted to eat



but

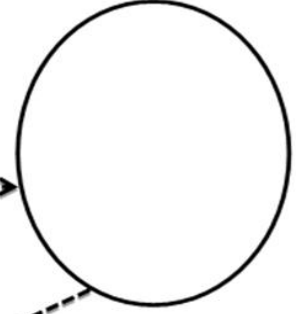
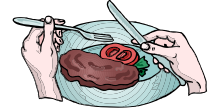
so



The fox

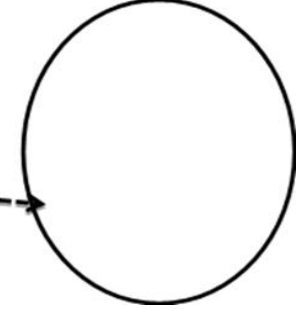
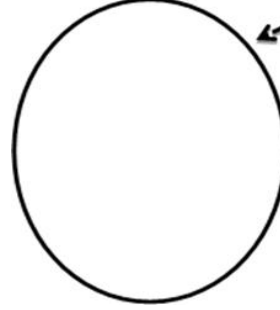


wanted to eat a tender pig



but

so



LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	WORDS TO KNOW LESSON 6
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Define target words and find related words. Use words correctly in spoken sentences. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR We Do/You Do: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #6 (print or digital) Word web Words to Know rings: result, filthy, clever, exhausted 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Today you will continue discussion of the Words to Know and create a web of related words to help students make connections and process the words more deeply. You'll need 4 word webs, one for each of the 4 words. Write the target word in the center bubble and related words in the outer ones. You don't need to fill in all 6 bubbles for each word; just include the related words that are meaningful to students. Some of the related words may be difficult for students to generate; if so, you can just tell them the word and how it relates to the target word. You may use the word webs and words from Teacher Journal Lesson #6 on an interactive whiteboard, or you may print and cut the pictures to place on a document camera. The teacher journal contains the pictures for You Do on p. 5; display them on a document camera or interactive whiteboard, or print copies for students. WORDS TO KNOW <ul style="list-style-type: none"> result: What happens filthy: Very dirty clever: Quick and smart exhausted: Very, very tired SUGGESTED RELATED WORDS <ul style="list-style-type: none"> result: <i>consequence, effect, end, outcome, cause</i> filthy: <i>dirty, unclean, nasty, grimy, bad</i> clever: <i>smart, intelligent, gifted, talented, bright</i> exhausted: <i>tired, worn out, used up, spent, drained</i> 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Did you know that words have relatives just like people do? I have cousins. They look a little like me. I have a sister. She looks a lot like me. Words are like that too. They can have related words that mean almost the same thing, but not quite. They can also have words that mean just the opposite. In today's lesson we will find words that are related to result, filthy, clever, and exhausted. We'll think of words that are related to our words and then tell some stories using our words. Let's start!"</p>	

<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #6. You could say: “The first word is filthy. It means ‘very dirty.’ The pig in <i>My Lucky Day</i> convinced the fox that he was filthy so the fox would give him a bath. When you are playing in mud, you probably get filthy. Now I’m going to think of other words that are related to or belong with filthy. When I think of filthy, another word that comes to my mind is <i>dirty</i>. I’ll put filthy in the middle circle and <i>dirty</i> in one of the circles outside. Another word is <i>grimy</i>. (write grimy in another circle) I can think of <i>unclean</i> and <i>nasty</i> to write in other circles. If you think about the opposite of filthy, you could use <i>clean</i>. Now we have the words <i>dirty, grimy, unclean, nasty, and clean</i> that are related words for filthy.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>You could say: “The next word is clever. It means ‘quick and smart.’ The pig in <i>My Lucky Day</i> was very clever because he tricked the fox. You are clever when you figure out a mental math problem. Talk with your partner for a minute and think of words that are related to the word clever. (allow partner time) I’ll write clever in the center bubble. Now, what related words did you and your partner find for clever? (write related words such as smart, intelligent, gifted, talented, and bright in outer bubbles) Let’s read around the word web for clever: <i>smart, quick, intelligent, bright, talented</i>.”</p> <p>(exhausted) “Now let’s work on the word exhausted. One word is <i>tired</i>. Talk with your partner and think of some other related words.” Write related words for exhausted, such as tired, worn out, used up, spent, and drained on the word web; you can use the teacher journal for pictures. Then read around the word web.</p> <p>(result) “Our last word is result. It means ‘what happens.’ Yesterday, I saw the result of brushing my teeth every day. I had no cavities at the dentist’s office! I also saw a student running on the sidewalk. Guess what happened? She fell. That was the result. Think with your partner about other words that are related to result and we’ll write them in our bubble map.” Suggested words include consequence, effect, end, outcome, and cause (opposite). Review by reading around the word web.</p> <p>“Now we know a lot more about our Words to Know. Look at these pictures. I’m going to tell a story that uses some of our words. I’ll make up a story about the princess and dragon... ‘Once there was a very mean dragon. He caught a princess and was going to eat her. But she was very clever. She told him she would fix him dinner if he would find some special mushrooms. The dragon went into the forest and got the mushrooms, but he got filthy. While he was taking a bath the princess ran home.’ ”</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Now you’re going to make up a silly story using one or two of the new words. Look at these pictures to use with your partner. You can use your word rings to help you remember the words. First, think about a story and one or two words to include in your story. You’ll have 5 minutes to work with your partner. Remember, you need to think of different stories. I’ll be listening for good stories that use your words!”</p>

CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

“Today we learned even more about our new words—**result, filthy, clever,** and **exhausted**. Get your Words to Know rings. I’m going to say something about a word. I want you to decide which word I’m talking about. **(have students hold up and say the word)**

- Which one is similar to a *consequence*?
- Which one means the opposite of *clean*?
- What happens when you run around the track 10 times?
- Which one means *smart*?

I’m going to be listening to see how you use those words when you talk in class and to your friends!”



filthy



dirty



clean
(antonym)



grimy



clever



smart



bright



exhausted



tired



worn out



alert
(antonym)



result



consequence



effect



finish

Directions: Use a story starter to create a story.

Use one or two of the words (**result**, **filthy**, **clever** or **exhausted**) in a story.

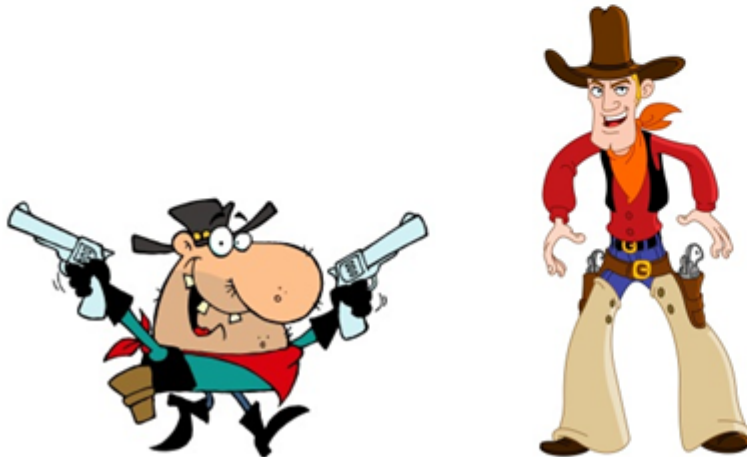
Story #1 Princess and monster



Story #2 lion and zebra



Story #3 Cowboy and outlaw



Story #4 Family





filthy



dirty



grimy



clean
(antonym)



clever



bright



smart



exhausted



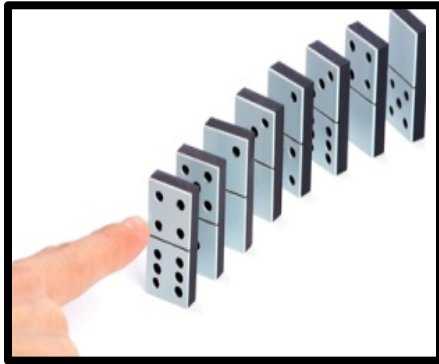
tired



worn out



**alert
(antonym)**



result



consequence



finish



effect

Directions: Use a story starter to create a story.

Use one or two of the words (**result**, **filthy**, **clever** or **exhausted**) in a story.

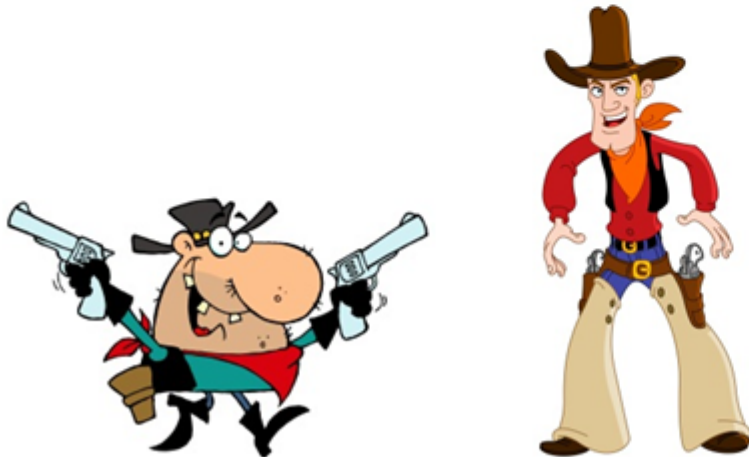
Story #1 Princess and monster



Story #2 lion and zebra

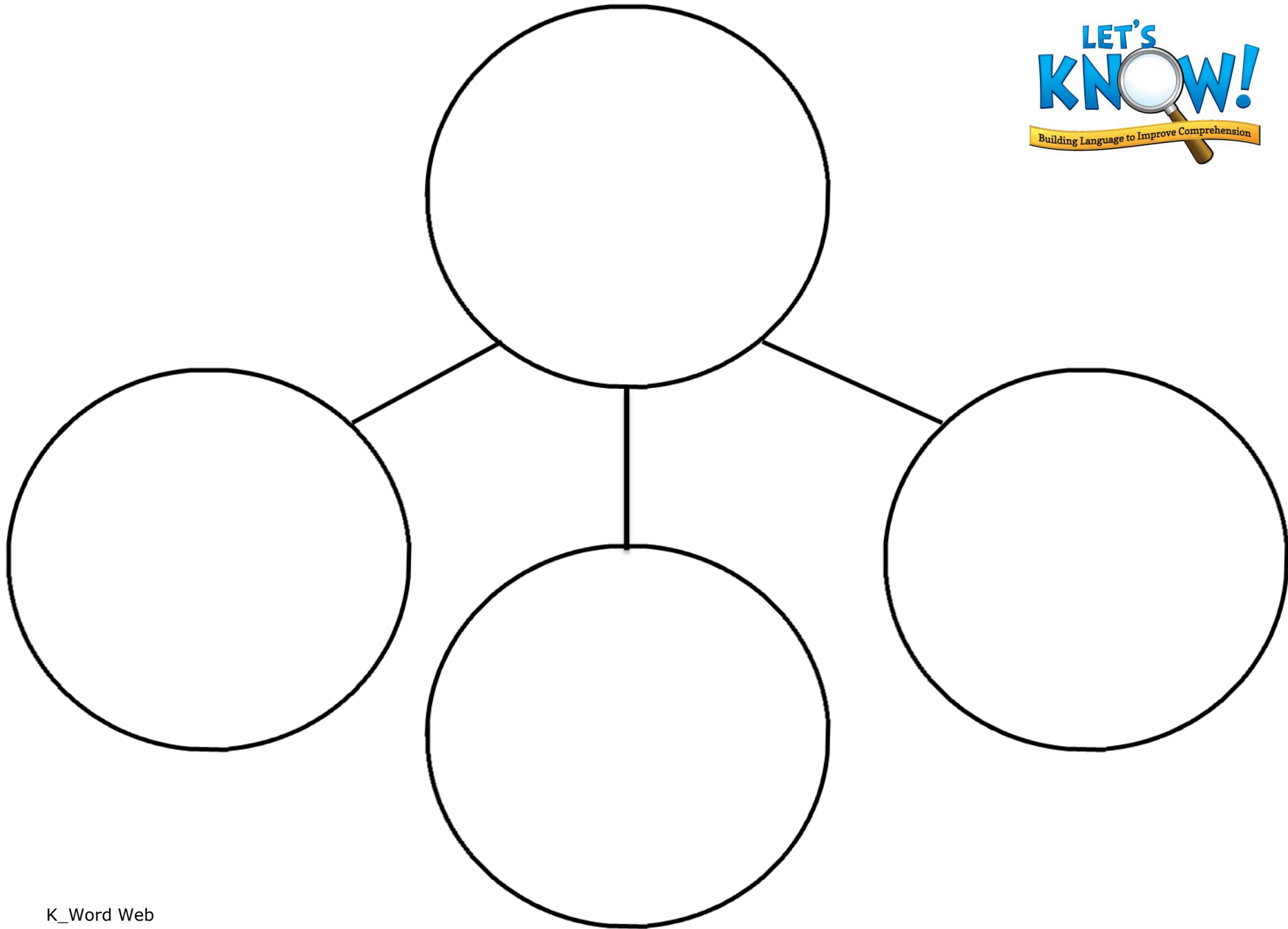


Story #3 Cowboy and outlaw



Story #4 Family












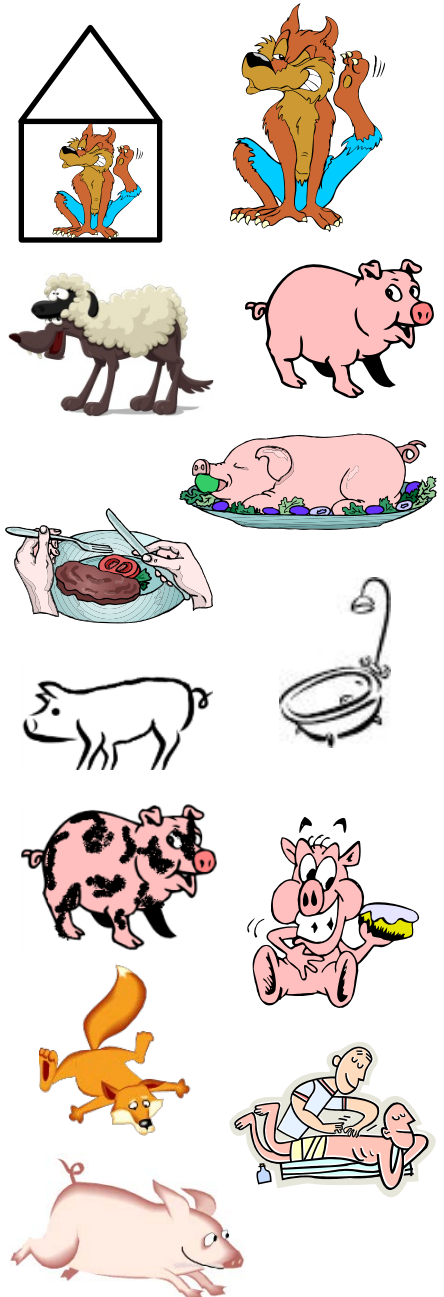


LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	INTEGRATION LESSON 7
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Retell a narrative that includes the <i>setting, characters, goals, attempts</i> and <i>outcome</i>. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>My Lucky Day</u> by Keiko Kasza TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #7 Student Journal Lesson #7 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Teacher Journal Lesson #7 includes a story map, story icons, and pictures that depict the story elements from <u>My Lucky Day</u>. You can either uncover the pictures as you teach the lesson, cut out the pictures and place them in the boxes, or use an interactive whiteboard to move the pictures into the correct boxes. You don't have to reread each page of the lesson text; just find the story elements in the text. The student journal has the completed story map for students to practice retelling the story. During the You Do segment, circulate the room to support students who have difficulty retelling the story. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do you like to hear stories about when you were a baby? Retelling stories helps us remember what happened to us. Today, you are going to practice retelling a story, like your parents did when they told a story about you. We are going to read our book, <u>My Lucky Day</u>, and this time, I want you to listen for the most important parts of the story. We're going to make a story map using some story icons, kind of like pictures to help us. Our purpose today is to retell the story using our story map. Put on your great listening ears and turn on your brains. Good listeners and good story tellers show that they really understand the story. Let's get started!"</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Retell the story using p. 2 of Teacher Journal Lesson #7 as a guide. You could say: "I'm going to show you what a story retell looks and sounds like using this story map..."</p> <p style="padding-left: 40px;">One day a fox was at his house when a pig knocked on his door. The fox wanted to eat the pig, so he let him come into the house. The pig wanted to trick the fox into giving him a bath, some food, and a massage. First the fox put the pig into a pan, but the pig told him he was filthy, so the fox gave him a bath. Then the pig told him he was too small to eat, so the fox fixed a big meal for him. When the fox was going to cook him, the pig said that he was very tough, so the fox gave him a massage to make him tender. By that time, the fox was exhausted and fell asleep, so the pig ran home safely. Then the pig decided who he would visit next."</p>	




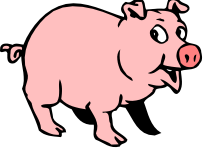





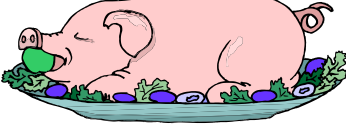












<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>You could say: “Now we’re going to find story elements to help us remember the most important parts of <u>My Lucky Day</u>. The first story icon is the setting of the story. (show icon for setting) The setting is where and when the story takes place. The icon looks like a house to remind us of the setting. (show pages of My Lucky Day) It looks to me like the story takes place one day in the fox’s house, right? That’s the setting of the story. (draw or place the house/fox in the setting box) The next icon is the one for <i>characters</i>, or who is in the story. The story icon is of a boy and girl. The <i>characters</i> in this story are... the fox and the pig!” (draw or place the fox/pig in the next box)</p> <p>“Now we need to look at their <i>goals</i>, what they want to do. The icon is a trophy, reminding us of what they want to win. (look at the next pages in text) We know the fox wanted to... eat the pig. That was his <i>goal</i>. But what did the pig want? He really wanted to trick the fox into giving him a bath, a meal, and a massage. Let’s stop and retell this part of the story: ‘One day a fox was at his house when a pig knocked on his door. The fox wanted to eat the pig, so he let him come into the house. The pig wanted to trick the fox.’ Turn to your partner and tell your partner that part of the story. Younger partners start first today.”</p> <p>“Now let’s look at their <i>attempts</i>, what the <i>characters</i> did to get what they wanted. The hand reminds us of doing something. What did the pig do to trick the fox? What did the fox do?”</p> <p>“The <i>outcome</i>, or result of their <i>attempts</i> is a finish line. Did they win? What happened at the end?” Go through the rest of the book, placing the remaining pictures by the story icons on the map.</p> <p>Then review the story using the story map. You could say: “Now let’s use our story map to retell <u>My Lucky Day</u>. I could start with, “One day a fox was...” Point to the house and scaffold as students retell the story using the story icons and pictures on the story map. Then ask students to practice with their partners until they are ready to retell the story independently.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute Student Journal Lesson #7. You could say: “Now it’s your turn to tell the story using the story map from your student journal. You’ll see a story map like the one we just completed. I want you to work with your partner. First, look at the story icons and pictures to remember the story. Then take turns using the story map to retell the story. I’ll be listening for great stories as I walk around the room.”</p> <p>If you have time, ask for volunteers to retell their stories.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we used some story icons to help us remember the important parts of our story. Help me name them... the setting, <i>characters</i>, <i>goals</i>, <i>attempts</i>, and <i>outcome</i>. Excellent! We learned how to make a story map that helped us remember how to retell the story. Today, the story map that we made helped us tell wonderful stories. The next time you hear a story, try to think of the setting, <i>characters</i>, <i>goals</i>, <i>attempts</i>, and <i>outcome</i> of the story. It will help you remember when you want to tell someone else about the awesome story that you heard.”</p>

Let's Know! Teacher Journal – Fiction – Lesson 7




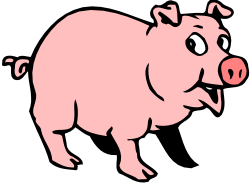





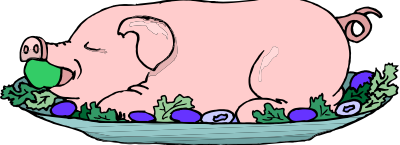












<p>Setting</p> 	
<p>Character</p> 	<p>Character</p> 
<p>Goals</p> 	<p>Goals</p> 
<p>Attempts</p> 	<p>Attempts</p> 
<p>Outcome</p> 	<p>Outcome</p> 



Let's Know! Teacher Journal – Fiction – Lesson 7

<p>Setting</p>  	
<p>Character</p>  	<p>Character</p>  
<p>Goals</p>  	<p>Goals</p>  
<p>Attempts</p>    	<p>Attempts</p>    
<p>Outcome</p>  	<p>Outcome</p>  

Directions: Retell the story of My Lucky Day using the story icons and pictures.

 <p>Setting</p> 	
  <p>Character</p>	  <p>Character</p>
  <p>Goals</p>	  <p>Goals</p>
    <p>Attempts</p>	    <p>Attempts</p>
  <p>Outcome</p>	  <p>Outcome</p>

LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	READ TO KNOW LESSON 8
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Communicate important information from the text to someone who hasn't read it. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Engaging Readers LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Teacher's Bookshelf books Completed student journal UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: result, filthy, clever, exhausted Student Journal Lesson #8 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Complete a sample student journal using a pre-selected book from your classroom library. Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. Choose a familiar signal, such as a bell or chime, to alert students that it's time to stop reading and begin working on their task. This lesson is designed to give students the opportunity to engage for an extended period of time with one or several texts that they select because they find the content interesting. The goal is for all students to be <i>engaged</i> in reading, talking with a partner, and writing in their journals for an entire 30-minute session. Allow students to select the text(s) they want to read; provide them autonomy in their decisions. Texts should in some way be related to the unit topic, but should vary in genre, complexity, and so on. Students may choose more than one book during the reading time, or you may choose to shorten the time students are engaged with books. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #2: RESULT, FILTHY, CLEVER, EXHAUSTED </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I love to read, so when I choose a book, I want it to be interesting to me. Are you the same? You know that good readers like to read books that are interesting to them. Today there are many books available for you to read. Look at several books and find a book that looks interesting to you. Once you've chosen a book, you have a lot of time to look at all of the pictures and read what you can. If you finish one book, you can find another book to read."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Demonstrate how to choose and read a book, showing your completed student journal page.</p> <p>You could say: "I've chosen to read [<u>The Napping House</u>] to show you what you'll be doing today. While you are reading and looking at your book, you have an important job; your job is to find the setting of the story. Keep reading until you hear [class signal]; first think about your story, and then draw the setting on your student journal page."</p>	

	<p>“Here’s an example of my journal page. The title is [<u>The Napping House</u>], the setting is [granny’s house]. When I’m finished drawing, I’ll share my page with my partner, talking about the story’s title and setting. I would tell my partner that the name of my story is [<u>The Napping House</u>]. The setting is at granny’s house.”</p>
WE DO	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Allow students to choose books and engage with their books for 10-15 minutes. You could say: “Now you may choose a book to read from the books in the classroom. Make sure you’re looking at a book until [class signal].”</p>
YOU DO	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute Student Journal Lesson #8. You could say: “Now it’s time to think about your story. Use your student journal to draw the setting of the story, and then share your story with a partner. I’ll let you know when it’s time to share with the group.”</p> <p>Allow students time to draw and share with their partners. Volunteers can talk about their stories with the class.</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we looked at books to find stories that we enjoy. We can look at books to find things to tell other people. What did we find in our stories today? The setting of our stories! Knowing the setting helped us tell our friends about the stories that we read. I like to look at books, and I know you do too. The next time you look at a book at home, tell someone about it. You’ll enjoy it even more!”</p>

Setting





WEEKLY LESSON PLANNER

FICTION

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Lesson Type	Read to Me	Text Mapping	Integration	Words to Know
Objectives	<ul style="list-style-type: none"> Participate in collaborative conversations about topics within Kindergarten texts. Make, confirm, and revise predictions in stories read aloud. 	<ul style="list-style-type: none"> Transform information from one type of text structure (narrative) into another (graphic organizer). Identify the primary differences between fiction and nonfiction. 	<ul style="list-style-type: none"> Use information from texts to make accurate inferences about <i>characters</i> and events. 	<ul style="list-style-type: none"> Define target vocabulary words. Use Words to Know in sentences.
Lesson Texts	<ul style="list-style-type: none"> <u>Big Al</u> by Andrew Clements 	<ul style="list-style-type: none"> <u>Big Al</u> by Andrew Clements 	<ul style="list-style-type: none"> <u>Big Al</u> by Andrew Clements 	<ul style="list-style-type: none"> <u>My Lucky Day</u> by Keiko Kasza <u>Big Al</u> by Andrew Clements

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Sticky notes Document camera 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard A nonfiction book about fish 	<ul style="list-style-type: none"> Sticky notes Document camera 	<ul style="list-style-type: none"> Sticky notes
Unit Materials Provided	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: result, filthy, clever, exhausted Teacher Journal Lesson #10 Student Journal Lesson #10 	<ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: result, filthy, clever, exhausted Teacher Journal Lesson #11 	<ul style="list-style-type: none"> Vocabulary Picture Cards: setting, disguise, useless, conversation Words to Know rings: setting, disguise, useless, conversation



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	READ TO ME LESSON 9
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Participate in collaborative conversations about topics within Kindergarten texts. Make, confirm, and revise predictions in stories read aloud. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Rich Discussion Predicting LESSON TEXT: <ul style="list-style-type: none"> <u>Big Al</u> by Andrew Clements TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Group Discussion 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Sticky notes Document camera UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> N/A 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Before the lesson... Preview the lesson text and use sticky notes to mark pages on which you will model predicting, ask students to make predictions, or pose discussion questions. Allow plenty of time for discussion of higher-level questions during the You Do segment; suggested discussion questions are included in the lesson, but you are not limited to those listed. These extended discussions should allow every student a chance to engage in multiple conversational turns. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do you have a good imagination? Could you imagine being a superhero? I am going to read another fiction book today called <u>Big Al</u>. Remember that fiction is about imaginary characters and events. I'm going to stop at certain points so we can talk about what might happen next. That's called <i>predicting</i>. Good readers often stop and <i>predict</i> what might happen in the book. They use their imaginations to guess what might come next. Predicting helps us understand what we're reading."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "Predicting is making guesses about what will come next. As I look at the cover of the book and read the title, <u>Big Al</u>, I'm going to think about what the story might be about. I see a big fish and two little fish. I <i>predict</i> that the big fish is going to play with the little fish. Let's read more and we'll see if my prediction is correct, or if I have to change it. (read the title page and the first three pages of text) I thought that Big Al and the little fish were going to play together, but they're not even friends. I'll have to change my prediction."</p> <p>Looking at the next page, you could say: "Look at Big Al—he's wearing seaweed! I predict that he will NOT get some friends this way. (read the page) My prediction was correct. The other fish didn't like Big Al's disguise."</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>You could say: “Now you help me <i>predict</i> what might happen.”</p> <p>Continue to read, stopping at least two more times to help students make, confirm, and revise predictions. You might ask students to make predictions about the following:</p> <ul style="list-style-type: none"> • What will happen to Big Al when he’s covered by the sand? • What will happen to the fish in the net? • Can Big Al save the little fish? • What will happen to Big Al after he’s caught?
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “What a brave fish Big Al was! At the beginning of the story he was very lonely, but after he saved the fish from the net, they realized how friendly he was. Let’s talk about some of the ideas from the book.</p> <ul style="list-style-type: none"> • Have you ever felt like Big Al? When? Why did you feel that way? • Why did Big Al try so hard to be like the little fish? • Do you think Big Al is a superhero? Why or why not?”
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we read <u>Big Al</u>, and what did we do as we read? We made... <i>predictions!</i> We also talked about the book. Every time we read, we can make predictions and talk about things we think about while we are reading together. It really helps us understand what we’re reading. The next time you’re reading a book, practice making predictions. It’s very fun!”</p>

LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	TEXT MAPPING LESSON 10
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Transform information from one type of text structure (narrative) into another (graphic organizer). • Identify the primary differences between fiction and nonfiction. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> • Using Think-Alouds LESSON TEXT: <ul style="list-style-type: none"> • <u>Big Al</u> by Andrew Clements TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Chart paper, document camera, or interactive whiteboard • A nonfiction book about fish UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • WRAP set #3 • Vocabulary Picture Cards: result, filthy, clever, exhausted • Teacher Journal Lesson #10 • Student Journal Lesson #10 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <p>The teacher journal includes a Venn diagram to compare and contrast elements of fiction and nonfiction text.</p> <ul style="list-style-type: none"> • Page 1 shows a blank Venn diagram. Place the similar characteristics in the center and differences in the outer areas (<i>Fiction</i> and <i>Nonfiction</i>). You could... <ul style="list-style-type: none"> ○ Write the characteristics in the diagram. ○ Cut out and place the characteristics in the diagram (using the print copy and/or a document camera). ○ Move the characteristics into the diagram using the digital journal and an interactive whiteboard. • Page 2 shows the completed Venn diagram. • Page 3 is a copy of Student Journal Lesson #10, on which students will compare <u>Big Al</u> to a real batfish. Show this page, read the captions for students, and explain the journal activity. The object is for students to find the pictures/characteristics that are the same and draw lines to the center area. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #3: RESULT, FILTHY, CLEVER, EXHAUSTED </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you ever been to an aquarium to look at fish? Fish are very interesting. Today we are going to use our book, <u>Big Al</u>, and another book about fish, a nonfiction book. Remember that fiction books like <u>Big Al</u> are made-up or imaginary stories, and nonfiction books are about real things. We are going to look at the differences between fiction books and nonfiction, or information, books. Knowing what kind of book we're reading helps us understand the book better."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #10. You could say: "I have two different books about fish. We've already read <u>Big Al</u>. This kind of book is called <i>fiction</i> because <u>Big Al</u> isn't a real fish; the author wrote a story about a pretend fish. Now we want to look at another book about fish. It's called a <i>nonfiction</i> book because it contains facts about real fish. As I look at this book, I notice that some things between the two books are the <i>same</i> and some things are <i>different</i>. I'm going to write the things that are the same in the middle area of the circles. Then I'll write the differences in <u>Big Al</u> on the <i>Fiction</i> side, and the differences in [<u>Fish</u>] on the <i>Nonfiction</i> side.</p>	

	<p>“One thing I notice right away is that both books are about fish, so I’m going to put a fish in this area between the two. Things that are the <i>same</i> in both books go in the middle. I also notice that <u>Big Al</u> has pictures that are drawn, and this nonfiction book has photographs. I’ll put those two things as <i>differences</i>. This seahorse is drawn like it’s in a fiction book, and this seahorse is a real photo, so it goes on the <i>Nonfiction</i> side.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>You could say: “Now you help me find some more things that are the same and different in the two books.”</p> <p>Continue to look at the nonfiction text and <u>Big Al</u>, helping students find more examples of similarities and differences. You may place the pictures from the teacher journal into the Venn diagram and then review the similarities and differences at the end.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute Student Journal Lesson #10. You could say: “Here’s your student journal page. You can work with your partner. In the left circle are things about Big Al. In the right circle are facts about a real batfish. Look at each picture, and I’ll read the caption. You and your partner should decide if the information is true for both Big Al and a batfish. If it is, draw a line to the middle space. If the information and picture belong just to Big Al or just to a real batfish, leave it in the big circle. Okay?”</p> <p>“Let’s do the first one. This says, ‘Big Al was very ugly.’ This picture says, ‘Batfish are very ugly.’ Is that the same? Yes, so draw a line on the dotted line from the picture of Big Al to the middle space; now draw a line from the ugly fish to the middle space. Look at the other pictures as I read the captions, and draw lines to the middle space if they are the <i>same</i> for Big Al and a real batfish. If it’s not the same, if it’s <i>different</i>, don’t draw a line. Make sure you and your partner talk about what is the same and what is different before you draw the lines.”</p> <p>Circulate the room to offer support to students who need help determining similarities and differences between fiction and nonfiction. When students have finished, bring the group together and ask pairs to report what they found about the similarities and differences.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we learned about two different kinds of books. What are they? Right. <i>Fiction</i> and <i>nonfiction</i>. We learned that we can read for different reasons. If we just want information, which kind of book do we want? <i>Nonfiction!</i> Correct. If we want to read stories about pretend characters, which kind do we want? We can look for <i>fiction</i> books. We really, really like BOTH kinds of books!”</p>

Let's Know! Teacher Journal – Fiction – Lesson 10



Fiction

Nonfiction



Same



imaginary



photographs



about fish



fish are caught



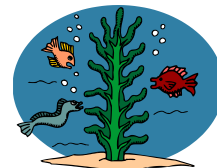
fish have feelings



fish can talk



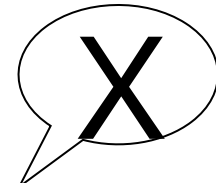
drawn pictures



live in water



real facts



fish can't talk

Let's Know! Teacher Journal – Fiction – Lesson 10



Fiction

Nonfiction



Same



drawn pictures



fish have feelings



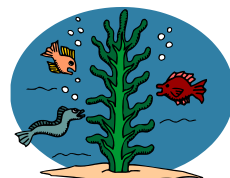
fish can talk



imaginary



about fish



live in water



fish are caught



photographs



fish can't talk



real facts

Let's Know! Teacher Journal – Fiction – Lesson 10

Directions: Find the things that are the same for both Big Al and a real batfish. Draw a line from the picture to the middle area if they are the same for both. The first one is done for you.

Big Al

Same

Batfish



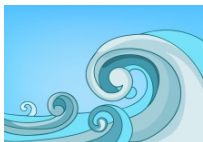
Big Al was very ugly.



Big Al was lonely.



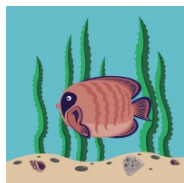
Big Al hid in the sand.



Big Al lives in the wide blue sea.



Big Al can talk and think.



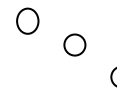
Big Al used seaweed



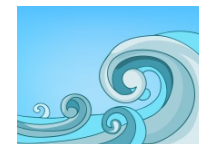
Batfish are very ugly.



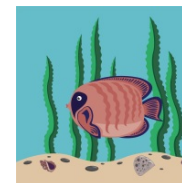
Batfish like to hide in the sand.



Batfish don't talk.



Batfish live in the ocean around Florida and Mexico.



Batfish swim in seaweed.

Student Journal – Fiction – Lesson 10



DIRECTIONS: Find the things that are the same for both Big Al and a real batfish. Draw a line from the picture to middle area if they are the same for both. The first one is done for you.

Big Al

Same

Batfish



Big Al was very ugly



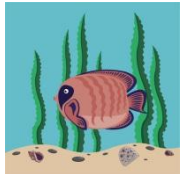
Big Al is lonely.



Big Al hid in the sand.



Big Al lives in the wide blue sea.



Big Al used seaweed.



Big Al can talk and think.



Batfish are very ugly.



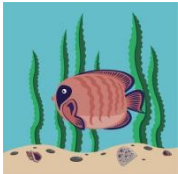
Batfish like to hide in the sand.



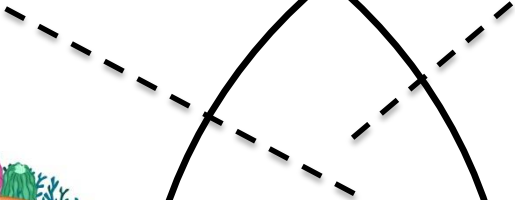
Batfish live in the ocean around Florida and Mexico.



Batfish don't talk.



Batfish swim in seaweed.



LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	INTEGRATION LESSON 11
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
TEACHING OBJECTIVE:		
<ul style="list-style-type: none"> Use information from texts to make accurate inferences about <i>characters</i> and events. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Inferencing LESSON TEXT: <ul style="list-style-type: none"> <u>Big Al</u> by Andrew Clements TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Sticky notes Document camera UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: result, filthy, clever, exhausted Teacher Journal Lesson #11 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Preview the lesson text. Use sticky notes to mark pages on which you will ask inferential questions. Suggestions are provided in the lesson, but you may want to develop additional questions. Inferencing requires the reader or listener to use information from the text or illustrations, using their own background knowledge to fill in information not directly stated in the text. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed black; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #4: RESULT, FILTHY, EXHAUSTED, CLEVER </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do you like to color in coloring books? You color in the spaces between the lines so you can see what the picture is. You have to fill in the blanks. Today we are going to fill in the blanks with our book, <u>Big Al</u>. This is called making <i>inferences</i>. As we read, I am going to stop and ask questions that will require you to fill in the blanks, or make inferences. When you make inferences, you use what you already know or add new information. The questions will make you think because you have to use what's in the story <i>and</i> what you already know to <i>infer</i>, or fill in the blanks. Are you ready to think? Are you ready to infer? Good! Good readers infer, or fill in the blanks, all the time!"</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Read the first four pages. You could say: "Remember that I am going to stop and ask some questions. I have to fill in the blanks to make an <i>inference</i>. I'm wondering why the other fish would think Big Al was scary. I know that things that are very big scare me. And look at those teeth! I think the little fish thought he'd eat them. He looks very different from the little fish. I think things that are different might be scary."</p> <p>Before reading the next page, you could say: "Look at the picture of Big Al. His mouth is turned down. I'll make an inference. I think he is feeling very sad because can't find his friends. When I can't find my friends, I feel sad."</p> <p>Read the page and confirm that Big Al is lonely. You could say: "My inference was wrong! Big Al isn't sad because he lost his friends; he's lonely because he doesn't have any friends. No wonder he looks sad."</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>You could say: “Now it’s your turn. Remember I’ll stop and ask questions. Think about what you already know and fill in the blanks to make an <i>inference</i>. We’ll revise our inferences if we find out we were wrong.”</p> <p>Continue to read and model at least two more inferential questions. You don’t need to read the entire book. You might ask the following inferential questions:</p> <ul style="list-style-type: none"> • “When Big Al puffed himself up, how did the little fish feel? Why?” • Why couldn’t Big Al be a part of the school of fish? • Why was Big Al able to free the fish from the net? • How did the fish feel when Big Al was captured in the net? • Why did the fishermen throw Big Al back? • Why did the little fish think Big Al was a hero? • Can you have a friend that’s different from you?”
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Display Teacher Journal Lesson #11. You could say: “Now you can practice making inferences on your own. To make these inferences, you’ll think about what you know about animals and fill in the blanks from a picture. Look at these pictures. (point to teacher journal) You’ll see different kinds of mouths. I want you to look at each picture and discuss with your partner two things—what animal you think it is and what the animal eats. Then talk about <i>why</i> you made your inferences.”</p> <p>Allow 5-7 minutes for students to talk with their partners, and then gather the group. Go through each picture to confirm or revise inferences. The pictures are as follows: 1. Shark, 2. Snake, 3. Bird (ibis), 4. Fish, 5. Crocodile, 6. Zebra. Invite students to discuss their choices.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we learned how to make <i>inferences</i>. How do we make inferences? We need two things to fill in the blanks: what we already know <i>and</i> information from the book. We read <u>Big Al</u> and discussed our inferences about the book. Now we know that we can use our brains every time we read to make inferences. We’ll become even smarter than we are right now!”</p>

1



2



3



4



5



6



LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	WORDS TO KNOW LESSON 12
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Define target vocabulary words. Use Words to Know in sentences. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> <u>My Lucky Day</u> by Keiko Kasza <u>Big Al</u> by Andrew Clements TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: setting, disguise, useless, conversation Words to Know rings: setting, disguise, useless, conversation 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Cut and punch the word strips for setting, disguise, useless, and conversation and attach them to students' Words to Know rings. Mark pages in the lessons texts where the Words to Know appear so you can show the words to students. Use the Vocabulary Picture Cards during the discussion to give each word a context. WORDS TO KNOW <ul style="list-style-type: none"> Setting: The time and place where the story happens Disguise: Hide what you really look like Useless: Not good for anything Conversation: Talking back and forth about something 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Did you know that there are thousands, up to 300,000 English words to learn? We have a few more to learn! We need to get really good at learning new words because words help us understand and talk about things. Today we are going to learn four new Words to Know. I know that you can learn these words as quickly as you learned the first four words. Let's go!"</p>	
I DO/ WE DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>You could say: "The first word we want to know is setting. Find the word setting on your word ring.</p> <ul style="list-style-type: none"> Say the word setting. Setting means 'the time and place where the story happens.' Here is a picture that shows a setting. This story takes place in a house. In our book <u>Big Al</u>, the setting of the story was one day in the ocean. In <u>My Lucky Day</u> the setting was one day in Fox's house. It's <i>where and when the story took place</i>. In the [movie <u>Mirror Mirror</u>,] the story takes place <i>once upon a time in a castle</i>. That's the setting of the story. Read your word ring with me: The setting is 'the time and place where the story happens.' Take turns telling your partner what the word setting means. Now one partner tells the setting of <u>Big Al</u> and the other partner tells <u>My Lucky Day</u>." 	

(disguise)

“Now we’ll work on the word **disguise**. Find the word **disguise** on your word ring.

- Say the word **disguise**. **Disguise** means ‘hide what you really look like.’
- In the picture, this boy has on a **disguise**. The hat and mustache hide what he really looks like.
- In Big Al, what did Big Al use for a **disguise**? Yes, seaweed! Not a very good **disguise**. If you don’t want someone to recognize you, you could wear a **disguise**. Sometimes your mom might try to **disguise** vegetables so you’ll eat more of them.
- Read with me: **Disguise** means ‘hide what you really look like.’
- Now take turns with your partner showing a **disguise**.”

(conversation)

“The next word is **conversation**. Find the word **conversation** on your word ring.

- Say the word **conversation**. **Conversation** means ‘talking back and forth about something.’
- Here is a picture of **conversation**. What do you see?
- The pig and the fox in My Lucky Day had several **conversations**. When you talk on the phone, you have a **conversation**. When you get a new video game, you’ll usually have a **conversation** with your friends about your new game.
- Read with me: **Conversation** means ‘talking back and forth about something.’
- Now take turns telling and showing your partner a **conversation**.”

(useless)

“The last word is **useless**. Find the word **useless** on your word ring.

- Say the word **useless**. **Useless** means ‘not good for anything.’
- Here is a picture that shows **useless**. How is this cup **useless**?
- In My Lucky Day, the pig said that to struggle was **useless**. He knew he couldn’t get away. What do we usually do with things that are **useless**? We usually throw them away. The trash is full of **useless** things.
- Read with me: **Useless** means ‘not good for anything.’
- Now turn to your partner and take turns telling what the word **useless** means.”

“Let’s practice making a sentence using each of our words. I’ll start with **setting**. I’ll say, ‘The **setting** for Peter Pan was in Neverland.’ Now let’s try **disguise**. ‘He wore a **disguise** to the costume party.’

(conversation) ‘I had a **conversation** with my teacher.’ **(useless)** ‘I felt **useless** because I couldn’t fix the car.’”

“Now you help me make a sentence with **conversation**. **(support students as they help you make a sentence)** How about **setting**? Now let’s think of a sentence for **disguise**.”

YOU DO

Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.

You could say:

“Now you’re going to make some sentences with your partner using our Words to Know. Get with your partner. The one with the shortest hair will start first. Make a sentence for your partner that uses the word **disguise**; the second partner needs to make a sentence with the word **setting**. Then you can switch words. You can talk to your partner for two minutes!”

Allow talk time and have students create several sentences. Then assign the last two words, conversation and useless. You could say:

“Now short-haired people have the word **conversation** to use in a sentence, and long-haired people will use **useless**. Remember to switch words after you make one sentence. You have two minutes.”

Have students share sentences after they talk with their partners.

CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

"We need to get really good at learning new words, because words help us understand things and talk clearly. Today we learned four new Words to Know – **setting**, **disguise**, **useless**, and **conversation**. As I say the meaning, hold up the word on your word ring. The first word means 'not good for anything.' (**useless**) Next, 'hide what you really look like.' (**disguise**) How about 'the time and place where the story happens?' (**setting**) Last, 'talking back and forth about something.' (**conversation**) Super work today! Try to use these words every day when you talk."



WEEKLY LESSON PLANNER

FICTION

Week 4	Lesson 13	Lesson 14	Lesson 15	Lesson 16
Lesson Type	Text Mapping	Integration	Words to Know	Read to Know
Objectives	<ul style="list-style-type: none"> Extract information from one text and translate it into another type of text. Use noun phrases. 	<ul style="list-style-type: none"> Retell a narrative that includes the <i>setting</i>, <i>characters</i>, <i>goals</i>, <i>attempts</i> to reach goals, and <i>outcome</i>; narrative is coherently organized. 	<ul style="list-style-type: none"> Expand definitions of words. Sort words into semantic categories. 	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Communicate important information from the text to someone who hasn't read it.
Lesson Texts	<ul style="list-style-type: none"> <u>My Lucky Day</u> by Keiko Kasza <u>Big Al</u> by Andrew Clements 	<ul style="list-style-type: none"> <u>Big Al</u> by Andrew Clements 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Props such as a long scarf for seaweed, a blanket for sand, a net, <i>character</i> cards (optional) 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Bags or paperclips 	<ul style="list-style-type: none"> Teacher's Bookshelf books Completed teacher journal Drawing paper (1 per student)
Unit Materials Provided	<ul style="list-style-type: none"> Teacher Journal Lesson #13 Student Journal Lesson #13 	<ul style="list-style-type: none"> WRAP set # 5 Vocabulary Picture Cards: <i>setting</i>, <i>disguise</i>, <i>useless</i>, <i>conversation</i> Teacher Journal Lesson #14 Student Journal Lesson #14 	<ul style="list-style-type: none"> Teacher Journal Lesson #15 (print or digital) Word web Word cards for Lesson #15 Words to Know rings: <i>setting</i>, <i>disguise</i>, <i>useless</i>, <i>conversation</i> 	<ul style="list-style-type: none"> WRAP set #6 Vocabulary Picture Cards: <i>setting</i>, <i>disguise</i>, <i>useless</i>, <i>conversation</i> Teacher Journal Lesson #16



Digital/Tech



Prep Materials



Preview the Text



Game



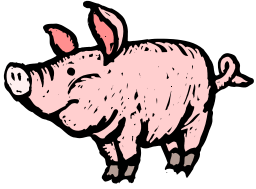
Save Materials

LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	TEXT MAPPING LESSON 13
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Extract information from one text and translate it into another type of text. • Use noun phrases. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> • Using Think-Alouds LESSON TEXT: <ul style="list-style-type: none"> • <u>My Lucky Day</u> by Keiko Kasza • <u>Big Al</u> by Andrew Clements TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Chart paper, document camera, or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • Teacher Journal Lesson #13 • Student Journal Lesson #13 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> • Display the chart from the teacher journal to show students how to use noun phrases to describe characters from the stories. • Noun phrases consist of a determiner, an adjective, and a noun (e.g., the pretty girl, his blue ball, a delicious pie). • Page 2 of Teacher Journal Lesson #13 is a copy of the student journal that you can display. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When someone tells me, 'Go get that one,' I get frustrated because I don't know what they're talking about—they didn't give me enough information. If they say, 'Get me the red ball that is under the table,' I know exactly what they want. When they add more words to describe what they want, I can make a picture in my head. Today our purpose is to find words that describe, and then to make sentences. When we can describe what we see or understand what others describe to us, we know that we are able to make pictures in our brains. That's a very good thing!"</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #13. You could say: "As we think about the characters in the stories, we'll be looking at this chart. Across the top, it says <i>Noun Phrases</i>. That's what we'll be making today. I'm going to start with the pig from <u>My Lucky Day</u>. When the fox wanted to eat him, he told the fox that he was dirty. You could say he was <i>a dirty pig</i>. Those words describe the pig—<i>a dirty pig</i>. We know which pig it was. It was <i>a dirty pig</i>. But after he got a bath, he was <i>a clean pig</i>. When the fox wanted to eat him again, he said he was <i>a thin pig</i> so the fox would give him some food. <i>A thin pig</i> tells us what kind of pig the fox didn't want! Now we have three noun phrases that tell us about the pig: <i>a dirty pig</i>, <i>a clean pig</i>, and <i>a thin pig</i>. I'm going to make a sentence for each of these noun phrases.</p> <ul style="list-style-type: none"> • "The dirty pig needs a bath!" • "The clean pig smells good!" • Or I could say, "The thin pig needs some supper." <p>I talked about the pig using the noun phrases I made in sentences."</p>	

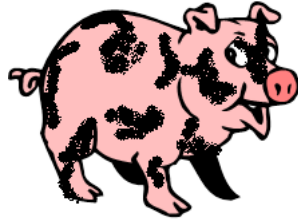
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>You could say: “Now you’re going to help me think about some more of the characters in our books. Let’s talk about the fox.”</p> <p>Help students name the noun phrases in the chart for the fox and the fish, and then make at least two different sentences using the noun phrases. For example:</p> <ul style="list-style-type: none"> • ‘<i>The hungry fox</i> put the pig in a pan.’ • ‘<i>Big Al was an ugly fish.</i>’
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute Student Journal Lesson #13. You could say: “Look at your student journal for this lesson. You’ll see three nouns: a girl, a ball, and a pizza. With your partner, first look at the pictures and think about words to describe the nouns. Make a noun phrase with a describing word for each picture. I could say ‘a hungry girl’ for the first picture. Then take turns making sentences using the noun phrase with the describing words that you made. My sentence could be ‘The hungry girl ate a huge stack of pancakes.’ I made a noun phrase, and then I made a long sentence. I’m smart! Now it’s your turn to be smart.”</p> <p>Provide students ample time to talk with their partners. Circulate the room and scaffold students who need help thinking of adjectives and making sentences. You could make the sentences as a group.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “We really made a lot of cool sentences about the characters from our book and other nouns today. My favorite sentence was ‘The hungry girl ate a huge stack of pancakes!’ Tell your partner your favorite sentence... We can talk about what happened to characters in the book using some very interesting language. We used a chart and pictures to help us describe nouns and made sentences with our new noun phrases. Think of a good sentence with a noun phrase to tell your family tonight. They will be impressed!”</p>

Noun Phrases

pig



dirty



clean



thin



fox



hungry



busy



exhausted



fish



lonely



ugly

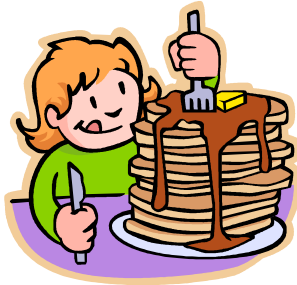
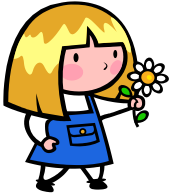


brave

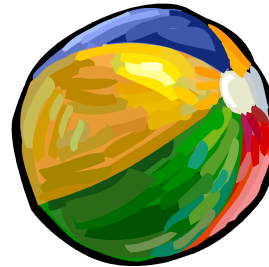


Noun Phrases

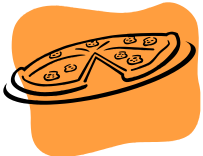
girl



ball

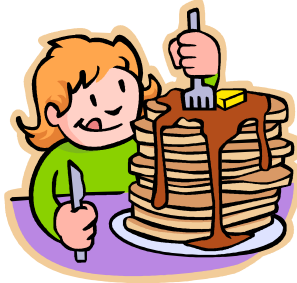
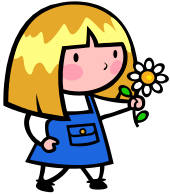


pizza

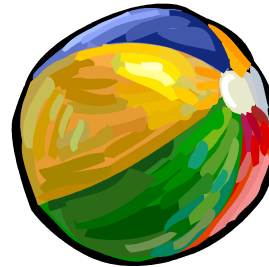


Noun Phrases

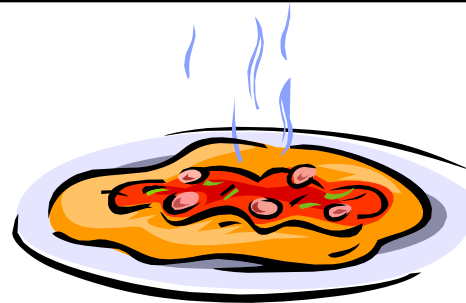
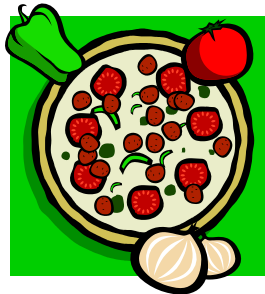
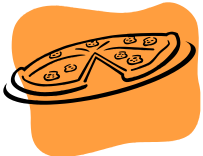
girl



ball



pizza



LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	INTEGRATION LESSON 14
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Retell a narrative that includes the <i>setting</i>, <i>characters</i>, <i>goals</i>, <i>attempts</i> to reach <i>goals</i>, and <i>outcome</i>; narrative is coherently organized. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>Big Al</u> by Andrew Clements TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Props such as a long scarf for seaweed, a blanket for sand, a net, <i>character</i> cards (optional) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #5 Vocabulary Picture Cards: <i>setting</i>, <i>disguise</i>, <i>useless</i>, <i>conversation</i> Teacher Journal Lesson #14 Student Journal Lesson #14 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... If you wish to conduct the optional class production of Big Al's story (see You Do routine), you might gather props like those suggested under Lesson Materials You Provide. You could create <i>character</i> cards by stringing yarn through hole-punched index cards so the actors can wear them around their necks. During I Do: Review story elements and use the completed story map on Teacher Journal Lesson #14, p. 1 to retell the story. During We Do: Work quickly to place the story elements in the blank story map on p. 2 with students; students should be familiar with the story and can help identify story elements without reading the entire book. Jointly retell the story as a group, practicing the story retell until students are independent. After You Do: You may choose to have a mini class presentation. Have one student play the role of narrator, one student act as Big Al, and two or three others play the little fish who are afraid of Big Al. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #5: <i>SETTING</i>, <i>DISGUISE</i>, <i>USELESS</i>, <i>CONVERSATION</i> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do you remember when we retold the story of <u>My Lucky Day</u>? We had a lot of fun retelling the story of the pig and the fox. Today, you get to retell the story of <u>Big Al</u>. First I'm going to show you what your retell should look and sound like. Then we're going to look at important parts of the story using the story icons. Then you can use the icons to retell the story. When you can retell a story, you really understand it. You will have so much fun; I can't wait to get started!"</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #14. You could say: "I'm going to think about the important parts of the story, the story elements. Then I'll use the chart to retell the story. The <i>setting</i> is where the story takes place, the wide blue sea. The <i>characters</i> are Big Al and the little fish. Big Al wanted friends, so that's his <i>goal</i>. He had many <i>attempts</i> to get the fish to be his friends; and then the <i>outcome</i> is what happened at the end of the story."</p>	













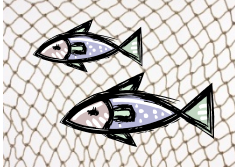


	<p>Point to the story elements and then retell the story. “Now I’m going to use the story map to help me tell the story...”</p> <p>Once there was a big, ugly fish named Big Al. He was very lonely because he was so big and different. The other fish were afraid of him. But Big Al really wanted to have friends. So first he disguised himself in the seaweed. The fish saw his big teeth and were afraid of him. Then he puffed himself out to be funny. The fish were scared; they didn’t think he was funny. Then he hid in the sand so the fish couldn’t see how big he was. But then he sneezed, and the fish hurried away. Next, he tried to swim in a school of fish, but he was so big and clumsy that he bumped all the little fish, and they swam away. Big Al was so sad! Then one day, some fishermen caught the little fish and Big Al rescued them. Even though the fisherman caught him instead, they threw him back. After that, the little fish knew he wasn’t scary. He was their hero, so they became friends with him. Mission accomplished!”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Display Teacher Journal Lesson #14, p. 2. You could say: “Now you can help me put the most important parts of our story in the story map that we’re going to use to retell our story. (look at the text and put the story elements into the blank story map) Let’s put Big Al and the little fish into the character box. Now what were Big Al’s <i>attempts?</i>” Continue with the remainder of the story, having students help identify the story elements while you place pictures in the boxes.</p> <p>When finished, point to the story map as you retell the story with students. You could say: “Now let’s retell the story of <u>Big Al</u>...”</p> <p>Once in the... (<i>setting</i>), there was a big, ugly fish named... Big Al. There were also some... little fish. Big Al was very lonely because the other fish were afraid of him. Big Al really wanted... to have friends. So first he... covered himself with seaweed to disguise what he looked like. It didn’t work. Next, he... puffed up really big to be funny, but the little fish were even more afraid of him. Then he... covered himself with sand so the fish wouldn’t see how big he was. It didn’t work because he sneezed and scared everyone. Last, Big Al... pretended to be a part of a school of fish, but he was so big that he bumped into everyone. Then one day... the little fish got caught in a net, and Big Al rescued them. Big Al got caught in the net, but the fishermen let him go. Now Big Al... has lots of friends.</p> <p>What a story! Let’s practice retelling the story again.” Retell the story again, having different students retell parts of the story.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute Student Journal Lesson #14. Have students use the story map to retell the story to their partners while you circulate the room to provide feedback and support. You could say: “On your student journal page, there’s a story map for <u>Big Al</u>. Now you get to practice retelling the story of <u>Big Al</u> to your partner. Use the story map to help you remember all of the important parts of the story. Both partners need to retell the story, so the partner with the darkest hair can go first. When we’re finished, we’ll have you report about your story retells.”</p> <p>If you opt to have a classroom production, identify the students who may be able to fill the roles of narrator, Big Al, and the little fish. You might provide simple props, such as a long scarf for seaweed, a blanket for sand, and a net.</p>

CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

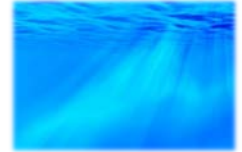
You could say:

“Today we retold the story of Big Al. We used a story map to help us remember the most important parts. What are they? The **setting**, *characters*, *goals*, *attempts* and *outcome*! I really enjoyed watching and listening to you. You were great! Tonight when you get home, try retelling the story to your parents. I bet they’ll be very impressed with you.”

	Setting	
	Characters	 
	Goal	
	Attempts	    
	Outcome	



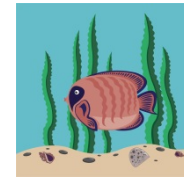
Setting



Characters



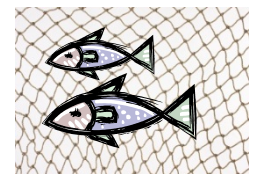
Goal



Attempts



Outcome



Directions: Retell the story of Big Al using the story icons and pictures.

Setting:



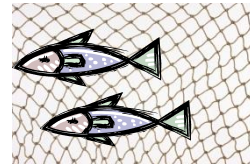
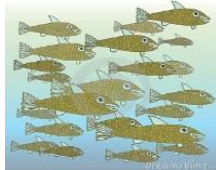
Characters:



Goal:



Attempts:



Outcome:



LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	WORDS TO KNOW LESSON 15
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Expand definitions of words. Sort words into semantic categories. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Bags or paper clips UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #15 (print or digital) Word web Word cards for Lesson #15 Words to Know rings: setting, disguise, useless, conversation 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> To save time, you could precut and paper clip or bag the word cards for Lesson #15. For this lesson, you will need four word webs to fill in with words and/or pictures. WORDS TO KNOW <ul style="list-style-type: none"> setting: Time and place that a story takes place in disguise: Hide what you really look like useless: Not good for anything conversation: Talking back and forth about something SUGGESTED RELATED WORDS <ul style="list-style-type: none"> setting: <i>place setting, location</i> disguise: <i>camouflage, costume</i> useless: <i>waste, worthless, useful</i> (antonym) conversation: <i>discussion, partner, argument</i> (antonym) 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do you remember a time when your relatives came over? There were a bunch of people that were all <i>related</i>. Well today we're going to talk about the relatives of setting, disguise, useless, and conversation. We'll think of more about the words and their relatives so we can learn how to use them. When we know lots of words, we can say what we want to say, and other people can understand us. That's what's so cool about words. Let's start!"</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "The first Word to Know is setting. It means 'the time and place where the story happens.' Remember our book <u>Big Al</u>? The setting for that story was the ocean, the wide blue sea. The setting for <u>My Lucky Day</u> was the fox's house. There are other words that are related to setting. One is a <i>place setting</i>. When you set the table, all of the dishes and silverware together is called a setting. The setting, or <i>location</i>, for a story about penguins is in the Antarctic where it's cold."</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>You could say: “The next Word to Know is disguise. It means ‘hide what you really look like.’ Big Al tried to disguise himself, but it didn’t work! You might wear a disguise to a <i>costume</i> party. Talk with your partner for a minute and think of words that are related to the word disguise. (allow partner time) I’ll write disguise in the center bubble. Now what related words did you and your partner find for disguise? (write related words in surrounding bubbles, such as <i>camouflage</i> and <i>costume</i>) Let’s read the related words for disguise.</p> <p>(useless) “Now let’s work on the word useless. It means ‘not good for anything.’ This old truck is useless. One related word is <i>worthless</i>. Talk with your partner and think of some other related words.” Write related words for useless on the word web, such as <i>waste</i>, <i>worthless</i> and an antonym, <i>useful</i>. Then read around the word web.</p> <p>(conversation) “Our last Word to Know is conversation. It means ‘talking back and forth about something.’ Yesterday, I had a conversation with my friend. Think with your partner about other words that are related to conversation, and we’ll write them in our bubble map.” Suggested words include <i>discussion</i>, <i>partner</i>, and <i>argument</i> (antonym). Review by reading around the word web.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute the word cards for Lesson #15. You could say: “Now each of you is going to sort pictures and match them to the correct Words to Know. Find the names of the Words to Know and make a row at the top of your desk. Match the pictures that go with each of our Words to Know and put them under the word in a column. When you’re finished, show the results to your partner and make sure you have the pictures sorted under the correct word. If you have questions, you can ask other friends. Then take turns telling your partner what each of the words mean. You can use your Words to Know rings to help you.”</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we found related words and then matched them to our Words to Know. Which words go with these words?”</p> <ul style="list-style-type: none"> • <i>Location</i> (setting) • <i>Costume</i> (disguise) • <i>Waste</i> (useless) • <i>Discussion</i> (conversation) <p>Awesome job today, friends. I’ll be listening for our Words to Know AND related words. Keep using them when you talk. I’ll be listening.”</p>



setting



place
setting



location



disguise



camouflage



costume



useless



waste



useful
(opposite)



worthless



conversation



partner



discussion



argument



setting



place setting



location



disguise



costume



camouflage



useless



waste



worthless



**useful
(opposite)**



conversation



discussion



partner



argument



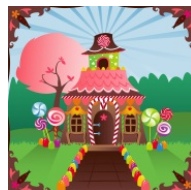
Useless

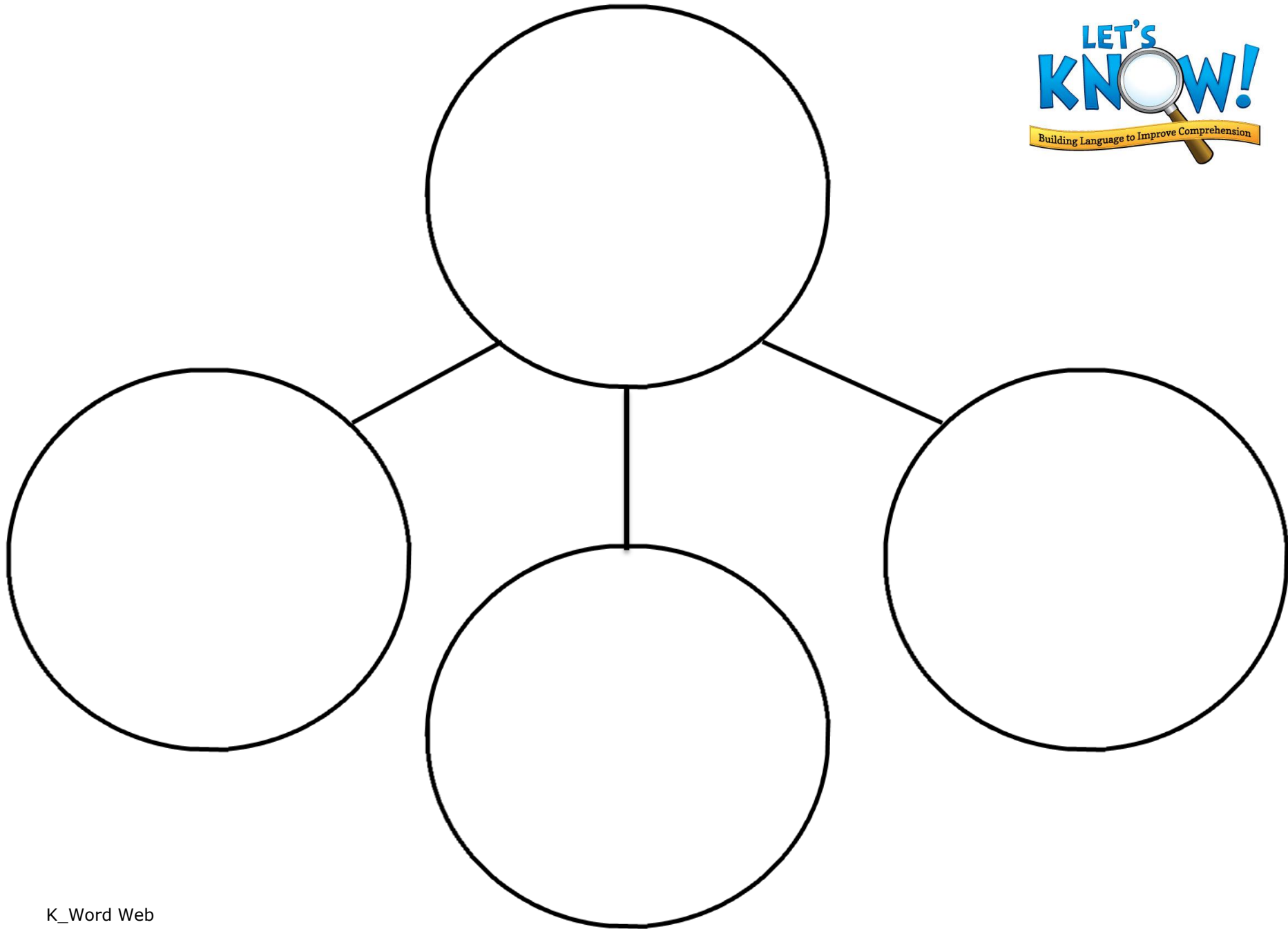


conversation

Setting

Disguise

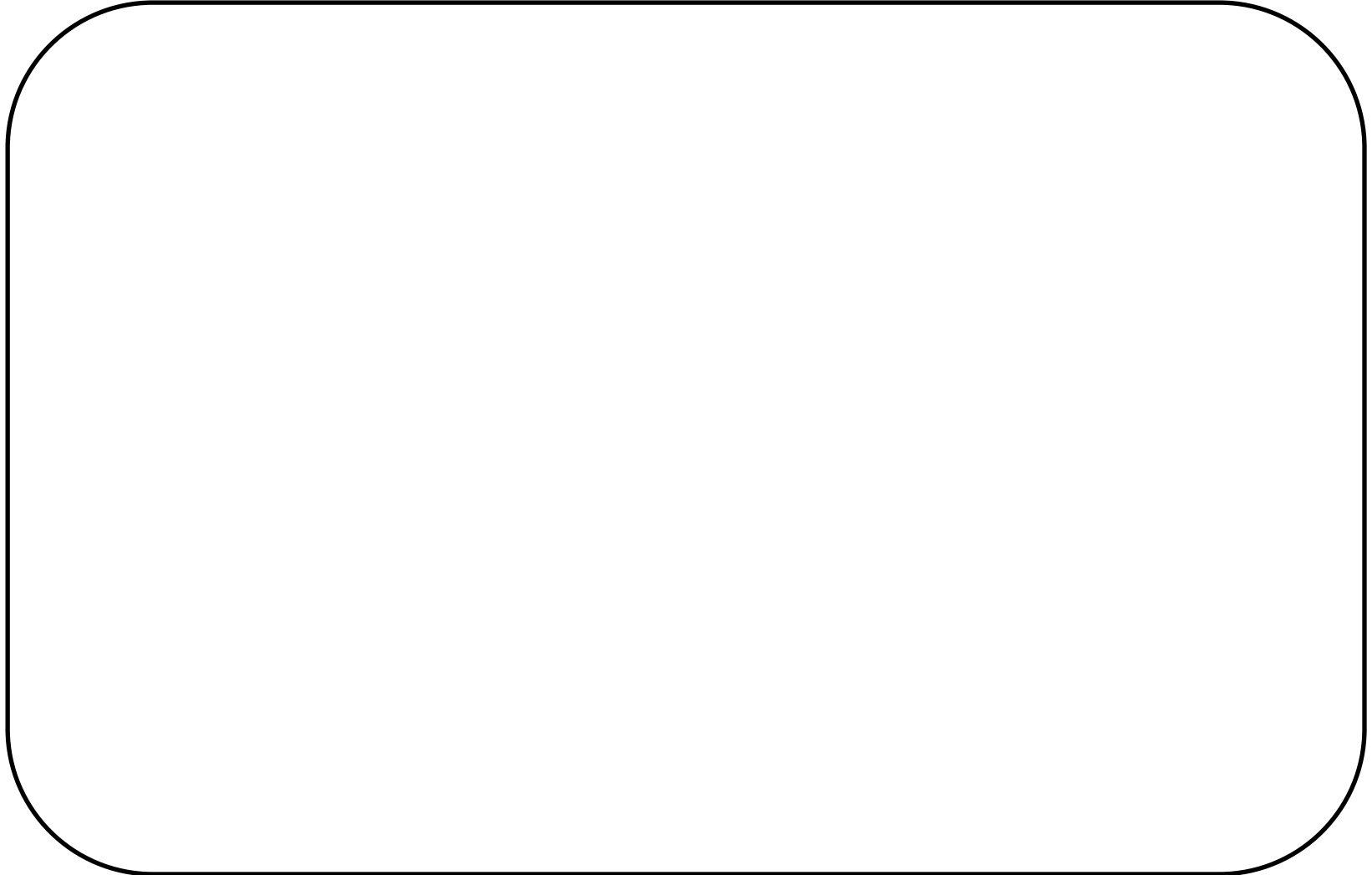




LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	READ TO KNOW LESSON 16
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Communicate important information from the text to someone who hasn't read it. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Engaging Readers LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Teacher's Bookshelf books Completed teacher journal Drawing paper (1 per student) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #6 Vocabulary Picture Cards: <i>setting, disguise, useless, conversation</i> Teacher Journal Lesson #16 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Complete and display a sample teacher journal page using a pre-selected book from your classroom library, such as <i>Stellaluna</i>. Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. Choose a familiar signal, such as a bell or chime, to alert students that it's time to stop reading and begin working on their task. For this lesson, you may want to choose books that are familiar to students so they can determine the <i>outcome</i> of the story a little easier than they could for a novel story. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #6: SETTING, DISGUISE, USELESS, CONVERSATION </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Guess what you get to do today? Choose your own book, read it, and share it with a friend! Did you enjoy that last time? That was fun. Like last time, I have many books set out around the room. Good readers like to read books that are interesting to them and then talk about them. That's what we'll do today."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "First, find a book that looks interesting to you and read the book, looking at all of the pictures. Your job is then to figure out what happened in the story, the <i>outcome</i> of the story. When you hear [class signal] draw or write the <i>outcome</i> of the story on a piece of paper. Here's what my page looks like. (display completed Teacher Journal Lesson #16) The <i>outcome</i> of <i>Stellaluna</i> is that she gets back with her mom. After you've drawn your page, tell your partner about your story's <i>outcome</i>. Then it will be your partner's turn. Remember that your partner probably hasn't read the story, so you'll have to tell them enough information that they'll understand the <i>outcome</i> you describe. Make sure you're looking at a book the whole time until the [class signal]."</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Allow students to choose books and engage with their books for 10-15 minutes.</p> <p>You could say: “Now you may choose a book to read from the books in the classroom. Make sure you’re looking at a book until [class signal].”</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Now it’s time to think about your story. Use a piece of paper to draw the <i>outcome</i> of your story, and then put up your thumbs. You can share your story with a partner. I’ll let you know when it’s time to share with the group.”</p> <p>Allow students time to draw and share with their partners. Volunteers can talk about their stories with the class.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today you looked at interesting books and then shared them with a friend. What did we talk about today? The <i>outcome</i>. After you go to a movie, you might tell your friend the <i>outcome</i> of the movie. When we go to movies or look at books, we can find things to share with other people. That way we enjoy it even more!”</p>

The outcome of my story:





WEEKLY LESSON PLANNER

FICTION

Week 5	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Lesson Type	Read to Me	Text Mapping	Integration	Read to Know
Objectives	<ul style="list-style-type: none"> Make, confirm, and revise predictions in stories read aloud. Participate in collaborative conversations about topics within Kindergarten texts. 	<ul style="list-style-type: none"> Understand and use prepositions. 	<ul style="list-style-type: none"> Retell a narrative that includes the <i>setting</i>, main <i>characters</i>, <i>goals</i>, <i>attempts</i>, and <i>outcome</i>. 	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Communicate important information from the text to someone who hasn't read it.
Lesson Texts	<ul style="list-style-type: none"> <u>How Rocket Learned to Read</u> by Tad Hills 	<ul style="list-style-type: none"> <u>How Rocket Learned to Read</u> by Tad Hills 	<ul style="list-style-type: none"> <u>How Rocket Learned to Read</u> by Tad Hills 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Sticky notes Document camera 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard 	<ul style="list-style-type: none"> Teacher's Bookshelf books Completed teacher journal Drawing paper (1 per student)
Unit Materials Provided	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> WRAP set #7 Vocabulary Picture Cards: <i>setting</i>, <i>disguise</i>, <i>useless</i>, <i>conversation</i> Teacher Journal Lesson #18 Student Journal Lesson #18 Directions for Student Journal Lesson #18 	<ul style="list-style-type: none"> Teacher Journal Lesson #19 Student Journal Lesson #19 	<ul style="list-style-type: none"> WRAP set #8 Vocabulary Picture Cards: <i>setting</i>, <i>disguise</i>, <i>useless</i>, <i>conversation</i> Teacher Journal Lesson #20



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	READ TO ME LESSON 17
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Make, confirm, and revise predictions in stories read aloud. • Participate in collaborative conversations about topics within Kindergarten texts. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> • Predicting • Rich Discussion LESSON TEXT: <ul style="list-style-type: none"> • <u>How Rocket Learned to Read</u> by Tad Hills TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Group Discussion 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Sticky notes • Document camera UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • N/A 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> • Before the lesson... Preview the lesson text and use sticky notes to mark pages on which you will model predicting, ask students to make predictions, or pose discussion questions. • Allow plenty of time for discussion of higher-level questions during the You Do segment; suggested discussion questions are included in the lesson, but you are not limited to those listed. • Rich discussions should be teacher-led but student-dominated conversations with opportunities for multiple turns. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Raise your hand if you already know how to read. Now raise your hand if you're still learning how to read. In Kindergarten most of you are still learning how to read. We have a new book today called <u>How Rocket Learned to Read</u>. It's about learning to read! We'll stop to make some <i>predictions</i> today. Remember that predictions are guesses about what will happen. Good readers make predictions while they're reading; it helps them understand what the author is saying. I'm excited for you to find out how Rocket learns to read."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "I'm looking at the cover of the book. The title says that Rocket learned to read, but who is Rocket? I'm going to make a <i>prediction</i> about who Rocket is. I think it's the bird because birds can fly fast like rockets. Uh-oh. I can already tell that my prediction is wrong. Look at the name tag on the dog. It says, 'Rocket.' That means that Rocket is the dog. The dog learns to read. I made a prediction, but I had to revise or change it when I found some more information. That's what good readers do—they make predictions and then revise their predictions when they learn more. Let's read and make some more predictions."</p> <p>After reading the first three pages of text, you could say: "I'm going to <i>predict</i> that the bird is going to teach Rocket how to read. She wants to be a teacher and teachers teach reading, so I predict that she'll teach Rocket how to read."</p>	

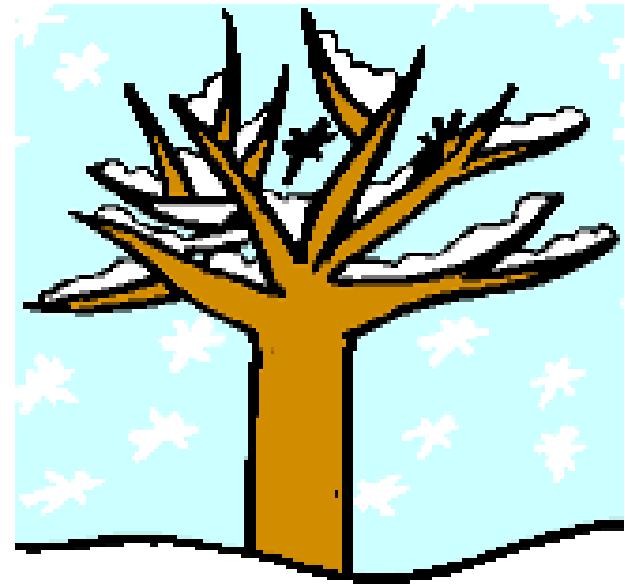
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>You could say: “Now you can make some predictions. If you have one, raise your hand. Sometimes I’ll stop after a page so you can think of a prediction. Let’s keep going.”</p> <p>Continue reading the text, stopping to make, confirm, and revise predictions. You could prompt student to make the predictions about the following:</p> <ul style="list-style-type: none"> • Will Rocket be a good student? (on the page with the alphabet banner) • Will the little yellow bird come back? (when Rocket finds the little bird is gone) • What will Rocket do after the little yellow bird leaves? (when the bird flies south for winter)
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>To evoke rich discussion, you might ask questions such as the following:</p> <ul style="list-style-type: none"> • Why didn’t Rocket want to learn to read at the beginning of the book? • How did the little yellow bird get Rocket interested in books? • Have you ever tried something you didn’t like, and then found out you really liked it? • What will Rocket and the little yellow bird do now?
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “As we read our book today, we talked about making <i>predictions</i>. Predictions are like... guesses! Correct. You can make predictions every time you read, and it will help you understand. I really enjoy reading and discussing books with you. Grownups do the same thing in book clubs. They discuss books they are reading. Now you’re doing the same thing in Kindergarten. You are VERY grown up. Very cool!”</p>

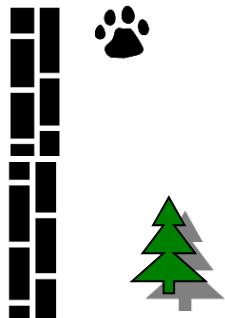
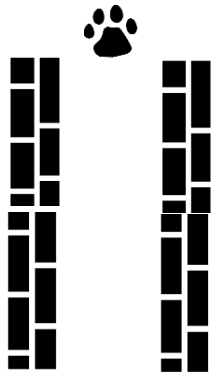
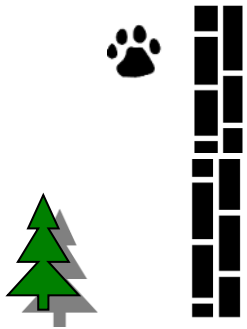
LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	TEXT MAPPING LESSON 18
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Understand and use prepositions. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Using Think-Alouds LESSON TEXT: <ul style="list-style-type: none"> <u>How Rocket Learned to Read</u> by Tad Hills TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #7 Vocabulary Picture Cards: setting, disguise, useless, conversation Teacher Journal Lesson #18 Student Journal Lesson #18 Directions for Student Journal Lesson #18 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Preview and follow the directions for the student journal activity to make sure you understand how to form the letters. The purpose of this lesson is to provide students the opportunity to use <i>prepositional phrases</i>. A <i>preposition</i> is a small set of words that serve to connect nouns and pronouns to other nouns, pronouns, and verbs; some examples include <i>beside, between, beneath, around, on top of, through, under, and over</i>. A <i>prepositional phrase</i> has a preposition followed by a noun or pronoun, as in <i>around the table, between the houses, and beside a cat</i>. Students in Kindergarten should be able to understand and use the following prepositions: <i>in, on, to, with, up, at, for, down, of, off, like, through, over, by, under</i> and <i>near</i>. The word <i>between</i> will be a challenge. Students use most of these words unconsciously, so today's lesson will help them better understand their use. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> START THE LESSON WITH WRAP SET #7: SETTING, DISGUISE, USELESS, CONVERSATION </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Does your mom or dad ever tell you to put your clothes <i>in</i> the hamper, not <i>on</i> the floor? Or maybe your sister tells you to stay <i>out</i> of her room. Those words, <i>in, on</i> and <i>out</i>, tell you where you should or shouldn't be, right? Today we're going to learn more words that tell you <i>where</i>. They're called prepositions. We'll play a little game with directions so you can learn where to draw some lines. When you know how to use <i>where</i> words, or prepositions, you can better understand what you read and hear. Are you ready?"</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Turn to the first page of <u>How Rocket Learned to Read</u>. You could say: "I see that Rocket has a stick <i>in</i> his mouth. <i>Where</i> is it? It's in his mouth. On the next page, Rocket is <i>under</i> a tree. The yellow bird lands <i>on</i> his head. These <i>where</i> words are called <i>prepositions</i>, and they're very important words that help us know where things happen in our story. Let's look at this page with the alphabet. It's hanging <i>between</i> the trees. On the next page, the little yellow bird is sitting <i>in</i> the tree <i>on</i> a branch.</p>	

	<p>Display Teacher Journal Lesson #18. You could say: “Let’s look at some more words that tell us <i>where</i>. Here’s a picture of Rocket. I’ll put the bone <i>in</i> his mouth. I can put it <i>on</i> his head. Now I’ll put it <i>under</i> him. I could also put it <i>beside</i> him. I’ll put the bone <i>between</i> Rocket and the yellow bird. Now I’ll make Rocket go <i>around</i> the rock. I can leave Rocket <i>under</i> the rock. Now I can put the yellow bird <i>on top of</i> the tree. I can make the yellow bird go <i>through</i> the tree. Then she can go <i>down</i> to the ground. All of these words that tell us where are very important words. Let’s do something fun with our new words.”</p> <p>Turn to the page in the book where Rocket is making letters in the snow. You could say: “On this page of our book, Rocket is making letters <i>in</i> the snow. But Rocket needs help to make some more letters, and you are going to help him. Let’s practice a little. (display p. 2 of the teacher journal and draw the lines as you talk) I’m going to start on the paw and draw a line beside the wall and stop at the bottom. Then I’m going to draw a line around the tree and stop when I get back to my line. Look what I did—I made a letter! Which letter did I make? I made a <i>d!</i> I drew a line beside the wall and around the tree to make a <i>d!</i> Let’s make another. I’ll start on the paw and draw around the tree. Which letter did I make? An <i>o!</i> That’s right.”</p>
WE DO	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Pass out Student Journal Lesson #18. You could say: “Now let’s help Rocket make letters on your journal page. You need to listen to my directions, and I’ll tell you where to draw lines so you can help Rocket make letters. Start with the first letter. Get your pencil and put it on the paw. Now draw a line <i>beside</i> the wall. Stop. Now start back up, but go <i>around</i> the tree and stop. Which letter did you make? A <i>d!</i> Now put your pencil on the next paw. Draw a line <i>around</i> the tree and stop. Which letter did you make? An <i>o!</i>”</p> <p>Read the directions for Student Journal Lesson #18, and demonstrate on chart paper or an interactive whiteboard how to follow the directions to make the next two letters on the journal page. Identify students who will need support during the YOU DO routine.</p>
YOU DO	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Now I’m going to read you more directions; I’ll tell you where to draw lines to make more letters for Rocket. I’ll go slowly and repeat the directions if you raise your hand. Work with your partner to know where to draw the lines in the snow.”</p> <p>Continue reading the directions and helping students follow the prepositional phrases to make the letters. After completion, ask students to help you read Rocket’s message.</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “We looked at words that tell us <i>where</i> today. Name some of the words we used to help Rocket make letters... <i>in, out, around, beside, under, between</i>. Good job. We can use <i>prepositions</i> to tell people <i>where</i>. Tonight when you get home, tell your family <i>where</i> you went today and how we used these words to make letters.”</p>

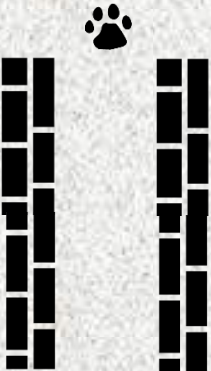
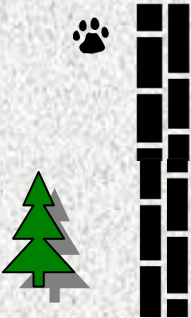
Teacher Journal

Fiction – Lesson 18





Student Journal – Fiction – Lesson 18



Directions for Student Journal

Fiction – Lesson 18



FIRST LINE: "dogs"

1. Rocket, start at the paw on the upper left hand side of the paper. Draw a long line **beside** the brick wall to the bottom. Then start back up but go **around** the tree. Stop when you get to the brick wall again.
2. Begin at the paw to the right of the brick wall. Draw a line **around** the tree and stop when you get to the paw again.
3. Start at the paw and go **around** the tree, starting at the **top of** the tree until you get back to the paw. Then draw a straight line **down** and curve around **under** the rock. Stop when you get to the **top** of the rock.
4. Start on the next paw. Draw **around** the left side of the top tree; turn and go **between** the trees. Draw **around** the right side of the bottom tree and keep going **underneath** the bottom tree. Stop.

SECOND LINE: "love"

1. Put your pencil on the paw. Draw a straight line **between** the two brick walls.
2. Begin on the paw and draw a line **around** the rock.
3. Start on the paw and draw a line **down** to the top of the tree and then back **up** to the snowflake.
4. Begin at the paw and draw a straight line **between** the snowflakes and then **up over** the top of the top snowflake. Draw **through** the paw and **underneath** the bottom snowflake. Stop **beside** the right side of the bottom snowflake.














THIRD LINE: "books"

1. Draw a line **beside** the brick wall. Come back up and **around** the tree. Stop when you get to the brick wall.
2. Start at the paw and draw a line **around** the tree.
3. Start at the next paw and draw a line **around** the rock.
4. Draw a straight line **down** from the bottom of the tree, **through** the bush to the top of the rock. Then start at the paw and draw a line **to** the bush and then back **down** to the snowflake.
5. Draw a line from the paw **around** the left side of the top tree, **between** the two trees and down **around** the right side of the bottom tree. Stop **beneath** the tree, a little to the left of the middle of the tree.











LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	INTEGRATION LESSON 19
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Retell a narrative that includes the <i>setting, main characters, goals, attempts, and outcome.</i> 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>How Rocket Learned to Read</u> by Tad Hills TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #19 Student Journal Lesson #19 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> During the I Do segment, you will demonstrate a story retell using a story map. You may use a document camera or interactive whiteboard to project Teacher Journal Lesson #19, or draw the map on chart paper. Then work with students to fill in the story map during We Do, using p. 2 of the teacher journal. Try to move quickly through the story mapping process to allow plenty of time to practice retelling. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you ever gone to the library to listen to storytellers? It's fun! Telling a story helps us understand and remember the story better. Today you're going to practice being a storyteller for our book <u>How Rocket Learned to Read</u>. First I'll show you what a good retelling looks and sounds like. Then we'll go through the book and find the story elements. I'll record them on a chart so you can remember the most important information when you retell the story. Let's go!"</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #19, or draw the story map on chart paper. Demonstrate how to retell the story using the story map. Point to the story elements as you retell the story, and include narrative signal words such as <i>Once there was, one day, and then, after that, next, and at the end.</i></p> <p>You could say: "I'm going to show you what a good storytelling sounds like. I'll use a story map for <u>How Rocket Learned to Read</u> to help me remember the most important parts. Ready?"</p> <p>Once there was a dog named Rocket who lived by a park. He loved to play and sleep under a tree. One day a little yellow bird came and said she was going to teach Rocket to read. All Rocket wanted to do is sleep! But the little yellow bird started reading a book to Rocket, and he got so interested in the book that he decided he was going to learn to read, too. He started learning letters and practiced his letters all winter long. In the spring, when the little yellow bird came back, Rocket knew how to read! Both the little yellow bird and Rocket were very happy and read lots of books."</p>	

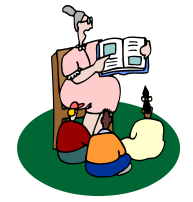
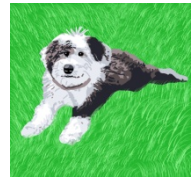
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Quickly identify the story elements from the book and place them on Teacher Journal Lesson #19, p. 2. Help students retell the story as a group using the completed story map. You could say: “Let’s go through our story and find the important story elements to put in our story map so you can remember them when you retell the story. Do you remember the <i>setting</i>? Where and when does the story take place? When I look at the pictures, it looks like a park to me. And who are the <i>characters</i>? Rocket and the little yellow bird. The little yellow bird’s <i>goal</i> is to... teach Rocket to read! But what about Rocket’s <i>goal</i>? He wants to take a nap. Let’s stop, and I’ll tell the first part of the story: ‘Once there was a dog named Rocket who lived by a park. One day a little yellow bird came and said she was going to teach Rocket to read. All Rocket wanted to do is sleep!’ Now tell your partner this part of the story.”</p> <p>After partners share, continue with the remainder of the story, placing the story elements in the map. Have students retell the last part. You could say: “So what is the yellow bird’s <i>attempt</i> to teach Rocket? She reads a book to Rocket, and what happens? Rocket gets so interested in the story that he decides he wants to learn to read, too. So he actually has a different <i>goal</i> now. What does Rocket do? What’s his <i>attempt</i>? He learns his letters even when the yellow bird has to leave. By the time she returns in the spring, what is the <i>outcome</i>? Rocket can read! Then they’re very happy!”</p> <p>“Let’s retell the second part of our story: ‘The little yellow bird started reading a book to Rocket, and he got so interested in the book that he decided he was going to learn to read, too. He started learning letters and practiced his letters all winter long. In the spring, when the little yellow bird came back, Rocket knew how to read!’ Now tell that part of the story to your partner.”</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students use Student Journal Lesson #19 to retell the entire story to a partner. You could say: “Now it’s your turn to tell your partner the whole story. Use your student journal to help you remember the story elements. The partner with the darkest eyes may start first today. When you’ve both practiced telling the story, we’ll ask for volunteers to be storytellers for the class.”</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “‘What good storytellers you are becoming! You remembered to include the important story elements from your story map. Let’s say them—<i>setting</i>, <i>characters</i>, <i>goals</i>, <i>attempts</i>, and <i>outcome</i>. Excellent! I wonder if you can remember Rocket’s story to tell your parents at home tonight... We love to retell stories because it helps us understand and remember the story. That’s what good readers do!’”</p>





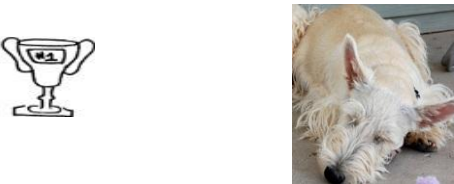


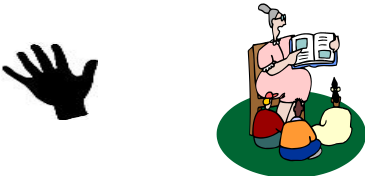
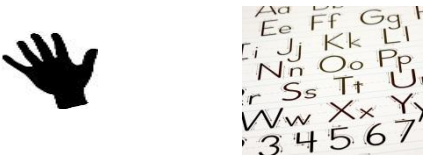


Let's Know! Teacher Journal – Fiction – Lesson 19

<p>Setting</p>  	
<p>Character</p>  	<p>Character</p>  
<p>First goal</p>  	<p>Goal</p>  
<p>Second goal</p>  	<p>Attempt</p>  
<p>Attempt</p>  	<p>Outcome</p>  
<p>Outcome</p>  	

Let's Know! Teacher Journal – Fiction – Lesson 19

<p>Setting</p> 	
<p>Character</p> 	<p>Character</p> 
<p>First goal</p> 	<p>Goal</p> 
<p>Second goal</p> 	<p>Attempt</p> 
<p>Attempt</p> 	<p>Outcome</p> 
<p>Outcome</p> 	



Setting	
	
<p>Character</p> 	<p>Character</p> 
<p>First goal</p> 	<p>Goal</p> 
<p>Second goal</p> 	<p>Attempt</p> 
<p>Attempt</p> 	<p>Outcome</p> 
<p>Outcome</p> 	

LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	READ TO KNOW LESSON 20
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Communicate important information from the text to someone who hasn't read it. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Engaging Readers LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Teacher's Bookshelf books Completed teacher journal Drawing paper (1 per student) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #8 Vocabulary Picture Cards: setting, disguise, useless, conversation Teacher Journal Lesson #20 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Complete a sample of Teacher Journal Lesson #20 using a pre-selected book from your classroom library. Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. Choose a familiar signal, such as a bell or a chime, to alert students that it's time to stop reading and begin working on their task. Students may choose more than one book during the reading time, or you may choose to shorten the time students are engaged with books. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #8: SETTING, DISGUISE, USELESS, CONVERSATION </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Did you know that you can learn things just by reading about them? You can! Today you're going to prove it. It's time for you to <i>read to know</i>. Remember that you have an important task to do. This time, you are to write or draw your favorite part of the story and then tell your partner about it. Like last time, there are many books set out around the room. Find a book that looks interesting to you and read it, looking at all of the pictures. If you finish with one book, you may choose another."</p> <p>"When you hear the [class signal], write or draw the best part of the story so you can tell your partner about it."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "Here's the book I've chosen today. First, I read it and then I draw a picture of my favorite part. This is my favorite part of [Stellaluna]. (show completed teacher journal) After that, I'll explain to my partner why this is my favorite part."</p>	

WE DO	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Allow students to choose books and engage with their books for 10-15 minutes. You could say: “Now you may choose a book to read from the books in the classroom. Make sure you’re looking at a book until [class signal].”</p>
YOU DO	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students think about their books and then draw or write their favorite part. You could say: “Now that you’ve read your book, take some time to think about your favorite part of the story. On a piece of drawing paper, draw or write your favorite part. Then turn to your partners and take turns telling your favorite part of the story.”</p> <p>Gather students and ask volunteers to share their favorite parts of their stories with the class.</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today you read interesting books and found something to share with another person. What was your job today? Sharing your favorite part of the story! Perhaps you can share your favorite part of a story with your little brother or sister. Books are wonderful ways to learn. I hope you learned something new today.”</p>

My favorite part:

A large, empty rounded rectangular box with a thick black border, intended for the teacher to write their favorite part of the fiction.



WEEKLY LESSON PLANNER

FICTION

Week 6	Lesson 21	Assessments	Assessments	Assessment
Lesson Type	Read to Know	SMWYK	SMWYK	SMWYK
Objectives	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Communicate important information from the text to someone who hasn't read it. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.
Lesson Texts	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>My Lucky Day</u> by Keiko Kasza 	<ul style="list-style-type: none"> <u>My Lucky Day</u> by Keiko Kasza 	<ul style="list-style-type: none"> <u>My Lucky Day</u> by Keiko Kasza

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Teacher's Bookshelf books Drawing paper (1 per student) 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended
Unit Materials Provided	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) SMWYK Classroom Summary Sheet 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) SMWYK Classroom Summary Sheet 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) SMWYK Classroom Summary Sheet



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	READ TO KNOW LESSON 21
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Communicate important information from the text to someone who hasn't read it. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Engaging Readers LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Teacher's Bookshelf books Drawing paper (1 per student) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> N/A 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Prepare a drawing of a character from a pre-selected book as an example to share with students. Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. Choose a familiar signal, such as a bell or a chime, to alert students that it's time to stop reading and begin working on their task. Students may look at one book or several during the reading time; they will pick a character from one of the books to draw. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Understanding <i>characters</i> in stories helps us understand the stories. Remember how the pig tried to trick the fox in <i>My Lucky Day</i>? The fox was tricked many times! In <i>Big Al</i>, the <i>characters</i> were the little fish and Big Al. <i>Characters</i> are important to the story. If Big Al had lots of friends at the beginning of the story, there wouldn't have been a story to tell."</p> <p>"Today your job is to draw one of the <i>characters</i> from the story you choose, and then talk to your partner. Like last time, there are many books set out around the room. Find a book that looks interesting to you and read it, looking at all of the pictures. If you finish with one book, you may choose another. When you hear the [class signal], draw a <i>character</i> from one of your books on a sheet of drawing paper, and then tell your partner about the character."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "I think [Stellaluna] looks interesting to read. Now after I read [Stellaluna], the <i>character</i> I've chosen to draw is [Stellaluna]. The book is really her story. She is a bat, so I drew a picture of a bat with wings. Now I'll explain to my partner the <i>character</i> that I've chosen."</p>	
WE DO	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Allow students to choose books and engage with their books for 10-15 minutes. You could say: "Now you may choose a book to read from the books in the classroom. Make sure you're looking at a book until [class signal]."</p>	

YOU DO	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students think about their books and then draw or write about their chosen <i>characters</i>. You could say: “Now that you’ve read your book, take some time to think about a <i>character</i> in the story. Draw the <i>character</i> on a piece of paper. When you hear [class signal], turn to your partners and take turns telling about your <i>character</i> from the story.”</p> <p>After students share with their partners, gather students and ask volunteers to share their <i>characters</i> with the class.</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we read interesting books and found something to share with another person. What was our job today? ... Sharing <i>characters</i> from the story! Books often have interesting <i>characters</i> that help you to understand the story. Share one of the <i>characters</i> from your story tonight!”</p>

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SMWYK: These materials not available for download.










WEEKLY LESSON PLANNER

FICTION

Week 7	Lesson 22	Lesson 23	Lesson 24
Lesson Type	Stretch and Review	Stretch and Review	Close
Objectives	<ul style="list-style-type: none"> Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. 	<ul style="list-style-type: none"> Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. 	<ul style="list-style-type: none"> Identify and use the navigation words <i>so</i> and <i>because</i> appearing in cause and effect text structures.
Lesson Texts	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> <u>My Lucky Day</u> by Keiko Kasza

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Selected by teacher  	<ul style="list-style-type: none"> Selected by teacher  	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard  Construction paper  Art supplies (markers, colored pencils, crayons, glue) Completed book page(s) 
Unit Materials Provided	<ul style="list-style-type: none"> You could reuse any materials provided for the unit.  	<ul style="list-style-type: none"> You could reuse any materials provided for the unit.  	<ul style="list-style-type: none"> Teacher Journal Lesson #24



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	STRETCH AND REVIEW LESSON 22
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
Teaching Objective: <ul style="list-style-type: none"> • Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. • Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> • Selected by teacher LESSON TEXT: <ul style="list-style-type: none"> • Selected by teacher TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Selected by teacher 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Selected by teacher UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • You could reuse any materials provided for the unit. 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... <ul style="list-style-type: none"> ○ Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson. ○ For the lesson text, you may select from texts provided for the unit or select new texts. ○ Write your own lesson plan by filling in each section below. 		
LESSON ROUTINE		
SET	Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.	
I DO	Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.	

WE DO	Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.
YOU DO	Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.
CLOSE	Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.









LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	STRETCH AND REVIEW LESSON 23
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
Teaching Objective: <ul style="list-style-type: none"> • Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. • Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> • Selected by teacher LESSON TEXT: <ul style="list-style-type: none"> • Selected by teacher TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Selected by teacher 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Selected by teacher UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • You could reuse any materials provided for the unit. 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... <ul style="list-style-type: none"> ○ Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson. ○ For the lesson text, you may select from texts provided for the unit or select new texts. ○ Write your own lesson plan by filling in each section below. 		
LESSON ROUTINE		
SET	Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.	
I DO	Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.	

WE DO	Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.
YOU DO	Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.
CLOSE	Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

LET'S KNOW! KINDERGARTEN	FICTION CAUSE AND EFFECT	CLOSE LESSON 24
SHOW ME WHAT YOU KNOW! We'll be authors! We'll write a book for our classroom from a familiar story.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Identify and use the navigation words <i>so</i> and <i>because</i> appearing in cause and effect text structures. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Selected by teacher LESSON TEXT: <ul style="list-style-type: none"> <u>My Lucky Day</u> by Keiko Kasza TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Selected by teacher 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Construction paper Art supplies (markers, colored pencils, crayons, glue) Completed book page(s) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #24 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <p>The Close is designed to be a 60 minute lesson. Preview the lesson and work it into your schedule as you see fit; if necessary, you may split the lesson into two sessions.</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Size and cut construction paper to use for the book pages. Complete a book page so you can share an example with students. Pre-plan the classroom book so you can efficiently guide students through the creation process and give them plenty of time to construct their pages. You could provide sentence frames for students to use, such as 'Mouse wanted a _____ so he tricked Cat' or 'Cat gave Mouse a _____ because Mouse tricked him.' You may want to print these sentence frames for students to fill in and paste onto their book pages. If possible, arrange for additional adults to be in the room to assist students with writing. Each part of a story should be included in the classroom book: the cover, title page, introduction of the setting and characters, initiating event, goals, attempts, and outcome. A story map is included in Teacher Journal Lesson #24 to help you plan. Show students an example of a title page and cover, such as is provided on p. 2 of the teacher journal; you may also want to show a sample dedication page. You may assign pages to individual students or pairs of students. Students who struggle with formulating ideas into products may require more assistance, perhaps in a small group. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you ever written a book? Well, this is the last day of our Fiction unit and we are going to write a book! You remember that a fiction book is imaginary, and we're going to use our imagination to write a book like <u>My Lucky Day</u>. I want you to think about how we could change the story elements to make our own classroom book like <u>My Lucky Day</u>. Each of you will write and illustrate a page. You'll need to think about <i>causes</i> and <i>effects</i> so our book will be interesting. Make sure you include a word like <i>so</i> or <i>because</i>. Afterward, we'll read the book together. Let's write."</p>	

<p>I Do/ WE DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Display Teacher Journal Lesson #24. You could say: “Remember that in <u>My Lucky Day</u>, the pig tricks the fox into doing all kinds of things for him, and then the fox is so exhausted that the pig escapes. Here’s an example of what we could do. Instead of a fox and a pig, I used a different set of characters... a cat and a mouse. The mouse is going to trick the cat, and here’s how it might look. The mouse wants a new home so he tricks the cat into making one. Now it’s your turn to think of new story elements to fill our story map so we can write a new fiction story.”</p> <p>Use the story map to guide students in planning the plot and characters for the book.</p> <ul style="list-style-type: none"> • Guide students to construct a story that can accommodate multiple events, <i>characters</i>, and <i>attempts</i> so that all students can participate. Be creative! • Lay out each page of the book and assign individuals or pairs to a page.
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Now that everyone has a page assignment and materials, work on your book pages so we can put them together and read our book. Let’s write!”</p> <p>Adults in the room may assist students with writing and illustrating their book pages. When most pages are complete or time is waning, bring students together, have them line up with their pages, and ‘read’ the classroom book. Encourage students to use the navigation words <i>so</i> and <i>because</i> as many times as possible.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “I am so proud of you today. You wrote a book of fiction! You are authors and illustrators of our own classroom book, called _____. What are some of the things that we changed in our book? (title, setting, characters, goals, attempts, outcome) You all wrote a page and read your part of the book with long sentences using <i>so</i> and <i>because</i>. What an accomplishment! Tonight when you get home, make sure you share with your parents what you did today—you wrote a book of fiction. Maybe you’ll want to write another fiction book sometime. Well done, class!”</p>

Teacher Journal – Fiction – Lesson 24 *Let's Know!*

Cover	Title Page	Dedication	Setting 
 Character	 Character		
Initiating event	 Goals		
 Goals	 Attempts		
 Attempts	 Outcome		

Cat's Bad Day

Written and Illustrated by
Our Kindergarten Class





Unit Resources

- Teacher's Bookshelf
- Word Webs
- Unit Vocabulary
- Vocabulary Picture Cards
- WRAP sets



Teacher's Bookshelf

Fiction – Kindergarten

Required Books:

My Lucky Day
by Keiko Kasza
ISBN-10: 014240456X
ISBN-13: 978-0142404560

Big Al
by Andrew Clements
ISBN-10: 0689817223
ISBN-13: 978-0689817229

How Rocket Learned to Read
by Tad Hills
ISBN-10: 0375858997
ISBN-13: 978-0375858994

Optional Books:

During independent reading, students should have the opportunity to select books from your classroom library that are related to the unit theme. Following is a list of suggested books you can check out from your school or public library to accompany the Fiction unit. Some suggestions may be beyond your students' age or reading level, but they may still explore and engage with the text and illustrations. Some selections may be out of print but still available from your library.

*Alexander and the Terrible, Horrible,
No Good, Very Bad Day*
by Judith Viorst
ISBN-10: 1416985956
ISBN-13: 978-1416985952

*Why Mosquitoes Buzz in People's Ears:
A West African Tale*
by Verna Aardema
ISBN-10: 0140549056
ISBN-13: 978-0140549058

If You Give a Mouse a Cookie
by Laura Joffe Numeroff
ISBN-10: 0061128562
ISBN-13: 978-0061128561

The Very Hungry Caterpillar
by Eric Carle
ISBN-10: 0399250395
ISBN-13: 978-0399250392

If You Give a Moose a Muffin
by Laura Joffe Numeroff
ISBN-10: 0064433668
ISBN-13: 978-0064433662

The Gunniwolf
by Wilhelmina Harper
ISBN-10: 0525467858
ISBN-13: 978-0525467854

The Grouchy Ladybug
by Eric Carle
ISBN-10: 0064434508
ISBN-13: 978-0064434508

Just for You
by Mercer Mayer
ISBN-10: 030711838X
ISBN-13: 978-0307118387

Sylvester and the Magic Pebble
by William Steig
ISBN-10: 1416902066
ISBN-13: 978-1416902065

The Napping House
by Audrey Wood
ISBN-10: 0152014179
ISBN-13: 978-0152014179

Chocolate Fever

by Robert Kimmel Smith

ISBN-10: 0142405957

ISBN-13: 978-0142405956

When the Leaf Blew In

by Steve Metzger

ISBN-10: 0545112818

ISBN-13: 978-0545112819

Why Do You Cry?: Not a Sob Story

by Kate Klise

ISBN-10: 0805073191

ISBN-13: 978-0805073195

Today Was a Terrible Day

by Patricia Reilly Giff

ISBN-10: 1595193553

ISBN-13: 978-1595193551

No Jumping on the Bed!

by Tedd Arnold

ISBN-10: 014055839X

ISBN-13: 978-010558395

The Rain Came Down

by David Shannon

ISBN-10: 0439050219

ISBN-13: 978-043050210

The Flea's Sneeze

by Lynn Downey

ISBN-10: 0805088687

ISBN-13: 978-0805088687

Chrysanthemum

by Kevin Henkes

ISBN-10: 0061119741

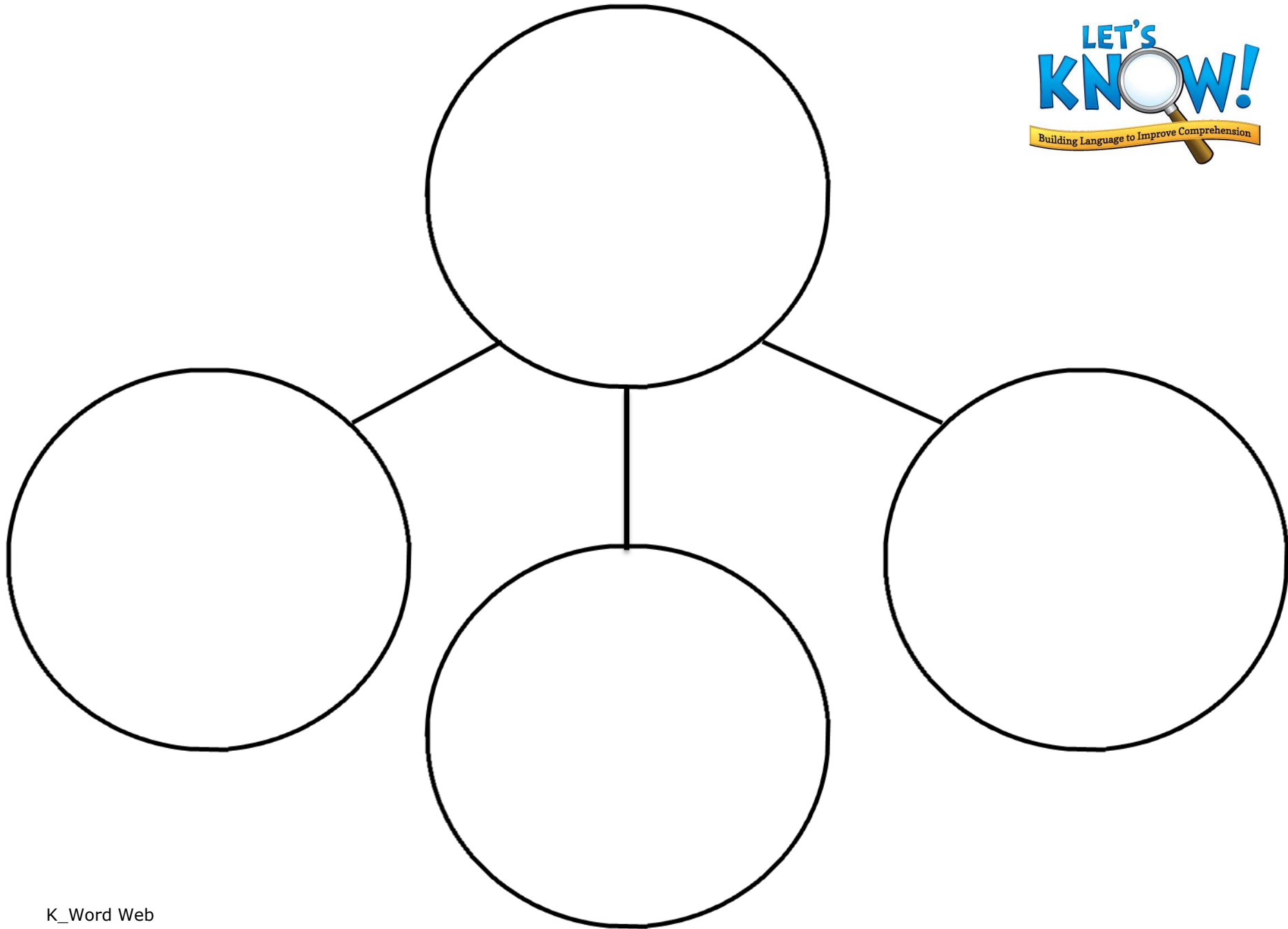
ISBN-13: 978-0061119743

When the Fly Flew In...

by Lisa Westberg Peters

ISBN-10: 059099543X

ISBN-13: 978-0590995436





Unit Vocabulary

Fiction – Kindergarten

Result

What happens



Filthy

Very dirty



Clever

Quick and smart



Exhausted

Very, very tired



Setting (noun)

Time and place where the story happens



Disguise (verb)

Hide what you really look like



Useless

Not good for anything

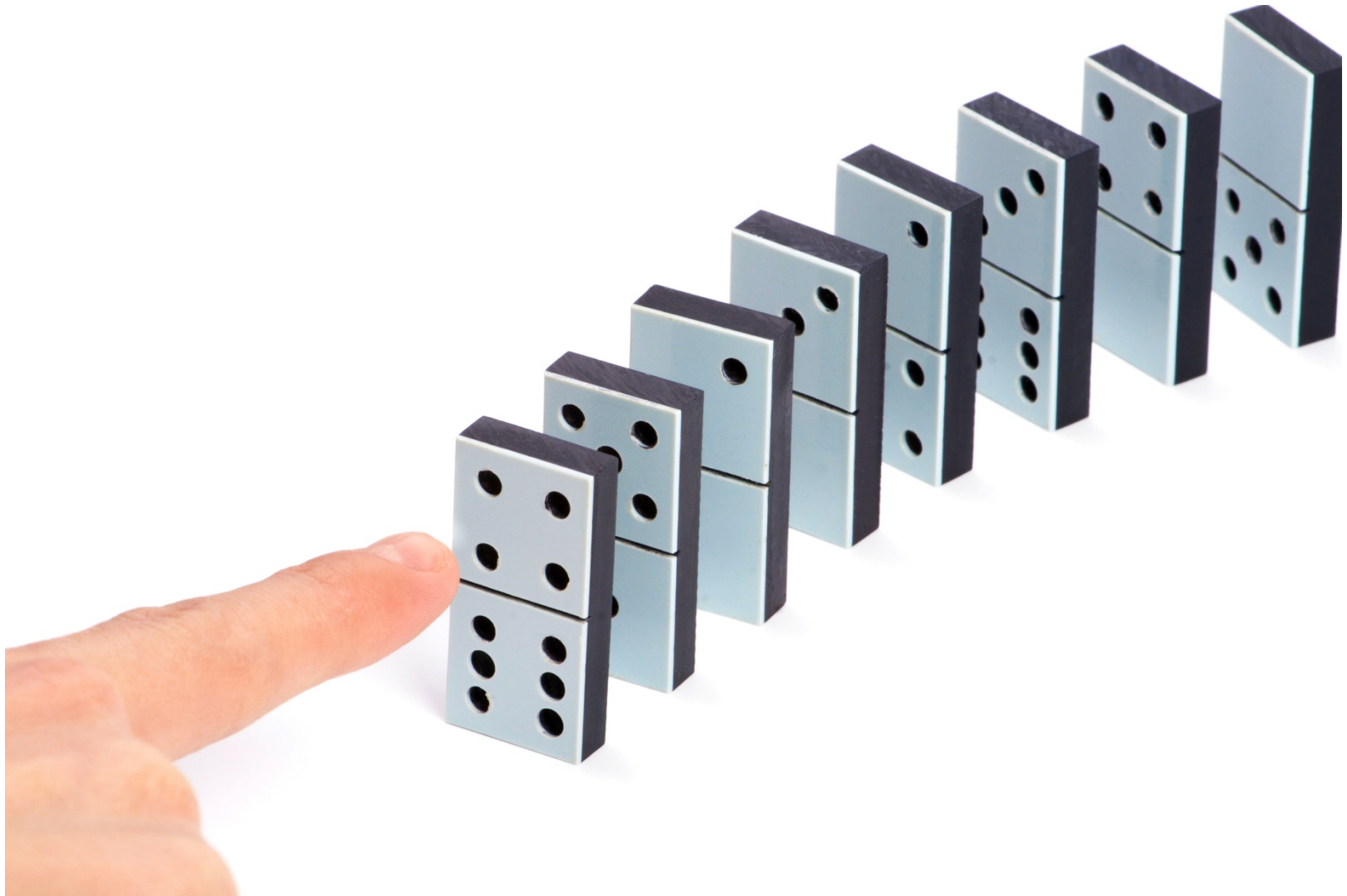


Conversation

Talking back and forth about something



Result





Result

What happens

Filthy





Vocabulary Picture Card
Fiction – Word 2 – Filthy

Filthy
Very dirty

Clever





Vocabulary Picture Card
Fiction – Word 3 – Clever

Clever
Quick and smart

Exhausted





Vocabulary Picture Card
Fiction – Word 4 – Exhausted

Exhausted
Very, very tired

Setting





Setting

Time and place where
the story happens

Disguise





Disguise
Hide what you
really look like

Useless





Vocabulary Picture Card
Fiction – Word 7 – Useless

Useless

Not good for anything

Conversation





Conversation

Talking back and forth
about something

The result is what happens. Carly wanted to learn more about spiders so she picked one up. It bit her. That was a bad result!

My brother and I were playing in the mud puddles in our yard. Our shoes got very dirty. We took them off before we went in the house because they were so filthy.

Josh was feeling very clever because he learned how to play a difficult computer game. After practicing he could play the game very quickly.

We played so hard at recess that we were exhausted. Everyone was very, very tired.



WRAP Set 1 – Lesson 5

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Juan went to the doctor because he was not feeling well. The doctor gave him some medicine. The medicine had good results; he started to feel better.

My father told me to clean my gerbil's cage. He said the cage was filthy.

It doesn't take my dog Duke long to learn a new trick. Duke is very clever. He is quick and he is smart.

Our family hiked all day until we were very, very tired. We were all too exhausted to do anything but go to bed.



WRAP Set 2 – Lesson 8

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Jamie was excited to go to the park. She knew that the fall leaves would be dropping to the ground as a result of the strong winds.

I played baseball all morning. I changed out of my filthy clothes when I got home.

I saw a clever bird at the zoo. As soon as they put him in a new cage he learned to open it. He was a quick learner and a smart bird. He was very clever.

The boy was exhausted from running the race. He was too tired to talk.



WRAP Set 3 – Lesson 10

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Helen's father liked to listen to the sports results on the radio. He wanted to know what happened to his favorite team.

We had to wash our hands because they were filthy. We had been playing in the dirt during recess.

Our teacher said our class was very clever. She said we learned very quickly and that we were smart!

My father and mother are exhausted after working all day. They are very tired when they come home from work.



WRAP Set 4 – Lesson 11

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

The setting of a story tells the time and place when it happens. The setting for my favorite story is a house at the beach in the summer time.

You are invited to my Halloween party. You have to disguise yourself so no one will know what you really look like.

I lost the key for the lock. The lock is useless without a key; you can't use it for anything.

My parents had a conversation with my teacher about how well I was doing in school. They talked back and forth about my grades.



WRAP Set 5 – Lesson 14

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

The setting for my story is the tree house in my backyard. Although it is lopsided and wobbly, it is mine. The story takes place at nighttime.

I like Halloween because you can disguise yourself as a monster. No one knows who you are.

Computers would be useless without people who develop software. You wouldn't be able to use them for anything.

It is easy to have a conversation with my brother. He really likes to talk back and forth with me.



WRAP Set 6 – Lesson 16

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

The setting for our story time book is always changing. Sometimes we read stories that take place in the city in the winter, and sometimes they take place in the country in the summer.

I didn't recognize my friend Julie with her disguise. The black wig she was wearing made her look like a different person.

Our old car isn't good for anything. It is useless. All four tires are flat.

My grandparents and I had a long conversation on the phone yesterday. We talked back and forth for half an hour!



WRAP Set 7 – Lesson 18

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Our class picked an old haunted house at Halloween as the setting for our stories. We each have to write a story that uses the house as the setting.

At my birthday party my mom tried to disguise my new baseball bat in a really big box. That big box didn't show what a baseball bat really looks like.

The balloon was useless because it had a hole in it. You couldn't blow it up. You couldn't use it for anything.

I don't like movies with a lot of conversation. I get bored watching people talk back and forth to each other.



WRAP Set 8 – Lesson 20

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.