



# FICTION

PreK

# LARRC

Language and Reading Research Consortium

ASU • FSU • KU • LU • MGH IHP • OSU • UNL

## **COPYRIGHT NOTICE ©2013**

THIS MANUAL IS COPYRIGHTED IN ITS ENTIRETY. ALL RIGHTS RESERVED. SCHOOL ADMINISTRATORS AND GENERAL AND SPECIAL EDUCATION PROFESSIONALS MAY MAKE PHOTOCOPIES OF THIS MANUAL FOR USE WITH THEIR STUDENTS. NO MODIFICATION, TRANSMISSION, REPUBLICATION, COMMERCIAL, OR NONCOMMERCIAL DISTRIBUTION OF THIS MANUAL IS PERMITTED WITHOUT WRITTEN PERMISSION FROM LAURA JUSTICE, [JUSTICE.57@OSU.EDU](mailto:JUSTICE.57@OSU.EDU).

## **AUTHORSHIP/CONTRIBUTORS**

This curriculum supplement was developed by the Language and Reading Research Consortium (LARRC). This work was supported by grant #R305F100002, which is part of the U.S. Department of Education Institute of Education Sciences' Reading for Understanding Initiative. The views presented in this work do not represent those of the federal government, nor do they endorse any products or findings presented herein.

## **LARRC project sites and investigators include the following:**

Ohio State University (Columbus, OH): **Laura M. Justice**, Richard Lomax, Ann O'Connell, Shayne Piasta, Jill Pentimonti, Stephen Petrii

Arizona State University (Tempe, AZ): **Shelley Gray**, Maria Adelaida Restrepo

Lancaster University (Lancaster, UK): **Kate Cain**

University of Kansas (Lawrence, KS): **Hugh Catts**, Diane Nielsen, Mindy Bridges

Florida State University (Tallahassee, FL): **Hugh Catts**

University of Nebraska-Lincoln (Lincoln, NE): **Tiffany Hogan**, Jim Bovaird

Massachusetts General Hospital Institute of Health Professions (Boston, MA): **Tiffany Hogan**

## **Additional LARRC key personnel are as follows:**

**OSU:** Rashaun Geter (Consortium Coordinator), Jennifer Bostic (Project Director), Marcie Mutters (Study 2 Project Director), Beau Bevans (Study 2/3 Project Director), Amber Sherman (Program Manager), Lisa Baldwin-Skinner (Lead Assessor); **ASU:** Shara Brinkley (Project Director), Stephanie Williams (Study 2/3 Project Director), Willa Cree (Study 1 Director), Trudy Kuo (Data Manager), Maria Moratto (ELL Study Director), Carol Mesa Guecha (ELL lesson writer), Gustavo Lujan (Data Manager); **KU:** Mindy Bridges (Project Director), Junko Maekawa (Research Associate), Shannon Tierney (Research Assistant), Beth Chandler (Lead Assessor); **UNL:** Dawn Davis (Project Director), Lori Chleborad (Recruitment and Retention Specialist), Sara Gilliam (CBM Specialist), Denise Meyer (Scoring Manager), Cindy Honnen (Scoring Manager); **MGH IHP:** Tracy Centanni (Project Manager), Crystle Alonzo (Teacher Liaison)

**Task Force:** This curriculum supplement was developed by a task force consisting of Laura Justice, Shelley Gray, Shara Brinkley, Stephanie Williams, Maria Adelaida Restrepo, Carol Mesa Guecha, Ileana Ratiu, Hope Dillon, Miki Herman, Marcie Mutters, Beau Bevans, Amber Sherman, Denise Meyer, Dawn Davis, Diane Nielsen, and Tiffany Hogan. This work would not be possible without the involvement of numerous project staff, research associates, school administrators, teachers, children, and their families.

**Citation for this supplement:** Language and Reading Research Consortium (LARRC; 2013). Let's Know! Columbus, OH: The Ohio State University

## **Correspondence concerning this curriculum supplement should be addressed to:**

Laura M. Justice  
Executive Director, Crane Center for Early Childhood Research and Policy (CCEC)  
356 Arps Hall  
1945 N. High Street  
Columbus Ohio 43210  
(614) 292-1045  
[justice.57@osu.edu](mailto:justice.57@osu.edu)

Cover designs by Michael Christoff, red aardvark design, <http://redaardvark.wordpress.com>  
Logo designs by Michael Christoff and Shannon Marshall  
Overview and planner designs by Tiffany Tuttle



# UNIT VOCABULARY

**Furious**  
Very angry



**Character**  
Person in a story



**Lonely**  
Misses others



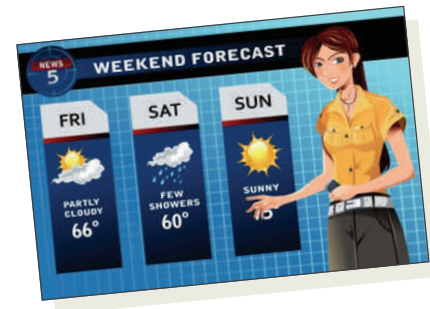
**Escape**  
To get away



**Repeat**  
Say or do it again



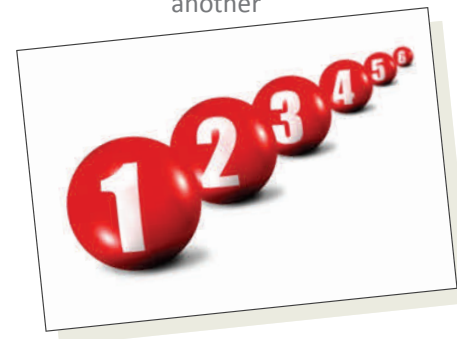
**Predict**  
Tell about it before it happens



**Appear**  
Come into sight



**Order**  
One thing after another



Pre-Kindergarten | **FICTION**

## TABLE of CONTENTS

### Study Resources

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

### Teacher Resources

- Professional Development Notes
- Teaching Techniques
  - Rich Discussion
  - Comprehension Monitoring
  - Predicting
  - Rich Vocabulary Instruction
  - Inferencing
  - Retelling
  - Finding the Main Idea
  - Engaging Readers
  - Recasting
  - Using Think-Alouds
  - Using Navigation Words

### Week 1

### Week 2

### Week 3

### Week 4

### Week 5

### Week 6

### Week 7

### Unit Resources

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



# UNIT OVERVIEW

## FICTION

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

## CYCLES AND SEQUENCES

Students will organize events in a narrative in the correct sequence or cycle.

## CLOSE PROJECT

At the end of the unit, students will reenact a narrative, using the correct cycle of events and key story elements.

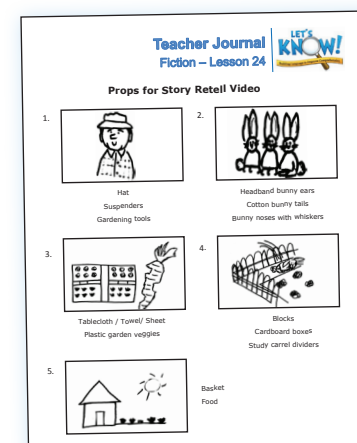
## UNIT TEXTS

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

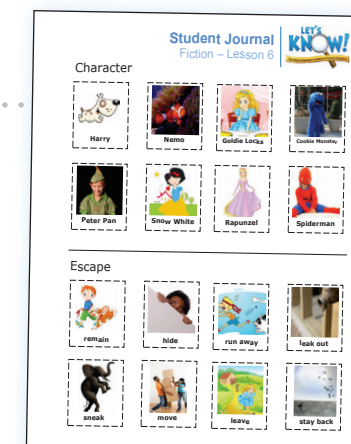
- Harry the Dirty Dog by Gene Zion
- Swimmy by Leo Lionni
- Muncha! Muncha! Muncha! by Candace Fleming

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

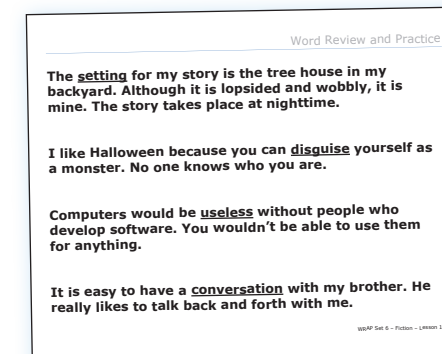
## UNIT MATERIALS



Teacher Journal\*



Student Journal



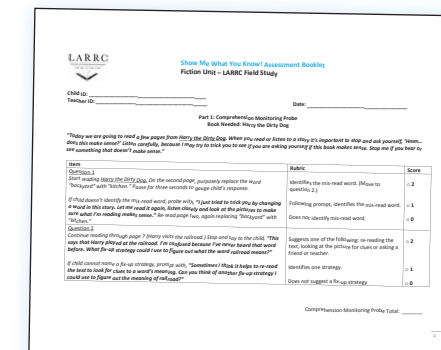
WRAP sets



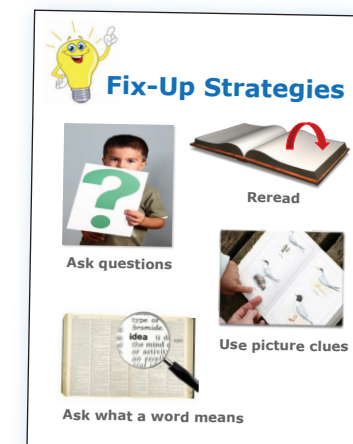
Vocabulary Picture Cards



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  
Lesson 10 Text Mapping  
Lesson 11 Integration  
Lesson 12 Words to Know

**Week 4** Lesson 13 Text Mapping  
Lesson 14 Integration  
Lesson 15 Words to Know  
Lesson 16 Read to Know

**Week 5** Lesson 17 Read to Me  
Lesson 18 Text Mapping  
Lesson 19 Integration  
Lesson 20 Read to Know

**Week 6** Lesson 21 Read to Know  
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.



## Teacher Resources

- Professional Development Notes
- Teaching Techniques
  - Rich Discussion
  - Comprehension Monitoring
  - Predicting
  - Rich Vocabulary Instruction
  - Inferencing
  - Retelling
  - Finding the Main Idea
  - Engaging Readers
  - Recasting
  - Using Think-Alouds
  - 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)

## References

- Davies, P., Shanks, B., & Davies, K (2004). Improving narrative skills in young children with delayed language development. *Educational Review*, 56(3), 271-286.
- Nielsen, D.C. (1993). The effects of four models of group interaction with storybooks on the literacy growth of low achieving kindergarten children. In D. J. Leu, & C.K. Kinzer (Eds.) *Examining Central Issues in Literacy Research, Theory, and Practice* pp. 279-287. Forty-Second Yearbook of the National Reading Conference. Chicago: National Reading Conference.
- Paris, A. H., & Paris, S. G. (2007). Teaching narrative comprehension strategies to first graders. *Cognition and Instruction*, 25, 1-14.
- van den Broek, P., Kendeou, P., Lousberg, S., & Visser, G. (2011). Preparing for reading comprehension: Fostering text comprehension skills in preschool and early elementary school children. *International Electronic Journal of Elementary Education*, 4(1), 259-268.





# 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:**

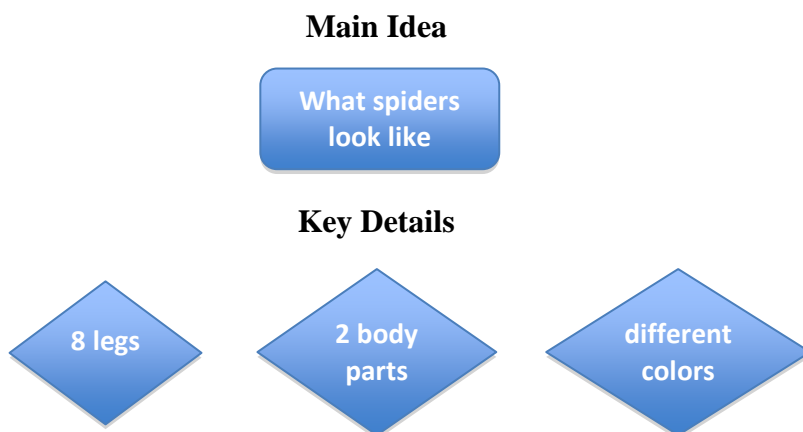
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

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 ALLOUDS 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
<b>Lesson Type</b>	Hook	Read to Me	Words to Know	SMWYK Practice
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Follow steps in correct <b>order</b> to complete a task.</li> <li>Retell a narrative following a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Identify when something in the text does not make sense.</li> <li>Participate in collaborative conversations about the book.</li> </ul>	<ul style="list-style-type: none"> <li>Define target vocabulary words.</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize yourself with the SMWYK assessment.</li> <li>Briefly describe the Close project; show an example, if possible.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><u>Harry the Dirty Dog</u> by Gene Zion </li> </ul>	<ul style="list-style-type: none"> <li><u>Harry the Dirty Dog</u> by Gene Zion </li> </ul>	<ul style="list-style-type: none"> <li><u>Harry the Dirty Dog</u> by Gene Zion</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Items for making a bowl of cereal </li> <li>Items for making a sandwich or snack </li> <li>Drawing paper (1 per group)</li> </ul>	<ul style="list-style-type: none"> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Stuffed animals, animal or people figures, or puppets </li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #1</li> <li>Little Red Riding Hood pictures for Lesson #1</li> <li>Goldilocks pictures for Lesson #1</li> <li>Sample recipe for Lesson #1</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension Monitoring Icons </li> <li>Fix-Up Strategies Poster</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>furious</b>, <b>character</b>, <b>lonely</b>, <b>escape</b></li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Practice Instructions </li> <li>SMWYK Testing Booklets (2) </li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	HOOK LESSON 1
<p><b>SHOW ME WHAT YOU KNOW!</b> You'll be stars of Cycles and Sequences – we're going to video record our class acting out a story in sequence.</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Follow steps in correct <b>order</b> to complete a task.</li> <li>Retell a narrative following a sequence.</li> </ul>		
<p><b>TEACHING TECHNIQUES:</b></p> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Small Groups</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Items for making a bowl of cereal</li> <li>Items for making a sandwich or snack</li> <li>Drawing paper (1 per group)</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #1</li> <li>Little Red Riding Hood pictures for Lesson #1</li> <li>Goldilocks pictures for Lesson #1</li> <li>Sample recipe for Lesson #1</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Bring in the items needed to demonstrate making a bowl of cereal. Also select a sandwich or snack to make in sequence during the I Do and We Do routines; you may make the same thing twice, or try a new snack with students during We Do. Bring in all necessary ingredients; if you use the sample recipe for Lesson #1, you will need celery, peanut butter, and raisins.</li> <li>To focus students' attention, demonstrate the Set activity using real items or props. The example is making a bowl of cereal; pictures are provided in Teacher Journal Lesson #1 if you do not have the real items.</li> <li>Support students in small groups as they describe the <b>order</b> of a recipe for making a sandwich or snack and narrate the sequence of events in the story.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>Show students props or sequenced pictures of a daily activity, such as making a bowl of cereal; display Teacher Journal Lesson #1, if needed. You could say:</b>          "Do you think there are some things that are important to do in the right <b>order</b>, or sequence? <b>Order</b> means 'one thing happens after another thing.' When you make a bowl of cereal, does it matter if you pour the milk first and then get the bowl? <b>(demonstrate for fun and impact)</b> It would be silly if you poured the milk and <i>then</i> got the bowl, wouldn't it? In this unit we're going to learn about things that happen in <b>order</b>, or in <i>sequence</i>. We're going to learn it's important to tell a story in the right <b>order</b> to understand what you read and hear."</p>	
<p><b>I DO</b></p>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li><b>First, demonstrate making a sandwich or snack (do not follow pictures or a written recipe) and go through the steps in the wrong order.</b></li> <li><b>Then, follow the steps in the correct sequence, using pictures or a written recipe.</b></li> <li><b>Finally, use pictures of a sequenced story to describe events in the correct order.</b></li> </ul>	

	<p><b>You could say:</b>  “Now, watch while I follow the steps to make a sandwich. <b>(or another item you choose)</b> I’m going to put the mustard on the bread, then cut the bread, and then put on the turkey. Uh oh! Those are not the right steps to make a sandwich! If I don’t do the steps in the right <b>order</b>, I don’t have a sandwich I can pick up and eat! Now I will follow this recipe.”  <b>Display recipe and follow steps in the correct order. Point out that the sandwich or snack looks right after following the recipe.</b></p> <p><b>Repeat with the sequenced pictures of ‘Little Red Riding Hood,’ ‘Goldilocks and the Three Bears,’ or a story of your choosing. You could say:</b>  “I think most of you know the story of ‘Goldilocks and the Three Bears.’ <b>(display pictures)</b> First the three bears went for a walk to let their porridge cool down. Then Goldilocks walked into their house and tried their food, chairs, and beds. Then the three bears came home and found her in Baby Bear’s bed. The story makes sense; we understand it when we tell it in the right <b>order</b>.”</p> <p><b>Now, retell the story with the pictures out of sequence. Explain how the story doesn’t make sense when it is told out of order.</b></p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• <b>Display a recipe for putting together a sandwich or snack; you could use the sample recipe for Lesson #1.</b></li> <li>• <b>In small groups with helpers, let students assemble a sandwich or snack and recite the order as they follow the steps.</b></li> <li>• <b>Discuss with students what happens when you follow the recipe’s steps in order, and what might happen if you don’t follow the correct order of steps.</b></li> <li>• <b>Repeat steps with a familiar story or stories, sequencing pictures in order.</b></li> </ul> <p><b>You could say:</b>  “Here is a recipe that tells us the steps to follow to make a snack. In our groups we’re going to follow the steps in <b>order</b> and make [ants on a log].” <b>(discuss the sequence of steps with students)</b></p> <p>“Next we will use these pictures to tell the story of ‘Goldilocks and the Three Bears’ <b>(or other story you choose)</b> in the right sequence. It’s important to know the sequence of events to understand what happens in a story.”</p> <p><b>With students, tell the story in order using the sequenced pictures.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Have students work in groups to sequence pictures from a story. Distribute the Goldilocks or Little Red Riding Hood pictures, or have students draw their pictures. You could say:</b>  “Now you can glue or draw two pictures from a story on your paper, and tell us about what happened in <b>order</b>. Here’s an example of two pictures you could glue on your paper. Then you could tell a teacher, ‘First Goldilocks tried the chairs. Next she tried the beds.’ ”</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <b>First Goldilocks tried the chairs. After that she tried the beds.</b></li> <li>• <b>First the bears tasted their porridge. Later they left for a walk.</b></li> </ul>

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 did two activities today in the correct **order**. We made a snack following the steps in the correct **order** so the snack would be something we could eat. **(display recipe)** Then we told a story in the correct **order**, or *sequence*. **(display pictures)** Why is it important to read a story in the correct sequence? **(pause for response)** When we can retell a story in the correct **order**, it helps us understand it. Throughout this unit we will practice telling stories in **order** so we can learn and understand them. At the end of our unit we are going to video record our class acting out a story!”

# Teacher Journal

## Fiction – Lesson 1



# Teacher Journal

## Fiction – Lesson 1



# Teacher Journal

## Fiction – Lesson 1



# Teacher Journal

## Fiction – Lesson 1





# Teacher Journal

## Fiction – Lesson 1



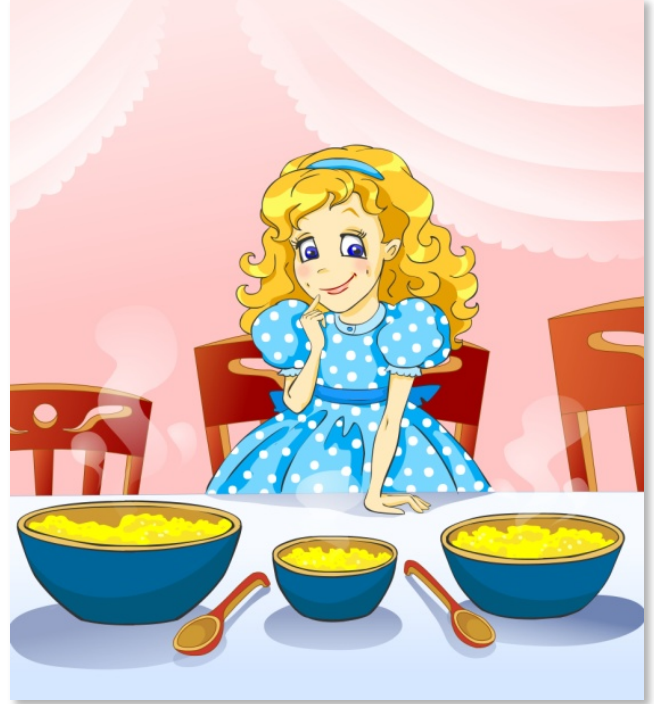
# Little Red Riding Hood Pictures

## Fiction – Lesson 1



# Goldilocks Pictures

Fiction – Lesson 1



# Goldilocks Pictures

Fiction – Lesson 1



### How to Make Ants on a Log...



#### You will need:

- Celery
- Peanut butter
- Raisins
- Knife

**Step 1:** Cut pieces of celery



**Step 2:** Spread peanut butter on celery slices.



**Step 3:** Sprinkle raisins on top.



**Step 4:** Eat and enjoy!



LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	READ TO ME LESSON 2
<b>SHOW ME WHAT YOU KNOW!</b> You'll be stars of Cycles and Sequences – we're going to video record our class acting out a story in sequence.		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Identify when something in the text does not make sense.</li> <li>Participate in collaborative conversations about the book.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>Comprehension Monitoring</li> <li>Rich Discussion</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Harry the Dirty Dog</u> by Gene Zion</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Comprehension Monitoring Icons</li> <li>Fix-Up Strategies Poster</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Cut out and attach the Comprehension Monitoring Icons to craft sticks so students can use them in this lesson and throughout the <i>Let's Know!</i> units.</li> <li>An important purpose of the Read to Me lessons is an opportunity to read the entire book. However, preview the book and prepare the text you will read to keep the lesson at the appropriate length while including all of the story elements.</li> <li>Insert sticky notes with prepared questions and comments on the corresponding pages.</li> </ul> </li> <li>In the I Do portion of the lesson, introduce the Comprehension Monitoring technique and the Comprehension Monitoring Icons, or Makes Sense/Doesn't Make Sense signs. Introduce a stumbling block and explain how important it is to 'fix it up.' Thumbs-up or down or other signals can be taught to indicate when the text 'makes sense' or 'doesn't make sense' in lieu of the Comprehension Monitoring Icons.</li> <li>During the We Do routine, read the text and occasionally insert a stumbling block. Then do a think aloud, applying a fix-up strategy.</li> <li>The goal of the Rich Discussion technique is to have multiple students participate and take multiple conversational turns. Suggested questions to begin a rich discussion are provided. If a particular question is sparking a good discussion, there is no need to ask all of the questions listed. To help begin the discussion, you may want to model your answer to the question and then ask students to agree, disagree, or add new ideas. Try to facilitate a discussion dominated by student talk.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<b>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.</b>  <b>You could say:</b> "When you're watching TV at home, does a grown up ever hit the pause button and rewind the show? They might say they didn't understand what someone said or what happened. It's important to do that same kind of thing when you're reading a book. Today, while I'm reading, I'm going to stop so we can talk about what's happening in the book. I'm also going to ask if what I'm reading makes sense. Good readers and listeners often stop and talk about what's happening so they can understand the story and remember what happens in each part of the story. I'm really excited to read our first book for this unit, where we will be studying stories and learning to retell them in the correct sequence or <b>order.</b> "	
<b>I DO</b>	<b>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.</b>  <b>You could say:</b> "Today we get to read our first book in this unit, <u>Harry the Dirty Dog</u> ! Before we begin I want to teach you something important to do while you are listening to a story."	

	<p>“Sometimes when you are listening to a book, there might be words or ideas in the story you don’t understand. When you listen to a story it’s important to stop and ask yourself, ‘Hmm... Does this make sense, do I understand what is happening?’ If the answer is yes, you keep listening because you understand what you’re hearing; it makes sense. <b>(hold up Makes Sense side of the Comprehension Monitoring Icon)</b> If the answer is no, then something doesn’t make sense. <b>(hold up Doesn’t Make Sense side)</b> Some ideas or some words in the story are confusing. You need to stop when you don’t understand and fix what doesn’t make sense.”</p> <p><b>Demonstrate holding up the Makes Sense/Doesn’t Make Sense sign while students listen to part of the text and think about whether they comprehend it. You could say:</b>  “Here’s an example sentence: ‘Harry is a happy <i>canine</i>.’ If you don’t understand that sentence, you can hold up your Doesn’t Make Sense sign. <b>(hold up icon)</b> You can ask me, ‘What is a canine?’ Then I can help you fix what doesn’t make sense. We can figure out the word <i>canine</i>. We can look at the pictures in the book, we can read some more sentences, or we can ask questions to try to learn the word <i>canine</i>. <b>(display the Fix-Up Strategies Poster)</b> When we read, we’ll practice stopping and checking if something doesn’t make sense. It’s important that the story and words make sense.”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>To demonstrate comprehension monitoring, you could say:</b>  <b>(tenth page; begins “He slid down a coal chute...”)</b> “Let’s see... I’m going to stop where it says, ‘Harry slid down a coal chute and got the dirtiest of all.’ I don’t know what a <i>coal chute</i> is. <b>(hold up icon)</b> In the picture I see a pile of something black that looks like it came from the truck. The story says Harry got the dirtiest of all. The black rocks are probably the coal; they are black and would make you very dirty. Harry is going down something that looks like a slide. It looks like the black coal slid off the truck on that slide. From the illustration, I think the slide is the chute, and it’s for the black coal. It <i>makes sense</i> that a coal chute is a slide for coal and that Harry got dirty sliding down it.” <b>(flip icon)</b></p> <p><b>(eighteenth page; says “He danced and he sang.”)</b> “I’m going to stop here where it says, ‘He danced and sang.’ Does that <i>make sense</i>? Hold up your signs to tell me if this makes sense. I’ll hold up my Doesn’t Make Sense sign <b>(display icon)</b> because dogs don’t sing or dance. I’m going to use the fix-up strategy <i>Reread</i>. On the previous page it says, ‘Harry started to do all his old, clever tricks.’ On the next page it says, ‘He did these tricks over and over again...’ Do these sentences help the story <i>make sense</i>?”  <b>Support students in realizing that ‘danced and sang’ is not literal but refers to Harry’s tricks.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Rich discussion should be teacher-led but student-dominated conversation. Prompt students to take multiple turns and use higher-level language. You could say:</b>  “I really enjoyed that story. Harry made it back home, and finally his family realized it was their dog, Harry. I wonder... <b>(ask one of the following questions)</b></p> <ul style="list-style-type: none"> <li>• What might have happened if the dirt didn’t wash off of Harry?</li> <li>• What would your family do if you couldn’t find your dog or cat?</li> <li>• At the end of the story Harry was sleeping peacefully. What do you think Harry might do next?”</li> </ul>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “You did a great job listening to our first book, <u>Harry the Dirty Dog</u>, and answering questions. Today we learned it’s important to stop when you are reading and make sure that what you read makes sense. If something doesn’t make sense, what should you do? Show me the sign we use when something does make sense. Next time someone reads to you maybe you can teach them how to stop when something doesn’t make sense and talk about the book while you are reading together.”</p>

Directions: Cut out the Comprehension Monitoring Icons, insert a craft stick between them, and glue them back to back.



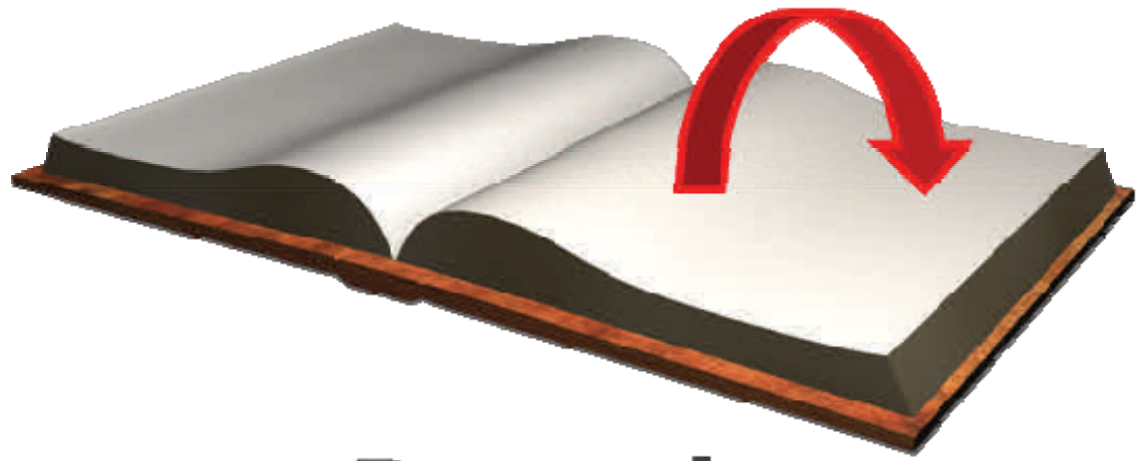


Directions: Cut out the Comprehension Monitoring Icons, insert a craft stick between them, and glue them back to back.





# Fix-Up Strategies



**Reread**



**Ask questions**



**Use picture clues**



**Ask what a word means**

LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 3
<b>SHOW ME WHAT YOU KNOW!</b> You'll be stars of Cycles and Sequences – we're going to video record our class acting out a story in sequence.		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Define target vocabulary words.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Harry the Dirty Dog</u> by Gene Zion</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Small Groups</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Stuffed animals, animal or people figures, or puppets</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>furiously</b>, <b>character</b>, <b>lonely</b>, <b>escape</b></li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>The I Do/We Do routines are combined in this lesson to facilitate teaching and providing guided practice with one word at a time.</li> <li>The book pages listed in the lesson include examples of the words in context. You can use these examples or another context to introduce the words.</li> <li>Students will deeply explore the unit's Words to Know by acting them out with small stuffed animals, figurines, or puppets.</li> <li>Also encourage students to demonstrate word meanings with facial expressions or body language, when appropriate (e.g., <b>lonely</b> and <b>furiously</b>).</li> <li>WORDS TO KNOW <ul style="list-style-type: none"> <li><b>furiously:</b> Very angry</li> <li><b>character:</b> Person in a story</li> <li><b>lonely:</b> Misses others</li> <li><b>escape:</b> To get away</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>  "Remember the book we read yesterday, called <u>Harry the Dirty Dog</u>? There were some words in that book that I think you might not know yet. We hear many new words every day, and sometimes we don't know these words. We need to get good at listening for new words, especially when we are listening to good stories. If we don't understand words, we might not get to really enjoy the story!"</p>	
<b>I DO/WE DO</b>	<p><b>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.</b></p> <p><b>You could say:</b>  <b>(third page; says "Then he ran away from home.")</b> "Our first word today is <b>escape</b>. Here is where Harry ran away from home. He <b>escaped</b>. <b>Escape</b> means 'to get away.' Harry <b>escaped</b> from home so he could explore the town and play. When you want to get away from something, like a chore or loud noises, you go somewhere else or <b>escape</b>. Let's all say the word <b>escape</b> together."  <b>Choose two students to act out and say escape with an animal or figure for the rest of the group.</b></p>	

	<p><b>(lonely)</b>  <b>(twentieth page; begins “Harry gave up...”)</b> “Another word we want to learn is <b>lonely</b>. On this page Harry is tired of being away from home. He is tired, hungry, and by himself. He is <b>lonely</b> for his family. <b>Lonely</b> means ‘misses others.’ When you don’t have any friends to play with you may feel <b>lonely</b>. Let’s all say the word <b>lonely</b>.”  <b>Choose other students to act out and say lonely with the play figures.</b></p> <p><b>(furious)</b>  <b>Display the Vocabulary Picture Card for furious. You could say:</b>  “‘This face shows us what someone looks like when they are <b>furious</b>. <b>Furious</b> means ‘very angry.’ Harry’s family could have been <b>furious</b> when they thought Harry ran away, but instead they were worried. When I found out I didn’t get to go a movie with my sister I was <b>furious</b>. Let’s all say the word <b>furious</b>.”  <b>Ask students to discuss how they would feel if the following happened: you missed recess, someone took your snack, your brother yelled at you.</b></p> <p><b>(character)</b>  <b>(fifteenth page; begins “One of the family...”)</b> “There are several <b>characters</b> in our book but Harry is the main <b>character</b>. <b>Character</b> means ‘a person in a story.’ A <b>character</b> can also be an animal in the story. One of my favorite <b>characters</b> is Nemo in the movie <i>Finding Nemo</i>. Many stories have good <b>characters</b> and evil <b>characters</b>. That makes a story interesting and exciting. Let’s all say the word <b>character</b>.”  <b>Ask students to turn to a partner and name characters they like or dislike from stories or movies.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Have students act out and say the four Words to Know with stuffed animals, figures, or puppets.</b></p> <ul style="list-style-type: none"> <li>• <b>In pairs or small groups, they will take turns acting out each of the four Words to Know.</b></li> <li>• <b>Be sure each student has a few chances to act out and say each word.</b></li> </ul> <p><b>You could say:</b>  “Let’s practice saying our four new words. One partner chooses a play figure and says the word <b>furious</b>. Show and tell your partner why your figure is <b>furious</b>. Now it’s the other partner’s turn to choose a figure and say <b>furious</b>. Show and tell your partner why your figure is <b>furious</b>.”</p> <p><b>Repeat activity for lonely, escape and character.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “‘We need to get really good at learning new words and using them at school and at home. The four new words we talked about today – <b>escape, lonely, furious, and character</b> – are going to help us understand the books we read and to enjoy them a lot. Let’s practice using each of our new words in a sentence; let’s do it together...”</p> <ul style="list-style-type: none"> <li>• <b>My dog <b>escaped</b> from our yard.</b></li> <li>• <b>I feel <b>lonely</b> when my Grandma goes home.</b></li> <li>• <b>My teacher looked <b>furious</b>.</b></li> <li>• <b>Nemo is the main <b>character</b> of the movie, <i>Finding Nemo</i>.”</b></li> </ul>

# LARRC

---

Language and Reading Research Consortium

---

ASU • FSU • KU • LU • MGH IHP • OSU • UNL



Lesson 4: These materials are not available for download.



## WEEKLY LESSON PLANNER

### FICTION

Week 2	Lesson 5	Lesson 6	Lesson 7	Lesson 8
<b>Lesson Type</b>	<b>Text Mapping</b>	<b>Words to Know</b>	<b>Integration</b>	<b>Read to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Extract information from one type of text and translate into a new kind of text.</li> </ul>	<ul style="list-style-type: none"> <li>Sort target vocabulary words into semantic categories.</li> </ul>	<ul style="list-style-type: none"> <li>Retell a narrative including story elements.</li> </ul>	<ul style="list-style-type: none"> <li>Sustain focus during independent book reading or looking through books.</li> <li>Draw a <i>character</i> and share it with a partner.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Harry the Dirty Dog</u> by Gene Zion</li> </ul>	<ul style="list-style-type: none"> <li><u>Harry the Dirty Dog</u> by Gene Zion</li> </ul>	<ul style="list-style-type: none"> <li><u>Harry the Dirty Dog</u> by Gene Zion</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Chart paper or document camera </li> <li>Glue</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books </li> <li>Sock puppets </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>WRAP set #1</li> <li>Vocabulary Picture Cards: <i>furious, character, lonely, escape</i></li> <li>Teacher Journal Lesson #5</li> <li>Student Journal Lesson #5</li> <li>'Harry the Dirty Dog' pictures for Lesson #5</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <i>furious, character, lonely, escape</i></li> <li>Teacher Journal Lesson #6 (print or digital) </li> <li>Student Journal Lesson #6</li> <li>Related words pictures for Lesson #6 </li> </ul>	<ul style="list-style-type: none"> <li>Student Journal Lesson #7</li> <li>Story Element Icons</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #2</li> <li>Vocabulary Picture Cards: <i>furious, character, lonely, escape</i></li> <li>Student Journal Lesson #8</li> <li>Read to Know procedures for Lesson #8</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

**LET'S KNOW!  
PREK**

**FICTION  
CYCLES AND SEQUENCES**

**TEXT MAPPING  
LESSON 5**

**SHOW ME WHAT YOU KNOW!** You'll be stars of Cycles and Sequences – we're going to video record our class acting out a story in sequence.

**TEACHING OBJECTIVE:**

- Extract information from one type of text and translate into a new kind of text.

**TEACHING TECHNIQUES:**

- Selected by teacher

**LESSON TEXT:**

- Harry the Dirty Dog by Gene Zion

**TALK STRUCTURE FOR WE DO/YOU DO:**

- Small Groups

**LESSON MATERIALS YOU PROVIDE:**



- Chart paper or document camera
- Glue

**UNIT MATERIALS PROVIDED:**

- WRAP set #1
- Vocabulary Picture Cards: **furious, character, lonely, escape**
- Teacher Journal Lesson #5
- Student Journal Lesson #5
- 'Harry the Dirty Dog' pictures for Lesson #5

**SPECIAL INSTRUCTIONS FOR THIS LESSON:**

- Project or display the **character** chart to model for students how to complete one.

Characters	Tell one thing about the character(s)...
Harry 	White with black spots
Harry's family 	They didn't recognize Harry when he was dirty

**LESSON ROUTINE**

SET

**START THE LESSON WITH WRAP SET #1: FURIOUS, CHARACTER, LONELY, ESCAPE**

**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:**

"Do you like to look at catalogs or flyers at holiday time to decide what presents you'd like to get? You look through all of the catalogs that come in the mail, and then with mom and dad's help, write a list of the toys you want. The words and pictures in the catalog are changed into a list. We can change the words in a story into another form too. This can help us understand the parts of the story. Today we're going to take the information from our book, Harry the Dirty Dog, and make a chart of **characters**."

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.**

**Display Teacher Journal Lesson #5. You could say:**

"Let's take the information from our book, Harry the Dirty Dog, and make a chart that will tell us what **characters** are in our book. **Characters** are the people or animals in a story. Knowing the **characters** in a story helps us understand the story. Here's what our **character** chart will look like when we are done. (point to teacher journal)

	<p><b>(read first three pages)</b> “I’m going to add Harry to our chart. He is the main <i>character</i> in our book; most of the parts of the book are about him. To help me remember his <i>character</i>, I’m going to write something about Harry on the chart. I’m going to write he is white with black spots. As we read, let’s see if that is an important feature about Harry.”</p> <p><b>Read the fourth page through the page beginning “He felt tired and hungry…” Model adding characters to the chart. You could say:</b>  “I’m going to add another group of <i>characters</i> to our chart: people and dogs in Harry’s city. When Harry ran away, he stopped and played where people in his city were working and playing. The important thing I’m going to say about these characters is that they saw Harry while he was running away.”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Read the page that begins, “When Harry got to his house…” and the next page. You could say:</b>  “Here are some other <i>characters</i> in our story. Which <i>characters</i> should I add to our chart? Tell me one thing about the kids in Harry’s family.”</p> <p><b>Prompt students to recognize that the kids say Harry is missing.</b></p> <p><b>Read the next four pages, ending with the page beginning “He did these tricks…” You could say:</b>  “Are there any more <i>characters</i> we can add to our chart? We can add the dad. What do we want to say is an important thing about the dad? <b>(Prompt students to say he did not recognize Harry)</b>  Later on, if we want to tell someone about this book, <u>Harry the Dirty Dog</u>, we could use this chart naming all of the <i>characters</i> in the book to help us tell and understand the story.”</p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Distribute Student Journal Lesson #5. You could say:</b>  “Now you get to make a <i>character</i> chart with your group. You have a blank <i>character</i> chart and some pictures. Each person in your group gets to put two <i>character</i> pictures on your chart. Tell your friends who the <i>character</i> is and one important thing about him or her. When I come around, I’d like you to tell me something important about a <i>character</i>, and I’ll write what you say on the chart.”</p> <p><b>Write dictation for one <i>character</i> feature for each group or one for each student, as time permits.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “Let’s review the steps we followed today to make a <i>character</i> chart from our book:</p> <ol style="list-style-type: none"> <li>1. First we read the book titled_____ .</li> <li>2. Next we made a chart listing the people or animals in the book, the _____ .  (<i>characters</i>)</li> <li>3. Then we said one important thing about the _____ . (<i>character</i>)</li> </ol> <p>Now if we want to retell the story or remember important parts about the story, we can look at our <i>character</i> chart to help us understand <u>Harry the Dirty Dog</u>. Can you think of another kind of chart we could make about our book?”</p>



Character	One important thing about this character...
Harry 	white dog with black spots
Harry's family 	They didn't recognize Harry when he was dirty.
People in Harry's city 	They watched Harry while he played in the city.
The dad 	He did not recognize Harry.

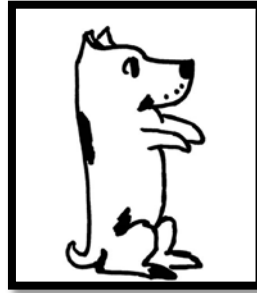


## Character Chart

Character	Tell one important thing about the character...

# Harry the Dirty Dog Pictures

Fiction – Lesson 5



**LET'S KNOW!**  
**PREK**

**FICTION**  
**CYCLES AND SEQUENCES**

**WORDS TO KNOW**  
**LESSON 6**

**SHOW ME WHAT YOU KNOW!** You'll be stars of Cycles and Sequences – we're going to video record our class acting out a story in sequence.

**TEACHING OBJECTIVE:**

- Sort target vocabulary words into semantic categories.

**TEACHING TECHNIQUE:**

- Rich Instruction

**LESSON TEXT:**

- Harry the Dirty Dog by Gene Zion

**TALK STRUCTURE FOR WE DO/YOU DO:**

- Small Groups

**LESSON MATERIALS YOU PROVIDE:**

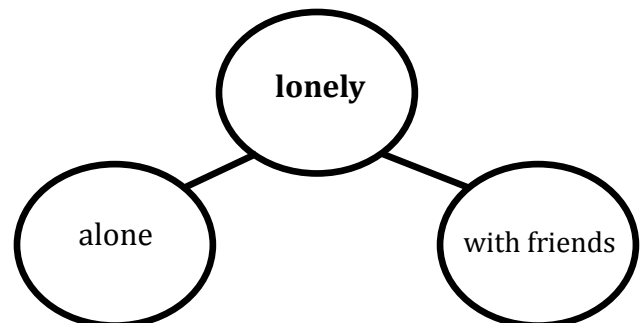
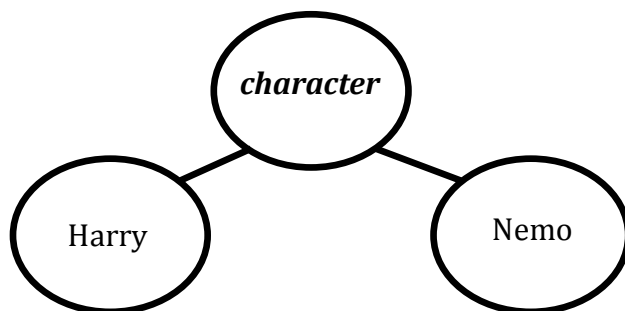
- Chart paper

**UNIT MATERIALS PROVIDED:**

- Vocabulary Picture Cards: **furious**, **character**, **lonely**, **escape**
- Teacher Journal Lesson #6 (print or digital)
- Student Journal Lesson #6
- Related words pictures for Lesson #6

**SPECIAL INSTRUCTIONS FOR THIS LESSON:**

- **Before the lesson...** If you are not using the teacher journal digitally, you may want to precut the pictures from Teacher Journal Lesson #6 (print version). You may also precut the related words pictures for Lesson #6 for students to save time during the You Do activity.
- In this lesson, you will use word webs to generate related words for four Words to Know. A word web is a graphic organizer in which a Word to Know appears in the center, and the spaces around the center are filled with words or ideas that link to the Word to Know. Word webs can be filled by generating words that are associated with a given word (see the **lonely** example below) or examples of a given word (see the **character** example below). You may use the digital version of Teacher Journal Lesson #6, or cut out images from the print version and add them to a blank word web.
  - Write the Word to Know in the center of the word web.
  - Sketch pictures or give students labeled pictures of related words to add to the web.



- Some related words are antonyms. Be sure to point out that opposites are related to the target word because they have the opposite, or completely different, meaning. That is another kind of word relationship.
- Use the Vocabulary Picture Cards or other texts to provide visual representations of the Words to Know. The following pages in Harry the Dirty Dog may be useful: the cover for **character**; twentieth page ("Harry gave up...") for **lonely**; third page ("Then he ran away...") for **escape**.
- WORDS TO KNOW
  - **furious**: Very angry
  - **character**: Person in a story
  - **lonely**: Misses others
  - **escape**: To get away
- SUGGESTED RELATED WORDS
  - **furious**: (synonyms) *very mad, angry, very upset* (antonyms) *cheerful, happy, pleased, excited*
  - **character**: (examples) *Harry, Nemo, Snow White, Spiderman, Cookie Monster, Peter Pan*
  - **lonely**: (synonyms) *alone, by yourself*; (antonyms) *together, with friends*; (features) *sad, single*
  - **escape**: (synonyms) *hide, run away, leave, move, sneak, leak out*; (antonyms) *stay behind, remain*

**LESSON ROUTINE**

<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>          “Do you know the famous <i>character</i> Peter Pan from the story and the movie? One of the words we are studying today is <i>character</i>. Words that go with the word <i>character</i> are <i>Peter Pan</i>. They go together because <i>Peter Pan</i> is a famous story <i>character</i>. Today we will make some different charts or webs to help us learn more words that go with our Words to Know: <b>escape, furious, lonely</b>, and <i>character</i>. Knowing more about these words will help us understand some of the books we are reading, and will help us to use them when we act out or retell stories.”</p>
<b>I Do</b>	<p><b>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.</b></p> <p><b>Share the third page in <u>Harry the Dirty Dog</u> (“Then he ran away from home...”).</b>  <b>You could say:</b>          “Our first word today is <b>escape</b>. In the book we read about Harry, he <b>escaped</b>. <b>Escape</b> means ‘to get away.’ Harry <b>escaped</b> from home so he could explore the town and play. My brother escaped from my mom when she tried to take off his bandage. Let’s all say the word <b>escape</b>.”</p> <p>“Now, let’s make a word web. <b>(project Teacher Journal Lesson #6 or use a blank word web and pictures from the print version of the journal)</b> We put the word we know in the middle of the web, <b>escape</b>, and in the circles around the center we write words that go with <b>escape</b>. I’ll do this one.</p> <ul style="list-style-type: none"> <li>• I will write <b>escape</b> in the middle of the web.</li> <li>• Now I will write <i>hide</i> because <b>escape</b> means to get away and you might <i>hide</i> if you were trying to get away.</li> <li>• [Student X], please come and add the picture of <i>hide</i> to our web.” <b>(or sketch a picture to add)</b></li> </ul> <p><b>Add other related words or pictures to the web and discuss why they are related to escape.</b></p>
<b>WE DO</b>	<p><b>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.</b></p> <p><b>Repeat adding words to the webs for Words to Know furious, lonely, and character.</b></p> <p><b>(lonely)</b>  <b>Share the twentieth page, which begins “Harry gave up...” You could say:</b>          “Harry could not get his family to recognize him. He was by himself and <b>lonely</b>. I’m going to add the word <b>lonely</b> to a word web. <b>Lonely</b> means ‘misses others.’ When Harry’s family didn’t know who he was, he couldn’t go home. He missed his family.</p> <ul style="list-style-type: none"> <li>• I will write <b>lonely</b> in the middle of the web.</li> <li>• I will add <i>alone</i> to the web. When you are <b>lonely</b> you are without people, or <i>alone</i>.”</li> </ul> <p><b>Sketch or ask a student to add a picture to the web. You can add other related words or pictures to the web and discuss why these words are related.</b></p> <p><b>(furious)</b>  <b>Show the Vocabulary Picture Card or another illustration. You could say:</b>          “<b>Furious</b> means ‘very angry.’ This picture shows what someone looks like when they are <b>furious</b>. Show me a <b>furious</b> face. When someone is <b>furious</b>, they are really <i>mad</i>. I’m going to add <i>mad</i> to our web because it means something similar to <b>furious</b>.”</p> <p><b>Think aloud and help students add words and explain why words are related.</b></p>

	<p><i>(character)</i>  <b>You could say:</b>          “Now let’s make a web with the word <i>character</i>. (show the <u>Harry the Dirty Dog</u> cover) The main <i>character</i> in our book is Harry. A <i>character</i> is a person or animal in a story. I’m going to add <i>Harry</i> to our <i>character</i> web because he is the <i>character</i> in our book. Help me think of some other <i>characters</i> from stories we can add to our web.”  <b>Think aloud and help students add words and explain how they are related.</b></p>
YOU DO	<p><b>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.</b></p> <p><b>In groups, have students complete a word web by matching the related words pictures for Lesson #6 to the words in the turtle webs on the student journal. You may give each group just one copy of Student Journal Lesson #6 and one set of related words, or you may have each group complete more webs, depending on your time and preference.</b></p> <p><b>You could say:</b>          “Now it’s your turn to work with your group and discuss why words go together. Your group has a turtle word web for one of our words. You can glue pictures of related words on the web and say why they go with our Words to Know. You can look at the words on the word webs we did together to help you.”  <b>Circulate around the room to support students.</b></p>
CLOSE	<p><b>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.</b></p> <p><b>You could say:</b>          “With our word webs today we learned more about our Words to Know and words that go with them. Can you name a word that goes with this word?”</p> <ul style="list-style-type: none"> <li>• <b>Escape</b></li> <li>• <b>Lonely</b></li> <li>• <b>Furious</b></li> <li>• <b>Character</b></li> </ul> <p>All of these words help us understand our story and retell it or act it out. Listen for our Words to Know and related words. If you hear one or use one today, please go to the word webs and show me or a friend which word you heard or said!”</p>



escape



hide



run away



furious



angry



happy





character



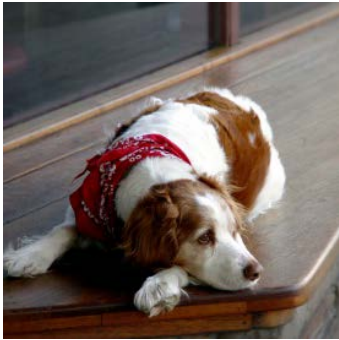
Harry



Nemo



lonely



alone



with friends



**escape**



**hide**



**run away**



**lonely**



**furious**



**angry**



**happy**



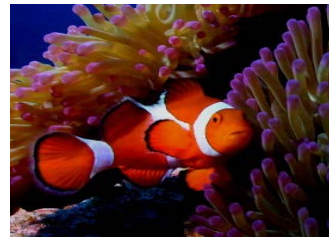
**alone**



**character**



**Harry**



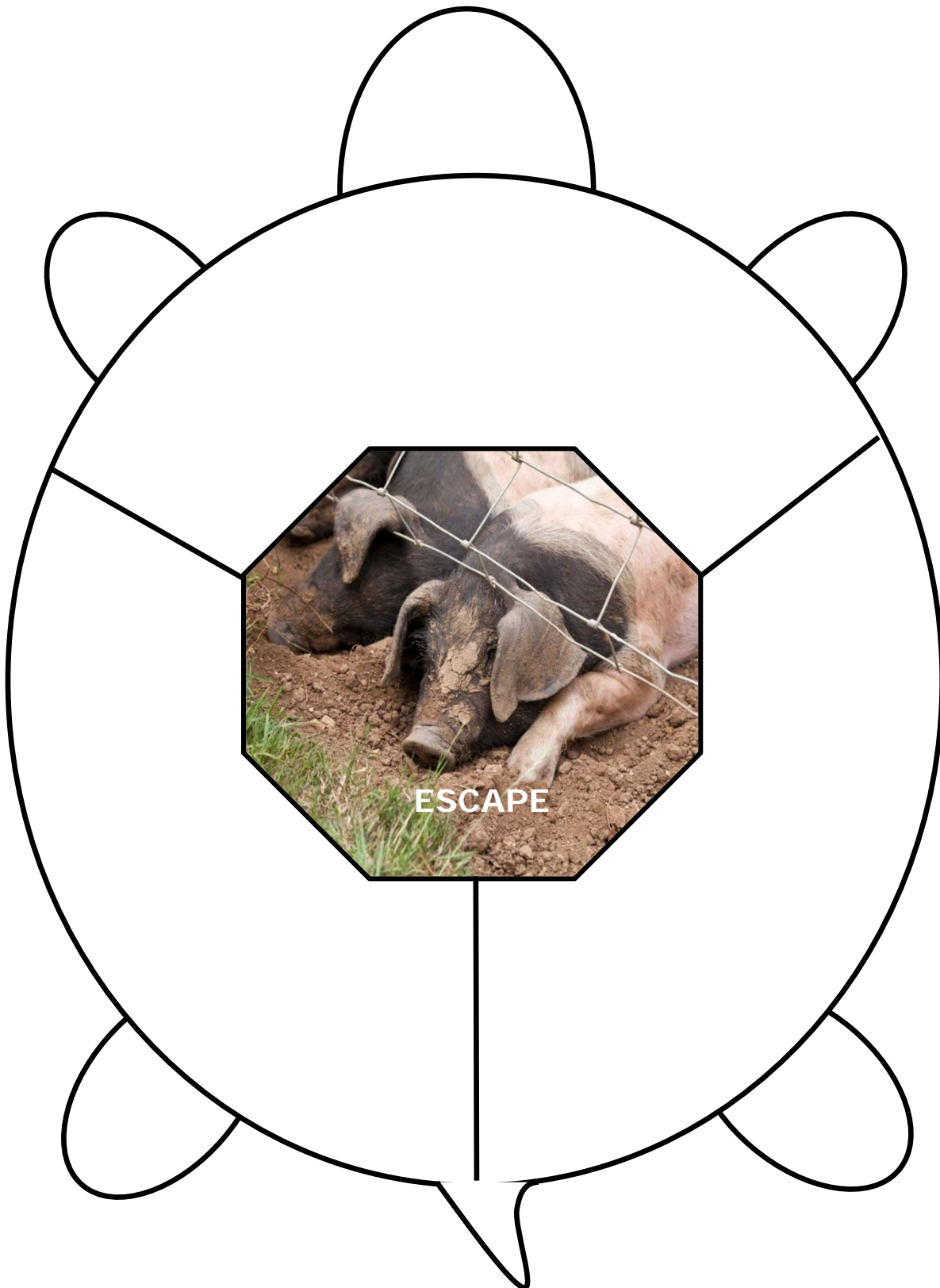
**Nemo**

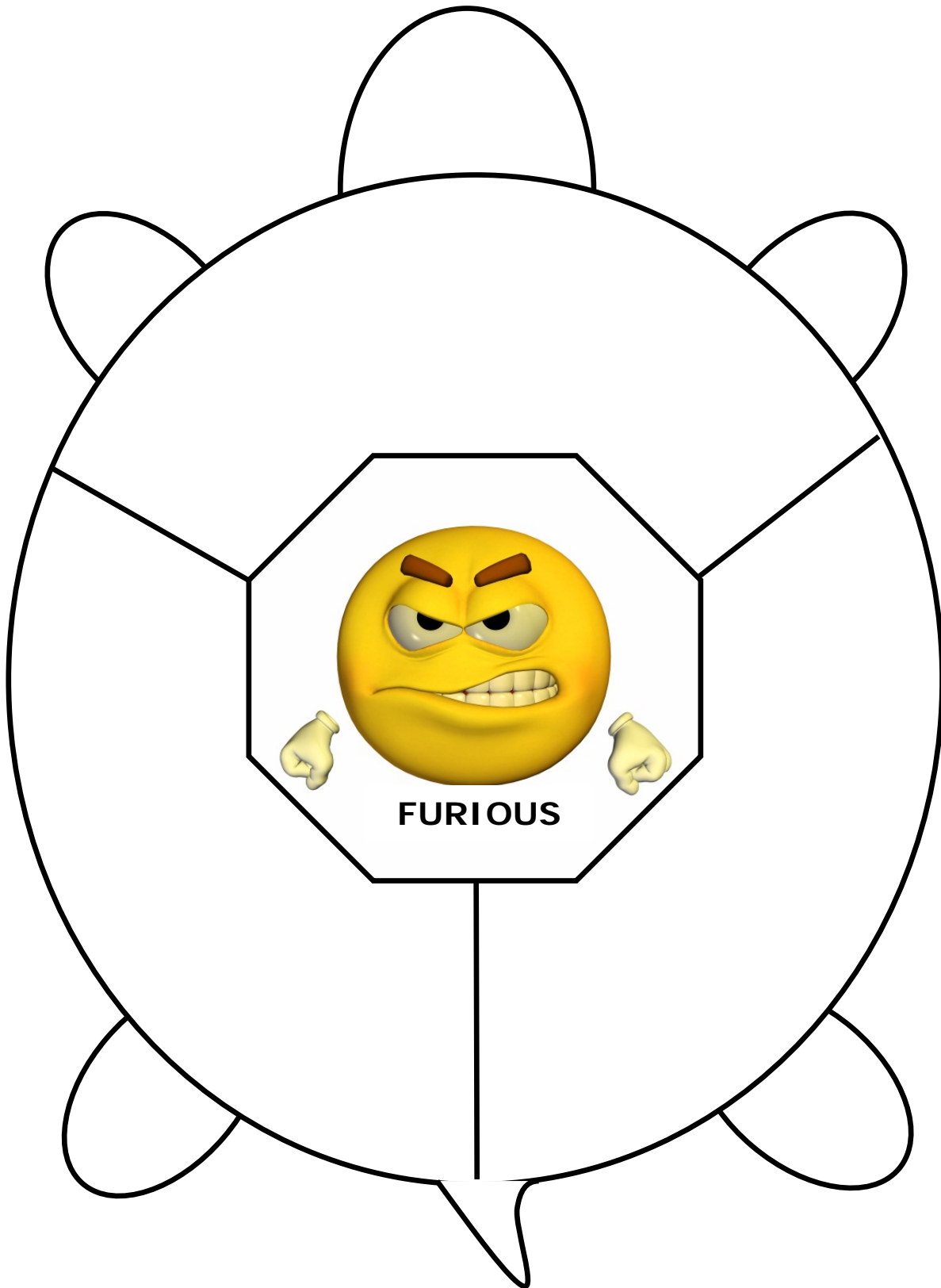


**with friends**

# Student Journal

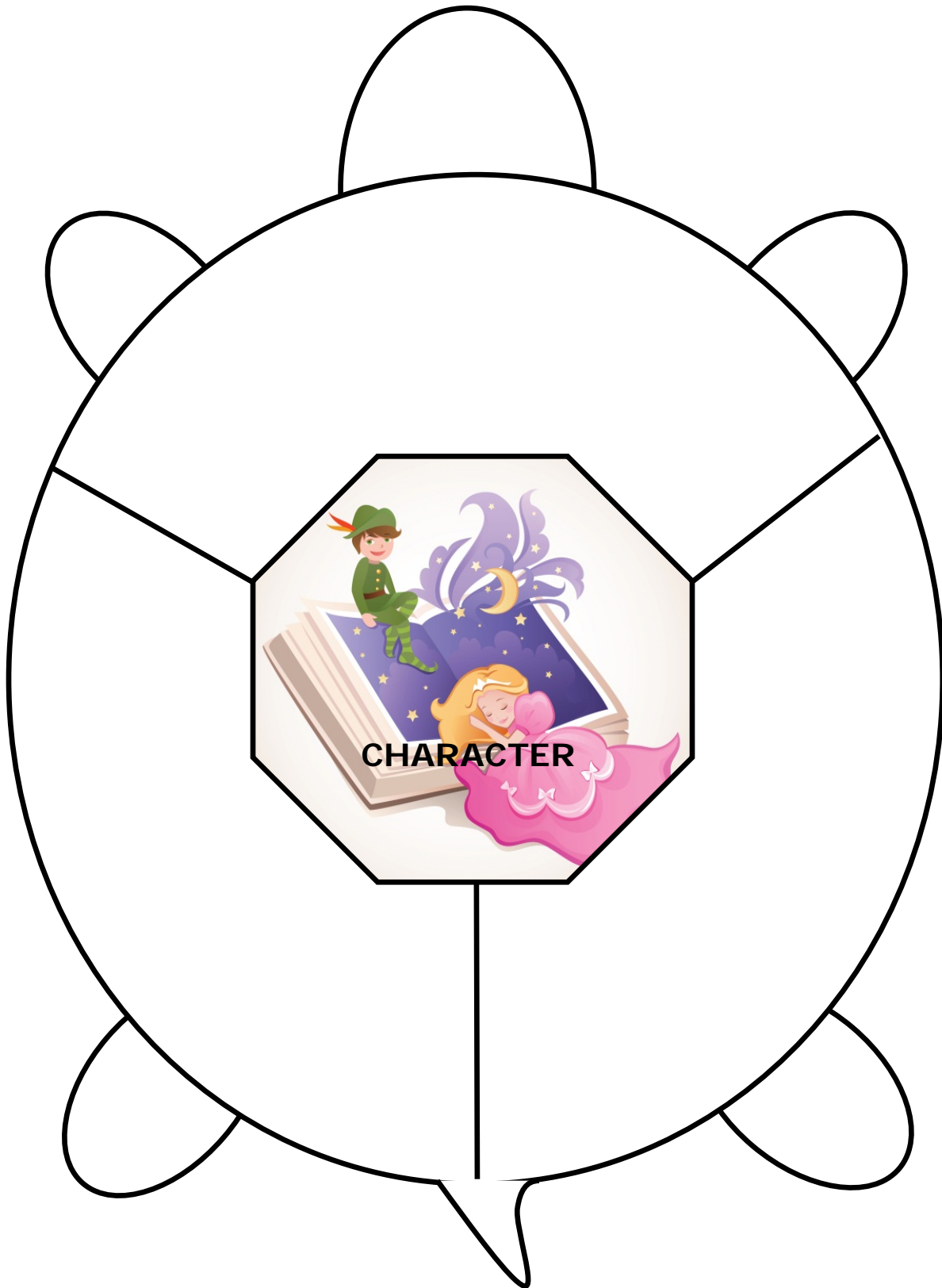
## Fiction – Lesson 6





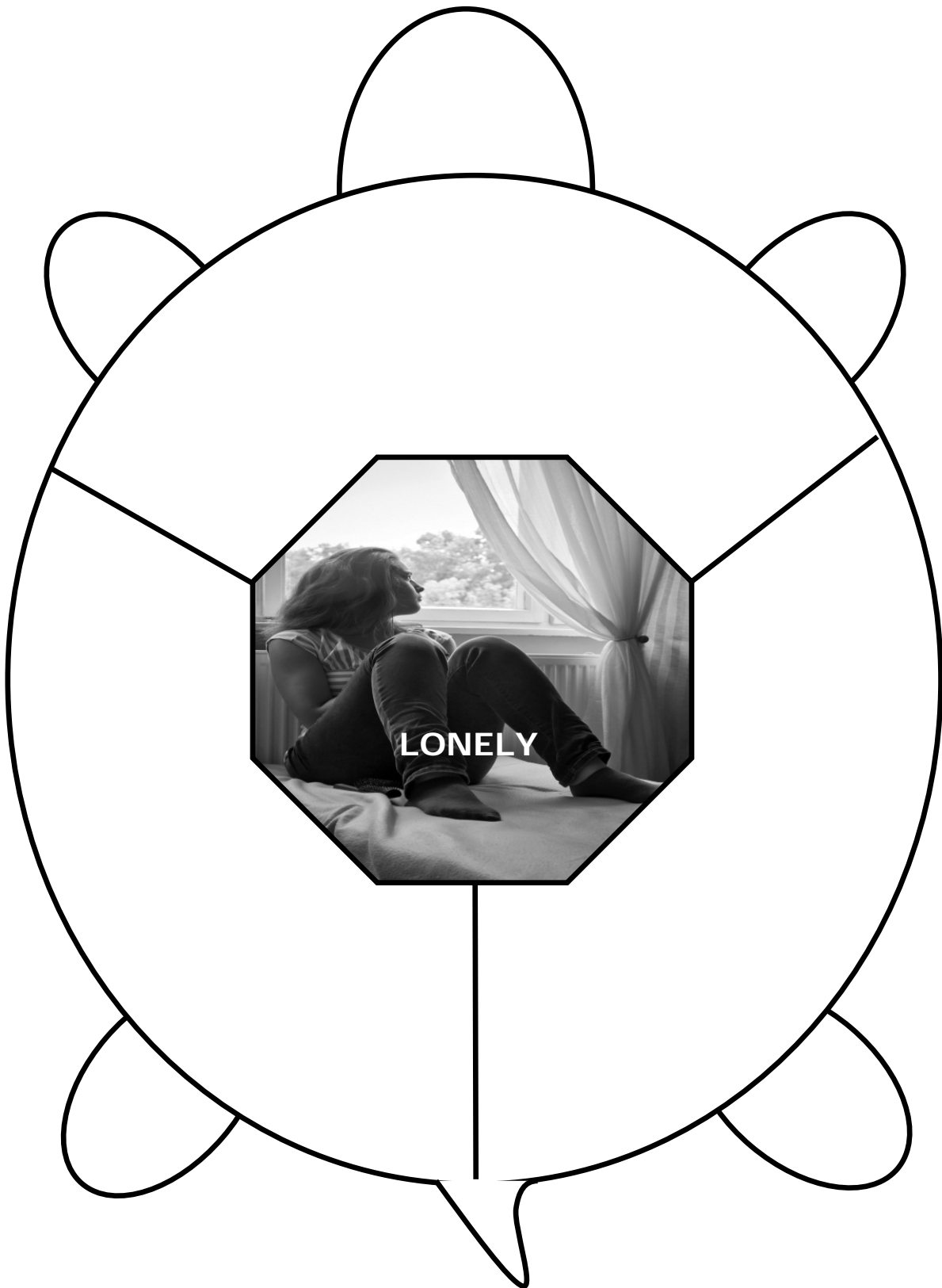
# Student Journal

## Fiction – Lesson 6

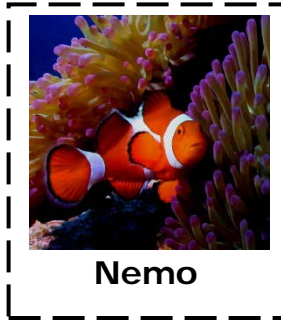
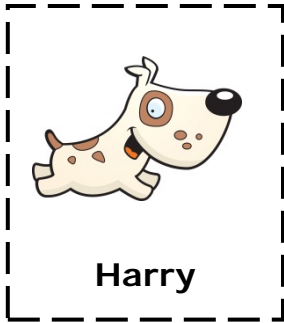


# Student Journal

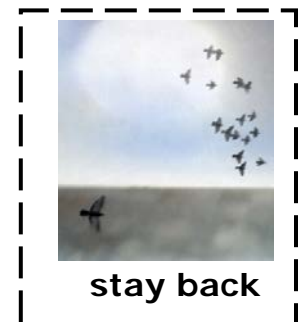
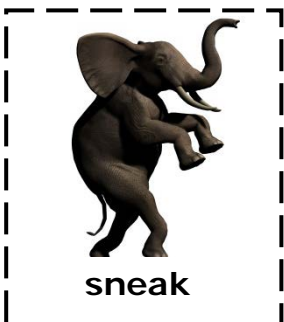
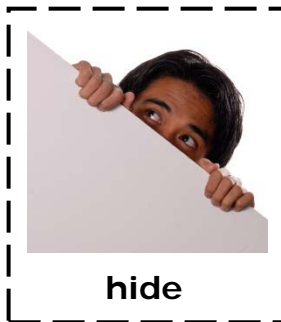
## Fiction – Lesson 6



### Character

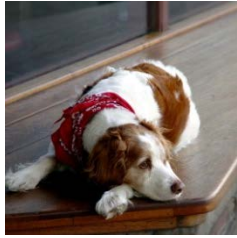


### Escape





### Lonely



alone



withdrawn



sad



together



with friends



single



by yourself



befriend

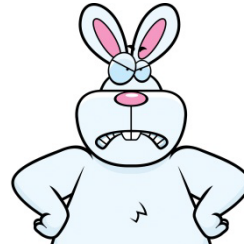
### Furious



very mad



angry



upset



cheerful



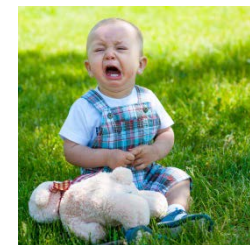
happy



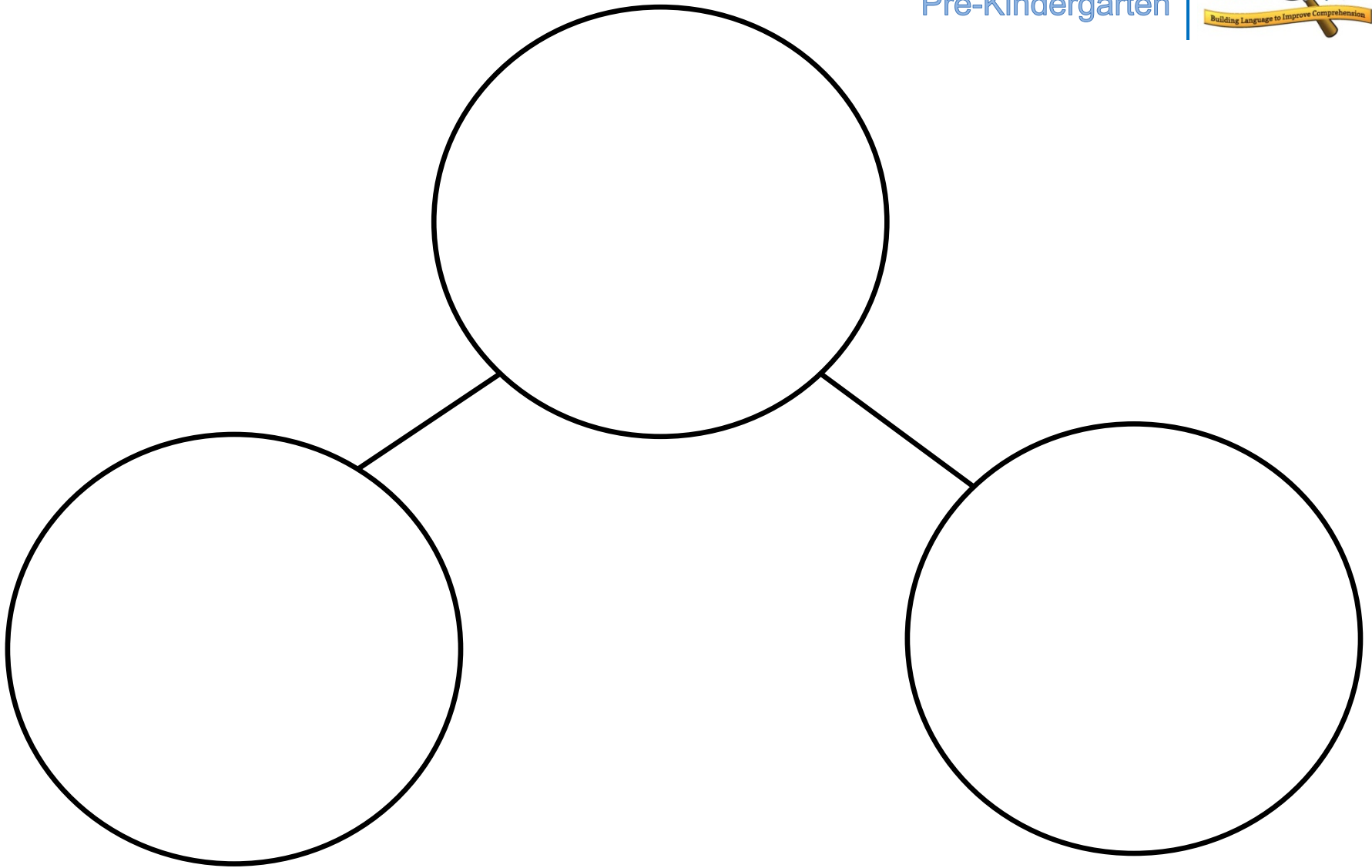
pleased



excited



very upset



LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	INTEGRATION LESSON 7
<b>SHOW ME WHAT YOU KNOW!</b> You'll be stars of Cycles and Sequences – we're going to video record our class acting out a story in sequence.		
<b>TEACHING OBJECTIVE:</b>		
<ul style="list-style-type: none"> <li>Retell a narrative including story elements.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Retelling</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Harry the Dirty Dog</u> by Gene Zion</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>None recommended</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Student Journal Lesson #7</li> <li>Story Element Icons</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<ul style="list-style-type: none"> <li>The story elements taught in the lesson are <i>character, setting, goals, attempts to reach goals, and outcome</i>. If you teach other story elements (problem, solution, and so on), you may want to include them; however, the above story element names should be taught since the Show Me What You Know assessment will address the story elements with this terminology.</li> <li>During the I Do routine, use the Story Element Icons to teach the story elements and then model a story retell; the emphasis of the lesson is the story retell. Display the Story Element Icons throughout the lesson as you retell the story of <u>Harry the Dirty Dog</u>.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "Who likes to tell stories? Oh, I think you all do. You often come to me and say, 'Guess what happened?' Then you tell me a story about you or about you and a buddy and some things that happened. You include really important parts in the story - who it's about, what happened, and where it happened. You tell me a <i>story</i>. Today we're going to practice telling the story of <u>Harry the Dirty Dog</u>. We're going to use some tools to help us remember important parts of the story. The tools, called story icons, will also help us to tell the story in the correct <b>order</b>."</p>	
<b>I Do</b>	<p><b>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.</b></p> <p><b>Share and explain the Story Element Icons. You could say:</b>          "Here are the tools, the Story Element Icons, to help us listen for the key elements or important parts in a story. The first icon is for the <i>setting</i>. <b>(show icon)</b> This reminds us to think about where and when the story takes place. When we point to this house picture we'll be talking about the <i>setting</i>."          "The next icon is for the <i>characters</i>. <b>(show icon)</b> Remember, a <i>character</i> is a person or animal in a story. When we point to this picture of two people, we'll be talking about the <i>characters</i> in the story."          "The third icon is for the <i>goal</i>. <b>(show icon)</b> This helps us remember what the <i>character</i> in the story wants. The picture of the trophy reminds us we're talking about the <i>character's goals</i>."          "Next we have <i>attempts to reach goals</i>. <b>(display icon)</b> This helps us remember what the <i>character</i> in the story does, his actions. The picture of the hand reminds us of what the <i>character</i> does, the <i>attempts to reach his goals</i>."          "The last picture is for <i>outcome</i>. <b>(display icon)</b> This reminds us to think about the ending of the story. When we point to this picture of a person crossing a finish line, we'll be talking about the <i>outcome</i>, or how the story ended."</p>	

**Now, model retelling the story of Harry the Dirty Dog. Paraphrase the first three pages, and display the *character icon*. You could say:**  
 “Now listen to me retell our story. I will include all of the story elements. Harry was a white dog with black spots. He didn’t like taking a bath. So he took his scrub brush and buried it in the backyard. He ran away from home.” **(now display *goal icon*)**

**Paraphrase the fourth page through the page that begins, “...from a white dog with black spots,” and display the *setting icon*. You could say:**  
 “Harry saw a lot of things in the city. While he played in the city he got very dirty. So dirty he changed colors! **(now display *attempts icon*)** Running away kept him from taking a bath!”

**Retell the story from the next page, which begins, “Although there were many...” You could say:**  
 “Harry finally got tired of his adventure. He was also hungry and wanted to go home. But no one in the family had realized Harry was missing. He was so dirty they didn’t recognize him. **(display *goal icon*)** Then Harry had a second *goal*; he wanted his family to recognize him so he could come back home.”

**Continue your retell and display the *attempts icon*.**  
 “Harry did tricks for the family in the backyard. This didn’t work, so he dug up his scrub brush. Then Harry got his family to give him a bath. When Harry’s family bathed him, he changed back to his normal colors, white with black spots. Then Harry’s family knew it was Harry. **(display *outcome icon*)** That is how our story ends. Harry reached his *goal* of having his family recognize him. He was happy to be home.”

**WE DO**

**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.**

**Work with students to retell the story of Harry the Dirty Dog. Show pictures to prompt the students, and hold up or display the story icons at the appropriate times during the retell. You could say:**  
 “Now we’re going to work together to retell the story of Harry. We need to make sure we include all of the story elements when we tell the story. **(display *character icon*)** Harry was a white dog with black spots. He didn’t like taking a bath. So he took his scrub brush and buried it in the backyard. He ran away from home. **(display *goal icon*)**

“Where did our story take place? **(display *setting icon*)** Show me a thumbs-up if the *setting* is...  
 1) the mountains, OR  
 2) Harry’s city. **(signal with students)**  
 Turn to your partner and tell them the setting of our story is Harry’s city. Say ‘Harry’s city.’”

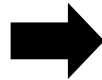
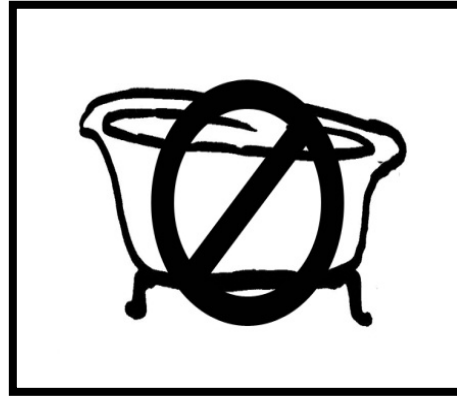
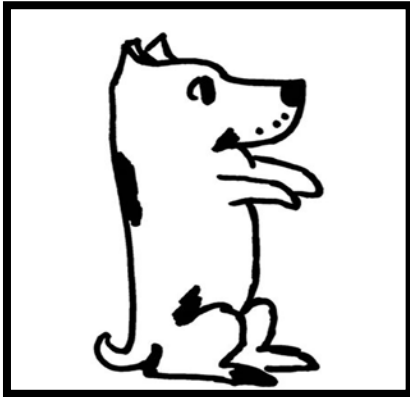
“What happened to Harry when he ran away? **(display *attempts icon*)** Show me a thumbs-up if Harry...  
 1) explored the city, **(signal with students)** OR  
 2) hid in a cave  
 Turn to your partner and tell them that Harry explored the city. Say ‘Harry explored the city.’”

“Harry had a lot of fun, but finally he got tired and hungry. He wanted to go home. When he got home, his family didn’t know it was him. He had a new *goal*. **(show *goal icon*)** Show me a thumbs-up if Harry’s goal was...  
 1) to run away again, OR  
 2) to get clean so his family would know it was him. **(signal with students)**  
 Yes! He wanted to wash away the dirt so his family would know it was him. Turn to your partner and tell them Harry wanted his family to recognize him. Say ‘Harry wanted his family to recognize him.’”

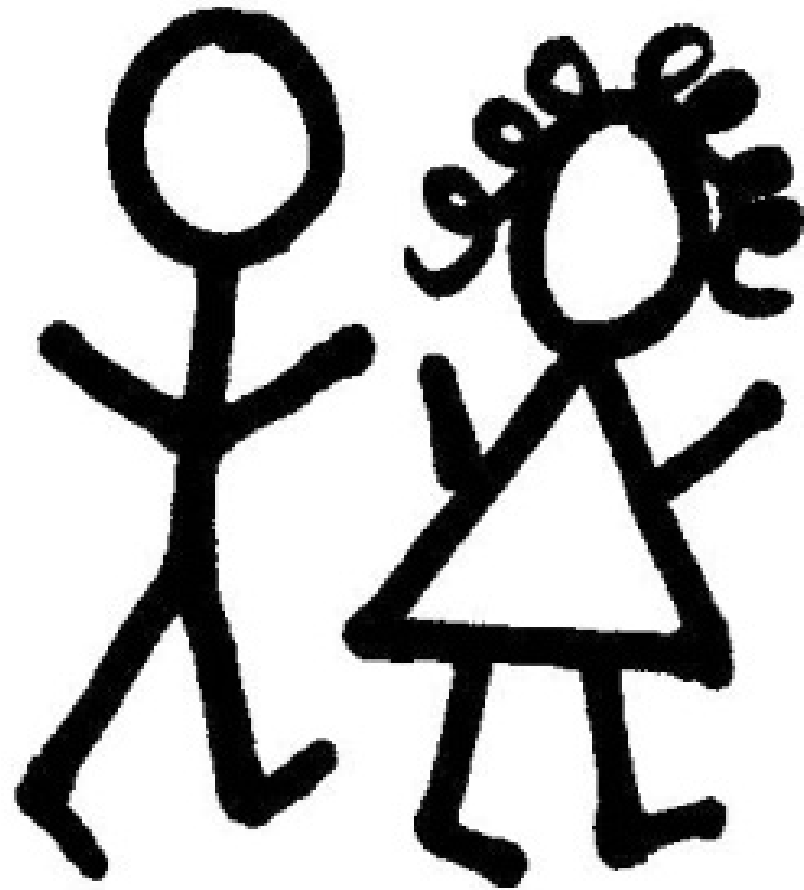
	<p>“We said that this story took place during the daytime and in Harry’s city. <b>(display <i>setting</i> icon)</b> This story also took place at Harry’s house. What did Harry do when he got home? Show me a thumbs-up if Harry:</p> <ol style="list-style-type: none"> <li>1) did tricks, <b>(signal with students)</b> OR</li> <li>2) drove a car.</li> </ol> <p>Tell your partner that Harry did tricks when he got home. Say ‘Harry did tricks.’”</p> <p>“What happened at the end? <b>(display <i>outcome</i> icon)</b> Turn to your partner and tell them what happened to Harry and his family.”</p> <p><b>Finally, display each Story Element Icon to the class and decide if you included all of the elements in your story retell.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Distribute Student Journal Lesson #7. You could say:</b>  “Now it’s your turn to retell the story of <u>Harry the Dirty Dog</u> to your partner. You have a journal page with pictures from the story and pictures of the Story Element Icons. Remember, we use the icons to remind us to include all of the story elements when we retell a story. I will be coming around to hear your stories. I will tell you if I heard all of the story elements.”</p> <p><b>Circulate the room to model and support pairs as they retell the story. Tell students which elements you hear and any elements that you do not hear. Ask them to practice again and include missing story elements.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “You did a great job retelling <u>Harry the Dirty Dog</u> today. Knowing the key elements in a story and using them to help you tell the story really helps you understand stories you read and hear.”</p> <p>“Let’s review the elements in our Harry story...</p> <ul style="list-style-type: none"> <li>• <b>(display <i>character</i> icon)</b> Who are the <i>characters</i>? <b>(Harry, his family, the people in the city)</b></li> <li>• <b>(display <i>setting</i>)</b> What is the <i>setting</i> for Harry’s story? <b>(daytime, his house, the city)</b></li> <li>• <b>(display <i>goals</i>)</b> What did Harry want to do? What were his <i>goals</i>? <b>(skip a bath, get recognized by his family)</b></li> <li>• <b>(display <i>attempts</i>)</b> What did Harry do to reach his <i>goals</i>? <b>(hide the scrub brush, run away, do tricks, dig up the scrub brush)</b></li> <li>• <b>(display <i>outcome</i>)</b> What was the <i>outcome</i>, or ending, to our story? <b>(Harry got clean and his family recognized him)</b></li> </ul> <p>You are great story re-tellers! In the next book we read or you read at home, you can tell me or your parents the key elements in the story.”</p>

# Student Journal

## Fiction – Lesson 7

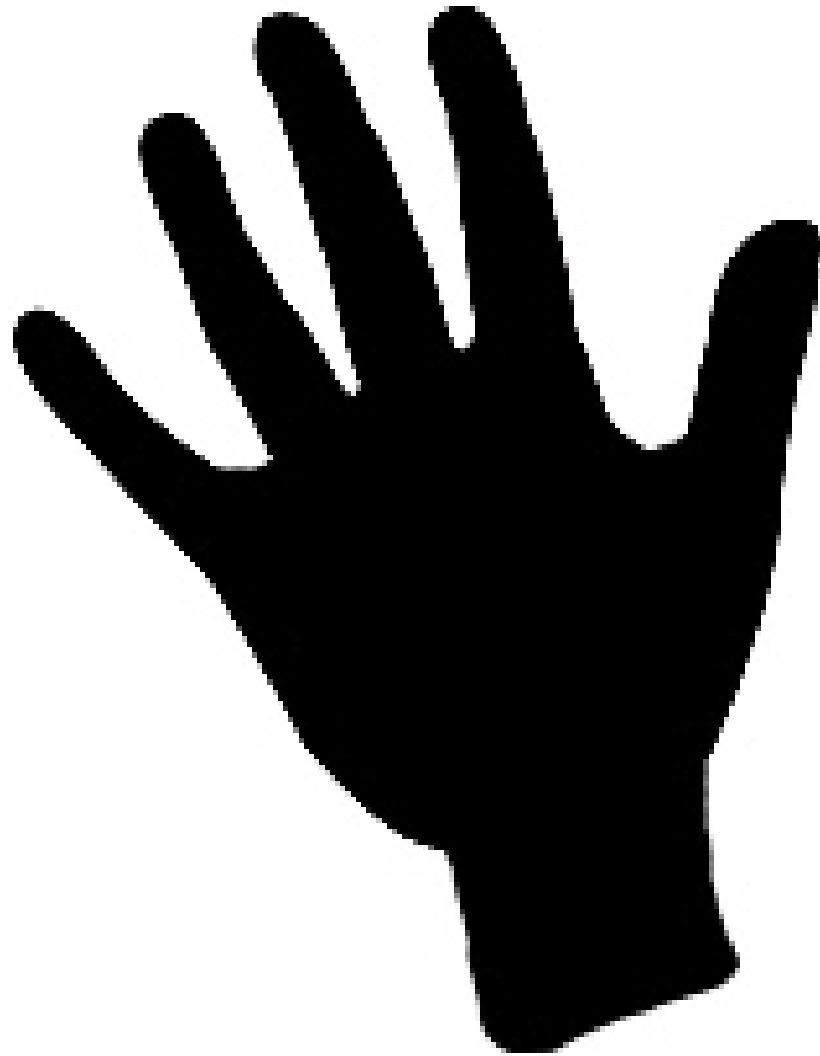














LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	READ TO KNOW LESSON 8
<p><b>SHOW ME WHAT YOU KNOW!</b> You'll be stars of Cycles and Sequences – we're going to video record our class acting out a story in sequence.</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Sustain focus during independent book reading or looking through books.</li> <li>• Draw a <i>character</i> and share it with a partner.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Engaging Readers</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>TALK STRUCTURES FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Talk to the Sock</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Teacher's Bookshelf books</li> <li>• Sock puppets</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• WRAP set #2</li> <li>• Vocabulary Picture Cards: <b>furious, character, lonely, escape</b></li> <li>• Student Journal Lesson #8</li> <li>• Read to Know Procedures</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Gather your Teacher's Bookshelf books and lay them out so students can browse and select books.</li> <li>○ Collect or create sock puppets, or bring in socks students can use to make them.</li> <li>○ You could display the Read to Know Procedures poster prior to the lesson.</li> </ul> </li> <li>• Use the pictures from the Read to Know Procedures poster to explain to students how the RTK lessons work. You might point to the picture before each part of the lesson to remind students of what they will do next. If you wish, keep this material for future Read to Know lessons in this and other units.</li> <li>• The I Do/We Do routines are combined in this lesson.</li> <li>• <i>Save the sock puppets for use in future lessons.</i></li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed gray; padding: 5px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #2: FURIOUS, CHARACTER, LONELY, ESCAPE</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "One of my very favorite things to do is read. Sometimes when I'm supposed to be washing the dishes, I'm hiding in my room reading a book! It's true. I <i>love</i> to read because we learn <i>so</i> many new and interesting things from reading. Almost anything you want to know about, like dinosaurs or video games... or movies or elephants... anything! You can learn new information about it by reading."</p>	
<p><b>I Do/ We Do</b></p>	<p><b>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, insuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Explain the Read to Know procedures. You could say:</b>          "I want to explain how we will work on our lesson today.</p> <ul style="list-style-type: none"> <li>• First, you will select a book you think looks really interesting.</li> <li>• Next, each of us will take our book to some place comfortable in the room and look through the book for about 10 minutes.</li> <li>• Then, we will do a project in our student journals.</li> <li>• Finally, we will share our projects with each other and learn about what everyone read."</li> </ul>	

	<p><b>To establish a goal for children’s reading, you could say:</b>          “Your job today while you’re reading is to find a <i>character</i> in your story. While you are reading your books, I want you to look for a <i>character</i> you find interesting, and think about what makes that character interesting. There are so many interesting looking books. I will look through a few... I think I will pick this book. It has a picture of a girl and a garden on the front (<b>think aloud to model the book selection process</b>) Okay, now it is your turn to select a book that you think you will enjoy reading. Find your book and your reading spot and let’s start reading.”</p>
<p><b>You Do</b></p>	<p><b>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.</b></p> <p><b>Distribute Student Journal Lesson #8. You could say:</b>          “I hope you all enjoyed reading your books. I saw many people concentrating on their reading. Now we are going to use our student journals to draw a picture of an interesting <i>character</i> or circle pictures that describe the <i>character</i> in our story.”</p> <p><b>Have students complete their journal pages; if drawing is difficult for students, help them circle attributes of their <i>character</i> on the top page. Or, provide the following alternatives:</b></p> <ul style="list-style-type: none"> <li>• <b>Count the <i>characters</i> in your book.</b></li> <li>• <b>Name the <i>characters</i> in your book.</b></li> <li>• <b>Describe the <i>characters</i> in your book, and discuss them with a partner.</b></li> </ul> <p><b>Now, have students use the talk structure Talk to the Sock to tell about their characters. You could say:</b>          “Find your partner and your socks. Partner 1, put on your puppet and tell your partner about the interesting <i>character</i> in your book. Then switch... Partner 2, put on your puppet and explain the <i>character</i> from your book.”</p> <p><b>Bring the class back together. Ask students to share the <i>characters</i> they chose.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “It was so fun to see you busy learning new things about stories and <i>characters</i> in the books you chose. Tell me some things we can learn about by reading. (<b>allow students to respond</b>) I hope when you read or look through a new book you will share some new information you learned with someone: me, another teacher, a friend, Mom, or Grandpa. Share the cool things you learn in books!”</p>

### My character is...



a boy



a girl



happy



sad



an animal



a person



loud



quiet



strong



weak



good



evil

Write about or draw your character.

# Read to Know Procedures



**First**



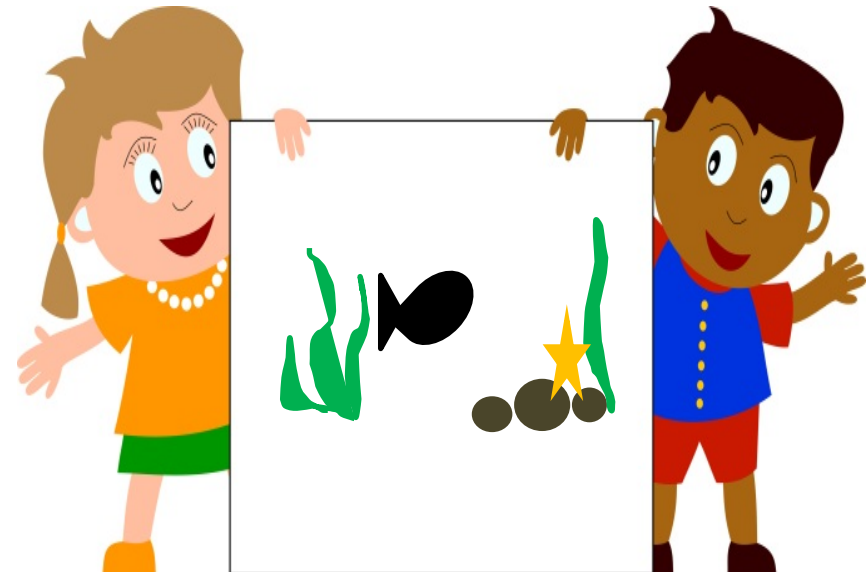
**Next**



**Then**



**Finally**





## WEEKLY LESSON PLANNER

### FICTION

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
<b>Lesson Type</b>	Read to Me	Text Mapping	Integration	Words to Know
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use prior knowledge and information from the text to make and confirm predictions.</li> <li>Participate in collaborative conversations about the book.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the primary differences between fiction and nonfiction.</li> </ul>	<ul style="list-style-type: none"> <li>Use information from texts to make accurate inferences.</li> </ul>	<ul style="list-style-type: none"> <li>Define target vocabulary words.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Swimmy</u> by Leo Lionni </li> </ul>	<ul style="list-style-type: none"> <li><u>Swimmy</u> by Leo Lionni</li> <li><u>Muncha! Muncha!</u> by Candace Fleming</li> <li><u>Harry the Dirty Dog</u> by Gene Zion (optional)</li> <li><u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard (optional)</li> </ul>	<ul style="list-style-type: none"> <li><u>Swimmy</u> by Leo Lionni </li> </ul>	<ul style="list-style-type: none"> <li><u>Swimmy</u> by Leo Lionni</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Sticky notes</li> <li>Chart paper or document camera </li> </ul>	<ul style="list-style-type: none"> <li>Fiction and nonfiction books  </li> <li>Chart paper or document camera </li> </ul>	<ul style="list-style-type: none"> <li>Sock puppets from Lesson #8 (optional) </li> <li>Blank paper </li> <li>Writing utensils</li> </ul>	<ul style="list-style-type: none"> <li>Puppets, stuffed animals, or people/animal figures </li> <li>Other texts or props for Words to Know </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #3</li> <li>Vocabulary Picture Cards: <b>furious, character, lonely, escape</b></li> <li>Fiction/nonfiction signs for Lesson #10</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #4</li> <li>Vocabulary Picture Cards: <b>furious, character, lonely, escape</b></li> <li>Story Element Icons (optional)</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>repeat, predict, appear, order</b></li> <li>Teacher Journal Lesson #12</li> <li>Student Journal Lesson #12 (1 for each pair)</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials



LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	READ TO ME LESSON 9
<b>SHOW ME WHAT YOU KNOW!</b> You'll be stars of Cycles and Sequences – we're going to video record our class acting out a story in sequence.		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Use prior knowledge and information from the text to make and confirm predictions.</li> <li>• Participate in collaborative conversations about the book.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Rich Discussion</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• <u>Swimmy</u> by Leo Lionni</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Sticky notes</li> <li>• Chart paper or document camera</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ An important purpose of the Read to Me lessons is an opportunity to read the entire book. However, preview the book and prepare the text you will read to keep the lesson at the appropriate length while including all of the story elements.</li> <li>○ Insert sticky notes with prepared prediction questions and comments on the relevant pages.</li> </ul> </li> <li>• During the I Do routine, introduce the concept of making predictions; children think about what they know and new information in the text to make a “guess” about what will happen in the story. As you read, stop and confirm the accuracy of children’s predictions; revise or generate new predictions as needed.</li> <li>• The goal of the Rich Discussion technique is to have multiple students participate and take multiple conversational turns. Suggested questions to begin a rich discussion are provided. If a particular question is sparking a good discussion, there is no need to ask all of the questions listed. To help begin the discussion, you may want to model your answer to the question and then ask students to agree, disagree, or add new ideas. Try to facilitate a discussion dominated by student talk.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>          “My husband gets up early on Sunday mornings and likes to make a big breakfast. When I wake up, I take a few sniffs to smell what is in the air. Then I think about the smells and guess, or <b>predict</b>, what he is cooking for breakfast. When we read we can make predictions or guesses about what will come next in the text. Talking about books as we read and making predictions helps us think about and understand what we read and hear.”</p>	
<b>I DO</b>	<p><b>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.</b></p> <p><b>You could say:</b>          “Today we get to read our second book in this unit, <u>Swimmy</u>! Remember, I’m going to stop and talk about our book as we read and practice making <i>predictions</i>, or <i>guesses</i>.”</p> <p><b>On the second page of text, stop after the first sentence, “One bad day... through the waves.”</b>  <b>You could say:</b>          “I wonder what might happen to Swimmy? I know that many big fish eat smaller fish to survive. The book says it was a fierce, or mean, and hungry fish. The picture shows that the tuna fish has big teeth and Swimmy and his brothers and sisters are little fish. I’m going to <b>predict</b> that the big fish eats Swimmy and his brothers and sisters. I will write this prediction down so we can remember to check and see if it was right as we read.”</p>	

	<p><b>Write your prediction on chart paper. Finish reading the page, and confirm your prediction that the brothers and sisters were eaten, but not Swimmy.</b></p> <p><b>On the next page, which begins, “He swam away,” you could say:</b>  “Swimmy was scared, <b>lonely</b>, and sad. I know that when people feel scared and sad sometimes they are afraid to do things. I’m going to <b>predict</b> that Swimmy hides somewhere in the ocean because he is afraid of another big fish.” <b>(write prediction)</b></p> <p><b>Continue reading through the page that begins, “...strange fish, pulled by...” You could say:</b>  “I’m going to stop here and think about my prediction. I think it was wrong. Swimmy didn’t hide. He saw all of the wonderful things in the ocean and he kept swimming so he could see more things. The book says he ‘was happy again.’ ”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>On the page where Swimmy first sees the new school of fish, you could say:</b>  “Swimmy is urging the other little fish to help him think of a way they can be brave and go out and swim in the ocean. Hmm... I know from seeing little fish in ponds and aquariums that they can swim really fast. Maybe Swimmy will teach the fish to go really fast. Now let’s use what we know about fish and the story to make some other predictions. Show me a thumbs-up if you <b>predict</b> that...</p> <ol style="list-style-type: none"> <li>1) Swimmy and the fish will swim together as one big fish, OR</li> <li>2) Swimmy will come out at night to see the ocean, OR</li> </ol> <p><b>Support students’ predictions about what will happen next in the story. After reading the next page, ask students to think about revising their predictions. Revisit and confirm or correct previous predictions.</b></p> <p><b>Stop on the page beginning, “...and when they learned to swim...” You could say:</b>  “Wow! Now they look like a really big fish. What did we learn at the very beginning of our book about some big fish in the ocean? <b>(they eat little fish)</b> So they are still little fish. What do you <b>predict</b> will happen when they swim together like this?”</p> <p><b>Support student’s thinking regarding their predictions. On the last two pages of the story, ask students to confirm the predictions they just made.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Rich discussion should be teacher-led but student-dominated conversation. Prompt students to take multiple turns and use higher-level language. You could say:</b>  “Swimmy was a smart little fish. He had a good idea for the little fish to swim safely in the ocean. Let’s think about our main <b>character</b>, Swimmy...</p> <ul style="list-style-type: none"> <li>• What was Swimmy’s <i>goal</i> in our story? What did Swimmy want?</li> <li>• Have you ever done something on a team where everyone worked together? Tell us about that.</li> <li>• What might have happened if Swimmy couldn’t teach the little fish to swim all together?”</li> </ul>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “I really liked our new book, <u>Swimmy</u>, and the way you practiced talking about what you read. You also thought about what you know and used the information in the book to help you <b>predict</b> what might happen next. When we talk about a story and make predictions, it helps us understand what we read and hear. We can make predictions about a lot of things. Maybe you can <b>predict</b> what chores your mom and dad want you to do today. What do you <b>predict</b> we will have for snack today and tomorrow?”</p>

LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	TEXT MAPPING LESSON 10
<p><b>SHOW ME WHAT YOU KNOW!</b> You'll be stars of Cycles and Sequences – we're going to video record our class acting out a story in sequence.</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Identify the primary differences between fiction and nonfiction.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul> <p><b>LESSON TEXTS:</b></p> <ul style="list-style-type: none"> <li><u>Swimmy</u> by Leo Lionni</li> <li><u>Muncha! Muncha! Muncha!</u> by Candace Fleming</li> <li><u>Harry the Dirty Dog</u> by Gene Zion (optional)</li> <li><u>Loud and Quiet: An Animal Opposites Book</u> by Lisa Bullard (optional)</li> </ul> <p><b>TALK STRUCTURES FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Small Groups</li> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Fiction and nonfiction books</li> <li>Chart paper or document camera</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #3</li> <li>Vocabulary Picture Cards: <b>furious, character, lonely, escape</b></li> <li>Fiction/nonfiction signs for Lesson #10</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Gather a variety of fiction and nonfiction texts for students to sort for the You Do activity. Some optional unit texts are suggested in the Lesson Texts list and in the lesson; for example, <u>Loud and Quiet: An Animal Opposites Book</u> is from the next unit, Animals.</li> <li>As an alternative to sorting books into fiction and nonfiction stacks, students can point to the fiction/nonfiction list from the I Do routine to signal which category a book belongs in.</li> <li>To keep the lesson within the 30-minute timeframe, you may want to choose one difference between fiction and nonfiction texts and emphasize that characteristic in the We Do and You Do routines.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed black; padding: 5px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #3: FURIOUS, CHARACTER, LONELY, ESCAPE</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "We said in an earlier lesson that you can learn about almost anything by reading. Sometimes we read for fun because we love a good story. Sometimes we read because we want to learn about something; for example, animals. There are different reasons to read and different types of books to read to help you learn what you want to know. Today we're going to look at books and decide if they are <i>fiction</i> books, books that tell a story, or <i>nonfiction</i> books, books that tell you facts about things in the world."</p>	
<p><b>I Do</b></p>	<p><b>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.</b></p> <p><b>Draw a Venn diagram or chart to compare and contrast fiction and nonfiction. You could say:</b>          "We have lots of books to look at today, but we will start with <u>Swimmy</u>. We call this kind of book <i>fiction</i>. It's a pretend story about a pretend fish. We read stories like <u>Swimmy</u> for fun and enjoyment. <b>(read a selection from the book)</b> The second book we have is [<u>How to Take Care of a Pet Fish</u>]. <b>(expository book of your choosing)</b> This is a book to read if you want to learn what it is like to have a <i>real</i> pet fish. This type of book is called <i>nonfiction</i>. <b>(Read a selection from your nonfiction book)</b> It has real information, or facts. <i>Facts</i> are pieces of information that are true. I have a chart to help us compare these two kinds of books. We can write down how they are alike and how they are different."  <b>You might include the following differences on the chart: pictures vs. photographs, pretend vs. real people, title page vs. table of contents, paragraphs vs. headings and captions, and so on.</b></p>	

	<p><b>You could say:</b>          “Here’s another <i>fiction</i> book that we will read in this unit. <b>(flip through <u>Muncha! Muncha! Muncha!</u>)</b> This is a story about a gardener and the trouble he has with three bunnies. It’s a very funny story that we will read for enjoyment. <b>(add characteristics of the text to your chart)</b> This is a <i>nonfiction</i> book. <b>(show a nonfiction book of your choosing)</b> It’s about what to plant in a garden. It tells me facts about gardening and teaches me how to plant a garden.” <b>(list characteristics under <i>Nonfiction</i>)</b></p> <p>“In today’s lesson we are going to sort books into two categories: <i>fiction</i> and <i>nonfiction</i>. I have two signs to designate where the books should go. I’m going to put <u>Swimmy</u> and <u>Muncha! Muncha! Muncha!</u> in the <i>fiction</i> pile. I’m going to sort [<u>How to Take Care of Your Pet Fish</u>] and [<u>The Garden Book</u>] in the pile of <i>nonfiction</i> texts.”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Read from a selected text; this optional example is from <u>Harry the Dirty Dog</u>. You could say:</b>          “In our book <u>Harry the Dirty Dog</u>, Harry is the main <i>character</i>. Look at the pictures in this book and try to remember some of the things Harry did. <b>(discuss book characteristics)</b> Do you think this is a <i>nonfiction</i> book about a real dog with facts, or a <i>fiction</i> book, a pretend story about a dog? I wonder if a real dog would know he was too dirty for his family to recognize him. Show your partner a thumbs-up if <u>Harry and the Dirty Dog</u> should go in...</p> <ol style="list-style-type: none"> <li>1) the <i>fiction</i> pile, OR</li> <li>2) the <i>nonfiction</i> pile.”</li> </ol> <p><b>Read from a selected text, such as <u>Loud and Quiet: An Animal Opposites book</u>. You could say:</b>          “Let’s look at the pictures in this book. Do these animals look like real animals or pretend animals? Let’s list together some characteristics that tell us where to put this book in our sorting pile.</p> <ol style="list-style-type: none"> <li>1) At the top of each page we see... <b>(headings)</b></li> <li>2) Do the headings <i>Loud</i> and <i>Quiet</i> tell us about real animal sounds or pretend animal sounds?</li> <li>3) This book has lists to help us find pages and words. <b>(display index and glossary)</b></li> </ol> <p>Show your partner a thumbs-up if this book should go in...</p> <ol style="list-style-type: none"> <li>1) The <i>fiction</i> pile, OR</li> <li>2) The <i>non-fiction</i> pile.”</li> </ol> <p><b>Provide further examples for additional practice.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Divide students into small groups; give each group fiction and nonfiction books. You could say:</b>          “Now it’s your turn to look at a book and decide if it is <i>fiction</i> or <i>nonfiction</i>. You have a stack of books to work with. Please talk with your group and decide if a book is a pretend story with <i>characters</i>, a <i>fiction</i> book, or a book that tells us real information about something we want to know about, a <i>nonfiction</i> book. Sort your books into stacks for <i>fiction</i> books and <i>nonfiction</i> books. I’ll be coming by to ask you how you decided which stack to sort your books into.”</p> <p><b>Ask pairs/groups to share examples of fiction and nonfiction books with the whole group.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “We compared two different kinds of books today, <i>fiction</i>, or storybooks, and <i>nonfiction</i>, or information books. Knowing how books are alike and different helps us decide what kind of book to choose, and it helps us understand books we read and hear. What do we call a book that tells a story and has <i>characters</i>? What do we call a book that we read for facts and information? When you go to the reading center or the library you can decide if you want to read a <i>fiction</i> or a <i>nonfiction</i> book.”</p>

# Fiction

# Nonfiction

LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	INTEGRATION LESSON 11
<p><b>SHOW ME WHAT YOU KNOW!</b> You'll be stars of Cycles and Sequences– we're going to video record our class acting out a story in sequence.</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• Use information from texts to make accurate inferences.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Inferencing</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• <u>Swimmy</u> by Leo Lionni</li> </ul> <p><b>TALK STRUCTURES FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Talk to the Sock</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Sock puppets from Lesson #8 (optional)</li> <li>• Blank paper</li> <li>• Writing utensils</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• WRAP set #4</li> <li>• Vocabulary Picture Cards: <b>furious, character, lonely, escape</b></li> <li>• Story Element Icons (optional)</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> Preview the text and prepare inferential questions to ask students. Write the questions on sticky notes and place them on the relevant pages.</li> <li>• While you are reading and discussing the text, you might display the Story Element Icons and briefly describe the associated story elements when they occur in the story.</li> <li>• During the We Do and You Do routines, have students use their 'Talk to the Sock' puppets or another fish prop to answer inferential questions.</li> <li>• <i>Save the sock puppets for use in future lessons.</i></li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #4: FURIOUS, CHARACTER, LONELY, ESCAPE</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "Today we get to read <u>Swimmy</u> again! Yea! I want you to think about everything you know about fish, ocean animals, being with your family, and being alone. All of these topics are in our book. Let's also listen for our story elements. When you use information that is already in your brain and apply that information to the elements in a story, you will understand the story better. Good readers use all of the information in their brains to understand what they read and hear."</p>	
<p><b>I DO</b></p>	<p><b>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.</b></p> <p><b>Read the first four pages of <u>Swimmy</u>. You could say:</b>          "Swimmy is the main <b>character</b> in our story, (<b>show character icon</b>) and he lives in the ocean. (<b>show setting icon</b>) The book says Swimmy swam faster than his brothers and sisters. When the big fish came, only Swimmy <b>escaped</b>. I wonder why only Swimmy <b>escaped</b>... <b>Escaped</b> means 'to get away;' it's one of our Words to Know. I also <i>know</i> that fish are very fast swimmers. I <i>know</i> when you swim or run fast, you can pass up other people or run by them. I think I know why Swimmy was the only fish who <b>escaped</b>. He swam faster than the other fish. He passed by them, and they were caught by the big fish. So because I <i>know</i> the word <b>escaped</b>, and because I <i>know</i> that faster swimmers or runners pass others up, I can figure out why only Swimmy <b>escaped</b>! He swam faster and got away from the big fish.</p>	

	<p>"I wonder why the big fish ate Swimmy's brothers and sisters. The book says the big fish was '... very hungry.' I know from animal books I've read and TV shows I've seen that some bigger animals survive by eating smaller animals. From the words in the book and things I know about animals, I think the big fish needed to eat other fish to stay alive. That's why he ate the little fish."</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Read the fifth page, which begins, "He swam away..." You could say:</b>          "Why do you think Swimmy was very sad? It says here that Swimmy was <b>lonely</b>. <b>Lonely</b> means 'misses others.' When I miss my family, I am <b>lonely</b> and sad. Can you think of a time when you felt <b>lonely</b> and sad? Show me a thumbs-up if you think Swimmy was sad because...</p> <ol style="list-style-type: none"> <li>1) he lost his toy, OR</li> <li>2) he misses his family because they were eaten by the big fish? <b>(signal with students)</b></li> </ol> <p>Now put on your 'Talk to the Sock' puppets; you will pretend they are fish. Show your partner how Swimmy felt when he was sad."</p> <p><b>Read the nineteenth page, where Swimmy discovers the new school of fish. Stop after the sentence that ends, "The big fish will eat us all." You could say:</b>          "Swimmy wants the new little fish he found to go swim in the ocean with him. <b>(display goal icon)</b> Why do you think the little fish are afraid of the big fish eating them? <b>(support and extend student responses)</b> Show me a thumbs-up if the little fish are afraid because...</p> <ol style="list-style-type: none"> <li>1) they've seen big fish eat little fish, <b>(signal with students)</b> OR</li> <li>2) they don't like rocks.</li> </ol> <p>Use your sock puppet to tell your partner why the little fish are afraid. Say, "They know big fish eat little fish."</p> <p><b>Provide further practice with answering inferential questions until students are ready to move to the You Do.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Reread the page where Swimmy finds the school of new fish, and continue through the page where Swimmy says, "I'll be the eye." You could say:</b>          "Now I want you to think about what you know and what we've read in our book to answer these questions about our story. You can raise your 'Talk to the Sock' fish to show me which answer you think explains our story. Why do you think Swimmy said he would be the eye? Do you think it's because...</p> <ol style="list-style-type: none"> <li>1) he was the only black fish, and that would make them look like a real big fish, OR</li> <li>2) because he didn't want to be the tail?</li> </ol> <p>Now tell your partner Swimmy was the eye because he was the only black fish."</p> <p><b>Read the last two pages of the story. You could say:</b>          "How do you think Swimmy felt when the fish swam all together as one big fish? <b>(display attempts icon)</b> Show me your answer with your puppet...</p> <ol style="list-style-type: none"> <li>1) Swimmy felt sad, OR</li> <li>2) Swimmy felt very happy.</li> </ol> <p>Why do you think Swimmy felt that way? Tell your partner."</p> <p>"Now we're going to think of a new ending, or <i>outcome</i>, <b>(display outcome icon)</b> for our story. What do you think Swimmy and the other fish did after they chased away the big fish?</p> <ol style="list-style-type: none"> <li>1) Do you think they saw an octopus, OR</li> <li>2) Do you think they hid in a cave?" </li></ol>



	<p><b>If you have time, pass out blank paper for students to draw. You could say:</b> “Now you can draw a picture of what you think Swimmy and his friends did after they chased away the big fish. I will come around and write what you tell me Swimmy and his friends did.”</p>
<b>CLOSE</b>	<p><b>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.</b></p> <p><b>You could say:</b> “You are all very smart! You have a lot of information in your brains and you used what you know and what is in our book to answer some important questions about the story. When you think about why things happen in a story as you’re reading, it helps you really understand the story well. That will make us all good readers!”</p>

LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 12
<p><b>SHOW ME WHAT YOU KNOW!</b> You'll be stars of Cycles and Sequences– we're going to video record our class acting out a story in sequence.</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Define target vocabulary words.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li><u>Swimmy</u> by Leo Lionni</li> </ul> <p><b>TALK STRUCTURES FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Small Groups</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Puppets, stuffed animals, or people/animal figures</li> <li>Other texts or props</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>repeat, predict, appear, order</b></li> <li>Teacher Journal Lesson #12</li> <li>Student Journal Lesson #12 (1 for each pair)</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>You might gather other books or props that you could use to teach the Words to Know in context.</li> <li>Have puppets, stuffed animals, or figurines ready for students to use for the You Do activity.</li> </ul> </li> <li>The I Do/We Do routines are combined in this lesson to facilitate teaching and providing guided practice with one word at a time.</li> <li><b>WORDS TO KNOW</b> <ul style="list-style-type: none"> <li><b>repeat:</b> Say or do it again</li> <li><b>predict:</b> Tell about it before it happens</li> <li><b>appear:</b> Come into sight</li> <li><b>order:</b> One thing after another</li> </ul> </li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "In our last lesson we talked about words we are learning in our book <u>Swimmy</u>. There were some words in the book that you knew, like <b>escape</b> and <b>lonely</b>. There were other words that I don't think you know yet. We hear many new words every day, and sometimes we don't know these words. Remember, we need to get good at listening for new words, especially when we are listening to good stories. If we don't understand words, we might not get to really enjoy the story!"</p>	
<p><b>I DO/ WE DO</b></p>	<p><b>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.</b></p> <p><b>Introduce the words using <u>Swimmy</u>, the Vocabulary Picture Cards, or another method.</b></p> <p><b>You might show the <u>Swimmy</u> page where Swimmy finds the new school of fish ("Then hidden in the dark shade..."). You could say:</b>          "Our first word today is <b>appear</b>. 'In the dark shade of rocks and weeds,' a little school of fish <b>appeared</b>. <b>Appear</b> means 'to come into sight.' The fish came into sight; Swimmy saw them <b>appear</b>! Sometimes when it's raining and the sun is shining, a rainbow will <b>appear</b> in the sky. Have you ever seen a magician doing magic tricks? A famous magic trick is to make a rabbit <b>appear</b> out of a hat. Let's all say the word <b>appear</b>. What does the word <b>appear</b> mean?"</p>	

	<p><b>(predict)</b>  <b>Share Teacher Journal Lesson #12, p. 1 and the predict picture card. You could say:</b>          “This is a picture for the word <b>predict</b>. I think the dog can <b>predict</b> when someone will knock on the door. <b>Predict</b> means to ‘tell about it before it happens.’ My dog barks to <b>predict</b> someone is coming to the door. How does your pet <b>predict</b> when someone is coming to the door? <b>(model using predict as students discuss this context)</b> Hmm... Now look at the Vocabulary Picture Card and listen to my sentence... ‘Our soccer game got rained out today. The weather forecaster did not <b>predict</b> that it was going to rain.’ What do you think the weather forecaster <b>predicted</b>? <b>(allow students to respond)</b> Let’s say <b>predict</b> together. Now tell me, what does <b>predict</b> mean?”</p> <p><b>(order)</b>  <b>You might use the seventh page of <u>Swimmy</u> (“But the sea was full...”) through the eleventh page (“...strange fish, pulled by...”), along with Teacher Journal Lesson #12, pp. 2-4. You could say:</b>          “When Swimmy swam through the ocean, he saw some ocean life. He saw a jellyfish, a lobster, and strange fish in that <b>order</b>. <b>Order</b> means ‘one thing after another.’ Swimmy saw one ocean creature after another, in <b>order</b>! <b>(display teacher journal pictures in order)</b> When I line up my zoo animals, I put them in <b>order</b> from tallest to shortest. <b>(display Vocabulary Picture Card for order)</b> This picture shows red balls in <b>order</b> by number. They are in <b>order</b> by numbers one through six. Let’s say the word <b>order</b> together. What does <b>order</b> mean?”</p> <p><b>(repeat)</b>  <b>Display Vocabulary Picture Card for repeat. You could say:</b>          “This boy didn’t hear what his mom said. He asked her to <b>repeat</b> what she said. <b>Repeat</b> means to ‘say or do again.’ Sometimes my teacher asks me to <b>repeat</b> writing my name. I write it again. I love to jump off the diving board. I could <b>repeat</b> doing that all day. Let’s say the word <b>repeat</b> together. Now tell me what <b>repeat</b> means.”</p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Have students use puppets or other props to act out the Words to Know. You could say:</b>          “Let’s use our four new words we learned today. You and your partner have a puppet. I want you to take turns and use your puppet to act out and say our four new words: <b>appear, predict, order, and repeat</b>. For example, your puppet can tell your partner, ‘Line up blocks in <b>order</b> from the tallest to the smallest.’ Then your partner will use the puppet to line up the blocks. I will come around and listen to you practice our new words.”</p> <p><b>Suggest and model the following examples:</b></p> <ul style="list-style-type: none"> <li>• <b>Have students make their puppets appear under their chins, or tell their partners where their puppets should appear in the classroom.</b></li> <li>• <b>Model using your puppet to make <i>predictions</i>. Then have students use their puppets to predict the following: the weather, what’s for snack, what the class will do at center time, and so on.</b></li> <li>• <b>Have students prompt the puppets to order the <u>Swimmy</u> pictures from Student Journal Lesson #12.</b></li> <li>• <b>Have students ask the puppets to repeat a phrase, sentence, or action.</b></li> </ul>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “We need to get really good at learning new words and using them at school and at home. The four new words we talked about today—<b>repeat, predict, appear, and order</b>—may <b>appear</b> in the books we read. We need to learn new words we hear in stories so we can understand the stories we read and really enjoy them!</p>

Let's practice using each of our new words in a sentence. Let's do it together...

- My sister **repeats** the same joke every day.
- Our teacher **predicted** everyone would love the new slide.
- The horse **appeared** in our backyard.
- I'm practicing telling stories in the right **order**."

# Predict



# Order

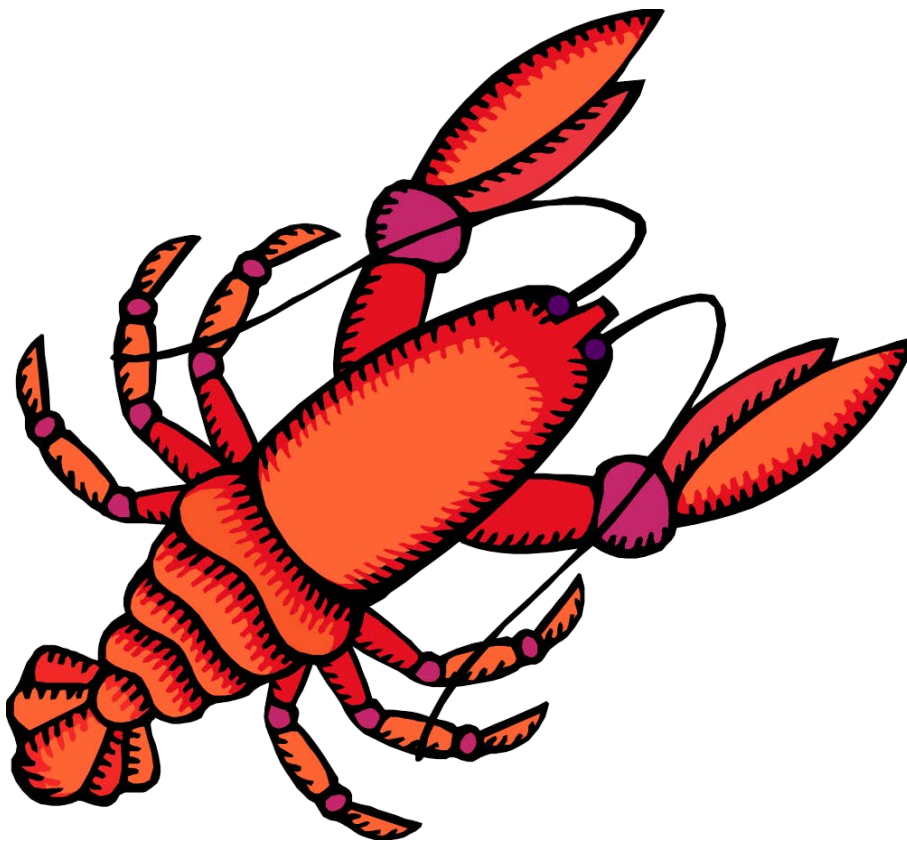
Sea creature



#1

# Order

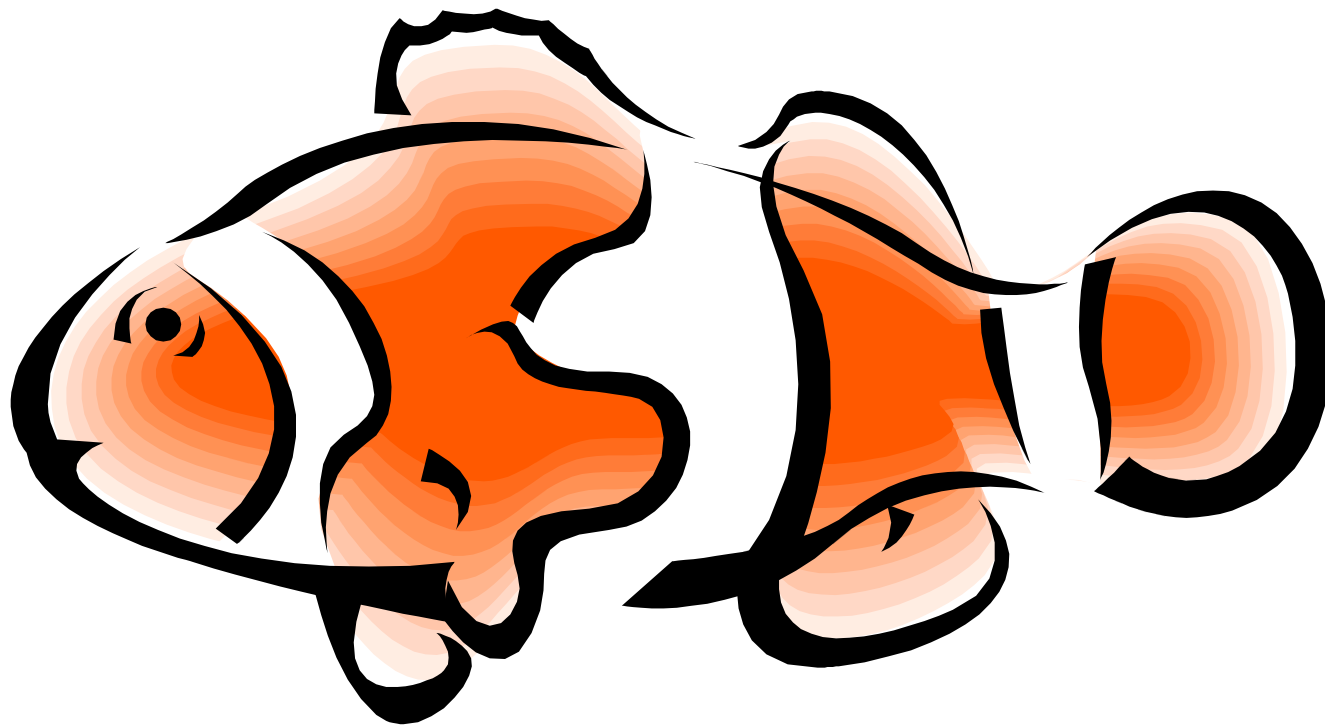
Sea creature



#2

# Order

Sea creature



#3

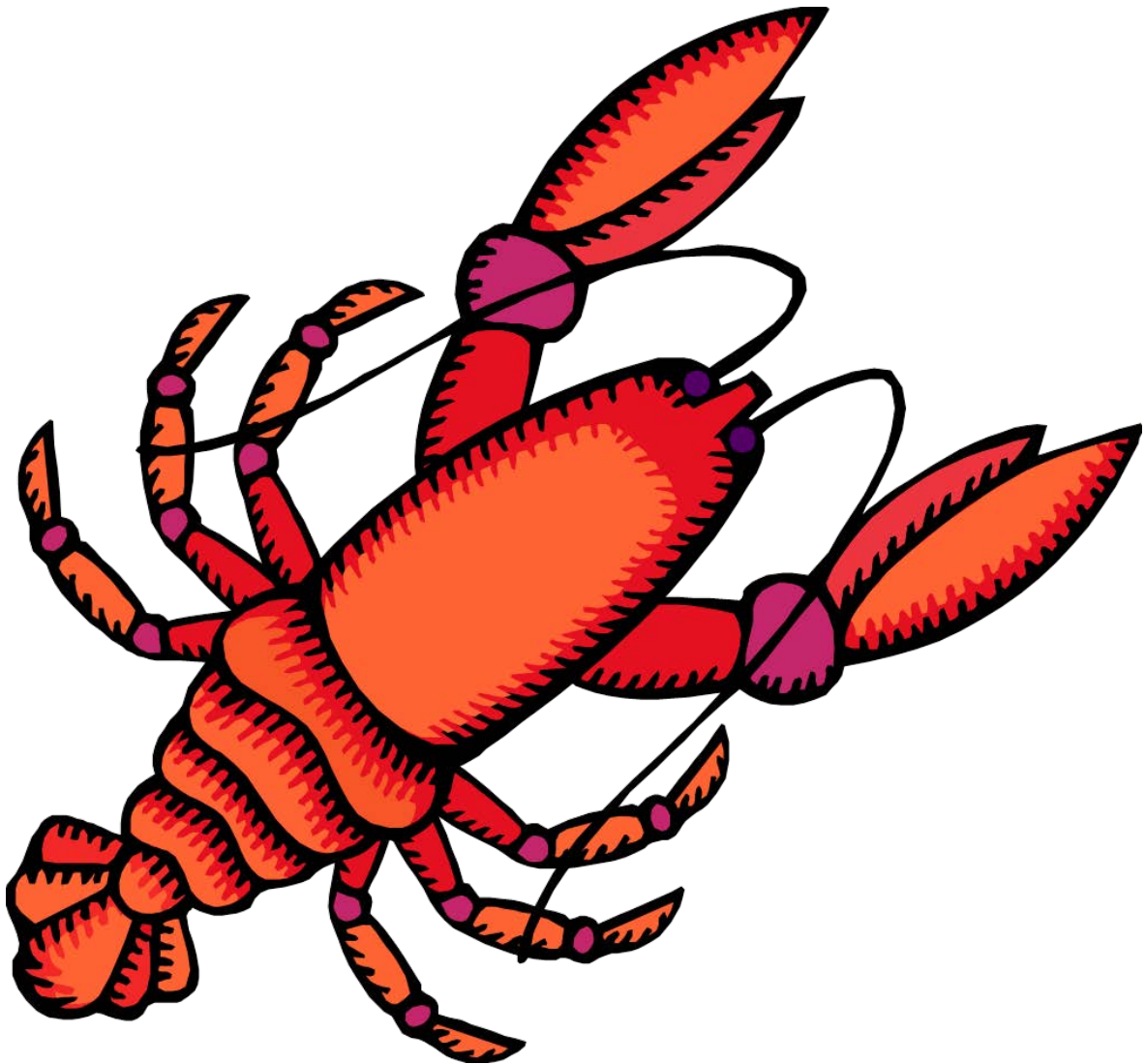


# Swimmy saw...



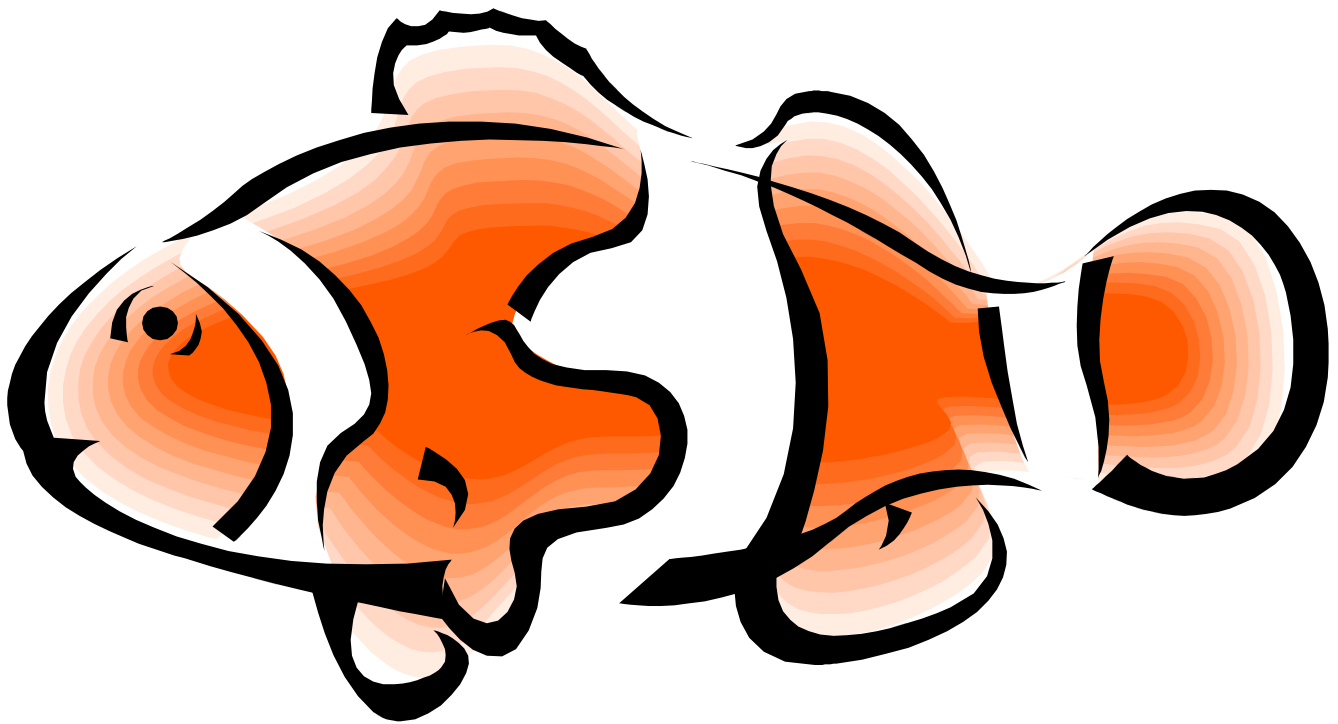
#1

## Swimmy saw...



#2

## Swimmy saw...



#3



## WEEKLY LESSON PLANNER

### FICTION

Week 4	Lesson 13	Lesson 14	Lesson 15	Lesson 16
<b>Lesson Type</b>	<b>Text Mapping</b>	<b>Integration</b>	<b>Words to Know</b>	<b>Read to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use grade level suffixes and prefixes in dictated or written stories.</li> </ul>	<ul style="list-style-type: none"> <li>Retell a narrative including story elements.</li> </ul>	<ul style="list-style-type: none"> <li>Create semantic webs of related words and explain how words are related.</li> <li>Use target vocabulary in dictated sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Sustain focus during independent book reading or looking through books.</li> <li>Describe a <i>character</i> and his or her goal.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><i>Swimmy</i> by Leo Lionni</li> </ul>	<ul style="list-style-type: none"> <li><i>Swimmy</i> by Leo Lionni</li> </ul>	<ul style="list-style-type: none"> <li><i>Swimmy</i> by Leo Lionni</li> <li><i>Harry the Dirty Dog</i> by Gene Zion</li> <li><i>Muncha! Muncha! Muncha!</i> by Candace Fleming</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Objects to demonstrate singular and plural </li> <li>Chart paper or interactive whiteboard </li> <li>Individual dry erase boards</li> <li>Dry erase markers</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper or document camera </li> </ul>	<ul style="list-style-type: none"> <li>Chart paper or blank word web</li> <li>Document camera or interactive whiteboard (optional) </li> </ul>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books </li> <li>Paper bags, paper plates, or materials for puppets </li> <li>Crayons</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #13</li> <li>Student Journal Lesson #13 </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>repeat, predict, appear, order</b></li> <li>Teacher Journal Lesson #14</li> <li>Student Journal Lesson #14</li> <li>Story Element Icons</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #15 (print or digital) </li> <li>Sentence frames for Lesson #15</li> <li>Word web</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #6</li> <li>Vocabulary Picture Cards: <b>repeat, predict, appear, order</b></li> </ul>



Digital/Tech



Prep Materials



Preview the Text



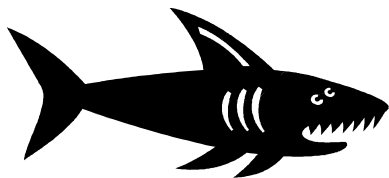
Game



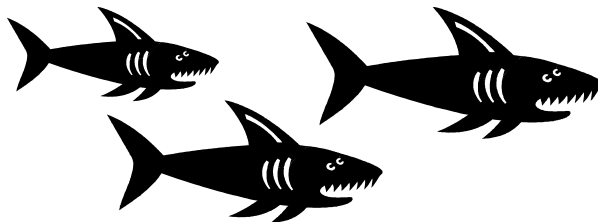
Save Materials

LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	TEXT MAPPING LESSON 13
<b>SHOW ME WHAT YOU KNOW!</b> You'll be stars of Cycles and Sequences – we're going to video record our class acting out a story in sequence.		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Use grade level suffixes and prefixes in dictated or written stories.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Recasting</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Swimmy</u> by Leo Lionni</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Small Groups</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Objects to demonstrate singular and plural</li> <li>Chart paper or interactive whiteboard</li> <li>Individual dry erase boards</li> <li>Dry erase markers</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #13</li> <li>Student Journal Lesson #13</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> You may want to cut the cards from the second page of the student journal to save time, or you can have students cut them before playing the sorting game.</li> <li>Use objects, pictures, or another method of your choosing to model the meaning of <i>singular</i> and <i>plural</i>. After you display <i>one</i> object and <i>more than one</i> object, write the words and highlight the added <i>-s</i> or <i>-es</i>.</li> <li>During the We Do routine... <ul style="list-style-type: none"> <li>If appropriate, students can practice writing <i>-s</i> on their individual whiteboards when you demonstrate a word with <i>-s</i> or <i>-es</i> added.</li> <li>Display Teacher Journal Lesson #13 to show students that you are sorting into categories of singles and plurals, or more than one object or picture.</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>Demonstrate how you might group objects into singular and plural categories. You could say :</b> What letter is this? (<b>write or point out a letter</b>) What sound does it make? All of the letters we are learning are helping us become good listeners. We listen for the sounds the letters make. Letters and letter sounds help us learn new words. Listening to words in stories helps us understand what we read and hear. Today we're going to practice adding the letters <i>-s</i> or <i>-es</i> to the end of words. Adding <i>-s</i> to the end of words means <i>more than one</i>. (<b>choose an example object and model writing the word and adding the plural -s</b>) Here is a [book]. Here are three [books]. I add <i>-s</i> to the end of the word, and now the reader knows I'm talking about more than one [book]."</p>	
<b>I Do</b>	<p><b>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.</b></p> <p><b>Sort objects into piles of singles and piles of more than one. Model writing the words to represent both. You could say:</b>  "I'm going to show you when I add <i>-s</i> or <i>-es</i>. Here is an [apron]. There is only one. Now here are three [aprons for our kitchen]. I'll add <i>-s</i> to the end of the word so the reader will know I have more than one [apron]."</p> <p><b>Repeat with another object or picture.</b></p>	

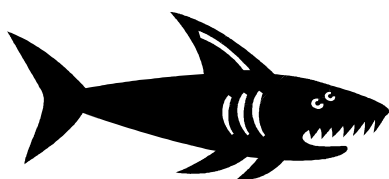
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>You could say:</b>  “Let’s practice writing words that mean <i>one</i> or <i>more than one</i>. Remember in our book <u>Swimmy</u>, he wanted to swim safely in the ocean so he could see the beautiful plants and creatures. Let’s write down some of the things Swimmy saw in the ocean. <b>(display first two pages of <u>Swimmy</u>)</b> Swimmy swam with lots of brothers and sisters. He had <i>more than one</i> sister and brother. So we’ll add <i>-s</i> to the words <i>brother</i> and <i>sister</i>. You can write the letter <i>-s</i> on your whiteboard to show Swimmy had more than one brother and sister.”</p> <p><b>Now turn to the page where Swimmy sees the Medusa jellyfish (seventh page; begins “But the sea was full...”)</b> <b>You could say:</b>  “On this page, Swimmy saw a beautiful jellyfish. Show me a thumbs-down if we do not need to add an <i>-s</i> to the word jellyfish. <b>(allow students to respond)</b> Correct, he only saw <i>one</i> jellyfish, so we don’t need to add <i>-es</i> to the word jellyfish.”</p> <p><b>Model adding <i>-s</i> or <i>-es</i> and let students practice writing <i>-s</i> and <i>-es</i> on their whiteboards as you display other pages in <u>Swimmy</u>.</b></p> <p><b>Show Teacher Journal Lesson #13. Using objects/pictures from the I Do section, you could say:</b>  “I have a sorting page to help me sort my objects into categories of <i>one</i> <b>(point to the one shark)</b> or <i>more than one</i>. <b>(point to the group of sharks)</b> Here is a picture of a rock Swimmy saw in the ocean. I’m going to put that here under our picture for only one. I only have one rock. Show me a thumbs down if I should not add an <i>-s</i> to the word rock. <b>(allow students to respond)</b> Right. No <i>-s</i> on the end of the word rock, we only have one rock like the one shark at the top of our chart.”  <b>With students, sort more objects or pictures to provide practice sorting into categories of <i>singular</i> and <i>plural</i>.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Distribute Student Journal Lesson #13. You could say:</b>  “Now it’s your turn to sort pictures of some of the things Swimmy saw as he swam around the ocean. You have a chart just like mine to sort some pictures; the pictures are on the second page of your journal. You can work with friends in your group to help you decide where the pictures belong. Put your picture under the <i>single</i> shark, with no <i>-s</i> on the end of the word, if you have a picture of <i>one</i> thing. Put your picture under the picture of <i>more than one</i> shark, with the <i>-s</i> on the end of the word, if you have more than one thing. You can write an <i>-s</i> or <i>-es</i> next to the pictures showing more than one. I will be around to help you write <i>-s</i>, or if you want to try to write the words.”</p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “You did a nice job deciding if a picture showed one or more than one. What letters do you add to a word to mean <i>more than one</i>? <b>(-s and -es)</b> Understanding what it means when we add letters to words helps us understand what we hear and read. Let’s change these words to mean more than one... <b>(allow students to respond by saying the plural)</b></p> <ul style="list-style-type: none"> <li>• lobster <b>(lobsters)</b></li> <li>• ditch <b>(ditches)</b></li> <li>• brother <b>(brothers)</b></li> <li>• cave <b>(caves)</b></li> <li>• tuna fish” <b>(tuna fishes)</b></li> </ul>



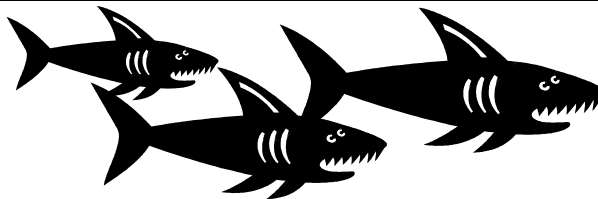
shark



sharks



shark

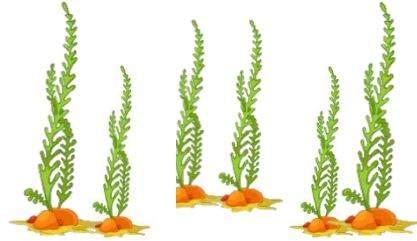


sharks





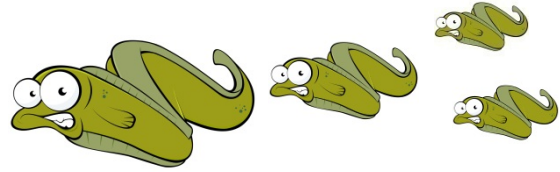
plant



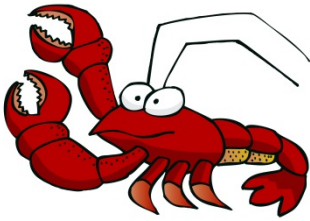
plants



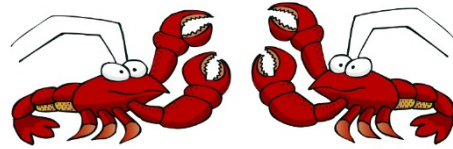
eel



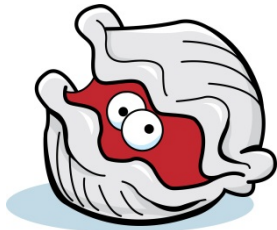
eels



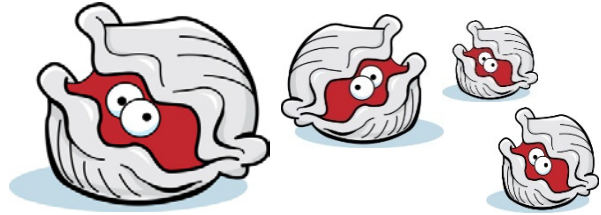
lobster



lobsters



clam



clams



rock



rocks

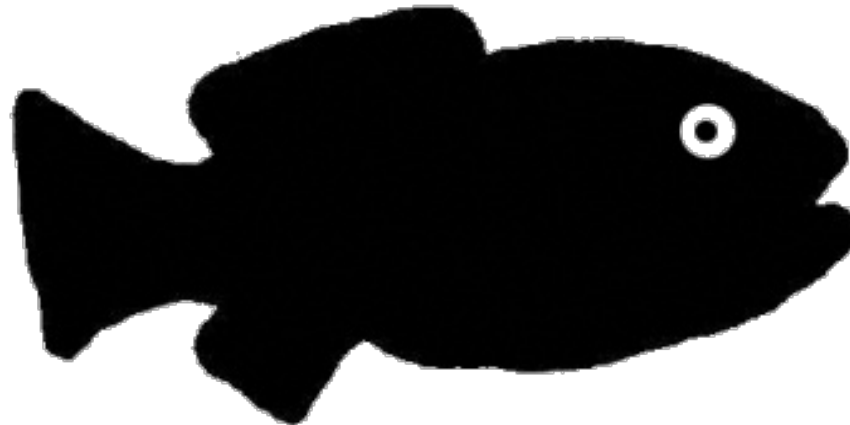
LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	INTEGRATION LESSON 14
<p><b>SHOW ME WHAT YOU KNOW!</b> You'll be stars of Cycles and Sequences – we're going to video record our class acting out a story in sequence.</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Retell a narrative including story elements.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Retelling</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li><u>Swimmy</u> by Leo Lionni</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Chart paper or document camera</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>repeat, predict, appear, order</b></li> <li>Teacher Journal Lesson #14</li> <li>Student Journal Lesson #14</li> <li>Story Element Icons</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>The story elements taught in the lesson are <i>character, setting, goals, attempts to reach goals, and outcome</i>. If you teach other story elements (problem, solution, and so on), you may want to include them; however, the above story element names should be taught since the Show Me What You Know assessment will address the story elements with this terminology.</li> <li>During the I Do routine, use the Story Element Icons to teach the story elements and then model a story retell; the emphasis of the lesson is the story retell.</li> <li>In the You Do routine, students will retell the story with a partner. Project or display Student Journal Lesson #14 to support students as they retell the events. If time permits, students can act out the story as other students retell the events.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #5: REPEAT, PREDICT, APPEAR, ORDER</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "Has anyone ever been to see a storyteller? They are people who often dress up as <i>characters</i> and tell a story in an exciting and dramatic way. They tell the important parts of the story so you will understand and enjoy it. Today we're going to practice telling the story of <u>Swimmy</u> and naming the key story elements. If we know the key elements in a story it helps us understand the story and get quite good at retelling it."</p>	
<p><b>I Do</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "Remember the tools, the story icons, we used to help us listen for the key elements or important parts in a story? When we read <u>Harry the Dirty Dog</u>, we learned these elements:</p> <ol style="list-style-type: none"> <li>The <i>setting</i>. <b>(show icon)</b> This reminds us to think about where and when the story takes place.</li> <li>The next icon is for <i>characters</i>. <b>(show icon)</b> Remember <i>character</i> means 'a person or an animal in a story.'</li> <li>The third icon is for the <i>goal</i>. <b>(show icon)</b> This helps us remember what the <i>character</i> in the story wants to do.</li> </ol>	

	<p>4) This hand stands for <i>attempts</i>. <b>(show icon)</b> <i>Attempt</i> means ‘to try to do something.’ When we see this picture of a hand it reminds us of what the <b>characters</b> do to try to reach their <i>goals</i>, their <i>attempts</i> to reach their <i>goals</i>.</p> <p>5) Our last icon stands for the <i>outcome</i>. <b>(display icon)</b> The <i>outcome</i>, or the ending, tells what happened to the <b>characters</b> at the end of the story. When we see this picture of the person crossing the finish line, we’ll be talking about what happened at the end of the story.”</p> <p><b>Retell the story, emphasizing key story elements. Use the sequenced pictures on Teacher Journal Lesson #14 (or pages in <u>Swimmy</u>) along with the Story Element Icons, to support students’ understanding. You could say:</b></p> <p>“Swimmy was a little black fish that lived in the ocean with his brothers and sisters. <b>(show character and setting icons and pp. 1-2 of teacher journal)</b> One day a big fish swam by and ate all of Swimmy’s brothers and sisters. <b>(show p. 3 of teacher journal)</b> Swimmy <b>escaped</b> and swam away in the ocean. He was <b>lonely</b>. But Swimmy longed to swim freely in the ocean and see all of the beautiful ocean plants and creatures. <b>(show goal icon and p. 4 of teacher journal)</b> Swimmy was brave and saw many beautiful things as he swam in the ocean. <b>(display character icon)</b> One day he met a big school of little fish hiding in a cave. Swimmy asked the little fish to swim with him, but they were afraid of big fish. Swimmy had an idea. <b>(display goal icon)</b> He taught the little fish to swim together so they would <b>appear</b> to be a big fish. It worked!”<b>(display attempts and outcome icons and pp. 5-6 of teacher journal)</b></p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Continue to use Teacher Journal Lesson #14 to retell the story with students. You could say:</b>  “Now let’s retell Swimmy’s story together... ‘Swimmy was a little black fish that lived in the ocean with his brothers and sisters. <b>(show character and setting icons and pp. 1-2)</b> One day a big, bad fish ate Swimmy’s brothers and sisters. Swimmy <b>escaped</b>. <b>(show p. 3)</b> Swimmy was afraid, but there were so many beautiful things to see in the ocean. He wanted to swim and see everything.’ <b>(show goal icon and p. 4)</b> Turn to your partner and show a thumbs-up if you think Swimmy’s <i>goal</i> was...</p> <ol style="list-style-type: none"> <li>1. to swim in the ocean and see beautiful things, OR</li> <li>2. to eat lots of fish.</li> </ol> <p>Tell your partner, ‘Swimmy’s <i>goal</i> was to swim in the ocean and see beautiful things.’</p> <p><b>(p. 5 of teacher journal)</b> “Let’s keep going... ‘Swimmy met some other little fish. He wanted them to swim with him and see the ocean, but they were afraid of the big fish. Swimmy had an idea so he and his friends could swim and be safe.’ Now I’m going to read two things to describe Swimmy and his friend’s <i>attempts</i>. <b>(display icon)</b> Show me a thumbs-up when I name Swimmy’s <i>attempt</i>...</p> <ol style="list-style-type: none"> <li>1. Swimmy taught the fish to swim together so they would <i>look like</i> a big fish, OR</li> <li>2. Swimmy and his friends hid and decided not to see the ocean.</li> </ol> <p>Tell your partner, ‘Swimmy taught the fish to swim together like one big fish.’</p> <p><b>(p. 6 of teacher journal)</b> “Turn to your neighbor and show them a thumbs-up if Swimmy’s idea worked. Tell your partner what the <i>outcome</i> was, <b>(display icon)</b> or what happened at the end of the story. Yes! Swimmy and his friends swam together like a big fish, and the other big fish did not bother them. That was the <i>outcome</i> of the story; that’s what happened at the end of the story.”</p> <p><b>Review each icon with the class to decide if you included all of the elements in the story retell.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Distribute Student Journal Lesson #14.</b></p>

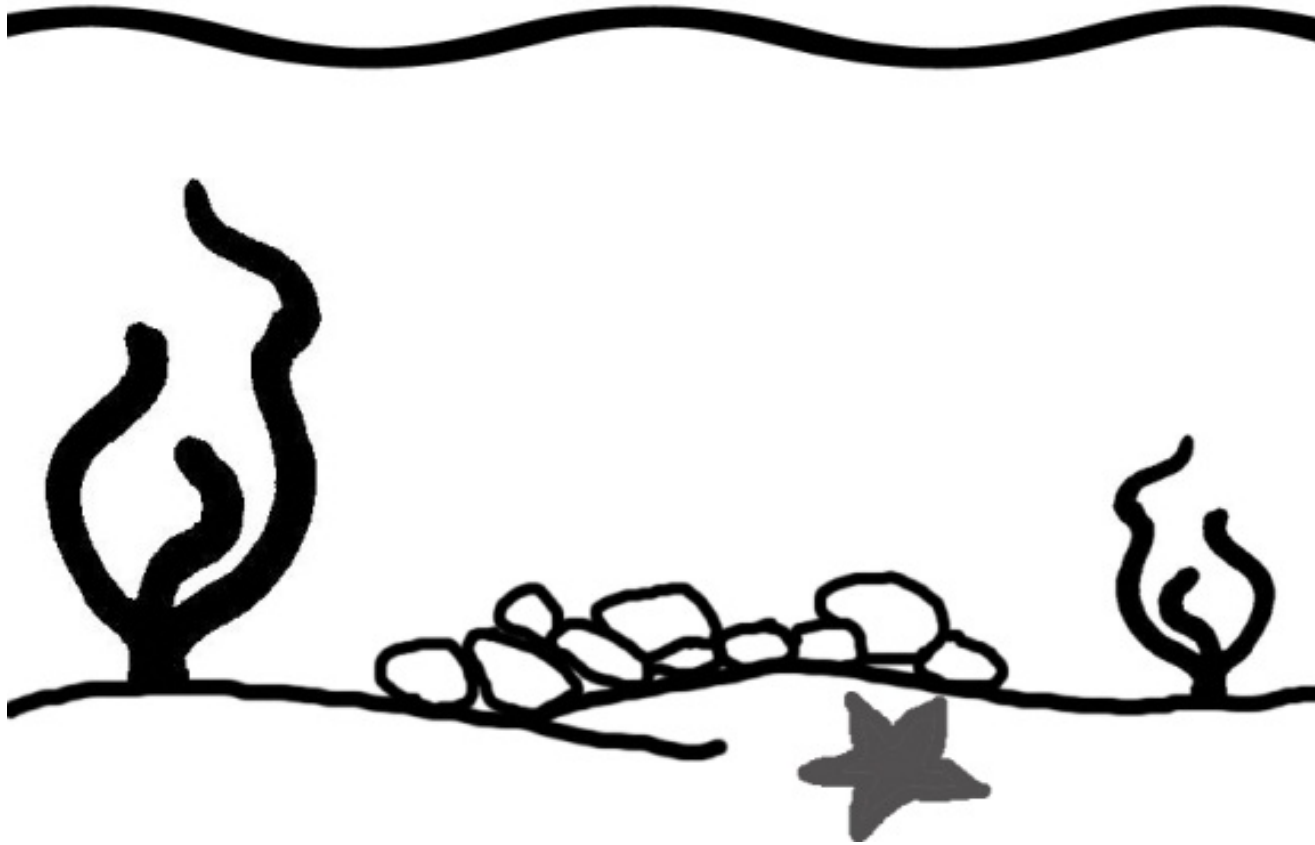
	<p><b>You could say:</b>          “Now it’s your turn to retell the story of Swimmy with your partner. You each have pictures of the events that happened in the story and the icons that remind us of the key story elements. I will help you and you can ask each other if you forget what happened in the story.”  <b>If time allows, ask students to act out the story as they retell it to the whole class.</b></p>
CLOSE	<p><b>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.</b></p> <p><b>You could say:</b>          “You did a great job retelling our story today. Knowing the key elements in a story and using them to help you tell the story really helps you understand stories you read and hear. Let’s review the pictures we use to help us remember important parts of stories.</p> <ul style="list-style-type: none"> <li>• <b>(display <i>character icon</i>)</b> Who were the <i>characters</i> in our story? <b>(Swimmy, the little fish, the big fish)</b></li> <li>• <b>(display <i>setting</i>)</b> What was the <i>setting</i> for our story? <b>(ocean)</b></li> <li>• <b>(display <i>goals</i> )</b>What did Swimmy want to do in our story, what was his <i>goal</i>? <b>(to swim in the ocean and see plants and creatures)</b></li> <li>• <b>(display <i>attempts to reach goals</i>)</b>What did Swimmy do to reach his <i>goal</i>? <b>(taught the little fish to swim together as a big fish)</b></li> <li>• <b>(display <i>outcome</i>)</b>What was the <i>outcome</i>, or ending, of our story? <b>(Swimmy and the little fish swam safely together)</b></li> </ul> <p>When you read at home or at school, show your family how you can retell the story after you have heard it by retelling the key elements!”</p>

# Swimmy

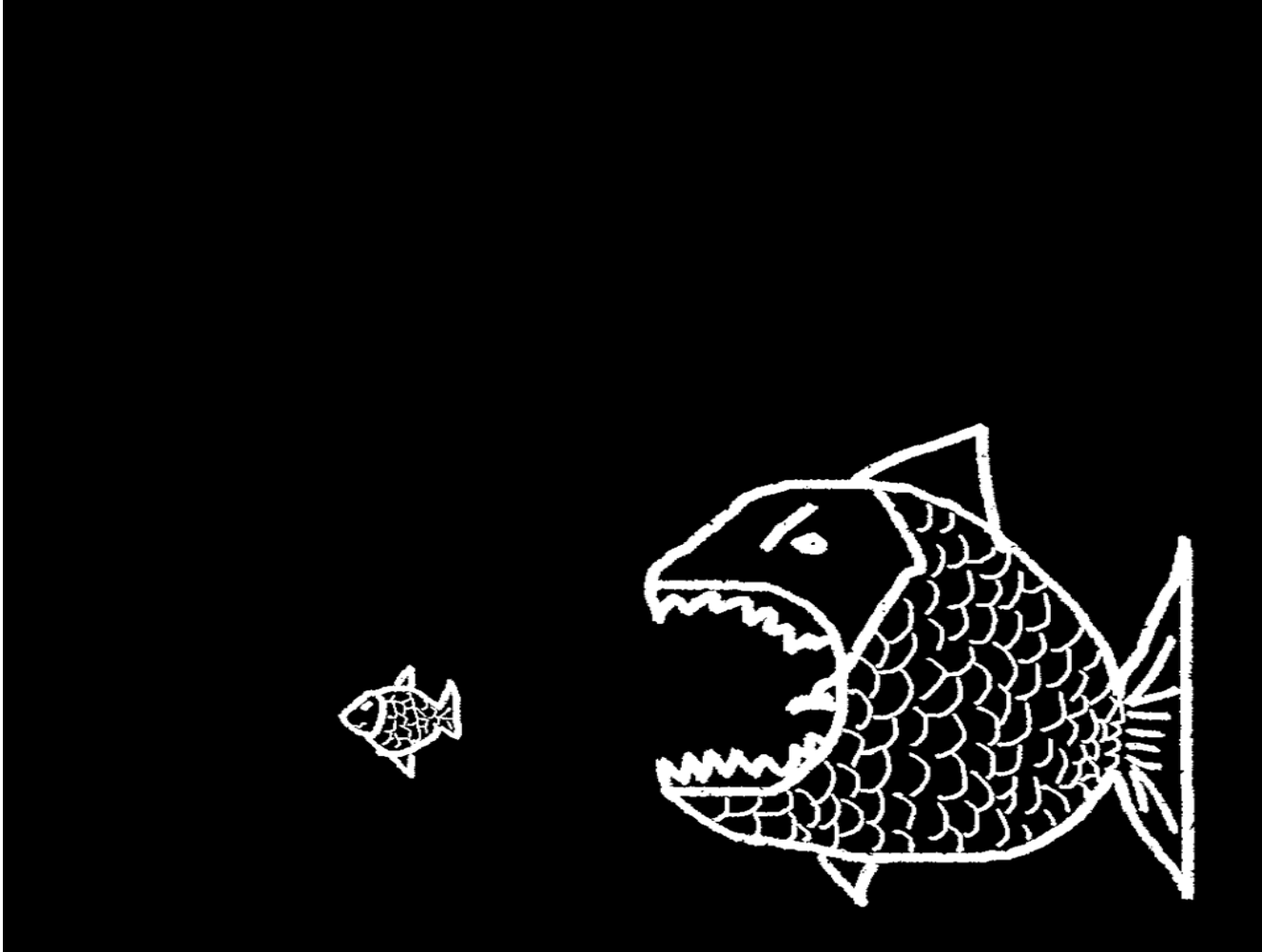
## Character



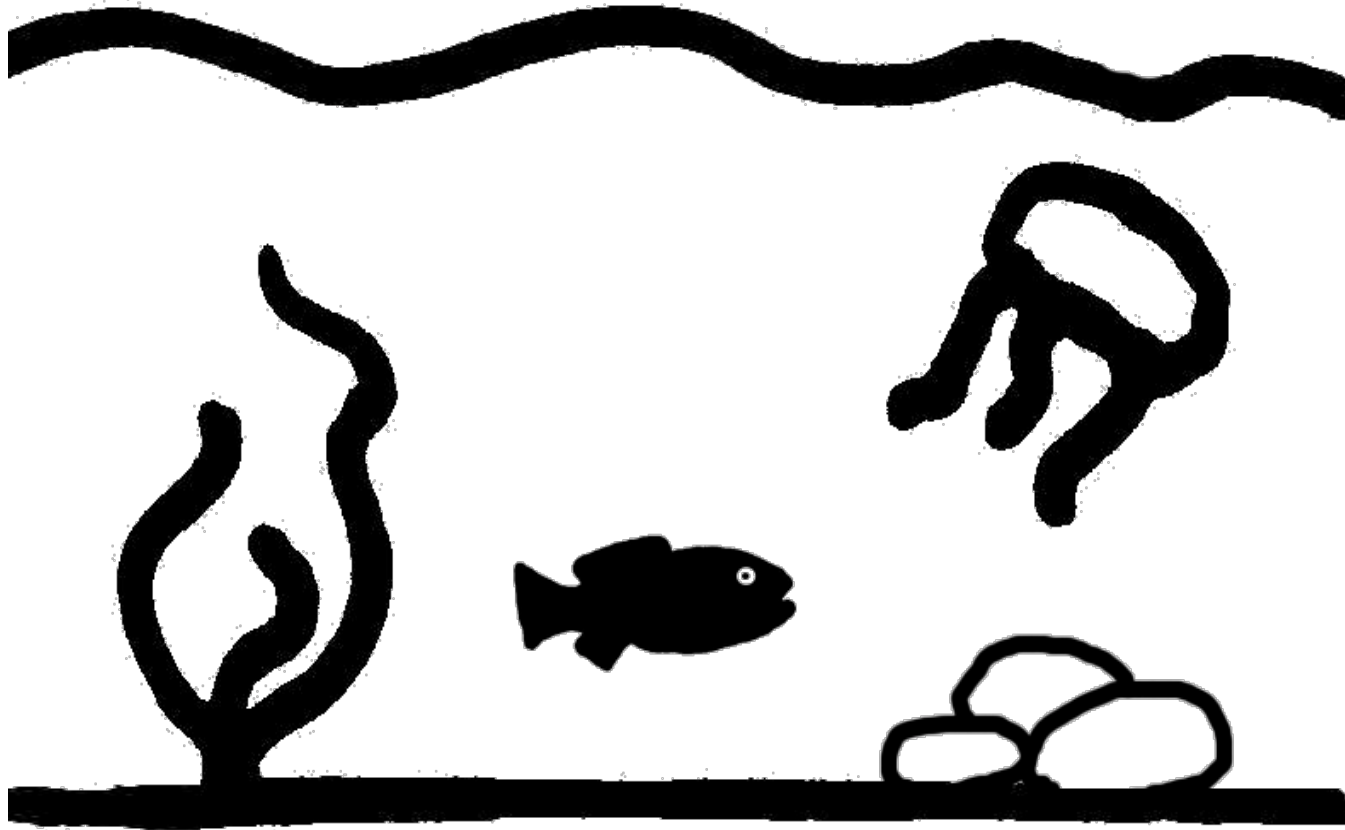
# Setting



# Character

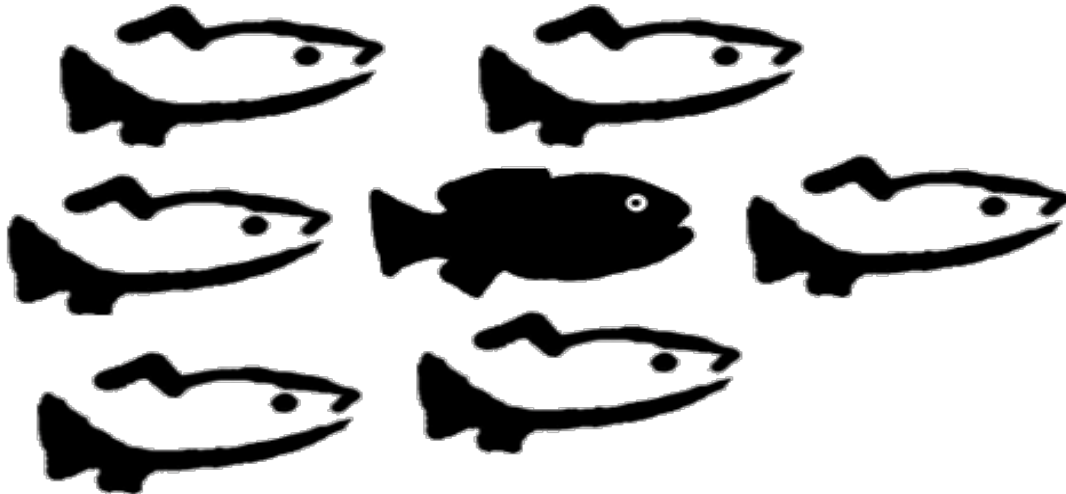


Goal

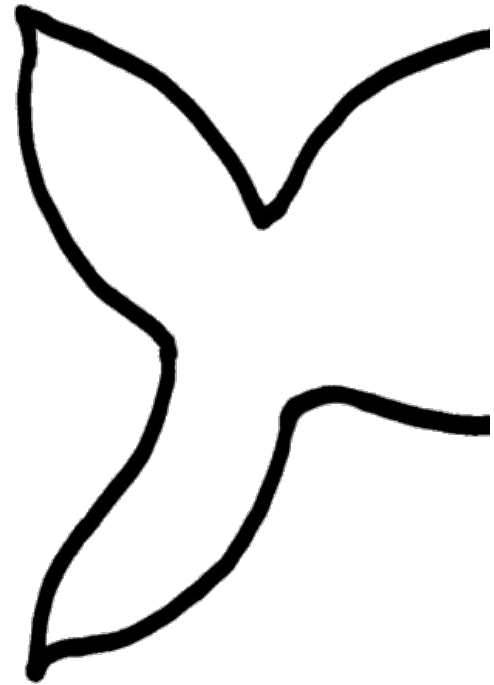
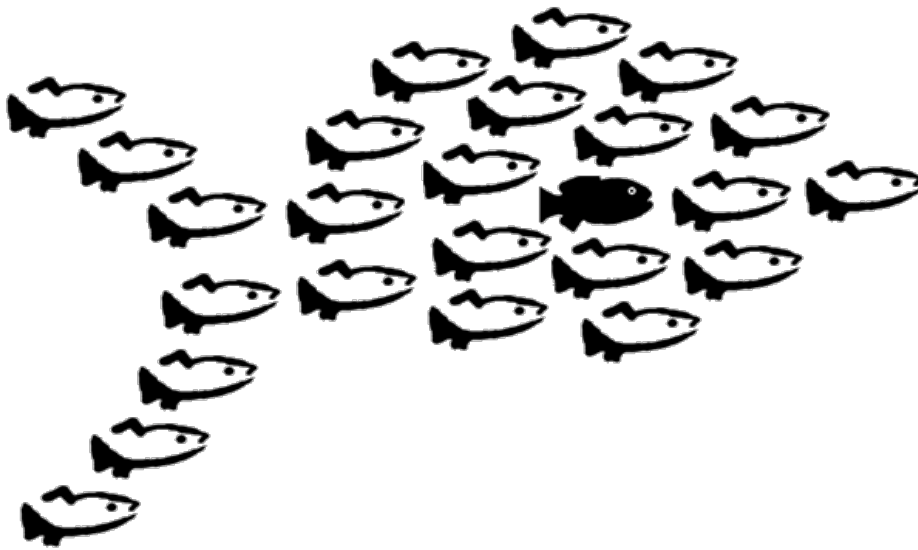




# Attempts

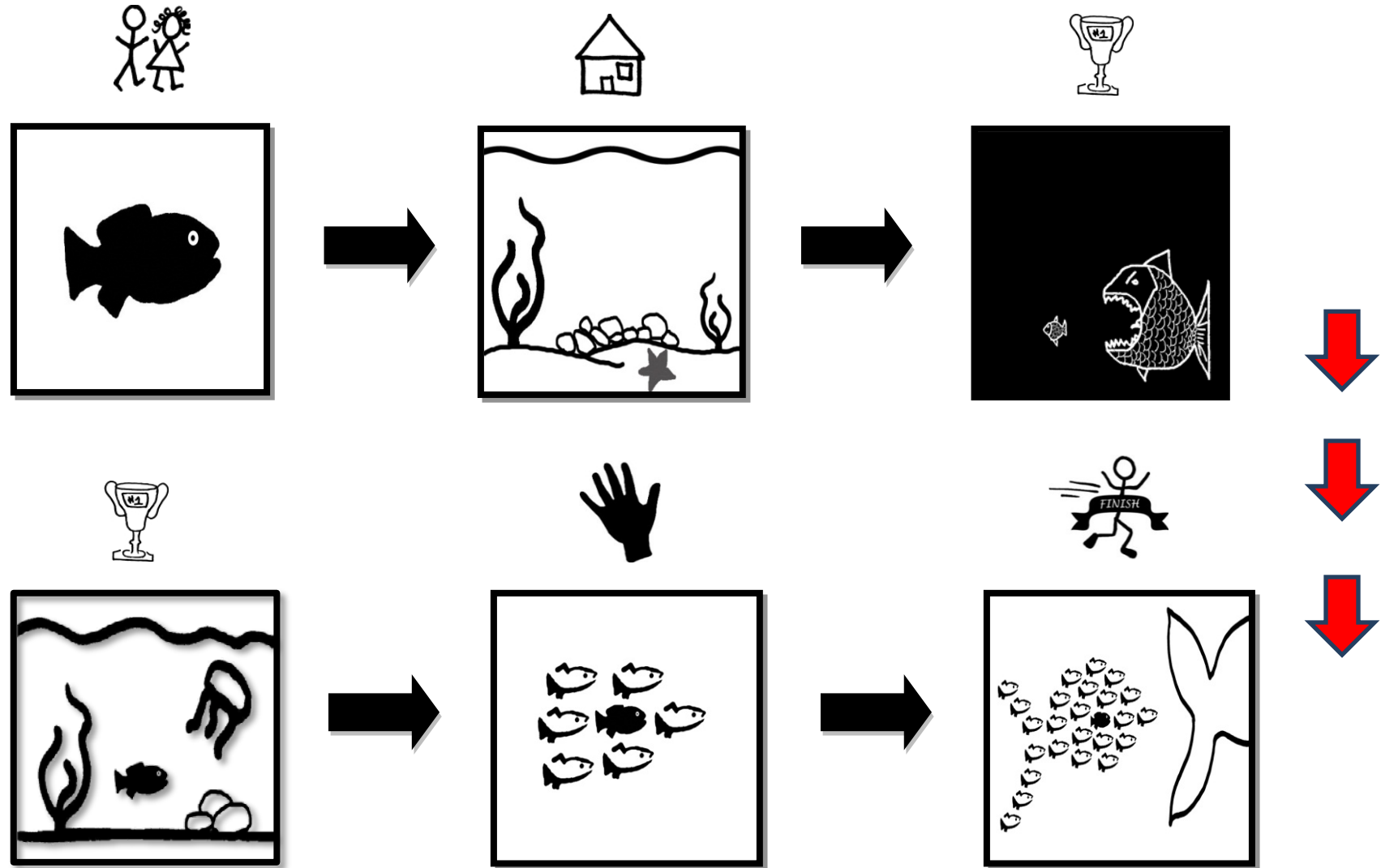


# Outcome



# Student Journal

## Fiction – Lesson 14



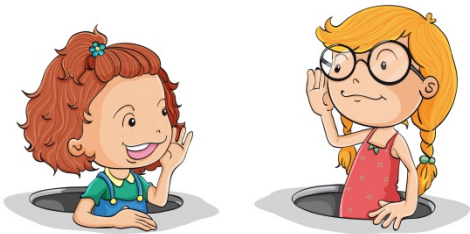
LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 15
<b>SHOW ME WHAT YOU KNOW!</b> You'll be stars of Cycles and Sequences – we're going to video record our class acting out a story in sequence.		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Create semantic webs of related words and explain how words are related.</li> <li>• Use target vocabulary in dictated sentences.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>• Rich Instruction</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li>• <u>Swimmy</u> by Leo Lionni</li> <li>• <u>Harry the Dirty Dog</u> by Gene Zion</li> <li>• <u>Muncha! Muncha! Muncha!</u> by Candace Fleming</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Chart paper or blank word web</li> <li>• Document camera or interactive whiteboard (optional)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• Teacher Journal Lesson #15 (print or digital)</li> <li>• Sentence frames for Lesson #15</li> <li>• Word web</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> If you are not using the teacher journal digitally, you may want to precut the pictures from Teacher Journal Lesson #15 (print version).</li> <li>• In this lesson, you will use word webs to generate related words for four Words to Know. A word web is a graphic organizer in which a Word to Know appears in the center, and the spaces around the center are filled with words or ideas that link to the Word to Know. Word webs can be filled by generating words that are associated with a given word or examples of a given word. You may use the digital version of Teacher Journal Lesson #15, or cut out images from the print version and add them to a blank word web.</li> <li>• You will also complete sentences using the related words you generate; you may have students add pictures from sentence frames for Lesson #15 directly to the blanks, or you may write the sentence frames on a board or chart paper and add or sketch the words.</li> <li>• In this lesson, you will think aloud to share your thinking, explaining why words are related. Encourage students to also think of words that are related to the Words to Know and to explain why they are related.</li> <li>• WORDS TO KNOW <ul style="list-style-type: none"> <li>○ <b>repeat:</b> Say or do it again</li> <li>○ <b>predict:</b> Tell about it before it happens</li> <li>○ <b>appear:</b> Come into sight</li> <li>○ <b>order:</b> One thing after another</li> </ul> </li> <li>• SUGGESTED RELATED WORDS <ul style="list-style-type: none"> <li>○ <b>repeat:</b> (synonyms) <i>again and again, over and over, do again, say again, rerun, echo</i></li> <li>○ <b>predict:</b> (synonyms) <i>forecast, figure out, see coming, guess</i></li> <li>○ <b>appear:</b> (synonyms) <i>arrive, come into sight, pop up</i>; (antonyms) <i>disappear, hide</i></li> <li>○ <b>order:</b> (synonyms) <i>sequence, line up, pattern</i>; (examples) <i>alphabetical order, numerical order</i>; (antonyms) <i>out of order, mess, confusion</i></li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>  "Pat your tummy. Ok, now pat your stomach. I just told you to do the same thing, didn't I? <i>Stomach</i> and <i>tummy</i> mean about the same thing. A fun thing to know about words is that there are many words that go together, and they go together for different reasons. Sometimes they go together because they mean the same thing. The more we know about words the better we understand them when we hear them. Today we're going to make word webs to learn more about our Words to Know: <b>repeat</b>, <b>predict</b>, <b>appear</b>, and <b>order</b>. Then we're going to choose a word to complete sentences."</p>	

<p><b>I Do</b></p>	<p><b>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.</b></p> <p><b>Use Teacher Journal Lesson #15 (or a blank word web) and the sentence frames for Lesson #15 to create word webs and use the related words in sentences.</b></p> <p><b>Read the two pages of <u>Harry the Dirty Dog</u> where Harry is doing tricks (“He danced and sang.”)</b>  <b>You could say:</b>      “Our first word today is <b>repeat</b>. In our book <u>Harry the Dirty Dog</u>, Harry kept <b>repeating</b> his tricks, hoping his family would recognize him. <b>Repeat</b> means to ‘say or do it again.’ He did his tricks over and over again.</p> <p>“Now let’s make a word web for <b>repeat</b>. Remember, the Word to Know goes in the middle circle of our web. Words that go with our Word to Know go around it.</p> <ul style="list-style-type: none"> <li>• I will write <b>repeat</b> in the middle of the web.</li> <li>• Now I will write <i>say again</i> in a surrounding circle. <i>Say again</i> means the same thing as <b>repeat</b>. If you didn’t hear what I said, you could ask me to <b>repeat</b> it, or <i>say it again</i>.</li> <li>• [Student’s name], please come and add the picture of <i>say it again</i> to our web. <b>(or add/sketch pictures yourself)</b></li> </ul> <p>Now I will make a sentence using one of the words from our word web for <b>repeat</b>: <b>(display or write sentence)</b> ‘When you are learning a new word, you ‘say it <u>[again]</u>.’ <i>Say it again</i> means the same thing as <b>repeat</b>.”</p> <p><b>Add other related words or pictures to the web and discuss why they are related.</b></p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Continue creating word webs and filling in the sentence frames for the Words to Know predict, appear, and order.</b></p> <p><b>(predict)</b>  <b>In <u>Swimmy</u>, read the page beginning, “Swimmy thought and thought...” through the next page.</b>  <b>You could say:</b>      “In our book <u>Swimmy</u>, Swimmy had an idea. He <b>predicted</b> that if all of the small fish swam together as a big fish, the other big fish would leave them alone. <b>Predict</b> means to ‘tell about before it happens.’ Swimmy <b>predicted</b> they would be safe.</p> <p>“Let’s make a word web for <b>predict</b>.</p> <ul style="list-style-type: none"> <li>• I will write <b>predict</b> in the middle of the web.</li> <li>• I will add <i>guess</i> to a circle around our web. A <i>guess</i> is a kind of <b>prediction</b>.</li> </ul> <p>Now let’s write a sentence together using one of the words from our web: <b>(display or write sentence)</b> ‘From the smell, I _____ Mom is making chocolate chip cookies.’ What word could we put in this sentence?”</p> <p><b>Have students add a picture to the blank to represent the correct word. Then you may add other related words or pictures to the web and discuss how these words are related.</b></p> <p><b>(appear)</b>  <b>Read the sixth page of <u>Muncha! Muncha! Muncha!</u> (“But one night...”).</b> <b>You could say:</b>      “It says in this book ‘... three hungry bunnies <b>appeared</b>.’ <b>Appear</b> means to ‘come into sight.’ The garden was dark and quiet, but then three bunnies <b>appeared</b>. I’m going to add the word <i>arrive</i> to our web. It means about the same thing as <b>appear</b>. Three hungry bunnies <i>arrived</i>.” <b>(think aloud and help students add words, explaining how they’re related)</b></p>

	<p>“Now let’s write a sentence together using one of the words from our web: ‘The car was coming over the hill, and I saw it _____.’ What word could we use in this sentence?”  <b>Have students add a picture to the blank to represent the correct word.</b></p> <p><b>(order)</b>  <b>You could say:</b>          “In our book <u>Harry the Dirty Dog</u>, he skipped his bath, ran away, and came home—in that <b>order</b>. <b>Order</b> means ‘one thing after another.’ Remember when we made [sandwiches] in our first lesson? It wasn’t a [sandwich I could pick up and eat] if I didn’t follow the steps of the recipe in <i>sequence</i>. I’m going to add <i>sequence</i> to our word web. <i>Sequence</i> means one thing after another, or in <b>order</b>.  <b>(think aloud and help students add words, explaining how they’re related)</b></p> <p>“Now let’s write a sentence together using one of the words from our word web for <b>order</b>: ‘First I woke up, then I had breakfast, and then I got dressed in that _____.’ What word could we add in this sentence?”  <b>Have students add a picture to the blank to represent the correct word.</b></p>
<p><b>You Do</b></p>	<p><b>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.</b></p> <p><b>Continue completing sentences, using p. 2 of the sentence frames for Lesson #15.</b>  <b>You could say:</b>          “Now we’re going to practice using our related words in sentences. There are four sentences we can read together. Each one goes with one of the words we studied today. I will read the sentence and together we can decide what word or related word goes in the sentence. Use the word web to remind you of related words. Here is our first sentence; tell your partner what word goes in the blank.”  <b>Read the sentence and have students tell their partners what word goes in the blank.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “With our word webs today, we learned more about our Words to Know and words that go with them. Can you name a word that goes with this word?”</p> <ul style="list-style-type: none"> <li>• <b>Repeat</b></li> <li>• <b>Predict</b></li> <li>• <b>Appear</b></li> <li>• <b>Order</b></li> </ul> <p>All of these words help us understand our story and retell it or act it out. Be listening for our Words to Know and related words. If you hear one or use one today please go to the word webs and show me or a friend which word you heard or said!”</p>



repeat



say again



do again



predict



guess



figure out





order



sequence



out of order



appear



arrive



disappear

# Let's Know! Teacher Journal – Fiction – Lesson 15



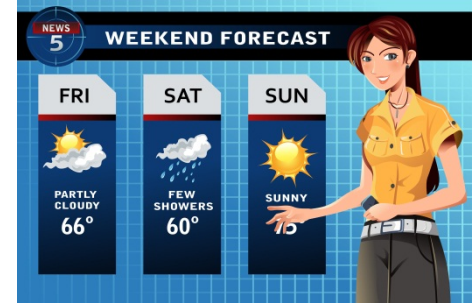
repeat



say again



do again



predict



order



sequence



out of order



guess



appear



arrive



disappear



figure out

### Sentence Frames for I Do

When you are learning a new word you say it \_\_\_\_\_.

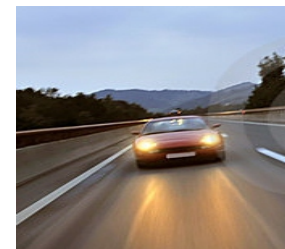
### Sentence Frames for We Do

From the smell, I \_\_\_\_\_  
mom is making chocolate chip cookies.



First I woke up, then I had breakfast,  
and then I got dressed in that \_\_\_\_\_.

The car was coming over the hill,  
and I saw it \_\_\_\_\_.



## Sentence Frames for You Do

When I yelled in the tunnel,  
I heard my voice \_\_\_\_\_.

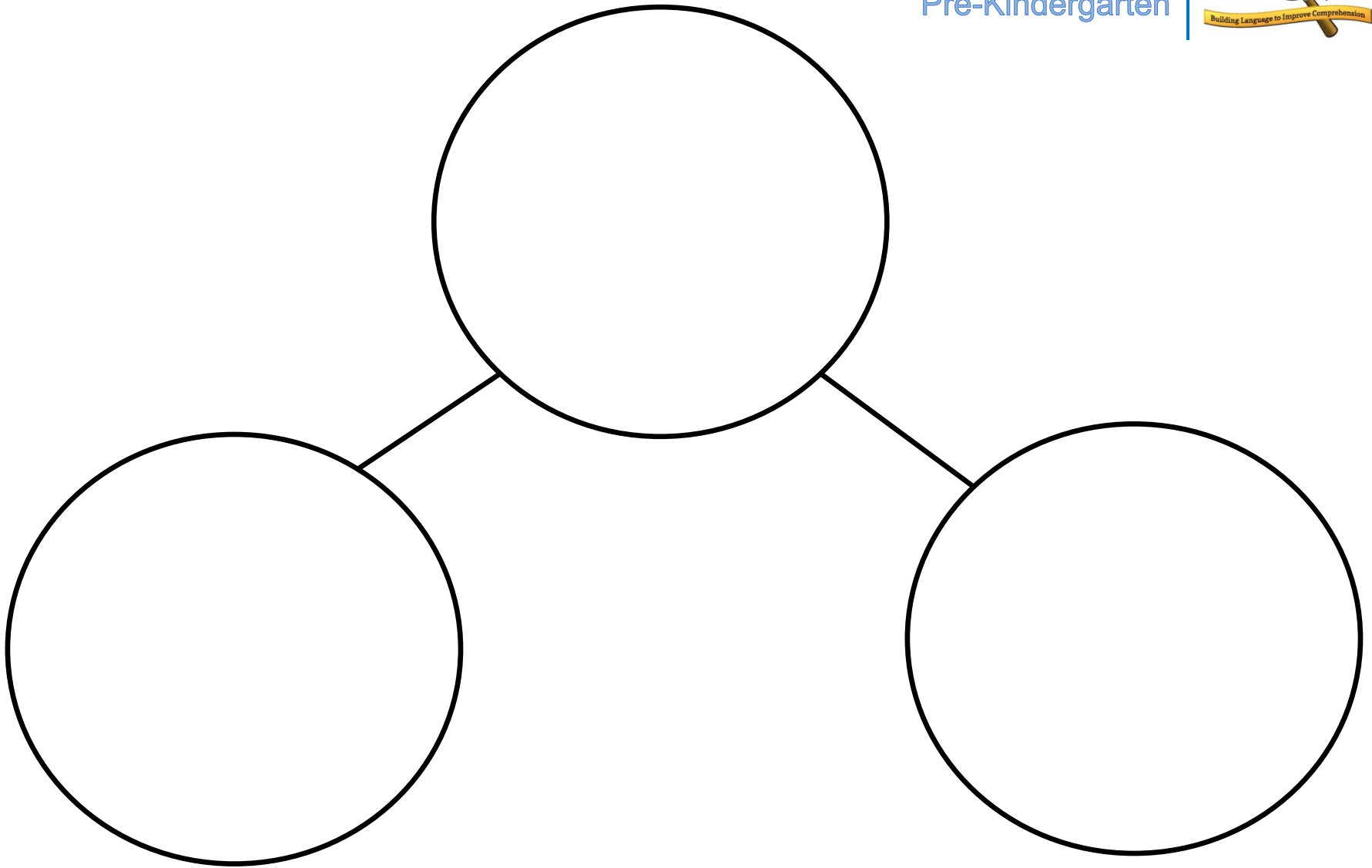


I \_\_\_\_\_ed that you  
would love the story of Lightning McQueen.

Can you say the alphabet in the right \_\_\_\_\_?



There were two cupcakes on the plate.  
They're not here. They \_\_\_\_\_.



LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	READ TO KNOW LESSON 16
<p><b>SHOW ME WHAT YOU KNOW!</b> You'll be stars of Cycles and Sequences – we're going to video record our class acting out a story in sequence.</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Sustain focus during independent book reading or looking through books.</li> <li>Describe a <b>character</b> and his or her <i>goal</i>.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Engaging Readers</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Teacher's Bookshelf books</li> <li>Paper bags, paper plates, or materials for puppets</li> <li>Crayons</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #6</li> <li>Vocabulary Picture Cards: <b>repeat, predict, appear, order</b></li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books.</li> <li>Decide how students will their make puppets and prepare those materials.</li> </ul> </li> <li>The I Do/We Do routines are combined in this lesson.</li> <li>In this lesson you will focus on the story elements <b>character</b> and <i>goals</i>. As students look through their books, have them select a <b>character</b> and speculate about the <b>character's goal</b>. Support children in describing the <b>character</b> and discussing what the <b>character's goal</b> in the book might be.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #6: REPEAT, PREDICT, APPEAR, ORDER</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "We have been learning a lot about <b>characters</b>, their actions, and their <i>goals</i> in our books <u>Swimmy</u> and <u>Harry the Dirty Dog</u>. What we learn about a <b>character</b> in one book can help us understand a <b>character</b> in another book, and even help us understand some things <i>we</i> do and <i>other people</i> do every day. That is the really great thing about reading... when we read, we are learning all kinds of things about the world around us!"</p>	
<p><b>I Do/ WE DO</b></p>	<p><b>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.</b></p> <p><b>Review how the Read to Know lessons work; you could return to the Read to Know procedures from Lesson #8 to remind students of the steps. You could say:</b>          "Let's review how our lesson today will work.</p> <ul style="list-style-type: none"> <li><i>First</i>, you will select a book you think looks really interesting,</li> <li><i>Next</i>, each of us will take our book to some place comfortable in the room and look through our books for about 10 minutes.</li> <li><i>Then</i>, we will do a project.</li> <li><i>Finally</i>, we will share our projects with each other and learn about what everyone chose to read."</li> </ul>	

	<p><b>To establish a <i>goal</i> for children’s reading, you could say:</b>  “While you are reading your books, I want you to look for a main <i>character</i> in the book and tell us one thing the <i>character</i> wanted to do in the story. What the <i>character</i> wants to do is his or her <i>goal</i>. When we are done reading, you’re going to draw a puppet and use the puppet to tell your partner about the <i>character</i> in your story and what she wanted to do. We have a great selection of good fiction books. Let’s all take a few minutes and choose a book to read.”</p>
YOU DO	<p><b>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.</b></p> <p><b>Have students make puppets of their characters using paper bags, paper plates, crayons and/or other materials you provide. You could say:</b>  “I know you were all learning a lot by the way you were focused on your reading. I’m excited to hear about your <i>characters</i>. Now you will make a puppet of that <i>character</i> so you can tell your partner your <i>character’s goal</i>, or what your <i>character</i> wanted to do.”</p> <p><b>When students are finished making puppets, divide them into pairs or allow them to choose partners. You could say:</b>  “It’s time to find your partners. You can each wear your puppets, but the puppet <i>not</i> telling the story has to be a close listener! When you’re finished listening, it will be your partner’s turn to listen and your puppet will describe the <i>character</i> from your book and what he or she wanted to do.”</p>
CLOSE	<p><b>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.</b></p> <p><b>You could say:</b>  “Great job with your puppets! We learned some new things today about <i>characters</i> in stories and what they wanted to do; their <i>goals</i>. You only had time to read one book today and learn that story, but because you could tell your partner about your <i>character</i>, you both learned about another new story and <i>character</i> from each other. It is fun to share what we learn from books. I hope I’ll see you sharing what you learn from books with your friends, and be sure to share what you learn with your family at home.”</p>





## WEEKLY LESSON PLANNER

### FICTION

Week 5	Lesson 17	Lesson 18	Lesson 19	Lesson 20
<b>Lesson Type</b>	Read to Me	Text Mapping	Integration	Read to Know
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Identify when something in the text does not make sense.</li> <li>Participate in collaborative conversations about the book.</li> </ul>	<ul style="list-style-type: none"> <li>Extract information from one type of text and translate into a new kind of text.</li> <li>Use compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Use information from texts to make accurate inferences.</li> </ul>	<ul style="list-style-type: none"> <li>Sustain focus during independent book reading or looking through books.</li> <li>Create the book's <i>setting</i>.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Muncha! Muncha! Muncha!</u> by Candace Fleming </li> </ul>	<ul style="list-style-type: none"> <li><u>Muncha! Muncha! Muncha!</u> by Candace Fleming</li> </ul>	<ul style="list-style-type: none"> <li><u>Muncha! Muncha! Muncha!</u> by Candace Fleming </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper or document camera </li> <li>Props (cardboard, blocks, hat, garden tools, and bunny ears, tails, or masks) </li> </ul>	<ul style="list-style-type: none"> <li>Sock puppets</li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books </li> <li>Paper</li> <li>Art supplies (paint, crayons, chalk, play dough)</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Comprehension Monitoring Icons</li> <li>Fix-Up Strategies Poster</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #7</li> <li>Vocabulary Picture Cards: <b>repeat, predict, appear, order</b></li> <li>Teacher Journal Lesson #18 (print or digital) </li> <li> </li> <li>Student Journal Lesson #18</li> <li>Compound sentences for Lesson #18</li> </ul>	<ul style="list-style-type: none"> <li>Story Element Icons (optional)</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards: <b>repeat, predict, appear, order</b></li> <li><i>Setting</i> Story Element Icon</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	READ TO ME LESSON 17
<b>SHOW ME WHAT YOU KNOW!</b> You'll be stars of Cycles and Sequences – we're going to video record our class acting out a story in sequence.		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Identify when something in the text does not make sense.</li> <li>Participate in collaborative conversations about the book.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>Comprehension Monitoring</li> <li>Rich Discussion</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Muncha! Muncha! Muncha!</u> by Candace Fleming</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Comprehension Monitoring Icons</li> <li>Fix-Up Strategies Poster</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>An important purpose of the Read to Me lessons is an opportunity to read the entire book. However, preview the book and prepare the text you will read to keep the lesson at the appropriate length while including the whole arc of the story.</li> <li>Insert sticky notes with prepared questions and comments on the corresponding pages. You might also mark pages on which you will introduce a 'stumbling block' and model comprehension monitoring.</li> </ul> </li> <li>In the I Do portion of the lesson, review the Comprehension Monitoring technique and the Comprehension Monitoring Icons, or Makes Sense/Doesn't Make Sense signs. Introduce a stumbling block and explain how important it is to 'fix it up.' Thumbs-up or down or other signals can be taught to indicate when the text 'makes sense' or 'doesn't make sense' in lieu of the Comprehension Monitoring Icons.</li> <li>During the We Do routine, read the text and occasionally insert a stumbling block. Then do a think aloud, applying a fix-up strategy.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "Today we're going to read our new book that we'll be reenacting and video recording at the end of this unit! You're going to be story retelling stars! The first time we read <u>Harry the Dirty Dog</u>, we practiced stopping and showing signals if something we read did not make sense. Good readers and listeners retell a story to understand it and to remember important parts of the story. Another good way to understand a story is to stop and talk about the story while you are reading or listening to it. Today we are going to practice stopping and talking about a story. We want to be good readers, good listeners, and great story re-tellers for the camera!"</p>	
<b>I DO</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "Let's review being good listeners. Sometimes when you are listening to a book, there might be words or ideas in the story you don't understand. It's important to stop and ask yourself, 'Hmm... does this make sense?' <b>(display Makes Sense icon)</b> If the answer is no, then something doesn't make sense. <b>(display Doesn't Make Sense icon)</b> Some ideas or some words in the story are confusing. You need to stop when you don't understand and fix what doesn't make sense."</p>	

	<p><b>Read the first page through the eighth page of <u>Muncha! Muncha! Muncha!</u>, which begins, “The next morning, when Mr. McGreely...” Demonstrate holding up the Makes Sense/Doesn’t Make Sense signs while reading the text and thinking about whether you comprehend it.</b></p> <p><b>You could say:</b>  “Here’s our hilarious, new book, <u>Muncha! Muncha! Muncha!</u> This page says, ‘The next morning, when Mr. McGreely saw his <i>gnawed sprouts</i>, he was angry.’ I don’t understand what that sentence means. I’m going to hold up my Doesn’t Make Sense sign. I’m going to read it again. It says when he saw his <i>gnawed sprouts</i>, he was angry. I know angry means very mad, or <b>furious</b>. I’m not sure what <i>gnawed sprouts</i> are, but that’s what made him angry. <b>(display Fix-Up Strategies Poster)</b> I’m going to try to fix-up things... by looking at the picture. In the picture, Mr. McGreely is holding little plants. When plants begin to grow, they <i>sprout</i>. So from the picture and what I know about plants, I think <i>sprouts</i> are plants. I don’t know what <i>gnawed</i> means, so I’m going to ask a friend if he or she knows what <i>gnawed</i> means. <b>(model seeking assistance from another adult or a dictionary)</b> Oh! <i>Gnawed</i> means to keep biting on something. So <i>gnawed sprouts</i> means plants that someone kept biting. Oh, that makes sense now. <b>(display Makes Sense sign)</b> Mr. McGreely was angry because he saw his plants had been <i>gnawed</i>, or chewed on. Someone was eating his plants!”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Continue reading, guiding students to monitor their comprehension.</b></p> <p><b>After reading the tenth page and eleventh pages (“And the sun went down...”), you could say:</b>  “I’m going to read these two pages again because I’m not sure what they mean. <b>(display Doesn’t Make Sense sign)</b> ‘And the sun went down. And the moon came up.’ That makes sense. <b>(display Makes Sense sign)</b> It means it’s nighttime. Then it says ‘Tippy-tippy-tippy, Pat! Spring-hurdle, Dash! Dash! Dash!’ If you don’t know what that means, what should you do? <b>(display Doesn’t Make Sense sign)</b> Let’s try to fix-up what we don’t understand. <b>(reference Fix-Up Strategies Poster)</b> What fix-up strategy could we try? The illustrations show bunnies at the fence, jumping over the fence, and in the garden. Those words must be describing the bunnies’ movements. ‘Tippy-tippy-tippy, pat’ are words that sound like bunnies hopping. ‘Spring-hurdle, dash, dash, dash’ are words that describe jumping, jumping over, and running fast. By looking at the pictures and rereading the words, does this make sense? One of the bunnies in the picture is hurdling over the fence. When I look at the illustrations and think about each of the words on this page, it helps me understand what it means. Now it makes sense.” <b>(display Makes Sense sign)</b></p> <p><b>(after reading the last two pages)</b> “The second to last page says ‘Muncha! Muncha! Muncha!’ If you’re not sure what that means, what should you do? <b>(signal or display Doesn’t Make Sense sign; point to Fix-Up Strategies Poster)</b> Point to a strategy you think might help us understand this page. I’m going to think about the meaning of this word. Do you know a word that is like <i>muncha</i>? I know the word <i>munch</i>. It means to chew with a crunching sound. <b>(turn to the last page)</b> Mr. McGreely and the bunnies are all chewing carrots. Now that page makes sense. <b>(display Makes Sense sign)</b> ‘Muncha! Muncha! Muncha!’ is describing the bunnies eating Mr. McGreely’s vegetables. Thinking about the meaning of the word and looking at the pictures helped me understand what I read.”</p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Rich Discussion should be a teacher-led but student-dominated conversation. Prompt students to take multiple turns and use higher-level language; active participation by all students is important. You could say:</b>  “None of the <i>characters</i> in this story wanted to give up, did they? I want us to talk about some questions related to our story...”</p>

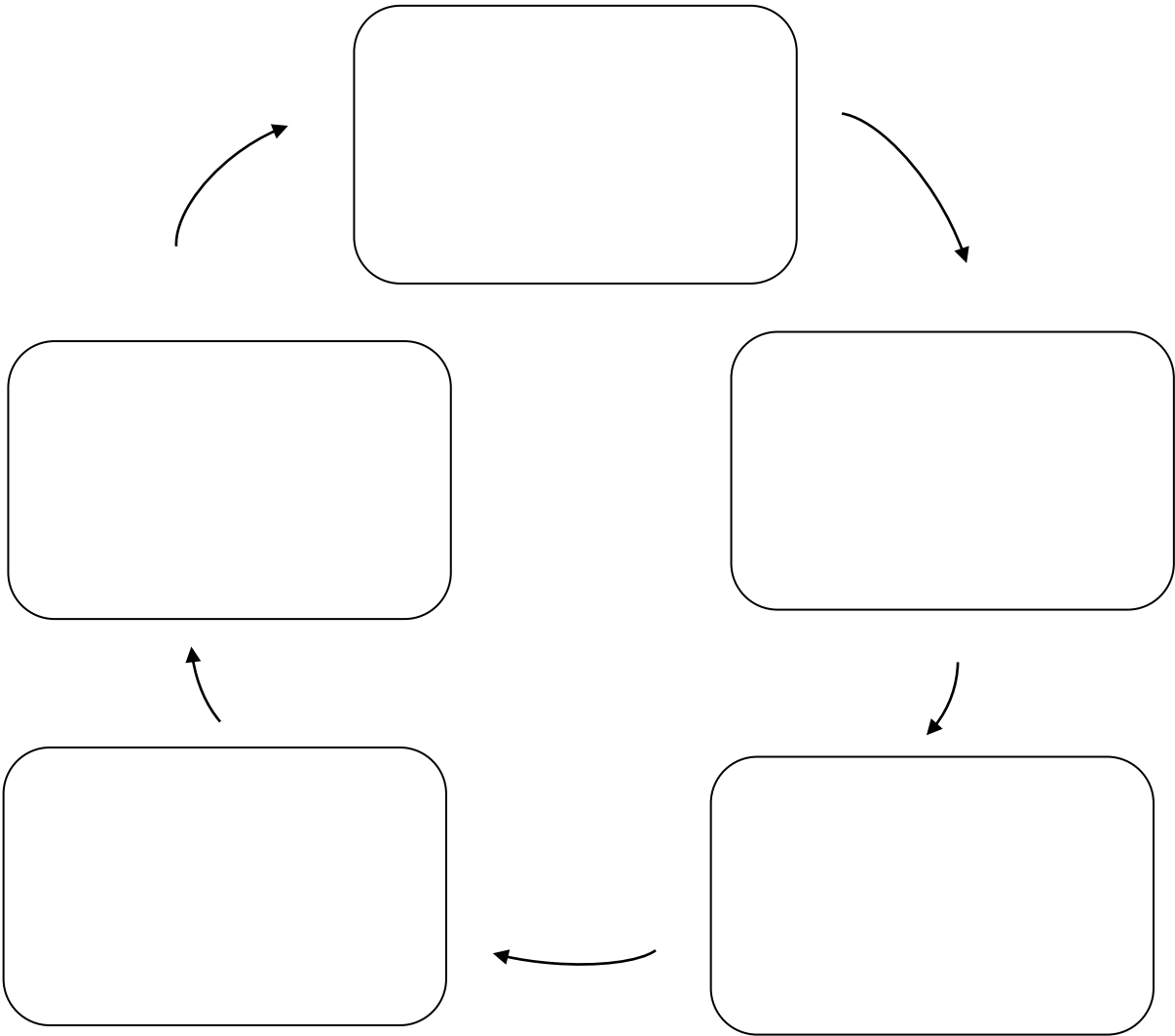
	<p><b>You could use the following questions to facilitate rich discussion:</b></p> <ul style="list-style-type: none"> <li>• Tell about a time when you really wanted to do something, to reach a <i>goal</i>, and you didn't give up. What did you do to try and reach your <i>goal</i>?</li> <li>• In the picture on the last page, Mr. McGreely is eating carrots with the bunnies. What do you think happened the next night when the sun went down and the moon came up?</li> <li>• Do you have any other ideas about things Mr. McGreely could have done to keep out the bunnies?</li> </ul>
CLOSE	<p><b>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.</b></p> <p><b>You could say:</b>          "Let's review what we should do if something doesn't make sense when we are listening or reading...  <b>(prompt students to list the following steps)</b></p> <ol style="list-style-type: none"> <li>1) Stop or ask the reader to stop reading.</li> <li>2) Signal that something doesn't make sense. <b>(review using signals or signs)</b></li> <li>3) Use a fix-up strategy. <b>(review the Fix-Up Strategies Poster)</b></li> </ol> <p>It's also important to talk about a story when you are reading because that helps you understand what you're reading. When you are reading with your family or here at school, be sure to ask the reader to stop and talk about the story or explain any confusing words or ideas. That's what good readers do!"</p>

LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	TEXT MAPPING LESSON 18
<p><b>SHOW ME WHAT YOU KNOW!</b> You'll be stars of Cycles and Sequences – we're going to video record our class acting out a story in sequence.</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Extract information from one type of text and translate into a new kind of text.</li> <li>• Use compound sentences.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Recasting</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• <u>Muncha! Muncha! Muncha!</u> by Candace Fleming</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Chart paper or document camera</li> <li>• Props (cardboard, blocks, hat, garden tools, and bunny ears, tails, or masks)</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• WRAP set #7</li> <li>• Vocabulary Picture Cards: <b>repeat, predict, appear, order</b></li> <li>• Teacher Journal Lesson #18 (print or digital)</li> <li>• Student Journal Lesson #18</li> <li>• Compound sentences for Lesson #18</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Gather any props students might use to reenact the story <u>Muncha! Muncha! Muncha!</u> For example, students could make fences with blocks or cardboard. To play Mr. McGreely, they could wear a hat or have a garden tool. To be the bunnies, they could wear bunny ears, a bunny tail, or bunny masks. You might use this opportunity to think ahead to the props you will use for the Close project reenactment and begin gathering those materials now; look ahead to Teacher Journal Lesson #24 for ideas.</li> <li>○ If you are not using the digital version of the teacher journal, you might want to cut out the images from p. 2 of the print version so you can easily place them into the graphic organizer on p. 1.</li> </ul> </li> <li>• In this lesson, students will practice taking information from text and putting it into a cycle-of-events graphic organizer, or flow chart. They will use that information to act out the cycles in the story. This lesson is also practice for the Close project, which is a video recorded reenactment of <u>Muncha! Muncha! Muncha!</u> During the I Do routine, display the graphic organizer from the teacher journal to demonstrate the events that might be included in the final product.</li> <li>• Students will also use the cycle-of-events graphic organizer to help them make compound sentences with the conjunctions <i>and</i>, <i>but</i>, or <i>so</i>. For the the You Do activity, students will use Student Journal Lesson #18 to “read” parts of compound sentences and circle the conjunctions.</li> <li>• <i>Save Teacher Journal Lesson #18 to use during the Close activities in Lesson #24.</i></li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p>SET</p>	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #7: REPEAT, PREDICT, APPEAR, ORDER</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          “Do you remember when we practiced retelling our earlier stories, <u>Swimmy</u> and <u>Harry the Dirty Dog</u>? Sometimes we use pictures and sometimes we use graphic organizers to help us remember how to retell a story. We can take the text in one form, the book, and put it into another form, a chart. When we can do that, it helps us understand the parts of the story. Today we're going to act out our story using a graphic organizer and practice making longer sentences with the words <i>and</i>, <i>but</i> and <i>so</i>.”</p>	

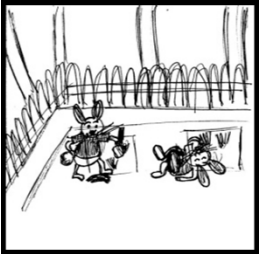
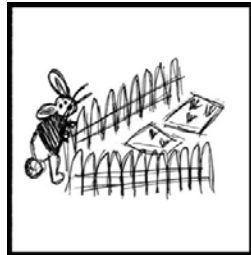
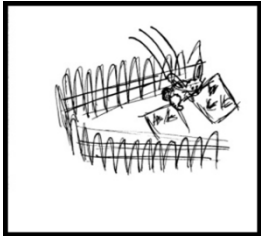
<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Display the blank cycle-of-events graphic organizer from Teacher Journal Lesson #18. (print or digital) Read the ninth page of <u>Muncha! Muncha! Muncha!</u> (“ ‘There,’ he declared...”) through the twelfth page (“The next morning, when Mr. McGreely...”). You could say:</b>          “In this story some of the events happen over and over. They happen in cycles. This organizer will help us show how the events happen. In this rectangle I’ll put Mr. McGreely putting up a fence so no bunnies can get into his garden! <b>(write, draw, or place the picture from the picture bank, depending on whether you are using the print or digital journal)</b> On the next page the bunnies ‘tippy-tippy patted, spring-hurdled dashed,’ and got into the garden! I’ll draw that in this rectangle. On the next page, Mr. McGreely built an even bigger fence, <i>but</i> the bunnies snuck in again! <b>(write, draw, or place pictures in the next two rectangles)</b> When we take the text and put it in this format, we can see how the events are happening over and over, in cycles.”</p> <p><b>Demonstrate how you would act out the events and practice using compound sentences; you may use the compound sentences for Lesson #18, including the conjunction signs, to model putting the sentences together for students. You could say:</b>          “Now I’m going to act out a part of the story and use my graphic organizer to help me write longer sentences to describe what happens in our story.</p> <ol style="list-style-type: none"> <li>1) My first part of the sentence is, ‘Mr. McGreely built a fence.’ <b>(act out building a fence with blocks or other props)</b></li> <li>2) Now I’m going to add the word <i>but</i>, and the second part of my sentence is, ‘the bunnies got over the fence.’ <b>(act out being a bunny sneaking over the fence)</b></li> <li>3) So my longer sentence is, ‘Mr. McGreely built a fence, <i>but</i> the bunnies got over the fence.’ I will circle the word <i>but</i> that joins the two parts of our sentence together.”</li> </ol>
<p><b>We Do</b></p>	<p><b>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.</b></p> <p><b>Continue using the graphic organizer and the compound sentences for Lesson #18.</b></p> <p><b>Continue reading on the page where Mr. McGreely builds a <i>tall</i> wooden fence, and read four pages, until Mr. McGreely digs the “deep, wet trench.” You could say:</b>          “The bunnies got into the garden, <i>and</i> Mr. McGreely built a bigger fence. I will add that to our cycle-of-events graphic organizer. <b>(write, draw, or add a picture)</b> Now we can write a longer sentence to explain this part of the story.</p> <ol style="list-style-type: none"> <li>1) The first part of my sentence is, ‘Mr. McGreely built a bigger fence.’</li> <li>2) The second part of my sentence is, ‘the bunnies dug under it.’</li> <li>3) Turn to your partner. One of you be Mr. McGreely and pretend to build a bigger fence. Now your partner should pretend to be the bunnies and dig under that big fence.</li> <li>4) Now here is how we’ll make our longer sentence... ‘Mr. McGreely built a bigger fence...’ <b>(show students conjunction sign for so)</b> Let’s add the joining word <i>so</i> and say <i>so</i> all together. ‘The bunnies dug under it...’ Our complete longer sentence is ‘Mr. McGreely built a bigger fence, <i>so</i> the bunnies dug under it.’”</li> </ol> <p><b>Read the sentence and display <i>so</i> card for students to ‘read’ as you say the sentence.</b></p> <p><b>Reread the page ending with “Muncha! Muncha! Muncha!” through the next page, where Mr. McGreely is “really, really angry.” You could say:</b>          “ ‘Muncha! Muncha! Muncha!’ The bunnies ate Mr. McGreely’s vegetables. Mr. McGreely was <b>furious</b>, so he dug a trench and filled it with water. I will add ‘The bunnies ate the vegetables’ and ‘Mr. McGreely was <b>furious</b>’ to our graphic organizer. This helps me remember the parts of the story that happen over and over, the cycle. Let’s write a longer sentence about this part of the story...”</p>

	<ol style="list-style-type: none"> <li>1) The first part of my sentence is, ‘The bunnies ate the vegetables.’</li> <li>2) The second part is, ‘Mr. McGreely was really <b>furious</b>.’</li> <li>3) Turn to your partner. One of you be the bunnies and pretend to eat the vegetables, and your partner should pretend to be Mr. McGreely and act really, really <b>furious</b>.</li> <li>4) Here is our longer sentence, ‘The bunnies ate the vegetables, <b>(display conjunction card <i>and</i> and have students say <i>and</i>)</b> Mr. McGreely was really furious.’ We added the word <i>and</i> to join the two parts of the sentence together. Let’s say the sentence together.”</li> </ol> <p><b>Read the sentence and display the <i>and</i> card for students to ‘read’ as you say the sentence.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Display your completed cycle-of-events graphic organizer. You could say:</b>  “Now with your partner, you can act out being Mr. McGreely and the bunnies. You can look at the pictures on the graphic organizer to remind you of the cycle of events. One partner will be Mr. McGreely and build a garden fence. The other partner will be bunnies and sneak into the garden. Take turns acting out being Mr. McGreely and the bunnies.”</p> <p><b>Provide support and feedback as students act out and say the dialogue of their <i>characters</i>.</b></p> <p><b>Distribute Student Journal Lesson #18. You could say:</b>  “‘That was a great job. You used the information in the graphic organizer to help you tell parts of the story. Now let’s use that information to make longer sentences about our story. Look at your journal page and tell your partner a longer sentence about our story using the pictures on your page. Then circle the word that joins the two parts of our sentences together.’”</p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “‘We took the text from <u>Muncha! Muncha! Muncha!</u> and put it in a graphic organizer to help us tell the parts of the story that happen over and over in cycles. Putting words in the graphic organizer helps us understand and act out the story. Writing longer sentences is another interesting way to retell the story. We used the words <i>and</i>, <i>but</i>, and <i>so</i> to put parts of sentences together and make longer sentences. You can do that when you retell a story. Let’s add a word to complete these longer sentences...”</p> <p><b>(display conjunction signs for students to ‘read’ and add to the sentence)</b></p> <ol style="list-style-type: none"> <li>1. The bunnies ate the vegetables, ____ Mr. McGreely built a huge fence. <b>(<i>and</i> or <i>so</i>)</b></li> <li>2. Mr. McGreely was really, really angry, ____ the bunnies still got through the bigger fence. <b>(<i>but</i>)</b></li> <li>3. The bunnies couldn’t get over the biggest fence, _____ the bunnies hid in Mr. McGreely’s basket.” <b>(<i>so</i>)</b></li> </ol>

Cycle of Events



**Muncha! Muncha!**  
**Muncha!**  
**Picture Bank**

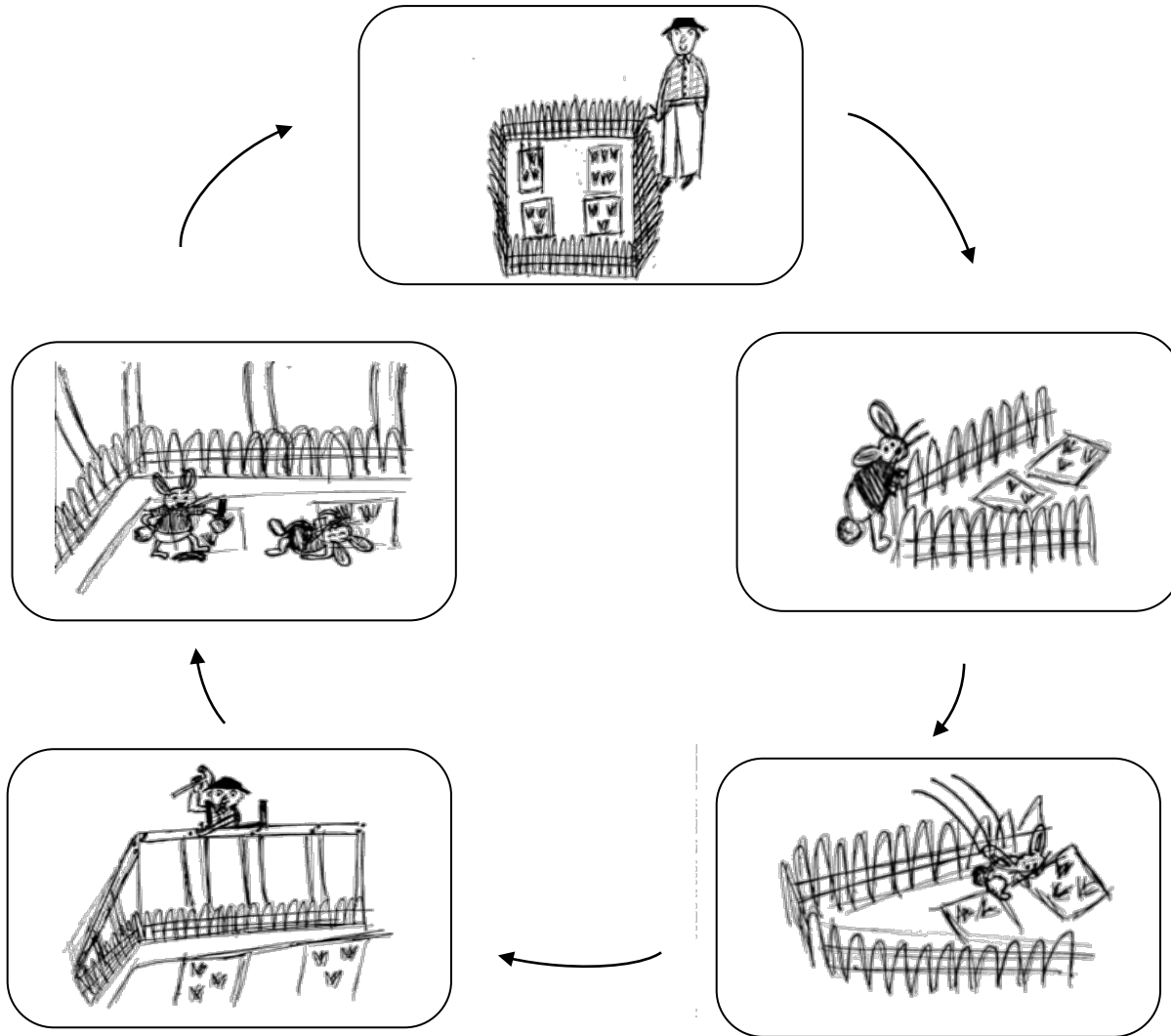




Name \_\_\_\_\_

Date \_\_\_\_\_

### Cycle of Events



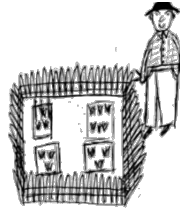
Name \_\_\_\_\_

# Cycle of Events

Date \_\_\_\_\_

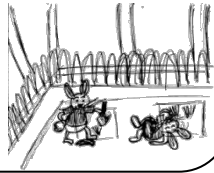
so

Mr. McGreely put up a fence



so

The bunnies snuck in again, which made Mr. McGreely furious



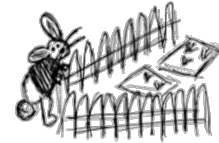
and

Mr. McGreely built a bigger fence



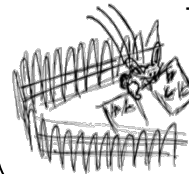
so

No bunnies could get into the garden



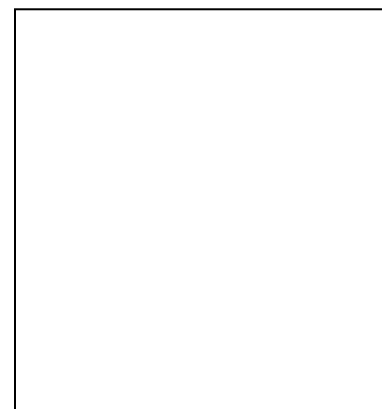
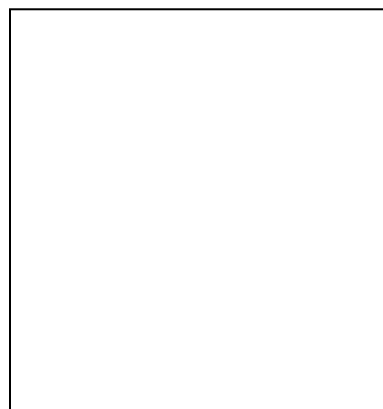
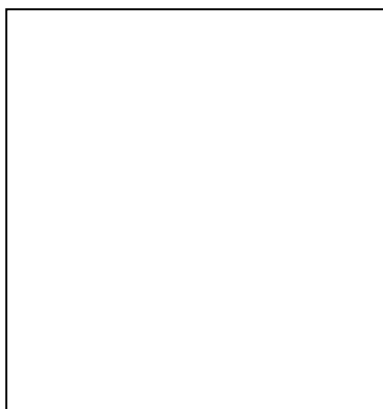
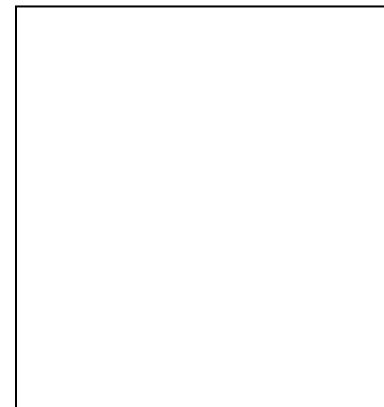
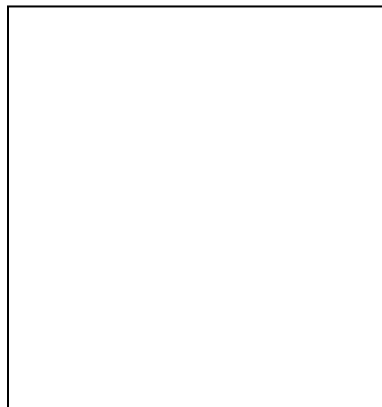
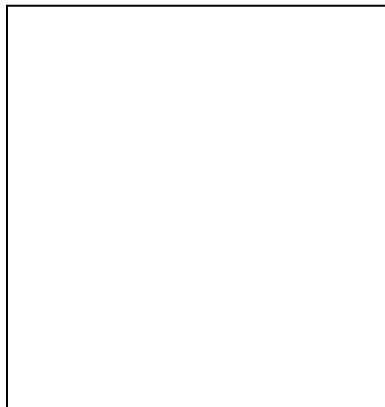
but

The bunnies got around the fence

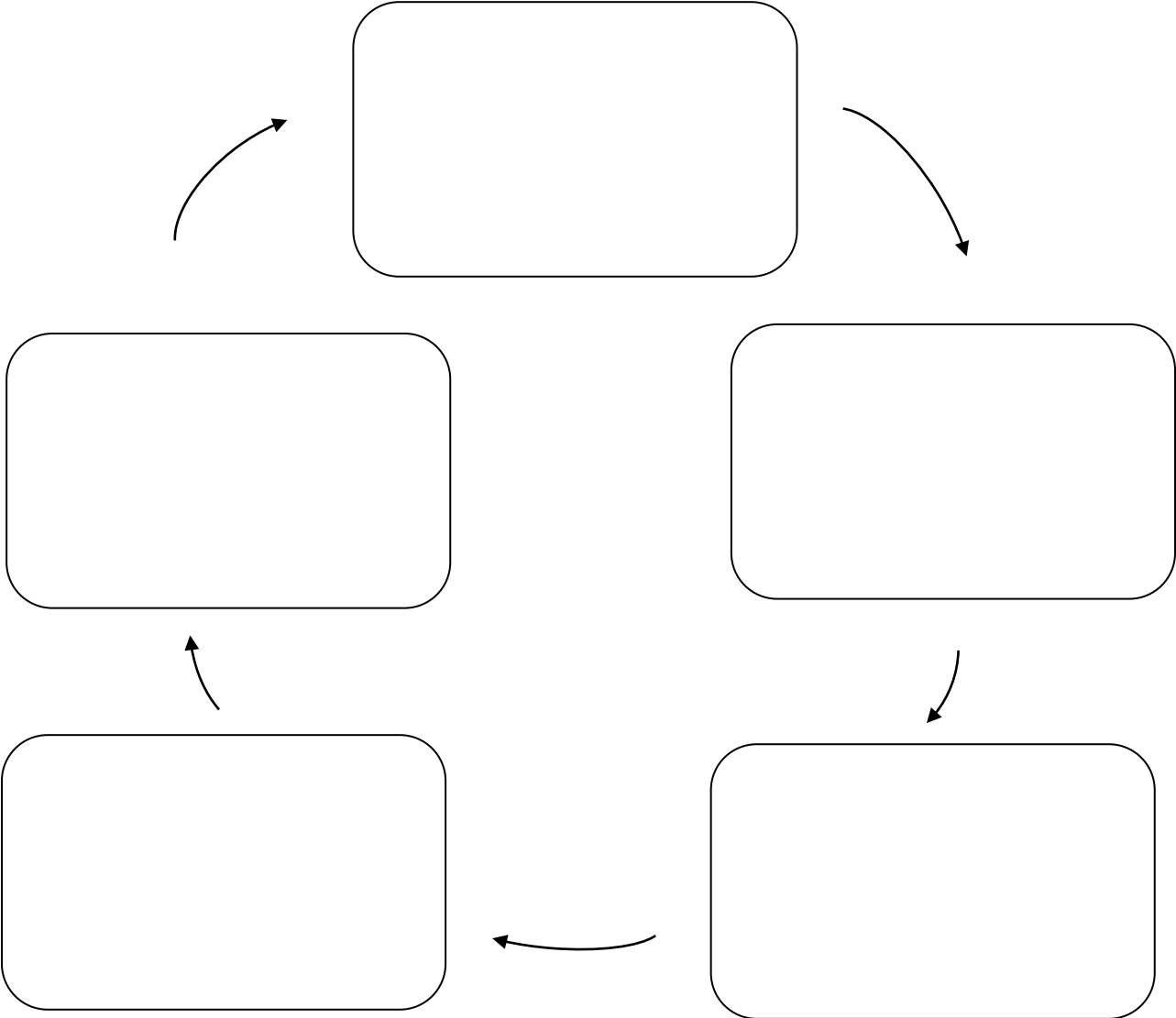


Name \_\_\_\_\_

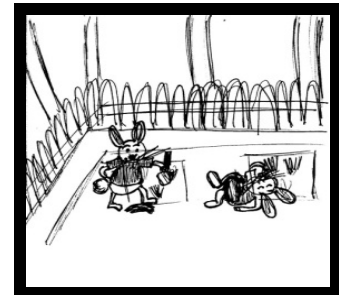
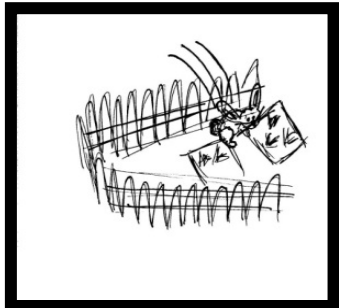
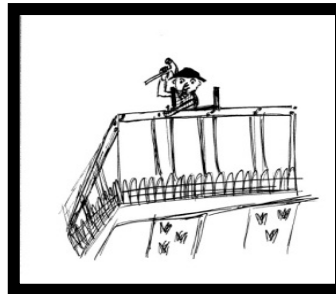
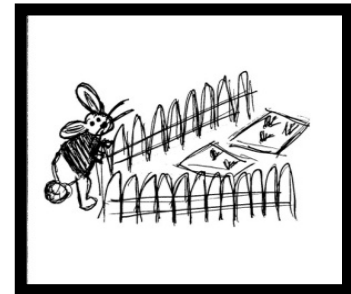
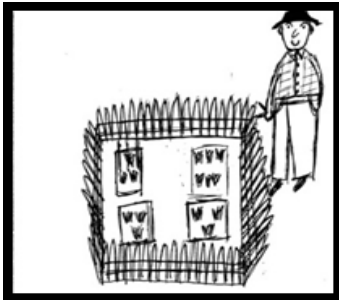
Date \_\_\_\_\_



### Cycle of Events



**Muncha! Muncha!**  
**Muncha!**  
**Picture Bank**



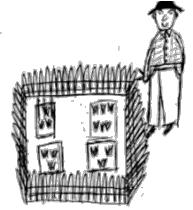
Name \_\_\_\_\_

# Cycle of Events

Date \_\_\_\_\_

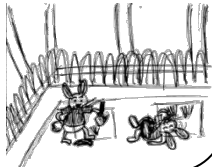
so

Mr. McGreely put up a fence




so

The bunnies snuck in again, which made Mr. McGreely furious




No bunnies could get into the garden



and

Mr. McGreely built a bigger fence



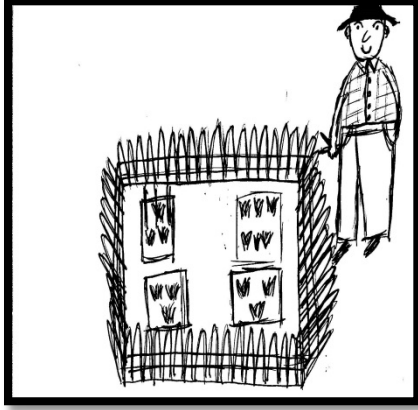
but

The bunnies got around the fence

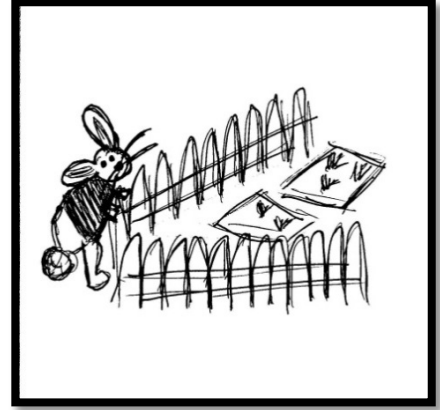


so

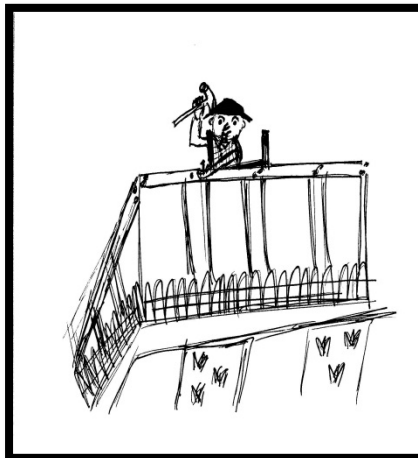
Compound Sentences about Muncha! Muncha! Muncha!



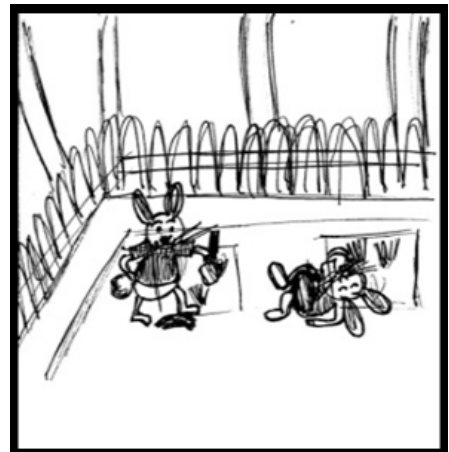
so



and



but



# Compound Sentences

## Fiction – Lesson 18



1. Mr. McGreely built a fence, \_\_\_\_\_ the bunnies got over the fence.
2. Mr. McGreely built a bigger fence, \_\_\_\_\_ the bunnies dug under it.
3. The bunnies ate the vegetables, \_\_\_\_\_ Mr. McGreely was really furious.

and

but

so



and

so

but

LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	INTEGRATION LESSON 19
<p><b>SHOW ME WHAT YOU KNOW!</b> You'll be stars of Cycles and Sequences – we're going to video record our class acting out a story in sequence.</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• Use information from texts to make accurate inferences.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Inferencing</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• <u>Muncha! Muncha! Muncha!</u> by Candace Fleming</li> </ul> <p><b>TALK STRUCTURES FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Talk to the Sock</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Sock puppets</li> <li>• Sticky notes</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• Story Element Icons (optional)</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> Preview the text and prepare inferential questions to ask during the lesson; place sticky notes on the relevant pages.</li> <li>• The five key story elements we are teaching in this unit are <i>setting</i>, <b>character</b>, <i>goals</i>, <i>attempts to reach goals</i>, and <i>outcome</i>. If appropriate for your students, hold up the Story Element Icons and briefly describe a story element when one occurs during reading and discussing the text. If not, you may eliminate the story icons in this lesson.</li> <li>• Have students use their sock puppets when they are answering questions and talking to their partners.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "Does anyone have a vegetable garden in their backyard? I planted one once, and during the summer I bunny-sat a friend's bunny. Guess what happened? The bunny ate most of the plants in the garden. So I think I know how Mr. McGreely in our book feels. One of the ways we can better understand important elements in a story, like the <b>characters</b>, is to use what we know from our own experiences. When we know the story elements, and think about our experiences it helps us to really understand what we read and hear."</p>	
<p><b>I Do</b></p>	<p><b>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.</b></p> <p><b>Read the first three pages of text. You could say:</b>          "So Mr. McGreely (<b>show character icon</b>) dreamed of having a garden, but he had never tried it. Have you ever wanted to do something but you just never did it? But then something motivated you, and you finally did it! I wonder what made him finally decide to plant a garden this spring. In the pictures, Mr. McGreely is walking past some store windows. One is full of yummy looking vegetables and the other with gardening tools. Look at Mr. McGreely's bag. (<b>point to illustration</b>) It looks like he just bought some carrots. I think seeing all of those things in the shop windows reminded Mr. McGreely how much he wanted a garden, (<b>show goal icon</b>) and he decided, '... by golly, I'm going to plant a garden.' I looked at the pictures and the words in our book and combined that with my experience of wanting to do something, to help me understand what Mr. McGreely did."</p>	

	<p><b>(read next page through the page ending, “Muncha! Muncha! Muncha!”)</b> “What do you think the author means on this page with the three words ‘Muncha! Muncha! Muncha!’? I’m going to take what I know – I know <i>munch</i> means to chew on – and my experience with rabbits to help me understand these words. Remember I told you the bunny ate all the vegetables in my garden. So I know bunnies like to eat vegetables. Then I looked at the picture, which shows three bunnies chewing on lettuce, and that helps me understand that ‘Muncha! Muncha! Muncha!’ is the author’s way of describing bunnies eating Mr. McGreely’s vegetables! <b>(display goal icon)</b> I think that is the bunnies’ <i>goal</i> in this story.”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Read the ninth page (“ ‘There,’ he declared.”) You could say:</b>  “I think Mr. McGreely is happier in this picture. He has a little smile on his face as he’s looking at his new garden fence. I think he is proud of the fence he made, and he doesn’t think he’ll have any trouble with bunnies eating his plants now. <b>(display attempts icon)</b> Now I want you to think about this question... Why are the bunnies up on the fence? Show me a thumbs-up if you think the bunnies are on the fence...</p> <ol style="list-style-type: none"> <li>1) to plan how they will still get into Mr. McGreely’s garden, OR</li> <li>2) because they like to climb fences.</li> </ol> <p>Tell your partner why you think the bunnies are up on the fence.”</p> <p>“What is the <i>setting</i> for our story? <b>(display setting icon)</b> Yes it takes place in Mr. McGreely’s garden. <b>(display various pages to contrast daytime and nighttime)</b> When does the story take place? Sometimes it takes place in the daytime, when Mr. McGreely is protecting his garden, and sometimes it takes place at night, when the bunnies are sneaking into the garden. <b>(read the tenth page, which begins, “And the sun went down...”)</b> Tell your partner how you know it’s nighttime from looking at the pictures. <b>(turn the page)</b> Now tell your partner how you know it is daytime.”</p> <p><b>Support students as they respond and discuss the pictures, the text (“the moon came up”), and what they know about how it looks outside during the day and at night.</b></p> <p><b>Provide further practice answering inferential questions until students are ready to move to the You Do section.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Read the twenty-second page, which ends “The bunnies hopped away.” You could say:</b>  “I want you to think and then answer this question... How do you think the bunnies felt about getting into the garden over this much bigger fence? Show me a thumbs-up if you think...</p> <ol style="list-style-type: none"> <li>1) they are happy because Mr. McGreely made a bigger fence, OR</li> <li>2) they don’t know how to get over this huge fence.</li> </ol> <p>How can you tell from the pictures how the bunnies felt? Take some time to think and then answer the question.</p> <p>“Let’s think about experiences we’ve had and how they help us understand a story. This says the bunnies hopped away. It looks like, for the first time, they could not figure out how to get into Mr. McGreely’s garden. I want you to think about a time when you tried to do something and you did not know how to do it. Think about how that made you feel. Now look again at the pictures and the words. The book says ‘The bunnies hopped away.’ Turn to your partner and show them how you think the bunnies felt.”</p>

	<p><b>Now read the twenty-fourth page, when Mr. McGreely finds his vegetables untouched.</b></p> <p><b>You could say:</b></p> <p>“Think about this question... Why was Mr. McGreely happy when he saw his untouched vegetables? Can you remember a time when you tried something over and over, like learning to ride a bike, and it took many times until you were finally successful? Give me a thumbs-up if you think Mr. McGreely was happy because...</p> <ol style="list-style-type: none"> <li>1) no bunnies got into his garden to eat vegetables, OR</li> <li>2) he was going to watch TV.</li> </ol> <p>Tell your partner why Mr. McGreely was happy.”</p>
CLOSE	<p><b>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.</b></p> <p><b>You could say:</b></p> <p>“You did a great job using what you know and the information in the book to understand the story of Mr. McGreely and the bunnies! When you use all of these different kinds of information, you will have a good understanding of stories. Let’s review the things we did today to help us understand our book...</p> <ol style="list-style-type: none"> <li>1) We said we know from experience that bunnies like vegetables. When answering questions we can think about things we ____ . <b>(know)</b></li> <li>2) We looked at some pages in the book and knew it was nighttime. We looked at the ____ . <b>(pictures)</b></li> <li>3) We read words to help us understand the book. We can look at the ____ . <b>(text)</b></li> </ol> <p>You are learning to be great readers and will really enjoy the stories you read and hear!”</p>

LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	READ TO KNOW LESSON 20
<b>SHOW ME WHAT YOU KNOW!</b> You'll be stars of Cycles and Sequences – we're going to video record our class acting out a story in sequence.		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Sustain focus during independent book reading or looking through books.</li> <li>Create the book's <i>setting</i>.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Engaging Readers</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Teacher's Bookshelf books</li> <li>Paper</li> <li>Art supplies (paint, crayons, chalk, play dough)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards: <b>repeat, predict, appear, order</b></li> <li><i>Setting</i> Story Element Icon</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books.</li> <li>The I Do/We Do routines are combined in this lesson.</li> <li>Students may create their <i>settings</i> for the You Do activity using whatever art supplies you choose.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #8: REPEAT, PREDICT, APPEAR, ORDER</b> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "We have read three really fun books in our lessons in this unit: <u>Harry the Dirty Dog</u>, <u>Swimmy</u>, and <u>Muncha! Muncha! Muncha!</u> One takes place in the city where the dog lives. One takes place in a garden, and one takes place in the ocean. Reading is an important way to find out about new things and new places. I'm excited to see what you'll learn about today when you choose a new book."</p>	
<b>I Do/ WE DO</b>	<p><b>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.</b></p> <p><b>You could say:</b> "Let's review how our lesson will work today.</p> <ul style="list-style-type: none"> <li><i>First</i>, you will select a book you think looks really interesting.</li> <li><i>Next</i>, each of us will take our book to some place comfortable in the room and look through our books for about 10 minutes.</li> <li><i>Then</i>, we will do a project.</li> <li><i>Finally</i>, we will share our projects with each other and learn about what everyone read."</li> </ul> <p><b>To establish a goal for children's reading, you could say:</b>          "While you are reading your books today, I want you to look at the <i>setting</i> in your story. (<b>show setting icon</b>) Remember the <i>setting</i> is where and when the story takes place. There are many different <i>settings</i> for stories. It will be fun to see all of the different <i>settings</i> in our books. We have a great selection of good fiction books. Let's all take a few minutes and choose a book to read."</p>	

<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “I know you were all learning a lot by the way you were focused on your reading. I’m excited to see all of the different <i>settings</i> for all of these different books. Now it’s your turn to create the <i>setting</i> for your story.”</p> <p><b>Have students create their <i>settings</i> using paint, crayons, chalk, play dough, or whatever materials you make available.</b></p> <p><b>Then have students tell partners about their <i>settings</i>. You could say:</b>          “Find your partner. Tell and show your partner about the <i>setting</i> in your story – where and when your story took place.”</p> <p><b>Bring the class back together. Ask a few students to describe the <i>settings</i> from their books.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “That was so interesting, to see the many different <i>settings</i> for a variety of books! Turn to your partner and tell them what the <i>setting</i> of a story or book is. We also learned about the <i>settings</i> from the books our friends read. When you share what you read with your friends, they learn about the <i>setting</i> in the book you read. Next time you are reading a book with a new <i>setting</i>, share where and when the book takes place with someone at home or at school.”</p>





## WEEKLY LESSON PLANNER

### FICTION

Week 6	Lesson 21	Assessment	Assessment	Assessment
<b>Lesson Type</b>	Read to Know	SMWYK	SMWYK	SMWYK
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Sustain focus during independent book reading or looking through books.</li> <li>Make a postcard to represent a story.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><u>Harry the Dirty Dog</u> by Gene Zion</li> </ul>	<ul style="list-style-type: none"> <li><u>Harry the Dirty Dog</u> by Gene Zion</li> </ul>	<ul style="list-style-type: none"> <li><u>Harry the Dirty Dog</u> by Gene Zion</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books </li> <li>Writing and drawing utensils</li> <li>Glue</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Student Journal Lesson #21</li> <li>Story icon cutouts for Lesson #21 </li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Assessment Booklets (6)</li> <li>SMWYK Classroom Summary Sheet</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Assessment Booklets (6)</li> <li>SMWYK Classroom Summary Sheet</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Assessment Booklets (6)</li> <li>SMWYK Classroom Summary Sheet</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	READ TO KNOW LESSON 21
<p><b>SHOW ME WHAT YOU KNOW!</b> You'll be stars of Cycles and Sequences – we're going to video record our class acting out a story in sequence.</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Sustain focus during independent book reading or looking through books.</li> <li>• Make a postcard to represent a story.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Engaging Readers</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Small Groups</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Teacher's Bookshelf books</li> <li>• Writing and drawing utensils</li> <li>• Glue</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• Student Journal Lesson #21</li> <li>• Story icon cutouts for Lesson #21</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> If you would like students to use the story icon cutouts, you may want to precut them to save time.</li> <li>• The I Do/We Do routines are combined in this lesson.</li> <li>• For the You Do activity, students will draw their favorite parts of the stories they read on the postcard from Student Journal Lesson #21; they may also glue a story icon on their postcards from Student Journal Lesson #21 to tell what story element is connected to their favorite part of the story.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "You have shared so much great information from the books you've been reading in these lessons. I've learned about different <i>characters</i>, different <i>settings</i>, and I've heard different stories. When I need to know about something, the first place I will look is in a book. Sometimes someone else will have read a book, and they will share that information with me. We can share what we learn in our books with each other."</p>	
<p><b>I Do/ WE DO</b></p>	<p><b>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.</b></p> <p><b>Use navigation words to review the order of the Read to Know lesson. You could say:</b>          "Let's review how our lesson will work today.</p> <ul style="list-style-type: none"> <li>• <i>First</i>, you will select a book you think looks really interesting.</li> <li>• <i>Next</i>, each of us will take our book to some place comfortable in the room and look through our books for about 10 minutes.</li> <li>• <i>Then</i>, we will do a project.</li> <li>• <i>Finally</i>, we will share our projects with each other and learn about what everyone chose to read." <p><b>To establish a goal for children's reading, you could say:</b>          "While you are reading your books today, I want you to think of a favorite part of your book that you'd like to share with someone. When we are finished reading, we are going to make a postcard telling about your favorite part. We have a great selection of good fiction books. Let's all take a few minutes and choose a book to read."</p> </li></ul>	

<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Distribute Student Journal Lesson #21. You could say:</b>          “I know you were all learning a lot by the way you were focused on your reading. I’m excited to see what information you’re going to share with someone on a postcard. One side of your postcard has a place for the name and address, so you can send it to someone. You’ll see a place on that side for the stamp. It also has a place to write a message. The other side is where you can draw or glue a picture about your favorite part of the book.”</p> <p><b>Have students draw or glue a picture of the favorite parts of their stories, and dictate a message and/or recipient to you or another adult. You could have students glue a story icon cutout on their postcards to show what story elements their favorite events are connected to.</b></p> <p><b>Have students share their postcards in small groups. You could say:</b>          “In your groups, I want you to take turns sharing your postcards. Tell your friends about your favorite part of your book and what you drew on your postcard. Listen closely to each of your friends so you can ask questions about their stories.”</p> <p><b>Circulate among groups. You could help students use the story icon cutouts as they explain their favorite events to their groups.</b></p> <p><b>Gather the whole group and ask a few students to share their postcards.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “I hope you will do this again, write to someone or tell them about an interesting book you read and something new you learned. Can you think of some other ways that would be fun to share what you learned in a book? When you share what you learn from a new book, others learn too. At home, be sure to share what you learn when you read with your family.”</p>

The story I read today...



---

---

---

The story I read today...



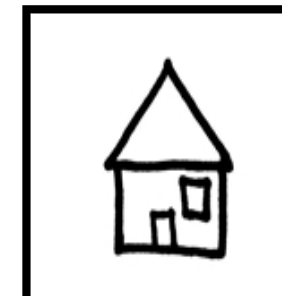
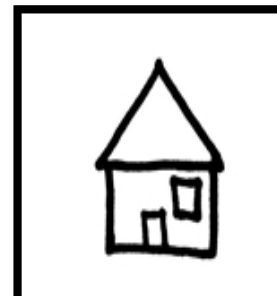
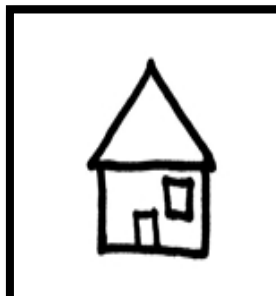
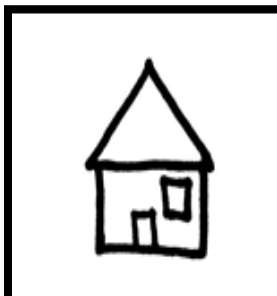
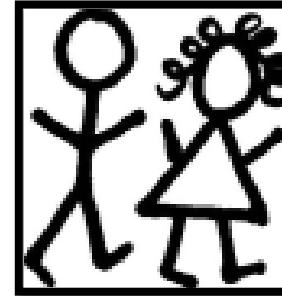
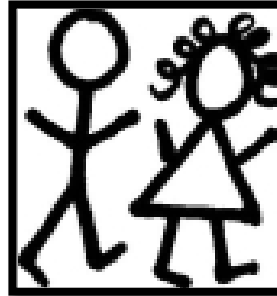
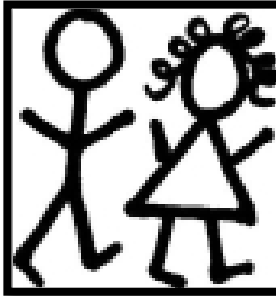
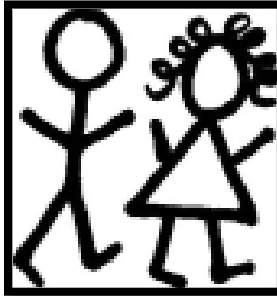
---

---

---

# Story Icon Cutouts

Fiction – Lesson 21



# LARRC

---

Language and Reading Research Consortium

---

ASU • FSU • KU • LU • MGH IHP • OSU • UNL



SMWYK: These materials not available for download.










## WEEKLY LESSON PLANNER

### FICTION

Week 7	Lesson 22	Lesson 23	Lesson 24
<b>Lesson Type</b>	<b>Stretch and Review</b>	<b>Stretch and Review</b>	<b>Close</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>Use results of the SMWYK Assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>Use results of the SMWYK Assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Retell a narrative that includes the key story elements and follows a logical sequence.</li> <li>Use target vocabulary correctly in spoken stories.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>Selected by teacher</li> </ul>	<ul style="list-style-type: none"> <li>Selected by teacher</li> </ul>	<ul style="list-style-type: none"> <li><u>Muncha! Muncha! Muncha!</u> by Candace Fleming</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>Chart paper or document camera </li> <li>Microphone</li> <li>Props for retell (see Teacher Journal Lesson #24) </li> <li>Video camera </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>You could reuse any materials provided for the unit. </li> </ul>	<ul style="list-style-type: none"> <li>You could reuse any materials provided for the unit. </li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal from Lesson #18</li> <li>Teacher Journal Lesson #24</li> <li>Words to Know list for Lesson #24</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	STRETCH AND REVIEW LESSON 22
<p><b>SHOW ME WHAT YOU KNOW!</b> You'll be stars of Cycles and Sequences – we're going to video record our class acting out a story in sequence.</p>		
<p><b>Teaching Objective:</b></p> <ul style="list-style-type: none"> <li>• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>• Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• You could reuse any materials provided for the unit.</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ For the lesson text, you may select from texts provided for the unit or select new texts.</li> <li>○ Write your own lesson plan by filling in each section below.</li> </ul> </li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p>	
<p><b>I Do</b></p>	<p><b>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.</b></p>	



<b>WE DO</b>	<b>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.</b>
<b>YOU DO</b>	<b>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.</b>
<b>CLOSE</b>	<b>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.</b>

LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	STRETCH AND REVIEW LESSON 23
<p><b>SHOW ME WHAT YOU KNOW!</b> You'll be stars of Cycles and Sequences – we're going to video record our class acting out a story in sequence.</p>		
<p><b>Teaching Objective:</b></p> <ul style="list-style-type: none"> <li>• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>• Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• You could reuse any materials provided for the unit.</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ For the lesson text, you may select from texts provided for the unit or select new texts.</li> <li>○ Write your own lesson plan by filling in each section below.</li> </ul> </li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p>	
<p><b>I Do</b></p>	<p><b>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.</b></p>	

<b>WE DO</b>	<b>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.</b>
<b>YOU DO</b>	<b>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.</b>
<b>CLOSE</b>	<b>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.</b>

LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	CLOSE LESSON 24
<p><b>SHOW ME WHAT YOU KNOW!</b> You'll be stars of Cycles and Sequences – we're going to video record our class acting out a story in sequence.</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Retell a narrative that includes the key story elements and follows a logical sequence.</li> <li>• Use target vocabulary correctly in spoken stories.</li> </ul>		
<p><b>TEACHING TECHNIQUES:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• <u>Muncha! Muncha! Muncha!</u> by Candace Fleming</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Chart paper or document camera</li> <li>• Microphone</li> <li>• Props for retell (see Teacher Journal Lesson #24)</li> <li>• Video camera</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• Teacher Journal Lesson #24</li> <li>• Words to Know list for Lesson #24</li> <li>• Teacher Journal from Lesson #18</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></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"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Preview the lesson and Teacher Journal Lesson #24. Gather all necessary materials to make props/costumes for Mr. McGreely, the bunnies, fences, the garden, the basket, and so on. Set out the materials before the lesson; with students, brainstorm what props you need and how you will use the materials to make them. You might choose to make some or all of the props in advance to save time.</li> <li>○ Bring in a video camera (or other device with video capabilities, like a digital camera or phone).</li> <li>○ You could create a general plan for the reenactment, such as considering which part(s) of the story you will reenact (include key story elements), how many 'actors' you will need, and what narration/dialogue you will write (you might want to keep students' dialogue short so it is manageable and easily remembered).</li> </ul> </li> <li>• The I Do/We Do routines are combined in this lesson. <ul style="list-style-type: none"> <li>○ During the first part of the I Do/We Do section, model brainstorming props and then gather and make story props with students.</li> <li>○ During the second part, rehearse acting out the story.</li> </ul> </li> <li>• Use the cycle-of-events graphic organizer from Teacher Journal Lesson #18 as a possible 'script' or guide to help you reenact the story.</li> <li>• Scaffold students as they create and say the dialogue of story <i>characters</i> and encourage them to incorporate the Words to Know from this unit; see the Words to Know list for Lesson #24.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "Have you ever been to a play or acted out a play at home? You dress up and pretend to be the <i>characters</i> as you act out the story. It's another fun way to tell the important parts of a story. That is what we're going to do today! All of the lessons we have been studying helped prepare us for today's lesson. We are going to use the words we've learned (<b>display Words to Know list</b>) and all we've learned about story elements to video record you acting out the story <u>Muncha! Muncha! Muncha!</u> in the right sequence. When you act out a story and include all of the key elements, it shows that you understand that story."</p>	

I Do/  
WE 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. 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.**

**Make a list of necessary props with students; use Teacher Journal Lesson #24 for suggestions. Gather or make props using objects and materials in your classroom. You could say:**

“We need to think about what props we should make to help us reenact our story. I think it would help us to look carefully at our book and take information out of the book to make a list of items we’ll need for our reenactment. **(study the text and identify items for your list)** The main *character* in our book is Mr. McGreely, so we’ll need something for our actor to wear. I think a hat or overalls would be a good costume for Mr. McGreely. **(add items to the list)**

“What else will we need for our video recording? **(continue adding items to the list)** Now we need to find these items in our classroom or work together to make them. On our list we said we needed cotton tails for the bunnies. **(or another prop you choose)** At this table we have cotton balls to glue on circles to make bunny tails. Let’s have some of you work on that. What do we have in our dress-up box that we could use as a prop to play Mr. McGreely?”

**Guide students as they work to make or gather props on your list. Below are potential props you could use for costumes and a set:**

- Bunnies: head bands with paper rabbit ears, cotton tails, bunny noses with whiskers
- Mr. McGreely: hat, gardening gloves, suspenders, overalls
- Fences: blocks, cardboard boxes, study carrel dividers, project display boards
- Basket: basket from your classroom, construction paper basket
- Garden area: plastic tablecloth, towel, sheet
- Vegetables: kitchen set plastic vegetables, play dough vegetables

**Now, explain to students the role of the narrator (you) and the actors in a play or reenactment. Teach them any dialogue you have prepared, or work with them to develop simple dialogue for the actors. Students should have at least two opportunities to practice saying their *characters’* dialogue and reenacting the story. To help you structure your reenactment, you could...**

- **Display a list of *characters*.**
- **Display the cycle-of-events graphic organizer from Teacher Journal Lesson #18.**

**You could say:**

“We’re ready to practice acting out Muncha! Muncha! Muncha! I’m going to start by being the narrator and [Student X] and [Students Y & Z] will help play the *characters*. We can use our cycle-of-events graphic organizer to help us tell the story in the correct sequence. The events in this story happen in cycles –they happen over and over again. I’ll be the narrator and start the story this way...”

**Use the starter script below or your own prepared script to practice reenacting the story.**

NARRATOR: *Mr. McGreely dreamed of planting a garden. One spring day he said...*  
**(you, using microphone)**

MR. MCGREELY: **(student)** By golly, this time I’m going to do it! I **predict** my garden will be a big success!

NARRATOR: **(you or a student)** *So Mr. McGreely planted his garden while some bunnies were watching.*

**(three students dressed as bunnies watch as Mr. McGreely plants a garden)**

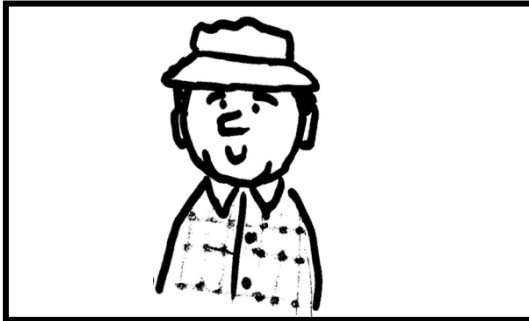
NARRATOR: **(you or a student)** *The sun went down and the moon came up, and three bunnies **appeared** and hopped into the garden.*

**(bunnies hop into garden and act out eating vegetables)** Muncha! Muncha! Muncha!

	<p>Rotate groups of students using the props and acting out the dialogue, following the cycle-of-events graphic organizer. Scaffold students by helping them say their dialogue and use the Words to Know. Ideally, each student should have several opportunities to act out a part.</p>
<p><b>YOU DO</b></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><b>Video record students reenacting <u>Muncha! Muncha! Muncha!</u> You could say:</b>          “This is so exciting! We are ready to video record our class acting out our story in sequences and cycles. [Adult] will be videotaping our reenactment, so say your parts with big voices. Let’s remember to include the key elements in our story and our Words to Know. Lights! Camera! Action!”</p> <p><b>If possible, video record reenactments with small groups, so all children get to participate. Review with each group the key story elements included in the reenactment.</b></p>
<p><b>CLOSE</b></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><b>You could say:</b>          “You were brilliant! You acted out <u>Muncha! Muncha! Muncha!</u> in the correct <b>order</b>, with the right cycle of events, and including the important story elements. Let’s review the key story elements. We can watch for them when we watch our video.</p> <ol style="list-style-type: none"> <li>1) Who were the <i>characters</i> in our story? <b>(Mr. McGreely and the bunnies)</b></li> <li>2) What is the <i>setting</i>, or where and when the story took place? <b>(nighttime and daytime in Mr. McGreely’s garden)</b></li> <li>3) What were the <i>goals</i> of Mr. McGreely and the bunnies? <b>(to plant a garden and keep the bunnies out; to get in the garden and eat the vegetables)</b></li> <li>4) What <i>attempts</i> did they each make to reach their <i>goals</i>? <b>(plant a garden and build bigger fences; sneak into the garden)</b></li> <li>5) What was the <i>outcome</i> of the story – what happened at the end? <b>(bunnies snuck into the garden in Mr. McGreely’s basket; Mr. McGreely ate vegetables with the bunnies)</b></li> </ol> <p>Knowing the key elements in a story helps you to understand what you read and hear. When you read a story, you can tell it to someone else by telling what happened in the correct <b>order</b> or cycle of events, including the key story elements. Are you ready to watch yourselves as stars of Cycles and Sequences?”</p>

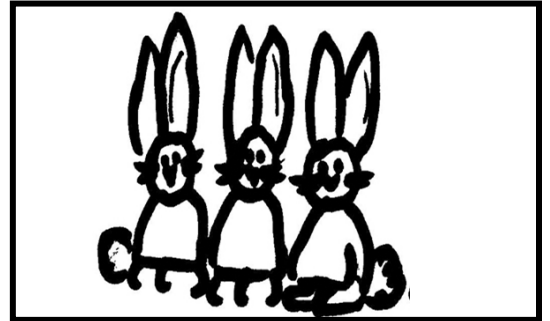
### Props for Story Retell Video

1.



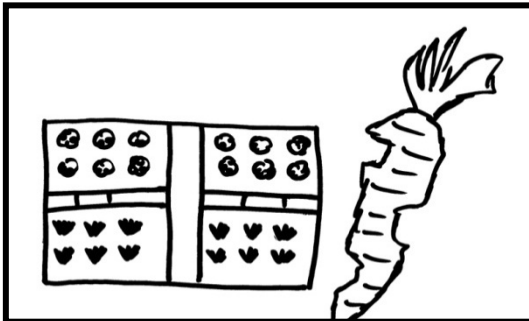
Hat  
Suspenders  
Gardening tools

2.



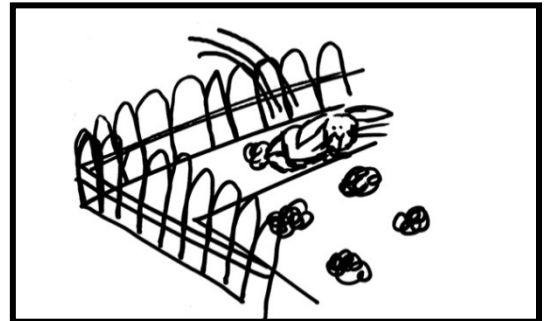
Headband bunny ears  
Cotton bunny tails  
Bunny noses with whiskers

3.



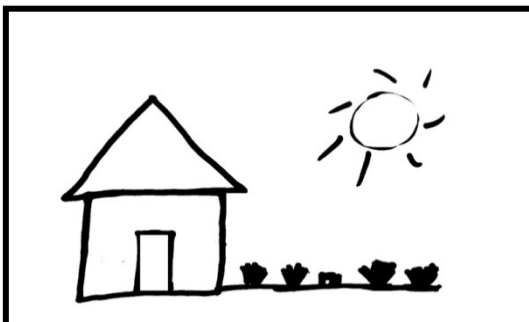
Tablecloth / Towel/ Sheet  
Plastic garden veggies

4.



Blocks  
Cardboard boxes  
Study carrel dividers

5.



Basket  
Food



### Words to Know

Furious

Repeat

Character

Predict

Lonely

Appear

Escape

Order





## Unit Resources

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



# Teacher's Bookshelf

## Fiction – Pre-Kindergarten

### Required Books:

Harry the Dirty Dog  
by Gene Zion  
ISBN-10: 006443009X  
ISBN-13: 978-0064430098

Swimmy  
by Leo Lionni  
ISBN-10: 0394826205  
ISBN-13: 978-0394826202

Muncha! Muncha! Muncha!  
by Candace Fleming  
ISBN-10: 0689831528  
ISBN-13: 978-0689831522

### 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.

*Knock, Knock, Teremok!* by K. Arnold  
ISBN-10: 1558583297  
ISBN-13: 978-1558583290

*Millions of Cats* by Wanda Gag  
ISBN-10: 0142407089  
ISBN-13: 978-0142407080

*Benny's Pennies* by Pat Brisson  
ISBN-10: 0440410169  
ISBN-13: 978-0040410164

*The Three Billy Goats Gruff* by Paul Galdone  
ISBN-10: 0547576552  
ISBN-13: 978-0547576558

*The Runaway Bunny* by Margaret Wise Brown  
ISBN-10: 0060775823  
ISBN-13: 978-0060775827

*Look Out, Bird!* by Marilyn Janovitz  
ISBN-10: 0735820783  
ISBN 13: 978-0735820784

*Mr. Gumpy's Outing* by John Burningham  
ISBN-10: 080503854X  
ISBN-13: 978-0805038545

*The Little Red Hen* by Diane Muldrow  
ISBN-10: 0307960307  
ISBN-13: 978-0307960306

*Inside a Barn in the Country* by Alyssa Satin Capucilli  
ISBN-10: 0590097157  
ISBN-13: 978-0590097157

*Who Took the Farmer's Hat?* by Joan L. Nodset  
ISBN-10: 0064431746  
ISBN-13: 978-0064431743

*Seven Sillies* by Joyce Dunbar  
ISBN-10: 0091873088  
ISBN-13: 978-0091873080

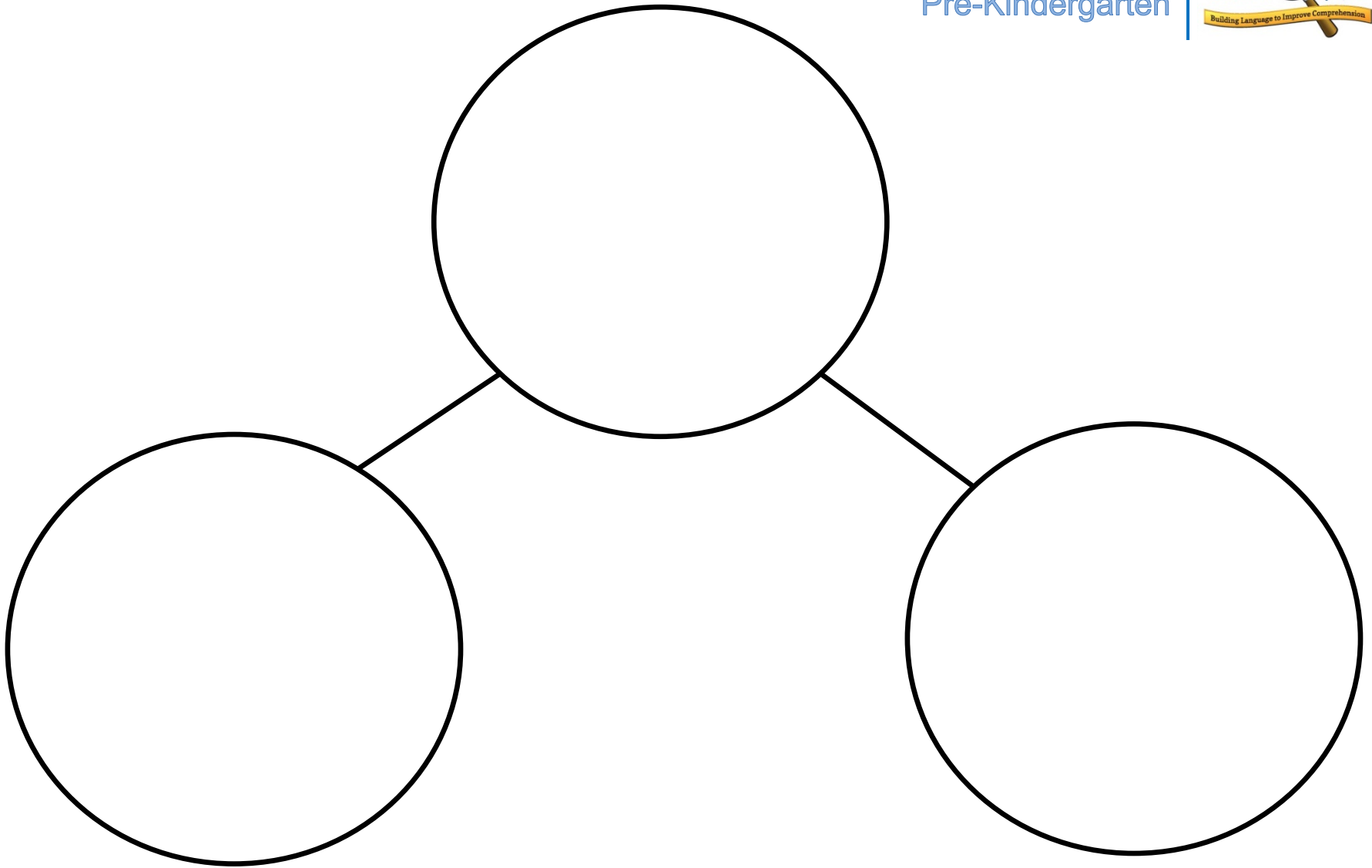
*If You Give a Mouse a Cookie* by Laura Numeroff  
ISBN-10: 0061128562  
ISBN-13: 978-0061128561

*Tippy-Tippy-Tippy, Hide!* by Candace Fleming  
ISBN-10: 0689874790  
ISBN-13: 978-0689874796

*Dark Cloud Strong Breeze* by Susan Patron  
ISBN-10: 0531068153  
ISBN-13: 978-0531068151

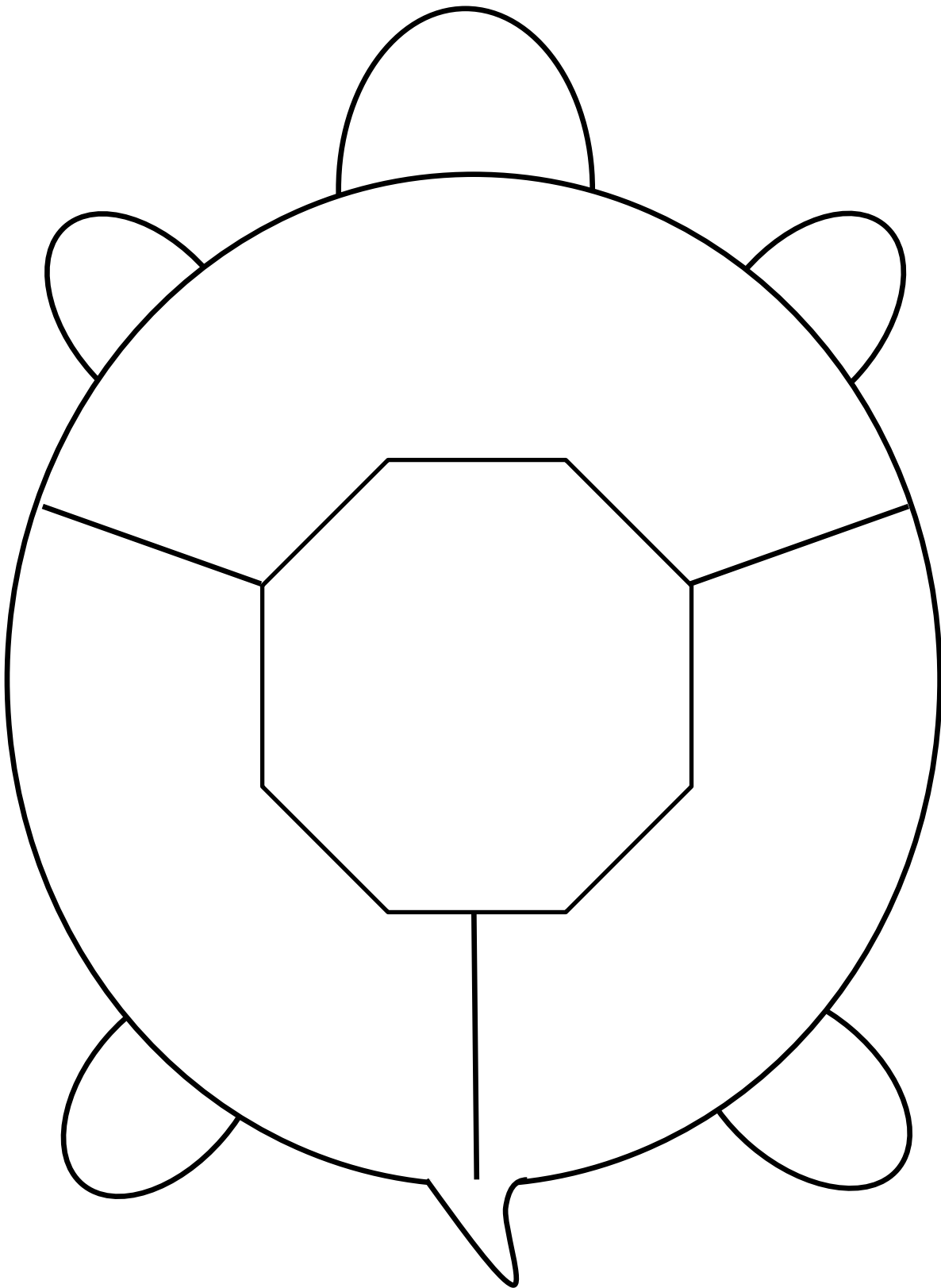
*Gator Gumbo: A Spicy-Hot Tale* by Candace Fleming  
ISBN 10: 0374380503  
ISBN-13: 978-0374380502

*A Day With No Crayons* by Elizabeth Rusch  
ISBN-10: 0873589106  
ISBN-13: 978-0873589109



# Turtle Word Web

## Pre-Kindergarten





# Unit Vocabulary

## Fiction – Pre-Kindergarten

### Furious

very angry



### Character

person in a story



### Lonely

misses others



### Escape

to get away



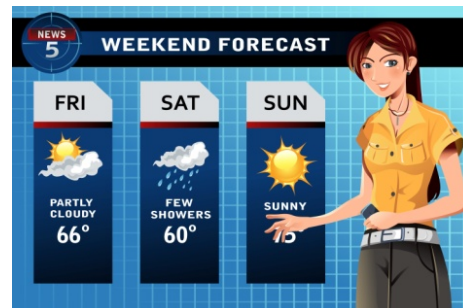
### Repeat

say or do it again



### Predict

tell about it before it happens



### Appear

come into sight



### Order

one thing after another



# Furious





## Vocabulary Picture Card

Fiction – Word 1 – Furious

**Furious**  
Very angry

# Character







Vocabulary Picture Card  
Fiction – Word 2 – Character

# Character

## Person in a story

# Lonely





## Vocabulary Picture Card

Fiction – Word 3 – Lonely

**Lonely**  
Misses others

# Escape





## Vocabulary Picture Card

Fiction – Word 4 – Escape

**Escape**  
To get away

# Repeat





## Vocabulary Picture Card

Fiction – Word 5 – Repeat

# Repeat

Say or do it again

# Predict

**NEWS 5 WEEKEND FORECAST**

Day	Weather	Temperature
FRI	Partly Cloudy	66°
SAT	Few Showers	60°
SUN	Sunny	75°

The graphic includes a female weather presenter with brown hair, wearing a yellow short-sleeved shirt and dark pants, pointing towards the Sunday forecast card. The background is a blue grid pattern.





## Vocabulary Picture Card

Fiction – Word 6 – Predict

# Predict

Tell about it before it happens

# Appear





## Vocabulary Picture Card

Fiction – Word 7 – Appear

**Appear**  
Come into sight

# Order





## Vocabulary Picture Card

Fiction – Word 8 – Order

# Order

One thing after another

**LARRC**

Language and Reading Research Consortium

ASU • KU • LU • OSU • UNL

When someone is furious, they are very angry. What does furious mean?

Characters are the people or animals in a story. The story is about what happens to the characters. What is a character?

When you are lonely you miss other people. Justin was lonely because his best friend moved out of town. He missed his best friend. What does lonely mean?

I saw a scary dog running toward me. I was able to escape by running through the woods. I got away by running fast. What does escape mean?



## 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.

I went to the park with my older brother. When I got home my parents were furious with us. They were very angry because we did not tell them we were going to the park. What does furious mean?

Authors tell us about characters in a story by describing them. Characters are the people or animals in a story. What does character mean?

The time Ava is most lonely is during the night. She gets lonely at night because she is by herself and misses others. What does lonely mean?

Our zoo has high fences so that animals can't escape. Without the high fences, the animals would get away. What does escape mean?





## 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.

When someone stole our TV my father was furiously. He was very angry because our TV cost a lot of money. What does furiously mean?

Gavin is one of the main characters in the story. The story is about Gavin. What is a character?

Jaylen's grandparents went on vacation. He was lonely and he missed his grandparents. What does lonely mean?

Susan's cat was always trying to escape. She had to make sure the cat did not get away when she opened the door. What does escape mean?



## 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.

Zach broke Jorge's skateboard while he was trying a trick. Jorge was furious. He was so angry that he went home. What does furious mean?

Sometimes the characters in a story change their feelings. They might be sad at the start of the story and happy at the end. What is a character?

Our dog Indie is lonely during the day. He misses his family and can't wait to see them when they come home. What does lonely mean?

Jorge wanted to escape from his chores. He wanted to get away from his work and play instead. What does escape mean?



## 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.

I asked Shaina a question about her family. She asked me to repeat my question, so I said it again. What does repeat mean?

I think my dog can predict when someone will knock on our door. He barks very loudly to tell us before someone knocks. What does predict mean?

Juan was waiting for the bus to appear. When something appears, it comes into sight. What does appear mean?

Order means one thing after another. The order for the days of the week is Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday. What does order mean?



## 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.

**My dog loves to go for a walk. He loves it no matter how many times we repeat it. He wants to do it again and again. What does repeat mean?**

**Our soccer game got rained out today. The weather forecaster did not predict that it was going to rain. What does predict mean?**

**Jamie was excited to see her grandparents. She waited for her grandparents' car to appear. Soon it came into sight. What does appear mean?**

**The city zoo got two new animals this week, but they didn't come at the same time. They came in order. First came a deer and second came a monkey. What does order mean?**





## 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.

Jolene moved closer to her mom and asked, "Would you please repeat yourself Mom? Will you say it again so I can hear it?" What does repeat mean?

Astronomers can predict when there will be a full moon. They tell about it before it happens. What does predict mean?

Matt and his parents were about to cross the street when a car with no headlights appeared. It was hard to see the car with no headlights turned on. What does appear mean?

It is important to know the order of a story. Then you will understand how one thing happens after another. Authors tell what happens first, second, and last. What does order mean?



## 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.

Torin tripped and fell down the steps. He did not want to repeat this again, so he held onto the rail. What does repeat mean?

I think children can predict when something will be fun. They know it will be fun even before it happens. What does predict mean?

Calum was very excited to see the planes at the airshow. All of a sudden the first plane appeared. It came into sight just as he sat down to watch the show. What does appear mean?

When you tell a story it is important to tell it in order. You should tell what happened first, then next, then last. You should tell one thing after another. What does order mean?



## 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.