



# 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 Bevens (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 Bevens, 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)

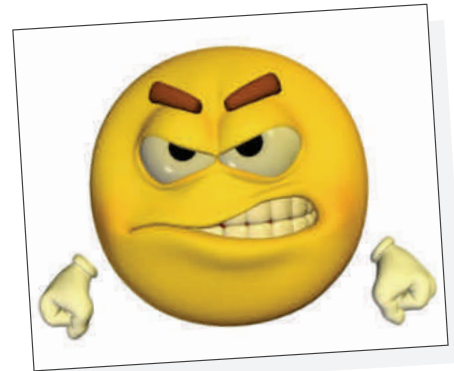
Cover designs by Michael Christoff, red aardvark design, <http://redaardvark.wordpress.com>  
Logo designs by Michael Christoff and Shannon Marshall  
Overview and planner designs by Tiffany Tuttle



# UNIT VOCABULARY

## Furious

Very angry



## Escape

To get away



## Appear

Come into sight



## Character

Person in a story



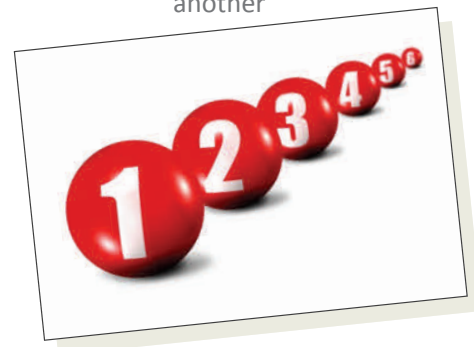
## Repeat

Say or do it again



## Order

One thing after another



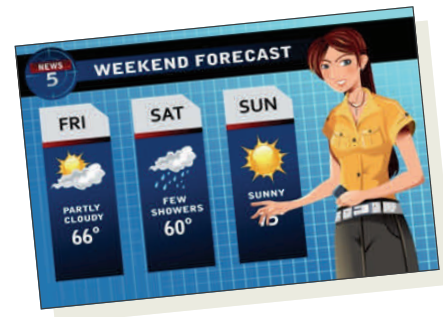
## Lonely

Misses others



## Predict

Tell about it before it happens



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

## Week 1

## Week 2

## Week 3

## Week 4

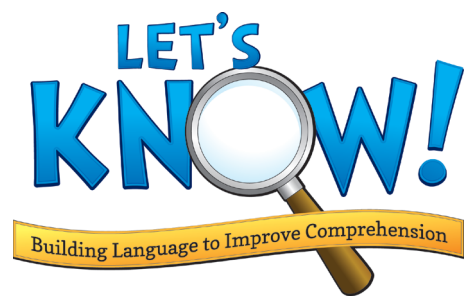
## Week 5

## 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.

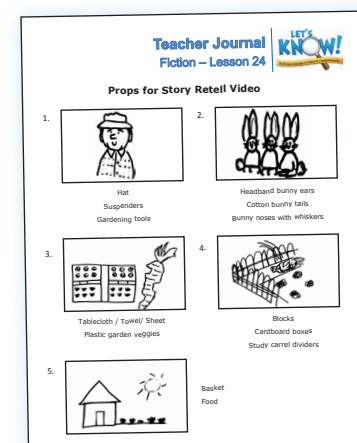
## UNIT TEXTS

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

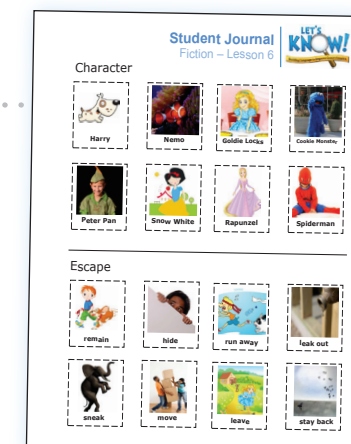
- Harry the Dirty Dog by Gene Zion
- Swimmy by Leo Lionni
- Muncha! Muncha! Muncha! by Candace Fleming

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

## UNIT MATERIALS



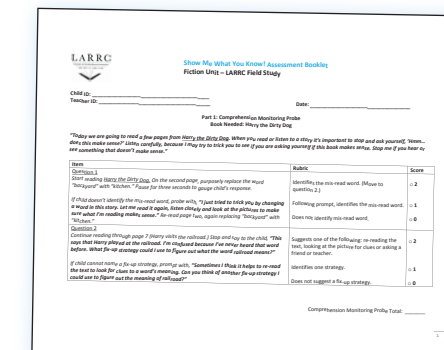
Teacher Journal\*



Student Journal



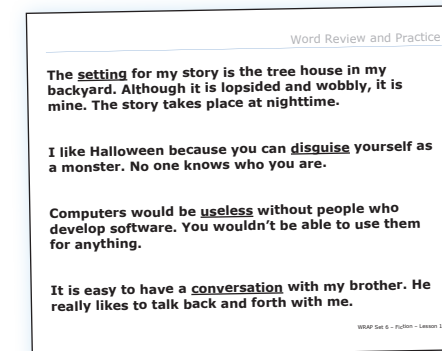
Supplemental Materials\*



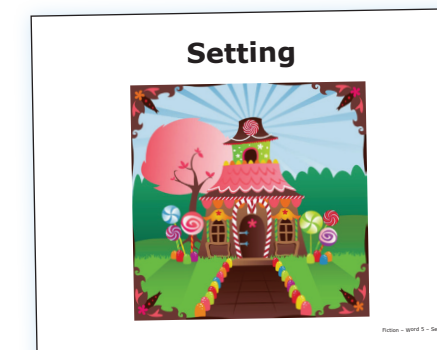
Show Me What You Know Assessment



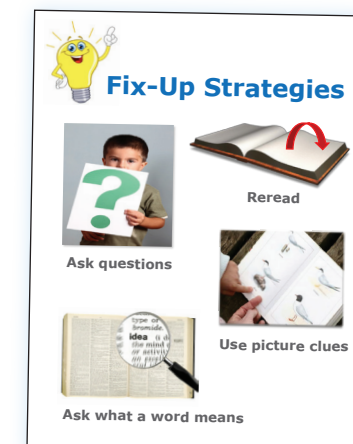
Comprehension Monitoring Icons



WRAP sets



Vocabulary Picture Cards



Fix-Up Strategies Poster

## UNIT SCHEDULE

<b>Week 1</b>	Lesson 1	Hook
	Lesson 2	Read to Me
	Lesson 3	Words to Know
	Lesson 4	SMWYK Practice
<b>Week 2</b>	Lesson 5	Words to Know
	Lesson 6	Words to Know Practice
	Lesson 7	Integration
	Lesson 8	Integration Practice
<b>Week 3</b>	Lesson 9	Read to Me
	Lesson 10	Integration
	Lesson 11	Words to Know Practice
	Lesson 12	Words to Know
<b>Week 4</b>	Lesson 13	Integration
	Lesson 14	Integration Practice
	Lesson 15	Words to Know
	Lesson 16	Words to Know Practice

<b>Week 5</b>	Lesson 17	Read to Me
	Lesson 18	Integration
	Lesson 19	Integration Practice
	Lesson 20	Words to Know Practice
<b>Week 6</b>	Lesson 21	Integration Practice
		SMWYK Assessments
<b>Week 7</b>	Lesson 22	Stretch and Review
	Lesson 23	Stretch and Review
	Lesson 24	Close



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





## Study Resources

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





## Teacher Resources

- Professional Development Notes
- Teaching Techniques
  - Rich Discussion
  - Comprehension Monitoring
  - Predicting
  - Rich Vocabulary Instruction
  - Inferencing
  - Retelling
  - Finding the Main Idea





# 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:**

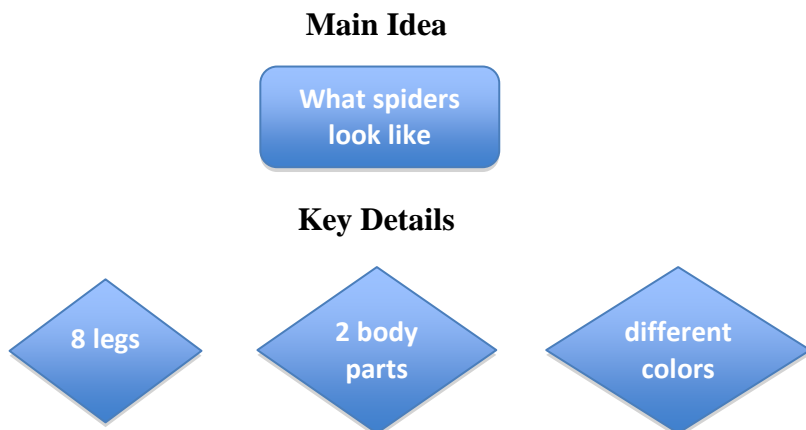
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

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.





## 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 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? **(allow students to respond)** 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; begins “He danced and 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.



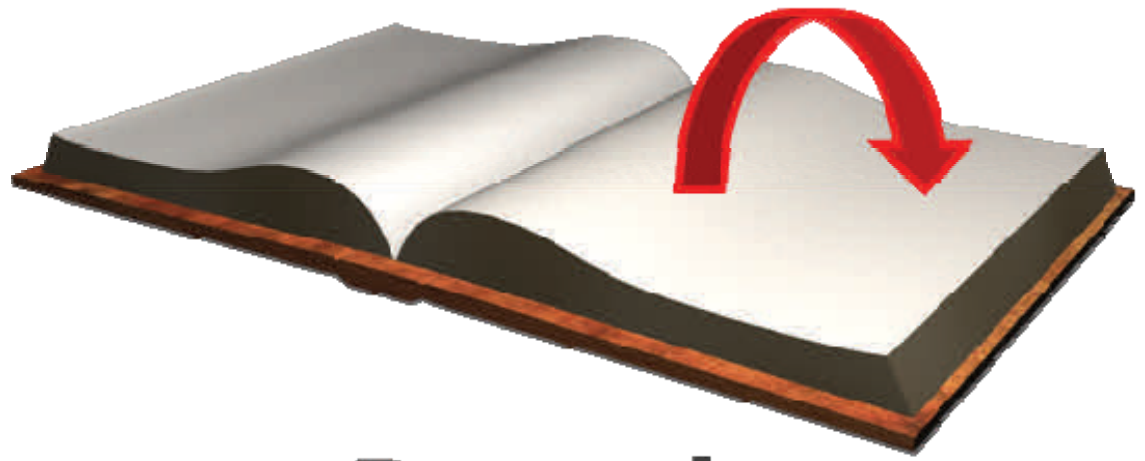
Directions: Cut out the Comprehension Monitoring Icons, insert a craft stick between them, and glue them back to back.







# 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>furious</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>furious</b>).</li> <li><b>WORDS TO KNOW</b> <ul style="list-style-type: none"> <li><b>furious:</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; begins "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>
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 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>
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>  “‘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>

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

# 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>Words to Know</b>	<b>Words to Know Practice</b>	<b>Integration</b>	<b>Integration Practice</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Sort target vocabulary words into semantic categories.</li> </ul>	<ul style="list-style-type: none"> <li>Use target vocabulary words correctly in spoken or dictated 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>Retell a narrative including story elements.</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>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>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Chart paper</li> </ul>	<ul style="list-style-type: none"> <li>Dress up props </li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>Paper bag(s)</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>furious, character, lonely, escape</b></li> <li>Teacher Journal Lesson #5 (print or digital) </li> <li>Student Journal Lesson #5 </li> <li>Related words pictures for Lesson #5 </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #1</li> <li>Vocabulary Picture Cards: <b>furious, character, lonely, escape</b></li> <li>Teacher Journal (or word webs) from Lesson #5</li> </ul>	<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 #7</li> <li>Story Element Icons</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>Story Element Icons</li> <li>Prop/picture cards for Lesson #8 </li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials



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

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

**WORDS TO KNOW**  
**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:**

- 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:**

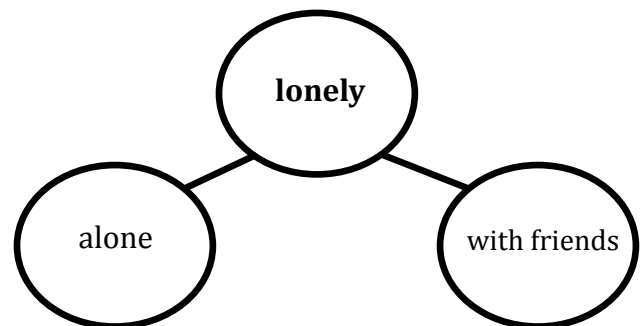
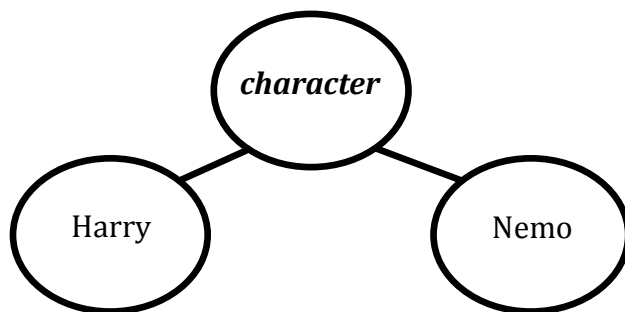
- Chart paper

**UNIT MATERIALS PROVIDED:**

- Vocabulary Picture Cards: **furious**, **character**, **lonely**, **escape**
- Teacher Journal Lesson #5 (print or digital)
- Student Journal Lesson #5
- Related words pictures for Lesson #5

**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 #5 (print version). You may also precut the related words pictures for Lesson #5 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 #5, 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*
- *Save the teacher journal or your word webs for use in Lessons 6 and 11.*

**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 #5 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 #5 to the words in the turtle webs on the student journal. You may give each group just one copy of Student Journal Lesson #5 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



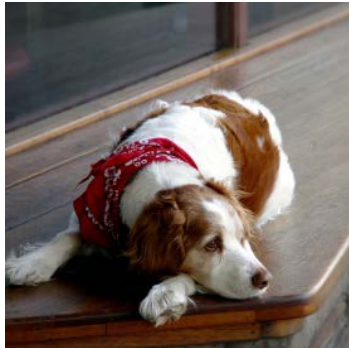
Harry



Nemo



lonely



alone



with friends

**Let's Know!** Teacher Journal – Fiction – Lesson 5



**escape**



**hide**



**run away**



**lonely**



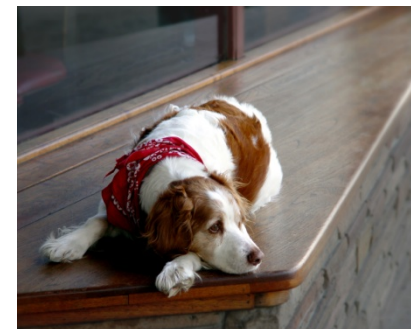
**furious**



**angry**



**happy**



**alone**



**character**



**Harry**



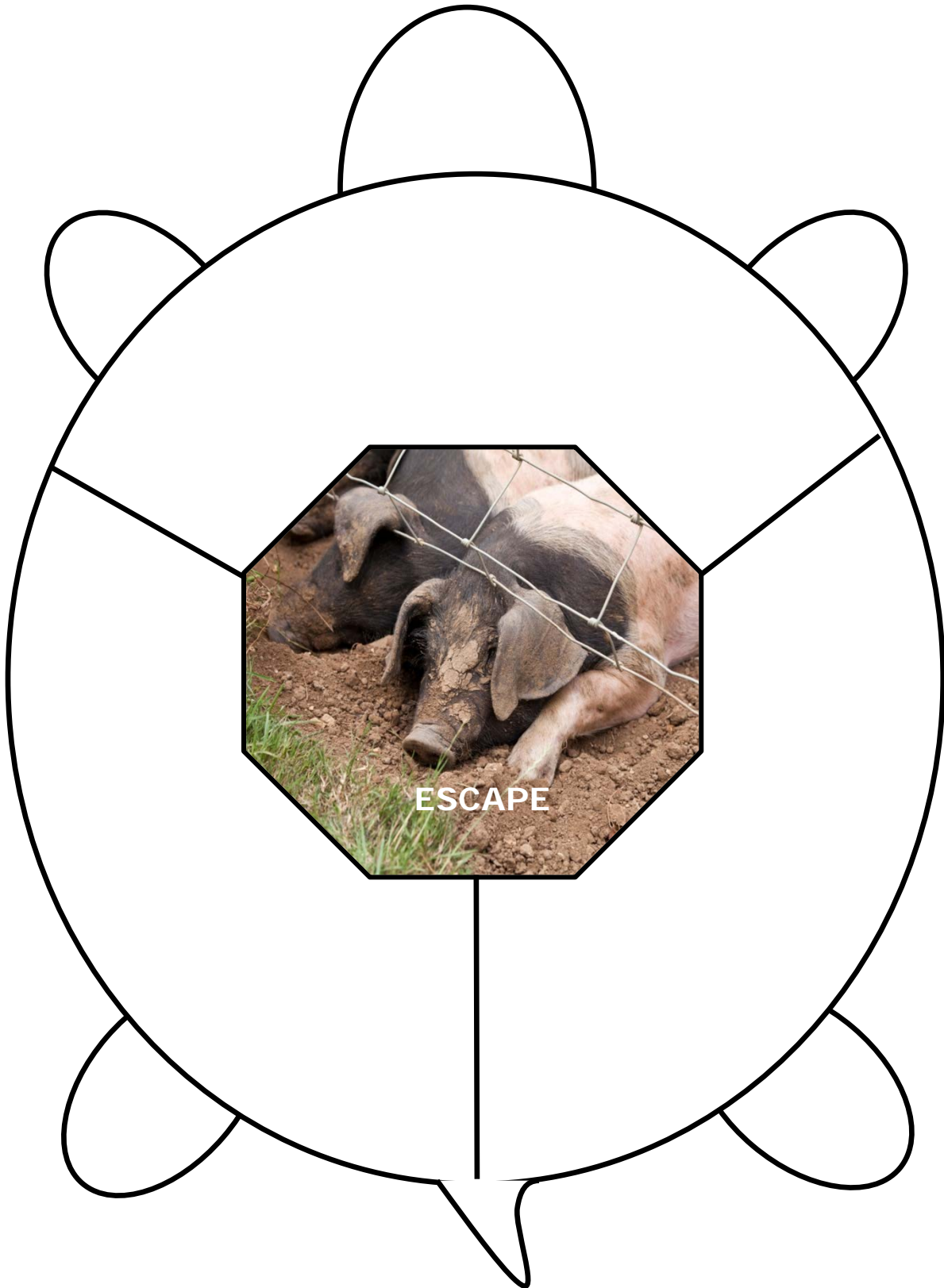
**Nemo**

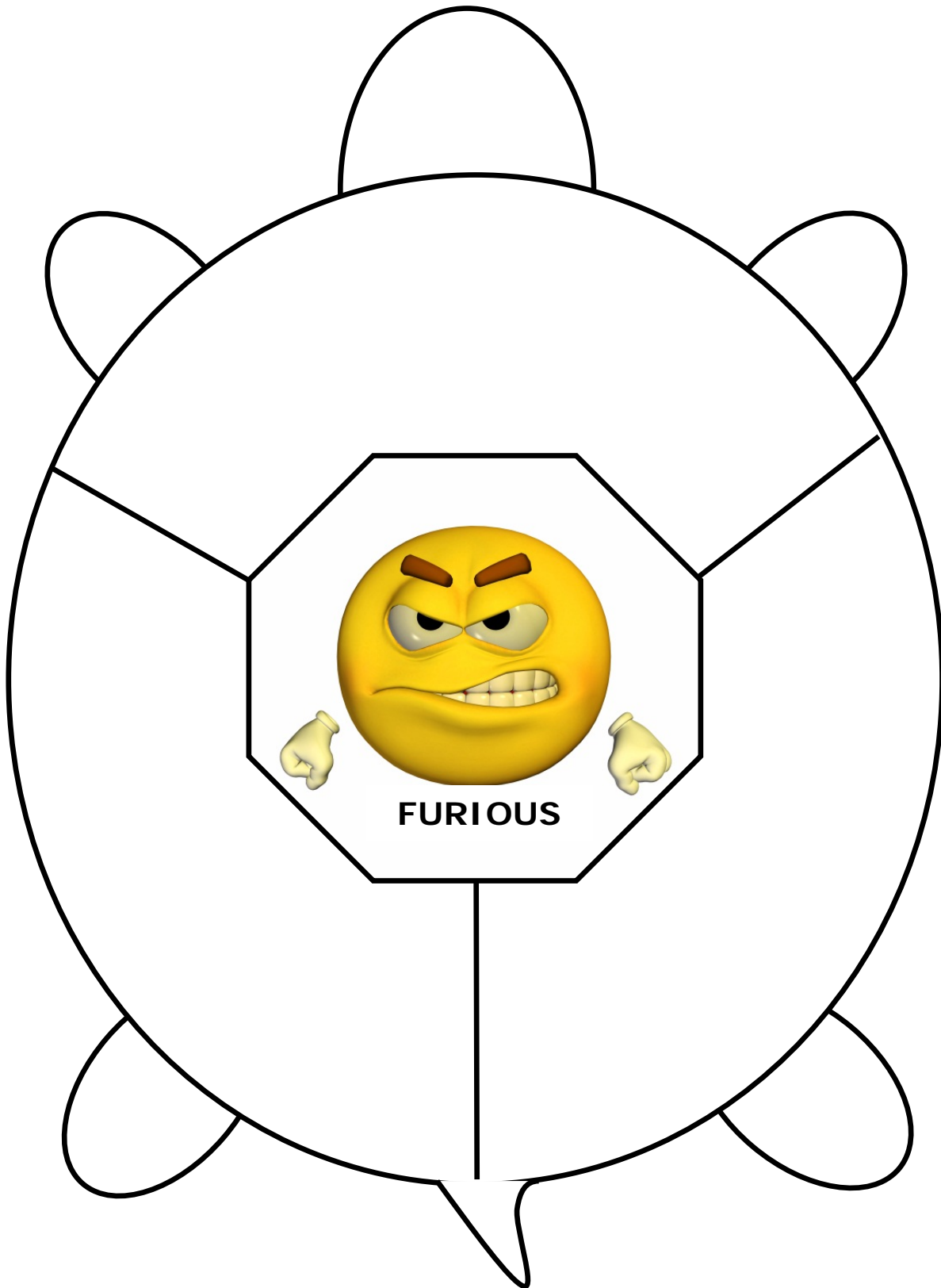


**with friends**

# Student Journal

## Fiction – Lesson 5

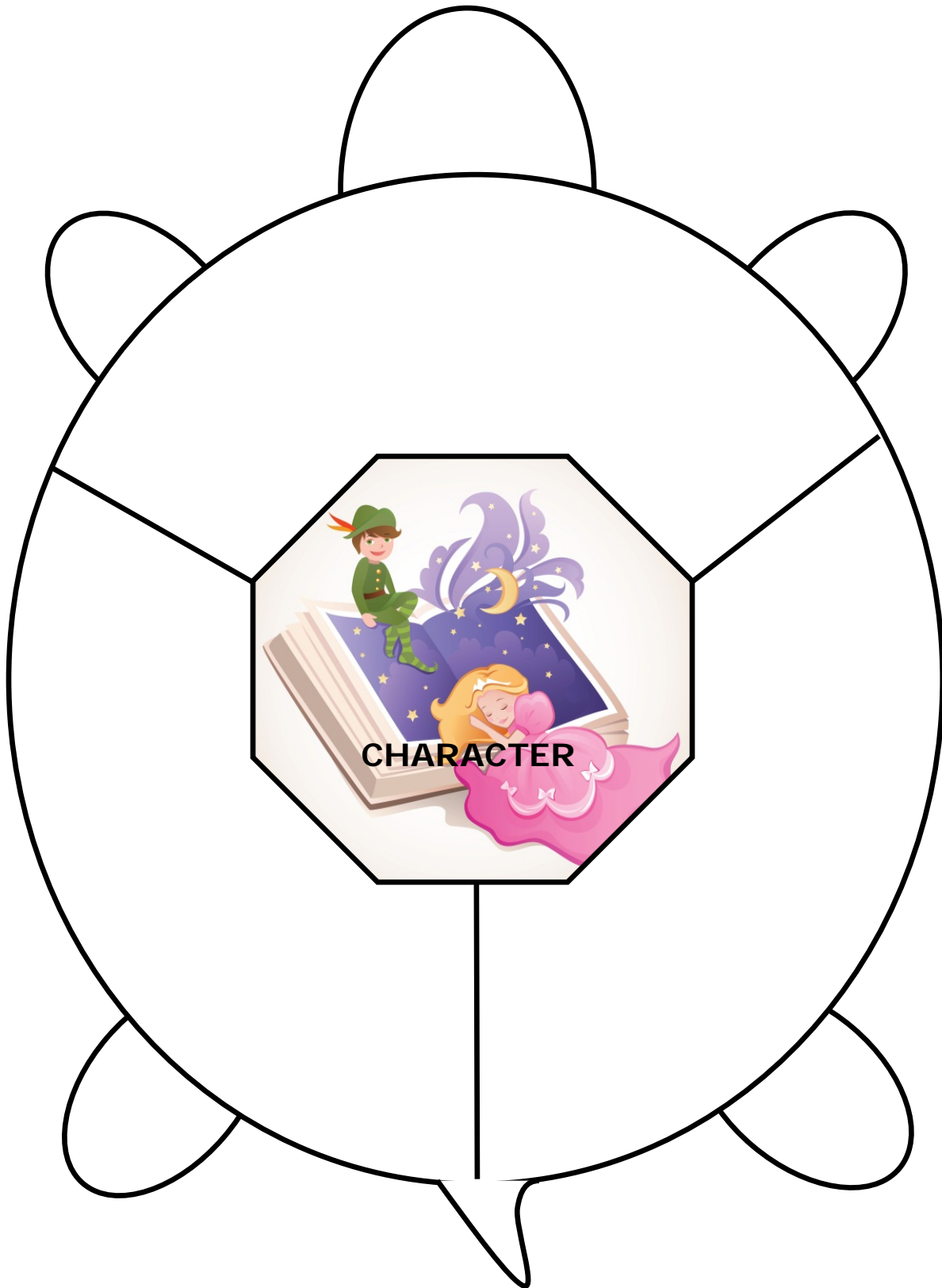






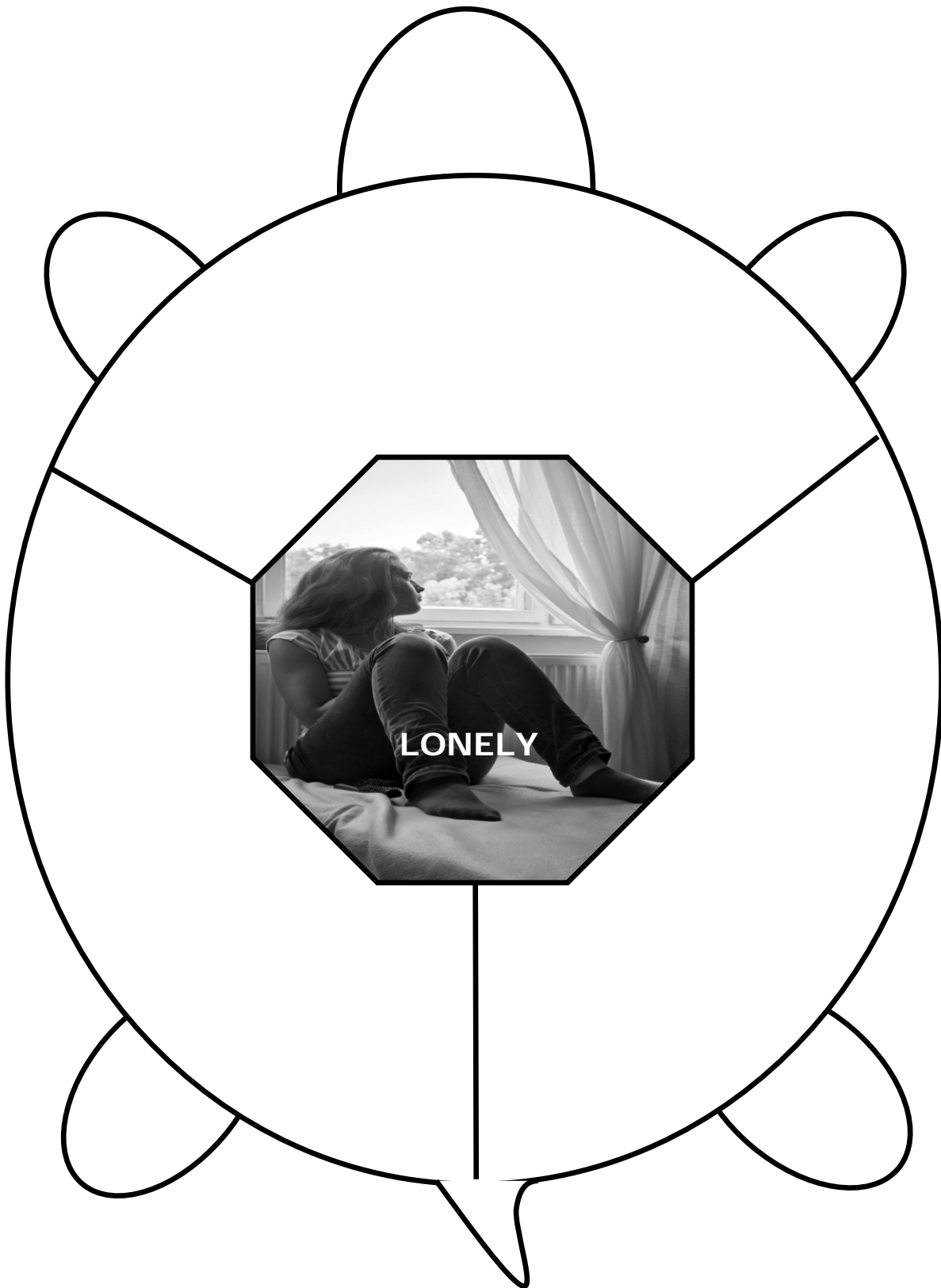
# Student Journal

## Fiction – Lesson 5

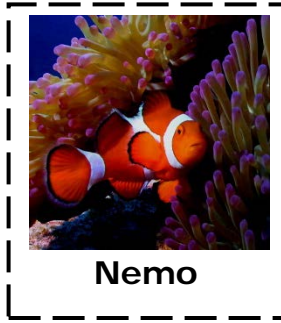
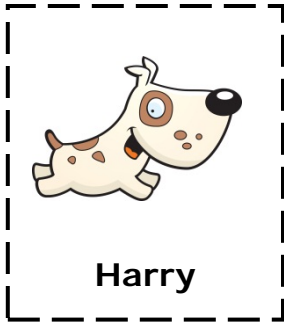


# Student Journal

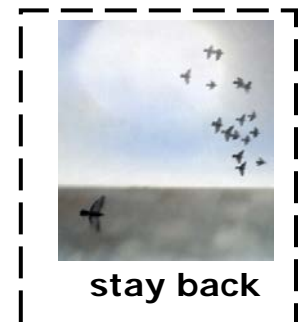
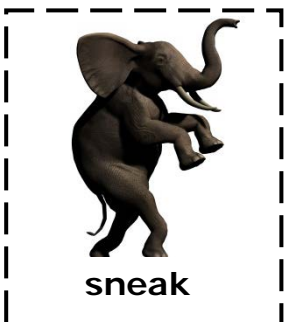
## Fiction – Lesson 5



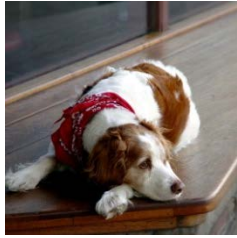
### Character



### Escape



### Lonely



alone



withdrawn



sad



together



with friends



single



by yourself



befriend

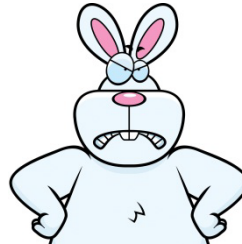
### Furious



very mad



angry



upset



cheerful



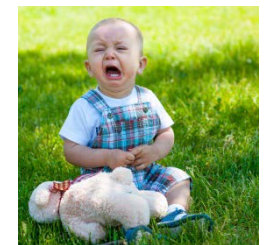
happy



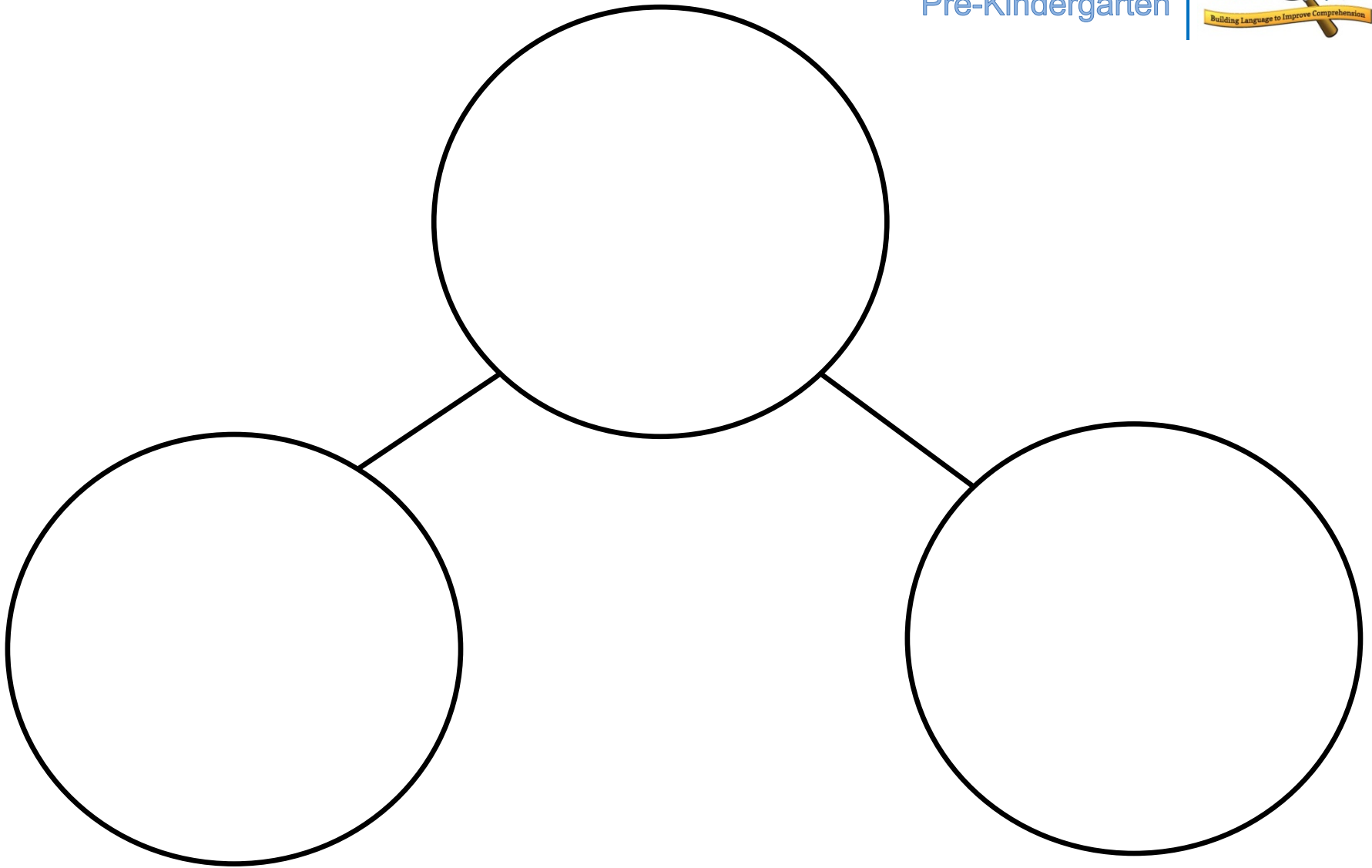
pleased



excited



very upset





LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	WORDS TO KNOW PRACTICE LESSON 6
<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 target vocabulary words correctly in spoken or dictated stories.</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>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>Dress up props</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #1</li> <li>Vocabulary Picture Cards: <b>furious, character, lonely, escape</b></li> <li>Teacher Journal (or word webs) from Lesson #5</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> Gather props, such as glasses, hats, and accessories that students can use to act out <b>characters</b>. Suggestions include the following: <ul style="list-style-type: none"> <li>teacher – pointer, chalk, other classroom supplies</li> <li>cook/chef – apron or chef's hat, kitchen toys</li> <li>sports figure – hat, ball, sports equipment</li> <li>community worker – uniforms, hats</li> <li>princess – scarf, jewels</li> <li>Harry the dirty dog – puppets</li> <li>Mama Bear – apron</li> </ul> </li> <li>In this lesson students will practice the Words to Know and related words by acting as <b>characters</b> and acting out <b>furious, lonely, and escape</b> (or a related feeling or action, such as <i>mad, scared, friendless, hide, sneak away</i>, and so on).</li> <li>The purpose of this lesson is repeated practice for students, so the You Do activities are the emphasis.</li> <li>Engage students in naming their <b>character</b> and discussing the <b>character's</b> feelings and actions using the Words to Know and related words. Show the Vocabulary Picture Cards to help students choose a <b>character's</b> action or feeling.</li> <li>Display the Teacher Journal from Lesson #5 (or other word webs you created) to support students in selecting related words to use as they act out their <b>characters</b>.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #1: FURIOUS, CHARACTER, LONELY AND 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>  “During free time many of you love to dress up. It's fun to pretend you are a different <b>character</b>; to dress up and act like a mom or a cowboy or whatever you choose. We are going to have a lot of fun today acting out our Words to Know. We are going to dress up and act out a sequence of actions by a <b>character</b>. You can use our word web words to help you pick which feelings and actions your <b>character</b> will act out. Saying our Words to Know and related words helps us to learn them really well.”</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 teacher journal from Lesson 5 or the word webs you created. You could say:</b>          “I am going to act out the word <b>escape</b>. I’m going to pick this cape, and my <i>character</i> is Superman. I am going to <b>escape</b> from my enemies. <b>(show Vocabulary Picture Card for escape and point to the word web)</b> Superman gets in many situations where he has to quickly <b>escape</b>. Watch me <b>escape</b>. <b>(act out escaping for students)</b> A word we could add to our word web that is the opposite of <b>escape</b> is <i>stay behind</i>. Sometimes Superman <i>stays behind</i> to protect people.</p> <p>“Now I’m going to choose an apron, and my <i>character</i> <b>(display Vocabulary Picture Card for character)</b> is the Little Red Hen. I am <i>angry</i> because the lazy animals on my farm will not help me! I’m going to <i>sneak out</i> the back door with my loaf of bread I made. Let me show you on the word web the words I chose. I acted <i>angry</i>, which is like <b>furious</b>, maybe not quite as <i>mad</i> as <b>furious</b>, but still <i>mad</i>. Then I decided to <i>sneak out</i>. <i>Sneak out</i> is a way to <b>escape</b>.”</p> <p><b>Point to or add words to the web as you discuss them with students.</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>          “I’m going pretend to be Harry from our story <i>Harry the Dirty Dog</i>, and I’ll use this... <b>(name a prop)</b> I ran away from home; I <b>escaped</b>. Now I am really <b>lonely</b>. Show me how you think I feel since I’ve been away from home for so long. <b>(prompt students to make sad faces)</b> Look at our word web. How do you think I feel? <b>(prompt students to use lonely or other related words)</b></p> <p>“[Student X], choose a prop and tell us what <i>character</i> you are going to be. Ok, you are Cinderella. Look at our word webs. What did Cinderella do when she saw her dress turning to rags? She <b>escaped</b>. What’s another word for <b>escape</b>? Show us how Cinderella <i>ran away</i>.”</p> <p><b>Prompt students to use related words to act out Cinderella’s actions at the ball.</b></p> <p><b>Provide several opportunities for students to play characters and act out their feelings and actions using the Words to Know and related words. Point out words on the word webs to help students choose actions or feelings to reenact.</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, and have each student choose a prop and name his or her character. Give each student multiple turns to act out the Words to Know and related words as a character. You could say:</b>          “Now it’s your turn to choose a prop and act out our Words to Know as a <i>character</i> you create. Take turns in your groups and listen for the <i>characters</i> to use our Words to Know. If you need help choosing words to explain how you feel or what action you’re going to act out, ask a teacher or someone in your group to help you choose a word from our word webs.”</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 saw so many great <i>characters</i> while you were practicing our words. I also heard you say <b>escape</b>, <b>furious</b>, <b>lonely</b>, and <i>character</i> and many related words. When you practice saying the words we’re learning, you will understand what they mean when you read and hear them. Can someone name a <i>character</i> they saw someone act out? <b>(allow students to respond)</b> Name some of the things your <i>characters</i> did. <b>(prompt students to list words from word webs)</b> When you pretend outside or in dramatic play, I’m going to listen for our new words.”</p>

LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	INTEGRATION LESSON 7
<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>Harry the Dirty Dog</u> by Gene Zion</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>None recommended</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 #7</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</i> to reach goals, and <i>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>		
<p align="center"><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 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>	
<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>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 picture of a house 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>."</p>	

“Next we have *attempts* to reach goals. **(display icon)** This helps us remember what the *character* in the story does, his actions. The picture of the hand reminds us of what the *character* does, the *attempts* to reach his *goals*.

“The last picture is for *outcome*. **(display icon)** 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 *outcome*, or how the story ended.”

**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

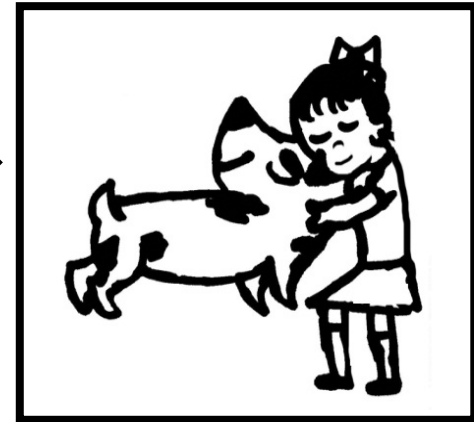
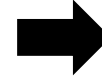
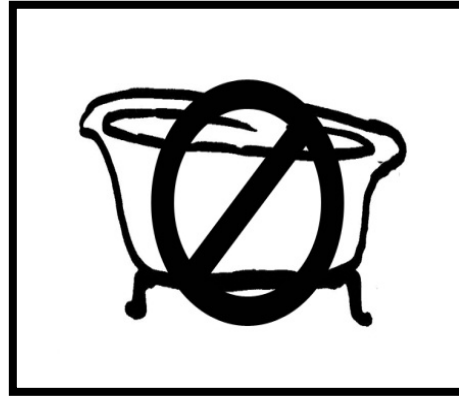
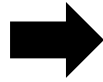
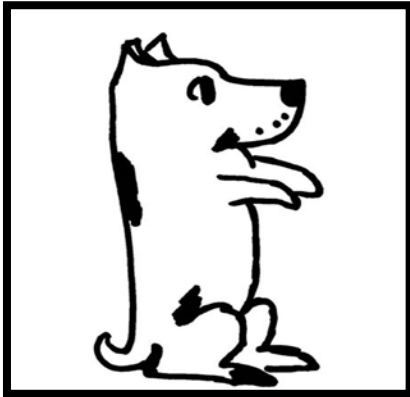
Turn to your partner and tell them that Harry explored the city. Say ‘Harry explored the city.’

	<p>“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 <i>goal</i>. <b>(show goal icon)</b> Show me a thumbs-up if Harry’s goal was...</p> <ol style="list-style-type: none"> <li>1) to run away again, OR</li> <li>2) to get clean so his family would know it was him. <b>(signal with students)</b></li> </ol> <p>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> <p>“We said that this story took place during the daytime and in Harry’s city. <b>(display setting 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 outcome 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>  “<u>You did a great job retelling Harry the Dirty Dog 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.</u></p> <p>“Let’s review the elements in our Harry story...”</p> <ul style="list-style-type: none"> <li>• <b>(display character icon)</b> Who are the <i>characters</i>? <b>(Harry, his family, the people in the city)</b></li> <li>• <b>(display setting)</b> What is the <i>setting</i> for Harry’s story? <b>(daytime, his house, the city)</b></li> <li>• <b>(display goals)</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 attempts)</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 outcome)</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>

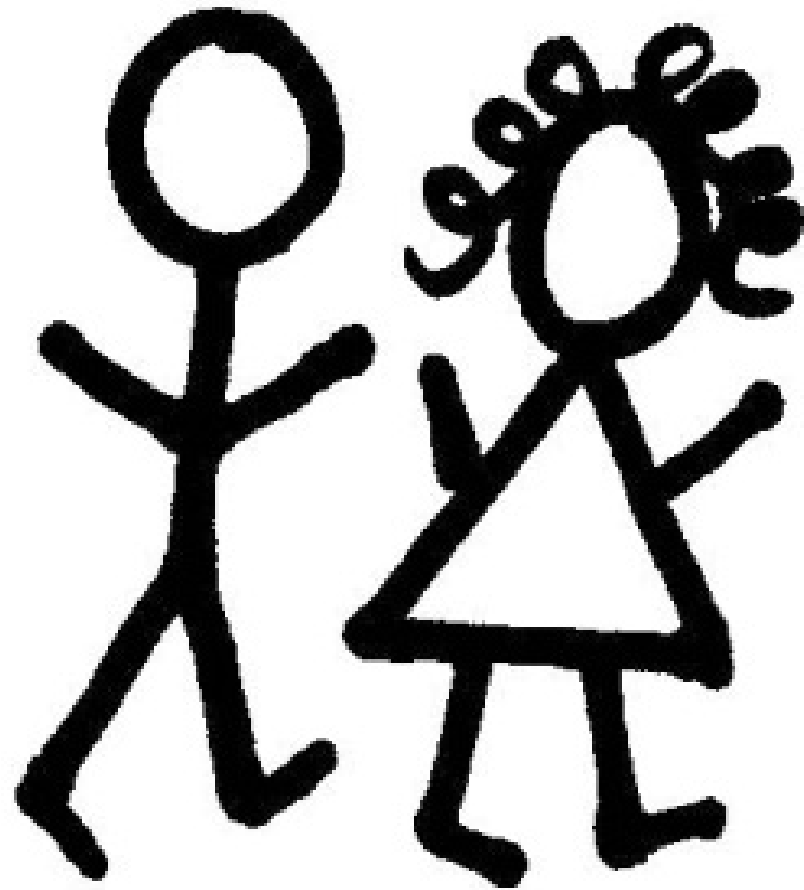


# Student Journal

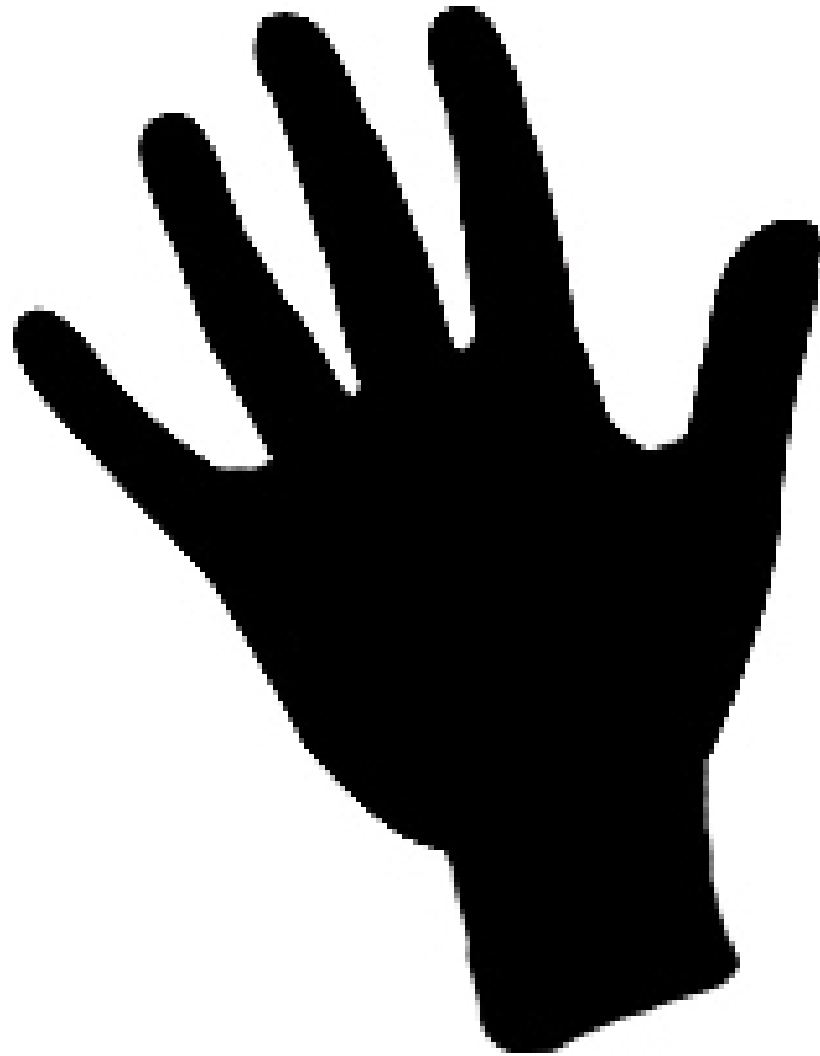
## Fiction – Lesson 7















**LET'S KNOW!  
PREK**

**FICTION  
CYCLES AND SEQUENCES**

**INTEGRATION PRACTICE  
LESSON 8**

**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:**

- Retell a narrative including story elements.

**TEACHING TECHNIQUE:**

- Retelling

**LESSON TEXT:**

- Harry the Dirty Dog by Gene Zion

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

- Think-Pair-Share

**LESSON MATERIALS YOU PROVIDE:**

- Paper bag(s)

**UNIT MATERIALS PROVIDED:**

- WRAP set #3
- Vocabulary Picture Cards: **furious, character, lonely, escape**
- Story Element Icons
- Prop/picture cards for Lesson #8

**SPECIAL INSTRUCTIONS FOR THIS LESSON:**

- **Before the lesson...** Precut the prop/picture cards for Lesson #8 and place them in a "surprise bag." You could add other props and pictures if you wish. The purpose of the surprise bag is to inject fun into the lesson. Students can reach in and get a prop or picture that represents a story element; the props can be laid out in order to help with the retell and provide a kind of story map.
  - Instead of a surprise bag, you could use a prop, such as a dog house, tub, dog bed, pillow, and so on.
  - If you have multiple sets of story props and pictures, multiple groups of children can practice during the You Do activities.
- The story elements taught in *Let's Know!* are **character, setting, goals, attempts** to reach goals, and **outcome**. If you teach other story elements (problem, solution, and so on), you may want to include them in the lesson; however, the *Let's Know!* element names should be taught because the Show Me What You Know assessment will address the story elements using this terminology.
- This lesson is intended to provide repeated practice with story retell in a fun, interactive way. The emphasis will be on repeated practice during the You Do routine.

**Prop/picture cards:**

**Character** – Harry



**Setting** – his house



**Goal** – no bath



**Setting/attempt** – ran to the city



**Attempt** – tricks



**Outcome**



**LESSON ROUTINE**

SET

**START THE LESSON WITH WRAP SET #3: 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:**

"Has anyone ever started telling you a story and you said, 'Stop! Who are you talking about? You never told me who this story is about.' They left out a key element that would help you understand the story. They left out the **character** – who the story was about. **(display character story icon)** Today we're going to practice telling the story of Harry the Dirty Dog. We're going to use our tools, the story icons, to help us remember important parts of the story. When you include all the important elements in your retell, it helps the listeners understand your story."

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.

Lay out the Story Element Icons so the props/pictures from the surprise bag can be paired with them. Teach how to identify the five key elements in a story (*character, setting, goals, attempts to reach goals, and outcome*) and retell the story including these elements.

**You could say:**

“Here are the tools, the story icons, to help us listen for the key elements or important parts in a story. Let’s review the icons...”

- 1) *Setting*: **(show icon)** This reminds us to think about where and when the story takes place.
- 2) *Character*: **(show icon)** *Character* means a person or an animal in a story.
- 3) *Goal*: **(show icon)** This helps us remember what the *character* in the story wants—his goal.
- 4) *Attempts to reach goals*: **(display icon)** This helps us remember what the *character* in the story does to reach his goal, or his actions.
- 5) *Outcome*: **(display icon)** This reminds us to think about how the story ended.”

**Choose a story picture or prop and pair it with the displayed story icons as you retell 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.’ ”**(display goal icon)**

**Paraphrase the next page (“He played where...”) through the eleventh page (“...from a white dog...”) 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. **(display attempts icon)** He ran away and spent the day in the city playing and getting dirty! Running away kept him from taking a bath!”

**Continue retelling from the next page (“Although there were many...”) through the page where Harry runs up the stairs with the scrub brush. 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)** Harry had a second goal. Harry wanted his family to recognize him so he could return home. **(display attempts icon)** Harry went to his backyard and did tricks. This didn’t work, so he dug up his scrub brush and ran inside.”

**Finish retelling the story from the page where Harry jumps into the bathtub. You could say:**

“‘Harry jumped into the tub. When Harry’s family bathed him, he changed back to his 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.**

**You could say:**

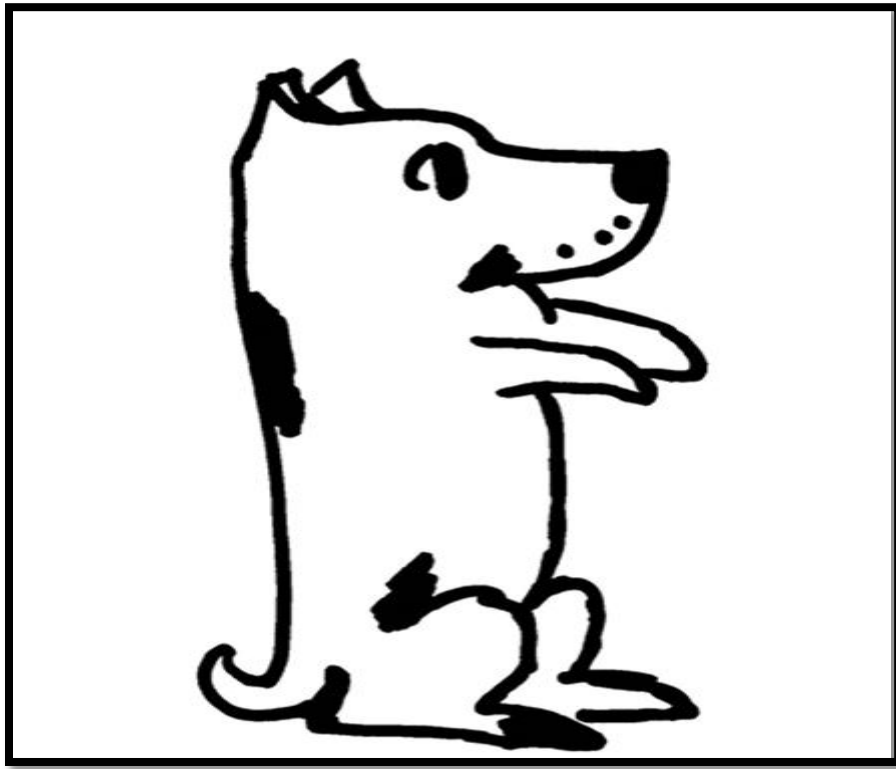
“Now we’re going to work together to retell the story of Harry. We need to make sure we include all of the story elements when we tell the story. **(display character icon)** ‘Harry was a white dog with black spots. He didn’t like taking a bath. So he took his scrub brush and buried it in the backyard. He ran away from home.’ **(display goal icon)**

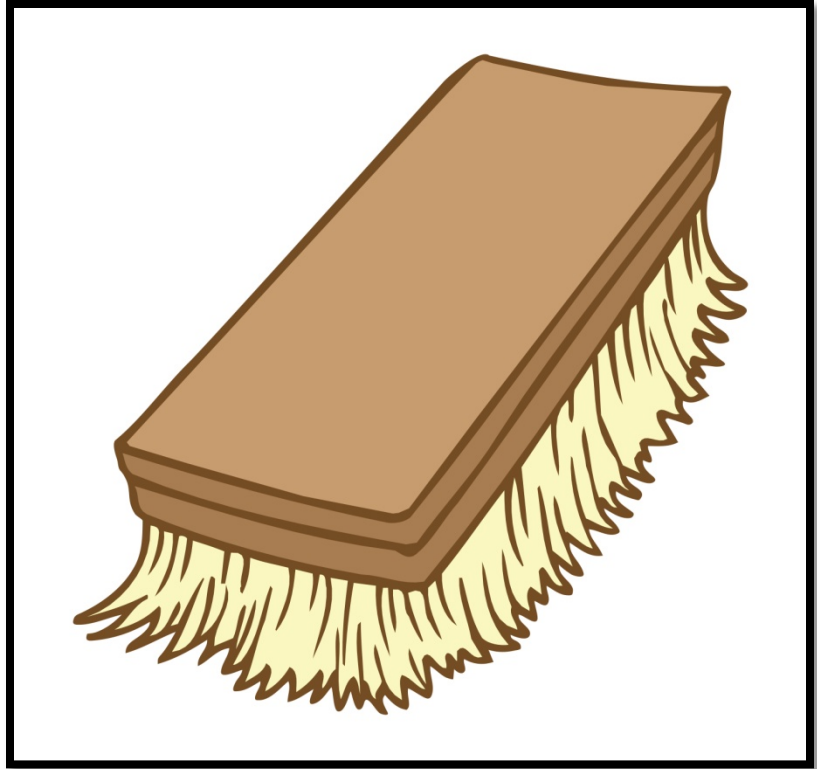
“What happened to Harry when he ran away? **(display attempts icon)** Turn to your partner and tell your partner, ‘He played in the city and got dirty.’

	<p>“Where did Harry go when he ran away? <b>(display setting icon)</b> Show me a thumbs-up if the <i>setting</i> in our story is...</p> <ol style="list-style-type: none"> <li>1) the mountains, OR</li> <li>2) Harry’s city. <b>(signal with students)</b></li> </ol> <p>Turn to your partner and say, ‘Harry’s city.’</p> <p>“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 <i>goal</i>. <b>(display goal icon)</b> Show me a thumbs-up if Harry’s <i>goal</i> was...</p> <ol style="list-style-type: none"> <li>1) to run away again, OR</li> <li>2) to get clean so his family would know it was him. <b>(signal with students)</b></li> </ol> <p>Yes! He wanted to wash away the dirt so his family would know it was him. That was Harry’s second <i>goal</i>.</p> <p>“We said that this story took place in Harry’s city. <b>(display setting icon)</b> This story also took place at Harry’s house. What did Harry do when he got home so his family would recognize him? <b>(display attempts icon)</b> Show me a thumbs-up if he...</p> <ol style="list-style-type: none"> <li>1) did tricks so his family would know it was him, <b>(students signal)</b> OR</li> <li>2) he ran away again.</li> </ol> <p>Turn to your partner and tell them, ‘Harry did tricks.’</p> <p>“And the <i>outcome</i> of our story, <b>(display outcome icon)</b> what happened at the end... Turn to your partner and tell them what happened to Harry and his family.”</p> <p><b>Display each icon to the class and 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>Demonstrate for students how they will take turns reaching into the surprise bag to get props or pictures and lay them out in order. Then have students take turns using the props/pictures to retell the story with a partner. You could also do this activity with the whole group if you only have one set of props, giving students several turns.</b></p> <p><b>You could say:</b>  “Now it’s your turn to retell the story of <u>Harry the Dirty Dog</u> to your partner. You and your partner can take turns choosing a picture or prop from the surprise bag. Arrange the pictures or props in order, and use them to help you remember the important parts to include as you retell the story.”</p> <p><b>Circulate the room to model retelling and support students. Tell students which story elements you heard, and any elements that they did not include. Ask them to practice again and include the 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>  “I was really listening for all of the important elements in our story as you each retold it, and I hope you were too. It’s important to retell a story with all of the key elements to help you and the people listening understand the story. Let’s review the key elements in <u>Harry the Dirty Dog</u>. <b>(point to the story icons and ask students to identify the element from the story; for example, the character is Harry, and his goal is not to take a bath)</b> The next time you tell a story at home, try to remember the important parts and ask your listener, ‘Did you understand my story? I tried to tell you all of the important parts.’”</p>

# Prop/Picture Cards

## Fiction – Lesson 8











## WEEKLY LESSON PLANNER

### FICTION

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
<b>Lesson Type</b>	Read to Me	Integration	Words to Know Practice	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>Use information from texts to make accurate inferences.</li> </ul>	<ul style="list-style-type: none"> <li>Define target vocabulary words.</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> </ul>	<ul style="list-style-type: none"> <li>N/A</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>Sock puppets (optional) </li> <li>Blank paper</li> <li>Writing utensils</li> </ul>	<ul style="list-style-type: none"> <li>Plastic tubs (1 per group) </li> <li>Cotton balls, foam balls, and scrubbing loofahs</li> <li>Scoops, cups, nets, or fishing poles</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 #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>furious, character, lonely, escape</b></li> <li>'Catch a Word' cards for Lesson #11 </li> <li>Teacher Journal (or word webs) from Lesson #5</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 predictions, or guesses.”</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	INTEGRATION 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>• 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 (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> <ul style="list-style-type: none"> <li>○ 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>○ Collect or create sock puppets, or bring in socks students can use to make them. Save them for use in future lessons.</li> </ul> </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> </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 PRACTICE 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>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>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>Plastic tubs (1 per group)</li> <li>Cotton balls, foam balls, and scrubbing loofahs</li> <li>Scoops, cups, nets, or fishing poles</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>furious, character, lonely, escape</b></li> <li>'Catch a Word' cards for Lesson #11</li> <li>Teacher Journal (or word webs) from Lesson #5</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>Precut the 'catch a word' cards for Lesson #11 to save time.</li> <li>Bring in plastic tubs; each group will have a tub, or ocean, from which they can catch the word cards. You could use cotton balls, foam balls, scrubbing loofahs, or other materials to signify the ocean water, and scoops, cups, nets, or fishing poles for students to catch the cards. Each tub should include at least one of each word card.</li> </ul> </li> <li>The purpose of this lesson is repeated practice for students, so the emphasis is the You Do activities. Students will practice saying the definitions of <b>furious, character, lonely, and escape</b> in a game. After students 'catch' a word card from their tubs, have them say the word and definition.</li> <li>If students have difficulty naming or defining words, they could identify the definitions by using the word webs from Lesson 5 or signal when they hear the correct definition after you provide two choices.</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>          "Do you remember some of our fix-up strategies we can use if we don't understand a word? We can look it up in a dictionary, on the internet, or we can ask a friend or a grown-up to help us figure out what a word means. In today's lesson we're going to play a fun game to practice the definitions of our words <b>furious, character, lonely, and escape</b>. We'll use word webs and ask our friends to help us define words. Using our words and saying what they mean helps us to understand our words better. When we know the definitions of words, it helps us to understand the stories we hear and read."</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 Teacher Journal Lesson #5 or the word webs from Lesson 5. You could say:</b>          "Your group is going to play in Swimmy's ocean. Hidden in the waves are cards with our words <b>furious, character, lonely, and escape</b>. You get to use a [net] <b>(or other material you provided)</b> to catch a word. Then you tell us what that word means. Watch me. <b>(use a net, scoop, or pole to 'catch' a word card from the 'waves')</b> I got the word <b>escape</b>. I'm going to look at our word web for <b>escape</b>. I remember that <i>run away</i> is another way to describe <b>escape</b>. <b>Escape</b> means 'to get away.'</p> <p>"Then the next person in your group will take a turn. <b>(demonstrate catching another word)</b> I got the word <b>furious</b>. <b>Furious</b> means 'very angry.' <b>(point to angry on the word web)</b> I'll show you how I look when I'm <b>furious</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>Guide students as they practice ‘catching,’ naming, and defining words. You could say:</b>  “Okay, the first person in your group needs to take the net and catch a word. Tell your group your word and what it means. Let’s help [Student X] define his word. What word did he ‘catch?’ Yes, he got the word <b>lonely</b>. Let’s look at our word web for <b>lonely</b>. It lists other words related to <b>lonely</b>: <i>alone, sad, and by yourself</i>. So <b>lonely</b> means ‘misses others,’ you are alone or by yourself. [Student X], what does <b>lonely</b> mean?</p> <p>“Now the next person in your group gets to ‘catch’ a word. Tell your group what word you got. [Student Y] caught the word <b>character</b>. Show me a thumbs-up if <b>character</b> means:</p> <ol style="list-style-type: none"> <li>1) to get away, OR</li> <li>2) a person or animal in a story.</li> </ol> <p>Good job! <b>Character</b> means a person or animal in a story.”</p> <p><b>Provide repeated opportunities for students to ‘catch’ and define words, using the word webs or asking them to signal the correct definition.</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>You could say:</b>  “Okay, continue to take turns ‘catching’ our words and telling your friends what the word you ‘catch’ means. Look at our word webs to help you remember other words that mean about the same thing as the word you ‘catch.’ If you need help, ask your friends or a teacher.”</p> <p><b>If students can define all of the words, ask them to use the words in one of the story contexts; for example ‘Harry escaped so he didn’t have to take a bath,’ or ‘Swimmy was lonely swimming by himself.’</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 heard you say our four words and explain what they mean. When you know what words mean, it will help you understand them in the stories you read and hear. The next time you tell or write a story, see if you can use one of our new words. Let’s practice the definitions of our four words; let’s do it together...</p> <ul style="list-style-type: none"> <li>• What does <b>escape</b> mean? <b>(to get away)</b></li> <li>• What does <b>lonely</b> mean? <b>(misses others)</b></li> <li>• What does <b>furious</b> mean? <b>(very angry)</b></li> <li>• What does <b>character</b> mean?” <b>(person or animal in a story)</b></li> </ul>

# 'Catch a Word' Cards

## Fiction – Lesson 11



**Furious**



**Furious**



**Furious**



**Furious**



**Lonely**



**Lonely**

# 'Catch a Word' Cards

## Fiction – Lesson 11



**Lonely**



**Lonely**



**Escape**



**Escape**



**Escape**



**Escape**

# 'Catch a Word' Cards

## Fiction – Lesson 11



**Character**



**Character**



**Character**



**Character**



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 '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></p> <ul style="list-style-type: none"> <li>• “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>repeat, predict, appear, and order</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.”</li> </ul> <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

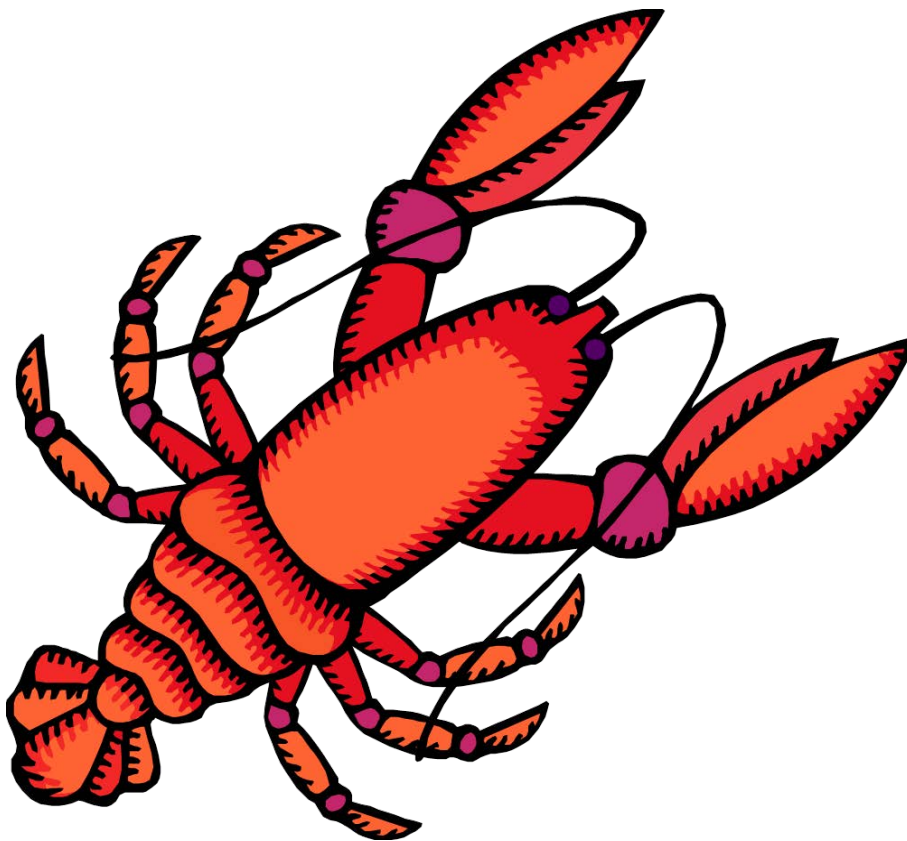
Sea creature



#1

# Order

Sea creature

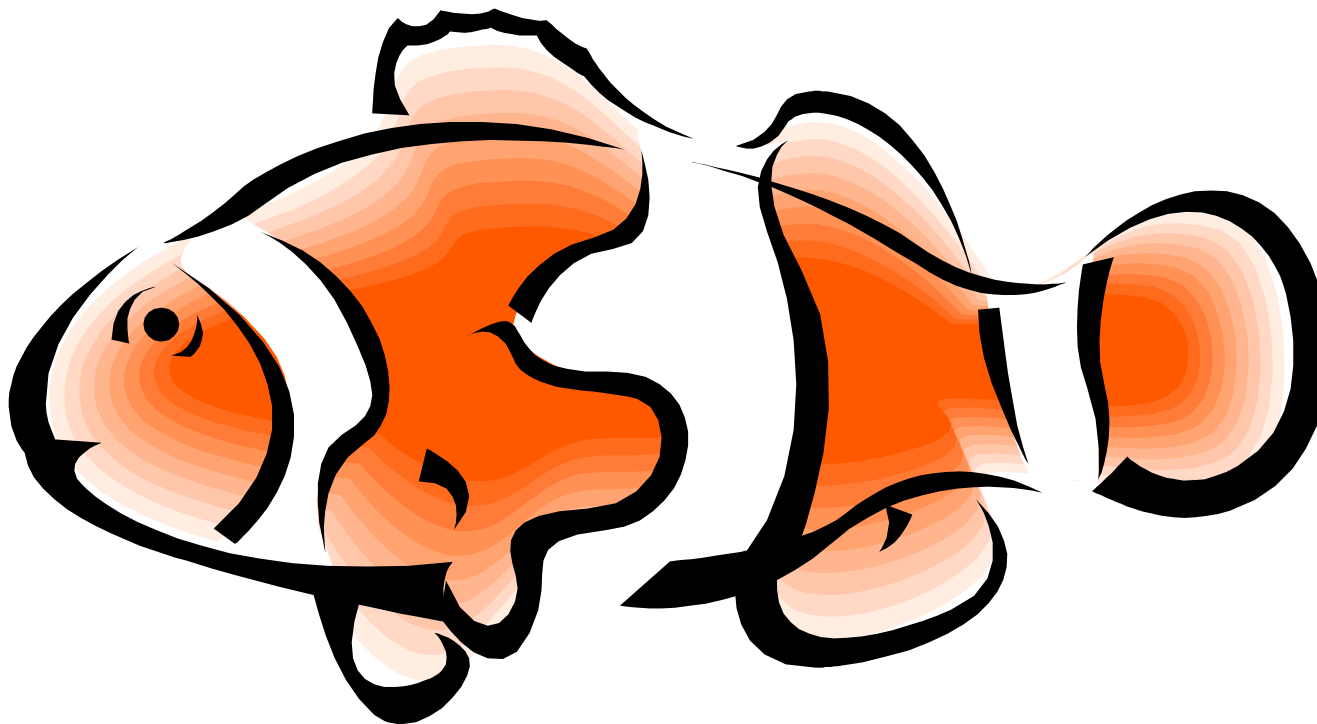


#2



# Order

Sea creature



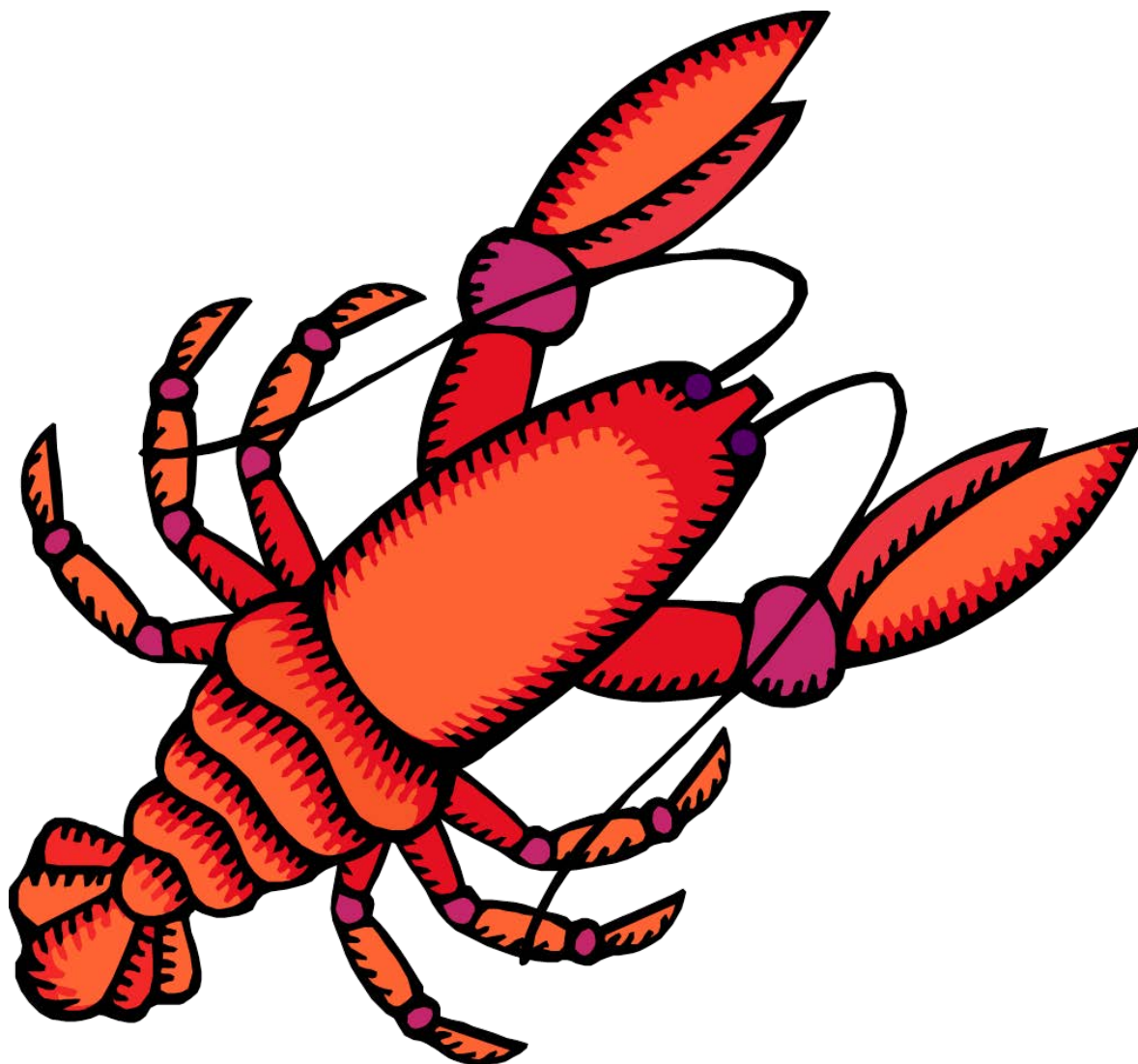
#3

# Swimmy saw...



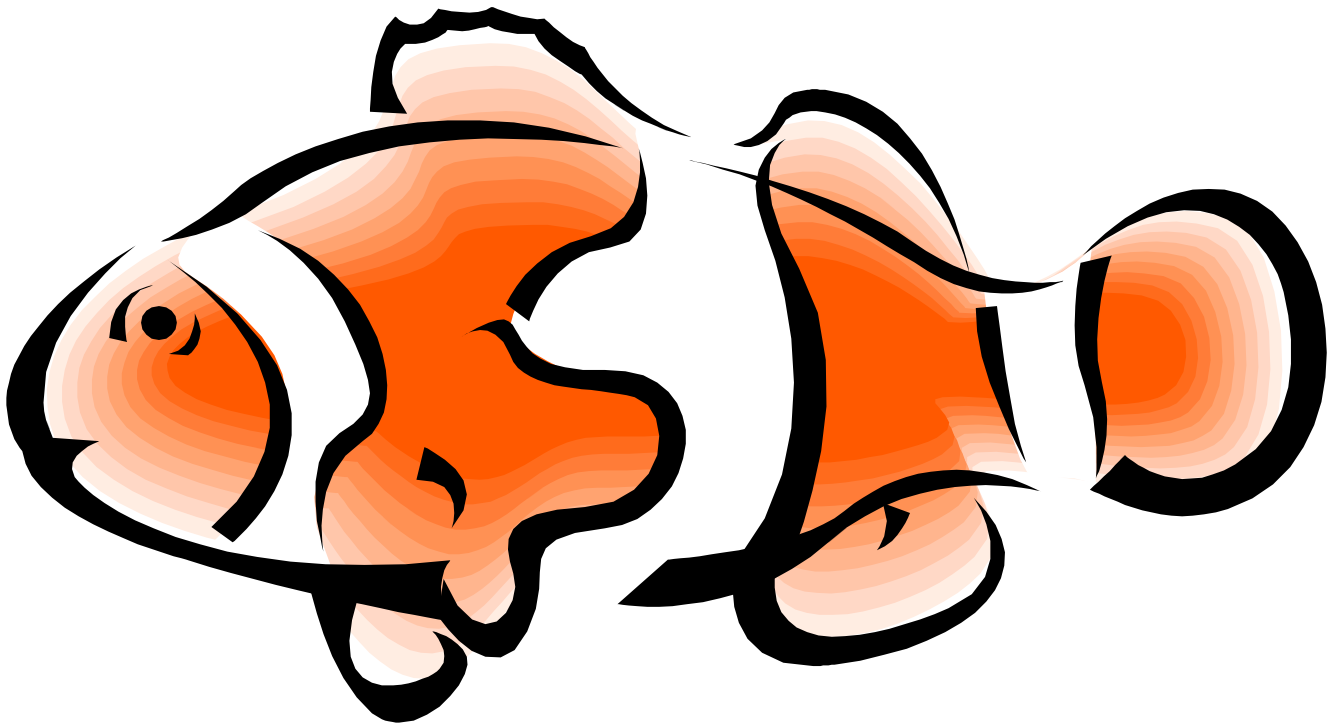
#1

## 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>Integration</b>	<b>Integration Practice</b>	<b>Words to Know</b>	<b>Words to Know Practice</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Retell a narrative including story elements.</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>Use target vocabulary words correctly in spoken or dictated stories.</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> </ul>	<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>	<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> </ul>	<ul style="list-style-type: none"> <li>Chart or butcher paper </li> <li>Drawing and writing utensils</li> <li>Individual dry erase boards (1 per student; optional)</li> <li>Dry erase markers (1 per student; optional)</li> <li>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>Containers (bowls, baskets, hats; 1 per group) </li> <li>Yarn or safety pins (optional)</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> <li>Story Element Icons</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>Story icons for Lesson #14 </li> <li><u>Swimmy</u> story elements for Lesson #14</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> <li>Word card set 1 for Lesson #16 (1 per group) </li> <li>Word card set 2 for Lesson #16 (1 per group) </li> <li>Word card set 3 for Lesson #16 (1 per group) </li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	INTEGRATION 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>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>Swimmy</u> by Leo Lionni</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>Chart paper or document camera</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>repeat, predict, appear, order</b></li> <li>Teacher Journal Lesson #13</li> <li>Student Journal Lesson #13</li> <li>Story Element Icons</li> </ul>	
<p style="text-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 #13 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>		
<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>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>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> <li>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 <i>characters</i> do to try to reach their <i>goals</i>, their <i>attempts</i> to reach their <i>goals</i>.</li> </ol>	



<p><b>I Do</b></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 <i>characters</i> 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 #13 (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 #13 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 #13. 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**

**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:**

“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.

- **(display *character icon*)** Who were the *characters* in our story? **(Swimmy, the little fish, the big fish)**
- **(display *setting*)** What was the *setting* for our story? **(ocean)**
- **(display *goals*)** What did Swimmy want to do in our story, what was his *goal*? **(to swim in the ocean and see plants and creatures)**
- **(display *attempts to reach goals*)** What did Swimmy do to reach his *goal*? **(taught the little fish to swim together as a big fish)**
- **(display *outcome*)** What was the *outcome*, or ending, of our story? **(Swimmy and the little fish swam safely together)**

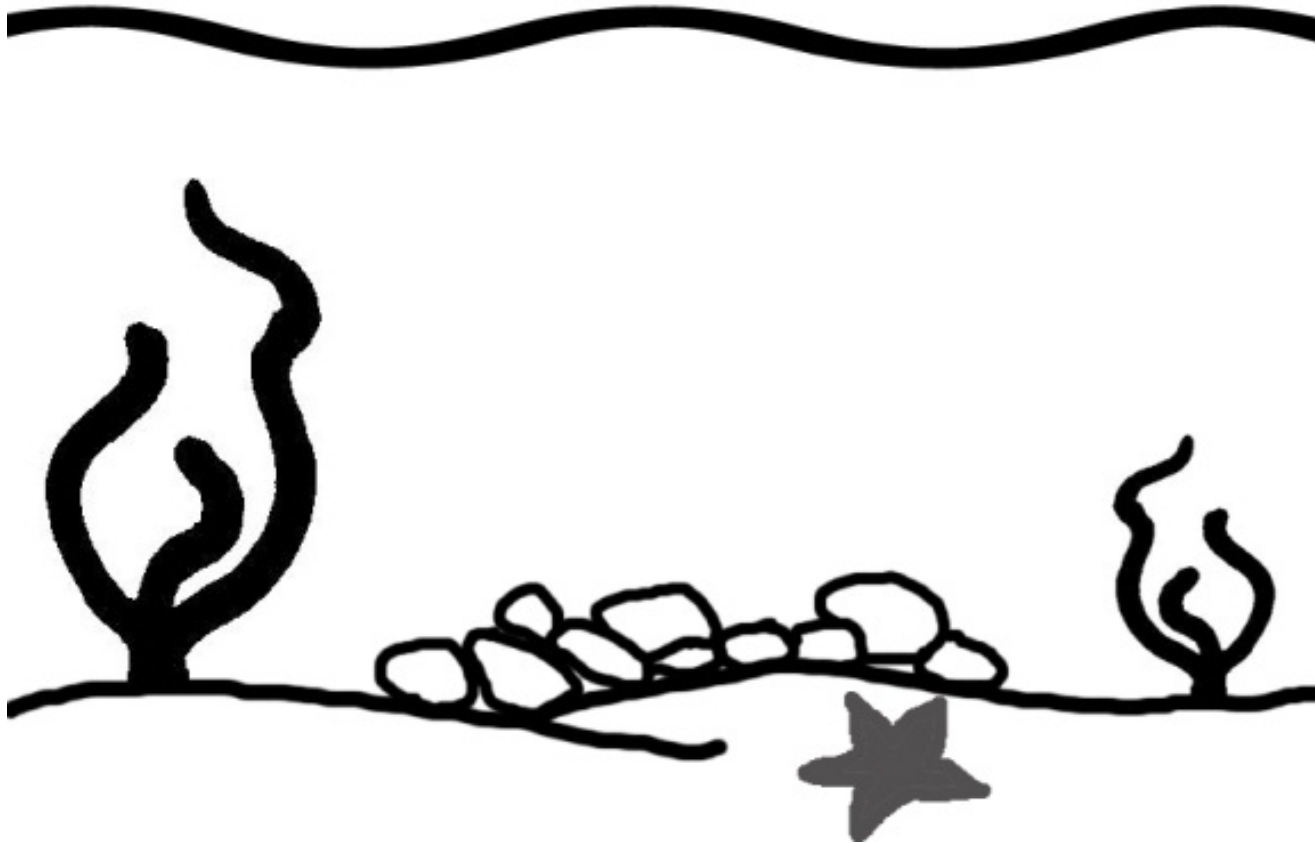
When you read at home or at school, show your family how you can retell the story after you have heard it by retelling the key elements!”

# Swimmy

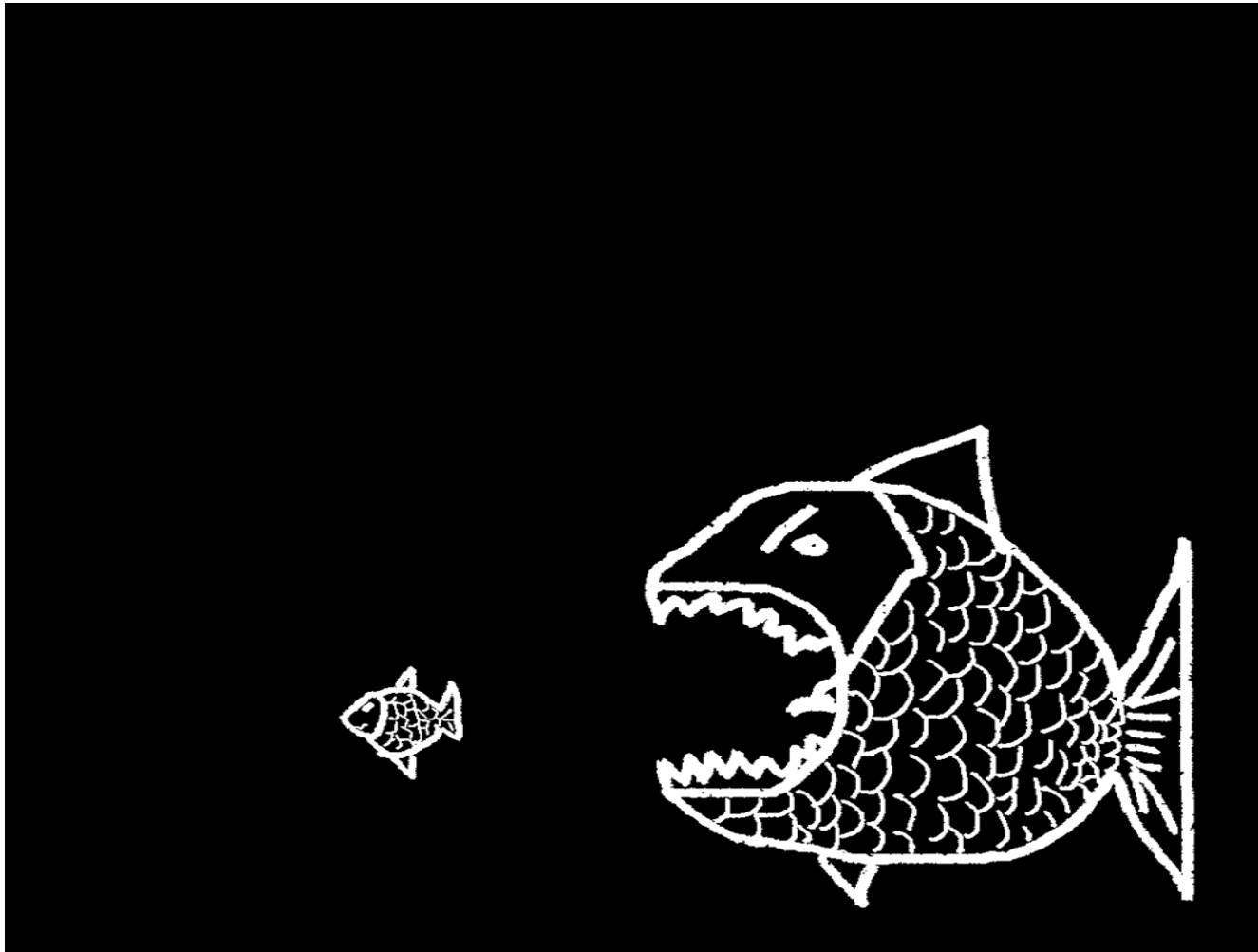
## Character



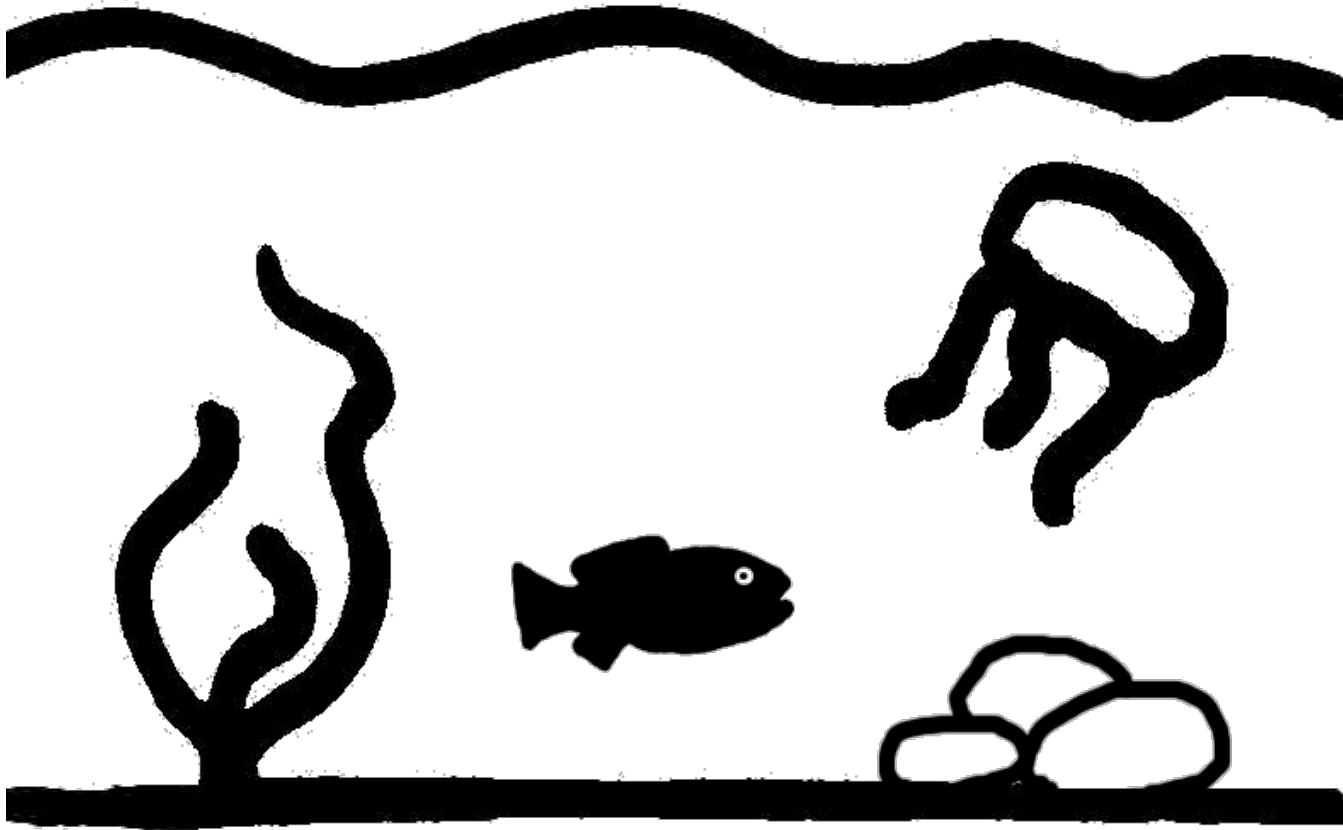
# Setting



# Character

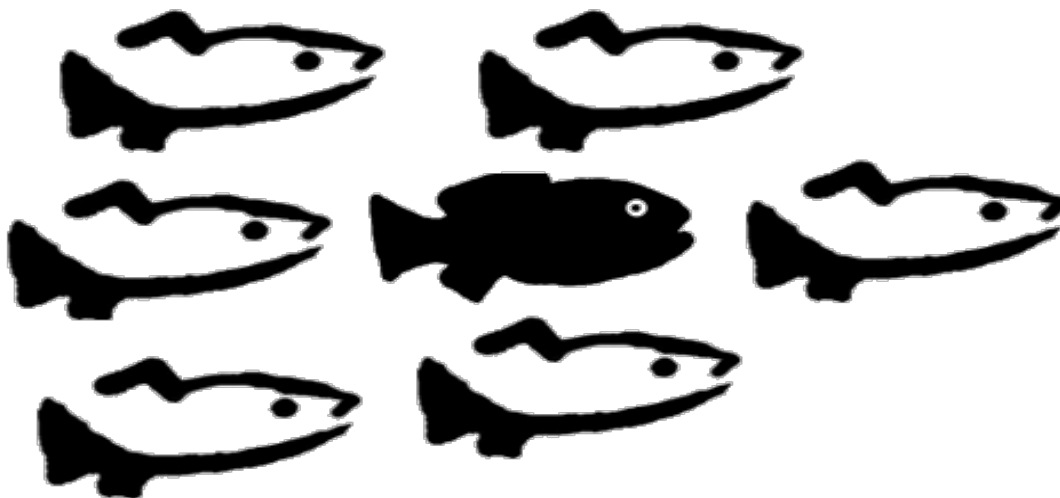


Goal

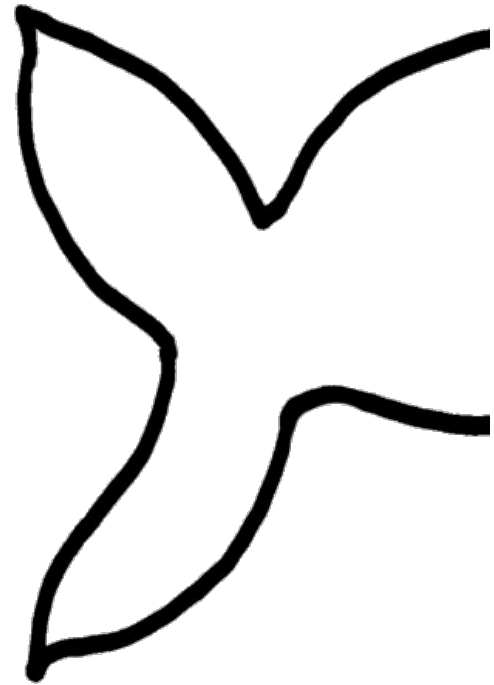
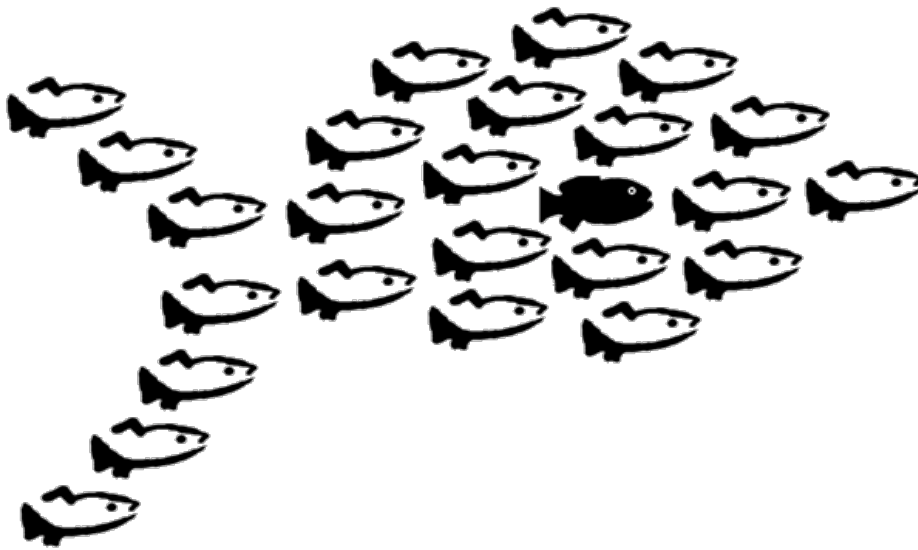




# Attempts

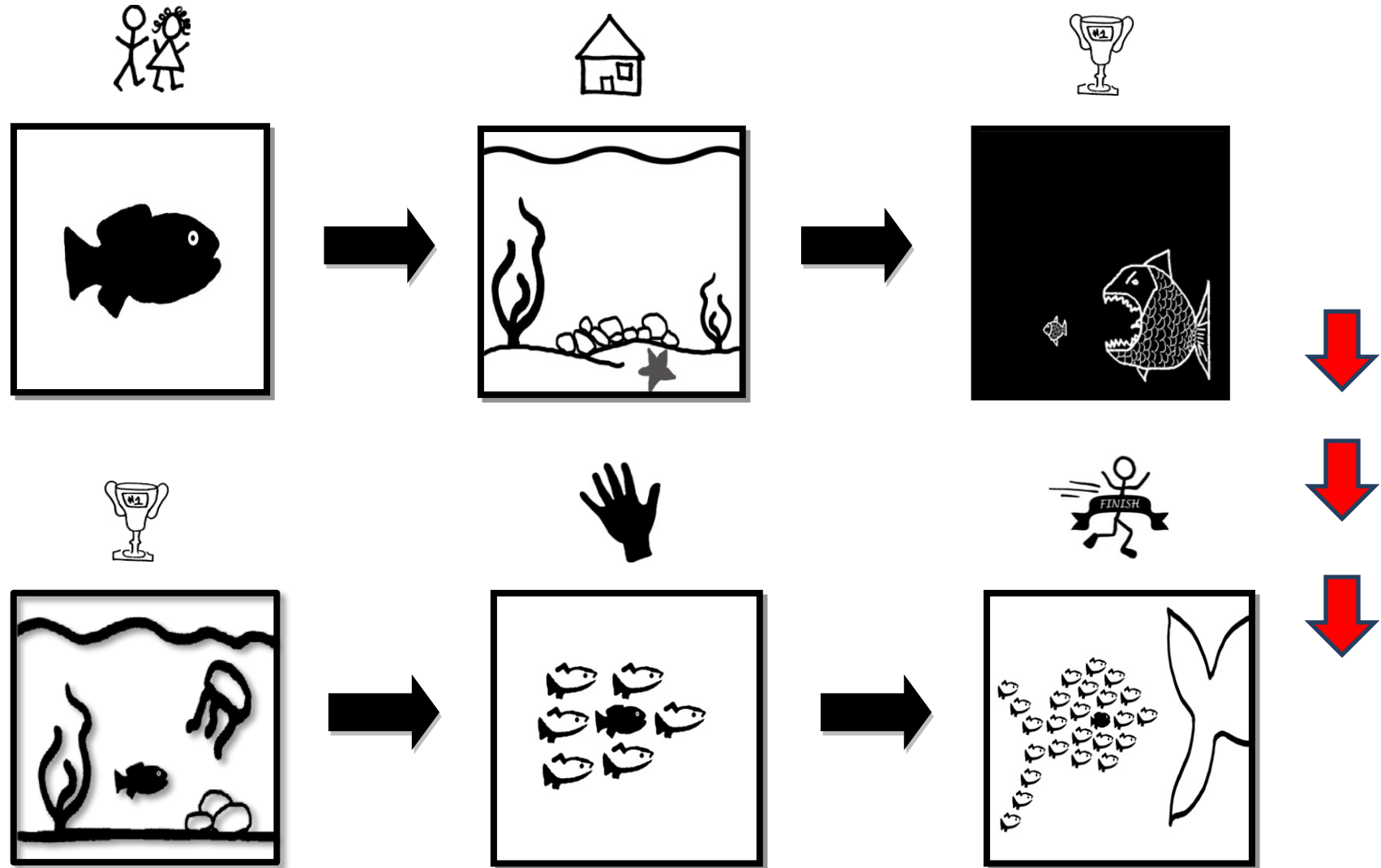


# Outcome



# Student Journal

## Fiction – Lesson 13



LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	INTEGRATION PRACTICE 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 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>• Chart or butcher paper</li> <li>• Drawing and writing utensils</li> <li>• Individual dry erase boards (optional)</li> <li>• Dry erase markers (optional)</li> <li>• 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>• Story icons for Lesson #14</li> <li>• <u>Swimmy</u> story elements for Lesson #14</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 instructions below. Hang the chart paper or butcher paper you will use for the mural(s) on the wall or lay it out in open space on the floor. You might precut and add the story icons for Lesson #14 to the mural(s) prior to the lesson to save time.</li> <li>• This lesson is intended to provide retelling practice in a fun, interactive way. The emphasis is on the story retell in the You Do routine, so be sure to leave time to retell the story using the pictures on the mural(s).</li> <li>• In this lesson, students will create a mural(s) that includes all the story elements from <u>Swimmy</u>. Divide the paper into sections and place a story element from the story icons for Lesson #14 in each section; students will use the icons to guide which story events they glue or draw on the mural(s). See Teacher Journal Lesson #14 for an example of what a mural could look like; the lower row includes images that could be cut out and glued on the mural or that provide examples of events students could draw. <ul style="list-style-type: none"> <li>○ During the I Do section, begin the class mural, modeling how to add an event for a story element.</li> <li>○ During the We Do section, you could have students practice drawing on whiteboards or on their own paper, matching events to the story elements; this is an optional activity.</li> <li>○ For the You Do activity, have students draw or paste more events on the class mural. Alternately, you could elect to have students create several murals in small groups. Use a document camera to display the book pages so students can generate ideas from the illustrations.</li> </ul> </li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p>SET</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 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>          "So far in this unit we have retold our stories of <u>Swimmy</u> and <u>Harry the Dirty Dog</u>. We've used pictures to remind us to include all of the important parts in a story. <b>(display the story icons for Lesson #14 or pictures from <u>Swimmy</u> story elements)</b> Today we are going to make a mural(s) for our classroom. We'll add pictures and use our tools, the story icons, to help us remember all of the important parts in <u>Swimmy</u>. Then we'll use our mural(s) to help us tell the story. It's important to include all of the parts in a story when we tell it. It helps us and our listeners understand what we read and hear."</p>	

**I Do**

**Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.**

**You could say:**

“Remember our tools, the story icons? They help us listen for the key elements or important parts of a story. We’re going to add some pictures to this mural(s) to help us tell the story of Swimmy.

**Point out the paper with story icons that you have hung up or laid out.**

**Model how to draw pictures on the class mural; you may also cut and paste pictures from the teacher journal or Swimmy story elements for Lesson #14. Point out the icons as you retell the story, and explain how the events you draw connect with those story elements. If you will have students add to the class mural during the You Do routine, rather than creating their own murals, demonstrate adding only a couple pictures for the beginning of the story (see the first bullet below).**

**You could say:**

- “Swimmy is the main *character* in our story, and he lives in the ocean – that’s the *setting*. **(draw/paste Swimmy in the ocean under *character* and/or *setting* icons)** Swimmy swam faster than his brothers and sisters. When the big fish came, only Swimmy **escaped**. **(draw/paste the big fish eating Swimmy’s brothers and sisters)**
- **(continue drawing pictures related to story icons/elements as you retell the story)** Swimmy was **lonely**. But Swimmy longed to swim freely in the ocean and see all of the beautiful ocean plants and creatures. Swimmy was brave and saw many beautiful things as he swam in the ocean.
- One day Swimmy 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. He taught the little fish to swim together so they would **appear** to be a big fish.
- Swimmy’s idea worked! The little fish swam together as one big fish. They saw beautiful ocean scenery and the big fish left them alone.”

**Conclude by highlighting that you included all of the key elements in your retell.**

**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.**

**Practice retelling the story with students, highlighting the story icons that correspond to each story element. You can use Teacher Journal Lesson #14, the Swimmy story elements for Lesson #14, and/or the bullets from the I Do routine to guide your retell. You could have students draw story events on individual white boards or paper to engage them in the retell (optional).**

**You could say:**

“Now we’re going to work together to retell the Swimmy’s story. We need to make sure we include all of the story elements when we tell the story... **(point to *character* icon)** ‘Swimmy was a little fish that lived in the ocean **(point to *setting* icon)** with his brothers and sisters...”

“... One day a big, hungry fish came darting by. In one bite the big fish ate all of Swimmy’s brothers and sisters...’ Turn to your partner and tell them that Swimmy’s brothers and sisters were eaten by the big fish. **(allow students to share)** ‘... Only Swimmy **escaped**. He was **lonely** all by himself. But Swimmy didn’t want to be alone and hide. He wanted to swim and see the ocean...’ On your whiteboard draw what Swimmy wanted to do, his *goal*. **(show *goal* icon)** Swimmy wanted to swim all over the ocean and see plants and ocean creatures.”

**Continue your retell with students; ask students to draw and/or tell their partners about key story elements. Conclude by highlighting that you included all of the story elements.**

<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 add to the class mural together, or begin new story murals in small groups.</b>  <b>You could say:</b>          “Now let’s draw or glue pictures on our mural(s). <b>(point out character icon)</b>What does this icon remind us? If you want to draw or add a picture of a <b>character</b> or <b>characters</b> in our story, you can do that when we talk about <b>characters</b> in our story. We will put the picture and the <b>character</b> icon in the same spot.”</p> <p><b>Identify the other story icons on your mural(s), and have students draw or add pictures to the mural(s), retelling the story as they go.</b></p> <p><b>When you are finished with the mural(s), support students in retelling the story using the pictures they added. Tell students which elements you heard and any elements that you did not hear; ask them to practice again and include missing story elements. You could say:</b>          “Now your groups can work together to retell the story of <u>Swimmy</u>. Use the pictures on the mural to help you remember and include all of the story elements. I will be coming around to listen and see if you included all of the elements in your story.”</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 was really listening, and I hope you were too, for all of the important elements in our story as you retold it. It’s important to retell a story with all of the key elements to help you and the people listening understand the story. Let’s review the key elements in <u>Swimmy</u>. <b>(point out story icons/elements on the mural and ask students to describe that element or event)</b> The next time you listen to a story, see if you can tell me or a friend one of the key elements from the story.”</p>



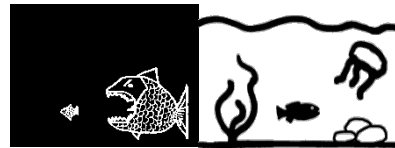
Character



Setting



Goal



Attempts



Outcome



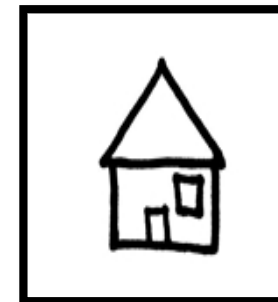
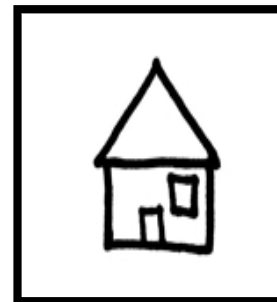
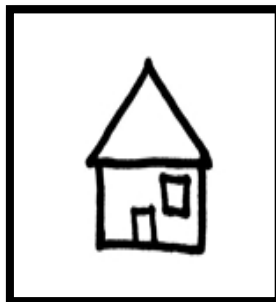
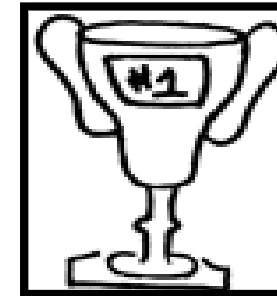
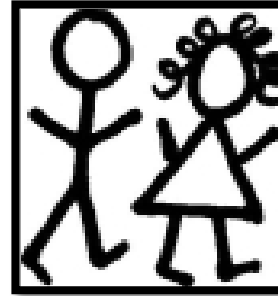
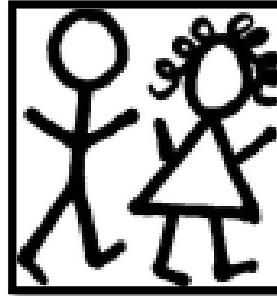
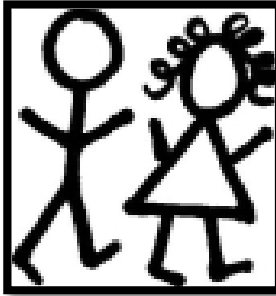
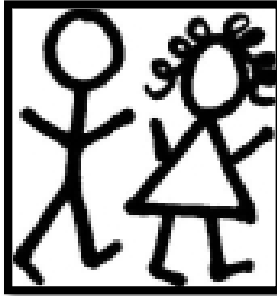
Story icons should be placed on the mural. Draw or glue on pictures as you demonstrate the story retell.



Students can glue on the above pictures to retell the story, or draw their own pictures to represent story events.

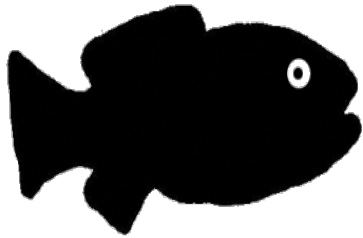
# Story Icons

Fiction – Lesson 14

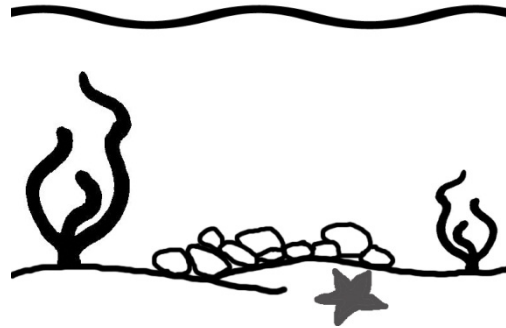


# Swimmy Story Elements – Fiction – Lesson 14

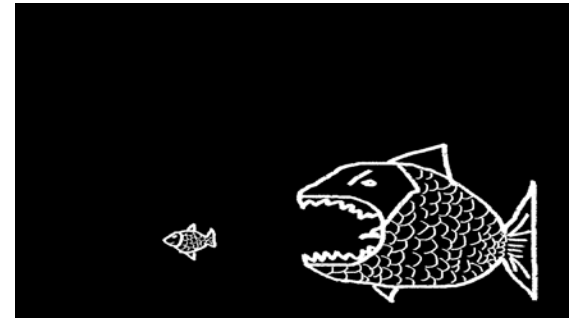
## Character



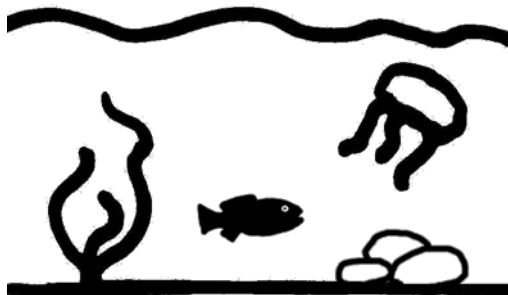
## Setting



## Goal



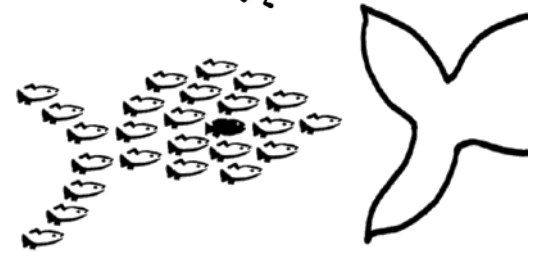
## Goal



## Attempts



## Outcome



LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 15
<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>• Create semantic webs of related words and explain how words are related.</li> <li>• Use target vocabulary in dictated sentences.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Rich Instruction</li> </ul> <p><b>LESSON TEXTS:</b></p> <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> <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 blank word web</li> <li>• Document camera or interactive whiteboard (optional)</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <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>		
<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>  "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, predict, order, and appear.</b> Then we're going to choose a word to complete sentences."</p>	

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.

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.

Read the two pages of Harry the Dirty Dog where Harry is doing tricks (“He danced and sang.”)

You could say:

“Our first word today is **repeat**. In our book Harry the Dirty Dog, Harry kept **repeating** his tricks, hoping his family would recognize him. **Repeat** means to ‘say or do it again.’ He did his tricks over and over again.

“Now let’s make a word web for **repeat**. Remember, the Word to Know goes in the middle circle of our web. Words that go with our Word to Know go around it.

- I will write **repeat** in the middle of the web.
- Now I will write *say again* in a surrounding circle. *Say again* means the same thing as **repeat**. If you didn’t hear what I said, you could ask me to **repeat** it, or *say it again*.
- [Student’s name], please come and add the picture of *say it again* to our web. **(or add/sketch pictures yourself)**

Now I will make a sentence using one of the words from our word web for **repeat**: **(display or write sentence)** ‘When you are learning a new word, you ‘say it (again).’ *Say it again* means the same thing as **repeat**.”

**Add other related words or pictures to the web and discuss why they are related.**

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.

Continue creating word webs and filling in the sentence frames for the Words to Know predict, order, and appear.

**(predict)**

In Swimmy, read the page beginning, “Swimmy thought and thought...” through the next page.

You could say:

“In our book Swimmy, Swimmy had an idea. He **predicted** if all of the small fish swam together as a big fish, the other big fish would leave them alone. **Predict** means to ‘tell about before it happens.’ Swimmy **predicted** they would be safe.

“Let’s make a word web for **predict**.

- I will write **predict** in the middle of the web.
- I will add *guess* to a circle around our web. A *guess* is a kind of **prediction**.

Now let’s write a sentence together using one of the words from our web: **(display or write sentence)** ‘From the smell, I \_\_\_\_\_ Mom is making chocolate chip cookies.’ What word could we put in this sentence?’

**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.**

**(order)**

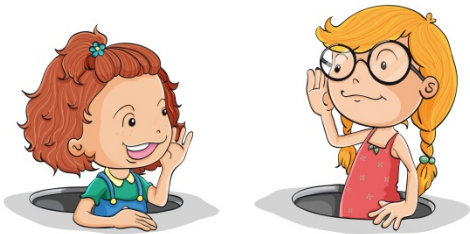
You could say:

“In our book Harry the Dirty Dog, he skipped his bath, ran away, and came home—in that **order**. **Order** 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 *sequence*. I’m going to add *sequence* to our word web. *Sequence* means one thing after another, or in **order**. **(think aloud and help students add words, explaining how they’re related)**

	<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?”</p> <p><b>Have students add a picture to the blank to represent the correct word.</b></p> <p><b>(appear)</b>  <b>Read the fourth page of <i>Muncha! Muncha! Muncha!</i> (“But one night...”) 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?”</p> <p><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>Order</b></li> <li>• <b>Appear</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

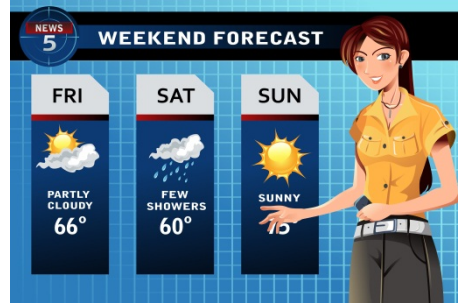


say again



do again





predict



guess



figure out



order



sequence



out of order



appear



arrive



disappear

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



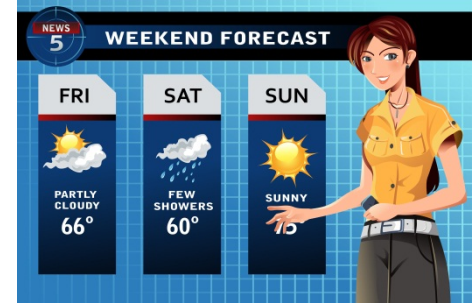
repeat



say again



do again



predict



order



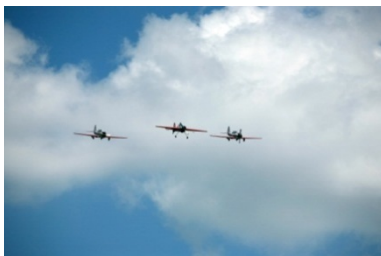
sequence



out of order



guess



appear



arrive



disappear



figure out

### Sentence Frames for I Do

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

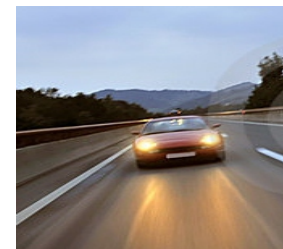
### Sentence Frames for We Do

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



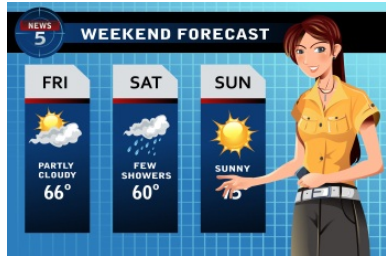
First I woke up, then I had breakfast,  
and then I got dressed in that \_\_\_\_\_.

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 \_\_\_\_\_.



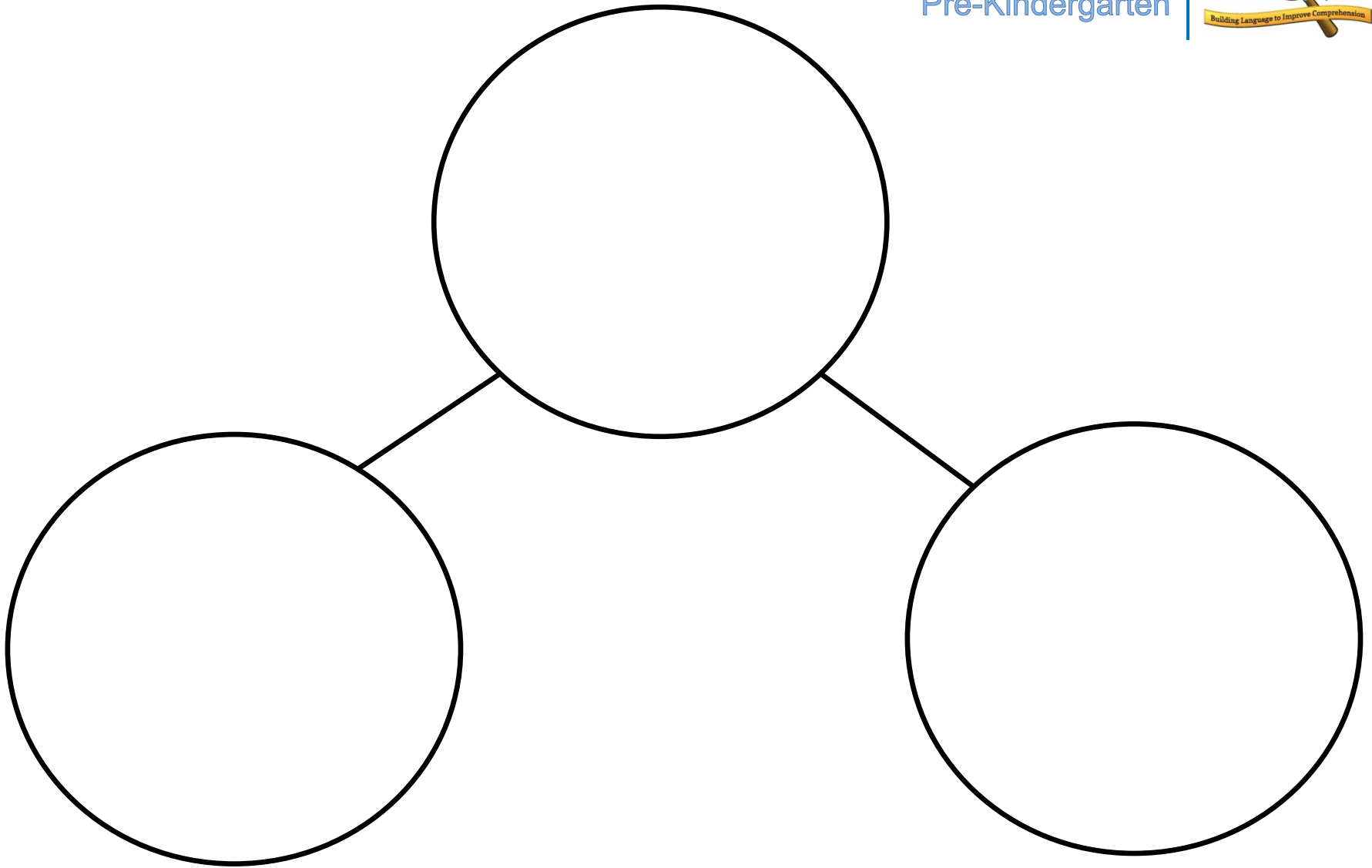
I \_\_\_\_\_ed that you  
would love the story of Lightning McQueen.

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



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





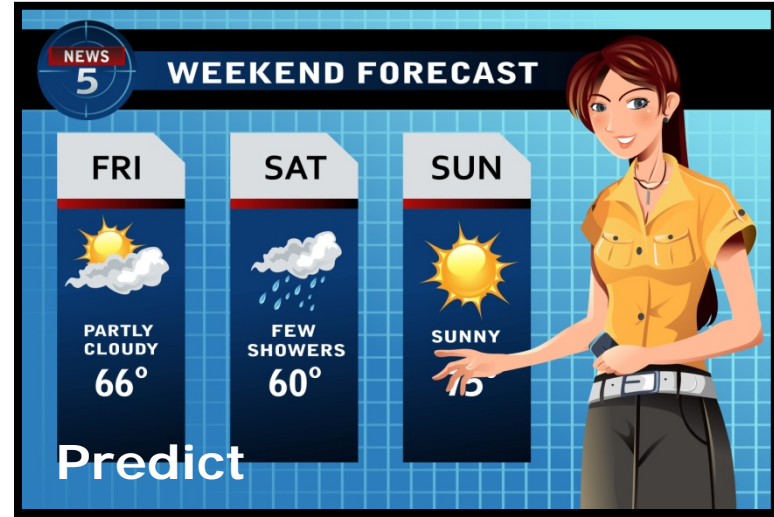


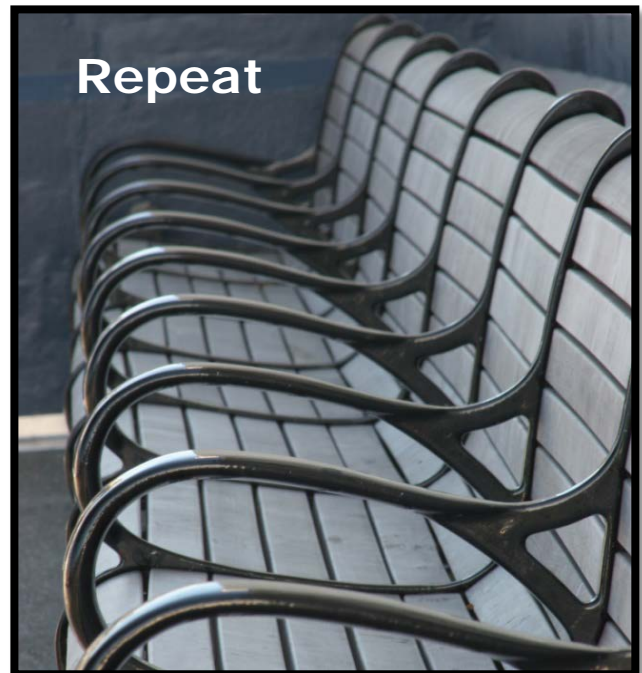
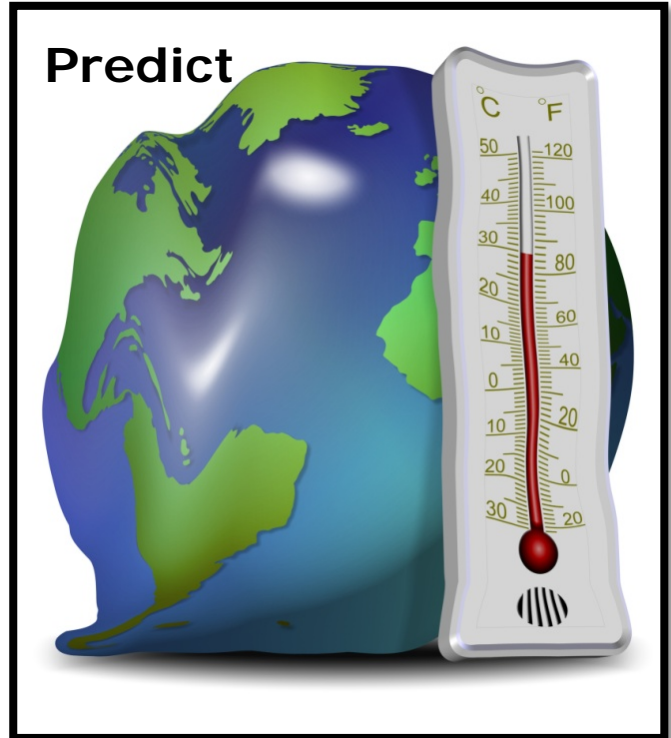
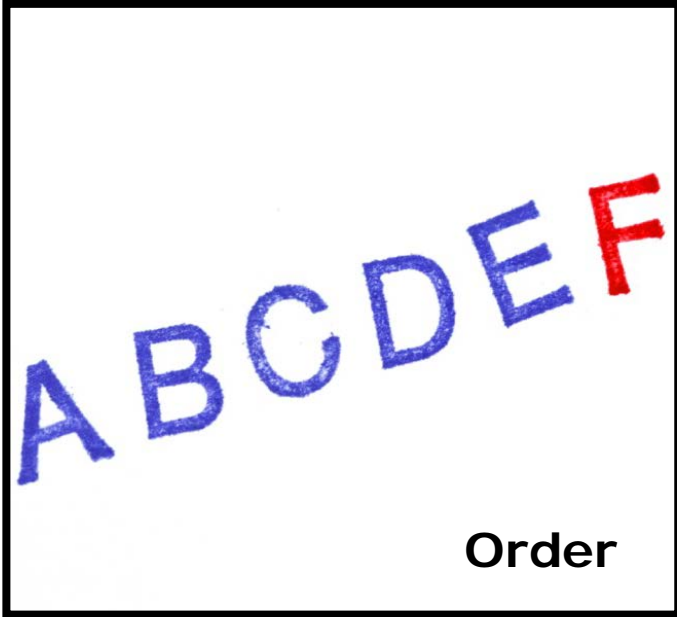
LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	WORDS TO KNOW PRACTICE LESSON 16
<p><b>SHOW ME WHAT YOU KNOW!</b> You'll be stars of Cycles and Sequences – we're going to video record our class acting out a story in sequence.</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Use target vocabulary words correctly in spoken or dictated stories.</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>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>Containers (bowls, baskets, hats; 1 per group)</li> <li>Yarn or safety pins (optional)</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> <li>Word card set 1 for Lesson #16 (1 per group)</li> <li>Word card set 2 for Lesson #16 (1 per group)</li> <li>Word card set 3 for Lesson #16 (1 per group)</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 may wish to precut the word cards sets to save time.</li> <li>If you want students to wear the word cards, you could attach them to yarn or safety pins.</li> </ul> </li> <li>The purpose of this lesson is repeated practice for students, so the emphasis is the You Do activities.</li> <li>Provide each group of students a container holding the cards from the word card sets for Lesson #16; the cards are pictures for each of the four Words to Know. Have students take turns drawing a card and saying the word to know and its definition. Model and support students; encourage them to use the word in one of the contexts from earlier lessons.</li> <li>For extra practice, give each student one of the word cards to wear. His or her job will be to know the meaning of that word and to say the definition if another student draws a matching card and wants help. Students can practice saying the target words by asking for the cards with the words they're in charge of.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed black; padding: 5px; text-align: center; margin-bottom: 10px;"> <p><b>START THE LESSON WITH WRAP SET #6: 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>          "Today we are going to practice the four Words to Know we learned in the last lesson: <b>appear, repeat, order, and predict</b>. Do you remember those words? It's important to say and use new words when we learn them. It helps us to remember the words and what they mean. When we hear them in a story or when someone is talking, we will understand what we read or 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>Before you demonstrate the game, you may want to pass out word cards students will wear, or let them select their own cards. You could say:</b>          "We're going to practice saying our words <b>repeat, predict, order and appear</b> and their definitions in a game. Here's how our game works. I gave each of you a word card to wear in your group. I'm wearing the word <b>appear</b>. I'm going to remember that <b>appear</b> means 'come into sight.' If someone in my group draws the card <b>appear</b>, I can try to help them remember and say what <b>appear</b> means.</p>	

	<p>“The first person will draw a card out of their basket like this. <b>(draw a card)</b> I got the word <b>order</b>. I will say, ‘<b>Order</b> means one thing after another. The red balls are in <b>order</b> from 1 to 6.’</p> <p>“Now the next person in our group will take a turn. Pretend I’m [Student Y]. <b>(draw a card)</b> I got the word <b>repeat</b>. [Student Z] is wearing the word <b>repeat</b>. [Student Z], can you help me remember what <b>repeat</b> means? <b>(give wait time for student to respond; if student does not respond, answer yourself)</b> <b>Repeat</b> means to say or do it again. If someone doesn’t hear you, they’ll ask you to <b>repeat</b> what you said.”</p>
WE DO	<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>Divide students into groups and practice the game with them. You could say:</b>  “Let’s play a few times together so we all understand how the game works. The person we chose to go first should take a card. We’ll go around to each group and practice together. [Student X], show us your card and tell us about your word. <b>(have students use the target word while describing the picture on the card)</b> I’m in charge of the word [<b>predict</b>] for my group, so please give me your card.</p> <p>“Now the second person takes a turn. Show your group your card and describe the picture. <b>(allow student to respond)</b> Did she/he use the Word to Know? Now, whoever is wearing that word in your group needs to ask for the word card.”</p> <p><b>Play several rounds of the game, providing multiple opportunities for students to draw cards and describe the pictures using the Words to Know. Students can switch groups and change the words they wear for more practice.</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>You could say:</b>  “Let’s keep playing and describing our word cards using our Words to Know. Don’t forget to ask for the word you are ‘in charge’ of. I will be listening closely to hear you say our words.”</p> <p><b>Provide multiple practice opportunities for each student by repeating rounds of the game. If time allows, give students new words to be ‘in charge’ of in a new round.</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>  “Great job saying our new words and describing the word cards. Using new words when you talk is a good way to learn what they mean. When we hear them in a story or when someone is talking, we will understand what we hear and read. I want you to use our new words at home and at school. I’ll be listening to hear you say the Words to Know <b>appear, predict, order, and repeat.</b>”</p>

# Word Card Set 1

## Fiction – Lesson 16











## WEEKLY LESSON PLANNER

### FICTION

Week 5	Lesson 17	Lesson 18	Lesson 19	Lesson 20
<b>Lesson Type</b>	Read to Me	Integration	Integration Practice	Words to Know Practice
<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>Use information from texts to make accurate inferences.</li> </ul>	<ul style="list-style-type: none"> <li>Use information from texts to make accurate inferences about <i>characters</i> and events.</li> </ul>	<ul style="list-style-type: none"> <li>Use target vocabulary words correctly in spoken or dictated stories.</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>Harry the Dirty Dog</u> by Gene Zion</li> <li><u>Swimmy</u> by Leo Lionni</li> <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>Sock puppets</li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Signs numbered #1 and #2 </li> </ul>	<ul style="list-style-type: none"> <li>Stepping stones (carpet squares, paper cutouts, tape outlines, and so on) </li> <li>Copies of Vocabulary Picture Cards </li> <li>Music or rhythm instruments </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>Story Element Icons (optional)</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards (all words)</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>	
<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>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 seventh 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 pictures 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	INTEGRATION 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 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>WRAP set #7</li> <li>Vocabulary Picture Cards: <b>repeat, predict, appear, order</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 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, character, goals, attempts to reach goals, and 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 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 #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>          "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	INTEGRATION PRACTICE 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 about <i>characters</i> and events.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Inferencing</li> </ul> <p><b>LESSON TEXTS:</b></p> <ul style="list-style-type: none"> <li><u>Harry the Dirty Dog</u> by Gene Zion</li> <li><u>Swimmy</u> by Leo Lionni</li> <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>Signs numbered #1 and #2</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>N/A</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> Create signs numbered #1 and #2.</li> <li>During this lesson, students will be asked to think about their background knowledge, combine it with information in the text, and make inferences about events and <i>characters</i> in all three of the unit texts.</li> <li>Choices are provided that describe inferences made from each book. Ask students to stand in the area of the room that coincides with the answer they agree with. Designate areas in the classroom for students to congregate if they agree with answer #1 or answer #2, and place numbered signs in those areas.</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>You could say:</b>          "Have you ever tried to do something new and you kept doing it wrong? An example is trying to learn to tie your shoes and doing it wrong. It's frustrating. That's similar to what happens to Mr. McGreely in our book <u>Muncha! Muncha! Muncha!</u> He builds a different fence each time the bunnies get in the garden, and each time he fails to keep the bunnies out. I know how it feels to be frustrated. I use the feelings I know about <i>and</i> the pictures and words in our book, and it helps me understand that Mr. McGreely is a very frustrated <i>character</i>. He wants to keep the bunnies out, but over and over he fails. 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>Model today's activity. Demonstrate offering two choices (or two inferences) to understand a character or event. Discuss the answer with a partner, and stand in the designated area of the room to signal your answer.</b></p> <p><b>You could say:</b>          "We're going to play a game to help us think about what we know and what information is in the text that helps us answer questions about the <i>characters</i> and events in our stories. Remember our book <u>Swimmy</u>? Let's use what we know and the information in our book to really understand the story. <b>(read the fourth page, which begins, "One day a bad tuna fish . . .")</b> Why do you think that happened? I'm going to think about what I know about animals and look at the picture. Here are two answers to the question 'Why did the big fish eat the little fish?' Give me a thumbs-up if you think the big fish ate the little fish...</p> <ol style="list-style-type: none"> <li>because Swimmy made fun of the big fish, OR</li> <li>because big animals eat smaller animals to survive. <b>(students signal)</b></li> </ol>	

"I know that larger animals eat smaller animals to survive. In the picture it shows how small the fish are compared to the big tuna. They were probably very easy for the big fish to catch and make his dinner. So I will go and stand by the sign that says #2 because I think that is why the big tuna ate the little fish. **(demonstrate standing in the designated area)**

"Now let's ask another question to understand our story. **(read the next page , which begins, "He swam away in the deep wet world..." )** The book says Swimmy was scared, **lonely**, and sad. What do you think Swimmy is thinking now? I'm going to think about when I've been somewhere all alone and how I felt. I'm also going to look at the picture that shows Swimmy alone in a very big ocean. Here are two choices that might explain what Swimmy is thinking. Give me a thumbs-up if you think...

- 1) Swimmy is thinking, 'What am I going to do now that I'm all alone?' **(students signal)** OR
- 2) Swimmy is thinking he'd like a piece of cake.

I think Swimmy is thinking, 'What will I do now that I'm alone?' So that is choice #1, and I will go stand by the #1 sign I put up in our room."

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.**

**You could say:**

"Now we're going to work together to answer some questions about **characters** and events in our stories. **(display Harry the Dirty Dog)** Remember how in Harry the Dirty Dog, Harry's *goal* was to not take a bath? To reach his *goal* he made two *attempts*. He buried his scrub brush, and then he ran away. Do you think Harry is a brave dog or a dog that gets scared easily? Turn to your partner and discuss if Harry is brave or scared. Tell your partner why you think that. **(give students time to talk)** I think Harry is brave. I know if I'm going to do something my family won't like, I have to be brave. Harry was brave to hide the brush from his family and brave to run away by himself. Now you and your partner can show us if you think Harry is a brave or scared dog.

- 1) Go stand by #1 if you think Harry is scared.
- 2) Go stand by #2 if you think Harry is brave.

**(read the page when Harry jumps in the tub; begins "He jumped into. . .")** "Harry's family didn't recognize a strange dog, but he ran up the stairs and into the bathtub. Do you think your mom and dad would let you give a bath to a strange dog that jumped into your tub? Think about what would happen at your house and discuss that with your partner. Tell your partner why you could or could not bathe a strange dog. **(give students time to talk)**

- 1) Stand by #1 if you said you could bathe a strange dog in your tub.
- 2) Stand by #2 if you said you wouldn't be able to bathe a strange dog in your tub."

**Provide more opportunities for students to use background knowledge and the text to make inferences from all three of the texts. The following are suggested questions to use if students need more guided practice or to use in You Do if students are ready for independent practice:**

**Swimmy**

- 1) **(twenty-fourth page - "He taught them to swim close together . . .")** How do you think the fish learned to swim as one big fish?
- 2) **(last page)** How do you think Swimmy and the little fish feel now?

**Harry the Dirty Dog**

- 1) **(twelfth page - "Although there were many other things to do...")** If Harry hadn't gone home, what other things might he have done on his adventure?
- 2) **(fifteenth page , when family sees a dirty Harry in backyard)** Why do you think Harry's family hadn't noticed he was missing before?



	<p><b><u>Muncha! Muncha! Muncha!</u></b></p> <p>1) <b>(twelfth page, when Mr. McGreely builds a “tall wooden wall”)</b> This fence is much bigger than the first one Mr. McGreely built. Why do you think Mr. McGreely thinks he has solved his problem?</p> <p>2) <b>(second to last page, illustration of Mr. McGreely with bunnies in basket)</b> How does Mr. McGreely feel on this page? Why does he feel that way?</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>Continue to have students stand in the designated areas, or otherwise signal their answers, as you ask inferential questions about all three texts (see the suggestions in the We Do section). Provide two answer options, and have students discuss their answers with a partner before they signal. You could say:</b></p> <p>“Let’s continue to talk with our partners and choose answers to the questions in our story. Remember, we are using what we know <i>and</i> the pictures and words in our texts to help us understand our stories.”</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>“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! Today you used information you ... <b>(prompt students respond ‘know’)</b> <i>and</i> information from our... <b>(prompt students to respond ‘books’ or ‘stories’)</b> to help you understand more about the <b>characters</b> and events in <u>Swimmy</u>, <u>Harry the Dirty Dog</u>, and <u>Muncha! Muncha! Muncha!</u> When you read with adults at home and at school, ask them questions about how the <b>characters</b> in the story feel and what might happen in the story. It will help you understand the story really well.”</p>

LET'S KNOW! PREK	FICTION CYCLES AND SEQUENCES	WORDS TO KNOW PRACTICE LESSON 20
<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 target vocabulary words correctly in spoken or dictated stories.</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>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>Stepping stones (carpet squares, paper cutouts, tape outlines, and so on)</li> <li>Copies of Vocabulary Picture Cards</li> <li>Music or rhythm instruments</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards (all words)</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>Preview the activity directions below and in the I Do section. Lay out or tape the 'stepping stones' for the game around the room. You will need as many stones as you have participating students; you may elect to have students take turns so only half participate at a given time.</li> <li>Make copies of all eight Vocabulary Picture Cards so that you have enough to place one card on each 'stepping stone,' or an equal number of cards as participating students.</li> </ul> </li> <li>The purpose of this lesson is repeated practice for students, so the emphasis is saying and defining the Words to Know during the You Do activity.</li> <li>The game for this lesson is Stepping Stones.           <ol style="list-style-type: none"> <li>Place a Vocabulary Picture Card on each of the 'stones.'</li> <li>Students step from one 'stone' to another while music (or drums) plays.</li> <li>When the music stops, or a teacher says "stop," students pick up the picture cards they landed on.</li> <li>Then students find another student with a card that matches the card they stepped on. Both students say the word, define it, and/or describe the picture. Support students in using the word in sentences.               <ul style="list-style-type: none"> <li>For a variation of the game, half of your students could 'step' the stones and the other half could watch, holding a card labeled with a Word to Know. When the music stops, students on the stones can find a sitting student with the same word.</li> </ul> </li> </ol> </li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #8: 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>        "Today we are going to practice all eight of the Words to Know that we have been studying in this unit. We've looked at our words in our books, made word webs, acted out words, and played a card game with our words. Today we are going to play a stepping stone game to practice what our words mean. It's important to say and use new words when we learn them. When we hear them in a story or when someone is talking, we will understand what we hear or read."</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>Review the Vocabulary Picture Card and definition for each Word to Know. Place the Vocabulary Picture Cards on your 'stepping stones.'</b></p>	

	<p><b>You could say:</b>          “We’re going to practice saying our words and the definitions. Here’s how to play our game. (<b>start music or ask students to provide a rhythm</b>) I’m stepping on a stone while the music is going. Oh, it stopped, so I stop moving.</p> <p>“Now I pick up the picture card from the stone I landed on. I got the word <b>furious</b>. So I’m looking for a partner that has the same word. [Student X], will you play my partner? We both got the word <b>furious</b>. It means ‘very angry.’ Now [Student X], it’s your turn to say <b>furious</b> and tell us what <b>furious</b> means... Yes, <b>furious</b> means ‘very angry.’ Now I’ll say a sentence, and you <b>repeat</b> it after me... ‘This face looks <b>furious</b>.’ (<b>have student repeat sentence</b>)</p> <p>“When the music starts again, we all step from stone to stone. (<b>music stops</b>) I will pick up my picture card. I got the word <b>appear</b>. I see my friend [Student X] also has the word <b>appear</b>. My picture shows airplanes <b>appearing</b> in the sky above. <b>Appear</b> means to ‘come into sight.’ Now it’s your turn... [Student X], say what the word <b>appear</b> means. I’ll say a sentence and you <b>repeat</b> it after me... ‘A puppy <b>appeared</b> in our yard.’”</p>
WE DO	<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 play a few times together so we all understand how the game works. (<b>music begins</b>) Keep stepping on each stone. When you hear the music stop, stop on the stone you are on, and pick up the word card. (<b>music stops</b>) I got the word <b>repeat</b> and I will find a friend with the word <b>repeat</b> too. Now tell your partner what your word means and say it in a sentence. I’ll make a sentence using the picture on my card. I’ll say, ‘I can’t hear what you said, will you please <b>repeat</b> it?’</p> <p>(<b>music begins</b>) Keep stepping. (<b>music stops</b>) [Student Y], we have the same word, what does <b>order</b> mean? Yes, <b>order</b> means ‘one thing after another.’ And my card shows red balls in <b>order</b> from 1 to 6. Tell your partner the definition of your word and say it in a sentence.”</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>You could say:</b>          “Let’s keep playing and defining our words and saying them in sentences. If you have trouble saying your word in a sentence, look at the Vocabulary Picture Card and describe what you see. Ask a teacher or your partner for help to think of a sentence.”</p> <p><b>Provide multiple practice opportunities for each student by repeating rounds of the game.</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>          “Using new words when you talk is a good way to learn what they mean. When we hear them in a story or when someone is talking, we will understand what we hear and read. I want you to use our new words at home and at school. Let’s review together what all of our words mean...” (<b>allow students to respond</b>)</p> <ul style="list-style-type: none"> <li>• <b>appear</b> : To come into sight</li> <li>• <b>repeat</b>: To say or do again</li> <li>• <b>furious</b> : Very angry</li> <li>• <b>lonely</b>: Misses others</li> <li>• <b>escape</b>: To get away</li> <li>• <b>predict</b>: To tell about before it happens</li> <li>• <b>order</b> : One thing after another”</li> </ul>



## WEEKLY LESSON PLANNER

### FICTION

Week 6	Lesson 21	Assessment	Assessment	Assessment
<b>Lesson Type</b>	<b>Integration Practice</b>	<b>SMWYK</b>	<b>SMWYK</b>	<b>SMWYK</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use information from texts to make accurate inferences about <i>characters</i> and events.</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><u>Muncha! Muncha! Muncha!</u> by Candace Fleming </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>Sticky notes</li> <li>Sock puppets</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>N/A</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	INTEGRATION PRACTICE 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 OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Use information from texts to make accurate inferences about <i>characters</i> and events.</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 STRUCTURE 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>Sticky notes</li> <li>Sock puppets</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>N/A</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 lesson text. Prepare inferential questions you will ask and use sticky notes to insert them on the relevant pages. Suggestions are provided in the lesson, but you may want to develop alternate or additional questions.</li> <li>This lesson is intended to provide repeated practice with using background knowledge and information from the text and illustrations to make inferences. This lesson will emphasize the You Do activities to provide repeated practice.</li> <li>Students will pretend their 'Talk to the Sock' puppets are bunnies.</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>You could say:</b>          "Do you know something that makes me <b>furious</b>? When I spend a long time cooking and I burn the food; that makes me really angry. In our story <u>Muncha! Muncha! Muncha!</u> Mr. McGreely gets really angry when the bunnies get over his fences and into his garden. I think about how I feel when I spend a long time cooking and ruin the food, and it helps me understand the <i>character</i> of Mr. McGreely. Understanding the <i>character</i> in our story helps me understand the story better. Today we'll use our experiences and the information in our text to help us understand <u>Muncha! Muncha! Muncha!</u>"</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>Share the fourth and fifth pages, where Mr. McGreely is first planting his garden ("So he hoed..."). You could say:</b>          "We know that Mr. McGreely, one of our main <i>characters</i>, finally decided to plant a garden. That was his <i>goal</i>. He has a smile on his face while he is planting his new plants. He looks happy. See the bunnies sitting up on the fence? I wonder how they feel and what they are thinking? I think they are thinking about how good the plants in Mr. McGreely's garden would taste. I know bunnies eat vegetables. I use the information I know about what bunnies eat and the pictures in the book to help me understand the bunnies in the story. I think they are thinking that if they wait, they might find a way to sneak into the garden and enjoy nibbling on some of those delicious vegetables."</p> <p><b>(share the next two pages – "But one night, when...")</b> "Our book says, 'the sun went down and the moon came up.' The bunnies waited until dark to sneak into the garden. Why do you think they waited? I know at night it is harder to see because it's dark outside. If I do something I'm not supposed to, I try to do it when no one can see me and I won't get in trouble. I think the bunnies waited until nighttime so Mr. McGreely could not catch them sneaking into his garden."</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>Share the twentieth and twenty-first pages, where a “furious” Mr. McGreely builds a huge stone wall. You could say:</b>  “Mr. McGreely was <b>furious</b> because the bunnies got over the second fence he built. The text tells us he did a lot of work and built an enormous wall. In the illustrations, I only see Mr. McGreely and the bunnies. How do you think he built that gigantic wall? Turn to your partner and say if you think...  1) Mr. McGreely worked hard to build that wall with lots of materials, OR  2) the wall was easy to make.  <b>(give time for partners to discuss)</b> I know that you need equipment and people to build something large. I think Mr. McGreely went and got help or took a very long time to build a wall that huge.”</p> <p><b>Turn two pages to the part when Mr. McGreely happily finds his “untouched vegetables.” You could say:</b>  “Two pages before this one, Mr. McGreely was <b>furious</b>. <b>(show pages you just discussed)</b> Now Mr. McGreely is happy. Turn to your partner and tell them about a time when you felt like Mr. McGreely. First you were angry then you were happy. Why is Mr. McGreely happy after he was <b>furious</b>? Show your partner what <b>furious</b> looks like, and then what happy looks like.”</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>Pass out or have students gather the ‘Talk to the Sock’ puppets. You could say:</b>  “Let’s look at more of our book together. When I ask you a question from the book, I want you to think and then answer the question with your ‘Talk to the Sock’ bunny. Tell your partner why you think something happened in the story. When you’re finished, it’s your partner’s turn to answer the question with his or her ‘Talk to the Sock’ bunny.”</p> <p><b>Display the book so students can use information from the illustrations. After both partners have answered a question, ask for students to share their answers with the class. You could ask the following questions:</b></p> <ul style="list-style-type: none"> <li>• <b>(ninth page – “There, he declared...”)</b> Why do you think Mr. McGreely thought this fence would keep out the bunnies?</li> <li>• <b>(next page – “And the sun...”)</b> How is the <i>setting</i> different on these pages? How has it changed?</li> <li>• <b>(twelfth page – “The next morning...”)</b> Why do you think Mr. McGreely said no bunny can get into his garden now?</li> <li>• <b>(fourteenth page – “And the sun went down...”)</b> This page says “Dig-scrabble, Scratch! Scratch! Scratch!” Looking at these pictures and listening to those words, how do you think the bunnies got into the garden?</li> <li>• <b>(sixteenth page – “The next morning... really, really angry.”)</b> How can you tell from this page how Mr. McGreely is feeling?</li> </ul> <p><b>Provide several opportunities for students to practice answering inferential questions.</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>  “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! Today you used information you... <b>(students respond ‘know’)</b> and information from our... <b>(students respond ‘book’ or ‘story’)</b> to help you understand more about the <i>characters</i> and events in <u>Muncha! Muncha! Muncha!</u> Our book will be in our library. You can practice answering questions about things that happen in the story using information you know and pictures and words from the text.”</p>

# 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>
<b>Materials</b>			
<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 Lesson #24 (print or digital)  </li> <li>Story retell props for 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 (print or digital)</li> <li>• Story retell props for Lesson #24</li> <li>• Words to Know list for Lesson #24</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 story retell props for 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 #24 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 needed props with students; see story retell props for Lesson #24 for ideas.**

**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 #24.**

**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 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! **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)**

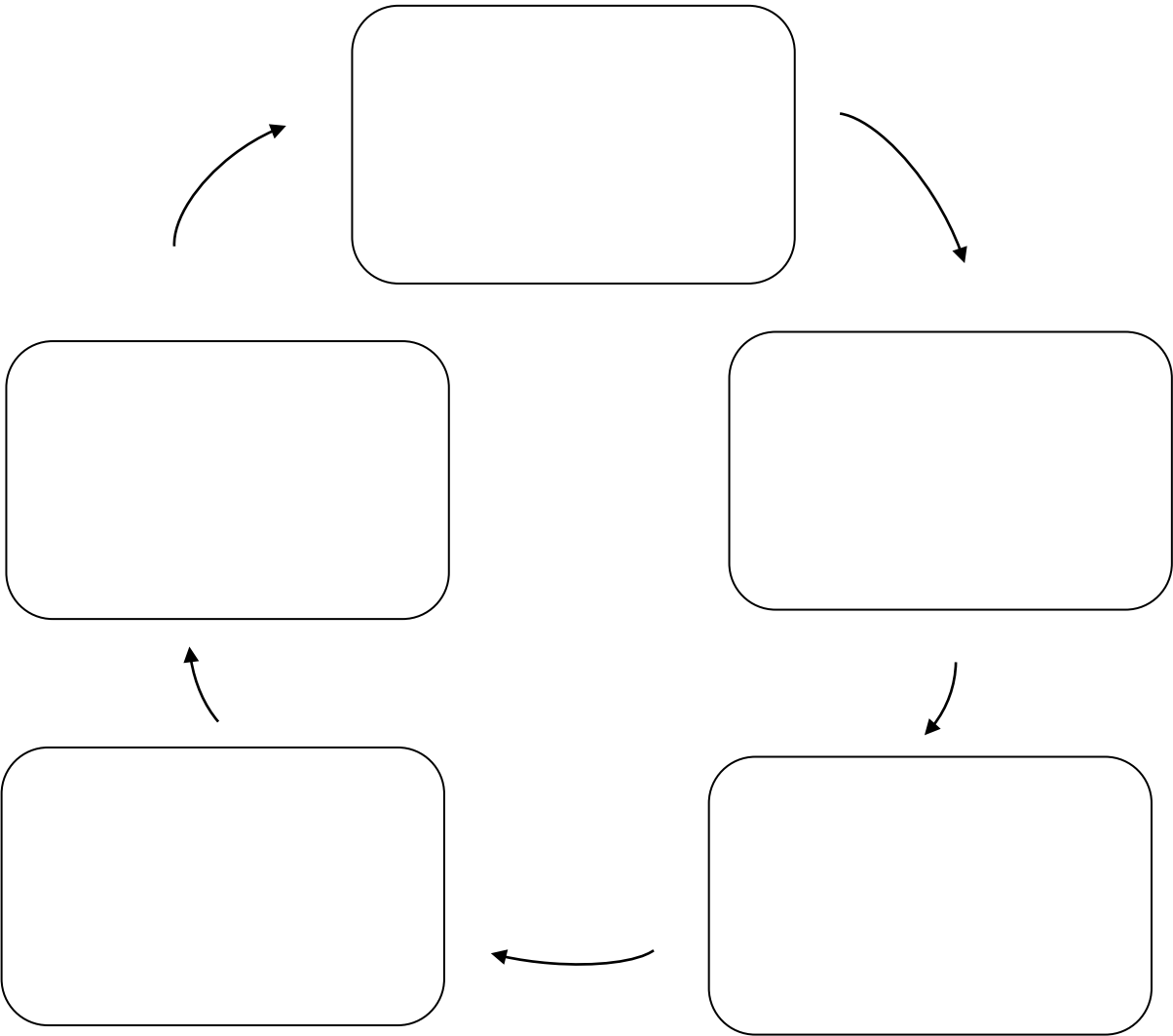
NARRATOR: **(you or a student)** *The sun went down and the moon came up, and three bunnies **appeared** and hopped into the garden.*

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

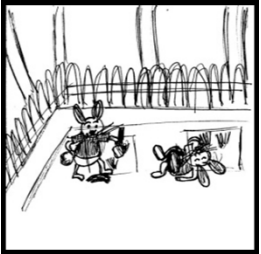
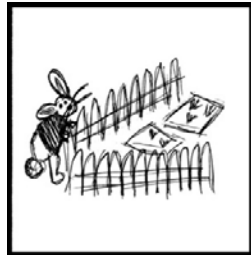
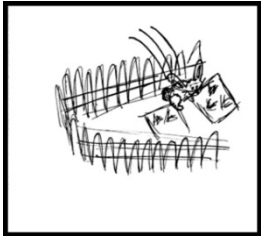


	<p>Rotate groups of students using the props and acting out the dialogue, following the cycle of events on the graphic organizer. Scaffold students by helping them say their dialogue and use the Words to Know. Ideally, each student should have several opportunities to act out a part.</p>
<p><b>YOU DO</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>

Cycle of Events



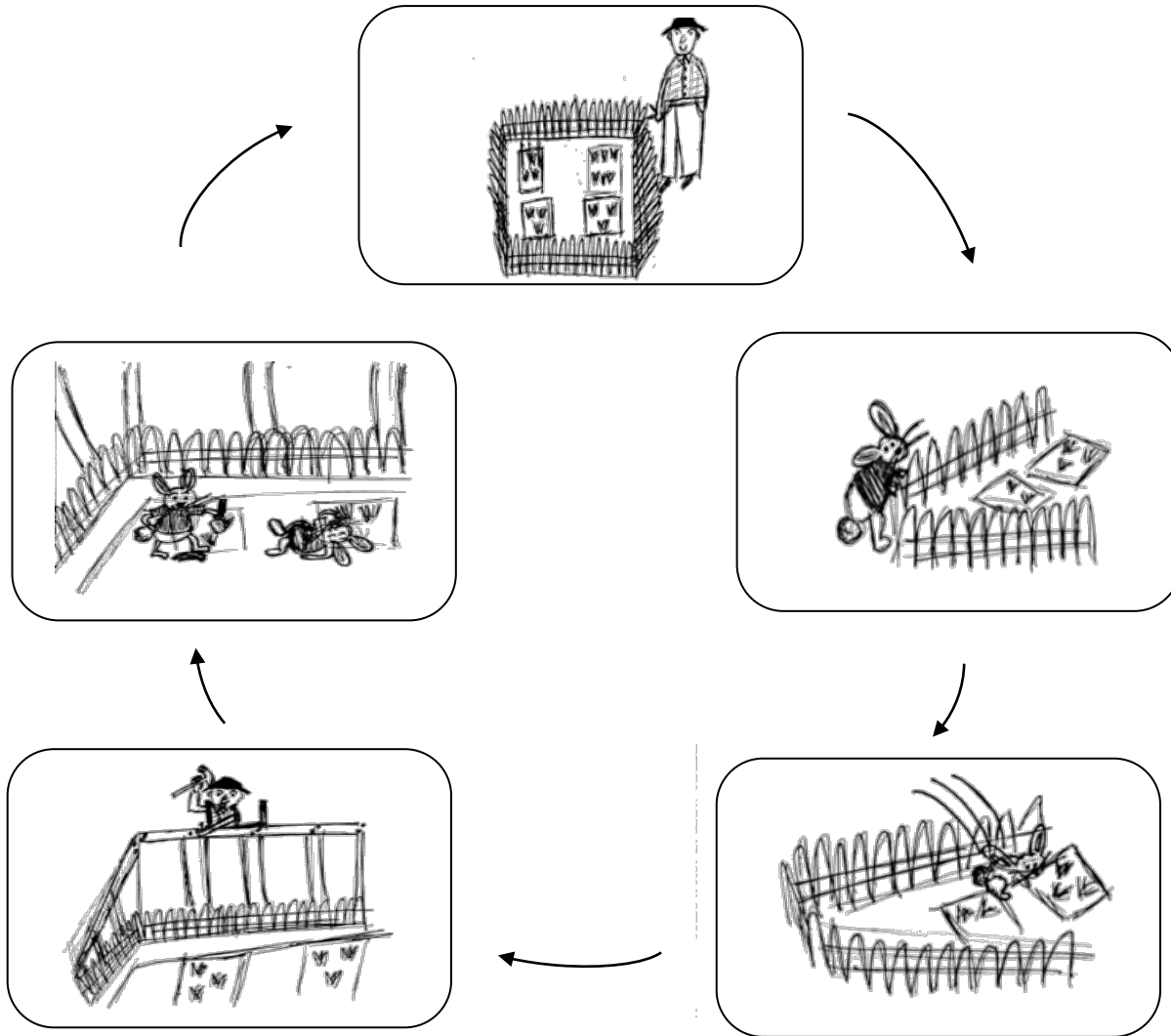
Muncha! Muncha!  
Muncha!  
Picture Bank



Name \_\_\_\_\_

Date \_\_\_\_\_

### Cycle of Events



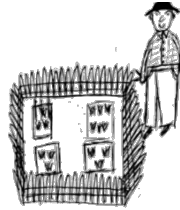
Name \_\_\_\_\_

# Cycle of Events

Date \_\_\_\_\_

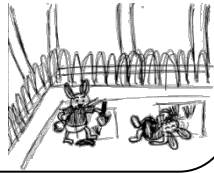
so

Mr. McGreely put up a fence



so

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



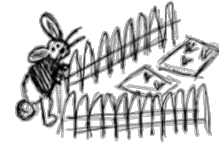
and

Mr. McGreely built a bigger fence



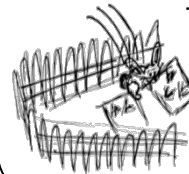
so

No bunnies could get into the garden



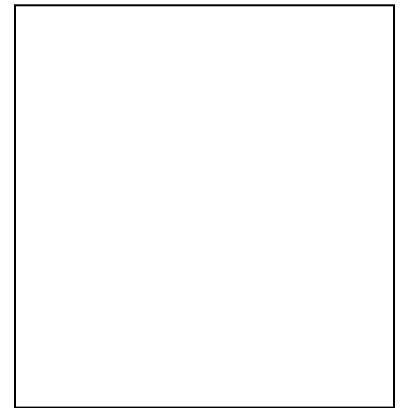
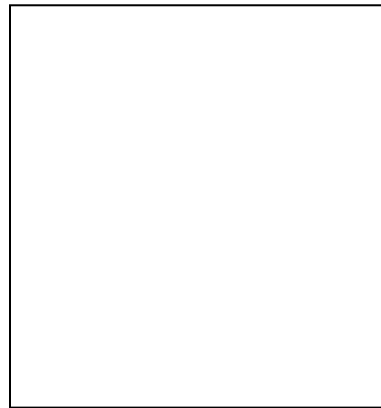
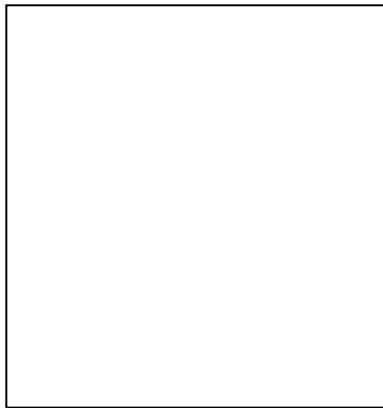
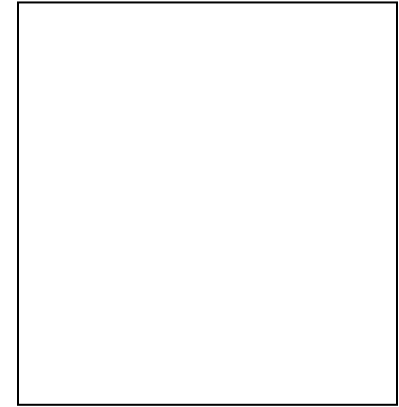
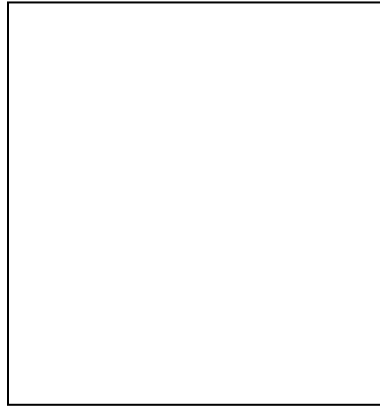
but

The bunnies got around the fence

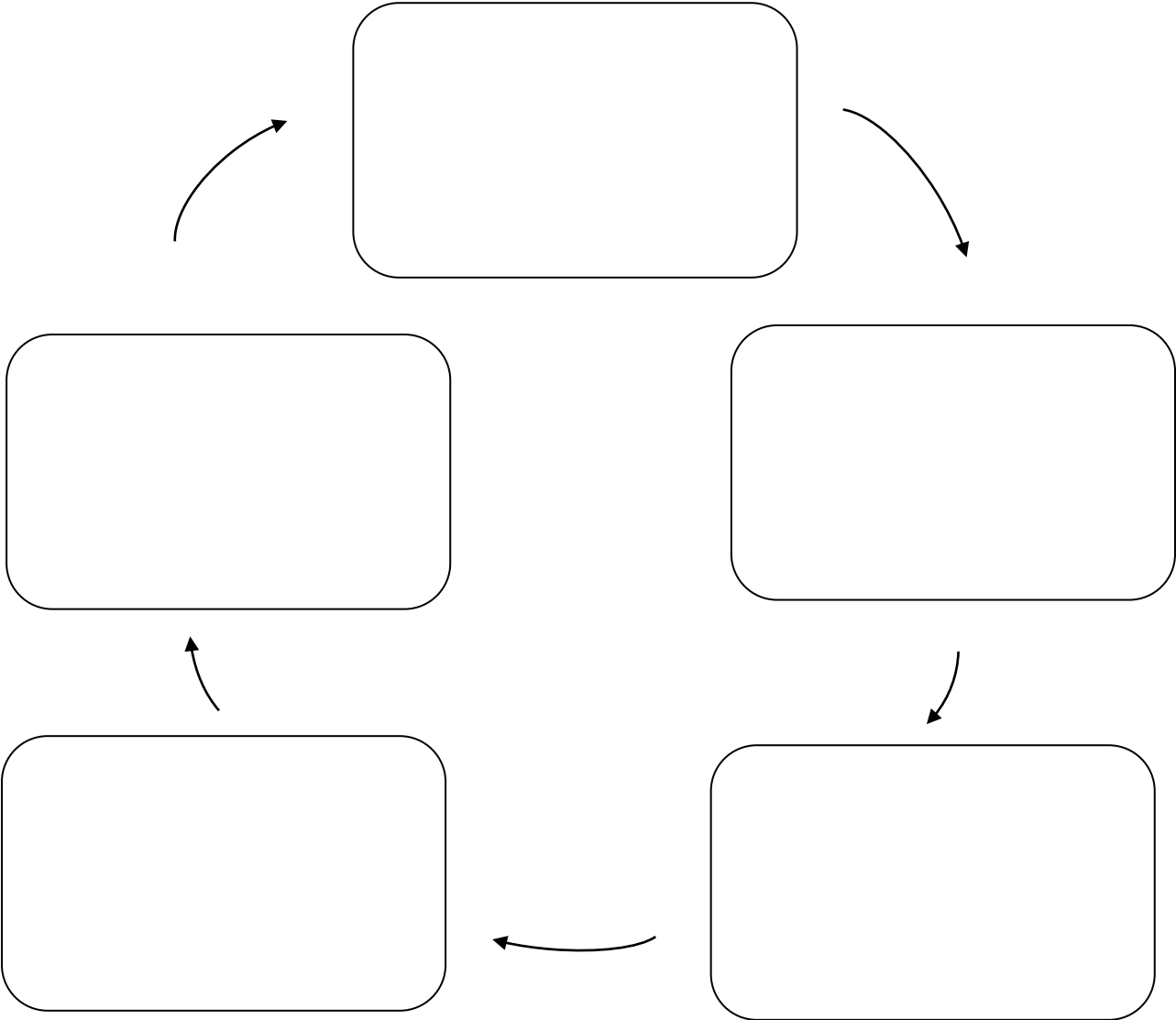


Name \_\_\_\_\_

Date \_\_\_\_\_

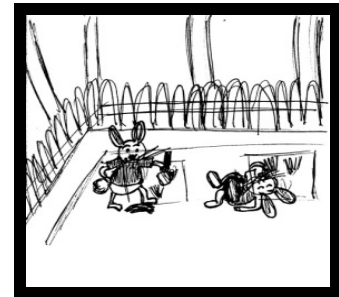
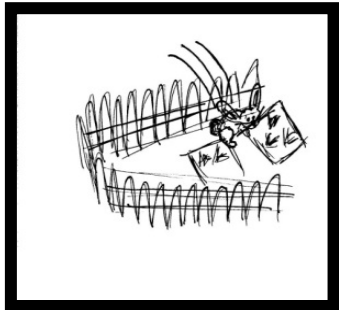
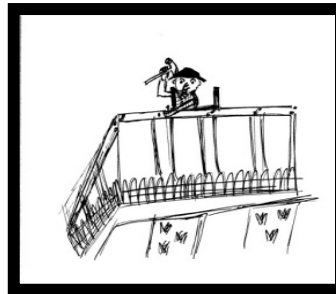
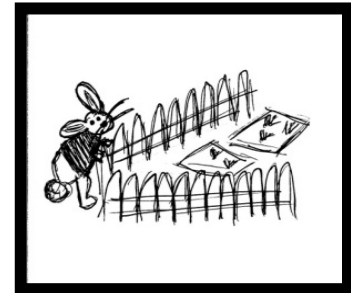


### Cycle of Events



**Muncha! Muncha!**

**Muncha!  
Picture Bank**





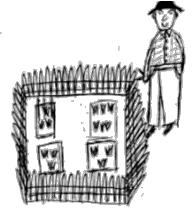
Name \_\_\_\_\_

# Cycle of Events

Date \_\_\_\_\_

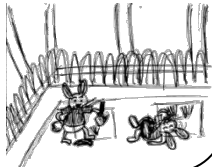
so

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

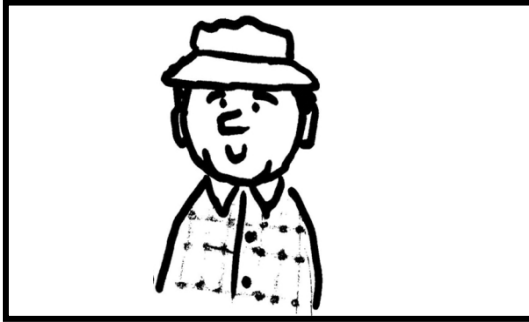
The bunnies got around the fence



so

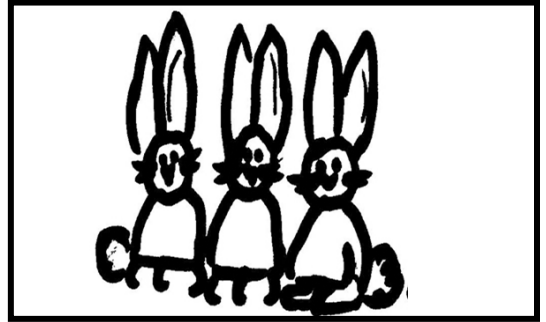
### Props for Story Retell Video

1.



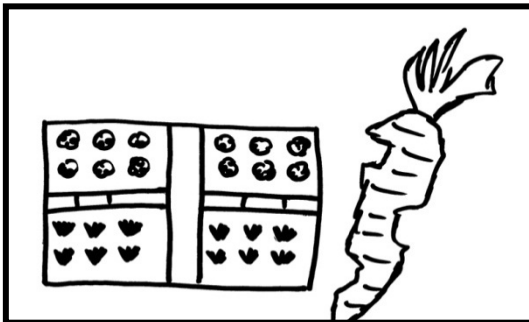
Hat  
Suspenders  
Gardening tools

2.



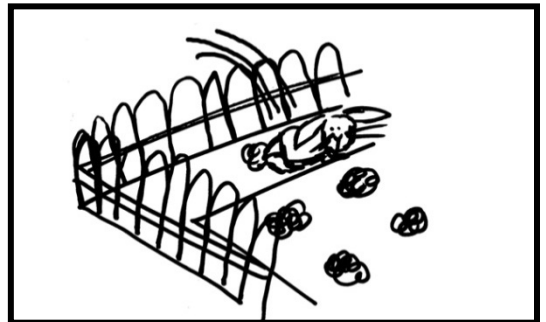
Headband bunny ears  
Cotton bunny tails  
Bunny noses with whiskers

3.



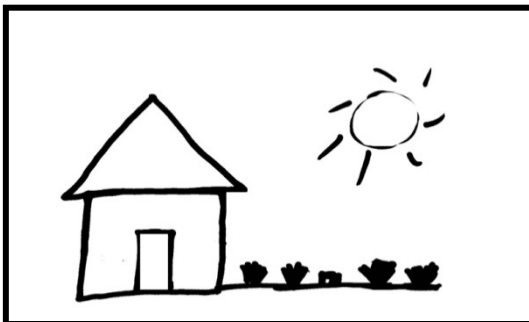
Tablecloth / Towel/ Sheet  
Plastic garden veggies

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

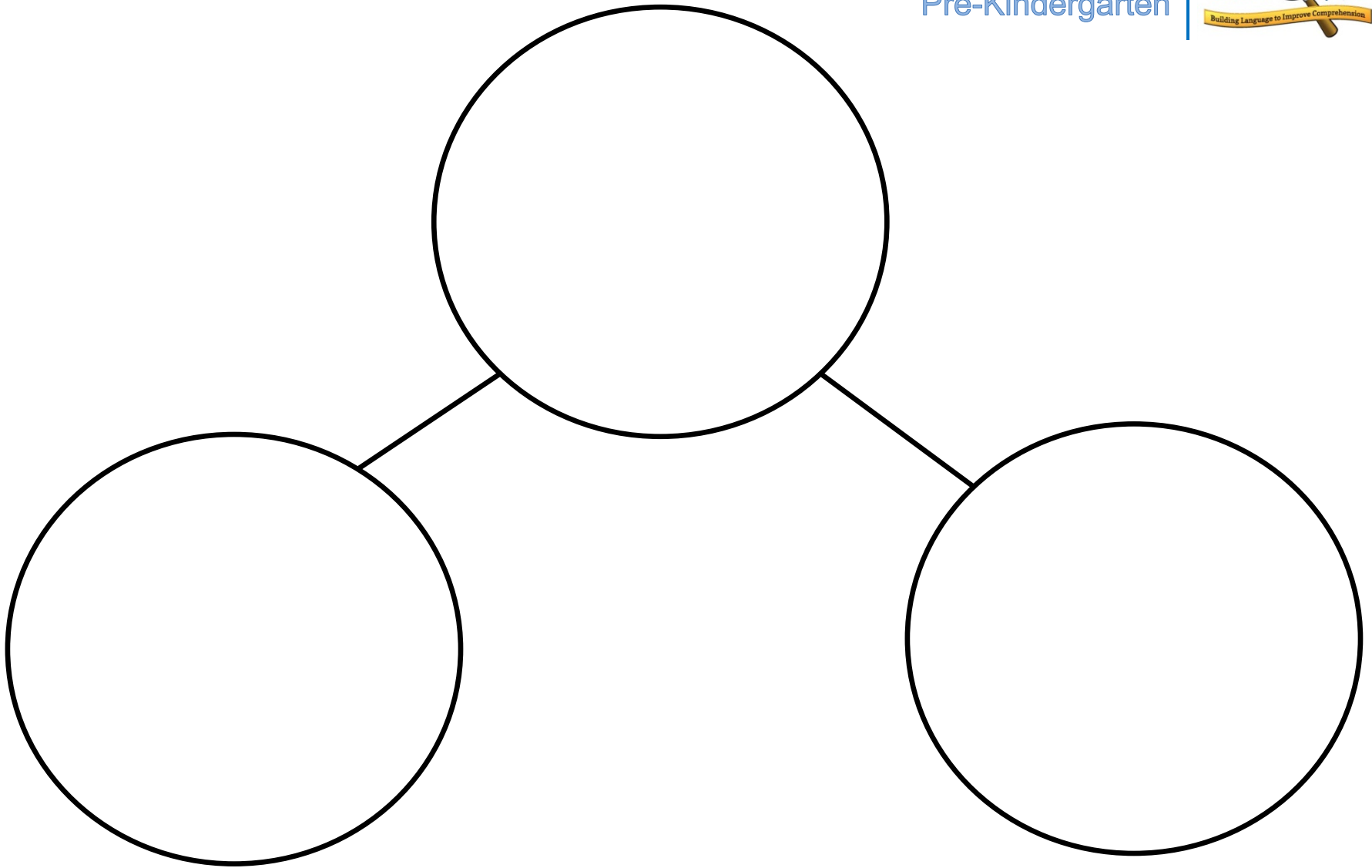
*If You Give a Mouse a Cookie* by Laura Numeroff  
ISBN-10: 0061128562  
ISBN-13: 978-0061128561

*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

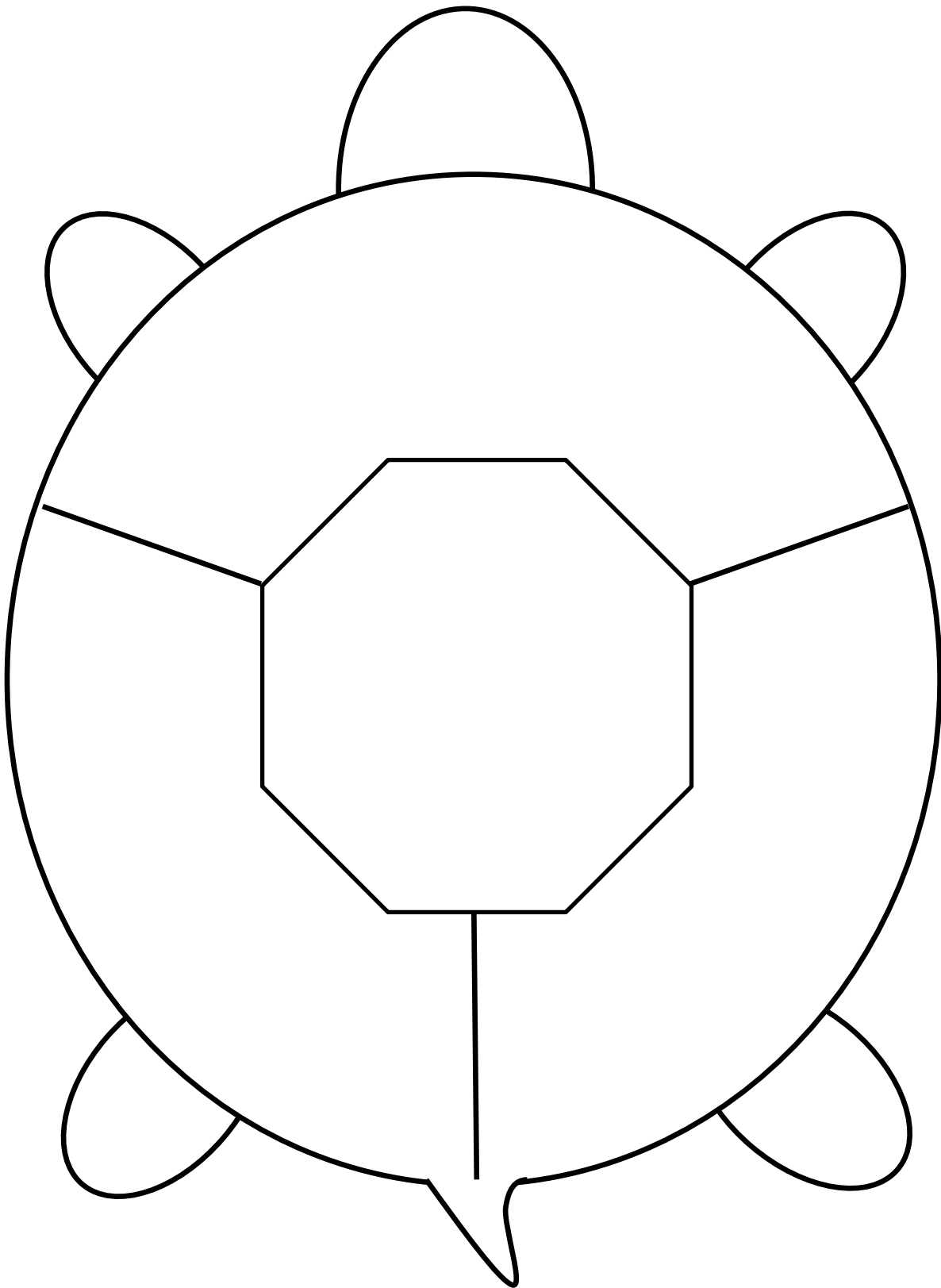
*Gator Gumbo: A Spicy-Hot Tale* by Candace Fleming  
ISBN 10: 0374380503  
ISBN-13: 978-0374380502

*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



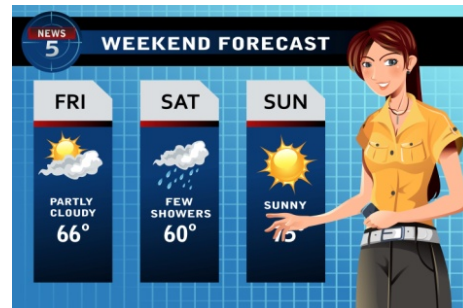
### Repeat

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°



## 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 6

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 7

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 furios. He was very angry because our TV cost a lot of money. What does furios 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 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.

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 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.

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.