WEEK 2

Meeting B.E.S.T. Standards

✓ Tested in *Florida Wonders* Assessments

FOUNDATIONAL SKILLS

Print Concepts

- Identify parts of a book
- Understand reading moves from left to right and top to bottom

ELA.K.F.1.1.d, ELA.K.F.1.1.e

Phonological Awareness

✓ Identify Rhyme
✓ Phoneme Isolation
- Phoneme Blending
✓ Phoneme Identity

ELA.K.F.1.2.b, ELA.K.F.1.2.d, ELA.K.F.1.2.f

Phonics and Word Analysis

✓ /a/*a*

ELA.K.F.1.3.b, ELA.K.F.1.3.c, ELA.K.F.1.3.d

Fluency

✓ High-Frequency Word

we

ELA.K.F.1.4

READING

Reading Prose and Poetry

✓ Identify and describe the characters in a story
- Explain the roles of the author and illustrator
- Read and comprehend grade-level text

ELA.K.R.1.1, ELA.K.R.1.3, ELA.K12.EE.2.1

Reading Informational Text

- Predict and confirm the topic of the text
- Identify details in a text
- Make inferences to support comprehension

ELA.K.R.2.1, ELA.K.R.2.2, ELA.K12.EE.3.1

Reading Across Genres

✓ Identify and explain descriptive words in a text
- Retell a text to enhance comprehension

ELA.K.R.3.1, ELA.K.R.3.2.a

COMMUNICATION

Communicating Through Writing

- Handwriting: *Aa*
- Use prompts to write about the text
- Improve writing by planning, drafting, revising, and editing

ELA.K.C.1.1, ELA.K.C.1.4, ELA.K.C.1.5

Communicating Orally

- Present writing and research
- Engage in collaborative discussions

ELA.K.C.2.1, ELA.K12.EE.4.1

Following Conventions

- **Grammar:** Recognize naming words (nouns)

ELA.K.C.3.1

Researching

- Conduct research about how baby animals move

ELA.K.C.4.1

Creating and Collaborating

- Use multimedia elements

ELA.K.C.5.1

VOCABULARY

Academic Vocabulary

- Recognize and appropriately use grade-level academic vocabulary in speaking and writing

ELA.K.V.1.1

Morphology

- Ask and answer questions about unfamiliar words

ELA.K.V.1.2

Context and Connotation

- Identify and sort common words into basic categories

ELA.K.V.1.3

CONTENT AREA LEARNING

Organization and Development of Living Organisms

- Observe animals, describe how they are alike and how they are different in the way they look and in the things they do

SC.K.L.14.3

ELL

Scaffolded supports for English Language Learners are embedded throughout the lessons, enabling children to communicate information, ideas, and concepts in English Language Arts and for social and instructional purposes within the school setting.

See the **ELL Small Group Guide** for additional support of the standards for the text set.

ELD.K12.ELL.LA.1, ELD.K12.ELL.SI.1

FORMATIVE ASSESSMENT

For assessment throughout the text set, use children's self-assessments and your observations.

Use the Data Dashboard to filter class, group, or individual student data to guide group placement decisions. It provides recommendations to enhance learning for gifted and talented children and offers extra support for children needing remediation.

Develop Student Ownership

To build student ownership, children need to know what they are learning, why they are learning it, and determine how well they understood it.

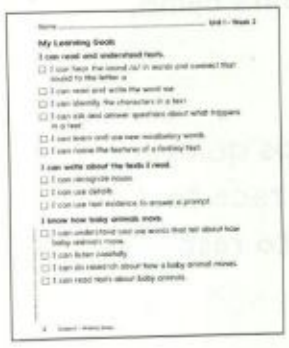
Students Discuss Their Goals

TEXT SET GOALS

- I can read and understand texts.
- I can write about the texts I read.
- I know how baby animals move.

Have children think about what they know and circle a hand in each row on **Reading/Writing Companion** page 96.

Students Monitor Their Learning



LEARNING GOALS

Specific learning goals identified in every lesson make clear what children will be learning and why. These smaller goals provide stepping stones to help children meet their Text Set Goals.

CHECK-IN ROUTINE

The Check-In Routine at the close of each lesson guides children to self-reflect on how well they understood each learning goal.

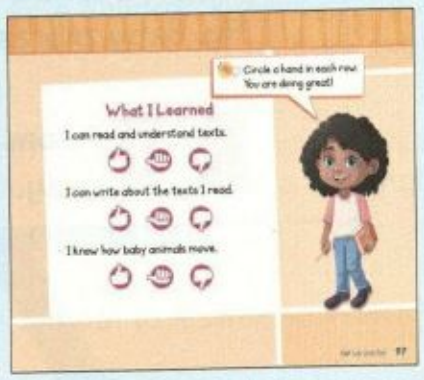
Review the lesson learning goal.
Reflect on the activity.
Self Assess by
- circling the hands in the **Reading/Writing Companion.**
- showing thumbs up, sideways, or down.

Share with your teacher.

Students Reflect on Their Progress

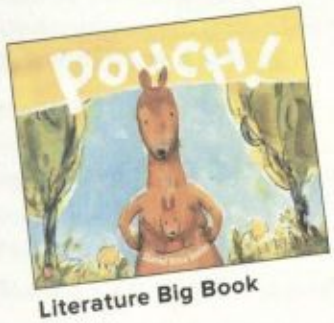
TEXT SET GOALS

After completing the Show Your Knowledge task for the text set, children reflect on their understanding of the Text Set Goals by circling a hand in each row on **Reading/Writing Companion** page 97.



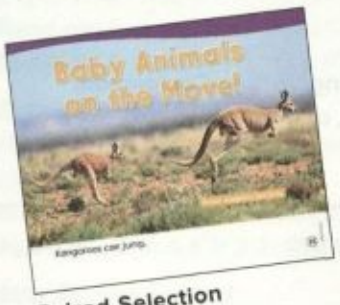
WEEK 2

Build Knowledge



Literature Big Book

Shared Read
Reading/Writing Companion p. 104



Paired Selection
Literature Big Book

Shared Read
Reading/Writing Companion p. 112

Essential Question

How do baby animals move?

Video Baby penguins waddle. Their short legs move from side to side. Ducklings have short legs too, but they can run fast. Baby sea turtles use their legs to crawl and swim.

Literature Big Book Joey, a baby kangaroo, hops around. When he is scared, he hops back into his mother's pouch. Then he meets a friend, another baby kangaroo who also likes to hop.

Shared Read Baby animals, with their parents, move in different ways. Tigers walk, kangaroos hop, koala bears climb, zebras run, and polar bears hug.

Interactive Read Aloud Henry Hare hops quickly. Tommy Tortoise crawls slowly. They have a race to see who is faster. Tommy wins because Henry stops to rest and talk with a friend.

Paired Selection Different baby animals move differently. For example, lion cubs walk. Fish swim in a school in the ocean. Baby turtles crawl to the ocean.

Shared Read Baby elephants can swim. Baby parrots can fly. Baby zebras and baby elephants can run.

Poem A little bird hops, shakes its tail, and flies away.

Differentiated Sources

Leveled Readers

● Rabbits, frogs, crickets, and children can all hop.

●● Kittens hop on many things, including a table, a hat, a dog, a dress, and their mother.

● Baby birds and baby bats fly in the sky. Baby penguins and baby bears slide on ice. Baby kangaroos and baby bunnies hop under a tree.

Build Knowledge Routine

After reading each text, ask children to document what facts and details that they learned to help answer the Essential Question of the text set.

- Talk about the source.
- Write about the source.
- Add to the class Anchor Chart
- Add to the Word Bank.

Show Your Knowledge

Make a Baby Animals Poster

Have children think about the different ways animals move in the texts they read. Guide them to make a baby animals poster that features one way that animals move and shows pictures of animals that move in that way.

Social Emotional Learning

Come Play with Me (1:22)

Feelings & Emotions

SEL Focus: Observe children's developing abilities and need for individualized support as they explore a wider range of feelings.

Work with children to list feeling words. Use the list during the lesson titled "What a Feeling!" on pp. T86–T87.

Family Time • Share the video and the activity in the **School to Home** newsletter.

WEEK 2

Explore the Texts

Essential Question: How do baby animals move?

Literature Big Book	Literature Big Book	Interactive Read-Aloud	Reading/Writing Companion
Pouch! Anchor Text Fiction	**"Baby Animals on the Move!"** Paired Text Informational Text	**"The Tortoise and the Hare"** Interactive Read Aloud Fable	**"We Can"** Shared Read pp. 104–109 Informational Text
Qualitative			
Meaning: Mid Complexity **Language:** Low Complexity **Purpose:** Mid Complexity **Organization:** Mid Complexity **Graphics:** High Complexity **Vocabulary:** Mid Complexity	**Meaning:** Low Complexity **Language:** Mid Complexity **Purpose:** Low Complexity **Organization:** Low Complexity **Graphics:** Mid Complexity **Vocabulary:** High Complexity	**Meaning:** High Complexity **Language:** Low Complexity **Purpose:** Mid Complexity **Organization:** Low Complexity **Graphics:** Low Complexity **Vocabulary:** Mid Complexity	**Meaning:** Low Complexity **Language:** Low Complexity **Purpose:** Low Complexity **Organization:** Low Complexity **Graphics:** High Complexity **Vocabulary:** Low Complexity
Quantitative			
Lexile 280L	Lexile 140L	Lexile 540L	Lexile BR
Student-Centered			
Background Knowledge: Mid Complexity **Application of Comprehension Strategies:** High Complexity **Themes/Details:** Mid Complexity **Tasks:** High Complexity	**Background Knowledge:** Low Complexity **Application of Comprehension Strategies:** High Complexity **Themes/Details:** Low Complexity **Tasks:** High Complexity	**Background Knowledge:** Mid Complexity **Application of Comprehension Strategies:** Mid Complexity **Themes/Details:** High Complexity **Tasks:** Mid Complexity	**Background Knowledge:** Low Complexity **Application of Comprehension Strategies:** Mid Complexity **Themes/Details:** Low Complexity **Tasks:** Mid Complexity

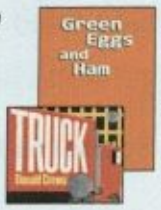
Additional Read-Aloud Texts

Classroom Library

Green Eggs and Ham
Genre: Fiction
Lexile: 30L

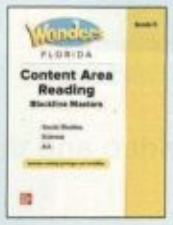
Truck
Genre: Informational Text
Lexile: NP

See Classroom Library Lessons.



Content Area Reading BLMs

Additional online texts related to grade-level Science, Social Studies, and Arts standards.



Truck by Donald Crews. Used by permission of HarperCollins Publishers.

Access Complex Text (ACT) boxes provide scaffolded instruction for seven different elements that may make the **Literature Big Book** complex.

Reading/Writing Companion

"I Can, We Can"
Shared Read
pp. 112–117
Fiction

Qualitative

Meaning: Low Complexity
Language: Low Complexity
Purpose: Low Complexity
Organization: Mid Complexity
Graphics: High Complexity
Vocabulary: Low Complexity

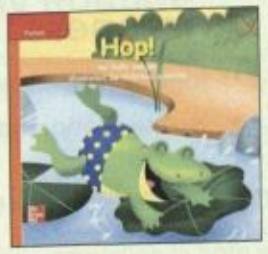
Quantitative

Lexile BR

Student-Centered

Background Knowledge: Low Complexity
Application of Comprehension Strategies: Mid Complexity
Themes/Details: Low Complexity
Tasks: Mid Complexity

Leveled Readers (All Leveled Readers are provided in eBook format with audio support.)



Approaching
Hop!
Leveled Reader
Fiction

On
We Hop!
Leveled Reader
Fiction

Beyond
We Can Move!
Leveled Reader
Fiction

ELL
We Hop!
Leveled Reader
Fiction

Qualitative

Approaching	On	Beyond	ELL
Meaning: Low Complexity	**Meaning:** Low Complexity	**Meaning:** Low Complexity	**Meaning:** Low Complexity
Language: Low Complexity	**Language:** Low Complexity	**Language:** Mid Complexity	**Language:** Low Complexity
Purpose: Low Complexity	**Purpose:** Low Complexity	**Purpose:** Low Complexity	**Purpose:** Low Complexity
Organization: Low Complexity	**Organization:** Mid Complexity	**Organization:** Mid Complexity	**Organization:** Mid Complexity
Graphics: Mid Complexity	**Graphics:** High Complexity	**Graphics:** Mid Complexity	**Graphics:** High Complexity
Vocabulary: Low Complexity	**Vocabulary:** Low Complexity	**Vocabulary:** Mid Complexity	**Vocabulary:** Low Complexity

Quantitative

Approaching	On	Beyond	ELL
Lexile BR	Lexile BR	Lexile 140L	Lexile BR

Student-Centered

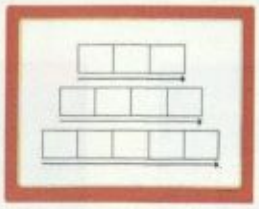
Approaching	On	Beyond	ELL
Background Knowledge: Low Complexity	**Background Knowledge:** Low Complexity	**Background Knowledge:** Low Complexity	**Background Knowledge:** Low Complexity
Application of Comprehension Strategies: Mid Complexity	**Application of Comprehension Strategies:** Mid Complexity	**Application of Comprehension Strategies:** Mid Complexity	**Application of Comprehension Strategies:** Mid Complexity
Themes/Details: Low Complexity	**Themes/Details:** Low Complexity	**Themes/Details:** Low Complexity	**Themes/Details:** Low Complexity
Tasks: Mid Complexity	**Tasks:** Mid Complexity	**Tasks:** High Complexity	**Tasks:** Mid Complexity

WEEK 2

Focus on Word Work

Build Foundational Skills with Multimodal Learning

Photo Cards



Response Board

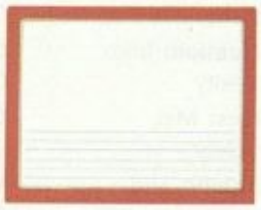
Phonemic Awareness Activities

Sound-Spelling Cards

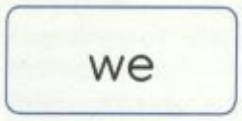
Word-Building Cards online

Phonics Activities

Word-Building Cards online



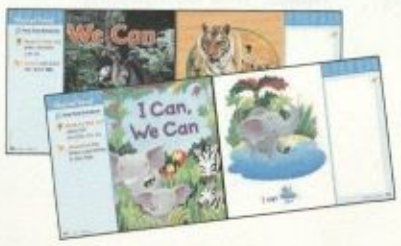
Response Board



High-Frequency Word Cards

High-Frequency Word Activities

Visual Vocabulary Cards



Shared Reads

Decodable Readers

Take-Home Story

Phonological/Phonemic Awareness

- Identify rhyming words
- Isolate, blend, and identify phonemes

Phonics: /a/*a*

- Introduce/review sound-spellings
- Blend/build words with sound-spellings
- Practice handwriting
- Decode and encode in connected texts

Spelling: /a/*a*

- Spell words with /a/*a*

High-Frequency Words

- Read/Spell/Write routine
- Optional: Build Your Word Bank

See Word Work, pages T96–T99, T108–T111, T116–T121, T130–T133, T138–T141.

Apply Skills to Read

- Children apply foundational skills as they read decodable texts.
- Children practice fluency to develop word automaticity.

Explicit Systematic Instruction

Word Work instruction expands foundational skills to enable children to become proficient readers.

Daily Routine

- Use the In a Flash: Sound-Spelling routine and the In a Flash: High-Frequency Word routine to build fluency.
- Set Learning Goal.

Explicit Minilessons and Practice

Use daily instruction in both whole and small groups to model, practice, and apply key foundational skills. Opportunities include:

- Multimodal engagement.
- Corrective feedback.
- Supports for English Language Learners in each lesson.
- Peer collaboration.

Formative Assessment

Check-In

- Children reflect on their learning.
- Children show their progress by indicating thumbs down, thumbs sideways, or thumbs up in a Check-In routine.

Check for Success

- Teacher monitors children's achievement and differentiates for Small Group instruction.

Differentiated Instruction

To strengthen skills, provide targeted review and reteaching lessons and multimodal activities to meet children's diverse needs.

Approaching Level, ELL
- Includes Tier 2

On Level

Beyond Level
- Includes Gifted and Talented

OPTIONAL EXPRESS TRACK

Teachers can choose to introduce long vowel sound-spellings and/or additional high-frequency words.

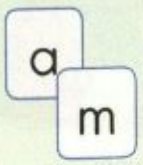
- Build Your Word Bank

Independent Practice

Provide additional practice as needed. Have children work individually or with partners.

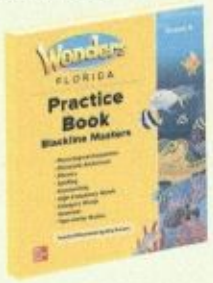
Center Activity Cards

Digital Activities



Word-Building Cards online

Decodable Readers



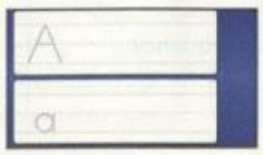
Practice Book

WEEK 2

Inspire Early Writers

Build Writing Skills and Conventions

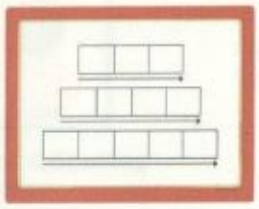
Practice Book


Handwriting Video

Reading/Writing Companion

Write Letter *Aa*

- Learn to write the letters
- Practice writing


Response Board

Practice Book

High-Frequency Word Activities

Write Words

- Write words with *Aa*
- Write high-frequency words

Practice Book

Reading/Writing Companion

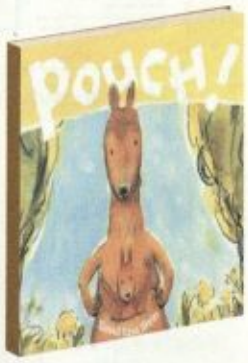
Practice Book

Write Sentences

- Write sentences with high-frequency words
- Write sentences to respond to text

Follow Conventions

- Recognize naming words (nouns)



Pouch!
Literature Big Book

Writing Fluency

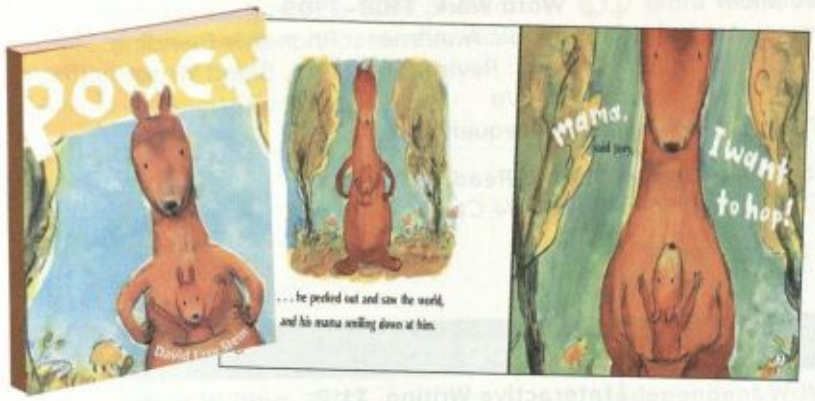
To increase children's writing fluency, have them write as much as they can in response to the **Literature Big Book** for three minutes. Tell children to write about what happened when Joey hopped.

For lessons, see pages T96–T101, T112–T113, T116–T119, T122–T123, T134–T135, T138–T139, T142–T143.

Write About Texts

WRITING ROUTINE

Analyze the Prompt → Find Text Evidence → Write to the Prompt



Literature Big Book, pp. 5–34

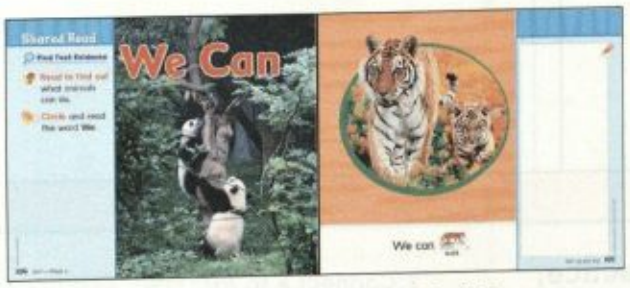
Modeled Writing

Write about the **Literature Big Book** *Pouch!*

- Prompt: What is something new you tried?

Interactive Writing

- Prompt: Why does Joey hop?



Reading/Writing Companion, pp. 104–109

Independent Writing

Write to the Shared Read "We Can"

Reading/Writing Companion, pp. 104–109

- Prompt: Which animals can climb?
- Have children follow the steps of the writing process: draft, revise, edit/proofread, share.

Additional Lessons

Writing Skills Minilessons To provide differentiated support for writing skills, see pages T518–T523.

Extended Writing Lessons For a full set of lessons that support the writing process and writing in a specific genre, see pages T500–T509.

Self-Selected Writing

Children can explore different writing modes.

Squiggle Writing

Picture Spark

WEEK 2

Planner

Customize your own lesson plans at **my.mheducation.com**

SESAME STREET Select from your Social Emotional Learning resources.

TEXT SET GOALS

- **I can read and understand texts.**
- **I can write about the texts I read.**
- **I know how baby animals move.**

90+ mins **Reading Workshop Suggested Daily Time Includes Small Group**

SMALL GROUP OPTIONS
The designated lessons can be taught in small groups. To determine how to differentiate instruction for small groups, use Formative Assessment and Data Dashboard.

30+ mins **Writing Workshop Suggested Daily Time**

Reading Workshop

LESSON 1	LESSON 2
Introduce the Concept, T88–T89 Build Knowledge: Get Up and Go **Listening Comprehension, T90–T95** *Pouch!* **Word Work, T96–T99** Phonemic Awareness: Phoneme Isolation Phonics: Introduce /a/*a* Handwriting: Write *Aa* High-Frequency Word: *we*	**Build the Concept, T102–T103** Phonological Awareness: Identify Rhyme Category Words: Family Words **Listening Comprehension, T104–T107** *Pouch!* **Word Work, T108–T109** Phonemic Awareness: Phoneme Blending Phonics: Review Short /a/*a*, Blend Words with Short /a/*a* High-Frequency Word: *we* **Shared Read, T110–T111** Read "We Can"

Writing Workshop

Modeled Writing, T100 Write About the Big Book **Grammar, T101** Naming Words (Nouns)	**Interactive Writing, T112** Write About the Big Book **Grammar, T113** Naming Words (Nouns)

Teacher-Led Instruction

SMALL GROUP

Differentiated Reading

Leveled Readers
- *Hop!*, T146–T147
- *We Hop!*, T154–T155
- *We Can Move!*, T160–T161

Differentiated Skills Practice, T148–T163

Approaching Level, T148–T153

Phonological/Phonemic Awareness
- Recognize Rhyme, T148
- Phoneme Isolation, T148
- Phoneme Blending, T149
- Phoneme Identity, T149

Phonics
- Sound-Spelling Review, T150
- Connect a to /a/, T150
- Blend Words with Short *a*, T151
- Identify Words with Short *a*, T151
- Build Fluency with Phonics, T151

High-Frequency Words
- Reteach Words, T152
- Read the Pre-Decodable Reader, T152

Oral Vocabulary
- Review Words, T153

Independent/Collaborative Work See pages T85I–T85J

Reading

Comprehension
- Fiction
- Ask and Answer Questions
- Main Story Elements: Character

Word Work

Phonics
- /a/*a*

High-Frequency Word
- *we*

Writing

Self-Selected Writing

Grammar
- Naming Words (Nouns)

Handwriting
- Upper and Lowercase *Aa*

ORAL VOCABULARY
adventure, movement, exhausted, exciting, arrived

LESSON 3	LESSON 4	LESSON 5
Reading Workshop		
Build the Concept, T114 Oral Language **Listening Comprehension, T115** "The Tortoise and the Hare" **Word Work, T116–T119** Phonemic Awareness: Phoneme Isolation Phonics: Review Short /a/*a*, Identify Words with *a*, Spell Words High-Frequency Word: *we* **Shared Read, T120–T121** Reread "We Can"	**Extend the Concept, T124–T125** Phonological Awareness: Identify Rhyme Category Words: Family Words **Paired Selection, T126–T129** "Baby Animals on the Move!" **Word Work, T130–T131** Phonemic Awareness: Phoneme Blending Phonics: Blend Words with *a* and *m*, Spell Words High-Frequency Word: *we* **Shared Read, T132–T133** Read "I Can, We Can" **Research and Inquiry, T136–T137** Animals	**Word Work, T138–T139** Phonemic Awareness: Phoneme Identity Phonics: Read Words with Short *a* and *m*, Spell Words High-Frequency Word: *we* **Shared Read, T140–T141** Reread "I Can, We Can" **Integrate Ideas, T144** Text Connections **Show Your Knowledge, T145**
Writing Workshop		
Independent Writing, T122 Write About the Shared Read **Grammar, T123** Naming Words (Nouns)	**Independent Writing, T134** Write About the Shared Read **Grammar, T135** Naming Words (Nouns)	**Self-Selected Writing, T142** **Grammar, T143** Naming Words (Nouns)

Comprehension
- Transfer Knowledge of Standards, T153

On Level, T156–T159

Phonological/Phonemic Awareness
- Phoneme Isolation, T156
- Phoneme Blending, T156
- Phoneme Identity, T156

Phonics
- Review, T157
- Picture Sort, T157
- Blend Words with Short *a*, *m*, T158

High-Frequency Words
- Review, T158
- Reread the Pre-Decodable Reader, T159

Comprehension
- Transfer Knowledge of Standards, T159

Beyond Level, T162–T163

Phonics
- Review, T162

High-Frequency Words
- Review, T162

Vocabulary
- Oral Vocabulary: Synonyms, T163

Comprehension
- Transfer Knowledge of Standards, T163

GIFTED and TALENTED

English Language Learners
See ELL Small Group Guide, pp. 10–17

Content Area Connections

Content Area Reading
- Science, Social Studies, and the Arts

Research and Inquiry
- Animals

English Language Learners
See ELL Small Group Guide, pp. 11, 13

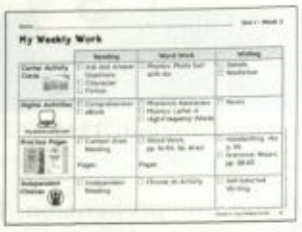
WEEK 2

Independent and Collaborative Work

As you meet with small groups, the rest of the class complete activities and projects to practice, apply, and transfer knowledge of strategies and skills they have been working on.

Student Choice and Student Voice

- Review the My Weekly Work blackline masters with children and identify the "Must Do" activities.
- Have children choose some additional activities that provide the practice they need.
- Remind children to reflect on their learning each day.

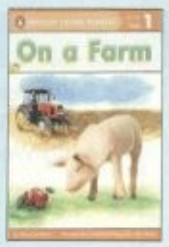


My Weekly Work BLMs

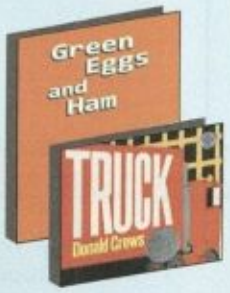
Reading

Text Options

Children can choose a **Center Activity Card** to use while they listen to a text or read independently.



B.E.S.T. Literature Library Read Aloud
On a Farm
Genre: Nonfiction
Lexile: 190L



Classroom Library Read Aloud
Green Eggs and Ham
Genre: Fiction
Lexile: 30L

Truck
Genre: Informational Text
Lexile: NP

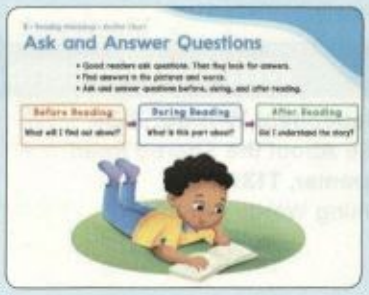
Unit Bibliography
See the online bibliography. Children can select independent reading texts about how baby animals move.

Leveled Texts Online
All **Leveled Readers** are provided in eBook format with audio support.

- **Differentiated Texts** provide English Language Learners with passages at different proficiency levels.

Literature Big Book e-Book
Pouch
Genre: Fiction

Center Activity Cards



Ask and Answer Questions Card 2

Fantasy Card 24

Character Card 5

Diagrams with Labels Card 18

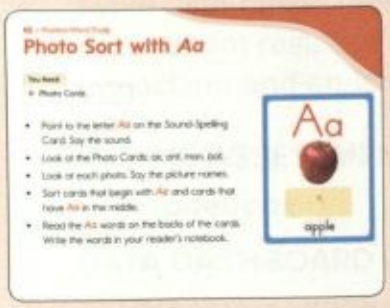
Digital Activities

Comprehension

Truck by Donald Crews, Used by permission of HarperCollins Publishers.

Word Work

Center Activity Cards

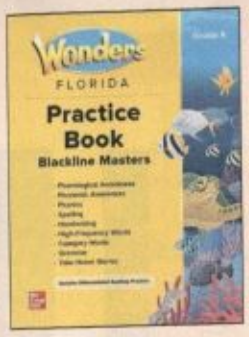


/a/a Card 45

Word-Building Cards

Practice Book BLMs

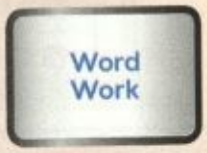
Phonological Awareness: pp. 51, 52, 53
Phonics: p. 54
High-Frequency Words: p. 56
Category Words: p. 57
Take-Home Story: pp. 61–62



Decodable Readers

Unit 1, pp. 13–24

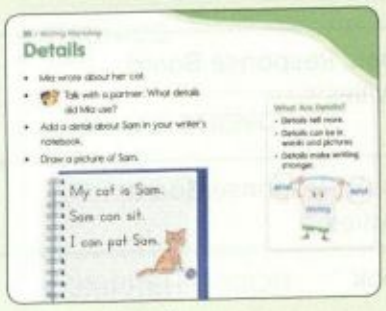
Digital Activities



Phonemic Awareness
Phonics
High-Frequency Words

Writing

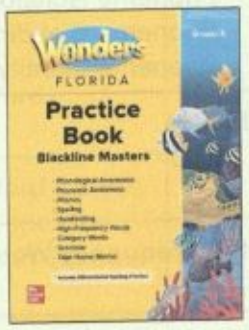
Center Activity Cards



Details Card 35

Practice Book BLMs

Handwriting: p. 55
Grammar: pp. 58–60



Self-Selected Writing

- What do you know about how baby animals move?
- Draw and label a picture showing one way a baby animal can move.
- Write about a baby animal and tell how it moves.

Digital Activities

Grammar

Content Area Connections

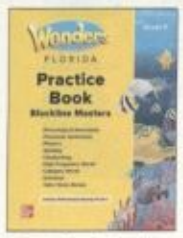
Content Area Reading BLMs
- Additional texts related to Science, Social Studies, Health, and the Arts.

Research and Inquiry
- Complete Animals project

WEEK 2

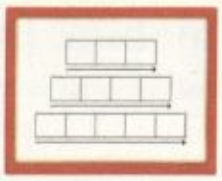
Progress Monitoring

Moving Toward Standards Mastery


Practice Book

Reading/Writing Companion

Online Rubric


Response Board

Digital Activities

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

CHECK FOR SUCCESS

For ongoing formative assessment, use children's self-assessments at the end of each lesson along with your own observations.

Assessing skills along the way . . .

SKILLS	B.E.S.T. STANDARDS	HOW ASSESSED
Phonological Awareness • Identify Rhyme	• **FOUNDATIONAL SKILLS** ELA.K.F.1.2.b	Practice Book
Phonemic Awareness • Phoneme Isolation • Phoneme Blending • Phoneme Identity	• **FOUNDATIONAL SKILLS** ELA.K.F.1.2.d, ELA.K.F.1.2.f	Practice Book, Response Board, Digital Activities
Phonics • /a/a	• **FOUNDATIONAL SKILLS** ELA.K.F.1.3.b	Practice Book, Response Board, Digital Activities
High-Frequency Words • *we*	• **FOUNDATIONAL SKILLS** ELA.K.F.1.4	Practice Book, Response Board, Digital Activities
Category Words • Family Words	• **VOCABULARY** ELA.K.V.1.3	Practice Book
Grammar • Naming Words (Nouns)	• **COMMUNICATION** ELA.K.C.3.1	Practice Book
Comprehension • Main Story Elements: Character • Text Feature: Labels	• **READING** ELA.K.R.1.1, ELA.K.R.2.1	Reading/Writing Companion
Listening/Presenting/Research	• **COMMUNICATION** ELA.K.C.2.1, ELA.K.C.4.1	Checklists

Making the Most of Assessment Results

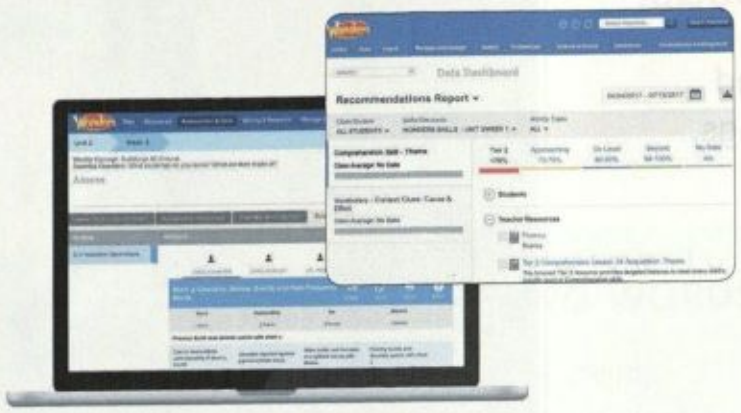
Make data-based grouping decisions by using the following reports to verify assessment results. For additional support options for children, refer to the reteaching and enrichment opportunities.

ONLINE ASSESSMENT CENTER

- ***Gradebook***

DATA DASHBOARD

- ***Recommendations Report***
- ***Activity Report***
- ***Skills Report***
- ***Progress Report***
- ***Grade Card Report***



TIER 2

Reteaching Opportunities with Intervention Online PDFs

ASSESSED SKILLS	✓ CHECK FOR SUCCESS	RETEACH . . .
PHONOLOGICAL AND PHONEMIC AWARENESS	Can children identify rhyme? Can children isolate, identify and blend phonemes? If not . . .	using lessons 6–8; 16–17 and 49–50 in the **Phonemic Awareness PDF.**
PHONICS	Can children match /a/ to the letter *a*? If not . . .	using lesson 7 in the **Phonics/Word Study PDF.**
HIGH-FREQUENCY WORDS	Can children recognize and read the high-frequency word? If not . . .	by using the **High-Frequency Word Cards** and asking children to read and spell the word. Point out any irregularities in sound-spellings.
COMPREHENSION	Can children identify and describe characters? Can children use text features including labels?	using lessons 10–15 and 136 in the **Comprehension PDF.**
CATEGORY WORDS	Can children identify and sort family words? If not . . .	using lesson 2 in the **Vocabulary PDF.**

GIFTED *and* TALENTED

Enrichment Opportunities

Beyond Level small group lessons and resources include suggestions for additional activities in these areas to extend learning opportunities for gifted and talented children:

- ***Leveled Reader***
- ***Vocabulary***
- ***Comprehension***
- ***Leveled Reader Library Online***
- ***Center Activity Cards***

Social Emotional Learning

Today's focus:

Identifying and naming feelings.

Revealing Emotions (I:22) SONG

what a feeling!

engage together

Let's Move: Copy Cat Feelings

Lead a movement game to identify, name, and express feelings.

- Hello amazing learners! I feel ecstatic! That means that I feel *very* happy. How are you feeling today?
- Today we're going to explore our feelings.
- We'll start by playing a game called "Copy Cat Feelings."
- Let's stand in a circle.
- I'll name a feeling, an *emotion*, and show it with my face and body.
- Then, you'll repeat the feeling word and copy my facial expression and action.
- (Begin with basic feeling words: *happy, sad, mad, excited, scared.*)

family time

You'll find the "Revealing Emotions" video and supporting activity in this week's School to Home family newsletter.

explore together

Let's Watch: "Revealing Emotions"

Set a purpose for sharing today's song video.

- We all feel many different emotions.
- Listen carefully for words that describe feelings and emotions.
- Notice the children's expressions.

Play the video

Let's Share: Big and small feelings.

Talk about how to act and look using more sophisticated feeling words.

- What did you notice in the video?
- What are some feeling words we heard?
- Let's write them down.
- What might these feelings look like? How might we act?

A-Z FEELING WORDS

angry, brave, calm, disappointed, excited, frustrated, generous, happy, etc.

connect the learning

Let's Play: Feelings Charades.

Invite children to identify more sophisticated emotions.

- Let's play another game.
- Think of the feeling words we explored today.
- You will act out a feeling *without* saying the word.
- Then the rest of us will name the feeling. Ready?
- Who would like to begin?
- Sharing feelings help us feel better. We can also help others when we know how *they* feel.
- Let's all give ourselves a hug!

mindfulness moment

Balloon Breathing

Incorporate calming breaths into your daily routine. *Inhale Deeply: Place your hands on your belly. Slowly breathe in through your nose. Feel your belly expand like a balloon. Exhale Fully: Now, open your mouth and breathe out slowly. Feel your "belly balloon" deflate.*

LESSON FOCUS

READING WORKSHOP

Introduce Essential Question

Read Literature Big Book

Pouch!

- Introduce Genre: Fiction
- Introduce Strategy/Skill

Word Work

- Introduce /a/a

WRITING WORKSHOP

Writing/Grammar

- Shared Writing
- Introduce Grammar

Literature Big Book, pp. 3–34

OBJECTIVES

Recognize and appropriately use grade-level academic vocabulary in speaking and writing **ELA.K.V.1.1**

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **ELA.K12.EE.4.1**

- Build oral vocabulary.

ELD.K12.ELL.SI.1

ELA ACADEMIC LANGUAGE

- *vocabulary, discuss, respect*
- Cognates: *vocabulario, discutir, respeto*

DIGITAL TOOLS

Watch Video

Visual Vocabulary Cards

10 mins Build Knowledge

MULTIMODAL

Essential Question

How do baby animals move?

Read the Essential Question aloud. Explain that this week we will read and discuss how baby animals move. Have partners discuss what they know about how baby animals move. (Possible responses: run, jump, slither)

- **Watch the Video** Play the Weekly Opener Video, "Get Up and Go," without sound and have partners narrate what they watch. Then replay the video with sound and have children listen.
- **Talk About the Video** Have partners share one thing they learned about how baby animals move.
- **Anchor Chart** Create a Build Knowledge anchor chart and have volunteers share what they learned about the theme, "Get Up and Go." Record their ideas on the chart.

Oral Vocabulary Words

Use the Define/Example/Ask routine on the print or digital **Visual Vocabulary Cards** to introduce the oral vocabulary words *adventure* and *movement*.

Oral Vocabulary Routine

Define: An **adventure** is something new and exciting to do.

Example: A puppy has an adventure when it plays outside for the first time.

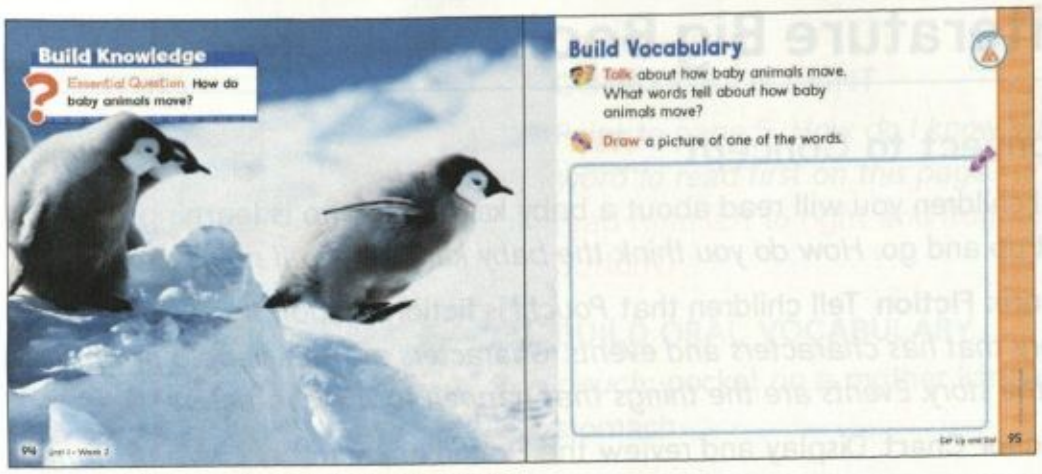
Ask: What adventure have you had?

Define: **Movement** is the way something goes from place to place.

Example: You can see a kitten's movement when it walks.

Ask: What kind of movement do you make in water?

Visual Vocabulary Cards



Reading/Writing Companion, pp. 94–95

Build Knowledge

Have children turn to pages 94–95 of their **Reading/Writing Companion**. Guide a discussion about how the penguins move.

- **Talk** *How do baby animals move? What words tell about how baby animals move?* List the words and read them for children.
- **Draw** Have children choose one word and draw a picture of what that word represents.

Build Vocabulary

Have children share new words they learned about how animals move. Add words to a separate section of the Word Bank. Use the words during the week and encourage children to do the same.

English Language Learners

Use the following scaffolds with **Build Knowledge.**

Beginning

Point to the photo, and say: *This is a baby penguin. The penguin can jump.* Have children point to the photo and say *penguin* and *jump*.

Intermediate

Help partners ask and answer questions about the photo. Provide sentence frames. What do you see? I see baby penguins. They are jumping.

Advanced/Advanced High

Encourage children to use complete sentences as they talk about what they see in the photo. Provide models: What do you see? I see baby penguins. What are they doing? They are jumping.

COLLABORATIVE CONVERSATIONS

Listen Carefully As children engage in partner and group discussions, have them do the following:

- Look at the person who is speaking.
- Listen to what the speaker is saying.
- Respect others by not interrupting them.

ELL NEWCOMERS

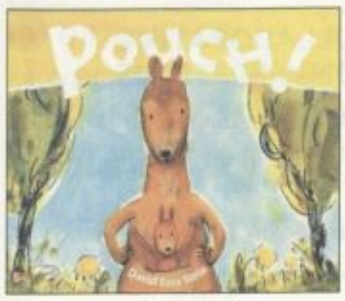
To help children develop oral language and build vocabulary, use **Newcomer Cards** 5–9 and the accompanying lessons in the **Newcomer Teacher's Guide**. For thematic connections, use Newcomer Card 21. For additional practice, have children complete the online **Newcomer Activities**.

MY GOALS ROUTINE

What I Know Now

Read Goals Read aloud the goals and the key on **Reading/Writing Companion** page 96.

Reflect Ask children to reflect on each goal and complete page 96 to show what they know now. Explain that they will complete page 97 at the end of the text set to show their progress.



Literature Big Book

LEARNING GOALS

We can understand important ideas and details in a story.

OBJECTIVES

Describe the main character(s), setting, and important events in a story. **ELA.K.R.1.1**

Cite evidence to explain and justify reasoning. **ELA.K12.EE.1.1**

- Recognize characteristics of fiction.
- Connect Big Book to Weekly Concept.

ELD.K12.ELL.LA.1

ELA ACADEMIC LANGUAGE

- *fiction, character, event*
- Cognates: *ficción, evento*

DIFFERENTIATED READING

Celebratory Read You may wish to read the full selection aloud once with minimal stopping before reading with the prompts.

Approaching Level and English Language Learners After reading, have children listen to the selection to develop comprehension.

Read

Literature Big Book

20 mins

Connect to Concept

Tell children you will read about a baby kangaroo who is learning how to get up and go. *How do you think the baby kangaroo will move around?*

Genre: Fiction Tell children that *Pouch!* is fiction. *Fiction is a made-up story that has characters and events. Characters are the people or animals in the story. Events are the things that happen to the characters.*

Anchor Chart Display and review the Fiction anchor chart. *What should we add to the chart to help us remember what fiction is?* (events)

Ask and Answer Questions Remind children that readers ask themselves questions before, during, and after reading. Explain that asking questions helps us to better understand a text.

Main Story Elements: Character Explain to children that a fiction story can have a main character. The main character is the person or animal the story is mostly about.

Read the Selection

Concepts of Print Display the **Big Book** and point to the cover. *This is the front cover. When we read, we go from the front of the book to the back.*

Set Purpose *Let's read to find out what happens to the baby kangaroo when he starts to explore the world.*

Close Reading Routine

Read DOK 1–2

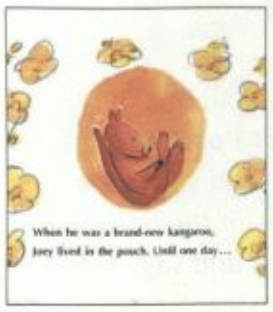
- Identify key ideas and details.
- Take notes and retell.
- Use ACT prompts as needed.

Reread DOK 2–3

- Analyze the text, craft, and structure.

Integrate DOK 3–4

- Integrate knowledge and ideas.
- Make text-to-text connections.
- Complete the Show Your Knowledge task.
- Inspire action.



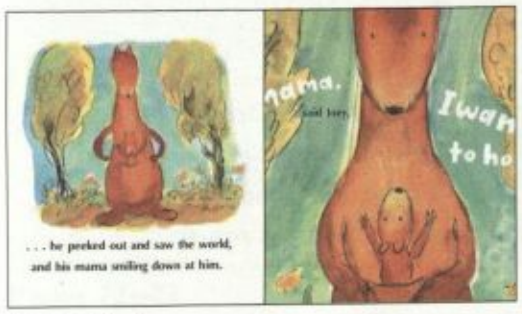
Page 5

CONCEPTS OF PRINT

Point to page 5. *How do I know which word to read first on this page?* (We read from left to right and from top to bottom.)

BUILD ORAL VOCABULARY

pouch: pocket on a mother kangaroo's stomach



Pages 6–7

PHONICS

Reread the text on page 6 aloud. Have children identify a word that begins with the /m/ sound and a word that ends with the /m/ sound. (mama, him)

BUILD ORAL VOCABULARY

mama: another word for *mother*

Pages 8–9

CHARACTER DOK 1

Think Aloud Details in the text and images help me understand the main character. The text says that Joey climbed out of the pouch and hopped. The images shows Joey smiling. That tells me that Joey is happy to be hopping.

Pages 10–11

CHARACTER DOK 2

Who is Joey talking to on pages 10–11? (a bee) *Why does Joey ask, "Who are you?"* (because Joey has never seen a bee before)

ELL Spotlight On Language

p. 5

brand new: Guide children in recognizing that *brand new* means *very, very new.* Explain that Joey is a baby, and a baby is brand new because he or she is very, very new to everything.

pp. 6–7

peeked: Guide children in understanding the meaning of *peeked* by covering your eyes with your hands and raising them slightly to peek out. *Peek!* Have children mimic and echo.

ACT Access Complex Text

Use this ACT prompt when the complexity of the text makes it hard for children to understand the story.

Organization

The middle of the book is made up of repetitive sequences in which Joey leaves his mama's pouch but then dashes back each time he sees a new animal. Lead children to understand that this sequence is repeated because Joey wants to learn about the world, but he is frightened each time he encounters something new.

Point out this sequence on pages 10–15, 17–19, and 22–26.

Pages 12—13

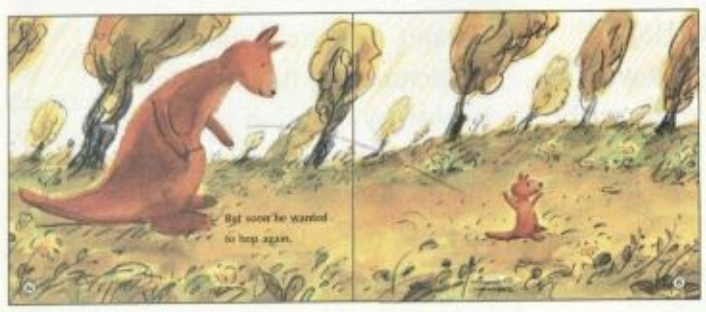
ASK AND ANSWER QUESTIONS DOK 2

Think Aloud I wonder why Joey jumps back into his mama's pouch. Did the bee scare him? He looks scared in the illustration on page 12. On page 13, he looks safe in the pouch.

ELL Spotlight On Language

pp. 12–13

pouch: Make sure children understand the word *pouch*. Point to Mama's pouch, and say, *Look at the pouch. Point to the pouch.* Have children point and say: *This is the pouch.*



Pages 14—15

ASK AND ANSWER QUESTIONS DOK 2

Think Aloud I read that Joey saw a bee. I wonder: *What will he see next?* I will read on to find the answer to this question.

pp. 14–15

soon: Explain that *soon* means "in a little time." *Let's read this page again soon.* Wait one minute, and then say, *OK! Let's read!*

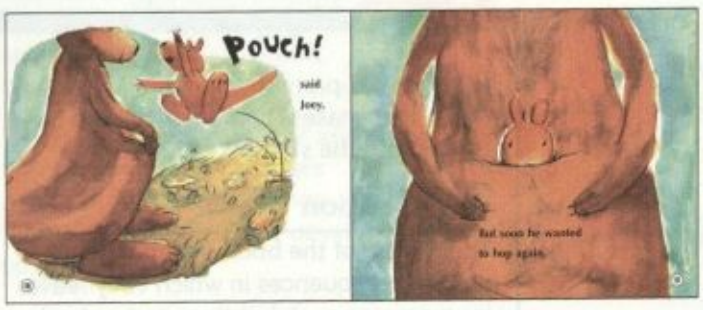
Pages 16—17

CHARACTER DOK 2

Read page 16 and point out that Joey takes one more hop each time he leaves the pouch. *How many hops do you think Joey will take next time?* (four)

pp. 16–17

rabbit: Help children associate the word *rabbit* with the picture of the rabbit. Model hopping like a rabbit, using your hands as bunny ears. Have children say the word and mimic.



Pages 18—19

CONCEPTS OF PRINT

Point out that the word *Pouch!* is big and dark. *I think the author wants to show that we should read this word loudly and with excitement.*

pp. 18–19

wanted: Tell children that *-ed* at the end of *wanted* tells us something that occurred before now. As children say the word, make sure they say *want /ud/*.

Pages 20—21

FICTION DOK 2

Think Aloud I know that fiction is a made-up story that has characters and events. Joey is the main character. The events are the things that happen to Joey.

ELL Spotlight On Language

pp. 20–21

sandy hollow: Explain that a beach has sand. Use your hands, or draw on the board to show that a hollow is an open space that dips down a little.

Pages 22—23

CHARACTER DOK 1

What does Joey ask each new animal he meets? (Who are you?) *What does he do after he meets each animal?* (He hops back into his mama's pouch.)

pp. 22–23

who: Remind children that *who* is a question word and that *Who are you?* is a question. Point out that Joey is asking the question, and the bird is answering. Have partners ask and answer *Who are you?*

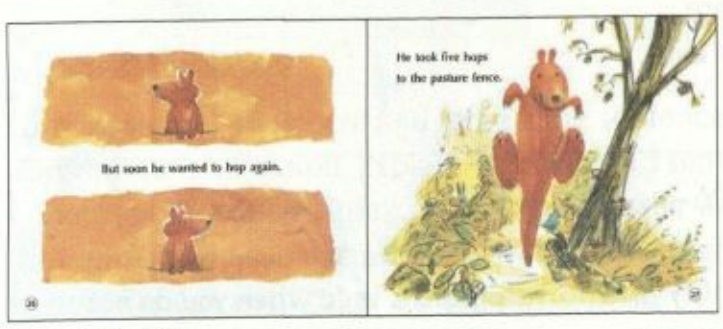
Pages 24—25

ASK AND ANSWER QUESTIONS DOK 1

Joey just met a bird. I asked myself if Joey would do the same thing he did when he met the bee and the rabbit. Did Joey do the same thing? (Yes, he jumped into his mama's pouch.)

pp. 24–25

pouch: Help children find the word *pouch* on previous pages in the story. Point out that the word is also the title of the book.



Pages 26—27

CONCEPTS OF PRINT

Think Aloud When I read the words on page 26, I begin with the first word, *But,* and *end* with the last word, *again.*

BUILD ORAL VOCABULARY

pasture: ground where animals eat grass

fence: made to keep two places apart

pp. 26–27

five: Review the number with children. *How many is five?* Have partners show each other five fingers and say the word. Then lead the class to chorally count *one, two, three, four, five.*

Pages 28—29

FICTION DOK 1

In each story event, Joey meets a new animal. *Who has Joey met so far?* (a bee, a rabbit, and a bird) *Who does Joey meet on these pages?* (a kangaroo)

ELL Spotlight On Language

pp. 28–29

Have children point to the picture on page 28. Say the word *kangaroo* out loud. Have the children repeat the word *kangaroo* as they point to page 28 and then page 29.

Pages 30—31

CHARACTER DOK 2

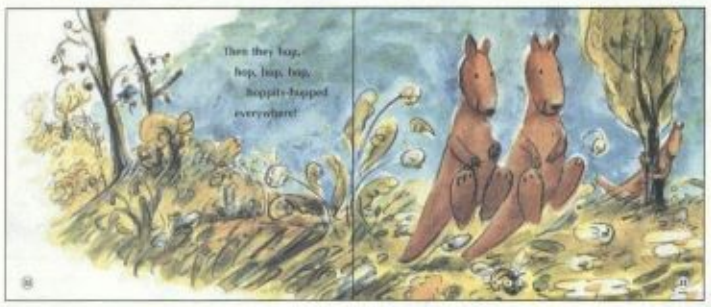
Joey and the other baby kangaroo start to run away from each other. What happens next? (They both laugh.) *Why?* (They think it is silly that they are both scared.)

BUILD ORAL VOCABULARY

afraid: scared

pp. 30–31

hee hee hee hee: Explain that these words are used in English to show that someone is laughing. Pretend to cover your mouth and laugh as you say *hee hee hee hee.* Ask children to repeat after you.



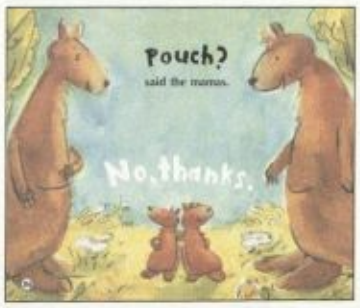
Pages 32—33

CHARACTER DOK 2

Does Joey get along with the other kangaroo? How do you know? (Yes. The text says they hopped everywhere, and in the illustrations they are together and they look happy.)

pp. 32–33

everywhere: Help children understand what the sentence on page 32 means. *The baby kangaroos jumped together to many, many places.*



Page 34

HIGH-FREQUENCY WORDS

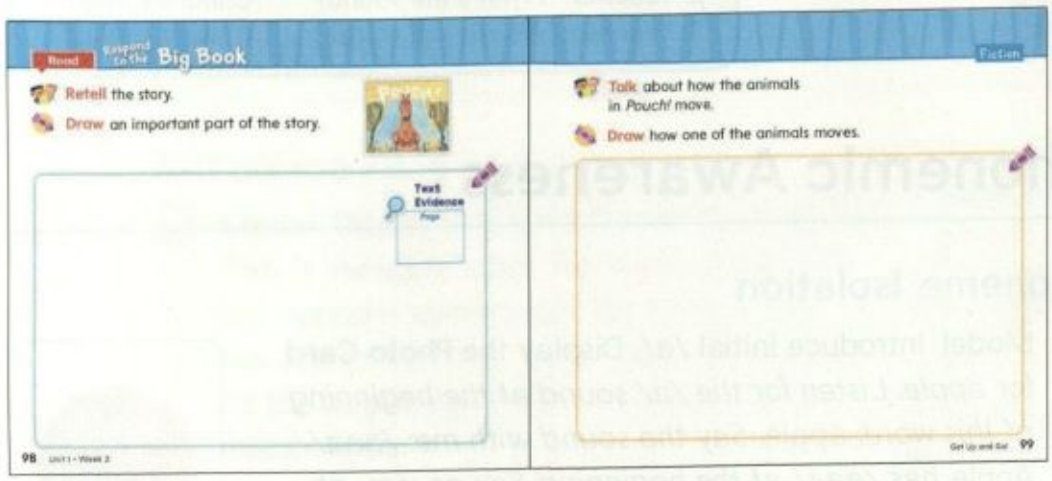
Have children identify and read the high-frequency word *the* on page 34.

BUILD ORAL VOCABULARY

thanks: word used to show appreciation

p. 34

No, thanks: Tell children that this phrase is used when you do not want something. *What do the mamas ask?* (Do you want to go in the pouch?)



Reading/Writing Companion, pp. 98–99

Respond to the Text

Return to Purpose Remind children of their purpose for reading. Review what they learned about what happens to Joey in the story.

- **Retell** Have children turn to page 98 of the **Reading/Writing Companion**. Guide them to retell the story. Have children use the **Retelling Cards** and the routine as needed.
- **Draw** Have children draw an important part of the story. Model for them how to find text evidence in the **Literature Big Book** to support their drawing and how to record the page number in the text evidence box. You may want to share the Big Book with each table or group of children to give them an opportunity to look closely at the pages. Then have children write the page number in the text evidence box.
- **Talk** Help children make connections between the text and their prior knowledge by having them talk with a partner about how the different animals in *Pouch!* move.
- **Draw** Then have children draw how one of these animals moves.

Model Fluency

Turn to page 7 of *Pouch!* and reread the sentence *I want to hop!* with appropriate expression. Explain that we read sentences that end in an exclamation point in an excited or enthusiastic way. *When I read a sentence that ends in an exclamation point, I say it with an excited voice. Listen: I want to hop!* Repeat with other examples from the story.

Writing Fluency

To help children increase writing fluency, have them write as much as they can for three minutes. Tell them to write about what happened when Joey hopped.

RETELLING ROUTINE

Tell children that they will use the **Retelling Cards** to retell the story.

- Display Retelling Card 1. Based on children's needs, use either the Modeled, Guided, or ELL retelling prompts. The ELL prompts provide support for children based on levels of language acquisition. Repeat with the rest of the cards, using the prompts as a guide. Encourage children to include key details from the story.
- Discuss the story. *How did Joey act like a young child?* Have children support their answers with text evidence.
- Invite children to choose a favorite part of the story and act it out.

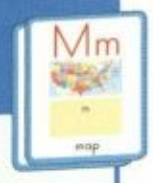
Retelling Cards

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Have partners share an important detail from the story. Then have children reflect on their learning, using the Check-In routine.

In a Flash: Sound-Spellings



Display the Sound-Spelling Card for *m*.

1. **Teacher:** What's the letter? **Children:** m
2. **Teacher:** What's the sound? **Children:** /m/
3. **Teacher:** What's the word? **Children:** map

LEARNING GOALS

- We can hear the sound /a/ in words.
- We can connect the sound /a/ to the letter a.

OBJECTIVES

Identify the initial, medial, and final sound of spoken words. ELA.K.F.1.2.d

Demonstrate knowledge of the short and long sounds for the five major vowels. ELA.K.F.1.3.b

ELD.K12.ELL.LA.1

ELA ACADEMIC LANGUAGE

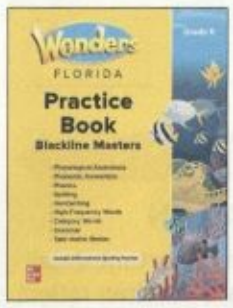
- *beginning, letter, vowel, consonant*
- Cognate: *letra*

TEACH IN SMALL GROUP

You may wish to teach the Word Work lesson in small groups.

ENGLISH LANGUAGE LEARNERS

Phonemic Awareness, Guided Practice/Practice Display and have children name Photo Cards to reinforce phonemic awareness and word meanings for basic vocabulary. Point to a card. *What do you see?* (apple) *What is the sound at the beginning of the word* apple? (/a/) Repeat with other Photo Cards with words that begin with /a/.



Phonemic Awareness: p. 52
Phonics: p. 54

Phonemic Awareness

5 mins

Phoneme Isolation

1 **Model** Introduce initial /a/. Display the **Photo Card** for *apple. Listen for the /a/ sound at the beginning of this word:* apple. *Say the sound with me: /aaa/.* Apple *has /aaa/ at the beginning.* Say *as, am, at* and have children repeat. Emphasize phoneme /a/.

Photo Card

Let's play a song. Listen for the words with /a/ at the beginning. Play "Adam Has an Apple" and have children listen for /a/. *Let's listen to the song again and clap when we hear words that begin with /a/.* Play and sing the song again, encouraging children to join in. Have children clap hands when they hear words that begin with /a/.

2 **Guided Practice/Practice** Display and name the *ax, ambulance,* and *apple* Photo Cards. *Say each picture name with me. Tell me the sound at the beginning of the word.* Guide practice and provide corrective feedback as needed. If children need additional practice identifying initial /a/ in words, have them use **Practice Book** page 52.

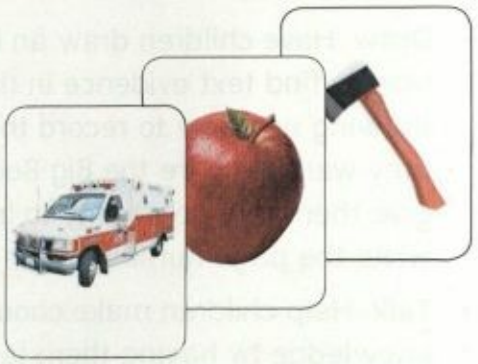


Photo Cards

Articulation Support

Demonstrate how to say /a/. Put your tongue behind your bottom teeth. With your mouth wide open, smile a little. Now, use your voice to say /a/. Put your fingers on your throat. You can feel the sound. Say *animal, ant, am,* and *ask* and have children repeat. Stretch initial /a/ as you say the words.

Phonics

10 mins

MULTIMODAL

Introduce /a/a

1 **Model** Display the *apple* **Sound-Spelling Card**. *This is the* apple *card. The sound is /a/. The /a/ sound is spelled with the letter* a. *Say the sound with me: /aaa/. This is the sound at the beginning of the word* apple. *Listen: /aaa/* apple.

Sound-Spelling Card

Display the song "Adam Has an Apple." (See **Spelling Song** online.) Read or sing the song with children. Reread the title and point out that *Adam, an,* and *apple* begin with the letter *a*. Model placing a self-stick note below the *a* in *Adam, an,* and *apple*.

2 **Guided Practice/Practice** Read the song lyrics. Stop after each line and have children place self-stick notes below words that begin with *a*. Say the letter and the sound it stands for. For more practice with /a/, have children use **Practice Book** page 54.

Corrective Feedback

Sound Error Model the sound /a/ in the initial position and then have children repeat the sound. *My turn.* Am. */aaa/*. Am. */a/*. *Now it's your turn.* Have children say the word and isolate the initial sound in *at* and *an*.

Adam Has an Apple

Adam has an apple
and an ant in his hat,
ant in his hat,
ant in his hat.
Adam has an apple
and an ant in his hat,
so let's all clap our hands!

Point out to children that the letter *a* is called a *vowel*. The vowels they will learn about this year are *a, e, i, o,* and *u*. Every word, syllable, or word part in a longer word must have a vowel. The rest of the letters in the alphabet, such as *m*, are called *consonants*. Words are made up of vowels and consonants.

ENGLISH LANGUAGE LEARNERS

Phonics Transfers Use the chart on pages 6-13 in the **Language Transfers Handbook** to check for sound-spelling transfers from a child's native language into English. You can use the Sound-Spelling Cards to support teaching transferable and nontransferable skills.

DIGITAL TOOLS

Phonemic Awareness
Phonics

Phonics: Spelling Song

Phonics Video

To differentiate instruction, use these results.

Phonics: Data-Generating

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Have partners name the letter that stands for /a/. Then have children reflect, using the Check-In routine.

LEARNING GOALS

- We can print the letter *a*.
- We can learn to read *we*.

OBJECTIVES

Print many upper- and lowercase letters. **ELA.K.C.1.1**

Recognize and read with automaticity grade-level high frequency words. **ELA.K.F.1.4**

ELD.K12.ELL.LA.1

ELA ACADEMIC LANGUAGE

- *print, slant, dotted line, circle, uppercase, lowercase*
- Cognate: *círculo*

DIGITAL TOOLS

Handwriting

High-Frequency Words

To differentiate instruction, use these results.

Phonics: Data-Generating

High-Frequency Words: Data-Generating

MULTIMODAL LEARNING

Center Idea Have children use pencils or wooden sticks to form the capital letter A. Emphasize the three lines used to form the letter. Then tell children to pretend to bite into an apple as they say /aaa/ to remember the sound for the letter *a*.

5 mins Handwriting: Write *Aa*

MULTIMODAL

1 Model Say the handwriting cues below as you write and identify the uppercase and lowercase forms of *Aa*. Then trace the letters as you say /a/.

Slant down. Go back to the top. Slant down. Straight across the dotted line.

Circle back, then around. Straight down.

2 Guided Practice

- Say the cues together as children trace both forms of the letter with their index finger. Have children identify the uppercase and lowercase forms of the letter.
- Have children use their index finger to write *A* and *a* several times on a rug or table as they say /aaa/.

3 Practice

- Distribute **Response Boards**. Have children write *A* and *a* on their Response Boards as they say /aaa/. Have children say /aaa/ every time they write the letter *a*.
- Observe children's pencil grip and paper position. Guide practice and provide corrective feedback.

Daily Handwriting

Throughout the week, teach uppercase and lowercase letters *Aa* using the handwriting models. At the end of the week, have children use **Practice Book** page 55 to practice handwriting using appropriate directionality.

In a Flash: High-Frequency Words

the

1. **Teacher:** Read the word. **Children:** the
2. **Teacher:** Spell the word. **Children:** t-h-e
3. **Teacher:** Write the word. **Children write the word.**

Repeat routine with *I* and *can* from previous weeks.

High-Frequency Words

5 mins

MULTIMODAL

we

1 Model Display the **High-Frequency Word Card** *we*. Use the Read/Spell/Write routine to teach the word.

- **Read** Point to and say the word *we*. *This is the word* we. *Say it with me:* we. We *can hop like kangaroos.*
- **Spell** *The word* we *is spelled* w-e. *Spell it with me.*
- **Write** *Let's write* we *on our* ***Response Boards*** *as we spell it:* w-e. Guide children on how to print letters that have not been taught yet.
- Have partners say sentences using the word.

COLLABORATE

2 Guided Practice/Practice Build sentences using the High-Frequency Word Cards, **Photo Cards**, and teacher-made punctuation cards. Have children point to the word *we*. Guide practice and provide corrective feedback. Use these sentences.

High-Frequency Words Practice

ENGLISH LANGUAGE LEARNERS

Use the following scaffolds with **Guided Practice/Practice.**

Beginning

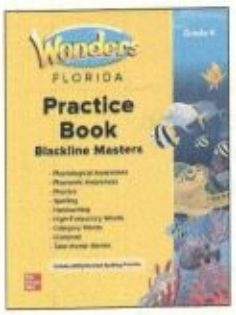
Instruct a volunteer to stand next to you and clap as you say: *We can clap.* Help partners repeat the sentence and action.

Intermediate

Read the first sentence. *What can we do?* Help children reply: We can jump. Repeat with each sentence.

Advanced/Advanced High

Challenge children to make up a sentence using *we* and the sentence frame: We can dance.



Handwriting: p. 55

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Handwriting Have children print *Aa*.

High-Frequency Words Have partners point to and read *we*.

Then have children reflect, using the Check-In routine.

CHECK FOR SUCCESS

Rubric Use your online rubric to record children's progress.

Can children isolate /a/ and match it to the letter *Aa*?

Can children recognize and read the high-frequency word?

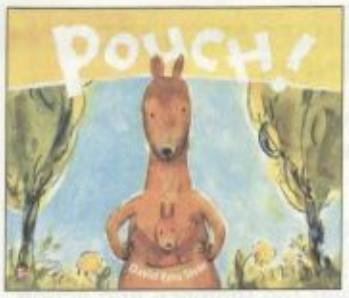
Small Group Instruction

If No

- **Approaching** Reteach pp. T148–151
- **ELL** Develop pp. T148–151

If Yes

- **On** Review pp. T156–159
- **Beyond** Extend p. T162



Literature Big Book

LEARNING GOALS

- We can learn how to write a sentence.
- We can learn about naming words (nouns).

OBJECTIVES

Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **ELA.K.C.3.1**

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **ELA.K12.EE.4.1**

- Recognize naming words (nouns).

ELD.K12.ELL.SI.1

ELA ACADEMIC LANGUAGE

- *sentence, noun*
- Cognate: *nombre*

COLLABORATIVE CONVERSATIONS

Turn and Talk Review this routine with children.

Child 1: *Joey hops.*

Child 2: *Can you tell me more?*

Child 1: *Joey hops to the tall grass.*

Display the speech bubble, "Can you tell me more?" Have partners use the speech bubble to practice collaborating.

Modeled Writing

10 mins

Model Writing About the Big Book

COLLABORATE

Build Oral Language Talk about what children learned from listening to the **Literature Big Book.** Review that Joey tries new things and meets new animals. Ask: *What is something new you tried?* Have partners turn and talk about a time they tried something new. When children are done, encourage them to share what they talked about with their partner.

Model Writing a Sentence Say: *I will write a sentence about trying something new.* Write and display the following sentence: **I tried to tap dance.** Then point out the following elements of writing using the Sample Teacher Talk.

- *This is the word* I. *I used the Word Bank to help me spell the word* I. HIGH-FREQUENCY WORDS
- *I wrote the word* tap. Point to the *a. I heard the /a/ sound in the middle of* tap. *That told me that* tap *has the letter* a *in the middle.* PHONICS
- *When I wrote, I started on the left and moved to the right.* WRITING SKILL

Writing Practice

Explain to children that they will write a sentence about something they tried. Have children turn and talk with a partner about new things they have tried.

Draw/Write Tell children to draw a picture of something new they have tried in their writer's notebook. Encourage them to write a sentence about their drawing. As children write, remind them to start writing on the left side of the paper, use the word bank, and write the letters that stand for sounds they hear.

If needed, provide the following sentence starter: **I tried to _____.**

Stephen Coburn/Shutterstock

Grammar

Naming Words (Nouns)

1 **Model** Tell children that a noun is a naming word. It names a person, a place, or a thing. Explain that a noun can also name an animal. Write the words *nurse, beach,* and *apple.*

- Say *nurse.* Explain that *nurse* is a noun that names a person.
- Say *beach.* Explain that *beach* is a noun that names a place.
- Say *apple.* Explain that *apple* is a noun that names a thing.

2 **Guided Practice** Write and read this sentence aloud: **I like the kitten.** Guide children to identify the noun. Have children say how they know *kitten* is a noun. (It names an animal.) Draw a picture of a kitten under the word.

3 **Practice** Write this sentence frame and read it aloud: **I like** _____. Ask children to complete the sentence frame by drawing a picture of an animal they like. Guide children in writing the animal name as a label. Ask volunteers to say their sentences aloud. Have children raise their hands when they hear a noun.

Talk About It Have partners work together to generate sentences with nouns. Ask them to tell about an animal they would like to have as a pet. Have them tell why they like that animal.

Link to Writing Review the Shared Writing sentence. Encourage children to substitute other nouns to tell about something new they tried, such as *I tried pasta.*

English Language Learners

Use the following scaffolds with **Grammar, Guided Practice.**

Beginning

Read the sentence aloud and have children repeat. Point to *kitten.* Say: *A kitten is a cat. What is a cat?* (animal) *Can a noun name an animal?* (yes) Have children say: *Kitten* is a noun.

Intermediate

Provide a sentence frame to help children tell how they know *kitten* is a noun: It names an animal.

Advanced/Advanced High

Display the sentence. Have partners ask and answer the following: *What is the noun in the sentence? What does the noun name?*

DIGITAL TOOLS

Grammar Activity

DIFFERENTIATED WRITING

● **English Language Learners** For more writing support, refer to the **ELL Small Group Guide,** p. 16.

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Have partners share a noun they learned. Have children reflect, using the Check-In routine.

LESSON FOCUS

READING WORKSHOP
Review Essential Question
Reread Literature Big Book *Pouch!*
• Study Genre/Skill
Word Work
Practice /a/a

Read Shared Read "We Can"
• Practice Strategy
WRITING WORKSHOP
Writing/Grammar
• Interactive Writing
• Practice Grammar

Literature Big Book, pp. 3–34

Reading/Writing Companion, pp. 104–109

LEARNING GOALS

- We can tell if words rhyme.
- We can use new words.
- We can learn words that name people in familes.

OBJECTIVES

Identify and produce alliterative and rhyming words. **ELA.K.F.1.2.b**

Recognize and appropriately use grade-level academic vocabulary in speaking and writing. **ELA.K.V.1.1**

Identify and sort common words into basic categories, relating vocabulary to background knowledge. **ELA.K.V.1.3**

• Develop oral vocabulary.

ELD.K12.ELL.SI.1

ELA ACADEMIC LANGUAGE

• *rhyme*
• Cognates: *rima*

DIGITAL TOOLS

Weekly Song

Visual Vocabulary Cards

Category Words Activity

10 mins Oral Language

MULTIMODAL

Essential Question

How do baby animals move?

Remind children that we are learning how baby animals move. *What are some ways that baby animals move? Let's sing a song about how animals move.* Sing the weekly song, "Animals in Motion," with children. Then use the Build Knowledge anchor chart, the **Big Book**, and the **Weekly Song** to guide discussion about the essential question.

Phonological Awareness: Identify Rhyme

1. **Model** Explain that the following words in the song "Animals in Motion" rhyme: *around, ground* and *me, tree*. Remind children that words that rhyme have the same ending sounds. Have children repeat the rhyming word pairs from the song.
2. **Guided Practice/Practice** Say the following word pairs and have children raise their hands if the words rhyme: *lake/take, wing/sing, from/free, fly/sky, bird/bug, past/last.* (lake/take, wing/sing, fly/sky, past/last) Guide practice and provide corrective feedback as needed. If children need additional practice recognizing rhyme, have them use **Practice Book** page 51.

Review Oral Vocabulary Words

Use the Define/Example/Ask routine to review the oral vocabulary words *adventure* and *movement*. Prompt children to use the words in sentences.

Visual Vocabulary Cards

Category Words: Family Words

1 **Model** Use the **Big Book** *Pouch!* to point out the family word *mama* on pages 6 and 7. Explain that family words name different people in a family. Point out the illustrations of the mamas. Explain that different families use different family words. *What are some other family words for mama?* (Possible responses: mom, mother, mommy) *What are some family words that name people in your family?* (Possible responses: baby, father, mother, sister, brother, grandma, grandpa, aunt, uncle)

Sing the song "Brother John." Ask children to listen for family words as you sing.

Are you sleeping, are you sleeping,
Brother John, Brother John?
Morning bells are ringing!
Morning bells are ringing!
Ding Dang Dong, Ding Dang Dong.

Sing the first two lines of the song again and ask children to name the family word. (brother) Repeat the song using different family words, such as *Mother Dear, Father Dear,* and *Sister Sue.* Ask children to identify the family word each time.

2 **Guided Practice/Practice** Tell children that you will say some words. If the word is a family word, they will raise both hands in the air and wave them. Guide practice with the first word.

father	**shoe**	**sister**	**home**	**grandmother**
ball	**mother**	**play**	**brother**	**eat**
cousin	**uncle**	**cat**	**aunt**	**grandfather**

English Language learners

Use the following with **Category Words, Guided Practice/Practice.**

Beginning

Say the word *sister.* Have children repeat. Have partners ask and answer the following: Is sister a family word? Yes/No.

Intermediate

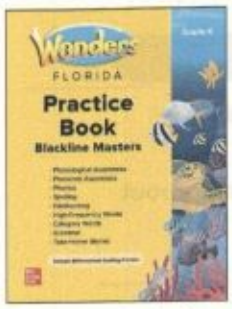
Say *brother* and *shoe.* Have children call out the family word. Repeat with other pairs of words.

Advanced/Advanced High

Have children point to the family words on the board and ask a question each time: Is (sister) a family word?

KIDS ON THE MOVE!

Have children act out sentences that include family words. *My brother helps me tie my shoes.* Then children pretend to tie a shoe. Follow the same routine using the following sentences: *My sister jumps rope with me. My aunt and I dry the dishes. My dad shows me how to flip an omelet.*



Phonological Awareness: p. 51

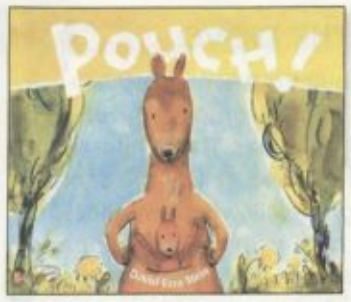
FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Oral Vocabulary Words Have partners say a sentence with one of the oral vocabulary words.

Category Words Have partners name a family word.

Then have children reflect, using the Check-In routine.



Literature Big Book

LEARNING GOALS

- **We can tell what makes a story fiction.**
- **We can identify details about the main character.**

OBJECTIVES

Describe the main character(s), setting, and important events in a story. **ELA.K.R.1.1**

- Understand the characteristics of fiction.

ELD.K12.ELL.LA.1

ELA ACADEMIC LANGUAGE

- *main character, event*
- Cognate: *evento*

Reread

Literature Big Book

10 mins

Genre: Fiction

1 **Model** Tell children that you will now reread the **Literature Big Book** *Pouch!* Remind children that *Pouch!* is a work of fiction.

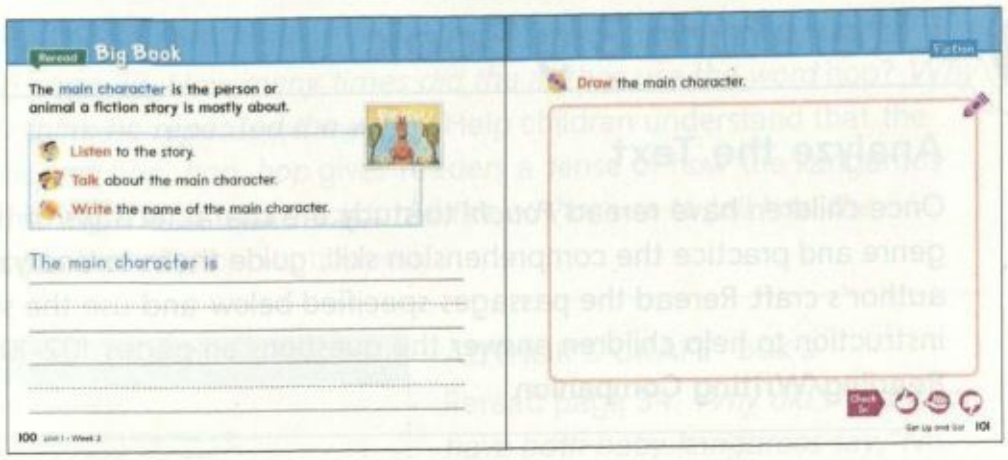
Anchor Chart Display and review the characteristics of fiction that you have listed on the Fiction anchor chart, adding details as needed.

Think Aloud I know that *Pouch!* is fiction because it is a made-up story. It does not tell facts about something that really happened. *Pouch!* also has characters. The main character is a baby kangaroo named Joey. The things that happen to Joey are the events in the story. Joey hops out of his mama's pouch many times. Each time Joey hops away from his mama is an event.

2 **Guided Practice/Practice** Read pages 7–13 of *Pouch!* aloud. *Who is the main character?* (Joey) *What happens to Joey in the pages we just read?* (He hops away from his mama and meets a bee. He gets scared and hops back into his mama's pouch.) *What do we call things that happen in a story?* (events) Help children understand that in each event in *Pouch!*, Joey meets a new animal. As you continue to reread, prompt children to tell you what new animal Joey is meeting. *How is the last event different from all the others?* (Joey is not afraid of the baby kangaroo.)

English Language Learners

Genre: Fiction, Guided Practice/Practice Help partners talk about each page by providing sentence frames. *What animal does Joey meet on this page?* On this page, Joey meets a rabbit. *What happens on this page?* On this page, Joey hops in his mama's pouch. You may model each question-answer and have children repeat after you.


Reread Big Book

The main character is the person or animal a fiction story is mostly about.

Listen to the story.
Talk about the main character.
Write the name of the main character.

The main character is

Fiction

Draw the main character.

100 Unit 1 • Week 2

Get Up and Go 101

Reading/Writing Companion, pp. 100–101

Main Story Elements: Character

1 **Model** Remind children that the main character is the person or animal that a fiction story is mostly about. The pictures and the text can help children understand the main character.

Anchor Chart Display and review the Main Story Elements: Character anchor chart, adding details as needed.

Think Aloud Details in the text and the pictures help me understand the main character. For example, each time Joey hops away from his mama, he takes one more hop than the time before. First he takes two hops—then three, then four, and then, finally, five hops. This tells me that Joey is getting braver each time he jumps out of his mama's pouch.

2 **Guided Practice/Practice** Have children turn to pages 100–101 of the **Reading/Writing Companion**. Have them listen as you read pages 27–34 of *Pouch!* Guide children to talk about the main character in this part of the story. *What happens when Joey meets another kangaroo?* (They both yell, "Pouch!" Then they start laughing and become friends.) *How can you tell that they become friends?* (The illustration shows them hopping together with smiles on their faces.) Then have children complete the pages by writing the main character's name and drawing its picture.

English Language Learners

Main Story Elements: Character, Guided Practice Have children draw the character first. Then ask children if they know any words or phrases they can use to describe their character. Provide translation support as needed. Then help children elaborate from single words into simple phrases or a complete sentence.

For additional support, see the **ELL Small Group Guide,** pp. 14-15.

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Genre Have children share what makes the story fiction.

Main Story Elements Have partners identify a detail about the main character.

Then have children reflect on their learning, using the Check-In routine.

CHECK FOR SUCCESS

Can children identify characteristics of fiction?

Can children identify main character?

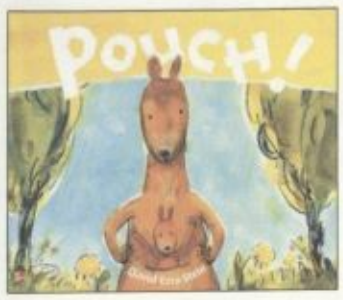
Small Group Instruction

If No

- **Approaching** Reteach pp. T146–147

If Yes

- **On** Review pp. T154–155
- **Beyond** Extend pp. T160–161



Literature Big Book

LEARNING GOALS

We can name the choices an author made when writing a story.

OBJECTIVES

Cite evidence to explain and justify reasoning. **ELA.K12.EE.1.1**

- Analyze author and illustrator's craft.

ELD.K12.ELL.LA.1

ELA ACADEMIC LANGUAGE

- *author, illustrator*
- Cognates: *autor, ilustrador*

Reread

Literature Big Book

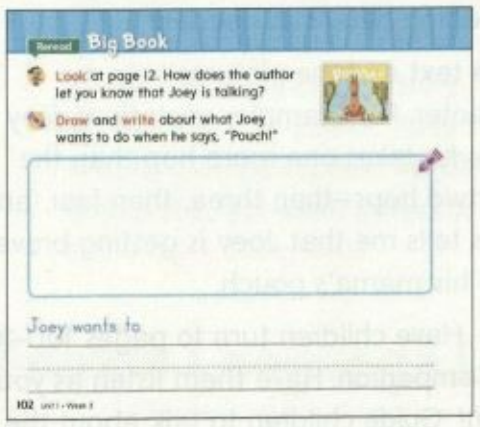
10 mins

Analyze the Text

Once children have reread *Pouch!* to study the characteristics of the genre and practice the comprehension skill, guide them to analyze the author's craft. Reread the passages specified below and use the scaffolded instruction to help children answer the questions on pages 102–103 of the **Reading/Writing Companion**.

IDEAS DOK 2

Display and reread pages 6–7 of the **Big Book**. *What does the illustration on page 6 tell you about how Joey feels?* (The illustration shows Joey smiling with his arms up. He looks happy and excited.) *What do the words on page 7 tell you about what Joey wants?* (The words tell me that Joey wants to hop.)


Reread Big Book

Look at page 12. How does the author let you know that Joey is talking?

Draw and write about what Joey wants to do when he says, "Pouch!"

Joey wants to

102 UNIT 1 WEEK 2

Reading/Writing Companion, p. 102

AUTHOR'S/ILLUSTRATOR'S CRAFT DOK 2

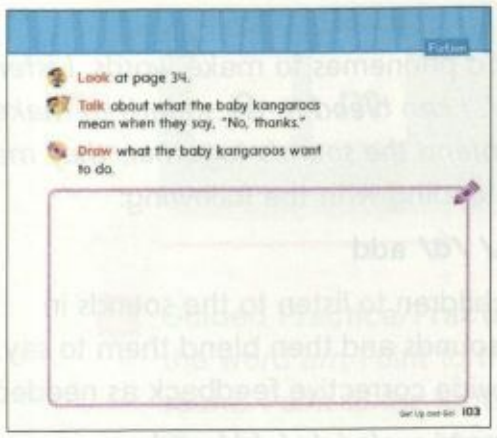
Display and reread pages 12–13 of the Big Book. *Look at the words and the illustration on page 12. How does the author let you know Joey is talking?* (The word *Pouch!* is in big letters. The words *said Joey* tell me that Joey is talking. In the illustration, Joey's mouth is open.) *What does Joey want to do?* (He wants to jump back into his mama's pouch.)

English Language Learners

Author's/Illustrator's Craft Help children analyze the illustration and identify clues the picture provides. Point out Joey's open mouth on page 7 and the different font for his words. *What does this illustration tell you about Joey?* (He is talking.) Point to the picture of Mama on page 7. How does Mama look in the picture? (Mama looks happy.) Does she like Joey in the pouch? (Yes)

WORD CHOICE DOK 3

Reread page 32. *How many times did the author use the word* hop? *Why do you think he repeated the word?* Help children understand that the repetition of *hop, hop, hop* gives readers a sense of how the kangaroos keep moving. *What other words did the author use to tell how the kangaroos move?* (hoppity-hopped)


Fiction

Look at page 34.

Talk about what the baby kangaroos mean when they say, "No, thanks."

Draw what the baby kangaroos want to do.

Get Up and Go! 103

Reading/Writing Companion, p. 103

AUTHOR'S CRAFT DOK 3

Reread page 34. *Why did the author have both baby kangaroos say, "No, thanks," at the same time?* (The author wanted to show that the baby kangaroos had become good friends and were ready to leave their mamas' pouches.)

English Language Learners

Author's Craft Explain to children that the author uses text to show how characters feel. Point out that when two people say the same thing at the same time, they probably agree. Help children identify how the baby kangaroos feel and what they agree on.

Talk About It

Have children discuss how Joey gets braver over time. Ask: *How does the author show that Joey is getting braver?* Encourage children to reference their responses in the **Reading/Writing Companion**. Use the following sentence starters, as needed, to focus the discussion: **In the beginning, Joey _____. Joey met _____. Joey said, "Pouch!" because _____. In the end Joey met _____ and wasn't afraid.**

Integrate

Build Knowledge: Make Connections

Talk About the Text Have partners discuss the animals in *Pouch* and how they move. *What other animals move in this way?*

Add to the Anchor Chart Record any new ideas on the Build Knowledge anchor chart.

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Have children share something the author/illustrator did to help them understand the story. Then have them reflect on their learning, using the Check-In routine.

In a Flash: Sound-Spellings

Display the Sound-Spelling Card for *a*.

1. **Teacher:** What's the letter? **Children:** a
2. **Teacher:** What's the sound? **Children:** /a/
3. **Teacher:** What's the word? **Children:** apple

Repeat the routine for *m*.

LEARNING GOALS

- We can blend sounds to say words.
- We can connect letters to sounds to read words.
- We can read the word *we*.

OBJECTIVES

Segment and blend phonemes in single-syllable spoken words. ELA.K.F.1.2.f

Demonstrate knowledge of the short and long sounds for the five major vowels. ELA.K.F.1.3.b

Recognize and read with automaticity grade-level high frequency words ELA.K.F.1.4

ELD.K12.ELL.SI.1

ELA ACADEMIC LANGUAGE

- *connect, blend, vowel, begins*
- Cognate: *conectar*

TEACH IN SMALL GROUP

You may wish to teach the Word Work lesson in small groups.

DIGITAL TOOLS

Word Work — Phonemic Awareness, Phonics

To differentiate instruction for key skills, use the results of these activities.

Phonics: Data-Generating

High-Frequency Words: Data-Generating

OPTIONAL 5 mins

Phonemic Awareness

Phoneme Blending

1 **Model** Demonstrate how to blend phonemes to make words. *Listen to the sounds in a word: /a/ /m/. I can blend those sounds to make a word: /aaammm/,* am. *When I blend the sounds together, they make the word* am. Model phoneme blending with the following:

/a/ /z/ as **/a/ /n/ an** **/a/ /d/ add**

2 **Guided Practice/Practice** Tell children to listen to the sounds in words. Have children repeat the sounds and then blend them to say the word. Guide practice and provide corrective feedback as needed.

/a/ /s/ /k/ ask **/a/ /n/ /t/ ant** **/a/ /n/ /d/ and**

/a/ /t/ at **/a/ /ks/ ax** **/a/ /k/ /t/ act**

5 mins

Phonics

MULTIMODAL

Review Short /a/a

1 **Model** Display the *apple* **Sound-Spelling Card**. *This is the letter* a. *The letter* a *is a special letter. It is a vowel. The letter* a *stands for the sound /a/ as in the word* apple. *I will write the letter* a *because it stands for the /a/ sound in* apple.

Sound-Spelling Card

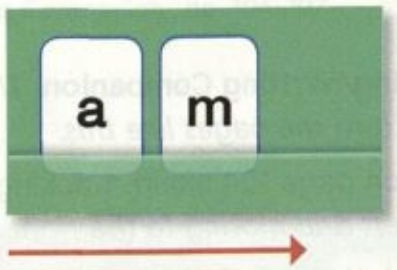
2 **Guided Practice/Practice** Display the *apple* Sound-Spelling Card and point to the letter *Aa*. Have children say the letter name and sound with you. Have children listen as you say some words. Ask them to write the letter *a* on their **Response Boards** if the word begins with /a/. Have them first practice writing the letter *a* in the air and saying /a/. Do the first two words with the children.

astronaut **corn** **antelope** **after**

bike **at** **ax** **door**

Blend Words with Short /a/a

1 **Model** Place **Word-Building Cards** *a* and *m* in a pocket chart. Point to the letter *a*. *This is the letter* a. *The letter* a *stands for /a/. Say /a/. This is the letter* m. *The letter* m *stands for /m/. Say /m/. Listen as I blend the two sounds together: /aaam/. Now blend the sounds with me to read the word.*



2 **Guided Practice/Practice** Use Word-Building Cards or write the word *am*. Point to the letter *a* and have children say the sound. Point to the letter *m* and have children say the sound. Then, moving your hand from left to right under the word, have children blend and read the word *am*. Guide practice and provide corrective feedback as needed.

OPTIONAL 5 mins

High-Frequency Words

we

1 **Guided Practice** Display the **High-Frequency Word Card** *we*. Use the Read/Spell/Write routine to teach the word. Ask children to write the word without looking at it. Guide children on how to form the letters. Then have them self-correct by checking the High-Frequency Word Card.

COLLABORATE

2 **Practice** Add the high-frequency word to the Word Bank.

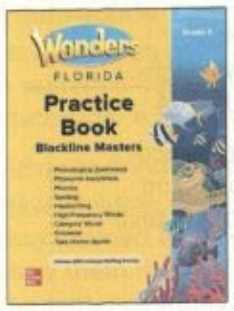
- Have partners say sentences using the word.

Cumulative Review Review *I, can,* and *the* by displaying each word and having children read it with automaticity.

Have children practice reading, spelling, and writing the high-frequency words by using **Practice Book** page 56.

ENGLISH LANGUAGE LEARNERS

High-Frequency Words, Practice Remind children of the pronunciation of the high-frequency word *we*. If children struggle to create their own sentences, provide a short sentence and have children repeat.



High-Frequency Words: p. 56

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Phonics Have partners blend and read *am*.

High-Frequency Words Have partners take turns pointing to and reading *we*.

Then have children reflect, using the Check-In routine.

CHECK FOR SUCCESS

Rubric Use your online rubric to record children's progress.

Can children blend phonemes to make words and match /a/ to *Aa*?

Can children recognize and read the high-frequency word?

Small Group Instruction

If No

- **Approaching** Reteach pp. T148–151
- **ELL** Develop pp. T148–151

If Yes

- **On** Review pp. T156–158
- **Beyond** Extend p. T162

LEARNING GOALS

We can read and understand a text.

OBJECTIVES

Match print to speech to demonstrate that language is represented by print. ELA.K.F.1.1.c

Recognize and read with automaticity grade-level high-frequency words. ELA.K.F.1.4

Retell a text orally to enhance comprehension. Use topic and details for an informational text. ELA.K.R.3.2.b

ELD.K12.ELL.LA.1

ELA ACADEMIC LANGUAGE

• *left, right*

DIFFERENTIATED READING

Approaching Level and English Language Learners
After reading, have children listen to the selection to develop comprehension.

Read "We Can"

10 mins

Connect to Concept

As children read this selection, have them look for details that will help them answer the Essential Question: *How do baby animals move?*

Foundational Skills

Book Handling Hold up the **Reading/Writing Companion**. *This is the front cover.* Turn the pages. *As I read, I turn the pages like this.*

Concepts of Print Read the title on page 104 aloud, tracking the print as you go. *I read by starting on the left and moving to the right.*

Phonics Have children review the letter *a* and the /a/ sound.

High-Frequency Words Have children review the words *we* and *can*.

Read the Shared Read

Ask and Answer Questions Remind children that asking themselves questions during reading will help them learn information. For example, as children read, they might ask: *What does that word mean? What new fact is the author telling me?*

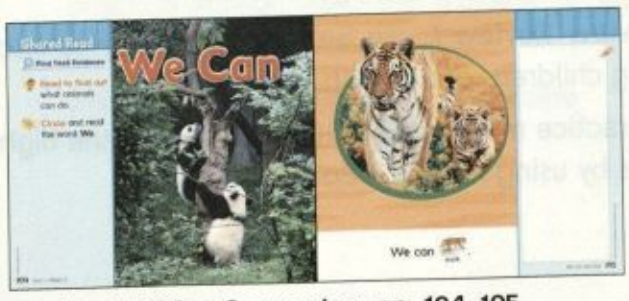
Anchor Chart Review the Ask and Answer Questions anchor chart. Remind children that good readers ask and answer questions before, during, and after they read to help them understand the text.

Choral Read Before reading, review each rebus and discuss what it stands for. Then have children chorally read the selection with you.

Read Tell children that they will now read the selection. Explain that you will pause to ask them the questions in the blue column.

Have children use the box on the right-hand pages to do the following:

- Draw a picture about the text or the photos.
- Draw something whose name includes the /a/ sound.
- Write the letter *a*.



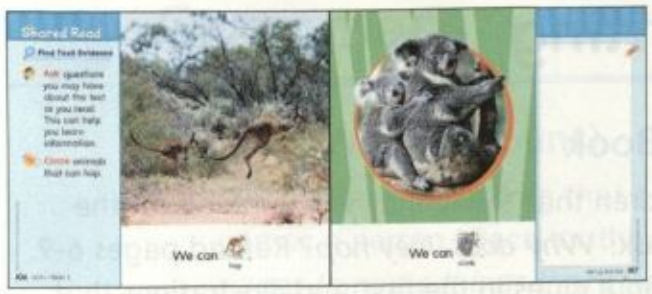
Reading/Writing Companion, pp. 104–105

SET PURPOSE

Read to find out what animals can do.

HIGH-FREQUENCY WORDS

Say the word *we*. Have children circle and read *We*.



Reading/Writing Companion, pp. 106–107

ASK AND ANSWER QUESTIONS

What questions do you have about the animals you are reading about? Share them.

COMPREHENSION

Have children circle animals that can hop. (Children can circle the kangaroos in the photo or the rebus.)

Reading/Writing Companion, pp. 108–109

PHONICS

Have children underline words that have the same middle sound as *fan*. (can x2)

COMPREHENSION

Have children use the photos to retell the selection. Guide them to focus on the topic, how animals move, as they retell.

Focus on Fluency: Accuracy

Model reading with accuracy. Remind children of the importance of recognizing high-frequency words. Encourage them to practice reading for accuracy with a partner. Listen in and offer support and corrective feedback as needed.

Respond to the Text

Talk About It Have partners discuss the animals in the text. Then have them choose an animal and share something they learned about it from the photo or text. Use the sentence frame to focus the discussion: **I learned _____.** Help children cite text evidence to support their answers.

ENGLISH LANGUAGE LEARNERS

Use the following scaffolds with **Respond to the Text.**

Beginning

Say, *A kangaroo can hop.* Have children point to the appropriate photo. Then ask, *What can a kangaroo do?* (hop)

Intermediate

Have children point to a photo and use a sentence frame to contribute to the discussion: A kangaroo can hop.

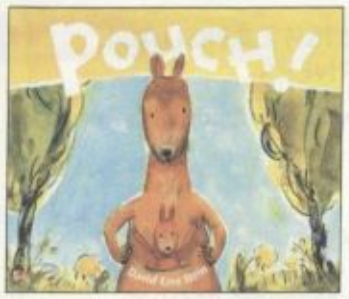
Advanced/Advanced High

Have children name two or three things they learned about how animals move. Have them find the photo and complete the sentence frame: I learned ___.

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Have partners take turns sharing their retelling of the text with one another. Then have children reflect on their learning, using the Check-In routine.



Literature Big Book

LEARNING GOALS

- We can practice writing a sentence.
- We can learn about naming words (nouns).

OBJECTIVES

Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason. **ELA.K.C.1.3**

Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **ELA.K.C.3.1**

- Write in response to a text.
- Identify and use naming words (nouns).

ELD.K12.ELL.SI.1

ELA ACADEMIC LANGUAGE

- *detail, noun*
- Cognate: *detalle, nombre*

COLLABORATIVE CONVERSATIONS

Circulate as children talk with a partner about the prompt. Notice who is speaking in incomplete sentences. Remind them to use the speech bubble to help generate sentences. As you listen in to children's conversations, you may choose to write down your observations on children's language development.

Interactive Writing

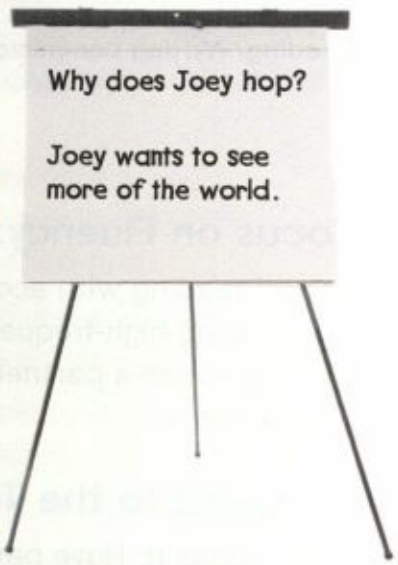
10 mins

Write About the Big Book

Analyze the Prompt Tell children that today they will write about the **Literature Big Book,** *Pouch!* Ask: *Why does Joey hop?* Reread pages 6–9. Have children turn and talk about clues in the text and illustrations that tell why Joey hops.

Find Text Evidence Turn to pages 6-7. Point out that Joey looks excited. He probably wants to hop so he can see more of the world. Continue to reread the book. Have children identify clues in the text and illustrations that tell why Joey hops.

Write a Response: Share the Pen Have children provide a response to the prompt and encourage them to share the pen to help you write a response. Alternatively, use the following sentence: **Joey wants to see more of the world.** Then point out the following elements of writing, using the Sample Teacher Talk below.



- We can look at the Word Bank to help us spell the word *the. Who can point to the word* the? Let's spell it: *t-h-e.* Write the word as children dictate it to you. HIGH-FREQUENCY WORDS
- Say the word *more.* Ask: *What is the first sound we hear? /m/.* That helps us know that the word *more* begins with the letter *m.* PHONICS
- *Who can point to where we start writing our sentence? That's right. We start writing our sentence on the left side of the paper.* WRITING SKILL
- *We are writing about why Joey hops. When we look for details from the text and illustrations, think about why he hops. We use words that give a clear idea about what we want to say.* TRAIT: IDEAS

Writing Practice

Write Provide children with the following sentence starters and have them complete them in their writer's notebook.

Joey hops to _____. **Joey sees _____.**

As children write, encourage them to:

- Use the Word Bank to spell high-frequency words.
- Identify phonics skills. Stretch the sounds they hear as they write.
- Think about the writing skill and the writing trait of the week.

Stephen Coburn/Shutterstock

Grammar

5 mins

Naming Words (Nouns)

1 **Model** Remind children that a noun is a naming word that names a person, place, or thing (including an animal). *I can use nouns to name things that I wear. I am wearing a shirt. A shirt is a thing you wear. The word* shirt *is a noun.*

Say the following words: *hat, teacher, store, box,* and *rabbit. These words are nouns.* They name a person, place, or thing.

2 **Guided Practice** Write this sentence frame and read it aloud: **I wear a _____.** Guide volunteers to complete the sentence with the name of something they are wearing, for example, a sweater. *Does the word* sweater *name a person, place, or thing?* (a thing)

3 **Practice** Have children work with a partner to draw different items of clothing. Help children use nouns to label each picture. Have partners share their drawings and read the labels aloud for the class. If children need additional practice with nouns, have them use **Practice Book** page 58 or online activities.

Talk About It

COLLABORATE

Have partners generate sentences with nouns that name things they can find in a store. Encourage each child to name two or more things. Challenge children to tell whether the nouns name people, places, or things.

English Language Learners

ELL

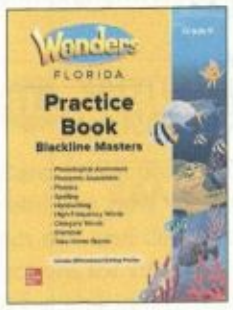
Grammar, Practice Help children name different items of clothing. Point to the clothes you are wearing and ask children if they can name them. Provide vocabulary support if needed: *This is a* [*shirt*]. *I wear a* [*shirt*]. *The word* [shirt] *is a noun.* Have children repeat after you. Create a word bank with the names of clothing items that children can use to help label their pictures. Provide sentence frames for children to use when they share their drawings with the class: I drew a shoe. I wear a shoe. The word shoe is a noun.

DIGITAL TOOLS

Grammar Activity

DIFFERENTIATED WRITING

English Language Learners For more writing support, refer to the **ELL Small Group Guide**, p. 16.



Grammar: p. 58

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Have partners share a noun they learned. Have children reflect, using the Check-In routine.

LESSON FOCUS

READING WORKSHOP
Review Essential Question
Read Interactive Read Aloud
"The Tortoise and the Hare"
- Practice Strategy

Word Work
- Practice /a/a

Reread Shared Read
"We Can"

WRITING WORKSHOP
Writing/Grammar
- Independent Writing
- Practice Grammar

Interactive Read-Aloud Cards

Reading/Writing Companion, pp. 104–109

LEARNING GOALS

We can learn new words.

OBJECTIVES

Recognize and appropriately use grade-level academic vocabulary in speaking and writing **ELA.K.V.1.1**

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **ELA.K12.EE.4.1**

- Develop oral vocabulary.

ELD.K12.ELL.SI.1

ELA ACADEMIC LANGUAGE

- *listen actively, fable*
- Cognate: *fábula*

DIGITAL TOOLS

Weekly Song

Visual Vocabulary Cards

Interactive Read Aloud

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Have partners tell each other the meaning of one vocabulary word. Then have children reflect, using the Check-In routine.

Oral Language

5 mins

MULTIMODAL

Essential Question

How do baby animals move?

This week we are learning about how baby animals move. Have children name some ways that animals move. Then sing the **Weekly Song** again.

Oral Vocabulary Words

Remind children that in Lesson 1 they learned the words *adventure* and *movement*. Discuss the words and invite children to generate sentences with them. Remind them to actively listen to each other. Then use the Define/Ask/Example routine on the print or digital **Visual Vocabulary Cards** to introduce *exhausted, exciting,* and *arrived.*

Oral Vocabulary Routine

Define: When you are **exhausted**, you are very sleepy or very tired.

Example: We were exhausted after hiking in the woods for two hours.

Ask: Are you exhausted after you ride your bike for a long time? Why or why not?

Define: When you do something **exciting**, you do something that is fun and makes you feel good.

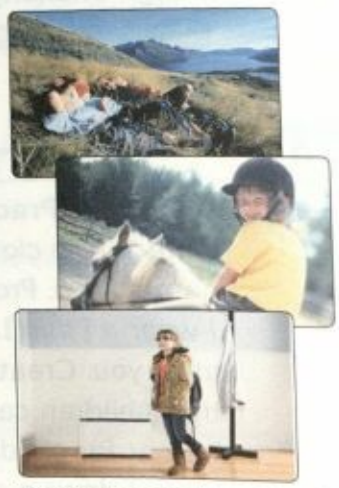
Example: It was exciting to ride on a pony at the farm.

Ask: What have you done that was exciting?

Define: When you have **arrived**, you have come to a place.

Example: I arrived at school early this morning.

Ask: Have you ever arrived somewhere late? Why?



Visual Vocabulary Cards

Read the Interactive Read Aloud

10 mins

Connect to Concept

Tell children that they will listen to a fable. Remind them that a fable is a story that has animal characters and teaches a lesson. This week is about how animals move. I wonder how that will connect with the story. Display the **Interactive Read-Aloud Cards** and read the title.

"The Tortoise and the Hare"

Set Purpose *Let's find out what the tortoise and hare learn. Let's listen for how the animals move.*

Oral Vocabulary Use the Oral Vocabulary prompts as you read the story to give children more practice with the words in context.

Unfamiliar Words As you read "The Tortoise and the Hare," ask children to listen for words they do not understand and to think about what the words mean. Pause after Card 1 to model.

Teacher Think Aloud "Tommy inched toward the tree..." What does *inched* mean? When I look at a ruler, I can see that an inch is very small. *Inched* must mean that Tommy took very small steps.

Student Think Along After Card 3, read: *Henry didn't* notice *Tommy either!* I heard the word *notice* a couple of times. I think it means to see something. That makes sense because Henry didn't *notice*, or see, Tommy talking to Sam.

Build Knowledge: Make Connections

- **Talk About the Text** Have partners discuss how the tortoise won. *How did each animal move? What lesson did Henry Hare learn?*
- **Add to the Anchor Chart** Record new ideas on the Build Knowledge anchor chart.
- **Add to the Word Bank** Add new words children learned related to how animals move to a separate section of the Word Bank.

Compare Texts

Guide partners to compare how the characters in "The Tortoise and the Hare" and *Pouch!* move. *Which animals in the stories move in the same way?* (Joey, the kangaroo, and Henry, the hare, both hop.)

LEARNING GOALS

We can listen actively to learn the lesson that the story teaches.

OBJECTIVES

Compare and contrast characters' experiences in stories. **ELA.K.R.3.3**

Ask and answer questions about unfamiliar words in grade-level content. **ELA.K.V.1.2**

Make inferences to support comprehension. **ELA.K12.EE.3.1**

SPOTLIGHT ON LANGUAGE

Card 1 Use pantomime to teach and reinforce new vocabulary. For example, act out and demonstrate appropriate actions for *bragged, sighed,* and *inched.* Have children mimic your actions as they say the word aloud. Ask children at the advanced level to pantomime one word and have a partner guess the word.

For additional support, see the **ELL Small Group Guide**, pp. 12-13.

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Have partners share the lesson of the fable. Then have children reflect, using the Check-In routine.

In a Flash: Sound-Spellings

Display the Sound-Spelling Card for *a*.

1. **Teacher:** What's the letter? **Children:** a
2. **Teacher:** What's the sound? **Children:** /a/
3. **Teacher:** What's the word? **Children:** apple

Repeat the routine with *m*.

LEARNING GOALS

- We can hear the /a/ sound in the middle of a word.
- We can connect the letter *a* to the sound /a/.

OBJECTIVES

Identify the initial, medial, and final sound of spoken words. ELA.K.F.1.2.d

Demonstrate knowledge of the short and long sounds for the five major vowels. ELA.K.F.1.3.b

ELD.K12.ELL.LA.1

ELA ACADEMIC LANGUAGE

- *middle*

TEACH IN SMALL GROUP

You may wish to teach the Word Work lesson in small groups.

DIGITAL TOOLS

Word Work — Phonemic Awareness, Phonics

Phonics: Spelling Song

OPTIONAL 5 mins

Phonemic Awareness

MULTIMODAL

Phoneme Isolation

1 **Model** Display the **Photo Card** for *apple* and say the word. Apple *has the /a/ sound at the beginning: /aaa/*, apple. *Say the sound with me: /a/.*

Photo Card

Tell children that now they will listen for the /a/ sound in the middle of words. Display the Photo Card for *bat*. Say the word and have children repeat. *Bat has the /a/ sound in the middle. Listen: /b/ /aaa/ /t/*, bat. Emphasize the medial sound. *Let's say /aaa/ because we hear the sound in the middle of* bat: */aaa/*.

2 **Guided Practice/Practice** Say each of the following words and have children repeat. Have them say /a/ if they hear the sound in the middle of the word. Guide practice and provide corrective feedback as needed.

sat ham rice cat big bag tip tap

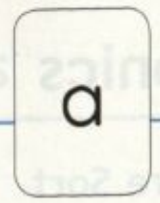
Show Photo Cards for *bat, box, fan, fox, map,* and *web*. Have children say the name of each picture with you. Ask them to tell whether or not they hear the /a/ sound in the middle of the word.

Photo Cards

Review initial /a/. Play the song "Adam Has an Apple." Have children clap when they hear initial /a/. Demonstrate as you sing with them.

Phonics

10 mins



MULTIMODAL

Review Short /a/a

1 **Model** Display **Word-Building Card** *a. This is the letter* a. *The letter* a *stands for /aaa/, the same sound you hear in the middle of* bat. *Say the sound with me: /aaa/. I will write the letter* a *because* bat *has /aaa/ in the middle.*

2 **Guided Practice/Practice** Tell children that you will say some words that have /a/ in the middle and some words that do not. Have children say /a/ and write the letter *a* on their **Response Boards** when they hear /a/ in the middle of the word. Guide practice and provide corrective feedback as needed.

hat bike duck cat back sit nap

get pat box gas mad mud pack

Identify Words with *a*

1 **Model** Display **Photo Cards** for *ant, horse,* and *jet. The letter* a *can stand for the /a/ sound. Listen to the names of these pictures:* ant, horse, jet. *The word* ant *has /a/ at the beginning.*

Repeat for medial /a/ with Photo Cards for *hat, leaf,* and *mule.*

Photo Card

2 **Guided Practice/Practice** Display the Photo Cards for *fan, astronaut, hat, apple, yak,* and *ax.* Hold up each card and say the picture name. Have children repeat the name and tell if the word begins with /a/ or has the /a/ sound in the middle.

Spell Words

Dictation Say the word *am* and have children repeat. Ask children to say *am* again, stretching the sounds. You may wish to have children use Sound Boxes before they write the word. Then have them write the word as you say each letter sound. Have children check their work.

CORRECTIVE FEEDBACK

Sound Error Model the sound that children missed; then have them repeat. For example, say: *My turn. /h/ /aaa/ /t/. Does* hat *have the /a/ sound at the beginning or in the middle?* Repeat with *ant.*

ENGLISH LANGUAGE LEARNERS

Use the following scaffolds with **Phonemic Awareness, Guided Practice/Practice.**

Beginning

Review the words *bat, fan,* and *map* with the Photo Cards. Emphasize the medial /a/ for children to repeat.

Intermediate

Say the names of each Photo Card for children to repeat. Have children raise their hand when they hear /a/ in the middle of the word. Demonstrate by raising your hand for *bat.*

Advanced/Advanced High

Have children name each Photo Card. Provide corrective feedback for pronunciation. Then help children use a sentence frame to sort the words: *Bat* has /a/ in the middle of the word.

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Have partners share one word with the letter *a,* (the sound /a/) in the middle. Then have children reflect, using the Check-In routine.

LEARNING GOALS

- We can sort words that begin with the letter *a* from words that begin with the letter *m*.
- We can read sentences with the word *we*.

OBJECTIVES

Demonstrate knowledge of the short and long sounds for the five major vowels. ELA.K.F.1.3.b

Recognize and read with automaticity grade-level high frequency words. ELA.K.F.1.4

- Sort words by initial phonemes.

ELD.K12.ELL.LA.1

ELA ACADEMIC LANGUAGE

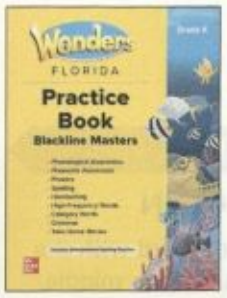
- *sort, beginning*

DIGITAL TOOLS

To differentiate instruction for key skills, use the results of these activities.

Phonics: Data-Generating

High-Frequency Words: Data-Generating



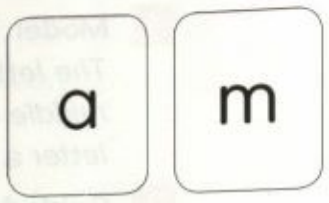
Take-Home Story: pp. 61–62

OPTIONAL 5 mins

Phonics

MULTIMODAL

Picture Sort



1 **Model** Remind children that the letter *a* can stand for /a/. Place **Word-Building Card** *a* in one column in the pocket chart. Repeat for letter *m*, placing the Word-Building Card *m* across from the *a* in the pocket chart.

Hold up the **Photo Card** for *apple. Here is the picture for* apple. Apple *has the /a/ sound at the beginning. I will place the apple under the letter a because the letter* a *stands for /a/.* Repeat the same routine for *moon,* placing the Photo Card for *moon* under the letter *m.*

2 **Guided Practice/Practice** Point to the Word-Building Cards *a* and *m* in the pocket chart. *What is this letter?* (*a*) *What sound does this letter stand for?* (/a/) Say each picture name of the following Photo Cards in random order: *ambulance, ant, astronaut, ax, mix, moon, mop,* and *mouse.* Have children repeat the name and tell if the Photo Card should be placed under the letter *a* for /a/ or *m* for /m/.

Children can also sort by initial and medial /a/*a* using the *bat, fan, yak,* and *map* Photo Cards.

Photo Cards

English Language Learners

Phonics, Guided Practice/Practice Emphasize /a/ in *ant* and *ax* and have children repeat. Write the words and circle the *a. This is the letter a. It makes the /a/ sound.* Guide children to point to and name the letter *a* in *ant,* say its sound, and then read the word. Repeat for *ax.* Repeat with the letter *m* for /m/ in *mix, moon, mop,* and *mouse.*

High-Frequency Words

5 mins

we

1 **Guided Practice** Display the **High-Frequency Word Card** *we*. Review the word using the Read/Spell/Write routine.

2 **Practice** Point to the High-Frequency Word Card *we* and have children read it. Repeat with last week's word *the*.

Build Fluency

Word Automaticity Build the following sentences in a pocket chart using the High-Frequency Word Cards, **Photo Cards**, and teacher-made punctuation cards. Read each sentence; then have children chorally read it as you track the print. Have them reread the sentences until they can read the words automatically and fluently.

***We* can write.** ***We* can cook.** ***We* can juggle.**

Read for Fluency Distribute **Practice Book** pages 61-62 and help children make their Take-Home Books. Chorally read the book with children. Explain that words in a sentence are separated by spaces. Point to the space between *We* and *can* on page 1. Ask children to point to the space between *we* and *can* on page 3. Then have children reread to review high-frequency words and build fluency.

BUILD YOUR WORD BANK

You can use this lesson to teach more high-frequency words.

1 **Model** Display the **Build Your Word Bank Cards** for *down* from the Practice Book High-Frequency Word Cards. Use the Read/Spell/Write routine to teach the word.

- **Read** Point to the word *down* and say the word. *This is the word* down. *Say it with me:* down. *I walk* down *the hill.*
- **Spell** *The word* down *is spelled* d-o-w-n. *Spell it with me.*
- **Write** *Let's write* down *on our* ***Response Boards*** *as we say each letter:* d-o-w-n.

2 **Guided Practice** Display the Build Your Word Bank Card for *down*. Point to the words and have children chorally read it. Then have children take turns using the Build Your Word Bank words in a sentence. Provide guidance as needed.

ENGLISH LANGUAGE LEARNERS

High-Frequency Words, Practice Review correct pronunciation of the word *we*. Have children read the word aloud with you. Review its spelling. Finally, model *we* and last week's word, *the*, in simple sentences or phrases for children to repeat. We can [laugh]. The cat can [sleep].

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Phonics Have partners think of a word that they would add to the word sort.

High-Frequency Words Have partners read a sentence from the Take-Home Book.

Then have children reflect, using the Check-In routine.

CHECK FOR SUCCESS

Rubric Use your online rubric to record children's progress.

Can the children isolate medial /a/ and match to letter *Aa*?

Can children recognize and read the high-frequency word?

Small Group Instruction

If No

- **Approaching** Reteach pp. T148-152
- **ELL** Develop pp. T148-152

If Yes

- **On** Review pp. T156-158
- **Beyond** Extend p. T162

LEARNING GOALS

We can read and understand a text.

OBJECTIVES

Move top to bottom and left to right on the printed page; returning to the beginning of the next line. **ELA.K.F.1.1.e**

Recognize that print conveys specific meaning and pictures may support that meaning. **ELA.K.F.1.1.g**

Read and comprehend grade-level complex texts proficiently. **ELA.K12.EE.2.1**

- Identify the front cover and back cover of a book.

ELD.K12.ELL.LA.1

ELA ACADEMIC LANGUAGE

- *discuss, tracking*
- Cognates: *discutir*

Reread "We Can"

10 mins

Focus on Foundational Skills

Book Handling Invite various children to demonstrate holding a book right side up, identifying the front and back covers, and turning the pages.

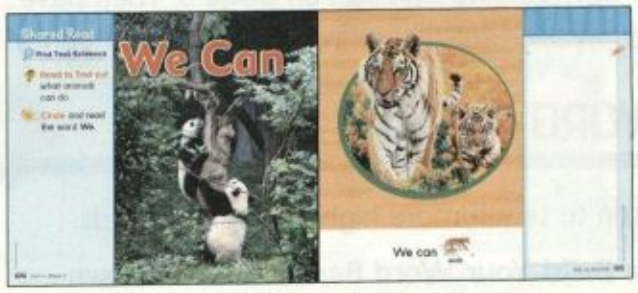
Concepts of Print Have a volunteer use his or her finger to demonstrate how we read from left to right and from top to bottom. Then have children practice tracking text. *As I read this sentence I will point to each word I say and move my finger from left to right. When I follow the words with my finger, it is called tracking. When we track text, we touch it while we read it. Tracking helps us learn to read.* Now read the first sentence in the story and encourage children to track the print.

Focus on Comprehension

Reread Review the rebuses and discuss what each one stands for. Guide children to read the story. Encourage them to look for details that they did not notice the first time they read the selection.

Have children use the box on the right-hand pages to do the following:

- Draw a picture about the text or the photos.
- Draw something whose name includes /a/.
- Practice writing the letter *a*.



Reading/Writing Companion, pp. 104–105

COMPREHENSION

Point to page 104. *How do these animals move?* (They climb.) Point to page 105. *How do these animals move?* (They walk.)

Reading/Writing Companion, pp. 106–107

COMPREHENSION

Point to page 106. *What can these animals do?* (They can hop.) *What kind of animals are they?* (kangaroos) Point to page 107. *What can these animals do?* (They can climb.)

Reading/Writing Companion, pp. 108–109

COMPREHENSION

Point to page 108. *What are these animals doing?* (running)
Point to page 109. *What are these animals doing?* (hugging)

Focus on Fluency: Accuracy and Rate

Have partners practice reading the text "We Can" accurately. Encourage them to track the print as they sound out decodable words and read high-frequency words with automaticity. Remind children to pay attention to punctuation marks so that they read sentences with the correct tone. Then have partners read the text again, this time focusing on rate—reading more quickly and making the text sound like speech.

Listen in: If children struggle with accuracy, have them start again at the beginning of the sentence and correct any errors. If they struggle with rate, model an appropriate rate and have them repeat.

Build Knowledge: Make Connections

Talk About the Text Have children discuss how the animals in the text move. *Which baby animals move fast? Which baby animals move slow?*

Write About the Text Have children add their ideas to their reader's notebook.

DECODABLE READERS

Have children read "I Am" (pp. 13–18) to practice decoding words in connected text.

Unit 1 Decodable Reader

SPOTLIGHT ON LANGUAGE

Comprehension Make sure children understand that the verb *can* relates to ability. After they discuss what the animals in the photos can do, help them apply the word to their own abilities. Ask questions, using gestures and pantomime to clarify meaning. *What can you do? Can you jump?* Elicit responses. I can jump.

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Have partners share one thing they learned about the text. Then have them reflect on their learning, using the Check-In routine.

LEARNING GOALS

- We can write about the texts we read.
- We can learn about naming words (nouns).

OBJECTIVES

Using a combination of drawing, dictating, and/or writing, provide factual information about a topic. ELA.K.C.1.4

Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. ELA.K.C.3.1

- Write in response to a text.
- Identify and use naming words (nouns).

ELD.K12.ELL.LA.1

ELA ACADEMIC LANGUAGE

- *idea, noun*
- *Cognate: idea*

TEACH IN SMALL GROUP

Choose from these options to enable all children to complete the writing activity:

- draw a picture
- complete sentence starters
- write a caption
- write one sentence

For differentiated support, see Writing Skills mini lessons on pages T518-T523. These can be used throughout the year.

5 mins

Independent Writing

Write About the Shared Read

Analyze the Prompt Have children turn to page 104 of their **Reading/Writing Companion.** Tell them they are going to write a response to a prompt about the story "We Can." Read the prompt aloud: *Which animals can climb?*

Talk Have partners turn and talk about ways the tiger and zebra are like each other.

Find Text Evidence *We need to find text evidence, or clues, in the photographs to help us answer the prompt.*

- *Let's look at the cover. Look at the pandas in the tree. Can they climb?* (yes) *Now let's look at page 106. What animals do we see here?* (kangaroos) *The text says they can hop. Can they climb?* (no)
- *Let's look on page 107. What animals do we see here?* (koalas) *What does the text tell us about koalas?* (They can climb.)
- Continue guiding children to look for text evidence to use in their writing.

Write to the Prompt Guide children to review the text evidence they found and plan their writing in their writer's notebook. Encourage them to think about which clues they would like to include in their writing.

Draft Remind children that they are writing about animals from the story that can climb. If children need additional support, you may choose to have them dictate their ideas to an adult or use the following sentence frames:

The pandas can _____.
The koalas can _____.
The zebra cannot _____.

As children draw and add sentences to their drafts, have them do the following:

- Write and track text from left to right. WRITING SKILL
- Think about ideas they want to include in their writing. TRAIT: IDEAS
- Think about which words in their writing are **nouns**. GRAMMAR

Tell children they will continue to work on their writing in Lesson 4.

OPTIONAL 5 mins

Grammar

Naming Words (Nouns)

1 **Review** Remind children that a noun is a naming word that names a person, place, or thing. Draw a picture of an apple. Then write *apple* underneath the picture. Apple *is a naming word.* Apple *names a thing.*

2 **Guided Practice/Practice** Guide children to name different fruits while you write the words that name them. Have children dictate sentences using the words. Write a few of the sentences and read them aloud. Have volunteers circle the noun in each sentence.

Ask children to choose their favorite fruit from the list. Have them draw a picture of the fruit and label it with the noun that names it.

Talk About It

Have partners work together to generate original sentences with nouns. Ask them to tell about animals and where the animals live. You may choose to provide children with models, such as the following: **The parrot lives in the jungle. The dolphin lives in the ocean. The lizard lives in the desert.** Have children identify the nouns in the sentences they create.

ELL English Language Learners

Independent Writing, Analyze the Prompt Make sure children understand the word *climb* by acting it out. Then help children identify animals that can climb by using the photographs in the selection. Display the cover and say: *These are pandas.* Have children repeat. *Can pandas climb?* (yes) *How do you know? What are the pandas climbing?* (The pandas are climbing a tree.) Display page 107. Point to the koalas and ask children to identify them, if they can. *What does the text tell us about koalas?* Help children respond using: Koalas can climb.

For more writing support, refer to the **ELL Small Group Guide,** p. 17.

DIGITAL TOOLS

Grammar Activity

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Writing Have partners take turns discussing the answer to the prompt.

Grammar Have partners share a noun they learned.

Then have children reflect, using the Check-In routine.

LESSON FOCUS

READING WORKSHOP
Review Essential Question
Read/Reread Paired Selection
"Baby Animals on the Move!"
Word Work
• Blend Words with Short *a*
Read Shared Read
"I Can, We Can"
• Practice Strategy

WRITING WORKSHOP
Writing/Grammar
• Independent Writing
• Practice Grammar
Research and Inquiry
• Create Presentation

Literature Big Book, pp. 35–40

Reading/Writing Companion, pp. 112–117

LEARNING GOALS

- We can tell if words rhyme.
- We can understand new words.
- We can use family words in sentences.

OBJECTIVES

Identify and produce alliterative and rhyming words. **ELA.K.F.1.2.b**

Recognize and appropriately use grade-level academic vocabulary in speaking and writing. **ELA.K.V.1.1**

Identify and sort common words into basic categories, relating vocabulary to background knowledge. **ELA.K.V.1.3**

• Develop oral vocabulary.

ELD.K12.ELL.LA.1

ELA ACADEMIC LANGUAGE

• *understand, rhyme, discuss*
• Cognates: *rima*

DIGITAL TOOLS

Weekly Song

Visual Vocabulary Cards

Category Words Activity

10 mins Oral Language

MULTIMODAL

Essential Question

How do baby animals move?

Have children discuss what we have learned about how baby animals move. Add any new ideas to the Build Knowledge anchor chart.

Phonological Awareness: Identify Rhyme

1. **Model** Have children sing the following lines from the **Weekly Song**: *Birds have wings. They fly past me. They like to fly from tree to tree.* Discuss rhyming words. *Words that* rhyme *have the same ending sounds. Listen:* me, tree. *Both words end with the same /ē/ sound.*
2. **Guided Practice/Practice** Tell children that you will say more words. Ask them to raise their hands each time you say two words that rhyme: *see/bee, like/hike, pond/pouch, bug/tug, look/like, swim/Tim.* (see/bee, like/hike, bug/tug, swim/Tim) Guide practice and provide corrective feedback as needed.

Review Oral Vocabulary

Use the Define/Example/Ask routine with print or digital **Visual Vocabulary Cards** to review oral vocabulary words *adventure, movement, exhausted, exciting,* and *arrived.* Have children use the words in sentences.

Visual Vocabulary Cards

Category Words: Family Words

1 **Explain/Model** Chant the following rhyme with children:

Families are made of people.
Each one has a name:
Brother, sister, mother, father.
No two families are the same.

Ask children which words are family words, or words that name people in a family. (brother, sister, mother, father) Repeat the chant, substituting words that name other family members, such as *aunt, son, grandmother,* and *grandfather.*

2 **Guided Practice** Display the **Photo Cards** for *boy, girl, doctor,* and *man. What family word can you use to name each person?* Say these sentences and have children identify the family words.

The boy is a brother. (brother)
The girl is a sister. (sister)
The woman is an aunt. (aunt)
The man is a father. (father)

Ask children to identify other family words. (Possible responses: daughter, son, mother, uncle, cousin, grandmother, grandfather)

If children need additional practice with family words, have them use **Practice Book** page 57.

English Language Learners

Use the following scaffolds with **Category Words, Guided Practice.**

Beginning

Show Photo Cards of the family words from the chant. Have children say the words. *(brother, sister, aunt, father)*

Intermediate

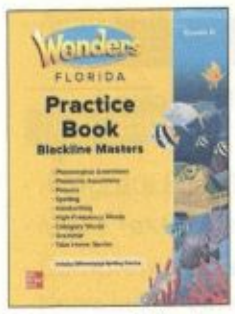
Hold up a Photo Card and say a sentence about it: *The boy is a brother.* Have children repeat.

Advanced/Advanced High

Hold up Photo Cards and have children say a sentence about each. The boy is a brother. The girl is a sister.

KIDS ON THE MOVE!

Have children pretend they are one of the people on the Photo Cards. Ask them to act out something that person could do to help someone in his or her family. For example, the boy might help wash the dishes or clean up. Challenge children to come up with different scenarios for different family members.



Category Words: p. 57

ELL NEWCOMERS

Use the **Newcomer Online Visuals** and their accompanying prompts to help children expand vocabulary and language about animals (Unit 1). Use the Conversation Starters, Speech Balloons, and Games in the **Newcomer Teacher's Guide** to continue building vocabulary and developing oral and written language.

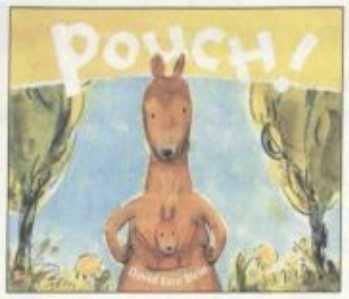
FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Vocabulary Have partners act out the word *movement, exhausted,* or *exciting.*

Category Words Have partners use a family word in a sentence.

Then have children reflect, using the Check-In routine.



Literature Big Book

LEARNING GOALS

We can use labels to learn new information.

OBJECTIVES

Use titles, headings, and illustrations to predict and confirm the topic of texts. **ELA.K.R.2.1**

Cite evidence to explain and justify reasoning. **ELA.K12.EE.1.1**

- Understand the characteristics of nonfiction text.
- Use the text feature labels to learn more about photographs.
- Make connections across texts.

ELD.K12.ELL.LA.1

ELA ACADEMIC LANGUAGE

- *title, label*
- Cognate: *título*

Read

10 mins

"Baby Animals on the Move!"

Text Feature: Labels

1 **Explain/Model** Tell children you will be reading a nonfiction text. Remind them that nonfiction gives facts about a topic. Explain that nonfiction can have labels. Display page 35 of the **Big Book** and point to the label. *This label tells what the photo shows: a mother kangaroo and a baby.* Then read the text on page 35 to demonstrate how the label adds to the information on the page.

Display **Online Teaching Chart 17**. Point to the labels on the picture of the cook. *These labels name different things that the cook needs to do his job.* Read the labels aloud. *Point out that the tall hat and the coat are part of the cook's uniform. Explain that the whisk and the bowl are tools he uses.*

Online Teaching Chart 17

2 **Guided Practice/Practice** Draw children's attention to the other two workers and read the labels on the photographs aloud. Guide children to discuss the tools these workers use:

- *What does the builder wear to protect her head?* (a hard hat)
- *What does the builder wear around her waist?* (a tool belt)
- *What does the mail carrier use to carry mail?* (a bag)

Read the Paired Selection

Display the **Big Book**. Read the title and look at the photo. *What do you predict this text will be about?* Write and display children's predictions.

Set Purpose Tell children you will read the selection to find out more about how baby animals move.

Literature Big Book, p. 35

DETAILS DOK 2

Look at the photo. Why do you think the mother kangaroo can jump higher than her baby? (The mother is bigger and stronger and has longer legs than her baby, so she is able to jump higher.)

Literature Big Book, pp. 36–37

ASK AND ANSWER QUESTIONS

DOK 2

What questions do you have? Encourage children to ask questions to gain information about the selection. Have them base their questions on the photos, the text, and the labels.

Literature Big Book, pp. 38–39

TEXT FEATURE: LABELS DOK 1

What additional information do we learn from the labels that is not included in the main text? (A baby horse is called a *foal*. A group of birds is called a *flock*.)

BUILD ORAL VOCABULARY

How does the author help us understand what gallop *means?* (The photograph shows the horses galloping.)

Literature Big Book, p. 40

HIGH-FREQUENCY WORDS

Have children identify and read the high-frequency word *we*.

Return to Purpose

Read children's predictions. Ask: *Were the predictions correct?* Remind children of their purpose for reading. (to find out more about how baby animals move) Prompt them to tell what new information they learned from the selection.

Retell

Help children use the photos to retell details from the text. Encourage them to use the vocabulary words they have been learning. You might also have children retell the selection by acting out how each animal moves.

Close Reading Routine

Read DOK 1–2

- Identify key ideas and details.
- Take notes and retell.
- Use ACT prompts as needed.

Reread DOK 2–3

- Analyze the text, craft, and structure.

Integrate DOK 3–4

- Integrate knowledge and ideas.
- Make text-to-text connections.
- Complete the Show Your Knowledge task.
- Inspire action.

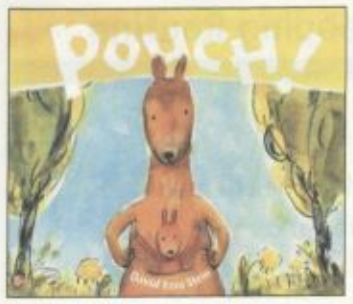
ELL SPOTLIGHT ON LANGUAGE

Page 37 Point out the first caption and read it aloud. Explain that *school* here has a special meaning. School *names a group of fish. A school of fish is another way to say a group of fish.*

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Have partners share one thing they learned from a label. Then have children reflect on their learning, using the Check-In routine.



Literature Big Book

LEARNING GOALS

We can think about how the author uses photos to share information about a text.

OBJECTIVES

Cite evidence to explain and justify reasoning. **ELA.K12.EE.1.1**

- Analyze author's craft.

ELD.K12.ELL.LA.1

Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. **SC.K.L.14.3**

ELA ACADEMIC LANGUAGE

- *author*
- Cognates: *autor*

Reread

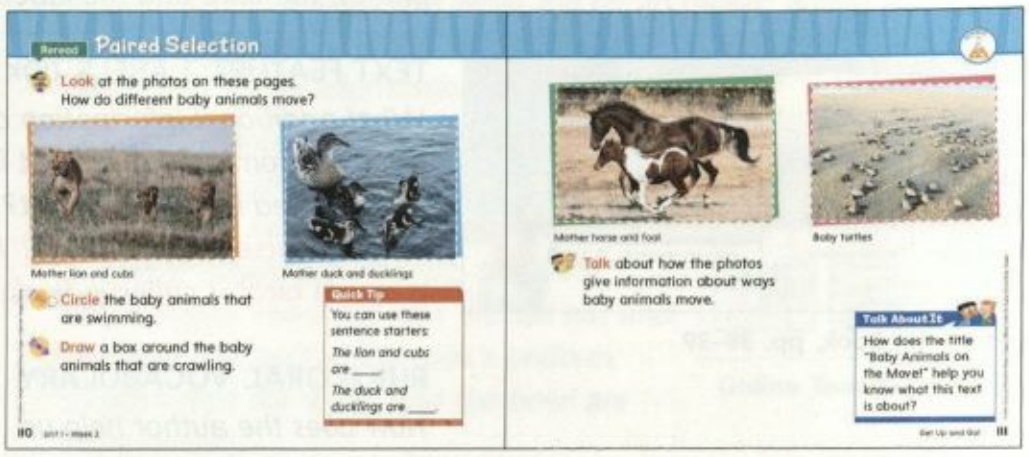
10 mins

"Baby Animals on the Move!"

SCIENCE

Analyze the Text

After children read and retell "Baby Animals on the Move!" reread it with them. Use the instructions in the following prompts to help children answer the questions on pages 110–111 in the **Reading/Writing Companion**.


Reread Paired Selection

Look at the photos on these pages. How do different baby animals move?

Mother lion and cubs

Mother duck and ducklings

Circle the baby animals that are swimming.

Draw a box around the baby animals that are crawling.

Quick Tip
You can use these sentence starters:
The lion and cubs are ____.
The duck and ducklings are ____.

Mother horse and foal

Baby turtles

Talk about how the photos give information about ways baby animals move.

Talk About It
How does the title "Baby Animals on the Move!" help you know what this text is about?

110

Reading/Writing Companion, pp. 110–111

Author's Craft DOK 2

- Have children look at the photos on pages 110–111. *Which photo shows baby animals that are swimming?* Tell children to circle it. (mother duck and ducklings) *Which photo shows baby animals that are crawling?* Tell children to draw a box around it. (baby turtles) Point out that baby sea turtles crawl to the ocean, but they swim when they get to the water.
- Guide children to understand that photos show some details that the author does not describe in words. *For example, how can you tell that the lions are moving more slowly than the horses?* (The lions are walking, and they are calm. The horses are galloping, and their manes and tails are flying.)

Talk About It

COLLABORATE

Tell children that the title of a nonfiction text gives clues as to what the text is about. Point out that each page of "Baby Animals on the Move!" tells about a different way baby animals move. Explain that a title can also tell about an author's purpose for writing a text. *What do you think the author wanted to tell you about?* (how baby animals move) Have children point to photos in the **Big Book** as they contribute to the conversation. Remind them to use any new vocabulary they have learned.

Integrate

Build Knowledge: Make Connections

Talk About the Text Have children discuss how the baby animals in the text move. *In what ways do children move like baby animals?*

Add to the Anchor Chart Record any new ideas on the Build Knowledge anchor chart.

Add to the Word Bank Record new words in the Word Bank.

ELL English Language Learners

Use the following scaffolds with **Analyze the Text, Author's Craft.**

Beginning

Review the different animal actions. Pretend to swim. *I am swimming.* Point to the photo of the ducks. *The ducks are swimming, too.* Have children copy your actions and repeat your words. Then help children point and say: I see ducks. They are swimming.

Intermediate

Help children point to and name what the animals are doing in each photo. Provide children with a word bank. Then have partners ask and answer questions using sentence frames, such as: What are the ducks doing? The ducks are swimming.

Advanced/Advanced High

Have children point to each photo and describe what they see. *The ducks are swimming.* Then help them talk about the photos on **Reading/Writing Companion** pages 108-109. Help them elaborate on single words and phrases to describe additional details in the photos that are not in the text.

CONNECT TO CONTENT

Sorting Animals Explain that children can sort animals into groups based on the body parts that help them move. For example, birds and bees have wings that help them fly. Ducks and frogs have webbed feet that help them swim. Make a chart with these heads at the top: *Wings, Webbed Feet, Long Legs,* and *Fins.* Have children name animals that have these body parts. Encourage them to act out how the body parts help the animal move. Then list the animal's name in the appropriate column.

STEM

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Have partners share something they learned from the photos. Then have children reflect on their learning, using the Check-In routine.

In a Flash: Sound-Spellings

Display the Sound-Spelling Card for *a*.

1. **Teacher:** What's the letter? **Children:** a
2. **Teacher:** What's the sound? **Children:** /a/
3. **Teacher:** What's the word? **Children:** apple

Repeat the routine for /m/*m*.

LEARNING GOALS

- We can blend sounds to say words with /a/.
- We can read and spell a word with the letter *a*.
- We can read sentences with the word *we*.

OBJECTIVES

Segment and blend phonemes in single-syllable spoken words. **ELA.K.F.1.2.f**

Demonstrate knowledge of the short and long sounds for the five major vowels. **ELA.K.F.1.3.b**

Recognize and read with automaticity grade-level high frequency words. **ELA.K.F.1.4**

ELD.K12.ELL.LA.1

ELA ACADEMIC LANGUAGE

- *blend, sentence(s), vowel*

TEACH IN SMALL GROUP

You may wish to teach the Word Work lesson in small groups.

DIGITAL TOOLS

Phonemic Awareness
Phonics
High-Frequency Words

Visual Vocabulary Cards

5 mins Phonemic Awareness

Phoneme Blending

1 **Model** *Let's listen to the sounds in a word: /b/ /a/ /t/. I can blend these sounds together: /baaat/,* bat. *Let's say the sounds and then blend them together: /b/ /a/ /t/, /baaat/. Now repeat the word with me:* bat. Repeat with the three sounds in *ham*.

2 **Guided Practice/Practice** Have children blend sounds to form words. *I am going to say the sounds in a word. Listen as I say each sound. Repeat the sounds and then blend them to say the word.* Guide practice and provide corrective feedback as needed.

/m/ /a/ /n/ man	**/s/ /a/ /m/ Sam**	**/p/ /a/ /k/ pack**
/p/ /a/ /m/ Pam	**/t/ /a/ /n/ tan**	**/m/ /a/ /t/ mat**

If children need additional practice blending phonemes, have them use **Practice Book** page 53.

5 mins Phonics

MULTIMODAL

Blend and Read Words with Short *a* and *m*

1 **Guided Practice** Display **Word-Building Cards** *a, m*. Point to the letter *a*. *This is the letter* a. *The letter* a *is a special letter. It is a vowel. The letter* a *stands for /a/. Say /aaa/. This is the letter* m. *The letter* m *stands for /m/. Listen as I blend the two sounds together /aaammm/* am. Point to the letters as you blend. *Let's blend the sounds and say the word: /aaammm/* am.

2 **Practice** Use Word-Building Cards or write the word *am*. Point to each letter and have children say the sound. Then have them blend the sounds and read the word. Guide practice and provide corrective feedback as needed.

Dictation/Spelling

Review Dictate the sounds /a/ and /m/. Have children repeat each sound and then write the appropriate letter. Repeat several times.

Dictate the following word for children to spell: *am*. Model for children how to segment the word to scaffold the spelling.

When I say the word am, *I hear two sounds: /a/ /m/. I know the letter* a *stands for /a/ and the letter* m *stands for /m/. I will write the letters* a, m *to spell the word* am.

When children finish, write the letters and the word for them to self-correct.

OPTIONAL 5 mins

High-Frequency Words

MULTIMODAL

Practice Say the word *we* and have children write it. Then display the print or digital **Visual Vocabulary Card** *we*. Use the Teacher Talk activity on the back of the card.

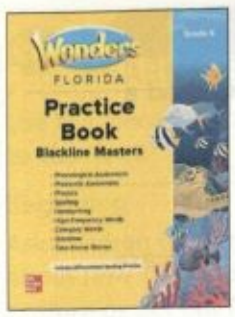
Visual Vocabulary Card

Build Fluency Build sentences in the pocket chart using the **High-Frequency Word Cards**, **Photo Cards**, and teacher-made punctuation cards. Have children chorally read the sentences as you track the print. Then have them identify the word *we*.

***We* can sing.** ***We* can write.** ***We* can jump.**

Have partners say sentences using the word *we*.

Pass the Plate Activity Write or place labels with the high-frequency words on paper plates. Have children stand or sit in a circle. Play music and have children pass the plate, facedown. When the music stops, the child holding the plate turns it over and reads the word. Another way to play is to give each child a plate, facedown. Then pass the plates. When the music stops have each child turn the plate over and read the word.



Phonemic Awareness: p. 53

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Phonics Have partners use Word-Building Cards to build and read *am*.

High-Frequency Words Have partners take turns pointing to and reading a sentence from the lesson.

Then have children reflect, using the Check-In routine.

CHECK FOR SUCCESS

Rubric Use your online rubric to record children's progress.

Can children blend phonemes to make words and match /a/ to *Aa*?

Can children read and recognize high-frequency words?

Small Group Instruction

If No

- **Approaching** Reteach pp. T148–152
- **ELL** Develop pp. T148–152

If Yes

- **On** Review pp. T156–158
- **Beyond** Extend p. T162

LEARNING GOALS

We can read and understand a text.

OBJECTIVES

Identify all upper- and lowercase letters of the alphabet. **ELA.K.F.1.1.f**

Recognize and read with automaticity grade-level high-frequency words. **ELA.K.F.1.4**

Retell a text orally to enhance comprehension. Use main character(s), setting, and important events for a story. **ELA.K.R.3.2.a**

ELD.K12.ELL.LA.1

ELA ACADEMIC LANGUAGE

- *circle, underline*
- Cognates: *círculo*

DIFFERENTIATED READING

Approaching Level and **English Language Learners** After reading, have children listen to the selection to develop comprehension.

Read "I Can, We Can"

10 mins

Connect to Concept

As children read this story, have them look for details that will help them answer the Essential Question: *How do baby animals move?*

Foundational Skills

Book Handling Hold up the **Reading/Writing Companion** right side up. Point out for children the front cover, the title, and the back cover. Demonstrate how to turn the pages.

Concepts of Print Turn to page 112. Point to the title as you track the print. *When I read, I begin on the left and move to the right, like this. I also read from the top of the page to the bottom.*

Phonics Remind children that the letter *a* can stand for the /a/ sound.

High-Frequency Words Have children review the words *I, we,* and *can.*

Read the Shared Read

Ask and Answer Questions Remind children that asking themselves questions while reading can help them understand the text better.

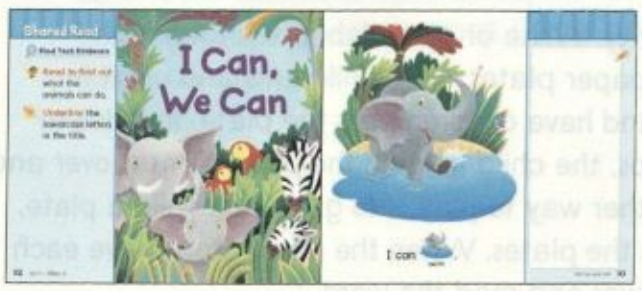
Anchor Chart Display the Ask and Answer Questions anchor chart. *What new information can we add to the anchor chart?*

Choral Read Before reading, review each rebus and discuss what it stands for. Then have children chorally read the story with you.

Read Tell children that now they will read the story, and you will pause to ask them the questions in the blue column.

Have children use the box on the right-hand pages to do the following:

- Draw a picture about the text or the art.
- Draw something whose name includes the /a/ sound.
- Practice writing the letter *a*.



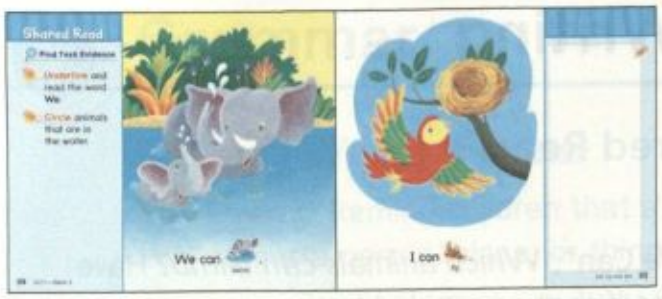
Reading/Writing Companion, pp. 112–113

SET PURPOSE

Read the story to find out what the animals can do.

CONCEPTS OF PRINT

Have children underline the lowercase letters in the story title. (*a, n, e*)



Reading/Writing Companion, pp. 114–115

Reading/Writing Companion, pp. 116–117

HIGH-FREQUENCY WORDS

Have children underline the high-frequency word *we*.

COMPREHENSION

Have children circle animals that are in the water. (Children can circle the illustration or the rebus of the elephants.)

PHONICS

Have children circle words that have the same middle sound as *bat*. (can x2)

COMPREHENSION

Have children use the pictures to retell the story. Invite them to focus on the characters and act out how they move.

Focus on Fluency: Accuracy

Model reading with accuracy. Remind children of the importance of recognizing high-frequency words. Encourage them to practice reading for accuracy with a partner. Listen in and offer support and corrective feedback as needed.

Respond to the Text

Talk About It Have partners talk about things the animals in the story can do. To focus the discussion, use the sentence frame: **The _____ can _____.** Help children cite text evidence to support their answers.

ENGLISH LANGUAGE LEARNERS

Use the following scaffolds with **Respond to the Text.**

Beginning

Ask children to name animals and think about how they move. Allow them to gesture or act out the way animals move. Provide the name of the movement for children to repeat. (swim, fly, run)

Intermediate

Ask children to look at the pictures and name what each animal can do. Provide a sentence frame for children to use: The bird can fly.

Advanced/Advanced High

Have partners take turns pointing to a picture and naming what the animal can do: *The elephant can swim.* Encourage children to point to details in the pictures and text that support their sentences.

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Have partners take turns retelling the story to one another. Then have children reflect on their learning, using the Check-In routine.

LEARNING GOALS

- We can revise our writing.
- We can learn about naming words (nouns).

OBJECTIVES

With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing. ELA.K.C.1.5

Present information orally using complete sentences. ELA.K.C.2.1

Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. ELA.K.C.3.1

- Recognize naming words (nouns).

ELD.K12.ELL.SI.1

ELA ACADEMIC LANGUAGE

- *discuss, edit, revise*
- Cognates: *discutir, editar*

5 mins

Independent Writing

Write About the Shared Read

Revise

Reread the prompt about "We Can": *Which animals can climb?* Have children read their drafts to see if they responded to the prompt by including ideas and details from the text, by writing from left to right, and by using nouns in their writing.

Peer Review Have children work with a partner to review their writing. Children should share what they like most about the writing, questions they have for the author, and additional ideas they think the author could include. Provide time for children to make revisions and add details to strengthen their writing.

Edit/Proofread

After children have revised their work, have them edit it carefully, checking for the following:

- High-frequency words are spelled correctly.
- Drawings include details.

If children need additional practice with editing and proofreading, have them use **Practice Book** page 60.

Write Final Draft

After children have edited their writing and finished their peer review, have them write their final draft in their writer's notebook. Tell children to write neatly so that others can read their writing or guide them to explore a variety of digital tools they can use to publish their work.

Teacher Conference As children review their drafts, confer with them to provide guidance. Suggest places in their writing where they might add details or include a noun.

Share and Evaluate

After children have finalized their draft, have them work with a partner to practice presenting their writing. Remind children to speak in complete sentences. If possible, record children as they share so that they can see themselves presenting, or you can use the recording as a topic of discussion during a teacher conference. Collect children's work to add to a writing bulletin board.

Have children add their work to their writing folder. Invite them to look at their previous writing and discuss with a partner how it has improved.

Grammar

5 mins

Naming Words (Nouns)

1 **Review** Remind children that a noun is a naming word. It names a person, place, or thing.

Display the *bird* **Photo Card.** Write this sentence and read it aloud: **The bird is red.** Then discuss the sentence. *The word* bird *is a noun. It names an animal.*

2 **Guided Practice/Practice** Display and name the Photo Cards for *bus, camera, crown,* and *flute.* Point out that all these nouns name things. Write this sentence frame and read it: **The _____ is big and yellow.** Guide children to choose the correct noun. Have children dictate the noun to complete the frame. Invite a volunteer to circle the noun. Have partners dictate sentences using the words *camera, crown,* and *flute.* Record the sentences. Have volunteers circle the noun in each.

If children need additional practice with nouns, have them use **Practice Book** page 59 or online activities.

Talk About It

Have partners work together to generate sentences with nouns. Have children talk about games they play with friends.

English Language Learners

Use the following scaffolds with **Independent Writing, Revise.**

Beginning

Review the prompt: *Which animals can climb?* (pandas and koalas) Have children point to a noun in their writing and say: The word panda is a noun. If needed, help children add nouns to their writing.

Intermediate

Review the prompt with children. *Which animals from the story can climb?* Help children identify the nouns in their writing: The words panda and koala are nouns.

Advanced/Advanced High

Help partners ask and answer questions about their writing: Did you start on the left side of the paper? What nouns did you use?

For additional support, see the **ELL Small Group Guide**, p. 17.

DIGITAL TOOLS

Grammar Activity

Grammar: p. 59
Proofread/Edit: p. 60

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Writing Have partners share one way they revised their writing.

Grammar Have partners share a noun they learned.

Have children reflect, using the Check-In routine.

LEARNING GOALS

We can research how baby animals move.

OBJECTIVES

Recall information to answer a question about a single topic. **ELA.K.C.4.1**

Use a multimedia element to enhance oral or written tasks. **ELA.K.C.5.1**

Present information orally using complete sentences. **ELA.K.C.2.1**

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **ELA.K12.EE.4.1**

ELD.K12.ELL.LA.1

Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. **SC.K.L.14.3**

ELA ACADEMIC LANGUAGE

- *research, label*

COLLABORATIVE CONVERSATIONS

Provide Details As children take part in partner and group discussions, have them do the following:

- Give details to express their thoughts, feelings, and ideas clearly.
- Use details to describe people, places, things, and events.
- Give details when asking about something they do not understand.

Integrate

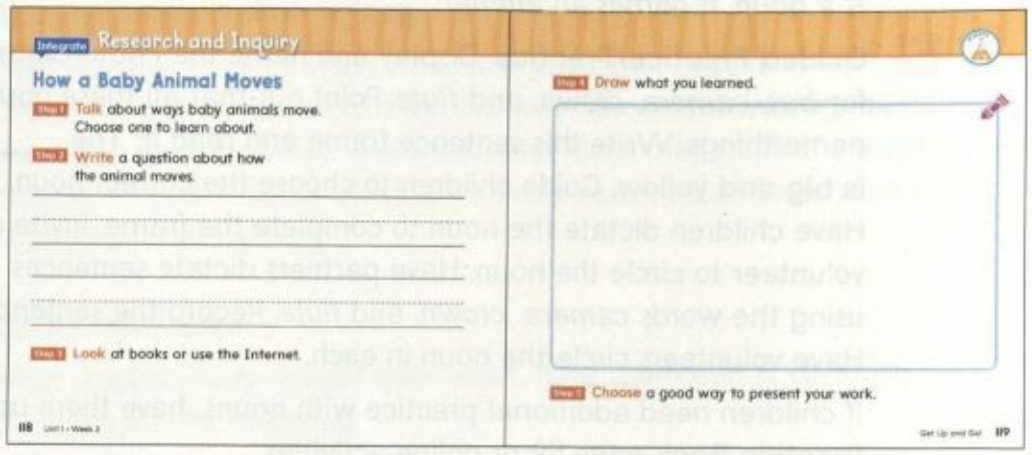
10 mins

Animals

SCIENCE

Model

Tell children that they will research how baby animals move. Display pages 118-119 of the **Reading/Writing Companion**. Model completing the pages, using your own topic, as you review the steps of the research process. Model choosing an appropriate way to present your findings to the class.


Integrate Research and Inquiry

How a Baby Animal Moves

Step 1 Talk about ways baby animals move. Choose one to learn about.

Step 2 Write a question about how the animal moves.

Step 3 Look at books or use the Internet.

Step 4 Draw what you learned.

Step 5 Choose a good way to present your work.

118 Unit 1 • Week 2

Get Up and Go! 119

Reading/Writing Companion, pp. 118-119

STEP 1 Choose a Topic

The project is to research how a baby animal moves and share what I find out. First, I need to choose an animal I would like to learn more about. I like horses, so my topic will be how a baby horse, or a foal, moves.

STEP 2 Write Your Question

I need to decide what I want to know about foals. I would like to know if foals can walk as soon as they are born.

STEP 3 Find Information

To find the answer to my question, I need to do some research. I can do research by looking at books in the classroom or in the library. I can also use websites on the Internet to find information.

STEP 4 Draw What You Learned

Now that I know more about how foals move, I can draw a picture that shows a foal walking for the first time. I can add labels to my drawing.

STEP 5 Choose a Way to Present Your Work

I am going to make a puppet of a foal out of a paper plate, construction paper, and fasteners. My foal puppet will have long legs that move back and forth. I can show my classmates how a foal uses its legs to move.

Apply

Have children turn to page 118 in the **Reading/Writing Companion**. Guide them through the steps of the research process. If children are unsure about how to do their research, you can help them find books in the classroom or school library that might help.

Choose the Presentation Format

Have children turn to pages 118-119 in their Reading/Writing Companion and review their research, their drawing, and what they learned about their topic. Tell them that today they are going to take the next step by creating their finished product, which they will present tomorrow. Work with children to select an appropriate way to present their findings. Options may include drawing and labeling a picture, creating a poster, making a model, or putting on a dramatic presentation.

Create the Presentation

Have children develop their presentations independently, in pairs, or in small groups. Remind them of the rules of working with others.

Gather Materials Have children gather the materials they will need to create their finished product. Most of the materials should be available in the classroom or can be brought from home.

Make the Finished Product Once children have the materials they need, provide time for them to create their finished product. You can dedicate an area in the classroom for project work and store all the materials there. Remind children that they will be presenting their work the next day.

English Language Learners

Apply, Step 2 Have children work in small groups to brainstorm a list of questions they want to answer. Provide some sample questions children can use as models for sentence form. Have children work in mixed proficiency groups.

TEACH IN SMALL GROUP

You may choose to have children create their presentation during Small Group time. Group children of varying abilities together or group children who are doing similar projects.

CONNECT TO CONTENT

How Do Animals Move? Put up signs around the classroom that name body parts that animals use to move, such as *Wings, Webbed Feet, Long Legs, Flippers,* and *Fins.* Have children take their finished projects and gather in the area that applies to the animal they researched. Ask volunteers to tell how their animal moves and what body parts it uses.

STEM

RESEARCH AND INQUIRY: SHARING FINAL PROJECTS

As children get ready to wrap up the week, have them share their Research and Inquiry projects. Then have them self-evaluate.

Prepare Have children gather any materials they need to present their Research and Inquiry projects. Have partners practice their presentations.

Share Guide children to present their Research and Inquiry projects. Encourage them to speak in complete sentences.

Evaluate Have children discuss and evaluate their own presentations. You may wish to have them complete the online Student Checklist.

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Have partners share one thing they learned from their research about how baby animals move. Have children reflect, using the Check-In routine.

LESSON FOCUS

READING WORKSHOP

Wrap Up

Word Work

- Read Words with /a/a, /m/m

Reread Shared Read

"I Can, We Can"

WRITING WORKSHOP

Writing/Grammar

- Self-Selected Writing
- Review Grammar

Research and Inquiry

- Share and Evaluate Presentation

Text Connections

- Connect Essential Question to a poem
- Show Your Knowledge

Reading/Writing Companion, pp. 112–117

Reading/Writing Companion, pp. 120–121

LEARNING GOALS

- We can name the first sound in a group of words.
- We can spell a word with the letter *a*.
- We can read and spell *we*.

OBJECTIVES

Identify the initial, medial, and final sound of spoken words. ELA.K.F.1.2.d

Demonstrate knowledge of the short and long sounds for the five major vowels. ELA.K.F.1.3.b

Recognize and read with automaticity grade-level high frequency words. ELA.K.F.1.4

ELD.K12.ELL.SI.1

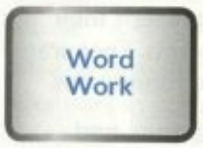
ELA ACADEMIC LANGUAGE

- *same, vowel*

TEACH IN SMALL GROUP

You may wish to teach this lesson in small groups.

DIGITAL TOOLS



Phonemic Awareness

Visual Vocabulary Cards

5 mins Phonemic Awareness

Phoneme Identity

1 **Model** Display the *ant, ax,* and *alligator* **Photo Cards**. Say the picture names and have children repeat. *Listen for which sound is the same in* ant, ax, alligator. Ant, ax, *and* alligator *all begin with the /a/ sound.* Repeat with the *man, map,* and *moon* Photo Cards. *Listen to these words:* man, map, moon. *Which sound is in all of the words?* (/m/)

2 **Guided Practice/Practice** Have children listen to these words and then repeat. Have them tell which sound is the same in each set of words. Guide practice and provide corrective feedback as needed.

add, an, ask	**moon, mop, meal**	**door, dig, deep**
top, toy, tea	**and, at, apple**	**pie, pan, peach**

5 mins Phonics

MULTIMODAL

Read Words with Short *a* and *m*

1 **Guided Practice** Display the **Word-Building Cards** for *a* and *m* in a pocket chart. Point to the letter *a. The letter* a *is a vowel.* A *stands for the sound /a/. Say /aaa/.* Point to the letter *m. The letter* m *stands for /m/. Say /mmm/. Let's blend the sounds to make the word: /aaammm/* am.

2 **Practice** Have children write the word *am* several times on their **Response Boards**. Have them read the word each time after they write it. Guide practice and provide corrective feedback as needed.

In a Flash: Sound-Spellings

Display the Sound-Spelling Card for *a*.

1. **Teacher:** What's the letter? **Children:** a
2. **Teacher:** What's the sound? **Children:** /a/
3. **Teacher:** What's the word? **Children:** apple

Repeat the routine for /m/*m*.

Dictation/Spelling

Review Dictate these sounds for children to spell. As you say each sound, have them repeat it and then write the letter on their **Response Boards** that stands for the sound.

/a/ /m/

Dictate this word for children to spell. Model for children how to use the **Sound Boxes** that are on the reverse side of the Response Boards to segment each word and scaffold the spelling. *I will say a word. I will repeat the word, and then I will think about how many sounds are in the word. The word is* am. *I hear the sounds /a/ /m/. I will use the Sound Boxes to count the sounds. Then I will write one letter for each sound.*

am

When children finish, write the letters and the word for them to self-correct.

5 mins High-Frequency Words

MULTIMODAL

Review Display the print or digital **Visual Vocabulary Card** *we*. Use the Partner Talk on the back of the card.

Visual Vocabulary Card

Distribute one of the following **High-Frequency Word Cards** to children: *I, can, the, we*. Tell children that you will say some sentences. *When you hear the word that is on your card, stand and hold up the word card.*

***We can* walk to school.**
***I can* hop like a rabbit.**
***The* horses gallop.**
***We* walked to *the* show.**
***We can* run in *the* park.**
***I* saw *the* dolphin swim.**

Build Fluency: Word Automaticity Display the High-Frequency Word Cards for *I, can, the,* and *we*. Point to each card at random and have children read the word as quickly as they can to build automaticity.

MULTIMODAL LEARNING

Color Coding After each dictation, reveal the secret color-coding-letter(s) for children to find on their response boards. Have them say the sound(s) as they trace each letter in color. Use one or two of the phonics skills of the week for color coding.

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Phonics Have partners spell *am*.

High-Frequency Words Have partners spell *we*.

Then have children reflect using the Check-In routine.

CHECK FOR SUCCESS

Rubric Use your online rubric to record children's progress.

Can children identify the same initial phoneme in words and match /a/ to *Aa*?

Can children read and recognize high-frequency words?

Small Group Instruction

If No

- **Approaching** Reteach pp. T148–152
- **ELL** Develop pp. T148–152

If Yes

- **On** Review pp. T156–158
- **Beyond** Extend p. T162

LEARNING GOALS

We can read and understand a text.

OBJECTIVES

Identify parts of a book (front cover, back cover, title page). ELA.K.F.1.1.d

Recognize that print conveys specific meaning and pictures may support meaning. ELA.K.F.1.1.g

Read and comprehend grade-level complex texts proficiently. ELA.K12.EE.2.1

ELD.K12.ELL.LA.1

ELA ACADEMIC LANGUAGE

- *title*
- Cognate: *título*

Reread "I Can, We Can"

10 mins

Focus on Foundational Skills

Book Handling Hold up the **Reading/Writing Companion**. Have a volunteer come up and point out the front and back covers and the title page. Ask him or her to demonstrate how to hold the book right-side up and how to turn the pages correctly.

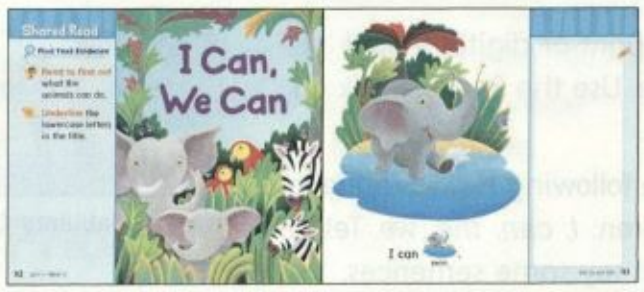
Concepts of Print Have children turn to page 112 and point to the title of the story. *How do you know that "I Can, We Can" is the story's title?* (It comes first, and it is in large type.) Read the title aloud as you track the print. *I read from top to bottom and from left to right.* Then read the first sentence of the story aloud as you track the print.

Focus on Comprehension

Reread Review each rebus and discuss what it stands for. Then guide children to read the story. Offer support and corrective feedback as needed. Ask questions to monitor comprehension.

Have children use the box on the right-hand pages to do the following:

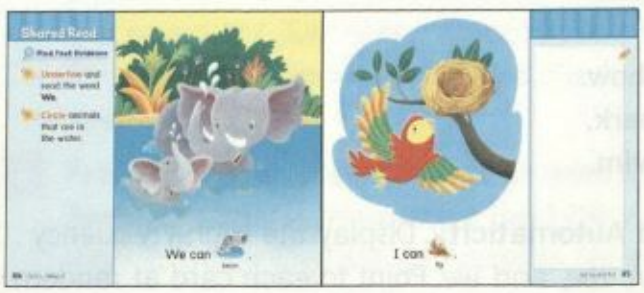
- Draw a picture about the text or the art.
- Draw something whose name includes the /a/ sound.
- Practice writing the letter *a*.



Reading/Writing Companion, pp. 112–113

COMPREHENSION

Point to page 112. *What animals do you see?* (a mother and a baby elephant, a mother and a baby bird, a mother and a baby zebra) Point to page 113. *What can the baby elephant do?* (swim)



Reading/Writing Companion, pp. 114–115

COMPREHENSION

How does the bird move from place to place? (It flies.)

Reading/Writing Companion, pp. 116–117

Focus on Fluency: Accuracy and Rate

Have partners practice reading "I Can, We Can" accurately. Encourage them to track the print as they sound out decodable words and read high-frequency words with automaticity. Remind children to pay attention to punctuation marks so they read sentences with the correct tone. Then have partners read the story again, this time focusing on rate—reading a bit more quickly and making the text sound like speech.

Listen in: If children struggle with accuracy, have them start again at the beginning of the sentence and correct any errors. If they struggle with rate, model an appropriate rate and have them repeat.

Build Knowledge: Make Connections

Talk About the Text Have partners discuss how the animals in the text move. *What body parts help the baby animals move in this way?*

Write About the Text Have children add their ideas to their reader's notebook.

COMPREHENSION

Point to page 117. *How are these animals moving?* (They are running.)

ENGLISH LANGUAGE LEARNERS

Comprehension As you reread the text, reinforce each action word: *swim, fly, run.* Pantomime the action as you say, *I can swim, I can fly, I can run.* Have children mimic and repeat. Then point to the story. *Who can swim? Can elephants swim?* (yes) *Point to the elephants. Show me.* Have children point and repeat after you: Elephants can swim.

DECODABLE READER

Have children read "We Can" (pp. 19–24) to practice decoding words in connected text.

Unit 1 Decodable Reader

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Have partners share one thing they learned from the text. Then have children reflect on their learning, using the Check-In routine.

LEARNING GOALS

- We can choose a writing activity and share it.
- We can learn about naming words (nouns).

OBJECTIVES

Use a multimedia element to enhance oral or written tasks. **ELA.K.C.5.1**

Follow rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. **ELA.K.C.3.1**

Use the accepted rules governing a specific format to create quality work. **ELA.K12.EE.5.1**

Use appropriate voice and tone when speaking or writing. **ELA.K12.EE.6.1**

- Recognize naming words (nouns).

ELD.K12.ELL.SI.1

ELA ACADEMIC LANGUAGE

- *topic, describe*
- Cognate: *describir*

DIFFERENTIATED WRITING

You may want to conference with children to provide additional support for the writing activities below:

- **Squiggle Writing:** Model how to turn a squiggle into a drawing. Provide a word bank of animal names and another of animal movements.
- **Picture Spark:** Provide a sentence starter for each picture, such as: **The bunny** _____.

Self-Selected Writing

5 mins

Talk About the Topic

Have children continue the conversation about baby animals. Remind them of the Essential Question: *How do baby animals move?* Encourage partners to share what they learned this week about how baby animals move.

Choose a Writing Activity

Tell children they will select, or choose, a type of writing they would like to do. Children may choose to write about how baby animals move or about a different topic that is important to them. Encourage them to draw first as a way to get their ideas down on paper as well as to give more details to their writing. Children may choose from the following modes of writing:

Squiggle Writing Tell children you will begin a drawing with a squiggle. Draw the squiggle and have children draw it in their writer's notebook. Have children complete the drawing to show how a baby animal moves. Have them write a sentence that describes how the animal moves.

Picture Spark Display several photographs of baby animals. Explain to children that a picture can "spark" an idea about what to write about. In their writer's notebook, have children draw and write about how one of the animals moves, based on the images.

Use Digital Tools You may wish to work with children to explore a variety of digital tools to produce or publish their writing.

Share Your Writing

Invite volunteers to share their writing with the class or have partners share their writing with each other. Remind children to think about what they want their audience to know about their writing as they share. After children share their work, you may wish to display it on a bulletin board or in a classroom writing area.

SPEAKING STRATEGIES	LISTENING STRATEGIES
✔ Speak clearly.	✔ Listen actively and politely.
✔ Speak at an appropriate volume.	✔ Wait until the speaker has finished to ask questions.

Grammar

10 mins

Naming Words (Nouns)

1 **Review** Remind children that a noun names a person, place, or thing, including an animal. Display the *dog* **Photo Card.** Then write this sentence and read it aloud: **The dog is brown.** Dog *is a noun. It names an animal.*

2 **Guided Practice/Practice** Display a variety of Photo Cards that depict nouns. Display more cards than there are children in the class if possible. Remind children that all of the words are nouns. *Some of the cards show things that you like.*

Write this sentence frame and read it aloud: **I like this _____.**

Have children work with a partner to choose a Photo Card that shows something they both like and give the pair that card. Ask children to work together to draw a picture of the item they chose. Then have them copy the sentence frame and complete it, using the word they chose. (I like this camel.) Help children complete the sentences as needed.

Have children circle the noun in their sentence.

English Language Learners

Self-Selected Writing, Choose a Writing Activity Present the writing activities and tell children that they will vote to choose one of the activities. Then you will work on the writing as a group. Make sure to do the activity on chart paper as you will revise and publish it during small group time. Provide sentence frames and starters as you talk through the writing together. For example, if children have selected the Picture Spark activity about how a baby animal moves, then display some photos for them to choose from. After they have picked one, talk about how this baby animal is moving. Provide vocabulary as needed. Then model writing a sentence about how the baby animal is moving.

For additional support, see the **ELL Small Group Guide,** p. 18.

DIGITAL TOOLS

Grammar Activity

TEACH IN SMALL GROUP

You may wish to review the grammar skill during Small Group time.

Approaching Provide more opportunities for children to practice identifying nouns before they write sentences.

On-Level and **Beyond** Children can do the Practice sections only.

ELL Use the chart in the **Language Transfers Handbook** to identify grammatical forms that may cause difficulty.

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Writing Have partners share which activity they chose and tell why.

Grammar Have partners share a noun they learned.

Then have children reflect, using the Check-In routine.

LEARNING GOALS

We can compare texts we have read.

OBJECTIVES

Recall information to answer a question on a single topic. ELA.K.C.4.1

Compare and contrast characters' experiences in stories. ELA.K.R.3.3

ELD.K12.ELL.LA.1

ELA ACADEMIC LANGUAGE

- *connect, compare*
- Cognates: *conectar, comparar*

Close Reading Routine

Read DOK 1–2

- Identify key ideas and details.
- Take notes and retell.
- Use ACT prompts as needed.

Reread DOK 2–3

- Analyze the text, craft, and structure.

Integrate DOK 3–4

- Integrate knowledge and ideas.
- Make text-to-text connections.
- Complete the Show Your Knowledge task.

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Have partners share one thing they learned when they compared texts. Then have children reflect, using the Check-In routine.

Integrate

Make Connections

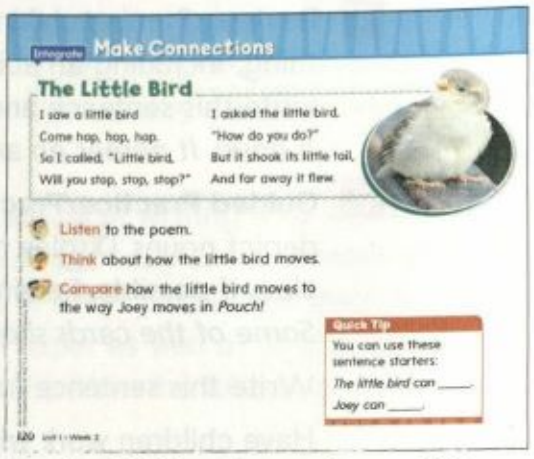
10 mins

MULTIMODAL

Connect to the Essential Question

COLLABORATE

Review the Essential Question. Turn to page 120 of the **Reading/Writing Companion**. Have children look at the photograph and listen to the poem.


Integrate Make Connections

The Little Bird

I saw a little bird
Come hop, hop, hop.
So I called, "Little bird,
Will you stop, stop, stop?"

I asked the little bird,
"How do you do?"
But it shook its little tail,
And far away it flew.

Listen to the poem.
Think about how the little bird moves.
Compare how the little bird moves to the way Joey moves in *Pouch!*

Quick Tip
You can use these sentence starters:
The little bird can ____.
Joey can ____.

Reading/Writing Companion, p. 120

Find Text Evidence Have children answer the following questions about the poem and about the **Big Book**: *Which word tells how the bird and Joey move?* (hop) *What is a different way the little bird can move?* (The bird can fly.) Use the Quick Tip box for support.

Compare Texts Guide partners to compare how the little bird on page 120 in the Reading/Writing Companion moves with how Joey moves in the selection *Pouch! How are the animals alike? How are they different? How do they help you answer the Essential Question?* Help children use a Two-Tab Foldable® to record their ideas. Have children support their ideas with evidence from the texts.

Dinah Zike's FOLDABLES Study Organizer

Build Knowledge: Make Connections DOK 4

- **Talk About the Text** Have partners compare the text with experiences from their own lives.
- **Add to the Anchor Chart** Record any new ideas on the Build Knowledge anchor chart.

Integrate

15 mins

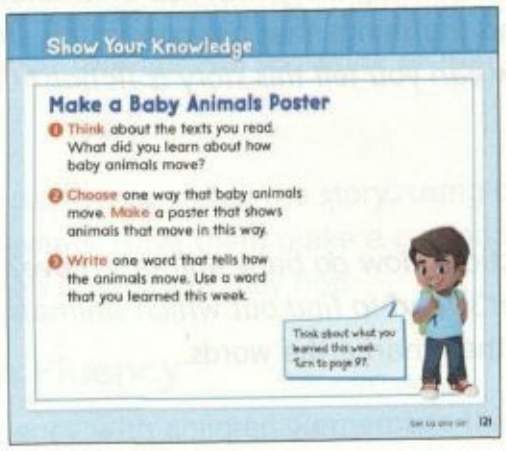
Show Your Knowledge

Make a Baby Animal Poster DOK 4

Display the texts for the week along with the Build Knowledge anchor chart and Word Bank. Turn to page 121 of the **Reading/Writing Companion** and guide children through the steps below.

1. Think Ask: *What did you learn about how baby animals move?* Encourage partners to refer to their reader's notebook and the resources on display as they discuss their response.

2. Choose and Make Guide children to choose one way that baby animals move and make a poster that shows animals that move in this way.


Show Your Knowledge

Make a Baby Animals Poster

1 Think about the texts you read. What did you learn about how baby animals move?

2 Choose one way that baby animals move. Make a poster that shows animals that move in this way.

3 Write one word that tells how the animals move. Use a word that you learned this week.

Think about what you learned this week. Turn to page 97.

121

Reading/Writing Companion, p. 121

3. Write Encourage children to reference the Word Bank and use words they learned this week to write the movement that describes the way the animals on their poster move.

Inspire Action

Share Out Group children by movement and have volunteers take turns choosing an animal from their poster and sharing what they know about it.

Research Further Provide each group with picture books about animals. Challenge each group to identify a new animal from the books to add to their poster.

Choose Your Own Action Have children talk about the texts they read this week. *What do the texts inspire or make you want to do?*

LEARNING GOALS

We can show what we learned about how baby animals move.

OBJECTIVES

Use a multimedia element to enhance oral or written tasks. **ELA.K.C.5.1**

Use accepted rules governing a specific format to create quality work. **ELA.K12.EE.5.1**

ELA ACADEMIC LANGUAGE

- *kindness, inspire*

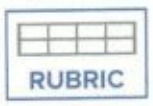
ENGLISH LANGUAGE LEARNERS

Show Your Knowledge, Write Review with children what they learned this week about how baby animals move. Then provide and model a sentence frame to help them write about how their animal moves: My animal ____.

DIGITAL TOOLS

To enhance the class discussion, use these additional components.

Visual Vocabulary Cards

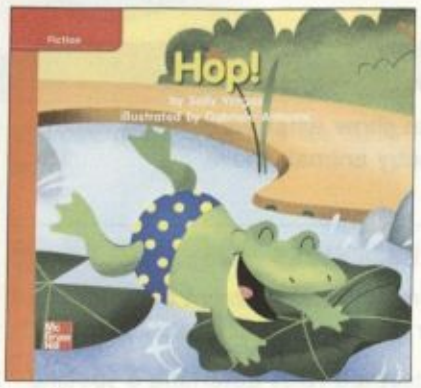


Show Your Knowledge Rubric

MY GOALS ROUTINE

Review Have children turn to page 97 of the **Reading/Writing Companion**. Read the goals aloud.

Reflect Have children think about the progress they've made toward the goals. Review the Key if needed. Then have children complete page 97.



Lexile BR

OBJECTIVES

Identify parts of a book (front cover, back cover, title page). **ELA.K.F.1.1.d**

Describe the main character(s), setting, and important events in a story. **ELA.K.R.1.1**

Retell a text orally to enhance comprehension: Use main character(s), setting, and important events for a story. **ELA.K.R.3.2.a**

ELD.K12.ELL.LA.1

ELA ACADEMIC LANGUAGE

- *review, comprehension*
- Cognates: *revisión, comprensión*

Approaching Level

Leveled Reader *Hop!*

Preview and Predict

Point out the title and the names of the author and illustrator before reading them aloud. Explain that an author writes the story and an illustrator draws the pictures. Point to the cover. *What is the frog doing?* (He is hopping.) Ask children to predict other animals that might hop in the story. Page through the book, previewing each illustration and introducing the vocabulary.

Review Genre: Fiction

Tell children that *Hop!* is fiction. It is a made-up story that has characters and events. Explain that the characters and the things that happen in this story are not real. *Look at the illustrations. How can you tell this story is fiction?* (The animals are wearing clothes.)

Set Purpose

Remind children of the Essential Question: *How do baby animals move?* Help children set a purpose for reading: *Let's read to find out which animals can hop.* Review rebuses with children to help them name the words.

Foundational Skills

Model Concepts of Print Model how to hold the book. Have students identify the parts of the book. Model how to open the cover to read the title page. Then turn to the spread on pages 2–3. Tell children that you will start reading on the left-hand page. Point to where you would begin.

Review High-Frequency Words Point out the word *we* on page 8 and read it aloud. Point out the words *the* and *can* on page 2 and read them aloud. Have children find other examples of *the* and *can* in the book.

Guided Comprehension

As children read *Hop!*, monitor and provide guidance by offering support and corrective feedback as needed. Model asking and answering questions and identifying characters where applicable.

Ask and Answer Questions

Remind children that as they read they can ask questions about things they don't understand and that they can look for answers in the text and the illustrations.

Main Story Elements: Character

Remind children that the characters are the people or animals a made-up story is about.

Think Aloud In the illustration on pages 2 and 3, I can see that there are two rabbits hopping. The words don't tell me where the rabbits are hopping. I will continue reading to learn about other characters in the story.

Guide children to identify the other characters in the story.

Respond to the Text

Have children respond to the text by discussing these questions:

- *Who can hop in this story?* (rabbits, frogs, crickets, children)
- *Where do the children hop?* (in the school yard)
- *How do you know?* (from the illustration on page 8)
- *What other animals can you think of that can hop?* (birds, cats, kangaroos)

Retell Ask partners to retell the story, using characters, settings, and important events. Have them make a personal connection by telling a partner when and where they hop.

Focus on Fluency

Practice fluency with children. Remember that children need to read with accuracy first.

Once children have read the text with accuracy, have them read the story again, focusing on rate. Have them practice reading with partners. Provide corrective feedback as necessary.

Build Knowledge: Make Connections

- **Talk About the Texts** Have partners discuss how animals move.
- **Write About the Texts** Then have children add their ideas to the Build Knowledge page of their Reader's Notebook.

LITERACY ACTIVITIES

Have children complete the Collaborate and Write About It activities on the inside back cover of the book.

LEVEL UP

IF children read *Hop!* Approaching Level with fluency and correctly answer the Respond to the Text questions,

THEN tell children that they will read another story about animals that can hop.

- Have children page through *We Hop!* On Level as you talk about the kittens and where they hop.
- Have children read the story, monitoring their comprehension and providing assistance as necessary.

Approaching Level

Phonological/Phonemic Awareness

RECOGNIZE RHYME

TIER 2

OBJECTIVES
Identify and produce alliterative and rhyming words. ELA.K.F.1.2.b

ELD.K12.ELL.LA.1

I Do Explain that the words *me* and *tree* in the song "Animals in Motion" rhyme. Remind children that words that rhyme have the same ending sounds. Repeat the words, emphasizing the /ē/ sound in each.

We Do Work with children to produce other words from the song that rhyme with *me* and *tree*, such as *see* and *bee*.

You Do Say each of the following word pairs. Have children nod "yes" when they hear a rhyming pair and shake their heads "no" when the pair does not rhyme: *fit/fun, you/too, can/man, jar/jump, fox/socks, hat/cat.*

PHONEME ISOLATION

TIER 2

OBJECTIVES
Identify the initial, medial, and final sound of spoken words. ELA.K.F.1.2.d

ELD.K12.ELL.LA.1

I Do Display the *apple* **Photo Card**. *This is an apple. The first sound I hear in* apple *is /aaa/*. Repeat the word, emphasizing the initial sound. Then isolate the first sound: /aaa/. Repeat with the *map* Photo Card, emphasizing /a/ in the medial position.

We Do Display the *alligator* Photo Card. Name the photo and say the initial sound together: /a/. Repeat with the *astronaut* Photo Card. Then repeat with the *bat* Photo Card, emphasizing medial /a/.

You Do Display the *ax* Photo Card. Have children name it and say the initial sound. Repeat with the *ambulance* Photo Card (initial position) and the *fan* Photo Card (medial position).

ELL You may wish to review phonological awareness, phonics, decoding, and fluency using this section. Refer to the **Language Transfers Handbook** for phonics elements that may not transfer in children's native languages.

PHONEME BLENDING

OBJECTIVES

Segment and blend phonemes in single-syllable spoken words. **ELA.K.F.1.2.f**

ELD.K12.ELL.LA.1

I Do *I am going to say the sounds in a word. Listen: /a/ /t/. I can blend these sounds together: /aaat/,* at. Repeat with *add.*

We Do *Now I will say the sounds in the word an. Say the sounds with me: /a/ /n/. Let's blend the sounds together: /aaannn/,* an.

You Do Have children blend sounds to form words. Practice together: */a/ /d/, /aaad/,* add. Ask children to blend the sounds and say each word.

/a/ /ks/ ax /a/ /n/ /t/ ant /a/ /k/ /t/ act /a/ /m/ am

You may want to use a puppet, if one is available in the classroom, for the *I Do* and *We Do* parts of this lesson.

PHONEME IDENTITY

OBJECTIVES

Identify the initial, medial, and final sound of spoken words. **ELA.K.F.1.2.d**

ELD.K12.ELL.LA.1

I Do *Listen as I say three words:* apple, ax, astronaut. *They all begin with the same sound, /aaa/. Listen again.* Repeat the words, stretching /a/.

We Do *Let's say some words and sounds together.* Say *ant, ask,* and *after,* stretching the initial /a/. Ant, ask, after *all begin with the sound /aaa/.*

You Do Say the following sets of words. Ask children to tell which sound is the same in each group of words.

act, at, animal man, monkey, mad
ten, two, top ball, bell, boat

You may want to use a puppet, if one is available, for the *I Do* and *We Do* parts of this lesson.

Approaching Level

Phonics

SOUND-SPELLING REVIEW

TIER 2

OBJECTIVES
Demonstrate knowledge of the short and long sounds for the five major vowels. ELA.K.F.1.3.b

ELD.K12.ELL.LA.1

I Do Display **Word-Building Card** *a*. Say the letter name and the sound it stands for: a, */a/*. Repeat for *m*.

We Do Display the *apple* **Photo Card** and together say the first sound in the word and the letter that it stands for. Repeat with the *man* Photo Card.

You Do Display the *ant, astronaut, ax, mop, mouse,* and *mule* Photo Cards one at a time and have children say the first sound in each word and the letter that stands for it.

CONNECT *a* TO /a/

TIER 2

OBJECTIVES
Demonstrate knowledge of the short and long sounds for the five major vowels. ELA.K.F.1.3.b

ELD.K12.ELL.LA.1

I Do Display the *apple* **Sound-Spelling Card**. *The letter* a *can stand for /a/ at the beginning of* apple. *What is this letter? What sound does it stand for? I will write* a *when I hear /a/ in any of these words:* ant, inch, dog, ax, add.

We Do *The word* at *begins with /a/. Let's write* a. Guide children to write *a* when they hear a word that begins with /a/. Say: *am, dog, act, rope, ask, tell.*

You Do Say the following words and have children write the letter *a* if a word begins with /a/: *ant, ask, an, bear, moon, astronaut, part.*

BLEND WORDS WITH SHORT *a*

MULTIMODAL

OBJECTIVES

Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. **ELA.K.F.1.3**

- Build words with short *a*.

ELD.K12.ELL.LA.1

I Do Display **Word-Building Cards** *a, m. This is the letter* a. *It stands for /a/. This is the letter* m. *It stands for /m/. Listen as I blend the sounds: /aaammm/, /am/. The word is* am.

We Do *Now let's blend the sounds together to make the word* am. *Let's blend /aaammm/, /am/.* Have children blend the sounds to read the word.

You Do Distribute sets of Word-Building Cards *a* and *m*. Write: *am*. Have children form the word and then blend and read the word.

IDENTIFY WORDS WITH SHORT *a*

MULTIMODAL

OBJECTIVES

Demonstrate knowledge of the short and long sounds for the five major vowels. **ELA.K.F.1.3.b**

ELD.K12.ELL.LA.1

I Do Display Word-Building Card *a. This is the letter* a. *The letter* a *stands for /a/. Listen as I say a word:* ask. *The word* ask *has /a/ at the beginning. The letter* a *stands for /a/.* Point to the letter *a* on the card.

We Do *Listen as I say a word. Together we'll write the letter that stands for the beginning sound.* Say: ant. *I will write* a *because* ant *begins with /a/.* Repeat with *act*.

You Do Distribute **Response Boards**. *Listen as I say a word. Write the letter* a *if the word begins with /a/.*

am and ox add at rug after

BUILD FLUENCY WITH PHONICS

Sound-Spelling Fluency

Display Word-Building Cards *a* and *m*. Have children chorally say each sound. Repeat and vary the pace.

UNIT 2

Approaching Level

High-Frequency Words

RETEACH WORDS

MULTIMODAL

TIER 2

OBJECTIVES

Recognize and read with automaticity grade-level high frequency words. **ELA.K.F.1.4**

ELD.K12.ELL.LA.1

I Do Display **High-Frequency Word Card** *we* and use the Read/Spell/Write routine to reteach the high-frequency word *we*.

We Do Write this sentence and read it aloud: *We see a rainbow!* Have children point to the word *we* in the sentence. Then distribute index cards with the word *we* written on them. Have children match their word cards with the word *we* in the sentence.

You Do Write the sentence frame *We can* _____. Have children copy the sentence frame on their **Response Boards**. Then have partners work together to read and orally complete the frame by talking about what they can do.

REREAD THE PRE-DECODABLE READER

OBJECTIVES

Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. **ELA.K.F.1.3**

- Read words in context.

ELD.K12.ELL.LA.1

Unit 1 Decodable Reader

Focus on Foundational Skills

Review the high-frequency word *we* with children. Review that the letter *a* can stand for the short *a* sound. Guide them to blend sounds to read *am*.

Read the Pre-Decodable Readers

Have children read "I Am" and "We Can." Point out the high-frequency word *we* and words in which *a* stands for the short *a* sound. If children struggle sounding out the word *am*, model blending.

Focus on Fluency

Have partners read "I Am" and "We Can." As children read the text, guide them to focus on their accuracy. Children can give feedback on their accuracy to their partners. Then have them focus on reading with automaticity and at an appropriate rate. You may wish to have children reread "We Can" (pages 104-109) and "I Can, We Can" (pages 112-117) in the **Reading/Writing Companion**.

Oral Vocabulary

REVIEW WORDS

OBJECTIVES

Recognize and appropriately use grade-level academic vocabulary in speaking and writing. **ELA.K.V.1.1**

ELD.K12.ELL.LA.1

Develop oral vocabulary: *adventure, movement, exhausted, exciting, arrived*

I Do Use the Define/Example/Ask routine on the print or digital **Visual Vocabulary Cards** to review *adventure, movement, exhausted, exciting,* and *arrived.*

We Do Ask questions to build understanding. *What kind of adventure would you like to have? What is the movement of a snail? What time of day do you usually feel exhausted? What is something exciting you did this summer? What do you do as soon as you have arrived home from school?*

You Do Have children orally complete these sentence frames: **I had an adventure in my neighborhood when _____. I can tell about the movement of a bird by saying that it _____. When I am exhausted, I _____. It is always exciting when I _____. When I arrived at school today, I _____.**

Comprehension

TRANSFER KNOWLEDGE OF STANDARDS

OBJECTIVES

Describe the main character(s), setting, and important events in a story. **ELA.K.R.1.1**

Read and comprehend grade-level complex texts proficiently. **ELA.K12.EE.2.1**

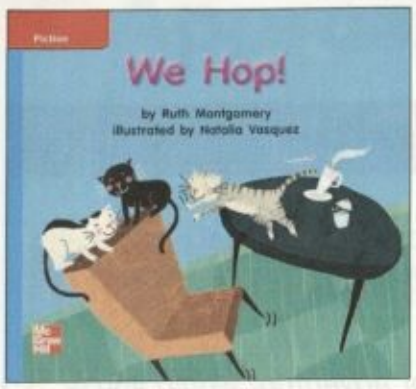
ELD.K12.ELL.LA.1

Self-Selected Reading

Help children select an illustrated fiction story for independent reading. Encourage them to read for ten minutes. Remind children that the characters are the people or animals a fiction story is about. Review with children that as they read they can ask questions about things they do not understand. They can look for answers in the text and the illustrations.

For more practice with concepts of print, use **Practice Book** p. 499.

After reading, guide children to participate in a group discussion about the story they read. In addition, children can choose activities from the Reading **Center Activity Cards** to help them apply standards to the text as they read. Offer assistance and guidance with self-selected assignments.



Lexile BR

OBJECTIVES

Identify parts of a book (front cover, back cover, title page). **ELA.K.F.1.1.d**

Describe the main character(s), setting, and important events in a story. **ELA.K.R.1.1**

Retell a text orally to enhance comprehension: Use main character(s), setting, and important events for a story. **ELA.K.R.3.2.a**

ELD.K12.ELL.LA.1

ELA ACADEMIC LANGUAGE

• *purpose, preview*

On Level

Leveled Reader *We Hop!*

Preview and Predict

Point to and read the title and the names of the author and the illustrator. Discuss the cover illustration. *What is this story about? What do you think the kittens might do?* Walk through each page with children, modeling the language on the page. *What do the kittens hop on?* Reinforce the language by saying: *Yes, they hop on the table.*

Review Genre: Fiction

Tell children that *We Hop!* is fiction. It is a made-up story that has characters and events. Explain that the characters and the things that happen in this story are not real. *Think about the story title. Who is the* we *in the title?* (the kittens) *That means the kittens are telling the story. How can you tell this story is fiction?* (Kittens cannot tell stories.)

Set Purpose

Remind children of the Essential Question: *How do baby animals move?* Help children set a purpose for reading: *Let's read to find out where the kittens hop.* Remind children to use the illustrations to help them understand the text.

Foundational Skills

Model Concepts of Print Have students identify the parts of the book. Model how to open the cover to read the title page. Explain that you turn the page to read the book. Point out where you would start reading on page 2 and track the print as you read. Do the same with page 3. When you finish reading page 3, say: *What should I do next?* (Turn the page.)

Review High-Frequency Words Point out the word *we* on page 2 and read it aloud. *What letter does the word* we *start with?* (*w*) Have children count the number of times they see the word *we*.

Guided Comprehension

As children read *We Hop!* monitor and provide guidance by offering support and corrective feedback as needed. Model asking and answering questions and identifying characters where applicable.

Ask and Answer Questions

Remind children that as they read they can ask questions about things they don't understand and look for answers in the text and the illustrations.