

ESL - K-2 Kit C Curriculum

Content Area: **ESL**
Course(s):
Time Period: **MP1**
Length: **30**
Status: **Published**

Unit Focus

Unit 1- Thirty minutes a day. A book a week. Six weeks to complete unit 1.

Unit 2- Thirty minutes a day. A book a week. Six weeks to complete unit 2.

Unit 3- Thirty minutes a day. A book a week. Two weeks to complete unit 3.

Unit 4- Thirty minutes a day. A book a week. Three weeks to complete unit 4.

Unit 5- Thirty minutes a day. A book a week. Six weeks to complete unit 5.

Unit 6- Thirty minutes a day. A book a week. Three weeks to complete unit 6.

Unit 7- Thirty minutes a day. A book a week. Two weeks to complete unit 7.

The overall theme of this unit is to engage young learners in exploring fundamental aspects of their world through activities centered around shapes and colors. This unit aims to enhance students' perceptual and observational skills by helping them identify and categorize shapes and colors in their environment. By developing descriptive language skills, students will effectively communicate their observations and understand their surroundings better.

Essential Questions:

- How can we describe and group things in different ways?
- Describe your favorite shapes and colors. Where can you find them in our community?

Rationale:

Understanding shapes and colors is fundamental for young learners as it enhances their perceptual and observational skills. By exploring shapes and colors in their environment, students can develop a deeper awareness of patterns and relationships, laying the groundwork for more complex cognitive processes.

Transfer Goals:

- Students will be able to identify and categorize shapes and colors in their surroundings.
- Students will develop descriptive language skills to communicate their observations effectively.

Enduring Understandings:

- Shapes and colors are everywhere in our community, contributing to the diversity and aesthetic of our environment.
- Describing shapes and colors helps us communicate our perceptions and understand the world around us better.

Speaking and Listening Skills:

- Students will practice expressing their opinions about shapes and colors using sentence frames.
- Students will engage in discussions with partners and groups, sharing their thoughts and listening to others.
- Students will use descriptive language to talk about shapes they create using various materials.

- Students will practice new vocabulary by describing shapes in the classroom and in their drawings.

Reading Skills:

- Students will identify shapes and colors in books and other visual materials.
- Students will describe what they see in pictures, reinforcing their understanding of shapes and colors.
- Students will work with partners to classify objects by shape and color, enhancing their collaborative skills.

Writing Skills:

- Students will draw objects that match specific shapes and write sentences describing them.
- Students will complete activities in their practice books that involve drawing and writing about shapes and colors.

By focusing on these skills and understandings, this unit aims to build a strong foundation for young learners, preparing them to observe, describe, and appreciate the diverse world around them.

NJSLS ELA

NJSLS and Correlating SLOs

NJSLS	Student Learning Objectives
Standard - You can list the code of the standard here (RL.9-12.1) and then use the "Actions" feature to "Add Standards" and they will be listed in full below	<ul style="list-style-type: none"> ○ Insert correlating SLOs here in a bulleted list

WIDA Standards

ELD Standard 1: Language for Social and Instructional Purposes (ELD-SI)

ELD-SI.K-3.Narrate ● Share ideas about one's own and others' lived experiences and previous learning ●

Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps

ELD-SI.K-3.Inform • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas • Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue • Ask questions about others' opinions • Support own opinions with reasons • Clarify and elaborate ideas based on feedback • Defend change in one's own thinking • Revise one's own opinions based on new information

ELD-LA.K. Narrate Interpretive Interpret language arts narratives (with prompting and support) by • Identifying key details • Identifying characters, settings, and major events • Asking and answering questions about unknown words in a text

ELD-LA.K. Narrate. Expressive Construct language arts narratives (with prompting and support) that • Orient audience to story • Describe story events

ELD-LA.K. Inform. Interpretive Interpret informational texts in language arts (with prompting and support) by • Identifying main topic and key details • Asking and answering questions about descriptions of familiar attributes and characteristics • Identifying word choices in relation to topic or content area

ELD-LA.K. Inform Expressive Construct informational texts in language arts (with prompting and support) that • Introduce topic for audience • Describe details and facts

ELD-LA .1 .Narrate .Interpretive Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to an event • Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA .1 .Narrate .Expressive Construct language arts narratives that • Orient audience to story • Develop story events • Engage and adjust for audience

ELD-LA .1 .Inform .Interpretive Interpret informational texts in language arts by • Identifying main topic and/or entity and key details • Asking and answering questions about descriptions of attributes and characteristics • Identifying word choices in relation to topic or content area

ELD-LA .1 .Inform .Expressive Construct informational texts in language arts that • Introduce and define topic and/or entity for audience • Describe attributes and characteristics with facts, definitions, and relevant details

ELD-LA.2-3.Narrate. Interpretive Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to event sequences • Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3.Narrate. Expressive Construct language arts narratives that ● Orient audience to context ● Develop story with time and event sequences, complication, resolution, or ending ● Engage and adjust for audience

ELD-LA.2-3.Inform. Interpretive Interpret informational texts in language arts by ● Identifying the main idea and key details ● Referring explicitly to descriptions for themes and relationships among meanings ● Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3.Inform. Expressive Construct informational texts in language arts that ● Introduce and define topic and/or entity for audience ● Add details to define, describe, compare, and classify topic and/or entity ● Develop coherence and cohesion throughout text

Rationale, Transfer Goals, and Enduring Understandings

Each unit in this curriculum aims to engage young learners by exploring fundamental aspects of their world. Through activities centered around shapes and colors, phonics, animal care, community dynamics, personal identity, school life, and play, students develop foundational skills and understandings. They learn to identify shapes and colors in their environment, apply phonetic knowledge to reading, demonstrate empathy through animal care, recognize community roles and helpers, celebrate individuality and family bonds, explore school subjects and routines, and engage in cooperative play and physical activities. These experiences foster cognitive, social, and emotional growth, preparing students to understand their surroundings, appreciate diversity, and develop essential skills for academic and personal success.

Unit 1: Phonics

Essential Questions:

- How can you use letter sounds to help you read words?
- What sounds are similar in English and your home language? What sounds are different?

Rationale:

Phonics instruction is crucial for early literacy development as it provides foundational skills for reading and spelling. Understanding similarities and differences in phonetic sounds across languages enhances linguistic awareness and facilitates language learning.

Transfer Goals:

- Students will apply phonetic knowledge to decode and read words accurately.
- Students will compare and contrast phonetic sounds between English and their home language, fostering bilingual proficiency.

Enduring Understandings:

- Letter sounds help us recognize and pronounce words correctly, improving our reading fluency.
- Recognizing similarities and differences in phonetic sounds across languages deepens our understanding of linguistic diversity.

Unit 2: Animals

Essential Question:

- How can we care for animals? What do we need to be happy and healthy?

Rationale:

Learning about animal care promotes empathy and responsibility among students. Understanding the needs of animals nurtures respect for living beings and encourages ethical treatment.

Transfer Goals:

- Students will demonstrate knowledge of basic animal care practices, such as feeding and shelter.
- Students will recognize the importance of kindness and compassion towards animals for their well-being.

Enduring Understandings:

- Animals require care and attention to live happy and healthy lives, just like humans.
- Caring for animals teaches us empathy and responsibility towards all living creatures.

Unit 3: My Community

Essential Questions:

- What makes a community?
- Who are some helpers in your community?

Rationale:

Studying community dynamics fosters a sense of belonging and civic responsibility in students. Understanding community roles and functions promotes social awareness and cooperation.

Transfer Goals:

- Students will identify key elements that define a community, such as people, places, and services.
- Students will recognize various community helpers and their contributions to society.

Enduring Understandings:

- Communities are made up of diverse individuals who work together for the common good.
- Community helpers play vital roles in ensuring the well-being and safety of community members.

Unit 4: All About Me

Essential Questions:

- What makes each of us special?
- What do you like to do with your family?

Rationale:

Exploring personal identity and family relationships promotes self-awareness and emotional development in children. Celebrating individuality and familial bonds builds self-esteem and strengthens interpersonal connections.

Transfer Goals:

- Students will articulate their unique qualities and interests that make them special.
- Students will describe activities they enjoy doing with their family, fostering a sense of belonging and cultural identity.

Enduring Understandings:

- Each person is unique and valuable, contributing to the richness of our community and world.
- Family activities and traditions strengthen bonds and create lasting memories.

Unit 5: School**Essential Questions:**

- What can you see and do in school?
- What is your favorite subject in school?

Rationale:

Exploring school environments and academic subjects nurtures curiosity and a love for learning. Understanding school routines and subjects promotes academic engagement and personal growth.

Transfer Goals:

- Students will describe activities and facilities commonly found in schools.
- Students will express preferences for different school subjects, fostering academic interest and motivation.

Enduring Understandings:

- School is a place for learning, discovery, and personal development.
- Exploring different subjects helps us discover our interests and talents.

Unit 6: Play and Exercise**Essential Questions:**

- How can children play with others?
- What is a game or activity you like to do with your friends?

Rationale:

Promoting play and physical activity supports holistic development and social skills in children. Understanding the importance of play encourages teamwork, cooperation, and healthy lifestyles.

Transfer Goals:

- Students will demonstrate cooperative play skills and share experiences of playing with others.
- Students will engage in physical activities that promote health and well-being.

Enduring Understandings:

- Play is essential for social interaction, creativity, and physical development.
- Engaging in physical activities with others fosters friendships and promotes a healthy lifestyle.

These Rationales, Transfer Goals, and Enduring Understandings aim to provide a comprehensive framework for each unit, highlighting the educational objectives and desired outcomes for young learners.

Unit 7: Earth Science**Essential Questions:**

- What events take place on Earth?
- What do you know about planet Earth?

Rationale:

Understanding earthquakes and volcanoes to demonstrate understanding of how earth activities impact earth.

Transfer Goals:

- Students will be able to identify and categorize land and bodies of water in their surroundings.
- Students will develop descriptive language skills to communicate their observations effectively.

Enduring Understandings:

- We live on earth and need to learn the aesthetic of our environment.
- Describing earthquakes and volcanoes helps us understand the world around us better.

Essential Questions

Overarching Essential Question	Content-Specific	Skill Specific
Unit 1: How can you use letter sounds to help you read words?	<p>Reading Objectives: Demonstrate comprehension of vocabulary through actions, responses, and structured support.</p> <p>Writing Objectives: Write descriptive sentences using provided frames and vocabulary banks.</p> <p>Speaking & Listening Objectives: Present information using structured vocabulary and gestures.</p> <p>Language Development Objectives: Develop vocabulary precision by using descriptive language and structured support.</p>	<p>Reading Skills:</p> <ul style="list-style-type: none">- Identify words with specific initial sounds.- Identify words with short vowel sounds. <p>Writing Skills:</p> <ul style="list-style-type: none">- Draw and label pictures that begin with specific sounds.- Draw and label pictures that have short vowel sounds. <p>Speaking & Listening Skills:</p> <ul style="list-style-type: none">- Describe pictures in oral presentations and state the beginning sounds using sentence frames.- Use sight word vocabulary and specific sound vocabulary to add detail while speaking.- Demonstrate active listening by asking and answering questions about words with specific sounds and short vowel sounds.- Offer opinions and provide reasons using sentence frames and

		<p>teacher guidance.</p> <p>Language Development Skills:</p> <ul style="list-style-type: none"> - Learn and use adjectives to describe objects. - Learn and use action verbs as they identify words with initial sounds. - Learn about nouns and sort noun vocabulary cards with teacher guidance. - Describe text structures by identifying repeating words and phrases. - Create books with similar structures using sentence frames. - Learn the suffix –s and describe how the suffix changes the meaning of the word with substantial support. - Explore direct objects in simple sentence patterns in shared language activities.
<p>Unit 2: How can you describe animals by their characteristics?</p>	<p>Reading Objectives: Demonstrate comprehension of vocabulary through actions, responses, and structured support.</p> <p>Writing Objectives: Write descriptive sentences using provided frames and vocabulary banks.</p> <p>Speaking & Listening Objectives: Present information using structured vocabulary and gestures.</p> <p>Language Development Objectives: Develop vocabulary precision by using descriptive language and</p>	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Retell key details from informational texts using sentence frames. - Answer factual comprehension questions using sentence frames. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Draw and write about topics using information from texts, sentence frames, and word banks. - Draw and write about personal observations using sentence frames. <p>Speaking & Listening Skills:</p> <ul style="list-style-type: none"> - Offer opinions and provide reasons with teacher modeling and sentence frames. - Describe the language used by writers or speakers to present ideas with prompting and sentence

	structured support.	<p>frames.</p> <p>Language Development Skills:</p> <ul style="list-style-type: none"> - Combine sentences using conjunctions (e.g., and) with sentence frames. - Use prepositions to expand sentences in shared language activities.
Unit 3: How can we care for animals?	<p>Reading Objectives: Demonstrate comprehension of vocabulary through actions, responses, and structured support.</p> <p>Writing Objectives: Write descriptive sentences using provided frames and vocabulary banks.</p> <p>Speaking & Listening Objectives: Present information using structured vocabulary and gestures.</p> <p>Language Development Objectives: Develop vocabulary precision by using descriptive language and structured support.</p>	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Retell key details from informational texts using sentence frames and illustrations. - Make connections between texts and photographs to describe how people help in a community. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Draw and write about community places and personal experiences using new vocabulary and sentence frames. - Draw and label pictures of taking care of animals using details from texts and sentence frames. <p>Speaking & Listening Skills:</p> <ul style="list-style-type: none"> - Describe various ways to take care of different animals using sentence frames. - Participate in collaborative conversations, expressing ideas with gestures, words, and simple phrases. <p>Language Development:</p> <ul style="list-style-type: none"> - Use nouns, prepositions, and conjunctions to describe people, places, and actions with sentence frames. - Explore text organization, onomatopoeia, and academic

		vocabulary through guided activities and sentence frames.
Unit 4: How can I stay healthy?	<p>Reading Objectives: Demonstrate comprehension of vocabulary through actions, responses, and structured support.</p> <p>Writing Objectives: Write descriptive sentences using provided frames and vocabulary banks.</p> <p>Speaking & Listening Objectives: Present information using structured vocabulary and gestures.</p> <p>Language Development Objectives: Develop vocabulary precision by using descriptive language and structured support.</p>	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Retell key details from informational texts using sentence frames and illustrations. - Make connections between texts and photographs to describe how people stay healthy. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Draw and write about personal experiences of staying fit using new vocabulary and sentence frames. - Draw and label pictures exercises using details from texts and sentence frames. <p>Speaking & Listening Skills:</p> <ul style="list-style-type: none"> - Describe examples of different exercises using sentence frames. - Participate in collaborative conversations, expressing ideas with gestures, words, and simple phrases. <p>Language Development:</p> <ul style="list-style-type: none"> - Use nouns, prepositions, and conjunctions to describe people, places, and actions with sentence frames. - Explore text organization, onomatopoeia, and academic vocabulary through guided activities and sentence frames.
Unit 5: What are some celebrations you can have at school?	<p>Reading Objectives: Demonstrate comprehension of vocabulary through actions, responses, and structured support.</p>	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Retell key details of stories by sequencing events and using drawings, words, and phrases. - Ask and answer questions about texts using short responses and

	<p>Writing Objectives: Write descriptive sentences using provided frames and vocabulary banks.</p> <p>Speaking & Listening Objectives: Present information using structured vocabulary and gestures.</p> <p>Language Development Objectives: Develop vocabulary precision by using descriptive language and structured support.</p>	<p>sentence frames.</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> - Draw and write about personal experiences, such as daily activities at school, using sentence frames. - Complete sentence frames and label pictures to describe actions and activities. <p>Speaking & Listening Skills:</p> <ul style="list-style-type: none"> - Offer opinions and provide reasons using sentence frames and teacher guidance. - Engage in collaborative conversations, describe language used by authors, and ask/answer questions using key words and sentence frames. <p>Language Development:</p> <ul style="list-style-type: none"> - Use connecting words, complex sentences, and compound sentences to describe personal experiences and family members. - Explore adjectives, adverbs, and verbs to add details and describe actions, ideas, people, places, and things.
Unit 6: How can you be a team player when playing sports?	<p>Reading Objectives: Demonstrate comprehension of vocabulary through actions, responses, and structured support.</p> <p>Writing Objectives: Write descriptive sentences using provided frames and vocabulary banks.</p> <p>Speaking & Listening Objectives:</p>	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Ask and answer questions about sports and rules using sentence frames. - Identify similarities, differences, main ideas, and key details in texts with substantial support. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Write sentences and draw about sports and team players using sentence frames. - Create posters and write about

	<p>Present information using structured vocabulary and gestures.</p> <p>Language Development Objectives: Develop vocabulary precision by using descriptive language and structured support.</p>	<p>sports and teams using sentence frames.</p> <p>Speaking & Listening Skills:</p> <ul style="list-style-type: none"> - Discuss language choices for different audiences in pairs. - Retell school rules and compare classroom images using key words and sentence frames. <p>Language Development Skills:</p> <ul style="list-style-type: none"> - Use present progressive tense to describe actions in texts. - Explore simple various teams and sports in guided activities.
Unit 7: What events take place on Earth?	<p>Reading Objectives: Demonstrate comprehension of vocabulary through actions, responses, and structured support.</p> <p>Writing Objectives: Write descriptive sentences using provided frames and vocabulary banks.</p> <p>Speaking & Listening Objectives: Present information using structured vocabulary and gestures.</p> <p>Language Development Objectives: Develop vocabulary precision by using descriptive language and structured support.</p>	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Read aloud and demonstrate comprehension of texts using sentence frames. - Retell stories and describe characters, settings, events, and patterns from texts. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Write about personal experiences and events using sentence frames and supporting details. - Create stories and describe events with sentence frames and vocabulary from texts. <p>Speaking & Listening Skills:</p> <ul style="list-style-type: none"> - Express opinions and discuss topics using sentence frames. - Retell stories, cite important information, and discuss central messages with guidance. <p>Language Development Skills:</p> <ul style="list-style-type: none"> - Use sentence patterns and vocabulary (including direct and indirect objects) in shared

		activities. - Use academic vocabulary and tenses (present progressive, simple future) to describe actions and kindness in discussions and activities.
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Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Unit 1: Identifying shapes and colors in the community to enhance perceptual skills.	Unit 1: Phonics -Spiral Focus: Using phonetic knowledge to decode words and understanding similarities and differences in phonetic sounds across languages.
Unit 2: Using phonetic knowledge to decode words and understand language sounds.	Unit 2: Animals -Spiral Focus: Promoting empathy and responsibility by learning about animal care and understanding their needs.
Unit 3: Demonstrating empathy and responsibility through learning about animal care.	Unit 3: My Community -Spiral Focus: Exploring community dynamics and roles to foster social awareness and cooperation.
Unit 4: Understanding community dynamics and roles to foster social awareness.	Unit 4: All About Me -Spiral Focus: Celebrating personal identity and family relationships to promote self-awareness and emotional development.
Unit 5: Exploring personal identity and family relationships to promote self-awareness.	Unit 5: School -Spiral Focus: Understanding school environments and subjects to nurture curiosity and academic engagement.
Unit 6: Understanding school environments and subjects to nurture academic engagement.	Unit 6: Play and Exercise -Spiral Focus: Promoting play, physical activity, and cooperative skills to support social interaction and healthy lifestyles.
Unit 7: Exploring earth's activities and create safety measures around the events.	Unit 7: Earth Science -Spiral Focus: Understanding earth's activity and spark curiosity on events that impact us.

Bi-Weekly Scope and Sequence

WEEKS	Standards	Reading	Writing	Listening	Speaking	Assessment
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<p>1-2 SKILLS</p> <p>Unit 1</p>		<p>Week 1:</p> <p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Show students the cover of the fiction book while covering the title. Ask students to describe what they see. Have students predict what the book will be about. What do you see? I see _____. What do you think this book will be about? I think this book will be about _____. 2. Talk Time: Tell students that this book has many short a words. Review short a. Have partners work together to sound out the words in the vocabulary word bank.</p>	<p>Week 1:</p> <p>Writing</p> <p>Ask students if they can do any of the things that San can do. Have them write and draw what they can do in the Student Guided Practice Book 4 (page 7). Have students write in complete sentences. Fluency Make a list of short a words from the book for all to see. Have students practice using letter-sound knowledge to sound out each word. After students practice blending sounds, have students echo-read the book with partners. Note: Checklists and rubrics</p>	<p>Week 1:</p> <p>Speaking and Listening</p> <p>1. Show pages 4–5 in the book, and ask students what San is doing. (She is running.) Share other words that have similar meanings (jogging or sprinting). Write the synonyms on the board or chart paper, and think aloud as you talk about them: You can jog. You can sprint. The word jog means to run slowly, but sprint means to run fast! Both words mean that you are running, but you are running in different ways. 2. Talk Time: Add the words marching and stomping to the list from Step 1. Demonstrate the actions. Ask students to discuss the difference between the words with partners. Use the following prompts to guide discussions: Why do people march? Why do</p>	<p>Language Development</p> <p>1. Show students pictures from the book, but talk about them as if San is doing the actions at this moment. For example, you would say each of the following statements about San: San is running laps. San is playing tag. San is hitting balls with a bat. 2. Have students answer the question, “What is San doing?” while looking at each page. Use the following sentence frame to support student discussion using the present progressive tense: San is _____. 3. Talk Time: Tell students that you want to see what they can do. Have partners work together to show each other special things they can do (e.g., sing, dance, hop, kick, make a funny face). 4. Bring the</p>	<p>Week 1:</p> <p>Discuss the events that happened in the story (summarize) . Write key events on the board or chart paper. Have students work with partners or small groups to pantomime an event from the story, such as batting a ball or patting a cat, as the rest of the class guesses the story event.</p> <p>Week 2:</p> <p>Go on a scavenger hunt around the school. Have students work in groups to look for things that have short e. Have groups write their findings on sheets of paper. If</p>
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		<p>3. Use the pictures in the book to discuss each vocabulary word. You may choose to use the vocabulary picture cards provided in the Digital Resources as you talk about them.</p> <p>4. Ask students to show you what each verb may look like. Discuss the multiple meaning words laps and can. Use the following prompts and sentence frames:</p> <p>Tag your neighbor softly. Show me how you zag. We can run laps outside. A cat laps up her milk. Jazz is _____. A sax is an _____. Yams are _____. I can rap about _____.</p>	<p>to assess fluency and language development are provided in the Digital Resources.</p> <p>Week 2:</p> <p>Writing</p> <p>Have students draw things that they might see on a walk that have short e in the Student Guided Practice Book 4 (page 11). Have students write about their drawings in complete sentences, using the word bank and the sentence frame for support.</p> <p>Fluency</p> <p>Practice reading the book at different rates. Have students determine which rate is most appropriate</p>	<p>they stomp? How are marching and stomping similar? How are they different?</p> <p>3. Watch a video about multiple-meaning actions, such as this one provided at this website: tcmpub.digital/lp/k-2/differentaction</p> <p>s. Record new verbs with similar meanings on the class list.</p> <p>4. Play a game of “Simon Says” with the class. Use words from the class list as you play the game. Have students pantomime the differences between the words.</p> <p>5. Talk Time: Have partners discuss the different effects these words have on the audience. Allow time for students to talk about how the actions for these synonyms are both similar and different.</p> <p>Week 2:</p> <p>Speaking and</p>	<p>whole group back together to play “What Are We Doing?” Have students take turns showing the group the things they can do. To state the answer, students must use the performer’s name and the present progressive tense. For example, Sasha is dancing.</p> <p>Week 2: Language Development</p> <p>1. Prepare copies of On a Walk, which is provided in the Digital Resources.</p> <p>2. Show students each page spread as you use connecting words to talk about the story events. Record the connecting words you use where all students can see them.</p> <p>At the beginning, Ren sees a pet beg and Meg selling eggs. Then, she sees a hen and ten men on a deck. After that, she</p>	<p>possible, have groups take photos of the objects to share with the class.</p>
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		<p>I can open a can of _____.</p> <p>Week 2:</p> <p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Discuss the word neighborhood. Talk about how neighborhoods are similar and different from one another. Talk about what the neighborhood around the school community is like. What can you see in your neighborhood? I can see _____.</p> <p>2. Show students the cover of the fiction book. Read the title aloud. Have students predict what Ren might see on her walk.</p>	<p>for the story. Have partners reread the text using the most appropriate rate.</p>	<p>Listening</p> <p>1. Show pages 4–5 in the book, and describe what Ren sees on her walk. Model adding details in complete sentences as you retell what happens on these pages. Ren sees a brown dog beg and beg for a treat! She sees Meg sell groups of ten eggs outside the store.</p> <p>2. Write the sentences above for all to see. Underline the words that show the added details in your retelling of each page (brown dog, beg for a treat; groups of ten eggs, outside the store). Discuss how these additions give more detail to the events that are happening in the story.</p> <p>3. Talk Time: Continue to show each page spread, and have students turn to partners to discuss what is happening on each page. Have students add</p>	<p>sees Jess in a dress and Les in a mess. Then, she sees Ed getting wet. At the end, she sees San with a net, a bell on a well, and Nell yell.</p> <p>3. As a class, brainstorm other connecting words and phrases that you can use to describe Ren's walk. Add these ideas to the list of connecting words and phrases.</p> <p>4. Talk Time: Have students think of places in the community where they can take a walk (e.g., playground, national park, city, farm). Have students meet in small groups to discuss places they want to walk and observe. Have each group agree on one place where they would like to take a walk.</p> <p>5. Talk Time: Give each group the On a Walk activity sheet, pencils, and art supplies. Have students draw the things they might see on their</p>	
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		<p>Discuss how you know this book is fiction. I think Ren will see _____.</p> <p>This book is fiction because _____.</p> <p>3. Write the vocabulary words where students can see them. Read each one, underlining the letter e in each word as you read. Point out that the words have the sound for short e. You can use the vocabulary picture cards provided in the Digital Resources as you introduce the words.</p> <p>4. Talk Time: Have partners practice using the vocabulary words in sentences using the following sentence frames: I can beg my</p>		<p>details as they speak in complete sentences to retell the story. Have student partners share their responses with the class.</p>	<p>walks. Have groups practice using the connecting words to talk about the things they could see.</p> <p>6. Talk Time: Invite groups to present their ideas to the whole class.</p>	
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		<p>mom to _____.</p> <p>My deck is behind my _____.</p> <p>I can toss a _____ in a well.</p> <p>When I am sick, I do not feel _____.</p> <p>(Discuss the multiple-meaning word well.)</p> <p>My _____ is a mess.</p> <p>I can catch _____ with a net.</p> <p>I yell when _____.</p> <p>Chickens peck _____.</p>				
1-2 RESOURCES		<p>Books:</p> <p>What Can San Do?, On a Walk with Ren</p>				
3-4 SKILLS Unit 1		<p>Week 3:</p> <p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Show students a photograph of a carnival</p>	<p>Week 3:</p> <p>Writing Have students think about which prizes from the book they would choose. Then, have students</p>	<p>Week 3:</p> <p>Speaking and Listening</p> <p>1. Create a chart with the prizes from the book as column headers and space underneath each column to write student names.</p> <p>2. Have students</p>	<p>Week 3:</p> <p>Language Development</p> <p>1. Prepare by making copies of Prize Prepositions in the Digital Resources so that each student has a copy.</p> <p>2. Play a video,</p>	<p>Week 3:</p> <p>Discuss how people make choices. Remind students of the choice Kip has to make in the book. Tell students that people</p>

		<p>or a fair. You may want to use the picture provided in the Digital Resources.</p> <p>2. Talk Time: Have partners turn and talk to discuss the picture. Have students discuss the things they see. Allow time for students to talk about things they might be able to do at a carnival or fair. Use the following sentence frames to guide the discussion: What can you see at a carnival or fair? I can see _____. What games can you play? I can play _____. 3. Show students the cover of the book, and read the title aloud. Have students predict what they think Kip will win.</p>	<p>draw and write about the prizes in the Student Guided Practice Book 4 (page 15). Have students write in complete sentences. Fluency Turn to page 3 and point out the punctuation marks on the page. Model reading each sentence with appropriate expression. Have students identify how your voice changes. Have students echo-read as you continue reading the book with expression.</p> <p>Week 4: Writing Review each page of the book, and ask students, “What can you toss?”</p>	<p>refer to their work in page 15 of the Student Guided Practice Book and recall the prizes they would like to have if they won. 3. Talk with the group about your personal prize choice and why you’d want that prize. Give several reasons and form your responses in complete sentences. If I won a game, I would choose the bell as my prize. I want the bell because I am a teacher, and I could use it to get my students’ attention. Also, I’m an adult and I don’t play with toys as much as I did when I was a child. I wouldn’t want to pick a toy. The bell would be an excellent choice for me. 4. Talk Time: Have students work with partners to talk about the prizes they would choose. Encourage students to provide specific</p>	<p>such as the one provided on this website, to introduce prepositions: tcmpub.digital/lp/k-2/prizeprepositions. 3. Talk Time: Have partners look at the photos on the activity page and decide which preposition they would use to describe the locations of the prizes. Have students circle the prepositions and orally share in complete sentences using their chosen prepositions. 4. Talk Time: If time permits, allow students to share their sentences with the whole group.</p> <p>Week 4</p> <p>Language Development</p> <p>1. Show students pages 4–5 of the book. Have students identify the action in the text (toss). 2. Write this sentence frame for all to see:</p>	<p>often have to choose one thing over another. Provide students with an example, such as choosing between apple and grape juice. Have students work in groups to draw pictures showing choices they have to make. Have students share their drawings with the class.</p> <p>Week 4:</p> <p>Invite students to play a Top That! game. Working with partners, have students choose one page from the book to act out. For example, if they choose page 6, they</p>
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		<p>Talk about what it means to win something. What do you see on the cover? I see _____.</p> <p>Where is Kip? He is _____.</p> <p>The title is Kip Wins! What do you think Kip wins? I think Kip wins a _____.</p> <p>4. Introduce new vocabulary by using the vocabulary picture cards in the Digital Resources. Point out that all the vocabulary words have short i. Have students use each vocabulary word in a sentence using these sentence frames, then continue with the remaining vocabulary words.</p> <p>_____ has a fin. I like to win _____. I sip _____ when I am</p>	<p>What can you bop? What can you jog with? What can you box? How can you hop?" Have students draw and write about things they can do using lesson vocabulary in the Student Guided Practice Book 4 (page 19). Have students write complete sentences using the sentence frame. Fluency Have students use letter tiles to build short o words. Have students use the letter tiles to manipulate letter sounds and make different words.</p>	<p>reasons to support their choices. Encourage students to use the following sentence frames to guide discussions: I would choose the _____ because _____. I think _____ is the best prize because _____. 5. Talk Time: Have partners share their ideas with the class. Record the prizes that students would like to have on the chart. Discuss the chart with the group, noting which prizes had the most and least votes. Have students tell partners whether they agree or disagree with their classmates' choices and why. Have students use the following sentence frames: I agree with _____ because _____. I disagree with _____ because _____. I would rather have the _____ as a prize.</p>	<p>He can toss _____. 3. Point to the picture to clarify the subject (He) and the verb (can toss). Then, model identifying the direct object that can complete the thought. Ask students, "What can he toss?" (He can toss a rock. He can toss a sock.) 4. Ask students to add details to each sentence. Ask them to tell you what kind of rock and what kind of sock he can toss. They may suggest, "a small rock," or "a smelly sock." Have them read and act out each sentence. 5. Talk Time: Working with partners (or in small groups), invite students to finish the sentence frames with direct objects, using adjectives to add details. For example, they might say, "I can toss a tasty treat." I can toss a _____. I can wave a _____. I</p>	<p>might dance and pretend to listen to music. Have students guess the page their partner is acting out and read the corresponding sentence. After several turns acting and reading, have students share their favorite parts of the book with their partners and tell about a time they competed with a friend or family member.</p>
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		<p>thirsty. I use a mitt to play _____. _____ can tip a ship. I write with the _____ of my pencil.</p> <p>Week 4:</p> <p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Show students the cover of the fiction book. Discuss the people on the cover and what they are doing. Then read the title together, and ask students to discuss what the title might mean. Who do you see? I see _____. The title is Top That! What do you think the title means? I think it means _____. 2. Tell students that the book is about two</p>		<p>Week 4: Speaking and Listening</p> <p>1. Show pages 4–5 in the book, and ask students what the children are doing. Are they playing? What does “top that” mean in this book?</p> <p>2. Have students turn and talk with others sitting near them to discuss healthy competition with siblings and friends. Explain that top that means “try to do better than me” as an invitation to compare or compete. Ask partners if they ever compete with their siblings or friends.</p> <p>3. Talk Time: Have students return to page 19 of the Student Guided Practice Book. Have students circulate the room to present what they can do. Have students find classmates who can do the same things that</p>	<p>can bop a _____.</p>	
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		<p>brothers who are competing with one another. Discuss what it means to compete. Explain that people may say “top that” when they are competing with someone. This challenges someone to do better.</p> <p>3. Talk Time: Have partners discuss their past experiences with competitions using the following sentence frames: Where have you competed? I have competed at _____. How did you feel? I felt _____.</p> <p>4. Share with students the vocabulary words. Point out that each word has the short o sound. Discuss the</p>		<p>they can do. Allow time for students to share their actions with the whole group, if they would like. Have each volunteer begin their presentation using the following sentence frame: I can _____. Top that!</p>		
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		<p>meaning of each vocabulary word as you show pictures from the book. You can also use the vocabulary picture cards, which are provided in the Digital Resources. Encourage students to act out the meaning of each word. Pretend to toss a ball. Show me how to bop to a song. Jog in place. Pretend to box. (Share multiple meanings.) Hop in place three times. Make a hog sound. Make a gong sound.</p>				
3-4 RESOURCES		<p>Books: Kip Wins!, Top That!</p>				
		Week 5:	Week 5:	Week 5: Speaking and	Week 5: Language	Week 5: Play a

<p>5-6 SKILLS</p> <p>Unit 1</p>		<p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Read the title of the fiction book to students. Encourage students to describe what they see and predict what they think the book will be about. What do you see? I see _____. What do you think the book will be about? I think the book will be about _____.</p> <p>2. Talk Time: Have partners share what kinds of books they read with their parents or siblings. Then have a group conversation about books students like. Use the following sentence frames:</p>	<p>Writing Have students draw and write about their favorite books in the Student Guided Practice Book 4 (page 23). Have students write in complete sentences to describe them. Fluency Model reading pages 3–5 aloud to students with expression, paying attention to punctuation. Have partners practice reading with expression as they continue reading the book.</p> <p>Week 6:</p> <p>Writing Have students draw and write about pictures of how they</p>	<p>Listening</p> <p>1. Prepare art supplies and copies of A Place to Read, which is available in the Digital Resources, for each student.</p> <p>2. Talk with students about what makes a place good for reading. Record student ideas where students can see them, including both the places and the reasons.</p> <p>3. Model giving a convincing argument by talking about your favorite reading place. Give several reasons to describe why it's the best for you. The best place to read is on a warm, sunny beach because the waves crashing give a soothing sound, and the sun gives lots of light for reading. I like to lie down when I read, so I would relax on a towel on the sand.</p> <p>4. Have students think of their favorite reading spots or places</p>	<p>Development</p> <p>1. Before you begin this activity, collect small cups (one per student), small toys like Unifix cubes, plastic animals, LEGO® bricks, and crayons (a few per student).</p> <p>2. Write the words in, on, and by on the board or chart paper. Ask the group, “Where are we?” and have students turn and talk to partners. Write answers under the applicable preposition (in school, in the classroom, on the rug, in the hallway, etc.).</p> <p>3. Talk Time: Have students work in small groups. Give them a collection of toys or objects and a cup for each student in the group. Show and read page 5 in the book. Instruct students to put one toy in their cups, then ask, “Where is it?” Model answering with a complete sentence, using the language of the book and the</p>	<p>Thumbs Up, Thumbs Down game. Tell students you will read details aloud. If the detail happened in the book, they will give thumbs up. If the detail did not happen in the book, they will give thumbs down. Gus reads a book with his mom. (thumbs up) They read books at the park. (thumbs down) He reads about a dog who jumped over a log. (thumbs down) He reads about a pup sitting in a cup. (thumbs up) He reads about a mutt in a hut. (thumbs up)</p> <p>Week 6: Write a problem on each of six</p>
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		<p>What books do you like to read? I like to read _____.</p> <p>What is your favorite book? My favorite book is _____.</p> <p>3. Write the vocabulary words on the board or chart paper. Point out that each word has the short u sound. Discuss the multiple-meaning words tug and duck using the sentence frames. Use the vocabulary picture cards provided in the Digital Resources as you introduce each word. A cub is a baby _____.</p> <p>A sub is an underwater _____.</p> <p>Muck is _____.</p> <p>I can tug a _____.</p> <p>A pug and a mutt are</p>	<p>can help others in the Student Guided Practice Book 4 (page 27). Have students write complete sentences, using the sentence starter and word bank for support. Fluency Have students echo-read. You read a sentence, paragraph, or page aloud. Then have students chorally reread that segment.</p>	<p>they would like to read. Allow time for them to draw pictures of their spots on their A Place to Read activity sheets.</p> <p>5. Talk Time: Have students work in small groups to share their chosen reading places, providing reasons to support their opinions. Have students use the following sentence frames in their discussions:</p> <p>The best place to read is _____ because _____. I agree/disagree that _____ is the best place to read because _____.</p> <p>Week 6: Speaking and Listening</p> <p>1. Talk Time: Have partners think about things that students can fix. Have each set of partners talk about a few things they help to fix at home or school (e.g., prepare meals, make beds, organize messy</p>	<p>object/toy you provided.</p> <p>Teacher: Put a blue cube in the cup.</p> <p>Teacher: Where is the blue cube?</p> <p>Class: The blue cube is in the cup!</p> <p>4. Give each student a chance to be the teacher, instructing the rest of the group to place their toys in, on, or by their cups.</p> <p>Week 6:</p> <p>Language Development</p> <p>1. Prepare signs for students to wear (index card on string to wear around the neck or sentence strip headband with card attached). Signs should list the names of people who can fix things (e.g., cleaner, builder, writer, teacher, hairstylist, barber).</p> <p>2. Write "Zip zap zup, what can you fix up?" for all to see. Discuss the various things that the child fixes in the book.</p>	<p>index cards. Discuss with students the differences between a problem and a solution. Divide the class into small groups. Distribute an index card to each group. Tell students that each group will act out the problem and a solution to that problem. They will have some time to rehearse. Then each group will perform. The rest of the class will guess the problem and solution.</p>
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		<p>both _____.</p> <p>This boat is called a _____.</p> <p>You can duck your _____.</p> <p>A _____ swims in a pond.</p> <p>The rut was _____.</p> <p>Week 6:</p> <p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Ask students to describe a time when they fixed something or helped fix something. When have you helped? I helped when _____.</p> <p>What did you fix? I fixed a _____.</p> <p>2. Talk Time: Show students the cover of the book. Have students talk with partners about what the boy and man might</p>		<p>playrooms).</p> <p>2. Make a list on the board or chart paper. Help students realize that there are lots of things kids can do, and that everyone has unique skills.</p> <p>3. Have students sit in a circle. Explain that students will take turns being an expert, talking about what they can fix and how it's done. Model an example by thinking aloud: I help students express their ideas in writing. I encourage them to think of details to support their ideas.</p> <p>4. Use the following prompts and sentence frames to guide students as they ask clarifying questions and give complimentary responses: What do you use to fix it? Who helps you fix it? I like how you _____.</p> <p>I can _____ too!</p> <p>5. Talk Time: Give each student a turn as</p>	<p>3. Explain that the words for people, places, and things are called nouns. Make a simple chart with columns labeled people, places, and things. Think aloud as you model naming things a teacher can fix while identifying nouns: I am a teacher and I help students learn about their communities. I will write teacher and students in the people column and communities under places. I can clean up books in our classroom, so I'll write classroom under places and books under things on the chart.</p> <p>4. Talk Time: Explain that students will each choose a sign and role-play the job they chose. As they role-play, they need to describe what they're doing using complete sentences. Present the signs you</p>	
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		<p>be fixing. Use the following sentence frames to support discussions: What do you see? I see _____. What are they doing? They are _____.</p> <p>3. Explain to students that this book has words with many different short vowel sounds. Review the short vowel sounds from previous lessons. Then have students orally complete the sentence frames below to add personal meaning to each vocabulary word. Use the vocabulary picture cards provided in the Digital Resources to show students visual representatio</p>		<p>the expert. Guide the group in asking questions and adding their contributions to the discussion, using the sentence frames and prompts.</p>	<p>made, and make a few more for new ideas. Have students take turns telling and showing the group what they can fix. Before each student presents, have everyone say, "Zip zap zup, what can you fix up?" Record the nouns on the chart.</p>	
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		<p>ns of the words. People use a kit to _____.</p> <p>I can fix my _____.</p> <p>My _____ got stuck in the mud. I can rip _____.</p> <p>A _____ is tan. My cup was full of _____.</p> <p>_____ fell from the tree. _____ is dull.</p>				
5-6 RESOURCES		<p>Books: Read with Gus, Fix It!</p> <p>End of Unit Assessment</p>				End of Unit 1 Assessment
7-8 SKILLS Unit 2		<p>Week 7:</p> <p>Before Reading Building Background Knowledge and Vocabulary 1. Display the nonfiction text card. Read the title and discuss the meaning of</p>	<p>Week 7:</p> <p>Writing Have students draw spiders in the Student Guided Practice Book 4 (page 31). Have students write informationa l</p>	<p>Week 7:</p> <p>Speaking and Listening 1. Prepare copies of Spider Poem, available in the Digital Resources, for each student. Prepare a sample poem of your own to share as a model. 2. Tell students they will write poems about</p>	<p>Week 7:</p> <p>Language Development 1. Prepare copies of Compound Sentences, available in the Digital Resources, for each student. 2. Write the words and and but for all to see. Discuss with students that you can use</p>	<p>Week 7:</p> <p>Have student pairs choose other creatures to research, such as a butterfly, bumblebee, or dragonfly. Have pairs of students write to describe the creatures'</p>

		<p>up close. What does it mean to see something up close? Up close means _____.</p> <p>What animals do you like to see up close? I like to see _____ up close.</p> <p>What animals do you not like to see up close? I do not like to see _____ up close.</p> <p>2. Talk Time: Ask students to identify the animal they see in the pictures. Have small groups share what they know about spiders. Use the following sentence frames to guide their discussions: What do you know about spiders? I know _____. What do they look like? They look _____. How do they</p>	<p>paragraphs about spiders using details from the text card. Have partners compare their drawings and discuss how their drawings show how spiders can be similar and different.</p> <p>Fluency Have students echo-read. You read a sentence, paragraph, or section of the text card aloud. Then have students chorally reread that segment.</p> <p>Week 8:</p> <p>Writing Have students draw animal eyes in the Student Guided Practice Book 4 (page 35). Have</p>	<p>spiders and present them to the class. Review the words that describe spiders from the text card (e.g., color words, size words, and other adjectives). Review the verbs that describe the actions and movements of spiders. Write these words and ideas on the board or chart paper.</p> <p>3. Have students brainstorm synonyms for these words, and add them to the list.</p> <p>4. Have students complete the Spider Poem activity sheets. Have students refer to the details that they brainstormed as a group to support their writing.</p> <p>5. Talk Time: Give students time to practice their poems with partners. Encourage students to use appropriate intonation and pacing as they read. Have volunteers share</p>	<p>these words to create compound sentences, or sentences with more than one complete thought.</p> <p>3. Read and complete the first example on the activity sheet. Model how to choose the correct coordinating conjunction to combine the two sentences: The first two sentences say, There are big spiders. There are small spiders. I'm going to try to combine the sentences using the word but. The sentence would read, There are big spiders, but there are small spiders. That doesn't make sense. I'm going to try using the word and. The sentence would read, There are big spiders, and there are small spiders. That makes sense, so I'm going to circle the word and. Then I will write the sentence.</p>	<p>colors and sizes. They should also share interesting facts. Have partners share their new knowledge.</p> <p>Week 8:</p> <p>As a class, choose one animal from the book. Together, research the animal and find more information about that animal's eyes. Find out why the animal needs the eyes that they have and how those eyes help the animal survive.</p>
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		<p>feel? They feel _____.</p> <p>3. Introduce the vocabulary words, using the vocabulary picture cards provided in the Digital Resources. Give students the following sentence frames to help them use each word in context: Spiders make, or _____, their webs. Spider webs are made of _____.</p> <p>Insects get _____ in a web. Spiders move around as they _____.</p> <p>(Pantomime crawl, and have students crawl around the room.)</p> <p>Week 8:</p> <p>Before Reading Building Background Knowledge</p>	<p>students write complete sentences using words from the word bank to describe their drawings. Allow time for students to add details to their writing by adding adjectives they have learned. Fluency Have students reread the book with partners, taking turns reading alternating pages. Then have students whisper-read the book twice independently.</p>	<p>their poems with the whole class if they are comfortable doing so.</p> <p>Week 8:</p> <p>Speaking and Listening</p> <p>1. Play a video that teaches students about how animals use their eyes to survive, such as this one: tcmpub.digital/lp/k-2/animaleyes. Pause the video to discuss and restate the information presented.</p> <p>2. Model asking and answering a question about the information presented in the video.</p> <p>I can ask the question, How do eagles use their eyes? The video showed me that eagles see more colors than we do and they can spot prey from far away.</p> <p>3. Talk Time: Have partners work together to ask and answer questions. Encourage students to come up with their own</p>	<p>4. Talk Time: Have partners combine sentences about spiders using coordinating conjunctions. Review student answers as a group.</p> <p>Week 8:</p> <p>Language Development</p> <p>1. Prepare copies of Animal Eyes (provided in the Digital Resources).</p> <p>2. Model describing the first two pictures of animal eyes using adjectives. Use comparative and superlative adjectives as you identify how the eyes are similar and different.</p> <p>This frog's eye is big. This snake's eye is big, but not as big! I can say that the frog's eye is bigger than the snake's eye.</p> <p>3. Talk Time: Have students work with partners to look at the pictures and use adjectives to describe the eyes they see. Encourage students</p>	
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		<p>and Vocabulary</p> <p>1. Talk Time: Have partners describe what they see on the cover of the nonfiction book. What do you see on the front cover? I see _____. Whose eye is it? It is a _____ eye.</p> <p>2. Discuss eyes as a class. Create a chart listing things students know about eyes. What do you already know about eyes? I know _____. What do we use our eyes for? We use our eyes to _____. Who has eyes? _____ have eyes.</p> <p>3. Introduce the vocabulary words to students, using the vocabulary picture cards provided in the</p>		<p>questions, and have their partners respond using details from what they learned in the video. Post the following sentence frames to support students in coming up with their own questions: How do _____ use their eyes? How do _____ see the world around them? How are a _____'s eyes unique?</p> <p>4. Talk Time: Have students share the questions they asked their partners with the whole group. Encourage the group to answer the questions asked.</p>	<p>to use adjectives that compare the similarities and differences between the eyes.</p> <p>4. Talk Time: Have a group discussion about the photographs on the page. Use the following prompts and sentence frames to guide students as they use comparative and superlative adjectives. Which eye is bigger? The _____'s eye is bigger. Which eye is the widest? The _____'s eye is the widest.</p>	
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		<p>Digital Resources. Explain that some words are adjectives that describe and some are verbs, or action words. Use body movements to demonstrate each word. Have students repeat the words after you as they copy your movements. I can make myself large/small. I can walk around in the dark. I can spread my arms wide. I can make my lips thin. I can wink one eye at a partner. I can blink both eyes at my teacher. I can peek in my desk.</p>				
1-2 RESOURCES		<p>Books: Spiders Up Close, Animal Eyes</p>				

9- 10 Unit 2		<p>Week 9: Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Show students the cover of the nonfiction book, and read the title. Have students describe what they see in the photo. Ask students to predict what the book might be about. What do you see? I see _____.</p> <p>What do you think this book will be about? I think this book will be about _____.</p> <p>2. Have students share what they know about wings. What do you know about wings? I know _____.</p> <p>What are wings for?</p>	<p>Week 9: Writing</p> <p>Have students draw two things with wings in the Student Guided Practice Book 4 (page 39). Have students write how they are similar. Challenge students to write how they are different. Fluency Read pages 4–5 again, modeling how to read fluently when you see an exclamation point and question mark. Have partners reread pages 6–11, taking turns reading alternating pages.</p> <p>Week 10: Writing</p>	<p>Week 9: Speaking and Listening</p> <p>1. Review the action words in the book that describe the way animals wings move (flutter, flap, glide, soar, and swoop). Record these words on the board or chart paper.</p> <p>2. Have students pantomime the actions. Discuss how the words are similar and different in meaning, but all these words have to do with how animals move their wings.</p> <p>3. Add the word run to the list. As a group, brainstorm other words that have similar meanings to the word run (e.g., sprint, jog, trot). Have students pantomime the actions to show similarities and differences among the meanings of the words.</p> <p>4. Talk Time: Have partners work together to come up with</p>	<p>Week 9: Language Development</p> <p>1. Open to the first section of the book, Wings. Think aloud as you make predictions about the main idea: The first section is called Wings. I wonder if we will learn about the different kinds of wings. I want to know what kinds of animals have wings. Let's read to find out.</p> <p>2. Read the section aloud to students. Think aloud as you confirm your prediction about the main idea and reflect on the details: I thought we would learn about different kinds of animals with wings. In this section, we read that birds, bats, bees, and butterflies all have wings! Even tiny animals, like ladybugs, have wings. These details confirm</p>	<p>Week 9:</p> <p>Give students pictures of birds. Some example pictures are available in the Digital Resources. Discuss each bird, and ask students to sort them in different ways (fliers and nonfliers, colorful and plain, large beaks and small beaks). Ask students to explain how they sorted the birds using sentences, such as: Some birds are _____. These birds have small _____. I see _____ birds with _____ wings.</p> <p>Week 10:</p> <p>Create a T-chart on the board. Write</p>

		<p>Wings are for _____. What animals have wings? A _____ has wings.</p> <p>3. Introduce the vocabulary words, using the vocabulary picture cards provided in the Digital Resources. Explain that some words are verbs, or action words. Use body movements to demonstrate each word. Have students repeat after you as they copy your movements. I can move my wings by flapping. I can flutter like a butterfly. I can glide like a raven. I can soar like an eagle.</p> <p>4. Talk Time: Discuss the academic vocabulary word communicate. Explain</p>	<p>Have students draw pictures of sea life in the Student Guided Practice Book 4 (page 43). Have students write about their drawings. Have them refer to the book for key words, details, and ideas to include in their writing.</p> <p>Fluency Write multisyllabic words from the book for all to see. Practice dividing the words into syllables to help students decode them. Have students take turns reading four to eight pages of their choice orally to their partners.</p>	<p>other words that have similar meanings to the word jump (e.g., leap, skip, hop, bounce). Have partners pantomime the actions for the whole group.</p> <p>5. Continue to record other verbs, along with their synonyms and actions. Discuss the similarities and differences among the words.</p> <p>Week 10: Speaking and Listening 1. Prepare several copies of Sea Animals from the book (whale, shark, crab, starfish, sea urchin, anglerfish, seahorse). These cards are provided in the Digital Resources. Put the cards in a bowl or hat. Explain that each student will pull two cards from the hat, name each animal, choose which they would rather be,</p>	<p>my prediction about the main idea.</p> <p>3. Have students look at the next section of the book, What Wings Can Do. Guide students with the following prompts as they think about what the main idea of this section might be: What does the heading of this section tell you? What are you wondering?</p> <p>4. Talk Time: Read the section aloud to students. Have partners think about what they learned in the section and how it connects to the heading of the section. Have partners turn and talk to discuss details from the section and how they support the main idea.</p> <p>Week 10: Language Development 1. To give students an idea of what life in the sea looks</p>	<p>Animals and Where They Live at the top as the two categories. Using the text, list on the chart animals and where they live. Encourage students to think of their own examples that are not in the text to add to the chart. As an extension, discuss how or why each living environment is suitable for that animal.</p>
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		<p>that people communicate by talking, writing, or using gestures to share information. Have partners share how they think animals communicate.</p> <p>_____ communicate by _____.</p> <p>Week 10:</p> <p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Show students the glossary on page 19 of the book. Read the words, and look at the pictures together. Ask students to predict what the book will be about and whether they think the book will be fiction or</p>		<p>and explain why. Model this for your class:</p> <p>I got a picture of a whale and an anglerfish. I would rather be an anglerfish because they seem smart. Anglerfish can trick other fish using their cool lights.</p> <p>2. Talk Time: Have partners take turns pulling cards from the hat and explaining which they would rather be. Encourage them to use the following sentence frames to guide discussions:</p> <p>I chose a picture of _____ and _____.</p> <p>I would rather be _____ because _____.</p>	<p>like, play a video about sea life, such as this one: tcmpub.digital/lp/k-2/sealife.</p> <p>2. Have a discussion about the things that sea animals do every day, such as hang onto plants, float along with the tides, and look for food to eat. Explain that the things the animals do often are spoken about using the simple form of the verb (or the verb plus s). For example, a fish swims, whales breathe air, sea urchins float, this big whale dives deep, and this little fish hides.</p> <p>3. Model using the simple present tense as you describe the actions of animals from the book:</p> <p>A whale comes up to the surface to breathe. (pages 8–9)</p> <p>Sharks swim around all day looking for fish to eat. (pages 12–13)</p> <p>4. Talk Time: Have students</p>	
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		<p>nonfiction. What do you think this book might be about? I think the book will be about _____.</p> <p>Do you think it will be fiction or nonfiction? I think it will be _____ because _____.</p> <p>2. Display the front cover. Ask students if they would like to add to or change their predictions. Explain to students that good readers change their predictions as they read and get more clues from the book. Encourage students to name as many things on the cover as possible. What do you see on the cover? I see _____.</p> <p>3. Talk Time: Read the title of the book aloud. Ask</p>			<p>work with partners. Assign each pair of students a sea animal (clown fish, shark, crab, etc.). Have them talk about what the animal does every day, using the simple present tense. They can use information from the book, their own background knowledge, or information from the video. Then, invite partners to share their ideas with the whole group.</p>	
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		<p>students to share what they know about the sea and the plants and animals that live in the sea. Have students write what they know in the Student Guided Practice Book 1 (page 40). Have partners share what they know. What do you know about the sea? I know _____.</p> <p>What kinds of plants and animals live in the sea? A _____ lives in the sea.</p> <p>4. Read the vocabulary words with students. Segment each word into syllables by clapping as you talk about them (mam/mals; sea/weed; ang/ler/fish). Use the vocabulary picture cards provided</p>				
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		in the Digital Resources to provide a visual of each word. Ask students to sort the words into two categories: living and nonliving things. (living: creatures, anglerfish, coral reef, mammals, seaweed; nonliving: sea, tide pools)				
9-10 RESOURCES		Books: Things with Wings, Sea Life				
11-12 Unit 3		Week 11: Before Reading Building Background Knowledge and Vocabulary 1. Display the nonfiction book. Talk about the word neighborhood and how it relates to the word community. What is a	Week 11: Writing Have students draw and write to support the opinion that people in a community work better together in the Student Guided Practice Book 4 (page 47). Have students write complete sentences and	Week 11: Speaking and Listening 1. Have students watch a video about different types of communities, such as the one provided at this website: tcm.pub.digital/lp/k-2/typesofcommunities . 2. Discuss the three types of communities described in the video: urban, suburban, and rural. Review the meanings of these new	Week 11: Language Development 1. Collect magazines and sale circulars that can be cut for collages. You could also print pictures of everyday people, places, and things in communities, such as apartment	Week 11: Prepare a large T-chart. Label one side Fiction and the other side Nonfiction. Show students the fiction story “In the Mix,” and compare it with the remaining sections of the book. Have partners

	<p>neighborhood? A neighborhood is _____. What people and places are in your neighborhood? _____ is in my neighborhood. How is a neighborhood like a community? A neighborhood is like a community because _____.</p> <p>2. Take a picture walk of the book with students. Discuss the genre of the text, and have students make predictions about what they will read. What text features do you see on pages 4–7? I see _____. What text features do you see throughout the rest of the book? I see _____. What genre is this book? How do you know? This book is _____ and _____.</p>	<p>cite evidence from the book in their writing. Fluency Post the multisyllabic vocabulary words for all to see. Practice dividing the words into syllables to help students read them. Then, have students echo-read the book to practice reading the words in context.</p> <p>Week 12: Writing Have students complete the Content Connection activity. Then have students write letters to students from the past in the Student Guided Practice Book 4 (page 51). Have students describe how the community has changed, using information from the book. Have students</p>	<p>vocabulary words as you talk about them. 3. Have students think about their own communities. Encourage students to use new vocabulary that they learned in the video, such as amenities and commute. Use the following prompts to support discussions: What type of community do you live in? What amenities do you have where you live? Does anyone in your family commute to work? How do they get there?</p> <p>4. Talk Time: Guide students as they add to ideas of others. Use the following sentence frames to support discussions: I live in a(n) (urban/suburban/rural) community, but _____ lives in a _____ community. I also have _____ where I live. What amenities do you have? The amenities where I live are the same as where you live because _____. The amenities where I live are different from where you live because _____. My _____ also commutes to work by _____. How does your family commute</p>	<p>buildings, offices, and parks. Be sure to choose student-friendly magazines and images. Prepare large sheets of paper with three columns labeled Person, Place, and Thing. 2. Model how to sort a few images. Glue the pictures in the correct columns. 3. Talk Time: Have small groups work together to sort the pictures. Then, guide students in a discussion about the nouns that they found. Use the following prompts to guide the discussion: What is an example of a place in a community? Can you name a specific place? What is an</p>	<p>discuss features of fiction and nonfiction as they review the book. Record student ideas on the T-chart and display it in the classroom for reference.</p> <p>Week 12: Have students look at photographs of your community or school in the past. You can typically get photographs of communities in the past at your local library or on the internet. Have students think about and discuss how your community or school has changed over time.</p>
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	<p>3. Talk Time: Introduce the vocabulary words to students as you view the photographs and illustrations in the text. Use the vocabulary picture cards provided in the Digital Resources as you discuss each word. Give partners sentence frames to help them use each word in context: There are designs on _____. Each person in the photographs is special, or _____. The music in the community makes a _____. The _____ of the community work together to make the _____. The _____ has a unique scent.</p> <p>Week 12:</p> <p>Before Reading</p>	<p>write in complete sentences. Fluency Have students echo-read. You read a sentence, paragraph, or page aloud. Then, have students chorally reread that segment.</p>	<p>to work?</p> <p>Week 12: Speaking and Listening</p> <p>1. Have students return to page 51 of their Student Guided Practice Books.</p> <p>2. Talk Time: Have partners orally present their writing to one another. Have students discuss things that they included in their letters that are the same and things that are different.</p> <p>3. Talk Time: Bring the group back together, and have volunteers share their writing with the whole group. Encourage classmates to identify similarities and differences among things they wrote about.</p>	<p>example of a person in a community? Can you name a specific person? What is an example of a thing in a community? Can you name a specific example? 4. As you discuss specific people, places, and things, describe them as proper nouns. Tell students that proper nouns name specific nouns in the community.</p> <p>Week 12:</p> <p>Language Development</p> <p>1. Prepare a copy of In the Past (provided in the Digital Resources) for each student. Prepare a copy for yourself, as well, and complete the activity</p>	
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	<p>Building Background Knowledge and Vocabulary</p> <p>1. Display the nonfiction book. Have students look at the cover photograph and the title as they think about a town. What is a town? A town is _____. How is a town like a community? A _____ is like a community because _____.</p> <p>2. Take a picture walk of the book, and look at the text features and illustrations as you discuss a town. Discuss the similarities and differences in the photographs.</p> <p>Guiding Question</p> <p>How have places in communities changed over time?</p> <p>What Makes a Town?</p>			<p>ahead of time.</p> <p>2. Review the photographs from the book What Makes a Town?. Talk about how these photographs are from a long time ago.</p> <p>3. Tell students that events that happen in the past can be from different periods of time. Talk about the variations between something that happened earlier in the day, earlier in the week, and earlier in the year. Discuss with students that even though the length of time is different, they are all events in the past. Model discussing the past in this fashion while looking at the activity sheet:</p> <p>The first box</p>	
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	<p>How is a big city different from a small town? A big city is _____.</p> <p>A small town has _____.</p> <p>How is the photograph on page 8 different from the photograph on page 9?</p> <p>On page 8, I see _____.</p> <p>On page 9, I see _____.</p> <p>How is the photograph on page 12 different from the photograph on page 13?</p> <p>On page 12, I see _____.</p> <p>On page 13, I see _____.</p> <p>3. Continue to preview the book and discuss photographs that are similar to and different from one another. Discuss the meanings of the academic vocabulary words past and present. The present is things that are happening right now. The</p>			<p>has a sentence starter that says, This morning. I'm going to think about something that happened this morning. After I woke up, I brushed my teeth. I'm going to finish the sentence with I brushed my teeth. I need to add the –ed ending to the end of the verb brush to tell that it happened in the past. Verbs in the past don't always end in –ed, but many of them do.</p> <p>4. Continue to model with the remaining sentence frames on the activity sheet. Then have students complete the activity.</p> <p>5. Talk Time: Have students share their work with partners. Guide students as they change</p>	
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		<p>past is from long ago. Which photos are in the present? Which photos are in the past? How can you tell?</p> <p>_____ is in the present because _____.</p> <p>_____ is in the past because _____.</p> <p>4. Discuss the remaining vocabulary words in the vocabulary word bank. You may want to use the vocabulary picture cards provided in the Digital Resources as you talk about them.</p>			<p>the endings of the verbs to talk about things that happened in the past. Reinforce the idea that things that happened a short time ago or a long time ago are still things that happened in the past.</p>	
11-12 RESOURCES		Books: The World in My Neighborhood, What Makes a Town?				Unit 2- End of Unit Assessment
13-14 SKILLS		<p>Week 13:</p> <p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Prepare a large T-chart labeled Needs and Wants.</p>	<p>Week 13:</p> <p>Writing</p> <p>Have students create posters to show how they can help others in the Student Guided Practice Book 4 (page 55).</p>	<p>Week 13:</p> <p>Speaking and Listening</p> <p>1. Reread page 11 of the book to students. Discuss with students that there are many words that</p>	<p>Week 13:</p> <p>Language Development</p> <p>1. Reread page 4 with students. Show students the photograph of the boy with the snow cone.</p>	<p>Week 13:</p> <p>Have each student think of a particular good, such as a toy that they like. Have students research the prices of their chosen</p>

	<p>Prepare a second large T-chart labeled Goods and Services.</p> <p>2. Discuss the difference between needs and wants with students. Describe the difference as you think aloud: There are things that I need. I need food to keep my body strong. There are also things that I want. I want candy because it is delicious! But it is not something that I need.</p> <p>3. Talk Time: Record the examples you shared on the T-chart. Have partners brainstorm examples of things they need and things they want. Have them write their responses on note cards using the following sentence frames: I need _____. I want _____. 4. Tape the note cards</p>	<p>Have students write to describe how they will help their communities. Have students write in complete sentences. Fluency Reread pages 10–11 with students. Point out the boldface words and the words in italics. Discuss the purpose of changing the font in words in books. Then, model reading the page with the appropriate expression, pausing at punctuation. Have partners find other examples of boldface or italic font in the book.</p> <p>Week 14:</p> <p>Writing Have students draw their favorite places to shop in the Student Guided Practice Book 4 (page 59). Encourage them to write what they would buy there. Have</p>	<p>can be used to describe a consumer. Record the words on the board or chart paper (customers, clients, guests, and shoppers). Talk about how these words are all different, but they mean the same thing. The words describe a person who is buying a good or a service.</p> <p>2. Write the word producer on the board or chart paper. Think aloud as you use other words that have the same meaning: I read that a producer is someone who makes goods. I know there are lots of different goods that can be made. A person who grows fruits and vegetables for people to buy is a producer, but they can also be called a farmer. A person who makes jewelry for people to buy can be</p>	<p>Describe the photograph in a number of ways, and model how to condense ideas: I see a snow cone. It is red. It looks very icy. The boy will eat the snow cone to cool off. I can condense all these ideas and say, The icy, red snow cone will help the boy cool off.</p> <p>2. Talk Time: Have partners look at the photograph on page 5. Have partners describe the snow shovel that they see. Have students combine and condense ideas using the following sentence frames: The shovel is _____ and _____. It is used to _____. (Example: The shovel is strong and pink. It is used to move snow on a winter day. Combined</p>	<p>goods online. Have students determine where they can get the goods for the best prices. Discuss how students can determine the best prices when searching online or in stores.</p> <p>Week 14:</p> <p>Review with students the examples included in the book that show subtraction using pictures (pages 17 and 23). Distribute drawing paper and crayons. Ask students to work in pairs to choose one of the subtraction problems in the book. Allow time for them to draw pictures that represent the subtraction used in the problems and to solve the problems.</p>
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	<p>underneath the correct columns of the T-chart labeled Needs and Wants.</p> <p>5. Tell students that the things we need and want can either be goods or services. Talk about how goods are the things that we buy and services are the work or help that we pay for. Talk about goods and services as you re-sort the student note cards onto the goods and services T-chart.</p> <p>_____ is a good. _____ is a service.</p> <p>6. Introduce students to the words in the vocabulary word bank. You may want to use the picture cards provided in the Digital Resources as you talk about them.</p> <p>Week 14:</p> <p>Before Reading Building</p>	<p>students write in complete sentences.</p> <p>Fluency</p> <p>Have students read with partners. Tell them to take turns reading a page three times orally to their partners. Then have each student read the book silently.</p>	<p>called a jeweler.</p> <p>3. Talk Time: Have partners turn and talk to think of other specific goods they can buy, and what the person who makes those goods is called (e.g., a chef, a clothing designer). Have partners share their ideas with the whole class and add their ideas to the list.</p> <p>4. Talk Time: Write the word seller on the board or chart paper. Have partners think of other words that could be used to describe a seller, based on the goods that they are selling (e.g., a cashier sells groceries, a car dealer sells cars). Use the following sentence frame to support discussions: A _____ sells _____.</p> <p>Week 14:</p> <p>Speaking and</p>	<p>sentence: The strong, pink shovel is used to move snow on a winter day.)</p> <p>3. Talk Time: Have partners continue to look at photographs in the book and describe what they see. Have students condense ideas into one complete thought. Have partners share their sentences with the whole group. For example, "On page 11, the bright, colorful flowers will make the customers happy."</p> <p>Week 14:</p> <p>Language Development</p> <p>1. Complete the Speaking and Listening lesson with students.</p> <p>2. Tell students that adding adjectives to their presentations can also persuade</p>	
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	<p>Background Knowledge and Vocabulary</p> <p>1. Have students look at the cover of the nonfiction book, and read the title aloud. Have students think about what they already know about shopping and what it might be like in a city. Use the following prompts to guide the discussion: What things do you buy? I buy _____. What is it like in a city? A city is _____. What is the boy on the cover buying? He is buying _____. What kinds of things can you buy in the city? You can buy _____. 2. Take a picture walk of the book. Introduce each vocabulary word by saying it, having students echo each word back to you, and then using each word in a sentence. You may want to use the</p>	<p>Listening</p> <p>1. Print copies of Buy It!, which is provided in the Digital Resources. 2. Tell students that many sellers work hard to get people to buy their goods. Explain that when you try to get someone to do something, you persuade them. 3. Use this example to model using specific language to persuade others: I think that you should visit my lemonade stand! You should buy my lemonade because it is sweet and refreshing. On a hot day, you will cool down with my lemonade. My lemonade is also only \$1.00! For these reasons, you should buy my lemonade. 4. Talk Time: Have partners work together to think of a good or service that they would</p>	<p>others to want to buy something. The descriptions can make the good or service seem very desirable. Display your description of the lemonade stand, and ask students to help you find and circle the adjectives. I think that you should visit my lemonade stand! You should buy my lemonade because it is sweet and refreshing. On a hot day, you will cool down with my lemonade. My lemonade is also only \$1.00! For these reasons, you should buy my lemonade. 3. Have students return to their Buy It! activity sheets. Have students think of descriptive words that they could add to better describe what</p>	
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		<p>vocabulary picture cards provided in the Digital Resources as you introduce the words.</p> <p>I buy _____ at the store.</p> <p>A city has _____.</p> <p>A clerk works at a _____.</p> <p>The shop can sell _____.</p> <p>3. Talk Time: Tell students that subtraction is often used when shopping. Have partners brainstorm why subtraction might be used when purchasing goods and services. You need to use subtraction because _____.</p>		<p>like to offer to others. Have students draw pictures on their activity sheets. Have partners practice using persuasive language with the following sentence frames:</p> <p>I think you should _____.</p> <p>You should buy _____ because _____.</p> <p>For these reasons, _____.</p> <p>5. Have partners use the above sentence frames to present their goods or services to the class.</p>	<p>they are trying to sell. Encourage students to use comparative and superlative adjectives as they describe what they are selling (e.g., My lemonade is the freshest, sweetest drink in town!).</p> <p>4. Talk Time: Give students time to make adjustments to their presentations. Have partners present their work to the class again, this time using specific adjectives to describe what they are selling. Have the rest of the class identify the adjectives that were used.</p>	
13-14 RESOURCES		<p>Books: Goods and Services Around Town, Shopping in the City</p> <p>End of Unit Assessment</p>				End of Unit Assessment
15 SKILLS		<p>Week 15:</p> <p>Before Reading Building Background Knowledge</p>	<p>Week 15:</p> <p>Writing Have students write about types of transportation</p>	<p>Week 15:</p> <p>Speaking and Listening 1. Play a video about places in a city, such as this</p>	<p>Week 15:</p> <p>Language Development 1. Announce that today students will</p>	<p>Week 15:</p> <p>Have students plan a fantasy vacation and make a</p>

Unit 3	<p>and Vocabulary</p> <p>1. Talk Time: Show students the front cover of the book, and read the title. Have students make connections and predictions about the book as they look at the front cover. What do you see? I see _____. What do you think this story will be about? I think it will be about _____. Have you ever been to a city? Describe what you might hear and see in a city. I can see _____ in a city. I can hear _____ in a city.</p> <p>2. Introduce students to the vocabulary words by taking a picture walk. Point out the boldfaced words to students. Show photos from the book to reinforce word meaning, or use the</p>	<p>they have used in the Student Guided Practice Book 4 (page 63). Encourage them to draw pictures to illustrate their writing. Fluency Have students partner-read. Have one student act out lesson vocabulary to match what the other student is reading, then switch roles.</p>	<p>one: tempub.digital/lp/k-2/cityplaces. Explain that students should take note of places that look interesting to them. After watching the video, hold a discussion about which places students would like to go to in a city.</p> <p>2. Model sharing your opinion about the best place to go to in a city: For me, the best place to visit in a city is the zoo. It is the best because there are so many different animals to see and learn about.</p> <p>3. Write I agree and I disagree on the board or on chart paper. Have students share if they agree or disagree with your opinion about the zoo, and discuss their reasons why.</p> <p>4. Talk Time: Have students work in small groups to discuss and persuade others about the best places to visit in a city. Have students use these sentence frames to guide their discussions: The best place to visit in the city is _____. It is the best because</p>	<p>be travel agents. Explain that travel agents help their clients plan trips by arranging for transportation, hotels, food, and activities. Briefly discuss places your students have traveled or wish to travel to. Ask questions to encourage detailed responses. What transportation did you use to get there? Did you stay in a hotel or a house? Did you have taxis drive you around on your trip? What activities did you do there? Did you travel over water during your trip?</p> <p>2. While showing pages 4–7 in the book, explain that the author told the story of their trip in sequential order, starting with the transportation</p>	<p>schedule for where they want to go and for how long. They can make posters to illustrate their travel plans. Then ask students to find ways to include addition problems in their plans.</p>
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		<p>vocabulary picture cards provided in the Digital Resources. Have students make predictions about the genre of the book as you look through it.</p> <p>Is this book fiction or nonfiction? I think this book is _____ because _____.</p> <p>3. Guide students in completing the activity in the Student Guided Practice Book 1 (page 60).</p> <p>4. Talk Time: Have students compare answers with partners. Encourage students to speak in complete sentences. I wrote _____ because _____.</p>		<p>_____.</p> <p>5. Talk Time: Have small groups present the places they chose and describe why. Encourage the rest of the class to respond to the group's opinion by sharing if they agree or disagree using the following sentence frames: I agree because _____. I disagree because _____.</p>	<p>they used to get to their destination and hotel. Point out that the words first and next are used in the book to indicate when events took place. Tell students that they will plan for trips in the same way, starting by giving their clients transportation to and around the destination.</p> <p>3. Ask what other plans a travel agent can make, such as reservations for dining and special events. Remind everyone that the travelers might want to shop while on their trips and will need transportation to get back home, as well.</p> <p>4. Place students in small groups. Have each group work collaboratively to fully plan a trip to one</p>	
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					location. They should write a description that includes transportation, activities, and a travel schedule. Remind students to use sequencing words, such as first, then, next, and finally.	
15 RESOURCES		Books: Our Trip to the City End of Year Assessment- 3				End of Year Assessment- 3
16-18 Unit 4	<p>Week 16:</p> <p>Before Reading Building Background Knowledge and Vocabulary 1. Show students the cover of the nonfiction book, and read the title aloud. Ask students to describe what they see on the cover and predict what the book will be about. Write student ideas for all to see. What do you</p>	<p>Week 16:</p> <p>Writing Have students put all the main ideas from page 65 of the Student Guided Practice Book together to summarize the book. Have students write their summaries in the Student Guided Practice Book 4 (page 67). Encourage students to write in complete sentences and add sequence words, such as first,</p>	<p>Week 16:</p> <p>Speaking and Listening 1. Prepare a copy of Health Interview, which is provided in the Digital Resources, for each student. Students will also need clipboards for this activity. 2. Tell students that they will conduct interviews with partners to learn about their classmates' healthy habits. Give each student a copy of Health Interview and provide time for them to each write a list of questions they want to ask their partner. They</p>	<p>Week 16:</p> <p>Language Development 1. Tell students that they will role-play being health trainers who are giving informational talks about staying healthy. Stand in front of your class holding a clipboard or file folder. Introduce yourself as a trainer, and outline your specific health plan. Use strong verbs and professional</p>	<p>Week 16:</p> <p>Lead students in physical activities, such as running, jumping, kickball, basketball, or yoga. Help students experience how fun staying healthy can be!</p> <p>Week 17:</p> <p>Look at the nutrition guidelines on the side panels of various packaged foods. As a class, write equations using the nutritional data. For example, add the calories together.</p>	

	<p>see? I see _____.</p> <p>What is the girl doing? The girl is _____.</p> <p>What do you think this book will be about? I think the book will be about _____.</p> <p>2. Discuss the meaning of the academic vocabulary words like choices. Talk about how staying healthy is a choice. Have students share who and what they care for in their daily lives. Discuss the word mind and what it represents. Talk about how the brain and the mind are the same and different.</p> <p>3. Talk Time: Read the table of contents aloud. Have partners discuss how each heading</p>	<p>next, then, and finally. Fluency Have partners read their summaries aloud to one another. Have students practice pausing at punctuation and reading with proper phrasing as they share their summaries.</p> <p>Week 17:</p> <p>Writing Have each student describe a balanced meal in the Student Guided Practice Book 4 (page 71). Have them describe why it is a balanced meal. Encourage them to draw pictures to illustrate their sentences. Fluency Have students read with partners. Have students take turns reading a page three times orally to their</p>	<p>can use examples from the book or come up with their own questions. Ask a volunteer to help you model holding an interview. Be polite, practice active listening, and ask follow-up questions: Hello. Thank you for meeting with me. When do you go to bed each night? Do you eat fruits and vegetables? How much water do you drink each day? How do you make time to play and exercise?</p> <p>3. Talk Time: Give partners time to conduct their interviews. Remind them to be polite and to give their partners time to respond.</p> <p>4. Talk Time: Have students share with the class what they learned about their partners' healthy habits. Encourage them to use the following sentence frames to guide discussions: I learned that _____. My partner likes to _____.</p> <p>Week 17:</p>	<p>vocabulary. Hello, I am _____, your health trainer. I wrote a fitness plan for you. You will do three actions each day to stay healthy. Each day you must train your body through exercise, stretch your muscles, and rest your body with plenty of sleep.</p> <p>2. Explain that action words are called verbs. Ask students to listen for the verbs as you repeat your introduction. With student help, make a list of actions we should take each day to stay healthy, focusing on academic verbs. Repeat the action verbs for students.</p> <p>3. Talk Time: Have students work with partners to plan and write health plans for each other. Allow them to</p>	<p>Week 18:</p> <p>Find an appropriate yoga video for kids online, such as this one: tcmpub.digital/lp/k-2/yoga. Have students learn yoga as a calming strategy. Alternatively, teach students breathing strategies, such as breathing in and out slowly.</p>
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	<p>is an example of a healthy choice and talk about why it is a good choice to make. How can you eat right? What choices should you make? Why is it important to run and play? How does that keep you strong? (Continue with the remaining headings in the book.)</p> <p>4. Talk Time: Introduce the vocabulary words to students. Use each word in a sentence, encouraging students to echo each sentence after you. You may want to use the vocabulary picture cards provided in the Digital Resources as you discuss</p>	<p>partners. Then have each student read the book silently.</p> <p>Week 18:</p> <p>Writing Have students write stories about students who are dealing with uncomfortable emotions and how they handle them in healthy ways in the Student Guided Practice Book 4 (page 75). Have students share their writing with partners. Fluency Have students echo-read. You read a sentence, paragraph, or page aloud. Then have students chorally reread that segment.</p>	<p>Speaking and Listening</p> <p>1. Prepare for this lesson by gathering plastic food items, or print food images provided in the Digital Resources.</p> <p>2. Show students page 17 in the book. Review the three good manners that were presented in the book.</p> <p>3. Have students watch a video about good table manners, such as one provided here: tcmpub.digital.lp/k-2/tablemanners.</p> <p>4. Talk Time: After watching the video, have partners ask and answer questions about the importance of good table manners. Use the following prompts and sentence frames as a guide:</p> <p>What are some table manners from the video? You should _____.</p> <p>Why is it important to have good manners? It is important because _____.</p> <p>What is the first thing you need to do before you eat? You need to _____.</p> <p>What is important to remember as you are eating?</p>	<p>use clipboards, pencils, and several sheets of paper.</p> <p>4. Talk Time: Have partners present their introductions and fitness plans to each other. Remind them to speak clearly, focus on action words, and be professional.</p> <p>Week 17:</p> <p>Language Development</p> <p>1. Prepare one paper plate for each student. Prepare one plate for yourself with pre-drawn nutritious foods that you enjoy from each food group.</p> <p>2. Show pages 12–13 in the book to begin a conversation about building a healthy meal. Model using coordinating conjunctions to create compound sentences. I want to eat more</p>	
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	<p>the words.</p> <p>Week 17:</p> <p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Have students talk about their favorite fruits and vegetables. Write student ideas for all to see. What fruits do you like? I like _____. Why do you like them? I like _____ because _____. What vegetables do you like? I like _____. Why do you like them? I like _____ because _____. 2. Talk with students about the dairy, grain, and protein products they like. Name examples of food from</p>		<p>Remember to _____.</p> <p>5. Have small groups of students sit at a table together, as if they were about to eat a meal. Place several food items in the center of the table. Have students role-play good table manners as they “eat” their meal together.</p> <p>Week 18:</p> <p>Speaking and Listening</p> <p>1. Talk Time: Reread pages 6–7 in the book. Have partners discuss the author’s message on these two pages. (You are in control of your emotions.) Write the author’s message on the board or on chart paper. 2. Reread page 12, and model identifying words and phrases the author uses that support the author’s message: The author says that we are in control of our emotions. She gives many ideas to control emotions. On page 12, the author says</p>	<p>vegetables, so I drew lots of broccoli. I drew lots of strawberries, but I drew more broccoli. I included chicken, and I included rice. 3. Give each student a plate and art supplies to create a balanced, healthy meal. Tell students to use color coding and to make the sections for fruits and vegetables larger than the other sections. 4. Talk Time: Have students share their plates in small groups, using the following sentence frames: I want to eat more _____, so I drew _____. I drew _____, but I drew more _____. I included _____, and I included _____.</p>	
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	<p>each category to clarify the meaning of each word. Record student examples. What dairy products do you like? I like _____. Why do you like them? I like _____ because _____.</p> <p>(Continue with grain and protein.)</p> <p>3. Discuss the academic vocabulary words balanced and healthy. Talk about the importance of eating all the food groups to stay healthy and having balanced meals. As you continue to discuss the words, you can use the vocabulary picture cards available in the Digital Resources.</p> <p>4. Talk Time: Show students the cover of the nonfiction</p>		<p>that breathing is an easy way to calm down. By using the word easy, she is convincing me that it is something I can do! The author also says that you can practice breathing anywhere. This also tells me that it is something I can easily do. These words and phrases support the author's message and her opinion.</p> <p>3. Talk Time: Reread page 14. Have students listen carefully for specific language that the author uses to support her message in the book. Have partners share the words they heard and then share their ideas with the whole class.</p> <p>4. Continue to read the first page of each section of the book. Have partners listen carefully for language the author uses that supports her opinions. Discuss how the words and phrases support the author's message in the book.</p>	<p>Week 18:</p> <p>Language Development</p> <p>1. Have students share strategies that help them calm down. Write these strategies on the board or on chart paper.</p> <p>2. Model using the simple future tense to discuss the strategy that you think will be the best one to use the next time you need to take control of your emotions: After reading the book, I learned ways I will control my uncomfortable feelings. The next time I feel upset or angry, I will go for a jog. I know this will be a great way to deal with anger.</p> <p>3. Talk Time: Have students turn and talk with partners to share the strategies they think they</p>	
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	<p>book, and read the title aloud. Have partners describe what they see on the cover and predict what the book will be about. Write student ideas for all to see. What do you see? I see _____.</p> <p>What is the girl doing? How is she making a healthy choice? The girl is _____.</p> <p>What do you think this book will be about? I think the book will be about _____.</p> <p>Week 18:</p> <p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Have students brainstorm different feelings they can have by</p>			<p>will use in the future. Have students use the following sentence frame in their discussions: When I am feeling _____, I will _____.</p> <p>4. Have students share with the whole class what they will do the next time they have uncomfortable feelings.</p>	
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	<p>drawing and writing about them in the Student Guided Practice Book 1 (page 72).</p> <p>2. Discuss the feelings that students drew or wrote about. Prepare a chart of different feelings for all to see. Use images, or emojis, that illustrate different feelings students can have. Discuss the feelings, and have students pantomime the feelings as you talk about them. What does it mean to feel angry? Angry means _____.</p> <p>How do you feel when you are angry? How is that different from when you feel calm? I feel _____. It is</p>				
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	<p>different because _____.</p> <p>3. Have students look at the cover of the book. Discuss the child on the cover of the book and what they might be feeling. How does this child feel? They feel _____. How do you know? What do you see? I see _____.</p> <p>4. Talk Time: Take a picture walk through the book. Have partners make predictions about what they will read as they look at the photographs. Discuss the genre of the book as students make predictions. What will this book be about? This book will be about _____. What is the</p>				
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		genre of this book? How do you know? This book is _____. I know this because _____.				
16-18 RESOURCES		Books: Staying Healthy, Eating Right, Calm Down End of Unit Assessment- 4				End of Unit Assessment- 4
19-20 Unit 5		Week 19: Before Reading Building Background Knowledge and Vocabulary 1. Have students think of their favorite games. Have students draw and write about the games in the Student Guided Practice Book 1 (page 76). 2. Talk Time: Have students share their work with partners. Encourage students to	Week 19: Writing Have students think about how the characters in the book showed that they were good sports when they were playing the field day games. Record ideas on the board or on chart paper. Have students draw and write how they can be good sports while playing in the Student Guided Practice Book 4	Week 19: Speaking and Listening 1. Review the field day games that were in the book. Write the names of the games on the board or on chart paper. 2. Have students choose the field day games they like the best. Form student groups based on the activities they like the most. 3. Talk Time: Have students work in their groups to form strong arguments about why the games they chose are the best. Have	Week 19: Language Development 1. Complete the Speaking and Listening lesson. 2. Print copies of Field Day Fun, which is provided in the Digital Resources. 3. Have students return to their groups from the Speaking and Listening activity. Have each student draw a picture of themselves playing or competing in the field day game that was their favorite. 4. Talk Time: After student drawings are complete, have students use academic verbs to	Week 19: Gather a ruler, a meter stick, and a measuring tape. Discuss the different tools and how they can be used to measure different things. Discuss which tool would be the best to measure different objects in the classroom and why. Then turn to page 14 and read the Let's Explore

	<p>use specific details when talking about the games. Have students use the following sentence frames to support their discussions: Why is that game your favorite? It is my favorite because _____. Who do you like to play it with? I like to play it with _____. How is the game played? First, _____. Next, _____. Then, _____. 3. Talk about field day with students. If your school has field day, make a list of all the different games that students play. If you don't have a field day, explain that it is a schoolwide event some schools do each year. Discuss the children on the cover and what they might be</p>	<p>(page 79). Have students write in complete sentences. Fluency Turn to page 78 of the Student Guided Practice Book. Point out the comma after the transition words. Have students read their work fluently, practicing pausing after the commas.</p> <p>Week 20:</p> <p>Writing Have students draw and write posters for a carnival at their school in the Student Guided Practice Book 4 (page 83). Have students add details from the book and discuss events and attractions they would include. Fluency Read the headings in the table of</p>	<p>students use the following sentence frames as they discuss the games: _____ is the best field day game because _____. _____ is a great game to play because _____. 4. Give each group an opportunity to share with the class why they think the game they chose is the best. 5. Talk Time: Allow for other student groups to share counterarguments to each group's opinion. Use the following sentence frames to guide student rebuttals: _____ is a great game, but _____ is the best in our opinion because _____. I understand why you like _____, but in _____ you can _____. 6. Encourage students to share their opinions and form counterarguments respectfully.</p>	<p>discuss with their groups how they would be good sports while playing the games. Have students work together to write the academic verbs on their activity sheets (e.g., assist team members, communicate clearly). 5. Talk Time: Have groups orally share their work with the class. Create a list of all the academic verbs on the board or on chart paper.</p> <p>Week 20:</p> <p>Language Development 1. Prepare by making a three-column chart on the board or on chart paper. Label the columns: Person, Place, and Thing. 2. To give students an idea of what happens at a carnival, play a video of a carnival, such as this one: tcmpublic.digital/lp/k-2/carnival. Explain that the words carnival and fair are often used interchangeably. Point out activities that are similar in</p>	<p>Math callout with students. Discuss which tool and measurement The Dream Team should use to measure the length of the field. Then, give students time to practice measuring objects in the classroom.</p> <p>Week 20:</p> <p>Challenge students to use the book to write word problems. For example, students might look at page 19 and write, Students are choosing prizes for the school carnival. 22 students want to give stickers as prizes. 32 students want to give rubber bracelets as prizes. About how many more</p>
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	<p>feeling. How do these students feel? They feel _____. How do you know? What do you see? I see _____. 4. Talk Time: Take a picture walk through the book, and discuss new vocabulary. You may want to use the vocabulary picture cards provided in the Digital Resources. Have students make predictions about what they will read and the genre of the book. What will this book be about? This book will be about _____. What is the genre of this book? How do you know? This book is _____. I know this because _____.</p> <p>Week 20:</p>	<p>contents, changing your expression as you read the headings with different punctuation. Have students read the book with partners, using the same expression at punctuation.</p>	<p>Week 20:</p> <p>Speaking and Listening</p> <p>1. Prepare for the lesson by making your own poster, similar to the Writing activity, of the things you would have at a school carnival. This will be used to model the presentation.</p> <p>2. Think aloud and model good presentation skills as you share your plan for a school carnival: My carnival is a Fun in the Sun carnival! It will happen in June of this year, when the weather is nice and warm. It will take place at our school, (insert your school name). My carnival will have water games, including a water balloon toss and a dunk tank. There will be snow cones and ice cream. Who wants to come to my carnival? (Point to the drawings on your poster as you talk about the activities.)</p> <p>3. Have students</p>	<p>the video and book (e.g., food, music, and games).</p> <p>3. Have students think of specific things they read about in the book and saw in the video. Have them name which categories the nouns belong to.</p> <p>4. Talk Time: After students have brainstormed nouns they might see at a carnival, have partners turn and talk to come up with sentences that describe the nouns. For example, a student could say, A child eats popcorn by the ring toss game.</p> <p>5. Talk Time: Have partners share the sentences they came up with, using nouns from the chart. Talk about all the things that you can see and do at a carnival.</p>	<p>students want to give away rubber bracelets? Ask students to exchange their word problems with partners to solve.</p>
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	<p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Show students the cover of the book. Read the title to students. Ask them to predict what the book will be about. What do you see on the front cover? I see _____. What do you think this book will be about? I think it will be about _____.</p> <p>2. Talk Time: Ask students if they have ever been to a fair or carnival. Have partners share using the following prompts and sentence frames: Have you ever been to a carnival? Have you been to a county fair? What games did you play? I played _____.</p>		<p>return to the writing activity on page 83 of the Student Guided Practice Book.</p> <p>4. Talk Time: Have partners present their ideas for a carnival at their school. Post the following sentence frames to guide student discussions: My carnival is _____. It will happen in _____. It will take place at _____. My carnival will have _____. There will be _____. Who wants to come to my carnival?</p> <p>5. Have the groups take turns presenting their plans.</p>		
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	<p>What food did you eat? I ate _____.</p> <p>3. Introduce the vocabulary words. The vocabulary picture cards in the Digital Resources can be used to introduce the words. Have students orally complete the following sentence frames:</p> <p>_____ is annual because it happens each year. I can attend a _____.</p> <p>I can _____ at a carnival.</p> <p>I can estimate _____.</p> <p>One detail about school is _____.</p> <p>I can make income by _____.</p> <p>The theme of my party will be _____.</p>				
<p>19-20</p> <p>RESOURCES</p>	<p>Books: Field Day, School Carnival</p> <p>End of Unit Assessment-5</p>				<p>End of Unit Assessment-5</p>

21-23 Unit 6

Week 21:

Before Reading Building Background Knowledge and Vocabulary
1. Show students the cover of the book, and read the title of the book aloud. What do you see? I see _____.
What do you think he is doing? I think he is _____.
What do you think this book will be about? I think this book will be about _____.
2. Talk Time: Have partners discuss sports and the equipment needed for each sport. What sports do you play? I play _____.
What do you need to play those sports? I need _____.
Which sports do you watch? I watch _____.
3. Introduce the vocabulary words to students using the vocabulary

Week 21:

Writing
Have students write about their favorite sports in the Student Guided Practice Book 4 (page 87). Remind them to include two details about the sport. Encourage students to draw pictures to illustrate their writing.
Fluency
Have students partner-read. Have one student act out what the other student is reading. Then have students switch roles.

Week 22:

Writing
Have students think about how the characters in “No ‘I’ in Team” show they are good sports. Record student ideas for all to see. Have students draw and write about how they can be good sports

Week 21:

Speaking and Listening
1. Reread page 4 aloud to students. Have partners discuss the author’s opinion. (Sports are a great way to stay fit.)
2. Have students talk about the reasons why a person would choose a particular sport. Ask, “How did the author describe the sports? Did the descriptions make you feel like you want to try one of the sports?” Show pages 13 and 15 as you describe examples of the author’s language: On page 13, the author asks the question, “Can you hold your breath under water?” The author is suggesting swimming for people who can hold their breath under water. The author wants you to think about the things you can do well and then think of a sport that you might want to try.
3. Have partners discuss sports that they like, using language similar to

Week 21:

Language Development
1. Show pages 6–7 and say the following: What does the basketball player do here? Yes, the player must throw the ball into the basket, but we use the action verb shoot instead of throw.
2. Continue with pages 8–9 and 10–11, talking with students about the action verbs run and kick. Make a list of action verbs where students can see it.
3. Model pantomiming a sport and an action that matches the sport. Have the class guess the sport and name the action verbs. What am I doing? (Model swinging a racquet.) Yes, I am playing tennis! What are the best

Week 21:

Compare and contrast two places in your school, such as the cafeteria and the classroom. List similarities and differences. Have each student write a paragraph about the places.

Week 22:

Have students turn to the Read and Respond questions at the end of the book. Discuss the questions as a group. Have students think about how they can show kindness outside of playing sports. Discuss the importance of showing kindness to others in everyday life.

Week 23:

Have students

	<p>picture cards provided in the Digital Resources. Demonstrate the meaning of each word with an action and a sentence. Have students repeat each action and sentence after you:</p> <p>I can balance on one foot. (Balance on one foot.)</p> <p>I can hear my breath. (Exhale loudly.)</p> <p>I can earn money. (Pretend to have money in your hand.)</p> <p>Running keeps me fit. (Run in place.)</p> <p>I wear a helmet on my head. (Put hands on your head.)</p> <p>Football is a rough sport. (Pretend to throw a football.)</p> <p>Week 22:</p> <p>Before Reading Building Background Knowledge</p>	<p>while playing in the Student Guided Practice Book 4 (page 91). Have students write in complete sentences.</p> <p>Fluency Have students echo-read. You read a sentence, paragraph, or page aloud. Then have students chorally reread that segment.</p> <p>Week 23: Writing Have students use their story maps to write short summaries of the book in the Student Guided Practice Book 4 (page 95). Have students write in complete sentences, using connecting words and phrases for each event. Share the words first, next, and last to support student writing. Fluency Have students echo-read. You</p>	<p>that in the book. Write the following sentence frames on the board or chart paper to guide their discussion:</p> <p>Can you _____?</p> <p>Do you like _____? Maybe _____ is the sport for you.</p> <p>Week 22:</p> <p>Speaking and Listening</p> <p>1. Print and prepare copies of Characteristics of a Good Sport, which is provided in the Digital Resources. Prepare a copy for yourself, and complete the activity to serve as a model for the class.</p> <p>2. Brainstorm a list of words to describe a person who is a good sport. Have students think about the qualities the person must have. Write the list where students can see it.</p> <p>3. Present your drawing of an athlete from your sample activity page, and model talking about the characteristics of</p>	<p>action verbs to describe tennis? I swing my arm to make my racquet hit a tennis ball. The verbs are swing and hit.</p> <p>4. Talk Time: Have partners talk about sports they like and discuss action verbs for those sports. Have partners pantomime gestures that show the actions they discuss.</p> <p>5. Talk Time: Provide time for the whole group to play “What Am I Doing?” Have partners demonstrate their movements, and encourage the rest of the group to guess the action verbs and sports.</p> <p>Week 22: Language Development</p> <p>1. Display a three-column chart with the headings Action Verb,</p>	<p>think about what Daisy could have done to be a good sport. Have students draw and write to show how to be a good sport from Daisy’s perspective. Discuss with students the importance of showing kindness whether you win or lose.</p>
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	<p>and</p> <p>Vocabulary</p> <p>1. Talk Time: Have partners share the different sports they play. Have students talk about how to play the sports and what they like most about them. Create a list of sports on the board or on chart paper.</p> <p>2. Have students look at the cover of the book. Discuss the children on the cover of the book. What are the children doing? They are _____. Which children are on the same team? How do you know who is on which team? I know _____. How do they feel? They feel _____.</p> <p>3. Talk Time: Talk with students about the word fair. Have partners think about what it means to be fair and</p>	<p>read a sentence, paragraph, or page aloud. Then have students chorally reread that segment.</p>	<p>the athlete using synonyms to describe a good sport: This is a softball player. She is respectful to her team members and the members on the other team. She is honest because she plays the game by the rules.</p> <p>4. Give each student a copy of the activity sheet. Have them draw a picture of an athlete and write synonyms that describe a good sport. Students may refer to the list created as a group for ideas of synonyms.</p> <p>5. Talk Time: Have partners present their drawings and descriptions. Use the following sentence frames to support student discussions: This is a _____. He/She is _____ because _____.</p> <p>Week 23:</p> <p>Speaking and Listening</p> <p>1. Have students watch a read-aloud about being good sports, such as the video provided</p>	<p>Person, and Thing. List some verbs in the verb column, such as threw, handed, kicked, and passed. Leave the second column blank for now. Have students brainstorm things that relate to the sports and list those in the third column.</p> <p>2. Ask for a volunteer to join you in front of the group. Model using direct and indirect objects in a simple sentence pattern (subject, action verb, indirect object, direct object): I see the words passed and handball on our chart. Together with our volunteer, I can use these words to make a complete sentence about playing handball. I can say, I passed Eva</p>	
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	<p>how you might need to be fair when you are playing a sport. What does fair mean? Fair means _____.</p> <p>How does playing fairly show you are kind? Playing fairly _____.</p> <p>4. Talk Time: Take a picture walk through the book. Have students make predictions about what they will read and the genre of the book. Discuss the vocabulary words using the vocabulary picture cards provided in the Digital Resources. What will this book be about? This book will be about _____. What is the genre of this book? How do you know? This book is _____. I know this because _____.</p>		<p>here: tcmpub.digital/lp/k-2/goodsport.</p> <p>2. Post the following questions on the board or on chart paper for students to think about while they watch the video:</p> <p>What actions by the main character do not show fair play? What could the main character do differently? How does the main character change in the story? What lesson does the main character learn? How is the main character in the video like Ben in "A Good Sport"?</p> <p>3. Talk Time: After playing the video, have students work in small groups to discuss the questions on the board or chart paper. Use the following sentence frames to guide students as they answer the questions together:</p> <p>The main character's actions were _____.</p> <p>The main character could have _____.</p> <p>The main character changed when _____.</p> <p>The lesson the main character</p>	<p>the handball. (You may want to use student names in the sentences. Pantomime the action with the student volunteer.)</p> <p>3. Talk Time: Have partners work together to come up with complete sentences using direct and indirect objects. Students may refer to the chart created at the beginning of the lesson. Have students pantomime the actions with their partners as they come up with the sentences.</p> <p>4. Talk Time: Have partners share the complete sentences with the whole group. Have partners pantomime the actions for all to see.</p>	
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		<p>Week 23: Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Return to the story “No ‘I’ in Team” from the book Fair Play in the previous lesson. Review the meaning of a good sport. How do good sports act? Good sports _____.</p> <p>2. Talk Time: Have students look at the fiction text card and read the title. Have students make predictions as they look at the illustration and think about the meaning of the title. How might this boy feel? He might feel _____. How do you know? What do you see? I see _____. How do the other students feel? They feel _____. Do you think</p>	<p>learned is _____. The main character is like Ben because _____.</p> <p>4. Talk Time: Have each group share with the whole group what they discussed. Talk about the lesson that the main character learned and why it is important.</p>	<p>Week 23: Language Development</p> <p>1. Complete the Speaking and Listening lesson.</p> <p>2. Tell students that they can add more details to their ideas about the video they watched by using prepositions. Model using prepositions of time to describe how Ben changes in “A Good Sport”: At the beginning, Ben is upset that Daisy wins the race. After the race, he sees his friends giving Daisy high fives. At the end, Ben knows it was the right thing to do to congratulate her, and he shakes her hand.</p> <p>3. Talk Time: Write some prepositions of time on the board or chart paper for all to see. Have students work</p>	
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		<p>the students are showing an example of being a good sport? Why or why not? The students are _____ because _____.</p> <p>3. Have students set a purpose for reading by discussing what questions they hope to answer as they read. Model asking a question, and invite students to share questions of their own. Remind students to use the words who, what, where, when, why, and how when asking questions. How could these students show kindness? Who _____? Why _____?</p>		<p>in small groups to think about what happens in the video they watched in the Speaking and Listening lesson. Have students work together to use prepositions of time to describe what happens in the story. Provide the following sentence frames: In the beginning, the main character _____. At the end, the main character _____.</p>	
<p>21-23 RESOURCES</p>		<p>Books: Keeping Fit with Sports, Fair Play, A Good Sport</p> <p>End of Unit Assessment- 6</p>			<p>End of Unit Assessment- 6</p>

