

# ESL - K-2 Kit B Curriculum

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

## Unit Focus

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

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

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

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

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

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

Unit 7- Thirty minutes a day. A book a week. Five 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**

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### **NJSLS and Correlating SLOs**

<b>NJSLS</b>	<b>Student Learning Objectives</b>
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"> <li>○ Insert correlating SLOs here in a bulleted list</li> </ul>

## **WIDA Standards**

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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**

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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 read and write short vowel words?
- What strategies do you use to sound out words?

#### **Rationale:**

Standards are integrated within each lesson to enable multilingual learners to work toward proficiency in English while learning content—developing the skills and confidence in listening, speaking, reading, and writing. The learning objectives listed here describe the skills and strategies presented throughout the lessons.

#### **Transfer Goals:**

- Students will be able to identify and categorize short vowels.
- Students will develop descriptive language skills to communicate using short vowel sounds.

#### **Enduring Understandings:**

- Using short vowels helps us communicate our perceptions and understand the world around us better.

### **Unit 2: Animals**

**Essential Questions:**

- How do animals change as they grow?
- What animals have you seen in your community?

**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 Question:**

- What are some workers and places in a community?
- Why is it important for people in a community to work together?

**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:**

- How can take care of our bodies?
- What are some examples of healthy choices you make every day?

**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:**

- 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 are some places in your school community?
- What is your favorite place in your school?

### **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:**

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

## **Unit 6: Play and Exercises**

### **Essential Questions:**

- How can you get exercise?
- What are some healthy recipes your family makes? How do these foods represent your culture?

### **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:**

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Play is essential for social interaction, creativity, and physical development.

- Engaging in physical activities with others fosters friendships and promotes a healthy lifestyle.

## **Unit 7: Earth Science**

### **Essential Questions:**

- How can you describe land and water on Earth?
- What landforms and bodies of water are near your home?

### **Rationale:**

Promote learning Earth's geography and bodies of water. Understanding the different types and uses of bodies of water.

**Transfer Goals:**

- Students will demonstrate understanding and share experiences of types of land and bodies of waters on earth.
- Students will describe landforms using words that have similar meanings and discuss how they produce a different effect.

**Enduring Understandings:**

- Locating landforms in their communities and in places that they have travelled to on the map is an essential survival skill.
- Exploring how water changes from one form to another as they study the water cycle is necessary for developing science skills.

## **Essential Questions**

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<b>Overarching Essential Question</b>	<b>Content-Specific</b>	<b>Skill Specific</b>
Unit 1: How can you identify and read words with short vowels?	<p><b>Reading Objectives:</b> Demonstrate comprehension of vocabulary through actions, responses, and structured support.</p> <p><b>Writing Objectives:</b> Write descriptive sentences using provided frames and vocabulary banks.</p> <p><b>Speaking &amp; Listening Objectives:</b> Present information using structured vocabulary and gestures.</p> <p><b>Language Development Objectives:</b> Develop vocabulary precision by using descriptive language and</p>	<p><b>Reading Skills:</b> Students will read and write words and sentences that have short a with moderate support.</p> <p><b>Writing Skills:</b> Students will draw and write complete sentences about things they can do, using short a vocabulary from a word bank and a sentence frame. Content Area—</p> <p><b>Language Arts Skills:</b> Students will play a game of charades to demonstrate understanding of short a vocabulary.</p> <p><b>Speaking and Listening Skills:</b> Students will offer opinions and supporting reasons about why Dad might want a nap using sentence frames.</p> <p><b>Language Development Skills:</b> Students will describe how the book is organized by identifying key words and phrases that repeat.</p>

	structured support.	
Unit 2: How do animals change as they grow?	<p><b>Reading Objectives:</b> Demonstrate comprehension of vocabulary through actions, responses, and structured support.</p> <p><b>Writing Objectives:</b> Write descriptive sentences using provided frames and vocabulary banks.</p> <p><b>Speaking &amp; Listening Objectives:</b> Present information using structured vocabulary and gestures.</p> <p><b>Language Development Objectives:</b> Develop vocabulary precision by using descriptive language and structured support.</p>	<p><b>Reading:</b> Students will compare and contrast the way humans and animals take care of their babies.</p> <p><b>Writing:</b> Students will draw and write to describe the ways that animals care for their babies, using a word bank.</p> <p>Content Area—</p> <p><b>Science:</b> Students will create posters to describe how animal mothers care for their babies.</p> <p><b>Speaking and Listening:</b> Students will role-play caregivers taking care of their young using vocabulary from the book in their presentations.</p> <p><b>Language Development:</b> Students will use the suffix –s to demonstrate understanding of plural nouns in the text</p>
Unit 3: What are some workers and places in a community?	<p><b>Reading Objectives:</b> - Demonstrate understanding of informational texts by retelling key details using sentence frames. - Give short responses to factual comprehension questions using sentence frames.</p> <p><b>Writing Objectives:</b> - Gather information from texts to draw and write about topics using sentence frames and word banks. - Draw and write about personal and observed topics using sentence frames.</p> <p><b>Speaking &amp; Listening Objectives:</b> - Offer opinions and provide</p>	<p><b>Reading:</b> Students will refer to the illustrations and details in the book to make inferences about community workers.</p> <p><b>Writing:</b> Students will draw and write to describe workers they have read about using a sentence frame.</p> <p><b>Social Studies:</b> Students will understand changes in the community over time.</p> <p><b>Speaking and Listening:</b> Students</p>



	<p>reasons with teacher modeling and sentence frames.</p> <ul style="list-style-type: none"> <li>- Describe the language a writer or speaker uses to present ideas with prompting and sentence frames.</li> </ul> <p><b>Language Development Objectives:</b></p> <ul style="list-style-type: none"> <li>- Combine sentences using conjunctions (e.g., and) with sentence frames.</li> <li>- Learn and use prepositions to expand sentences in shared language activities.</li> </ul>	<p>will share opinions about careers they would like to have and provide supporting reasons.</p> <p><b>Language Development:</b> Students will refer to the text to find examples of direct objects in a simple sentence pattern</p>
Unit 4: How can we take care of our bodies?	<p><b>Reading Objectives:</b></p> <ul style="list-style-type: none"> <li>- Retell key details and describe people, places, and objects using sentence frames and illustrations.</li> <li>- Make connections between texts and photographs to understand how people help others in the community.</li> </ul> <p><b>Writing Objectives:</b></p> <ul style="list-style-type: none"> <li>- Draw and write about community places and personal experiences using new vocabulary and sentence frames.</li> <li>- Draw and label pictures of pets and community places using information from texts and sentence frames.</li> </ul> <p><b>Speaking &amp; Listening Objectives:</b></p> <ul style="list-style-type: none"> <li>- Introduce themselves and describe roles as community workers using sentence frames.</li> <li>- Express ideas and participate in collaborative conversations using gestures, words, and simple learned phrases.</li> </ul>	<p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>- Retell key details from informational texts using sentence frames and illustrations.</li> <li>- Make connections between texts and photographs to describe how people help in a community.</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>- Draw and write about community places and personal experiences using new vocabulary and sentence frames.</li> <li>- Draw and label pictures of pets and community places using details from texts and sentence frames.</li> </ul> <p><b>Speaking &amp; Listening Skills:</b></p> <ul style="list-style-type: none"> <li>- Introduce themselves and describe roles as community workers using sentence frames.</li> <li>- Participate in collaborative conversations, expressing ideas with gestures, words, and simple phrases.</li> </ul>

	<p><b>Language Development Objectives:</b></p> <ul style="list-style-type: none"> <li>- Use nouns, prepositions, and conjunctions to name and describe people, places, and actions in shared language activities with sentence frames.</li> <li>- Explore text organization, onomatopoeia, and vocabulary through collaborative and guided activities.</li> </ul>	<p><b>Language Development:</b></p> <ul style="list-style-type: none"> <li>- Use nouns, prepositions, and conjunctions to describe people, places, and actions with sentence frames.</li> <li>- Explore text organization, onomatopoeia, and academic vocabulary through guided activities and sentence frames.</li> </ul>
Unit 5: What are some places in your school community?	<p><b>Reading Objectives:</b></p> <ul style="list-style-type: none"> <li>- Retell key details of stories by sequencing events and using drawings, words, and phrases with substantial support.</li> <li>- Ask and answer questions about texts using short responses and sentence frames.</li> </ul> <p><b>Writing Objectives:</b></p> <ul style="list-style-type: none"> <li>- Draw and write about personal experiences, such as daily activities and family members, using sentence frames for support.</li> <li>- Describe actions and activities by completing sentence frames and labeling pictures.</li> </ul> <p><b>Speaking &amp; Listening Objectives:</b></p> <ul style="list-style-type: none"> <li>- Offer opinions and provide reasons using sentence frames and teacher guidance.</li> <li>- Describe language used by authors, engage in collaborative conversations, and ask/answer questions using key words and sentence frames.</li> </ul> <p><b>Language Development Objectives:</b></p> <ul style="list-style-type: none"> <li>- Use connecting words, complex</li> </ul>	<p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>- Retell key details of stories by sequencing events and using drawings, words, and phrases.</li> <li>- Ask and answer questions about texts using short responses and sentence frames.</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>- Draw and write about personal experiences, such as daily activities and family members, using sentence frames.</li> <li>- Complete sentence frames and label pictures to describe actions and activities.</li> </ul> <p><b>Speaking &amp; Listening Skills:</b></p> <ul style="list-style-type: none"> <li>- Offer opinions and provide reasons using sentence frames and teacher guidance.</li> <li>- Engage in collaborative conversations, describe language used by authors, and ask/answer questions using key words and sentence frames.</li> </ul> <p><b>Language Development:</b></p> <ul style="list-style-type: none"> <li>- Use connecting words, complex sentences, and compound sentences to describe personal experiences and family members.</li> </ul>

	<p>sentences, and compound sentences to describe personal experiences and family members in shared language activities.</p> <ul style="list-style-type: none"> <li>- Explore adjectives, adverbs, and verbs to add details and describe actions, ideas, people, places, and things in shared language activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore adjectives, adverbs, and verbs to add details and describe actions, ideas, people, places, and things.</li> </ul>
Unit 6: What can you see and do in school?	<p><b>Reading Objectives:</b></p> <ul style="list-style-type: none"> <li>- Ask and answer questions about things seen and done in school using sentence frames.</li> <li>- Identify reasons for school rules and similarities/differences in classroom images with substantial support.</li> </ul> <p><b>Writing Objectives:</b></p> <ul style="list-style-type: none"> <li>- Draw and write sentences about school activities and dream classrooms using sentence frames.</li> <li>- Create posters and write sentences about important school rules using sentence frames.</li> </ul> <p><b>Speaking &amp; Listening Objectives:</b></p> <ul style="list-style-type: none"> <li>- Describe language choices for different audiences (adults vs. friends) in partners.</li> <li>- Retell school rules and discuss classroom images using key words and sentence frames.</li> </ul> <p><b>Language Development Objectives:</b></p> <ul style="list-style-type: none"> <li>- Use present progressive tense to describe children's actions in texts with teacher guidance.</li> <li>- Explore simple present tense for class rules and routines in shared activities.</li> <li>- Describe actions that took place in the past using guided activities.</li> </ul>	<p><b>Reading Skills:</b></p> <ul style="list-style-type: none"> <li>- Ask and answer questions about school activities and rules using sentence frames.</li> <li>- Identify similarities, differences, main ideas, and key details in texts with substantial support.</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>- Write sentences and draw about school activities and dream classrooms using sentence frames.</li> <li>- Create posters and write about school rules and historical letters using sentence frames.</li> </ul> <p><b>Speaking &amp; Listening Skills:</b></p> <ul style="list-style-type: none"> <li>- Discuss language choices for different audiences in pairs.</li> <li>- Retell school rules and compare classroom images using key words and sentence frames.</li> </ul> <p><b>Language Development Skills:</b></p> <ul style="list-style-type: none"> <li>- Use present progressive tense to describe actions in texts.</li> <li>- Explore simple present tense for discussing class rules and past tense for historical activities in guided activities.</li> </ul>

<p>Unit 7: How can you describe land and water on Earth?</p>	<p><b>Reading Objectives:</b></p> <ul style="list-style-type: none"> <li>- Read aloud and demonstrate understanding of texts using sentence frames.</li> <li>- Retell stories, describe characters, settings, and events with support from text and illustrations.</li> </ul> <p><b>Writing Objectives:</b></p> <ul style="list-style-type: none"> <li>- Write about personal preferences and experiences, such as favorite activities and steps to routines, using sentence frames and word banks.</li> <li>- Create stories and describe processes using sentence frames and supporting details from texts.</li> </ul> <p><b>Speaking &amp; Listening Objectives:</b></p> <ul style="list-style-type: none"> <li>- Express opinions and discuss topics such as vacation packing and cultural celebrations using sentence frames.</li> <li>- Retell stories, cite important information, and discuss central messages with key words and teacher guidance.</li> </ul> <p><b>Language Development Objectives:</b></p> <ul style="list-style-type: none"> <li>- Use direct and indirect objects, connecting words, and phrases in sentence patterns during shared language activities.</li> <li>- Use academic vocabulary and tenses (present progressive, simple future) to describe actions, processes, and kindness in games with sentence frames.</li> </ul>	<p><b>Reading:</b></p> <p>Students will use descriptive language to describe different landforms in the book, using sentence frames for support.</p> <p><b>Writing:</b></p> <p>Students will draw and write to describe landforms near their school, using details and a sentence frame for support.</p> <p><b>Content Area—Social Studies:</b></p> <p>Students will use maps to locate landforms in their communities and in places that they have travelled to.</p> <p><b>Speaking and Listening:</b></p> <p>Students will describe landforms using words that have similar meanings and discuss how they produce a different effect.</p> <p><b>Language Development:</b></p> <p>Students will use adjectives to describe places they have visited, referring to a class list of words for support.</p>
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## Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Unit 1: Students will read and write words and sentences that have short vowels with moderate support.	Unit 1: Basics -Spiral Focus: Understanding shapes and colors in the community to enhance perceptual and observational skills.
Unit 2: Demonstrating empathy and responsibility through learning about animal care.	Unit 2: Animals -Spiral Focus: Promoting empathy and responsibility by learning about animal care and understanding their needs.
Unit 3: Understanding community dynamics and roles to foster social awareness.	Unit 3: My Community -Spiral Focus: Exploring community dynamics and roles to foster social awareness and cooperation.
Unit 4: Understanding the importance of healthy daily choices.	Unit 4: All About Me -Spiral Focus: Exploring five senses and how body part support five senses.
Unit 5: Understanding school environments and subjects to nurture academic engagement.	Unit 5: All About Me -Spiral Focus: Understanding school environments and subjects to nurture curiosity and academic engagement.
Unit 6: Promoting cooperative play and physical activities to support social interaction.	Unit 6: Play and Exercise -Spiral Focus: Promoting play, physical activity, and cooperative skills to support social interaction and healthy lifestyles.
Unit 7: Understanding earth's environment and the importance of land and water.	Unit 7: Earth Science -Spiral Focus: Exploring types of land and bodies of water and relevance to the community.

## Bi-Weekly Scope and Sequence

WEEKS	Standards	Reading	Writing	Listening	Speaking	Assessment
Unit 1		<b>Week 1:</b> -Before Reading Building Background Knowledge and Vocabulary 1. Show	<b>Week 1:</b> Writing Review San's actions in the book. Have students think about	<b>Week 1:</b> Speaking and Listening 1. Show students the illustration on page 3. Think aloud as you describe what you see in the	<b>Week 1:</b> Language Development 1. Talk about the words that repeat on each page of the book. What does Dad say on each	<b>Week 1:</b> Play a game of Short A Charades. Write words that have short a on index cards, or use Short

		<p>students the cover of the book while covering the title. Ask students to guess what Dad is trying to do. Encourage them to predict what the book will be about. What do you think Dad trying to do? Dad wants to _____.</p> <p>2. Read the title of the book. Point to the words Dad and Nap as you read them. Have students identify the sound is the same in both words (short a). Dad wants a nap. What does it mean to want something? Want means _____.</p> <p>3. Write the letter a for all to see. Say /a/ and have students repeat after you. Use a gesture to help students recall the</p>	<p>which actions they can do, too. Have students draw and write about the actions in the Student Guided Practice Book 4 (page 7). Have students use the words in the word bank and the sentence frame to write in complete sentences. Fluency Have students build short a words in a small group setting. Use magnet letters or flashcards with letters on them. Have students practice manipulating sounds to make new words. Have students work together to</p>	<p>picture: I see Dad lying in the couch. His mouth is open wide and his head is resting on his hand. I think he is yawning because he is so tired! (Pantomime yawning to expose students to the word.)</p> <p>2. Have students think about why Dad might be so tired. Have students think about when they have been very tired and felt like they needed a nap. When do you need a nap? I need a nap when _____. What makes you feel tired? _____ makes me feel tired.</p> <p>3. Talk Time: Have partners discuss why Dad might be tired. Use the following sentence frames to guide students in offering and supporting opinions: I think Dad is tired because _____. I feel tired when I _____. Maybe Dad _____.</p>	<p>page? Dad says, "I want a nap."</p> <p>2. Reread the story. Have students read along with you. Read the first sentence on each page, and have students read the second sentence, I want a nap. Emphasize the repeating pattern on each page spread of the book.</p> <p>3. Continue reading until students recognize that the pattern in the book changes. Discuss what happens on these pages. What is the problem in the story? Dad wants _____. Why can Dad not nap? Dad can not take a nap because _____. How do the words on the page change? The words change because _____. How does Dad solve his problem? Dad solves his problem by _____. 4. Talk Time: Discuss with students that when the text</p>	<p>A Charades in the Digital Resources. Have some students act while their classmates guess. Sample words may include bat, cap, cat, fan, mad, sad, ran, sat, fast, hand, snap, clap, tap, pat, and yak.</p> <p>Week 2:</p> <p>Write short a and short e vocabulary that students have learned for all to see. Tell students that each letter is worth a certain amount. The vowel a is worth \$5, the vowel e is worth \$8, and consonants are worth \$2 each. Have students add to tell how much each word is worth.</p>
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		<p>sound, like opening your mouth wide as you say the sound. Tell students that the letter a is a vowel, and vowels are needed to make words.</p> <p>4. Preview the vocabulary words with students. Have students sound out the words. The vocabulary picture cards, available in the Digital Resources, can be used to visually represent the words' meanings. Ask students to show you what each word may look like with actions. Yak with partners. Gab with partners. (Discuss similar meanings of yak and gab.) Tap your toes. Wear a cap. Put a</p>	<p>sound out new words. Note: Checklists and rubrics to assess fluency and language development are provided in the Digital Resources.</p> <p><b>Week 2:</b></p> <p>Writing Have students write sentences using short e vocabulary in the Student Guided Practice Book 4 (page 11). Have students draw pictures to match their sentences. Fluency Write short e words from the lesson on small sentence strips. Give students sight word cards with words that</p>	<p>4. Talk Time: Have students share their responses with the class.</p> <p>Week 2:</p> <p>Speaking and Listening</p> <p>1. Prepare picture cards with short e words. You can use the Short E Picture Cards or the vocabulary picture cards, which are available in the Digital Resources. Place all cards in a hat or bag.</p> <p>2. Have a student choose a picture card. Tell the student not to show their card to anyone. Model asking questions to try and guess their short e word: Does it make a loud sound? Does it begin with /b/? Is it a bell?</p> <p>3. Talk Time: Have each student choose a picture card. Have partners work together to ask and answer</p>	<p>pattern changes, Dad solves his problem. Discuss how recognizing the words that repeat in the book helps the reader understand the story events.</p> <p>Week 2:</p> <p>Language Development</p> <p>1. To prepare for this lesson, write bedtime routines a child could have on note cards. (e.g., I brush my teeth. I put on pajamas. I comb my hair.) You can use Bedtime Routines cards, which are provided in the Digital Resources, or make your own. Put the note cards in a hat or bag.</p> <p>2. Talk about routine school activities, using the simple present tense. Act out the examples as you talk about them. Every day, I write on the board. (Pretend to write.) Every day, we sit</p>	
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		<p>cap on a bottle. (Discuss multiple meanings.) Pat your head. (Continue with remaining words.) 5. Talk Time: Have students complete the activity in the Student Guided Practice Book 1 (page 4). Have students share their drawings with partners, using the following sentence frame: I drew _____ to show the word _____.</p> <p><b>Week 2:</b></p> <p>Building Background Knowledge and Vocabulary 1. Show students the cover of the book and read the title.</p>	<p>they have learned. Encourage students to build sentences with the sight words and short e words. Have students read their sentences to partners. Have partners switch roles.</p>	<p>questions. Circulate and assist students with vocabulary, as needed. Does it _____? Is it a _____? 4. Talk Time: Invite students to ask and answer questions in front of the whole group, if they wish. Have the audience guess the short e words.</p>	<p>in our chairs. (Sit in a chair.) Every day, we raise our hands. (Raise your hand.) 3. Talk Time: Invite a student to come up to the front of the class and choose a card. Help the student read the sentence, and have them act it out. Describe the student's routine as they act it out (e.g., Every night, Lily brushes her teeth.). 4. Talk Time: Continue to invite students to the front of the class to choose a card. Have students act out the sentences, and have the class describe the routines.</p>	
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		<p>Ask students to describe what they see and predict what the book will be about.</p> <p>What is she doing? She is _____.</p> <p>What is he doing? He is _____.</p> <p>What do you predict this book will be about? I predict this book will be about _____.</p> <p>Why do you think this book is called Get to Bed, Ren? Why does she need to get to bed?</p> <p>2. Write the letter e on the board or chart paper. Say the sound and have students repeat after you. Use a gesture to help students recall the sound, like pointing to your cheeks and smiling. Tell students that the letter e is a vowel, and vowels</p>				
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are important because they are needed to make words.

### 3. Talk

Time: Have students discuss the vocabulary words orally in sentences using the sentence frames. You may want to use the vocabulary picture cards, available in the Digital Resources, as you talk about the words. Have students note that letter e makes a different sound in the word sleep. Discuss the difference. A bed is for \_\_\_\_\_. A jet is for \_\_\_\_\_. A bell sounds like \_\_\_\_\_. A hen sounds like \_\_\_\_\_. A \_\_\_\_\_ is a pet. I can pet a \_\_\_\_\_. (Discuss multiple meanings of pet.)

		<p>A well is for _____. I do not feel _____.</p> <p>(Discuss multiple meanings of well.)</p> <p>A _____ lives in a pen. I write with a _____.</p> <p>(Discuss multiple meanings of pen.)</p>				
		<b>Books:</b> Dad Wants a Nap, Get to Bed, Ren!				
<b>3-4 SKILLS</b>  <b>Unit 1</b>		<p>Week 3:</p> <p>Before Reading Building Background Knowledge and Vocabulary 1. Read the title to students. Explain that Kip is the name of the boy on the cover. Tell students that Kip wants to see how big he is. Explain that some families measure</p>	<p>Week 3:</p> <p>Writing Have students think of things that could be the same height as Kip. Have students draw in the Student Guided Practice Book 4 (page 15). Have students complete the sentence frame to</p>	<p>Week 3:</p> <p>Speaking and Listening 1. Write the words big and little in two separate columns for all to see. Have students pantomime the words big and little. Have students reach up high to show the word big and curl their bodies low to the ground to show the word little. 2. Model using synonyms to describe things that are big and little:</p>	<p>Week 3:</p> <p>Language Development 1. Turn to page 4 of the book. Think aloud as you answer the question on the page: This page says, Is Kip as big as a rig? When I look at the picture, I see he is not! I can put my answer to this question in a sentence that says, Kip is not as big as a rig. I'm going to ask a similar question for page 5. Is Kip as big</p>	<p>Week 3:</p> <p>Mark each student's height on a single sheet of chart paper. Have students write their names next to the marks showing how tall they are. Use the data to make a class bar graph. At the end of the school year, measure each student again.</p>

		<p>children and keep track of how much they grow. Ask students if their families measure them. Does your family measure your height? How can you measure someone's height? What else can you measure? I can measure _____.</p> <p>2. Write the letter i on the board or chart paper. Say /i/ and have students repeat after you. Tell students that the letter i is a vowel and discuss the importance of vowels. Introduce the short i vocabulary words by using them in sentences. You can use the vocabulary picture cards provided in the Digital Resources as well.</p>	<p>tell about Kip's height compared to the objects. Fluency Have students echo-read the book after you. You read a sentence, paragraph, or page aloud. Then have students chorally reread that segment. Have students pantomime the words big and little as you read them in the book.</p> <p>Week 4:</p> <p>Writing Have students draw pictures from the book in the Student Guided Practice Book 4 (page 19). Have students write</p>	<p>I see on page 4 that a rig is big. I can think of other words that have the same meaning as big. I know that the word large also means big. I will write the word large underneath the word big on the chart. I see on page 5 that a pig is little. Another word that means the same thing as little is tiny. I will write the word tiny underneath the word little.</p> <p>3. Talk Time: Have partners brainstorm other words that mean big and little. Record student ideas in the chart.</p> <p>4. Reread the book using synonyms in place of the words big and little in the book. Have students respond in complete sentences using new vocabulary. Is Kip as tiny as a pig? No, Kip is not as tiny as a pig. Is Kip as enormous as a hill? No, Kip is not as enormous</p>	<p>as a pig? Yes! Kip is as big as a pig.</p> <p>2. Tell students that you can use the word but to compare. In the book, Kip is not as big as a rig. He is as big as a pig. Guide students to use the word but to compare Kip's size with the two objects. Kip is not as big as a rig. Kip is as big as a pig. Kip is not as big as a rig, but Kip is as big as a pig.</p> <p>3. Talk Time: Continue reading each page. Provide substantial support by asking the question Is Kip as big as a _____? on each page. Have partners create compound sentences. Kip is not as big as a _____. Kip is as big as a _____. Kip is not as big as a _____, but Kip is as big as a _____.</p> <p>Week 4:</p> <p>Language Development</p>	<p>Represent each student's growth on the original bar graph, using a different color. Discuss the differences as a class.</p> <p>Week 4:</p> <p>Discuss rhyming words. Say the words pot, hot, and lot. Write the words and describe what makes them the same and different. Remind students that words with the same ending, such as -ot, rhyme. Use a different color for the beginning sound of the word to show the differences in the words. Work with students to brainstorm a list of more rhyming words for</p>
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		<p>_____ is big. _____ is little.</p> <p>_____ drives a rig.</p> <p>_____ likes to eat dills.</p> <p>A _____ digs a pit. A peach has a _____.</p> <p>(Discuss multiple meanings of pit.)</p> <p>(Continue with remaining words.)</p> <p>3. Talk Time: Take a picture walk through the book. Discuss that the book is fiction as you look at the pictures. Ask partners to describe what they see. Point to the speech bubbles and describe their function in the text. What do you see in the pictures? I see _____. Why might Kip being saying no? Kip is saying no because</p>	<p>complete sentences about their drawings using words in the word bank.</p> <p>Fluency Have partners take turns reading short o words from the book.</p> <p>Then, have partners reread the book taking turns reading alternate pages. Circulate the room and work with students who may have trouble blending words with short o.</p>	<p>as a hill.</p> <p>5. Talk Time: Have partners discuss how these words can produce a different effect, even though they have similar meanings. How is big different from enormous? How is tiny different from little?</p> <p>Week 4:</p> <p>Speaking and Listening</p> <p>1. Show each page spread of the book to review the steps to make popcorn (get a pot, get the pot hot, put corn in the pot, let it pop, eat, and then clean up). Add any other steps that students know that weren't included in the book. Make a list of the steps on the board or chart paper, and number each step so that they can later be represented in order.</p> <p>2. Assign each step to a small group of students. (There</p>	<p>1. Create a T-chart for all to see. Label one side Snacks and the other side Adjectives. Prepare copies of Favorite Snacks, available in the Digital Resources, for each student.</p> <p>2. Ask students about the snack that the boy was making in the book (popcorn). Tell students that they can use adjectives, or descriptive words, to describe the popcorn. The boy in the book was making popcorn. I love popcorn! Popcorn is light, buttery, and crunchy. I can use these words to describe popcorn.</p> <p>3. Have students brainstorm snacks that they like to eat. Write the names of the snacks on the T-chart underneath the word Snacks. Draw small pictures next to the words to support student understanding.</p> <p>4. As you list the snacks, have</p>	<p>pot, hot, and lot.</p>
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		<p>_____.</p> <p>Week 4:</p> <p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Share with students the title and cover of the fictional story. Tell students that in the story, the boy gets to help out at home. Ask students if they get to help out at home. How do you help out at home? How do you help out in the kitchen? I help by _____.</p> <p>2. Point to the word job in the title. Discuss different types of jobs. Discuss occupations, as well as responsibilities at home. Ask students to predict</p>	<p>are six steps above, but you may want to add steps based on the students' suggestions.) Show students how to use movements to demonstrate each step, while speaking in complete sentences. Use arms and hands to pretend to carry a pot while saying, "I got a pot." Pretend to pour corn and say, "I put the corn in the pot." Pantomime using a mop and say, "I had to mop, mop, mop."</p> <p>3. Talk Time: Give groups time to talk and rehearse their steps and sentences. When everyone is ready, have groups take turns to demonstrate how to make popcorn using movements and complete sentences.</p> <p>4. To make a connection to the book, pop some microwave popcorn and share it with students while you watch</p>	<p>students think of words that can describe them. Record the descriptive words on the T-chart underneath the word Adjectives.</p> <p>5. Talk Time: Have students draw pictures of their favorite snacks and write sentences to describe them. Encourage students to use at least two adjectives. Have students share their work with partners.</p> <p>I like _____.  _____ is  _____ and  _____.</p>	
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		<p>what the big job may be in the story. What do you think the big job is? The big job might be _____.</p> <p>3. Write the letter o on the board or chart paper. Say / / and have students repeat after you. Have students form their mouth in the shape of an o as they make the sound. Tell students that the letter o is a vowel, and remind them of the importance of vowels. Identify the word job from the title as a word with short o.</p> <p>4. Talk Time: Preview the vocabulary words with students. Use pictures from the book or the vocabulary picture cards in the Digital Resources,</p>		<p>a video about popcorn, such as this one: <a href="http://tcmpub.digital/lp/k-2/popcorn">tcmpub.digital/lp/k-2/popcorn</a>. (Be sure to check your school food policy and be careful about allergens.) Don't forget the last step, clean up!</p>		
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		<p>as you discuss each word. Have partners talk about and pantomime each short o word.</p> <p>I can look like a pot. I can hop on one foot.</p> <p>I can pretend to touch something that is hot. I can pop like popcorn.</p> <p>I can mop the floor. I can pat the top of my head.</p>				
<b>3-4 RESOURC ES</b>		<b>Books:</b> How Big Is Kip?, A Big Job				
<b>5 SKILLS Unit 1</b>		<p>Week 5:</p> <p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Show students the cover of the book. Read the title together.</p>	<p>Week 5:</p> <p>Writing Have students draw pictures from the book in the Student Guided Practice Book 4 (page 23). Have</p>	<p>Week 5:</p> <p>Speaking and Listening</p> <p>1. Before you begin this activity, print and prepare copies of In and Around the Tub, which is available in the Digital Resources.</p> <p>2. Show pages</p>	<p>Week 5:</p> <p>Language Development</p> <p>1. Before you begin this activity, print and prepare new copies of In and Around the Tub, available in the Digital Resources. Prepare a copy for</p>	<p>Week 5:</p> <p>Have students make posters of personal hygiene habits that help them stay healthy. Encourage students to draw, write, or even cut and paste</p>



		<p>Discuss the word tub and what it means as you look at the cover illustration. Does Gus look happy to be in the tub? Why do you think he needs to take a bath?</p> <p>2. Discuss with students the items on the cover of the book. What do you see in the tub with Gus? I see _____. What toys do you like to play with? I like to play with _____.</p> <p>3. Write the letter u on the board or chart paper. Use a gesture to help students recall the sound, such as reaching up high to pantomime the word up. Tell students that the letter u is a vowel, and remind students that vowels are needed to make words.</p>	<p>students write complete sentences about their drawings using words in the word bank. Fluency Encourage students to reread the text, emphasizing short u words on each page. Have students hold up their sentence strips or index cards from the Before Reading section when they read the word. Lead students in dramatizing these words to communicate meaning.</p>	<p>12, 13, and 14 in the book exclaiming, “There are so many things in the tub! What are they?” (duck, sub, cup, jug, etc.) Write students’ answers on the board or chart paper.</p> <p>3. Have students draw pictures of things that Gus put in the tub on the activity sheet. Students can refer to the class list for support.</p> <p>4. Talk Time: Have partners retell the story by sharing the things that Gus put in the tub. Have students use the same language from the book as they retell the story. A _____ is in the tub. Rub a dub dub.</p> <p>5. Talk Time: Have volunteers share their responses with the whole group. Have the whole group echo the student’s retelling, emphasizing the repeating pattern in the text.</p>	<p>yourself. Collect small objects that can be placed in and around tubs.</p> <p>2. Watch a video to review prepositions that describe place, such as the video provided here: <a href="http://tcmpublic.digital.lp/k-2/placeprepositions">tcmpublic.digital.lp/k-2/placeprepositions</a>. Record prepositions from the video on the board or chart paper.</p> <p>3. Reread pages 6–7 in the book. Ask students, “What is in the tub?” (Cup and pup are in the tub.) Then ask, “Where is the cup? Where is the pup?” (The pup is in the tub). “Is Gus in the tub?” (No.) “Where is Gus?” (Gus is outside the tub.) Continue with additional pages in the book.</p> <p>4. Gather students around a table so that everyone can see your copy of the activity sheet. Model placing one item in the tub and using the structure of the book to talk about it.</p>	<p>pictures from magazines. Challenge students to tell how each habit helps them stay healthy.</p>
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		<p>4. Write the vocabulary words on sentence strips or index cards. Write the letter u in each word in a different color than the other letters in the word. Show students pictures from the text of each word to reinforce understanding of the new vocabulary as you discuss them, or use the vocabulary picture cards, which are provided in the Digital Resources.</p> <p>5. Distribute the sentence strips or cards to partners Use these sentence frames to discuss the words. Have partners hold up their card when they hear you define their word.</p> <p>_____ is what you say quietly when</p>			<p>A truck is inside the tub. Rub a dub dub. A bucket is inside the tub. Rub a dub dub. A fish is inside the tub. Rub a dub dub.</p> <p>5. Talk Time: Place students in small groups and give each group an activity sheet and a few toy items. Have students take turns moving the objects around the tub, using prepositions of place and the same language from the book as they discuss them.</p> <p>A _____ is inside the tub. Rub a dub dub. A _____ is outside the tub. Rub a dub dub. A _____ is next to the tub. Rub a dub dub.</p>	
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		<p>you do not like something. _____ is dirt. To _____ is to pull. A _____ is a baby dog. A _____ is a bath. A _____ is an underwater boat. A _____ is a sandwich. (Discuss multiple meanings.) (Continue with remaining words.)</p>				
<b>5 RESOURCES</b>		<p><b>Books:</b> Gus in the Tub</p> <p>End of Unit Assessment</p>				End of Unit 1 Assessment
<b>1-2 SKILLS</b> Unit 2		<p>Week 6:</p> <p>Before Reading Building Background Knowledge and Vocabulary 1. Discuss the ways that human families care for their</p>	<p>Week 6:</p> <p>Writing Have students draw pictures of how animal mothers take care of their babies in the Student</p>	<p>Week 6:</p> <p>Speaking and Listening 1. While showing page 3 in the book, ask students how the mother koala cares for her baby. (She cares for the baby by carrying it.) Do the same</p>	<p>Week 6:</p> <p>Language Development 1. Create a T-chart labeled One and More Than One and post it for all to see. 2. Invite a student to stand in front of the class. Tell the class, "This is a</p>	<p>Week 6:</p> <p>Have each set of partners choose an animal mother and baby from the book. Have students draw the animal</p>

		<p>babies. What do babies need? Babies need _____.</p> <p>How do people take care of babies? People _____.</p> <p>How do families take care of one another? Families _____.</p> <p>2. Preview the vocabulary words using the vocabulary picture cards, which are available in the Digital Resources. Discuss the meaning of each word as you talk about them. Physically demonstrate each word as you state each action. Have students repeat each action and sentence after you. I can teach a baby. (Pretend to read a book.) I can carry a baby.</p>	<p>Guided Practice Book 4 (page 27). If students choose animals from the text, encourage them to draw a different way the mother takes care of its baby from what was in the book. Have students write complete sentences about their drawings. Fluency Write the following sentence frame on sentence strips: Animal mothers _____ their babies. Have students complete the sentence using new vocabulary and read it aloud in pairs.</p>	<p>with pages 4–5. (She cares for the baby by feeding it. She cares for the baby by teaching it.)</p> <p>2. Continue to review the book with students as you discuss the animals and how they care for their babies using complete sentences.</p> <p>3. Tell students that they will role-play animal mothers that they read about, showing what the animal mother does to care for her baby/babies.</p> <p>4. Talk Time: Have partners work on body movements to show what their chosen animal mother does for her babies as they talk about them. Use the following sentence frame to guide student discussions: A mother _____ cares for her baby/babies by _____.</p> <p>5. Bring the group together to take turns role-playing. Have each pair of students share</p>	<p>student. There is one student.” Write the word student on the chart underneath the heading One. Draw a stick figure person next to the word to support understanding.</p> <p>3. Invite two more students to stand in front of the class. Tell the class, “Now, we have more than one student. We say these are students.” Write the word students on the chart underneath the heading More Than One. Underline the –s and explain that when there is more than one, you usually add an –s. Draw stick figure people to support understanding.</p> <p>4. Have students identify the animals in the picture on page 4 of the text (a mother cat and kittens). Think aloud as you model sorting the names of the animals in the chart: I see one mother cat on page 4.</p>	<p>mothers and babies on posters and describe the ways that the mothers care for their babies, using details from the book. Have students present their posters to the class.</p> <p>Week 7:</p> <p>Have students write three facts they learned about tapirs. Use the following sentence frame: I learned that tapirs _____.</p>
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		<p>(Pretend to rock a baby.) I can feed a baby. (Pretend to bottle-feed a baby.) I can bathe a baby. (Pretend to shampoo a baby's hair.)</p> <p>3. Talk Time: Show students the cover of the book and have students name the animals they see. Have partners discuss which animal is the mother and which animal is the baby. Have students pantomime an elephant as they hold out an arm like a trunk. Talk about how this animal mother is caring for its baby.</p> <p>4. Take a picture walk to preview the book and have students pantomime each animal</p>	<p>Week 7: Writing</p> <p>Tell students that they have changed from when they were very young. Have students draw and write about how they have changed in the Student Guided Practice Book 4 (page 31). Encourage students to think of ways they have grown not just physically, but in terms of character traits as well.</p> <p>Fluency</p> <p>Tell students that readers use punctuation to help them read with expression. Have students use sticky notes to mark exclamation marks in</p>	<p>the name of the mother animal and the caregiving action she does for her babies. Have students use the sentence frame above to guide their discussion.</p> <p>Week 7:</p> <p>Speaking and Listening</p> <p>1. Review with students that adjectives are words that describe. The author of Tito the Tapir used adjectives to describe Tito. Make a class list of the adjectives used in the book.</p> <p>2. Talk Time: Write the following sentence frames on the board. Have partners describe Tito using the same language that the author used in the text. What does Tito look like? Tito has _____. How does Tito change? At first, Tito is _____. Then, he _____. 3. Talk Time: Have a class</p>	<p>I'm going to write the word cat under One in the chart. I see two kittens in the picture. There is more than one kitten, and I see the word kittens with an -s ending. I will write the word kittens on the chart under More Than One in the chart and underline the -s.</p> <p>5. Talk Time: Keep referencing the book in this fashion and complete the chart to record examples of singular and plural nouns with the suffix -s. Invite students to add more examples to the chart once you've finished with the animals in the book.</p> <p>Week 7:</p> <p>Language Development</p> <p>1. Show students the front cover of Tito the Tapir. Ask students to describe Tito's spots. Write their answers for all to see. Tell students you are going to describe his</p>	
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		<p>as you talk about them. Have students identify the animal mother and baby on each page.</p> <p>Week 7:</p> <p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Show students a picture of a tapir, which is available in the Digital Resources. Tell students that a tapir is an animal. Have partners discuss their observations of the picture using the following prompts and sentence frames:</p> <p>Have you ever seen this animal before?</p> <p>What other animals does a tapir look like? A tapir looks like a _____.</p>	<p>the text. Remind students that their voice changes when they see an exclamation point. Have partners take turns rereading the book with expression at each sticky note.</p>	<p>discussion about how the words that the author used to describe Tito, along with the illustrations, help students better understand Tito as a character.</p>	<p>spots. Write these sentences where students can see them. Tito has round spots. Tito has white spots.</p> <p>2. Tell students that reading sentences in this way can feel repetitive because the same words are used over and over again. Have students turn to page 9 of the book and read the last sentence to students. Tito has round, white spots. Tell students that the author combined the ideas into one sentence. Repeat this procedure for Tito's stripes.</p> <p>3. Call students' attention to the toucan on the front cover. Describe the toucan's beak in two sentences. The toucan has a long beak. The toucan has a colorful beak.</p> <p>4. Talk Time: As a group, brainstorm ways that those sentences can be combined into a single sentence. Have</p>	
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		<p>Describe what a tapir looks like based on the picture. A tapir has _____.</p> <p>2. Show students the cover of the book. Read the title. Compare the illustration of Tito on the cover to the photograph of the tapir from the Digital Resources. Guide students to understand that even though a tapir is a real animal, this book is fiction. Discuss features of fiction to explain why this is a fictional story.</p> <p>3. Take a picture walk of the book. Think aloud using the vocabulary words to describe Tito's characteristics. You may also want to use the</p>			<p>partners work together to come up with a new sentence that is clear and concise.</p> <p>The toucan has a long, colorful beak.</p> <p>5. Talk Time: Have students work with partners to find other animals in the book and describe them in clear and concise sentences.</p>	
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		<p>vocabulary picture cards in the Digital Resources as you discuss vocabulary: On page 4, I see Tito. He has a long trunk, like an elephant. His trunk is like his nose! He also has spots and long stripes down his back. (Point to the picture as you talk about the words.) 4. Talk Time: Have partners discuss the illustration on page 16. Have them discuss how Tito has changed. Discuss the academic vocabulary word change as you talk about the illustrations. Have students make predictions with partners about what they think they will read about. This book will be about</p>				
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<b>1-2 RESOURCES</b>		<b>Books:</b> Animal Mothers and Babies, Tito the Tapir				
<b>3-4 SKILLS Unit 2</b>		<p>Week 8:</p> <p>Before Reading Building Background Knowledge and Vocabulary 1. Show students the cover of the book and ask them to describe what they see. Read the title of the book aloud. Ask students to predict if the book will be nonfiction or fiction. Discuss how students made this prediction. Will the book be fiction or nonfiction? It will be _____. Why do you think it will be _____?</p>	<p>Week 8:</p> <p>Writing Have students write stories about the frog life cycle in the Student Guided Practice Book 4 (page 35). Encourage students to use words from the word bank as they tell their stories. Have partners share their stories with one another. Fluency Have students read the book with partners. Then have students take turns</p>	<p>Week 8:</p> <p>Speaking and Listening 1. On note cards, write the names of animals that students have learned about from the books in this unit. You can use the Who Am I? cards or the vocabulary picture cards, both of which are provided in the Digital Resources. Place them in a hat or basket. 2. Talk Time: Tell students that they will play a guessing game called "Who am I?" Have partners discuss animals they have learned about from the books in this unit and share them with the whole group. 3. Model how to play the game.</p>	<p>Week 8:</p> <p>Language Development 1. Write the connecting words First, Next, Then, After that, and Finally on small sentence strips. Prepare enough so that partners will have one set that includes each word or phrase. 2. Review each word or phrase and discuss its use. For example, tell students that you would use first to discuss the first event that happened. Write the words in sequence for all to see. 3. Have students turn to the work they completed in page 34 of the Student Guided Practice Book. Have students point to each stage of the frog's life cycle</p>	<p>Week 8:</p> <p>Have partners draw and write word problems about the life cycle of frogs. Encourage students to use lesson vocabulary in their word problems. Example: There are 6 tadpoles swimming in the pond. 3 tadpoles grow legs and become frogs. How many tadpoles are left?</p> <p>Week 9:</p> <p>Work with students to learn about the habitats</p>

		<p>(Photos are clues that a book will be nonfiction.)</p> <p>2. Introduce the picture glossary on page 19 of the book. Read each word aloud and discuss the meaning of each word. Invite students to share their ideas with the class. The picture shows a _____. It is a _____.</p> <p>3. Take a picture walk of the book. Introduce students to other vocabulary words from the vocabulary word bank as you look at the pictures. You may want to use the vocabulary picture cards, which are provided in the Digital Resources, as you discuss the vocabulary words. Think aloud as you</p>	<p>reading a page three times aloud to their partners for repeated practice.</p> <p>Week 9:</p> <p>Writing Have students draw pictures to describe the bee's life cycle in the Student Guided Practice Book 4 (page 39). Have students write complete sentences to describe their pictures using the new vocabulary. Fluency Provide sentence strips with the sequencing words first, soon, and then. Hold up the sequence words as you reread the text to students.</p>	<p>Reach into the basket or hat and grab a card. Give the students clues, followed by the question Who am I?</p> <p>I have green skin. I live in a pond. Who am I?</p> <p>4. Post the following questions for all to see. Encourage students to ask clarifying questions if they need more clues. Have each student give a quiet gesture, such as a thumbs-up, if they think they know the animal you described. Then have students guess the animal. What do you look like? Where do you live?</p> <p>What can you do? You are a _____.</p> <p>5. Talk Time: Have partners take turns selecting cards. Have them provide clues using the following sentence frames. Then have</p>	<p>as you review them using the vocabulary from the lesson.</p> <p>4. Talk Time: Have partners discuss the stages of a frog's life cycle, using the sentence strips to support their discussion. Have students take turns telling their partners about the stages of the frog's life cycle.</p> <p>5. Talk Time: Have each set of partners share one of the stages of the life cycle with the whole group using the connecting words and phrases.</p> <p>Week 9:</p> <p>Language Development</p> <p>1. Print the vocabulary picture cards from A Frog's Life and A Bee's Life, both of which are provided in the Digital Resources. Create and display a noun chart where students can see it with the following columns: People, Places, and</p>	<p>of bees. Have students work in pairs to draw pictures of bee habitats, including the hives.</p>
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		<p>describe what you see: When I look at pages 8–9, I see tadpoles. Tadpoles are baby frogs. This is a frog when it is young. As I keep looking at the pictures, the tadpole is starting to change. It does not look the same. It is growing legs. It is growing into an adult frog.</p> <p>4. Talk Time: Have partners set a purpose for reading as they make predictions about the book. This book shows me _____. I predict _____.</p> <p>Week 9:</p> <p>Before Reading Building Background Knowledge and Vocabulary</p>	<p>Model appropriate phrasing as you reread. Have students practice phrasing as they read the text, pausing at commas after transition words.</p>	<p>partners present to the whole group. I have _____. I live _____. I can _____. Who am I?</p> <p>Week 9:</p> <p>Speaking and Listening</p> <p>1. Draw a large Venn diagram on the board or chart paper. Label one side Frog and the other side Bee. Label the middle with the word Both.</p> <p>2. Show students the cover of A Frog’s Life and the cover of A Bee’s Life. Explain that both books give information about animal life cycles. Model identifying a similarity and a difference between the animals: We read about the life cycles of frogs and bees. We read that both animals begin their life cycles as eggs. I will write They begin as eggs underneath in the middle of the Venn</p>	<p>Things.</p> <p>2. Explain that people, places, and things are called nouns. Share a video about nouns, such as this one: <a href="http://tcmpub.digital/lp/k-2/nouns">tcmpub.digital/lp/k-2/nouns</a>. Discuss the nouns in the video as a group.</p> <p>3. Model categorizing the vocabulary cards by reading the word and finding the category it belongs to.</p> <p>4. Talk Time: Have students take turns coming to the chart to tape a picture or point to the appropriate category on the chart. Offer guidance by using repetitive language such as, “A bee is an animal, which is a thing. A pond is a place.” Have students use this sentence frame to discuss the picture cards and their placement on the chart. A _____ is a _____.</p>	
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		<p>1. Show students the cover of the book. Invite them to share what they already know about bees. List ideas on the board or chart paper. What do you see? I see _____.</p> <p>What do bees sound like? They _____.</p> <p>What do you know about bees? I know _____.</p> <p>2. Talk Time: Introduce the picture glossary on page 19 of the book. Read each word aloud and use it in a sentence as you discuss its meaning. Have partners describe to each other what each picture shows. Invite partners to share their ideas with the class. The picture shows a _____. It</p>		<p>diagram. In the frog's life cycle, the egg becomes a tadpole. I will write this in the circle labeled Frog. In the bee's life cycle, the bee becomes a larva. I will write this in the circle labeled Bee.</p> <p>3. Guide partners to ask and answer questions about each animal's life cycle to identify similarities and differences. Post the following prompts on the board or chart paper:</p> <p>What is the same about the life cycles? What is the next stage in a frog's life cycle? What is the next stage in a bee's life cycle? How are they different?</p> <p>4. Talk Time: Have partners ask and answer questions to discuss the similarities and differences. Then, have partners share their ideas with the whole group. Record student ideas on the Venn</p>	
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		<p>is a _____.</p> <p>3. Take a picture walk through the nonfiction book. Introduce students to other vocabulary words as you look at the pictures. You may want to use the vocabulary picture cards, which are provided in the Digital Resources.</p> <p>4. Discuss the academic vocabulary word queen using the following prompts and sentence frames: What is a queen? A queen is _____.</p> <p>On page 3, I see a queen bee. What can you infer about the queen bee's job? A queen bee _____.</p> <p>5. Talk Time: Have partners turn and talk and make predictions</p>		diagram.		
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		and set a purpose for reading. This book shows me _____. I predict _____.				
3-4 RESOURCES		<b>Books:</b> A Frog’s Life, A Bee’s Life				
5-6 SKILLS  Unit 2		Week 10:  Before Reading Building Background Knowledge and Vocabulary 1. Show the cover of the book to students. Read the title aloud. Invite students to describe what they see on the cover of the book, and ask students to share what they know about butterflies. What do you see on the cover? I see _____. What do you think the book will be about? I think it will _____.	Week 10: Writing Have students draw life cycles in the Student Guided Practice Book 4 (page 43). Have students write complete sentences about the life cycles, using the word bank for support. Fluency Have students read the book with partners. Have each student take turns reading a page three times aloud to their partner.	Week 10:  Speaking and Listening 1. Prepare copies of Describe a Butterfly, which is available in the Digital Resources, so that each student has a copy. Prepare a copy for yourself, and color the butterfly ahead of time. 2. Show students your butterfly drawing. Model how to describe your butterfly using similar meaning words:	Week 10:  Language Development 1. Play a video about the butterfly life cycle, such as this one: <a href="http://tcmpub.digital/lp/k-2/butterfly">tcmpub.digital/lp/k-2/butterfly</a> . Pause the video after each stage and discuss the actions that take place during the life cycle. This video is showing us the butterfly life cycle. I heard the speaker say, The butterfly lays eggs. The word lays is the action that is taking place. 2. Talk Time: Continue to play the video and pause after each stage in the life cycle. Have partners turn and talk to discuss the actions that take	Week 10:  Have each student choose frog, bee, or butterfly. Provide time for students to make diagrams of their chosen animals’ life cycles on construction paper. They should include images and labels for the stages. Post the life cycles around the school to share their learning with everyone.

	<p>be about _____.</p> <p>What do you know about butterflies? I know _____.</p> <p>How do they move? They move by _____.</p> <p>2. Talk Time: While looking at the cover, have partners discuss the academic vocabulary words crawl and grows. What does it mean to crawl? To crawl is _____.</p> <p>How might a butterfly crawl? A butterfly can crawl by _____.</p> <p>How might a butterfly grow? What do you see on the cover? I see _____. I think _____.</p> <p>3. Introduce each vocabulary word to students. Show the picture glossary on page 19 of the book, which</p>		<p>My butterfly is bright and colorful. It has big spots. It has huge spots!</p> <p>3. Give each student a copy of Describe a Butterfly and supplies to draw their own butterflies. Have partners work together to come up with adjectives to describe their butterflies using words with similar meanings. Use the following sentence frames to support discussions: My butterfly has _____ and _____. It is _____ and _____.</p> <p>4. Talk Time: Give everyone time to present their pictures and talk about the the words they used. Record the words on the board or chart paper. Discuss how the words are different, but have similar meanings.</p>	<p>place at each stage. Record the action verbs on the board or chart paper. Caterpillars begin to _____.</p> <p>Once an egg is ready, it _____. The caterpillar _____.</p> <p>3. Talk Time: Using the list of action verbs on the board or chart paper, have partners retell the butterfly life cycle using action verbs. Have students reenact each stage as they share.</p> <p>4. Discuss how the actions in the butterfly life cycle are similar to the frog and bee life cycles. Butterflies, frogs, and bees all _____ (example answers: hatch, grow).</p>	
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		<p>includes pictures for some of the vocabulary words. You can also use the vocabulary picture cards, which are available in the Digital Resources.</p> <p>4. Say each word and have students echo-read the word back to you. Introduce a physical movement for each of the words. For example, for the word butterfly, move your hands like wings. For egg, curl into a ball. Challenge students to perform each movement as you call out the words.</p>				
<b>5-6 RESOURCES</b>		<b>Books:</b> A Butterfly's Life				Unit 2- End of Unit Assessment
		Week 11: Before Reading	Week 11: Writing	Week 11: Speaking and	Week 11: Language	Week 11: Have students



Unit 3	<p><b>Building Background Knowledge and Vocabulary</b></p> <p>1. Write the word community at the top of a sheet of chart paper. Break the word into syllables to help students sound out this multisyllabic word: com/mun/it/y. Talk with students about a community. In the middle of the page, draw a stick figure inside a small square. I live here. (Point to the center.)</p> <p>2. Draw boxes to represent places in your community surrounding the stick figure. As you draw the boxes, discuss and label what they represent. This is a school. (Write school.) This is a market. (Write market.)</p> <p>3. Talk Time: Have students turn and talk with partners to discuss different places</p>	<p>Have students draw places from your community in the Student Guided Practice Book 4 (page 63). Have students complete the sentence frame. Fluency Work with students to write a short chant about community. Use repetition and varying tempos to practice the rhythm. Students can clap or snap in rhythm with the chant. Encourage students to create movements to go with the words.</p> <p>Week 12:</p> <p><b>Writing</b> Ask students to think of heroes in their community. Have students write thank you notes in the Student Guided Practice Book 4 (page 67). Have students draw pictures of their</p>	<p><b>Listening</b></p> <p>1. Tell students that they will be pretending they are adults who work in your community. They need to introduce themselves as community workers. Explain that their introductions should include a greeting, who they are, and what they do. Model this for students. Hello, I am a teacher. My job is to teach students.</p> <p>2. Have students think-pair-share with partners about what work they might like to do in the community when they are adults.</p> <p>3. Give students time to practice their introductions and understand their titles and workplace names with their partners. Have students use the following sentence</p>	<p><b>Development</b></p> <p>1. Bring an inflatable ball to class (or anything else that is soft to toss). Tell students that they are going to play a ball tossing game. Practice tossing the ball to different students and having them toss the ball back to you. When each student catches the ball, have them introduce themselves using this sentence frame. My name is _____.</p> <p>2. Tell the group that next, they will talk about nouns. Remind students that nouns are people, places, and things. Tell students that in the book My Community, they read about people and places in the community.</p> <p>3. Announce the beginning of the game by telling students</p>	<p>draw maps of places in their community. Encourage students to label their maps using the vocabulary words. Have students explain and describe the various places they drew on their maps. This is a _____.</p> <p>Week 12:</p> <p>Have students turn to pages 18–19 of the book. Talk about how this story is a different genre from the rest of the book. Read the story with students. Have them identify the characters, setting, and main events of the story. Talk about how this story tells about a community hero and why they are important to the community.</p>
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	<p>in the community. Introduce the vocabulary words as students talk about places in the community. Use the vocabulary picture cards provided in the Digital Resources to reinforce student understanding. Add those places to the chart.</p> <p>A _____ is in my community.</p> <p>4. Talk Time: Have students think about who they might see at each place in their community. Then have students discuss this with their partners using the following sentence frames:</p> <p>I see a _____ at a hospital. I see a _____ at a school.</p> <p>I see a _____ at a market. I see a _____ at a library.</p> <p>I see a _____ at a post office.</p> <p>5. Show students the cover of the</p>	<p>community heroes helping others. Have students give their notes to their community heroes.</p> <p>Fluency</p> <p>Turn to page 4 of the book. Review the high-frequency words they and help. Model reading the sentence, pointing to each word and stopping at the punctuation. Have students practice reading the sentences in the book aloud to partners.</p>	<p>frames for support: Hello! I am a _____. My job is to _____.</p> <p>4. Have students stand in a circle. Invite each student to step forward and make their introduction.</p> <p>Week 12:</p> <p>Speaking and Listening</p> <p>1. Introduce students to some question words: who, what, and where. Tell students that these are words that can be used when they want to ask a question.</p> <p>2. Write these words where students can see them. Draw a symbol to represent each word, such as a person for the word who, an object for the word what, and a house for the word where.</p> <p>3. Open to the first page of the book. Point to the first</p>	<p>that you will say the name of a community worker or a place in the community. When students catch the ball, they must say if it is a person or a place. Use the following sentence frames for support:</p> <p>A _____ is a place.</p> <p>A _____ is a person.</p> <p>4. After playing for awhile, invite a student to play the role of the teacher. Have the student name a person or place in a community and throw the ball to someone in the class. When the next student catches the ball, they should say if the noun is a person or a place. Then, they can play the role of the teacher.</p> <p>Week 12:</p>	
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	<p>book. Ask students to describe what they see. Discuss with students the genre of the book and what they think they will learn.</p> <p>Week 12:</p> <p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Show students the cover of the book, and read the title aloud. Explain that a hero is someone who helps others. Have students think about examples of heroes. They can be heroes from their own lives or fictional heroes. Discuss the similarities and differences among these heroes.</p> <p>2. Tell students that there are heroes in communities. They are heroes because they are helpful to others. Talk about how</p>	<p>community hero in the text. Model asking and answering questions about that community hero. Use these questions to guide your discussion:</p> <p>Who is the community hero?</p> <p>What is their job?</p> <p>Where do they work?</p> <p>4. Model how you would talk about the hero on the page. Who is the community hero on page 4? It is a firefighter. What is their job? They put out fires. Where do they work? They travel to places where there are fires.</p> <p>5. Talk Time: Have students ask partners the questions about the community heroes. They can use these sentence frames as they talk:</p> <p>This is a _____.</p> <p>They _____.</p>	<p>Language Development</p> <p>1. Tell students that one way that authors organize a text is by stating the main idea and giving key details. Tell students that the main idea is what the book is mostly about.</p> <p>2. Model stating the main idea of Community Heroes. Then, ask students to talk about what details helped you determine the main idea. The main idea is what the book is about. We read about community heroes. We read that they are helpful in a community. I think the main idea of this text is: Community heroes are helpful. We read about many examples of community heroes. These are the details of the book. Who</p>	
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		<p>people in your community are helpful to others.</p> <p>3. Discuss the picture on the cover of the nonfiction book. Talk about what this person does in a community. Who is the person on the cover? A _____ is on the cover. How do they help in a community? They help by _____.</p> <p>4. Talk Time: Have students turn to partners to discuss people in your community. Refer to the chart from the My Community lesson in this unit to reinforce community vocabulary, if needed. Who helps us in a community? A _____ helps in a community.</p> <p>5. Introduce the lesson vocabulary by sharing the vocabulary</p>			<p>are some helpful community heroes?</p> <p>4. Talk Time: Have students turn to partners to discuss the community heroes in the book and how they helped you determine the main idea. A _____ is a community hero. They help by _____.</p> <p>5. Have partners share their ideas with the whole group. Write the names of community heroes that students share on the board around the main idea. Review the main idea and key details as you point to them and discuss them.</p>	
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		<p>picture cards provided on the Digital Resources.</p> <p>6. Have students complete the activity in the Student Guided Practice Book 1 (page 64).</p>				
<b>11- 12 RESOURCES</b>		<p><b>Books:</b> My Community (Wordless), Community Heroes</p>				
<b>13-14 SKILLS Unit 4</b>		<p>Week 13:</p> <p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Ask students if they have any pets. Have students share the pets that they have. Do you have any pets? I have _____. pet(s). I have _____.</p> <p>2. Show students the cover and read the title to them. Think aloud as you look at the cover of the nonfiction text: The title of the book is Vet. I</p>	<p>Week 13:</p> <p>Writing</p> <p>Have students draw pets they would like to have in the Student Guided Practice Book 4 (page 71). Then have them complete the sentence.</p> <p>Fluency</p> <p>Encourage students to reread the book with partners and use their fingers to show the number of each object. For example, on page 6, a student can hold up 1 finger to show one vet, and the other can hold up 3 fingers to show 3 cats.</p>	<p>Week 13:</p> <p>Speaking and Listening</p> <p>1. Prepare copies of Animal Descriptions, which is available in the Digital Resources. Tell students that they will each choose an animal, draw a picture of the animal, and describe it to a partner.</p> <p>2. Talk Time: Take a picture walk of the book Vet with students. Have them name the animals they see on each page. Have students brainstorm</p>	<p>Week 13:</p> <p>Language Development</p> <p>1. Remind students that there were sound words to describe the sounds animals make in the book.</p> <p>2. Reread pages 4–5 in the book. Guide students to identify the sound words on this page. I read “2 vets help 1 dog. Woof!” The word woof tells me the sound the dog makes. Let’s practice making that sound together!</p> <p>3. Talk Time: Turn to the next page spread and read it aloud to students. Have student partners identify the sound words on this page. Have students practice making the sound and acting out the</p>	<p>Week 13:</p> <p>Have each student choose an object from the classroom. Students can choose pencils, crayons, markers, notebooks, and more. Have each student choose a number of that item to gather. For example, students could have two crayons or three markers. In pairs, have students look at the items they have and compare them using the vocabulary</p>

	<p>see a woman and a baby cow on the cover. She is taking care of the cow. A vet is someone who takes care of animals.</p> <p>3. Take a picture walk through the book. Look at each page and name the animals you see, discussing the new vocabulary. Discuss what the vet is doing on each page. This is a _____. The vet is _____.</p> <p>4. Introduce students to the meanings of the vocabulary words, including greater than, less than, and equal to. Have students hold their arms out wide for greater than, hold their hands close together for less than, and hold their hands out in front of them at equal height</p>		<p>with partners words they can use to describe the different animals. Encourage students to use some of the adjectives they have already learned (big, little, color words, shape words, and so on).</p> <p>3. Prepare a drawing of one of the animals from the text. Model describing the animal to the class. This is a horse. It is big! It has brown hair.</p> <p>4. Have each student choose one of the animals in the text. Give each student a copy of Animal Descriptions. Allow time for students to draw the animals they chose.</p> <p>5. Talk Time: Have students work with partners to describe the animals they drew. They</p>	<p>animal on the page.</p> <p>4. Continue finding sound words, or onomatopoeia, as you continue reading the book. Have students practice making the sounds of the animals as they find the words in the book.</p> <p>5. Share a short video that includes information about animal onomatopoeia, such as this one: <a href="http://tcmpub.digital/lp/k-2/onomatopoeia">tcmpub.digital/lp/k-2/onomatopoeia</a>. Have students follow along with the video as they say the animal sounds and act like the animals. When the video is finished, have students share the different animals they saw and talk about the sounds they make.</p>	<p>from the lesson. Use these sentence frames to guide students:</p> <p>I have (number) (object).</p> <p>I have (number) (object).</p> <p>The (number) is _____. (number).</p>
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		<p>for equal. You can also share the vocabulary picture cards provided on the Digital Resources.</p> <p>5. Talk Time: Write greater than, less than, and equal to on chart paper in three columns. Have students talk to partners to come up with examples to show the meanings of the new vocabulary words. After a pair shares an example that is correct, ask them to add it to the chart in the correct column.</p>		<p>can use the following sentence frames to guide their discussions:</p> <p>This is a _____. It is _____. It has _____.</p>		
<b>13- RESOURCES</b>		<b>Books:</b> Vet				
<b>14-15</b>		<p>Week 14:</p> <p>Before Reading Building Background Knowledge</p>	<p>Week14:</p> <p>Writing Review the author's opinion. Have students decide</p>	<p>Week 14:</p> <p>Speaking and Listening 1. Ask students to think about</p>	<p>Week 14:</p> <p>Language Development 1. Prepare copies of Recess Nouns, provided in the</p>	<p>Week 14:</p> <p>Review the number line and ten frame with students. Draw</p>



Unit 5	<p>and Vocabulary</p> <p>1. Show students the cover the book and read the title. Write the word recess for all to see. Model dividing the word into syllables (re/cess). Identify the first syllable as an open syllable with a long e vowel sound and the second syllable as a closed syllable with a short e sound. Practice saying the sounds of short and long e as you discuss them.</p> <p>2. Talk Time: Have students turn to the Student Guided Practice Book 1 (page 76). Have students brainstorm all the things that they can do at recess. Have partners share their ideas, using the following sentence frame: At recess, I can _____.</p>	<p>if they agree or disagree with the author's opinion by circling Yes or No in the Student Guided Practice Book 4 (page 79). If students agree, have them write about the best recess activities. If students disagree, have them write about their favorite parts of the school day. Have students write in complete sentences.</p> <p>Fluency Have partners read their writing from the Writing activity. Have students practice reading with appropriate expression and speak with clear voices.</p> <p>Week 15:</p> <p>Writing Have students draw maps of their favorite places to visit in the Student Guided Practice</p>	<p>things that they like to do at recess. Make a list where students can see it. Include drawings on the list to support student understanding.</p> <p>2. Ask students to choose one of the things they like to do at recess and to keep it a secret. Tell students not to tell anyone about the activity they chose.</p> <p>3. Talk Time: Have students work with partners. Have one partner act out the activity or game that they do at recess and have the other partner guess the activity. Use the following sentence frames to help partners ask and answer questions: Do you like to _____ at recess? Yes, I like to _____ at recess. No, I don't</p>	<p>Digital Resources. Prepare a copy for yourself to model the sort.</p> <p>2. Model sorting the recess picture cards by placing the cards in each noun column that they represent. This is a picture of a school. I know recess happens at school, and school is a place we go to. I am going to put the picture card of the school under Place.</p> <p>3. Talk Time: Have students work in small groups of 2–3 students. Have students sort the cards in each column. Have students use the following sentence frames as they discuss and sort the cards: This is a picture of _____. A _____ is a _____.</p> <p>Week 15:</p> <p>Language Development</p> <p>1. Remind students that nouns are people, places, and things. Show students the picture cards from the Recess Nouns activity in the Recess</p>	<p>pictures of each. Have students discuss which tool helps them solve addition problems and why. Use the following sentence frame to guide discussions: I think _____ is the best tool to solve addition problems because _____.</p> <p>Week 15:</p> <p>Help students find maps of your community online. Have students look at the maps and locate the different map features that they have learned about. Facilitate a discussion as students observe the maps:</p> <p>How are the maps online different from maps you read about in Getting Around</p>
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	<p>3. Introduce students to the vocabulary words in the vocabulary word bank. You may want to use the vocabulary picture cards provided in the Digital Resources. Discuss the cover of the nonfiction book with students. Ask students the following questions as you talk about the cover:</p> <p>Who do you see on the cover? I see _____.</p> <p>How do the children feel? The children feel _____. How do you know? I know they are feeling _____ because I see _____.</p> <p>4. Take a picture walk through the book. Have students look at the illustrations and make connections to things they know or</p>	<p>Book 4 (page 83). Have students label their maps with lesson vocabulary. Students can use the checklist to support the creation of their maps. Fluency Reread the captions in the book. As you read them, have partners discuss how they tell you more about the pictures that they describe.</p>	<p>like to _____ at recess. Try again!</p> <p>4. Talk Time: Once partners have guessed the activities, have students explain why they enjoy them. Use the following sentence frames to guide discussions: I like to _____ at recess because _____. The best part about recess is _____.</p> <p>5. Ask students to act out their activities to the class, if they are comfortable doing so. Have the whole group guess the recess activities that their classmates enjoy the most.</p> <p>Week 15:</p> <p>Speaking and Listening</p> <p>1. Have students turn to their work on page 83 of</p>	<p>Language Development lesson. Review the categories that the nouns were sorted into.</p> <p>2. Tell students that there are different kinds of nouns. Tell students that common nouns are general people, places, and things. Proper nouns are specific people, places and things. Play a video to teach students more about proper nouns, such as the one provided at this website: <a href="http://tcmpub.digital/lp/k-2/propernouns">tcmpub.digital/lp/k-2/propernouns</a>. Think aloud as you share examples from the Recess Nouns activity: This is a picture of a school. I know it is a noun because it is a place. A school is a common noun. When we use the word school, we could be talking about any school, anywhere in the world. If I used the words Pine Grove Elementary School (use your school name), I would be talking about a proper noun. A proper noun names a specific person, place, or thing.</p> <p>3. Talk Time: Have</p>	<p>School? Are maps online easier to use than physical maps that you can hold? Why or why not?</p>
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	<p>things that they have experienced. Use the following prompts and sentence frames to guide students as they make connections:</p> <p>The children look happy. How do you feel at recess? I feel _____. I see a student playing _____. I play _____, too.</p> <p>Week 15:</p> <p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Show students the cover and read the title of the book. Turn to the table of contents and read the heading of each section in the book. Think aloud as you make predictions about what the book might be about:</p>		<p>the Student Guided Practice Book.</p> <p>2. Talk Time: Have partners present their maps to one another. Use the following sentence frames to guide student discussions:</p> <p>My favorite place to visit is _____. I used a _____ as a symbol to show the _____. Here is the _____.</p> <p>3. Talk Time: Have partners ask questions about the presentations. Use the following sentence frames to guide their discussions:</p> <p>Why did you choose _____ as the title for your map? Why did you choose _____ as a symbol? I like the way you _____.</p>	<p>partners look at the vocabulary picture cards again. Have students come up with proper nouns for the picture cards of people and places.</p> <p>Teacher is a common noun. (Teacher title and name) is a proper noun. Friend is a common noun. (Student's name) is a proper noun. _____ is a common noun. _____ is a proper noun.</p> <p>4. Talk Time: Have students continue to look at the picture cards and name proper nouns for each common noun. Have partners share their examples with the whole group. Discuss similarities and differences between the proper nouns that students share.</p>	
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	<p>The title of the book is Getting Around School. I see a girl wearing a backpack and she is walking outside. I think she is on her way to school. When I look at the table of contents, I see the title of each section and the page where each section is located. I see the headings Maps, Around the Classroom, and Find Your Way. All these have something to do with travel or moving from place to place. The title fits this description, too. I think this book will be about moving from place to place around a school community.</p> <p>2. Talk Time: Take a picture walk. Have partners talk</p>				
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		<p>about the genre of the book. Guide students by using the following prompts and sentence frames:</p> <p>What text features do you see? I see _____.</p> <p>Do you see photographs or illustrations? I see _____.</p> <p>What do you think we will learn about? We will learn about _____.</p> <p>Is this book fiction or nonfiction? Why? This book is _____ because _____.</p> <p>3. Review the preposition vocabulary words from the vocabulary word bank. You may want to use the vocabulary picture cards provided in the Digital Resources to show a visual of each word. Have partners discuss them</p>				
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		while referring to objects in the classroom. The clock is above the door. The carpet is below the board. The computer is behind the desk. The teacher's desk is in front of the room.				
<b>14-15 RESOURCES</b>		<b>Books:</b> Recess, Getting Around School				
<b>16-17 Unit 6</b>		<p>Week 16:</p> <p>Before Reading Building Background Knowledge and Vocabulary 1. Ask students to describe games they enjoy. Encourage students to explain why they like each game. Make a list of games that students like to play. I like to play _____ because _____.</p> <p>2. Talk Time: Have students draw two games they like to play in the Student Guided Practice Book 1 (page</p>	<p>Week 16:</p> <p>Writing Have students draw and write about games in the Student Guided Practice Book 4 (page 87). Have students describe how subtraction is used in the games. Have students write complete sentences. Fluency Encourage students to reread the text, emphasizing the vocabulary words on each page. Then have them act out the vocabulary and the subtraction problems in the</p>	<p>Week 16:</p> <p>Speaking and Listening 1. Prepare students for this activity by telling families that the class will be holding a Game Show and Tell. Encourage each student to bring in their favorite game from home. If students cannot bring in something from home, they can draw pictures and tell about their favorite games or activities. 2. Model sharing a game with the class. Describe the game, talk</p>	<p>Week 16:</p> <p>Language Development 1. Have students look at the cover of the book. Write the sentence She is swinging. Underline the word she and identify it as the subject because it tells who is doing the action. 2. Ask students, What is she doing? (swinging) Underline the word swinging, and tell students that is the action word, or verb, that tells us her action. 3. Invite a</p>	<p>Week 16:</p> <p>Have students write their own subtraction problems. Have students choose objects that can be subtracted. Encourage students to draw pictures to illustrate the subtraction problems. Then have students challenge friends to solve their problems.</p> <p>Week 17:</p> <p>With teacher support, have students research the weather for</p>

	<p>84). Remind students to refer to the list of games for ideas and support. Have students describe their drawings to partners. Encourage students to speak in complete sentences. I drew _____ because I like to play _____.</p> <p>3. Talk Time: Show students the cover of the book, and read the title. Have partners discuss what they see on the cover. What is the girl doing? What do you predict this book will be about?</p> <p>4. Introduce each vocabulary word in the context of a story. Sketch each vocabulary word as you tell the story. Read each word, and have students repeat after you. (Or, you may want to use the vocabulary picture cards provided in the Digital Resources as you talk about the words.)</p> <p>Near my street is</p>	<p>book.</p> <p>Week 17:</p> <p>Writing</p> <p>Discuss with students how Adam the cloud helps the children as they are running the race. Have students brainstorm how they can help others. Then, have students draw and write complete sentences in the Student Guided Practice Book 4 (page 91) to describe how they are helpful.</p> <p>Fluency</p> <p>Write the vocabulary words on note cards. Show students that many of the words end in -ed. Discuss how the ending is pronounced and how it changes the meaning of each word.</p>	<p>about how it is played, and describe why you enjoy it. This is my card game, "Uno." You play it with a group. You take turns and read the directions on the cards. I like it because I play it with my sister.</p> <p>3. Talk Time: Have students share their game or activity with partners. Have students use the following sentence frames to guide their discussion: My game/activity is _____. You play by _____. I like it because _____.</p> <p>4. Talk Time: Encourage students to ask and answer questions about their partners' presentations. Guide student conversations by posting the following prompts for students to see: When did you get the game/activity? I got the game/activity _____.</p>	<p>student to the front of the classroom. Tell the student to jump. Say, "_____ is jumping."</p> <p>4. Talk Time: Invite another student to the front of the room. Have the student choose an action to do in front of the class (spin, run, clap, etc.). What is (student's name) doing? _____ is _____.</p> <p>5. Talk Time: Have students work with partners. Have one partner do an action, while the other partner uses the sentence frame to tell about the action using a subject, helping verb, and verb with -ing ending. Have partners switch roles for additional practice.</p> <p>Week 17:</p> <p>Language Development</p> <p>1. Tell students they will learn about adverbs</p>	<p>the week. Introduce students to weather vocabulary, such as sunny, windy, rainy, cold, hot, and cloudy. Discuss what the weather will be like for the remainder of the week. You may also choose to research the weather at different times of the year. Have students use the following sentence frame to guide their discussions.</p> <p>This week, it will be _____.</p>
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	<p>a basketball court. (Draw and label a street and a basketball court.)</p> <p>We like to play double Dutch with jump ropes. (Draw and label two jump ropes.)</p> <p>This is my double Dutch team. (Draw and label kids.)</p> <p>We subtract points when someone trips. We had 20 points. We lost 5 points. The difference is 15 points. (Write <math>20 - 5 = 15</math>.)</p> <p>Week 17:</p> <p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Show students the cover of the book, and read the title. Discuss the words in the vocabulary word bank. You may want to use the vocabulary picture cards provided in the Digital Resources.</p> <p>What do you see on the cover? I see ____.</p> <p>How does the girl feel? How</p>		<p>Who do you like to play it with? I like to play it with ____.</p> <p>5. Talk Time:</p> <p>Once students have practiced their presentations, have student volunteers share with the whole group. Guide the group as they ask questions about each student's activity.</p> <p>Week 17:</p> <p>Speaking and Listening</p> <p>1. Prepare note cards or small sentence strips with the following words written on them: characters, setting, problem, and solution.</p> <p>2. Tell students to retell a story, you need to have the most important information from the book.</p> <p>Tell students that they need to know the characters, setting, problem, and solution.</p> <p>Review these vocabulary words with students, as needed.</p>	<p>that answer the question How? Prepare for the lesson by writing verbs on note cards and placing them in a hat or basket.</p> <p>2. Show students the cover of Race Day. Use the following prompt as you talk about the story:</p> <p>What are the children doing? The children ____.</p> <p>3. Model describing the actions of the children by asking how: I know the children are running in a race. I can ask myself, How do the children run? I know the children want to win the race, so they want to run fast! I can say, The children run quickly.</p> <p>4. Choose a note card. Name the verb on the card and pantomime the action. Have students brainstorm different ways the action can be done that answer the question How?</p>	
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	<p>do you know? The girl feels _____ because _____.</p> <p>Have you ever been in a race? What was it like?</p> <p>2. Talk Time: Show students the cover of Let's Play and place it next to Race Day. Have partners discuss the similarities and differences between the two books. Use the following prompts to guide them: How are the pictures different in the books? They are different because _____.</p> <p>How are the clouds in Race Day similar to real clouds? How are they different? The clouds are similar because _____. The clouds are different because _____.</p> <p>3. Talk Time: Have students turn to the Student Guided Practice Book 1 (page 88). Have students write complete sentences to tell</p>		<p>Who are the characters in Race Day? The characters are _____.</p> <p>Where does Race Day take place? The story takes place at the _____.</p> <p>What is the problem? The problem is _____.</p> <p>How do the characters solve their problem? The characters solve their problem by _____.</p> <p>3. Model retelling the story as you hold up each sentence strip to guide the retelling. Think aloud as you retell the story: The characters in the story are Adam the cloud, his cloud friends, and the children. The children are on a race track getting ready to race. The problem in the story is that it gets too windy and rainy, so the children can't run. Adam the cloud solves the problem by telling his cloud friends that it is too windy and</p>	<p>5. Talk Time: Invite a student to the front of the room to choose a card and pantomime the action. Brainstorm ways the action can be done, and ask the student to act out each way.</p> <p>6. Talk Time: Have partners work together to pantomime actions and describe them. Encourage students to think of multiple ways each action can be done.</p>	
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		<p>if the book is fiction or nonfiction. Ask partners to share their work using complete sentences.</p> <p>I know Race Day is _____ because _____.</p> <p>4. Have students take a picture walk through the book and set a purpose for reading.</p> <p>What do you think the book will be about? I predict _____.</p>		<p>too wet for the race, so they move on.</p> <p>4. Talk Time: Have partners practice retelling the story orally to one another. Have partners refer to the sentence strips with story elements written on them to support their retellings.</p>		
<p><b>16-17</b></p> <p><b>Unit 6</b></p>		<p><b>Books:</b> Let's Play, Race Day</p>				
<p><b>18</b></p> <p><b>Unit 6</b></p>		<p>Week 18:</p> <p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Have students look at the picture on the text card. Ask students to describe what they see. What is the man doing? He is</p>	<p>Week 18:</p> <p>Writing</p> <p>Talk with students about how it takes a lot of hard work to be a successful athlete. Tell students that all people need to work hard. Have each student think of one way that they are hard workers in the Student Guided Practice Book 4 (page</p>	<p>Week 18:</p> <p>Speaking and Listening</p> <p>1. Prepare a word web where students can see it. Write the word athlete in the middle of the word web.</p> <p>2. Have students think about the words that the author chose to describe the athletes. Have</p>	<p>Week 18:</p> <p>Language Development</p> <p>1. Write and on one card or strip of paper and so on another card or strip of paper. Prepare enough cards for each pair of students to have a set.</p> <p>2. Tell students they are going to use the words</p>	<p>Week 18:</p> <p>strong and healthy is by stretching before and after exercise. Show students different moves to stretch their muscles. Play a video about learning and practicing stretching exercises, such as this one: <a href="http://tcmpub.digital/lp/k-2/">tcmpub.digital/lp/k-2/</a> exercise.</p>

	<p>_____. Where is he? He is _____.</p> <p>What is he climbing? He is climbing _____.</p> <p>2. Tell students that this man is an athlete. Tell students that athletes are people who compete in sports and get lots of exercise. Ask students if they do any sports and to name some sports they know. List the names of the sports where students can see it. Introduce students to the other words in the vocabulary word bank. You may want to use the vocabulary picture cards that are provided in the Digital Resources as you talk about the words.</p> <p>3. Talk Time: Read the title of the text card. Have partners think about and discuss what it</p>	<p>95). Have students write complete sentences to tell more about their hard work.</p> <p>Fluency Write key vocabulary from the lesson on sentence strips. Have students practice decoding the multisyllabic words using the sounds they know.</p>	<p>students share ideas as you review the text on the card. Write student ideas of words that describe the athletes in the web. Discuss the academic vocabulary word extraordinary as a part of your discussion. (Other examples may include courageous, hardworking, smart, energetic, athletic, brave, etc.).</p> <p>3. Talk Time: Guide students to use the word web to discuss the athletes. Use the following sentence frames to guide student discussions. Athletes are extraordinary. They can _____. They are _____. They are amazing!</p>	<p>and or so to combine sentences. Tell them that and is used to join two similar ideas. Tell them that so means “as a result.” Display and discuss each sentence pair in turn. Athletes need strong bodies. They need strong minds. Phelps has extra long arms. He is a fast swimmer. Cox can swim in very cold water. She can swim very far. Williams is strong. She also has mental toughness.</p> <p>3. Model combining the first two simple sentences as you think aloud: We learned that athletes need two things. They need strong bodies and strong minds. I can combine those ideas with the word and. Get your</p>	
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		<p>means to have a strong body. Who is someone you know that is strong? _____ is strong.</p> <p>How do they show that they are strong? They _____.</p> <p>4. Talk Time: Have partners think about and discuss what it means to have a strong mind. What does the word strong mean? Strong means that you are _____.</p> <p>How can your mind be strong? Your mind is strong when _____.</p> <p>5. Have students make predictions about the text based on the title, photograph, and class discussion.</p>			<p>and cards ready. Athletes need strong bodies, and (have students hold up cards) they need strong minds.</p> <p>4. Continue to combine ideas using the word so: We learned that Phelps has extra long arms. As a result of those long arms, he can swim fast. Let's combine these sentences with so. Get your so cards ready. Phelps has extra long arms, so (have students hold up cards) he is a fast swimmer.</p> <p>5. Talk Time: Guide students in combining the third set of sentences, and then have partners combine the last set of sentences.</p>	
<b>18</b> <b>RESOURCES</b>		<b>Books:</b> Strong Bodies, Strong Minds				

