

ESL - K-2 Kit B Curriculum

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

Unit Focus

Unit 1- Thirty minutes a day. A book a week. 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

NJSLS and Correlating SLOs

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

WIDA Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Rationale, Transfer Goals, and Enduring Understandings

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

Unit 1: Phonics

Essential Questions:

- How can you 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 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.

Unit 2: Phonics

Essential Questions:

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

Rationale:

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

Transfer Goals:

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

Enduring Understandings:

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

Unit 3: Animals

Essential Question:

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

Rationale:

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

Transfer Goals:

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

Enduring Understandings:

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

Unit 4: My Community

Essential Questions:

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

Rationale:

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

Transfer Goals:

- Students will identify key elements that define a community, such as people, places, and services.

- Students will recognize various community helpers and their contributions to society.

Enduring Understandings:

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

Unit 5: All About Me**Essential Questions:**

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

Rationale:

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

Transfer Goals:

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

Enduring Understandings:

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

Unit 6: School**Essential Questions:**

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

Rationale:

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

Transfer Goals:

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

Enduring Understandings:

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

Unit 7: Play and Exercise**Essential Questions:**

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

Rationale:

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

Transfer Goals:

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

Enduring Understandings:

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

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

Essential Questions

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

<p>Unit 2: How do animals change as they grow?</p>	<p>Reading Objectives: Demonstrate comprehension of vocabulary through actions, responses, and structured support.</p> <p>Writing Objectives: Write descriptive sentences using provided frames and vocabulary banks.</p> <p>Speaking & Listening Objectives: Present information using structured vocabulary and gestures.</p> <p>Language Development Objectives: Develop vocabulary precision by using descriptive language and structured support.</p>	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Identify words with specific initial sounds - Identify words with short vowel sounds <p>Writing Skills:</p> <ul style="list-style-type: none"> - Draw and label pictures that begin with specific sounds - Draw and label pictures that have short vowel sounds <p>Speaking & Listening Skills:</p> <ul style="list-style-type: none"> - Describe pictures in oral presentations and state the beginning sounds using sentence frames. - Use sight word vocabulary and specific sound vocabulary to add detail while speaking. - Demonstrate active listening by asking and answering questions about words with specific sounds and short vowel sounds. - Offer opinions and provide reasons using sentence frames and teacher guidance. <p>Language Development Skills:</p> <ul style="list-style-type: none"> - Learn and use adjectives to describe objects. - Learn and use action verbs as they identify words with initial sounds. - Learn about nouns and sort noun vocabulary cards with teacher guidance. - Describe text structures by identifying repeating words and phrases. - Create books with similar structures using sentence frames. - Learn the suffix –s and describe how the suffix changes the meaning of the word with substantial support.
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		<ul style="list-style-type: none"> - Explore direct objects in simple sentence patterns in shared language activities.
Unit 3: What are some workers and places in a community?	<p>Reading Objectives:</p> <ul style="list-style-type: none"> - Demonstrate understanding of informational texts by retelling key details using sentence frames. - Give short responses to factual comprehension questions using sentence frames. <p>Writing Objectives:</p> <ul style="list-style-type: none"> - 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>Speaking & Listening Objectives:</p> <ul style="list-style-type: none"> - Offer opinions and provide reasons with teacher modeling and sentence frames. - Describe the language a writer or speaker uses to present ideas with prompting and sentence frames. <p>Language Development Objectives:</p> <ul style="list-style-type: none"> - Combine sentences using conjunctions (e.g., and) with sentence frames. - Learn and use prepositions to expand sentences in shared language activities. 	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Retell key details from informational texts using sentence frames. - Answer factual comprehension questions using sentence frames. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Draw and write about topics using information from texts, sentence frames, and word banks. - Draw and write about personal observations using sentence frames. <p>Speaking & Listening Skills:</p> <ul style="list-style-type: none"> - Offer opinions and provide reasons with teacher modeling and sentence frames. - Describe the language used by writers or speakers to present ideas with prompting and sentence frames. <p>Language Development Skills:</p> <ul style="list-style-type: none"> - Combine sentences using conjunctions (e.g., and) with sentence frames. - Use prepositions to expand sentences in shared language activities.
Unit 4: What makes a community?	<p>Reading Objectives:</p> <ul style="list-style-type: none"> - Retell key details and describe people, places, and objects using sentence frames and illustrations. - Make connections between texts and photographs to understand how people help others in the 	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Retell key details from informational texts using sentence frames and illustrations. - Make connections between texts

	<p>community.</p> <p>Writing Objectives:</p> <ul style="list-style-type: none"> - Draw and write about community places and personal experiences using new vocabulary and sentence frames. - Draw and label pictures of pets and community places using information from texts and sentence frames. <p>Speaking & Listening Objectives:</p> <ul style="list-style-type: none"> - Introduce themselves and describe roles as community workers using sentence frames. - Express ideas and participate in collaborative conversations using gestures, words, and simple learned phrases. <p>Language Development Objectives:</p> <ul style="list-style-type: none"> - Use nouns, prepositions, and conjunctions to name and describe people, places, and actions in shared language activities with sentence frames. - Explore text organization, onomatopoeia, and vocabulary through collaborative and guided activities. 	<p>and photographs to describe how people help in a community.</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> - Draw and write about community places and personal experiences using new vocabulary and sentence frames. - Draw and label pictures of pets and community places using details from texts and sentence frames. <p>Speaking & Listening Skills:</p> <ul style="list-style-type: none"> - Introduce themselves and describe roles as community workers using sentence frames. - Participate in collaborative conversations, expressing ideas with gestures, words, and simple phrases. <p>Language Development:</p> <ul style="list-style-type: none"> - Use nouns, prepositions, and conjunctions to describe people, places, and actions with sentence frames. - Explore text organization, onomatopoeia, and academic vocabulary through guided activities and sentence frames.
Unit 5: What makes each of us special?	<p>Reading Objectives:</p> <ul style="list-style-type: none"> - Retell key details of stories by sequencing events and using drawings, words, and phrases with substantial support. - Ask and answer questions about texts using short responses and sentence frames. <p>Writing Objectives:</p>	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Retell key details of stories by sequencing events and using drawings, words, and phrases. - Ask and answer questions about texts using short responses and sentence frames. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Draw and write about personal

	<ul style="list-style-type: none"> - Draw and write about personal experiences, such as daily activities and family members, using sentence frames for support. - Describe actions and activities by completing sentence frames and labeling pictures. <p>Speaking & Listening Objectives:</p> <ul style="list-style-type: none"> - Offer opinions and provide reasons using sentence frames and teacher guidance. - Describe language used by authors, engage in collaborative conversations, and ask/answer questions using key words and sentence frames. <p>Language Development Objectives:</p> <ul style="list-style-type: none"> - Use connecting words, complex sentences, and compound sentences to describe personal experiences and family members in shared language activities. - Explore adjectives, adverbs, and verbs to add details and describe actions, ideas, people, places, and things in shared language activities. 	<p>experiences, such as daily activities and family members, using sentence frames.</p> <ul style="list-style-type: none"> - Complete sentence frames and label pictures to describe actions and activities. <p>Speaking & Listening Skills:</p> <ul style="list-style-type: none"> - Offer opinions and provide reasons using sentence frames and teacher guidance. - Engage in collaborative conversations, describe language used by authors, and ask/answer questions using key words and sentence frames. <p>Language Development:</p> <ul style="list-style-type: none"> - Use connecting words, complex sentences, and compound sentences to describe personal experiences and family members. - Explore adjectives, adverbs, and verbs to add details and describe actions, ideas, people, places, and things.
Unit 6: What can you see and do in school?	<p>Reading Objectives:</p> <ul style="list-style-type: none"> - Ask and answer questions about things seen and done in school using sentence frames. - Identify reasons for school rules and similarities/differences in classroom images with substantial support. <p>Writing Objectives:</p> <ul style="list-style-type: none"> - Draw and write sentences about school activities and dream classrooms using sentence frames. - Create posters and write 	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Ask and answer questions about school activities and rules using sentence frames. - Identify similarities, differences, main ideas, and key details in texts with substantial support. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Write sentences and draw about school activities and dream classrooms using sentence frames. - Create posters and write about school rules and historical letters

	<p>sentences about important school rules using sentence frames.</p> <p>Speaking & Listening Objectives:</p> <ul style="list-style-type: none"> - Describe language choices for different audiences (adults vs. friends) in partners. - Retell school rules and discuss classroom images using key words and sentence frames. <p>Language Development Objectives:</p> <ul style="list-style-type: none"> - Use present progressive tense to describe children's actions in texts with teacher guidance. - Explore simple present tense for class rules and routines in shared activities. - Describe actions that took place in the past using guided activities. 	<p>using sentence frames.</p> <p>Speaking & Listening Skills:</p> <ul style="list-style-type: none"> - Discuss language choices for different audiences in pairs. - Retell school rules and compare classroom images using key words and sentence frames. <p>Language Development Skills:</p> <ul style="list-style-type: none"> - Use present progressive tense to describe actions in texts. - Explore simple present tense for discussing class rules and past tense for historical activities in guided activities.
Unit 7: How can children play with others?	<p>Reading Objectives:</p> <ul style="list-style-type: none"> - Read aloud and demonstrate understanding of texts using sentence frames. - Retell stories, describe characters, settings, and events with support from text and illustrations. <p>Writing Objectives:</p> <ul style="list-style-type: none"> - Write about personal preferences and experiences, such as favorite activities and steps to routines, using sentence frames and word banks. - Create stories and describe processes using sentence frames and supporting details from texts. <p>Speaking & Listening Objectives:</p>	<p>Reading Skills:</p> <ul style="list-style-type: none"> - Read aloud and demonstrate comprehension of texts using sentence frames. - Retell stories and describe characters, settings, events, and patterns from texts. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Write about personal experiences and preferences using sentence frames and supporting details. - Create stories and describe processes with sentence frames and vocabulary from texts. <p>Speaking & Listening Skills:</p> <ul style="list-style-type: none"> - Express opinions and discuss topics using sentence frames. - Retell stories, cite important information, and discuss central

	<ul style="list-style-type: none"> - Express opinions and discuss topics such as vacation packing and cultural celebrations using sentence frames. - Retell stories, cite important information, and discuss central messages with key words and teacher guidance. <p>Language Development Objectives:</p> <ul style="list-style-type: none"> - Use direct and indirect objects, connecting words, and phrases in sentence patterns during shared language activities. - Use academic vocabulary and tenses (present progressive, simple future) to describe actions, processes, and kindness in games with sentence frames. 	<p>messages with guidance.</p> <p>Language Development Skills:</p> <ul style="list-style-type: none"> - Use sentence patterns and vocabulary (including direct and indirect objects) in shared activities. - Use academic vocabulary and tenses (present progressive, simple future) to describe actions and kindness in discussions and activities.
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Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Unit 1: 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: Students will use illustrations and details to describe how the main character changes in the story.	Unit 2: Phonics -Spiral Focus: Using phonetic knowledge to decode words and understanding similarities and differences in phonetic sounds across languages.
Unit 3: Demonstrating empathy and responsibility through learning about animal care.	Unit 3: Animals -Spiral Focus: Promoting empathy and responsibility by learning about animal care and understanding their needs.
Unit 4: Understanding community dynamics and roles to foster social awareness.	Unit 4: My Community -Spiral Focus: Exploring community dynamics and roles to foster social awareness and cooperation.
Unit 5: Exploring personal identity and family relationships to promote self-awareness.	Unit 5: All About Me -Spiral Focus: Celebrating personal identity and family relationships to promote self-awareness and emotional development.

Unit 6: Understanding school environments and subjects to nurture academic engagement.	Unit 6: School -Spiral Focus: Understanding school environments and subjects to nurture curiosity and academic engagement.
Unit 7: Promoting cooperative play and physical activities to support social interaction.	Unit 7: Play and Exercise -Spiral Focus: Promoting play, physical activity, and cooperative skills to support social interaction and healthy lifestyles.

Bi-Weekly Scope and Sequence

WEEKS	Standards	Reading	Writing	Listening	Speaking	Assessment
Unit 1		Week 1: -Before Reading Building Background Knowledge and Vocabulary 1. Show 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 is trying to do? Dad wants to _____. 2. Read the title of the book. Point to the words Dad and Nap	Week 1: Writing Review San's actions in the book. Have students think about 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	Week 1: Speaking and Listening 1. Show students the illustration on page 3. Think aloud as you describe what you see in the 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.) 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	Week 1: Language Development 1. Talk about the words that repeat on each page of the book. What does Dad say on each page? Dad says, "I want a nap." 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. 3. Continue reading until students recognize that the pattern in the book changes. Discuss what	Week 1: Play a game of Short A Charades. Write words that have short a on index cards, or use Short 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. Week 2:

		<p>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 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</p>	<p>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 sound out new words. Note: Checklists and rubrics to assess fluency and language development are provided in the Digital Resources.</p> <p>Week 2:</p> <p>Writing Have students write sentences using short</p>	<p>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 _____. 4. Talk Time: Have students share their responses with the class.</p> <p>Week 2:</p> <p>Speaking and Listening 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</p>	<p>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 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 1. To prepare for this lesson, write bedtime routines a child could have on note cards. (e.g., I brush my</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>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 cap on a bottle. (Discuss multiple meanings.) Pat your head. (Continue with remaining words.)</p> <p>5. Talk Time: Have students complete the activity in the Student Guided Practice Book 1 (page 4). Have students share their</p>	<p>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 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>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 questions. Circulate and assist students with vocabulary, as needed. Does it _____? Is it a _____?</p> <p>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>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 in our chairs. (Sit in a chair.) Every day, we raise our hands. (Raise your hand.)</p> <p>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.).</p> <p>4. Talk Time:</p>	
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		<p>drawings with partners, using the following sentence frame: I drew _____ to show the word _____.</p> <p>Week 2:</p> <p>Building Background Knowledge and Vocabulary 1. Show students the cover of the book and read the title. Ask students to describe what they see and predict what the book will be about. What is she doing? She is _____. What is he doing? He is _____. What do you predict this book will be about? I predict this book will be about _____. Why do you think this</p>			<p>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>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 are important because they are needed to make words.</p> <p>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</p>				
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		<p>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 _____.</p> <p>A bell sounds like _____. A hen sounds like _____.</p> <p>A _____ is a pet. I can pet a _____.</p> <p>(Discuss multiple meanings of pet.)</p> <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>				
		<p>Books: Dad Wants a Nap, Get to</p>				

		Bed, Ren!				
3-4 SKILLS Unit 1		<p>Week 3:</p> <p>Before Reading Building Background Knowledge and Vocabulary</p> <p>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 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</p>	<p>Week 3:</p> <p>Writing</p> <p>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 tell about Kip's height compared to the objects. Fluency</p> <p>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</p>	<p>Week 3:</p> <p>Speaking and Listening</p> <p>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.</p> <p>2. Model using synonyms to describe things that are big and little: 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>Week 3:</p> <p>Language Development</p> <p>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 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:</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. 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</p>

		<p>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>_____ 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</p>	<p>pantomime the words big and little as you read them in the book.</p> <p>Week 4:</p> <p>Writing</p> <p>Have students draw pictures from the book in the Student Guided Practice Book 4 (page 19). Have students write complete sentences about their drawings using words in the word bank.</p> <p>Fluency</p> <p>Have partners take turns reading short o words from the book. Then, have partners reread the book taking turns reading alternate</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 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</p>	<p>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>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</p>	<p>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 pot, hot, and lot.</p>
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		<p>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>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</p>	<p>pages. Circulate the room and work with students who may have trouble blending words with short o.</p>	<p>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 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."</p>	<p>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 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. I like _____. _____ is</p>	
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		<p>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 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.</p>		<p>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 a video about popcorn, such as this one: tcmpub.digital/lp/k-2/popcorn. (Be sure to check your school food policy and be careful about allergens.) Don't forget the last step, clean up!</p>	<p>_____ and _____.</p>	
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		<p>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:</p> <p>Preview the vocabulary words with students. Use pictures from the book or the vocabulary picture cards in the Digital Resources, 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>				
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3-4 RESOURCES		Books: How Big Is Kip?, A Big Job				
5 SKILLS Unit 1		<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. 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</p>	<p>Week 5:</p> <p>Writing Have students draw pictures from the book in the Student Guided Practice Book 4 (page 23). Have 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</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 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</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 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: tcmpub.digital/lp/k-2/placeprepositions. 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</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 pictures from magazines. Challenge students to tell how each habit helps them stay healthy.</p>

		<p>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>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</p>	<p>index cards from the Before Reading section when they read the word. Lead students in dramatizing these words to communicate meaning.</p>	<p>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>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. 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</p>	
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		<p>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 you do not like something.</p> <p>_____ is dirt. To _____ is to pull.</p> <p>A _____ is a baby dog. A _____ is a bath.</p> <p>A _____ is an underwater boat. A _____ is a sandwich.</p> <p>(Discuss multiple meanings.)</p> <p>(Continue with remaining words.)</p>			<p>discuss them.</p> <p>A _____ is inside the tub.</p> <p>Rub a dub dub.</p> <p>A _____ is outside the tub.</p> <p>Rub a dub dub.</p> <p>A _____ is next to the tub.</p> <p>Rub a dub dub.</p>	
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5 RESOURCES		Books: Gus in the Tub End of Unit Assessment				End of Unit 1 Assessment
1-2 SKILLS Unit 2		<p>Week 6:</p> <p>Before Reading Building Background Knowledge and Vocabulary</p> <p>1. Discuss the ways that human families care for their babies. What do babies need? Babies need _____. How do people take care of babies? People _____. How do families take care of one another? Families _____.</p> <p>2. Preview the vocabulary words using the vocabulary picture cards, which are available</p>	<p>Week 6:</p> <p>Writing</p> <p>Have students draw pictures of how animal mothers take care of their babies in the Student 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.</p>	<p>Week 6:</p> <p>Speaking and Listening</p> <p>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 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:</p>	<p>Week 6:</p> <p>Language Development</p> <p>1. Create a T-chart labeled One and More Than One and post it for all to see.</p> <p>2. Invite a student to stand in front of the class. Tell the class, “This is a 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</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 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</p>

		<p>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. (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</p>	<p>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>Week 7: Writing 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</p>	<p>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 _____. 5. Bring the group together to take turns role-playing. Have each pair of students share 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: Speaking and Listening 1. Review with students that adjectives are words that describe. The author of Tito the Tapir used adjectives to</p>	<p>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. 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. 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. 5. Talk Time: Keep referencing the book in this fashion and complete the chart to record examples of singular and plural nouns with</p>	<p>about tapirs. Use the following sentence frame: I learned that tapirs _____.</p>
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		<p>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 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</p>	<p>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 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>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 _____.</p> <p>3. Talk Time: Have a class 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>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 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</p>	
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		<p>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>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</p>			<p>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.</p> <p>The toucan has a long beak.</p> <p>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 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>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 vocabulary picture cards in the Digital Resources as you discuss vocabulary:</p> <p>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.)</p> <p>4. Talk Time: Have partners</p>				
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		<p>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>				
1-2 RESOURCES		<p>Books: Animal Mothers and Babies, Tito the Tapir</p>				
3-4 SKILLS Unit 2		<p>Week 8: Before Reading Building Background Knowledge and Vocabulary 1. Show students the cover of the book and ask</p>	<p>Week 8: Writing Have students write stories about the frog life cycle in the Student Guided Practice</p>	<p>Week 8: 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?</p>	<p>Week 8: 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</p>	<p>Week 8: Have partners draw and write word problems about the life cycle of frogs. Encourage students to</p>

		<p>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 _____? (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</p>	<p>Book 4 (page 35). Encourage students to use words from the word bank as the tell their stories. Have partners share their stories with one another. Fluency Have students read the book with partners. Then have students take turns 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</p>	<p>cards or the vocabulary picture cards, both of which are provided in the Digital Resources. Place them in a hat or basket.</p> <p>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.</p> <p>3. Model how to play the game. Reach into the basket or hat and grab a card. Give the students clues, followed by the question Who am I? 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</p>	<p>that includes each word or phrase.</p> <p>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.</p> <p>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 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</p>	<p>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 of bees. Have students work in pairs to draw pictures of bee habitats, including the hives.</p>
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		<p>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 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</p>	<p>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. Model appropriate phrasing as you reread. Have students practice phrasing as they read the text, pausing at commas after transition words.</p>	<p>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 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</p>	<p>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 Things.</p> <p>2. Explain that people, places, and things are called nouns. Share a video about nouns, such as this one: tcmpub.digital/lp/k-2/nouns. 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</p>	
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		<p>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>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</p>		<p>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 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>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>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 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</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 diagram.</p>	
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		<p>word queen using the following prompts and sentence frames:</p> <p>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?</p> <p>A queen bee _____.</p> <p>5. Talk</p> <p>Time: Have partners turn and talk and make predictions and set a purpose for reading. This book shows me _____. I predict _____.</p>				
3-4 RESOURCES		<p>Books: A Frog's Life, A Bee's Life</p>				
5-6 SKILLS Unit 2	<p>Week 10: Before Reading Building Background Knowledge and</p>	<p>Week 10: Writing Have students draw life cycles in the Student Guided Practice Book 4 (page 43). Have</p>	<p>Week 10: Speaking and Listening 1. Prepare</p>	<p>Week 10: Language Development 1. Play a video about the butterfly life cycle, such as this one:</p>	<p>Week 10: Have each student choose frog, bee, or butterfly. Provide time</p>	

	<p>Vocabulary</p> <p>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 _____.</p> <p>What do you think the book will be about? I think it will 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>students write complete sentences about the life cycles, using the word bank for support.</p> <p>Fluency</p> <p>Have students read the book with partners. Have each student take turns reading a page three times aloud to their partner.</p>	<p>copies of</p> <p>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.</p> <p>2. Show students your butterfly drawing. Model how to describe your butterfly using similar meaning words: 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</p>	<p>tempub.digital/lp/k-2/butterfly.</p> <p>Pause the video after each stage and discuss the actions that take place during the life cycle.</p> <p>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.</p> <p>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 place at each stage. Record the action verbs on the board or chart paper. Caterpillars begin to _____. 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</p>	<p>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>
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	<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?</p> <p>I see _____.</p> <p>I think _____.</p> <p>3. Introduce each vocabulary word to students. Show the picture glossary on page 19 of the book, which 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</p>		<p>sentence frames to support discussions:</p> <p>My butterfly has _____.</p> <p>and _____.</p> <p>It is _____.</p> <p>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>cycles.</p> <p>Butterflies, frogs, and bees all _____ (example answers: hatch, grow).</p>	
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		hands like wings. For egg, curl into a ball. Challenge students to perform each movement as you call out the words.				
5-6 RESOURCES		Books: A Butterfly's Life				Unit 2- End of Unit Assessment
Unit 3						
9-10 RESOURCES		Books:				
9-10 SKILLS						
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