How are the lessons organized?

Ideal for whole class and small group learning situations, Afterschool Achievers: Reading Club provides reinforcement of key reading strands through five different types of activities:

- **Read Out Loud** is an opportunity for children to practice fluent and expressive reading through shared and choral readings of traditional rhymes and short dialogues.
- **Thinking About Reading** helps children understand that comprehending what they read is important.
- **Word Games** are fast-paced, active ways for children to expand their knowledge of and facility with using words. There are four different games that rotate throughout the thirty-six weeks—Odd One Out; Come Here, Please; Same As/Different From; and What’s My Word?
- **Building Words** develops children’s ability to understand how words work from the inside out, including phonemic awareness and phonics (letter-sound correspondence). Children progress from matching sounds to pairing letters (upper- and lowercase).
- **Rule Out Two** offers useful test-taking practice as children rule out incorrect answers to multiple-choice test questions and explain their reasoning for identifying the correct answers.

Detailed lessons and implementation instructions for each of the five sections are clearly laid out in each Instructor’s Guide so you can implement Afterschool Achievers: Reading Club right away.

<table>
<thead>
<tr>
<th>Section</th>
<th>Activity</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Out Loud</td>
<td>Interactive reading</td>
<td>To enhance reading fluency and comprehension</td>
</tr>
<tr>
<td>Thinking About Reading</td>
<td>Responding to reading</td>
<td>To enhance comprehension</td>
</tr>
<tr>
<td>Word Games</td>
<td>Playing with words</td>
<td>To further expand reading vocabulary</td>
</tr>
<tr>
<td>Building Words</td>
<td>Learning letters and their sounds</td>
<td>To further understand how words work; phonemic awareness and phonics</td>
</tr>
<tr>
<td>Rule Out Two</td>
<td>Test-taking practice</td>
<td>To practice eliminating choices on multiple-choice tests</td>
</tr>
</tbody>
</table>
What kind of preparation do I need to implement the program?

Everything you need is in the kit. Flexible enough to be taught in a variety of learning environments by instructors of all levels, Afterschool Achievers: Reading Club provides detailed guidelines in each Instructor’s Guide so you can get started right away. From introducing the lesson to explaining “Today’s Challenge” to assessing children’s progress, the Instructor’s Guide offers an efficient lesson plan that is easy to implement and fun for children. Student Book activities, activity cards, and letter cards are provided so everything you need to get started is in one convenient kit.

How can I assess my children’s progress?

Pretests, available in the Instructor’s Guide and Student Book, provide a convenient tool for measuring children’s strengths and weaknesses in reading. Once these areas are identified, guidelines are provided in the Instructor’s Guide to help instructors implement specific activities that target children’s areas for improvement.

Daily assessment tips for evaluating children’s performance are provided for each activity in Afterschool Achievers: Reading Club. Assessment cues, such as “Can children identify cause-effect relationships?” at the end of each Instructor’s Guide lesson page give you basic guidelines for monitoring children’s progress, activity by activity. A follow-up posttest is in the Instructor’s Guide.

How do I tailor the program to fit my schedule?

Each day’s activity stands alone and lasts between 20 and 30 minutes. If your sessions meet for fewer days or you have longer sessions, you might consider combining two or more activities in a single session. For example, the two sections Read Out Loud and Thinking About Reading fit nicely together because their activities key off the same selection.

What is the best way for me to get started?

To familiarize yourself with the five different sections, you may want to read the first week’s activities in the Instructor’s Guide. Then look over the rest of the materials in the kit. You may decide to start with Week 1 Activity 1 and work through the activities in order, or give children some or all of the pretest to determine their strengths and weaknesses. The assessment section begins on page 183. All test items are correlated to the 180 activities in the program. You may decide to pick and choose activities based on specific comprehension, vocabulary, or word study strands or concepts. You will need to punch out the Come Here, Please cards and the Match Ups cards from the perforated sheets. To keep the cards organized in your kit, you may want to bundle together each deck of cards with an elastic band or store them in labeled envelopes or resealable plastic bags. Each card is labeled with the activity number.
Read Out Loud

Week 1 • Activity 1

Materials
Student page 1

Concepts
Read aloud fluently.
Develop concepts of print (directionality: left to right).

Get Started
Before the session, write the rhyme “Hickory Dickory Dock” on the board or on chart paper. Retain the copy of the rhyme for further use throughout the week.

Hickory, Dickory, Dock
Hickory, dickory, dock,
The mouse ran up the clock.
The clock struck one.
The mouse went down,
Hickory, dickory, dock.

Tell children that today they will read a rhyme with you. Read the rhyme aloud at least twice to familiarize children with the words and ideas. Tell them to listen carefully and think about the words they hear. After the readings, encourage children to ask questions about anything they do not understand. If some children wonder how a mouse could run up a clock, draw a quick sketch of a tall grandfather clock. Explain that the kind of clock the rhyme mentions is really a tall piece of furniture, not the kind of clock most people have and use today. Explain that “The clock struck one” means that it was one o’clock, and the big clock made a sound to let people know.

Read the rhyme aloud once again, this time focusing children’s attention on the print. Invite children to name any letters or words they may recognize. Then read again, tracking the print from left to right by running your hand under each line as you read it.

To reinforce print concepts, tell children that when they read, they look at the words in a line of text from left to right. Explain, as you point, that this means that in the first line of the rhyme, they read the word Hickory first and then the word dickory next and then the word dock. Make a return sweep with your hand to the left, to the beginning of the next line. Say: When we finish reading a line of the rhyme, we go back to the side of the page where we started. Point to the first word of the second line of the rhyme.

Continue working with the second line of the rhyme. Say: I will read the words. Who will come and point to each word as we all follow along, looking from left to right? Have several volunteers come to demonstrate.

Now, read the rhyme several times more with the whole group, asking children to say it with you.

Today’s Challenge
Student page 1 Help children notice that the rhyme on the page is the same one they read together with you. Explain that the whole group will read together. For their first reading of the rhyme, you may wish to have children join in on words and phrases as much as they can. Then have the whole group read the rhyme a couple of times.

Go Further
Student page 1 Children move their finger across the first line of the rhyme to show the direction in which they should read the words. Then they make a check mark to indicate the place where they will continue to read. Demonstrate how to make a check mark on the board or on chart paper.

Assessment
Student self-assessment page 1 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children participate in shared and oral readings? Do they understand the print concept of left-to-right directionality?
Week 1 • Activity 2

Materials
Student pages 1, 2
Sentence strips

Concept
Enhance comprehension by identifying sequence.

Get Started
Before the session, write each line of the rhyme “Hickory, Dickory, Dock” on separate sentence strips. Use the strips and a pocket chart, if available, to do the sequencing activity, which follows below.

Focus attention on the board or chart version you have retained of “Hickory, Dickory, Dock.” Say it aloud a few times with the whole group. Each time you read, run your hand below the words to reinforce the print concept of left-to-right directionality. Tell children that the rhyme tells about some things that happened. The rhyme tells what happened in the correct order. Recap the order with children: The mouse ran up the clock. The clock struck one. The mouse ran down.

Place your premade sentence strips in the mixed-up order shown. Now, tell children you will read the rhyme in mixed-up order. Ask them to listen to tell if the rhyme still makes sense. You may need to read the mixed up version at least twice.

Hickory, dickory, dock,
The clock struck one.
The mouse ran down.
The mouse ran up the clock.
Hickory, dickory, dock.

Ask: Does the rhyme make sense in this order? No, it doesn't. Let's put the lines of the rhyme back into the correct order.

Have children help you rearrange the sentence strips so that they show the correct order. Confirm that the order is correct by comparing the sentence strips to the board or chart version of the rhyme.

Tell children that as they listen to and say rhymes aloud, they should think about the order in which things happen. Doing so will help them understand and remember the rhyme.

Today's Challenge
Student page 2 Children draw a picture to show what the mouse did at the beginning of the rhyme. Emphasize the word beginning when you read the directions for the activity with children. As needed to be sure children understand the meaning of beginning, have volunteers suggest things they do at the beginning of a day.

Answers for student page 2: Children's drawings should show the mouse running up the clock.

Go Further
Student page 2 Children draw a picture to show what the mouse did at the end of the rhyme. When you read the directions for the activity with children, emphasize the word end. As needed to be sure children understand the meaning of end, have volunteers suggest things they do at the end of a day.

Answers for student page 2: Children's drawings should show the mouse running down the clock.

Assessment
Student self-assessment page 2 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify sequence?
**Today’s Challenge**

**Student page 3** When the group has finished playing the game, have children open their books to student page 3. Children complete the rhyming word web by drawing two things whose names rhyme with *clock*. You may wish to have the whole group share ideas before children make their individual responses.

**Answers for student page 3:** Possible picture responses are sock, rock, block.

**Go Further**

**Student page 3** Children tell a partner about the pictures they drew. Bring the whole group together and ask volunteers to tell about their rhyming pictures.

**Assessment**

**Student self-assessment page 3** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify and generate rhyming words?
Week 1 • Activity 4

Materials
Student page 4

Concept
Use meaning and other clues to identify rhyming words.

Get Started
Revisit the rhyme “Hickory, Dickory, Dock.” Read it once and then again with children saying it along with you. Then ask children to name two words that rhyme. (dock/clock) Tell children they will think of words to rhyme with these words from the nursery rhyme: mouse, ran, and up. Focus on one word at a time, asking volunteers to name rhyming words for it. Possibilities are (mouse) house, (ran) can, pan, (one) fun, sun. Tell children this activity has been a warm-up for more fun with rhyming words.

Explain to children that you will give some clues to help them guess a word. Say that they must listen carefully to both clues before they say the rhyming word you want. Start with this example:

I am an animal that says, “Meow.”
My name rhymes with bat.

If children delay in their response, repeat the clues and then give them the rhyming word cat.

Use these clues supplemented by those you make up on your own. When building clues, try to stay within a category, such as animals and the sounds they make or parts of the body (toes, head, leg). This will give children a “mindset” for utilizing your clues.

- I am a bird that says, “Quack.”
  My name rhymes with truck. (duck)
- I am an animal that says, “Moo.”
  My name rhymes with now. (cow)
- I am an animal that says, “Oink.”
  My name rhymes with dig. (pig)
- I am an animal that says, “Baaa.”
  My name rhymes with deep. (sheep)
- I am an animal that says, “Cluck, cluck.”
  My name rhymes with den. (hen)

Today’s Challenge
Student page 4  Children draw a picture of an animal. Then they draw a picture of something whose name rhymes with the animal name. Brainstorm a list of animal names with the whole group before they begin drawing. If children suggest animals, such as elephant or camel, for which there would not be rhyming words, don’t discourage them. Allow children to think through their choices and then select again to find an animal name that works for the activity.

Answers for student page 4: Children’s drawing will vary, but the animal names should rhyme.

Go Further
Student page 4  Children say their rhyming words as they show their pictures to the group. Others in the group should comment on whether the words truly are a rhyming match.

Assessment
Student self-assessment page 4  Have children check one of the three choices to describe how they feel about this activity.

Assessment tip  Can children identify rhyming words?
Week 1 • Activity 5

Materials
Student page 5

Concept
Identify sequence of events in text on multiple-choice tests.

Get Started
Remind children that things happen in nursery rhymes and stories in a certain order, just as events do in real life. Give a real-life example: A boy wakes up. He gets dressed and eats. Then he goes to school. Help children recognize that it would not make sense for an author to write about the boy going to school before he wakes up or gets dressed and eats. Say that writers write about what happens in an order that makes sense. Explain that it is important to notice the order in which things happen to be able to understand and remember what a rhyme or story is about.

Tell children that sometimes they will be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read aloud the question.

A little mouse finds a bit of cheese. The mouse eats it right away. Then later the mouse feels so full. The mouse falls asleep.

What does the mouse do in the beginning of the story?

A  B  C  D

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that B is wrong because the picture shows a cat and there is no cat in the story. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (The picture shows what the mouse does according to the story—it finds and eats some cheese right away.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 5 With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.

Answers for student page 5: 1. C 2. D

Go Further
Student page 5 Children tell a partner about something they do at the beginning of the day. As partners talk, move around the room to listen for the appropriateness of children’s responses.

Assessment
Student self-assessment page 5 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify sequence of events in text?
Week 2 • Activity 6

Materials
Student page 6

Concepts
Read aloud fluently.
Develop concepts of print (directionality: top to bottom).

Get Started
Before the session, write the rhyme “The Flying Pig” on the board or on chart paper. Retain the copy of the rhyme for further use throughout the week.

The Flying Pig
Dickery, dickery, dare,
The pig flew up in the air.
The man in brown
Soon brought him down,
Dickery, dickery, dare.

Tell children that today they will read a rhyme with you. Read the rhyme aloud at least twice to familiarize children with the text. Encourage children to ask questions about anything they don’t understand. If children want to know the meaning of “dickery, dickery, dare,” just tell them that these are nonsense words that have an interesting sound. You may like to know that dickery is a counting word used by shepherds in long-ago England. The usage here in the phrase “dickery, dickery, dare” is roughly similar to our phrase “one, two, three, go!”

Read the rhyme aloud once again, this time focusing children’s attention on the print. Invite children to name any letters or words they may recognize. Then read again, tracking the print by running your hand under each line as you read it. Do a return sweep with your hand to the start of the next line of text.

To reinforce print concepts, tell children that when they read, they read from the top of the rhyme to the bottom of the rhyme. Point to the first word of the first line in the rhyme. Ask: Is this the top or the bottom of what we read? Right. This is the top, the place where I began to read. Who will show me the very last thing I read? Guide a volunteer to point to the last word of the last line in the rhyme. This is the bottom. I read from top to bottom. Read the rhyme again, pointing to where you begin and where you end.

Now, read the rhyme several times more with the whole group, asking children to say it with you.

Today’s Challenge
Student page 6 Help children notice that the rhyme on the page is the same one they read together with you. Explain that the whole group will read together. Remind children that they will read the rhyme from top to bottom. Recall, too, that they will look at the words from left to right as they read each line. Then have the whole group read the poem a couple of times.

Go Further
Student page 6 Help children substitute other animal names for pig in the rhyme. Begin by providing a model. As each new animal name is suggested, have the whole group say the rhyme aloud.

Assessment
Student self-assessment page 6 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children participate in shared and group oral readings? Do they understand the print concept of top-to-bottom directionality?
Week 2 • Activity 7

Materials
Student pages 6, 7

Concept
Distinguish between reality and fantasy.

Get Started
Display “The Flying Pig.” Say it aloud a few times with the whole group. Each time you read, remind children to watch as you read from the top to the bottom of the rhyme. Track the print by running your hand under each line of text. Reinforce that children are looking at the words from left to right as they read each line of print.

Explain to children that writers write all kinds of stories. Some stories tell about things that could happen in their own lives, for example, a story about a family visiting Grandma’s house. Other stories tell about things that are make-believe, for example, a story about animals that can talk.

Tell children to listen as you read two stories. Explain that you want them to decide if each story is about something that can happen in real life or about something that is make-believe.

- A farmer had lots of animals. He had chickens, cows, and pigs. Every day he fed his animals and took good care of them.
- One day the farmer had to go to town. So he put on his special shoes. He said, “Up, shoes!” And the shoes helped him fly away.

Encourage volunteers to explain how they know which story is about something that can happen in real life and which story is about something make-believe.

Today’s Challenge

Student page 7 Children draw something a real pig cannot do. Depending on your group, you may wish to show a picture of a pig and talk about pigs generally before children begin the activity. As you read the directions for the activity, emphasize the word not, which is underlined on the student page.

Answers for student page 7: Children’s drawings will vary, but the content should reflect fantasy elements. Invite children to share and explain their drawings.

Go Further

Student page 7 Now children draw something a real pig can do. Once again, encourage children to share and explain their drawings.

Assessment

Student self-assessment page 7 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children distinguish between reality and fantasy?
**Week 2 • Activity 8**

**Materials**
Student page 8

**Concept**
Develop vocabulary by recognizing and generating naming words.

**Get Started**
Read the rhyme “The Flying Pig.” Frame the word pig. Have children repeat the word with you. Tell children that the word pig is a naming word. It names an animal. Explain that other naming words name persons, places, and things. One at a time, frame the words air and man as examples of other naming words.

Tell children that you will say some words. Each time they hear a word that names a person, animal, place, or thing, they should clap. Use these words: chair, go, school, girl, cat.

**Instructions for Playing Come Here, Please**
Explain that today children are going to play a game called Come Here, Please. You will give a clue about a picture. Children should examine their picture to see if their picture fits your clue. You will then ask the holder of the correct card to “Come here, please.” Today’s game will focus on looking for naming words. Some clues will also involve rhyme. Use the following clues.

Who has a picture that names …
- an animal that meows and rhymes with sat? (cat)
- something to tell time with? (clock)
- something you need a key to open? (lock)
- something you wear on your foot? (sock)
- a part of your body? (head)
- something to sleep on and rhymes with fed? (bed)
- a stick you hit a baseball with? (bat)
- something you cook soup in? (pot)
- fake hair you can wear? (wig)
- a covering you put on the floor and rhymes with hug? (rug)
- something you can read? (book)
- a place to live? (house)
- something to write with? (pen)
- something you wear on your head and rhymes with mat? (hat)
- something people drive and rhymes with fur? (car)
- a part of a plant? (leaf)
- a bird that lays eggs and rhymes with ten? (hen)
- something you can hang a coat on? (hook)

**Today’s Challenge**
**Student page 8** When the group has finished playing the game, have children open their books to student page 8. Children choose one of two picture cards. Then they draw something whose name rhymes with the picture name. Encourage children to name the picture card they chose and then the rhyming picture name.

**Go Further**
**Student page 8** Children now draw something whose name rhymes with the picture card name they did not select in Today’s Challenge. Have volunteers name the picture card and then say the rhyming name of the picture they drew.

**Assessment**
**Student self-assessment page 8** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children recognize and generate rhyming words?
Week 2 • Activity 9

Materials
Student page 9

Concept
Develop phonemic awareness by counting syllables in words.

Get Started
Revisit the rhyme “The Flying Pig.” Call attention to the title. Tell children to listen as you clap to show how many parts each word in the title has. In turn, say each of the three words and clap once for The, twice for Flying, and once for Pig. Then have children clap with you. Repeat at least twice to be sure children clearly hear the difference in the number of syllables.

Today’s Challenge
Student page 9 Children name the four zoo animals shown and decide how many syllables, or parts, each name has. They choose one animal with a one-syllable name to draw and one animal with a two-syllable name to draw. Some children may benefit from lightly clapping out the number of syllables in each name.

Answers for student page 9: Children’s drawings will vary. One-part possibilities include: dog, cat, bird, duck, ape; two-part possibilities include: lizard, pony, penguin, giraffe, zebra.

Go Further
Student page 9 Children independently think of pet animals. Then they draw an animal whose name has two syllables, or parts. Encourage volunteers to show their pictures, saying the animal name. Other children should listen to hear if the animal names do indeed have two parts.

Assessment
Student self-assessment page 9 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children count syllables in words?

Use these words:
bread (1 part)
butter (2 parts)
dog (1 part)
parrot (2 parts)
slide (1 part)
seesaw (2 parts)
pencil (2 parts)
crayon (2 parts)
paint (1 part)
school (1 part)
Rule Out 2

Week 2 • Activity 10

Materials
Student page 10

Concept
Distinguish between reality and fantasy in text on multiple-choice tests.

Get Started
Remind children that writers write many different kinds of stories. Some stories tell about things that can happen in real life. Other stories tell about things that could not happen in real life. They tell about things that are make-believe. Ask: Which story would be about something make-believe—a story about a frog that turns into a prince or a story about a new girl in school? Encourage volunteers to explain their thinking.

Tell children that sometimes they will be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read aloud the question.

The cat walked over to her dish. She had a lick of milk. But she felt that wasn’t enough. She felt hungry. So, the cat made a nice butter and jam sandwich.

What is something a real cat can NOT do?

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that C is wrong because the picture shows a cat doing what most cats can do—drink from a little dish. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (The picture shows the cat doing something only people can do.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 10 With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.

Answers for student page 10: 1. B 2. A

Go Further
Student page 10 Children choose an animal and tell something it can do in real life and something it can do only in make-believe. Encourage as many responses as possible.

Assessment
Student self-assessment page 10 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children distinguish between reality and fantasy in text?
**Week 3 • Activity 11**

**Materials**
Student page 11

**Concepts**
Read aloud fluently.
Develop concepts of print (directionality: left to right, top to bottom).

**Get Started**
*Before the session,* write the rhyme “Fishes Swim” on the board or on chart paper. Retain the copy of the rhyme for further use throughout the week.

**Fishes Swim**
- Fishes swim in water clear.
- Birds fly up into the air.
- Snakes creep along the ground.
- Boys and girls go round and round.

Tell children that today they will read a rhyme with you. Read the rhyme aloud at least twice to familiarize children with the text. Encourage children to ask questions about anything they don’t understand. Invite children to mimic the actions in the rhyme. Have them show how they would swim like fish, fly like birds, and creep like snakes. Then have small groups join hands and do a single rotation as if playing a circle game.

Read the rhyme aloud once again, this time focusing children’s attention on the print. Invite children to name any letters or words they may recognize. Then read again, tracking the print by running your hand under each line as you read it. Exaggerate the return sweep from the end of a line back to the left side to begin the next new line of print.

Review print concepts of directionality. Read aloud the title of the rhyme. Identify the words as the title. Then ask volunteers to come to the board or chart and show everyone where you should start reading the rhyme. Have each volunteer put a small check mark next to the starting place. Ask other volunteers to show the direction in which you should read the first line (and every other line) of the rhyme. Draw an arrow that is directed from left to right above the first line of text. Then ask other children to show where you will stop reading. Reinforce that you and children will read from the top of the page to the bottom of the page.

Now, read the rhyme several times more with the whole group, asking children to say it with you.

**Today’s Challenge**
*Student page 11* Ask children if the rhyme they see on their page looks familiar. Note that it is the same rhyme they read with you before. Explain that the whole group will read together. Remind children that they will read the words in the rhyme from left to right. Demonstrate at the board or chart and have children mimic you. Say, too, that they will read the lines of print from top to bottom. Again, demonstrate and have children point to the start and end points of the text. Then have the whole group read the poem a couple of times.

**Go Further**
*Student page 11* Help children think of other animals and the places in which those animals live. Model how to create new lines of text for the rhyme. Say, for example, “Bears walk in the woods.” Add your new line of text to the rhyme, making it the first line. Do the same with lines children create. If children can supply only animal names, complete the sentence for them.

**Assessment**
*Student self-assessment page 11* Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do children participate in shared and group oral readings? Do they understand the print concepts of left-to-right and top-to-bottom directionality?
Today’s Challenge

Student page 12  Children draw a picture of what they visualize when they recite the rhyme on page 11 again. Display “Fishes Swim.” Read it aloud a few times with the whole group. Each time you read, remind children to watch as you read from left to right and from the top to the bottom of the rhyme. Track the print by running your hand under each line of text. Call attention to the return sweep from the far right back to the left as you begin each new line of text. Remind children that their drawings will differ because they may choose to draw different elements of the story or because they have had different personal experiences.

Go Further

Student page 12  Children tell about their drawings and relate them to specific parts of the rhyme.

Assessment

Student self-assessment page 12  Have children check one of the three choices to describe how they feel about this activity.

Assessment tip  Can children use story details to visualize?
Word Games

Week 3 • Activity 13

Materials
Student page 13

Concept
Develop vocabulary by identifying how words are the same.

Get Started
Read the rhyme “Fishes Swim.” Point to and read aloud the words ground and round. Ask children how the words are the same. Children should indicate that the words rhyme. Ask volunteers to each suggest another word that rhymes with ground and round. Possibilities are found, sound, pound.

Tell children that you will say two words at a time. If the words are the same because they rhyme, children should stand. If the words do not rhyme, they should remain seated. Use these words: pet, wet; sun, sit; find, kind; keys, trees. Tell children that this activity was a warm-up for a game called Same As.

Instructions for Playing Same As Explain that today children are going to play a game called Same As. You will read three words. Tell children they must decide how the words are the same. Then they will think of another word that is the same as the three you read. Possible responses are shown for round one. Any animal name is acceptable for round two.

The first round of the game involves rhyming words. The second round, if you wish to play, is shorter and involves animal names.

Round One
sun, bun, one (run, fun)
clock, sock, rock (block, dock)
sick, pick, trick (lick, chick)
leap, sleep, beep (sheep, deep)
tie, pie, fly (high, buy)
jam, ham, slam (clam, dam)
took, look, cook (book, hook)
hip, lip, drip (ship, skip)

Round Two
dog, turtle, chimp
cat, hippo, crocodile
pig, fish, snake
bird, hen, duck
bear, horse, deer

Today’s Challenge
Student page 13 When the group has finished playing the game, have children open their books to student page 13. Children name the two pictures in each row. The names rhyme, and children must draw a picture of something whose name rhymes with the other two picture names. Read aloud the directions for doing the activity. Preview the pictures to be sure all children are identifying them correctly.

Answers for student page 13: Invite volunteers to share and compare the pictures they drew.
Children may draw: 1. tree 2. cat 3. boat 4. chair.

Go Further
Student page 13 Children create their own category. They draw pictures of three things that are “the same,” or go together. A partner identifies what the pictures have in common. Encourage children to tell their partners what each picture they have drawn shows. Some artwork may not be easily interpreted without this help from the artist!

Assessment
Student self-assessment page 13 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify how words are the same?
Today's Challenge

Student page 14  Identify the three pictures of the animals with children (puppies, camels, bears). Tell children that they will choose one of the pictures. Then they will use the animal name to make up their own tongue twister or groups of words that all begin the same way. Then they will draw a picture that depicts the tongue twister. Model what children should do, using one of the pictures on the page. Say, for example, *Camels carry corn* or *Big bears bounce balls.* Then make a quick sketch on the board or chart paper. Point to your sketch and repeat your tongue twister so that children make the connection.

Go Further

Student page 14  Children share their pictures and tongue twisters. Remind children to try to use mostly words that begin the same way as the animal name they selected.

Assessment

Student self-assessment page 14  Have children check one of the three choices to describe how they feel about this activity.

Assessment tip  Can children recognize and generate words that begin with the same consonant sound?
Week 3 • Activity 15

Materials
Student page 15

Concept
Visualize using details in a story on multiple-choice tests.

Get Started
Remind children that even if a story does not have pictures to go with the words, readers can use details or descriptions the storyteller gives to picture things in their minds. They can also use their own experiences. Have children close their eyes for a minute or two and try to picture in their minds the room in which they sleep. Ask them to notice how many different things they “see.”

Tell children that sometimes they will be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read aloud the question.

Two little birds sit on a tree branch. They sit right next to their little nest. Inside the nest is one egg.
Which picture shows where the birds are?

A  B  C  D

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that B is wrong because the picture shows the birds on the ground and not in a tree. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (The picture shows the birds sitting near their nest in a tree, just as the story says.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 15 With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.

Answers for student page 15: 1. C  2. B

Go Further
Student page 15 Children identify details in the story that helped them picture in their minds where the fish live. As needed, ask prompting questions such as: How did you know that the fish don’t live in a pool? What details helped you?

Assessment
Student self-assessment page 15 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children visualize using story details?
Week 4 • Activity 16

Materials
Student page 16

Concepts
Read aloud fluently.
Develop concepts of print (words and word spacing).

Get Started
Before the session, write the rhyme “Little Girl” on the board or on chart paper. Retain the copy of the rhyme for further use throughout the week.

Little Girl
Little girl, little girl,
Where have you been?
I’ve been to see Grandmother
Over the green.
What did she give you?
Milk in a can.
What did you say for it?
Thank you, Grandam.

Tell children that today they will read a rhyme with you. Read the rhyme aloud two or three times to familiarize children with the text. Encourage children to ask questions about anything they don’t understand. If children raise a question about the word green, explain that it refers to a flat, grassy piece of land. Explain that Grandmother’s house is at the far side of the green, and the girl must cross over it to get to Grandmother’s house. Tell children, too, that Grandam is an old-fashioned way of saying Grandmother or Grandma. Last, say that long ago people stored and carried milk in large cans somewhat like pails.

Read the rhyme aloud once again, this time focusing children’s attention on the print. Invite children to name any letters or words they may recognize. Then read again, tracking the print by running your hand under each line as you read it. Call attention to the return sweep from the end of a line back to the left side to begin the next new line of print.

Although some children may occasionally be able to pick out a word or two that is familiar to them, others may need practice differentiating between individual letters, whole words, and word spaces. Focus on what a word is in this lesson. Say: Let’s look at the first line of the rhyme. Point to it. There are four words in this line of the rhyme. Let’s see what they are. Frame each of the four words. You may wish to put a small piece of tape over the comma to sidestep any confusion about what the mark is and what it signals. Point to and count the words. Then have children count with you. Show children that each word has a space before it and after it. Repeat the process with the second line of the rhyme.

Now, read the rhyme several times more with the whole group, asking children to say it with you.

Today’s Challenge
Student page 16 Help children recognize that the rhyme they see on their page is the same rhyme they read with you before. Explain that the whole group will read together. Remind children that they will read the words in the rhyme from left to right and that they will read the lines of print from the top of the page downward toward the bottom. Have the whole group read the poem a couple of times.

Go Further
Student page 16 Help children think of places they have been that they might use in a response to the question from the rhyme, “Where have you been?” Possibilities children may suggest are at my aunt’s house, at the store, at summer camp, at the playground, and so on.

Assessment
Student self-assessment page 16 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children participate in shared and group oral readings? Do they understand what a word is?
**Materials**
Student pages 16, 17

**Concept**
Recall story details.

**Get Started**
Tell children that storytellers often put lots of details, or bits of information, in what they write to make their stories interesting to listeners and readers. This information helps readers make pictures in their minds. The details tell about who is in the story, where the story takes place, and what happens.

Ask children to listen as you read two stories. One story will have more details, or information, than the other. Tell children they will decide which story that is.

- The children went to the new playground to play.
- The children went to the new playground to play.
  They saw swings and slides. There was a big train to climb in and out of. And, there were two hopscotch games painted on the ground.

Ask: *Which story was more interesting? Why?* Children should identify the second story. Have volunteers recall some of the details from the second story. Make the point that details in a story make it seem more like real life and help readers get more involved with the people in the story and what happens.

**Today’s Challenge**

**Student page 17** Children use details in the rhyme on page 16 to make a drawing that shows the characters and what happens. Display “Little Girl.” Read it aloud a few times with the whole group. Each time you read the rhyme, remind children to watch as you read from left to right and from top to bottom. Track the print by pointing to each word as you read it. Call attention to the return sweep from the far right back to the left as you begin each new line of text.

Some children may benefit by working with partners so they can talk through and compare their ideas for their pictures before they actually begin to draw.

**Go Further**

**Student page 17** Children tell about their drawings and relate them to details in the rhyme.

**Assessment**

**Student self-assessment page 17** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children recall story details?
**Week 4 • Activity 18**

**Materials**
Student page 18
One word card for each child

**Concept**
Use phonic and meaning clues to identify names (of children in the group).

**Get Started**
*Before the session,* prepare a word card (index-card size or so) with each child’s name on it. The category of words for today’s game is names, specifically the names of those in your group.

Read the rhyme “Little Girl.” Point out the word *Grandam* at the end of the rhyme. Remind children that it is an old-fashioned way of saying *Grandma* or *Grandmother.* Note the capital letter at the beginning of *Grandam.* Tell children that people’s names begin with capital, or upper case, letters. The little girl’s name for her grandmother is *Grandam.*

**Instructions for Playing What’s My Word?**
Explain that today children are going to play a game called *What’s My Word?* To demonstrate the game, tell children that you have a secret word. It names someone in the group. Explain that you will give clues so that children can guess the name. A sample follows. (Note that a letter between slash marks (/b/) represents the sound and not the letter name.)

The secret name begins with /b/.
The name rhymes with *ten.*
The name has just one part.
The name belongs to a boy.

Continue with clues until someone guesses the correct name. *(Ben)* Show children the name on the card. As each name is identified, you may wish to tape it to the wall.

Follow the same procedure for the remaining names.

**Today’s Challenge**
**Student page 18** Children draw a picture of themselves and a pet they have at home or a pet they would like to have. Then they write their name and either the real name of the pet or one they invent. Observe children as they try to form letters to represent the sounds in the names. This will give you a sense of how well developed their phonemic awareness is and how close they are to producing the conventional letter forms.

If time and children’s interest allow, some children may like to dictate a sentence or two to tell about themselves and the pets they drew.

**Go Further**
**Student page 18** If you have taped the name cards from the game on the wall, start by reading them. Then brainstorm other names with children. This will give children a pool of ideas from which to draw when they choose an alternate name for themselves. Remind children to tell why they made their new name selections.

**Assessment**
**Student self-assessment page 18** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children use phonic and meaning clues to identify names (of others in their group)?
Week 4 • Activity 19

Materials
Student page 19

Concept
Develop phonemic awareness by counting syllables, or parts, in words.

Get Started
Revisit the rhyme “Little Girl.” Point to and read aloud the title. Then read Little and Girl individually and ask children how many parts each word has. You may wish to either have children show one finger or two fingers to indicate how many syllables or parts each word has or have children clap out the parts.

Continue in a similar way with other words from the rhyme: over, green, milk, thank.

Today’s Challenge
Student page 19 Read aloud the directions for the activity. Then preview the pictures with children so that there are no misinterpretations. Have children point to the little box in which they will write 1 or 2 to tell how many syllables, or parts, each picture name has. Ask volunteers to share their responses to the activity.

Go Further
Student page 19 Children tell how many parts their own names have. You may wish to broaden the activity by having children whose names have the same number of syllables to group themselves together. Then each child in the group should say his or her name aloud for everyone to hear.

Assessment
Student self-assessment page 19 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children count syllables, or parts, in words?
Rule Out 2

Week 4 • Activity 20

Materials
Student page 20

Concept
Recall story details on multiple-choice tests.

Get Started
Recall that storytellers usually add lots of details, or bits of information, to their stories so that listeners and readers will be interested. The details tell about who is in the story, where the story takes place, and what happens. Details make stories more realistic, or more like real life.

Tell children that sometimes they will be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read aloud the question.

Grandma puts everything she needs on the table. She puts out flour, sugar, eggs, and milk. The little girl knows that Grandma will make a cake.

What will Grandma make?

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that D is wrong because the picture shows eggs cooked as if for breakfast. Eggs are just one thing Grandma will use to make something else. Ask a second volunteer to rule out another in correct answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (The picture shows a cake and all the things Grandma puts on the table go into the making of a cake.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 20 With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.


Go Further
Student page 20 Children use story details to draw Mike’s fish tank. Encourage children to share and compare their drawings either with partners or in small groups.

Assessment
Student self-assessment page 20 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children recall story details?
Materials
Student page 21

Concepts
Read aloud fluently.
Develop concepts of print (count and frame words).

Get Started
Before the session, write the rhyme “Hey Diddle Diddle” on chart paper. Retain the rhyme for use during the week.

Hey Diddle Diddle
Hey diddle diddle,
The cat and the fiddle,
The cow jumped over the moon.
The little dog laughed
To see such a sight,
And the dish ran away with the spoon.

Tell children that today they will read a rhyme with you. Point to the title and read it aloud. Some children will be familiar with the rhyme. Then ask the whole group to listen as you read the rhyme aloud. Read the rhyme twice, sweeping your hand under the lines to show left-to-right directionality.

Encourage children to comment on or ask questions about the rhyme. Clarify the meanings of unfamiliar words. You might, for example, explain that the word diddle can mean “to shake” and that the cat might be shaking and dancing as it plays the fiddle. You might also point out that here the word sport names a silly or fun activity. What sport did the little dog see that made him laugh? (Children may say that the cat playing the fiddle or the cow jumping over the moon made the little dog laugh.)

Redirect attention to the rhyme. Point to each line as you read the rhyme again. Then invite children to name any letters or words they may recognize.

To reinforce print concepts, ask volunteers to frame the first word and last word in each line. Identify the spaces between words as aids that show where one word ends and the next begins. Call on volunteers to frame words within the lines of text. Then help children count the number of words in each line.

Read the rhyme again, asking children to follow along and join in as they are able. Reread the rhyme several more times until children achieve some fluency.

Today’s Challenge
Student page 21 Help children compare the rhyme on the student page to the one on chart paper. Lead children to see that the rhymes are the same.
Invite the whole group to read the rhyme together. For a first reading, have children echo read the rhyme—you read a line and then children read and repeat the same text—as you track the print from left to right. Have children point to the words as they read. Observe children to see who can match speech to print. Then have the whole group read the poem a couple of times.

Some children may also know “Hey Diddle Diddle” as a song. Invite these children to help you teach the song to the whole group.

Go Further
Student page 21 Remind children that the word sport can name something that is silly or fun. Recall the “sport” that made the little dog laugh. (seeing the cat and the fiddle and the cow jump over the moon)
Suggest that children talk to partners about another “sport” that might make the little dog laugh before doing their drawings.

Assessment
Student self-assessment page 21 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children participate in shared and oral group readings? Can they identify and count words?
Week 5 • Activity 22

Materials
Student pages 21, 22

Concept
Enhance comprehension by identifying story elements (characters).

Get Started
Display “Hey Diddle Diddle.” Invite the whole group to read the rhyme aloud with you several times. Then ask children if they think the rhyme “Hey Diddle Diddle” tells a little story. Allow time for children to share and explain their responses.

Tell children that all stories have characters—people or animals that the story is about. Explain that asking and answering the question Who? can help children name and remember story characters.

Invite children to help you name the characters in the rhyme “Hey Diddle Diddle.” As needed, reread the rhyme to help children recall the characters. You might also prompt children by asking leading questions such as:

- Who are the animal characters in the rhyme? (the cat, the cow, the little dog) Who has a fiddle? (the cat) Who jumps over the moon? (the cow) Who laughs? (the little dog)
- Who are the two characters that are neither people nor animals? (the dish and the spoon) What do these characters do? (run away)

Today’s Challenge
Student page 22 Tell children to think about the characters in “Hey Diddle Diddle” as they read the rhyme on student page 21. Then read aloud the directions on student page 22. Have children draw a picture of their favorite character from the rhyme. Encourage children to label their pictures with the appropriate characters’ names. You might refer children to the rhyme for help.

Go Further
Student page 22 Children share their favorite characters from the rhyme with partners, explaining why they chose this character. As time permits, you might have children form groups according to the characters they drew. Then have the groups compare their reasons for choosing a particular character.

Assessment
Student self-assessment page 22 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify story elements (characters)?
Word Games

Week 5 • Activity 23

Materials
Student page 23

Concept
Develop phonemic awareness by identifying and generating rhyming words.

Get Started
Read the poem “Hey Diddle Diddle.” Repeat the words diddle and fiddle. Have children repeat the words with you and lead them to see that the words rhyme. Repeat the activity with the words moon and spoon.

Tell children that you will say two words. If the words rhyme, they should stand up. If the words do not rhyme, they should stay seated. Use these word pairs: moon/june, cat/spoon, tune/soon. Explain that children will think more about rhyming words when they play a game called Odd One Out.

Instructions for Playing Odd One Out
Tell children you will say three words. Two words will rhyme and one will not. Their job is to point out the one word that does not rhyme, or the “odd one out.” Use these groups of words.

- dog, log, bat (bat)
- gate, cup, date (cup)
- sock, map, lap (sock)
- fish, boat, dish (boat)
- man, fan, bird (bird)
- neck, look, deck (look)
- day, noon, soon (day)
- land, cart, hand (cart)
- book, hen, pen (book)
- duck, luck, pot (pot)

Today’s Challenge

Student page 23 When the group has finished playing the game, have children open their books to student page 23. Tell children that the two animals shown in the boxes are characters from the rhyme “Hey Diddle Diddle.” Name the characters with children—cat, dog. Read the directions. Make sure children understand that to complete the page they will draw two pictures, one whose name rhymes with cat and one whose name rhymes with dog. You may wish to have the whole group share ideas before children make their individual responses.

Answers for student page 22: Possible rhyming picture names for dog include: frog, log, jog. Possible rhyming picture names for cat include: bat, hat, mat, rat.

Go Further

Student page 23 Children name other characters from the rhyme “Hey Diddle Diddle” and draw pictures to show words that rhyme with these characters’ names. Before children begin, help them identify the other characters in the rhyme—cow, dish, spoon. Encourage those children who are able to label their pictures.

Assessment

Student self-assessment page 23 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify and generate rhyming words?
Building Words

Week 5 • Activity 24

Materials
Student page 24
Match Ups Cards (Week 5 Activity 24) (dog, duck, door, desk, dive, dishes, diamond, dinosaur, sun, lion, moon, mouse, rocket, radio, yarn, horse, coat, camel)

Concept
Develop phonemic awareness by identifying words that begin with the sound /d/ and the letter d.

Get Started
Read the rhyme “Hey Diddle Diddle” with children. Ask children who in the rhyme laughed. (dog) Have children say dog, listening for the beginning sound. Tell children that today they will listen for words that have the same beginning sound as dog.

Reread “Hey Diddle Diddle,” asking children to raise their hands when they hear a word that begins with the same sound as dog. (diddle, dish) Make a connection between the letter d and /d/ by having children frame the letter at the beginning of diddle, dog, and dish. If children ask about the word Diddle in the title, mention that words in a title are like names. They begin with capital (uppercase) letters. Identify any child whose name begins with /d/.

Provide additional practice with beginning /d/. Say the following word pairs and have children give a “thumbs up” if the two words begin with the same sound and a “thumbs down” if they do not:

dig, doll (thumbs up)
dance, jump (thumbs down)
down, dock (thumbs up)
day, night (thumbs down)
den, door (thumbs up)

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Then ask the child with the key picture (the one with the letter) to come forward. Have that child show the card and say the picture name aloud. Help children identify the letter on the card. Say: The word dog begins with /d/. The letter d stands for the sound you hear at the beginning of dog.

Have children look at their cards and say the picture names. Ask children whose picture names begin with /d/ to stand with the child holding the key picture. Ask children whose picture names do not begin with /d/ to form a second group. When children are sorted in two groups, ask each child in the /d/ group to say dog and his or her picture name to check that the beginning sounds “match up.”

If you have more cards than children, distribute the extra cards for another round of Match Ups. When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 5 Activity 24.”

Today’s Challenge
Student page 24 Name the pictures on the page with children: dog, pail, cat, moon, dinosaur, lamp, diamond, dish, doll, nest, doghouse. Direct attention to the dog and have children name the letter on it. (d) Remind children that the letter d stands for the sound they hear at the beginning of dog. Then read the directions aloud. Make sure children understand that they should write the letter d only by the pictures whose names begin with /d/. Review how to form d.

Answers for student page 24: Children will write the letter d by the following pictures: dinosaur, diamond, dish, doll, doghouse.

Go Further
Student page 24 Children draw pictures of other things whose names begin with the sound for d. Brainstorm /d/ words before children begin.

Assessment
Student self-assessment page 24 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with the sound /d/ and the letter d?
Rule Out 2

Week 5 • Activity 25

Materials
Student page 25

Concept
Identify story elements (characters) on multiple-choice tests.

Get Started
Remind children that some nursery rhymes and all stories have characters—the people or animals that a story is about. Knowing who the characters are and what they do and say helps readers to better understand and remember a story.

Tell children that they will be asked sometimes to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to "rule out" some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read aloud the question.

Baby Bird is sad. It fell out of the tree and cannot fly back to its nest. Mama Bird tries to help, but she can't carry Baby Bird. Dog can carry Baby Bird, but he can't climb trees. Dog gets Cat. Cat carries Baby Bird up the tree and back to its nest.

Who can carry Baby Bird but cannot climb trees?

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that D is wrong because the picture shows a pig and there is no pig in the story. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (The picture shows a dog; Dog is the story character that can carry Baby Bird but cannot climb trees.) Ask a volunteer to fill in the correct circle.

Today's Challenge
Student page 25 With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.


Go Further
Student page 25 Children think of other animal characters and the kinds of foods they might bring to a hungry baby bird. If children have trouble getting started, you might prompt them with questions such as: What food might Dog bring? What food might Cat bring? What food might Mouse bring? Provide time for children to share their drawings and ideas with the group.

Assessment
Student self-assessment page 25 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify story elements (characters)?
Week 6 • Activity 26

Materials
Student page 26

Concepts
Read aloud fluently.
Develop print concepts (punctuation: question marks).

Get Started
Before the session, write the rhyme “What’s the News?” on the board or on chart paper.

What’s the News?
What’s the news of the day,
Good neighbor, I say?
They say the balloon
Is gone up to the moon.

Run your hand under the title as you read it aloud. Tell children that today they will read this rhyme with you. Ask children to listen and follow along as you read the rhyme aloud. Read the rhyme aloud twice, tracking the print as you read. Then read the rhyme again, focusing on the print by pointing to each word as you read, reinforcing the match between speech and print.

Invite children to name any letters or words they may recognize. Then point out the question mark in the title. Tell children that this mark tells readers that the words ask a question. Listen as I read the title again. Read the title raising your voice at the end. Did the title ask a question? (yes) Ask a volunteer to find another question mark in the rhyme. Read the question aloud and have children verify that the words ask a question.

To reinforce print concepts, read the rhyme again, letting your hand pause on the question mark as you slightly raise your voice at the end of the question.

Now, read the rhyme several more times, until children achieve some fluency.

Today’s Challenge
Student page 26 Help children discover that the rhyme on the page is the same one they read together with you. Explain that the whole group will read together. For their first reading of the rhyme, you may wish to have children echo each line that you read. Then have the whole group read the rhyme a couple times. Encourage children to try to read in unison as much as possible.

Go Further
Student page 26 Have children work with partners or in small groups. Ask children to take turns asking questions of one another. You might prompt children by suggesting questions such as: What is your favorite color? Do you have any brothers or sisters? Encourage children to listen carefully to compare how the end of each question and each response sounds.

Assessment
Student self-assessment page 26 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children participate in shared and oral group readings? Do children use question marks to read with appropriate expression?
Week 6 • Activity 27

Materials
Student pages 26, 27

Concept
Demonstrate comprehension by retelling a story.

Get Started
Tell children that good readers are able to retell a story to others. Being able to retell a story shows that the reader paid close attention to the most important parts of the story. The reader can say who is in the story, where the story takes place, and what important things happen.

Read the following aloud to children. Ask children to listen to be able to tell the story in their own words.

Ben likes to ride his bike in the park. Today, he sees a man selling balloons in the park. Ben buys a red balloon. He tries to tie the balloon onto his bike. But the wind blows the balloon away.

Ask volunteers to retell the story in their own words. Have children comment on how well the storyteller includes the necessary parts of the story— who, where, and what happens. Encourage as many children as possible to take a turn telling the story. If necessary, you may wish to provide a sample retelling. Ben buys a balloon in the park. When he tries to tie it onto his bike, it blows away.

Today’s Challenge
Student page 27 Read the rhyme on student page 26 with children. Then have each child draw a picture on student page 27 that will help him or her tell what happens in “What’s the News?” Make the point that pictures may vary in some respects and that is okay. The pictures will help children in their oral retelling.

Go Further
Student page 27 Children use their pictures to tell the story of “What’s the News?” When children retell the story, encourage them to share their pictures with their listening partners. If some children drew pictures of helium balloons and others drew hot air balloons, mention that there are many different kinds of balloons. Some are small and are used for play or decoration. Others are so large that people can actually ride in them.

Assessment
Student self-assessment page 27 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children retell a story?
**Word Games**

**Week 6 • Activity 28**

**Materials**
- Student page 28
- Come Here, Please Cards (Week 6 Activity 28)

**Concept**
Develop phonemic awareness by identifying one- and two-syllable words.

**Get Started**
Read the rhyme “What’s the News?” Repeat the words news and neighbor. Ask children how these words are alike. (Both begin with the same sound.) Then ask children to help you clap word parts, or syllables, they hear in each word. Say news as you clap once. Then say neighbor, clapping on each syllable.

Provide a few more examples. Say a word, and have children repeat the word as they clap out the syllables. You might use the following words: apple, milk, cracker, carrot, juice.

**Instructions for Playing Come Here, Please**
Explain that today children are going to play a game called Come Here, Please. Say the name of each picture as you distribute the picture cards. You will give a clue about a picture. Children should examine their pictures to see if their picture fits your clue. You will then ask the holder of the correct card to “Come here, please.” Today’s game will focus on looking for one- and two-syllable words.

If there are more cards than children, distribute more than one card to each child. When the game is over, put the cards together with an elastic band or into a bag or envelope labeled “Week 6 Activity 26.”

Who has a picture that shows a…
- one-part word for a bird’s home? (nest)
- two-part word for a bird’s home? (birdhouse)
- two-part word for a thing you wear on your hand? (mitten)
- one-part word for a thing you wear on your hand? (glove)
- one-part word for a coin? (dime)
- two-part word for a coin? (penny)
- two-part word for something you drink? (water)
- one-part word for something you drink? (milk)
- one-part word for a kind of shoe? (boot)
- two-part word for a kind of shoe? (sneaker)
- two-part word for a toy on a string? (balloon)
- one-part word for a toy on a string? (kite)
- one-part word for an animal with wings? (duck)
- two-part word for an animal with wings? (rooster)
- two-part word for a slow-moving animal? (turtle)
- one-part word for a slow-moving animal? (snail)
- one-part word for a toy with wheels? (bike)
- two-part word for a toy with wheels? (scooter)

**Today’s Challenge**
**Student page 28** When the group has finished playing the game, have children open their books to student page 28. Read aloud the directions to children. Lead children in identifying different items in the room. Have children say the item names and clap out the number of syllables in each. Then ask children to draw a picture of one thing whose name has 1 clap, or part, and one thing whose name has 2 claps, or parts. Encourage children who are able to write the words or some of the sounds in the words to do so.

**Go Further**
**Student page 28** Children present the names of the items they drew to partners. The partners then repeat the item name and clap out the number of syllables. If children disagree on the number of syllables a particular item name has, say the word with children and model how to clap out the syllables.

**Assessment**
**Student self-assessment page 28** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify one- and two-syllable words?
**Week 6 • Activity 29**

**Materials**
Student page 29
Match Ups Cards (Week 6 Activity 29) (nails, newspaper, net, nest, nine, needle, necklace, nut, numbers, nickel, pig, penguin, socks, sandals, turkey, table, goose, quilt)

**Concept**
Develop phonemic awareness by identifying words that begin with the sound /n/ and the letter n.

**Get Started**
Display the rhyme “What’s the News?” and read it aloud with children. Say news and ask children to repeat the word, listening for the beginning sound. Then read the rhyme again as children listen for another word that begins with /n/. (neighbor)

Have children repeat both words, listening for the beginning sound. Point to each word and have volunteers frame it for you. Make the connection between /n/ and the letter n by asking the volunteers to frame and compare the first letter in news and neighbor. What do you notice about the first letter in news and neighbor? (Both words begin with the same letter.) Write n on the board. Identify any child whose name begins with /n/. If children point out the capital N in the title, briefly mention that words in a title, like names, begin with capital letters.

Say the following word pairs and have children give a “thumbs up” if the two words begin with the same sound and “thumbs down” if they do not.

- noise, nice (thumbs up)
- friend, neighbor (thumbs down)
- nose, noodle (thumbs up)
- day, night (thumbs down)
- noon, nut (thumbs up)

**Instructions for Playing Match Ups**
Say the name of each picture as you distribute the picture cards. Then ask the child with the key picture (the one with the letter) to come forward. Have that child show the card and say the picture name aloud. Help children identify the letter on the card. Say: The word nails begins with /n/. The letter n stands for the sound you hear at the beginning of nails.

Have children look at their cards and say the picture names. Ask children whose picture names begin with /n/ to stand with the child holding the key picture. Ask children whose picture names do not begin with /n/ to form a second group. When children are sorted in two groups, ask each child in the /n/ group to say nails and his or her picture name to check that the beginning sounds “match up.” Repeat with the children in the second group to check that the beginning sounds do not match.

If you have more cards than children, distribute the extra cards for another round of play. When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 6 Activity 29.”

**Today’s Challenge**
**Student page 29** Have children identify the picture at the top of the page (nail) and name the letter under it. (n) Remind children that the letter n stands for the sound they hear at the beginning of nail. Read the directions aloud. Then name the other pictures on the page with children.

**Answers for student page 24:** Children write the letter n below these pictures: net, nuts, nine, nest.

**Go Further**
**Student page 29** Divide pages from a newspaper into halves or fourths. Give partners a section of newspaper and crayons or highlighters. Have them find and mark Ns and ns.

**Assessment**
**Student self-assessment page 29** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify words that begin with the sound /n/ and the letter n?
Rule Out 2

Week 6 • Activity 30

Materials
Student page 30

Concept
Demonstrate comprehension by retelling a story on a multiple-choice test.

Get Started
Remind children that when they retell a story in their own words they tell about the most important parts of the story. They should say who is in the story, where the story takes place, and what happens.

Tell children that they will be asked sometimes to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read aloud the question.

Dad took me to a balloon show. All the balloons were very, very big. They had baskets under them. The baskets were big enough for people to ride in. Which picture would help you tell the story?

A  
B  
C  
D

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that C is wrong because the picture shows a picnic basket, not a basket that people can ride in. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (The picture shows a big balloon with a basket people can ride in.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 30 With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.

Answers for student page 30: 1. C 2. B

Go Further
Student page 30 Children use one of the answer choices they marked to retell the story.

Assessment
Student self-assessment page 30 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children retell a story?
Read Out Loud

Week 7 • Activity 31

Materials
Student page 31

Concepts
Read aloud fluently.
Develop concepts of print (directionality: left to right, top to bottom).

Get Started
Before the session, write the rhyme “The Little Boy” on the board or on chart paper. Retain the rhyme for use throughout the week.

The Little Boy
A little boy went into a barn,
And lay down on some hay.
An owl came out and flew about,
And the little boy ran away.

Tell children that today they will read this rhyme with you. Ask children to listen and follow along as you read the rhyme aloud. Read the rhyme aloud twice, tracking the print as you read.

Allow time for children to comment on or ask questions about the rhyme. Make sure children understand the meanings of words such as barn, hay, and owl. If possible, share pictures of a barn, some hay, and an owl with children. Alternatively, you might sketch these items on the board or on chart paper.

Read the rhyme again, focusing children’s attention on the print. Invite children to name any letters they may recognize. Children should, for example, be able to identify the letters d and n in the rhyme. If children recognize any words, invite them to frame and read those words.

Read the rhyme several more times, inviting children to say it with you. As children develop some fluency with the rhyme, call on volunteers to track the print as the class reads. This will help to reinforce the print concepts of directionality. Through example, lead children to express that in English we read from the top to the bottom of the page and from left to right. We also, upon reaching the end of a line, make a return sweep to the beginning of the next line of text.

Today’s Challenge
Student page 31 Help children compare the rhyme they read together with you to the rhyme on the page and conclude that they are the same rhyme.
Explain that the whole group will read together.
Have the whole group read the rhyme with you a couple times. Then lead reading the rhyme, but leave out certain words for children to supply. For example, you might leave out the last word in each line or have children supply all the nouns. Encourage children to try to read in unison as much as possible.

Go Further
Student page 31 Children draw or write to show another animal that might frighten the boy. Help children turn their suggestions into new lines for the rhyme, such as, A mouse came out and ran about or A spider came out and hopped about. Write children’s suggestions on sentence strips. You can then place the new lines over the third line of the charted rhyme and read the rhyme in unison.

Assessment
Student self-assessment page 31 Have children check one of the three choices to describe how they feel about this activity.

Assessment tips Do children participate in shared and oral group readings? Do children track print from left to right and from top to bottom?
Materials
Student pages 31, 32

Concept
Use details to visualize an author’s words.

Get Started
Tell children that good readers try to make a picture in their minds of what an author describes, or tells about. Good readers use what they know from their own lives along with the author’s words to “see” the story in their minds. Being able to “see” who is in a story, where it takes place, and what happens helps readers to understand and remember the story.

Read aloud the following text. Tell children to listen carefully and to try to picture in their minds what the author is telling about.

Tim and his dad take a ride in the country. Tim sees a big red building. It looks like a house without windows. A giant door is on one side of the building. The doorway is so big that a car can drive through it.

“That’s a barn,” Dad says. “Farm animals live in there.”

Now tell children that you will read the story again. This time you will model how you made a picture in your mind to help you see the author’s words.

Read the story, commenting on specific lines of text as you sketch the barn on the board. You might even alter your drawing as you read more details. For example, you might draw a small door and then erase it to draw a doorway that is “so big that a car can drive through it.”

Tell children that the barn you drew might look a little different from the ones they pictured in their minds. Make sure children realize that it is okay. People often picture things differently when they make connections between their own lives and the words authors write. As an example, you might wish to share some farm or barn picture books with children so that they can see how different artists visualized authors’ words.

Today’s Challenge
Student page 32 Read the rhyme on student page 31 with children. Tell children to think about the picture. Then have each child draw on student page 32 to show what picture they see in their minds when they read the rhyme.

Go Further
Student page 32 After children have finished their pictures, provide time for them to share the drawings. Encourage them to tell which part or parts of the rhyme their pictures show. Invite children to compare drawings with those of their classmates to note similarities and differences. Remind children that it is okay if their drawings show different things because children may make different connections between their own lives and the words the author writes.

Assessment
Student self-assessment page 32 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use details to visualize an author’s words?
Week 7 • Activity 33

Materials
Student page 33

Concept
Develop vocabulary by identifying how words are related (rhyme, classification).

Get Started
Read the rhyme “The Little Boy” from Activity 31. Point to and read the words lay and hay. Ask children how these words are the same. (They rhyme.) Ask each volunteer to suggest another word that rhymes with lay and hay. (Possibilities are jay, may, say, away.)

Tell children that you will say two words at a time. If the words are the same because they rhyme, children should stand. If the words do not rhyme, children should remain seated. Use these word pairs:

- run/sun (stand)
- hat/hen (sit)
- toy/boy (stand)
- barn/boat (sit)

Tell children that this activity was a warm-up for a game called Same As.

Instructions for Playing Same As Explain that today children are going to play a game called Same As. You will read three words. Children must tell how the words are the same and then will give another word that is the same as the three you read.

Tell children that for Round One, the first part of the game, each set of words rhymes. After reading a set of words, have children verify that they rhyme. Then have them suggest another word that also rhymes. Sample answers are provided in parentheses.

Round One
- eat, street, seat (meet, feet)
- hot, pot, trot (got, spot)
- cash, splash, smash (crash, flash)
- rug, dug, snug (bug, jug)
- rose, toes, hose (nose, snows)

For Round Two, tell children that the words in this part of the game do not rhyme but that they are the same in some other way. Help children tell how each set of words is the same and then suggest another word that belongs to that group. Possible responses are provided in parentheses.

Round Two
- car, bus, van (things with wheels: truck, bike)
- dollar, quarter, nickel (money: penny, dime)
- slipper, sneaker, sandal (shoes: boot)
- bike, kite, ball (toys: doll, blocks)
- dog, cat, hamster (animals or pets: goldfish, bird)

Today’s Challenge
Student page 33 When the group has finished playing the game, have children turn to student page 33. Read aloud the directions. Help children name the pictures and tell how the pictures in each row are the same. The pictures and categories are 1. moon, cloud; things in the sky; 2. cowboy hat, top hat; kinds of hats; 3. apple, banana; kinds of fruit or food; 4. seesaw, swing; things at a playground. Then have children draw one more picture in each row to show another thing that could belong in the same group.

Answers for student page 33: Possible answers:
1. star, rainbow 2. baseball cap, stocking cap 3. pear, orange 4. jungle gym, sandbox

Go Further
Student page 33 Provide discarded magazines and catalogs. Have children cut out and sort pictures to create categories of three things that are “the same” in some way. Then partners identify the category.

Assessment
Student self-assessment page 33 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify how words are related?
Building Words

Week 7 • Activity 34

Materials
Student page 34
Match Ups Cards (Week 7 Activity 34) (lighthouse, leaf, lemon, logs, letters, lamp, ladder, lion, net, newspaper, nails, nest, dog, duck, diamond, desk, door, dinosaur)

Concept
Develop phonemic awareness and phonics by identifying words that begin with the sound /l/ and the letter l.

Get Started
Display the rhyme “The Little Boy” and read it aloud. Ask children what the boy did when he went in the barn. (lay down on some hay) Say lay and ask children to repeat the word, listening for the beginning sound. Then read the rhyme again as children listen for another word that begins with /l/ as in lay (little)

Have children repeat both words, listening for the beginning sound. Call on volunteers to frame the words in the rhyme. Make the connection between /l/ and the letter l by asking the volunteers to frame and compare the first letter in lay and little. Write the l on the board. Identify any child whose name begins with /l/. You might also point to the title and frame the capital (uppercase) L in Little. Remind children that special words, such as names and words in titles, usually begin with capital letters.

Provide additional practice with beginning /l/. Say the following word pairs. Have children raise their left hands if the two words begin with the /l/ sound:

- laugh, leap (left hand up)
- lion, lamb (left hand up)
- tree, leaf (left hand down)
- lemon, lime (left hand up)

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Then ask the child with the key picture (the one with the letter) to come forward. Have that child show the card and say the picture name aloud. Help children identify the letter on the card. Say: The word lighthouse begins with /l/. The letter l stands for the sound you hear at the beginning of lighthouse.

Have children look at their cards and say the picture names. Ask children whose picture names begin with /l/ to stand with the child holding the key picture. Ask children whose picture names do not begin with /l/ to form a second group. When children are in two groups, ask each child in the /l/ group to say lighthouse and his or her picture name to check that the beginning sounds “match up.” Repeat with the second group to check that beginning sounds do not match.

If you have more cards than children, distribute the extra cards for another round of play. When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 7 Activity 34.”

Today’s Challenge
Student page 34 Read aloud the directions, emphasizing the picture name light bulb. Tell children that the letter l stands for the sound they hear at the beginning of light bulb. Then name the pictures on the light bulbs: lion, lock, duck, lamb, nest, and leaf. Make sure children write the letter l only for the pictures whose names begin with /l/.

Answers for student page 34: Children write the letter l for the pictures: lion, lock, lamb, leaf.

Go Further
Student page 34 Have children say this tongue twister with you several times: Lucy lion likes lying on lovely lawns. Then ask partners to make up their own tongue twisters.

Assessment
Student self-assessment page 34 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with the sound /l/ and the letter l?
Week 7 • Activity 35

Materials
Student page 35

Concept
Visualize using details in story text on multiple-choice tests.

Get Started
Remind children that good readers try to picture in their minds what an author describes or tells about. Readers use what they know from their own lives along with the author’s words to “see” who is in a story, where it takes place, and what happens.

Tell children that sometimes they will be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read aloud the question.

Amy went to the lake to find Grandpa. She spotted him right away. Grandpa was wearing his lucky fishing hat. It is a floppy straw hat with feathers on it.

Which shows how you pictured Grandpa’s hat?


Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that B is wrong because the picture shows a floppy straw hat that is missing the feathers the author describes. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (The picture best shows the author’s words—a floppy straw hat with feathers on it.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 35 With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.


Go Further
Have children identify which parts of the story helped them visualize the boat and what Amy caught.

Assessment
Student self-assessment page 35 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use details to visualize?
Read Out Loud

Week 8 • Activity 36

Materials
Student page 36

Concepts
Read aloud fluently.
Develop concepts of print (what a word is).

Get Started
Before the session, write the rhyme “Blow, Wind, Blow” on the board or on chart paper. Retain the copy of the rhyme for further use throughout the week.

Blow, Wind, Blow
Blow, wind, blow!
And go, mill, go!
That the miller may grind his corn.
That the baker may take it,
And into bread make it,
And bring us a loaf in the morn.

Tell children that today they will read a rhyme with you. Read the rhyme aloud at least twice to familiarize children with the text. Encourage children to ask questions about anything they don’t understand. In particular, explain that the mill in the rhyme is a place where people can grind corn or wheat into flour. Here, the mill is a windmill—when the wind blows, it turns the millstone that grinds the corn. Lead children to see that a miller works at a mill to help grind the corn or wheat into flour. The baker then uses the flour to make bread.

Invite children who have helped family members bake share their experiences. If possible, you might want to arrange for a trip to a local bakery or invite a local baker to come and speak with the group.

Read the rhyme aloud once again, this time focusing children’s attention on the print. Invite children to name any letters or words they may recognize. Then read again, tracking the print by running your hand under each line as you read it. Exaggerate the return sweep from the end of a line back to the left side to begin the next new line of print.

Read aloud the first line of the rhyme, asking children to count how many words they hear. Then have volunteers point to and count each word that appears in that line of text. Remind children that words are made up of letters that stand for the sounds they hear in the words. Help children make the connection between speaking, writing, and reading words by mentioning the pauses we make between spoken words and the spaces between written words. Repeat with the other lines of the rhyme.

Now, read the rhyme several times more with the whole group, asking children to say it with you.

Today’s Challenge
Student page 36 Invite children to compare the rhyme on the page with the one they read with you. Note that it is the same rhyme. Tell children that the whole group will read together. Remind children that they will read the words in the rhyme from left to right. Model tracking the words on the board or the chart as children track the words on the student page. Then have the whole group read the rhyme a couple of times.

Go Further
Student page 36 Have children draw and write other things bakers might bake. Invite children to share their ideas. Then help children substitute their ideas in the last two lines of the rhyme. You might suggest, for example, And into cake make it, /And bring us a piece in the morn.

Assessment
Student self-assessment page 36 Have children check one of the three choices to describe how they feel about this activity.

Assessment tips Do children participate in shared and group oral readings? Do they understand what the word is?
Week 8 • Activity 37

Materials
Student pages 36, 37

Concept
Identify sequence.

Get Started
Display “Blow, Wind, Blow.” Read it aloud a few times with the whole group. Each time you read, run your hand below the words to reinforce the print concept of left-to-right directionality. Tell children that the rhyme tells about things that must happen in a certain order. The rhyme tells what happened in the correct order. Recap the order with children: The wind blows. It makes the mill go. The miller grinds the corn into flour. The baker takes it and bakes it into bread. Tell children that things in a rhyme or story follow a certain order, just as things in real life do. Talk about the bread-making process with children. Lead the discussion, encouraging children who have helped family members bake to share their experiences. Outline the steps on chart paper to help record the order:

Gather the things you need.
Mix the things in a bowl to make dough.
Put the dough into a pan.
Bake the dough in the oven.
Cut the baked bread.

Ask children to talk about what might happen if the steps were followed out of order. For example, Could we mix the ingredients before we got them? What would happen if we tried to bake the dough before we put it into a pan? Could we cut the bread before we baked it?

To further develop the concept of story order, you may want to share other rhymes or stories that include the baking process, such as The Little Red Hen and The Gingerbread Man. Help children identify the steps in the stories or rhymes. Talk about how thinking about the order in which things happen helps children to better understand and remember the story or rhyme.

Today’s Challenge
Student page 37 Children will write the numbers 1, 2, and 3 to show the correct order of the pictures. Before children begin, discuss each picture, making sure children understand what each picture shows. If children need extra support, review the steps in the baking process before they begin. You might also consider making copies of the student page so that children can cut out the pictures and order them on a separate sheet of paper.

Answers for student page 37: top—2 middle—3 bottom—1

Go Further
Student page 37 Children use the pictures they sequenced to tell how the baker bakes bread. Allow time for children to tell how the sequenced pictures mirror the order they have followed when helping family members to bake.

Assessment
Student self-assessment page 37 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify sequence?
Week 8 • Activity 38

Materials
Student page 38

Concept
Develop vocabulary by using meaning and phonic clues to identify words.

Get Started
Before the session, prepare a list of words that form a category, such as names of workers or kinds of buildings.

Read the rhyme “Blow, Wind, Blow.” Point out the word mill in the rhyme. Remind children that a mill is a place where people grind corn or wheat into flour. Tell children that a mill is one kind of building. Invite children to name other buildings they know. (school, library, firehouse, hospital) Point out that the rhyme also names two kinds of workers—a miller and a baker. Invite children to name other workers they know.

Instructions for Playing What’s My Word? To demonstrate the game, tell the group that you have a secret word that you want them to guess. Explain that you will give them clues. Tell children to listen carefully as you give these clues:

All my words name different kinds of workers.
My first word names a person who works in a restaurant.
The word rhymes with book.
It begins with the /k/ sound.

As needed, offer additional clues until a child guesses the word cook.

When each word is guessed, write it on the board or on chart paper. Have children say the word with you. Call attention to and underline the letter that stands for the beginning sound.

Continue with the game until each child has guessed at least one word. Some words you might use for the category “kinds of workers” are nurse, doctor, teacher, driver, firefighter, librarian, dentist, veterinarian, farmer, mail carrier, writer, principal. Some words you might use for the category “kinds of buildings” are school, hospital, library, store, restaurant, post office, police station, firehouse, gym, house.

Today’s Challenge
Student page 38 Children draw a picture of a kind of building they have visited and one of the workers they have seen at that building. Encourage children to use what they know about sounds and letters to label their pictures. Observe children as they try to form letters to represent the sounds in the words. This will give you a sense of how well developed their phonemic awareness is and how close they are to producing conventional letter forms.

If time and children’s interest allow, have children dictate a sentence or two to tell about their pictures.

Go Further
Student page 38 Children create riddle clues for partners to guess different workers. Children might create riddles for the workers depicted in their drawings or choose new workers. Children’s riddles should include clues such as where the worker works and what the worker does. Some children may be able to provide rhyming clues or initial consonant sound clues.

Assessment
Student self-assessment page 38 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use meaning and phonic clues to identify words?
Week 8 • Activity 39

Materials
Student page 39
Match Ups Cards (Week 8 Activity 39) (moon, mittens, mouse, map, mirror, mop, magnet, monkey, marbles, mask, lighthouse, leaf, lemon, logs, letters, lamp, ladder, lion)

Concept
Develop phonemic awareness and phonics by identifying words that begin with the sound /m/ and the letter m.

Get Started
Revisit the rhyme “Blow, Wind, Blow.” Ask children to name the place in the rhyme where millers grind corn. (mill) Have children repeat the word mill, listening for the beginning sound. Then read the rhyme again as children listen for other words that begin with the /m/ sound. (miller, may, make, morn)

Have children repeat the words, listening for the beginning sound. Call on volunteers to frame the words in the rhyme. Make the connection between /m/ and the letter m by asking the volunteers to frame and compare the first letters. Write the m on the board. Identify any child whose name begins with /m/. Write any /m/ names on the board, underlining the capital M. Remind children that names usually begin with capital letters.

Provide additional practice with beginning /m/. Say the following word pairs and have children say “Mmmm” and rub their stomachs if the two words begin with /m/.
mine, me (“Mmmm”)
milk, meat (“Mmmm”)
less, more
mouse, move (“Mmmm”)
mud, sand

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Then ask the child with the key picture (the one with the letter) to come forward. Have that child show the card and say the picture name aloud. Help children identify the letter on the card. Say: The word moon begins with /m/. The letter m stands for the sound you hear at the beginning of moon.

Have children look at their cards and say the picture names. Ask children whose picture names begin with /m/ to stand with the child holding the key picture. Ask children whose picture names do not begin with /m/ to form a second group. When children are sorted in two groups, ask each child in the /m/ group to say moon and his or her picture name to check that the beginning sounds “match up.” Repeat with the children in the second group to check that the beginning sounds do not match.

As a follow-up activity, help children in the second group identify their group pictures as ones whose names begin with /l/ and the letter l.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 8 Activity 39.”

Today’s Challenge
Student page 39 Read the directions aloud. Name each picture on the page with children. Make sure children understand that they should write the letter m to complete only the words that begin with /m/.

Answers for student page 39: 1. mouse 2. mop 3. map 4. man 5. mail

Go Further
Student page 39 Each child draws a picture of something whose name begins with the /m/ sound. Children then share their pictures and call on others to name words that rhyme with their picture names.

Assessment
Student self-assessment page 39 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with the sound /m/ and the letter m?
Week 8 • Activity 40

Materials
Student page 40

Concept
Identify sequence of events in text on multiple-choice tests.

Get Started
Remind children that things in rhymes and stories happen in a certain order, just as events do in real life. Give a real-life example: Tina puts on her socks. Then she puts on her sneakers. Last, Tina ties her shoelaces. Help children recognize that it would not make sense for an author to write about Tina tying her shoelaces before she puts on her shoes or putting on her socks after she puts on her shoes. Tell children that writers write about what happens in an order that makes sense. Explain that it is important to notice the order in which things happen to be able to understand and remember what a rhyme or story is about.

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read aloud the question.

The baker mixes flour and eggs in a bowl to make dough. He puts the dough into a bread pan. Then he bakes the dough in the oven. When the bread is done, he cuts it into thin slices.

Which shows what the baker does at the end of the story?

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because the picture shows the mixing bowl, flour, and eggs—things the baker uses and mixes at the beginning of the story. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (D) from the remaining two choices. Be sure children understand why D is correct. (The picture shows what the baker does at the end of the story—cuts the bread into thin slices.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 40 With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.

Answers for student page 40: 1. A 2. D

Go Further
Have children tell partners about activities they do. Ask speakers to think about what they do in the beginning, in the middle, and at the end to help them tell about the activity in the correct order. Circulate among partners as they talk, listening for the appropriateness of their responses.

Assessment
Student self-assessment page 40 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify sequence of events?
Week 9 • Activity 41

Materials
Student page 41

Concepts
Read aloud at a “just right” pace.
Develop concepts of print (question mark).

Get Started
Before the session, write the rhyme “My Little Dog” on the board or on chart paper. Retain the copy of the rhyme for further use throughout the week.

My Little Dog
Oh, where, oh, where has my little dog gone?
Oh, where, oh, where can he be?
With his ears cut short and his tail cut long,
Oh, where, oh, where can he be?

Tell children that today they will read a rhyme with you. Read the rhyme aloud two or three times to familiarize children with the text. Encourage children to ask questions about any words or ideas they don’t understand. If children question the expressions “ears cut short” and “tail cut long,” tell them that the phrases mean simply that the dog has short ears and a long tail. Read the rhyme again, asking children to notice that you read neither too fast nor too slowly. Explain that it is easier to understand a reader if he or she reads at a “just right” pace.

Read the rhyme aloud once again, this time focusing children’s attention on the print. Invite children to name any letters or words they may recognize. Then read again, tracking the print. Call attention to the return sweep from the end of a line back to the left side to begin the next new line of print.

To further print awareness, call attention to the question marks and their function in the rhyme. Draw a large question mark on the board or on chart paper. Name the mark and say that it appears at the end of every sentence that is a question. Have children count with you to see how many question marks and questions there are in the rhyme. Tell children that when they read aloud a sentence that is a question, their voices should go up, or rise, at the end of the question. Demonstrate with the first line of the rhyme and have children mimic you.

Now, read the rhyme several more times with the whole group, asking children to say it with you. Remind children that you and they will read at a “just right” pace. Set a comfortable pace as you lead the reading so that children can keep up and sound natural as they read together.

Some children may recognize “My Little Dog” as a song. You may wish to have those children help you teach the song to the rest of the group.

Today’s Challenge
Student page 41 Point to the title of the rhyme on the board or chart paper. Have children do the same on the student page. Read the title and have children echo you. Ask: Is this the same rhyme that we read together? How can you tell? Tell children that the whole group will read the rhyme together. Remind them that the rhyme asks three questions. Each one ends with a question mark. Tell children you and they will make your voices go up, or rise, at the end of each question.

Go Further
Student page 41 Children innovate on the rhyme’s text. They think of animal names to substitute for dog in the rhyme. Then they say the first two lines aloud to a partner with the new animal name in place.

Assessment
Student self-assessment page 41 Have children check one of the three choices to describe how they feel about this activity.

Assessment tips Do children participate in shared and group oral readings? Do they recognize a question mark and understand how it affects the way some sentences are read?
**Today’s Challenge**

**Student page 42** Read “My Little Dog” aloud twice with the whole group. Encourage children to chime in as they are able. Each time you read, use your hand to track lines of text from left to right and from top to bottom. Call attention to the return sweep from one line to the next.

On student page 42, children draw or write to tell what they know about dogs and how they behave. Jumpstart children’s thinking by asking children to think about the kinds of things dogs like to do and what might cause a dog to run off or hide somewhere. Encourage children to share and compare their responses. Note that they may be different because children have had different experiences.

**Go Further**

**Student page 42** Children tell the group what they would say if they found a lost pet. Encourage children to try to use words and their voices to convey how they are feeling.

**Assessment**

**Student self-assessment page 42** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Do children make connections with the text?
Week 9 • Activity 43

Materials
Student page 43

Concept
Develop phonological awareness by recognizing one-syllable and two-syllable words.

Get Started
Read aloud the title “My Little Dog” as you point to it on the board or chart paper. Then point to each word in turn and ask children if the word has one part or two parts. You may wish to have children show one or two fingers as they make their oral responses.

Tell children that you will say some other words. Their job is to say how many parts each word has. Use these words: sunny (2), warm (1), cold (1), weather (2), raining (2), storm (1). Tell children that this was a warm-up for a game called Odd One Out.

Instructions for Playing Odd One Out Tell children you will say three words. Two words will have the same number of parts. One will not. Their job is to point out the one word that does not have the same number of parts, or the “odd one out.” Use these groups of words.

• bird, puppy, kitten (bird)
• hat, coat, jacket (jacket)
• yellow, orange, red (red)
• butter, milk, eggs (butter)
• farmer, barn, tractor (barn)
• bear, lion, tiger (bear)
• messy, neat, clean (messy)
• juice, toast, jelly (jelly)
• hand, finger, leg (finger)
• sad, happy, angry (sad)

Today’s Challenge
Student page 43 When the group has finished playing the game, have children open their books to student page 43. Children follow the path around the park. They name what they see and tell if each thing has a name with one part or two parts. They write the numerals 1 and 2 to indicate their responses. Talk about the illustration on the page before children begin the activity.

Answers for student page 43: trees—1 flowers—2 ducks—1 children—2

Go Further
Student page 43 Children name something that might also be found in a park. Then they say how many parts the name has. Suggest that children picture in their minds parks they have visited or parks they have seen in book illustrations. Possible responses are grass, benches, fountain, birds, squirrels.

Assessment
Student self-assessment page 43 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify one-syllable and two-syllable words?
Week 9 • Activity 44

Materials
Student page 44
Match Ups Cards (Week 9 Activity 44) (duck, door, dog, desk, dinosaur, dive; lighthouse, lion, ladder, lemon; moon, mouse, map, monkey; nails, newspaper, nest, needle)

Concept
Develop phonemic awareness and phonic by identifying picture names that begin with /d/, /l/, /m/, and /n/.

Get Started
Display and read aloud the title of the rhyme “My Little Dog.” Tell children you will read each word in the title again, one at a time. Their job is to tell you the sound each word begins with. As needed, model with the word My. Say the whole word and then produce the initial sound /m/. (Note that a letter between slash marks represents the sound and not the letter name.) Children should isolate and produce /d/ for Dog and /l/ for Little. Say the word night and follow the same procedure, having children produce /n/.

Tell children to listen as you say pairs of words. Ask them if the words begin with the same sound. Demonstrate a “thumbs up” gesture to indicate that the two words do begin with the same sound. Demonstrate a “thumbs down” gesture to indicate that they do not begin with the same sound. Tell children they will use the same gestures. If the two words begin with the same sound, have volunteers isolate and produce the sound. Use these pairs:
dentist, doctor (thumbs up, /d/)
many, much (thumbs up, /m/)
less, more (thumbs down)
lick, lost (thumbs up, /l/)
mess, near (thumbs down)

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Ask children to move around to find another child who has a picture whose name begins with the same sound. When children have matched themselves up, ask each pair to say their words so that everyone can hear how they “match up.” Finally, have all the children sort themselves into four groups, those holding cards showing things whose names begin with /d/, /l/, /m/, and /n/. Ask children to name the letter that stands for the sound at the beginning of each group of words.

If you have more cards than children, distribute the extra cards for another round of Match Ups. When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 9 Activity 44.”

Today’s Challenge
Student page 44 Children name each picture and decide which of the letters shown at the top of the page stands for the beginning sound of the picture name. Children write the correct letter. As needed, preview the pictures before children begin the activity.

Answers for student page 44: 1. mask
2. door 3. leaf 4. net

Go Further
Student page 44 Children choose a letter from the box at the top of the page and then draw something whose name begins with that letter. Encourage children to write the letter below their drawing. If children are able, invite them to write the picture name as a label. Ask volunteers to share their drawings. As an additional activity, children can sort the Match Ups Cards by the number of syllables each picture name has. Note, however, that dinosaur and newspaper have three syllables.

Assessment
Student self-assessment page 44 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify picture names that begin with /d/, /l/, /m/, and /n/?
Week 9 • Activity 45

Materials
Student page 45

Concept
Identify rhyming picture names on multiple-choice tests.

Get Started
Say these pairs of words and ask children to tell what is the same about all the pairs: hop/stop, lip/hip, down/frown, wet/pet. Children should recognize that the words in each pair rhyme.

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Write the following question and draw the answer choices on the board or on chart paper. Read aloud the question.

Which pictures have names that rhyme?

A  B  C  D

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that B is wrong because the picture names tree and dog are not even close to rhyming. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (D) from the remaining two choices. Be sure children understand why D is correct. (The picture names rock and sock begin with different sounds but the rest of each word sounds alike. That is what “names that rhyme” means.) Ask a volunteer to fill in the correct circle.

Today's Challenge
Student page 45  Read the directions for children. Help them identify the picture names: 1. A. fan, sun; B. fan, man; C. sun, pool; D. pool, man; 2. A. cup, pool; B. bib, dish; C. crib, bib; D. cup, dish; 3. A. clock, sock; B. clock, cat; C. sock, seal; D. cat, seal. Work through the items, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.


Go Further
Have each child draw something whose name rhymes with dish. Encourage children to share and compare their drawings.

Assessment
Student self-assessment page 45  Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify rhyming picture names?
Week 10 • Activity 46

Materials
Student page 46

Concepts
Read aloud fluently.
Develop concepts of print (word-to-word matching).

Get Started
Before the session, write the rhyme “Baa, Baa, Black Sheep” on the board or on chart paper. Retain the copy of the rhyme for further use throughout the week.

Baa, Baa, Black Sheep
Baa, baa, black sheep,
Have you any wool?
Yes, Sir, yes, Sir,
Three bags full.
One for the master,
One for the dame,
And one for the little boy
Who lives down the lane.

Tell children that today they will read a rhyme with you. Read the rhyme aloud two or three times to familiarize children with the text. Encourage children to ask questions about any words or ideas they don't understand. If possible, show a picture of a sheep. Tell children that sheep have bodies covered with wool. When the wool grows to be long and thick, the wool is cut and put into bags. The bags of wool are used to make warm clothing and other things.

Read the rhyme aloud once again, this time focusing children's attention on the print. Invite children to name any letters or words they may recognize. Then read again, tracking the print from left to right with your hand. Have children observe you as you make each return sweep from the end of a line back to the left side to begin the next new line of print.

To further promote print awareness, have children match words you display with identical words in the rhyme's text. Write these three words on individual, large-sized index cards: sheep, little, and boy. Show the cards one at a time and read the word. Ask: Who can find a match for this word in the rhyme? Have a volunteer come to the board or chart and point to the matching word. Then give the same child the card and have him or her place it above the word that was identified to show that there is indeed a match. Continue for several rounds, using the same three words.

Now, read the rhyme several more times with the whole group, asking children to say it with you.

This rhyme can be sung as a song. Sing the song for children, if you are familiar with the tune. Then sing again and invite children to sing along.

Today's Challenge
Student page 46 Tell children that the whole group will read the rhyme together. Point to the question mark at the end of the second line. Explain that the first two lines together ask a question. Remind children you and they should make your voices go up, or rise, at the end of this question.

Go Further
Student page 46 Children will substitute color words for black in the rhyme. They should say aloud the complete first two lines, which form the question. Encourage children to think of as many different and unusual colors for a sheep as possible.

Assessment
Student self-assessment page 46 Have children check one of the three choices to describe how they feel about this activity.

Assessment tips Do children participate in shared and group oral readings? Can they make word-to-word matches?
Week 10 • Activity 47

Materials
Student pages 46, 47

Concept
Use details to retell a story.

Get Started
Tell children that when people read a story they like, they often tell others about the story. They retell the story in their own words. Explain that when someone retells a story, he or she tells who is in the story, where the story takes place, and important things that happen. Say that if people can retell a story, they show that they understood the story they listened to or read and can remember it well.

Have children listen to this story. Tell them to be ready to retell the story in their own words later on.

A little girl came to a house in the woods. A note on the front door said, “We will be back soon. Signed, the Bear Family.” The girl went into the house. She saw three bowls of food. She ate the food in the little bowl. She saw three beds. She fell asleep in the little bed.

Call on several volunteers to retell the story in their own words. Remind children to include details about who, where, and what happens.

Today’s Challenge
Student page 47 Read aloud “Baa, Baa, Black Sheep” at least twice with the whole group. Encourage children to chime in as they are able. Each time you read, use your hand to track lines of text from left to right and from top to bottom. Call attention to the return sweep from one line to the next.

Children will use details they recall from the rhyme to draw a picture on student page 47 that can help them retell the story in their own words. Remind children to show who is in the story, where it takes place, and some important things that happen.

Go Further
Student page 47 Children use their drawings from the Today's Challenge activity to retell the story of “Baa, Baa, Black Sheep” to a partner.

Assessment
Student self-assessment page 47 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use details to retell a story?
Word Games

Week 10 • Activity 48

Materials
Student page 48
Come Here, Please Cards (Week 10 Activity 48)

Concept
Develop vocabulary by using meaning and phonetic clues to identify naming words (nouns).

Get Started
Read the rhyme “Baa, Baa, Black Sheep.” Frame the word bags. Have children repeat the word with you. Tell children that the word bags is a naming word. It names a thing. Explain that other naming words name persons, places, and animals. One at a time, frame the words boy and sheep as examples of other naming words.

Tell children that you will say some words. Each time they hear a naming word, they should clap one time. Use these words: apple, farm, sing, dish, girl.

Instructions for Playing Come Here, Please
Explain that today children are going to play a game called Come Here, Please. You will give a clue about a picture. Children should examine their pictures to see if it fits your clue. You will then ask the holder of the correct card to “Come here, please.” Today’s game will focus on looking for naming words. Use these clues.

Who has a picture that names something that...
- has black and white stripes and looks like a horse? (zebra)
- has pages and a cover? The name has one part. (book)
- you drink milk, juice, or water from? The name rhymes with pass. (glass)
- you wear when it is cold outside? The name rhymes with boat. (coat)
- you sit on? The name has one part and rhymes with hair. (chair)
- buzzes and is a bug? (bee)
- you can ride? The name rhymes with like. (bike)
- grows and has branches and leaves? (tree)
- you write with? The name has two parts. (pencil)
- you rest your head on at night? (pillow)
- you wear to keep your head warm? (hat)
- you can throw, kick, or hit with a bat? (ball)
- you wear on a finger? The name rhymes with sing. (ring)
- you wear around your neck and rhymes with pie? (tie)
- people serve soup in? The name has one part. (bowl)
- you can cut with? The name has two parts. (scissors)
- you sleep on? The name rhymes with red. (bed)
- people wear on their feet in snow or rain? (boots)

To demonstrate how words can be grouped together, call forward children whose cards fit these categories: Things You Can Wear (coat, hat, boots, tie, ring) and Things Found on or near a Desk (book, pencil, scissors, chair).

Today’s Challenge
Student page 48 When the group has finished playing the game, have children open their books to student page 48. Read the directions and then the word in the small oval. Children draw three things they might see at a party. Encourage children who can to write their responses. You may wish to brainstorm ideas before children begin the activity. If time permits, children might also cut out appropriate pictures from old magazines.

Go Further
Student page 48 Children share and compare their pictures with others in the group. Encourage children to look for drawings they and others have made in common.

Assessment
Student self-assessment page 48 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use phonetic and meaning clues to identify naming words?
Building Words

Week 10 • Activity 49

Materials
Student page 49
Match Ups Cards (Week 10 Activity 49) (book, bed, belt, bib, box, bell, ball, balloon, moon, mittens, mouse, map, mirror, mask, letters, lamp, ladder, lion)

Concept
Develop phonemic awareness and phonics by identifying words that begin with the sound /b/ and the letter b.

Get Started
Display the rhyme “Baa, Baa, Black Sheep” and read it aloud. Ask children what sound the sheep makes. (baa) Have children listen for the beginning sound. Ask children to say /b/ with you. Then say the word bags. Have children repeat the word and say if it begins with /b/.

Call on volunteers to frame baa and bags in the rhyme. Make the connection between /b/ and the letter b by asking the volunteers to frame and compare the first letter in baa and bags. Write the b on the board. Identify any child whose name begins with /b/. Have children listen to the rhyme to find another word that begins with the sound /b/ and the letter b. (boy, black)

Provide additional practice with beginning /b/. Say the following word pairs and have children give a “thumbs up” if the two words begin with the same sound and a “thumbs down” if they don’t. Use these words:

barn, big (thumbs up)
back, ball (thumbs up)
bear, nose (thumbs down)

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Then ask the child with the key picture (the one with the letter b) to come forward. Have that child show the card and say the picture name aloud. Help children identify the letter on the card. Say: The word book begins with /b/. The letter b stands for the sound you hear at the beginning of book.

Have children look at their cards and say the picture names. Ask children whose picture names begin with /b/ to stand with the child holding the key picture. Ask children whose picture names do not begin with /b/ to form a second group. When children are sorted into two groups, ask each child in the /b/ group to say book and his or her picture name to check that the beginning sounds “match up.” Repeat with the children in the second group to check that the beginning sounds do not match.

As a follow-up activity, have children in the second group sort their pictures into two groups. Ask children to identify their groups: picture names that begin with the sound /m/ and the letter m; picture names that begin with the sound /l/ and the letter l.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 10 Activity 49.”

Today’s Challenge
Student page 49 Read the directions aloud. Remind children that the letter b stands for the sound they hear at the beginning of book. Then name the numbered pictures with children: basket, ladder, balloons, dinosaur, bed, baby. Make sure children write the letter b below only the pictures whose names begin with /b/.

Answers for student page 49: Children write the b below these pictures: 1. basket 3. balloons 5. bed 6. baby.

Go Further
Student page 49 Children draw something they eat whose name begins with /b/. Have children share their drawings and say the b words they represent.

Assessment
Student self-assessment page 49 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with the sound /b/ and the letter b?
Week 10 • Activity 50

Materials
Student page 50

Concept
Use details to retell a story on multiple-choice tests.

Get Started
Remind children that they, like many other people, often retell stories in their own words. Recall that when retelling a story children should include details about who is in the story, where the story takes place, and the important things that happen.

Tell children that sometimes they will be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read aloud the question.

The black sheep was feeling sad. He had given away his warm wool. Now he was cold. “Don’t worry,” said the little boy. “I will give you one of my sweaters to wear until your wool grows back.”

What did the boy give the sheep?

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because the picture shows a blanket. A blanket is not something you can wear, and the story says the sheep could wear what the boy gave him. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure that children understand why B is correct. (The picture shows a sweater. The story says that the boy gave the sheep one of his sweaters.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 50  With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.

Answers for student page 50:  1. A  2. C

Go Further
Ask children to tell what they think the little girl said to the bears when they came home and found her. Encourage children to try to put themselves in the place of the girl. Tell them to think how they would feel if they were she and to make their answers sound like that the character.

Assessment
Student self-assessment page 50  Have children check one of the three choices to describe how they feel about this activity.

Assessment tip  Can children use details to retell a story?
Read Out Loud

Week 11 • Activity 51

Materials
Student page 51

Concepts
Read aloud fluently.
Develop concepts of print (words: match words; capital and lowercase letters).

Get Started
Before the session, write the rhyme “Bat, Bat” on the board or on chart paper. Retain the rhyme for use throughout the week.

Bat, Bat
Bat, bat, come under my hat,
And I’ll give you a slice of bacon.
And when I bake, I’ll give you a cake,
If I am not mistaken.

Tell children that today they will read this rhyme with you. Ask children to listen and follow along as you read the rhyme aloud. Read the rhyme aloud twice, tracking the print as you read.

Invite children to comment on or ask questions about the rhyme. Make sure children understand that the bat in this rhyme is an animal and not the bat, or wooden club, that people use to hit a baseball. You might describe a bat as an animal that looks like a mouse with wings. If possible, share pictures of bats with children. Discuss also the silliness of the rhyme—most people in real life wouldn’t invite bats under their hats and wouldn’t give bats bacon or cake to eat.

Read the rhyme again, focusing children’s attention on the print. Invite children to name any letters they may recognize, such as the previously introduced d, n, l, m, and b. If children recognize any words, invite them to frame and read those words aloud.

Read the rhyme several more times, inviting children to say it with you. As children become more fluent with the rhyme, call on volunteers to track the print as the rest of the class reads aloud. This will help to reinforce the print concept of directionality.

Finally, direct attention to the title of the rhyme. Ask how many words are in the title. (two) Then have children compare the words, letter for letter, to determine that they are the same. Read the title aloud to verify children’s responses. Then call on volunteers to find two words in the first line that are the same. (Bat, bat) Reinforce print concepts by writing the words on the board one beneath the other. Compare the words letter for letter. Point to the initial letter in each word. Help children see that even though one word has a capital B and one has a lowercase b both groups of letters spell the same word, b-a-t, and both words name the same thing, bat.

Today’s Challenge
Student page 51 With the group, read the rhyme aloud several times to achieve fluency. Then read the rhyme aloud, pausing for children to supply certain words. You might, for example, leave out the last word in each line or have children supply rhyming words. Encourage children to try to read in unison as much as possible.

Go Further
Student page 51 Children draw or write to show another rhyming animal and object pair that they might substitute in the first line. Help children turn their suggestions into new lines for the poem, such as, Dog, dog, sit on this log or Mouse, mouse, come into my house. Write children’s suggestions on sentences strips. You can then place the new lines over the first line of the displayed rhyme and read the rhyme in unison.

Assessment
Student self-assessment page 51 Have children check one of the three choices to describe how they feel about this activity.

Assessment tips Do children participate in shared reading? Can children identify and compare repeated words in a text?
Week 11 • Activity 52

Materials
Student pages 51, 52

Concept
Use details to visualize an author's words.

Get Started
Remind children that good readers try to picture in their minds what an author describes, or tells about. Good readers use an author's words along with what they know about things from their own lives to "see" a story in their minds. Recall that being able to "see" who is in a story, where it takes place, and what happens helps readers to understand and remember the story.

Read aloud the following text. Tell children to listen carefully and to try to picture in their minds what the author is telling about.

Kayla sees a bat at the zoo. The bat looks like a mouse with wings! Kayla looks more closely. The wings are not made of feathers. They are made of a stretchy skin.

Now tell children that you will read the story again. This time, ask them to draw the picture of the bat they "see" in their minds. Ask children whether it was easy or hard for them to picture the bat and why. Point out that it is easier to picture what the author says if you know something about it.

Invite children to share their drawings. Encourage them to name any details that helped them picture what the author was telling about. Compare several drawings to notice similarities and differences. If possible, allow children to compare their drawings to real pictures of bats. Ask: *Does the bat you pictured in your mind look like a real bat? What is the same? What is different?*

Today's Challenge

Student page 52 Read the rhyme "Bat, Bat" on student page 51 with children. Tell children to think about the picture they see in their minds when they read the rhyme. Then have each child draw on student page 52 to show what picture they "saw" when they read the rhyme. If you wish, suggest that children draw only a portion of what they saw, perhaps their favorite part of the rhyme or a picture that shows what they visualized for the first two lines. Encourage children to label their drawings, writing the sounds they hear and using sources, such as the rhyme, to spell words.

Go Further

Student page 52 After children have finished their pictures, provide time for them to share the drawings. Encourage children to tell which part or parts of the rhyme their pictures show. Invite children to compare their drawings with those of their classmates to note similarities and differences. Make the point that pictures may vary and that is okay.

As an additional activity, read aloud a picture book. Have children draw a picture to go with the story. Compare the pictures with those of the illustrator. Discuss how the illustrator might think of ideas for the pictures.

Assessment

Student self-assessment page 52 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use details to visualize an author's words?
Week 11 • Activity 53

Materials
Student page 53

Concept
Develop vocabulary by identifying how words are related (rhyme, classification).

Get Started
Read the rhyme “Bat, Bat” from Activity 51. Point to and read the words bat and hat. Ask children how these words are the same. (They both rhyme.) Ask volunteers to suggest other words that rhyme with bat and hat. Possibilities are cat, fat, sat, splot.

Ask children to listen as you say three more words: walk, dance, hop. Repeat the words, asking children to tell how they are the same. Lead children to say that these words are the same because they all name things people do with their feet. Ask volunteers to suggest other words that name things people do with their feet. Possibilities are run, skip, jog, kick.

Instructions for Playing Same As Explain that today children are going to play a game called Same As. You will read three words. Children must tell how the words are the same and then give another word that is the same as the three you read.

Tell children that for Round One, the first part of the game, each set of words rhymes. After reading a set of words, have children verify that they rhyme. Then have them suggest another word that also rhymes. Sample answers are provided.

Round One
- bake, cake, rake (lake, make)
- bed, head, red (fed, sled)
- sock, rock, clock (block, lock)
- same, game, blame (name, came)
- jump, dump, stump (bump, lump)
- batch, hatch, scratch (patch, match)

For Round Two, tell children that the words in this part of the game do not rhyme but are the same in some other way. Help children tell how each set of words is the same and then suggest another word that belongs to that group. Possible responses are given.

Round Two
- roof, wall, ceiling (parts of a house: window, door)
- six, eight, three (numbers: one, four)
- wagon, bike, skate (things with wheels: skateboard, scooter)
- table, chair, couch (furniture: dresser, sofa)
- pear, banana, peach (fruit: apple, orange)
- duck, goose, hen (things with wings: bat, bird)

Today’s Challenge
Student page 53 When the group has finished playing the game, have children turn to student page 53. Read aloud the directions. Help children name the pictures and decide how the pictures in each row are the same. The pictures and categories are: 1. horn, tambourine—musical instruments; 2. book, magazine—things you can read; 3. sandal, sneaker—kinds of shoes; 4. truck, van—ways people travel. Then have children draw one more picture in each row to show another thing that could belong in the same group. Encourage children to label their drawings.

Answers for student page 53: Possible drawings: 1. drum, guitar 2. newspaper, comic book 3. boot, slipper 4. bus, train

Go Further
Student page 53 Children work with partners to create lists of words that fit the category “things we wear.” Encourage partners to use what they know about sounds and letters to write their lists and label their drawings. Have partners share their lists with others. As time permits, revisit the lists.

Assessment
Student self-assessment page 53 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify word relationships?
Building Words

Week 11 • Activity 54

Materials
Student page 54
Match Ups Cards (Week 11 Activity 54) (cat, hat, bat, tag, bag, flag, pan, man, fan, can, map, cap, tape, snake, cake, whale, snail, rake)

Concept
Develop phonemic awareness and phonics by identifying words with short /a/ and the letter a.

Get Started
Display and read aloud the rhyme “Bat, Bat.” As you say bat, draw out the middle sound, /a/. Have children repeat the word with you, listening for the middle sound. Write bat on the board, underlining the letter a as you say it.

Ask children to listen as you say another word. Have them listen for the middle sound as you say cap. Do bat and cap have the same middle sound? (yes) Write cap on the board, underlining the letter a. What letter stands for the sound we hear in the middle of bat and cap? (a)

Provide additional practice with /a/. Say the following word pairs and have children give a “thumbs up” if the two words have the /a/ sound and a “thumbs down” if they do not.

bat, had (thumbs up)
dad, tap (thumbs up)
cap, cape (thumbs down)

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Ask the child with the key picture (the one with the word) to come forward. Have that child show the card and say the picture name aloud. Help children identify the word on the card. Say: The sound in the middle of cat is /a/. The letter a stands for the sound in the middle of cat.

Have children look at their cards and say the picture names. Ask children whose picture names have the /a/ sound to stand with the child holding the key picture. Ask children whose picture names do not have the /a/ sound to form a second group. When children are sorted in two groups, ask each child in the /a/ group to say cat and his or her picture name to check that the sounds “match up.” Repeat with the children in the second group to check that the sounds do not match. If children notice that all the picture names in the second group have the long a sound, mention that the letter a can sometimes stand for that sound.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 11 Activity 54.”

Today’s Challenge

Student page 54 Have children identify the cat and point to the word next to it. Say: This is the word cat. The letter a stands for the /a/ sound heard in the middle of cat. Name the other pictures on the page with children: crab, bat, bug, flag, wig, map.

Read the directions aloud. Make sure children understand that they should write the letter a only under those pictures whose names have the /a/ sound.

Answers for student page 54: 1. crab 2. bat 4. flag 6. map

Go Further

Student page 54 Children draw pictures of things whose names have the /a/ sound. Before children begin, review the /a/ words on the page. You might also get children started by suggesting that they think of words that rhyme with /a/ words, such as cap and bag.

Assessment

Student self-assessment page 54 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words with short /a/ and the letter a?
Materials
Student page 55

Concept
Visualize using details in story text on multiple-choice tests.

Get Started
Remind children that good readers try to picture in their minds what an author describes or tells about. They use what they know from their own lives along with the author's words to “see” who is in a story, where it takes place, and what happens.

Tell children that sometimes they will be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read aloud the question.

It is feeding time at the seal pond. A zookeeper tosses a fish to a seal. The seal catches it and eats it. Then the zookeeper tosses the seal another fish. Which shows what you pictured in your mind?

A  B  C  D

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because the picture shows a seal about to catch a ring and the story says the zookeeper is throwing fish to the seal. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (The picture shows a seal about to catch a fish. The story says that the zookeeper tosses fish to the seal.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 55 With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.


Go Further
Have children look at the four answer choices on the page. Ask them to identify the picture that shows a lion they would not picture in their minds based on the words in the story and have them tell why. (A; the story does not mention a lion drinking water.)

Assessment
Student self-assessment page 55 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use details to visualize a story?
Week 12 • Activity 56

Materials
Student page 56

Concepts
Read aloud fluently. Develop concepts of print (punctuation: period, question mark).

Get Started
Before the session, write the rhyme “One, Two, Three, Four, Five” on the board or on chart paper. Retain the rhyme for further use throughout the week.

One, Two, Three, Four, Five
One, two, three, four, five,
I caught a little fish alive.
Six, seven, eight, nine, ten,
Then I let it go again.

Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
The little one upon the right.

Tell children that today they will read a rhyme with you. Read the rhyme aloud at least twice to familiarize children with the text. Encourage children to ask questions about anything they don’t understand. Invite children who have been fishing to share their experiences.

Focus children’s attention on the print as you read the rhyme aloud again. Invite children to name any letters or words they recognize. Then read again, tracking the print by running your hand under each line as you read it. Exaggerate the return sweep from the end of a line back to the left side to begin the next new line of print.

To reinforce print concepts, briefly recall how writers leave spaces between words to show where one word ends and the next begins. Check this understanding by asking volunteers to frame words in the rhyme and to count the number of words per line. Then explain that writers also use special marks to show where different groups of words end. Point to the rhyme and help children identify the periods and the question marks. Tell children that a period ends a sentence and a question mark ends a question.

Ask children to follow along as you read the rhyme again. Explain that this time you want children to listen so that they can hear the difference between a sentence and a question. Track the print as you read, emphasizing the way in which your voice slightly drops at the end of sentences and rises at the end of questions. Then have children read the rhyme with you, lowering and raising their voices at the appropriate times.

Now, read the rhyme several more times, until children acquire fluency as they say it with you.

Today’s Challenge
Student page 56 Tell children that the rhyme on the page is the same one you read with them. Read the rhyme together as a group. Then have the class form two groups. Lead reading the rhyme again, this time having groups alternate lines.

Go Further
Student page 56 Tell children that “One, Two, Three, Four, Five” is a counting rhyme. Hold up one hand and count off your fingers as you recite the first line of the rhyme. Then explain that the rhyme is often performed as a fingerplay. Have children work in small groups to create hand actions for the rhyme. Allow time for children to practice reciting the rhyme and performing their actions. Then have groups perform their fingerplays for the class.

Assessment
Student self-assessment page 56 Have children check one of the three choices to describe how they feel about this activity.

Assessment tips Do children participate in shared and oral group reading? Do they recognize a period and a question mark?
Week 12 • Activity 57

Materials
Student pages 56, 57

Concept
Enhance comprehension by making connections to the text.

Get Started
Display the rhyme “One, Two, Three, Four, Five.” Read it aloud a few times with the whole group. Each time you read, run your hand below the words to help children track the print.

Explain to children that one thing good readers do to better understand and enjoy a story is to make connections to what they read. When readers make connections, they connect things in their own lives to what the author tells and describes.

Lead children in a discussion of the rhyme. Ask children to tell how they think the child felt about catching a fish and why they feel that way. (Children may say that the child was excited or pleased; they may justify responses by relating their own fishing experiences or by comparing catching a fish to another accomplishment.)

Tell children that one way readers make connections to a story is to ask themselves about what they would do or how they would feel if they were in the story. *Why did the child let the fish go?* (The fish bit the child and startled the child into letting it go.) *Would I (you) have let the fish go if it bit me (you)?* (Most children would say yes; they may have dropped it.) Discuss other questions children might ask to help them connect with the rhyme, such as:

- How would I feel if I were the child in the story?
- Would I like doing what the child in the story does?
- Would I act differently than the child in the story?
- If I were the child in the story, what would I do next?

Today’s Challenge
Student page 57  Children draw pictures to show times when they were surprised or startled into letting go of or dropping something. Lead a discussion beforehand so that children can share experiences. Children might note times when they have let go of or dropped something because it was very hot or cold to the touch. They may have dropped something when they were surprised by a bug on an object or were startled by an object’s texture or feel. Encourage children to write or dictate sentences about their drawings. When children share their drawings, invite them to tell how their experiences helped them connect to the actions and feelings of the child in the rhyme.

Go Further
Student page 57  Children discuss in groups whether or not they think the child in the rhyme will go fishing again. As children share their responses, lead them in making connections to the rhyme by sharing their own feelings and experiences. If time permits, lead the whole group in creating a graph to chart the individual responses.

Assessment
Student self-assessment page 57  Have children check one of the three choices to describe how they feel about this activity.

Assessment tip  Can children make connections to the text?
Word Games

Week 12 • Activity 58

Materials
Student page 58

Concept
Develop vocabulary by using meaning and phonics clues to identify words.

Get Started
Before the session, prepare a list of words that form a category, such as kinds of numbers or shapes.

Read the rhyme "One, Two, Three, Four, Five." Point to and read aloud the first line of the rhyme again. What can you tell me about all the words in this line? (They are number names.) Read the third line of the poem. What is the same about these words? (They are all number names.) Point out that there are two ways to write each number—a word (one) and a numeral (1).

Call on five volunteers to come to the front of the room. Help children count the group. Then ask children if they can think of other groups of five. As needed, prompt children with questions to get responses such as, five fingers on a hand, five toes on a foot, five points on a star or sea star, five school days in a week (weekdays), and five sides on a pentagon.

Tell children that today they will play a word game to learn more about numbers.

Instructions for Playing What’s My Word?
To demonstrate the game, tell the group that you have a secret word that you want them to guess. Explain that you will give them clues. Tell children to listen carefully as you give these clues:

All my words name numbers.
My first word has one part, or syllable.
It names the number of wheels on a car.
The word rhymes with /d/or.
It begins with the /f/ sound.

As needed, offer additional clues until a child guesses the word /f/or.

When each word is guessed, write it on the board or on chart paper. Write both the word and the numeral. Then have children say the word with you.

Continue with the game until each child has guessed at least one word. Use the number words one through ten with children. If your group has worked with larger number names, include them as well.

As time permits, you might continue the game with a different category, such as color words.

Today’s Challenge
Student page 58  Children count the objects pictured on the page. They then write the numeral and number word that tells how many. As needed, refer children to the numbers and words at the top of the student page.

Answers for student page 58: 1. three 2. two 3. four 4. one 5. five

Go Further
Student page 58  Provide children with 1–10 small objects of varying kinds, such as macaroni pieces, star stickers, cotton balls, or dried beans. Have each child sort the items into like groups and paste them onto a sheet of cardboard or construction paper. Children then count the number of items in each group and label the group with a number and number word.

Assessment
Student self-assessment page 58  Have children check one of the three choices to describe how they feel about this activity.

Assessment tip  Can children use meaning and phonics clues to build vocabulary?
Materials

Student page 59
Match Ups Cards (Week 12 Activity 59) (fish, four, fire, fox, fan, feather, five, fork, book, bed, belt, bib, box, bell, ball, balloon, cat, hat)

Concept

Develop phonemic awareness and phonics by identifying words that begin with the sound /f/ and the letter f.

Get Started

Revisit the rhyme “One, Two, Three, Four, Five.” Ask children to tell what the child caught. (fish)
Have children say fish, listening for the beginning sound. Then read the rhyme again as children listen for other words that begin with the /f/ sound. (four, five, finger)

Have children repeat the words, listening for the beginning sound. Make the connection between /f/ and the letter f by having volunteers frame the /f/ words and compare the initial letters. Write f and F on the board. Recall that special words, such as names and the words in titles, usually begin with capital letters. Have children find two words in the title with capital F. (Four, Five)

Provide additional practice with beginning /f/. Say the following word pairs and have children wiggle five fingers if the two words begin with the same sound:
face, feet (wiggle fingers)
family, first (wiggle fingers)
milk, food (hands down)

Instructions for Playing Match Ups
Say the name of each picture as you distribute the picture cards. Then ask the child with the key picture (the one with the letter) to come forward. Have that child show the card and say the picture name aloud. Help children identify the letter on the card. Say: The word fish begins with /f/. The letter f stands for the sound you hear at the beginning of fish.

Have children look at their cards and say the picture names. Ask children whose picture names begin with /f/ to stand with the child holding the key picture.
Ask children whose picture names do not begin with /f/ to form a second group. When children are sorted into two groups, ask each child in the /f/ group to say fish and his or her picture name to check that the beginning sounds “match up.” Repeat with the children in the second group to check that the beginning sounds do not match.

If you have more cards than children, distribute the extra cards for another round of play. When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 12 Activity 59.”

Today’s Challenge

Student page 59 Read the directions aloud. Have children identify the fish and name the letter f on it. Recall that the letter f stands for the beginning sound in fish. Then name the numbered pictures with children: fox, bell, feather, four, fan, moon. Make sure children write the letter f only to complete the picture names that begin with /f/. When children finish, challenge them to write the letter that stands for the beginning sound in the remaining picture names.

Answers for student page 49: 1. fox 3. feather 4. four 5. fan. Children may also write b to complete the word bell and m to complete moon.

Go Further

Student page 49 Provide children with fish cutouts on which to draw pictures of things that begin with /f/.

Assessment

Student self-assessment page 59 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with the sound /f/ and the letter f?
Week 12 • Activity 60

Materials
Student page 60

Concept
Make connections between personal experiences and story text on multiple-choice tests.

Get Started
Remind children that one thing good readers do to better understand and enjoy a story is to make connections to what they read. When readers make connections, they connect things in their own lives to what the author tells and describes.

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to "rule out" some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read aloud the question.

Lara is going to the park. She is going to play a game with her friends. Lara grabs a ball, a mitt, and a bat. She hurries out the door.

What shows the ball Lara will use to play with her friends?

A  B  C  D

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because the picture shows a football and the story says Lara grabs a mitt and a bat—things you need to play baseball. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (The picture shows a baseball—the kind of ball Lara would use with a mitt and a bat.) Ask a volunteer to fill in the correct circle.

Today's Challenge
Student page 60  With the whole group, read aloud the story and the questions. Talk about the answer choices and help children identify the pictured emotions: A. tired, sleepy; B. sad, unhappy; C. surprised, startled; D. happy, excited. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.

Answers for student page 60: 1. B 2. D

Go Further
Have children share experiences they have had learning how to do something new. You might suggest activities such as learning to tie a shoe, ride a bike, and write their names. Encourage children to tell how they felt before they could do this thing, how they felt while they were learning to do it, and how they felt when they finally accomplished the task.

Assessment
Student self-assessment page 60  Have children check one of the three choices to describe how they feel about this activity.

Assessment tip  Can children make connections between their own experiences and story text?
Materials
Student page 61

Concepts
Read aloud at a “just right” pace.
Develop concepts of print (match spoken word to print).

Get Started
Before the session, write the rhyme “Animal Walk” on the board or on chart paper. Retain the copy of the rhyme for further use throughout the week.

Animal Walk
Three young ducks with white straw hats
And three young cats with pretty veils
Went out walking with two young pigs
In violet vests and long, long wigs.
But suddenly it chanced to rain
And so they all went home again.

Tell children that today they will read a rhyme with you. Read the rhyme aloud two or three times to familiarize children with the text. Encourage children to ask questions about any words or ideas they don’t understand. If children are curious, tell them that a veil is a thin, see-through piece of cloth that covers the face. It is usually attached to a hat or other headpiece. Some children may associate a veil with a woman’s bridal attire. Tell children, too, that violet as it is used in the rhyme is a color word. The color is a bluish purple.

Have children listen as you read the rhyme again. Model reading at a “just right” pace—neither too fast nor too slow. Explain to children that if readers want their listeners to understand what they are reading aloud, it is very important to read at a steady, even pace. Read the first line of the rhyme very quickly and then again very slowly so that children can experience how hard it is to understand either version.

Now focus children’s attention on the print. Invite children to name any letters or words they may recognize. Then read again, tracking the print from left to right with your hand. Ask volunteers to join you at the front of the room to point out where you should read next as you finish each line of the rhyme.

To further print awareness, have children match words you say aloud with words in the rhyme’s text. One by one, say these words: ducks, cats, pigs, and rain. Ask: Who can find a match in the rhyme for this word? Have a volunteer come to the board or chart and point to the matching word. Help the child frame the word. Have children watching listen as you repeat the word. Then ask them to confirm that your spoken word and the printed word do indeed match. Ask volunteers to explain how they know. This will give you a window on how well children are making connections between letter sounds and letter forms.

Now, read the rhyme several times more with the whole group, asking children to say it with you.

Today’s Challenge
Student page 61 Tell children that the whole group will read the rhyme together. Remind children to read at a “just right” pace, or one that is neither too fast nor too slow. Set the pace as you lead the reading, encouraging children to stay with you—neither getting ahead of the group nor lagging behind.

Go Further
Student page 61 Children innovate on the rhyme’s text. They create new first lines to add to the rhyme. Children add another animal to the ones mentioned in the rhyme. They say what the new animal is wearing and include a describing word or two. Have the whole group say aloud each new addition to the rhyme’s cast of characters.

Assessment
Student self-assessment page 61 Have children check one of the three choices to describe how they feel about this activity.

Assessment tips Do children participate in shared and group oral readings? Can children match a spoken word with the same word in print?
Week 13 • Activity 62

Materials
Student pages 61, 62

Concept
Distinguish between reality and fantasy.

Get Started
Explain to children that writers write many different kinds of stories. Some stories tell about things that could happen in children’s own lives, for example, a story about a family moving to a new neighborhood. Other stories tell about things that are make-believe, for example, a story about people who can jump over buildings or animals that can sing and dance.

Tell children to listen as you read two stories. Explain that you want them to decide if each story is about something that can happen in real life or about something that is make-believe.

- The animals all line up. They will march in the parade. Some turtles carry flags. Dogs and cats play horns and drums.
- Two dogs walk on the street. They stop and sniff along the way. The boy who owns them holds their leashes so that they don’t run away.

Encourage volunteers to explain how they know which story is about something that can happen in real life and which story is about something that is make-believe.

Today’s Challenge

Student page 62 Display “Animal Walk.” Say it aloud a few times with the whole group. Each time you read, remind children to watch as you read from the top to the bottom of the rhyme. Track the print by running your hand under each line of text. Reinforce that children are looking at the words from left to right as they read each line of print. After reading, talk briefly with children about whether the rhyme tells about some things that can happen in real life or some things that can happen only in make-believe. Encourage children to use details in the rhyme to support their thinking.

On student page 62, children draw something a real cat or duck can do. Before children begin the activity, suggest that they talk as a group or with partners to share what they know about cats and ducks.

Go Further

Student page 62 Children draw a make-believe animal. Provide some hints before children begin. Perhaps, suggest an animal that is a composite of two real animals—a bird and a cat. Talk about what that animal might look like. Or, talk about animals that can do special things, such as play the piano, write a book, or drive a car. Encourage children to think about stories they have heard or read about animals that are not real. If time permits, read children a story such as “The Three Little Pigs” or an excerpt from Stuart Little.

Assessment

Student self-assessment page 62 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children distinguish between reality and fantasy?
Word Games

Week 13 • Activity 63

Materials
Student page 63

Concept
Develop phonological awareness by recognizing one-syllable and two-syllable words.

Get Started
Read aloud the rhyme “Animal Walk.” Then point to and read these words and ask children if each word has one part or two parts: white (1), pretty (2), walking (2), tents (1), again (2). You may wish to have children show one or two fingers as they make their oral responses.

Tell children that you will say some other words. Their job is to say how many parts each word has. Use these words: listen (2), street (1), surprise (2), raining (2). Tell children that this was a warm-up for a game called Odd One Out.

Instructions for Playing Odd One Out Tell children you will say three words. Two words will have the same number of parts. One will not. Their job is to point out the one word that does not have the same number of parts, or the “odd one out.” Use these groups of words:

- button, shirt, thread (button)
- shoes, sneakers, sandals (shoes)
- boat, bus, ferry (ferry)
- monkey, giraffe, horse (horse)
- nickel, dime, penny (dime)
- chicken, rooster, hen (hen)
- feather, fur, skin (feather)
- water, towel, soap (soap)
- door, window, roof (window)
- saw, nails, hammer (hammer)

Today’s Challenge
Student page 63 When the group has finished playing the game, have children open their books to student page 63. Children name the pictures on the balloons and tell if each picture name has one or two parts. As needed, help children identify the pictures before they begin the activity.

Answers for student page 63: clown—1
star—1 rabbit—2 camel—2 seal—1

Go Further
Student page 63 Children draw on a balloon a picture whose name has one part. Have children label their pictures. Remind them to use what they know about letters and sounds to help them write the picture names. Having children write labels gives you an opportunity to assess informally how developed their phonemic awareness is.

Assessment
Student self-assessment page 63 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify one-syllable and two-syllable words?
Week 13 • Activity 64

Materials
Student page 64
Match Ups Cards (Week 13 Activity 64) (vase, vest, vegetables, vacuum, violin, valentine, volcano, van, fish, four, fox, fan, fire, feather, bell, bed, book, box)

Concept
Develop phonemic awareness and phonics by identifying words that begin with the sound /v/ and the letter v.

Get Started
Display the rhyme “Animal Walk” and read it aloud. Ask children to listen for words that begin with /v/. (Note that a letter between slash marks represents the sound the letter stands for.) Read the rhyme again and have children raise their hands each time they hear a word that begins with /v/. Children should identify velv, violet, and vests. Frame each word. Then frame the initial v in each and repeat the letter name.

Write the v on the board and have children watch as you form the letter. Identify any child whose name begins with /v/. If no children have names that begin with /v/, supply Vinny and Val. Have children repeat each name to reinforce the /v/ sound.

Provide additional practice with beginning /v/. Say the following word pairs and have children use the first and second fingers on either hand to form the letter v if the words in a pair begin with /v/:

very, voice (v sign)
visit, fair (no sign)
vein, vault (v sign)
vat, van (v sign)

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Then ask the child with the key picture (the one with the letter) to come forward. Have that child show the card and say the picture name aloud. Help children identify the letter on the card. Say: The word vase begins with /v/. The letter v stands for the sound you hear at the beginning of vase.

Have children look at their cards and say the picture names. Ask children whose picture names begin with /v/ to stand with the child holding the key picture. Ask children whose picture names do not begin with /v/ to form a second group. When children are grouped, ask each child in the /v/ group to say vase and his or her picture name to check that the beginning sounds “match up.” Repeat with the second group to check that the beginning sounds do not match.

As a follow-up activity, have children in the second group sort their pictures into two groups: picture names that begin with /b/ and picture names that begin with /v/. When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 13 Activity 64.”

Today’s Challenge
Student page 64 Read aloud the directions. Help children identify the vase. Tell children they will “shop” for words that begin with /v/. Then, with the children, name the items pictured in the store. Make sure children write the letter v only for the pictures whose names begin with /v/.

Answers for student page 64: Children write the v for the pictures: violin, valentine, vacuum, and vest.

Go Further
Student page 64 On a separate sheet of paper, children draw a picture to answer the riddle. Encourage children to write a label (van) for their picture. Remind them to use what they know about letters and sounds to help them.

Assessment
Student self-assessment page 64 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with the sound /v/ and the letter v?
**Week 13 • Activity 65**

**Materials**
Student page 65

**Concept**
Distinguish between reality and fantasy on multiple-choice tests.

**Get Started**
Remind children that writers sometimes write stories about things that could happen in real life such as people going to work or children going to the park to play. Other times, writers write stories that tell about things that could not really happen—things that could happen only in make-believe, such as people becoming invisible or animals working in a restaurant. Explain that good readers pay attention to story details to know if a story tells about what is real or what is make-believe.

Tell children that sometimes they will be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read aloud the question.

Val is a turtle. She likes to walk in the grass. She likes to sit on a rock in the sun. And she really likes to swim. At night, Val likes to dance with her friends at the pond.

**What is something a real turtle can NOT do?**

- [A] Swim
- [B] Dance
- [C] Walk
- [D] Sit

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that C is wrong because the picture shows a turtle swimming. Turtles can swim in real life. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (A) from the remaining two choices. Be sure children understand why A is correct. (The picture shows a turtle dancing. Real turtles can move in different ways, but they cannot dance the way people do.) Ask a volunteer to fill in the correct circle.

**Today’s Challenge**

**Student page 65** With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.

**Answers for student page 65:** 1. B 2. D

**Go Further**

Have children draw pictures of something real children such as themselves can do. Encourage children to write sentences to tell about their pictures. Let children who are frustrated easily by writing tasks dictate sentences for you to write as captions for their pictures.

**Assessment**

**Student self-assessment page 65** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children distinguish between reality and fantasy?
Week 14 • Activity 66

Materials
Student page 66

Concepts
Read aloud fluently.
Develop concepts of print (end marks: period).

Get Started
Before the session, write the rhyme “Pat-a-Cake” on
the board or on chart paper. Retain the copy of the
rhyme for further use throughout the week.

Pat-a-Cake
Pat-a-cake, pat-a-cake, baker’s man,
Bake me a cake as fast as you can.
Pat it and prick it, and mark it with a V.
Put it in the oven for Vinny and me.

Tell children that today they will read a rhyme
with you. Read the rhyme aloud several times to
familiarize children with the text. Encourage children
to ask questions about any words or ideas they don’t
understand.

Have children listen as you read the rhyme again.
Tell them to listen to notice how you read the rhyme
smoothly, without making stops and starts to figure
out words or to find your place in the text. Explain
that it is easier for listeners to understand and
remember what is being read if the person reading
aloud speaks the words in a natural and flowing
way—in a way that sounds like everyday talk.

Read the rhyme again and encourage children to
echo each line as you read it.

Focus children’s attention on the print that comprises
the rhyme. Ask children to name any letters or words
they may recognize. Then read again. Ask volunteers
to join you at the front of the room to show with
their hands how you are reading each line from left
to right. Have each volunteer point out where you
should read next as you finish each line of the rhyme.

To further print awareness, talk with children about
the job a period does. Draw a period on the board.

Name the mark. Then ask a volunteer to find the
first place they see a period in the rhyme’s text.
The volunteer should point to the end of the second
line of the rhyme. Read aloud the first two lines.
Tell children that together the two lines make one
sentence. Say that a period signals the end of a
sentence. Note that when a reader sees a period, he or
she should stop for a moment before going ahead to
read the next line. Call on a volunteer to find the next
period in the text. Ask: How many lines of the rhyme
make up this sentence? Right. This sentence is just one
line of the rhyme. Read the sentence aloud. Repeat
with the last sentence in the rhyme. Have children say
how many sentences in all are in the rhyme. (three)

Now, read the rhyme several times more with the
whole group, asking children to say it with you.

Today’s Challenge
Student page 66 Tell children that the whole
group will read the rhyme together. Remind children
to follow your lead and to read smoothly without
stopping in places or starting some words over. Lead
the children in reading the rhyme several times. Over
the course of the readings, lead a little less each time,
turning over the flow of the rhyme to children.

Go Further
Student page 66 Children work with partners to
create actions to go with the rhyme. Once they have
talked over and agreed on the actions they will use,
have the partners present the rhyme, saying the words
while performing the actions. To further awareness of
periods, encourage children to point them out in
other text.

Assessment
Student self-assessment page 66 Have
children check one of the three choices to describe
how they feel about this activity.

Assessment tips Do children participate in shared
and group oral readings? Do they recognize periods
and understand their function?
Week 14 • Activity 67

Materials
Student pages 66, 67

Concept
Enhance comprehension by identifying sequence of events.

Get Started
Tell children that when they read it is important to pay attention to the order in which things happen, or the sequence of events. Explain that knowing the order in which things happen will help them remember the story.

Read the following. Ask children to listen for the order in which things happen.

Nina likes to make bread. She makes the dough first. Then she puts it into a pan. Then she lets the dough rise to get bigger.

Ask volunteers to tell what happens first, next, and last when Nina makes bread. Make quick sketches on the board or chart paper as children respond. Draw a bowl to indicate mixing dough; draw a rectangular bread pan; and last draw the same bread pan with dough now risen above the sides of the pan. Review the sketches with children.

Today’s Challenge
Student page 67 Children read the rhyme on page 66 and then number pictures to show the order in which things happen. For a more “hands-on” response, you may wish to photocopy page 67 so that children can cut the pictures apart and then sequence them correctly.

Answers for student page 67: top—2, middle—1, bottom—3

Go Further
Student page 67 Children think about another step they might add to the cake-baking process. Then they draw or write to tell about the step. With the whole group, you may wish to brainstorm ideas before children make their individual responses.

Assessment
Student self-assessment page 67 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify the sequence of events?
Week 14 Activity 68

Materials
Student page 68
Come Here, Please Cards (Week 14 Activity 68)

Concept
Build vocabulary by using meaning clues to identify naming words (food names).

Get Started
Read aloud “Pat-a-Cake.” Have children listen to name the food item that the baker’s man makes. Then ask children to think of foods a baker might make in addition to cake. They may suggest bread, pie, cookies, rolls. Tell children that baked goods form just one group of foods people eat. People also eat fruits, vegetables, sweets, meats, and so on.

Instructions for Playing Come Here, Please
Explain that today children are going to play a game called Come Here, Please. You will give a clue about a picture. Children should examine their pictures to see if their picture fits your clue. You will then ask the holder of the correct card to “Come here, please.”

Today’s Challenge

Student page 68 When the group has finished playing the game, have children open their books to student page 68. Children draw three pictures to show three foods they like to eat. They also write the name of each food. You may wish to brainstorm food items before children begin to work independently.

Go Further

Student page 68 Children identify the food among the three they have drawn that they like best. Encourage children to share their food preferences. Invite children who are eager and able to write to explain their food preferences in a sentence or two. Have those children read their sentences.

Assessment

Student self-assessment page 68 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use meaning clues to identify naming words (food names)?
Week 14 • Activity 69

Materials
Student page 69
Match Ups Cards (Week 14 Activity 69) (vegetables, vacuum, violin, vase, feather, fish, five, fish, four, fork, fox, book, bed, belt, bib, cat, hat, map, pan)

Concept
Develop phonemic awareness and phonics by identifying words that begin with these sounds and letters: /b/ or /f/, /v/ or /v/; short /a/.

Get Started
Display the rhyme “Pat-a-Cake.” Read it aloud four separate times, each time asking children to listen for words with a particular sound.

- Reading 1 Children listen for words that begin with /b/. (baker’s, bake)
- Reading 2 Children listen for words that begin with /f/. (fast)
- Reading 3 Children listen for words that begin with /v/. (Vinnie)
- Reading 4 Children listen for words that have short /a/ in the middle. (pat, man, fast, can)

Write the words children identify in four separate boxes you draw on the board or on chart paper. Label each boxed list with the letter that stands for the target sound. Underline the target letter in each word. Then ask volunteers to suggest additional words for each box. Add those words to the lists. Reread all the lists, making a point of connecting the target sound with the underlined letter.

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Ask children to move around to find another child who has a picture whose name begins with the same sound. (Children who cannot find a match based on beginning sounds should form their own group and then try to discover how their words are alike. [short /a/ words]) When children have matched themselves up, ask each pair to say their words so that everyone can hear how they “match up.” Finally, have all the children sort themselves into three beginning-sound groups: those holding cards showing things whose names begin with /b/, those holding cards showing things whose names begin with /f/, and those holding cards showing things whose names begin with /v/. The children who are not part of any of the three beginning-sound groups, should figure out how their picture names are alike.

Help them discover that all four words have the short /a/ sound in the middle.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 14 Activity 69.”

Today’s Challenge
Student page 69 Read aloud the directions. Help children name the key pictures and their corresponding key letters. Children name each numbered picture and select the letter to complete the picture name. As needed, identify the numbered pictures for children.

Answers for student page 69: 1. fork 2. vest 3. bag 4. fox 5. map 6. van

Go Further
Student page 69 Children use a finger to trace a letter—b, f, or v—on a partner’s back. The partner must identify the letter by its shape and then think of a word that begins with the letter and the sound it stands for. Before partners begin to work, ask a volunteer to help you demonstrate the activity. Have children watch as you trace a large letter on the back of your volunteer. Then have children say if the word the volunteer suggests does or does not begin with the correct letter and sound.

Assessment
Student self-assessment page 69 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words with these sounds and letters: /b/ or /f/, /v/ or /v/; short /a/?
Week 14 • Activity 70

Materials
Student page 65

Concept
Identify the following sounds and letters: beginning /b/ /b/, /f/ /f/, /v/ /v/ and medial short /a/ /a/ on multiple-choice tests.

Get Started
Write these letters on the board in random order: b, f, v. Say the following words, one by one, and then isolate and pronounce the beginning sound: ball /b/; fish /f/; van /v/. Ask volunteers to point out and name the letter that stands for each beginning sound. Then say these words: cat, nap, dad. Ask children how they are the same. Have children isolate and pronounce together the middle vowel sound they hear in all three words. (/a/)

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Write the question shown with the picture of the fork in place. Draw the four answer choices on the board or on chart paper. Read aloud the question.

Which picture name begins the same as ?

A. 
B. 
C. 
D. Be mine!

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that B is wrong because the picture shows a ball and ball begins with the sound /b/, which is not the sound the picture name fork begins with. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (A) from the remaining two choices. Be sure children understand why A is correct. (The picture shows fire and the picture name begins with /f/, just as the picture name fork does.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 70  With the whole group, read aloud the directions and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.


Go Further
Have children think of and write the word that rhymes with mad and means the opposite of happy. After children have made their written responses, model on the board how to print sad. If children choose, they can try to copy your model below their original response.

Assessment
Student self-assessment page 70 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify the following sounds and letters: beginning /b/ /b/, /f/ /f/, /v/ /v/; medial short /a/ /a/?
Week 15: Activity 71

Materials
Student page 71

Concepts
Read aloud fluently.
Develop concepts of print (speech-to-print match).

Get Started
Before the session, write the rhyme “Red Stockings” on the board or on chart paper. Retain the rhyme for use throughout the week.

Red Stockings
Red stockings, blue stockings,
Ribbons trimmed with silver.
A red rosette upon my chest
And a gold ring on my finger.

Tell children that you have a new rhyme to share with them. Ask children to listen and follow along as you read the rhyme aloud. Read the rhyme aloud twice, tracking the print as you read.

Invite children to comment on or ask questions about the rhyme. Clarify the meaning of any words with which children might be unfamiliar. You might, for example, explain that stockings are leg coverings similar to long socks or tights and that a rosette is a very small rose. Invite children to speculate on why the child in the rhyme is dressing up. Encourage children to tell what they like to wear when they are dressing up for special occasions.

Reread the rhyme, directing children’s attention to the print. Invite children to name letters they know and to frame and read words they recognize. Read the rhyme several more times, asking children to say it with you. Once children are comfortable with the rhyme, call on volunteers to track the print as the group reads aloud.

Ask children to listen and count the number of words they hear in the line to the number of words they can see and count. Continue in a similar way, reading the rhyme line for line and then pausing to count the number of words.

If children have difficulty keeping track of the words read, consider giving each child a cup and a handful of bean counters. As you read, children can drop a bean into the cup for each word they hear. At the end of each line, they can count the beans to find the number of words read. You might also consider writing the lines on sentence strips. As you read, you can cut off the words read and let them fall to the table or desk. Children can then count the words as they help you reassemble the each line.

Today’s Challenge
Student page 71 Lead children to see that the rhyme on the student page is the same rhyme they have been reading with you. Have volunteers compare the words in the displayed rhyme to the words in their books. Then invite the whole group to read the rhyme together. With the group, read the rhyme aloud several times. Then read the rhyme aloud, pausing for children to supply certain words. You might, for example, leave out the color words for children to supply. Encourage children to try to read in unison as much as possible.

Go Further
Student page 71 Children create new lines for the rhyme, substituting items they wear on special occasions or favorite items of clothing. Encourage children to draw or write their ideas to share with the class. As time permits, you might combine children’s suggestions to make a class rhyme.

Assessment
Student self-assessment page 71 Have children check one of the three choices to describe how they feel about this activity.

Assessment tips Do children participate in shared and oral group readings? Can children match speech to print?
Week 15 • Activity 72

Materials
Student pages 71, 72

Concept
Use details to visualize the author’s words.

Get Started
Recall with children that good readers try to make pictures in their minds to “see” what an author describes, or tells about. Readers use the author’s words and what they know already about things from their own lives to “see” the story in their minds.

Read aloud the following text. Tell children to listen carefully and to try to picture in their minds what the author is telling about.

Danny was a ring bearer in his aunt’s wedding. He wore a black jacket and black pants. He had a white flower pinned to his jacket. He carried a small white pillow with the wedding rings tied to it.

Read the story once again. Make sure children understand the role of a ring bearer in a wedding. Then ask children if they were able to picture the ring bearer in their minds. Invite children to help you as you draw a picture of what the ring bearer wore. Invite children’s comments as you draw the suit on the board or on chart paper. Ask questions that encourage children to use the author’s words as well as their own experiences, for example: What should I draw pinned to the jacket? (White flower) What kind of flower did you picture—a white rose or some other white flower? What color shirt did you picture Danny wearing? What made you think that?

Reread the passage once more. This time, invite children to draw the pillow that Danny carried. When children are finished, invite them to share their drawings. Compare several drawings to notice similarities and differences. You might, for example, notice that some pillows are round or rectangular while others are square. Help children realize that differences like this are okay or normal. There are many different kinds of pillows and children probably drew pillows that looked similar to pillows they had seen before.

Today’s Challenge
Student page 72 Read the rhyme “Red Stockings” on student page 71 with children. Tell children to think about the pictures they see in their minds when they read the rhyme. Then invite children to draw on student page 72 to show something they “see” in their minds when they read the rhyme.

Go Further
Student page 72 After children have completed their drawings, provide time for sharing. Encourage children to tell which part or parts of the rhyme their pictures show. Help children compare drawings to note similarities and differences. Once again, help children understand that their pictures may differ because they may have had different experiences with the things the author writes about. Reinforce this idea the next time you share a picture book with the class. Talk about how the illustrator got his or her ideas for the pictures.

Assessment
Student self-assessment page 72 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use details to visualize the author’s words?
**Week 15 • Activity 73**

**Materials**
Student page 73

**Concept**
Develop vocabulary by identifying how words are related.

**Get Started**
Display and read “Red Stockings.” Point to the title as you read it. Count the words in the title with children. Then ask children to help you clap and count the parts, or syllables, in each word. Say red as you clap once. Then say stockings, clapping on each syllable.

Provide a few more examples. Say a word, and have children repeat the word as they clap out the syllables. Use the following words: ribbons (2), silver (2), chest (1), ring (1), finger (2).

Now tell children that you will say three more words from the rhyme. Ask children to listen to tell how the words are the same. Point to and read stockings, ribbons, and finger. (They all have two parts.) Ask volunteers to suggest another word that has two parts. (Children may suggest any two-syllable word.)

Now ask children how these words are the same. Say the words red, blue, and silver. (They all name colors.) Ask volunteers to suggest other color words.

**Instructions for Playing Same As** Explain that today children are going to play a game called Same As. Tell children that you will read three words. They must think about how the words are the same.

Tell children that for Round One of the game they will think about how many parts the words have. Then they should suggest another word with the same number of syllables.

**Round One**
- garden, flower, hammock (two parts)
- house, road, town (one part)
- book, game, chair (one part)
- window, curtain, basket (two parts)
- jumping, pretty, running (two parts)

For Round Two, tell children that this time they will not count word parts. They will think of other ways the words are the same. Help children tell how the words are the same. Then have them suggest another word for the group. Possible responses are given.

**Round Two**
- mother, father, aunt (family names: brother, sister)
- one, four, eight (numbers: five, six)
- nose, mouth, cheek (parts of the head: chin, ear, eye)
- eggs, toast, cereal (breakfast foods: oatmeal, waffles)
- toothbrush, soap, shampoo (things in a bathroom: bathtub, towel)

**Today’s Challenge**

**Student page 73** Read aloud the directions on student page 73. Help children name the pictures and tell how the pictures in each row are the same. The pictures and categories are: 1. cow, pig—farm animals; 2. hammer, saw—tools; 3. flower, cactus—kinds of plants; 4. bowl, cup—things for eating. Then have children draw one more picture in each row to show another thing that could belong in the same group. Encourage children to label their drawings.

**Go Further**

**Student page 73** Children cut out pictures and sort them into groups of at least three things that belong together. Encourage children to label their categories.

**Assessment**

**Student self-assessment page 73** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify how words are related?
Week 15 • Activity 74

Materials
Student page 74
Match Ups Cards (Week 15 Activity 74) (rocket, rug, ring, rake, rope, rainbow, radio, rooster, robot, rabbit, vegetables, vacuum cleaner, violin, vase, feather, five, fish, four)

Concept
Develop phonemic awareness and phonics by identifying words that begin with the sound /rl/ and the letter r.

Get Started
Revisit the rhyme “Red Stockings.” Ask children to name the color word in the title. (red) Have children repeat the word red, listening for the beginning sound. Then read the rhyme again as children listen for other words that begin with the /rl/ sound. (ribbons, red, rosette, ring)

Have children repeat the words, listening for the beginning sound. Call on volunteers to frame the words in the rhyme. Make the connection between /rl/ and the letter r by asking the volunteers to then frame and compare the first letters. Write the r on the board. If any child has a name that begins with /rl/, write it on the board, underlining the capital R. Remind children that special words, such as names and the words in titles, usually begin with capital letters. Call on a volunteer to frame the capital R in the title.

Provide additional practice with beginning /rl/. Say the following word pairs and have children run in place, stopping at your signal, when they hear words that begin with the same sound:
- rub, race (run in place)
- raft, read (run in place)
- peanut, raisin
- rain, roof (run in place)
- rest, nap

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Then ask the child with the key picture (the one with the letter r) to come forward. Have that child show the card and say the picture name aloud. Help children identify the letter on the card. Say: The word rocket begins with /rl/. The letter r stands for the sound you hear at the beginning of rocket.

Have children look at their cards and say the picture names. Ask children whose picture names begin with /rl/ to stand with the child holding the key picture. Ask children whose picture names do not begin with /rl/ to form a second group. When children are sorted in two groups, ask each child in the /rl/ group to say rocket and his or her picture name to check that the beginning sounds “match up.” Repeat with the children in the second group to check that the beginning sounds do not match.

When you have finished the game, put the cards together with an elastic band or in an envelope or bag labeled “Week 15 Activity 74.”

Today’s Challenge
Student page 74 Name each picture. (rake, lake, bug, rug, locket, rocket, rose, nose, boots, roots) Point out that each pair of picture names rhyme. Then read the directions aloud. Make sure children understand that they should write the letter r to complete only the words that begin with the /rl/ sound.

Answers for student page 74: 1. rake 2. rug 3. rocket 4. rose 5. roots

Go Further
Student page 74 Each child draws a picture of something whose name begins with the /rl/ sound. Have children label their pictures.

Assessment
Student self-assessment page 74 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with the sound /rl/ and the letter r?
Week 15 • Activity 75

**Materials**

Student page 75

**Concept**

Visualize using details in story text on multiple-choice tests.

**Get Started**

Remind children that good readers try to make a picture in their minds to “see” what an author describes or tells about. They use the author’s words along with what they know from their own lives to picture who or what is in a story, where a story takes place, and what happens.

Tell children that sometimes they will be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read aloud the question.

Danny’s aunt had a special cake for her wedding. The cake was tall with three layers. It had white icing and a ribbon design around the sides. At the very top were two tiny dolls, a bride and a groom. Which shows the cake you pictured?

![Cake Options]

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because the picture shows a cupcake and the story talks about a tall wedding cake. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (The picture shows a wedding cake with a ribbon design and tiny bride and groom dolls on top, just as the story describes.) Ask a volunteer to fill in the correct circle.

**Today’s Challenge**

*Student page 75* With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.

**Answers for student page 75:** 1. D 2. B

**Go Further**

Have children draw or write to share something about a special time they have had with family or friends. Children can then share their drawings and tell about the details.

**Assessment**

*Student self-assessment page 75* Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children use details to visualize a story?
Week 16 • Activity 76

Materials
Student page 76

Concepts
Read aloud fluently.
Develop concepts of print (end marks: period).

Get Started
Before the session, write the rhyme “The Little Hen” on the board or on chart paper. Retain the rhyme for use throughout the week.

The Little Hen
I had a little hen,
The best helper ever seen.
She washed the dishes
And kept the house clean.
She baked my bread.
She poured my tea.
She sat by the fire
And read stories to me.

Tell children that today they will read a rhyme with you. Read the rhyme aloud twice to familiarize children with the text. Encourage children to ask questions about anything they don’t understand. Lead them to see that a real hen could not do the things the hen in the rhyme does. Invite children to name family members, including themselves, who help with these chores in their homes.

Focus children’s attention on the print as you read the rhyme aloud again. Ask children to name letters or words they recognize. Then read again, tracking the print by running your hand under each line.

To further develop print concepts, review with children that writers use special marks to separate groups of words. Draw a period on the board and name it. Remind children that a period signals the end of a sentence. Ask a volunteer to find the first place he or she sees a period in the rhyme. (at the end of the second line of the rhyme) Track the text as you read aloud the first two lines. Let your hand come to rest under the period. Tell children that together the two lines make one sentence. Note that when a reader sees a period, he or she should stop for a moment before going ahead to read the next line.

Ask a volunteer to find the next period in the rhyme. Ask how many lines of the rhyme make up this sentence. (two) Read the sentence aloud. Continue in a similar manner until all the sentences have been identified and read. Then ask children to count how many sentences there are in all. (five)

Read the rhyme several times more until children develop some fluency saying it with you.

Today’s Challenge
Student page 76 Read the rhyme together as a group. Then have the class form two groups. Lead reading the rhyme again, this time having groups alternate sentences. Tell children to look for periods as they read and to follow along as others read so that they know when their sentences end and begin.

Go Further
Student page 76 Ask children to write or draw about a task they do to help out at home. Children can compare tasks by using their pictures to create a picture graph on the floor. Discuss the graph, asking questions such as: What chore do most children do? What chore do the fewest children do?

Assessment
Student self-assessment page 76 Have children check one of the three choices to describe how they feel about this activity.

Assessment tips Do children participate in shared and oral group readings? Do they understand the function of a period?
Week 16 • Activity 77

Materials
Student pages 76, 77

Concept
Enhance comprehension by noting story details.

Get Started
Explain to children that storytellers include details, or bits of information, in their stories to help the reader to “see” and to understand what happens. These details tell more about who is in the story, where the story takes place, and what happens.

Tell children to listen for the story with more details as you read each of these stories.

On Saturday, Eric helped with some chores. At night he was tired.

On Saturday, Eric helped his family with different chores. He helped his big brother clean out the garage. He helped his dad rake the leaves and put them into big bags. He even helped his little sister pick up her toys. That night, Eric was very tired.

Discuss the two stories with children, asking them to tell which story was more interesting and why. (Children should identify the second story, noting that it gives readers more information so that they can “see” and understand what happened in the story.) Have volunteers recall some of the details from the second story. Lead children to see that the details in a story help readers get more involved with the people in the story and what happens. The second story tells readers more about Eric’s family, how Eric helped, and why Eric was tired.

Today’s Challenge
Student page 77 Children draw pictures to identify details from the rhyme “The Little Hen” on student page 76. Before children begin, display the rhyme and read it aloud. Ask children to listen for details as you read. Then read the rhyme a few times with the whole group. When children finish their drawings, encourage them to use what they know about sounds and letters to label their pictures. You might also point out that children can refer to the rhyme to help them label the details their drawings show.

Go Further
Student page 77 Children tell about their drawings and relate them to the details in the rhyme. Encourage children to respond to the claim made in the first sentence of the rhyme. How do the details help us understand that the little hen was the best helper ever seen?

Assessment
Student self-assessment page 77 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children recall story details?
Week 16 • Activity 78

Materials
Student page 78

Concept
Develop vocabulary by using meaning and phonic clues to identify words (action words).

Get Started
Before the session, prepare a list of words that form the category “action words” (verbs). In addition to the words suggested in the lesson, you may want to include actions that are specific to your classroom.

Display and read the rhyme “The Little Hen.” Then ask children to help you list all the chores the little hen did to be the best helper ever seen. Write the responses on the board or on chart paper.

- wash dishes
- clean house
- bake bread
- pour tea
- read stories

Call on five volunteers to come to the front of the room. Whisper a different chore to each volunteer. Then have the volunteers, one at a time, act out a chore for the remainder of the group to identify. Read through the list once more, underlining the action words. Explain to children that words like wash, clean, bake, pour, and read are called action words. Action words tell what people and animals do. Tell children that they will play a game with action words.

Instructions for Playing What’s My Word?
To demonstrate the game, tell the group that you have a secret word that you want them to guess. Explain that you will give them clues. Tell children to listen carefully as you give these clues:

Today, all my secret words are action words.
My first word has one part, or syllable.
It tells what a person can do to a ball.
The word rhymes with stick.
It begins with the /k/ sound.

As needed, offer additional clues until a child guesses the word kick.

When each word is guessed, write it on the board or on chart paper. Have children say the word with you. Encourage children to pantomime the word to verify that it is an “action.”

Continue with the game until each child has guessed at least one word. Action words you might use include: paint, run, hop, dance, sing, march, laugh, wave, clap, wash, drink, pull, push, sit, sleep, climb, cut, fold.

Today’s Challenge
Student page 78 Children will draw pictures to show activities that they enjoy doing. Read the directions aloud. Invite discussion of the different activities children engage in. List phrases on the board or chart paper to record the activities, for example: play soccer, ride a bike, walk my dog. When children have finished their drawings, have them write an action word or a sentence to tell about the picture. As needed, offer assistance by taking dictation, helping children segment phonemes to sound out words and referring children to the list of activities on the board.

Go Further
Student page 78 Have children, one at a time, pantomime the activities they drew. When the activity has been guessed, encourage the child to show his or her picture and read aloud the action word or sentence.

Assessment
Student self-assessment page 78 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use meaning and phonic clues to identify words (action words)?
**Week 16 • Activity 79**

**Materials**
Student page 79
Match Ups Cards (Week 16 Activity 79) (horse, hanger, helmet, hook, helicopter, hammer, hose, harp, hay, house, rocket, rug, ring, rake, rope, rainbow, radio, rooster)

**Concept**
Develop phonemic awareness and phonics by identifying words that begin with the sound /h/ and the letter h.

**Get Started**
Revisit the rhyme “The Little Hen.” Ask children to tell what animal the rhyme is about. (hen) Have children say hen, listening for the beginning sound. Then read the rhyme again as children listen for other words that begin with the /h/ sound. (bad, hen, helper, house)

Have children repeat the words, listening for the beginning sound. Make the connection between /h/ and the letter h by having volunteers frame the /h/ words and compare the initial letters. Write h and H on the board. Recall that special words, such as names and words in titles, usually begin with capital letters. Have children find a word in the title with capital H. (Hen)

Provide additional practice with beginning /h/. Say the following word pairs and have children hop on one foot, stopping the motion at your signal, if the two words begin with the same sound:

- hop, happy (hop on one foot)
- home, hot (hop on one foot)
- hand, foot (stand still)
- hill, hat (hop on one foot)
- help, work (stand still)

**Instructions for Playing Match Ups** Say the name of each picture as you distribute the picture cards. Then ask the child with the key picture (the one with the letter) to come forward. Have that child show the card and say the picture name aloud. Help children identify the letter on the card. Say: The word horse begins with /h/. The letter h stands for the sound you hear at the beginning of horse.

Have children look at their cards and say the picture names. Ask children whose picture names begin with /h/ to stand with the child holding the key picture. Ask children whose picture names do not begin with /h/ to form a second group. When children are sorted into two groups, ask each child in the /h/ group to say horse and his or her picture name to check that the beginning sounds “match up.” Repeat with the children in the second group to check that the beginning sounds do not match. Then ask the second group to tell how their picture names match. (The picture names begin with /r/)

When you have finished the game, put the cards together with an elastic band or in an envelope or bag labeled “Week 16 Activity 79.”

**Today’s Challenge**

**Student page 79** Remind children that the letter h stands for the /h/ sound. Ask children to say hen, listening for the /h/ sound. Name the pictures with children: hose, hat, rake, hammer, harp, mop. Read the directions aloud. Make sure children write the letter h only to complete the picture names that begin with /h/.

**Answers for student page 79:**

1. hose  
2. hat  
3. hammer  
4. harp

**Go Further**

**Student page 79** Children draw pictures and write sentences to tell how the hen from “The Little Hen” might use the pictured items to help around the house.

**Assessment**

**Student self-assessment page 79** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify words that begin with the sound /h/ and the letter h?
Week 16 • Activity 80

**Materials**
Student page 80

**Concept**
Recall details in text on multiple-choice tests.

**Get Started**
Remind children that writers include details, or bits of information, in their stories to help readers and listeners better understand and enjoy the story. The details tell more about who is in the story, what happens, and where the story takes place.

Tell children that sometimes they will be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read aloud the question.

Tony and Grandpa picked a basket of apples. Grandpa peeled the apples and cut them into slices. Tony put the slices into a pan. Then Grandpa covered the apple slices with dough. Together Grandpa and Tony put the pie into the oven to bake.

Which picture shows what Tony and Grandpa made?

![Image A](image1)

![Image B](image2)

![Image C](image3)

![Image D](image4)

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that D is wrong because the picture shows only one of the things Tony and Grandpa used to make the pie, the sliced apples. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (The picture shows a slice of pie and the details say that Tony and Grandpa are baking a pie.) Ask a volunteer to fill in the correct circle.

**Today’s Challenge**

**Student page 80** With the whole group, read aloud the story and the questions. Talk about the answer choices and help children identify the pictures. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.

**Answers for student page 80:** 1. B 2. D

**Go Further**

Invite children to talk about places they like to visit. If children have difficulty providing details about a place, prompt them with questions.

**Assessment**

**Student self-assessment page 80** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children recall details in text?
Week 17 • Activity 81

Materials
Student page 81

Concepts
Read aloud at a “just right” pace.
Develop concepts of print (capital letters: names).

Get Started
Before the session, write the rhyme “Humpty Dumpty” on the board or on chart paper. Retain the copy of the rhyme for further use throughout the week.

Humpty Dumpty
Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the king’s horses and all the king’s men
Couldn’t put Humpty together again.

Tell children that today they will read a rhyme with you. Read the rhyme aloud two or three times to familiarize children with the text. Encourage children to ask questions about any words or ideas they don’t understand. Some children may be familiar with this rhyme and its central character. Ask volunteers to describe Humpty Dumpty. Explain to children, as you make a quick sketch on the board, that Humpty Dumpty is an “egg person.” His body is an egg with little arms and legs attached.

Have children listen as you read the rhyme again. Tell them to listen to notice how you read the rhyme at a “just right” pace—a pace that is neither too fast nor too slow. Now read the rhyme twice more, once at a too-fast pace and again at a too-slow pace. Children should recognize reading either too fast or too slow makes it difficult to hear all the words or to listen for words that go together. Read the rhyme again and encourage children to join in. Set a comfortable pace to help children read in unison as much as they can.

Now focus children’s attention on the print that comprises the rhyme. Ask children to name any letters or words they may recognize. Then read again.

Track the print from left to right with your hand. Make certain children observe you as you make each return sweep to the beginning of the next line.

To further print awareness, point out to children the capital, or uppercase, letters that start the name Humpty Dumpty. Ask volunteers to name each letter. Tell children that characters’ names always begin with capital letters, just as people’s names do.

Now, read the rhyme several times more with the whole group, asking children to say it with you.

Today’s Challenge
Student page 81 Tell children that the whole group will read the rhyme together. Remind children to follow your lead and to read at a “just right” pace. Lead the children in reading the rhyme several times. Over the course of the readings, lead a little less each time, turning over the pacing to children.

Go Further
Student page 81 Children put themselves in the place of Humpty Dumpty as he starts to fall off the wall. They say what Humpty might have said. Children should try to convey Humpty’s feelings in their delivery of the words they choose to say. Remind children to speak at a “just right” pace so that everyone will be able to understand them.

Assessment
Student self-assessment page 81 Have children check one of the three choices to describe how they feel about this activity.

Assessment tips Do children participate in shared and group oral readings? Do they recognize that characters’ names begin with capital, or uppercase, letters?
Week 17 • Activity 82

Materials
Student pages 81, 82

Concept
Enhance comprehension by identifying story elements (characters, events).

Get Started
Tell children that when they listen to or read a story, it is important to pay attention to who is in the story and what happens. Have children suppose that they want to tell a story about what happened on their last birthday. Encourage volunteers to tell who would be in their story and what important things happened. Make the point that it is impossible to tell a story without naming who is in it and saying what happens.

Have children listen as you read the following story. Ask them to listen to be able to say who is in the story, or who the characters are, and what important things happen.

Humpty Dumpty’s brother likes to play tricks. He sometimes hides one of his father’s shoes. Then he watches as his father looks all around the house. Other times, he drinks all the milk but puts the empty carton back in the refrigerator. When his mom wants some milk, there’s none for her to drink. He laughs and laughs.

Call on volunteers to tell who is in the story and what some of the things that happen are.

Today’s Challenge
Student page 82 Read the rhyme “Humpty Dumpty” together with children. Have them point to each word as they read it to reinforce both the concept of what a word is and left-to-right directionality. On student page 82, children draw or write to tell what happened to Humpty Dumpty. If children choose to respond by drawing, suggest that they write a label for their picture. Remind children to think about what they know about letters and sounds to help them write words or sentences.

Go Further
Student page 82 Children explain why no one could put Humpty Dumpty together again. Remind children, as needed, that Humpty’s body is an egg. Have them use what they know about eggs to help them make their responses.

As an additional activity, read a story and ask children to identify the characters and tell some of the main events.

Assessment
Student self-assessment page 82 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify story elements (characters, events)?
Week 17 • Activity 83

Materials
Student page 83

Concept
Develop phonemic awareness by categorizing words by initial sound (/f/, /m/, and /r/).

Get Started
Tell children to listen as you say pairs of words. If the words begin with the same sound, children should make a “thumbs up” gesture. If the words do not begin with the same sound, children should make a “thumbs down” gesture. Use these words:

- rose, right (thumbs up)
- fall, fence (thumbs up)
- many, few (thumbs down)
- make, menu (thumbs up)
- rain, mail (thumbs down)

Tell children this activity has been a warm-up for playing a game called Odd One Out.

Instructions for Playing Odd One Out Tell children you will say three words. Two words will have the same beginning sound. One will not. Their job is to point out the one word that does not have the same beginning sound, or the “odd one out.” Children should identify the initial sound shared by the other two words. Use these groups of words:

- road, rich, mom (mom, /r/)
- miss, farm, match (farm, /m/)
- fake, fail, rip (rip, /f/)
- rope, mind, most (rope, /m/)
- fight, run, fist (run, /f/)
- face, fast, map (map, /f/)
- fuss, red, rule (fuss, /r/)
- feet, meal, fat (meal, /f/)
- rest, mat, real (mat, /r/)
- mug, rug, moan (rug, /m/)

Today’s Challenge

Student page 83 When the group has finished playing the game, have children open their books to student page 83. Read aloud the directions and help children identify the key pictures and letters. Children name each picture in the row and then write the letter that stands for the beginning sound in the picture name. For a more hands-on activity, photocopy the page and have children cut out the pictures and sort them according to the initial sound.

Answers for student page 83: 1. f, r, r
  2. m, m, f  3. r, f, f  4. m, m, r

Go Further

Student page 83 Have children put an X on the picture in each row whose name does not begin like the other two in the row.

Answers for student page 83: Children should mark these pictures with an X: 1. five 2. fork 3. rope 4. ring.

Assessment

Student self-assessment page 83 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children categorize words by initial sound (/f/, /m/, /r/)?
Week 17 • Activity 84

Materials
Student page 84
Match Ups Cards (Week 17 Activity 84) (key, king, kangaroo, kite, ketchup, kettle, kitchen, kitten, helicopter, hammer, hose, harp, hay, house, rocket, rug, ring, rake)

Concept
Develop phonemic awareness and phonics by identifying words that begin with the sound /k/ and the letter k.

Display and read aloud the rhyme “Humpty Dumpty.” Have children listen to identify a word that begins with /k/. Have them raise their hands each time they hear the word. Once children have identified king’s frame both occurrences of the word and then frame the k. Ask a volunteer to name the letter. Have everyone repeat the letter name and then the sound it represents, /k/.

Say pairs of words and have children repeat the one in each pair that begins with /k/. Use these word pairs: kick, house; horse, key; keep, fast.

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Then ask the child with the key picture (the one with the letter) to come forward. Have that child show the card and say the picture name aloud. Have children identify the letter on the card. Say: The word key begins with /k/. The letter k stands for the sound you hear at the beginning of key.

Have children look at their cards and say the picture names. Ask children whose picture names begin with /k/ to stand with the child holding the key picture. Ask children whose picture names do not begin with /k/ to form a second group. When children are sorted into two groups, ask each child in the /k/ group to say key and his or her picture name to check that the beginning sounds “match up.” Repeat with the children in the second group to check that the beginning sounds do not match.

As a follow-up activity, have children in the second group sort their pictures into two groups. Ask children to identify their groups: picture names that begin with the sound /h/ and the letter h; picture names that begin with the sound /r/ and the letter r.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 17 Activity 84.”

Today’s Challenge
Student page 84 Read aloud the directions.
Children write k to identify picture names that begin with /k/. As needed, help children identify all the pictures on the page before they begin to work independently.

Answers for student page 84: Children should write k to identify these pictures: kite, kangaroo, and kitten.

Go Further
Student page 84 Children use rhyme to help them identify and write two names that begin with K—one girl’s name and one boy’s name. Have children then work as a group to think of as many other names that begin with K as they can. Suggest that they start by thinking about the names of those within the group. Possible K names are Kyle, Kayla, Karen, Kevin, Keith.

Assessment
Student self-assessment page 84 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with the sound /k/ and the letter k?
Week 17 • Activity 85

Materials
Student page 85

Concept
Identify one- and two-syllable words on multiple-choice tests.

Get Started
Have children listen to tell you how many parts each word has. In addition to making an oral response, you also may wish to have children hold up one or two fingers. Use these words: basket (2), puppy (2), bear (1), juice (1), cupcake (2), party (2).

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to "rule out" some of the answers right away. Write the question on the board or on chart paper. Draw the four answer choices. Read aloud the question.

Which picture name has 2 parts?

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because the picture shows a fish. The picture name fish has only one part. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (The picture shows an apple and the picture name apple has two parts.) Ask a volunteer to fill in the correct circle.

Today's Challenge
Student page 85 With the whole group, name the pictures in each row. Repeat the words, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.


Go Further
Student page 85 Have children think of and write a two-part name for the king shown in row 1 on the page. Encourage children to share the names they write.

Assessment
Student self-assessment page 85 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify one- and two-syllable words?
Materials
Student page 86

Concepts
Read aloud fluently.
Develop concepts of print (word identification).

Get Started
Before the session, write the rhyme “Jack Horner” on the board or on chart paper. Retain the copy of the rhyme for further use throughout the week.

Jack Horner
Little Jack Horner
Sat in the corner,
Eating his holiday pie.
He put in his thumb,
And pulled out a plum,
And said, What a good boy am I!

Tell children that today they will read a rhyme with you. Read the rhyme aloud two or three times to familiarize children with the text. Encourage children to ask questions about any words or ideas they don’t understand. If some children are not familiar with the word plum, tell them that a plum is a purplish fruit.

Have children listen as you read the rhyme again. Tell them to listen to notice how you read the rhyme smoothly, without making stops and starts to figure out words or to find your place in the text. Explain that it is easier for listeners to understand and remember what is being read if the person reading aloud speaks the words in a natural and flowing way—in a way that sounds like everyday talk. Read the rhyme again and encourage children to echo each line as you read it.

Focus children’s attention on the print that comprises the rhyme. Ask children to name any letters or words they may recognize. Then read again. Ask volunteers to join you at the front of the room to show with their hands how you are reading each line from left to right. Have each volunteer point out where you should read next as you finish each line of the rhyme.

To further print awareness, have children match words printed on cards you show them with identical words in the rhyme’s text. Use large index cards to show these words, one by one: Sat, pie, He, said, good, and boy. Say each word as you show it. Ask a volunteer to take the word card and match it by placing it beside the correct word in the rhyme’s text. Have the other children verify that the two words match. Ask the whole group to repeat the word.

Now, read the rhyme several more times with the whole group, asking children to say it with you.

Today’s Challenge
Student page 86 Tell children that the whole group will read the rhyme together. Remind children to follow your lead and to read smoothly without stopping in places or starting some words over. Lead the children in reading the rhyme several times. Over the course of the readings, lead a little less each time, turning over the flow of the rhyme to children.

Go Further
Student page 86 Children put themselves in the place of Jack Horner as he congratulates himself for pulling out a plum from his holiday pie. Children should try to convey Jack’s feelings. Remind children to say Jack’s words in a smooth, natural way.

Assessment
Student self-assessment page 86 Have children check one of the three choices to describe how they feel about this activity.

Assessment tips Do children participate in shared and group oral readings? Can children match individual words to identical words in text?
Week 18 • Activity 87

Materials
Student pages 86, 87

Concept
Demonstrate comprehension by retelling a story.

Get Started
Tell children that when people read a story they like, they often tell others about the story. They retell the story in their own words. Explain that when someone retells a story, he or she tells who is in the story, where the story takes place, and what important things happen. Say that if people can retell a story, they show that they understood the story they listened to or read and can remember it well.

Have children listen to this story. Tell them to be ready to retell the story in their own words later on.

The children could hardly wait. Soon the holiday cookies would be ready. In the kitchen, Grandma and Aunt Tonya took trays of cookies out of the oven. When the cookies were cool, they put colored sprinkles on some of them. They put white frosting on others.

Call on several volunteers to retell the story in their own words. Remind children to include details about who, where, and what happens.

Today’s Challenge
Student page 87 Read the rhyme “Jack Horner” together with children. Have them point to each word as they read it to reinforce both the concept of what a word is and left-to-right directionality. On student page 87, children draw or write to retell the story of Jack Horner. If children choose to respond by drawing, suggest that they write a label for their picture. Remind children to think about what they know about letters and sounds to help them write words or sentences. Children who still may be easily frustrated by the task of writing may like to dictate a word or sentence for you to write for them.

Go Further
Student page 87 Children use their drawing or the text they wrote to retell the story of Jack Horner. Encourage them to display their picture or text as they talk, pointing out specific elements in the drawing or tracking their own print as they read it.

As an additional activity, read children a story and have them retell the main events.

Assessment
Student self-assessment page 87 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use details to retell a story?
**Week 18 • Activity 88**

**Materials**
Student page 88  
Come Here, Please Cards (Week 18 Activity 88)

**Concept**
Build vocabulary by naming words in a category.

**Get Started**
Do a quick read of the rhyme “Jack Horner.” Point to the word corner. Then say these words: ceiling, floor, walls, door. Tell children that they go together in some way with the word corner. Ask how the words are related. (parts of a room)

**Instructions for Playing Come Here, Please**
Explain that today children are going to play a game called Come Here, Please. You will give a clue about a picture. Children should examine their picture to see if it fits your clue. You will then ask the holder of the correct card to “Come here, please.” Today’s game will focus on looking for naming words in three different categories. There are three groups of six words each. After children identify and bring the six pictures in a group to you, show all of them together and have children think about how they are related. Use these clues:

**Round One** (things to draw or write with)
Who has a picture that names something...
- with a sharp point and an eraser? (pencil)
- that has a felt tip and comes in different colors that can smear easily? (marker)
- you use to spread paint? (paintbrush)
- that looks like a stick of colored wax and has paper wrapped around it? (crayon)
- that has ink inside? (pen)
- that marks a classroom board? (chalk)

**Round Two** (things in a bedroom)
Who has a picture that names...
- a piece of furniture you sleep on? (bed)
- a cover that keeps you warm? (blanket)
- something that shows what time it is? (clock)
- clothing for sleeping? (pajamas)
- something soft to rest your head on? (pillow)
- something that lights the room? (lamp)

**Round Three** (things in a classroom)
Who has a picture that names...
- some place where things to read are kept? (bookcase)
- a piece of furniture that is like a table? (desk)
- a kind of stand that holds large paper for drawing or holds a big book for reading? (easel)
- something that shows the months and days? (calendar)
- some things that grow and need water? (plants)
- something to sit in? (chair)

When the game is over, put the cards together with an elastic band or into a bag or envelope labeled “Week 18 Activity 88.”

**Today’s Challenge**
Student page 88 When the group has finished playing the game, have children open their books to student page 88. Children decide how two pictured items are related. They then draw a picture or write the name of something else that fits the same category.

**Answers for student page 88:** Possible responses:
1. furniture—table, stool, bookcase  
2. things with wheels—car, truck, skates  
3. utensils—spoon, ladle, tongs  
4. footwear—sneakers, dress shoes, slippers

**Go Further**
Student page 88 Children draw to create a group of three related things. They write the name of each thing they draw.

**Assessment**
Student self-assessment page 88 Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children use meaning clues to identify naming words and then categorize them?
Week 18 • Activity 89

Materials
Student page 89
Match Ups Cards (Week 18 Activity 89) (sun, bun, run, cut, hut, nut, gum, mug, bug, jug, bus, cube, tube, mule, flute, fruit, suit, glue)

Concept
Develop phonemic awareness and phonics by identifying words with the short medial vowel sound /u/ and the letter u.

Get Started
Display and read aloud the rhyme “Jack Horner.” Have children listen to identify two words that have the same middle sound as sun, short /u/. Have children raise their hands each time they hear the word. Once children have identified thumb and plum, frame the words. Then frame the u in each and name the letter. Have the group repeat the letter name and then the sound it represents, /u/.

Say the following pairs of words and have children repeat the one in each pair that has the short middle sound /u/. Use these word pairs: hum, ham (hum); bat, but (but); Sam, sum (sum); cut, can (cut).

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Then ask the child with the key picture (the one with the word) to come forward. Have that child show the card and say the picture name aloud. Have children identify the word on the card. Say: The word sun has /u/ in the middle. The letter u stands for the sound you hear in the middle of sun.

Have children look at their cards and say the picture names. Ask children whose picture names have /u/ in the middle to stand with the child holding the key picture. Ask children whose picture names do not have /u/ in the middle to form a second group.

When children are sorted into two groups, ask each child in the /u/ group to say sun and his or her picture name to check that the middle sounds “match up.” Repeat with the children in the second group to check that the middle sounds do not match. Some children may notice that the words in the second group have the long-u sound.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 18 Activity 89.”

Today’s Challenge
Student page 89 Read aloud the directions. Children write u to identify picture names that have /u/ in the middle. As needed, help children identify all the pictures on the page before they begin to work independently.

Answers for student page 89: Children should write u to complete these words: 1. bug 3. run 4. tub 6. gum.

Go Further
Student page 89 Children choose a word that has the short middle vowel sound /u/ and write a word that rhymes with it. Rhyming possibilities are bug—rug, hug, tug; run—bun, fun; tub—cub, rub; gum—hum, sum.

Assessment
Student self-assessment page 89 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words with medial /u/ and the letter u?
Rule Out 2

Week 18 • Activity 90

Materials
Student page 90

Concept
Demonstrate comprehension by using details to retell a story on multiple-choice tests.

Get Started
Remind children that they, like many other people, often retell stories in their own words. Recall that when they retell a story they should include details about who is in the story, where the story takes place, and what important things happen.

Tell children that sometimes they will be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the story. Write the question on the board or on chart paper. Draw the four answer choices. Read aloud the question.

Jack’s mother went to the pie shop. She bought five small pies to take home. Each pie had a different fruit inside.

Where does the story take place?

A

[Image of a house]

B

[Image of a pie shop]

C

[Image of a fruit stand]

D

[Image of a window]

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that C is wrong because the picture shows a flower shop. There is no mention of flowers in the story at all. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (The picture shows a pie shop. The story says that Jack’s mother went to a shop to buy pies.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 90 With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.

Answers for student page 90: 1. B 2. D

Go Further
Have children retell the story on the page in their own words and add an event that happens the next day. Encourage children to share their retellings with the group.

Assessment
Student self-assessment page 90 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use details to retell a story?
Week 19 • Activity 91

Materials
Student page 91

Concepts
Read aloud fluently.
Develop concepts of print (matching words).

Get Started
Before the session, write the first verse of the song “I’ve Been Working on the Railroad” on the board or on chart paper. Retain the copy for further use.

I’ve Been Working on the Railroad
I’ve been working on the railroad
All the live long day.
I’ve been working on the railroad
Just to pass the time away.
Can you hear the whistle blowing?
Rise up so early in the morn.
Can you hear the captain shouting?
Dinah, blow your horn.

Dinah, won’t you blow,
Dinah, won’t you blow,
Dinah, won’t you blow your horn?
Dinah, won’t you blow,
Dinah, won’t you blow,
Dinah, won’t you blow your horn?

Someone’s in the kitchen with Dinah.
Someone’s in the kitchen I know.
Someone’s in the kitchen with Dinah,
Strumming on the old banjo and singing,
Fee fi fiddle-e-i-o.
Fee fi fiddle-e-i-o,
Fee fi fiddle-e-i-o.
Strumming on the old banjo.

Tell children that “I’ve Been Working on the Railroad” is a very old work song. Workers building the railroad track across the United States sang the song as they worked. You might also explain that people are not quite sure who Dinah is in the song. Some people believe that Dinah was a cook and that the captain of the work crew was calling for Dinah to blow the horn for lunch.

Track the print as you read the verse again, having children echo each line. Direct attention to the print and ask children to name any letters or words they may recognize.

To further print awareness, ask children to look for repeated words and lines in the verse. Help children make a word-to-word match by comparing the letters in the words. Then read the words aloud.

Now, read the verse several more times with the whole group, asking children to say it with you.

Today’s Challenge
Student page 91 Tell children that the song on the student page is the same song they have been reading with you. Have the whole group read the verse together several times. With each reading, lead a little less, turning over the flow to children.

Go Further
Student page 91 Teach children how to sing “I’ve Been Working on the Railroad.” Talk about how singing the song is different from reading the lyrics.

Assessment
Student self-assessment page 91 Have children check one of the three boxes to describe how they feel about this activity.

Assessment tips Do children participate in shared and group oral readings? Are they able to match repeated words and phrases?
Thinking About Reading

Week 19 • Activity 92

Materials
Student pages 91, 92

Concept
Distinguish between reality and fantasy.

Get Started
Read aloud “I’ve Been Working on the Railroad” with children. Remind them that this song tells about real workers on a railroad. Explain to children that some songs, just as some rhymes and stories, tell about things that could really happen. Other songs, rhymes, and stories tell about things that could not happen in real life. They tell about make-believe things. Tell children to listen as you read two short stories. Ask them to listen to decide which story tells about something that could really happen and which tells about something that is make-believe. Read the following:

- Chris watched the train pull into the train station. He watched the passengers get off the train. Finally he saw his father. “There he is!” Chris shouted.
- Chris watched the train pull into the station. The train saw Chris. The train said, “I’m sorry Chris. Your dad missed getting on me. He’ll be on the next one.”

Discuss the stories with children. As needed, help children realize that the first story tells about something that could happen in real life—a train pulling into a train station and a boy waiting for his father to get off the train. Lead children to see that the second story is make-believe. It tells about something that could not happen in real life—a real train could not talk to a boy.

Share train books with children, asking them to tell if the stories are about things that could happen in real life or if the stories are about make-believe things. Realistic stories you might share include Freight Train by Donald Crews and All Aboard Trains by Mary Harding. Fantasy stories include The Little Engine That Could by Watty Piper and The Caboose Who Got Loose by Bill Peet. You might also share Two Little Trains by Margaret Wise Brown (illustrated by Leo and Diane Dillon) to observe the journeys of a real train and a toy train. In this book, a real train travels the countryside crossing bridges, traveling through tunnels, and climbing mountains, while a toy train makes a similar journey around obstacles in a house.

Today’s Challenge
Student page 92 Invite the group to read “I’ve Been Working on the Railroad” with you. Once again, remind children that this song tells about real workers who helped build the railroad across the United States. Brainstorm with children the places where train tracks might lead real trains. Children might suggest over a bridge, through a tunnel, over a mountain, through a valley, or across the desert. List children’s suggestions on the board. Then have children draw pictures to show where a real train might go. Encourage children to refer to the list on the board to help them label their pictures.

Go Further
Student page 92 Children draw pictures to show something a real train carries. You might wish to brainstorm ideas with students before they begin. Depending upon the part of the country in which you live, some children may be surprised to learn that trains carry people. Help children label their drawings before sharing them with the class.

Assessment
Student self-assessment page 92 Have children check one of the three boxes to describe how they feel about this activity.

Assessment tip Can children distinguish between reality and fantasy?
Week 19 • Activity 93

Materials
Student page 93

Concept
Develop vocabulary by identifying how words are related.

Get Started
Display and read “I’ve Been Working on the Railroad.” Point to and read the second line, asking children to listen for two words that begin with the same sound. (live, long) Write the words on the board and have children name the letter that stands for the beginning sound in each word. (l)

Now tell children that you will say three words. Ask children to listen to tell how these words are the same: hear, horn, hammer. (They all begin with the /h/ sound and the letter h.) Write the words hear, horn, and hammer on the board. Say the words aloud as you underline the initial h in each word. Then ask children to suggest other words that begin with /h/.

Have children listen as you say three more words. This time, ask children to think of a different way the words are the same. Say the words baseball, soccer, and tennis. (They all name games that are played with balls.) Ask volunteers to suggest other “ball” games. (football, kickball, T-ball, basketball)

Instructions for Playing Same As
Explain that today children are going to play a game called Same As. Tell children that you will read three words. They must think about how the words are the same. Then they will think of another word that is the same as the three you read.

Tell children that the words have the same beginning sound. Children will name the beginning sound and the letter that stands for that sound. Then they should suggest another word that begins with the same sound.

Round One
- rain, rock, run (beginning /r/; rest, ring)
- king, kite, kitchen (beginning /k/; kind, key)
- house, hat, hut (beginning /h/; hand, hug)
- keep, key, kiss (beginning /k/; kite, king)
- road, ring, red (beginning /r/; rug, rag)
- hen, hello, happy (beginning /h/; hit, help)

Explain that the words in Round Two do not begin with the same sound. The words are the same in some other way. Read each set of words. Help children tell how the words are the same. Then ask them to name another word for the group. Possible responses are given.

Round Two
- cat, hamster, goldfish (pets: dog, gerbil, bird)
- drum, violin, piano (musical instruments: horn, tambourine)
- toes, fingers, head (parts of the body: leg, arm)
- daffodil, tulip, iris (kinds of flowers: daisy, rose)
- Jeff, Ben, Eric (names for boys: Nick, Pete)

Today’s Challenge
Student page 93 Help children name the pictures in each row and tell how they are the same: 1. train, boat—ways to travel; 2. knife, fork—tools for eating; 3. pie, cake—kinds of desserts; 4. hen, duck—animals with wings. Children draw a picture in each row to show another thing for the category.

Answers for student page 93: Children’s drawings will vary but should show related items.

Go Further
Student page 93 Partners create lists for the category “vegetables.” Remind children to use what they know about sounds and letters to write their words.

Assessment
Student self-assessment page 93 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify how words are related?
Building Words

Week 19 • Activity 94

Materials
Student page 94
Match Ups Cards (Week 19 Activity 94) (key, kangaroo, kite, ketchup, horse, helmet, helicopter, hammer, hose, harp, ring, rocket, rope, rainbow, sun, gum, bug, bus)

Concept
Develop phonemic awareness and phonics by identifying words that begin with these sounds and letters: /r/, /h/, /k/, short /u/.

Get Started
Read the first verse of “I’ve Been Working on the Railroad” aloud three times, each time asking children to listen for words with a particular sound.

- Reading 1 Children listen for words that begin with /r/. (railroad, rise)
- Reading 2 Children listen for words that begin with /h/. (hear, horn)
- Reading 3 Children listen for words that have short /u/. (up)

Then read the verse from the song that begins “Someone’s in the kitchen with Dinah.” (See page 91 of this guide.) Ask children to listen for words that begin with /k/ as you read. (kitchen)

Write the words children identify in four separate boxes drawn on the board or on chart paper. Label each boxed list with the letter that stands for the target sound. Underline the target letter in each word. Then ask volunteers to suggest additional words for each box. Remind children that the /u/ sound they hear at the beginning of up is most often heard in the middle of words. Add those words to the lists. Reread all the lists, making a point of connecting the target sound with the underlined letter.

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Ask children to move around to find another child who has a picture that begins with the same sound. (Children who cannot find a match based on beginning sounds should form their own group and then try to discover how their words are alike.)

When children have matched themselves up, ask each pair to say their words so that everyone can hear how they “match up.” Finally, have children sort themselves into three beginning-sound groups: /r/, /h/, and /k/. Children who are not part of any of the three beginning-sound groups should figure out how their picture names are alike. Help them discover that all four words have the /u/ sound in the middle.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 19 Activity 94.”

Today’s Challenge

Student page 94 Read aloud the directions. Help children name the key pictures and letters. Children name each numbered picture and select the letter to complete the picture name. For a hands-on option, make copies of the page so that children can cut out the pictures and sort them under the corresponding key picture.

Answers for student page 94: 1. kite 2. rope 3. ring 4. hammer 5. nut 6. mug

Go Further

Student page 94 Children use a finger to trace a letter—r, h, or k—on the back of a partner. The partner must identify the letter by its shape and then think of a word that begins with the sound the letter stands for. Before children begin, call on a volunteer to help you demonstrate the activity.

Assessment

Student self-assessment page 94 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words with these sounds and letters: /r/, /h/, /k/; short /u/?
Week 19 • Activity 95

Materials
Student page 95

Concept
Distinguish between reality and fantasy on multiple-choice tests.

Get Started
Remind children that writers sometimes write stories about things that could happen in real life, such as children going to school or workers doing a job. At other times, writers write stories that tell about things that could not really happen. They tell about make-believe things, such as trains that talk or animals that sing and dance. Explain that good readers pay attention to story details to know if a story tells about what is real or what is make-believe.

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read aloud the question.

Nemo is Liz’s pet hamster. He drinks water from a special bottle. He nibbles lettuce and carrot treats. He runs on his exercise wheel. But Nemo’s favorite thing to do is jump rope.

What is something a real hamster can NOT do?

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that C is wrong because the picture shows a hamster in an exercise wheel and, in real life, hamsters run in exercise wheels. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (D) from the remaining two choices. Be sure children understand why D is correct. (The picture shows a hamster jumping rope. Real hamsters can jump, but they cannot jump rope the way that people can.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 95 With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.


Go Further
Have children tell about something an animal can do only in a story about make-believe things. Encourage children who like to write to make a written response. Others should make their responses orally or with a drawing.

Assessment
Student self-assessment page 95 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children distinguish between reality and fantasy?
Week 20 • Activity 96

Materials
Student page 96

Concepts
Read aloud fluently and expressively.
Develop concepts of print (typographical clues).

Get Started
Before the session, write the following verse for “If You’re Happy and You Know It” on the board or on chart paper. Retain the song for use throughout the week.

If You’re Happy and You Know It
If you’re happy and you know it,
Sing a song. (tra la la)
If you’re happy and you know it,
Sing a song. (tra la la)
If you’re happy and you know it,
Then your face will surely show it.
If you’re happy and you know it,
Sing a song. (tra la la)

Tell children that today they will read the words to a song with you. Read the verse aloud as you run your hands under the print. When you come to the words in the parentheses, say them in a sing-song voice. Invite children to comment on the song, acknowledging those who may be familiar with it. Tell children that today they will be reading the words to the song with you and that they will have a chance to sing the song later.

Read the lyrics aloud several times more, inviting children to join you. Listen for the way children say the words. Lead children to see that they should say the words in a way that shows they are happy, the way the writer wanted the words to be read or sung. Demonstrate the difference by first reading the words in a lively, upbeat manner and then reading them in a lackadaisical, droning manner. Encourage discussion as to which version sounded happy and which sounded sad.

Track the print as you read the verse again, reminding children to use happy sounding voices as they read.

Encourage them to sing out the tra la la phrase.

To further develop print concepts, point to the words in the parentheses. Tell children that writers sometimes give readers extra information by putting words or directions inside curved lines like these. (Point to the parentheses.) Here, the writer is giving directions to the readers to do something—the writer wants the readers to sing the words tra la la.

Lead reading the song several more times until children develop some fluency with it. Then call on volunteers to lead the reading of the song.

Today’s Challenge
Student page 96 Explain to children that the song on the page is the same one you read with them. Read the song together as a group. Then have the class form two groups. Have one group say the first two lines, the second group say the second two lines, and the whole class join in to finish reading the song together. Remind children to use happy-sounding voices as they read.

Go Further
Student page 96 Teach children how to sing “If You’re Happy and You Know It.” Then ask children to help you create new “happy” verses for the song. Children might suggest phrases and actions such as: Clap your hands. (clap, clap); Tap your toe. (tap, tap); Laugh out loud. (ha, ha, ha). As time permits, write the new phrases and actions on strips of paper to place over the displayed verse. Have children read and then sing the new verse with you.

Assessment
Student self-assessment page 96 Have children check one of the three choices to describe how they feel about this activity.

Assessment tips Do children participate in shared and group readings? Do they emulate reading expressively?
Week 20 • Activity 97

Materials
Student pages 96, 97

Concept
Enhance comprehension by identifying the main idea of a story.

Get Started
Remind children that writers include details, or bits of information, in their stories or texts to make them more interesting to listeners and readers. These details tell information such as who is in a story, where a story takes place, and what happens. Tell children that when all these details are put together, they usually tell about one main, or big, idea.

Explain that writers usually have a main idea in mind before they begin to write. Tell children that you will read a text that has a main-idea sentence. Ask children to listen to find the main-idea sentence. You may need to read the text multiple times.

Dogs show their feelings in many ways. A happy dog wags its tail. It may try to bring you a toy or lick you. An excited dog barks. It may run in circles or jump. A sad dog keeps its head and tail down. It may hide in a corner and not look at you.

Ask children to raise their hands if they think they know the main-idea sentence. Ask several volunteers to say in their own words what they think the main idea is. Read the text once again and help children notice that the first sentence states the main idea.

Go Further

Student page 97 Children work with partners to draw pictures or write sentences in response to this main-idea sentence: *People have many ways to show that they are sad.* Before children begin, you may wish to brainstorm ideas with them. Children might suggest that people show they are sad by crying, hanging their heads, turning their backs, hugging a stuffed animal, and so on. After children have had a chance to share their ideas, help them to turn some of the ideas into new song verses. An example is provided here:

If you’re sad and you know it,
   Cry out loud. (boo hoo)
If you’re sad and you know it,
   Cry out loud. (boo hoo)
If you’re sad and you know it,
Then your face will surely show it.
If you’re sad and you know it,
   Cry out loud. (boo hoo)

Assessment

Student self-assessment page 97 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children recognize the main idea of a story?

Today’s Challenge

Student page 97 With children, read the song “If You’re Happy and You Know It” on page 96. Lead children to see that one of the ways in which people can show that they are happy is to sing a song. Then read aloud the directions on student page 97. Discuss with children some of the ways people have of showing that they are happy. Then have children draw pictures or write sentences to support this main idea sentence: *People have many ways to show that they are happy.*
Week 20 • Activity 98

Materials
Student page 98

Concept
Develop vocabulary by using meaning and phonetic clues to identify words (action words).

Get Started
Before the session, prepare a list of words that form the category “direction words.” In addition to the words suggested at the end of this section, you may want to include direction words that are specific to your classroom and environment.

Display and read the song “If You’re Happy and You Know It.” Have children tell what direction the writer is giving. (to sing a song) Write the word sing on the board or on chart paper. Remind children that a word like sing is an action word. It names an action that a person, or animal does. Then explain that many action words also give directions. Have children compare the use of the word sing in these sentences. Ask them to tell which sentence gives a direction.

I like to sing with the radio.
Sing the words softly.

Explain to children that singing is just one of many things they may be asked to do at school. Tell children that they will now play a game to name more direction words that they may hear at school.

Instructions for Playing What’s My Word?
To demonstrate the game, tell the group that you have a secret word that you want them to guess. Explain that you will give them clues. Tell children to listen carefully as you give these clues:

Today, all my secret words are direction words. My first word has one part, or syllable. It tells you to do something with scissors. The word rhymes with hut. It begins with the /k/ sound.
As needed, offer additional clues until a child guesses the word cut.

When each word is guessed, write it on the board or on chart paper. Have children say the word with you. Then call on volunteers to use the word in a sentence that gives a direction, for example, Cut the paper into two pieces.

Continue with the game until each child has guessed at least one direction word. Words you might use include: write, draw, trace, circle, color, match, paste, paint, dance, march, line up, pick up, pass out, collect, sort, wash, share, fold, whisper, read.

Today’s Challenge
Student page 98 Children will follow a set of directions to complete the page. Read the directions aloud once. Then read each direction line one at a time, pausing for children to complete the direction. After completing the page, have children compare the results. Did they all draw or write similar things? Why or why not?

Go Further
Student page 98 Play the direction game Simon Says. In this game, children follow only those directions that are preceded by the words Simon says. Any child who follows or begins to follow an action not preceded by the words Simon says is out of the game. The last child standing is the winner. Sample directions include:

• Simon says touch your toes.
• Simon says wave your hands.
• Simon says hop on one foot.
• Run in place. (do nothing)
• Simon says scratch your head.

Assessment
Student self-assessment page 98 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use meaning and phonetic clues to identify words (action words)?
**Week 20 • Activity 99**

**Materials**

Student page 99
Match Ups Cards (Week 20 Activity 99) (socks, sun, saw, sink, soap, sandwich, seven, six, seal, scissors, sailboat, sandals, suitcase, key, king, kangaroo, kite, kitchen)

**Concept**

Develop phonemic awareness and phonics by identifying words that begin with the sound /s/ and the letter s.

**Get Started**

Revisit the song “If You’re Happy and You Know It.” Ask children to tell what the writer wants happy readers to do. (Sing a song) Have children say the words sing and song, listening for the beginning sound in each word.

Have children repeat the words as you run your hand under the phrase Sing a song in the verse. Make the connection between /s/ and the letter s by having volunteers frame the /s/ words and compare the initial letters. Have children compare the capital S and the lowercase s, noting that the letters are the same except for their size.

Provide additional practice with beginning /s/. Say the following word pairs and have children sing tra la la, stopping the song at your signal, if the two words begin with the same sound:

- sad, seed (sing)
- sunny, supper (sing)
- hand, soft (don’t sing)
- safe, sign (sing)
- saw, work (don’t sing)

**Instructions for Playing Match Ups** Say the name of each picture as you distribute the picture cards. Then ask the child with the key picture (the one with the letter) to come forward. Have that child show the card and say the picture name aloud. Help children identify the letter on the card. Say: The word socks begins with /s/. The letter s stands for the sound you hear at the beginning of socks.

Have children look at their cards and say the picture names. Ask children whose picture names begin with /s/ to stand with the child holding the key picture. Ask children whose picture names do not begin with /s/ to form a second group. When children are sorted into two groups, ask each child in the /s/ group to say socks and his or her picture name to check that the beginning sounds “match up.” Repeat with the children in the second group to check that the beginning sounds do not match. Then ask the second group to tell how their picture names do match. (The picture names begin with /k/k.)

If you have more cards than children, distribute the extra cards for another round of play. When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 20 Activity 99.”

**Today’s Challenge**

**Student page 99** Read the directions aloud. Remind children that the letter s stands for the /s/ sound, the sound they hear at the beginning of seal. Then name the numbered pictures with children: sock, hat, sun, six, sink, five. Make sure children write the letter s to complete only the picture names that begin with /s/.

**Answers for student page 49:** 1. sock 3. sun 4. six 5. sink

**Go Further**

**Student page 99** Children draw pictures to show what a seal might do to show that it is happy. Encourage children to label their pictures.

**Assessment**

**Student self-assessment page 99** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify words that begin with the sound /s/ and the letter s?
Rule Out 2

Week 20 • Activity 100

Materials
Student page 100

Concept
Recognize the main idea of a text on multiple-choice tests.

Get Started
Remind children that writers include details, or bits of information, in their stories or text to make them more interesting to listeners and readers. These details all tell about the one important, or main, idea that a writer wants to share.

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and answer choices on the board or on chart paper. Read aloud the question and each answer choice for children. You may need to read the answer choices several times.

You can do three things to take care of your teeth. Brush your teeth after every meal. Don’t eat too many sweets. Visit a dentist twice a year.

What is the main idea the writer wants to share?
(A) Don’t eat too many sweets.
(B) Everyone should brush his or her teeth.
(C) Do three things to take care of your teeth.
(D) Dentists like people to visit them.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because it tells about only one thing you can do to take care of your teeth. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (This sentence is the main idea; the other sentences give details or tell more about this sentence.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 100 With the whole group, read aloud each story and the questions. Talk about the answer choices and help children identify the pictures. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.

Answers for student page 100: 1. B 2. D

Go Further
Have children think about the details of what they did during the day and then use the details to write a main-idea sentence about their day. You may wish to model the activity, telling some of the specific things you did and then creating a main-idea statement.

Assessment
Student self-assessment page 100 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children recognize the main idea of a text?
Read Out Loud

Week 21 • Activity 101

Materials
Student page 101

Concepts
Read at a “just right” pace.
Develop concepts of print (word identification).

Get Started
Before the session, write the rhyme “I’m a Little Teapot” on the board or on chart paper. Retain the copy of the rhyme for further use throughout the week.

I’m a Little Teapot
I’m a little teapot,
Short and stout.
Here is my handle.
Here is my spout.
When I get all steamed up,
Then I shout,
“Tip me over and pour me out.”

Tell children that today they will read a rhyme with you. Read the rhyme aloud several times to familiarize children with the text. Encourage children to ask questions about any words or ideas they don’t understand. Show a picture of a teapot, if available, or make a quick sketch. Tell children that the rhyme is about a talking teapot. Children who are familiar with the movie version of Beauty and the Beast will “get” the concept of lively serving pieces immediately.

Talk briefly about how to make tea, telling children that water is poured into the teapot and heated until it gets hot enough to make steam. The steam causes the teapot to whistle, or in this case “shout,” letting people know the water is ready to pour over tea leaves or a tea bag. If possible, bring in some prepared tea for children to taste.

Have children listen as you read the rhyme again. Tell them to listen to notice how you read the rhyme at a “just right” pace—a pace that is neither too fast nor too slow. Ask children if they think it would be easy or difficult to understand and enjoy the rhyme if you read it too quickly or too slowly. Children should recognize that a too-fast or too-slow reading would make it difficult to hear all the words or to listen for words that go together. Read the rhyme again and encourage children to join in. Set a comfortable pace and encourage children to try to stay together as they say the rhyme. Say that you want your voice and their voices to blend together to sound like just one voice.

To further print awareness, say these words one at a time and ask volunteers to locate them in the text: my, I, and me. Frame each word as it is located. Have children repeat the word in unison. Tell children that the three words go together. They are all words children can use to tell about themselves.

Now, read the rhyme several times more with the whole group, asking children to say it with you. Some children may know the rhyme as a song that has actions to go with it. Invite those children to sing the song and demonstrate the actions. Then lead the whole group in both song and actions.

Today’s Challenge
Student page 101 Tell children that the whole group will read the rhyme together. Remind children to follow your lead and to read at a “just right” pace. Lead the children in reading the rhyme several times.

Go Further
Student page 101 On their own, children recall and perform the actions that go with the rhyme while saying the words.

Assessment
Student self-assessment page 101 Have children check one of the three choices to describe how they feel about this activity.

Assessment tips Do children participate in shared and group oral readings? Can they match spoken words with identical words in print?
Week 21 • Activity 102

Materials
Student pages 101, 102

Concept
Enhance comprehension by noting sequence of events.

Get Started
Tell children that things they do in everyday life usually happen in a certain order. For example, they wake up, get washed and dressed, and go to school. It wouldn’t make sense to other people if children said they get washed and dressed and then wake up.

Explain that things usually happen in a certain order in stories, too. Something happens first, or at the beginning of the story; something happens next, or in the middle of the story; and something happens last, or at the end of the story.

Have children listen as you read the following story. Ask them to listen to be able to say what happens first, next, and last in the story.

Jamie puts some crackers on a plate. He spreads jam on the crackers. Then he eats his jam and crackers snack.

Ask volunteers to tell the story events in the correct order. You may wish to make quick sketches as children respond. Children can help you number the sketches 1, 2, and 3 to show the order. Draw three cracker rounds. Then show the same rounds with a layer of jam on top. Last, show one cracker with a bite taken out of it.

Today’s Challenge
Student page 102 Read the rhyme “I’m a Little Teapot” together with children. Have them point to each word as they read it to reinforce the concept of what a word is. On student page 102, children write the numerals 1, 2, and 3 to show the sequence represented in the rhyme. For a more “hands-on” experience, if you have access to a photocopier, reproduce the page and then have children cut out the individual pictures and place them in the correct order.

Answers for student page 102: top—1 middle—3 bottom—2

Go Further
Student page 102 Children tell the steps they follow to prepare something they like to drink. Talk about choices, such as making chocolate milk, opening and pouring a container of juice and adding ice, and so on. Remind children to tell the steps they follow in the correct order.

As an additional activity, read a story and ask children to retell the events in order.

Assessment
Student self-assessment page 102 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify sequence of events?
Week 21 • Activity 103

Materials
Student page 103

Concept
Develop phonemic awareness by categorizing words by initial sound (/b/, /l/, /m/).

Get Started
Tell children to listen as you say pairs of words. If the words begin with the same sound, children should make “a thumbs” up gesture. If the words do not begin with the same sound, children should make “a thumbs” down gesture. Use these words:

bike, boot (thumbs up)
leg, lake (thumbs up)
mark, bush (thumbs down)
bump, bark (thumbs up)
mess, lick (thumbs down)

Tell children this activity has been a warm-up for playing a game called Odd One Out.

Instructions for Playing Odd One Out Tell children that you will say three words. Two words will have the same beginning sound, and one will not. Their job is to point out the one word that does not have the same beginning sound, or the “odd one out.” Children should also identify the initial sound shared by the other two words. Use these groups of words.

- milk, lost, mean (lost; /m/)
- bull, bet, mine (mine; /b/)
- me, bee, my (bee; /m/)
- lap, land, bent (bent; /l/)
- miss, lean, map (lean; /m/)
- beet, bear, love (love; /b/)
- live, load, bunch (bunch; /l/)
- mitt, bus, most (bus; /m/)
- more, lock, leaf (more; /l/)
- mug, beef, bell (mug: /b/)

Today’s Challenge
Student page 103 When the group has finished playing the game, have children open their books to student page 103. Children name each animal on the merry-go-round ride. They write the letter that begins the animal’s name. Before children begin the activity, help them identify the animals, as needed. Demonstrate how to form each letter. Observe children as they write the letters to assess informally how well they are aware of each letter’s visual characteristics.

Answers for student page 103: lion—l; monkey—m; bear—b; butterfly—b; lamb—l

Go Further
Student page 103 Children choose one animal from the merry-go-round. They create a two-word name that is alliterative, such as Lenny Lion, Maura Monkey, and so on. Brainstorm ideas with the whole group before children make their individual responses.

Assessment
Student self-assessment page 103 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children demonstrate phonemic awareness by categorizing words by initial sound (/b/, /l/, /m/)?

Building Words

Week 21 • Activity 104

Materials
Student page 104
Match Ups Cards (Week 21 Activity 104) (tiger, tent, turkey, tire, two, toaster, table, ten, socks, sun, saw, sink, soap, sandwich, seven, six, seal, scissors)

Concept
Develop phonemic awareness and phonics by identifying words that begin with the sound /t/ and the letter t.

Display and read aloud the rhyme “I’m a Little Teapot.” Have children listen to identify two words that begin with /t/. Have them tap the top of their heads each time they hear a /t/ word. Once children have identified teapot and tip, frame each word and then frame the initial t. Ask a volunteer to name the letter. Have everyone repeat the letter name and then the sound it represents, /t/.

Say pairs of words and have children repeat the one in each pair that begins with /t/. Use these word pairs: tie, box (tie); gone, toy (toy); time, help (time); tease, knee (tease).

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Then ask the child with the key picture (the one with the letter) to come forward. Have that child show the card and say the picture name aloud. Have children identify the letter on the card. Say: The word tiger begins with /t/. The letter t stands for the sound you hear at the beginning of tiger.

Have children look at their cards and say the picture names. Ask children whose picture names begin with /t/ to stand with the child holding the key picture. Ask children whose picture names do not begin with /t/ to form a second group. When children are sorted into two groups, ask each child in the /t/ group to say tiger and his or her picture name to check that the beginning sounds “match up.” Repeat with the children in the second group to check that the beginning sounds do not match.

As a follow-up activity, have children in the second group identify how their pictures match up. Children should recognize that all the picture names begin with /s/. Have each child repeat the key word sun and then his or her picture name to prove that they do indeed match up.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 21 Activity 104.”

Today’s Challenge
Student page 104 Read aloud the directions. Children write t to identify picture names that begin with /t/. As needed, help children identify all the pictures on the page before they begin to work independently. As needed, model the strokes it takes to correctly form a t.

Answers for student page 104: 1. ten 3. tub 5. tape 6. tent

Go Further
Student page 104 Children try to say a /t/ tongue twister three times fast. Then they make up their own /t/ tongue twister to share with the group. Help children brainstorm a list of /t/ words that can work together to form simple, three- or four-word sentences. Possible words are toads, turtles, toys, turkeys, tops, tiny, tell, tap, tie, take.

Assessment
Student self-assessment page 104 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with the sound /t/ and the letter t?
Rule Out 2

Week 21 • Activity 105

Materials
Student page 105

Concept
Identify sequence of events on multiple-choice tests.

Get Started
Recall with children that things in life and things in stories usually happen in a certain order. Explain that paying attention to the order in which things happen helps readers better understand a story and remember it.

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to "rule out" some of the answers right away. Read the story. Write the question on the board or on chart paper. Draw the four answer choices. Read aloud the question.

The little teapot sat in the middle of the table alone. The toaster came along soon and sat down next to her. Three plates marched across the table and took their places. Three tiny teacups were the last to arrive.

Which picture shows the end of the story?

A  B  C  D

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that C is wrong because the picture shows the teapot alone on the table. This tells about the very beginning of the story, not the end. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (The picture shows three teacups arriving. The teacups, the story says, are the last to arrive.) Ask a volunteer to fill in the correct circle.

Today's Challenge

Student page 105 With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.


Go Further
Ask children to tell what happens in the middle of the story. Have children share and compare their responses.

Assessment

Student self-assessment page 105 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify a sequence of events?
Week 22 • Activity 106

Materials
Student page 106

Concepts
Read aloud with appropriate phrasing.
Develop concepts of print (end punctuation).

Get Started
Before the session, write the rhyme “Old MacDonald Had a Farm” on the board or on chart paper. Retain the copy of the rhyme for further use.

Old MacDonald Had a Farm
Old MacDonald had a farm,
E I E I O!
And on this farm he had a cow,
E I E I O!
With a moo, moo here,
And a moo, moo there,
Here a moo,
There a moo,
Everywhere a moo, moo.
Old MacDonald had a farm,
E I E I O!

Tell children that today they will read a rhyme with you. Read the rhyme aloud two or three times. Many children will be familiar with the words to this rhyme/song. Invite children to first read and then sing with you. Point to the line E I E I O each time it appears. Note that you and children are saying the individual letter names. The letters do not go together to form a word. Explain that the letter names just make a fun-sounding nonsense line in the rhyme.

Have children listen as you read the rhyme again. Tell them to listen to notice how you read the rhyme smoothly, letting words that go together flow together. Make the point that it would be difficult to understand and say the rhyme with you if you made lots of starts and stops as you read. Demonstrate by reading in a haphazard way, grouping words awkwardly. Explain to children that knowing how to sing the words in this rhyme helps you and them put words together correctly. Note that if the rhyme weren’t a song, the way the lines are written helps readers know which words belong together so that they can read smoothly.

To further print awareness, write a period and an exclamation mark on the board or chart paper. Remind children that these two marks (name them) signal where a sentence ends. Say that a sentence can be more than just one line of text. Have children find and count each exclamation mark to tell how many there are. Then have children find the period that ends one very long sentence. Have children read that sentence with you, too.

Now, read and sing the rhyme several times more with the whole group, asking children to join in. Note that when the words of the rhyme are sung, the words that belong together naturally flow together in the rhythm of the song.

Today’s Challenge
Student page 106 Tell children that the whole group will read the rhyme together. Remind children to follow your lead and to read smoothly, keeping together words that belong together.

Go Further
Student page 106 As a group, children choose other animals to replace the cow in the rhyme. After each animal selection is made, have the whole group recite the rhyme. Have children agree on the sound each animal makes before they begin to recite.

To continue modeling reading with fluency and appropriate phrasing, share some farm books with children.

Assessment
Student self-assessment page 106 Have children check one of the three choices to describe how they feel about this activity.

Assessment tips Do children participate in shared and group oral readings? Can they identify periods and exclamation marks as end marks for sentences?
Week 22 • Activity 107

Materials
Student pages 106, 107

Concept
Use story details to visualize.

Get Started
Ask children to describe a favorite toy. Ask: How did you know what to say? Did you make a picture of the toy in your mind? Explain to children that writers often picture things in their mind when they write. Good story writers try to put in enough details, or bits of information, to help their readers “see” in their minds what is happening. Tell children that as they listen to or read a story, they should try to picture in their mind who is in the story, where it happens, and what is going on.

Ask children to listen carefully as you tell a story. Explain that after you read, you and they will draw a picture to show what the story is about. Suggest that children close their eyes and try to picture in their minds what the story describes.

Bessie is the farmer’s favorite cow. She is white with big brown patches. Bessie likes to eat grass, especially the grass that grows right by the fence.

Model the beginnings of a drawing based on the story. Draw as you speak. The story tells about a cow. I know what a cow looks like from pictures I’ve seen. I’ll draw what I remember. I will make this cow white and add big dark patches on her because that’s how the story describes her. Continue to draw, but have children tell you what to add to the picture. As needed, reread the story to refresh children’s memories.

Have children draw their own pictures that show how they visualize the story. Make a point of explaining that each child’s drawing may differ because individuals use their own experiences to help them picture things in their mind.

Today’s Challenge
Student page 107 Read the rhyme “Old MacDonald Had a Farm” together with children. Track the print as you read by sweeping your hand below each line as you read it. On student page 107, children draw to show how they “see” a farm in their minds. Encourage children to share and compare their drawings. Have them talk about the individual elements in their drawings.

Go Further
Student page 107 Children discuss whether they would like or not like to live on a farm. Coach children to use complete sentences as they explain their preferences.

Assessment
Student self-assessment page 107 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use story details to visualize?
**Week 22 • Activity 108**

**Materials**
Student page 108
Come Here, Please Cards (Week 22 Activity 108)

**Concept**
Develop vocabulary by using meaning and phonetic clues to identify words that form categories.

**Get Started**
Do a quick read of the rhyme “Old MacDonald Had a Farm.” Point to the word farm. Then say these words: barn, fields, animals, tractor. Ask children to tell how the words are related to a farm. Children should recognize that the words name some things you would see on a farm. Invite children to suggest other related words. Tell children that this activity has been a warm-up for a game called Come Here, Please.

**Instructions for Playing Come Here, Please**
Explain that today children are going to play a game called Come Here, Please. You will give a clue about a picture. Children should examine their picture to see if it fits your clue. You will then ask the holder of the correct card to “Come here, please.” Today’s game will focus on looking for words in three different categories. After children identify and bring the pictures in a group to you, show all the pictures together and have children say how they are related. Use these clues.

**Round One** (number names)
Who has a picture that names ...
- a number that rhymes with shoe? (two)
- a number that rhymes with me? (three)
- a number that rhymes with fun? (one)
- a number that rhymes with alive? (five)
- a number that rhymes with licks? (six)
- a number that rhymes with Kevin? (seven)
- a number that rhymes with fine? (nine)
- a number that rhymes with late? (eight)
- a number that rhymes with hero? (zero)
- a number that rhymes with door? (four)

**Round Two** (kinds of signs)
Who has a picture that names ...
- a place where the fire alarm is? (fire station)
- something that tells you where to wait for the bus? (bus stop sign)
- something that shows you where to go to get out of a room or building? (exit sign)
- something that tells you not to go or walk? (stop sign)
- something that shows there is a place to learn nearby? (school sign)

**Round Three** (things that mark time)
Who has a picture that names ...
- something on a wall or desk that tells what hour it is? (clock)
- something that lets you know the months and days? (calendar)
- something you wear on your wrist and tells the time? (watch)

**Today’s Challenge**

**Student page 108** When the group has finished playing the game, have children open their books to student page 108. Children make a sign, using pictures and words. The sign should show a way people can keep safe. Before children begin to draw and write, talk with the whole group about different kinds of safety signs and their specific purposes.

**Go Further**

**Student page 108** Children tell the group about their signs and say where they would display or post them.

**Assessment**

**Student self-assessment page 108** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children use meaning and phonetic clues to identify words in categories?


Week 22 • Activity 109

Materials
Student page 109
Match Ups Cards (Week 22 Activity 109) (cow, comb, coat, can, corn, camel, candle, cake, cat, car, tiger, tent, turkey, tire, two, socks, sun, saw)

Concept
Develop phonemic awareness and phonics by identifying words that begin with the sound /k/ and the letter c.

Get Started
Display and read aloud the rhyme “Old MacDonald Had a Farm.” Have children listen to identify the word that begins with /k/. Once children have identified cow, frame the word and then frame the initial c. Ask a volunteer to name the letter. Have everyone repeat the letter name and then the sound it represents, /k/.

Say the following pairs of words and have children repeat the one in each pair that begins with the sound /k/ and the letter c. As each response is made, write the word on the board or chart paper and underline the initial c. Use these word pairs: call, doll (call); part, cart (cart); cape, tape (cape); pear, care (care).

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Then ask the child with the key picture (the one with the letter) to come forward. Have that child show the card and say the picture name aloud. Have children identify the letter on the card. Say: The word cow begins with /k/. The letter c usually stands for the sound you hear at the beginning of cow.

Have children look at their cards and say the picture names. Ask children whose picture names begin with /k/ to stand with the child holding the key picture. Ask children whose picture names do not begin with /k/ to form a second group. When children are sorted into two groups, ask each child in the /k/ group to say cow and his or her picture name to check that the beginning sounds “match up.” Repeat with the children in the second group to check that the beginning sounds do not match.

As a follow-up activity, have children in the second group now resort themselves into two groups—those holding pictures whose names begin with /t/ and those holding pictures whose names begin with /s/.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 22 Activity 109.”

Today’s Challenge
Student page 109 Read aloud the directions. Children write c to identify picture names that begin with /k/. As needed, help children identify all the pictures on the page before they begin to work independently. As needed, model how to correctly form the letter c.

Answers for student page 109: Children should write c to identify these pictures: can, cat, cake, and cup.

Go Further
Student page 109 Children search old magazines or catalogs to find pictures of objects whose names begin with /k/. They also copy words that begin with c. If children can use a break from seat work, send teams on a “c” scavenger hunt in the room. Have children identify and collect appropriate objects. Just for fun, have children count the number of c’s there are in the Go Further directions!

Assessment
Student self-assessment page 109 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with the sound /k/ and the letter c?
Week 22 • Activity 110

Materials
Student page 110

Concept
Use story details to visualize on multiple-choice tests.

Get Started
Remind children that story writers and story artists picture in their own minds what a story will be about, who is in the story, and where the story takes place. Good readers look for details, or bits of information, in a story to help them picture what is going on.

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the story. Write the question on the board or on chart paper. Draw the four answer choices. Read aloud the question.

The farmer puts his favorite fruit on the table.
The fruit is red and juicy.
It is very big and has small black seeds.
He will cut thick slices for everyone.

Which shows the farmer’s favorite fruit?

A  

B  

C  

D  

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that D is wrong because the picture shows a banana. A banana is yellow, not red, and it has no seeds. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (The picture shows a watermelon. A watermelon is red on the inside, is juicy, and has little black seeds.) Ask a volunteer to fill in the correct circle.

Today’s Challenge

Student page 110 With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.


Go Further

Have each child describe a funny animal to a partner, who has to use the details of the description to draw the animal. Encourage children to share their pictures.

Assessment

Student self-assessment page 110 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use story details to visualize?
**Week 23 • Activity 111**

**Materials**
Student page 111

**Concepts**
Read aloud fluently.
Develop concepts of print (end marks: period).

**Get Started**
Before the session, write the rhyme “Miss Polly” on the board or on chart paper. Retain the rhyme for use throughout the week.

**Miss Polly**
Miss Polly had a dolly
Who was sick sick sick.
So she phoned for the doctor
To be quick quick quick.
The doctor came
With her bag and her hat
And she knocked on the door
With a rat tat tat.
She looked at the dolly
And she shook her head
And she said, “Miss Polly,
Put her straight to bed.”

Display the rhyme. Tell children that today they will read this rhyme with you. Read the title aloud. Ask if children notice anything about the title and the first two words of the rhyme. (They are the same.)

Read the rhyme aloud twice to familiarize children with the text. Invite children to comment on the rhyme or ask questions. Some children may recognize “Miss Polly” as a song, a jump-rope rhyme, or a clapping game. Some children may need help in recognizing that Miss Polly is a girl who is pretending that her doll is sick. Ask children if they have ever pretended that one of their dolls or stuffed animals was sick. What did you do to make your doll or stuffed animal feel better?

To review print concepts, have children recall that a period signals the end of a sentence, or thought. Ask a volunteer to find the first period in the rhyme. (end of the second line) Track the text as you read aloud these two lines and let your hand come to rest under the period. Tell children that together the two lines make one sentence. Ask children what readers should do when they see a period. (Stop for a moment before reading the next line.)

Ask a volunteer to find the next period in the rhyme and tell how many lines make up this sentence. (two) Read this sentence aloud. Continue until all the sentences have been identified and read. Read the rhyme several times more until children are comfortable saying it with you.

**Today’s Challenge**
**Student page 111** Tell children that the rhyme on the page is the same one you read with them. Read the rhyme together. Then have the class form two groups. Lead reading the rhyme again, this time having groups alternate sentences. Tell children to look for periods as they read and to follow along as others read so that they know when sentences end and begin.

**Go Further**
**Student page 111** Children choose a way to perform “Miss Polly.” They may sing the rhyme. They may chant it while jumping rope or clapping. For the clapping game, repeat the actions below for each line. The slap on the thighs emphasizes the first syllable of each line.

Slap thighs. Clap.
Clap right hands with a partner. Clap.
Clap left hands with a partner. Clap.
Clap both your partner’s hands.

**Assessment**
**Student self-assessment page 111** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tips** Do children participate in shared oral readings? Do they understand the function of a period?
Week 23 • Activity 112

Materials
Student pages 111, 112

Concept
Enhance comprehension by noting story details.

Get Started
Explain to children that storytellers and writers include details, or bits of information, in their stories to help the reader to “see” and to understand what happens. These details tell more about who is in the story, where the story takes place, and what happens. Share the following stories with children.

• Justin didn’t feel well. Mom gave Justin some soup. She told Justin to lie down and rest.
• Justin didn’t feel well. His stomach hurt and his face felt hot. Mom made Justin some chicken noodle soup. Then she put a sheet and a blanket on the sofa. She gave Justin a pillow so that he could lie down and rest.

Discuss the two stories with children, asking them to tell which story was more interesting and why. (Children should identify the second story, noting that it gives readers more information so that they can “see” and understand what happened in the story.) Have volunteers recall some of the details from the second story. Lead children to see that the details in a story help readers get more involved with the people in the story and what happens. The second story tells readers more about how Justin feels and how his mother tries to make him feel better.

Today’s Challenge
Student page 112 Children draw pictures to identify details from the rhyme “Miss Polly” on page 111. Before children begin, display the rhyme and read it aloud. Ask children to listen for details as you read. Then read the rhyme a few times. You may want to specify the details children should listen for and draw by asking questions, such as: How did Miss Polly get the doctor? What did the doctor come with? What did the doctor do when she saw the dolly?

When children finish their drawings, encourage them to use what they know about sounds and letters to label their pictures. You might also point out that children can refer to the rhyme to help them label the details their drawings show.

Go Further
Student page 112 Children tell about a time when they were sick. Encourage children to include details about how they felt and what they did to feel better or how family members or friends helped make them feel better.

Assessment
Student self-assessment page 112 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify story details?
Week 23 • Activity 113

Materials
Student page 113

Concept
Develop vocabulary by identifying how words are different (initial consonant, meaning).

Get Started
Display and read “Miss Polly.” Then tell children that you are going to say three words from the rhyme. Ask children to listen to find out how the words are related, or the same. Point to and read the words dolly, doctor, door. (They all begin with /d/l/d.)

Now tell children that they will listen to a group of four words. One of the words is different from the others and does not belong in the group. Listen: dolly, doctor, door, hat. Which word is different from the others? (hat) How is it different? (Hat does not start with /d/. What words begin /d/?)

Ask children to listen as you say four more words: hat, mittens, scarf, sandals. Repeat the words, asking children to tell which word is different from the other words and why. Lead children to say that sandals is different because hat, mittens, and scarf are things for cold weather and sandals are for warm weather. Have volunteers name other words that are related to hat, mittens, and scarf. (Possibilities are gloves, coat, and boots.)

Instructions for Playing Different From Explain that today children are going to play the game Different From. Tell children that you will read four words. They must find the word that is different from the other words and tell how it is different. Then they will think of words that are the same as the other words in the group. Tell children that for Round One of the game they will listen for beginning sounds to find the word that is different.

Round One
- house, hand, book, hose (book; does not begin with /h/)  
- rock, road, run, dog (dog; does not begin with /t/)  
- five, fish, juice, fox (juice; does not begin with /f/)  
- van, vest, violin, silly (silly; does not begin with /v/)  
- bank, bed, book, nap (nap; does not begin with /b/)  

For Round Two, children tell how most of the words are related and name words that are related to the group.

Round Two
- six, five, three, nose (nose; not a number word)  
- doctor, teacher, painter, red (red; not a worker)  
- green, pink, blue, cup (cup; not a color word)  
- chair, table, ball, desk (ball; not furniture)  
- window, bike, door, roof (bike; not a part of a house)

Today’s Challenge
Student page 113 Have children turn to student page 113. Read aloud the directions. Help children name the pictures and find the two pictures in each row that are the same. The pictures and categories are: 1. moon, cloud, car—things we see in the sky; 2. cowboy hat, cup, top hat—kinds of hats; 3. apple, pencil, banana—kinds of fruit or food; 4. seesaw, swing, book—things at a playground. Children then cross out the picture that does not belong and write or draw to show a thing that could belong in the group.


Go Further
Student page 113 Have children cut out and sort magazines pictures to create categories of three things that are “the same” and one that is different. Children can then have partners identify the item that is different.

Assessment
Student self-assessment page 113 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify how words are different?
Building Words

Week 23 • Activity 114

Materials
Student page 114
Match Ups Cards (Week 23 Activity 114) (pig, pin, zip, mill, hill, fish, six, fin, bib, slide, pie, bike, knife, kite, five, dive, cat, hat)

Concept
Develop phonemic awareness and phonics by identifying words that have the short /i/ sound and the letter i.

Get Started
Display and read aloud the rhyme “Miss Polly.” As you say Miss, draw out the middle sound, /i/. Have children repeat the word with you, listening for the middle sound. Write Miss on the board, underlining the letter i as you say it.

Ask children to listen as you say another word. Have them listen for the middle sound as you say sick. Do Miss and sick have the same middle sound? (yes) Write sick on the board, underlining the letter i. What letter stands for the sound in the middle of Miss and sick? (i)

Provide additional practice with /i/. Say the following word pairs and have children give a “thumbs up” if the two words have the short /i/ sound and a “thumbs down” if they do not:
- big, stick (thumbs up)
- dig, ship (thumbs up)
- kiss, ride (thumbs down)
- wish, list (thumbs up)
- lid, cap (thumbs down)

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Ask the child with the key picture (the one with the letter) to come forward. Have that child show the card and say the picture name aloud. Help children identify the letter on the card. Say: The sound in the middle of pig is /i/. The letter i stands for the sound in the middle of pig.

Have children look at their cards and say the picture names. Ask children whose picture names have the /i/ sound to stand with the child holding the key picture. Ask children whose picture names do not have the /i/ sound to form a second group. When children are sorted into two groups, ask each child in the /i/ group to say pig and his or her picture name to check that the sounds “match up.” Repeat with the children in the second group to check that the sounds do not match.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 23 Activity 114.”

Today’s Challenge
Student page 114 Read the directions. Name the pictures on the page: wig, crib, bag, fish, map, ship. Make sure children understand that they will write the letter i to complete only the words that have the short /i/ sound.

Answers for student page 114: 1. wig 2. crib 3. bag 4. fish 6. ship

Go Further
Student page 114 Children draw and label pictures of things whose names have the /i/ sound. Before children begin, review the /i/ words on the page and suggest they think of words that rhyme with crib, lick, and big.

Assessment
Student self-assessment page 114 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words with the short /i/ sound and the letter i?
Rule Out 2

Week 23 • Activity 115

Materials
Student page 115

Concept
Identify story details on multiple-choice tests.

Get Started
Remind children that writers include details, or bits of information, in their stories to help readers and listeners to “see” and to understand what happens in a story. The details tell more about who is in the story, what happens, and where the story takes place.

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read aloud the question.

Justin was feeling much better. He wanted to play soccer with his friends. But Mom thought Justin should rest and play quietly for one more day. She gave Justin a glass of juice and a new puzzle to do. Then she promised that Justin could play soccer tomorrow.

Which picture shows how Justin’s mom wanted him to play quietly?

A. Glass of juice
B. Puzzle
C. Soccer ball
D. Book

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that D is wrong because the picture shows a book and the story doesn’t mention a book. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (The picture shows puzzle pieces and the story says that Justin’s mom gave him a new puzzle to do.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 115 With the whole group, read aloud the story and the questions. Talk about the answer choices and help children identify the pictures. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.


Go Further
Prepare ahead of time several sheets of paper on which the outlines of houses, people, or animals have been drawn. Assign partners and distribute an outline to each partnership. Tell children to take turns naming a detail for the partner to add to the outline. Circulate among children, offering suggestions to help them get started. When adding details to an animal outline, for example, you might suggest: This animal has long ears, like a rabbit. Give the animal a long, thin mouse tail. This animal’s nose looks like an elephant’s trunk.

Assessment
Student self-assessment page 115 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify story details?
Read Out Loud

Week 24 • Activity 116

Materials
Student page 116

Concepts
Read aloud fluently.
Develop concepts of print (directionality).

Get Started
Before the session, write the first verse of the song “Sing a Song of Sixpence” on the board or on chart paper. Retain the copy of the verse for further use throughout the week. The second verse is included for your use later in the week.

Sing a Song of Sixpence
Sing a song of sixpence,
A pocket full of rye.
Four and twenty blackbirds,
Baked in a pie.
When the pie was opened,
The birds began to sing.
Wasn’t that a dainty dish
To set before the king?
The king was in his counting house
Counting out his money.
The queen was in the parlor
Eating bread and honey.
The maid was in the garden
Hanging out the clothes.
When down came a blackbird
And pecked her on the nose.

The surprises included animals. Small animals such as birds, rabbits, frogs, and turtles were hidden under the pie crust. Then, when the pie was opened, the animals were set free to the amusement and delight of the guests. You might also explain that a sixpence is a coin and that it may be the cost of buying a pocket of rye seeds to attract the birds.

Track the print as you read the verse again, having children echo each line. Direct attention to the print and ask children to name any letters or words they may recognize. Call on volunteers to track the print as you read from left to right. Have each volunteer point out where you should read next as you finish each line of the verse.

Read the verse several times more in this manner, each time letting children assume more of a leading role.

Today’s Challenge
Student page 116 Tell children that the song on the student page is the same song they have been reading with you. Have the whole group read the verse together several times.

Go Further
Student page 116 Teach children to sing “Sing a Song of Sixpence.” Ask children to tell how singing the song is alike and different from just reading the words. Children may realize that when reading and singing, pauses occur after each line. Children may also notice a stronger rhythm, or beat, to the words when they sing the words.

Assessment
Student self-assessment page 116 Have children check one of the three choices to describe how they feel about this activity.

Assessment tips Do children participate in shared and group oral readings? Can children track print from left to right?
Week 24 • Activity 117

Materials
Student pages 116, 117

Concept
Enhance comprehension by identifying story elements (characters, events).

Get Started
Tell children that all stories include certain important parts. These parts answer the questions Who? What? and sometimes Where? A writer tells who is in a story, what happens, and sometimes where the story takes place. Call on a volunteer to tell a story about something that happened during the school day. Help the class identify who is in the story and what important things happened. Make the point that it is impossible to tell a story without naming who is in it and saying what happens.

Have children listen as you read the following story. Ask them to listen to be able to say who is in the story, or who the characters are, and what important things happen.

Every morning, Dad makes lunch. This morning, he made a ham and cheese sandwich for Sue. Then he made a ham, cheese, lettuce, and onion sandwich for himself. Dad put one sandwich in Sue’s lunch bag and one sandwich in his lunch bag. At lunch time, Sue had a big surprise. A ham, cheese, lettuce, and onion sandwich was in her lunch bag!

Call on volunteers to tell who is in the story.
(Dad, Sue) Then ask children to tell about some things that happened. (Dad made two sandwiches; he put the sandwiches in wrong lunch bags; Sue got Dad’s sandwich at lunch.)

Today’s Challenge

Student page 117 Read aloud “Sing a Song of Sixpence” on page 116 with children. Have them track the print as they read to reinforce left-to-right directionality. Observe children to see that they can make the return sweep to begin reading the next line. On student page 117, have children draw or write to tell what happened when the pie was opened. If children choose to respond by drawing, suggest that they write a label for their picture. Remind children to think about what they know about letters and sounds to help them write words or sentences.

Go Further

Student page 117 Children work with partners to create stories that explain who the blackbirds put into the pie and why. After each partnership shares its story with the group, have volunteers tell who is the story and what happens.

As an additional activity, read aloud a story and ask children to identify the characters and tell some of the main events.

Assessment

Student self-assessment page 117 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify story elements (characters, events)?
Week 24 • Activity 118

Materials
Student page 118

Concept
Develop vocabulary by using meaning and phonic clues to identify words.

Get Started
Before the session, prepare a list of words that form the category “action words.” In addition to the words suggested at the end of this section, you may want to include actions that are specific to your room and environment.

Display and read the rhyme “Sing a Song of Sixpence.” Then ask children help you to list action words from the rhyme. Write the present tense of each action word on the board or on chart paper: bake, open, sing, set.

Call on volunteers to come to the front of the room. Whisper a different action word to each volunteer. Then have the volunteers, one at a time, act out the action for the rest of the group to identify. Recall with children that action words tell what people and animals do.

Tell children that they will now play a game to name some more action words.

Instructions for Playing What’s My Word?
To demonstrate the game, children that you have a secret word that you want them to guess. Explain that you will give them clues. Tell children to listen carefully as you give these clues:

Today, all my secret words are action words. My first word has one part, or syllable. It tells what a person does to make a pie. The word rhymes with lake. It begins with the /b/ sound.

As needed, offer additional clues until a child guesses the word bake.

When each word is guessed, write it on the board or on chart paper. Have children say the word with you. Encourage children to pantomime the word to verify that it is an “action.”

Continue with the game until each child has guessed at least one word. Action words you might use include: count, write, eat, drink, jump, crawl, walk, run, brush, wash, clap, wave, sweep, vacuum, swim, skate, carry, drop.

Today’s Challenge
Student page 118 Children draw pictures to show something that they did today. Read the directions aloud. Invite discussion of the different activities children engaged in throughout the day. List phrases on the board or on chart paper to record the activities, for example: draw a picture, read a book, build with blocks. When children have finished their drawings, have each child write an action word or a sentence to tell about the picture. Offer assistance as needed, helping children segment phonemes to sound out words and referring children to the list of activities on display.

Go Further
Student page 118 Have children, one at a time, pantomime the activities they drew. Ask observers to guess the action that is being performed. When the activity has been guessed, encourage the child to show his or her picture and read aloud the action word or sentence.

Assessment
Student self-assessment page 118 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use meaning and phonic clues to identify words?
Building Words

Week 24 • Activity 119

Materials
Student page 119
Match Ups Cards (Week 24 Activity 119) (cow, comb, can, corn, corn, camel, candle, socks, sun, seven, saw, tiger, tent, turkey, two, pig, pin, hill, fish)

Concept
Develop phonemic awareness and phonics by identifying words that have these sounds and letters: /sl/, /tl/, /kl/; short /i/.

Get Started
Read “Sing a Song of Sixpence” aloud three times, each time asking children to listen for words with a particular sound. As children identify the words, list them on the board or on chart paper. Create a separate list for each sound.

• Reading 1 Listen for words that begin with /sl/. (sing, song, sixpence, sing, set)
• Reading 2 Listen for words that begin with /tl/. (to)
• Reading 3 Listen for words with short /i/. (sing, in, dish, king)

Ask children to listen as you read another verse of the song. Read aloud the second verse of the song to familiarize children with the words. (See page 116 of this guide.) Then ask children to listen for words that begin with /kl/ as you read again. (counting, came) If children suggest the word king, accept it and point out that /kl/ may be spelled with k or with c.

Review the word lists one at a time. Underline the target letter in each word as you read it aloud. Then label the list with that target letter. Ask volunteers to suggest additional words for each list. Reread all the lists, connecting the target sound and letter.

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Ask children to move around to find another child who has a picture that begins with the same sound. (Children who cannot find a match based on beginning sounds should form their own group and then try to discover how their words are alike.)

When children have matched themselves up, ask each pair to say its words so that everyone can hear how they “match up.” Finally, have children sort themselves into three beginning-sound groups: those holding cards whose picture names begin with /sl/, those holding cards whose picture names begin with /tl/, and those holding cards whose picture names begin with /kl/.

Children who are not part of any of the three beginning-sound groups should figure out how their picture names are alike. Help them discover that all four words have the short /i/ sound in the middle.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 24 Activity 119.”

Today’s Challenge

Student page 119 Read aloud the directions. Help children name the key pictures and their corresponding key letters. Children name each numbered picture and select the letter to complete the picture name. For a hands-on option, make copies of the page so that children can cut out the pictures and sort them under the corresponding key picture.

Answers for student page 119: 1. can 2. sun 3. top 4. six 5. wig 6. bib

Go Further

Student page 119 Children use a finger to trace a letter—s, t, or c—on a partner’s back. The partner must identify the letter by its shape and then think of a word that begins with the sound the letter stands for. Before children begin, call on a volunteer to help you demonstrate the activity.

Assessment

Student self-assessment page 119 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words with these sounds and letters: /sl/, /tl/, /kl/; short /i/?
**Week 24 • Activity 120**

**Materials**
Student page 120

**Concept**
Identify story elements (characters, events) on multiple-choice tests.

**Get Started**
Remind children that all stories include certain parts that tell who is in a story, what happens, and where it happens. Explain to children that remembering who is in a story and what happens can help them to better understand the story and share it with others.

Tell children that sometimes they will be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read aloud the question.

Fred Frog sits on a log by the pond. When an animal comes by, Fred jumps—Splash—into the water. The other animals don’t like this, but Fred thinks it’s fun.

Today, a boy is fishing at the pond. Fred sits and watches. When Trish Fish starts to bite the fishhook, Fred jumps—Splash—into the water.

Trish Fish sees the hook and swims away. “Thanks, Fred!” she calls.

Who is the story mostly about?

**Answers for student page 120:** 1. B 2. D

**Go Further**
Have children write or draw to name the characters in a favorite story. As needed, help children label the characters by name and write the title of the story. When children are finished, have them share their responses and tell something about what happens in the story.

**Assessment**

**Student self-assessment page 120** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify story elements (characters, events)?
Materials
Student page 121

Concept
Use typographic clues (capitalization, boldface print) to read aloud expressively.

Get Started
Before the session, write the rhyme “Wiggle, Waggle, Waddle” on the board or on chart paper. Retain the copy of the rhyme for further use throughout the week.

Wiggle, Waggle, Waddle
Wiggle, waggle, waddle all in a line,
Three little ducks are happy and fine.
Off to swim in the clear, blue lake,
They all know which path to take.

Wiggle, waggle, waddle all in a row,
Into the water the three ducks go.
Quack! Quack! says the first duck. QUACK!
QUACK! QUACK! say his brothers back.

Wiggle, waggle, waddle back on the shore,
The three little ducks will swim no more.
There’s no more time to splash and play,
But they’ll swim on another day.

Tell children that today they will read a rhyme with you. Read the rhyme aloud two or three times to familiarize children with the text. Invite children to ask questions about any concepts or words they may not know. As needed, explain that the words wiggle, waggle, and waddle describe how the little ducks walk. Demonstrate a wobbly, waddling gait.

Have children listen as you read the rhyme again. Tell them to listen to notice how you change your voice when you come to some words. As you read, point to each word in turn. This will not only help reinforce the concept of what a word is, it will also help children keep their place as they follow along on your reading. When you come to the first two occurrences of the word Quack, read them as you would the surrounding text. When you come to QUACK, read it in a louder tone. When you read QUACK, read the word very loudly, as if to show the two voices of the duck brothers answering back. Ask children to tell how the way the words are written affected how you said them. Explain that sometimes writers use different kinds of print to show that they want some words said in a special way. All capital letters mean to say a word more loudly. All capital letters and dark print means to say a word very loudly. Have children repeat the word quack with you three different ways.

Now, read the rhyme several times more with the whole group, asking children to join in as they are able. Have them be ready to join in on each “quack.” If time permits, you may like to have children form a line behind you to act out the ducks’ walk. As you and children wiggle, waggle, and waddle, read the rhyme again.

Today’s Challenge
Student page 121 Tell children that the whole group will read the rhyme together. Remind children to follow along as you read the words and lines in the text. Encourage them to use a finger to keep their place as you and they move from left to right and down the page. Tell children to be on the lookout for special kinds of print that will signal how to say a word.

Go Further
Student page 121 Read the directions and then the words the ducks say. Read all the words, including those that are capitalized, in the same voice. Then have children demonstrate how to use type clues to say the words expressively.

Assessment
Student self-assessment page 121 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use typographic clues to read aloud expressively?
Week 25 • Activity 122

Materials
Student pages 121, 122

Concept
Demonstrate comprehension by retelling a story.

Get Started
Tell children that when people read a story they like, they often tell others about the story. They retell the story in their own words. Explain that when someone retells a story, he or she tells who is in the story, where the story takes place, and what important things happen. Say that people who can retell a story show that they understood the story they listened to or read and can remember it well.

Have children listen to this story. Tell them to be ready to retell the story in their own words later on.

The three duck brothers get hungry each time they swim. So, they stop for a snack. First, one brother dips his head into the water and catches a little fish. Then the other brothers dip their heads into the water and catch little bugs. The ducks dip and eat, dip and eat until they are full. Then they swim and play again.

Call on several volunteers to retell the story in their own words. Remind children to include details about who, where, and what happens.

Today's Challenge
Student page 122 Read the rhyme “Wiggle, Waggle, Waddle” together with children. Track the print as you read by sweeping your hand below each line as you read it. Suggest that children move a finger below the text to help them keep their place during the reading. On student page 122, children draw or write to retell the rhyme of the three little duck brothers. Encourage children to show their drawings as they share their retellings orally with the group. Have children call attention to specific elements in the drawing that reflect details of the rhyme.

Go Further
Student page 122 Children tell what they know about real ducks. Suggest that children think about where ducks live, what they may like to eat, how they move, and so on.

Assessment
Student self-assessment page 122 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children retell a story?
Week 25 • Activity 123

Materials
Student page 123

Concept
Build vocabulary by identifying words that are related (naming words).

Get Started
Display the rhyme “Wiggle, Waggle, Waddle.” Read aloud the first four lines. Call attention to the words ducks, lake, and path. Tell children that the words go together because they are all naming words. Recall that the job of a naming word is to identify a person, place, thing, or animal. Invite children to suggest other naming words. Get them started by asking them to think of words that name things near or in a lake. They may suggest trees, water, fish, rocks. Then have children listen to each pair of words you say. They should tell you which word is not a naming word. Use these pairs of words: boat, ask (ask); sit, river (sit); grass, draw (draw). Tell children that this activity has been a warm-up for a game called Odd One Out.

Instructions for Playing Odd One Out
Tell children you will say three words. Two words will be naming words; one will not. Their job is to point out the one word that is not a naming word, or the “odd one out.” Use these groups of words.

- desk, wagon, tell (tell)
- cheese, ran, bun (ran)
- eat, bed, egg (eat)
- school, speak, tree (speak)
- listen, stove, lamp (listen)
- book, pen, sing (sing)
- net, glass, pull (pull)
- sell, sky, king (sell)
- bird, push, worm (push)
- hair, lips, chew (chew)

Today’s Challenge
Student page 123 When the group has finished playing the game, have children open their books to student page 123. Children draw or write to identify some things that grow. Invite volunteers to share their ideas.

Go Further
Student page 123 Children identify two things that they know will never grow. Provide old magazines and catalogs of different types, if possible, to start children's thinking.

Assessment
Student self-assessment page 123 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify how words are related?
Building Words

Week 25 • Activity 124

Materials
Student page 124
Match Ups Cards (Week 25 Activity 124) (watch, web, window, wing, worm, wagon, well, windmill, watermelon, walrus, zebra, zipper, zoo, zero, zookeeper, zig-zag, x-ray, xylophone)

Concept
Develop phonemic awareness and phonics by identifying words that begin with the sound /w/ and the letter w.

Get Started
Display the story “Wiggle, Waggle, Waddle.” Point to the title as you read it aloud. Ask children what is the same about all three words in the title. Children should recognize that all three words begin with the same sound, /w/. Ask a child to name the letter that begins each word. Frame the letter w in each word. Have everyone repeat the letter name and then the sound it represents, /w/. Read aloud the second verse of the story and ask children to listen for another word that begins with /w/. Have a volunteer find the word water and then point to the initial w.

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Then ask the child with the key picture (the one with the letter) to come forward. Have that child show the card and say the picture name aloud. Have children identify the letter on the card. Say: The word watch begins with /w/. The letter w stands for the sound you hear at the beginning of watch.

Have children look at their cards and say the picture names. Ask children whose picture names begin with /w/ to stand with the child holding the key picture. Ask children whose picture names do not begin with /w/ to form a second group. When children are sorted in two groups, ask each child in the /w/ group to say watch and his or her picture name to check that the beginning sounds “match up.” Repeat with the children in the second group to check that the beginning sounds do not match.

As a follow-up activity, have children in the second group now resort themselves into two groups—those holding pictures whose names begin with /z/ and those holding pictures whose names begin with /eks/.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 25 Activity 124.”

Today’s Challenge
Student page 124 Read aloud the directions. Children write w to identify picture names that begin with /w/. As needed, help children identify all the pictures on the page before they begin to work independently. Model how make the strokes to form the letter w.

Answers for student page 124: Children should write w to identify these pictures: 1. web 2. wolf 4. window 5. wagon.

Go Further
Student page 124 Children write the word that names the picture. (wig) The number of letters children write correctly is a good indicator of how well they are understanding and applying the relationship between sounds and letters.

Assessment
Student self-assessment page 124 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with the sound /w/ and the letter w?
Week 25 • Activity 125

Materials
Student page 125

Concept
Demonstrate comprehension by retelling a story on multiple-choice tests.

Get Started
Remind children that readers often like to retell stories they like in their own words. Say that when retelling a story it is important to include details about who is in the story, where the story takes place, and what important things happen.

Tell children that sometimes they will be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the story. Write the question on the board or on chart paper. Draw the four answer choices. Read aloud the question.

Wolf likes to make furniture. But he has lots of chairs already. He has two tables, too. Wolf sees that he could use a bookcase, but he has a better idea. Wolf starts to make a new bed for himself.

Which shows what the wolf makes in the story?

A  B  C  D

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because the picture shows a chair. The story says the wolf already has many chairs. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (The picture shows a bed. The wolf starts to make a bed at the end of the story.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 125 With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.


Go Further
Have children retell the story in their own words, using pictures they draw as aids, if they wish. Help children notice that all story retellings are not exactly the same. The person who tells the story uses his or her own words and chooses which details are most important to include.

Assessment
Student self-assessment page 125 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children retell a story?
Week 26 • Activity 126

Materials
Student page 126

Concept
Read aloud expressively to convey characters’ feelings.

Get Started
Before the session, write the story “A Cat Tale” on the
board or on chart paper. Retain the copy of the story
for further use throughout the week.

A Cat Tale
Once there was a big old cat
who was not very nice to mice.
Day and night, night and day,
that cat chased the mice away.
“Something has to be done,”
said one mouse bravely.
“Something HAS to be done!
Someone should put a bell
on that cat.
The sound of the bell will tell us
if she is near.”
Well, the brave mouse did just that!
Now the big old cat can’t catch the mice.

Tell children that today they will read a story
with you. Read the story aloud multiple times
to familiarize children with the story text. Invite
children to ask questions about any concepts or
words they may not know. Have volunteers tell
what they know about how cats behave. As
needed, explain that cats move very quietly so
animals such as birds and mice can’t hear them
coming. Cats usually surprise other animals and
that makes it easier for the cats to catch them.

Tell children that sometimes writers just tell about
what the people or animals do in a story. Other
times, though, they include what a character says.
Explain that by putting in the words someone says,
the writer gets readers more involved in the story.
It is as if they are listening in as a character talks. It
is as if they are readers are part of the story, too. Tell
children that good readers try to put themselves in
the place of story characters by thinking about how
they would feel in the same situation.

Read the story again. Ask children to raise a hand
when they know that someone in the story is talking.
Stop and go back to the beginning of the mouse’s
words. Say: I will read what the mouse says in a way
I think the mouse would. The story says he talks in a
brave way, so that’s how I will read the words. Read
the mouse’s words in a confident, rallying way. Give
children the opportunity to mimic your tone as they
say the words with you.

Now, read the story several times more with the
whole group, asking children to join in as they are
able. Remind children that when they come to the
brave mouse’s words they should try to feel brave
themselves so they can speak the words as the
mouse would.

Today’s Challenge
Student page 126 Tell children that the whole
group will read the story together. Before you all
begin to read, you may wish to help children
highlight the mouse’s exact words so that children
will be ready to say them with feeling. Then tell
children to follow along as you read. Encourage them
to use a finger to keep their place.

Go Further
Student page 126 Children speculate on what
the cat might say when she realizes how the mice
have tricked her by putting a bell on her. Talk with
the whole group so children can both express and
gather ideas. Then ask children individually to put
themselves in the cat’s place to say what she thinks.
Remind them to speak as if they were the cat.

Assessment
Student self-assessment page 126 Have
children check one of the three choices to describe
how they feel about this activity.

Assessment tip Can children read aloud
expressively to convey characters’ feelings?
Week 26 • Activity 127

Materials
Student pages 126, 127

Concept
Distinguish between reality and fantasy.

Get Started
Remind children that writers write many different kinds of stories. Some stories tell about things that could happen in children’s own lives, for example, a story about getting a new pet. Other stories tell about things that are make-believe, for example, a story about people who are super heroes.

Tell children to listen as you read two stories. Explain that you want them to decide if each story is about something that can happen in real life or about something that is make-believe.

- Kayla doesn’t like to clean up her room. She thought and thought. Then she had an idea. She taught her dog to clean up for her. Her dog sweeps the floor, dusts the table, and folds her laundry. Now Kayla’s room is neat.
- Max would like to cook, but he doesn’t know how. He thought and thought. Then he had an idea. He bought a cookbook. He also watches cooking shows on TV. Now Max cooks.

Encourage volunteers to explain how they know which story is about something that can happen in real life and which story is about something that is make-believe.

Today’s Challenge
Student page 127 Read the story “A Cat Tale” together with children. Encourage them to track the print from left to right as they read. On student page 127, children draw or write to tell about something a real mouse cannot do. It may facilitate children’s responses if they talk as a group before they begin to draw or write individually.

Go Further
Student page 127 Have one child at a time act out something a real cat can do. Children observing should identify the action and agree or disagree that a real cat can do what the performing child shows.

Assessment
Student self-assessment page 127 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children distinguish between reality and fantasy?
Week 26 • Activity 128

Materials
Student page 128
Come Here, Please Cards (Week 26 Activity 128)

Concept
Use meaning and phonological (number of syllables) clues to develop vocabulary.

Get Started
Display the story “A Cat Tale.” Read aloud the first two lines. Then read each individual word in turn, asking children to say how many parts, or syllables, the word has. (All the words except very, which has two syllables, have just one syllable.) Tell children that this activity has been a warm up for a game called Come Here, Please.

Instructions for Playing Come Here, Please
Explain that today children are going to play a game called Come Here, Please. You will give a clue about a picture. Children should examine their pictures to see if their picture fits your clue. You will then ask the holder of the correct card to “Come here, please.” Today’s game focuses on looking for words with one, two, or three syllables. Use these clues.

Who has a picture whose name has...
- two parts and shows something soft to rest your head on? (pillow)
- three parts and shows a small, red, juicy fruit? (strawberry)
- one part and shows something you can fly for fun? (kite)
- two parts and shows a kind of pie with cheese and tomato sauce? (pizza)
- three parts and shows something that shows the months and days? (calendar)
- two parts and shows a coin that is worth one cent? (penny)
- two parts and shows something to keep your hand warm? (mitten)
- three parts and shows what you wear to bed? (pajamas)
- two parts and shows something that is two slices of bread with a filling between them? (sandwich)
- two parts and shows a tool to cut paper with? (scissors)
- one part and is another word for home? (house)
- one part and shows something you wear on a foot? (sock)
- three parts and shows a green vegetable? (broccoli)
- two parts and shows something round that floats in the air? (balloon)
- one part and shows something that lights a room? (lamp)
- one part and shows a bird’s home? (nest)
- two parts and shows a kind of roll with a hole in the middle? (bagel)
- one part and shows what you sleep on? (bed)

When you have finished playing the game, put the cards together with an elastic band or into a bag or envelope labeled “Week 26 Activity 128.”

Today’s Challenge
Student page 128 Children name each animal in each of the three groups. They decide how many syllables, or parts, all the names in a group have and then write the numeral. As needed, preview the pictures.

Go Further
Student page 128 Children choose one of the animals shown on the page and write its name. Notice how many letters children produce correctly to assess their phonemic awareness. Look, too, for how well children form individual letters. Offer assistance to those who need help forming letters.

Assessment
Student self-assessment page 128 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use meaning and phonological clues to identify words?
Building Words

Week 26 • Activity 129

Materials

Student page 129
Match Ups Cards (Week 26 Activity 129) (jet, shed, ten, net, web, pet, vest, desk, nest, bed, peas, beach, peach, three, bee, cheese, wheel, sheep)

Concept

Develop phonemic awareness and phonics by identifying words with the medial short vowel sound /e/ and the letter e.

Get Started

Display the story “A Cat Tale.” Read the story and have children listen to identify words that have the short vowel sound /e/ in the middle. Ask children to stand when they hear each short-e word. As children identify bell, tell, and well, frame each word. Then go back and highlight the medial e in each word. Ask a child to name the letter. Have everyone repeat the letter name and then the sound it represents, /e/.

Instructions for Playing Match Ups

Say the name of each picture as you distribute the picture cards. Then ask the child with the key picture (the one with the word) to come forward. Have that child show the card and say the picture name aloud. Have children identify the word on the card. Say: The word jet has the sound /e/ in the middle. The letter e stands for the sound you hear in the middle of jet.

Have children look at their cards and say the picture names. Ask children whose picture names have /e/ in the middle to stand with the child holding the key picture. Ask children whose picture names do not have /e/ in the middle to form a second group. When children are sorted in two groups, ask each child in the /e/ group to say jet and his or her picture name to check that the middle sounds “match up.” Repeat with the children in the second group to check that the middle sounds do not match. Some children may notice that all the words have the long-e sound.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 26 Activity 129.”

Today’s Challenge

Student page 129 Read aloud the directions. Children read each word in the box, using what they have learned about segmenting and reblanding sounds. Then children name each picture and write the correct picture name.

Answers for student page 129: 1. net 2. hen 3. pen 4. bed 5. bell 6. web

Go Further

Student page 129 Children choose one of the picture names and then write a word that rhymes with it. Talk over possibilities with the group before children respond individually.

Assessment

Student self-assessment page 129 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words with the short medial sound /e/ and the letter e?
Week 26 • Activity 130

Materials
Student page 130

Concept
Distinguish between reality and fantasy on multiple-choice tests.

Get Started
Remind children that some stories tell about things that can really happen, such as a group of children playing baseball. Other stories tell about things that are make-believe, such as a group of children flying to the moon and back. Say that good readers pay attention to story details so they will know if the story is about real life or about make-believe things.

Tell children that sometimes they will be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the story. Write the question on the board or on chart paper. Draw the four answer choices. Read aloud the question.

Mila has a pet rabbit. It can hop very high. The rabbit likes to eat carrots. At night, the rabbit sleeps in a cozy box. But before the rabbit goes to sleep, it likes to read a good bedtime story.

Which shows something that is make-believe?

A

B

D

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that B is wrong because the picture shows the rabbit asleep in a box. A real rabbit might sleep in a box. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (D) from the remaining two choices. Be sure children understand why D is correct. (The picture shows the rabbit reading a book. Real rabbits cannot read, so the picture shows something that is just make-believe.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 130 With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.

Answers for student page 130: 1. B 2. C

Go Further
Invite each child to tell a story about something that is make-believe. Encourage children to brainstorm ideas before they make up their individual stories.

Assessment
Student self-assessment page 130 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children distinguish between reality and fantasy?
Week 27 • Activity 131

Materials
Student page 131

Concept
Use punctuation clues (period, question mark, exclamation mark) to read aloud expressively.

Get Started

Before the session, write the story “A Trip to the Zoo” on the board or on chart paper. Retain the story for use throughout the week.

A Trip to the Zoo
Josh and Nell go to the zoo.
They go with their neighbor Ned and his twins.
Everyone wants to see a different animal first.
“Can we see the walruses?” asks Josh.
“Can we see the zebras?” asks Nell.
“Can we see the monkeys?” ask the twins.
Ned gets an idea.
The children will guess his favorite animal.
The winner can choose which animal to see first.
Nell makes the right guess!
Which animal will everyone see first? (zebras)

Read the story aloud two or three times to familiarize children with the text. Invite children to ask questions about any concepts or words they may not know. You may want to have on hand pictures of a walrus, a zebra, and a monkey to show children. As needed, help children to make the connection between Nell’s correct guess and the fact that the children will now visit the animal Nell wants to see.

Read the story again, asking children to listen to notice how your voice changes when you read the words that Josh, Nell, and the twins say. Remind children that good readers try to say words the way they think the character would say them. Have children echo read the lines spoken by Josh, Nell, and the twins.

Track the words as you read once more, letting your hand pause under the end punctuation. Recall that end marks give readers clues as to how to read groups of words.

• A period signals the end of a sentence or thought. Your voice drops, or gets a little lower, at the end of a sentence.
• A question mark signals the end of a question. Your voice rises, or gets a little higher, at the end of a question.
• An exclamation mark shows that a sentence should be read with feeling. The words help you to decide what feeling to show.

Direct attention to the underlined word his in the eighth line. Remind children that writers sometimes use print clues to show that they want words said in a special way. Here, the writer underlined the word his to ask readers to read it with more force. Have children say the line, emphasizing, or giving more force, to the word his.

Now, read the story several times more with the whole group. Remind children to use end marks as clues to how they should read the characters’ words.

Today’s Challenge

Student page 131 Read the story together as a group. Then lead reading the story again. When the class reaches the dialogue lines, have the boys read Josh’s line, the girls read Nell’s line, and the whole group join back in to read the twins’ lines.

Go Further

Student page 131 Children speculate on what Ned said to the children when he explained his idea. Talk with the whole group so that children can express their ideas. Then call on volunteers to say the words they think Ned said.

Assessment

Student self-assessment page 131 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children use punctuation clues to read aloud expressively?
Week 27 • Activity 132

Materials
Student pages 131, 132

Concept
Identify the main idea and details of a story.

Get Started
Remind children that writers include details, or bits of information, in their stories to make them more interesting to listeners and readers. These details tell about who is in a story, where a story takes place, and what happens. Explain to children that when all the details are put together, they usually tell about one big, or main, idea.

Tell children that you will now read a story and they are to listen to find the main idea. You may need to read the text multiple times.

Nell, Josh, and the twins saw many animals at the zoo. First, they saw the zebras. Then they saw the wolverines and the monkeys. After they visited their favorite animals, they walked around the whole zoo to see all the other animals.

Ask children to raise their hands if they think they know the main-idea sentence. Ask several volunteers to say in their own words what they think the main idea is and why. Read the text once again and help children notice that the first sentence states the main idea. (Nell, Josh, and the twins saw many animals at the zoo.)

Today's Challenge
Student page 132 Read with children the story on page 131. Lead a discussion about who is in the story, what happens, and where the story takes place. Help children to state, in their own words, that the main, or big, idea of the story is that everyone wants to see a different animal first. Then read aloud the directions on student page 132. Have children draw a picture to support the main-idea sentence: Everyone wants to see a different animal first.

Go Further
Student page 132 Children draw pictures or write sentences in response to the main idea: I had a busy day today. Before children begin, you may wish to brainstorm ideas with them. Children might name activities they did in class, ways they helped around the classroom, or things they did after school. After children have had a chance to share their ideas, help children to put all their ideas together to write a chart story with the main idea, We had a busy day today. Each line of the story can begin with a child’s name and the activity from his or her busy day.

Assessment
Student self-assessment page 132 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children recognize the main idea and details of a story?
Word Games

Week 27 • Activity 133

Materials
Student page 133

Concept
Develop vocabulary by identifying how words are different (initial consonants, syllables).

Get Started
Display and read "A Trip to the Zoo." Tell children that you are going to say three words from the story. Ask children to listen to find out how the words are the same. Point to and read the words want, walrus, with. (They all begin with /w/.)

Now tell children that they will listen to a group of four words. One of the words is different from the others and does not belong in the group. Listen. Say the words want, walrus, with, and sun. Which word is different from the others? (sun) How is it different? (Sun does not start with /w/.) Name words that begin the same as want, walrus, and with.

Ask children to listen now for how many parts a word has as you say four more words: neighbor, zebra, guess, winner. Repeat the words, asking which word is different from the other words and why. Lead children to say that guess is different because neighbor, zebra, and winner have two parts, or syllables, and guess has one part. Name other words that have two parts like neighbor, zebra, and winner.

Instructions for Playing Different From
Explain that today children are going to play the game Different From. Tell children that you will read four words. They must find the word that is different from the other words and tell how it is different.

Tell children that for Round One they will listen for beginning sounds to find the word that is different from the others. Then they will name additional words that do begin with the same sound.

Round One
- rose, ring, hand, run (hand: does not begin with /r/)
- kite, fish, king, kitten (fish; does not begin with /k/)
- tea, table, tent, juice (juice; does not begin with /t/)
- sea, seal, bank, sun (bank; does not begin with /s/)
- fun, food, milk, fox (milk; does not begin with /f/)

For Round Two, children will listen for how many parts each word has to find the word that is different from the others. Then they will name additional words that do have the same number of parts.

Round Two
- wind, rain, snow, weather (weather; not a one-part word)
- pencil, crayon, marker, chalk (chalk; not a two-part word)
- triangle, rectangle, square, pentagon (square; not a three-part word)
- chair, bed, sofa, desk (sofa; not a one-part word)
- kitten, turtle, hamster, dog (dog; not a two-part word)

Today's Challenge
Student page 133 Read aloud the directions on student page 133. Help children name the pictures, find the two pictures in each row whose names have the same beginning sound, and cross out the picture whose name does not have the same beginning sound. Children then write or draw to show a thing whose name does have the same beginning sound.

Answers for student page 133: Children should cross out: 1. pencil 2. box 3. pig 4. hammer. The items children name or draw will vary.

Go Further
Student page 133 Lead children in clapping the number of parts, or syllables, they hear in each picture's name.

Assessment
Student self-assessment page 133 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify how words are different?
Week 27 • Activity 134

Materials
Student page 134
Match Ups Cards (Week 27 Activity 134) (zebra, zipper, zero, zoo, zookeeper, x-ray, xylophone, watch, window, worm, windmill, wagon, walrus, watermelon, bed, jet, ten, net)

Concept
Develop phonemic awareness and phonics by identifying words with these sounds and letters: /w/, /z/, /ks/; short /e/

Get Started
Read “A Trip to the Zoo” aloud three times, each time asking children to listen for words with a particular sound. As children identify the words, list them on the board or on chart paper. Create a separate list for each sound.

• Reading 1 Listen for words that begin with /w/. (with, wants, we, walruses, will, winner)
• Reading 2 Listen for words that begin with /z/. (zoo, zebras)
• Reading 3 Listen for words with short /e/ in the middle. (Nell, Ned, gets, guess)

Review the word lists one at a time. Underline the target letter in each word as you read it aloud. Then label the list with that target letter. Ask volunteers to suggest additional words for each list. Reread all the lists, connecting the target sound and letter.

Remind children that another sound they have learned is the /ks/ sound in x-ray. Explain that /ks/ is rarely heard at the beginning of a word.

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Ask children to move around to find another child who has a picture that begins with the same sound. (Children who cannot find a match based on beginning sounds should form their own group and then try to discover how their words are alike.)

When children have matched themselves up, ask each pair to say its words so that everyone can hear how they “match up.” Finally, have children sort themselves into three beginning-sound groups, those holding cards whose picture names begin with /w/, those holding cards whose picture names begin with /z/, and those holding cards whose picture names begin with /ks/.

Children who are not part of any of the three beginning-sound groups should figure out how their picture names are alike. Help them discover that all four words have the short /e/ sound in the middle.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 27 Activity 134.”

Today’s Challenge
Student page 134 Read aloud the directions. Help children name the key pictures and their corresponding key letters. Children name each numbered picture and select the letter to complete the picture name. For a hands-on option, make copies of the page so that children can cut out the pictures and sort them under the corresponding key pictures.

Answers for student page 134: 1. zipper 2. web 3. worm 4. zero 5. ten 6. net

Go Further
Student page 134 Have children point to and say x-ray. Remind children that the letter x can stand for the sound they hear at the beginning of x-ray. Explain that x can also stand for the sound they hear at the end of words fix and mix. Work with children to list other words that end like fix and mix, such as six, box, fox, fax, Max, tax, sax. Then have children draw or write to show a word that begins or ends with a sound for x.

Assessment
Student self-assessment page 134 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words with these sounds and letters: /w/, /z/, /ks/; short /e/?
Rule Out 2

Week 27 • Activity 135

Materials
Student page 135

Concept
Identify the main idea of a story on multiple-choice tests.

Get Started
Remind children that writers include details, or bits of information, in their stories or texts to make them more interesting to listeners and readers. These details all tell about the one big, or main, idea that a writer wants to share.

Tell children that sometimes they will be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to "rule out" some of the answers right away. Read the following text aloud. Then write the question and answer choices on the board or on chart paper. Read aloud the question and each answer choice for children. You may need to read the answer choices several times.

Nell says zebras are like horses.
"A zebra has a body like a horse," says Nell.
"It eats grass like a horse, too."
"The stripes help make a zebra different, but it is still part of the horse family."

What is the main idea the writer wants to share?

A Zebras are short.
B Zebras are like horses.
C Zebras have stripes.
D Zebras eat grass.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because the sentence says that zebras are short and the story doesn't say anything about how short or tall a zebra is. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (The sentence tells the main idea; the other sentences give details or have information the writer didn't mention.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 135 With the whole group, read aloud each story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.


Go Further
Have children think about trips they have made to zoos, parks, or other places of interest to write or dictate main-idea sentences. Ask children to draw pictures to go with their main-idea sentences. Encourage children to share their work by telling stories that go with the pictures and the main ideas.

Assessment
Student self-assessment page 135 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children recognize the main idea of a story?
Week 28 • Activity 136

Materials
Student page 136

Concept
Read aloud fluently and with expression.

Get Started
Before the session, write the story “Pet Time” on the board or on chart paper. Retain the story for further use throughout the week.

Pet Time
Mom: Ben, would you like a pet?
We could get a furry dog.
Ben: I hate dogs!
Mom: We could get a little fish.
Ben: I hate fish!
Mom: We could get a yellow bird.
Ben: I hate birds!
Mom: We could get a soft cat.
Ben: I love cats!

Tell children that today they will read a story with you. Read the story aloud at least twice to familiarize children with the text. Encourage children to ask questions about anything they don’t understand.

Focus children’s attention on the print as you read the story aloud again. Tell children that this story is written as a play. Explain that in a play, the names of the characters are shown at the beginning of the lines they speak. Ask children to help you name the characters in this story. (Mom, Ben) Call on volunteers to point to the lines Mom says and the lines that Ben says. Then read again, tracking the print by running your hand under each line as you read it. Exaggerate the return sweep from the end of a line back to the left side to begin the next new line of print.

Have children listen as you read the story again. Read the story twice. Read it one time, hesitating over some words and running others together. Read it the second time fluently, making your voice sound like the characters. Ask which of the two readings was more enjoyable and easier to understand. Children should identify the second reading, noting that reading at an even pace and making your voice sound like the characters made the meaning clearer. Read the story again. Encourage children to echo each line, trying to sound the way they think the characters would sound.

Ask children to follow along as you read the story again. Then call on volunteers to track the print as you read and lead the group. Read the story several more times, until children are comfortable saying it with you.

Today’s Challenge
Student page 136 Tell children that the story on the page is the same one you read with them. Read the story together as a whole-group activity. Then have children form two small groups. Let one group practice reading Mom’s lines and the second group practice reading Ben’s lines. Re convene as a whole group to present the story as in Reader’s Theater with each group reading the appropriate lines.

Go Further
Student page 136 Children use their voices to help convey meaning as they say, “I hate” and “I love” sentences. Encourage children to tell how their voices change as they say the sentences.

Assessment
Student self-assessment page 136 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Do children read aloud fluently and with expression?
Week 28 • Activity 137

Materials
Student pages 136, 137

Concept
Enhance comprehension by making connections to story text.

Get Started
Display the story “Pet Time.” Read it aloud a few times with the whole group. Each time you read, run your hand below the words to help children track the print.

Explain to children that one thing good readers do to better understand and enjoy a story is to make connections to what they read. When readers make connections, they think about things in their own lives that are similar what the writer tells and describes.

Ask children how Ben feels about some of the animals his mother names. (He hates dogs, fish, and birds.) Do you agree with Ben? (Children’s opinions will vary. Encourage discussion.) What kind of animal does Ben love? (cats) Do you agree with Ben? (Once again, opinions will vary.)

Tell children that one way readers make connections to a story is to ask questions about how they would feel if they were in the story: Ben hates some animals and loves other animals. Are there some animals you like and some animals you don’t like? Ben loves cats. Would you be happy to have a cat as a pet? Be aware that while many children might be happy to have a cat, some may express an interest in owning a different pet or express no interest at all in having a pet. Help children realize that feeling differently about a situation is okay. In real life, people like different things and the connections they make to a story often depend on the things they do and don’t like.

Discuss other questions children might ask to help them connect with the story, such as:

- Would you act differently from Ben? Would you answer the same way Ben did? What would you say instead?
- Do you know anyone like Ben? How does that person act?

Today’s Challenge
Student page 137 Children discuss pets that they have or would like to have. Then read the directions aloud. Have children draw pictures to show pets they would like to have. Then help each child to complete the sentence to name the pet.

Go Further
Student page 137 Children tell how they would care for the pets they have chosen. Encourage children to draw or write about one of the things they would do to take care of their chosen pets.

Assessment
Student self-assessment page 137 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children make personal connections with story text?
Week 28 • Activity 138

Materials
Student page 138

Concept
Develop vocabulary by using meaning and phonic clues to identify words (describing words).

Get Started
Before the session, prepare a list of words that form a category, such as “describing words.” In addition to the words suggested at the end of this section, you may want to include adjectives that are specific to your room and environment.

Display and read the story “Pet Time.” Ask children to recall what word Mom used to tell about dogs. (furry) Write the word furry on the board or on chart paper. Tell children that describing words tell more about people, animals, places, and things. They might tell how something looks, feels, or tastes. Reread the story and ask if children can find other describing words in the story. Help children to find the words little, yellow, and soft.

Tell children that they will now play a game to name some more describing words.

Instructions for Playing What’s My Word?
To demonstrate the game, tell the group that you have a secret word that you want them to guess. Explain that you will give them clues. Tell children to listen carefully as you give these clues:

Today, all my secret words are describing words. This word describes a feeling. It has one part, or syllable. It describes a person who is not happy. The word rhymes with had. It begins with the /s/ sound.

As needed, offer additional clues until a child guesses the word sad.

When each word is guessed, write it on the board or on chart paper. Have children say the word with you.

Continue with the game until each child has guessed at least one word. Describing words you might use include:

- feelings—angry, proud, excited, hungry, sad, tired
- appearance—new, old, shiny, dusty, clean, tall, short, round, red, blue
- texture—soft, rough, fuzzy, smooth, bumpy, sharp
- taste—spicy, salty, sweet, crunchy, sour, bitter, hot, cold
- sound—loud, soft, quiet, noisy, high, low, squeaky

Today’s Challenge
Student page 138 Read the directions aloud. Brainstorm items that might be described by the words listed. For example, in discussing what the word squeaky can describe, children might suggest a mouse, a wheel, a voice, a shopping cart, a shoe, or a door. List children’s responses on the board or on chart paper. Circulate among children as they work, rereading the describing words as needed or helping children to label their drawings. When children have finished their drawings, have each child write or dictate a sentence to tell about the picture. Encourage children to use the describing words in their sentences.

Answers for student page 138: Children’s drawings and sentences will vary. Encourage children to share their responses.

Go Further
Student page 138 Children play a version of “I Spy” to identify items in the room. Have a volunteer secretly choose an object in the room and tell you what the object is without revealing it to the rest of the group. With your help, the volunteer provides describing word clues to the group until the name of the object is guessed.

Assessment
Student self-assessment page 138 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use meaning and phonic clues to identify words?
Week 28 • Activity 139

Materials
Student page 139
Match Ups Cards (Week 28 Activity 139) (2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i)

Concept
Demonstrate alphabet recognition (a–i).

Get Started
Display the story “Pet Time.” Tell children that they will help you with the story text for some lowercase letters. Use the Match Up Cards for this activity. Select three letters for the search. Show the card and ask volunteers to find the identical letter anywhere in the story. Children can find the letter in any position in a word. When the volunteer locates the correct matching letter, hand him or her the card so it can be held beside the letter in the story text. Have children observe to confirm that the letters match up. Tell children that the activity has been a warm up for playing a game called Match Ups.

Instructions for Playing Match Ups
Distribute the letter cards. Ask children to move around to find another child who has a letter that is identical to their letter. When children have matched themselves up, ask each pair to name their letter and show both cards so that everyone can hear and see how they “match up.”

As a follow up activity, have the pairs of matched-up children arrange themselves in alphabetical order. If there is an alphabet strip in the room, refer children to it to help them arrange themselves in correct alphabetical order. For a quick alternative, print the letters a through i on the board or on chart paper.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 28 Activity 139.”

Today’s Challenge
Student page 139 Children look at the portion of the alphabet banner that is in dark print (letters a through i) and copy each letter to demonstrate their awareness of the visual characteristics of each letter form. This part of the activity also gives children a hands-on experience with arranging the letters in correct order. In the second part of the activity, children write the letter that comes after a given letter.

Go Further
Student page 139 Children will make their own “desktop” alphabet strips. Provide each child with a strip of oak tag or construction paper that has been marked off with twenty-six spaces or blanks. Tell children that they will begin their alphabet strips with the letters they have been practicing today. Have children write the letters a through i. Circulate as children work to make sure they are forming the letters correctly. Refer children to alphabet strips in the room or the alphabet banner on the student page for help in forming the letters and writing them in the correct order. When children are finished, you may wish to collect the strips and save them for children to complete in the coming weeks as the rest of the lowercase letters and then the capital letters are reviewed.

Assessment
Student self-assessment page 139 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children recognize letters of the alphabet?
Rule Out 2

Week 28 • Activity 140

Materials
Student page 140

Concept
Make connections between personal experiences and story text on multiple-choice tests.

Get Started
Remind children that one thing good readers do to better understand and enjoy a story is to make connections to what they read. When readers make connections, they think about things in their own lives that are similar to what the author tells and describes.

Tell children that sometimes they will be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and answer choices on the board or on chart paper. Read aloud the question for children.

Ben wakes up late. He rushes to get ready for school. When he gets to school, he opens his backpack. “Oh, no!” cries Ben. “I forgot my lunch at home.”

How would you feel if you forgot your lunch?

A) happy  B) sleepy
C) sad  D) scared

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because it shows a happy face and the story doesn’t say that Ben is happy and being happy isn’t a feeling most children would have if they put themselves in Ben’s place. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (The story says that Ben cries “Oh, no!” and that he has forgotten his lunch. In making a connection to how they would feel in a similar situation, children would feel worried and upset.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 40 With the whole group, read aloud the story and the questions. Talk about the answer choices and help children identify the pictured emotions: A. tired, sleepy; B. sad, unhappy; C. shocked, surprised; D. happy, excited. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.

Answers for student page 140: 1. C  2. D

Go Further
Help children connect with the story by having them tell about times they were disappointed or worried. Encourage discussion about what happened to make children feel better.

Assessment
Student self-assessment page 140 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children make connections between their personal experiences and story text?
Week 29 • Activity 141

Materials
Student page 141

Concept
Use typographic clues (capitalization, underlining) to read aloud expressively.

Get Started
Before the session, write the poem “Please, No Peas!” on the board or on chart paper. Retain the copy of the poem for further use throughout the week.

Please, No Peas!
Give me pizza.
Give me peaches.
But please, please,
Don’t give me peas!
I like potatoes.
I like tomatoes.
But please, please,
I don’t like peas!
Ham and yams
And all kinds of jams
Are okay with me.
But I won’t eat PEAS!

Tell children that today they will read a poem with you. Read the poem aloud multiple times to familiarize children with the poem’s text. Invite children to ask questions about any concepts or words they may not know.

Have children listen as you read the poem again. Tell them to listen to notice how you change your voice when you come to some words. As you read, point to each word in turn. This will not only help reinforce the concept of what a word is, but it will also help children keep their place as they follow along on your reading. When you come to the words don’t and won’t, read them with more emphasis than the surrounding text. This will help convey the speaker’s negative feelings toward peas. When you come to the final word in the poem, PEAS, increase the volume of your voice, almost to a shout. This will help convey the speaker’s strong objection to this one food in particular.

Reread the poem and again track the print. Tell children to look carefully at how some words are printed. Have them notice what the writer has done to be certain readers say some words in the poem in a special way. Children should notice the underlined words and the word in all capital letters. Explain that writers sometimes underline words so that they will stand out as important ones to say more strongly. This writer wants to be sure everyone knows how she feels about peas! Tell children, also, that when a writer shows a word in all capital letters, it means to say that word more loudly. Saying the word PEAS more loudly than any of the other food names lets everyone know that it is just peas that the writer does not like.

Now, read the poem several times more with the whole group, asking children to join in. In particular, have them join in on the underlined words and the final word PEAS, reading them expressively.

Today’s Challenge
Student page 141 Tell children that the whole group will read the poem together. Have children follow along as you read the words. Encourage them to use a finger to keep their place as you and they move from left to right and down the page. Remind children to be on the lookout for special ways the writer shows words so that readers will know how to say them.

Go Further
Student page 141 Children innovate on the poem’s text. They suggest replacements for pizza and peaches in the first verse with other food names. Then everyone says the revised verse together.

Assessment
Student self-assessment page 141 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use typographic clues to read aloud expressively?
Thinking About Reading

Week 29 • Activity 142

Materials
Student pages 141, 142

Concept
Enhance comprehension by using story details to visualize.

Get Started
Tell children that when people want to remember how something or some place looks, they often try to get a picture in their minds to help them. Ask:
Suppose you wanted to tell about the outside of the school. Would it be easier if you pictured it in your mind? Why? Have volunteers respond briefly.

Tell children that you will read a story. It is their job to try to picture in their minds what you are telling about. After you read, they will help you draw to show what they “saw” in their minds.

The outdoor market is filled with fresh fruits and vegetables. There are long tables with apples, pears, and strawberries. There are tables with lettuce, carrots, and potatoes, too. The market is always crowded with shoppers.

Begin a drawing on the board or on chart paper.
Draw as you speak. Say: First, I will draw some long tables. That’s where the story says the fruits and vegetables are. Then I’ll draw some fruits. I’ll show apples. Have children suggest other details to develop your drawing further.

Have children make their own drawings to go with the story. Make the point that there will be differences among the pictures because children have had different kinds of experiences.

Today’s Challenge
Student page 142 Read the poem “Please, No Peas!” together with children. Track the print as you read. Suggest that children move a finger below the text to help them keep their place during the reading. On student page 142, children visualize and then draw a food that they especially like. Encourage children to show and talk about their pictures.

Go Further
Student page 142 Children plan a meal for themselves and their friends. Children can talk, draw, or write to express their ideas. Alternatively, you may wish to have children cut out pictures of different foods from discarded magazines and catalogs and paste them down to form a “menu.”

Assessment
Student self-assessment page 142 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use story details to visualize?

142
**Materials**
Student page 143

**Concept**
Develop vocabulary by identifying and generating describing words.

**Get Started**
Display the poem “Please, No Peas!” Read aloud the first four lines. Call attention to the words pizza, peaches, and peas. Tell children that the words go together. They are all naming words, and they are all naming words for different foods. Focus on the foods one by one, asking children to suggest words to describe each food. Their ideas may include: round pizza, juicy peaches, green peas. Explain that the job of describing words is to tell more about naming words. Describing words tell about shape, size, color, taste, and other qualities of things. Brainstorm adjectives related to the qualities just mentioned: square, triangular; large, tiny; red, bluish; sweet, salty; and so on. Tell children that this activity has been a warm-up for a game called Odd One Out.

**Instructions for Playing Odd One Out** Tell children you will say three words. Two words will be describing words. One will not. Their job is to point out the one word that is not a describing word, or the “odd one out.” Use these groups of words.

- tall, green, sit (sit)
- big, soft, hat (hat)
- jump, little, round (jump)
- sweet, red, dog (dog)
- cry, gray, cool (cry)
- strong, short, sing (sing)
- clap, huge, thin (clap)
- blue, loud, stop (stop)
- cat, small, hot (cat)
- wide, long, dress (dress)

**Today’s Challenge**
**Student page 143** When the group has finished playing the game, have children open their books to student page 143. Children write words to describe a giraffe. You may wish to have children talk together as a group before making their individual responses.

**Go Further**
**Student page 143** Children use describing words to give clues about an animal. Members of the group try to guess the animal. Pictures on cards or in storybooks of animals, if available, will facilitate children’s responses. As an additional activity, read children a story about an animal or invite them to tell favorite animal stories.

**Assessment**
**Student self-assessment page 143** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify and generate describing words?
Building Words

Week 29 • Activity 144

Materials
Student page 144
Match Ups Cards (Week 29 Activity 144) (penguin, piano, pail, peas, pan, pen, pumpkin, pin, pear, pig, pie, yarn, yo-yo, yogurt, yak, yolk, socks, sun)

Concept
Develop phonemic awareness and phonics by identifying words that begin with the sound /p/ and the letter p and the sound /y/ and the letter y.

Get Started
Display the poem “Please, No Peas!” Read through the verses twice. The first time, ask children to listen for words that begin with /p/. On the second reading, tell children to listen for a word that begins with /y/. As the words are identified, frame them and underline the initial letter in each. Call on volunteers to name the initial consonant letters, p, y. Have the whole group repeat each letter name and the sound it represents. If children identify the word please as one that begins with /p/, accept the response for now. Children will learn about blends such as /pl/ as they move through first grade.

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Ask children to move around to find another child who has a picture that begins with the same sound. When children have matched themselves up, ask each pair to say their words so that everyone can hear how they “match up.” Finally, have all the children sort themselves into three groups, those holding cards showing things whose names begin with /p/, those holding cards showing things whose names begin with /y/, and those holding cards showing things whose names do not begin with either sound. The children in the last group, should figure out how their picture names are alike. They should recognize that their words begin with /s/.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 29 Activity 144.”

Today’s Challenge
Student page 144 Read aloud the directions. Children decide whether each picture name begins with /p/ or /y/, and then they write the appropriate letter. For a more hands-on activity, photocopy the page, if possible, and have children cut out and then sort the pictures by initial sound.

Answers for student page 144: 1. pie 2. yak 3. yo-yo 4. puppet 5. yolk 6. puzzle

Go Further
Student page 144 Children try to say three times fast a tongue twister that features /p/. Then they make up their own p tongue twisters. Model with one or two additional samples.

Assessment
Student self-assessment page 144 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with the sound /p/ and the letter p and the sound /y/ and the letter y?
Rule Out 2

Week 29 • Activity 145

Materials
Student page 145

Concept
Demonstrate phonemic awareness and phonics by identifying words with /p/p and /y/y on multiple-choice tests.

Get Started
Ask children to recall the name of the letter that stands for the sound at the beginning of peas. Have the group repeat the letter name p and the sound it represents, /p/. Invite volunteers to suggest other words that begin with /p/. Then repeat the process with the word yams. Children should name the letter y and produce the sound it represents, /y/. Collect the /y/ words children suggest.

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to "rule out" some of the answers right away. Write the question on the board or on chart paper. Draw the four answer choices. Read aloud the question.

Which picture name begins like p?

A  B  C  D

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because the picture shows yarn. The picture name yarn does not begin with /p/, the sound that begins penguin. Ask a second volunteer to rule out another incorrect answer, and proceed the same way.

Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (The picture shows a pie. The picture name pie begins with /p/, just like penguin.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 145 With the whole group, name the key pictures. Talk about the pictured answer choices. Work through the items, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.


Go Further
Student page 145 Children choose two pictures on the page and write the picture names. Observe children as they write to assess informally their phonemic awareness and understanding of the sound-letter connection.

Assessment
Student self-assessment page 145 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with /p/p and /y/y?
Week 30 • Activity 146

Materials
Student page 146

Concept
Read aloud fluently at a “just right” pace.

Get Started
Before the session, write the story “Moving Day” on the board or on chart paper. Retain the copy of the story for further use throughout the week.

Moving Day
“IT’s moving day!” says Jamie.
“IT’s moving day!” she says to her teddy bear, Fred.
“All my toys are in a big box. I will put you in the box, too.”
Jamie’s dad comes into the room.
“IT’s moving day!” he says.
“Let’s take this box to the van. Jamie, will Fred ride in the box?”
Jamie hugs Fred.
She says, “No, I have a better place for Fred!”

Children should recognize that a too-fast or too-slow reading makes it difficult to hear all the words or to listen for words that go together. Read the story again and encourage children to echo each line. Set a comfortable pace and encourage children to try to stay together as they say the text. Say that you want their voices to blend together to sound like just one voice.

Now, read the story several times more with the whole group, asking children to join in as they are able. Remind children to try to follow your lead to read at a “just right” pace.

Today’s Challenge
Student page 146 Tell children that the whole group will read the story together. Ask them to think about how they would say the words if they were telling the story to a friend or group of friends. They should think about what they are saying and use a “just right” pace to say the words.

Go Further
Student page 146 Children think about what Jamie might say as she leaves her old room and home for a new one. Have children put themselves in Jamie’s place. Remind them to say the words at a “just right” pace so that listeners can understand them.

Assessment
Student self-assessment page 146 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read aloud fluently at a “just right” pace?
Week 30 • Activity 147

Materials
Student pages 146, 147

Concept
Recall story details.

Get Started
Tell children that storytellers often put lots of details, or bits of information, in what they write to make their stories interesting to listeners and readers. This information helps readers make pictures in their minds. The details tell about who is in the story, where the story takes place, and what happens.

Ask children to listen as you read two stories. One story will have more details, or information, than the other. Tell children they will decide which story that is.

- Jamie and her family had a special dinner in their new home.
- Jamie missed her old house. Her mom thought it would make Jamie feel better if the family had a special dinner in their new home. Mom cooked chicken and corn. There was vanilla pudding for dessert. Soon Jamie felt right at home.

Ask: Which story was more interesting and easier to picture in your mind? Why? Children should identify the second story. Have volunteers recall some of the details from the second story. Make the point that details in a story make it seem more like real life and help readers get more involved with the people in the story and what happens.

Today’s Challenge
Student page 147 Read the story “Moving Day” together with children. Encourage them to track the print from left to right as they read. On student page 147, children write or draw to tell two details that support the main idea of the story about Jamie. Encourage children to share and compare the details they choose.

Go Further
Student page 147 Children identify where Jamie may put Fred, her teddy bear. Invite children to use their own experiences with treasured toys to generate ideas as a group before they make individual responses.

Assessment
Student self-assessment page 147 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children recall story details?
Week 30 • Activity 148

Materials
Student page 148
Come Here, Please Cards (Week 30 Activity 148)

Concept
Develop vocabulary by using meaning and phonic clues to identify words.

Get Started
Display and read aloud the story “Moving Day.” Explain to children that you will repeat some words that are in the story. Their job is to find each word in the story text. Say: Find the word that has these three sounds /bl/ /l/ /ks/. Call on a volunteer to come to the board or chart and point out the word box in the fourth line. Frame the word. Segment the word again, saying /bl/ /l/ /ks/ and then blend the sounds to form box. Have children repeat the process with you. Now ask children to look at the text to find another word. Say: Find the word that rhymes with bed and is a name. Here's a hint. A name always begins with a capital letter. When a child locates Fred, frame the name and repeat. Point to the capital letter and have children name it. Make the point that there are lots of different ways to look at and think about words.

Instructions for Playing Come Here, Please
Explain that today children are going to play a game called Come Here, Please. You will give a clue about a picture. Children should examine their picture to see if it fits your cue. You will then ask the holder of the correct card to “Come here, please.” Today’s game will focus on looking for one-syllable, short vowel words that fit the CVC pattern. Note that some clues will get a response from more than just one child at a time. Use these clues.

Who has a picture name...
• with these three sounds /bl/ /l/ /ks? (cat)
• that rhymes with hor and begins with /d/ (dot)
• that rhymes with can? (fan, man, pan)
• with these three sounds /lt/ /l/ /g/ (tag)
• that rhymes with wig? (pig, dig)
• that shows an animal that barks? (dog)

• with these three sounds /hl/ /al/ /lt? (hat)
• that rhymes with mat and names something used to play baseball? (bat)
• that tells where you sleep? (bed)
• that rhymes with hug? (bug, mug, rug)
• with these three sounds /bl/ /al/ /g/ (bag)
• begins with /l/ and means “a big piece of wood”? (log)
• that rhymes with not and begins with /p/ (pot)

When you have finished playing the game, put the cards together with an elastic band or into a bag or envelope labeled “Week 30 Activity 148.”

Today’s Challenge
Student page 148 Children read each word in the box. They select three words to write in a story. Demonstrate a strategy for reading each word. Tell children to think about the sound each letter in the word stands for. Have children point to the e in cat. Ask them to show what sound it stands for. (/k/)

Continue in the same way with the letters a (/al/) and t (/lt/). Then show children how to blend the individual sounds to say /kat/cat. Depending on your group, you may wish to work through each word with children.

Go Further
Student page 148 Children share their stories. If children draw pictures to go with their story, have them show the pictures as they speak. Encourage listeners to note the details the writer has included.

Assessment
Student self-assessment page 148 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use meaning and phonic clues to identify words?
**Week 30 • Activity 149**

**Materials**
Student page 149  
Match Ups Cards (Week 30 Activity 149) (fox, box, lock, clock, sock, mop, dot, pot, stove, bone, robe, soap, coat, road, rose, net, jet, ten)

**Concept**
Develop phonemic awareness and phonics by identifying words with the medial short /o/ and the letter o.

**Get Started**
Display the story “Moving Day.” Read the story and have children listen to identify a word (box) that has the short vowel sound /o/. Ask children to stand each time they hear the short-o word. When children identify box, frame it each time it appears. Then go back and highlight the o in each word. Ask a child to name the letter. Have everyone repeat the letter name and then the sound it represents, /o/.

**Instructions for Playing Match Ups** Say the name of each picture as you distribute the picture cards. Then ask the child with the key picture (the one with the letter) to come forward. Have that child show the card and say the picture name aloud. Have children identify the letter on the card. Say: The word fox has the sound /o/ in the middle. The letter o stands for the sound you hear in the middle of fox.

Have children look at their cards and say the picture names. Ask children whose picture names have short /o/ in the middle to stand with the child holding the key picture. Ask children whose picture names do not have short /o/ in the middle to form a second group. When children are sorted in two groups, ask each child in the short /o/ group to say fox and his or her picture name to check that the middle sounds “match up.” Repeat with the children in the second group to check that the middle sounds do not match.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 30 Activity 149.”

**Today’s Challenge**
**Student page 149** Read aloud the directions. Children say each picture name and then decide if it has the same middle sound as fox. Complete the first item with the group. Be sure that children understand that they should write o to complete only those picture names that have short /o/ in the middle.

**Answers for student page 149:** 1. clock  
2. doll 4. mop 6. box

**Go Further**
**Student page 149** Children identify the picture (pot) and write the picture name. Encourage children to self-check their work. Have partners compare their responses. After children have had some time to make comparisons, show the correct word pot on the board or on chart paper.

**Assessment**
**Student self-assessment page 149** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify words with short /o/ and the letter o?
Week 30 • Activity 150

Materials
Student page 150

Concept
Recall story details on multiple-choice tests.

Get Started
Recall that storytellers usually add lots of details, or bits of information, to their stories so that listeners and readers will be interested. The details tell about who is in the story, where the story takes place, and what happens. Details make stories more realistic, or more like real life.

Tell children that sometimes they will be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following story. Write the question on the board or on chart paper. Draw the four answer choices. Read aloud the question.

Jamie’s closet is packed with things. There are sneakers. There are jeans. Jamie’s toys are all in one corner.

Which does Jamie NOT have in her closet?

Choose one of the answers below:

A  
B  
C  
D

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because the picture shows sneakers. One story detail says that there are sneakers in Jamie’s closet. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (The picture shows a bike. There is no story detail that mentions a bike in the closet.) Ask a volunteer to fill in the correct circle.

Today’s Challenge

Student page 150 With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.

Answers for student page 150: 1. D 2. D

Go Further

Ask each child to retell a favorite story. Prompt children as needed to include as many story details as necessary to see if others in the group can recognize and name the story.

Assessment

Student self-assessment page 130 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children recall story details?
Read Out Loud

Week 31 • Activity 151

Materials
Student page 151

Concept
Read aloud expressively to convey characters' feelings.

Get Started
*Before the session,* write the story “A Birthday Surprise” on the board or on chart paper. Retain the copy of the story for further use throughout the week.

**A Birthday Surprise**
Jeb gets a big box from Aunt Jen.
He hopes a game is in the box.
But a game is not in the box.
A patchwork quilt is in the box.
“Ooh,” says Jeb when he sees the quilt.
“Each patch is special,” says Aunt Jen.
“Here is your baby blanket.
Here is your first pair of jeans.”
“Wow!” says Jeb.
“The quilt tells the story of ME.”

Tell children that today they will read a story with you. Read the story aloud two or three times to familiarize children with the story text. Invite children to ask questions about any concepts or words they may not know. If possible, have on hand a patchwork quilt, or pictures of quilts, to share with children.

Let volunteers tell what they know about patchwork quilts. Lead children to see that patchwork quilts are made from patches and scraps of fabric. Explain that many patchwork quilts have special meaning for their owners—each patch or square has a story. *What special meanings do two of the patches have for Jeb?* (One patch is from his baby blanket; one is from his first pair of jeans.)

Remind children that sometimes writers just tell about what the characters in a story do. Other times, though, writers include what a character says. This helps readers become more involved with the story. It is as if the readers are one of the people listening to the characters talk. Tell children that good readers try to put themselves in the place of story characters by thinking about how they would feel in the same situation.

Read the story again. Ask children to tell how many people in the story talk. (two—Jeb, Aunt Jen) Go back and read what each character says, using tone and expression to show how each feels. You might sigh as you read Jeb’s *Oh* and use a reassuring, comforting manner as you read the aunt’s explanation. Let your voice convey Jeb’s excitement and appreciation as he recognizes the quilt’s significance.

Now, read the story several times more with the whole group, asking children to join in as they are able. Remind children that when they come to the words a character speaks they should think about how that character feels and then try to show that feeling with their voices.

**Today’s Challenge**

**Student page 151** Tell children that the whole group will read the story together, especially the words that Jeb says. Help children to highlight the words that Jeb speaks in the story. Make sure that all children join in and say these words in a way that expressively conveys Jeb’s feelings. Lead children in reading the story a couple of times. Set a pace that is comfortable for children to help them read in unison.

**Go Further**

**Student page 151** Children experiment with tone and voice to show how many different emotions they can convey with the word *Oh.* As needed, prompt children. Ask them to convey emotions such as disappointment, surprise, excitement, fear, and happiness.

**Assessment**

**Student self-assessment page 151** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children read aloud expressively to convey characters’ feelings?
Today’s Challenge

Student page 152 Read aloud “A Birthday Surprise” on page 151 with children. Have them track the print with their fingers as they read to help them keep their places. On student page 152, children draw or write to answer one of the questions on the page. Read the questions aloud for children. If children choose to respond by drawing, suggest that they write labels or dictate sentences for their pictures. Remind children to think about what they know about letters and sounds to help them write words or sentences.

Go Further

Student page 152 Children draw to show what they would include in a quilt that tells about them. Before children begin, brainstorm ideas with them. Then have children draw on squares of paper to show what special cloth items they would include or what stories they would want their quilt squares to tell. As time and space permit, help children to assemble the squares into a “quilt” that can be displayed in a classroom or hallway.

You might wish to share other “quilt stories” with children. Two possibilities are The Keeping Quilt by Patricia Polacco and The Patchwork Quilt by Valerie Flournoy.

Assessment

Student self-assessment page 152 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify story elements (characters, events)?
Word Games

Week 31 • Activity 153

Materials
Student page 153

Concept
Develop vocabulary by identifying how words are different.

Get Started
Display and read “A Birthday Surprise.” Tell children that you are going to say two words from the story. Ask children to listen to find out how the two words are related, or the same. Point to and read the words gets and game. (Both words begin with /g/.)

Now tell children that they will listen to a group of four words. One of the words is different from the others and does not belong in the group. Listen. Say the words gets, game, room, and goose. Which word is different from the others? (Room) How is it different? (Room does not start with /g/) Name words that do begin the same as gets, game, and goose.

Ask children to listen as you say four more words: six, nine, four, count. Repeat the words, asking children to tell which word is different from the other words and why. Lead children to say that count is different because six, nine, and four are number words and count is not a number word. Have volunteers name other words that are the same as six, nine, and four.

Instructions for Playing Different From Explain that today children are going to play the game Different From. Tell children that you will read four words. They must find the word that is different from the other words and tell how it is different.

Explain that for Round One children will listen for beginning sounds to find the one word in the group that is different from the others. Then they will name additional words that do begin with the same sound.

Round One
• pan, poll, milk, peas (milk; doesn’t begin with /p/)
• quick, hand, queen, quiet (hand; doesn’t begin with /kw/)
• gill, gate, desk, gold (desk; doesn’t begin with /g/)
• joke, jump, run, jet (run; doesn’t begin with /j/)
• wish, wall, pull, win (pull; doesn’t begin with /w/)

For Round Two, children think about how most of the words are related to find the word that is different from the others. Children name the different word and tell how it is different. They then name additional words that do belong to the group.

Round Two
• truck, car, boat, van (boat: does not have wheels)
• table, chair, couch, book (book; not furniture)
• green, blue, crayon, red (crayon; not a color)
• meow, woof, hiss, snake (snake; not an animal sound)
• pear, banana, dish, apple (dish; not a fruit/food)

Today’s Challenge
Student page 153 Read aloud the directions. For each row, help children to name the pictures, find the two related pictures, and cross out the picture that is different from the others. Children then write or draw to show a thing that does belong in the same group as the other two items.

Answers for student page 153: Children should cross out: 1. hat 2. ball 3. stapler 4. apple. The items children name or draw for each row will vary.

Go Further
Student page 153 Children pair up to find at least one way in which they are the same as their partners and one way in which they are different.

Assessment
Student self-assessment page 153 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify how words are different?
Building Words

Week 31 • Activity 154

Materials
Student page 154
Match Ups Cards (Week 31 Activity 154) (goat, guitar, gas pump, goose, gum, game, queen, quilt, quarter, question mark, jar, jump rope, jacket, jug, jet, jellyfish, jam, judge)

Concept
Develop phonemic awareness and phonics by identifying words that begin with these sounds and letters: /g/, /kw/, /j/.

Get Started
Read “A Birthday Surprise” aloud three times, each time asking children to listen for words with a particular sound. As children identify the words, list them on the board or on chart paper. Create a separate list for each sound.

- Reading 1 Listen for words that begin with /g/. (gets, game)
- Reading 2 Listen for words that begin with /kw/. (quilt)
- Reading 3 Listen for words with short /j/. (jen, jeb, jeans)

Review the word lists one at a time. Underline the target letter in each word as you read it aloud. Then label the list with that target letter. Ask volunteers to suggest additional words for each list. Reread all the lists, making a point of connecting the target sound with the underlined letter. For words that begin with /kw/, remind children that the letters q and u together stand for the /kw/ sound.

Instructions for Playing Match Ups Say the name of each picture as you distribute the picture cards. Ask children to move around to find another child who has a picture that begins with the same sound.

When children have matched themselves up, ask each pair to say their words so that everyone can hear how they “match up.” Finally, have children sort themselves into three beginning-sound groups, those holding cards whose picture names begin with /g/, those holding cards whose picture names begin with /kw/, and those holding cards whose picture names begin with /j/.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 31 Activity 154.”

Today’s Challenge
Student page 154 Read aloud the directions. Help children name the key pictures and their corresponding key letters. Children name the pictured items on the quilt and select the letter to complete the picture name. Remind children to write the letters qu for words that have the /kw/ sound. For a hands-on option, make copies of the page so that children can cut out the pictures and sort them under the corresponding key picture.

Answers for student page 154: 1. guitar 2. jug 3. question mark 4. goose 5. jet 6. quarter

Go Further
Have children make their own picture quilts. Provide each child with three six-inch squares of paper. Have each child draw three pictures to show items whose names begin with /g/, /kw/, and /j/. Help children to label their pictures. Then have children work in groups to arrange and paste their squares onto large sheets of craft paper to create picture quilts.

Assessment
Student self-assessment page 154 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words with these sounds and letters: /g/, /kw/, /j/?
Rule Out 2

Week 31 • Activity 155

Materials
Student page 155

Concept
Demonstrate phonemic awareness and phonics by identifying words with /g/ as, /kw/ as, and /j/ as on multiple-choice tests.

Get Started
Ask children to recall the name of the letter that stands for the sound at the beginning of gift. Have the group repeat the letter name g and the sound it represents, /g/. Invite volunteers to suggest other words that begin with /g/. Then repeat the process with the words quilt, /kw/ as, and jeans, /j/ as.

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Write the question on the board or on chart paper. Draw the four answer choices. Read aloud the question.

Which picture name begins like /g/?

A. Jar  
B. Guitar  
C. ?  
D. Basketball

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because the picture shows a jar. The picture name jar does not begin with /g/, the sound that begins goat. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (The picture shows a guitar. The picture name guitar begins with /g/, just like goat.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 155 With the whole group, name the key pictures. Talk about the pictured answer choices. Work through the items, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.


Go Further
Student page 155 Children choose two pictures on the page and write the picture names. Observe children as they write to assess informally their phonemic awareness and understanding of the sound-letter connection.

Assessment
Student self-assessment page 155 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify words that begin with /g/, /kw/ as, and /j/ as?
**Week 32 • Activity 156**

**Materials**
Student page 156

**Concept**
Read aloud fluently at a “just right” pace.

**Get Started**

*Before the session*, write the poem “My Kitten” on the board or on chart paper. Retain the poem for further use throughout the week.

**My Kitten**
My little kitten, oh, where can she be?
She’s not in the hedge.
She’s not in the tree.
I looked in my closet,
but I had no luck there.
I looked under the table
and behind every chair.
I ran around the house, yelling her name,
thinking this better not be just a game!
I’m going to find her and, when I do,
she’ll get a scolding but a big hug, too.

Tell children that today they will read a poem with you. Read the poem aloud at least twice to familiarize children with the text. Encourage children to ask questions about anything they don’t understand. You might explain, for example, that a hedge names a row of bushes or that the expression get a scolding means to receive a talk from someone for doing something wrong.

Focus children’s attention on the print as you read the poem aloud again. Invite children to name letters or words they recognize. Then read again, tracking the print by running your hand under each line as you read it. Exaggerate the return sweep from the end of a line back to the left side to begin the next new line of print.

Have children listen as you read again. Read it one time very slowly, dragging out sentences. Then read the poem at a faster pace, running words and sentences together. Ask children if they thought either reading was easy to understand and enjoy. Children should recognize that a too-fast or too-slow reading makes it difficult to hear all the words or to listen for words that go together.

Read the poem again and ask children to echo each line. Set a comfortable pace and encourage children to try to stay together as they say the text. Read the poem several more times, until children are comfortable saying it with you. Then call on volunteers to track the print as you lead the group in reading the poem.

**Today’s Challenge**

**Student page 156** Tell children that the poem on the page is the same one you read with them. Read the poem together as a whole group activity. Then have children form two small groups. Let one group practice reading the first five lines of the poem and the second group practice reading the last six lines. Reconvene as a whole group to have each group read its lines.

**Go Further**

**Student page 156** Children will practice and present “scoldings” they might give a pet kitten that is hiding. You might wish to have a stuffed kitten on hand for the presentations so that children can hug their pets afterward.

**Assessment**

**Student self-assessment page 156** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children read aloud fluently at a “just right” pace?
**Materials**
Student pages 156, 157

**Concept**
Demonstrate comprehension by retelling a story.

**Get Started**
Remind children that when they hear or read a story they like, they often tell others about it. They retell the story in their own words. Explain that when people retell a story, they tell who is in the story, where the story takes place, and what important things happen. When people retell a story, they show that they understood the story they listened to or read and can remember it well.

Ask children to listen as you read a story. Tell them to be ready to retell the story in their own words.

Joe’s kitten loves to play. She likes to chase balls. Joe rolls a rubber ball down the hall, and the kitten chases it. One night, Joe and Mom are watching television. The kitten is asleep on Joe’s lap. And Mom is knitting. When Mom gets up, the ball of yarn falls on the floor and rolls across the room. Up jumps the kitten. She chases the ball of yarn and pounces on it. Joe and Mom laugh.

Call on several volunteers to retell the story in their own words. Remind children to include details about who, where, and what happens.

**Today’s Challenge**
**Student page 157** Read the poem “My Kitten” on page 156 together with children. If a child has trouble tracking the print as you read, suggest that he or she move a finger below the text to help keep his or her place during the reading. On student page 157, children draw to retell an aspect of the poem. Encourage children to show their drawings as they share their retellings orally with the group. Have them call attention to specific elements in the drawing that reflect details of the poem.

**Go Further**
**Student page 157** Children add to the poem about the kitten. They suggest how the kitten was finally found and where. Brainstorm ideas for good kitten hiding places before children make their personal responses.

**Assessment**
**Student self-assessment page 157** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children retell a story?
Week 32 • Activity 158

Materials
Student page 158

Concept
Develop vocabulary by using meaning and phonic clues to identify words.

Get Started
Before the session, prepare a list of words that form a category, such as words used when talking about books or words used when working with computers. In addition to the words suggested at the end of this section, you may want to include other academic words that are specific to your room and environment.

Display and read the poem “My Kitten.” Call on a volunteer to point to the title of the poem. Ask children to name other things that have titles. Children might suggest books, movies, and television shows. Display several picture books and have children point to the titles as you read them. Ask if children can tell what the other words on the book covers are. Lead children to see that the name of the author (the person who wrote the book) and the name of the illustrator (the person who drew the pictures) often appear on a book’s cover. Write the words title, author, and illustrator on the board or on chart paper.

Tell children that they will now play a game to name more words used when talking about books.

Instructions for Playing What’s My Word? To demonstrate the game, tell the group that you have a secret word that you want them to guess. Explain that you will give them clues. Tell children to listen carefully as you give these clues:

Today, all my secret words are words used when talking about books.

My first word has two parts, or syllables.
It tells the name of a book.
It begins with the /l/ sound.

As needed, offer additional clues until a child guesses the word title.

When each word is guessed, point to it on the list or add it to the list you have started. Have children say the word with you.

Continue with the game until each child has guessed at least one word. Words you might use include:

- Words used when discussing books—title, author, illustrator, cover, spine, letters, words, sentences, page, chapter, librarian, storyteller;
- Words used when working with computers—mouse, monitor, keyboard, keys, enter, open, close, program, game, cursor, arrow.

Today’s Challenge
Student page 158 Children draw pictures to show school workers. Encourage children to label their pictures. As children share their pictures with the group, create a list of the school workers mentioned. Help children add additional workers to the list as needed. Then help children title the list to tell what all the words show—School Workers.

Go Further
Student page 158 Children think of activities they enjoy or places they go. They use their ideas to create lists of words specific to those activities or places. If children need help, you might prompt them with questions such as these:

- What words do you use in a restaurant? (menu, table, order, waiter, waitress, cashier, bill, register)
- What words do you use when you play soccer? (ball, goal, referee, net, goalie, kick, run)

Assessment
Student self-assessment page 158 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use meaning and phonic clues to identify words?
Week 32 • Activity 159

Materials
Student page 159
Match Ups Cards (Week 32 Activity 159) (2j, 2k, 2l, 2m, 2n, 2o, 2p, 2q, 2r)

Concept
Demonstrate alphabet recognition (j–r).

Get Started
Display the story "My Kitten." Tell children that they will help you search in the story text for some lowercase letters. Use the Match Up Cards for this activity. Select three letters for the search. Show the card and ask volunteers to find the identical letter anywhere in the story. Children can find the letter in any position in a word. When the volunteer locates the correct matching letter, hand him or her the card so that it can be held beside the letter in the story text. Have children observing confirm that the letters match up. Tell children that the activity has been a warm-up for playing a game called Match Ups.

Instructions for Playing Match Ups Distribute the letter cards. Ask children to move around to find another child who has a letter that is identical to their letter. When children have matched themselves up, ask each pair to name their letter and show both cards so that everyone can hear and see how they "match up."

As a follow up activity, have the pairs of matched-up children arrange themselves in alphabetical order. If there is an alphabet strip in the room, refer children to it to help them arrange themselves in correct alphabetical order. For a quick alternative, print the letters j through r on the board or chart paper.

If time permits, challenge children to think of words that begin with the letters from j through r. Make a list of their suggestions and underline the initial letter in each word. Read back the finished list.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled "Week 32 Activity 159."

Today’s Challenge
Student page 159 Children look at the portion of the alphabet banner that is in dark print (letters j through r) and copy each letter to demonstrate their awareness of the visual characteristics of each letter form. This part of the activity also gives children a hands-on experience with arranging the letters in correct order. In the second part of the activity, children write the letter that comes after a given letter.

Go Further
Student page 159 Children will add to their "desktop" alphabet strips. If children did not begin desktop alphabet strips in Week 28 Activity 139, you may wish to have children begin them now. Provide each child with a strip of oak tag or construction paper that has been marked off with twenty-six spaces or blanks. Write the letters a through i on the board or on chart paper for children to copy in the first nine spaces. Then have children add the letters they have been practicing today, j through r. When children are finished, collect the strips and save them for children to complete in the coming weeks as the rest of the lowercase letters and then the capital letters are reviewed.

Assessment
Student self-assessment page 159 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children recognize letters of the alphabet (j–r)?
**Week 32 • Activity 160**

**Materials**
Student page 160

**Concept**
Demonstrate comprehension by retelling a story on multiple-choice tests.

**Get Started**
Remind children that readers often want to share the stories they like with others. They retell the stories in their own words. Say that when retelling a story, it is important to include details about who is in the story, where the story takes place, and what important things happen.

Tell children that sometimes they will be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the following text aloud. Then write the question and draw the answer choices on the board or on chart paper. Read aloud the question.

Joe goes out to pull weeds. He takes a bucket and a shovel. He takes his kitten. Joe pulls a weed and puts it in the bucket. The kitten takes the weed to play. Joe pulls another weed and puts it in the bucket. The kitten takes the weed out to play. After a few minutes, Joe looks up. Weeds are all over the yard!

Which shows what is all over the yard?

- A
- B
- C
- D

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because the picture shows some leaves and the story doesn’t mention anything about leaves. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (The picture shows weeds. That is what the kitten is taking out of the bucket and playing with while Joe is pulling weeds.) Ask a volunteer to fill in the correct circle.

**Today’s Challenge**
Student page 160 With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.

**Answers for student page 160:** 1. C 2. B

**Go Further**
Have children retell the story in their own words, using a picture they draw, if they wish. Help children notice that all story retellings are not exactly the same. The person who tells the story uses his or her own words and chooses which details are most important to include.

**Assessment**
Student self-assessment page 160 Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children retell a story?
Read Out Loud

Week 33 • Activity 161

Materials
Student page 161

Concept
Read aloud expressively to convey characters’ feelings.

Get Started
Before the session, write the story “The Race” on the board or on chart paper. Retain the copy of the story for further use throughout the week.

The Race
“Let’s race,” says Ria.
“Okay,” says Tom.
A man yells, “Get ready. GO!”
Ria runs and runs.
Tom tries, but he is not fast.
“I will rest,” says Ria.
“Tom can’t catch me!”
Tom huffs and puffs.
He runs past Ria.
“YAY!” everyone shouts. “Tom wins!”
Tom says, “Hooray for me!”

Tell children that today they will read a story with you. Read the story aloud two or three times to familiarize children with the story text. Invite children to ask questions about any concepts or words they may not know. Have volunteers tell what they know about running in races. Tell children that the man in the story who says, “Get ready. GO!” is the starter for the race, or the person who signals the runners to start.

Remind children that writers sometimes just tell about what the characters in a story do. Other times, though, writers include what the characters say. Explain that by putting in the words someone says, the writer gets readers more involved in the story. It is as if they are listening in as a character talks. It is as if they, as readers, are part of the story, too. Tell children that good readers try to put themselves in the place of story characters by thinking about how they would feel in the same situation.

Read the story again, emphasizing what each character says. Use tone and expression to show how each is feeling. Ask children to try to describe how each character feels when speaking. Invite several volunteers to say the characters’ words expressively.

Now, read the story several times more with the whole group, asking children to join in as they are able. Remind children that when they come to the words a character speaks they should think about how that character feels and then try to show that feeling with their voices.

Today’s Challenge
Student page 161 Tell children that the whole group will read the story together. Before you read, help children highlight the words the characters speak so that children will be ready to read those words in a special way. Lead children in reading the story a couple of times. Set a pace that is conducive to helping children read in unison as much as possible.

Go Further
Student page 161 Children tell what they would say if they won a race. Children should say their words expressively to convey how they would feel. Provide one or two models before children make their individual responses.

Assessment
Student self-assessment page 161 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read aloud expressively to convey characters’ feelings?
Week 33 • Activity 162

Materials
Student pages 161, 162

Concept
Enhance comprehension by making connections with the text.

Get Started
Explain to children that storytellers often use their own experiences to help them write their stories. The storytellers also think about the experiences their readers are likely to have had so that the readers can better understand and get involved in a story. Say that readers should look for things in a story that are familiar to them in some way. If a story is about a family celebration, readers should think about celebrations they have had with their own families or about stories they have read about different kinds of celebrations.

Display and read aloud the story “The Race.” Then talk about the story with children, helping them make connections to their own experiences. Ask children who have run in races to talk about their experiences briefly. Invite other children to add their comments to the discussion. Then ask children why they think people like to run in races. Ask prompting questions, as needed, such as: Would you run in a race just for fun? Would you run in a race to prove you can run faster than everyone else? Would you run in a race to get a prize?

Make the point with children that thinking about their own feelings about running in races helps them and other readers better understand and connect with the story “The Race.”

Today’s Challenge

Student page 162 Read the story “The Race” together with children. Track the print as you read. Suggest that children move a finger below the text to help them keep their place during the reading. On student page 162, children draw or write to tell about a race. Provide these suggestions for ways they might connect with the story “The Race”:

• What is it like to watch a race?
• What is it like to be in a race?
• What story do you know that is about a race?

Go Further

Student page 162 Children discuss different kinds of contests they know about. If children seem to be thinking exclusively about athletic type contests, guide the discussion to include other types such as art contests, “best pet” contests, cooking contests, and so on.

As an additional activity, read children a version of the Aesop fable “The Tortoise and the Hare.” Have children look for similarities between “The Race” and the story you read.

Assessment

Student self-assessment page 162 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children make personal connections with a story text?
Word Games

Week 33 • Activity 163

Materials
Student page 163

Concept
Develop phonological awareness by identifying one-, two-, and three-syllable words.

Get Started
Display the story “The Race.” Read aloud the first two lines. Then reread the same two lines word for word, pausing after each word to ask children how many parts the word has. Then randomly choose other words from the story text. Point to each as you say it aloud. Ask children to repeat the word and say how many parts each word has. Tell children that this activity has been a warm-up for a game called Odd One Out.

Instructions for Playing Odd One Out Tell children you will say three words. Two words will have the same number of parts. One will not. Their job is to point out the one word that does not have the same number of parts as the other two, or the “odd one out.” Use these groups of words.

• bag, pencil, pocket (bag)
• umbrella, boots, hat (umbrella)
• monster, elf, giant (elf)
• smile, grin, laughter (laughter)
• noisy, quiet, loud (loud)
• evening, night, day (evening)
• elephant, tiger, kangaroo (tiger)
• zipper, buttons, snaps (snaps)
• valentine, heart, card (valentine)
• soap, towel, water (soap)
• floor, window, door (window)

Today’s Challenge

Student page 163 When the group has finished playing the game, have children open their books to student page 163. Children name each picture and decide if the picture name has one, two, or three parts, or syllables. They respond by writing 1, 2, or 3. You may wish to preview the pictures with children before they make their independent written responses.

Answers for student page 163: broccoli—3
 carrots—2 tomatoes—3 corn—1 bananas—3
 apples—2 strawberries—3 grapes—1 pear—1

Go Further

Student page 163 Children look back at the pictures in the Today’s Challenge activity and decide to what category all the pictured items belong. Children should notice that all the pictures show fruits and vegetables.

Assessment

Student self-assessment page 163 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify one-, two-, and three-syllable words?
Week 33 • Activity 164

Materials
Student page 164
Match Ups Cards (Week 33 Activity 164) (2r, 2s, 2t, 2u, 2v, 2w, 2x, 2y, 2z)

Concept
Demonstrate alphabet recognition (r–z).

Get Started
Display the story “The Race.” Tell children that they will help you search in the story text for some lowercase letters. Use the Match Up Cards for this activity. Select three letters for the search. Show the card and ask volunteers to find the identical letter anywhere in the story. Children can find the letter in any position in a word. When the volunteer locates the correct matching letter, hand him or her the card so that it can be held beside the letter in the story text. Have observers confirm that the letters match up. Tell children that the activity has been a warm-up for playing a game called Match Ups.

Instructions for Playing Match Ups Distribute the letter cards. Ask children to move around to find another child who has a letter that is identical to their letter. When children have matched themselves up, ask each pair to name its letter and show both cards so that everyone can hear and see how they “match up.”

As a follow-up activity, have the pairs of matched-up children arrange themselves in alphabetical order. If there is an alphabet strip in the room, refer children to it to help them arrange themselves in correct alphabetical order. For a quick alternative, print the letters r through z on the board or chart paper.

If time permits, challenge children to think of words that begin with the letters from r through z. List their suggestions, underlining the initial letter in each word. Read back the finished list.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 33 Activity 164.”

Today’s Challenge
Student page 164 Children look at the portion of the alphabet banner that is in dark print (letters r through z) and copy each letter to demonstrate their awareness of the visual characteristics of each letter form. This part of the activity also gives children a hands-on experience with arranging the letters in correct order. In the second part of the activity, children write the letter that comes after a given letter.

Go Further
Student page 164 Children think of and write a word that begins with t and a word that begins with w. This allows children the opportunity to demonstrate their understanding of letter-sound correspondence.

To reinforce letters—their shapes and position in the alphabet—share alphabet books with the class.

Assessment
Student self-assessment page 164 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children recognize letters of the alphabet?
Materials
Student page 165

Concept
Make personal connections with text on multiple-choice tests.

Get Started
Remind children that good readers look for things that are familiar to them in stories. This helps them become more personally involved with what the writer tells about. When readers are involved or connected in some way with a story, they understand the story better and remember it.

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the story. Write the question on the board or on chart paper. Draw the four answer choices. Read aloud the question.

Ria wants a new stuffed animal. Her teddy bear is old and worn. She knows that the prize in the drawing contest is a stuffed animal. Ria practices drawing every day. She draws houses, trees, birds, and the sun in the sky. Guess what! Ria’s drawing wins the prize.

How does Ria feel about winning the contest?

A
sad

B
angry

C
scared

D
happy

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because the picture shows a sad face. If someone wins a prize, she would not be sad. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (D) from the remaining two choices. Be sure children understand why D is correct. (The picture shows a happy face. Ria wanted to win so she could get a new stuffed animal. She would have a happy face.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 165 With the whole group, read the story and the questions. Talk about the pictured answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.


Go Further
Help children connect with the story about morning exercise by telling how they would feel if they did what Tom does every day. Encourage children to share and compare their ideas.

Assessment
Student self-assessment page 165 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children make personal connections with a story?
Week 34 • Activity 166

Materials
Student page 166

Concept
Use typographic clues (underlining) to read aloud expressively.

Get Started
Before the session, write the story “The Big Jump” on the board or on chart paper. Retain the copy of the story for further use throughout the week.

The Big Jump
Reader: Iggy is a dolphin.
He can do tricks.
Kids: What will Iggy do?
Reader: Iggy swims in the pool.
Kids: What will Iggy do now?
Reader: Iggy hits a ball with his nose.
Kids: What will Iggy do now?
Reader: Iggy jumps through a hoop.
Kids: Hooray for Iggy!

Tell children that today they will read a story with you. Help them notice that the story is a conversation between the Reader and the Kids. Explain that for now you will read both parts, that of the Reader and that of the Kids. (Point to the words Reader and Kids in the story text.) Later you and children will read alternating parts. Read the story aloud two or three times to familiarize children with the story content. Encourage children to ask questions about any concepts or words they may not know. Ask volunteers to describe a dolphin. If possible, show a picture. Tell children that dolphins are very smart and can learn many different kinds of tricks that they can perform at water shows.

Have children listen as you read the story again. Ask them to listen for places in which you read a word more forcefully, with more emphasis. Read the story at least twice. Say the underlined word now with emphasis each time it occurs. Tell children to raise their hands when they hear that you are reading a word in a special way. Explain to children that the writer helps you know when to change how you read. The writer puts a line under any word that a reader should say in a different way. Point to the underlined word now. Say the word with emphasis. Have children mimic your tone.

Now, read the story several more times with the whole group, asking children to join in, especially on the occurrences of the word now. Remind children to notice where the writer used underlining to help them say some words in a special way.

Today’s Challenge
Student page 166 Tell children that the whole group will read the story together. Tell children you will take the part of the Reader. They will take the part of the Kids. Help children highlight text that they will read. Remind children as they read they should be ready to say the underlined words with emphasis, or in a forceful way.

Go Further
Student page 166 Children express different feelings as they read the word Hooray three ways. You may wish to have partners practice with each other before the whole group shares and compares their responses.

Assessment
Student self-assessment page 166 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use typographic clues (underlining) to read aloud expressively?
**Today's Challenge**

**Student page 167** Read the story “The Big Jump” together with children. Encourage them to track the print from left to right as they read. On student page 167, children draw and write to tell about the big idea of the story “The Big Jump.” You may wish to lead a brief discussion before children make their individual responses. Encourage children to share their pictures and words.

**Go Further**

**Student page 167** Children tell about something they do well. You may wish to model a response, talking about what you do well and why you like to do it.

**Assessment**

**Student self-assessment page 167** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children identify the main idea of a story?
**Week 34 • Activity 168**

**Materials**
Student page 168
Come Here, Please Cards (Week 34 Activity 168)

**Concept**
Develop vocabulary by using meaning and phonics clues to identify words.

**Get Started**
*Before the session,* pull out the following cards from the Come Here, Please deck: *in, a, can.* Display the story “The Big Jump.” Explain to children that it is their job to try to find each word in the story text. Show a card and say the word twice. Invite volunteers to locate the words. Frame each card children find. Return the three cards to the Come Here, Please deck.

Tell children that the activity they did with you was a warm-up for a game called Come Here, Please.

**Instructions for Playing Come Here, Please**
Explain that children are going to play a game called Come Here, Please. You will give a clue about a word. Each child should examine his or her own card word to see if it fits your clue. You will then ask the holder of the correct card to “Come here, please.” Today’s game focuses on high-frequency words. Use these clues.

Who has a word that...
- begins with /h/ and means “to jump on one foot”? (hop)
- is what you have left if you take away /b/ from /b/l/ä/í/â? (at)
- begins with /l/ and rhymes with bike? (like)
- has these three sounds /p//e//t/? (pet)
- is what you get if you add /k/ with /ä/n? (can)
- means “to like someone or something so, so much”? (love)
- has these three sounds /m//ä/n? (man)
- rhymes with sat and is worn on your head? (hat)

When you have finished playing the game, put the cards together with an elastic band or into a bag or envelope labeled “Week 34 Activity 168.”

**Today’s Challenge**

**Student page 168** Have children open their books to student page 168. Help children read each word in the box. They select words from the box, in addition to some of their own, to write a letter to a friend. Point out that children should write their friend’s name after the word Dear. Call attention to the fact that the letter begins with l, so children will be telling about themselves in some way. Children will more than likely rely on developmental spelling, or “spelling as they hear words,” to get their messages across. Accept their versions of words for now.

**Go Further**
Have children exchange letters orally with partners. Listen to children’s letters to check informally for coherency and children’s overall verbal ability.

**Assessment**

**Student self-assessment page 168** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children use meaning and phonics clues to identify words?
Materials
Student page 169
Match Ups Cards (Week 34 Activity 169) (a, b, c, d, e, f, g, h, i, A, B, C, D, E, F, G, H, I)

Concept
Demonstrate alphabet recognition (a–i, A–I).

Get Started
Display the story “The Big Jump.” Tell children that they will help you search in the story text for some lowercase and some capital, or uppercase, letters. Use the Match Up Cards for this activity.
Select three lowercase and three capital letters for the search. Show a card and ask volunteers to find the identical letter anywhere in the story. Children can find the lowercase letters in any position in a word. When the volunteer locates the correct matching letter, hand him or her the card so that it can be held beside the letter in the story text. Have observers confirm that the letters match up. Tell children that the activity has been a warm-up for playing a game called Match Ups.

Instructions for Playing Match Ups
Distribute the letter cards. Ask children to move around to find another child who has the alternate form (capital or lowercase) of their letter. When children have matched themselves up, ask each pair to name their letter and show both cards so that everyone can see how they “match up.”

As a follow-up activity, have the pairs of matched-up children arrange themselves in alphabetical order. If there is an alphabet strip in the room, refer children to it to help them arrange themselves in correct alphabetical order. For a quick alternative, print the letters Aa through Hi on the board or on chart paper.

When you have finished the game, put the cards together with an elastic band or in an envelope or bag labeled “Week 34 Activity 169.”

Today’s Challenge
Student page 169
Children write the lowercase form of each letter. Encourage them to make use of the alphabet banner on the page. Then children write capital (uppercase) and lowercase letters to complete two alphabet sequences. Some children may benefit from reciting softly to themselves the letters in alphabetical order as they work.

Go Further
Student page 169
Children think of and write two proper names, one that begins with B and one that begins with F. Allow children to work with partners, if they wish. Invite children to share their responses. Make a list and underline the first letter in each name. Have children self-check the names they wrote to be sure each begins with a capital (uppercase) letter. Children may suggest names such as these: Ben, Berto, Bob, Beth, Barbara, Frank, Fernando, Felix, Faith, Fiona.

Assessment
Student self-assessment page 169
Have children check one of the three choices to describe how they feel about this activity.

Assessment tip
Can children recognize alphabet letters and match the lowercase and capital (uppercase) forms?
Week 34 • Activity 170

Materials
Student page 170

Concept
Identify main idea on multiple-choice tests.

Get Started
Remind children that each story they read has a big idea. The big idea is what the story is mostly about. Say that often the writer of the story states the big idea in a sentence right in the story. It is usually the first sentence or the last sentence. Explain that being able to identify the big idea of a story is a sign that the reader really understands what the writer wants to say.

Tell children that they will sometimes be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the story. Write the question on the board or on chart paper. Read the four answer choices and the question.

Martin likes to go the water-animal park.
He has fun looking at the dolphins.
He enjoys watching the scary sharks.
Martin spends time looking at the sea turtles, too.

Which tells the big idea of the story?
A. Martin likes dolphins and sharks.
B. Martin likes to go to the water-animal park.
C. Martin likes to scare the sharks.
D. Martin does not like the water-animal park.

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that A is wrong because it says that Martin likes just two water animals. This is only one piece of information, or detail, in the story. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (The sentence tells what the whole story is about. It tells the big idea, not just one detail.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 170 With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.


Go Further
Have children recall stories they like very much. Tell them to think about the whole story—what happens, who is in the story, and where it takes place. Then tell children to say what the big idea of the story is. If you are familiar with the story a child talks about, help the child use the details he or she remembers to express a plausible main idea. If you are not familiar with the specific story, use the details mentioned to suggest possible main ideas. Have the child decide if you are correct or not. Encourage the child to say why.

Assessment
Student self-assessment page 170 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify the main idea of a story?
**Read Out Loud**

**Week 35 • Activity 171**

**Materials**
Student page 171

**Concept**
Read aloud at a “just right” pace.

**Get Started**

*Before the session,* write the story “A Day at the Beach” on the board or on chart paper. Retain the copy of the story for further use throughout the week.

**A Day at the Beach**

Yen says, “I like to dig at the beach.”

“Me too,” says Beth.

“Me too,” says Timmy.

“I like to pick up shells,” says Yen.

“Me too,” says Beth.

“Me too,” says Timmy.

Yen says, “I like to splash in big waves.”

“Me too,” says Beth.

“Me too,” says Timmy.

Yen, Beth, and Timmy say, “We all like the beach!”

Tell children that today they will read a story with you. Read the story aloud two or three times to familiarize children with the story text. Encourage children to ask questions about any concepts or words they may not know. Ask children who have been to the beach to describe their experiences. Encourage them to talk about activities they like to do. Have other children who are familiar with the beach from stories or other media to contribute, too.

Have children listen as you read the story again. Read it one time very slowly, dragging out words and sentences. Then read the story, speeding through the text and running words and sentences together. Ask children if they thought either reading was easy to understand and enjoy. Children should recognize that a too-fast or too-slow reading makes it difficult to hear all the words or to listen for words that go together. Read the story again and encourage children to echo each line. Set a comfortable pace and encourage children to try to stay together as they say the text. Say that you want their voices to blend together to sound like just one voice.

Now, read the story a couple of more times with the whole group, asking children to join in as they are able. The repetition of phrases should make this easy for most children. Remind children to read at a “just right” pace that is not too fast or not too slow.

**Today’s Challenge**

*Student page 171* Tell children that the whole group will read the story together. Remind them that if want listeners to understand and enjoy the story, they should read neither too fast nor too slow. Lead the reading, encouraging children to keep pace with you.

**Go Further**

*Student page 171* Have children think about places they like to go and things they like to do there. Then have them use a sentence pattern from the story to create their own text. Children will complete the sentence frame: I like to _____ at the ____. Invite children to read their sentences to the group. Remind them to read neither too quickly nor too slowly so everyone can understand what they are saying.

**Assessment**

*Student self-assessment page 171* Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children read aloud at a “just right” pace?
Thinking About Reading

Week 35 • Activity 172

Materials
Student pages 171, 172

Concept
Enhance comprehension by identifying the sequence of story events.

Get Started
Tell children that things they do in everyday life usually happen in a certain order. For example, they get into bed, turn out the light, and go to sleep. It wouldn’t make sense to other people if children said they go sleep and then get into bed and turn out the light. Explain that usually things happen in a certain order in stories, too. Something happens first, or at the beginning of the story; something happens next, or in the middle of the story; and something happens last, or at the end of the story.

Have children listen as you read the following story. Ask them to listen to be able to say what happens first, next, and last in the story.

Lee draws a round head and two pointy ears on top. She adds eyes, a nose, and a mouth. Then she draws whiskers to finish her cat picture.

Ask volunteers to tell the story events in the correct order. You may wish to make quick sketches as children respond. Children can help you number the sketches 1, 2, and 3 to show the order.

Today’s Challenge
Student page 172 Read the story “A Day at the Beach” together with children. Encourage them to track the print from left to right as they read. On student page 172, children write the numerals 1, 2, and 3 to order events from the story. You may wish to talk about the three pictures and read the corresponding sentences before children make their individual responses. For a more “hands-on” activity, photocopy the page. Have children cut apart the three pictures. They can arrange them then in the correct order.

Answers for student page 172: top—3 middle—1 bottom—2

Go Further
Student page 172 Children use the correctly ordered story events to help them retell the story about Yen at the beach.

If time permits, you may wish to read children a selection from either Frog and Toad Together or Days with Frog and Toad, both by Arnold Lobel. The stories are short and have easily identifiable sequences of events. Have children retell the events of the story you select in correct order.

Assessment
Student self-assessment page 172 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify the sequence of story events?
Word Games

Week 35 • Activity 173

Materials
Student page 173

Concept
Develop vocabulary by identifying how words are different (initial sound, rhyme, syllables).

Get Started
Display and read “A Day at the Beach.” Tell children that you are going to say three words from the story. Ask children to listen to find out how the words are related, or the same. Point to and read the words beach, Beth, big. (They all begin with /b/.)

Tell children to listen for beginning sounds. Explain: One word I will say is different from the others in the group. It does not belong in the group. Say the words big, Beth, waves, and beach. Have children tell which word is different from the others and why. (waves; does not begin with /b/) Ask children to name some other words that begin with the /b/.

Now have children listen with another purpose—to decide which word is different because it does not have the same number of parts as the other words. Say: like, dig, Timmy, splash. Have children identify the word that does not have the same number of parts as the other. (Timmy) Ask volunteers to suggest other words that have one part.

Instructions for Playing Different From Explain that today children are going to play a game called Different From. Tell children that you will read four words. They must find the word that is different from the other words and tell how it is different. Then they will name other words that do begin with the same sound. Children’s suggested words will vary.

Round One
Tell children that for Round One they will listen for beginning sounds to find the word that is different.

• rice, bed, bus, bat (rice; does not begin with /b/)
• sun, sail, say, two (two; does not begin with /s/)
• neck, book, nice, net (book; does not begin with /n/)
• Round Two
Tell children that for Round Two they will listen for rhyming words to find the word that is different.

• rock, lock, stick, sock (stick; doesn’t rhyme)
• new, blue, shoe, one (one; doesn’t rhyme)
• pat, pet, set, wet (pat; doesn’t rhyme)
• mouse, blouse, vest, house (vest; doesn’t rhyme)
• tip, sip, hip, hop (hop; doesn’t rhyme)

Today’s Challenge
Student page 173 Children decide how two of three picture names are related (initial sound) and then put an X on the picture that does not belong with the other two. Then children will draw something that does belong. If children are able, encourage them to write words as responses.

Answers for student page 173: Children should put an X on: 1. cup 2. sun 3. dog 4. hat. The items children draw (or name by writing) will vary.

Go Further
Student page 173 Children name the first picture in each row. Then they think of a word that rhymes with the picture name. To keep children focused on the first picture in each row, you may wish to have them circle those pictures first.

Assessment
Student self-assessment page 173 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify how words are different?
Building Words

Week 35 • Activity 174

Materials
Student page 174
Match Ups Cards (Week 35 Activity 174) (j, k, l, m, n, o, p, q, r, J, K, L, M, N, O, P, Q, R)

Concept
Demonstrate alphabet recognition (j–r, J–R).

Get Started
Tell children that they will help you match some lowercase letters with their capital, or uppercase, counterparts. Use the Match Up Cards for this week. Select three lowercase letters and the corresponding capital letters for the activity. Line up both sets of letters on a chalkboard ledge or table, leaving some distance between the sets. Scramble the order in each set. Then ask volunteers to choose a card from either set and then match it with its other form. Have children observing say if the letters do indeed match up. Repeat the activity for several rounds.

Tell children that the activity has been a warm-up for playing a game called Match Ups.

Instructions for Playing Match Ups
Distribute the letter cards. Ask children to move around to find another child who has the alternate form (capital or lowercase) of their letter. When children have matched themselves up, ask each pair to name their letter and show both cards so that everyone can see how they “match up.”

As a follow-up activity, have the pairs of matched-up children arrange themselves in alphabetical order. If there is an alphabet strip in the room, refer children to it to help them arrange themselves in correct alphabetical order. For a quick alternative, print the letters Jj through Rr on the board or on chart paper.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 35 Activity 174.”

Today’s Challenge
Student page 174 Children write the capital (uppercase) form of each lowercase letter. Encourage them to make use of the alphabet banner on the page. Then children write capital (uppercase) and lowercase letters to complete two alphabet sequences. Some children may benefit from reciting softly to themselves the letters in alphabetical order as they work.

Go Further
Student page 174 Children choose a letter from this week’s sequence and make an alphabet book page that features the letter. Children should write both forms of the letter at the top left of their papers and then draw objects whose names begin with the letter. As an alternative to drawing, have children cut out appropriate pictures from old magazines or catalogues. Invite children to share their pages. If time permits, have children arrange themselves with their pages in alphabetical order. Ask them in sequence to call out their letter name. If there are gaps in the sequence, call out the missing letters yourself.

Assessment
Student self-assessment page 174 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children recognize alphabet letters and match the lowercase and capital (uppercase) forms?
Rule Out 2

Week 35 • Activity 175

Materials
Student page 175

Concept
Identify the sequence of events in text on multiple-choice tests.

Get Started
Recall with children that things in life and things in stories usually happen in a certain order. Explain that paying attention to the order in which things happen helps readers better understand a story and remember it.

Tell children that sometimes they will be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the story. Write the question on the board or on chart paper and draw the four answer choices. Read the question.

Yen and his friend do lots at the beach. They collect seashells. Then they fly Yen’s new kite. After that, they both eat big sandwiches.

What happens last?

A

B

C

D

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that D is wrong because the picture shows a beach ball. The story does not say that Yen and his friend play with a beach ball at any time. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (B) from the remaining two choices. Be sure children understand why B is correct. (The picture shows sandwiches. The story says that Yen and his friend eat sandwiches after they collect shells and fly the kite.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 175 With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.

Answers for student page 175: 1. D 2. C

Go Further
Have children make up another story about Yen and his friends at the beach. Remind them to think about the order in which things happen. Say that the order must make sense to people hearing or reading the story. Most children will respond orally. If some children wish to write their stories, encourage them and ask them to read the stories to the group.

Assessment
Student self-assessment page 175 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children identify the sequence of events in a story?
Read Out Loud

Week 36 • Activity 176

Materials
Student page 176

Concept
Read aloud fluently and expressively.

Get Started
Before the session, write the story “A Tasty Surprise” on the board or on chart paper. Retain the story for further use throughout the week.

A Tasty Surprise
Grandpa: Let’s cook dinner.
        We can surprise Grandma.
Carla: I will cook the pasta.
Grandpa: I will make the sauce.
Carla: I will put the pasta in the pot.
Grandpa: I will chop the tomatoes.
         I will chop green peppers, too.
Carla: Mmmm. The food smells good!
Grandpa: I hope Grandma comes home soon.

Tell children that today they will read a story with you. Read the story aloud at least twice to familiarize children with the text. Encourage children to ask questions about anything they don’t understand. To develop the meaning of pasta, for example, tell children that spaghetti, macaroni, and ravioli all name different kinds of pasta. You might also explain that some people like to buy sauce for pasta while others like to make their own sauce. Invite children who have helped family members or friends make sauce share their experiences. Did you put tomatoes in your sauce? Did you add green peppers? What other things did you add? Onions? Salt or Pepper?

Have children listen as you read again. Ask children if they noticed that you read one line with extra feeling. If children are unable to identify the line, point to the exclamation mark in the eighth line. Remind children that this mark tells readers to read the words with feeling. The words the writer writes helps tell readers what feeling to use. Say the words in the sentence. Then call on several volunteers to say the sentence as if they had just walked into a kitchen where the food cooking did smell wonderful.

Read the whole story, once again having children echo each line. Set a comfortable pace and encourage children to try to stay together as they say the text. Then read the story several more times, until children are comfortable saying it with you. Call on volunteers to track the print as you lead the group in reading the story.

Today’s Challenge
Student page 176 Tell children that the story on the page is the same one you read with them. Read the story together as a whole group activity. Then have children decide how they might form groups to share the reading of the story. If necessary, suggest that each group take a different character’s lines to read, with half the group reading Grandpa’s lines and the other half reading Carla’s lines.

Go Further
Student page 176 Have partners dramatize the story, pantomiming the actions of Grandpa and Carla as the rest of the group reads the story aloud. Allow time for several presentations.

Assessment
Student self-assessment page 176 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children read aloud fluently and expressively?
Have children suggest other details to develop your drawing further. You might ask questions such as, What kind of place mats do you “see” in your mind? Are they cloth or plastic? Do they have a design on them? Make the point that there will be differences among the pictures children “see” because they have had different kinds of experiences.

**Today’s Challenge**

**Student page 177** Read the story “A Tasty Surprise” on student page 176 together with children. Track the print as you read. Suggest that children move a finger below the text to help them keep their place during the reading. Recall with children that Grandpa used tomatoes and green peppers to make the sauce for the pasta. Then read aloud the directions on student page 177. Ask children to visualize and then draw the ingredients they use to make a favorite dish or snack. Encourage children to show and talk about their pictures.

**Go Further**

**Student page 177** Children will draw to show a tasty surprise that Carla and Grandpa might make for breakfast. Invite children to elaborate on their drawings by describing the breakfast surprise to partners. Encourage children to note details in their pictures and use descriptive language.

If your school permits foods and snacks to be served, consider working together as a group to make a “tasty surprise.” As always, check for allergies before serving foods.

**Assessment**

**Student self-assessment page 177** Have children check one of the three choices to describe how they feel about this activity.

**Assessment tip** Can children use story details to visualize?
Word Games

Week 36 • Activity 178

Materials
Student page 178

Concept
Develop vocabulary by using meaning and phonic clues to identify words.

Get Started
Before the session, prepare a list of words that form a category, such as foods and drinks. In addition to the words suggested at the end of this section, you may want to include other food or drink items that are specific to your environment.

Display and read the story “A Tasty Surprise.” Read the story again, asking children to raise their hands when they hear a word that names a food. (pasta, sauce, tomatoes, green peppers)

Write the foods pasta, sauce, tomato, and green pepper on the board or on chart paper. Read the words aloud with children. Then tell children that they will now play a game to name more food words.

Instructions for Playing What’s My Word?
To demonstrate the game, tell the group that you have a secret word that you want them to guess. Explain that you will give them clues. Tell children to listen carefully as you give these clues:

Today, my first group of secret words name vegetables.
My first word has two parts, or syllables. Try to picture it in your mind—it is long and thin. It is orange. It begins with the /k/ sound.
As needed, offer additional clues until a child guesses the word carrot.

When each word is guessed, point to it on the list or add it to the list you have started. Have children say the word with you.

Continue with the game until each child has guessed at least one word. Food and drink categories and words you might use include:

- vegetables—artichoke, bean, beet, cabbage, carrot, celery, corn, cucumber, lettuce, onion, pea, pepper, potato, pumpkin, spinach, squash, yam
- fruits—apple, apricot, avocado, banana, blueberry, cantaloupe, cherry, fig, grape, grapefruit, lemon, mango, melon, orange, peach, pear, pineapple, plum, strawberry, watermelon
- beverages— buttermilk, cider, cocoa, coffee, eggnog, juice, lemonade, milk, punch, soda, tea, water

Today’s Challenge
Student page 178 Children will draw pictures or write to record foods they like and foods they don’t like. Encourage children to label their pictures. As children share their responses with the group, record each food liked and each food disliked on chart paper. As time permits, you may wish to work with children to create picture graphs that show “Foods We Like” and “Foods We Don’t Like.”

Go Further
Student page 178 Provide each child with a paper plate on which to draw a favorite meal or dinner. Before children begin, you may wish to brainstorm menu ideas with them. If you have on hand old cooking magazines, children may wish to choose to cut out meals that look appealing to them for pasting onto their plates. Encourage children to share their “meals,” describing them to the group.

Assessment
Student self-assessment page 178 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children use meaning and phonic clues to identify words?
Building Words

Week 36 • Activity 179

Materials
Student page 179
Match Ups Cards (Week 36 Activity 179) (r, s, t, u, v, w, x, y, z, R, S, T, U, V, W, X, Y, Z)

Concept
Demonstrate alphabet recognition (r–z, R–Z).

Get Started
Tell children that they will help you match some lowercase letters with their capital, or uppercase, counterparts. Use the Match Up Cards for this week. Select three lowercase letters and the corresponding capital letters for the activity. Line up both sets of letters on a chalkboard ledge or table, leaving some distance between the sets. Scramble the order in each set. Then ask volunteers to choose a card from either set and then match it with its other form. Have children observing say if the letters do indeed match up. Repeat the activity for several rounds.

Tell children that the activity has been a warm-up for playing a game called Match Ups.

Instructions for Playing Match Ups Distribute the letter cards. Ask children to move around to find another child who has the alternate form (capital or lowercase) of their letter. When children have matched themselves up, ask each pair to name their letter and show both cards so that everyone can see how they “match up.”

As a follow-up activity, have the pairs of matched-up children arrange themselves in alphabetical order. If there is an alphabet strip in the room, refer children to it to help them arrange themselves in correct alphabetical order. For a quick alternative, print the letters Rr through Zz on the board or on chart paper.

When you have finished the game, put the cards together with an elastic band or into an envelope or bag labeled “Week 36 Activity 179.”

Today’s Challenge
Student page 179 Children write the capital (uppercase) form of each letter to complete the chart. Encourage them to make use of the alphabet banner on the page. Then children write capital (uppercase) and lowercase letters to complete two letter sequences. Some children may benefit from reciting softly to themselves the letters in alphabetical order as they work.

Go Further
Student page 179 Children choose a letter from this week’s sequence and make an alphabet book page that features the letter. (Note: If children did not begin an alphabet book last week, for the Week 35 Activity 174 Go Further, include all the letters of the alphabet.) Children should write both forms of the letter at the top left of their papers and then draw objects whose names begin with the letter. Children might also cut out pictures from old magazines to include on their pages. Invite children to share their pages. If time permits, have children arrange themselves with their pages in alphabetical order. Ask them in sequence to call out their letter name. If there are gaps in the sequence, call out the missing letters yourself.

Assessment
Student self-assessment page 179 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip Can children recognize alphabet letters and match the lowercase and capital (uppercase) forms?
Week 36 • Activity 180

Materials
Student page 180

Concept
Use story details to visualize on multiple-choice tests.

Get Started
Remind children that story writers and story artists picture in their own minds what a story will be about, who is in the story, and where the story takes place. Good readers look for details, or bits of information, in a story to help them picture what is going on.

Tell children that sometimes they will be asked to take tests in their classes. The questions they will answer in this section will help them become better test takers.

Explain that Rule Out Two is a technique that will help children when they take multiple-choice tests. When children read a question and have several answers from which to choose, it helps to be able to “rule out” some of the answers right away. Read the story. Write the question on the board or on chart paper. Draw the four answer choices. Read aloud the question.

Carla takes a drink out of the refrigerator. It comes in a carton. It is white and smooth. It is Carla’s favorite drink with dinner.

Which shows Carla’s favorite drink?

A  B  C  D

Ask a volunteer to choose an answer that he or she knows is wrong and tell why the answer is wrong. For example, a child might say that D is wrong because the picture shows a water bottle—the story says the drink comes in a carton and is white and smooth; the water does not come in a carton; it is smooth but not white. Ask a second volunteer to rule out another incorrect answer, and proceed the same way. Then ask children to choose the correct answer (C) from the remaining two choices. Be sure children understand why C is correct. (The picture shows a carton with a cow and the word milk on it. Milk is white and smooth.) Ask a volunteer to fill in the correct circle.

Today’s Challenge
Student page 180 With the whole group, read aloud the story and the questions. Talk about the answer choices. Work through the questions, ruling out two answers and then choosing the correct answer. Point out how to fill in the circle for the correct answer. Discuss errors with individuals or the group as needed.

Answers for student page 180: 1. C  2. B

Go Further
Have children work with partners. One partner describes a food to the other partner, who then uses the details of the description to draw that food. Partners then reverse roles and repeat the activity. Encourage children to share their pictures.

Assessment
Student self-assessment page 180 Have children check one of the three choices to describe how they feel about this activity.

Assessment tip  Can children use story details to visualize?
### Come Here, Please Cards

Note that all cards with the exception of those for Week 22 Activity 108 and Week 34 Activity 168 show only pictures, no words. Week 22 Activity 108 cards include the numerals 0–9. Week 34 Activity 168 cards show high-frequency words and CVC words only, no pictures.

**Week 2 • Activity 8**
bat, bed, book, car, cat, clock, hat, head, hen, hook, house, leaf, lock, pen, pot, rug, sock, wig

**Week 6 • Activity 28**
balloon, bike, birdhouse, boot, dime, duck, glove, kite, milk, mitten, nest, penny, rooster, scooter, snail, sneaker, turtle, water

**Week 10 • Activity 48**
bag, bed, bee, bike, book, boots, bowl, chair, coat, glass, hat, pencil, pillow, ring, scissors, tic, tree, zebra

**Week 14 • Activity 68**
apple, bagel, bread, broccoli, cake, carrots, cookies, corn, egg, ice-cream cone, lemon, milk, peas, pizza, sandwich, soup, strawberries, string beans

**Week 18 • Activity 88**
bed, blanket, bookcase, calendar, chair, chalk, clock, crayon, desk, easel, lamp, marker, paintbrush, pajamas, pen, pencil, pillow, plants

**Week 22 • Activity 108**
0, 1, 2, 3, 4, 5, 6, 7, 8, 9, bus stop, calendar, clock, exit, fire station, school, stop, watch

**Week 26 • Activity 128**
bagel, balloon, bed, broccoli, calendar, house, kite, lamp, mitten, nest, pajamas, penny, pillow, pizza, sandwich, scissors, sock, strawberries

**Week 30 • Activity 148**
ball, bat, bed, bug, cat, dig, dog, dot, fan, hat, log, man, mug, pan, pig, pot, rug, tag

**Week 34 • Activity 168**
a, am, at, can, cat, dog, hat, hop, I, in, like, love, man, name, pet, pop, stop, win

---

### Match Ups Cards

**Week 5 • Activity 24**
d: dog, duck, door, desk, dive, dishes, diamond, dinosaur, sun, lion, moon, mouse, rocket, radio, yarn, horse, coat, camel

**Week 6 • Activity 29**
n: nails, newspaper, net, nest, nine, needle, necklace, nut, numbers, nickel, pig, penguin, socks, sandals, turkey, table, goose, quill

**Week 7 • Activity 34**
l: lighthouse, leaf, lemon, logs, letters, lamp, ladder, lion, net, newspaper, nails, nest, dog, duck, diamond, desk, door, dinosaur

**Week 8 • Activity 39**
m: moon, mittens, mouse, map, mirror, mop, magnet, monkey, marbles, mask, lighthouse, leaf, lemon, logs, letters, lamp, ladder, lion

**Week 9 • Activity 44**
Review d, n, l, m: moon, mouse, map, monkey, lighthouse, lion, ladder, lemon, newspaper, nails, nest, needle, duck, dog, desk, dinosaur, dive

**Week 10 • Activity 49**
b: book, bed, belt, bib, box, bell, ball, balloon, moon, mittens, mouse, map, mirror, mask, letters, lamp, ladder, lion

**Week 11 • Activity 54**
Short a: cat, hat, bat, tag, bag, flag, pan, man, fan, can, map, cap, tape, snake, cake, whale, snail, rake

**Week 12 • Activity 59**
f: fish, four, fire, fox, fan, feather, five, fork, book, bed, belt, bib, box, bell, ball, balloon, cat, hat

**Week 13 • Activity 64**
v: vase, vest, vegetables, vacuum, violin, valentine, volcano, van, fish, four, fox, fan, five, feather, bell, bed, book, box

181
Match Ups Cards continued

Week 14 • Activity 69
Review b, a, f, vi vegetables, vacuum, violin, vase, feather, five, fish, four, fork, fox, book, bed, belt, bib, cat, hat, map, pan

Week 15 • Activity 74
r: rocket, rug, ring, rake, rope, rainbow, radio, rooster, robot, rabbit, vegetables, vacuum, violin, vase, feather, five, fish, four

Week 16 • Activity 79
h: horse, hanger, helmet, hook, helicopter, hammer, hose, harp, hay, house, rocket, rug, ring, rake, rope, rainbow, radio, rooster

Week 17 • Activity 84
k: king, kangaroo, kite, ketchup, kettle, kitchen, kitten, helicopter, hammer, hose, harp, hay, house, rocket, rug, ring, rake

Week 18 • Activity 89
Short u: sun, bun, run, cut, hut, nut, gum, mug, bug, jug, bus, cube, tube, mule, flute, fruit, suit, glue

Week 19 • Activity 94
Review r, h, k, u: key, kangaroo, kite, ketchup, horse, helmet, helicopter, hammer, hose, harp, ring, rocket, rope, rainbow, sun, gum, bug, bus

Week 20 • Activity 99
s: socks, sun, saw, sink, soap, sandwich, seven, six, seal, scissors, sailboat, sandals, suitcase, key, king, kangaroo, kite, kitchen

Week 21 • Activity 104
t: tiger, tent, turkey, tire, two, toaster, table, ten, socks, sun, saw, sink, soap, sandwich, seven, six, seal, scissors

Week 22 • Activity 109
c: cow, comb, coat, can, corn, camel, candle, cake, cat, car, tiger, tent, turkey, tire, two, socks, sun, saw

Week 23 • Activity 114
Short u: pig, pin, zip, mill, hill, fish, six, fin, bib, slide, pie, bike, knife, kite, five, dive, cat, hat

Week 24 • Activity 119
Review s, t, c, i: cow, comb, can, corn, camel, candle, socks, sun, seven, saw, tiger, tent, turkey, two, pig, pin, hill, fish

Week 25 • Activity 124
w, z, x: zebra, zipper, zero, zoo, zookeeper, zig-zag, x-ray, xylophone, watch, web, window, wing, worm, wagon, well, windmill, watermelon, walrus

Week 26 • Activity 129
Short e: jet, shed, ten, net, we, pet, vest, desk, nest, bed, peas, beach, peach, three, bee, cheese, wheel, sheep

Week 27 • Activity 134
Review w, e, z, x: zebra, zipper, zero, zookeeper, zoo, x-ray, xylophone, watch, window, worm, windmill, wagon, walrus, watermelon, jet, ten, net, bed

Week 28 • Activity 139
Alphabet letters: (2 each) a, b, c, d, e, f, g, h, i

Week 29 • Activity 144
p, y: penguin, piano, pail, peas, pan, pen, pumpkin, pin, pear, pig, pie, yarn, yo-yo, yogurt, yak, yolk, socks, sun

Week 30 • Activity 149
Short o: fox, box, lock, clock, sock, mop, dot, pot, stove, bone, robe, soap, coat, road, rose, net, jet, ten

Week 31 • Activity 154
g, j, qu: goat, guitar, gas pump, goose, gum, game, queen, quilt, quarter, question mark, jar, jump rope, jacket, jug, jet, jellyfish, jam, judge

Week 32 • Activity 159
Alphabet letters: (2 each) j, k, l, m, n, o, p, q, r

Week 33 • Activity 164
Alphabet letters: (2 each) r, s, t, u, v, w, x, y, z

Week 34 • Activity 169
Alphabet letters: a, b, c, d, e, f, g, h, i, A, B, C, D, E, F, G, H, I

Week 35 • Activity 174
Alphabet letters: j, k, l, m, n, o, p, q, r, J, K, L, M, N, O, P, Q, R

Week 36 • Activity 179
Alphabet letters: r, s, t, u, v, w, x, y, z, R, S, T, U, V, W, X, Y, Z
ABOUT THE TESTS
The *After School Achievers: Reading Club* Pretest and Posttest are administered to children individually. Each test has four sections. Part A of each section comprises the Pretest. Part B of each section comprises the Posttest.

Section I: Print Concepts The Print Concepts assessment is directed toward children's understanding of the following:
- the difference between words and non-words
- print is print no matter its form or size
- print corresponds to spoken language word for word
- empty spaces between words are boundaries
- text is read from left to right and top to bottom.
The child being tested engages with a single short text, following prompts given by the instructor.

Section II: Phonological Awareness In the Phonological Awareness assessment, the child listens for words, syllables, and phonemes and responds to directions from the instructor.

Section III: Letter Identification The Letter Identification assessment requires the child to name lowercase and uppercase letters of the alphabet.

Section IV: Wordless Story Comprehension The Wordless Story Comprehension assessment consists of a four-picture narrative and a series of comprehension questions.

Administration
To administer each section of a test, follow the directions on your Instructor copy/Scoring sheet for the corresponding test page.

Scoring
Summarize the score for each section of a test on the Pretest/Posttest Summary Form (page 185). Use the Summary Form to tailor instruction to individual needs.

Transfer the score totals for each child onto the Class Record Form (page 184). Use this summary to facilitate comparison of Pretest and Posttest scores.

Interpretation
Section I: Print Concepts Children who have difficulty with this test can benefit from a range of visual and kinesthetic activities—ones that allow them to work in partnership with others in a lively way. For example, for children who lack a sense of directionality, you might write out a sentence on a long strip of butcher paper and then have children “walk” the sentence, stepping on each word and moving from left to right. Then to simulate a “return sweep,” children could tip-toe back from right to left to show where they would start to read the next sentence if there were one. To distinguish words, spaces, and sentences, you might use color coding, having children mark the text with your guidance. Different kinds and lots of practice, such as these examples, will help children better understand how text works.

Section II: Phonological Awareness Children who cannot distinguish separate words, syllables, and sounds may have difficulty learning to read. They will profit from rhyme, rhythm, and word play. Use short daily messages and signs around the room to engage children.

Section III: Letter Identification Letter names are an essential part of the instructional language children need to learn in order to read. If children cannot name most of the letters of the alphabet, find opportunities for children to find and identify letters in words that are “important to them.” Use children’s names, storybooks, newspaper headlines, and the like.

Section IV: Wordless Story Comprehension This test reflects the child’s ability to “put it all together” by both recalling and comprehending the important elements of a story. Children who do not do well with the nine comprehension questions can benefit from being read to aloud on a consistent basis to help develop a sense of “story.”
### Class Record Sheet for Afterschool Achievers: Reading Club

**Instructor** ____________________________ **Grade**

- **Pretest**
- **Posttest**

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Section I: Print Concepts</th>
<th>Section II: Phonological Awareness</th>
<th>Section III: Letter Identification</th>
<th>Section IV: Story Comprehension</th>
<th>Total/Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>/10</td>
<td>/20</td>
<td>/52</td>
<td>/18</td>
<td>/100%</td>
</tr>
<tr>
<td>2.</td>
<td>/10</td>
<td>/20</td>
<td>/52</td>
<td>/18</td>
<td>/100%</td>
</tr>
<tr>
<td>3.</td>
<td>/10</td>
<td>/20</td>
<td>/52</td>
<td>/18</td>
<td>/100%</td>
</tr>
<tr>
<td>4.</td>
<td>/10</td>
<td>/20</td>
<td>/52</td>
<td>/18</td>
<td>/100%</td>
</tr>
<tr>
<td>5.</td>
<td>/10</td>
<td>/20</td>
<td>/52</td>
<td>/18</td>
<td>/100%</td>
</tr>
<tr>
<td>6.</td>
<td>/10</td>
<td>/20</td>
<td>/52</td>
<td>/18</td>
<td>/100%</td>
</tr>
<tr>
<td>7.</td>
<td>/10</td>
<td>/20</td>
<td>/52</td>
<td>/18</td>
<td>/100%</td>
</tr>
<tr>
<td>8.</td>
<td>/10</td>
<td>/20</td>
<td>/52</td>
<td>/18</td>
<td>/100%</td>
</tr>
<tr>
<td>9.</td>
<td>/10</td>
<td>/20</td>
<td>/52</td>
<td>/18</td>
<td>/100%</td>
</tr>
<tr>
<td>10.</td>
<td>/10</td>
<td>/20</td>
<td>/52</td>
<td>/18</td>
<td>/100%</td>
</tr>
<tr>
<td>11.</td>
<td>/10</td>
<td>/20</td>
<td>/52</td>
<td>/18</td>
<td>/100%</td>
</tr>
<tr>
<td>12.</td>
<td>/10</td>
<td>/20</td>
<td>/52</td>
<td>/18</td>
<td>/100%</td>
</tr>
<tr>
<td>13.</td>
<td>/10</td>
<td>/20</td>
<td>/52</td>
<td>/18</td>
<td>/100%</td>
</tr>
<tr>
<td>14.</td>
<td>/10</td>
<td>/20</td>
<td>/52</td>
<td>/18</td>
<td>/100%</td>
</tr>
<tr>
<td>15.</td>
<td>/10</td>
<td>/20</td>
<td>/52</td>
<td>/18</td>
<td>/100%</td>
</tr>
<tr>
<td>16.</td>
<td>/10</td>
<td>/20</td>
<td>/52</td>
<td>/18</td>
<td>/100%</td>
</tr>
<tr>
<td>17.</td>
<td>/10</td>
<td>/20</td>
<td>/52</td>
<td>/18</td>
<td>/100%</td>
</tr>
<tr>
<td>18.</td>
<td>/10</td>
<td>/20</td>
<td>/52</td>
<td>/18</td>
<td>/100%</td>
</tr>
</tbody>
</table>

184
### Pretest and Posttest Scoring Summary

**Name:** ___________________________  **Date:** __________

**Directions:** Duplicate this form for each child to be tested. Use this same form for both the Pretest and the Posttest.

- [ ] Pretest  -  [ ] Posttest

<table>
<thead>
<tr>
<th>Section</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Print Concepts</strong></td>
<td><strong>TOTAL 10</strong></td>
</tr>
<tr>
<td><strong>Phonological Awareness</strong></td>
<td><strong>TOTAL 20</strong></td>
</tr>
<tr>
<td>Word Level: Counting Words</td>
<td>__________/5</td>
</tr>
<tr>
<td>Syllable Level: Counting Syllables</td>
<td>__________/5</td>
</tr>
<tr>
<td>Phoneme Level: Rhyming</td>
<td>__________/5</td>
</tr>
<tr>
<td>Phoneme Level: Matching</td>
<td>__________/5</td>
</tr>
<tr>
<td><strong>Letter Identification</strong></td>
<td><strong>TOTAL 52</strong></td>
</tr>
<tr>
<td>Capital Letters</td>
<td>__________/26</td>
</tr>
<tr>
<td>Lowercase Letters</td>
<td>__________/26</td>
</tr>
<tr>
<td><strong>Wordless Story Comprehension</strong></td>
<td><strong>TOTAL 18</strong></td>
</tr>
</tbody>
</table>
### Section I: Print Concepts

#### Pretest and Posttest Scoring Sheet

**Name:** ___________________________  **Date** ___________________________

**Directions:** Duplicate this form for each child to be tested. Use this same form for both the Pretest and the Posttest.

Using the rhyme on page 187 (Pretest) or page 195 (Posttest), give the following prompts to encourage the child to interact with the text. Place a √ next to each item answered correctly.

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Response √ = correct</th>
<th>Print Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Say: “I would like to begin reading this rhyme, but I need your help. Please show me the exact spot where I should begin reading.”</td>
<td></td>
<td>print conveys message</td>
</tr>
<tr>
<td>2. Say: “Point to where I need to begin reading. Now point to where I should end.”</td>
<td></td>
<td>directionality: beginning and end</td>
</tr>
<tr>
<td>3. Say: “Point to where I should go after I start reading.”</td>
<td></td>
<td>directionality: left-to-right progression</td>
</tr>
<tr>
<td>4. Say: “Point to where I go next.” Read the rhyme.</td>
<td></td>
<td>directionality: return sweep</td>
</tr>
<tr>
<td>5. Say: “Point to the top of this page. Point to the middle of it. Now point to the bottom of the page.” Read the page.</td>
<td></td>
<td>terminology: top, middle, bottom</td>
</tr>
<tr>
<td>6. Using the same page, say: “Point to one word.”</td>
<td></td>
<td>terminology: word</td>
</tr>
<tr>
<td>7. Again using the same page, say: “Point to one letter.”</td>
<td></td>
<td>terminology: letter</td>
</tr>
<tr>
<td>8. Point to a capital W and say: “Point to a little letter that is like this one.”</td>
<td></td>
<td>matching lowercase to capital letters</td>
</tr>
<tr>
<td>9. Say: “Let’s read the page together. I’ll read and you point.” Read the page.</td>
<td></td>
<td>speech-to-print match</td>
</tr>
<tr>
<td>10. Point to each punctuation mark (period, question mark) and say: “What is this? What is it for?”</td>
<td></td>
<td>punctuation: period, question mark</td>
</tr>
</tbody>
</table>
Section I: Print Concepts Part A    Student Copy

Why Rabbits Jump

"Why are you rabbits jumping so?
Now please tell why, tell why."

"We jump to see the big round moon
up in the sky, the sky."
Section II: Phonological Awareness Part A Scoring Sheet

Directions: For each item, circle the + for each correct response and the – for each incorrect response. Give one point for each +.

1. Word Level: Counting Words in Sentences

Directions: “I am going to say a sentence to you. I want you to clap every time you hear a word. Let’s try one: ‘I am here.’” (Pause for the child to clap or repeat the sentence and clap.) “Good! You clapped three times! Now clap for each word in these sentences.”

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>He can run. (3)</td>
<td>+ –</td>
</tr>
<tr>
<td>The girl rides a bike. (5)</td>
<td>+ –</td>
</tr>
<tr>
<td>Kate reads a book. (4)</td>
<td>+ –</td>
</tr>
<tr>
<td>Who wants milk? (3)</td>
<td>+ –</td>
</tr>
<tr>
<td>Sam jumps. (2)</td>
<td>+ –</td>
</tr>
</tbody>
</table>

Score ______/5

2. Syllable Level: Counting Syllables in Words

Directions: “I am going to say some words to you, and this time I want you to tap on the table for each word part, for example, cat (tap once), mother (tap twice). Try some with me: pig (pause for response), letter (pause), bunny (pause). Good! Let’s do some more words.”

<table>
<thead>
<tr>
<th>Word</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>cupcake (2)</td>
<td>+ –</td>
</tr>
<tr>
<td>silly (2)</td>
<td>+ –</td>
</tr>
<tr>
<td>butterfly (3)</td>
<td>+ –</td>
</tr>
<tr>
<td>chair (1)</td>
<td>+ –</td>
</tr>
<tr>
<td>book (1)</td>
<td>+ –</td>
</tr>
</tbody>
</table>

Score ______/5
3. Phoneme Level: Rhyming

Directions: “I am going to say two words. If they rhyme, say ‘yes.’ If they don’t, say ‘no.’ Let’s try a couple: mat/cat (pause for response). Yes! They rhyme. Now try another: man/bet (pause). Good! Let’s do some more.”

<table>
<thead>
<tr>
<th>Word Pairs</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>mop/shop</td>
<td>+ -</td>
</tr>
<tr>
<td>pat/sit</td>
<td>+ -</td>
</tr>
<tr>
<td>go/show</td>
<td>+ -</td>
</tr>
<tr>
<td>goat/boat</td>
<td>+ -</td>
</tr>
<tr>
<td>hit/hat</td>
<td>+ -</td>
</tr>
</tbody>
</table>

Score _____/5

4. Phoneme Level: Matching

Directions: “Now let’s think of words that begin with the same sound. For example, dad, dog, and door begin with /d/. (Be sure to say the sound rather than the name of the letter.) “Let’s try one. I’ll say a sound and you tell me a word that starts with that sound: /s/.“ (Accept any word that begins with /s/.) “Good! Let’s do a few more.”

<table>
<thead>
<tr>
<th>Sound</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>/b/</td>
<td>+ -</td>
</tr>
<tr>
<td>/h/</td>
<td>+ -</td>
</tr>
<tr>
<td>/m/</td>
<td>+ -</td>
</tr>
<tr>
<td>/g/</td>
<td>+ -</td>
</tr>
<tr>
<td>/t/</td>
<td>+ -</td>
</tr>
</tbody>
</table>

Score _____/5

Summary

1. Word Level: Counting Words in Sentences _______
2. Syllable Level: Counting Syllables in Words _______
3. Phoneme Level: Rhyming _______
4. Phoneme Level: Matching _______

TOTAL ______/20

Pretest 189
Section III: Letter Identification Part A  

Student Copy

C U S I N Q
Z K E M L D V
P T R B F G
Y X W O H A J

d w e t f p
j u h k n r i
x b o y c a

g m v l q z s

190 Pretest
Section III: Letter Identification Part A   Scoring Sheet

Directions: Place the student copy (page 190) in front of the child. Say: “I want to see how many letters you can name. Say 'pass' if you can't remember a letter name.”

Use two index cards to cover all but the lines being read. As needed, point to each letter.

Mark correct responses (+) and incorrect responses (-). If a response is incorrect, record the actual response or “DK” (for doesn’t know) if the child passes. If the child self-corrects, write OK.

Score ____/26

d w e t f p
j u h k n r i
x b o y c a

Score ____/26

TOTAL ____/52
Section IV: Wordless Picture Story Part A  Student Copy

1. Two girls are standing on the beach with buckets and shovels.
2. One girl is building a sandcastle while the other watches.
3. The girls talk and smile at each other.
4. The girls look sad as water washes away their sandcastle.
Section IV: Wordless Picture Story Part A  Scoring Sheet

Story Comprehension

Directions: Have the child tell you what happens in each frame of the story. Then ask these questions. Give 2 points for each correct answer.

1. Who is this story about? two girls

2. Where does the story take place? at the beach (the shore)

3. What do the girls bring with them? pails and shovels

4. What do the girls do together? They dig in the sand and build something. (a sandcastle)

5. How do the girls seem to feel? How can you tell? Children must connect to their own experiences in addition to using picture clues to make an inference. They should suggest that the girls are happy playing together.

6. What happens at the end of the story? A wave washes over the sandcastle and ruins it. The girls get wet, too.

7. How do you think the girls feel at the end of the story? Children must connect to their own experiences in addition to using picture clues to make an inference. They should suggest that the girls are surprised because they didn’t see the wave coming in, but they don’t seem angry.

8. What is the story mostly about? Accept reasonable responses that suggest that the story is about two friends who get a surprise when a wave washes away what they have spent time building.

9. Does the story tell about things that could happen in real life or about make-believe things? Children should recognize that the events could happen in real life.

Score ______/18
### Activity Correlation—Print Concepts

<table>
<thead>
<tr>
<th>Print Concepts (and Pretest item numbers)</th>
<th>Activity Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print concepts: directionality; concept of letter; word; matching letter forms; matching speech to print; punctuation (1–10)</td>
<td>1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176</td>
</tr>
</tbody>
</table>

### Activity Correlation—Comprehension

<table>
<thead>
<tr>
<th>Comprehension Skills and Strategies (and Pretest item numbers)</th>
<th>Activity Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence (6)</td>
<td>2, 37, 67, 102, 172</td>
</tr>
<tr>
<td>Reality and Fantasy (9)</td>
<td>7, 62, 92, 127</td>
</tr>
<tr>
<td>Details (3)</td>
<td>17, 77, 112, 147</td>
</tr>
<tr>
<td>Story Elements (1, 2, 4)</td>
<td>22, 82, 117, 152</td>
</tr>
<tr>
<td>Make Connections (5, 7)</td>
<td>42, 57, 137, 162</td>
</tr>
<tr>
<td>Main Idea (8)</td>
<td>97, 132, 167</td>
</tr>
</tbody>
</table>

### Activity Correlation—Letters and Words

<table>
<thead>
<tr>
<th>Letters and Words (and Pretest item numbers)</th>
<th>Activity Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological Awareness</td>
<td></td>
</tr>
<tr>
<td>Counting Syllables (6–10)</td>
<td>9, 19, 29, 43, 63, 73, 128, 133, 163</td>
</tr>
<tr>
<td>Rhyme (11–15)</td>
<td>3, 4, 13, 23, 33, 53</td>
</tr>
<tr>
<td>Matching Sounds (16–20)</td>
<td>14, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154</td>
</tr>
<tr>
<td>Letter Identification (1–52)</td>
<td>159, 164, 169, 174, 179</td>
</tr>
</tbody>
</table>
Section I: Print Concepts Part B  Student Copy

Ten Fingers

I have ten little fingers
and they all belong to me.
I can make them do things.
Would you like to see?
I can shut them up tight
or open them wide.
I can put them together
or make them all hide.
Section II: Phonological Awareness Part B  Scoring Sheet

Directions: For each item, circle the + for each correct response and the – for each incorrect response. Give one point for each +.

1. Word Level: Counting Words in Sentences

Directions: “I am going to say a sentence to you. I want you to clap every time you hear a word. Let’s try one: ‘I am here.’” (Pause for the child to clap or repeat the sentence and clap.) “Good! You clapped three times! Now clap for each word in these sentences.”

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>School is fun. (3)</td>
<td>+ –</td>
</tr>
<tr>
<td>We like books. (3)</td>
<td>+ –</td>
</tr>
<tr>
<td>The girl likes to draw. (5)</td>
<td>+ –</td>
</tr>
<tr>
<td>The boy can sing. (4)</td>
<td>+ –</td>
</tr>
<tr>
<td>Can you read? (3)</td>
<td>+ –</td>
</tr>
</tbody>
</table>

Score ______/5

2. Syllable Level: Counting Syllables in Words

Directions: “I am going to say some words to you, and this time I want you to tap on the table for each word part, for example, cat (tap once), mother (tap twice). Try some with me: pig (pause for response), letter (pause), bunny (pause). Good! Let’s do some more words.”

<table>
<thead>
<tr>
<th>Word</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>zoo (1)</td>
<td>+ –</td>
</tr>
<tr>
<td>happy (2)</td>
<td>+ –</td>
</tr>
<tr>
<td>elephant (3)</td>
<td>+ –</td>
</tr>
<tr>
<td>stripe (1)</td>
<td>+ –</td>
</tr>
<tr>
<td>peanut (2)</td>
<td>+ –</td>
</tr>
</tbody>
</table>

Score ______/5
3. Phoneme Level: Rhyming

Directions: "I am going to say two words. If they rhyme, say ‘yes.’ If they don’t, say ‘no.’ Let’s try a couple: mat/cat (pause for response). Yes! They rhyme. Now try another: man/bet (pause). Good! Let’s do some more."

<table>
<thead>
<tr>
<th>Word Pairs</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>bake/lake (yes)</td>
<td>+ –</td>
</tr>
<tr>
<td>book/mark (no)</td>
<td>+ –</td>
</tr>
<tr>
<td>blue/clue (yes)</td>
<td>+ –</td>
</tr>
<tr>
<td>drink/think (yes)</td>
<td>+ –</td>
</tr>
<tr>
<td>nose/name (no)</td>
<td>+ –</td>
</tr>
</tbody>
</table>

Score _____/5

4. Phoneme Level: Matching

Directions: "Now let’s think of words that begin with the same sound. For example, dad, dog, and door begin with /d/. (Be sure to say the sound rather than the name of the letter.) “Let’s try one. I’ll say a sound and you tell me a word that starts with that sound: /s/.” (Accept any word that begins with /s/.) “Good! Let’s do a few more.”

<table>
<thead>
<tr>
<th>Sound</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>/n/</td>
<td>+ –</td>
</tr>
<tr>
<td>/t/</td>
<td>+ –</td>
</tr>
<tr>
<td>/t/</td>
<td>+ –</td>
</tr>
<tr>
<td>/d/</td>
<td>+ –</td>
</tr>
<tr>
<td>/p/</td>
<td>+ –</td>
</tr>
</tbody>
</table>

Score _____/5

Summary
1. Word Level: Counting Words in Sentences _____
2. Syllable Level: Counting Syllables in Words _____
3. Phoneme Level: Rhyming _____
4. Phoneme Level: Matching _____

TOTAL _____/20

Posttest 197
Section III: Letter Identification Part B  Student Copy

N R T I O K
Z H E A L D V
G S B U X P
Y F W C Q M J
p y e r b w
i t d o h u j
x f k n c a
s z q l v m g

198 Posttest
Section III: Letter Identification Part B  Scoring Sheet

Directions: Place the student copy (page 198) in front of the child. Say: “I want to see how many letters you can name. Say ‘pass’ if you can’t remember a letter name.”

Use two index cards to cover all but the lines being read. As needed, point to each letter.

Mark correct responses (+) and incorrect responses (-). If a response is incorrect, record the actual response or “DK” (for doesn’t know) if the child passes. If the child self-corrects, write OK.

N R T I O K
Z H E A L D V
G S B U X P
Y F W C Q M J

Score _____/26

p y e r b w
i t d o h u j
x f k n c a
s z q l v m g

Score _____/26

TOTAL_____/52

Posttest 199
Section IV: Wordless Picture Story Part B  Student Copy

1. Two people are sitting at a table. They are looking at cards.
2. A man is holding a hammer and a woman is cooking.
3. The man is pointing and the woman is building a birdhouse.
4. The man is looking at a tree that is on fire.
Name: ____________________________ Date ____________

Section IV: Wordless Picture Story Part B  Scoring Sheet

Story Comprehension

Directions: Have the child tell you what happens in each frame of the story. Then ask these questions. Give 2 points for each correct answer.

1. Who is the story about? a girl and her grandfather/father  
2. What is the whole story about? how the girl and grandfather build a birdhouse together  
3. Who hammers the birdhouse? the grandfather  
4. Who paints the birdhouse? the girl  
5. What happens before the girl paints the birdhouse? girl and grandfather put the birdhouse together  
6. What do the girl and her grandfather do after the birdhouse is painted? hang the birdhouse on a tree branch  
7. Is this story about make-believe things, or is it a story about things that could really happen? a story that could really happen  
8. Do you think the girl and her grandfather like the finished birdhouse? Why do you think that? This response requires children to make connections to the story, drawing on prior knowledge and making inferences. Accept any reasonable opinion and explanation. The girl and grandfather probably like the birdhouse. The girl is clapping and smiling, and they are hanging up the birdhouse for people to see and for the birds to use.  
9. Think about a time you made something with someone. How did it make you feel? This response requires children to make connections between the story and their own past experiences. Accept any reasonable opinion and explanation.  

Score ______/18
### Activity Correlation—Print Concepts

<table>
<thead>
<tr>
<th>Print Concepts (and Posttest item numbers)</th>
<th>Activity Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print concepts: directionality; concept of letter; word; matching letter forms; matching speech to print; punctuation (1–10)</td>
<td>1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176</td>
</tr>
</tbody>
</table>

### Activity Correlation—Comprehension

<table>
<thead>
<tr>
<th>Comprehension Skills and Strategies (and Posttest item numbers)</th>
<th>Activity Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence (5, 6)</td>
<td>2, 37, 67, 102, 172</td>
</tr>
<tr>
<td>Reality and Fantasy (7)</td>
<td>7, 62, 92, 127</td>
</tr>
<tr>
<td>Details (8)</td>
<td>17, 77, 112, 147</td>
</tr>
<tr>
<td>Story Elements (1, 3, 4)</td>
<td>22, 82, 117, 152</td>
</tr>
<tr>
<td>Make Connections (9)</td>
<td>42, 57, 137, 162</td>
</tr>
<tr>
<td>Main Idea (2)</td>
<td>97, 132, 167</td>
</tr>
</tbody>
</table>

### Activity Correlation—Letters and Words

<table>
<thead>
<tr>
<th>Letters and Words (and Posttest item numbers)</th>
<th>Activity Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological Awareness</td>
<td></td>
</tr>
<tr>
<td>Counting Syllables (6–10)</td>
<td>9, 19, 29, 43, 63, 73, 128, 133, 163</td>
</tr>
<tr>
<td>Rhyme (11–15)</td>
<td>3, 4, 13, 23, 33, 53</td>
</tr>
<tr>
<td>Matching Sounds (16–20)</td>
<td>14, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154</td>
</tr>
<tr>
<td>Letter Identification (1–52)</td>
<td>159, 164, 169, 174, 179</td>
</tr>
</tbody>
</table>

---

202 Posttest