

California

Wonders

ELD
My
Language
Book

Mc
Graw
Hill
Education

Grade K

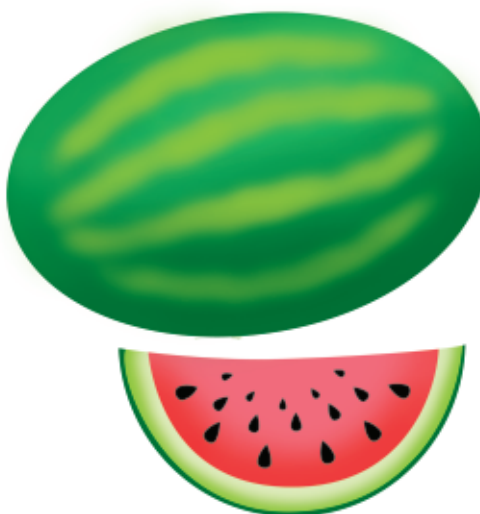
Weekly Concept: Meet Your Neighbors

? Essential Question Who are your neighbors?



Weekly Concept: Meet Your Neighbors Guide children to talk about the picture. Ask: *Who are the people in this neighborhood?* Encourage children to describe each person. Then have children add to the scene by drawing one of their neighbors.

Have partners take turns asking each other questions about their drawings. For example: *What is your neighbor's name? Where does she/he live? When do you see him/her?* See Teacher's Edition p. 258 for scaffolded support with this page.



Words & Categories: Fruit Guide children to name and talk about the fruits shown. Ask: *Which fruits do you need to peel or cut? Which have similar colors or shapes? What kind of fruit do you like to eat?* Then have children draw another fruit that they like to eat.

ELD.PI.K.I.Em, ELD.PI.K.I.Ex, ELD.PI.K.I.Br See the California Standards section



Ask partners to share their drawings and use details to describe them. Encourage their partners to ask questions such as: *Is it crunchy or soft? Does it have seeds? What does it taste like?* See Teacher's Edition p. 261 for scaffolded support with this page.

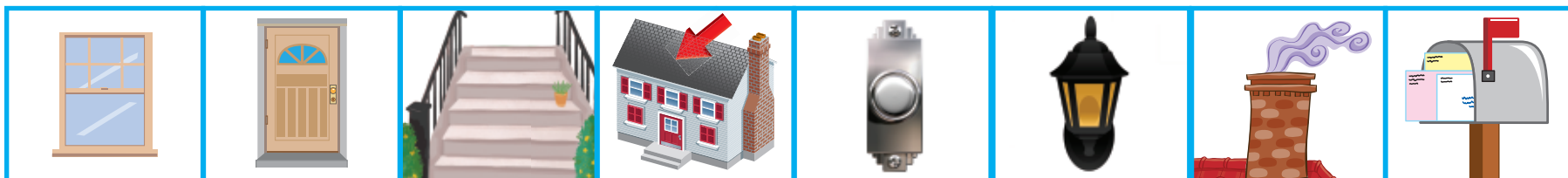
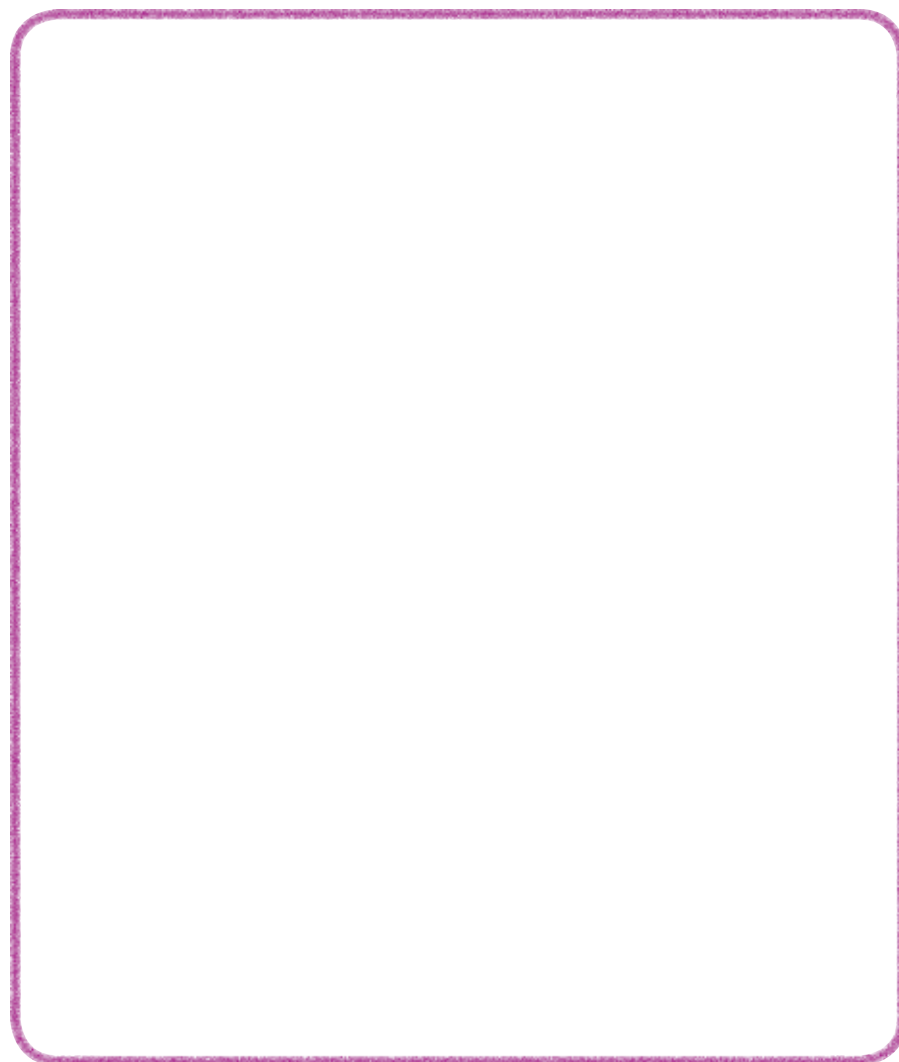
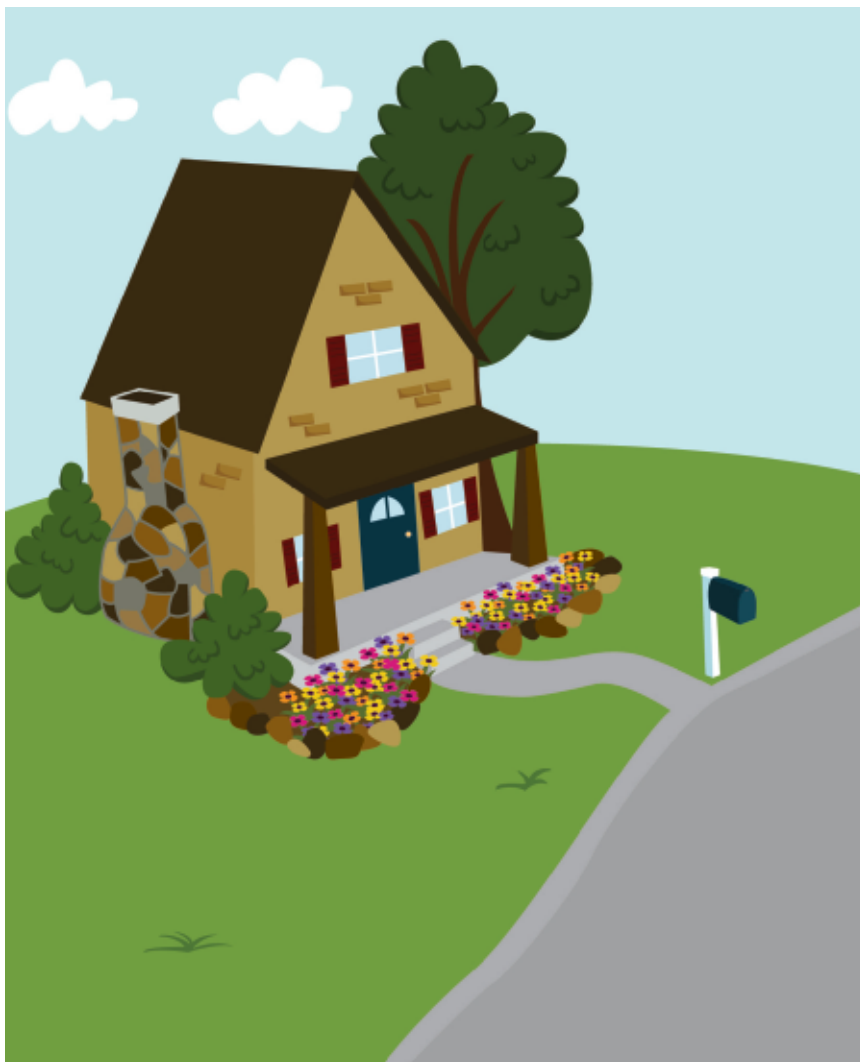
You can _____.

Respond to the Text: *What Can You Do with a Paleta?* Review the story with children. Ask: *What was the setting for the story? Who were the characters?* Guide them to draw three things that you can do with a paleta, then refer to one as they complete the sentence.



Ask partners to use their drawings to retell parts of the story. Encourage them to use details. Ask: *What was your favorite event in the story?* See Teacher’s Edition p. 264 for scaffolded support with this page.

ELD.PI.K.6.Em, ELD.PI.K.6.Ex, ELD.PI.K.6.Br; ELD.PI.K.10.Em; ELD.PI.K.12a.Em, ELD.PI.K.12a.Ex, ELD.PI.K.12a.Br See the California Standards section



Oral Vocabulary: Parts of a Home Guide children to name and describe the parts of a home shown above. Ask them to find these details in the larger picture. Then encourage students to include details as they draw pictures of their homes.



Ask partners to share their drawings and describe their homes. Students can help each other identify the parts of their homes, using the question frame: *Does your house have a _____?* See Teacher's Edition p. 268 for scaffolded support with this page.

1.



2.



3.



4.



Retell “Sid” Review the story with children. Then ask them to use the pictures to retell it. Ask questions such as: *What is Sid’s family doing? Who comes to visit? What do Sid and Tod do together?* Ask children to circle one of Sid’s new neighbors.



Ask partners to point to the pictures in sequence as they retell the story. Encourage them to use complete sentences. Offer sentence frames such as: *Sid and Mama like _____. Tod can _____.* See Teacher’s Edition p. 270 for scaffolded support with this page.

ELD.PI.K.6.Em, ELD.PI.K.6.Ex, ELD.PI.K.6.Br; ELD.PI.K.I2a.Em, ELD.PI.K.I2a.Ex, ELD.PI.K.I2a.Br See the California Standards section



A good neighbor

Writing Review “Sid.” Then introduce the prompt: *What are good neighbors like?* Ask: *What does Dan do? What does Dot do? Does Sid like it?* Ask children to draw someone being a good neighbor, then complete the sentence to tell what that person is doing.

**ELD.PI.K.2.Em; ELD.PI.K.6.Em, ELD.PI.K.6.Ex, ELD.PI.K.6.Br;
ELD.PI.K.10.Em, ELD.PI.K.10.Ex** See the California Standards section



Ask partners to describe their pictures and read their sentences to each other. Ask: *What else might good neighbors do? Use drawing and writing to make a list.* See Teacher’s Edition p. 271 for scaffolded support with this page.

My Neighborhood

Can you see
a tiny dog,
a quiet street,
a tall, shady tree,
and a very happy me?



Grammar: Adjectives Read “My Neighborhood.” Repeat, as children echo-read. Remind children that adjectives describe people, places, or things. Ask: *What adjectives can you find in the selection?* Reread it, tracking the words, and ask children to underline the adjectives.



Ask partners to create a new line for the selection. Have them describe something in their neighborhood using the format: A [adjective] [noun]. Invite partners to present their lines to the group. See Teacher’s Edition p. 277 for scaffolded support with this page.

ELD.PI.K.5.Em, ELD.PI.K.5.Ex, ELD.PI.K.5.Br; ELD.PI.K.9.Em;
ELD.PII.K.4.Em, ELD.PII.K.4.Ex See the California Standards section

Pop It, Dot!

Do you see Dot?

Do you see the  ?
balloon

Dot can pop it.

Pop! Pop!

See Dot go!



COLLABORATE

Fluency Read the selection. Model the intonation used for exclamations and questions. Then ask children to read chorally, copying your intonation and expression. Ask: *What did Dot do?* Have children underline the high-frequency word *do*.

ELD.PI.K.5.Em, ELD.PI.K.5.Ex, ELD.PI.K.5.Br;
ELD.PIII.K See the California Standards section

Ask partners to take turns reading the story to each other, until they can read it fluently. Ask: *How are you changing your voice when you see an exclamation mark? A question mark?* See Teacher's Edition p. 278 for scaffolded support with this page.

Weekly Concept: Pitch In

? Essential Question

How can people help to make your community better?



Weekly Concept: Pitch In Guide children to talk about the picture. Ask: *How are people working together? How are they improving their community?* Have students show how they would help by drawing themselves in the picture.



Ask partners to describe their drawings and explain how they are helping. Then children can take turns asking and answering questions about the illustration: *What is he/she doing? She is _____.* See Teacher's Edition p. 282 for scaffolded support with this page.



Words and Categories: A Construction Site Guide children to name the vehicles. Have them use action words (verbs) to talk about the work being done: *dig, carry, push, lift*. Invite children to circle the job they would most like to do.

ELD.PI.K.I.Em, ELD.PI.K.I.Ex, ELD.PI.K.I.Br; ELD.PI.K.II.Em
See the California Standards section

Ask partners to describe the job they circled. Have children explain why they would like it using this frame: *I like this job because _____*. Then they can work together to describe the other jobs shown above. See Teacher's Edition p 285 for scaffolded support with this page.



A large rectangular area with a red border, intended for children to draw their own machine and describe its work.

Respond to the Text: Roadwork Guide children to use the pictures to retell the story. For each machine, ask: *What kind of work does this do?* Answer in a complete sentence: *This machine ____.* Have children draw a machine, and describe the work it does on the writing line.



Ask partners to share their drawings, and read their descriptions aloud. Ask: *How do the machines in the book work together?* See Teacher's Edition p. 288 for scaffolded support with this page.



Oral Vocabulary: Fix it Up Have children compare and contrast the two pictures. Ask: *What is different in the two pictures?* Have students circle the ways that the park has been improved in the right-hand picture. Then have them describe the things they circled.

ELD.PI.K.I.Em, ELD.PI.K.I.Ex, ELD.PI.K.I.Br See the California Standards section



Ask partners to talk about a time they cleaned or fixed something. Guide students to complete the sentence stem: *I helped when I _____ the _____.* See Teacher's Edition p. 292 for scaffolded support with this page.

1.



2.



3.



4.



Retell: “I Can, You Can!” Have children retell the story by describing the four pictures in the correct sequence. Ask questions such as: *What do the girl and her mother use to build their sand castle? Who helps them finish the work?*



Ask partners to take turns retelling the story. Encourage them to use complete sentences: *The girl _____. The girl and her mother _____.* See Teacher’s Edition p. 294 for scaffolded support with this page.



The girl

Writing Review “I Can, You Can!” Then, introduce the prompt: *Look at the illustrations. What can you tell about the little girl?* Have children redraw an illustration that shows something about the girl. Then have them complete the sentence with a fact about her.

ELD.PI.K.6.Em, ELD.PI.K.6.Ex, ELD.PI.K.6.Br; ELD.PI.K.10.Em, ELD.PI.K.10.Ex See the California Standards section



Ask partners to share their drawings and read their sentences aloud. Then have them work together to find out more about the girl, by finding more clues in the illustrations. See Teacher’s Edition p. 295 for scaffolded support with this page..

Classroom Helper

Tables that are round
A rug that is square
A shelf that is high
A wide, soft chair

Today I will use
a tall, red broom.
I will help to
clean my classroom!



Grammar Adjectives Read the rhyme with children. Ask children to find the adjectives that describe objects. Then review them: *round, square, high, wide, soft, tall, red*. Reread the rhyme, tracking the words, and ask children to underline each describing word.



Ask partners to think of other adjectives to describe the tables and rug in the rhyme. Invite them to share their adjectives as you reread the rhyme. See Teacher's Edition p. 301 for scaffolded support with this page.

1.



I can not tip the can.

2.



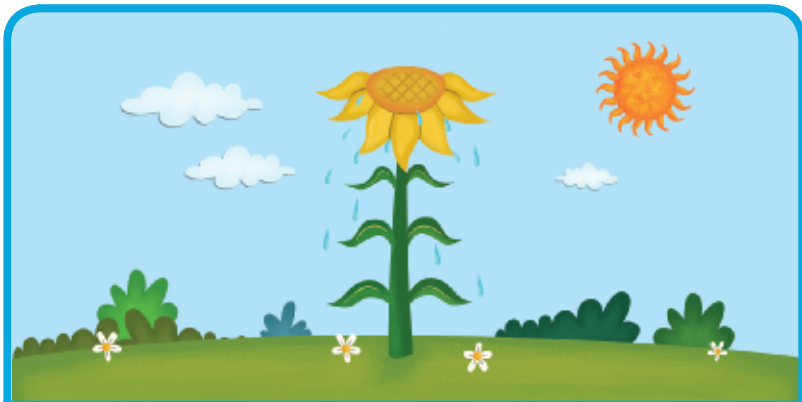
You can not tip it.


3.



We can do it.

4.



The  can sip!
plant

Fluency Read the selection. Reread as children echo-read, copying your intonation and phrasing. Ask children to tell the story in their own words. Then have them circle the high-frequency words *do* and *you*.

ELD.PI.K.5.Em, ELD.PI.K.5.Ex, ELD.PI.K.5.Br; ELD.PIII.K
See the California Standards section



Have partners take turns reading the story to each other until they can read it fluently. Remind children to pause for just a second between sentences. See Teacher's Edition p. 302 for scaffolded support with this page.