

California

# Wonders

FOR ENGLISH LEARNERS

## English Language Development Teacher's Edition

Mc  
Graw  
Hill  
Education

EMERGING EXPANDING BRIDGING

Grade K



## Meet Your Neighbors

### ESSENTIAL QUESTION

Who are your neighbors?

#### Day 1 Components

*My Language Book*  
*Literature Big Book*

#### Day 2 Components

*Visual Vocabulary Cards*  
*Literature Big Book*  
*My Language Book*  
*Reading/Writing Workshop*  
*Language Development Cards*



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20	<b>Listening Comprehension, 260–261</b> <b>Use Literature Big Book, <i>What Can You Do with a Paleta?</i></b> <ul style="list-style-type: none"><li>• Link Language to Pictures</li></ul>	<b>Listening Comprehension, 263–264</b> <b>Read Literature Big Book, <i>What Can You Do with a Paleta?</i></b> <ul style="list-style-type: none"><li>• Print Awareness</li><li>• Close Reading</li></ul>
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45		<b>Read “Sid”, 265</b> <ul style="list-style-type: none"><li>• Respond to the Text</li></ul>
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 Fluency

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# Language Support

## Language Objectives

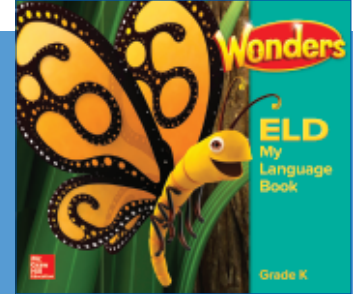
- Develop oral language to use when talking about neighbors.
- Collaborate to express ideas about neighbors.
- Listen actively to an oral presentation about neighbors.

## Content Objectives

- Understand who neighbors are.
- Identify ways to act toward neighbors.

## Materials >> Go Digital

- My Language Book, page 88



**ELD** ELD.PI.K.1.Em, Ex, Br; ELD.PI.K.5.Em, Ex, Br; ELD.PI.K.10.Em, Ex, Br

## Set Purpose

Say: *Today you will learn words to use when talking about your neighbors. My Language Book pages will help you use the words to talk with each other. The pages have pictures of people and places you would find in a neighborhood. You will also use language from the story What Can You Do with a Paleta?*

## Oral Language

### ESSENTIAL QUESTION

**Who are your neighbors?**

Read aloud the Essential Question.

## Language Warm-Up

Engage children by having them recite the poem, *Neighbor and Friend*, accompanied by body movements.

Neighbor (*lock arms with partner*)  
 Handy, dandy (*sway right and left*)  
 Watching, talking, laughing (*hands like binoculars near eyes, then making a V on sides of mouth*)  
 Lends a helpful hand (*shake hands with partner*)  
 Friend (*lock arms with partner*)

Remind children that a neighborhood is a place where people live. Explain that people in a neighborhood often know each other and help each other. Neighbors might become good friends.

## My Language Book

**Weekly Concept** Have children turn to page 88 and look at the picture. Point to different places, people, and things in the neighborhood as you name them.

**Model Language** Tell children you are going to tell them a story about something that is going on in the neighborhood. Explain that when you are finished, they will guess which part of the scene the story is about. Say:

*It is a sunny day in the neighborhood. Many people are outside. The woman is taking care of her yard. She plants lovely flowers. She wants her yard to look nice.*

Invite children to turn to a partner and share a guess of which part of the scene the story tells about. Then have them all share their responses by pointing to the correct part of the scene.

**Talk About It** Have children look at the scene and describe the people they see. (*a woman delivering mail; a father and son playing catch; a girl riding her bike; a woman planting flowers*) As they speak, guide children to use key words like *neighbors/ neighborhood, sidewalks, houses, playing catch, planting flowers, riding a bike, postal worker, and delivering mail* correctly.

Then guide children to think about one of their neighbors and draw him or her into the scene.

**EMERGING** Guide children to tell what they see people doing in the neighborhood. **The woman is \_\_\_\_ . The girl is \_\_\_\_ . The father and son are \_\_\_\_ .** After they draw their neighbor into the scene, have them describe what he or she is doing. **My neighbor is \_\_\_\_ .**

**EXPANDING** Guide children to describe what the people in the neighborhood are doing. Encourage them to add details about what they see, including how the people seem to be feeling. Provide support as needed. After they draw their neighbor into the scene, have them describe what he or she is doing.

**BRIDGING** Guide children to describe what they see and connect it to a neighborhood. Ask questions such as: *Why are people outside doing different things? Who lives here? Who works here?* After they draw their neighbor into the scene, have them describe what he or she is doing.



**Tell an Oral Story** Retell the story you shared earlier. Then have children work in groups of three to tell a story of their own about something that is happening in the neighborhood. As one child tells a story, a second listens, and the third can create sound effects such as street sounds, birds chirping, or people laughing. Have children rotate until all have shared.

## Use Language

**What Good Neighbors Do** Repeat the poem children learned earlier, *Neighbor and Friend*. Ask: *Why does the neighbor lend a helpful hand?* **(because that's what good neighbors do)**

Point out that lending a helpful hand isn't the only thing neighbors do. Guide children to name other things good neighbors do. Make a list. Talk about why the actions make a neighborhood a better place to live.

Action	Why It's Good
Keep yard neat	Neighborhood looks nice.
Let neighbor borrow things	Neighborhood is kind.
Drive slowly	Neighborhood is safe.
Say "hi" to each other	Neighborhood is friendly.
Have cookouts or parties	Neighborhood is fun.

Guide children to talk about how they try to be kind and helpful toward their neighbors, using sentence frames and prompts such as the following.

**EMERGING** I help my neighbor when I \_\_\_\_ .

**EXPANDING** People in our neighborhood help each other by \_\_\_\_ .

**BRIDGING** People in our neighborhood are nice to each other when we \_\_\_\_ .



Guide small groups to talk about why being a good neighbor is important. Provide a language frame for children to use to sum up their discussion: **Good neighbors make the neighborhood \_\_\_\_ because \_\_\_\_ .** Suggest that they refer to the list you made earlier, and model using that language to complete the frame: *Good neighbors make the neighborhood friendly because they speak to each other.*

## Write About It



Have children draw themselves showing how they have been a good neighbor. Have them dictate labels, captions, or sentences for you to write, using the words and frames they have been learning. Then have children share their drawings with a partner. As time permits, have the partners rotate, sharing their ideas. Afterwards, ask children how many of them learned from a partner a new way they could help a neighbor. Add to the list you began earlier, using children's ideas.

# Listening Comprehension

## Language Objectives

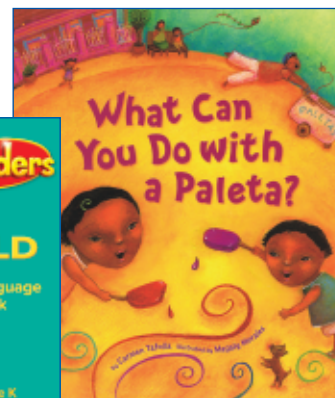
- Use language about neighborhoods to respond to oral prompts while listening to a text.
- Acquire new language to use when talking about neighbors.

## Content Objectives

- Identify people in a neighborhood.
- Identify ways to be a good neighbor.

## Materials >> Go Digital

- My Language Book, page 89
- Literature Big Book: *What Can You Do with a Paleta?*



**ELD** ELD.PI.K.1.Em, Ex, Br; ELD.PI.K.2.Em, Ex, Br; ELD.PI.K.3.Br; ELD.PI.K.5.Em, Ex, Br; ELD.PI.K.6.Em, Ex, Br; ELD.PI.II.RF.K.1

## Use Literature Big Book

Display the cover of the **Big Book** and read the title. See if any children can point to the paletas the children are holding. Explain: *A paleta is an icy fruit pop.* Point to the man pushing the paleta cart and say: *This man sells paletas in neighborhoods. Let's find out what you can do with a paleta besides eat it!*

## Link Language to Pictures

Do a picture walk through the book, focusing on language. Model using theme-related words and language frames the children have been working with to talk about the story. Use the prompts and sentence frames below:

### PAGES 4–5

*Look at the girl inside her home. She can see her neighborhood outside. A man is playing an accordion (Spanish cognate: acordeón). Food is cooking in the other homes. Point to the scent lines from the windows. What do you think these lines mean? (smells are coming from the food cooking inside)*

### PAGES 6–7

*The girl runs outside toward the paleta cart. How does she look? (excited, happy) Yes, I think she likes paletas!*

### PAGES 8–9

*Look at all the different colors of paletas! Which one would you choose? Name the different colors and have children raise their hands to vote. See which color is most popular.*

### PAGES 10–11

*The houses in this neighborhood are colorful. What else do you see in the neighborhood? Help children to name things they see, like stepping stones, trees, plants, the fence, and the road.*

### PAGES 14–15

*Now I see a hill and some adults sitting in the yard. The paleta man with the cart is walking up the hill. Where do you think he's going? (to other parts of the neighborhood to sell the paletas)*

### PAGES 18–19

*The children look like they are having fun! What do you do to have fun in your neighborhood?*



Have partners talk about what they do for fun in their neighborhoods.

### PAGES 20–21

*All sorts of people live in this neighborhood, and it seems like they all like paletas! What food do you wish someone would sell in your neighborhood? Have children share their ideas of good treats to buy.*

### PAGES 22–23

*This boy seems to be remembering a time when he used paletas to play a game! I guess you really can use paletas for many things.*

## ► PAGES 24–25

*This girl seems to be giving a paleta to the woman. How is the girl being a good neighbor?*

**EMERGING** The girl is being \_\_\_\_ to the neighbor.

**EXPANDING** The girl is being \_\_\_\_ to her neighbor by \_\_\_\_.

**BRIDGING** Provide support as needed.

## ► PAGES 26–27

*Now the children seem to be licking and biting into their paletas. What do you think they taste like? (cold sweet, fruity)*

## ► PAGES 28–29

*Now we can see the neighborhood again. Tell me what you see.* Guide children to name details such as houses, fences, flags, the man with the paleta cart, dogs, children, and lines indicating good smells.

## ► PAGES 30–31

Guide children to continue identifying details in the neighborhood, providing new words as needed, such as *stairs*, *potted plants*, and *grass*.

## Interactive Read

Use the following routines and prompts to help children interact with the text as you read the book aloud for children's enjoyment.

**Print Awareness** *We will be reading this story aloud. I will point to the words as I read. You will notice that some of the words are in a special type and some of the words are bigger than other words. The words in special type are Spanish words. The words that are bigger are important and should be read by stressing them, or saying them loudly. Turn to page 6. See? Point to and read "and carries a treasure of icy paletas in every color of the sarape . . . THAT'S my barrio!" Repeat the words paletas and sarape after me. Now repeat the sentence, "THAT'S my barrio!"*

**Patterned Text** The text pattern in this book involves answering the question, "What can you do with a paleta?" So the response is *You can . . .*

**Chime In!** This book has a descriptive section at the beginning and end about the sights and sounds of the barrio. The other section answers the questions, "What can you DO with a *paleta*?" On pages 10–25, have children chime in with "You can . . ." pointing their finger at their neighbor.

## Words and Categories

### My Language Book

Remind children that the story takes place in a neighborhood, or barrio, and that one woman in the neighborhood sells fresh fruits, while the paleta cart man sells fruity paletas. Tell children that the **My Language Book** page will help them learn the names of fruits.

Have children turn to page 89. Guide children to identify the fruits shown and talk about them, using the suggestions at the bottom of the page. Then have them draw a picture of another fruit in the space provided. Help them continue talking about the page using the differentiation suggestions below.

**EMERGING** Point to the one of the fruits. Guide children to say the fruit name and its color. Then have them identify the fruit they have drawn.

**EXPANDING** Point to the one of the fruits. Guide children to say the fruit name. Then have them say its color and show and tell how it is eaten. Then have them tell about the fruit they have drawn.



**BRIDGING** Have children work in partners to talk about the fruits on the page, including those they have drawn. They should describe each fruit and tell which is their favorite and why.



**Draw a Fruit Bowl** Have children extend the collaborative work by drawing a large fruit bowl as a whole group. Individual children should each draw their own fruit in the fruit bowl and provide an oral description of it. Provide support as needed.

# Language Support

## Language Objective

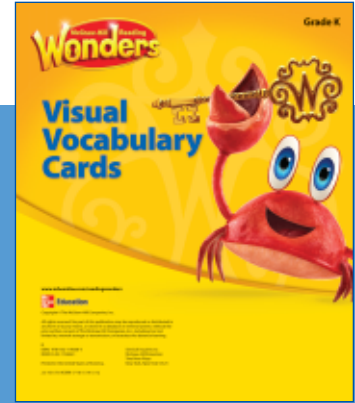
- Develop oral language to use when talking about neighbors.

## Materials >> Go Digital

- Visual Vocabulary Cards (*appreciate, cultures*)

## Content Objectives

- Identify people and places in a neighborhood.
- Understand what it means to be a good neighbor.



**ELD** ELD.PI.K.1.Em, Ex, Br

## Set Purpose

Say: *Today you will learn more words that you can use to talk about neighbors and neighborhoods. We will also read two stories today. One of them is the story What Can You Do with a Paleta? that we read together yesterday. The **My Language Book** page will help you share what you have learned from What Can You Do with a Paleta?*

## Oral Language

### ESSENTIAL QUESTION

**Who are your neighbors?**

Have children recall the helpful things neighbors do for each other that you discussed yesterday.

## Language Warm-Up

Teach children the following rhyme and then have them say it with a partner, alternating lines.

### Good Morning

"Good morning, neighbor." (*wave to neighbor*)

"Good morning to you." (*wave to neighbor*)

"I hope you are fine." (*hands up as if asking a question*)

"I hope you are, too." (*shake hands*)

Ask if the children in *What Can You Do with a Paleta?* know their neighbors. Children should base their answers on what they recall from the text.

## Oral Vocabulary Words

Review the two theme-related Oral Vocabulary words for the week to continue focusing on the Essential Question.

**appreciate** (Spanish cognate: *apreciar*)

**Define:** When you **appreciate** something, you respect or value it.

**Example:** I appreciate that you eat lunch with me.

**Ask:** *Who do you appreciate in your neighborhood? How do you show a neighbor you appreciate him or her?*

**EMERGING** Have children pantomime actions that show they appreciate their neighbors, such as waving, hugging, or shaking hands.

**EXPANDING** Have pairs of children practice standard ways of saying thanks and responding: *Thank you. You're welcome. / I appreciate what you did. I was glad to do it.*

**BRIDGING** Have children tell about things they appreciate their neighbors doing. **I appreciate it when my neighbors \_\_\_\_**. Then have pairs of children practice standard ways of saying thanks and responding:

**cultures** (Spanish cognate: *cultura*)

**Define:** A culture includes the language, holidays, and special foods shared by a group of people.

**Example:** My family celebrates holidays from the Chinese culture.

**Ask:** *What special food or holiday from a culture can you name?*

# Listening Comprehension

## Language Objectives

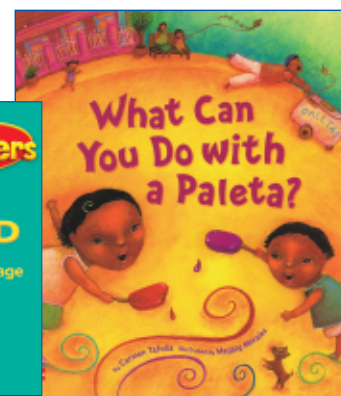
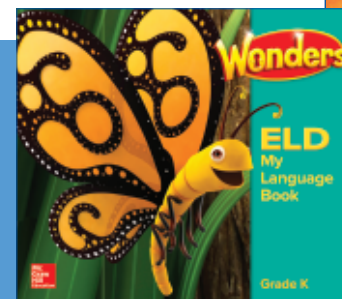
- Respond to oral prompts while listening to a text.
- Retell a story.
- Collaborate to share opinions.

## Content Objective

- Participate in a close reading of a story.

## Materials >> Go Digital

- My Language Book, page 90
- Literature Big Book: *What Can You Do with a Paleta?*
- Retelling Cards: *What Can You Do with a Paleta?*



**ELD** ELD.PI.K.1.Em, Ex, Br; ELD.PI.K.3.Em, Ex, Br; ELD.PI.K.5.Em, Ex, Br; ELD.PI.K.6.Em, Ex, Br; ELD.PI.K.7.Br; PI.K.12a.Em, Ex, Br; ELD.PII.K.1.Em; ELD.PIII.RF.K.1

## Read Literature Big Book

### Print Awareness

Point to the text on page 15, running your hand under it as you say: *This is a long sentence. It starts on this page and continues on the next page. We know that it doesn't end on this page because there is a comma here. A comma tells us to take a short break before continuing with the rest of the sentence.* Turn the page, and then say: *This is a really long sentence! Here is another comma. We have to turn the page again.* Turn the page and say: *Now the sentence ends. It ends with an exclamation mark. That means we should read the sentence with excitement. So, I'll start at the beginning and read the sentence.*

### Close Reading **ACT**

As you read the text, stop frequently to elicit responses that will help children access complex text as you gauge and support comprehension, draw attention to the week's vocabulary and to the author's use of rich language, and encourage good reading behaviors that result in text-dependent responses to the story. Examples are given below:

#### PAGES 4–7

*The author begins this story with a very long sentence. It has many describing words. These describing words help me feel like I am in the neighborhood!*

*I can see the big velvet roses that are red, pink, and fuchsia (Spanish cognate: fucsia). Point to the roses. I can hear the accordion playing sassy and sweet*

*music. Point to the accordion. Explain that sassy and sweet music is pleasing to listen to and very upbeat too. I can even smell the food. Point to the scents coming from the windows. (Evaluating Language Choices, Reading/Viewing Closely)*

#### PAGES 8–13

*The author asks a question all the way through the story that we can answer at the end: "What can you do with a paleta?" The children show what to do with a paleta all the way through the story. The characters also make a decision: "Which paleta will I choose?" Which one would you choose? Why? As children respond, link the colors of the paletas to their flavors, to build more vocabulary. (Understanding Text Structure, Offering Opinions, Vocabulary)*

**EMERGING** I would choose a \_\_\_\_ paleta. I like \_\_\_\_.

**EXPANDING** I would choose a \_\_\_\_ paleta because \_\_\_\_.

**BRIDGING** I would choose a \_\_\_\_ paleta because it tastes \_\_\_\_.

## Literature Big Book (continued)

### PAGES 14–19

*This long sentence tells us three things you can do with a paleta. What are they?* Page back through the spreads so children can recall the three things. (make friends with a dog, make a mustache, create a piece of art) Help children understand that a masterpiece is any kind of great art—a picture, a song, a dance, and so on. Then have children vote on which of these three things they believe looks most fun. (Reading/Viewing Closely, Vocabulary)

### PAGES 20–25

*Something people like to do with paletas is to give them away! That's one way to be a good neighbor. Which of your neighbors would you like to give something to? What would you give?* (Reading/Viewing Closely)



**COLLABORATIVE** Have children share with a partner their answers to the questions. (I would give my neighbor \_\_\_\_ a \_\_\_\_.)

### PAGES 26–27

*Now I see the children enjoying their paletas. I will point to the words that the girl says. Repeat them after me, and then we will show the action.* Point to and read one at a time: *lick it* (pantomime licking with your tongue), *slurp it* (make slurping sounds), *sip it* (pantomime sipping, with sounds), *munch it* (pantomime chewing), and *gobble it all down* (act like you are hungrily eating and make a gulping sound). *Why do you think the author chose these words instead of just saying eat?* (She wants to show how fun it is to eat paletas. It is more descriptive.) (Evaluating Language Choices, Vocabulary)

### PAGES 28–31

*The author repeats the details about the barrio from the beginning of the story. This shows us that what is most important about the story is the neighborhood itself, with the paleta cart at the middle of it. So now we can answer the question, "What can you do with a paleta?" What would you do with a paleta?*

(Reading Closely, Understanding Text Structure, Offering Opinions)

**EMERGING** I would \_\_\_\_ with a paleta.

**EXPANDING** I would \_\_\_\_ with a paleta because \_\_\_\_.

**BRIDGING** If I had a paleta, I would \_\_\_\_ because \_\_\_\_.

## Guided Retelling

Help children participate in a retelling of the story by displaying the Retelling Cards and using the prompts provided on the backs as needed to guide them. Remind them that they should use their own words to retell the part of the story that corresponds to each card. Encourage them to recall the sequence of events and the details about the setting of the story.

## Respond to the Text

### My Language Book

Have children turn to page 90 in **My Language Book**. Guide them through the activity using the suggestions at the bottom of the page. Differentiate the instruction as needed using the following suggestions.

**EMERGING** Provide children with a frame they can use to explain their pictures: **You can \_\_\_\_ with a paleta.**

**EXPANDING** Provide children with a frame to use when discussing their pictures with partners: **I drew \_\_\_\_ because \_\_\_\_.**

**BRIDGING** Have children label details in their pictures, based on the text, and encourage them to include these details as they describe what they have drawn.



**COLLABORATIVE** To extend the Collaborative activity, have children also talk about the main character's favorite thing to do with a paleta and why she likes it so much.

# Shared Read

## Language Objective

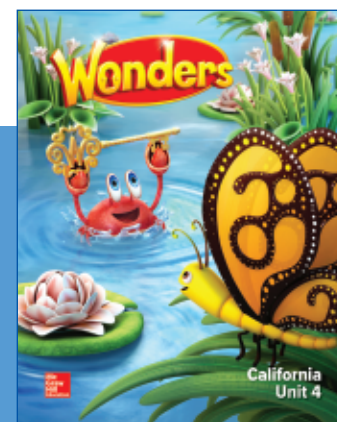
- Respond to oral prompts while listening to a text.

## Content Objective

- Apply phonemic awareness, phonics, and high-frequency word knowledge to decodable text.

## Materials >> Go Digital

- Reading/Writing Workshop, pages 20–21
- Reading/Writing Workshop: Shared Read, “Sid” pages 22–29
- Sound-Spelling Card (*Dd*)
- High-Frequency Word Card (*do*)



**ELD** ELD.PI.K.5.Em, Ex, Br; ELD.PIII.RF.K.2; ELD.PIII.RF.K.3

## Word Work

### Phonics

Display the Sound-Spelling Card for *Dd*. Have children name the letter and articulate the sound in unison. Explain that the story you will read has several characters with the letter *d* in their names. Write the characters' names on the board: *Sid*, *Dan*, *Dot*, *Tod*. Circle the *D* or *d* in each word, reinforcing that names begin with a capital letter. Blend the sounds to read each name as you run your fingers under the letters. Have children repeat each name after you.

### Phonemic Awareness

Have children turn to page 20 in the Reading/Writing Workshop. Model identifying the picture of a door, and blending the sounds to say the word. Have children repeat for *dime* and *dog*. Confirm that all three words start with /d/.

### High-Frequency Word: *do*

Display the High-Frequency Word Card for *do*. Review the word using the Read-Spell-Write routine. Then guide children to read the sentences on page 21 of the Reading/Writing Workshop.

## Read “Sid”

Have children follow along as you read the text aloud. Stop as suggested below to explain vocabulary and to have children apply the Word Work skills. Also encourage children to chime in with repeated words and phrases and the high-frequency word.

### ► PAGES 22–23

Ask: *Where do you see the letter D on this page?*  
(on the sign, **SOLD**)

### ► PAGES 24–25

Have children find the word *do*, point to it and read it, and then read the whole sentence on page 24.

### ► PAGES 26–27

Have children identify the words that have the letter *d* on page 27 and whether it is at the beginning or end of each word. (*Dot*, *Dan*, beginning; *and*, end)  
Then have children blend and read the words.

### ► PAGES 28–29

Have children identify the sound they hear at the beginning of the rebus word. (*door*, /d/)

## Respond to the Text



Have children of different proficiency levels work in small groups together. Assign each group one of the spreads from the story. Direct them to talk with each other about what is happening in that part of the story. Then have the groups act out the action of the story. One child might tell what is happening, while the others are characters who speak or simply act in accordance with the scene.

# Language Support

## Language Objectives

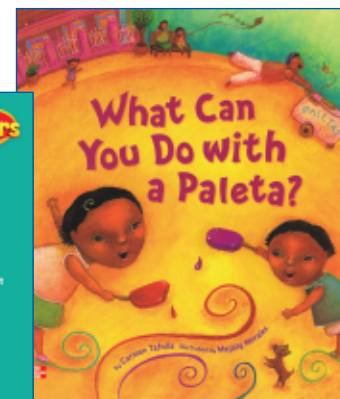
- Draw and write to compose a response to a literary text.
- Expand noun phrases to add detail to sentences.
- Expand sentences with prepositional phrases.

## Content Objective

- Use details and images to tell about a story.

## Materials >> Go Digital

- Literature Big Book: *What Can You Do With a Paleta?*
- Language Development Cards: 10A–13B, 18A–20B



**ELD** ELD.PI.K.2.Em, Ex; ELD.PI.K.6.Em, Ex, Br; ELD.PI.K.10.Em; ELD.PI.K.11.Em, Ex, Br; ELD.PI.K.12b.Em, Ex, Br; ELD.PII.K.4.Em, Ex, Br; ELD.PII.K.5.Em, Ex, Br

## Interactive Writing

### Plan

**Introduce the Prompt** Display and read the following prompt related to the **Big Book**: *What can you tell about the neighbors in the barrio?* Page through *What Can You Do with a Paleta?* pointing out the people who are the main character's neighbors, to remind children who lives in the barrio.

**Identify Details** Explain that to answer the prompt, children should think about how the neighbors in the barrio act toward each other. Review the story to find words that describe this. Discuss what the words show about the neighbors and life in the barrio, creating the chart below together.

What the Text Says	What It Shows
You can make new friends.	The barrio is friendly to everyone, even dogs.
. . . offering one to the batter . . .	People in the barrio have fun together.
You can help the senora at the fruit stand . . .	People in the barrio help each other.

Tell children that they should focus on one thing they know about the neighbors in the barrio and write about that to answer the prompt. Elicit their choices using these suggestions.



## EMERGING

Ask children if they would rather live in a neighborhood that is friendly, fun, or helpful.



## EXPANDING

Guide children to think about whether the story as a whole makes the barrio seem more friendly, fun, or helpful and then use frames to say why: **I think the barrio is \_\_\_\_ . The pictures show the neighbors \_\_\_\_ . The text says the neighbors \_\_\_\_ .**



## BRIDGING

Have children decide whether the barrio is mostly friendly, fun, or helpful. Ask them to choose a picture and the corresponding text from the story and describe the details that support their point of view.

**Plan Writing** Review pages 4 to 31 with children. Direct them to look for details in the text and images that will help them support the idea that the neighbors are friendly, fun, or helpful. Then have them draw a picture, putting together these details, to help them plan their writing.

**Practice Writing** Using their drawings, have children answer the prompt. Provide a frame, but encourage children of higher proficiency levels to elaborate on it:

**The neighbors in the barrio are \_\_\_\_ .**

**Share Writing** Provide time for children to share their drawings and sentences. Encourage children of high proficiency levels to go beyond what they have written when they are describing their pictures.

## Grammar

**Adjectives** As children discuss and write about *What Can You Do With a Paleta?*, listen and watch for their use of adjectives. Remind them that an adjective (Spanish cognate: *adjetivo*) is a describing word that tells more about something. Say: *Adjectives help us know what something looks, smells, tastes, sounds, or feels like. For example, the author describes the tacos as crispy and the tortillas as buttery.* See if children can recall other descriptive words from the story that help them see, hear, smell, taste, or feel what the barrio is like.

For additional practice, turn to page 4 in *What Can You Do With a Paleta?* Explain that the author uses several words to tell more about the roses. Identify them: *big, velvet, red, pink, fuchsia*. Remind children that most adjectives come before the noun, so we would say *big roses* not *roses big*. Have them put the other adjectives in front of *roses* to describe them: *velvet roses, red roses, pink roses, fuchsia roses*.



**COLLABORATIVE** Have children work in pairs to think of words to describe paletas. They might choose words the author used, or come up with their own descriptive words.

**EMERGING** Have children use the words to describe the paletas, as in *juicy paletas* or *fruity paletas*.

**EXPANDING** Have children use the descriptive words in sentences about paletas, as in *We like to eat colorful paletas*.

**BRIDGING** Have children combine adjectives to create longer phrases within sentences, as in *We love to eat juicy, fruity paletas because they taste so good*.

For additional work with adjectives, see **Language Development Cards 10A–13B**.

## How Language Works

**Modifying to Add Details** Remind children that *What Can You Do with a Paleta?* takes place in a neighborhood. Say: *The words in the neighborhood tell where the story happens. Let's look through the book again and come up with other words that tell more about where in the barrio things take place.*

Page through the book and ask questions to determine location, such as *Where are they in the barrio?* Make a list of different prepositional phrases that describe where. Examples might include: *inside the houses, out of every window, on the street, beside the cart, on the hill, in front of the houses, in a chair, at the game, at the fruit stand, and all around town*.

Then provide children with sentence frames about the story that they can complete by adding prepositional phrases that describe where.

**EMERGING** The children have fun playing \_\_\_\_ .

**EXPANDING** People eat paletas \_\_\_\_ and \_\_\_\_ .

**BRIDGING** Adults enjoy talking to each other \_\_\_\_ while the children play together \_\_\_\_ .

For additional work with prepositional phrases, see **Language Development Cards 18A–20B**.

# Language Support

## Language Objective

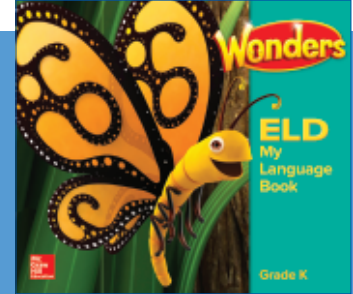
- Talk about neighbors.

## Materials >> Go Digital

- My Language Book, page 91

## Content Objective

- Determine qualities of good neighbors.



**ELD** ELD.PI.K.1.Em, Ex, Br; ELD.PI.K.2.Em; ELD.PI.K.5.Em, Ex, Br

## Set Purpose

Say: *Today, we will continue to talk about neighbors. You will learn some new words you can use to discuss what good neighbors do. We will also talk about the story "Sid." One **My Language Book** page has pictures of homes to discuss. Other **My Language Book** pages will help you retell "Sid" and get ready to do some writing about it.*

## Oral Language

### ESSENTIAL QUESTION

Remind children of the Essential Question:

*Who are your neighbors?*

## Language Warm-Up



Have children work in groups of three. Provide paper and crayons. Explain that you want groups to work together to draw a picture showing a "perfect" (Spanish cognate *perfecto*) neighborhood and what neighbors do there. Explain that they should include at least three people acting as good neighbors. They should label the pictures using the words they have been learning. Then, each group member should choose one of the neighbors' actions to describe. Have children practice their presentation within their group and then present to another group.

## My Language Book

**Oral Vocabulary: Parts of a Home** Have children turn to page 91. Point to each pictured feature, identify it, and associate it with a house. *This is a mailbox. The postal carrier delivers mail by putting it in the mailbox.* Then go through the home features again, asking about each one and where it is found on the home: *Where is the doorbell? Why is it located there?*

Next, guide children through the page using the suggestions at the bottom. (*window, front door, porch stairs, shingled roof, doorbell, porch lights, chimney, mailbox*) Adapt to your populations using the modifications given below.

**EMERGING** Point to each house feature and ask: *What is this part of a house? Why does a house have it?* Then name the features in random order and have children point to each and name it after you.

**EXPANDING** Point to each home feature picture and ask children to name it and tell why homes have it. (*This is a \_\_\_\_ . Homes have it because \_\_\_\_ .*)

**BRIDGING** Ask children to talk about each home feature by identifying it, describing where it is on a home, and explaining why it is useful to have.

# Shared Read

## Language Objective

- Collaborate to read, discuss, and retell a text.

## Content Objective

- Apply phonemic awareness, phonics, and high-frequency word knowledge to fluently read a decodable text.

## Materials >> Go Digital

- Sound-Spelling Card (Dd)
- Reading/Writing Workshop: Shared Read, “Sid” pages 22–29
- Photo Cards (dolphin, doll)
- High-Frequency Word Card (do)
- My Language Book, page 92



**ELD** ELD.PI.K.1.Em, Ex, Br; ELD.PI.K.6.Em, Ex, Br; ELD.ELD.PI.K.12a.Em, Ex, Br; ELD.PIII.RF.K.2; ELD.PIII.RF.K.3; ELD.PIII.RF.K.4

## Word Work

### Phonics

Display the Sound-Spelling Card for *Dd*. Have children name the letter and practice articulating the sound in unison: /d/, /d/, /d/, /d/. Then show the opening spread of “Sid.” Remind students that “Sid” has the letter *d* at the end. Have any children with names that have the letter *d* raise their hands and say their names.

### Phonemic Awareness

**I Do** Show the Photo Card for *doll*. Say: *Doll. The d sound is at the beginning.* /d/ /d/ /d/ doll.

**We Do** Show the Photo Card for *doctor*. Have children say the word. Ask: *Where do you hear the d sound?*



**You Do** Have small groups of children play *I Spy*, looking for objects in the classroom whose names contain the /d/ sound.

### High-Frequency Word: *do*

Display the High-Frequency Word Card, pronouncing the word and having children echo it. Then contextualize the word in sentences. Read each sentence aloud and have children repeat it. Ask volunteers to come up with other sentences.

I do want to go to the party with you.

Do you think today is a good day to ride bikes?

For more Word Work practice, see the online **Foundational Skills Practice**.

## Reread: “Sid”

As you read the text, stop frequently to elicit responses that will help you gauge and support comprehension, draw attention to the week’s vocabulary, and encourage good reading behaviors that result in text-dependent responses to the story. Examples are given below.

### PAGES 22–23

*I see a big truck and furniture. I also see a house with a Sold sign in its front. What is happening? (the boy and his mom and dad are moving into a new neighborhood). The word it in the text must mean “the new house.” (Reading/Viewing Closely)*

### PAGES 24–25

*Now I see the mom and her son smiling. I think they must like their new house. But who is Dan? Why is he tapping at the door? (Reading/Viewing Closely)*



Have children turn and talk to a partner about who they think Dan is and why he is tapping at the door. Monitor their responses to be sure they understand that Dan is a neighbor who has come to greet the family. Then have children practice an exchange between new neighbors:

Hi, I’m \_\_\_\_ . Welcome to the neighborhood!/Thank you. I’m \_\_\_\_ . I’m glad to be here.

## PAGES 26–27

Here is another neighbor, Dot. She has brought cookies. Now I remember that Dan brought something, too. What was it? (a plant) I think I see a pattern. The next part of the story might tell about another neighbor who brings something. What would you bring a new neighbor? Why? (Reading/Viewing Closely, Understanding Text Structure)

**EMERGING** I would bring \_\_\_\_ . It would make the neighbor feel \_\_\_\_ .

**EXPANDING** I would bring \_\_\_\_ because \_\_\_\_ .

**BRIDGING** I think a good gift to bring a new neighbor is \_\_\_\_ because \_\_\_\_ .

## PAGES 28–29

Tod brought a different kind of gift. He brought a ball to play with his new neighbor. What would you like to play with a new neighbor your age? (Reading/Viewing Closely)



COLLABORATIVE

Have partners discuss their answers to the question, and then invite them to share their ideas with the whole group.

## Respond to the Text

Ask these questions to check children's comprehension of the story. Revisit parts of the story as needed to increase comprehension, and provide sentence frames as needed to help children respond.

- What are Mom, Dad, and Sid doing?  
They are \_\_\_\_ .
- Which neighbors bring Mom and Dad something? What do they bring?  
Dan brings \_\_\_\_ .  
Dot brings \_\_\_\_ .
- Why does Tod tap on the door?  
Tod taps on the \_\_\_\_ because he wants to \_\_\_\_ .

## Collaborative Read

### Partner Reading

Place students in pairs made up of children with mixed levels of proficiency. Have them read "Sid" aloud, quietly working in pairs.

### Fluency: Expression

Bring the class back together to talk about the experience of reading the story. Discuss how reading with expression helps to get across the feeling of a story. Display a question mark and an exclamation point and remind children that a question mark asks a question and an exclamation point shows excitement. Then read the questions and the exclamation from the story and have children echo you.

- Do Sid and Mom like it?
- Sid and Mom do like it!

For more fluency practice, see the **Wonders weekly Decodable Readers**.

## Retell the Story

### My Language Book

Have children turn to page 92. Guide them through the retelling activity using the suggestions at the bottom of the page and, as needed, the differentiations suggested here.

**EMERGING** Ask guiding questions about each picture: *What do Mom and Sid see? What do they think about what they see? What does Dot bring to her new neighbors?* Also provide patterned frames children can use to tell about the pictures: **Mom and Sid see their new \_\_\_\_ . Mom and Sid \_\_\_\_ their new \_\_\_\_ . Dot brings \_\_\_\_ to her new \_\_\_\_ .** Have the children come up with their own frames for pictures 3 and 4.

**EXPANDING** Provide sentence starters children can use to retell what is shown in each picture: **The first picture shows \_\_\_\_ . The second picture shows \_\_\_\_ . Next, we see \_\_\_\_ . Finally, \_\_\_\_ .**

**BRIDGING** Have partners work together to retell the story in sequence.

# Language Support

## Language Objective

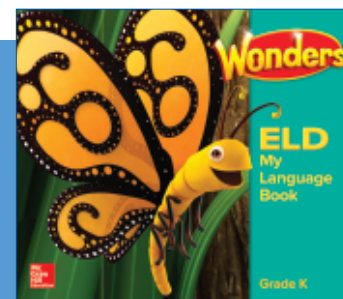
- Identify and use adjectives to add detail to sentences.

## Content Objective

- Draw and write in response to a literary text.

## Materials >> Go Digital

- Reading/Writing Workshop: Shared Read, "Sid" pages 22–29
- My Language Book, page 93



**ELD** ELD.PI.K.2.Em, Ex; ELD.PI.K.10.Em; ELD.PII.K.4.Em

## Writing

### Plan

**Introduce the Prompt** Display the prompt from "Sid": *What are good neighbors like?* Suggest that children think of something good one of the neighbors did in the story. Remind children of the chart they made on Day 2 as they thought about how the people in the barrio acted like good neighbors. Display a new chart and model filling it in, using page 25 of "Sid." Ask for input from children and record their ideas. Provide support as needed.

What the Text Says	What the Illustration Shows
Dan can tap, tap, tap on a door.	Dan knocking at the door and holding a plant.

Tell the idea this gives you for what good neighbors are like: *A good neighbor welcomes new neighbors by coming over. A good neighbor brings something to give the new neighbors so they feel welcome in the neighborhood.*

**Pronouns** Point out the use of the pronoun *it* in "Sid" in the sentence *Do you like it?* Explain that the word *it* is a pronoun, but sometimes we don't know what *it* refers to. In the sentence *Do you like it?*, we know *it* refers to the house because Mom, Dad, and Sid are standing in front of it. Sometimes, though, figuring out what *it* refers to can be hard. Say: *So when you write, sometimes it helps to use the object's name instead of it.*

## My Language Book

**Writing** Have children turn to page 93. Work with them to complete the planning activities on the page. Remind them to include details in their drawings that they can talk about with a partner.

**EMERGING** Have children connect their writing to detail in their drawings: **I wrote** \_\_\_\_ **because** \_\_\_\_ .

**EXPANDING** Have children explain how the action shows someone being a good neighbor. **When you** \_\_\_\_ , **you show** \_\_\_\_ .

**BRIDGING** As children discuss their drawings with a partner, have them suggest other things good neighbors do.



PRODUCTIVE

**Share Writing** Have partners share each other's drawings and sentences with the class.

## Grammar

**Adjectives** Have children turn to pages 22–23 in "Sid." Ask: *Can you find chairs that are next to each other?* As children point, ask: *What words could you use to tell about those chairs?* (two; blue) Say: *The word two describes the number of chairs. The word blue describes the color of the chairs.* Model the correct usage of the adjectives in a sentence. Have children listen and repeat: *There are two blue chairs on the grass.*

# Language Support

## Language Objectives

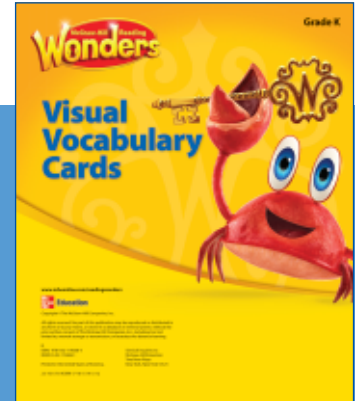
- Use acquired vocabulary about neighbors in a variety of conversational formats.
- Express opinions, respond to opinions, and support opinions in a discussion.
- Engage in a dialogue.

## Content Objective

- Describe neighbors.

## Materials >> Go Digital

- Visual Vocabulary Cards (*tradition, prefer, proud*)



**ELD** ELD.PI.K.1.Em, Ex, Br; ELD.PI.K.3.Em, Ex, Br

## Set Purpose

Say: *Today you will use the words you have been learning to have conversations with one another. After that we will read and talk about Cultural Festivals. Then you will read and discuss a new story in small groups. Finally, you will revise the sentences you have been working on and practice grammar using a **My Language Book** page.*

## Oral Language

### ESSENTIAL QUESTION

Remind children of the Essential Question:

**Who are your neighbors?**

Ask children to volunteer answers to this question using the language and frames they've been learning this week.

## Oral Vocabulary Words

Use the Visual Vocabulary Cards to review the final three Oral Vocabulary words for the week. Use the Define/Example/Ask routine below.

**tradition** (Spanish cognate: *tradición*)

**Define:** A **tradition** is a belief or habit that is repeated in a family.

**Example:** It is a tradition to go sledding on New Year's Day.

**Ask:** *What is a holiday tradition you enjoy?*

**prefer** (Spanish cognate: *preferir*)

**Define:** When you **prefer** something, you like it more than something else.

**Example:** Some children prefer math to science.

**Ask:** *Do you prefer singing or dancing? Why?*

**proud**

**Define:** When you are **proud**, you feel good about yourself or something you have done.

**Example:** Josh is proud that he read the book all by himself.

**Ask:** *What makes you proud about your neighborhood?*



Have children talk to partners about what they can do to show they are proud of where they live and of the people who live there. Then discuss their ideas as a class.

## Expressing an Opinion

Display and read the words related to this week's theme.

door/doorbell	neighbors/neighborhood
fence	nice
friend/friendly	outside
fun	safe
help/helpful	sidewalk
house	stairs/steps
kind/kindness	welcome
mailbox	yard

Explain that you would like children to use some of these words to answer a question that calls for their opinions: *What do you like best about your neighborhood? Why?*

According to children's abilities, provide them with the format in which you would like their response to be given. Allow children time to create a response and practice it in small groups before having each child present his or her opinion to the class. Remind children that the frame **I agree with \_\_\_\_ because \_\_\_\_** is one good way to respond to others' opinions.

**EMERGING** The best thing about my neighborhood is \_\_\_\_ . I like it because \_\_\_\_ .

**EXPANDING** In my neighborhood, I like \_\_\_\_ best because \_\_\_\_ .

**BRIDGING** Allow students to respond openly and provide support as needed.

## Engaging in Dialogue

Create sentence strips to match the levels of your children, as suggested below.

Display the oral vocabulary that children have been focusing on this week. Read the list for children.

Good Things About Neighborhoods	appreciate culture prefer proud tradition
Neighborhood Experiences	feel hear see sights smell/smells sounds taste

Explain that children will use these words to have a conversation with a partner. Model a conversation by asking the questions below and having volunteers respond.

- *I am proud of my friendly neighborhood. What makes you feel proud of your neighborhood?*
- *There are many things to see, hear, and smell in my neighborhood. What are some of these things in your neighborhood?*
- *I prefer to be outside talking to my neighbors. How do you prefer to be with your neighbors?*

Then have children ask you some questions.

Assign children to partners and provide them with the appropriate sentence strips, to be used as prompts for their conversations. Read each sentence strip and provide support as necessary.

**EMERGING** In my neighborhood, people \_\_\_\_ . What do your neighbors do?

My neighbors like to \_\_\_\_ .

**EXPANDING** When I go outside in my neighborhood, I see \_\_\_\_ . What do you see?

I see \_\_\_\_ , and I hear \_\_\_\_ . What do you hear?

**BRIDGING** I show my culture by \_\_\_\_ . What traditions do you have?

One of my traditions is \_\_\_\_ . Tell me about a tradition of yours.

# Listening Comprehension

## Language Objective

- Respond to oral prompts while listening to a story.

## Content Objective

- Participate in a close reading of a story.

## Materials >> Go Digital

- Interactive Read Aloud: *Cultural Festivals*



**ELD** ELD.PI.K.2.Em, Ex; ELD.PI.K.5.Em, Ex, Br; ELD.PI.K.6.Em, Ex, Br; ELD.PI.K.7.Em; ELD.PI.K.9.Em, Ex, Br; ELD.PII.K.1.Em; ELD.PII.2.Em

## Interactive Read Aloud

Read the title, *Cultural Festivals*, aloud to children. Tell children that a festival is a party for a whole community. Explain that all over the world, people celebrate traditions and festivals in different ways.

## Close Reading ACT

As you read, stop frequently to elicit responses that will help children access complex text as you gauge and support comprehension, draw attention to the author's choices, develop additional vocabulary related to the week's theme, and encourage good reading behaviors that result in text-dependent responses to the story. Several examples for each card are given below.

### CARD 1

**After Paragraph 2** *The author mentions costumes, decorations, food, music, and dancing. These pictures show costumes, decorations, and dancing, but I don't see any food. What are some foods you have enjoyed at a festival?* Encourage children to name and describe some of their cultural foods. (Reading/Viewing Closely)

**After Paragraph 3** *Giving gifts would be a fun part of a celebration! What are some gifts that are part of your traditions?*



**COLLABORATIVE** Have children talk to partners about special gift-giving traditions they follow or know about. (Reading Closely)

### CARD 2

**After Paragraph 1** *We have already learned a lot about festivals. When a text tells about a topic, it is an informational text. The author presents facts about different ideas about the topic. The topic of this text is festivals. In this part of the text, the author is telling us facts about one festival. What is an interesting fact you have learned so far about this festival?* Guide children to state a fact about Cinco de Mayo. (Reading Closely, Understanding Text Structure)

**After Paragraph 2** *The author says people in the United States listen to mariachi music. A mariachi band has violins, trumpets, and a guitar. (Pantomime playing each type of instrument as you name it.)*



**COLLABORATIVE** Have children turn to a partner and come up with words to describe what they think mariachi music sounds like. (happy, loud, etc) (Reading Closely, Vocabulary)

**After Paragraph 4** *The author says celebrating Cinco de Mayo is a way people show they are proud of their culture. They also display the Mexican flag outside their homes on this day. What other ways could people show they are proud of their culture?*



**COLLABORATIVE** Ask children to share ideas about how they are proud of their culture with the class, providing support as needed to help children recount their experiences. Provide a sentence frame as a starting point if needed.

**One way to show I am proud of my culture is \_\_\_\_.** (Vocabulary, Listening Actively/Reading Closely)

## CARD 3

**After Paragraph 1** *The author says that Diwali celebrations take part in many countries in the world. What does this tell you about how important Diwali is to people of Indian culture?* (Reading Closely)



**After Paragraph 2** *The author uses words that help me understand the sequence, or order, of events during Diwali. On the first day, people clean their homes. On the second day, they decorate with lamps. Then the next day they light candles and watch fireworks. On the last two days, they visit friends and family to share a meal of traditional Indian food.* (Understanding Cohesion)

**After Paragraph 4** *We have learned a lot about Diwali in this section. What interesting fact have you learned about this festival?* Guide children to state a fact presented by the author about Diwali. (Reading Closely, Understanding Text Structure)

## CARD 4

**After Paragraph 2** *The author says that during Tet people in Vietnam celebrate the new year. Some people of Indian culture celebrate the new year during Diwali as well. What is the same about the way people prepare for these celebrations?* Provide a sentence frame that will help children make a comparison.

During Diwali, people \_\_\_\_ and \_\_\_\_ their homes.  
Before Tet, people \_\_\_\_ and \_\_\_\_ their homes.  
(Reading Closely)

**After Paragraph 4** *This part of the text explains the picture, doesn't it? So the picture shows the parade that is an important part of Tet. What details can you learn from the picture that are not given in the text?*

**EMERGING** I see \_\_\_\_ in the picture.

**EXPANDING** I see that the masks people wear look like \_\_\_\_.

**BRIDGING** Encourage children to notice and describe details about the time of day, how the people in the parade move, and what the masks are like. (Reading/Viewing Closely)

**After Last Paragraph** *I noticed that the author used the word special when describing festivals. The author wants us to understand that these festivals are important in people's lives. The author wants us to know that people have good feelings about festivals. What is something special about your family's traditions that gives you good feelings?* Invite volunteers to share something they do with their families that makes them feel good. (Reading Closely, Evaluating Language Choices)

## Respond to the Text

Place children in triads that include children of mixed proficiency levels. Tell children that you want them to create a poster that shows parts of the Cinco de Mayo, Diwali, or Tet festivals. Ask these questions for them to consider as they plan their collages: *What parts of the celebrations will they include? What foods will the people be eating? What activities will the people be doing? Will the people be in costumes?* Then have them create the posters. After children are finished, guide them to describe their posters for the class. Each child should participate in presenting their group's poster, but children at higher proficiency levels can describe it orally while children with developing proficiency can point to the images being described and present short phrases or labels. Provide support as needed as children work together to draw and plan their presentations.

# Read the Differentiated Texts

## Language Objective

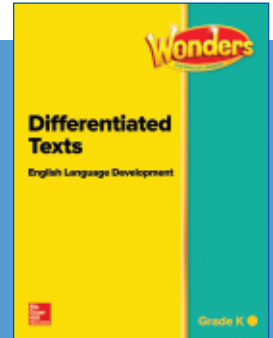
- Collaborate to read and respond to a text.

## Content Objective

- Identify things people do in their neighborhoods.

## Materials >> Go Digital

- “Neighbors”, Emerging, pages 31–33
- “Neighbors”, Expanding/Bridging, pages 31–33



**ELD** ELD.PI.K.1.Em, Ex, Br; ELD.PI.K.6.Em, Ex, Br; ELD.PIII.RF.K.4

## Using the Texts

### Reading Routine

- Place the children in their leveled groups and be sure each child has a story and a Respond to the Text blackline master.
- After using the Read the Story suggestions, have the children read the Differentiated Texts chorally in their groups. Monitor the children at the Emerging level. Guide them through an echo reading experience as needed.
- Guide children through the Respond to the Text blackline master using the suggestions below.

## Read “Neighbors”

### Prepare to Read

Tell children they will work in small groups to read a text about a father and son who visit places in their neighborhood.

### Read the Text

Work with groups as needed using the following suggestions.

**EMERGING** Review the high-frequency word *do*. Guide children to recognize the text pattern and the rebus.

Provide each group with sentence frames they can use to talk about the text.

The boy and his Dad go to the \_\_\_\_\_. They eat \_\_\_\_\_.

**EXPANDING/BRIDGING** Review the high-frequency word *do*. Guide children to recognize the text pattern.

Provide each group with sentence frames they can use to talk about the text.

The boy and his dad do things in their \_\_\_\_\_. First, they \_\_\_\_\_. Then, they \_\_\_\_\_. Next, they get \_\_\_\_\_.

### Respond to the Text

Guide children to complete the Respond to the Text blackline master.

Say: *The boy really seems to enjoy the foods he can eat in his neighborhood. What foods does he like? How would he describe them?* Have children choose one of the foods the boy enjoys and think of ways to tell how it tastes and smells. They can also describe how the boy eats it. Provide support as necessary.

### Fluency

Bring the group back together. Remind children that reading aloud gives them the opportunity to work on phrasing. Say: *When you read with phrasing, you sound natural.*

Model the skill, using the Expanding/Bridging version of “Neighbors,” which features the patterned words, *Dad and I like . . .* Read each page and have children echo you.

# Language Support

## Language Objectives

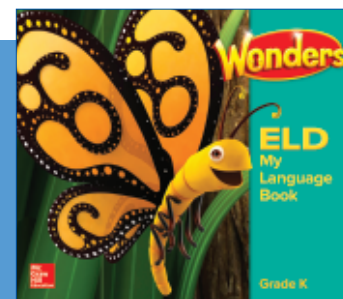
- Deliver an oral presentation.
- Expand noun phrases to add detail to writing.

## Content Objective

- Revise writing in response to a prompt.

## Materials >> Go Digital

- My Language Book, page 94



**ELD** ELD.PI.K.9.Em, Ex, Br; ELD.PII.K.4.Em, Ex, Br

## Independent Writing

### Revise

Have children review the writing they created on Day 3. Remind them to include details from the drawings they made. Have them check their writing for correct use of end punctuation.

### How Language Works

**Expand Noun Phrases** Have children review their writing to find a place where they could add at least one adjective that will give an interesting detail about the neighbor's action. Model an example: *If I wrote Good neighbors share food with each other I could improve the sentence by describing the food. I could add the word tasty, for example. Then my sentence would read, Good neighbors share tasty food with each other.*

### Present

**Share Writing** Provide time for children to share their finished work.

**EMERGING** Have children read aloud their sentences. Have them point to and name other details in their illustrations that show someone being a good neighbor.

**EXPANDING** Have children read aloud their writing, being sure to read at a natural reading rate as they tell what good neighbors are like.

**BRIDGING** Have children read aloud their writing, being sure to read at a natural reading rate as they tell what good neighbors are like. After sharing, children can answer questions about their writing.

## Grammar

### My Language Book

**Grammar** Have children turn to page 94. Guide them through the page. Ask: *What's the title of the rhyme? What does the poem describe?*

(*"My Neighborhood"; It describes things found in a neighborhood.*) Remind children that there are many interesting places, people, and things in a neighborhood and that words that describe these places, people, and things are adjectives. Have children circle the adjectives in the rhyme. (*tiny, quiet, tall, shady, laughing, happy*)

Next, work with children to make a list of adjectives to describe people, places, and things in their neighborhoods. Then have children choose from these words to write sentences. Provide frames as needed, suggesting that children follow the rhyme's pattern.

**EMERGING** A \_\_\_\_ dog.

**EXPANDING** A \_\_\_\_ tree.

**BRIDGING** Lots of \_\_\_\_ and a very \_\_\_\_ .

# Progress Monitoring

## Language Objective

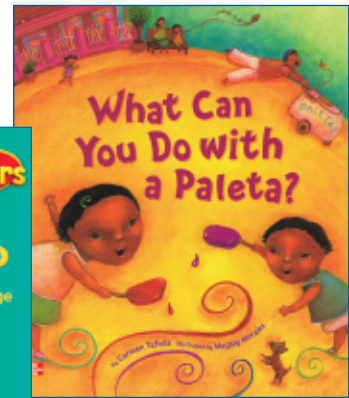
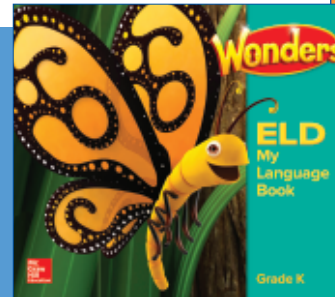
- Use oral vocabulary acquired during the week, including academic language, to discuss the Essential Question.

## Content Objective

- Demonstrate comprehension of text through written response to a prompt.

## Materials >> Go Digital

- My Language Book, page 95
- Literature Big Book: *What Can You Do With a Paleta?*



**ELD** ELD.PI.K..Em, Ex, Br; ELD.PI.K.10.Em, Ex, Br; ELD.P.III.RF.K.4

## Set Purpose

Today you check in with children using appropriate proficiency level expectations to accurately gauge independent progress in relationship to this week's content and Essential Question **Who are your neighbors?**

## Fluency

### My Language Book

Place children in small groups and ask them to read the fluency page for the week and complete the suggested activities (**My Language Book**, page 95) as you interact with individual children to complete your evaluations.

## Oral Production

Provide children at each proficiency level with the following oral prompts as a way to gauge their progress in speaking about this week's Essential Question.

### Talk About the Essential Question

**EMERGING** Ask: *Where do your neighbors live? What do you say to your neighbors when you meet them? How do act toward your neighbors? How do they act toward you?*

**EXPANDING** Ask: *How would you describe your neighbors? What do you do with your neighbors? Do you like your neighbors? Why?*

**BRIDGING** Say: *Let's talk about who your neighbors are. What do you think about them? What happens when you meet them? How do you treat them? How do they treat you? What are they like?*

## Written Production

Provide children at each proficiency level with the following written tasks as a way to gauge their progress in writing about this week's Literature Big Book.

### Write About the Big Book

**EMERGING** Have children draw and label pictures to show the neighbors and the neighborhood in *What Can You Do With a Paleta?*

**EXPANDING** Have children draw and caption pictures to show the neighbors and the neighborhood in *What Can You Do With a Paleta?*

**BRIDGING** Have children draw and write about the neighbors and the neighborhood in *What Can You Do With a Paleta?* Encourage children to use complete sentences.

## Diagnose and Prescribe Chart

Use the following chart to guide you in assessing children's responses and work. You might also want to use the Weekly Assessment Checklist in the Assessment book.

PROFICIENCY LEVEL EXPECTATIONS	EMERGING Expect frequent errors in pronunciation in oral responses, and grammar errors in written responses that sometimes impede meaning.	EXPANDING In oral responses, expect some examples of extended discourse, especially in response to follow-up questions, with fairly frequent pronunciation errors. In written responses, expect frequent errors in grammar that are not significant enough to impede meaning.	BRIDGING In oral responses, expect complete sentences, with only minor pronunciation errors. Also expect children to come up with follow-up questions as part of their dialogue with you. In written responses, expect some minor grammar errors that do not impede meaning.
<b>ORAL PRODUCTION: Talk About the Essential Question</b>	<b>IF...</b> children are unable to respond with phrases or short sentences, <b>THEN...</b> provide frames to help them respond: <b>My neighbors live ____ . When I meet my neighbors, I say ____ and ____ . I treat my neighbors ____ . My neighbors treat me ____ .</b>	<b>IF...</b> children are uncomfortable initially responding without frames, <b>THEN...</b> provide these frames to get them started. <b>My neighbors are ____ and ____ because ____ . I like to ____ and ____ with my neighbors because ____ . I ____ my neighbors because ____ and ____ .</b>	<b>IF...</b> children do not ask follow-up questions on their own, <b>THEN...</b> model keeping the dialogue going by asking appropriate questions.
<b>WRITTEN PRODUCTION: Write About the Big Book</b>	<b>IF...</b> children struggle to label their drawings, <b>THEN...</b> review with them the list of theme words from Day 4.	<b>IF...</b> children provide single-word captions only, <b>THEN...</b> guide them to write short sentences.	<b>IF...</b> children fail to write complete sentences, <b>THEN...</b> model how to correct one of their sentences and guide them to write more.

### LEVEL UP

If children are able to use learned vocabulary that they have acquired during the week, they might be ready to move to the EXPANDING level for some tasks.

If children are able to express ideas through re-combinations of learned vocabulary, with support, they might be ready to move to the BRIDGING level for some tasks.

If children are able to sustain an extended conversation to answer questions about the week's topic, they might be ready to move to on-level for some tasks.



## Pitch In

## ESSENTIAL QUESTION

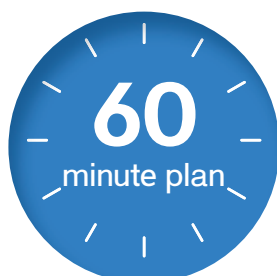
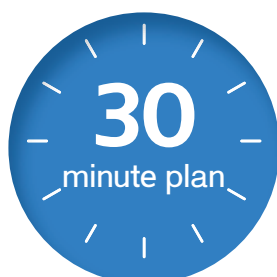
How can people help to make your community better?

## Day 1 Components

*My Language Book*  
*Literature Big Book*

## Day 2 Components

*Visual Vocabulary Cards*  
*Literature Big Book*  
*My Language Book*  
*Reading/Writing Workshop*  
*Language Development Cards*



DAY 1		DAY 2	
15	<b>Language Support, 282–283</b> <b>Set Purpose, 282</b> <b>Oral Language ●■◆ 282</b> <ul style="list-style-type: none"><li>• Language Warm-Up</li><li>• My Language Book, Weekly Concept</li></ul>	<b>Language Support, 286</b> <b>Set Purpose, 286</b> <b>Oral Language, 286</b> <ul style="list-style-type: none"><li>• Language Warm-Up</li><li>• Oral Vocabulary: <i>community, improve</i></li></ul>	
20	<b>Listening Comprehension, 284–285</b> <b>Use Literature Big Book, Roadwork</b> <ul style="list-style-type: none"><li>• Link Language to Pictures</li></ul> <b>Words and Categories</b> <ul style="list-style-type: none"><li>• My Language Book, A Construction Site</li></ul>	<b>Listening Comprehension, 287–288</b> <b>Read Literature Big Book, Roadwork</b> <ul style="list-style-type: none"><li>• Print Awareness</li><li>• Close Reading</li></ul> <b>Respond to the Text ●■◆ 288</b> <ul style="list-style-type: none"><li>• My Language Book</li></ul>	
25		<b>Language Support, 290–291</b> <b>Interactive Writing, 290</b> <ul style="list-style-type: none"><li>• Plan, Illustrative Text</li><li>• Practice Writing</li></ul> <b>How Language Works: Expand Noun Phrases ●■◆ 291</b>	
30	<b>Listening Comprehension, 284–285</b> <b>Interactive Read, Roadwork 284</b> <ul style="list-style-type: none"><li>• Print Awareness</li><li>• Patterned Text</li><li>• Chime In!</li></ul>	<b>Shared Read, 289</b> <b>Word Work</b> <ul style="list-style-type: none"><li>• Phonemic Awareness</li><li>• Phonics: /d/ d</li><li>• High-Frequency Words: <i>and, do, go, to, you</i></li></ul> <b>Read “I Can, You Can!”, 289</b> <ul style="list-style-type: none"><li>• Respond to the Text</li></ul>	
35			
40			
45	<b>Language Support, 282–283</b> <b>Use Language ●■◆ 283</b> <ul style="list-style-type: none"><li>• Innovate on the Song</li></ul>	<b>Listening Comprehension, 287–288</b> <b>Guided Retelling, Roadwork 288</b> <b>Language Support, 290–291</b> <b>Grammar, Adjectives 291</b>	
50			
55			
60			

## CALIFORNIA ELD STANDARDS

## Part I

 ELD.PI.K.5 ● ■ ◆  
 ELD.PI.K.6 ● ■ ◆  
 ELD.PI.K.10 ● ■ ◆  
 ELD.PI.K.12 ● ■ ◆

## Part II

 ELD.PII.K.1 ● ■ ◆  
 ELD.PII.K.4 ● ■ ◆

## Part III

 Concepts of Print  
 Phonemic Awareness  
 Phonics  
 Fluency

## KEY

 ● Emerging  
 ■ Expanding  
 ◆ Bridging

## Day 3 Components

 My Language Book  
 Reading/Writing Workshop

## Day 4 Components

 Visual Vocabulary Cards  
 Interactive Read Aloud  
 Differentiated Texts

## Day 5 Components

 My Language Book  
 Literature Big Book

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 • My Language Book, Fix it Up  
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 • Respond to the Text  
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 • Engaging in Dialogue  
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 Read “We Can Do It!” ● ■ ◆  
 • Prepare to Read  
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 • My Language Book  
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 • Talk About the Essential Question  
 Written Production, 302  
 • Write About the Big Book

 Progress Monitoring, ● ■ ◆ 302–303  
 Set Purpose, 302  
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 • My Language Book  
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 • Talk About the Essential Question  
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 • Write About the Big Book

 Progress Monitoring, ● ■ ◆ 302–303  
 Set Purpose, 302  
 Fluency, 302  
 • My Language Book  
 Oral Production, 302  
 • Talk About the Essential Question  
 Written Production, 302  
 • Write About the Big Book

# Language Support

## Language Objectives

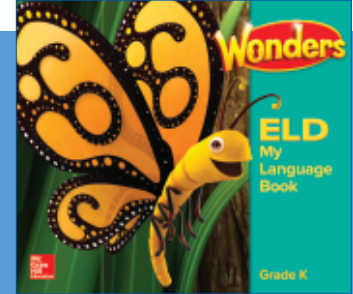
- Develop oral language to use when talking about how people work together to improve communities.
- Offer and exchange information on how people work together.
- Listen actively to an oral presentation about communities.

## Content Objective

- Identify ways people work together.

## Materials >> Go Digital

- My Language Book, page 96



**ELD** ELD.PI.K.1.Em, Ex, Br; ELD.PI.K.2.Em, Ex, Br; ELD.PI.K.5.Em, Ex, Br; ELD.PI.K.10.Em, Ex, Br

## Set Purpose

Say: *Today you will learn words to use when you talk about how people work together and use different machines to build roads. I will work with you and then you will complete **My Language Book** pages and talk about them with your classmates. You will also use language from the story Roadwork to talk about it.*

## Oral Language

### ESSENTIAL QUESTION

**How can people help to make your community better?** (Spanish cognate: *comunidad*).

Read aloud the Essential Question.

## Language Warm-Up

Have children sing “I’ve Been Working on the Railroad,” accompanied by movements.

### I’ve Been Working on the Railroad

I’ve been working on the railroad, *(lift heavy hammers to pound spikes into rail tracks)*  
All the live-long day.  
I’ve been working on the railroad,  
Just to pass the time away.  
Can’t you hear the whistle blowin’? *(cup hand around ear to listen)*  
Rise up so early in the morn. *(stretch as if waking up)*

Can’t you hear the captain shoutin’? *(cup hand around ear to listen)*

“Dinah, blow your horn!” *(blow a horn)*

After singing the song, talk about how building a railroad would help a community. Point out that trains bring many things people in a community need, such as food, gasoline, and other materials. Working to build things in a community is one way to improve it.

## My Language Book

**Weekly Concept** Have children turn to page 96 and look at the picture. Point to the library and name it.

**Model Language** Tell children you are going to tell them a story about part of the picture. Explain that when you are finished, they will guess the part the story is about. Say:

*It is a good day for fixing up the library. It is sunny so the woman is wearing a hat. She is kneeling on the lawn. She is planting flowers.*

Invite children to share with a partner their guesses about which part of the picture the story tells about. Then have them all share their responses by pointing to the correct part.

**Talk About It** Read the prompts on the **My Language Book** page. Have children look at the picture and talk about how the people are working. *(man on ladder is painting; boy and woman are donating books; kneeling woman is planting flowers; man with hammer is fixing window)*

Speak more about the page using the prompts below. As they speak, guide children to use the words *work/working* and *help/helping* correctly.

**EMERGING** Guide children to name what is happening in the picture. Ask questions such as: *Is the man painting? Are the boy and the woman carrying boxes? Is the woman planting? Is the man fixing a window?*

**EXPANDING** Guide children to describe what they see and to talk about what they are doing. Ask questions such as: *What is the man on the ladder doing? What do the woman and the boy have? What is the kneeling woman doing? What is the man doing to the window?*

**BRIDGING** Guide children to describe what they see and to connect it to making the community better. Ask questions such as: *Why is the man on the ladder? Why are the boy and the woman carrying boxes? Why is the kneeling woman planting flowers? Why is the man fixing the window?*

Then invite children to draw themselves in the picture, helping to improve the library.



PRODUCTIVE

**Tell an Oral Story** Retell the story you shared earlier. Then have children work with a partner to tell a story of their own about how they are in the picture working to improve the library. As one child tells a story, the second should act out what is being described.

## Use Language

**Innovate on the Song** Sing “I’ve Been Working on the Railroad” again, replacing *railroad* with *library* or other community places. Begin with these new lyrics and gestures for *library*.

I’ve been reading in the library, (*read a book*)  
All the live-long day.  
I’ve been reading in the library,  
Just to pass the time away.  
Can’t you hear the bell a ringin’? (*ring a bell*)  
Shush your talkin’ in the stacks! (*finger to lips*)  
Can’t you hear the librarian sayin’?  
“Here’s a book you’ll like, Max!”  
(*hug a book*)



COLLABORATIVE

Have children work with partners to create their own song about working in the community, for example, cleaning up a park or donating toys. They can use a different tune if they like, and their songs need not rhyme. Suggest they make up some hand gestures to go with their song. Then invite them to perform their version for the group. Provide support as children create their songs and language frames for partners to introduce their work:

**EMERGING** Our song is about \_\_\_\_\_. This is our song.

**EXPANDING** We made up a song about helping in the community by \_\_\_\_\_. This is our song.

**BRIDGING** We picked \_\_\_\_\_ because we think our community really needs \_\_\_\_\_. This is our song.

## Write About It

Have children draw one or more pictures for their original songs. Depending on childrens’ proficiency levels, guide them to add labels, captions, or complete sentences to their drawings, using the words and frames they have been learning. Provide support as needed, and allow children to dictate their ideas as necessary.

# Listening Comprehension

## Language Objectives

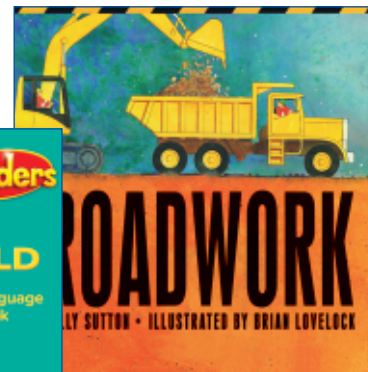
- Use language about construction to respond to oral prompts while listening to a text.
- Acquire new language to use while talking about construction.

## Content Objective

- Participate in an interactive reading of a text.

## Materials >> Go Digital

- My Language Book, page 97
- Literature Big Book: *Roadwork*



**ELD** ELD.PI.K.1.Em, Ex, Br; ELD.PI.K.5.Em, Ex, Br; ELD.PI.K.6.Em, Ex, Br; ELD.PI.K.11.Em, Ex, Br; ELD.PI.II.RF.K.1

## Use Literature Big Book

Display the cover of the **Big Book** and read the title. Ask: *Who has seen workers build a road? What equipment (Spanish cognate: equipamiento) did they use? Did the equipment look like this? Say: Let's take a picture walk to see what goes on during road construction.*

## Link Language to Pictures

Do a picture walk through the book, focusing on language. Model using theme-related words and language frames the children have been working with to talk about the story. Use the prompts and sentence frames below:

### PAGES 4–5

*Look at the workers and the men holding the map (Spanish cognate: mapa). All of the workers are wearing special hats called hardhats. Why do you think the workers wear hardhats?*



**COLLABORATIVE**

Have children turn and talk to a partner about why the workers wear hardhats. Ask them to share their ideas with the class.

### PAGES 6–7

*Look at the machines (Spanish cognate: máquinas) on the road! What are the men building? How do you know? Encourage students to refer to the illustrations to support their ideas.*

**EMERGING** I think they are building a \_\_\_\_ .  
I know this because \_\_\_\_ .

**EXPANDING** I know they are building a \_\_\_\_ because \_\_\_\_ .

**BRIDGING** Allow students to respond openly, providing support as needed.

### PAGES 10–11

*Now I see a yellow truck and a red truck. What is the yellow truck doing? What is the red truck doing?*

### PAGES 12–13

*Now I'm watching the workers from above so I can see exactly what they are doing. There is a steamroller. Point to the steamroller (left). There is a grader. Point to the grader (right). These machines help even out rocks and dirt in the road.*

### PAGES 14–15

*I'm still looking down at the men as they use spreaders. I wonder what they are spreading. Let's pretend we are spreading something with a spreader. Try to spread the material evenly.*

### PAGES 18–19

*Now I see the workers sitting. What time do you think it is? Why are the workers taking a break?*

### PAGES 22–25

*The road seems like it is complete. Look at the road now. It seems so bright, but the sun is not shining. Something else is making the road bright. Is it day or night? How do you know? What does the new road have to help drivers at night?  
(I know it is \_\_\_\_ because \_\_\_\_ . \_\_\_\_ help drivers \_\_\_\_ .)*

## ► PAGES 26–27

*These workers look different from those that built the road. How are they different?*

**EMERGING** These workers are not wearing \_\_\_\_ . They are \_\_\_\_ .

**EXPANDING** These workers are \_\_\_\_ and don't need to wear \_\_\_\_ .

**BRIDGING** Now that the road is finished \_\_\_\_ can \_\_\_\_ . They don't need to wear \_\_\_\_ to \_\_\_\_ .

## ► PAGES 28–31

*There are no more graders or steamrollers or other building machines. Now I see other kinds of vehicles. What vehicles do you see on the new road?*

## Interactive Read

Use the following routines and prompts to help children interact with the text as you read the book aloud for children's enjoyment.

**Print Awareness** *We will be reading this story aloud. I will point to the words as I read. You will notice that some of the words are in bigger letters than the rest of the text. They are sound words. Turn to pages 4–5. See? Point to and read "Ping! BANG! TAP!" Notice the size of the words and that all the letters in "BANG! and TAP!" are uppercase. When we read words in all uppercase letters we read them a little louder.*

**Patterned Text** Each sound word ends with an exclamation mark. Point this out to children. Explain that the exclamation mark means the words should be read with lots of expression. Create a gesture to go with the exclamation mark such as thrusting a fist into the air. Tell children that when they chime in on these sound words, they can use the gesture to emphasize the exclamation mark.

**Chime In!** Have children chime in on the sound words on each spread.

## Words and Categories

**My Language Book** Tell children that workers do different jobs and use different equipment or machinery to do their work. Then have children turn to page 97 in **My Language Book**. Guide children to name the vehicles and the work the people are doing at the construction site. Help them talk about the page using the differentiation suggestions below.

**EMERGING** Guide children to say what is being done and have them respond by pointing: *Where is the dirt being moved? Where is cement being poured? Where is a hole being dug?*

**EXPANDING** Guide children to say what is being done. Ask: *What is being moved from place to place? What is being taken from the ground? What is being poured from the cement mixer? What are the two men carrying? What is the wheelbarrow used to do?*

**BRIDGING** Ask: *Why is the dirt being moved from place to place? Why are dirt and rocks being removed from the ground? What is the man with the wheelbarrow doing?*



PRODUCTIVE

**Draw a Construction Site** Ask volunteers to point to one of the workers tell what the worker is doing. Then, on a sheet of paper, extend the collaborative work by having children draw what they think the workers are building. Help them write captions for their drawings. Then have them describe them to the class.

# Language Support

## Language Objective

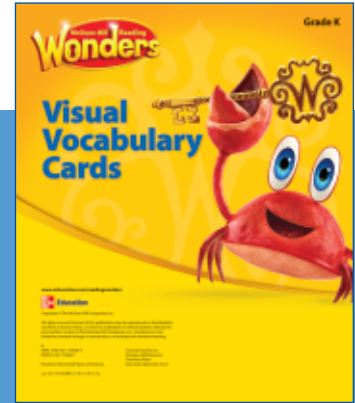
- Develop oral language to use when talking about how people work together to make communities better.

## Content Objective

- Identify ways people work together.

## Materials >> Go Digital

- Visual Vocabulary Cards (*community, improve*)



**ELD** ELD.PI.K.1.Em, Ex, Br, ELD.PI.K.5.Em, Ex, Br

## Set Purpose

Say: *Today you will learn more words to use when you talk about how people make their community a better place. We will also read two stories today. One of the stories is Roadwork, which we read yesterday. The My Language Book page will help you share what you learned from Roadwork.*

## Oral Language

### ESSENTIAL QUESTION

*How can people help to make your community better?*

Have children recall ways that people can improve the neighborhoods where they live, such as constructing buildings, cleaning up community places, donating items, etc.

## Language Warm-Up

Sing the following song to the tune of "I've Been Working on the Railroad." Have children create gestures to accompany each line.

We've been working on the highway,  
All the live-long day.  
We've been working on the highway,  
Just to pass the time away.  
Can't you hear the dump truck rumbling?  
Here comes the steamroller!  
Can't you hear the foreman sayin',  
"This new road's our best!"

Talk about how building a new road is one way to make a community better.

## Oral Vocabulary Words

Review the two theme-related Oral Vocabulary words for the week to continue focusing on the Essential Question.

**community** (Spanish cognate: *comunidad*)

**Define:** A **community** is a group of people who work, play, or live together.

**Example:** Playing sports is a great way for people in a community to have fun together.

**Ask:** *What do you enjoy about your community?*



**COLLABORATIVE** Have children turn and talk to a partner, sharing something they like about the community they live in. Then provide sentence frames for children to share with the class.

**EMERGING** I have \_\_\_\_ in my community.

**EXPANDING** There are \_\_\_\_ and \_\_\_\_ in my community.

**BRIDGING** I live in a community that \_\_\_\_ .

**improve**

**Define:** To **improve** is to make something better.

**Example:** You can improve at sports by practicing everyday.

**Ask:** *How can we improve our communities?*

# Listening Comprehension

## Language Objectives

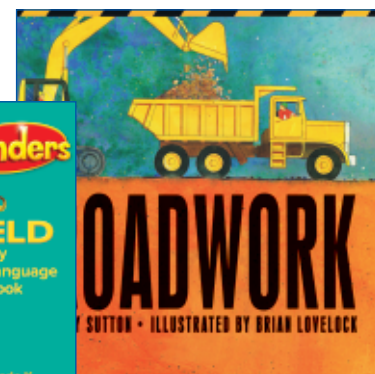
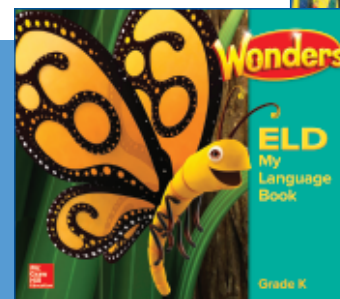
- Respond to oral prompts while listening to a text.
- Retell a text.

## Content Objective

- Participate in a close reading of a text.

## Materials >> Go Digital

- Literature Big Book: *Roadwork*
- Retelling Cards: *Roadwork*
- My Language Book, page 98



**ELD** ELD.P1.K.3.Em; ELD.P1.K.5.Em, Ex, Br; ELD.P1.K.6.Em, Ex, Br; ELD.P1.K.11.Em, Ex, Br; ELD.P1.K.12a.Em, Ex, Br; ELD.P11.K.2.Em, Ex, Br; ELD.P111.RF.K.1

## Read Literature Big Book

### Print Awareness

Remind children that words in a text are read from left to right, top to bottom. Explain that the words might appear anywhere on the page, but they still should be read in this way. Display pages 10 and 11 of the **Big Book** to demonstrate. Point to the text. Say: *I know when I read this part of the text that I start reading here* (point to “Tip the stones.” and then track the print by running your hand under it). Say: *After I finish reading the sentences at the top of page 10, I move down to the larger words. First, I read Crash!* (point to *Crash!*) *Then, I read ROAR!* (point to *ROAR!*) *Last, I read THUMP!* (point to *THUMP!*) Then as you read, track the left to right reading directionality.

### Close Reading **ACT**

As you read the text, stop frequently to elicit responses that will help students access complex text as you gauge and support comprehension. Draw attention to the week’s vocabulary and to the author’s use of rich language, to encourage good reading behaviors that result in text-dependent responses to the story. Examples are given below:

#### ► PAGES 4–5

*I see some workers looking at a map. I think they are planning the road. What word in the text that I just read rhymes with map? (map-tap) As I read, listen to find out what the workers are doing and listen for words that rhyme.* (Reading/Listening Closely, Vocabulary)



#### THINK ALOUD PAGES 6–7

*I see trucks that push, and dig, and lift. What do you think they are digging up? I’ll read the text to find out. Chime in when we get to the sound words. After reading, ask: Did you hear words that rhyme? (push-whoosh)* (Reading/Viewing Closely, Vocabulary)

#### ► PAGES 12–13

Read: *Pack the ground. Pack the ground.* Say: *Show how you pack something down.* Guide children to make packing motions. *That’s right you fill in all the spaces by pushing down what you are packing. What else can you pack?* (Reading/Listening Closely, Vocabulary)



#### THINK ALOUD PAGES 16–17

*I’m going to pause to think about what has happened so far. I’m going to use my own words, not the story words. First, the workers planned the road using a map. Then they dug up dirt. Next, they put down rocks. After that, they covered it with sticky tar. Now, you try using your own words to describe the steps the workers took. Provide support as needed for children at each proficiency level.* (Understanding Cohesion)

#### ► PAGES 18–19

*Why aren’t the workers working? (The workers are not working because \_\_\_\_.)* (Reading/Viewing Closely)

## PAGES 22–23

*Now they are not working on the road at all! I see them working to the side of the road. Look at the signs they are putting up. Could you ride a bicycle next to this big road? How do you know?*

**EMERGING** You can ride a bicycle here because there is a \_\_\_\_ on the sign.

**EXPANDING** I think you can ride a bicycle here because \_\_\_\_ . If it was not safe, \_\_\_\_ .

**BRIDGING** Allow children to respond openly, providing support as needed. (Reading/Viewing Closely)

## PAGES 26–27

*The road workers are gone, but the road is not quite done. The word lug means to carry something heavy. What heavy things are they carrying? What do you think these workers are doing? Why?*



**COLLABORATIVE** Have children turn to a partner and express their opinions. Remind that they should give reasons to support their opinions. Provide them with a frame to use to express and explain opinions as needed. (I think \_\_\_\_ because \_\_\_\_ .) (Reading/Viewing Closely, Offering Opinions)

## PAGES 30–32

*The road is done. How do you think the workers feel? How do you know?*



**COLLABORATIVE** Have children turn to a partner and express their opinions. Remind that they should give reasons to support their opinions and encourage them to refer to the text and illustrations to support their ideas. (Reading/Viewing Closely, Offering Opinions)

## Guided Retelling

Help children participate in a retelling of the story by displaying the Retelling Cards and using the prompts provided on the backs as needed to guide them. Remind them that they should use their own words to retell the part of the story that corresponds to each card. Encourage them to recall details from each step in the process of building a road.

## Respond to the Text

### My Language Book

Have children turn to page 98 in **My Language Book**. Guide them through the activity using the suggestions at the bottom of the page. Differentiate instruction as needed using the following suggestions.

**EMERGING** Have children identify the work each machine does. Provide them with questions to answer. *Does the excavator (Spanish cognate: excavadora) dig up dirt? Does the dump truck move the dirt? Does the steamroller make the road smooth?*

**EXPANDING** Ask children to identify the work done by each pictured machine . Provide them with frames to use when discussing their own pictures with a partner.

I drew a \_\_\_\_ . It shows the worker \_\_\_\_ .

**BRIDGING** Have children compare and contrast the work done by the machines and the workers from the story as they discuss the pictures and their own drawings. *What machine in the story is like the one you drew? What is the worker in your picture doing? How is it like the work a worker did in the story? How is it different? Provide support as needed.*



**COLLABORATIVE** For the Collaborative activity, have groups of three children compare the pictures they drew and place them in order. Then have each group display their pictures in order and tell what the machines and workers do in each one to build a road.

# Shared Read

## Language Objective

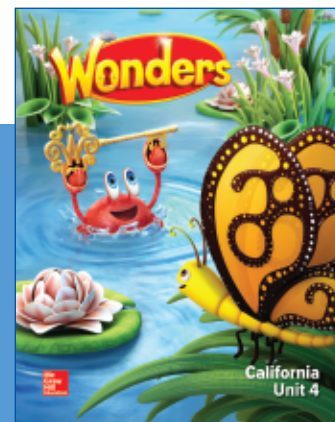
- Respond to oral prompts while listening to a text.

## Content Objective

- Apply phonemic awareness, phonics, and high-frequency word knowledge to a decodable text.

## Materials >> Go Digital

- Reading/Writing Workshop, pp. 34–35
- Reading/Writing Workshop: Shared Read, “I Can, You Can!” pp. 36–43
- Sound-Spelling Card (Dd)
- High-Frequency Word Cards (*and, do, go, to, you*)



**ELD** ELD.PI.K.2.Em; ELD.PI.K.5.Em, Ex, Br; ELD.P.III.RF.K.2; ELD.P.III.RF.K.3

## Word Work

### Phonemic Awareness

Have children turn to page 34 in the Reading/Writing Workshop. Point to the picture of the nut and then the can. Have children say the word emphasizing the beginning sound. Ask: *What sound do you hear at the beginning of each word?* (/n/, /k/). Then have them say each word again emphasizing the end sound. Ask: *What sound do you hear at the end of each word?* (/t/, /n/)

### Phonics

Display the Sound-Spelling Card for *Dd*. Have children name the letter and articulate the sound in unison. Then guide children to read the words with letter *d* at the beginning in items 3 and 4 on page 34 of the Reading/Writing Workshop.

Next, focus on the /d/ *d* at the end of words. Guide children to read the words in items 3 and 4 of page 34 that have the letter *d* at the end.

### High-Frequency Words

Display the High-Frequency Word Cards for *and, do, go, to, and you*, pronouncing each and having children echo it. Review each word, using the Read-Spell-Write routine. Then guide children to read the sentences on page 35 of the Reading/Writing Workshop.

## Read “I Can, You Can!”

Have children follow along as you read the text aloud. Stop as suggested below to explain vocabulary and to have children apply the Word Work skills. Also

encourage children to chime in with repeated words and phrases and the high-frequency words.

### ► PAGES 36–37

Have children identify the words that have an /m/ sound and /d/ sound and tell whether the sounds are at the beginning or end of the words. (*Mom, beginning and end; and, end*) Say: *I see blue water and yellow sand. Listen to the word sand again. What sound do you hear at the end of the word?* (/d/)

### ► PAGES 38–39

Ask children to identify the words with a /t/ sound and where they hear the sound. (*pat, end; top, beginning*) Repeat for page 39 with *pat* and *it*.

### ► PAGES 40–41

Point to the word *Don* in the text on page 41. Say: *Let’s blend the sounds to say the name, /d/ /o/ /n/.*

### ► PAGES 42–43

Have children identify the word with the /d/ sound on page 43. Ask them to say the word emphasizing the letter *d*. Then have children return to page 37 and read the other high-frequency words.

## Respond to the Text



COLLABORATIVE

Have children work with partners. Ask them to discuss what they think Don, the girl and her mother will do next. Have them draw a picture that shows what happens next. Encourage them to write or dictate a caption for their picture. Give them a frame to use when they share their pictures with the class: **Next, they will \_\_\_\_ their sandcastle.**

# Language Support

## Language Objectives

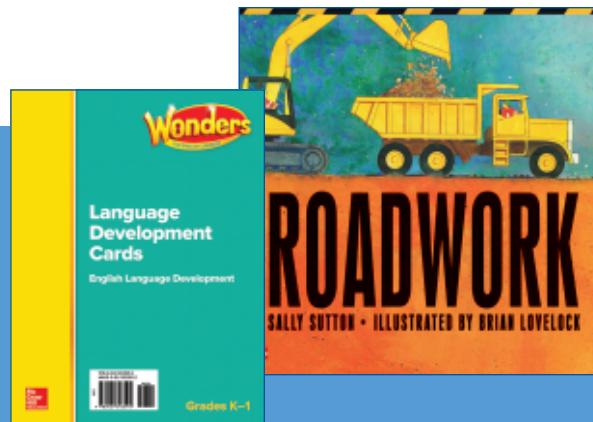
- Identify adjectives.
- Expand noun phrases to add detail to sentences.
- Draw and write in response to a text.

## Content Objective

- Understand how art and text work together to tell a story.

## Materials >> Go Digital

- Literature Big Book: *Roadwork*
- Language Development Cards: 10A–13B



**ELD** ELD.PI.K.10.Em, Ex, Br; ELD.PII.K.4.Em, Ex, Br

## Interactive Writing

### Plan

**Introduce the Prompt** Display and read the following prompt: *Page through the Big Book story Roadwork. Why did the author choose to add words in big letters at the bottom of each page? What do these words show you?* Review the **Big Book** pages with children and identify the sound words on each page.

**Illustrative Text** Point out that the sound words in *Roadwork* are similar to illustrations. Point to the sound words on pages 4–5. Say: *Notice how the words are separate from the other text. Why do they look like art?* (They are larger, use big and bold letters, take over the page.) Reinforce that words and illustrations work together to tell the story.

Display the chart below. Explain that to answer the prompt, children will need to think about the details in the picture part of the illustrations and the corresponding sound words. Review the story and list some details in the illustrations and sound words.

THINGS and PEOPLE THAT MAKE...	...SOUNDS
bulldozer	Screech! Boom! Whoosh! Crash! Roar!
dump truck	Bump! Whump! Whop! Thump! Sploshy! Splashy! Splishy
lights	Flick! Flack! Flash!
workers	Gulp! Slurp! Crunch!

**EMERGING** Have children turn to a partner and describe a tool, machine, or person in one of the illustrations and the sounds he, she, or it makes. Provide questions children can respond to as needed, for example: *Do lights make a Flick! Flack! Flash! sound?*

**EXPANDING** Have children turn to a partner and describe something in one of the illustrations and the sounds it makes. Provide questions children can respond to as needed, for example: *What sounds do the lights make? How do you know this?*

**BRIDGING** Have children turn to a partner and discuss why the sound words are a good way to describe how things and people sound. Ask questions they can respond to as needed, for example: *Why are the sound words for lights important? How do they help you enjoy the story?*

**Use a Graphic Organizer** Display the chart about the things and people that make sounds. Direct children to look for details that will help them know why the author used these words. Then have them make a T-chart of their own that lists the sound words on one side and their ideas about why the author chose them on the other. Children may draw or dictate their ideas to you as needed to complete the chart.

### Practice Writing

Using their planning charts, have children answer the prompt, providing support to children at each proficiency level as needed.

**EMERGING** Have children dictate their sentences to you.

**EXPANDING** Have children write a sentence to answer the prompt using the following frame: **The author added words in big letters to \_\_\_\_ .**

**BRIDGING** Have children write two sentences to answer the prompt, providing support as needed.

**Share Writing** Provide time for children to share their writing. Invite volunteers to stand, show their work, and read their sentences aloud with expression. Model these skills for children.

## Grammar

**Adjectives** As children discuss and write about *Roadwork*, listen and watch for their use of adjectives. Remind children that an adjective is a describing word that tells more about a noun. In their writing, they can use adjectives to describe what the sound words show. Turn to pages 14–15 on *Roadwork*. Read the sound words: *Sploshy! SPLASHY! SPLISHY!* Explain that these are adjectives. They tell more about the tar.

**EMERGING** Have children point to the words *Sploshy! SPLASHY! SPLISHY!* and the item it describes (tar). Ask questions for children to respond to: *Can you feel the tar? Can you hear the tar? Can you see the tar?*

**EXPANDING** Have children create a chart with the headings *See, Feel, and Hear*. Have them fill it in with sound words that show these qualities about the tar.

**BRIDGING** Have children look back at their writing and rewrite one sentence using an adjective to show the effect of the sound words.

Refer to the *Language Transfers Handbook* for additional suggestions on how to assist children with adjectives.

For additional work with adjectives, see **Language Development Cards 10A–13A**.

## How Language Works

**Expand Noun Phrases** Have children look at pages 10–11 of *Roadwork*. Ask: *What size are the stones? The stones are \_\_\_\_ . How do the stones feel? The stones feel \_\_\_\_ . Will the road be an old or new road? It will be a \_\_\_\_ road.* Explain that each word is an adjective. These adjectives help us to know the size, feel, and look of the stones and the road. Then work with children to create a list of adjectives to describe the sound words. Display the different pages in *Roadwork*. Post the list for reference.

**EMERGING** Have children choose an adjective to describe one of the sound words. Provide a model sentence: **The small word Ping means it's a quiet sound.**

**EXPANDING** Have children choose an adjective to describe one of the sound words. **The \_\_\_\_ word \_\_\_\_ means \_\_\_\_ .**

**BRIDGING** Have children choose an adjective to describe one of the sound words. Provide support as needed.

For additional work with expanding noun phrases, see **Language Development Card 13B**.

# Language Support

## Language Objective

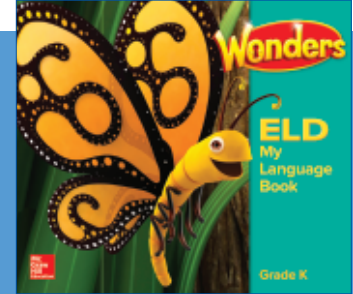
- Talk about how people work together to make communities better.

## Content Objective

- Understand how people can work together to improve their communities.

## Materials >> Go Digital

- My Language Book, page 99



**ELD** ELD.PI.K.1.Em, Ex, Br; ELD.PI.K.Em, Ex, Br

## Set Purpose

Say: *Today you will learn more words to use to talk about how people can make their communities better. We will also talk about the story "I Can, You Can!" The **My Language Book** pages have pictures that will help you retell "I Can, You Can!" and get ready to do some writing about it.*

## Oral Language

### ESSENTIAL QUESTION

Remind children of the Essential Question:

***How can people help to make your community better?***

## Language Warm-Up



Brainstorm with children a list places in your community that make it a better place, for example: library, playground, park, bookstore, or farmer's markets. List places on chart paper. Then put children in groups of three. Provide paper and crayons. Explain that they are to draw a picture showing things they could do to make one place from the list better for the community. Have group members choose a scene to describe. Provide a frame. **(I can make the [place] better by \_\_\_\_ .),** but encourage them to elaborate. For example, they might say they can make the park better by picking up litter and planting flowers. Have children practice their presentation within their groups and then present to the whole group.

## My Language Book

**Oral Vocabulary: Fix It Up** Have children turn to page 99. Point to each picture. Say: *Here are two pictures of the same playground. Which one would you rather play in? Why? (I would rather play in the playground on the left/right because \_\_\_\_ .)*

Then guide children through the page using the suggestions at the bottom. Adapt to your populations using the modifications given below.

**EMERGING** Point to the broken swing on the left and the repaired swing on the right. Ask: *Is this broken or fixed?* Repeat for the seesaw and the trash can.

Then have children complete the page by circling the details that were fixed.

**EXPANDING** Point to the broken items on the left and have children name them. Ask: *What was fixed? How was it fixed?*

Then have children complete the page by circling the details that were fixed.

**BRIDGING** Point to the broken items on the left and have children name them. Ask: *What was fixed? How was it fixed?*

Then have children complete the page by circling the details that were fixed.



Have children talk with partners about a time when they cleaned or fixed something. Guide students to use this sentence frame as needed:

**I helped when I \_\_\_\_ the \_\_\_\_ . Then, it was \_\_\_\_ .**

# Shared Read

## Language Objective

- Collaborate to read, discuss, and retell a text.

## Content Objectives

- Apply phonemic awareness, phonics, and high-frequency word knowledge to a decodable text.

## Materials >> Go Digital

- Reading/Writing Workshop: Shared Read, "I Can, You Can!" pages 36–44
- Sound-Spelling Card (Dd)
- Photo Cards (*dinosaur, doctor, doll, dolphin, bird, cloud, hand*)
- High-Frequency Word Cards (*and, do, go, to, you*)
- My Language Book, page 100



**ELD** ELD.P1.K.1.Em, Ex, Br; ELD.P1.K.6.Em, Ex, Br; ELD.PI.K.12a.Em, Ex, Br; ELD.PIII.RF.K.2; ELD.PIII.RF.K.3; ELD.PIII.RF.K.4

## Word Work

### Phonics

Display the Sound Spelling Card for *Dd*. Have children name the letter and articulate the sound in unison: /d/, /d/, /d/, /d/. Point to the dolphin and have children name it. Say: Dolphin begins with the letter *d*.

### Phonemic Awareness

**I Do** Mix up the Photo Cards for *dinosaur, doctor, doll, dolphin, bird, cloud, and hand*. Say each word. Say: *Some of these words start with the /d/ sound. Some end with the /d/ sound.*

**We Do** Say: *Let's find the pictures that begin with /d/ sound.* Point to each Photo Card and name it. Ask children to give a "thumbs up" or "thumbs down" if the word begins with /d/. Repeat for final /d/.



**You Do** Give partners two of the Photo Cards with /d/. Have them identify where the /d/ sound is in each word.

### High-Frequency Words

Display the High-Frequency Word Cards, pronounce each word, and have children echo it. Then contextualize the words in sentences. Read each sentence aloud and have children repeat it. Ask volunteers to come up with other sentences.

Do you like to go to the beach?

Do you play in the sand and go in the ocean?

For more Word Work practice, see the online Foundational Skills Practice.

## Reread "I Can, You Can!"

As you read the text, stop frequently to elicit responses that will help you gauge and support comprehension, draw attention to the week's vocabulary, and encourage good reading behaviors that result in text-dependent responses to the story. An example for each spread is given below.

### PAGES 36–37

*I see water, waves, and sand. Where do you think the setting of this story is?* (Reading/Viewing Closely)



**COLLABORATIVE** Have children turn and talk to a partner about where the story takes place. Provide them with questions to answer for their responses.

**EMERGING** *Does the story take place at the beach?*

**EXPANDING** *Where does the story take place? How do you know?*

**BRIDGING** *What do you see in the illustration that helps you know where the story takes place? Describe it.*

### PAGES 38–39

Point to the pictures. Say: *What did the girl do first? What did she do next?*



**COLLABORATIVE** Have children turn and talk to a partner about the steps illustrated on pages 38–39. (Reading/Viewing Closely, Understanding Cohesion)

## ► PAGES 40–41

*Now I see the girl's mom helping her. Then I see Don walk toward the sandcastle. What do you predict Don will do?* (Reading/Viewing Closely, Understanding Text Structure)



**COLLABORATIVE** Have children turn and talk to a partner about their predictions. Provide them with questions to answer for their responses.

**EMERGING** *Will Don watch or help?*

**EXPANDING** *What will Don do?*

**BRIDGING** *What will Don do? Why?*

## ► PAGES 42–44

*Did you predict Don would help? On the last page, the text says We can do it! What do you see in the illustration that tells you they are proud of what they built?* Have children tell what they see in the illustrations. (Reading/Viewing Closely, Understanding Text Structure)

## Respond to the Text

Ask these questions to check children's comprehension of the story. Revisit parts of the story as needed to increase comprehension, and provide sentence frames as needed to help children respond.

- *Where does the story take place? What is the setting?*  
The setting is \_\_\_\_.
- *Who are the story characters?*  
The people in the story are \_\_\_\_, \_\_\_\_, and \_\_\_\_.
- *What does the girl do first? What does she do second?*  
First, the girl \_\_\_\_ . Then, the girl \_\_\_\_ .
- *What happens at the end of the story?*  
\_\_\_\_ build a \_\_\_\_ .



## Collaborative Read

### Partner Read

Place students in pairs made up of children with mixed levels of proficiency. Have them read "I Can, You Can!" aloud, quietly working in pairs. Assign the child with the lower proficiency level the patterned text of the first two words in each sentence and the child with the higher proficiency level the rest of the sentence. Then have children switch roles and read the story again. Also allow pairs to read in unison if that makes them more comfortable.

### Fluency: Automaticity

Bring the class back together to talk about the experience of reading the story. Discuss how recognizing and reading whole words automatically, without having to sound out each letter, makes reading stories more fun and interesting.

For more fluency practice, see the **Wonders weekly Decodable Readers**.

## Retell the Story

### My Language Book

Have children turn to page 100. Guide them through the retelling activity using the suggestions at the bottom of the page and, as needed, the differentiations suggested here.

**EMERGING** Point to each picture in order. Ask guiding questions about each picture. Also provide patterned frames children can use to tell about the pictures. **First**, the girl \_\_\_\_ . **Next**, her mom \_\_\_\_ . **Then**, Don \_\_\_\_ . **Together**, they \_\_\_\_ .

**EXPANDING** Provide patterned frames children can use to tell about the pictures. **First**, \_\_\_\_ . **Next**, \_\_\_\_ . **Then** \_\_\_\_ . **Finally**, \_\_\_\_ .

**BRIDGING** Have partners work together to retell the story using the pictures in sequence.